

An Exploration Into My Leadership Style as a New Principal

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ABSTRACT

This is a self-study as I go on my journey to become an effective administrator. Being a new administrator, two years as a vice principal and one year as a principal, it is important to understand leadership styles and theories.

Comparing my leadership style with the models by Fred Fiedler Paul Hersey and Ken Blanchard, can only strengthen my understanding of leadership, which in turn will make me a more effective administrator. Understanding the differences between relationship-motivated and task-motivated leadership, directing, coaching, supporting or delegating styles, and how to know which style is best for each individual staff member, is imperative to my success as a leader.

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CHAPTER I

INTRODUCTION

This paper is a diary of exploration into leadership. It explores different types of leadership styles and theories. It is limited to the Hersey-Blanchard Management Theory and Fred Fiedler's Leadership Theory simply because they are the most widely known people in their field.

As a beginning administrator, it is important for one to be able to reflect upon their practice and leadership. This exploration looks at the comparison of my present leadership style and the Fiedler and Hersey-Blanchard models.

Definition of Terms

Leadership Situation:

The underlying basis for classifying a leadership situation is the degree to which it provides leaders with control and influence (Fred E. Fiedler, 1976).

- High Control
 - has a great deal of control and influence in the situation because he can be reasonably certain that:
 - a) his subordinates will willingly follow his instructions because he has their full support,
 - b) he can fire those who fail to do what they are told,
 - c) he has a set of specifications or blueprints which tell him exactly how to proceed and what the final product should look like
- Medium Control
 - has the support of the team but no one can predict the best procedure or final product
- Low Control
 - has no assurances (Fred E. Fiedler, 1976).

Leader-Member Relations:

“The degree to which the group supports the leader” (Fred E. Fiedler, 1976).

Task Structure:

“The degree to which the task clearly spells out goals, procedures, and specific guidelines” (Fred E. Fiedler, 1976).

Position Power:

“The degree to which the position gives the leader the authority to reward and punish subordinates” (Fred E. Fiedler, 1976).

Leadership Style:

“It is the ingrained pattern of behavior which you adopt when dealing with others above or below you in authority” (Fred E. Fiedler, 1976).

Leadership:

“Leadership occurs whenever one person attempts to influence the behavior of an individual or group, regardless of the reason” (Paul Hersey, 1982).

Task Behavior:

“The extent to which leaders are likely to organize and define the roles of the members of their group (followers) and to explain what activities each is to do and when, where, and how tasks are to be accomplished; characterized by endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting jobs accomplished” (Paul Hersey, 1982).

Relationship Behavior:

“The extent to which leaders are likely to maintain personal relationships between themselves and members of their group (followers) by opening up channels of communication, providing socio-emotional support, active listening, ‘psychological strokes,’ and facilitating behaviors” (Paul Hersey, 1982).

Position Power:

“Based on the perception that leaders have the right to exercise influence because of their position/role: comparable to ‘authority’ and sometimes known as ‘legitimate’ or ‘legal’ power” (Sue Law, 2000).

LST : Learning Support Team; non-enrolling teachers in a school who work with students who need extra help to be successful. These teachers have a special education background”

(Sue Law, 2000).CHAPTER 11

REVIEW OF THE LITERATURE

PART 1

TYPES OF LEADERSHIP

Autocratic Leadership:

The Autocratic Leadership style sees a very dominant leader who uses his “position over power” authority to directly control both the group and the task at hand. The Autocratic Leader dictates the way that the task will be completed and exerts his high level of power over his team. This is a one-way communicative situation where the leader permits little, if any, team input into decision-making; all decisions are made unilaterally by the autocratic leader. The leader works to keep as much power and authority over his team as possible, which displays a lack of trust between the leader and his team. The Autocratic Leader uses rewards and punishment to motivate his group. The Autocratic style helps to reduce stress of the leader because he knows that he is in control over the task and his own fate. It also helps the success of the task as the autocratic leader is heavily involved and is able to spot problems quickly which allows him to make adjustments sooner rather than later; however, the leader can become overwhelmed which would raise his stress level.

The Autocratic Leadership style is effective in some situations; if the group consists of new untrained people, this helps them to learn procedures, guidelines and expectations of the task; when there is a need for high-volume production; and, when there are short-term projects to complete. On the other hand, the Autocratic Leadership style is not effective if the team members are tense, fearful or resentful of the leader’s power and authority, or if they expect to have their opinions heard and be included in the decision-making.

Autocratic Leadership can cause low morale, high absentee rate and high turnover of staff. This style does not allow the group members to use their creativity and experience and

does not foster teamwork. These things cause the group members to resent their leader and lose interest in their task.

Democratic Leadership:

The Democratic Leadership Style is also known as the participative style. This leadership style facilitates two-way communication between the leader and the group members. The leader encourages group members to be part of the decision-making and problem solving by seeking their input and ideas. The Democratic Leader keeps his team informed with what is going on which promotes the feeling of inclusion and ownership amongst its' members. The Democratic Leader also builds trust between himself and his team as well as helps to develop the skills and promotion of his group members. This leader recognizes and encourages the accomplishments of his team, which fosters cooperation, team spirit and a high morale. Of all the things that the Democratic leader does one of the most important is that he helps his team members feel like they are in control of their own destiny, which motivates them to work harder and increases their job satisfaction.

The Democratic Leadership Style is most effective in situations where the quality of the task is the most important thing. Additionally, the group wants to be part of the journey, when the leader wants to provide its' members with the opportunity to develop a high sense of personal growth and job satisfaction, and when the leader believes and encourages team building and participation. It is also an effective method to help find possible solutions for large or complex problems as this leadership style is highly based on brainstorming everyone's ideas to find the best resolution. The Democratic leader is a coach who gathers information from his group before making a decision.

The Democratic Leadership style is not effective or appropriate to use when there is not enough time to get everyone's input before a decision has to be made. It is not an appropriate

style if the leader is not comfortable or feels threatened by this type of leadership or when safety of someone is involved. The Democratic Leadership Style is very time consuming due to the fact that the group makes the majority of decisions.

The Democratic Leadership Style is effective because it can produce high quality of work for long periods of time because the team has trust and respect for the leader and feel like they are truly part of the team; they are empowered by their leader.

Laissez-Faire Leadership

Laissez-Faire Leadership is true to the French phrase meaning “leave it be”. Laissez-Faire Leadership is the “hands off” style where there is no leadership. The leader sets the overall priority or instruction and then turns it over to the group to run on their own. Other than this, the Laissez-Faire leader gives little or no direction and gives the group the freedom to make decisions and resolve any problems that may occur. The leader relies on good teamwork and good interpersonal skills amongst the group. A Laissez-Faire leader goes by whatever decision the group makes, thus having to avoid taking a stand or making a decision. Characteristics of a Laissez-Faire leader include appearing to be indifferent to what is happening around him by burying himself in busywork, deflecting requests for help and delegating all tasks. Sometimes the Laissez-Faire leader does not understand his responsibilities and trusts the group to cover for him.

As with any Leadership style, there are pro's and con's. The Laissez-Faire style is effective when the group members are highly skilled, experienced and educated. These group members are also trustworthy, take pride in their work and seek intrinsic rewards for a job well done. The Laissez-Faire style is not effective if the group is looking for a “hands on” leader who provides regular positive feedback and for a leader who is readily available to help with any

questions they may have. This leadership style can lead to poor morale and low motivation within a group.

The Laissez-Faire Leadership Style is the most ineffective form of leadership because the leader does not make any decisions, is slow at acting upon things and ignores his responsibilities as a leader.

Bureaucratic Leadership:

The Bureaucratic Leader is more of a policeman than a leader. He is the leader who goes by the book; everything is done by policy or procedure and if he encounters a situation where there is not any policy for it, the Bureaucratic leader checks with his superiors for direction. The bureaucratic leader enforces the rules and makes sure that everyone is doing things the way they are supposed to, he has and uses his position of power. People who work under a Bureaucratic leader are promoted based on their ability to conform to the rules.

The Bureaucratic Leadership Style is effective in situations where the group must understand the procedures and standards to allow them to perform the same task over and over the appropriate way. It is also effective when the members are working with delicate equipment or with dangerous things so that they know the specific guidelines to ensure their safety.

People who work under a Bureaucratic leader can feel demoralized which results in low morale where the members lose interest in the job and could ultimately do only what is expected of them and no more. They could become clock-watchers and put in only the time specified by the organization. These group members also feel a lack of self-fulfillment because of the constraints placed upon them.

