A Comparative Study of Leadership of Five Corporate Executive Officers and Five Secondary School Superintendents

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LOYOLA UNIVERSITY CHICAGO

A COMPARATIVE STUDY OF LEADERSHIP
OF FIVE CORPORATE EXECUTIVE OFFICERS
AND
FIVE SECONDARY SCHOOL SUPERINTENDENTS

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

DEPARTMENT OF
EDUCATIONAL LEADERSHIP AND POLICY STUDIES

BY
SUZANNE BEANE CASEY

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ABSTRACT

Through a qualitative analysis of in-depth interviews, this study examined the leadership of five Corporate Executive Officers (CEOs) and five Secondary School Superintendents. The goal of the research was to examine the role of leadership of Corporate Executive Officers and Secondary School Superintendents by posing six research questions: I. What attracted the leader to a leadership position?; II. What were each leader's values and beliefs of his/her own leadership?; III. What was the leader's perception of his/her leadership behavior in terms of his/her philosophy?; IV. What were the observed behaviors of leaders and in what context did they occur?; V. What was the congruence between observed leaders' behaviors and leaders' philosophy/beliefs?; and (VI) What were the collective leadership comparisons of CEOs and Secondary School Superintendents? The anticipated results were a delineation of the similarities and differences found in leadership in these two groups with a determination of training implications for leaders of the future. The findings of this study were reported in a detailed, narrative summary and analysis of the ten subjects utilizing excerpts from all ten interviews. Analysis and comparison both within and between the groups was made. The major conclusion of the study was that no significant disparity exists between the top leadership of large secondary public schools and medium to large corporations in the greater Chicagoland area.
TABLE OF CONTENTS

ACKNOWLEDGEMENTS ........................................ iii
ABSTRACT .......................................................... v

Chapter

I. INTRODUCTION AND OVERVIEW .......................... 1
   Purpose of the Study ...................................... 3
   Organization of the Study ................................. 5
   Limitations of the Study ................................. 5
   Methodology ............................................... 7

II. REVIEW OF RELATED LITERATURE AND RESEARCH ...... 10

III. PRESENTATION AND ANALYSIS OF DATA ................. 50
   Introduction and Overview ................................ 50
   Interview Summary - Leadership .......................... 52
   Research Question I. What attracted the leader to a leadership position? 56
   Research Question II. What were each leader's values and beliefs of his/her own leadership? 87
   Research Question III. What was the leader's perception of his/her leadership behavior in terms of his/her philosophy? 116
   Research Question IV. What were the observed behaviors of leaders and in what context did they occur? 141
   Research Question V. What was the congruence between observed leaders' behaviors and leaders' philosophy/beliefs? 160
   Research Question VI. What were the collective leadership comparisons of CEOs and Secondary School Superintendents? 170

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ....... 195
   Summary of Methodology and Analysis .................... 195
   Conclusions of the Study ................................ 196
   Recommendations from the Study ......................... 206
   Recommendations for Further Study ...................... 206
Appendices

A. Interview Questions ......................................................... 208

B. Biographical Sketches of Subjects ........................................ 215

C. Tables of Data ............................................................... 233

   1. Secondary School Superintendents and CEOs Personal Data ...... 234
   2. Secondary School Superintendents and CEOs Formal
      Training/Education .......................................................... 235
   3. Secondary School Superintendents and CEOs Major Career
      Evolution ......................................................................... 236
   4. Secondary School Superintendents and CEOs Significant
      Career Event ..................................................................... 238

BIBLIOGRAPHY ........................................................................... 239

VITA ............................................................................................ 244
CHAPTER I

INTRODUCTION AND OVERVIEW

I don’t think I’ve seen any ideal leader. I have experienced the force of personality of strong leadership... you pick up vibes of strong leadership just by being in the same room... I’m not talking about the celebrity, but the person... Reagan--Thatcher--Gorbachev.

Governor James Thompson
August 1995
Interview by Author

It’s 1995 and we are still trying to figure it out--leadership, that is.

What is leadership? Would we recognize it if and when we saw it? When do we see it? How does it define itself? Where is it? If we know where it is, do we know what it is? These circular questions reflect the myriad of authorship and theory on the topic.

The existing literature on leadership suggests that effective leaders make a difference in producing organizational excellence. Individual leadership characteristics and strategies of both educational and non-educational leaders result in both effective and not-so-effective leadership and organizational outcomes. Effective leadership appears to contribute to the organization’s degree of success.

The leadership within schools and businesses reflect the broader society. Society, in general, as well as schools and businesses in particular, require strong
leadership to act in the best interest of people. Is it possible that an investigation examining current leaders, seeking to define effective leadership, how it develops, sustains, and flourishes, might provide beneficial data to future leadership training? Is it also possible that every member of society practices leadership at some point in each of their days, and that the study of leadership would have application, both directly to their own lives, and indirectly by the impact of strong leaders in significant roles? Further, would an examination of current leaders in both public and private, educational and noneducational settings, provide a descriptive analysis of leadership strategies utilized by both groups, offering insight to the individuals within each group? Is there anyone who does not practice leadership?
**Purpose of the Study**

I regard it as my company in terms of responsibility, but not in terms of ownership. What drives me is how I can leave the company healthy with a very bright future. . . . As a leader, I have to support people and make them responsible for their contribution.

Michael Quinlan  
CEO and Chairman of the Board  
McDonald's Corporation  
October 1995  
Interview by Author

The purpose of this dissertation was to investigate the leadership of Corporate Executive Officers (CEOs) in private corporations, and the leadership of Secondary School Superintendents in public educational institutions. A description of leadership beliefs and behaviors of these two groups was analyzed with reference to a related literature search, and a comparative analysis of the two groups was made. Similarities and differences between educational and non-educational leaders were described as measured by this qualitative study.

This study posed the following major research questions:

I. What attracted the leader to a leadership position?  
(What was the motivation?)

II. What were each leader's values and beliefs of his/her own leadership?

III. What was the leader's perception of his/her leadership behavior in terms of his/her philosophy?
This research examined the leadership beliefs and behaviors of Corporate Executive Officers and of Secondary School Superintendents. It made comparisons within and between these two groups. Historically, considerable research has focused on private sector leadership, exhibited in the Offices of Presidents, Chairmen of the Boards, or Corporate Executive Officers. An analysis of the research relative to private sector Corporate Executive Officers and Secondary School Superintendents laid the foundation for an investigation of ten current day leaders in these two sectors. The identified subjects for this study included five Corporate Executive Officers and five Secondary School Superintendents, all located within the metropolitan Chicago area.
**Organization of the Study**

This study is divided into four chapters. Chapter I provides an introduction and overview to the purpose of the study, including the methodology of qualitative research.

A review of related literature and research is addressed in Chapter II and includes leadership information primarily gleaned from books, and secondarily, from articles and other studies. The frame of reference for this study, therefore, relies heavily upon leadership authors as represented through books.

Chapter III details the presentation and the analysis of the data gathered through both interviews with and observations of CEOs and Superintendents. Analysis and comparison, within and between the two groups, is addressed.

Chapter IV concludes the study by summarizing the research findings, formulating conclusions, and presenting recommendations. Discussion of methodology summary, and the analysis that resulted in the conclusions of this study, are incorporated into Chapter IV. Recommendations both from this study and for further research are provided.

**Limitations of the Study**

One of the limitations of this study was that the observations of some CEOs were considerably shorter than the Superintendents’ due to confidentiality and schedule demands.
This is a qualitative study that utilized an interview process. Comprehensive interview questions, coupled with a sizable sample of ten subjects, increased the probability of reliable conclusions.
Methodology

This qualitative study utilized a population comprised of ten subjects, five Corporate Executive Officers and five Secondary School Superintendents. The subjects were selected to represent five corporate leaders of major corporations in the greater Chicagoland area and five leaders of large secondary school districts from the same geographic locale. Superintendent leadership was represented by inclusion of the following subjects/high schools: (1) Henry Bangser, Ph.D. (New Trier High School); (2) Linda Hanson, Ed.D. (Highland Park/Deerfield High School); (3) Roger Miller, Ed.D. (Hinsdale High School); (4) Laura Murray, Ph.D. (Homewood Flossmoor High School); and (5) Donald Offermann, Ph.D. (Oak Park and River Forest High School). Corporate subject representation included: (1) Robert Middlemas, Vice President and Regional Manager (Nordstrom); (2) Michael Quinlan, CEO (McDonald's Corporation); (3) Richard Rieser, CEO (Oakbrook Bank); (4) Governor James Thompson, CEO (Winston & Strawn); and (5) Terry VanderAa, CEO (Vancom Corporation). Diversity of representation was sought in the selected CEO subjects to include the retail, legal, financial, transportation, and restaurant sectors of business.

One interview of one and one-half to three hours per subject was conducted. In addition, each subject was observed and/or shadowed at their respective worksites for one and one-half hours to one full day. All interviews and observations were completed between May and September, 1995. Both observations and interviews focused on specified categories and were followed by a coding process, used to
corroborate the observed information with the interview data. A follow-up phone interview, subsequent to the initial interview and observation, served to provide any necessary clarification.

Consistent data collection was enhanced by utilizing predetermined questions addressing the areas of background, career, leadership, and organizational categories (see Appendix A). Attention was given to conducting a qualitative study that would produce data and information resulting in meaningful conclusions, descriptive of the individuals of this study, and generalizable to other leaders. To this end, interviews were taped, transcribed, and analyzed.

The process of data analysis proceeded with the following sequence. The interview tapes were reviewed and clear transcripts made from them. This was followed by a secondary review of the transcript interpretations. A matrix was established based on data analysis, resulting in a preliminary coding of data into categories, patterns, clusters, comparisons, and contrasts. Comparisons were made between the data and the theoretical frameworks described in the reviewed literature. Upon completion of this data analysis, a narrative was developed that reflected connections between discrete facts, grouping the empirical data to conceptual overviews. The research analysis linked the interview data, the observed behaviors, and some unobserved data. A logical chain of evidence was applied in reaching conclusions.
The culmination of this study is a report that reflects an interpretative analysis of interview, observation, and collective data. The researcher's data collection was linked to conceptual conclusions relative to the theoretical frameworks.

Four key terms are essential to the discussion of this study: leaders, leadership, CEOs, and Secondary School Superintendents. Leaders and leadership are defined by the related literature review and the outcomes of this study. CEOs, for purposes of this study, are defined as top level executives leading Chicagoland-based, mid-to-large size corporations. Superintendents are defined as greater Chicagoland Secondary School Superintendents leading large suburban high schools. Both Corporate Executive Officers and Superintendents are in the highest possible position in their organizations.
CHAPTER II.

REVIEW OF RELATED LITERATURE AND RESEARCH

The search for wholeness—that is, for this kind of full, sharing, feeling relationship—between teachers and students, between leaders and followers, must be more than merely a personal or self-regarding quest. Full sharing leaders perceive their roles as shaping the future to the advantage of groups with which they identify, an advantage they define in terms of the broadest possible goals and the highest possible levels of morality. Leaders are taskmasters and goal-setters, but they and their followers share a particular space and time, a particular set of motivations and values. If they are to be effective in helping to mobilize and elevate their constituencies, leaders must be whole persons, persons with full functioning capacities for thinking and feeling. The problem for them as educators, as leaders, is not to promote narrow, egocentric self-actualization, but to extend awareness of human needs and the means of gratifying them, to improve the larger, social situations for which educators or leaders have responsibility and over which they have power. Is it too much to believe that this is the grand goal of all leadership—to help to create or maintain the social harbors for these personal islands?

James MacGregor Burns
Leadership

The literature on leadership is extensive and wide-ranging. The quantity increases when one accepts leadership's presence in nearly all facets of life, encompassing literature written directly on the investigation of leadership, as well as other materials with indirect relevance to leadership. Many questions with many vague answers exist regarding leadership, challenging an individual to narrow and define the focus. Following extensive reading on the topic, specific information was extracted from authors on the subject of transformational leadership. To this end,
the following literature and research review gives attention to transformational leadership components, characteristics, and locations. Concrete examples of transformational leadership are included. It is fitting, then, that the discussion begin with several thoughts from James MacGregor Burns, an acknowledged authority on transformational leadership.

Transformational Leadership

Nearly everyone who speaks of leadership identifies a relationship between a person and one or more others. Burns is perhaps the most outspoken on this specific topic. Burns poses the paradoxical questions, who are the leaders and who are the led?; Who is leading whom to where?; For what purposes?; With what results? Burns defines transformational leadership as the reciprocal process of mobilizing: a) persons with certain motives and values; b) various economic, political and other resources; c) in a context of competition and conflict; d) in order to realize goals independently, or mutually held by both leaders and followers. It is Burns's belief that the nature of the related goals is crucial. A cited example of the colonists in America giving beads to Indians in exchange for real estate exemplifies transactional leadership, in contrast to transformational leadership.1 The object of transactional exchanges is not for any joint effort of persons with common aims acting for the collective interest of followers, but rather the bargaining to aid the individual interests of a person or persons going their separate ways.

Transformational leadership occurs when leaders shape, alter, and evaluate the motives, values, and goals of followers, through the vital teaching role of leadership. This leadership premise states that whatever separate interests the separate persons might hold, they are presently or potentially united in the pursuit of higher goals; the realization of which is tested by the achievement of significant change, representing collective or pooled interest of leaders and followers.²

Both forms of leadership, just defined, contribute to human purpose. If the transactions between leaders and followers result in realizing the individual goals of each, followers are able to satisfy certain wants such as food or drink. This, in turn, can be a means to attain goals loftier in the hierarchy of values, such as aesthetic needs. Transactional leadership can be the beginnings of transformational leadership. The chief monitors of transactional leadership are modal values, that is values of needs--honesty, responsibility, fairness, the honoring of commitments--without which transactional leadership could not occur. Transformational leadership is more concerned with end values such as liberty, justice, and equality. Transformational leaders raise their followers up through levels of morality.

Both kinds of leadership have moral implications. In the work setting, the employer might be satisfied if employees complete the assigned task and the employees, in turn, might be satisfied by the receipt of their paychecks. A transactional relationship has occurred. If the employer effectively leads, the employees may provide recommendations on how to improve the product, or on how

to please the customer. Clearly a transactional relationship has moved to transformational leadership.