Servant Leadership:

Servant Leadership is where the leader is not necessarily recognized as a formal leader, rather one who wants to serve others. The Servant Leader leads by way of moral virtue to meet the needs of his group. He receives power based on his values and ideals through collaboration, trust, active listening and ethical use of his empowerment; his strength is based on moral authority. The Servant Leader is a people person whose most important thing is to serve the people of his community by being an advocate for others.

“Servant leadership is practiced by serving others, but its ultimate purpose is to place oneself, and others for whom one has responsibility, in the service of ideals” (The Jossey-Bass Education Series, 2000).

TABLE I

Comparison Between Autocratic and Facilitative Leadership Styles

Attribute	Facilitative Leadership	Autocratic Leadership
Verbal Patterns	More Questions	More Statements
Power Orientation	Social. It's more about the group and what's good for them.	Selfish. It's mostly about me although sometimes it's about my group.
Influence Orientation	Consensus	Directive
Symbolism	The round table with the leader somewhere in the middle.	The long table with the leader always at the head of it.
Dominance Level	Appears less dominant since the style is more subtle.	More Dominant, more Assertive.
Advocacy	Perceived Neutrality	Rarely neutral on anything

(Legacee)

Theories of Leadership

Trait Theory

The Trait Theory is the belief that people are born to be leaders and have inherited the right combination of specific qualities or characteristics that make them a natural leader.

According to Stogdill, some of these qualities have to do with their personality, dominance and personal presence, charisma, self-confidence, achievement and their ability to formulate a clear

vision. Even though a person may not have all of the necessary traits does not necessary mean that he is not a leader.

TABLE II

The table below lists the main leadership traits and skills identified by Stogdill in 1974.

Traits	Skills
<ul style="list-style-type: none"> - Adaptable to situations - Alert to social environment - Ambitious and achievement-oriented - Assertive - Cooperative - Decisive - Dependable - Dominant (desire to influence others) - Energetic (high activity level) - Persistent - Self-Confident - Tolerant of stress - Willing to assume responsibility 	<ul style="list-style-type: none"> - Clever (intelligent) - Conceptually skilled - Creative - Diplomatic and tactful - Fluent in speaking - Knowledgeable about group task - Organised (administrative ability) - Persuasive - Socially skilled

Behavioural Theory

Behavioural Theorists believe that great leaders are made, not born. The behaviorists concentrate on what leaders do, their actions, rather than their qualities. They believe that leadership skills necessary to make great leaders can be taught.

In 1960, Douglas McGregor brought forth two theories, which looked at group member motivation. He called these Theory X and Theory Y. McGregor theorizes that the average Theory X person dislikes work and tries to avoid it, has little ambition and would rather follow than lead, therefore not having to take on any responsibilities. The Theory X person also only cares about them, not the organization, and is resistant to change. The Theory X person is motivated by control, authority and specific direction. Because of these characteristics, a leader who is working with Theory X people usually has to rely on using his authority power, and close supervision to ensure that the task at hand is completed successfully. He believes his people are lazy and that they work best under specific instructions, which provides no wiggle room. This

leader would use a Bureaucratic Style because the group members are motivated by wages and benefits.

The Theory Y person is usually self-directed, committed to their job, and seeks responsibility. This person is intrinsically motivated and takes pride in what they do, and tend to be creative and problem-solvers. The Theory Y person is mostly influence by authentic relationships. The leader who is working with Theory Y people will use a tighter control at first and when they see that their group members have developed to the level of the expectations of a Theory Y person, he will relax his leadership style.

A leader working with Theory Y people uses more of a Humanistic Approach. He builds relationships with his people and believes that they really want to do their best work. This leader shares responsibility with his group as well as including them in decision-making thus making it more of a Democratic or Participative style.

Transactional Leadership

Transactional Leadership is where there is an agreement, or contract, between the leader and the group members. The leader, or organization, provides wages, benefits and status, in return for members' compliance and effort. The members are motivated by reward and punishment. The transactional leader is really just a manager: he can be influential but can change very little, he simply maintains status quo. When a member joins the group, it is with the understanding that he agrees to obey the leader. The transaction leader controls, rules, and tells his group members what to do.

Transactional Leadership is a top down system, which causes the group members the inability to identify with the organization, its vision or mission. Transactional leadership is based on short-term tasks, which are delegated to group members. Once the task has been assigned they are totally responsible for it and are held personally at fault if they fail. There is little

opportunity for group member's input and creative work. This leaves little room for group members to improve their job satisfaction.

Transformational Leadership

Transformational Leadership is a highly effective style of leadership in which the leader is focused on change, innovation and leading by example. This type of leader is inspirational, passionate, energetic, and takes on the role of teacher, mentor and coach who cares for and wants his members to succeed. He is also upfront and visible during the task at hand, which facilitates trust, admiration and respect from his group members. The Transformational Leader believes that he can raise himself and his members to higher levels of motivation and morality to produce positive and significant change. He also empowers others to take more initiative in their work and inspires them to be loyal while at the same time building their self-confidence. He does not always lead from the front, but from within the group, as he works along side of his group where he shares responsibility of the tasks. This also allows him to be proactive and to have the ability to resolve and reduce conflict, burnout and stress.

The Transformational Leader is an excellent communicator who has a clear vision and shows new ways to look at old problems as well as being flexible and adaptable. He has clear objectives, which is beneficial for long term planning of the organization. The leader is able to explain the importance of the task, the positive qualities of the group and how their strengths together will result in the successful completion of the task.

Transformational leaders see the big picture but do not always see the smaller details. In his haste to transform he needs to step back and evaluate to make sure that the organization really needs transforming, and to what extent.

The Transformational Leader asks rather than tells and is able to influence his group members' motivation and performance. "Transforming leaders shapes, alters, and elevates the

motives, values and goal of followers achieving significant change in the process” (Bolden, 2003).

TABLE III

Comparison of Transactional and Transformational Leadership (Covey 1992)

Transactional Leadership	Transformational Leadership
<ul style="list-style-type: none"> - Builds on man’s need to get a job done and make a living - Is preoccupied with power and position, politics and perks - Is mired in daily affairs - Is short-term and hard data orientated - Focuses on tactical issues - Relies on human relations to lubricate human interactions - Follows and fulfills role expectations by striving to work effectively within current systems - Supports structures and systems that reinforce the bottom line, maximize efficiency, and guarantee short-term profits 	<ul style="list-style-type: none"> - builds on a man’s need for meaning - is preoccupied with purposes and values, morals and ethics - transcends daily affairs - is orientated toward long-term goals without compromising human values and principles - focuses more on missions and strategies - releases human potential – identifying and developing new talent - designs and redesigns jobs to make them meaningful and challenging - aligns internal structures and systems to reinforce overarching values and goals.

(Bolden, 2003)

Situational Leadership

Situational Leadership is where the leader can use different leadership styles depending upon the situation they find themselves in. The leader is able to analyze the level of support their group member(s) need and use the most appropriate leadership style to fit the situation. Paul Hersey and Kenneth Blanchard created the Hersey-Blanchard Leadership Model, which suggests there are two types of support: Task Behavior and Relationship Behavior. They believe that the developmental level of its’ members needs in these two areas, determines which leadership style is most appropriate.

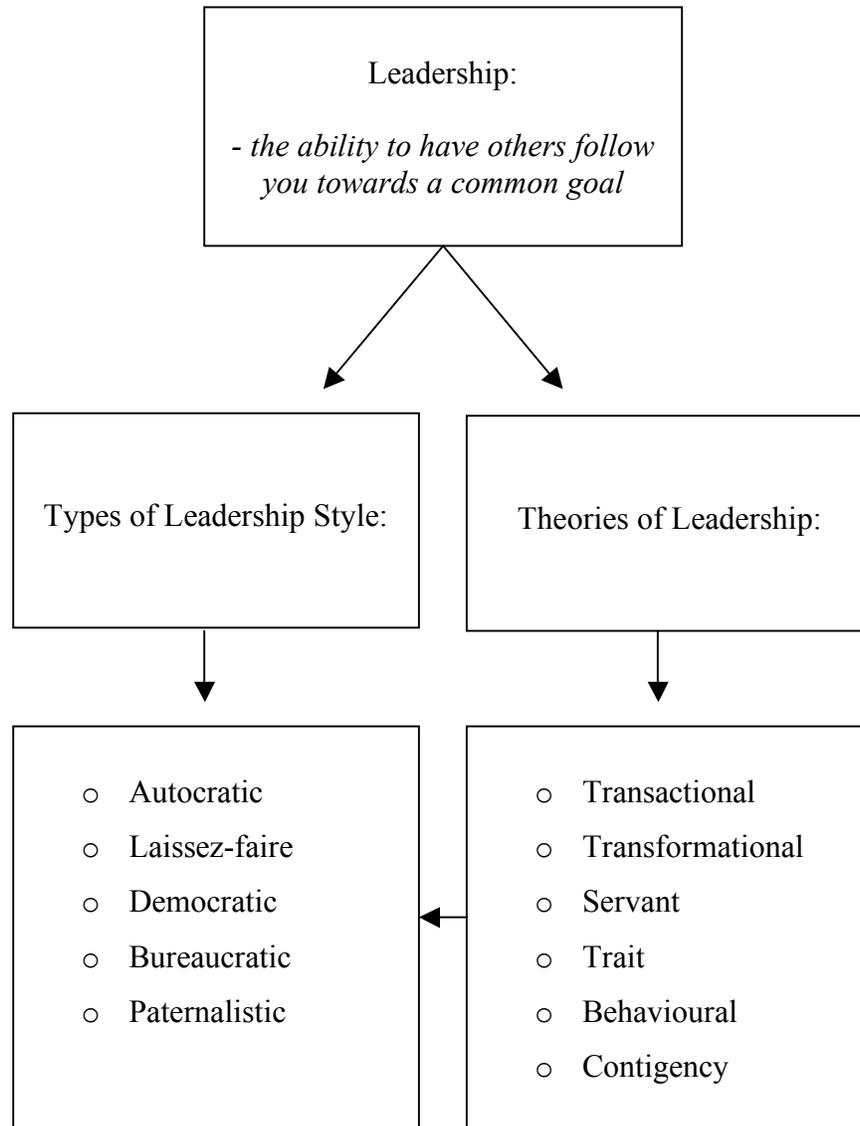
A situational leader is flexible in style and may use different styles of leadership within his organization. Depending on their needs, he does not treat all of his members the same; rather, he finds which style is best for each person. The benefit of using the right style is that tasks are successfully completed, relationships of trust are created, and the members’ skills will develop to an even higher standard.

Contingency Theory

Theorists who back the Contingency Theory believe that a person's personality and characteristics cannot be changed, and therefore, they believe that a leader must change or find the situation to complement his personality or leadership style. Fred Fiedler created a Contingency Model, in which leaders can find out which type of leader they are so that they can match their style with the best situation for them. Fielder's model looks at three aspects, leader member relations, task structure, and position power. This in turn, lets the leader know if they are relationship oriented or task oriented.

“Contingency theory is similar to situational theory in that there is an assumption of no simple one right way. The main difference is that situational theory tends to focus more on the behaviors that the leader should adopt, given situational factors (often about follower behavior) whereas contingency theory takes a broader view that includes contingent factors about leader capability and other variables within the situation” (Bolden, 2003).

TABLE IV
LEADERSHIP AS SEEN BY MICHELLE



PART 11

FIEDLER AND HERSEY-BLANCHARD MODELS

Fiedler's Contingency Model

In 1976, Fiedler, in his book *Improving Leadership Effectiveness: The Leader Match Concept*, stated that there are two types of leaders: the Task-Motivated Leader and the Relationship-Motivated Leader. One is not better than the other, rather, the success of the leader lies on matching their style to their Leadership Situation. Fiedler also says that a leader's style is part of their personality. "It is the ingrained pattern of behavior which you adopt when dealing with others above or below you in authority" (Fred E. Fiedler, 1976).

To determine the type of leader that you are, Fiedler has created the LPC, or Least Preferred Co-Worker Scale. This scale contains eighteen descriptors of a person's personality, with each being broken down into a scale of eight points, with eight being favorable and one being unfavorable. (Appendix A) When completing this scale, the leader is to relate each descriptor to the one person whom they least prefer to work with. Once this is done, the scores are added and the LPC score then indicates your type of motivation, which in turn determines your leadership style. If you have a high score, then you are a high LPC person, which means that you are motivated by relationships, thus, making you a Relationship-Motivated Leader. If you have a low score, then you are a low LPC person, which means that you are motivated by the task at hand and in task performance.

A Relationship-Motivated Leader, or high LPC person, is motivated mostly by their positive relationship with others and "tend to accomplish the task through good interpersonal relations with the group in situations in which the group as a whole participates in the task performances" (Fred E. Fiedler, 1976). They are concerned with others feelings and seek the support of their group in stressful or anxious situations. They are also eager to maintain good

group morale, has the ability to see different points of view, as well as having the skills to minimize interpersonal conflicts. The Relationship-Motivated Leader views their least preferred co-worker sees the goodness in that person, even though they cannot work with them.

A Task-Motivated Leader, or low LPC person, is motivated by how successfully they complete a task. They do not need extrinsic rewards. They “gain self-esteem from tangible, measurable evidence of performance and achievement” (Fred E. Fiedler, 1976). The Task-Motivated Leader likes clear guidelines and operating procedures. They like to get right down to business and are quick to organize the delegation of tasks, creation of schedules and closely monitor productivity of the task. They believe in “business before pleasure!” (Fred E. Fiedler, 1976).

Fiedler also discusses different levels of control of a situation. Within each leadership style, there are three types of situation control: high, moderate or low, which affects how a leader is to its members. A Relationship-Motivated Leader finds it challenging and stressful when in a Low Control Situation. They tend to get bogged down in discussions and in getting everyone’s ideas and are so influenced by the importance of their relationships with their members that very little gets accomplished. Relationship-Motivated Leaders are in their element when in a Moderate Control Situation. They are able to balance their level of interpersonal relations and the task at hand. They are sensitive to their members but are able to deal effectively with those members whom are difficult. When a Relationship-Motivated Leader is in a High Control Situation, they do not need to worry about their interpersonal relations with the group and can then focus on how they can please their boss and others. In this situation, the leader tends to seek their members’ ideas less and structure the task on their own.

Task-Motivated Leader’s do very well when in a Low Control Situation, even though they find this a challenging situation. If the guidelines are not clearly laid out, the Task-Motivated Leader discovers or develops them in order for the task to be completed successfully.

In a High Control Situation, the Task-Motivated Leader finds himself in total control of the task. Due to the fact that he does not have to worry about the task at hand, he is able to relax a bit and becomes more easy-. When a Task-Motivated leader finds himself in a Moderate Control Situation, they are very uncomfortable. In this situation, there are interpersonal conflicts, and so the leader throws himself into the task and avoids the conflict. This can cause a loss of productivity and a lower standard of work to occur.

TABLE V

Relationship-Motivated and Task- Motivated Leaders in Various Situational Control Situations

Situational Control	Relationship-Motivated Leader	Task-Motivated Leader
<u>Low:</u> - little control - no assurances	<ul style="list-style-type: none"> - most stressful and challenging - become too involved with discussions that the task is not as successful as it should be - lacks focus on the task - group support is most important; do not want to anger or alienate the group 	<ul style="list-style-type: none"> - perform very well as they are task-oriented - develop or find guidelines in order to complete the task successfully - are innovative and creative - are impatient with others input - not too worried about interpersonal problems or conflict
<u>Moderate:</u> - has support of the team - no one can predict the best procedure or final product	<ul style="list-style-type: none"> - very comfortable; this is their best situation - able to balance the relationship needs and the success of the task at hand - are able to deal with difficult people - are innovative and creative 	<ul style="list-style-type: none"> - very uncomfortable - tends to throw themselves into the task and avoids/ignores interpersonal conflicts - pays little or no attention to the feelings/ideas of others - can cause loss of productivity - lower standards or work occur
<u>High:</u> - great deal of control and influence	<ul style="list-style-type: none"> - have good group relations - confidently hands the task over to the group - concerned with what their boss thinks - can become a little more directive to the group and less considerate of their feelings 	<ul style="list-style-type: none"> - totally in control of the task - doesn't have to worry with the job getting completed - easily turns the task over to his subordinates - is able to relax - becomes more easy going - hates interference from those above

According to Fiedler, “Whether you are a “true type” or a combination of leadership types, *your effectiveness as a manager will depend on how well your individual personality and leadership style fit the requirements of your leadership situation*” (Fred E. Fiedler, 1976).