Transformational leaders must induce people to be aware or conscious of what they feel—to feel their true needs so strongly, to define their values so meaningfully, that they can be moved to purposeful action.3

Components and Characteristics of Transformational Leadership

Several authors have attempted definitions of transformational leadership by citing components and characteristics. William Reddin attempts to integrate the concepts of leadership style with the situational demands of a specific environment. Of the eight operational leadership styles described by Reddin in his three-dimensional leadership model, the "developer," coincides with Burns's transformational model of leadership. The "developer" has maximum concern to relationships, minimum concern to task, and implicit trust in people, concerning himself with developing the individual.4

True leaders' expertise evolves throughout their lives. Beginning in childhood, leaders gain experience that results in a capacity for higher moral judgment. This leadership capacity draws from the understanding of other needs and values, thus defining the distinction between leaders and followers. As the leaders work with their followers, they are also above them, with the resulting strength of operating

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closely to followers, drawing them upward to the leader’s moral level. Transformational leadership emphasizes a developing relationship between the leader and follower. Situational influences interact with leader/follower needs and values to determine that relationship at varying points in time. A critical component in that relationship is morality.

**Moral Components and Characteristics**

Morality, for the purposes of leadership, involves three criteria to evaluate the success of the implied morality. The first one would involve a testing by modal values of honor and integrity, that is by the extent to which they advance or thwarted fundamental standards of good conduct and human kind. Second, morality would have to be judged by the end values of quality and justice. And third, in a context of free communication and open criticism, as well as evaluation, morality would be judged in the balance sheet of history, by its impact on the well-being of the persons’ lives it touched.5

Bennis and Nanus, in their book *Leaders--The Strategies for taking Charge*, discuss transformational leadership in a similar style to Burns, including the moral considerations. They use Lee Iacocca, Chrysler Corporation as the reciprocal leadership model. They review the leadership that transformed a company from bankruptcy to success by the creation of the vision, followed by the successful mobilization of key employees behind that vision. They attribute the success of Lee

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Iacocca, not only to making a profit, but, more importantly, to boosting employee morale by generating a sense of meaning in each employee's work. In short, Iacocca empowered them. Bennis and Nanus believe that Iacocca's high visibility symbolized the missing element in management today--a visible style of leadership which was central to organizational success. They also indicated that power is the basic energy to initiate and sustain action, or the capacity to translate intention into reality and to sustain it. Although not clearly aligning itself perfectly and purely with the Burns model, there are certain components of Bennis and Nanus's lessons for strategies that are in agreement.

This is further substantiated by the Bennis and Nanus leadership comments contained in their "Trust through Positioning" chapter. The most fundamental activities of a leader should include: (1) facing the challenge of overcoming resistance to change, with the correct response coming out of conviction; (2) brokering the needs of constituencies both in and outside of the organization; this function requires sensitivity to the needs of many stakeholders, and a clear sense of the organization's position; and, (3) setting ethics or norms that govern the behavior of people and the organization. Further, Bennis and Nanus continue to align themselves with the work of Burns by stating "leaders set the moral tone by choosing carefully the people with whom they surround themselves; by communicating a sense of purpose for the organization; by reinforcing appropriate behavior; and by articulating these moral positions to external and internal constituencies."6

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Bennis describes further in *On Becoming a Leader*, what he believes allows leaders to affect necessary change in the culture of their organization and make real their guiding visions. He believes four ingredients generate and sustain trust in followers. These include consistency (their ability to stay the course); congruity (their theory matches their practice); reliability (their presence to support followers); and integrity (their honor to their commitments).\(^7\) Burns's transformational relationships, like all leader/follower relationships, are heavily dependent on the moral components.

**Leader-Follower Relationship Components and Characteristics**

Blanchard presents his leader/follower formula for creating raving fans by following three key concepts--deciding what you want; discovering what the customer wants; and delivering plus one.\(^8\) Raving fans are followers who have had the undivided attention of their leaders.

Factors that both unite and differentiate leaders and followers emphasize collective purpose and change. Leaders must modify their leadership in recognition of the followers' preferences, or even further, anticipate their followers' responses, in order to harmonize the actions of both leader and follower with common motives, common values, and common goals.

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Hersey and Blanchard's widely known situational leadership, matching the situation to the appropriate leadership style, coincides with the concept of leaders adjusting to followers. As leaders apply situational leadership to followers, they adjust their style by directing, coaching, supporting or delegating approaches. If situations are merged with common goals, a marriage of Hersey and Blanchard with Burns might be successful. Even in the most optimum of transformational relationships, situations will occur to influence that relationship.\(^9\)

Leaders and followers, engaged in a common enterprise, are dependent upon each other, with their fortunes rising and falling together, sharing the results of common, planned change. Applying this definition, transformational leadership is far more pervasive or wide-spread, indeed, almost common, than is generally recognized. However, Burns claims transformational leadership is also much more bounded, limited and uncommon. It is common because acts of leadership occur not simply in presidential mansions and parliamentary assemblies, but more widely and powerfully in the day-to-day pursuits of collective goals of all individuals. The result is the mutual tapping of leaders' and followers' motive bases, and the achievement of intended change. It occurs with parents/children, teachers/students as well as preachers, politicians and even peers. Burns believes transformational leadership remains simultaneously uncommon, because many heralded acts of leadership--acts of oratory, manipulation, sheer self-advancement, and coercion are not

transformational to leaders or followers. Much of what is commonly passed off as leadership--conspicuous position taking without followers or follow-through; posturing on various public stages; manipulation with general purpose; authoritarianism--is no more leadership than the behavior of small boys marching in front of a parade who continue to strut along mainstreet after the procession has turned down a side street.\textsuperscript{10}

This leader-follower relationship requires that a fine balance be maintained, where neither the leader nor follower relinquishes his/her total beliefs to the other. Rather, a blending of mutual respect provides the "common vision or goal." Leadership, then, begins earlier, operates more widely, takes more forms, pervades more sectors of society, and lasts longer in the lives of most persons than has been generally recognized.

The billions of acts that comprise the leadership process, or portions of it, point to patterns that can be discerned. General statements about leadership are then possible and serve as a guide to the successful practice of leadership. This is not to say that adages about leadership are true. Examples of such adages are: leaders are born and not made; or made and not born; they must be trained or cannot be trained; they have to exhibit certain physical qualities or certain mental qualities; or unusual intelligence or magical qualities. Rather, it has been observed that leadership, as defined by Burns, is a function of complex biological, social, cognitive, and affective processes. These processes are closely influenced by the

structures of opportunity, emerging at different stages in different people's lives, and manifesting itself in a variety of arenas.\textsuperscript{11} It is this dynamic interplay of variables that has intrigued those who have studied leadership in attempts to explain how and why this happens. These attempts to place factors into neat categories in explaining leadership have been largely unsuccessful.

The ever-popular "Theory Y" by Douglas McGregor supports leader-follower relationships perfectly when holding that people can achieve their own goals through those of the organization, and can be trusted to work from intrinsic motivation. The leader merely arranges the conditions and methods of operation so individuals are able to direct their efforts toward the simultaneous realization of personal concomitant organizational goals. These identical goals are often the result of leaders and followers arranging the conditions and methods together.\textsuperscript{12}

Turning to the contributions of Maslow, one might question what implications for a general theory of leadership are provided by discussion of the hierarchy of needs, the structure of values, or the stages of moral development. The central question concerns the role of leaders in helping followers to move up through the levels of need and the stages of moral development. Leadership processes convert Maslow's static model into a dynamic one of ever-evolving deprivations and satisfactions, with processes converting the structure of moral behavior into a


structure of change and development. This central process then becomes one of conflict and choice. Such conflicts are the main motive or condition for upward movement. Day-to-day exposure to concrete choices that reflect moral conflicts, lay the groundwork for individuals to develop their conflict resolution via a reorganized perspective of the next higher stage. Children, parents, teachers, and others variously and transiently become leaders and followers. In most cultures, those with stronger and clearer motivations and purposes become the legitimate teachers or leaders, thereby demonstrating the greatest influence.  

Anthony Robbins discusses values in his *Unlimited Power*, outlining a process by which a leader clearly determines and establishes his values on an issue. The leader proceeds to determine the employee's values of the situation, and finally sets the course of action. This process breaks down and reinforces the "visioning" spoken of so often by leadership authors. The leader recognizes conflicting values and works with followers to define the relationship.

Burns has best described the two powerful leadership forces that he has observed in operation--leaders and followers. Leaders and followers are locked into relationships that are closely influenced by particular local, parochial, regional, and cultural forces. If leaders and followers progress through the stages of needs, values, and morality, leaders find a broadening and deepening base from which they can

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reach out to widening social collectivities establishing and embracing the higher value of principles.  

As a result, this broad or more principled kind of leadership—the kind of leadership that tends to be visible, formal, and legitimate—is usually expressed at the highest stages of moral development. Prime examples in this century include Ghandi, Wilson, Tito, and Franklin Roosevelt. It is not uncommon for leaders to encounter intense and highly structured situational ethics of particular groups, and face the challenge of exercising time, determination, conviction, and skill to draw these individuals or groups into higher principles. This process is validated by only the most enduring criteria of justice and humanity, forging an open and continuing set of values. These higher principles and purposes comprise values that Burns refers to as modal or end values. It is probably simplest to think of end values as goals and standards, modal values as modes of behavior, with instrumental and intrinsic values representing both means and ends. All these are an arsenal for any leader who can command them. This value balancing requires the leader to continually assess the followers' motivational, cognitive, affective, and behavioral components. No easy task. Yet leaders do this, and do it effectively. Law is emphasized on the condition that law can be changed. At the highest level, modal values are rights defined on the basis of the conscience that expresses comprehensive and universal principles. Therefore, they merge with the end values of justice, equity, and human

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16 Ibid. 442.
rights at that point in time. The astute leader knows how to accomplish this balancing act.

Burns defines political leadership as those processes and effects of political power in which a number of individuals, varying in their composition and roles from situation to situation, are spurred by aspirations, goals and other motivations. The leader appeals and responds to the needs of would-be followers, with acts of reciprocal betterment. In the case of transformational leaders, the achievement of real change in the direction of higher guidance results. Burns concludes that political leadership is broadening intended "real change." It is collectively, purposeful causation.\footnote{James MacGregor Burns, \textit{Leadership} (New York: Harper \& Row, 1978), 442.}

Burns cautions that we not limit our leadership images to those who have gained high recognition, but remember that personal influence is exerted quietly and subtly in everyday relationships, in a variety of leadership capacities. Those individuals in top leadership roles are only more legitimized and more powerful when they make their followers into leaders. "Only by standing on their [followers'] shoulders can true greatness and leadership be achieved."\footnote{Ibid., 443.} High recognition or visibility is not the measure of the leader. The leader's ability to respect and be responsive to his followers sets him or her apart. John D. Debutts, Chairman and CEO of AT&T was quoted in 1978 as follows: "We, however, are accountable--to our customers, to our owners, and to our employees. Therein lies the greatest
challenge to the Chief Executive Officer." Nearly 20 years ago, leader-follower relationships were highlighted.

Not all leadership authors, however, believe that leadership should be "morally purposeful." In Machiavelli's *Prince*, he advises leaders to use craft and deceit, and to use naked power, exerting their will in order to manipulate followers. Although the *Prince* was condemned by the Church of Rome, today more than half a millennium after the author's birth, the *Prince* still stands as the most famous and infamous of practical advice books to leaders, detailing how to win and wield power. Specifically, Machiavelli recommends that the *Prince* who wishes to maintain himself should learn how to avoid being good. He describes the *Prince* who must imitate the fox and the lion, for the lion cannot defend himself from traps and the fox cannot protect himself from wolves. One must, therefore, be a fox to recognize traps and a lion to frighten wolves. If one is to choose between inflicting further injuries and inflicting light ones, the *Prince* recommends that he should inflict severe injuries. Further, he believes it is more expedient to murder an opponent than to rob him. Dead opponents cannot plan revenge. In sum, it was Machiavelli's opinion that an ideology of ruthlessness and selfishness would prevail in the final leadership effectiveness.  

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Burns believes that Machiavelli’s practical advise was not at all practical. A leader, per Machiavelli’s recommendation, would win only short run victories. Burns states that interstate relations could not be conducted on these principles, and assumptions that men are essentially selfish and self-protected is erroneous. Specifically, Burns notes that Machiavellianism advocates the treatment of persons, including other leaders, as things. Machiavelli feared that the greater the emotional involvement of others, the greater the likelihood of identifying with their point of view. But it is precisely that, according to Burns--identifying with the point of view of followers--that makes the transformational leader, in the long run, far more effective than the transactional manipulator.21

Setting aside the "evil" portions of Machiavelli for a moment, Griffin focuses upon the Machiavellian leader’s use of motivation to get the job done, while instilling in employees the confidence that they can do the job. The theory "M" leader recognizes that different workers have different motivations, and these change from time to time. He is aware of the need for the leader to continually adjust to the followers’ needs.22

Referring to Maslow’s hierarchy of needs, once again, the question is raised as to whether lower order wants and needs via manipulation, as recommended by Machiavelli, should be used to lead people. This would, at best, allow for the lowest


common denominator of motives among persons, and within persons, and exploit these motives for the benefit of the power wielder. This might result from transactional, but not transformational leadership.

In pursuing this question of defining leadership and the role of manipulation in leadership even further, a look at the most widely read primer on personal influence in modern times, Dale Carnegie’s *How to Win Friends and Influence People*, is beneficial. Put in its simplest form, Carnegie’s tactic was to persuade people to do something that the influencer wanted them to do. It was alleged that this could be done by remembering first names, exhibiting deferences, flattering targets in such a way as to not arouse their suspicions, and above all, by focusing upon their interests or beliefs. It seemed that Dale Carnegie had been brought up on Maslow. First the salesman meets the customer’s basic need by selling him/her something to eat or drink, something to keep warm with, or something to provide security in their home. This would be followed by an even higher need of massaging self-esteem. In short, the leader first identifies the person’s need or want, and then satisfies it. This describes Dale Carnegie’s approach, utilizing a leader/follower relationship. Would Carnegie’s approach have a long-term outcome? In satisfying lower needs, was the salesman utilizing Carnegie’s approach to arouse higher needs? Could he then do anything about those? The life example in the political arena
would be the candidate that offers personality and charisma, but no substance. The transaction would be a fleeting one and only a transaction.\textsuperscript{23}

Carnegie does offer advice that focuses more on identifying follower's needs and providing an avenue for input, when he states his Fourth Principle of, "ask questions instead of giving direct orders." The effective leader must be prepared to consider the information gleaned from the questioning. Carnegie advocates the application of using encouragement to foster improvement, aligning with Burns's philosophy of moving people morally upward.\textsuperscript{24}

**Leadership Training**

Deliberate role modeling, teaching, and coaching are described by Schein as most effective when informally communicated. Frequent employee contact, using detailed questions that express interest in their work and in them personally, fosters the leader-follower relationship in a powerful, but informal way.\textsuperscript{25}

Does the technique of influencing people under certain circumstances and in certain ways have implications for the teaching of leadership? Education and leadership, in their broadest and most fundamental way, seek to understand the vital relationship of one to the other. Leadership has been conceived as the tapping of existing and potential motives, as well as power bases of followers by leaders, for the


\textsuperscript{24}Ibid., 82.

purpose of achieving intended change. It is suggested that we conceive of education in essentially the same terms.26

Education, then, is not merely the shaping of values, but the imparting of facts or the teaching of skills. It is the total teaching and learning process operating in homes, schools, gangs, temples, churches, garages, streets, armies, corporations, bars, unions, etc. It is conducted by both teachers and learners engaging with the total environment. It involves the influence of persons, their opportunities and destinies, and not simply their minds. Ultimately, education and leadership shade into each other to become almost inseparable, but only when both are defined as the reciprocal raising of motivational levels, rather than indoctrination or coercion.