Within the leadership situational control, leader-member relations, task structure, and position power, are three factors that influence the effectiveness of a leader. The most important factor for a leaders' success is the leader-member relations. This is the amount of loyalty and support you as a leader get from your group. If the group is truly working with you to get the task completed then you do not need to worry about task structure and position power because the group is following the guidelines as outlined to complete the task in a successful manner. In this situation the leader would have either moderate or high control. Unfortunately, however, not every situation is perfect. If you are with a group where there is conflict the leader always needs to be careful and may find that they need to rely on task structure and position power more to ensure that the task is successful. Next in order of importance is the task structure, which is where you look to see how clearly the task is outlined for the group. Are there procedures in place? Does everyone understand them? The task structure is the most complex of the three factors because the task could have very clearly laid out steps or the plans could have lots of room for alternative methods to complete the task. Task structure also takes into consideration the amount of experience and training the leader has. Position Power is the power given to the leader by their organization. Have they given the leader a position that lets the group know that they support them? Position Power on its own is not sufficient enough to ensure the success of a task because it does not matter how much power you have; if there is an uncooperative group member they can sabotage the task and can be a bad influence on the others.

In order to help determine a leaders' situational control, Fiedler has created rating scales for each of the aspects: Leader-Member Relations, Task Structure, and Position Power. Two factors that affect Task Structure are the actual structure of the task as well as the training and experience of the leader. There is a rating scale for both of these dimensions. Upon completion of these rating scales the leader can determine their level of situational control. (Appendix B)

There are a couple of reasons why a leader should know their situational control: they can work to match their Leadership style with the situation that they find themselves in and this helps the leader to be aware of a situation in which they will struggle and ultimately not perform well in. Fiedler believes that if the leadership style and situational control are mismatched that the leader will become discouraged and dissatisfied with their job, which ultimately affects the group's performance. "Effective leadership requires that you match the situation to your particular leadership style." (Fred E. Fiedler, 1976).

TABLE VI

Summary of Leadership Style, Behavior, and Performance in Varying Situations
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Leader Type	Situational Control		
	High Control	Moderate Control	Low Control
High LPC (Relationship-Motivated Leader)	<i>Behavior:</i> Somewhat autocratic, aloof and self-centered. Seemingly concerned with task. <i>Performance:</i> Poor	<i>Behavior:</i> Considerate, open, and participative. <i>Performance:</i> Good	<i>Behavior:</i> Anxious, tentative, overly concerned with interpersonal relations. <i>Performance:</i> Poor
Low LPC (Task-Motivated Leader)	<i>Behavior:</i> Considerate, and supportive. <i>Performance:</i> Good	<i>Behavior:</i> Tense, task-focused. <i>Performance:</i> Poor	<i>Behavior:</i> Directive, task-focused, serious <i>Performance:</i> Relatively Good

Fiedler states that it is easier for a leader to change or modify their situation than their Leadership Style. Modifying or changing your Leader-Member Relations will result in the greatest effect on a leaders' situational control. When doing this the leader must be very careful; the leader must find that fine line which changes the group from being very successful to not very successful. A leader can be more social and work more closely with the group to gain more trust and respect. This could help to make sure that the leader understands the members' problems and concerns and is then better able to work to alleviate them; however, if a leader

becomes too close they may find it difficult to speak with or discipline a member. Modifying or changing your Task Structure may have a small impact on the overall situational control. Usually the leader has some control, or say, as to how they wish to approach the task. If the leader wishes to have a more structured task there are many things they can do: they can be well prepared so that they know exactly how the task will be accomplished, can break the task into small, highly structured bits, ensure that they themselves have proper training and research the task so that when they present it to the group, they have diagrams and outlines, including examples from other jobs. If the leader wishes to have a more unstructured task they can bring the task to the group and ask for their input by having discussions in which they get their ideas. Changing or modifying the task structure alone is not usually the most effective way to change the situational control to the level that the leader may wish to have. Making some change to the Position Power, along with changes to the task structure would be more effective. If a leader wishes to increase their Position Power they would show the group that they are the boss and would make sure that you are the keeper of all the information. If the leader wishes to decrease their Position Power, they would become one of the group, do shared decision-making, empower others and make sure that everyone in the group has all of the information. Again, changing or modifying Position Power alone will not do much for changing the situational control.

Once the leader has found their leadership style and matched it to their situational control, it is important for the leader to continually re-evaluate their situation so that they are always aware of their situation and can continually making adjustments to ensure that both themselves and their group are being as successful and effective as possible. According to Fiedler it is important for a leader to remember that “Leadership is an extremely complex relationship, and many factors determine how well a particular group operates at any one time. You, as a leader, cannot expect to control all of the many things which affect the performance of your group” (Fred E. Fiedler, 1976).

The Hersey-Blanchard Model

The Hersey-Blanchard Leadership Model is based on four quadrants, with each quadrant being a different leadership style: “high task and low relationship; high task and high relationship; high relationship and low task; and low relationship and low task” (Hersey, 2001). These quadrants are not based on how the leader sees themselves, but rather, how others view their style.

Directing is high on task and low on relationship. This means, in this style, the leader gives very specific, step-by-step instructions on how to perform a task. The leader assigns the task and works closely with the group. This is a one-way communication style where the leader has lots of experience and skill in the area of the task. This style is appropriate for those subordinates, who are eager, are new to the position or who lack confidence. This style is also beneficial in high stakes situations and in situations where decisions need to be made quickly.

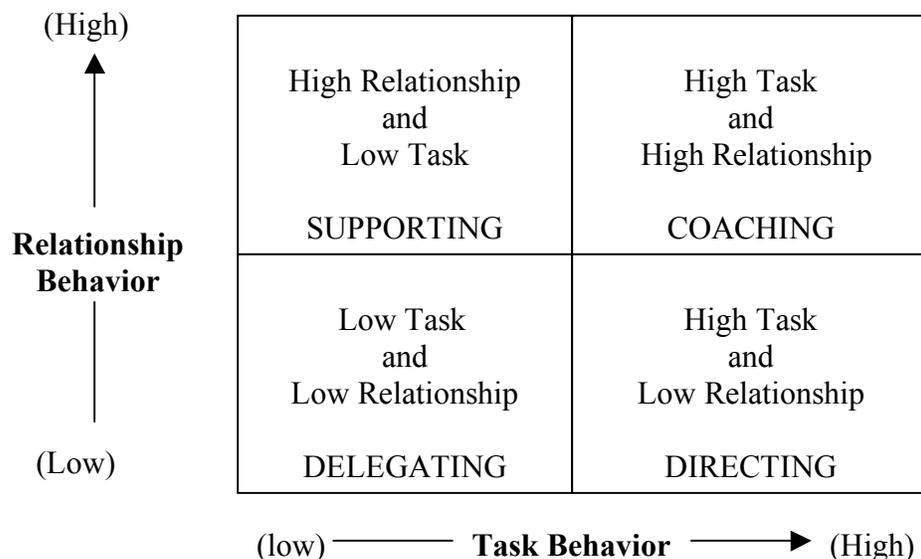
Coaching is high on task and relationship. This style sees the leader doing a combination of supporting and directing; they provide some direction but also get ideas and suggestions from their subordinate. The leader also supports and encourages their members. This style is appropriate for those subordinates who have some confidence but may have lost interest in their job.

Supporting is high on relationship and low on task. The leader acts as a facilitator while sharing decision-making, helping to build subordinates confidence through supporting, encouraging and praising. Rarely does the leader give specific direction to the group with regards to how to complete the task. This is a two-way communication style that is beneficial for those members who are competent in their job but lack confidence or motivation.

Delegating is low on relationship and task. The leader finds themselves with motivated, competent, loyal, top performers whom they are able to turn over the responsibility of the task to. These subordinates need little direction or support.