This now brings us to the point at which this review began. What does all of this mean for the teaching of leadership as opposed to manipulation? What does it say about the leader-follower relationship? Burns would purport the following:

1. Teachers/leaders must treat followers neither coercively nor instrumentally, but as joint seekers of truth in a mutual actualization.
2. Leaders must help followers define moral values, not by imposing their own moralities, but by positing situations that pose hard, moral choices and encourage conflict and debate.
3. Leaders must seek to help followers rise to higher stages of moral reasoning, hence, higher levels of principled judgement.

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Leaders must provide a social and intellectual environment in which followers can learn.

None of the above favors permissiveness, either in the home, the classroom or the workplace. On the contrary, followers are enabled to respect fairness, equity, honesty, responsibility, and the justice for which they speak. Neither does it depreciate the importance of teaching and learning specific skills. The possession of marketable skills is not only useful for transactions, it is vital to a person’s self-esteem, a source of self-actualization, and a means of livelihood. It is ultimately the power base, along with other power resources such as the right to vote and speak, etc., that allows one to assume a role in society.\textsuperscript{27}

This kind of education is not restricted to schools. It starts at home and exists potentially in every major sector and institution in society. The astute leader knows that he must provide a relationship that incorporates mutual growth, moral values, judgment and a learning environment to optimize the followers’ contributions. Yet, we aren’t so certain in 1995 who the astute or right leaders are. "School Superintendents tend to be educators, and now disgruntled politicians are replacing them with bean counters, CEOs and even two-star generals."\textsuperscript{28}

**Organizational Leadership**

Leading schools (which reflect society far more than they shape it) is hard enough when shared values, mutual respect, and civility prevail. It is nearly

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\textsuperscript{28}David Sacks, "Uneasy Chairs", *Newsweek* (7 August 1995), 52.
impossible when they don’t. Peter Senge’s *The Fifth Discipline* describes a mechanism by which an investigation of the art and practice of the learning organization can foster the effective leader/follower relationship. Senge advocates for the experience of the learning organization embodied within an extraordinary team working together. Senge defines a great team as a group of people functioning together in an extraordinary way, complimenting each other’s strengths and compensating for each other’s limitations; while they work toward a common goal, larger than their individual goals, and produce remarkable results. The extraordinary team does not necessarily start off great, but learns how to produce exceptional outcomes. It examines whether or not a formula exists to produce the learning organization. Senge’s investigation, and ultimate definition, includes five areas that he believes are critical components in building organizations or groups that can establish a sound leader/follower relationship.

**Systems Thinking**--a conceptual framework where all people in the organization step back to view the complete "big picture," not the fragmented parts.

**Personal Mastery**--the development of a commitment between personal learning and organizational learning, allowing each individual to fit into the organization.

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Mental models--the deeply ingrained assumptions and generalizations that influence how we understand the world and how we take action.

Building shared vision--the binding of people together around a common sense of destiny, whereby people excel and learn because they want to, not because they are told to; with the skill required for the shared vision to be the unearthing of shared pictures of the future, fostering commitment, rather than compliance.

Team learning--the entering into genuine "thinking together." This free-flow of meaning through a group, allows a group to discover insights that would not be attainable individually. Senge continues to describe team learning as vital because teams, not individuals, are the fundamental learning unit in modern organizations.\(^{30}\)

These teams can be likened to the leader/follower concept so detailed by Burns. The personal disciplines that ultimately result in The Fifth Discipline, encompass how we think, what we truly want, and how we interact and learn with one another. This system’s thinking, at the heart of the learning organization, creates a shift in the mind from seeing ourselves separate from, to seeing ourselves connected to, the world where people continually discover how to create their own reality.

Senge’s material accommodates the incorporation of the Blake and Mouton Managerial Grid, with specific attention to their "Team Management." According to Blake and Mouton, leaders use a goal-centered approach to gain high quantity and

high quality results. Broad involvement of group members includes participation, commitment, and conflict resolution. These long-established processes align well with Senge’s systems thinking, shared visioning, and team learning. Although only one of eighty-one possible leadership styles on the managerial grid, Blake and Mouton’s team management speaks to the leader-follower teaming described by Senge, relative to Burns’s transformational leadership.\textsuperscript{31}

In closing a review of Senge’s material, a summary of his description of being part of a great team seems appropriate. Senge’s team includes being part of something larger than one’s self, and of being connected and generated to team learning, simplifying the complex through the team language of systems thinking. Leaders and followers, per Burns, functioning in an ideal relationship, would utilize many of Senge’s teaming principles. Katzenbach and Smith agree in \textit{The Wisdom of Teams}, and provide specific recommendations on how to support and develop team leaders, expanding the leadership concept.\textsuperscript{32} Clearly the kind of education and broad systems thinking, including learning team language described by Senge, fits well Burns’s contention that education is not restricted to schools. It starts in the home and exists potentially in every major sector and institution of society. Leaders provide these opportunities for the followers surrounding them, continually raising followers’ needs to the shared vision.


Max DePree in *Leadership is an Art*, defines leadership, including portions of Carnegie's, Senge's and Burns's premises as follows:

- The first responsibility of a leader is to define reality, the last is to say thank you, and in between the two, the leader must become a servant and a debtor. This sums up the progress of the artful leader.
- Leaders do not inflict pain, but bear pain.
- The signs of outstanding leadership appear primarily among the followers. Are the followers reaching their potential? Are they learning and serving? Do they achieve the required results?
- Leadership is a concept of owing certain things to the institution (stewardship).
- Leaders should leave behind them assets and a legacy.
- Leaders need to be concerned with the institutional value system which leads to the principles and standards that guides the practices of the people in the institution.
- Leaders are often responsible for future leadership. They need to identify, develop, and nurture future leaders.
- Leaders owe a covenant to the corporation or institution which is, after all, a group of people. Covenants bind people together, enabling them to meet their corporate needs by meeting the needs of one another.
Leaders owe a certain maturity as expressed in a sense of self-worth, a sense of belonging, a sense of expectancy, a sense of responsibility, a sense of accountability, and a sense of equality.

Leaders owe the corporation rationality, giving reason and mutual understanding to program and relationships. Rational environment values and trust in human dignity provide opportunity for personal development in the attainment of the organization's goal.

Leaders owe people space, or a sense of freedom.

Leaders are obligated to provide and maintain momentum. Momentum in a vital company is palpable and comes from a clear vision of what the corporation ought to be.

Leaders are responsible for effectiveness or doing the right thing.33

In the larger system, Burns relates the moral education of leadership, in both public and civic life, to the broader subject of the political education of all citizens in the democratic environment. An intimate relationship of moral and political education has been a central concern of philosophers from Plato to Dewey.34 A prime example of this issue is exemplified by the investigation of Watergate. Its attendant immoralities were a profound educational experience for the American public. In this forum, the democratic process of critical review could indeed work without destroying the fabric of this society. Democratic and constitutional processes

33Max DePree, Leadership is an Art (New York: Dell, 1989), 22.

are heavily dependent upon the extent to which modal values and end values are debated in all sectors of society. These values must be made clear, salient, and present throughout the citizenry. The resulting processes would assist in the development of future leaders, as fostered by the system at large.

Is defining leadership a purposeful task? Returning to the question of what is a leader and what arc the leadership qualities we seek to define, a journalist's comment seems appropriate. "... that if Martian spacemen were to land and demand 'take me to your leader,' earthlings would be at a loss to direct them." This anecdote seems to underscore two themes. One theme is our lack of knowledge about leadership. The other is a need for more uplifting knowledge transcending a leadership of large ideas, broad directions, and strong commitments. Ironically, in a democracy where leaders are expected to lead the people, while the people are supposed to also be leaders, ambivalent attitudes toward moral leadership and principled leaders exist. They reflect deep ambiguity and confusion over the place of leadership in political life. It is Burns's contention that confusion will continue for as long as we fail to distinguish leadership from group power, leadership from propaganda, leadership from manipulation, leadership from pandering, and leadership from coercion.35 A few summary points regarding leadership training, as proposed by Burns follow:

**Leadership is collective.** One-man leadership is a contradiction in terms.

Leaders must appeal to the motive base of potential followers. As

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followers respond, a symbiotic relationship develops, binding leaders and followers together in a social and political collectivity. A special balance is required to avoid a precariousness in a relationship of collective leadership. This points critically to the consideration of form and structure that collective leadership/follower relationships must assume. As one example, heroes and followers might be termed as a collective leadership/followership relationship, but lack the grass root activities, subleaders, etc. that provide stability.

**Leadership is dissential.** Conflict relevant to popular aspirations is the key democratizer of leadership. It causes leaders to expand the field of combat, to reach out for more followers, and to search for allies. Conflict unifies people just as it divides them. A long-run hope for world peace would be to realign the foundations of political combat and consensus so that conflicts are managed peacefully within the nations, rather than by force between nations.

**Leadership is causative.** True leadership is not merely symbolic. The interaction of leaders and followers is not transactional, that is a process of exchange. The result of the interactive process is a change in leaders' and followers' motives and goals that produces a causal effect on social relations and political institutions. These events may be on a small or large scale. The most lasting, tangible act of leadership is the creation of an institution—a nation, a social movement, a political party, a
bureaucracy—that continues to exert moral leadership and fosters needed social change, long after the creative leaders are gone. The most lasting and pervasive leadership of all is intangible and non-institutional. It is the leadership of influence fostered by ideas and embodied in social, religious, or artistic movements; in books; in great seminal documents; and in the memory of great lives, greatly lived.

**Leadership is morally purposeful.** All leadership is goal oriented. The failure to set goals is the sign of faltering leadership. All successful leadership points in a direction and is a vehicle of continuing and achieving purpose. The purpose may be singular or multiple with both leaders and followers drawn into the shaping of purpose. But transformational leaders tap the needs and raise the aspirations, help shape the values and, thereby, mobilize the potential of the followers. It is moral, but not moralistic. Leaders engage with followers on higher levels of morality, enmeshing goals and values raised by both leaders and followers to expanded principles of judgments.

**Transformational leadership is elevating.** Leaders connect followers from a level of morality only one stage higher than that of followers. This provides linkages between persons at various levels of morality and sharply increases the moral impact of the transformational leader. This kind of elevating leadership asks for sacrifice from followers, rather than merely promising them goods. The most dramatic test in modern
democracies of the power of leaders to elevate followers, and of followers to sustain leaders, was the civil rights struggle in the United States.\textsuperscript{36}

Who is a leader and who are the led? How does motivation and manipulation fit? What are lower and higher needs, and what relationship do the needs have? To answer all of these questions in their simplest form, Burns would state leaders must face the test of whether they have tapped authentic needs of followers. Specifically, leaders must be representative, but not too representative. They must determine what in the follower they will recognize and represent, and what they will not. They recognize that they cannot possibly reflect all views of all people. Variously mobilizing and satisfying, while helping to reshape followers' needs and motives, the leader can enter into a full relationship with followers. This relationship combines their motives and power bases, and may cause them both to move to higher motivation needs.

How then do leaders exert influence? They do so by clarifying within themselves their own personal goals. Leaders then decide if they are really trying to lead anyone but themselves, and what part of themselves, and where, and for what purposes. They determine whom they seek to lead by defining their potential followers. They must do so, not in the manipulative sense of how to persuade them to their own end, but in terms of mutuality and future motives, as present motives are realized. The ultimate test of practical leadership is the realization of intended, real

change that meets peoples' enduring needs. Power bases which may look impressive in the form of the presidency of an institution or the possession of money, must always be assessed in terms of the motivations of those leaders and followers. Burns cautions, that towering giants with feet of clay, will eventually crumble.

**Transformational Leadership Theory and Application**

Bennis, on the topic of transformational power and leadership, stresses the importance of posing the question, "What are the components of an organization that can translate intention into reality and sustain it?" The three components of transformational power include the leader, the intention, and the organization. In a 1983 study, Bennis found that all effective leaders were concerned with purpose and paradigms of action, but not with nuts and bolts. Specifically, each CEO in the study possessed the following competencies: vision (capacity to create and communicate a vision of a desired state of affairs); communication in alignment (capacity to communicate vision, gaining support of multiple constituencies); persistency, consistency, and focus (capacity to maintain the organization's direction); empowerment (capacity to create environments--social structure--to harness energies to bring desired results); and organizational learning (capacity to effectively monitor the organizational performance).³⁷

This proposed theory is not all that different from what we do daily and automatically as we approach people, anticipate their reactions, and even anticipate

our own reactions to their reactions. The function of leadership is to gain followers, not merely to activate them; to co-mingle needs and aspirations and goals in a common enterprise; and in a process, to make better citizens of both leaders and followers.

"To move from manipulation to power-wielding is to move from the arithmetic of everyday contacts and collisions to the geometry of the structure and dynamics of interactions. It is to move from checkers to chess, for in the game of kings we estimate the powers of our chessmen and the intentions and calculations and, indeed, the motives of our adversary. But democratic leadership moves far beyond chess, because as we play the game, the chessmen come alive. The bishops, knights and pawns take part on their own terms, and with their own motivations, values, goals, and the game moves ahead with new momentum, direction, and possibilities. In real life, practical advise for leaders is not to treat pawns like pawns, nor princes like princes, nor princesses like princesses, but all persons like persons." 38

One of the most universal cravings of our times is a compelling and creative leadership. 39 Regardless of their positive or negative effect, the giants in leadership over the middle years of this century were individuals that we could not ignore--Einstein, Ghandi, Churchill, Roosevelt, Stalin, Hitler, Mussolini, DeGaulle, Nehru, perhaps Kennedy, and King. Burns believes that the crisis of leadership today is in the mediocrity or irresponsibility of so many of the men and women in power, with leadership rarely rising to the full need for it. Burns feels that the fundamental crises underlying mediocrity is intellectual. If we know all too much about our leaders, Burns feels we know far too little about leadership. The questions raised in the leadership search include: Is leadership simply innovation--cultural or political? Is

39 Ibid., 1.
it essentially inspiration? Mobilization of followers? Goal setting? Goal fulfillment? Is a leader the definer of values? Satisfier of needs? If the leader requires followers, who leads whom from where to where and why? How do leaders lead followers without being wholly led by followers? We have never answered these questions to our satisfaction. Leadership is one of the most observed and least understood phenomenon on the earth.

From the early times of Plato, the concept of leadership and power has been discussed. The study of rulership and leadership ran into serious intellectual difficulties with a recent study turning up as many as 130 definitions of the word. A super abundance of facts about leaders far outruns theories of leadership. There is, in short, no school of leadership--intellectual or practical. Do we lack the standards for assessing past, present, and potential leaders? Without those standards and the knowledge of leadership in a variety of areas in our lives, it becomes impossible to make vital distinctions between types of leaders and to distinguish leaders from rulers or power wielders. Combining leadership and followership in a conceptual union, as described in several author's works, would accomplish a sound theory of leadership and followership.

In Leadership and the New Science, Margaret Wheatley claims that quantum reality solutions teach us that all events are temporary. They are developed through the relationship of persons and circumstances.40 This author also emphasizes the

40Margaret Wheatley, Leadership and the New Science (San Francisco: Barrett-Kochler, 1992), 151.
leader/follower relationships. Wheatley believes that we have only just begun the process of discovering and inventing the new organizational forums that will be prevalent in the Twenty-first Century. Surely, leadership and followership are major components of this discovery process. Wheatley applies scientific concepts to the fundamental issues of organizing work, people, and life, and addresses such questions as: How can we find order in a chaotic world?; How is order different from control?; How can we create more participative, open, and adaptive organizations?; How can we reconcile individual autonomy and organizational control?; and, What leads to organizational growth and self-renewal instead of decline and death? Wheatley's belief is that the application of quantum physics provides us with the answer that we cannot expect a permanent solution. Rather, we should be prepared to be constantly adjusting to reality as changing shape and meaning, thereby being comfortable with chaos. By becoming more trusting of chaos as a necessary stage to greater organization, we are able to trust that something as simple as a clear core of values and visions, kept in motion through continuing dialogue, can lead to order. Wheatley states further that if our leadership’s practice is ever to be simplified to one unifying principle, she believes it will be found in self reference. "In short, leadership is always dependent on the context, but the context is established by the relationships we value. We cannot hope to influence any situation without respect for the complex network of people who contribute to our organizations."41

41Margaret Wheatley, Leadership and the New Science (San Francisco: Barrett-Kochler, 1992), 145.
In Steven Covey's *Principle-Centered Leadership*, descriptions of principle-centered leaders include: (1) they are continually learning, (2) they are service oriented, (3) they radiate positive energy, (4) they believe in other people, (5) they lead a balanced life, (6) they see lives as an adventure, (7) they are synergistic, (8) they exercise for self-renewal—regularly exercising the four dimensions of the human personality, including physical, mental, emotional, and spiritual.\(^\text{42}\)

Perhaps even more pertinent to the discussion as centered around the Burns’ material, are Covey’s remarks on total quality leadership. In Covey’s mind, leadership involves a people paradigm. Specifically, Covey explains the need for customer focus in evaluating quality in regard to consumer’s opinion. Covey provides the principles and application tools that he believes are necessary to activate the two ingredients most essential to the quality process, those being leadership and people. As Deming is quoted by Covey, ‘The job of management is not supervision, but leadership.’ Further Deming comments, "The required transformation of the Western style of management requires that managers be leaders." Both Covey and Deming point to a need for a transformation of leadership. They believe supervisors must develop a new paradigm that employees are capable, desire to make a quality contribution, and that empowerment will enhance the supervisor’s overall effectiveness. Covey continues by stating that the use of principle-centered empowerment methods allows the supervisor to assist employees to achieve their

potential, enhancing the leader-follower relationship. Covey cautions against setting and achieving goals before clarifying values and direction.  

Peters and Waterman discuss in *In Search of Excellence* their belief that the activities that comprise most of a leader's day are transactional leadership. Their theory lists those characteristics that encompass largely transactional relationships. They purport that they are now certain that the culture of almost every excellent company that is meeting the needs of the "irrational man" can be traced to transformational leadership somewhere in its history. They continue with a description of the transformational leader as someone who is concerned with minutia, but with a different kind of minutia--the tricks of pedagogue, the mentor, the linguist. These enable the leader to become the value shaper, the exemplar, the maker of meanings. The transformational leader's job is much tougher than the transactional leader for he must be the true artist, the true pathfinder. "No opportunity is too small, no forum too insignificant, no audience too junior." Peters and Waterman developed Burn's leader-follower symbiosis further, when they describe two striking attributes of the relationship as believability and excitement. In regard to believability, value-infused, top performing companies are led by those who grew up within the core of the business, not accountants or lawyers. They define excitement as "a belief in the impossible," and "the ability to engender excitement."

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Although Bennis has described the transformational leader as a social architect, and several other contemporary authors have also defined the transformational leader, historical credit should also be given to Philip Selznick. Selznick published in 1957, an often overlooked volume entitled *Leadership and Administration*. In that work, Selznick discusses the creative challenge transforming the man and groups from neutral, technical units into participants who have a sensitivity and commitment. The leader is primarily an expert in the promotion and protection of values.45

Such values are transformational for the companies that live them. Examples include Ray Kroc of McDonald's stating "beauty in a hamburger bun," or Watson at IBM's "respect for the individual" or Caterpillar's Dana, "Forty-eight hour parts service anywhere in the world." A greater contribution from each individual in the organization results. Most significant, both for society and for the companies, these institutions create environments in which people can blossom, develop self-esteem, and otherwise be excited participants in business and in society as a whole.

Perhaps the greatest compliment of all is paid to Burns in Peters and Austin's *A Passion for Excellence*, when they say, "For the true student of leadership, there is no better source than James MacGregor Burns's *Leadership*. . . . Burns speaks of the 'transforming leader' as one who goes beyond dealing with the day-to-day

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problems of managing a sizable concern, (such as a country) and focuses on the development of a new level of awareness among, often tens of millions of people."\textsuperscript{46}

President Bill Clinton, in a 1989 Foreword to the Phillip C. Schlechty work *Schools For the 21st Century-Leadership Imperatives for Educational Reform* embraces the leader-follower theory when he states:

"Schlechty offers no quick fixes . . . he works closely with business and community leaders, as well as school boards and school personnel, in making real changes . . . Schlechty insists that those who begin restructuring . . . accept long-term commitment."\textsuperscript{47}

Values, common goals and the leadership-followership relationship are once again referenced.

New ideas do not have to start with leaders, but eventually they wind up there. Leaders, according to John Kelsch, have to play three roles for quality implementation to succeed. They have to (1) take ownership of the strategy, (2) lead by example, and (3) make it happen. "Leaders can be anywhere in the organization, but only those at the top can impact the entire organization and drive change through."\textsuperscript{48}


This literature review concludes with a quote from a contemporary leader interviewed by Barbara Walters, 20/20, on September 15, 1995: "Leadership is the ability to motivate people to solve problems."49

**Summary**

In summary, this discussion has identified two basic types of leadership. Transactional leadership defines leaders as approaching followers with an eye for exchanging one thing for another, i.e., jobs for votes, or subsidies for campaign contributions. Such transactions comprise the bulk of relationships between leaders and followers.

The second type of leadership is transformational leadership which, though more complex, is also more potent. The transacting leader recognizes and exploits an existing need or demand of a potential follower. But, the transformational leader, goes further by looking for potential motives of followers, seeking to satisfy higher needs, and engaging the full person of the follower. As a result, the transformational leader has a relationship of mutual stimulation and elevation, that converts followers into leaders and may convert leaders into moral agents. Moral leadership goes yet further, identifying the relationship, not only of power, but of mutual needs, aspirations, and values. In responding to leaders, followers have adequate knowledge of alternative leaders and programs, and the capacity to choose among those alternatives. Moral leadership then emerges from, and always returns to the fundamental wants and needs, aspirations, and values of the followers.

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49General Colin Powell, extracted from 20/20 Interview, September 15, 1995.
It is Burns's belief that leaders are neither born nor made, but that there are patterns in the origins and socializing of the person that do account for leadership. These evolving structures seem to include motivation, values, and goals, ultimately identifying distinctive leadership roles and qualities. Because moral foundations of leadership are paramount to Burns, he considers only as legitimate those acts of leaders that serve ultimately in some way to help release human potentials, now locked in ungratified needs and crushed expectations.

It is clear from the review of the leadership literature summarized in this study there are several common threads that run through basic leadership principles. The most central of those involves the sharing of some relationship by leaders and the followers.

Leadership has been the subject of analysis and discussion since the beginning of time. As early as Plato, leadership and power were discussed. In more contemporary times, leaders have struggled to develop theories and define the leader/follower relationship that results in the successful leader in a variety of leadership capacities. Without exception, leaders can only be as successful as their constituent followers and the relationship that may be present.

Regardless of one's perspective of leadership definition or theory, the basic premises revolve around the following commonalities:

- Leaders and followers engage in some relationship.
- Leadership may have an innate component, but leadership can be learned.
- Leadership training begins in childhood.
Leaders and followers have established goals and values that relate in varying degrees.

The exchange between leaders and followers occurs in every walk of life.

Leadership is a function of complex biological, social, cognitive, and affective processes.

Personal leadership affects career leadership.

Effective and successful leaders make their followers into leaders. Leaders apply a variety of different motivational forces that span a continuum.

Education and transformational leadership are defined as blended into an inseparable process when they involve reciprocal levels of motivation, but not indoctrination or coercion.

The concepts of a strong learning organization, i.e., team-building and group processing, have a direct relationship to a leadership-followership model.

Leadership does not operate in a vacuum and is a collective process.

Leadership is dissential (conflict is present).

Leadership is causative (a process of exchange occurs and an interactive process follows).

Leadership is morally purposeful.

Leaders are successful brokers, both internally and externally, to the organization’s purpose.
Leadership success can be measured by followership's potential actualization.

Leadership is the key to successful management.

It is clear that the establishment of a relationship based on human regard, purpose, shared goals and vision, and an ability to relate in ever-changing ways, highlights the central processes involved in successful transformational leadership.

To link oneself with the masses, one must act in accordance with the needs and wishes of the masses. . . . There are two principles here: one is the actual needs of the masses, rather than what we fancy they need, and the other is the wishes of the masses who must make up their own minds instead of our making them up for them--we should pay close attention to the well-being of the masses from the problems of land and labour to those of fuel, rice, cooking oil, and salt . . . we should help them proceed from these things to an understanding of the higher task which we have put forward . . . such is the basic method of leadership.

Mao Tse-Tung

What is the secret of transformational leadership? Nearly all leadership authors agree it is the lifting of people into their better selves.
CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

[I] always believed followership was critical. If they take a different road, you have to go back and get on the road ahead of them. . . . Leaders who get into trouble are people who don't listen, or are not ever willing to change . . . it is very important—a willingness to be led by others—the group as a whole.

Governor James Thompson
CEO
Winston & Strawn Law Firm
August 1995
Interview by Author

Introduction and Overview

This leadership study sought to analyze six research questions as detailed in Chapter One. In-depth interviews of ten subjects were completed utilizing fifty-five interview questions. Subjects included five Corporate Executive Officers and five Superintendents. Subjects are listed in Chapter One with a biographical sketch of each in Appendix B.

The Presentation of Data and Analysis section presents each of the six research questions, followed by those interview questions which supply supporting data to the posed question. Discussion of each interview question proceeds with Superintendents’ responses, followed by Corporate Executive Officers’ responses and concludes with an analysis of each question. Each research question was investigated by interview questions from varied categories within the interview format. Fifty-five
interview questions are divided into six categories including: introductory, background, career, leadership theory application/beliefs, organizational impact of leadership, and a concluding question. Research questions one through five relied on a total of thirteen, fourteen, thirteen, eleven, and two interview questions respectively. Data for Research Question Six were gathered through observation and shadowing. Each section concludes with a summary and analysis of the data relative to each specific interview question. Chapter Three concludes with a broader comparative summary and analysis of the two groups of CEOs and Superintendents.

Both the subject interviews and this analysis begin with the question, "What is your definition of leadership?" The analysis of Research Questions One through Six follows the general leadership definition.
Interview Summary of Secondary School Superintendents' and Corporate Executive Officers' Responses.

True leaders must make leaders out of everyone in the organization, allowing them to be successful and facilitating them to be their own leaders.

Donald Offermann, Ph.D.
Superintendent
Oak Park and River Forest High School
June 1995
Interview by Author

Introductory Interview Question

If you were to define leadership (generally), how would you do so, as applicable to most situations?

Superintendents' Leadership Definitions

Three of the five Superintendents answered this question with very succinct definitions.

"Leadership is helping others to achieve mutually defined goals."

"Leadership is the ability to influence people to move the organization in a particular direction. The leader serves as a facilitator."

"Leadership is moving the organization in the direction it needs to go."

Two other Superintendents talked at length about their definition of leadership.

One Superintendent described leadership as,

"giving people the incentive and the desire and the enthusiasm to become individually and collectively as outstanding as they can be; and, as a result, to have the organization subordinate individual and collective ego as much as possible, to be as outstanding as it can be."
The Superintendent continued by stating,

"the leader needs to include as many people as possible in the discussion and
should err on the side of being inclusive deliberately, particularly when
organizational change is being considered."

He believed that a public organization represents a community, and a community has
to have some way to communicate its values, enabling the school to move in the
desired direction.

Another Superintendent described leadership by the following.

"You look for a parade somewhere and you march in front of it. That
is the political or opportunistic kind of leadership. You identify the
followers' needs and find out what is there in the hearts of people. Speak to
that and win followers."