TABLE VII

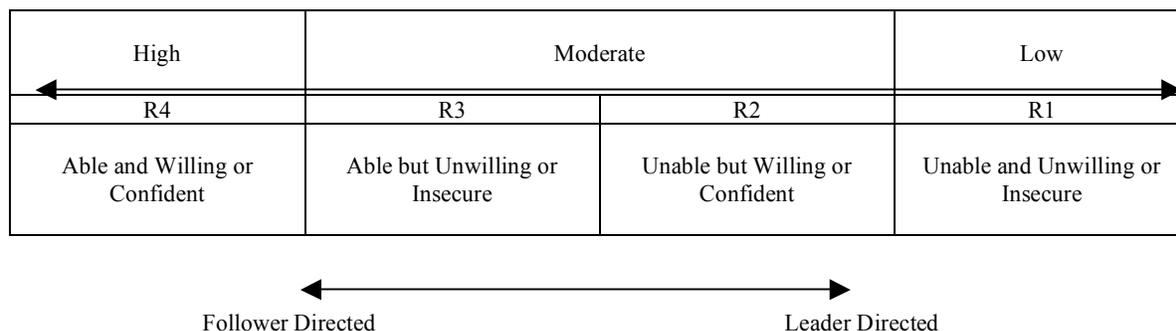
Two Dimensional Model by Hersey and Blanchard



Knowing and being able to use these four leadership styles is not enough. In order to be an effective leader, the leader also needs to know the group members and their needs so that they can match their style to the situation. A leader needs to take into account the members past performance, their competence, knowledge and skills, their commitment to the task and their motivation. This knowledge can in turn help the leader to match their style with the situation. “Everyone Has Peak Performance Potential – You Just Need To Know Where They Are Coming From And Meet Them There” (Kenneth Blanchard, 1985).

TABLE VIII

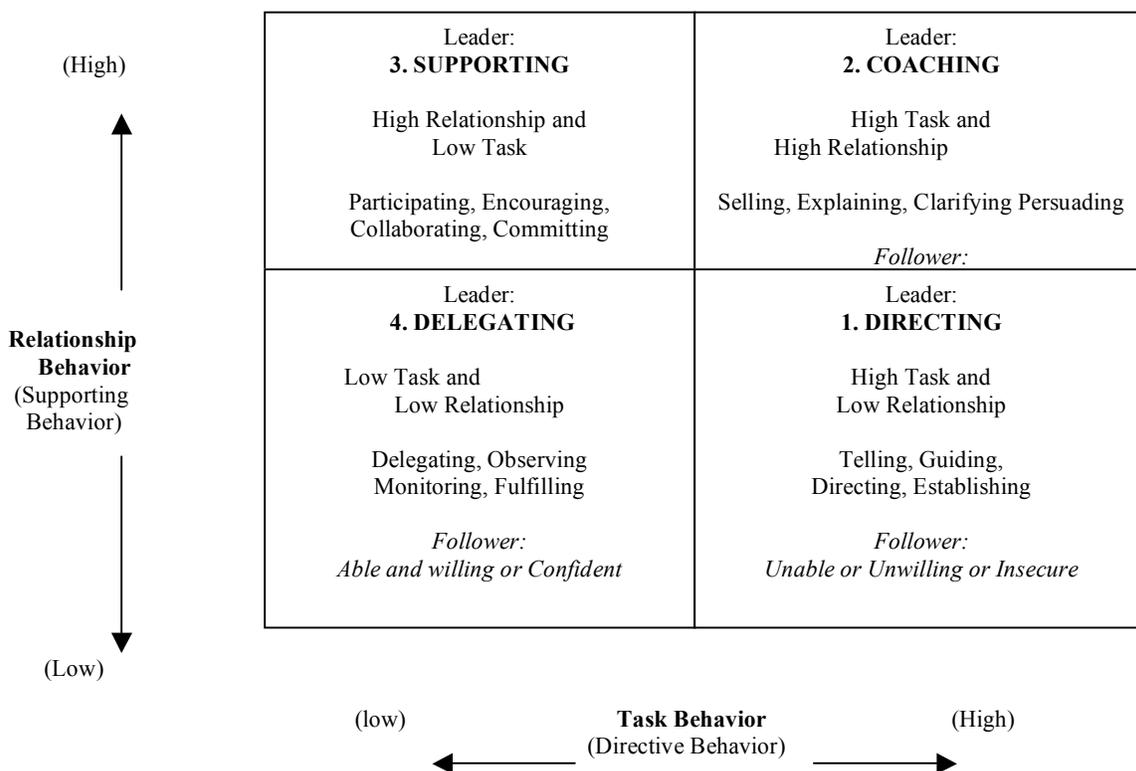
Continuum of Follower Readiness (182 management of organizational behavior)



When we combine all of the Situational Leadership ideas that Hersey-Blanchard speak of, we see a chart like the one below, which is based on the two charts we have already seen.

TABLE IX

Summary Chart of Hersey-Blanchard Model



An effective leader is aware that their members can change as their confidence, experience, and commitment increases, therefore affecting their leadership style. “The primary reason why there is no one best way of leadership is that leadership is basically situational, or contingent” (Hersey, 2001).

TABLE X

How the Basic Leader Behavior Styles May be Seen by Others When They Are Effective or Ineffective. (Hersey, 2001).

Basic Styles	Effective	Ineffective
High Task and Low Relationship Behavior	Seen as having well-defined methods for accomplishing goals that are helpful to followers.	Seen as imposing methods on others; sometimes seen as unpleasant and interested only in short-run out-put.
High Task and High Relationship Behavior	Seen as satisfying the needs of the group for setting goals and organizing work, but also providing high levels of socioemotional support.	Seen as initiating more structure than is needed by the group and often appears not to be genuine in interpersonal relationships.
High Relationship and Low Task Behavior	Seen as having implicit trust in people and as being primarily concerned with facilitating their goal accomplishment.	Seen as primarily interested in harmony; sometimes seen as unwilling to accomplish a task if it risks disrupting a relationship or losing "good person" image.
High Relationship and High Task Behavior	Seen as appropriately delegating to subordinates decisions about how the work should be done and providing little socioemotional support where little is needed by the group.	Seen as providing little structure or socioemotional support when needed by members of the group.

"A situational leader, he changes his style depending on the person he is working with and on the situation" (Hersey, 2001).

CHAPTER III

Literature Perspectives

The following procedures were undertaken during this project;

- thorough review of leadership literature on information pertaining to Fred Fiedler
- thorough review of management literature with regards to Paul Hersey and Kenneth Blanchard
- thorough review of literature on information about leadership styles, leaning towards the three most common styles:
 - o Autocratic
 - o Laissez-Faire
 - o Democratic

Personal Perspectives

From the personal perspective, I looked at the literature with regards to Fred Fiedler and Paul Hersey and Kenneth Blanchard and attempted to examine how these two approaches blend in with my own reality as an elementary school principal.

CHAPTER IV

AN EXAMINATION OF MY LEADERSHIP STYLE

The dynamics of leadership is an interesting one. It is true what the experts say, “an administrator or leader can have all the skills and traits necessary to be successful, his success however, heavily relies on his group, how they perceive him and if they accept him.”

In my journey to become an Elementary School Principal, I have had the honour of working under some great leaders. During my two and a half year role as a Vice-Principal, I had the privilege to work alongside some master leaders. I was able to observe, discuss and reflect upon qualities and behaviours that these leaders had. Staffs view a vice-principal differently than they view a principal because they see you still as one of them, likely as a result of all of the teaching you are still doing.

When I first became a Vice-Principal, I remember being very excited, partially because of the new position, and partially because I had previously worked with the Principapl, George, whom I, had a rapport with and respected. I had also already worked with some of the staff members who were at my new school. I remember asking George what it was he wanted me to do. What role did he want me to take on? His reply was, “You’ll find your way.” I remember being very frustrated with that answer and now, upon looking back on that early conversation I can see that I was very much a Task-Motivated Leader, according to Fiedler’s model, and was asking George to be the “Directing” style leader according to the Hersey-Blanchard model. I wanted to know exactly what I should do and how to do it; however, what this did was pave the way for George and I to have frequent discussions about a variety of topics. Rather than pigeon-holing me and closing doors, this tactic, by George, opened doors that I never knew existed.

My teaching portion, Learning Support, facilitated the need for dialogue with staff members about students and their learning. I became a combination of a Relationship-motivated and

Task-Motivated Leader by having discussions with teachers with regards to reading. A group of like-minded teachers formed a group to discuss reading assessment for and of learning, as well as effective direct reading instruction. When I started this group, I had a very clear vision of where I wanted to go and how a true Task-Motivated, Low Control Situational Leader and Directing Leader in a High Task, Low Relationship Situation. I already had the relationship with the group so I did not need to worry about that; I just needed them to do what I wanted them to do. As the small group continued and grew in number, the Relationships and Coaching Leadership Styles came into play, by providing the opportunity for members of the group to expand and adjust my vision. Staff started to come to me to seek out my opinion and to discuss strategies, thus putting my style into the Supporting quadrant according to Hersey-Blanchard. What started out as a little idea that I had, grew into a whole school focus which included direction for our School Growth Plan and Professional Development. The more we worked as a team the more my leadership style changed to suit my needs and the needs of the group. As our time together continued I was pushed into being a Delegating Leader, where I observed and monitored the group. When I left the school two years later this group continued on with our work.