The Superintendent continued by describing the difficulty a leader has when he learns
that in order to appeal to the common interest, the leader finds public opinion, in his
opinion, is wrong-headed. A quote from Dr. Stockman, a Norwegian dramatist, was
used to emphasize this point. "The strongest man in the world is he who stands most
alone. That is, he who stands separate from public opinion." In conclusion, the
Superintendent noted that leadership, in one extreme form, is marching in front of
the parade, and in the other is sticking to your principles, neither of which is
necessarily practical.

**Summary and Analysis of Superintendents' Leadership Definitions**

The key concepts noted by the Superintendents in their leadership definitions
included moving the organization in a direction; assisting others to achieve their
goals; connecting the individuals' goals to the organization's goals; and the need to
identify the followers' issues and direction, seeking to march in front of them.
Superintendents currently involved in significant change in their institutions spent time in their leadership definitions discussing the struggle of leadership relative to followership when the directions of the followers and, therefore the organization, were not sound, in the leader's opinion. Clearly, all definitions referenced the relationship between the leaders, the followers, and the institution or organization.

**Corporate Executive Officers Leadership Definitions**

Corporate Executive Officers responded to the request for a definition of leadership by providing lists of those characteristics or attributes that are involved in leadership. The following are their words.

"Leadership is building a team, spotting the talent, bringing out the talent, setting the tone, and then letting people do it. The same team might lose one year and win the next."

"The leadership role is a combination of being a boss and a coach. You provide the elements of vision for the future; inspire confidence in those who work with you; provide the backup and support; set clear objectives for the short-term; assure the culture, company, and long-range persona are sacrosanct; and assure the people that if they achieve, they will share in the reward."

"Leadership is the ability to have others, or followers, follow in the direction you set. Leadership takes time. Leadership is not something you do well early . . . it takes years and years to become a pretty good leader."

"Leadership is the ability to confront challenges that are both immediate and long-range; to see the solutions to the challenges; to persuade others to see the soundness of your views and to get them to follow them."

"Leadership and management are different, and this is the biggest problem leaders have. Leadership is being upfront and taking risks, so that people are then willing to take risks. The leader inspires others to desire the same thing the leader desires."
Summary and Analysis of CEO's Leadership Definitions

Concepts highlighted by Corporate Executive Officers in their definitions of leadership included building the team; the concept of vision; the importance of a boss or a coach; the presence of a culture and persona; the establishment of clear objectives; the necessity of rewards of followers; the movement of followers in a direction; the idea that leadership takes years of experience; the challenges and solutions of persuading others; and, finally, the risk-taking component. Corporate Executive Officers' definitions embraced the leader and the follower relationship.

Summary and Analysis

CEOs and Superintendents Leadership Definitions

Only subtle differences existed between CEOs and Superintendents leadership definitions. CEOs talked more about the necessary components in accomplishing sound leadership, describing the emphasized behaviors in their own leadership. In contrast, Superintendents appeared more knowledgeable and concerned with the theoretical relevance of leadership definitions to their own leadership. Both groups of leaders included the same general concepts of followers, goals or objectives, and the movement of the organization in a desired direction in their definitions.
Research Question I. What Attracted The Leader To A Leadership Position?

Leaders come in all different styles, shapes and personalities. . . . Leaders need to know what’s new, what’s working, and how to make decisions.

Roger Miller, Ed.D.
Superintendent
Hinsdale High School
June 1995
Interview by Author

In an effort to ascertain those factors that attracted a leader to a leadership position and their potential impact upon the ultimate career and leadership choice, a series of background questions, followed by career and leadership theory-belief questions were posed. Emphasis in this section was upon the background and early development of the subjects.

Interview Question Number One--(Background):

Where were you born?

Superintendents' and CEOs' Birthplaces

Superintendents' birthplaces included New York City; Litchfield, Minnesota; Macomb, Illinois; Columbus, Ohio; and Red Bud, Illinois. Corporate Executive Officers' birthplaces included Portland, Oregon; Chicago, Illinois (West Side); Buffalo, New York; Chicago, Illinois (West Side - Garfield Park); and, Harvey, Illinois.

Summary and Analysis of Birthplace

This study focused upon secondary schools and corporations based in the greater Chicagoland area. It was, therefore, not surprising that the majority of
subjects were born in the Midwest and several in Illinois. One subject was born in Ohio, but spent childhood years in Illinois, while two others were born on the East Coast, and one on the West Coast. A slight diversity in geography relative to birthplace was present in the ten subjects, with three born outside of the Midwest.

**Interview Question Number Two--(Background).**

Can you tell me about your family (personal behavior insight/family management)?

*Superintendents' Family Background*

In this section, the influence of family expectations and family operation became apparent. While one Superintendent described an innate movement toward organizational and leadership modes of operation even as a child, another described the major role parents played in the development of early leadership influences. One Superintendent described a family where the expectations for leadership spanned several generations. Previous males in the family had been significantly successful in leadership roles, and it was clear that the same would be anticipated for this Superintendent.

All Superintendents spoke strongly of the influence of their fathers. As the discussions continued, the mother's influence was mentioned, but nearly always in the role of the homemaker and the keeper of the family. Two mothers were involved in community volunteer work. Three of the four other subjects described a mother who did not work and who took her homemaking role very seriously, always being present to support family members.
In every instance, the Superintendent's family, either by its modeling or by its discussions with the youngsters, set the stage for success early in childhood. Indications of this included comments such as, "My parents always told me I could do anything and be anything that I desired." One Superintendent reported that he had a strong feeling that a specific career would have been desired by the parents, a path which he did not take. Even in that instance, however, the parents demonstrated pride in his career choice and supported his continued leadership success.

Only one of the Superintendents came from a family where the father was a life-long educational veteran at the Principal and Superintendent level. In another instance, the Superintendent described a family structure with the mother employed outside of the home. Even with two working parents, this Superintendent was still affirmed of the belief in self by continual parent support.

Education was considered important in all families from an early age, with one Superintendent beginning school at the age of four. There were no reports of excessive parental demands in regard to grades.

Birth order noted three of the five Superintendents to be the oldest child in the family, in the following sequence: oldest of two; middle of three; oldest of two; second oldest of six; and oldest of three. All Superintendents reported parents and family structures that were very busy, but also very supportive.
The major leadership influence in the family behavior and management included the impact of the father in nearly every instance; the presence of a highly supportive family; and a deep sense of identity and responsibility within the family structure, instilling in each subject an early belief in self and in his/her abilities.

Corporate Executive Officers' Family Background

A diversity of responses to the question regarding family were received from the CEOs. All CEOs referenced the importance of family, both in their own childhoods and currently as fathers. One CEO described his early memory of his father working hard in the family retail men’s store, with a special notation of the father’s incredible caring for people. This was noted as unique because he influenced followers by being simultaneously tough and decent. An anecdote regarding his father’s funeral and the number of people who attended, even some whom he had fired in years past, left a lasting memory for the subject in regard to leadership and human relations. As a result, this leader was impressed by the obvious respect of his father by his employees.

Another CEO also described a very strong work ethic in his family, and indicated there was never enough money in the family as he grew up. He mentioned the strong maternal influence and the development of early mores, educational and academic standards of achievement. Special emphasis was placed upon the personal deportment that each of his sisters, brothers and he developed from their early upbringing. This CEO believed that, as a result, he developed a work ethic and
personal behavior very early that continued throughout his life, influencing his leadership.

One CEO described his upper, middle-class upbringing and the noteworthy presence of a housekeeper who did all of the chores for the family. This subject was the oldest with one sister four years younger, and always knew he would be in a leadership role one day. Even so, it was clear that the expectation, as well as the confidence, was present in his upbringing, just as it was in the other CEO's families. The CEO went so far as to describe himself as a spoiled child, commenting on the possible relationship of early economic and emotional influences on his ultimate leadership outcome.

Still, another CEO described his early upbringing as a Norman Rockwell-life family. Although his parents lived in an urban environment and the father became a physician, both parents had been raised in a rural farming community, and were the first generation to come into the city of Chicago during the 1930s. Like other leaders, this CEO described early memories of his father working hard, and having little available time for the family. In order to be near his father, he recounted early recollections of spending time in the waiting room of his father's office.

All CEOs discussed their mothers' presence in the home and in volunteer work. Although two mothers worked outside the home, all families instilled in each child a strong self-belief in their abilities to succeed.
The final CEO, in his response to the family question, highlighted his birth order, indicating that he was a tail-ender child. As the last of three children, he was considerably younger than his two siblings. He believed he benefited from the experience his parents had gathered in the rearing of the first two. As a result, he indicated there were less expectations and more freedom, affecting his ultimate ability to be a risk-taker and become a successful leader. In regard to birth order, other Corporate Executive Officers were first born in three of the CEOs and middle of three in one CEO.

When summarizing the family impact of the Corporate Executive Officers, the striking impact of the father on the child was noteworthy, with every CEO describing degrees of the fathers’ absence due to continual involvement in making a living. In one instance, the father’s influence was felt even less, due to his absence while in war. This absence occurred during the first three years of the CEO’s life. Work ethic, human relations, personal behavior, parental belief and expectations, and birth order were all mentioned.

Summary and Analysis of Family Background

One distinct commonality between Corporate Executive Officers’ and Superintendents’ early family influence was clearly the support and belief component given to subjects by their parents. This appeared to be a powerful gift, noted throughout the study. Other siblings in the family may or may have not felt the impact of that gift, but it was clearly received by these leaders.
Perhaps, due to the generational time in history, mothers of both groups clearly played a strong home management role. Only three mothers worked outside the home; however, several mothers were busy volunteers, in addition to supervising household management. It was made clear by nearly all leaders that they benefited from this strong maternal presence. Family stability was apparent.

Again, likely attributed to the time in history, a strong father influence was described by all. Even fathers who worked long, demanding hours, absenting themselves from families, were still successful in soundly defining their role and influence on the family. A sense of purpose and direction was present in these busy families, establishing an early pattern in these leaders.

These strong family patterns were referenced frequently in eight of the ten leaders regarding their present families. Reference to husbands/wives and to their children were included by these grown children, (now leaders), as they described their leadership and professional careers. The value and role of the family was clearly being conveyed to the next generation, a gift being passed on.

More similarities, by far, than differences existed between the two groups in regard to family background. Only one Superintendent followed precisely parental career direction, while two of the CEOs did so. The above described aspects of family beliefs, operation, and support provided significant influence upon the ultimate leadership success of both CEOs and Superintendents. Specific career selection did not, however, result from these early influences. Education was discussed by Superintendents, but not by CEOs, as a possible early factor.
Interview Question Number Three (Background).

Is there anything about your childhood that may have influenced your career decisions (early leadership influences)?

Superintendents’ Early Leadership Influences

As the Superintendents answered this question, there were several different types of responses. All of the respondents reflected either early family influences or memories from their childhood. Some repeated earlier responses to the previous questions.

One Superintendent discussed his mother’s extensive involvement in volunteer work and his father’s reputation as a respected local leader, who experienced a high level of trust from individuals in the community. Another Superintendent reflected on the father as a noted problem-solver, an observation that was made even as a child. This Superintendent began school at an early age and struggled in school until the sophomore year in high school, experiencing average grades throughout. Further comment was made that good grades were not excessively emphasized in this family, but non-traditional learning and the ability to problem solve were features of this home life. This Superintendent commented again that although good educational models were not necessarily present, parents instilled early and continually the belief that anything could be accomplished. This belief in self appears strikingly throughout all of the leaders’ interviews.

Early leadership influences were described by the next Superintendent, with emphasis upon the father’s involvement in leadership roles, from the child’s early
memory. These leadership roles led this Superintendent's father ultimately to the high school principalship and superintendency roles. As a result, this Superintendent was drawn to other individuals in later life who also had leadership insight.

Two Superintendents responded with comments about their early childhood desires in regard to career choice. One recalled always being involved in leadership roles beginning at the age of Girl Scouts. Another Superintendent commented that early days were centered on being a teacher of science, something that never materialized. He noted that he had been more drawn to materials than to people in his own thoughts regarding career choice. On the contrary, career selection ultimately included leadership involvement with people.

**Corporate Executive Officers' Early Leadership Influences**

Early leadership influences for the CEOs included descriptions of growing up in a family business in two instances and sibling impact on the leaders' development in three cases. One subject described his place in the family as the middle and, perhaps, favored child, and how different his ultimate career and leadership choice was from his older brother some seven years senior and his younger sister some thirteen years his junior. He believed that he was born at a particular time in his parents' lives that allowed them to provide more optimum parenting.

Another CEO commented along similar lines regarding siblings, noting that his over-achievement was not reflected in his three brothers and sisters, although they were raised essentially the same by his parents. All siblings in his family experienced strict behavioral upbringing, including a common understanding of the deportment
expectations of the family. He suggested that something innate caused him to
develop leadership that other siblings did not, even when participating in the same
child-rearing. The CEO commented that a quality education from an early age may
have also served as an early childhood influence that affected ultimate leadership.

Due to World War II, the next CEO lived with his grandfather the first three
years of his life and was doted upon by a man who was president and founder of a
large business. Later, it was clear to this CEO, that his social image had
psychological issues resulting in the CEO's desire to excel intellectually. This same
individual also commented that as the oldest member in his family, it was always
expected that he would assume a leadership role, and, therefore, it was not discussed
by him with other members of the family. The combination of being upper, middle
class, and of being raised with distinct intellectual and leadership expectations led this
individual directly to leadership roles throughout his life.

An early, active interest in reading, even of Chicago newspapers as a
kindergartner, led the next CEO to a spontaneous interest in politics, as reflected by
the media. Another CEO recalled admiring his dad as a distinctive role model, and
wanting to be like his dad, who was good to people, and, as a result, highly respected.
This CEO's father ran a small, family business and the child was able to observe
employer and employee interactions on a daily basis. Obvious trust and respect, as
well as participatory management, were noted by this CEO as a young child.
Summary and Analysis of Early Leadership Influences

Children’s observations about and interactions with leaders, as represented by their parents’ approach to their personal and professional lives had a clear, early leadership influence. Nearly all leaders discussed their parents’ influence with particular emphasis on fathers. There was a consciousness among the leaders, both CEOs and Superintendents, as to their birth order and the parenting they received in child-rearing. A prevalent recollection of these early years included the father demonstrating leadership and the child’s awareness of early leadership experiences and/or early career thoughts. Educational benefits were described by leaders in both groups. Sibling development, order, and behavior were discussed by two CEOs, the only distinctions regarding early leadership influences, as recalled from childhood, apparent between CEOs and Superintendents.

Interview Question Number Four (Background).

Do you recall childhood thoughts of leadership and/or career choice?

Superintendents’ Childhood Thoughts of Leadership/Career

Two women and one man Superintendent responded that they do not recall early leadership thoughts. Even so, each of them reported their involvement in leadership capacities from an early childhood age. Elaboration by these three Superintendents noted that in the instance of the male superintendent thoughts of engineering and the vision of being a researcher were more prominent than thoughts of leadership. One of the women commented that she did not feel that it was expected or even encouraged for a woman to assume leadership roles and, therefore,
her absence of thoughts was a reflection of the time in history. The other woman Superintendent indicated her thoughts for academic achievement did not begin until her sophomore year in high school following a trip to Germany, which seemed to precipitate a clearer career direction. As academic achievement proceeded after sixteen years of age, this Superintendent graduated in the National Honor Society by her senior year.

The remaining two Superintendents recalled early thoughts of leadership. In one instance, the Superintendent described a distinct memory of observing his father successfully mediating corporate mergers and facilitating agreements between organizations and individuals. One Superintendent, who recalled early distinct thoughts of leadership, recounted a series of athletic leadership positions throughout his childhood.

**Corporate Executive Officers' Childhood Thoughts of Leadership/Career**

The most distinct response to this question, came from a CEO who recalled his involvement at the age of nine years in a weekly radio program, where he indicated that he wanted to be President of the United States. A second CEO responded that he had always had a vision as a child of leading something, or "of running something," and would organize children even at the playground. Later this CEO, while in college at age 18, organized a business that generated substantial income.

A professional athlete and an Irish Catholic priest were the career choices of two other CEOs during their childhood, and only during their college years did it
become clear to them that a different career, with a leadership outcome, might indeed be their direction. Another CEO reported that although he did not give conscious thought to a leadership career choice, he had always excelled in intellectual areas.

Summary and Analysis of Childhood Thoughts of Leadership/Career

Three of the Superintendents did not have early leadership thoughts. Two of these Superintendents were women. It was striking that both women recalled no early thoughts of leadership, and at least one Superintendent explained the reason by indicating women were not present in leadership roles in those days. Eight of the ten subjects indicated their awareness of leadership models and their involvement, even during childhood, in organizing people and situations.

There was disparity between the groups, in regard to childhood thoughts on career choice or leadership. All CEOs, but only two Superintendents, were aware of early leadership recollections. Three CEOs clearly always knew they would be leaders one day.

Interview Question Number Five (Background).

What childhood/family life events had any impact on the establishment of your work habits, leadership qualities, or leadership habits?

Superintendents’ Childhood/Family Events

Superintendents reflected on observed roles of their mothers and fathers, and parental influence on their lives. One Superintendent recalled his mother’s caring for people and the effect upon him. The combination of observing the mother’s
volunteer work and the father's professional capabilities resulted in high trust in people with whom he worked. This had a distinct influence on who the subject believed he is and what he does today.

Two other Superintendents mentioned the significance of dinner discussions as a child that were routine for the family, noting a good family structure and a strong parent devotion. Details of these discussions included support and encouragement for children's interests, with one describing his/her early upbringing as a "father knows best" environment. While expectations figured into their descriptive comments, it was also noteworthy that most subjects sensed a freedom of flexibility in their ultimate life work, even as children. Parental expectations centered around levels of performance and behavior, with a distinct opportunity for choices to be permitted.

The other two Superintendents described the level of structure within their lives as children. The first discussed little or no structure within the family, indicating organizational skills were learned through the course of life, beginning in childhood. As a result, seeing the big picture first and adjusting to the crowd were skills gleaned from this childhood experience. One other Superintendent also noted that although not modeled in his family, he could not recall as a child going through a day, even a summer day, without scheduling the accomplishments to be experienced. In fact, he commented that a day without scheduling was frustrating to him. In all instances, subjects once again described parent behaviors that sent the message of undying belief in the child's abilities.
Corporate Executive Officers' Childhood/Family Events

As with one Superintendent, one CEO described a childhood where disorganization prevailed in his approach to life, sharply changing at around age 18 when he became a "neat-freak." From that point on a high degree of structure prevailed in his life. Even today he utilizes such mechanisms as a things to do daily list.

Direct family influence in regard to the family business was noted by a CEO who described living next door to the business, and the excellent training that provided in the form of self discipline. This CEO shared an anecdote from the family service station and the lesson learned from his father how to treat customers in a Carnegie approach. The CEO described the owner of a new car pulling into a gas station, and while the car was being filled up, questioning the young man as to how he liked his new car. The boy responded that he did not, and later the father guided him as to how he should find something he liked about the car, and positively comment on that one thing. This lesson remained with this CEO, a clear indication of the father's early influence.

When another subject described his father's demanding schedule as an early private practitioner physician, and the long hours that often went through the night, he talked in detail about the father's influence upon his ultimate work schedule.

Yet another CEO talked about being an active leader early, both during his childhood and in high school. He can recall having responsibility, rigid discipline, and receiving better grades than his siblings. The combination of hard work and
discipline, even as a young student, coupled with his reported higher intelligence, were suggested reasons for the disparity in performance from his siblings.

Phrases like "working hard" were not uncommon during the interviews. Observations by the children of their fathers and their intense "work ethic" left a marked influence. Although mothers were mentioned, fathers clearly prevailed in the conversations about the family events and early influences in leadership.

**Summary and Analysis of Childhood/Family Events**

Self-discipline, observed parental work ethic, and organizational skills that led in the direction of a leadership role all were present in the lives of these leaders. No distinction between the two groups is noted in this regard. In fact, similarities in early influences were clearly present across the group and included work ethic, family structure, parental belief, and leadership modeling. One exception to the similarities found one CEO and one Superintendent describing an early disorganized family life in their approach to daily work activities, with each of them emerging in a highly organized way during their teens. The presence of an innate component, followed by environmental influence, is suggested when children in a family develop leadership skills and levels of commitment in organizational skills, even as their siblings do not. This comment was made frequently throughout the interviews by the leaders.
Interview Question Number Six (Background).

What occupations were your parents engaged in? Any influence?

Superintendents' Parents' Occupations

An attorney, a truck driver, an educational administrator, a researcher and a parish minister comprised the occupations of the fathers of the Superintendents. All mothers but one were housewives and homemakers with some volunteer work noted. The one exception was a beautician. Mothers were noted to be highly committed to creating solid home management for their families. Comments from two Superintendents regarding the influence their parents' occupation had upon them included the following:

"My father was very busy, as was my mother in the home. All I know is that in any organization that I have been in, I was pushed into leadership roles in grade school, in high school, in college, and in my jobs."

"I just assumed, from watching my father, that this was my calling and something that I had to do, even if it was not something I pointedly thought. I could remember watching my father and thinking, I am really impressed with what he does. He seemed to work magic in people. In fact, when we moved, people were very upset at our departure, and we moved often. He was very well respected."

As noted earlier, work ethic and parental modeling were stronger influences than career or occupation in regard to leadership development in Superintendents.

Corporate Executive Officers' Parents' Occupations

Owner of a retail men's store, owner of a service station and school bus company, physician, a sales manufacturing representative, and owner of a women's specialty store comprised the fathers' occupations of the Corporate Executive Officers. Three mothers were exclusively homemakers, while one mother assisted in
the family business, and another mother worked part-time as a sales clerk. In
general, the CEOs' parents were engaged in industrious activity. One CEO described
as very important the influence of the mother in the home "taking care of everything."
This CEO indicated his desire, to this day, for order. He is often described by those
around him as a type-A personality operating in an intense manner. It was at this
point that this CEO talked about his impatience, with things not changing fast
enough. Although he considered this a weakness, he also knew that this has played
a part in his success.

Further description by CEOs of their early family life noted everyone working
hard with responsibility in the family. Rigid discipline prevailed in most families. As
CEOs pondered the question of parents' occupations, one talked about his
competitiveness and the fact that his father had not exhibited that behavior. Upon
probing, the CEO indicated his mother did exhibit competitiveness, but as a
homemaker. This CEO was the one possible exception to the presence of distinct
modeling in determining a child's ultimate behaviors.

Although two of the five subjects had the opportunity to enter the family
businesses, they did not. One subject, clearly did have the opportunity, and has
turned the family business into a large, international company. Comments from the
final two CEOs regarding fathers' occupations and the influence upon them included
observations of their fathers' method of operation. One noted his distinct memory
of his father putting himself through medical school, and making a life for his family.
in a whole new urban world in very difficult economic times, the 1930s. His hard working approach to life had a distinct influence upon this CEO.

Likewise, another CEO described the same hard work, and added the descriptive dimension of the observation of trust and open communication, ever present in his father's method of operation. Even in the small scale family business, he recalled the participatory management that occurred at the kitchen table in his home--the office and center of the family business in its early days. Trust, open communication, and the involvement by questioning of all employees, even in that small business, were influences that this CEO has carried into his method of operation in his own large corporation today. It was clear to him that he learned these behaviors at the kitchen table. Parental modeling provided distinct influence on CEO leadership development, not specific parental occupations.

Summary and Analysis of Parents' Occupation

All leaders benefited from early, solid models from their parents. These models influenced work ethic, organizational approach to their jobs, and their ultimate leadership direction. An innate component was suggested, particularly in those leaders where the parental models were not perceived to be prevalent, and/or where other siblings did not extract the same development from parental influence.

A solid family foundation was clearly experienced by each of the leaders, exercising influence upon their ultimate approach to their careers and to leadership. Although not specifically probed by the research, it was also significant that all
subjects were raised in families with long-term marriages throughout the leaders’
childhoods.

**Interview Question Number Seven (Background).**

Did any person or event influence your
development as a child or young adult in regard to your ultimate career choice and/or
in regard to your approach to leadership?

**Superintendents’ Person or Event Influence**

Superintendents’ responses to this question included mother, father, mother
and father, or husband. Elaboration included such comments as:

"My father’s personality had a distinct effect upon my personality. He
spent time with us as children. My dad would not consider himself a leader,
but my observation of him was that he was. My mother, although a
housewife, volunteered on auxiliary boards and I observed her volunteer
leadership."

"I have always been a helping person and that was clearly the result of
my mom and dad's influence," was another comment to substantiate this.

Finally, "my mother was a perfectionist. This resulted in my never being
able to accomplish, as perfectly as she would have liked, a variety of tasks in
life. Everything she did was exemplary and she expected that from me."

An anecdote, recalled at this point, described the Superintendent’s winning of second
place in a speech contest in the state. Upon returning home his mother’s comment
was "How come you didn’t get first." Clearly, high expectations prevailed throughout
the Superintendents’ early lives, with distinct modeling provided by parents.

**Corporate Executive Officers’ Person or Event Influence**

One CEO described his father’s and mother’s strong work ethic, displayed by
being visible and working together. This co-worker intensity and commitment made
a strong impression on this CEO. In contrast, another CEO mentioned that his own leadership was the opposite of what he had observed in his father. He noted his father was too patient and not competitive enough. The CEO believed he was quite different in his leadership approach.

One CEO spoke not of his father or his mother, but of his early experiences in the company. As a college student, he began in the corporation in which he continues today. His early training in the variety of jobs during the first two to three years at the corporation allowed him to conduct informal character studies and observe top-line managers through watching, listening, and learning. As a result, he was able to spot the strengths and weaknesses of these individuals, establishing a strong and well-defined leadership approach for himself.

**Summary and Analysis of Person or Event Influence**

As noted in an earlier question, one CEO and one Superintendent in the leader group described an absence of early influences in the areas of organization and structure during their childhood. Yet, both of these individuals, along with the rest of the group, provided their own structure during early adulthood. The father influence in these two situations was described differently than in the other eight, but was still present. A positive parental presence throughout all ten subjects was clearly depicted. Influence in young adult development, in regard to ultimate leadership, was clearly more about family, with the exception of one subject. In that instance, the subject described early job influences in much more detail than he did family. There was ample information to conclude that the mother, father, family structure,
work ethic, high expectations, and the approach to daily living exhibited by the family had distinct influence on each of the leaders in the study.

**Interview Question Number Eight (Background).**

What are your personal interests? What do you enjoy doing?

**Superintendents’ Personal Interests**

The number one most frequent response given by four of the five Superintendents was reading. This was followed by and included golf, tennis, running, classical music, symphony and theater, travel, being a parent and, finally, being a superintendent. Community and volunteer work was extensive, but largely limited to school related activities.

**Corporate Executive Officers’ Personal Interests**

The most frequent response for CEOs was a sense of liking their job and a feeling of accomplishment and pleasure in watching the company grow. CEOs also noted, however, relaxation, their family, reading, golf and, in isolated instances, snow-skiing and serving as president of their village, as offering them alternative interest areas. Volunteer work on corporate boards, establishing foundations and local governmental positions were described by CEOs. One CEO described his interest in personal collections including antiques and art, an interest in law and history, and his continued enjoyment of travel and participation in a variety of civic and cultural organizations.

**Summary and Analysis of Personal Interests**

Leadership exemplified by these leaders in their employment was also present
in their personal lives. Although it was true that leaders find time to relax and be involved in athletic and other cultural activities, it was not uncommon to find them assuming leadership roles even in their so-called free time. One CEO described his involvement in the establishment of fundraising for the local public school through a foundation. Another described his active participation in a variety of civic boards, while yet another, talked about his enjoyment of the Presidency of his village. Likewise, Superintendents were involved in a combination of relaxation activities, coupled with leadership roles, as exemplified by their involvement in community service organizations.

Based upon the information from this interview, CEOs had the opportunity to assume more participation in leadership organizational roles unrelated to their occupations, during their leisure time, than Superintendents. This was largely attributed to the fact that Superintendents’ evenings and weekends were consumed with school activities that serve as community activities. Job satisfaction was so high for these leaders, it is placed on their personal interest list.

**Interview Question Number Nine (Background).**

What is your basic philosophy about life? Do you believe it impacts your leadership?

**Secondary School Superintendents’ Life Philosophy**

"My life and work can be very intertwined. Balance is the professional test, with a tilt toward the professional always. The nature of the superintendency work means that the numerous demands of the job will tip the scale in that direction."

"A balance between one’s profession, one’s family and one’s personal needs, must always be present and accommodate the shifts in a flexible way
that occur in one's life. I try not to insert my value system on others. I try not to sweat the small stuff."

"Life is being on a learning continuum. One's learning style and how one learns determines much of the direction that their life will take. Without question, one's philosophy about life impacts their leadership."