During this process of looking at reading not everyone on staff supported it. Some people are set in their ways and not open to any type of change. Unfortunately, this did cause some friction. The group decided to make a central storage area for all of the novels in the school. The group and I spoke with the intermediate staff during a meeting where we discussed what we wanted to do and all of the reasons for it. At this point, I was a Relationship-Motivated, Moderate Control Situation Leader and a Supporting Leader. I participated with the group, was open to their ideas, and encouraged them to push the limits to see where this would go, as well as collaborated with them. This group decision made me into a Directing, High Task, Low Relationship and Task-Motivated in a Low Control Situation Leader in order to deal with one staff member. Sally, one of the teachers was totally against her novels going to the bookroom. I

met with her individually so that we could discuss her concerns but nothing I could say or do would make her open to this idea. Because the majority of the staff voted to proceed with the plan, I then had to establish my authority and be very directive with Sally; when I informed her that we were taking her books to put in the bookroom it was a very uncomfortable situation to be in as a Relationship-Motivated and Supporting Leader.

As is evident, my leadership style changed throughout the situation. I had to be flexible and interact with the different players to suit their individual needs. Not all people are at the same place at the same time, thus they have different needs which need to be handled in a variety of ways. Most of the time I did not need to worry about Position Power because my relationship with the group was positive, as was the task structure. As Fiedler says, “if there is a conflict, a leader must change to rely on task structure and Position Power to ensure that the task is successful”, and unfortunately that is what I had to do. According to the Hersey-Blanchard model, I experienced all levels from 1 Directing to 4 Delegating. My experience had me moving around the quadrants in order as the team and I became more solid but had me bounce back to Directing when there was a major conflict with Sally. At the time, it was just a natural way of dealing with people as I did not think about the two major models, Fiedler and Hersey-Blanchard, but upon reflection, I can see that I was in most areas of both models’ situations. This was my first real leadership test as a Vice-Principal and I truly learned a lot from this situation.

I was transferred to a larger school at the end of my second year. The culture at this school was very unique. The staff was willing to try anything. While I am not exactly sure why, I suspect it was due to the respect they had for Rob, the Principal. I did not know Rob before I joined the staff, but we shared a friend, so we had a bit of a connection. Rob was a charismatic leader who was well-liked and respected by all who knew him: students, staff, parents, and his superiors. Rob had heard about the reading initiative that I had started at my previous school and

wanted me to bring that in at his school. Along with this, I supported him as he introduced Differentiated Instruction. Again, my teaching assignment was Learning Support. I worked with a team of four other Learning Support Teachers who were excited at the prospect of having us together; we shared some major goals: moving the staff along with regards to reading assessment, grouping to ability, using appropriate leveled text and direct strategy instruction.

Rob is living proof that master Relationship-Motivated Leaders do exist and that they are very effective. Rob puts everyone at ease, and builds relationships based on trust and respect; he has great influence over his group. People willingly put their trust in Rob and do as he asks whether or not they agree because they know that upon completion of the task, he seeks their feedback. For example, when Rob and I introduced the notion of Differentiated Instruction and Multiple Intelligences, we did it as a team: Rob, an LST teacher, two classroom teachers, and myself. At this stage, we were in the Coaching quadrant. There was a high level of relationship and at this point, we were explaining and selling the idea while gently persuading the staff to give it a try. Throughout the year, the committee met and took on the Supporting Role. We tried everything before we presented it to the group. This helped our relationship with the group, as the staff knew we were there supporting them, participating, encouraging and committing to the project; we were not asking them to do anything that we had not field tested ourselves first.

As part of the staff meeting that was held at the conclusion of each task, Rob provided time for everyone to discuss how they felt the task went. Due to the strong relationship piece, the staff were comfortable speaking their mind and stated whether they agreed with the concept or not. In fact, the Gr. 1 teachers had valid reasons why they did not think it fit with their grade level and were able to opt out and go an alternate route. As Fiedler says, a Relationship-Motivated Leader “tends to accomplish the task through good interpersonal relations with the group in situations in which the group as a whole participates in the task performance.” 11 (same as pg. 1 Fiedler’s Contingency Model). Rob does this masterfully and I aspire to be like Rob.

It is interesting that all of the research is based on others' perception of the leaders style as it tends to differ from the leaders perception. I never really looked at my leadership from their perspective. When the LST team and myself persuaded the Grade 4 and 5 teachers to work with us to improve their reading instruction, I thought we took on a combination of the Coaching and Supportive Leadership Role; however, a few months later after I had built a comfortable relationship with one of the Gr. 4 teachers, Mike, what he said to me about the implementation led me to believe that his perception was much different than mine. He felt that I was Directing and using my Position Power to make it happen. He thought I was a Task-Motivated Leader, and upon reflection, I can now see how he thought that. It was a very eye-opening experience because then we had an honest and open conversation about how he felt and why. This single act of Mike's helped to improve my skills as a leader.

Due to my teaching assignment I was able to support the teachers and work alongside them as a team throughout the process of the reading implementation at Rob's school, Initially we worked apart, and gradually, as they came to know me and trust me, we worked as a team and actually did some Team Teaching. The teachers also began to be more open to new ideas, and some even came with me to a Reading Professional Development opportunity one evening after school. I could tell that they were excited by their enthusiasm and it was rewarding to hear them talking about these new strategies. Due to the fact that I am intrinsically motivated this was all that I needed. During this process, I went from what others perceived me as, Directing and Task-Oriented to a Relationship-Motivated, Coaching, Supporting Leader.

Seven months later, I became a Principal and had my own school. It was the third school I had been at in less than 12 months, and if that does not test your leadership and interpersonal skills, I do not know what will.

Going into a school in April as a new Principal is very intimidating, scary and yet exciting. My new school was considered small, having only approximately 250 students. Because of my

school's small size I did not have a Vice Principal. There was no one for me to model myself after, or look to for advice in the school; it was just me. The school is fourteen years old and most of the staff of fifteen, all women, had been there for a minimum of seven years, with twelve years being the norm. A high percentage of these very experienced women were single and holiday together in the summer. The staff is a very close-knit group and socializes together at least once a month. The school is in a middle-class socio-economic area with little transience. The parent community is supportive and involved with the school.

I knew what type of leader I wanted to be, but the challenge was to be that leader and get the staff to perceive me the same way. I wanted to be a Supporting Leader and build relationships amongst the staff and give very little direction. I wanted to observe, encourage, participate and work together with the staff. I wanted to rely more on relationships rather than authority power or task structure. I think I achieved this, and I think the staff perceived it the same way. There was one issue that arose that I felt caused the need for a change in a process before the end of the year. I made my case, and tried to coach, and persuade them into making the change; however, they did not see it that way, so at that point I left it alone rather than having to be directive. I decided I would be better served to continue on my quest in building solid relationships. As Lao Tzu, the founder of Taoism says, "To lead, one must follow." from Legacee.com

At the end of the year, I was able to hire two teachers due to the fact that the school grew by one division and one teacher left to work in a brand new school. The original staff found this difficult, as they were unaccustomed to any change at all; meanwhile, the new staff found it just as difficult to make connections and feel accepted as part of the staff. Still believing in positive relationships and the notion that good morale helps facilitate a strong team, I worked to try to bring the staff together. This proved to be more difficult than I had imagined. I realize that it is extremely rare that all staff are on side with administrators and work as a cohesive, well-oiled machine; however, I made a fatal mistake: I stood up to the staff bully, Carmen. After consulting

with many staff members, I made the decision based on what I thought was best for everyone. Unfortunately, Carmen was upset because this decision went against what she wanted. Little did I know that that decision would work against me and challenge my leadership and staff relationships for the entire year.