"The answer to that question now is different than it would have been only two years ago. I never wanted to be a superintendent, yet here I am. I am never quite sure which direction my leadership will take me next. I seem to be continually pulled in directions, almost without making the decision to do so."

"I don't want to be dissatisfied with how I have lived when it comes my time to die. I want to live and experience things. I want to be remembered as someone my family liked. That is the hard part about being a chief executive. It is not being liked by some, but wanting to be liked. I want to make a difference in the organization."

**Corporate Executive Officers' Life Philosophy**

"Do unto others . . . there are too many takers and not enough givers and that is the problem with society today. We have to be involved in give and take and be fair when we make decisions."

"I believe in humility, straight shooting, having no hidden agenda and playing no games, while working hard. That drives me to a greater career. I believe people should be put ahead of yourself, and the maintenance of ethical and high standards and interpersonal relationships is critical. I believe one must be sensitive to humanistic frailties and accommodate that."

"By my nature I am cynical, skeptical and pessimistic. I am challenged by skepticism. I tend to look at things more on the downside than the upside when making decisions. Sometimes I find myself suppressing these characteristics while acknowledging them in order to be a more effective leader."

"The opportunity to impact the lives of others motivates me the most. Building, be it new programs or new structures, is a critical part of one's life. I can always find the positive, and that results in outcomes and in building something new. Being an eternal optimist, I have always been positively challenged by those aspects of society that cause others to be concerned. I believe cynicism is the challenge of the job and that good feelings can turn a situation around."
"I am not a workaholic. I have a religious upbringing that has instilled a deep belief in God that is reflected in the mission statement of my corporation. As a result, twenty-percent of our pre-tax profit goes to charity. I believe values are critical and that the major leadership challenge is to be considerate of others. I believe that one needs to periodically ask themselves how much money do you need and how well do you want to live."

**Summary and Analysis of Life Philosophy**

A potpourri of philosophies regarding life existed among the CEOs and the Superintendents. Both CEOs and Superintendents appeared to have reflected over time about their approach to leadership and life, and as a result, acknowledged the role that influences have played upon their philosophies. All leaders reflected a strong belief in something or someone that provided the foundation for their approach to life. Superintendents mentioned balance, learning style, philosophical evolution, and a desire to make a lasting difference. CEOs described ethics, standards, relationships, analysis process, optimism and value components to philosophical beliefs.

**Interview Question Numbers One and Two (Career).**

Can you describe your major career evolution? Where did you receive your formal training or education?

**Superintendents’ Education and Career**

Superintendents’ educational training followed a very similar path culminating in the Ph.D. or the Ed.D. Only one of the five completed doctoral work at a very early age, while the others completed doctoral degrees in mid-to-later life. Appendix C contains the details of career evolution of each of the subjects, but the following observations are noteworthy.
Superintendents began their educational careers in Social Studies, in Art, in Math in two instances, and in English. As the years progressed, these Superintendents moved into other areas including administration, computer science, and guidance counseling. All leaders moved quickly into middle management or upper leadership roles as their careers developed.

One Superintendent, in particular, has enjoyed a diverse and well-rounded, continual career evolution that has served her well in her ultimate role as a Superintendent. This has included elementary and secondary teaching, as well as administration at all levels. This Superintendent spent the greatest time in actual curriculum instruction, while others moved quickly to guidance counseling, middle management or upper administration.

Two Superintendents reported in the interview they had not been interested in being Superintendents and never sought out leadership roles. Two others indicated they always knew their career track would lead them to an ultimate leadership role one day. In all cases, each of the Superintendents was spotted early and moved forward in the systems due to their leadership capabilities.

**Corporate Executive Officers' Education and Career**

CEOs were more likely to follow diverse evolutions in their career development. This spanned the range of little or no formal educational training, in deference to on-the-job training, to very formalized degree programming. One MBA, two law degrees, one individual with junior college and one with three years of a bachelor's degree completed were noted. This interviewer had a sense that all of
these individuals de-emphasized their educational training and prioritized the on-the-job experience that led them to their ultimate leadership success. This was especially true in the instances of the retail industry and the family owned business. These two CEOs began work early, worked hard, and built their careers and their companies through continual personal development and on-the-job training. This was often supplemented by workshop attendance, in one instance, even including summers at Harvard Business School.

Three other CEOs acknowledged the application of the training received in their law and MBA degrees. They noted, however, that more significant was the experience they acquired in the political, banking, and corporate world. They described such early, self-initiated training as the observation and character analysis of individuals within organizations allowing them, in their early twenties, to study what makes people successful and programs succeed.

Summary and Analysis of Education and Career

Career evolution and formal training, as expected, were different for CEOs and Superintendents. The educational field demands, by state certification, specific training in formal education. In contrast, CEOs might begin work at the bottom rung of the ladder, work hard, and find themselves at the top one day, with little or no "formal," college programming. Clearly, experience served corporate executives well as they advanced, with leadership emerging from self-taught processes and insights.
Was there something in career selection and progression, and in the knowledge derived from both formal and informal educational training that is similar in both groups? That appeared to be leadership. The presence of an ability, innate and/or environmentally gleaned, was strikingly similar in these two groups.

These interviews resulted in evidence that internal "vision" for oneself, the approach to learning and, ultimately, professional career operation involved the same basic processes.

Interview Question Number Three (Career).

What do you believe to be the most significant event in your career to date?

Superintendents' Most Significant Career Event

The two women Superintendents noted as their benchmark appointment to their first high school principalship. One woman Superintendent commented that in 1984 this was a major gender shift in roles, with her being one of the first of five women principals of large high schools in the state. Of the three remaining Superintendents, one was unable to pinpoint any specific career event, noting that there were several that he considered to be highly critical. Two other Superintendents pointed to events. One described the meeting of a significant mentor in his life who greatly influenced his career, not only a turning point to administration, but also in his leadership development. That relationship has continued over some fifteen years. The final Superintendent's significant career event was described in some detail as his 1973 appointment to the John Hay Fellowship on Humanities, a highly competitive national award. He described his summer in Bennington, Vermont,
where significant academic and cultural enrichment occurred for the forty-teacher recipients. To this date, this event sparks excellence in this Superintendent.

Corporate Executive Officers’ Most Significant Career Events

Four of the five CEOs pointed to a significant benchmark career event as appointment to a particular position in their corporation. For Middlemas, it was his appointment to the Vice Presidency in 1993, following his pioneering in the Chicago area in 1991 of the opening of the Midwest Nordstrom stores. Quinlan cited the day he took over the largest region in the mid-Atlantic, his second regional appointment, as one of two seminal events, with the second being the day he stepped into the chairmanship and became the CEO of McDonald’s Corporation. Rieser cited a threshold event as being appointed to his first Presidency of Addison Bank. Governor Thompson, of course, cited as his most significant event his election to the Governorship the first time. Finally, VanderAa pointed to his Harvard Business School experience in the summers of 1991 through 1993, as affirming that he was doing the right thing, resulting in a study of his corporation by Harvard University. It is no surprise, as owner and top officer in his own corporation, he would cite this example rather than a specific appointment as his benchmark event.

Summary and Analysis of Most Significant Career Event

As leaders cited events of significance in each their careers, the one common factor was the affirmation to each individual of their career direction. Whether an appointment assured them of their value and referenced their organization's success, or whether some external mechanism indicated that their leadership and, therefore,
their organization was moving in the right direction, each of them was able to quickly cite the event that marked the validity of his/her leadership role.

**Interview Question Number Two (Leadership Theory Application/Beliefs).**

Would you discuss what motivates your success?

Superintendents' Motivation for Success

"I enjoy what I am doing and I like people to find the organization I am leading is better because of me. I am always seeking to improve people, as well as the organization's opportunities."

"A sense of accomplishment is important to me. When we achieve and when we look at each other and say, "that was good!"

"Observing others, particularly the faculty grow and develop, and having the ability to discuss new ideas, and observe their implementation, and see their way through to success ... working with people you have hired, all of these things motivate my success."

"I have an inner drive to be successful. I believe there are no failures. As Bennis and Nanus point out, there are just glitches. I believe we can learn from everything that occurs."

"I would have to begin with the comment that the jury is not in yet as to my success; but if I am successful, I think it is due to my sense of obligation to the community and the kids. I have a sense of responsibility. I have lived here a long time and that, perhaps, increases the burden."

Corporate Executive Officers' Motivation for Success

"Fear of failure motivates my success."

"Competitiveness. My motivation is not monetary. The affirmation of my self-esteem results from my success and provides me with motivation. Motivation for me provides the common denominator to all of the internal folks in the organization's motivation. I have recently devised a campaign to create a continual awareness by all management of our organization's motivation. I think it is critical to find what rings the bell of most to get them more excited about what they do. To that end, I have provided a
barometer of motivation that sits on each manager's desk in the corporate office and reminds them continually of our stock price goal by the end of the year 2,000."

"Apart from the normal desire to work hard and support one's family, my motivation is in the psychic reward, the gratification and satisfaction of seeing something accomplished, of winning a case, of building a program."

"As my father always said, 'Anything worth doing, is worth doing well.' I feel I need to be the best."

Summary and Analysis of Motivation for Success

This section regarding motivation completed investigation of the first research question, by clearly demonstrating the internal drive of the leaders and how their success was prompted. A diverse representation existed, but the common attribute of wanting to do one's best, and of having a vision of a purpose larger than one's self was evident. Leaders have some need to serve, emphasizing the importance of leader/follower relationships. Words cited in response to the motivation inquiry included enjoyment, improvement, accomplishment, success, and responsibility by Superintendents and fear of failure, competitiveness, the psychic reward, and a desire to be the best by CEOs. Superintendents focused upon community and the service role through the obvious governmental body. CEOs focused on the corporate community at large.

A slight distinction between CEOs and Superintendents existed. The CEO's focus was on a corporate outcome, the production of a product, the provision of a service, and, ultimately, increasing the financial success of the corporation. The Superintendent's focus was on the successfully educated student.
Research Question Number II -- What Were Each Leader's Values And Beliefs of His/Her Own Leadership?

We must challenge our assumptions. . . . We need to ask questions. I become frustrated when people don't . . . . We have to be willing to do the non-traditional.

Linda Hanson, Ed.D.
Superintendent
Highland Park-Deerfield High School
June 1995
Interview by Author

This section interpreted responses to questions posed regarding leaders' operational beliefs and values. Vision, risk-taking, trust and the ideal were probed. Leaders were asked to describe their own leadership and to discuss any paradigms of operation they have found useful.

Interview Question Number Two (Introductory).

If you were to define your own leadership, how would you do so?

Superintendents' Leadership Definition

Superintendents said much on the topic of their own leadership definition. They began with succinct definitions and then discussed leadership at some length. Because of the critical nature of their responses on the topic of leadership, their comments are shared in great detail in this section.

"Leaders have to be aware of self, honest about self and complement themselves with whom they hire. The best Superintendents are modest about themselves. They hire the best and the brightest people who complement them. They then help those people define the nature of their role and give them a reason and an ability to trust. The leader then lets those people do
their jobs, showing an interest in what they do, being a resource to them, but not doing their job for them. A leader may be a good leader to work with, but not an easy person to work for. In summary, the leader exercises self-esteem, intellect and confidence to allow other people the ability to organize, manage and lead the organization."

"I believe my leadership is to work as a combination director and a facilitator. I find that I move between those two styles to help others to achieve our mutually defined goals."

"My leadership involves an active facilitation, providing opportunity to people. I see my role as doing those things to make the environment right for things to happen."

"My leadership is very collegial. I lead by modeling the expected behaviors."

"The good leader must enrich the range of possibilities by informing people, in the hope that they will not retreat into their old positions. I believe we cannot simply take what we presently know. We have to get followers to look at a wider range of possibilities. I like to think that I don't just operate in what I know, and that I try to become more informed and then inform people. There comes a point when we have to firmly move forward with acknowledgement and sensitivity of people's positions. That has been the hardest part of leadership for me—generating the excitement that would generate people's desire to try new things. Leadership is a lot easier in an organization that is not successful. That is why, perhaps, Iacocca was able to be so successful, because there was only one way to go."

Corporate Executive Officers' Leadership Definitions

CEOs provided well thought out, detailed definitions of their leadership with case.

"Passion is contagious and that has helped me. I am enthusiastic and I am able to rally the troops. I can see what we can do. I set high expectations, but not too tough, and I am a decent human being to work for. I believe the leader must be fair, honest and honorable. I believe in my business if we are not scared, we are not smart. It is important that the leader have all of the facts, convey those facts by an ability to answer detailed questions and is able to give assignments that shake things up and promote growth. A leader must always be thinking about how they can generate more excitement and enthusiasm to put their organization out in front as the best."
"I believe my own leadership matches the general definition I gave earlier. I see myself as a boss and a coach and one who inspires confidence, provides the backup, sets clear objectives, assures the persona, as well as the people, that they will share in the reward upon achievement."

"My answer is different now than it would have been a few years ago. A plan is imperative. The team must be moving in the same direction and the leader must (1) set the direction; (2) remove the barriers by providing the tools; (3) establish communication; (4) provide different management and different motivations; and (5) exercise leadership as needed to get the job done. The necessary process or plan must (1) make all of the pieces fit together; (2) put it in a form people can follow; (3) train and re-train people; and (4) monitor if it is being done."

"My leadership requires a wide range of roles with twenty-percent involving the doing of brand new things. People must be involved in strategic planning and it cannot be a completely bottom-up organization. I use groups of leaders in the organization to provide input and planning. When departments make decisions that mesh, then all of the pieces are fitting together and it is a plan that people can follow. Therefore, the several cultures within the organization have been accommodated by the leadership. The leader must be willing to lead people in different ways, depending upon the point at which they are operating. This can include varying degrees of guidance, varying types of recognition and the identification of the loner versus the team need of the employee. I recognize that some people manage by commotion and in other companies, like Amoco, a quiet environment with no phones ringing, provides a high level of strategic high-level planning."

"My leadership is currently focused on trying to be less in the center of everything. Having been the CEO of a privately-held company for so many years, I am working on changing the center and exercising more trust by delegation. As the company grows, I have to let go and realize that I cannot do it all."

"My earlier definition of general leadership is much the definition I utilize now. As Governor, I had to confront immediate and long-range challenges, provide solutions and persuade others. I still utilize that same approach in my capacity as CEO of a law firm. It is necessary that I convince partners, courts, clients or the public. I find that I continue to use my leadership style as a former Governor by continued work in governmental vineyards."
Although the Governor's leadership has varied through the years, it was clear that a derivation of his general hypothesis has followed him.