Carmen held all the power with the staff. It did not matter which leadership style I tried: Relationship-Motivated, Task-Motivated, Directing, Coaching, Supporting or Delegating, because Carmen had eighty percent of the staff on her side, which resulted in them not wanting to do anything I suggested. I tried to work with the small group of staff members who were willing to work with me, but that was not enough to implement many new ideas unless Carmen approved them. For example, a few of the staff members came to me before Halloween and asked if the students could wear costumes. I told them that I thought it was a great idea and encouraged them to speak with some of the staff. This sent a buzz through the school. It turned out that the students had never been allowed to wear costumes at Halloween. The staff interested in the wearing of costumes asked me to put it on the staff meeting agenda so that they could discuss it as a staff. During the discussion, the “for costume” teachers gave very good reasons why costumes should be allowed. The other teachers did not argue, they simply said, “Here, we wear orange and black.” At this point I was a very quiet leader; a Relationship-Motivated Leader in a Low Control Situation, and I knew that if I jumped into the discussion too strongly, costumes would not be permitted. During the entire discussion, eyes kept going to Carmen to see if she was going to say anything. The debate went on for approximately 40 minutes with the “in favor of costumes” staff members finally saying, “Well, my students and I are going to wear costumes, if you do not want your students to, that is up to you.” At this point, Carmen spoke up and said that it was obviously very important to these teachers that they and their students got to wear costumes, so she supported it. The rest of the staff then agreed and costumes were

permitted for the first time in the history of the school. This illustrates to you the power that Carmen had over the staff.

Even though Carmen and I had some issues, I was able to see the good in her and did acknowledge that she was a good teacher. I needed to find a way to get Carmen to work with me. Our school goal was based on Math and Problem Solving and knowing that one of Carmen's loves was Math, I asked her if she would be willing to work with me to discuss a possible direction of the school goal. She agreed and I released her from class so that we could meet in class time and I could try to build a relationship with Carmen. We worked productively together for about two hours and created a good plan for our school goal. Carmen even volunteered to create a parent and student survey. Being a very dedicated and hardworking teacher, Carmen had the surveys done and emailed to me before the end of the day. We met again a day or so later and I asked Carmen if she would help me present our plan to the group. She said no, so I got to present it to the staff on my own. Even though I explained the process to the staff, and said that Carmen and myself worked on it together, she never once said a word or acknowledged that she had helped create the draft of the plan. Carmen did not want to appear to be weakening in her march against me.

As the year went on, a few more staff members came forward to work to introduce new ideas into the school with others and myself. As I continued to build relationships with staff, more people had the courage to work with me and not just go along with Carmen until the staff was pretty much split in half. The staff knew that Carmen had the power, but were afraid to cross her; they could see firsthand how some of the others were being treated by her for supporting and working with me. I continued to be a Relationship-Motivated Leader and was able to juggle between coaching, supporting and delegating, depending on the relationship I had with a particular staff member. Even though I still tried to build a relationship with Carmen, she

used her actions to force me to be a Task-Motivated Leader who was very directive. She did not like this and did everything she could to fight me.

Carmen contacted the union, who sent a member in to meet with and survey the staff. What he found was that the entire staff did not feel the same way as Carmen did. In fact, many of the staff members waited to speak with him privately after the meeting because they did not support Carmen or what she said. The union rep, the staff rep, my superior, and myself, all met and nothing came of it because I had done nothing wrong. In fact, it was clear to both reps that Carmen had not told the entire story for many things.

Even though I used some Position Power with Carmen, it was not enough to make sure that the tasks were successful. It is sad that one uncooperative member can hold so much power that they are able to sabotage, be a negative influence on others, and make it an unpleasant place for all. On the one day a week that Carmen did not work, and anytime that she was absent, the school had a whole different tone because people were more relaxed and happier.

I still believe that the most effective leadership style is Relationship-Motivated where one can work between coaching, supporting and delegating. This to me shows a strong team built on respect and trust. I continued with this train of thought as the year progressed. Finally it was time to meet to discuss our school goal and its plan. It is not my plan or goal, but rather, the staff's. Because of this, I wanted to shift my style to that of a combination of Relationship and Task-Motivated Leader in a Low Control Situation. I wanted to encourage and show support to their ideas on how to implement our goal. I reviewed the process of how and why they selected the goal. I distributed the draft of the plan to everyone for discussion, emphasizing that it was a draft and could be changed however they thought it should be changed to make it better and allowed for more success. This proved to be like pulling teeth, with only half of the staff speaking up and all eyes on Carmen. I continued to try and encourage people but to no avail. True to Fiedler's Theory of a Relationship-Motivated Leader in a Low Control Situation, we

soon got bogged down and little got accomplished. With no progress being made, I felt the need to change to a more direct style so that we could accomplish something. Once I was direct about what we were going to do to move forward, people got on board, were enthusiastic and got to work as a team. Upon reflection, I see that some of them were in a difficult spot, because they wanted to speak up and give their ideas, but they did not want to appear to be supporting me and the other staff members who were working along with me. It is difficult, especially as a new leader, to know when the time is right to switch tactics so that the situational control is best for the situation. "Leaders learn by leading and they learn best by leading in the face of obstacles. As weather shapes mountains, so problems make leaders." P3 Educational leadership and learning by Sue Law and Derek Glover (Bennis 1989: 37

There were also many great times as a leader this past year, which allowed me to work as the type of leader that I wanted to be. Some staff and myself worked together very well as a team and supported each other. There were times where I was in a delegating role, where some of the loyal staff were able to run with an idea and have it be a success. For example, the two Grade seven teachers were new to the school and so when it came time to plan the Grade seven leaving ceremony, together with myself, we planned it the way they wanted it without much knowledge of how it had been done in the past. At the end of the ceremony, some of the staff, who were still on the fence, came up and said it was a wonderful ceremony and that they really liked it. This made the two teachers feel very good.

My intention as a leader was not to make a lot of changes, but rather to facilitate discussion and open people's minds to see many points of view. There are so many positive things happening in our school. I think we are on our way and I look forward to next year to continue to build relationships and trust, to have two-way communication between the staff and myself, and to continue to grow as a leader.

It is important to know each staff member as an individual and determine which type of leadership will help them to reach their potential. I have placed my staff on the Hersey-Blanchard model, according to the type of leadership style they need. Each person is an individual and should be treated as such.

TABLE XI

My Staff in Relation to the Hersey-Blanchard Model

(High) ↑ Relationship Behavior ↓ (Low)	SUPPORTING Participating, Encouraging, Collaborating, Committing <i>Follower:</i> <i>Able but Unwilling or Insecure</i>	COACHING Selling, Explaining, Clarifying Persuading <i>Follower:</i> <i>Unable but Willing or Confident</i> 7 staff members
	DELEGATING Delegating, Observing Monitoring, Fulfilling <i>Follower:</i> <i>Able and willing or Confident</i> 3 staff members	DIRECTING Telling, Guiding, Directing, Establishing <i>Follower:</i> <i>Unable or Unwilling or Insecure</i> 2 staff members
	(low) ← Task Behavior → (High)	

“The successful manager must be a good diagnostician . . .” P 149 Management of organization behavior, utilizing human resources 4th edition by Heresy/Blanchard Schein

CHAPTER V
ASSUMPTIONS AND IMPLICATIONS FOR LEADERSHIP TRAINING FOR SCHOOL
PRINCIPALS

As a new Principal with short-term administrative experience, two years as a Vice-Principal and a year and three months as a Principal, here are my assumptions and recommendations with regards to leadership training for school Principals.

1. Experienced Principal Mentor: Most new Principals find themselves alone in a small school. This is a very different experience because as a Vice-Principal you had the Principal right there to discuss things with. Due to this fact, I think that new school Principals should be part of a formal small group of new Principals, which has an experienced Principal as their sponsor or mentor. This would help build a network for the new Principals with others in a similar situation and would help to build relationships and trust amongst their peers. Having an experienced mentor would provide guidance through the first two years. As a new Principal, almost every experience is a new one and so a mentor would be a valuable asset as a resource for each major event as it comes, for example, creating a school growth plan, or how to write criteria, write questions when it comes time to hire new staff. To meet at the beginning of the year and go over everything would be too overwhelming to a new Principal, so it would be best to meet three to four times a year.
2. School Districts and Provincial Government Should Provide Leadership Professional Development Opportunities: I was fortunate enough to be part of the BCELC Administrators Group. This was jointly funded by my district and by the provincial government. It was open to new Principals and Vice-Principals from all over British Columbia. This was an amazing opportunity as it provided me with some of the best

- speakers with regards to leadership. It was rich, thought provoking and extremely practical. It also allowed me to network and build relationships with new Principals and Vice-Principals. We exchanged stories, discussed like issues, and grew together. This group met five times over the course of a year. Each meeting was a minimum of two days. I am still in contact with some of my group members and will be for a long time.
3. Leadership Study Courses Necessary: Most Principals are required to have a Master's Degree; however, the course of their studies can be in a variety of things, Curriculum, Marine Biology, Special Education etc. All Principals should be required to have some form of Leadership courses, which specifically explore the different types of leadership styles and theories like the Fiedler and Hersey-Blanchard models.
 4. Union Culture Experience: Some type of training or exposure to the union culture would be beneficial for new Principals to help us prepare to deal with union issues. Again, as Vice-Principals, we do not get much experience with some of the main issues. The Principal does include you in some, but these are usually fairly superficial, easily resolved issues. Specific training on the collective agreement would be a great asset for a beginning Principal.
 5. Experience Pre-requisite: In order to be a more effective administrator, I feel one should have a variety of teaching experiences. Ultimately, it should include teaching experiences at different grade levels and or subject areas and occur in a variety of teaching environments. Having such experience is helping me to pursue my goal in becoming an effective administrator.
 6. Budget In-service: One of the many functions of a Principal is that you are responsible for allocating the schools' budget. There are so many rules, regulations

and guidelines around how the budget can be dispersed; that it is essential for a Principal to know how it all works.

7. **Supervision of Instruction In Service:** Another role of an administrator is to supervise instruction. New administrators would benefit from some instruction with regards to effective ways to supervise instruction. This in service would be most beneficial if it included the view of the district and of the union. As an administrator, one needs to find ways to help coach teachers to try new things in their daily practice to help them to become the best that they can, for both themselves and for their students.

I know that districts try to prepare their administrators with the information necessary to be leaders in the school; however, in everyone's haste to get going, the timing seems to be off. Many of my suggestions should be implemented twice, firstly at the beginning of their administrative career, that is, before they begin their first Vice-Principalship, and then again after an administrators first year as a Principal. We all know that effective instruction is two fold, at the beginning to give some background knowledge and point of reference, and then again, during the process when one can assimilate, relate to and reflect on the knowledge. Due to the fact that the Principal now has administrative experience, this review is more meaningful and effective in helping them to become the best administrator that they can be. "Without experience and training even structured jobs present problems." Pg 67 Pg. 66 from *Improving Leadership Effectiveness: The Leader Match Concept*

I believe that above all, the most important thing with regards to administration is that of building relationships with your staff. It has been proven that when a group of like-minded individuals work together as a team, it is far more beneficial. When I speak about staff, I do not mean the teachers, but rather, I include all school personnel: teachers, teaching assistants, secretaries, custodians and administration. Together we can make a positive difference in children's lives.

	1	2	3	4	5	6	7	8	
Considerate	$\frac{\quad}{8}$	$\frac{\quad}{7}$	$\frac{\quad}{6}$	$\frac{\quad}{5}$	$\frac{\quad}{4}$	$\frac{\quad}{3}$	$\frac{\quad}{2}$	$\frac{\quad}{1}$	Inconsiderate
Nasty	$\frac{\quad}{1}$	$\frac{\quad}{2}$	$\frac{\quad}{3}$	$\frac{\quad}{4}$	$\frac{\quad}{5}$	$\frac{\quad}{6}$	$\frac{\quad}{7}$	$\frac{\quad}{8}$	Nice
Agreeable	$\frac{\quad}{8}$	$\frac{\quad}{7}$	$\frac{\quad}{6}$	$\frac{\quad}{5}$	$\frac{\quad}{4}$	$\frac{\quad}{3}$	$\frac{\quad}{2}$	$\frac{\quad}{1}$	Disagreeable
Insincere	$\frac{\quad}{1}$	$\frac{\quad}{2}$	$\frac{\quad}{3}$	$\frac{\quad}{4}$	$\frac{\quad}{5}$	$\frac{\quad}{6}$	$\frac{\quad}{7}$	$\frac{\quad}{8}$	Sincere
Kind	$\frac{\quad}{8}$	$\frac{\quad}{7}$	$\frac{\quad}{6}$	$\frac{\quad}{5}$	$\frac{\quad}{4}$	$\frac{\quad}{3}$	$\frac{\quad}{2}$	$\frac{\quad}{1}$	Unkind

Total Score

We use certain scores to identify two types of leadership styles.

- If your score is 64 or above, you are a *high LPC* person. We call high LPC people relationship-motivated.
- If your scores is 57 or below, you are a *low LPC* person. We call low LPC people *task-motivated*.

(Fred E. Fiedler, 1976)

APPENDIX B

LEADER-MEMBER RELATIONS SCALE

Circle the number which best represents your response to each item.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. The people I supervise have trouble getting along with each other.	1	2	3	4	5
2. My subordinates are reliable and trustworthy.	5	4	3	2	1
3. There seems to be a friendly atmosphere among the people I supervise.	5	4	3	2	1
4. My subordinates always cooperate with me in getting the job done.	5	4	3	2	1
5. There is friction between my subordinates and myself.	1	2	3	4	5
6. My subordinates give me a good deal of help and support in getting the job done.	5	4	3	2	1
7. The people I supervise work well together in getting the job done.	5	4	3	2	1
8. I have good relations with the people I supervise.	5	4	3	2	1

Total Score:

(Fred E. Fiedler, 1976)

APPENDIX C

TASK STRUCTURE-RATING SCALE- PART I

Circle the number in the appropriate column.

	Usually True	Sometimes True	Seldom True
Is the Goal Clearly Stated or Known			
1. Is there a blueprint, picture, model or detailed description available of the finished product or service?	2	1	0
2. Is there a person available to advise and give a description of the finished product or service, or how the job should be done?	2	1	0
Is There Only One Way to Accomplish the Task?			
3. Is there a step-by-step procedure, or a standard operating procedure which indicates in detail the process which is to be followed?	2	1	0
4. Is there a specific way to subdivide the task into separate parts or steps?	2	1	0
5. Are there some ways which are clearly recognized as better than others for performing the task?	2	1	0
Is There Only One Correct Answer or Solution?			
6. Is it obvious when the task is finished and the correct solution has been found?	2	1	0
7. Is there a book, manual, or job description which indicates the best solution or the best outcome for the task?	2	1	0
Is It Easy to Check Whether the Job Was Done Right?			
8. Is there a generally agree understanding about the standards the particular product or service has to meet to be considered acceptable?	2	1	0
9. Is the evaluation of this task generally made on some quantitative basis?	2	1	0
10. Can the leader the group find out how well the task has been accomplished in enough time to improve future performance?	2	1	0

Subtotal:

(Fred E. Fiedler, 1976)

APPENDIX D

TASK STRUCTURE RATING SCALE– PART 2

TRAINING AND EXPERIENCE ADJUSTMENT

NOTE: Do not adjust jobs with task structure scores of 6 or below.

- a) Compared to others in this or similar positions, how much *training* has the leader had?

3
No training
at all

2
Very little
training

1
A moderate
amount of
training

0
A great deal
of training

- b) Compared to others in this or similar positions, how much *experience* has the leader had?

3
No experience
at all

2
Very little
experience

1
A moderate
amount of
experience

0
A great deal
of experience

Add lines (a) and (b) of the training and experience adjustment, then *subtract* this from the subtotal given in Part 1.

Subtotal from Part 1

Subtract training and experience adjustment

Total Task Structure Score

(Fred E. Fiedler, 1976)

APENDIX E

POSITION POWER RATING SCALE

Circle the number which best represents your answer.

1. Can the leader directly or by recommendation administer rewards and punishments to his subordinates?

2
Can act directly or
can recommend
with high effectiveness

1
Can recommend but
with mixed results

0
No

2. Can the leader directly or by recommendation affect the promotion, demotion, hiring or firing of his subordinates?

2
Can act directly or
can recommend
with high effectiveness

1
Can recommend but
with mixed results

0
No

3. Does the leader have the knowledge necessary to assign tasks to subordinates and instruct them in task completion?

2
Yes

1
Sometimes or in some
aspects

0
No

4. Is it the leader's job to evaluate the performance of his subordinates?

2
Yes

1
Sometimes or in some
Aspects

0
No

5. Has the leader been given some official title of authority by the organization (e.g., foreman, department head, platoon leader)?

2
Yes

0
No

Total:

APPENDIX F

SITUATIONAL CONTROL SCALE

Enter the total scores for the Leader-Member Relations dimension, the Task Structure scale, and the Position Power scale in the space below. Add the three scores together and compare your total with the ranges given in the table below to determine your overall situational control.

1. Leader-Member Relations Total	<input type="text"/>
2. Task Structure Total	<input type="text"/>
3. Position Power Total	<input type="text"/>
Grand Total	<input type="text"/>

Total Score	51 – 70	31 – 50	10 – 30
Amount of Situational Control	High Control	Moderate Control	Low Control

(Fred E. Fiedler, 1976)

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