Another CEO spoke at length about the differences between the necessary single issue consensus building required by public sector leadership and the rapid-paced, multiple issue decision making of the private sector.

**Summary and Analysis of Leadership Definitions**

Leadership in governmental entities and private corporations, by their very nature, are different. One CEO described his perception of the difference by indicating that leaders in governmental bodies were consensus builders. They must move slowly, choosing and completing their agendas before moving on to the next. They have constituents to satisfy. In sharp contrast, he talked about CEOs who must move quickly and are dealing with several major areas of concern on a daily basis. This CEO viewed a hierarchical private business as not requiring significant consensus building. When he talked of business, he talked of efficiency and profit, and when he spoke of governmental leadership he spoke of equity and fairness. He concluded that different leadership approaches are necessary because of the different goals and the different processes. He went so far as to remark that excellence in public schools was silly. His personal experiences in leadership roles had led him to conclude that mixing government, which is a slow process, with business, which is an ever-reacting to market process, almost always resulted in conflict. He concluded by stating that the organizational processes might not be so different, but in
governmental bodies the focus is on one issue at a time, seeing it through to its successful conclusion, before moving on to the next.

Superintendents spoke of their leadership as being collegial, and involved in consensus building. They described working as coaches to get followers to move in a direction. Yet, when CEOs described their own leadership, striking similarities to Superintendents’ leadership descriptions appeared. The use of groups of leaders in organizations, providing planning input as described by one CEO, was very similar to educational institutions. Accommodating the several cultures in an organization, as stated by another CEO, was also a major role of the leader in educational institutions. Generating excitement, inspiring confidence, setting clear objectives, removing barriers, and providing motivation were all processes that were noted by both groups of leaders.

The most striking persuasive comparison between the two groups was stated by the Governor when he indicated that confronting challenges, providing solutions and persuading others as utilized in his Governorship, was essentially the same approach utilized in his capacity as CEO of the law firm. The current condition of educational organizations has not readily accommodated significant change, particularly when involving several issues. Schools and community have been slow to change. The corporate world has dealt with significant change, in several sectors on a daily basis, and has done so for years. In this regard, the leadership required will have some variance between the two groups of leaders. Leadership processes,
priorities, and personnel or human resources were described as quite similar by both CEOs and Superintendents.

**Interview Question Number Six (Career).**

Where do you see yourself in five years? Ten years?

**Superintendents' Five and Ten Years Projections**

Superintendents' responses varied according to the Superintendent's age. Even so, all Superintendents indicated that they would maintain some connection to their previous leadership roles. Four of the five Superintendents stated that they would still be a Superintendent in five years. One Superintendent believed he would be moving on to something else within one to two years. Although he would retire from the superintendency and, possibly education, he saw himself continuing in some educationally-related field, with consideration for involvement in the corporate world. This individual had a similar response for the ten year question. The remaining four included a ten-year response of being a headmaster in a private school following retirement from public education; retirement with possible consulting or writing; still being a Superintendent; some consulting; and really not sure.

**Corporate Executive Officers' Five and Ten Year Projections**

All CEOs indicated that they really liked what they were doing and would definitely continue for another five years. If their service was still beneficial, they would be doing the same work in ten years. They talked about their desire to see their organizations continue to grow and be successful. If they were not still a CEO at the ten-year mark, being involved in some consulting way with their respective
organizations was a distinct possibility. Three of the five acknowledged that within ten years, they may find themselves in a retirement mode that would allow them to do other things. All the CEOs clearly never saw themselves doing nothing.

**Summary and Analysis of Five and Ten Year Projections**

No major distinction between groups was readily apparent. All leaders, either CEOs or Superintendents, enjoyed the work in which they are involved, and stated they would continue for whatever length of time their service was of value to the organization or as long as they received leadership gratification. Even when these leaders spoke of retirement, they spoke of some continued relationship to their fields. There seemed to be more interest at the thought of retirement for Superintendents than CEOs. It was clear that each leader had enjoyed his/her work and was not driven by dissatisfaction to leave.

**Interview Question Number One (Leadership Theory Application/Beliefs).**

*What do you believe leadership should be?*

**Superintendents' Leadership Beliefs**

All Superintendents referenced their general leadership definition, described adaptations to their earlier definition that summarized their own leadership and ended by stating leadership should enrich the range of possibilities existing in the minds of the followers. Superintendents believed leadership should match their proposed definitions, including the described components.
Corporate Executive Officers’ Leadership Beliefs

Three of the five CEOs referenced their earlier definitions in discussion. Two, however, added the following comments. "Humility, a strong ego, and the projection of confidence, not arrogance, were critical." A second added "that you need to be, as a leader, a more open book and give up a lot, as you are on the stage all of the time." "You have to be willing to be available twenty-four hours a day, know that you never punch out," was a final comment.

Summary and Analysis of Leadership Beliefs

Superintendents’ additional comments beyond their original leadership definitions had obvious reference to constituents. Corporate Executive Officers’ additional comments had more to do with the leader, his/her sacrifice and essential characteristics. All leaders acknowledged that leadership requires a willingness to be on call at all times. Although mentioned by CEOs, the application of humility, ego strength and confidence projection, were critical not only for the private sector, but for public leadership as well. The only significant difference in leadership beliefs between these groups was, understandably, in connection with the representation of constituents including students, parents and community members by the Superintendent as compared to the members of the corporate organization relative to CEOs.
**Interview Question Number Six (Leadership Theory Application/Beliefs).**

What do you believe motivates employees and followers?

**Superintendents’ Beliefs of Followers’ Motivation**

Superintendents believed that recognition for doing a good job through receipt of some tangible reward provided motivation for people. They further believed that you have to structure the opportunities, respect the employees or followers by valuing their work, challenge them, and take interest administratively in what they are doing. This day-to-day interest and value can be as effective as a single recognition upon a special accomplishment, was a stated belief. One Superintendent’s remarks included a belief in Maslow’s identification of the hierarchy, acknowledging where people are in the chart. "Recognition can then follow reasonably easily, targeting the person’s identified level," they explained.

**Corporate Executive Officers’ Beliefs of Follower Motivation**

CEOs likewise included in their comments regarding motivation, the importance of appreciation and recognition from the leadership in building the corporation’s success. CEOs noted that although money is always appreciated, it is not the prioritized motivator. In fact, the combination would be ideal, but in choosing one over the other, recognition is believed to be more effective than money. Specific examples included sending well done reports back with a note of acknowledgement and recognizing achievement in a timely fashion. It was also noted by one CEO that making money was always the emphasis in the private sector.
"The public sector's use of commendation is also deeply applicable in the private sector, offering a psychic reward that benefits the individual and the organization."

"The ideal would provide doing well financially, with a professional commendation and reward, as well."

One CEO's summary on the motivation question was simply,

"Trust, thank you, and provide information."

Summary and Analysis of Beliefs of Follower Motivation

A summary of stated beliefs was that all people seek the gratification of reward and of recognition. It was believed this is human nature. This applied to all leadership in all private and public organizational sectors. Reference to Maslow by one Superintendent had application to both groups in their leadership approach. Although CEOs did not mention Maslow, their descriptions clearly referenced meeting people where they are and being aware of the varying approaches necessary to leading diverse people at different points in time.

The only distinction between these two groups was in the area of monetary recognition. Even though the corporate sector admitted that it operates on monetary profit, with bonuses and increased income as the clear yardstick to measure success, they acknowledged the significant value of the psychic reward of personal recognition. If merit pay were more prevalent in public sectors, there would be less disparity and more distinct similarities between the two groups' leadership approach on the topic of motivation. It was clear that individuals in leadership roles understood that all people, regardless of their career choice, deeply appreciate and are motivated by a personal commendation.
Interview Question Number Sixteen (Leadership Theory Application/Beliefs).

What is your leadership vision?

Superintendents’ Leadership Vision

Superintendents’ leadership visions range from the very general to the very specific in regard to their organization.

"True leaders make leaders out of everyone in the organization allowing them to be successful and facilitating them to be their own leaders." A second general response noted:

"the leadership vision would be to make the organization markedly better by creating a consortium and an awakening in the organization."

Visions that were specific to schools included three responses. The first was:

"to be less driven by artificial measures such as SAT and ACT scores, and more driven by learning outcomes."

A second school specific leadership vision stated:

"the goal would be to provide productive and creative teaching, and learning through a facilitator-coach role."

And, finally, one additional school oriented vision was:

"to take the school into the year 2,001 making sure that students are prepared for school to work transition, through communication skills, problem solving and thinking skills, and by knowing where to retrieve information."

Corporate Executive Officers’ Leadership Vision

CEO leadership visions cited very specific organizational goals. One vision was to take a segment of the company into public stock offerings, while another’s vision was to be the best law firm in the United States. Another leadership vision was simply "to win" followed by the comment, "Nobody wants to work for a loser."
Elaboration indicated employment in his organization has resulted in an absence of employee resignations, as they valued their jobs and the organization, and felt a great deal of security. Finally, one CEO indicated that his leadership vision matched the organization’s vision precisely.

**Summary and Analysis of Leadership Vision**

Leadership visions from Superintendents addressed accomplishing the finest student outcomes. It was believed the organization must provide the necessary focus to accomplish that. Corporate Executive Officers’ visions pointed not only to producing the best product or service, but also pointed to the necessary employee satisfaction. Both groups had visions incorporating leadership that resulted in the best outcomes the organizations could produce.

The specifics of organizational visions were understandably different for these two groups due to the differences that exist between the private and public sectors. However, an analysis of the responses revealed that the general processes, in regard to a final product that is the best that it can be, were significantly similar. The process involved awareness of the current day needs of society, awareness of employee satisfaction issues, focus on the process by which the outcomes will be accomplished, and varying the necessary leadership approaches as each of the many variables fluctuated. In a general sense, similarities between the groups were clear. The specifics were understandably different.
Interview Question Number Eighteen (Leadership Theory Application/Beliefs).

Do you believe leadership is a capacity within us all, and or do you believe it has an innate component?

Superintendents’ Beliefs of Leadership Capacity

Three of the Superintendents believed that leadership was innate, but admitted it could be enhanced by learning. Two others believed that there may or may not be an innate component, but felt individuals could learn from the observation of others and from the study of leadership theory. All Superintendents believed it is more likely learning than an innate component. They believed the innate component enabled a much easier development by the leader. Specifically, they suggested certain characteristics that may form the innate side of a leader, but believed all people must accomplish the necessary development to become the effective leader.

Corporate Executive Officers’ Beliefs of Leadership Capacity

CEOs talked about both being necessary. Leadership starts with the innate, but skills can be acquired, was their belief. It was cited by one CEO that those leaders who are most successful are keenly aware of the leadership-follower concept. They listen, change their minds and are led by others. He indicated this is particularly applicable to government leaders.

The innate component was described as, including a large ego, a core talent and personality traits. One CEO believed that it can be learned by anyone, but acknowledged that it may be true that training starts very early, as early as the preschool years. Low self-esteem or introversion, may, in fact prohibit some individuals
from ever becoming a leader was a considered factor. CEOs observed that some people have been thrust into leadership roles and either don’t have the talent or the innate component, and eventually fail. The consensus was that the majority of successful leaders have some seed present early to which they add learning.

**Summary and Analysis of Leadership Capacity Beliefs**

Both Superintendents and CEOs believed that it takes an innate component, as well as a learned component, to be a successful leader. One CEO commented that certain factors in particular individuals, like low self-esteem, may disallow them from even benefiting from the learned component. Although opinions varied on what might comprise the innate component, it was described as some basic personality characteristic or capacity for leadership present in those who maximize the learning opportunities, and become the most successful leaders.

**Interview Question Number Nineteen (Leadership Theory Application/Beliefs).**

Do you think there is a crisis in leadership today? How rare is the effective leader?

**Superintendents’ Assessment of Effective Leaders**

Some Superintendents stated there is a crisis in leadership today and added that it is one of our own making. The explanation that followed was that the field had not hired for the right reasons, and have perpetuated less effective leaders. There was unanimous support from the Superintendents that people are avoiding leadership roles, particularly in the schools, and this has effected a crisis. This perceived crisis, especially in education, indicated that the system has failed the
mentoring of future effective leaders. As good leaders have retired, replacements were not readily available. Superintendents believed it is critical that we provide opportunity and shoulder the responsibility to identify individuals who can meet this need in the future.

**Corporate Executive Officers’ Assessment of Effective Leaders**

Two CEOs stated there is need for concern. Two believed there is no problem in this area. One indicated that there is not anymore of a crisis than there has ever been.

Doing business abroad has convinced one CEO that "America is more of a leader in the leadership area than we realize." Contrary to earlier discussions of the superiority of Japanese management, this leader has observed, through his international business dealings, that America is, indeed, on the cutting edge. Leadership is assessed by one CEO as not being in a crisis at all. This leader said, "we have many good effective leaders who can demonstrate many ways to lead. We simply need to meet the challenge of providing them opportunity." Leadership opportunity surfaced as a concern on several occasions. The "bit of a crisis" that is perceived by some in leadership was described as CEOs being too worried about themselves. "The business world is changing so rapidly that the old ways do not cut it anymore, and new corporate leadership thinking is necessary, if organizations are to be effectively led in the future," was another CEO thought. This statement pointed to the need for continued leadership mentoring and revitalizing.
Summary and Analysis of Effective Leaders

It appeared that Superintendents had more concern in this area than CEOs. This may be because there is a more of a leadership crisis in education or because CEOs had no reason to consider this. In any case, there was unanimous concern regarding the future of leadership in the educational sector. Superintendents pointed to the lack of mentorship as the reason for a lack of viable replacements and the possible crisis in leadership.

If there is a crisis in corporate leadership, then CEOs talked more about opportunity for leaders to develop, as well as the rapidly changing business world. This indicated that, like Superintendents, CEOs who are concerned point to the need for mentorship and training programs to develop future leaders. The effective leader may be rarer today, particularly in the public domain, as it becomes harder to operate there, was another thought. This is more true now than in previous generations. The over-all cited reason for a leadership crises was due to less opportunity, rather than to less ability.

Interview Question Number Twenty (Leadership Theory Application/Beliefs).
What knowledge of the world must a leader possess, in your opinion? Is there any relationship between leadership and IQ?

Superintendents' Beliefs of Leadership Knowledge

Without question, Superintendents noted the need for knowledge of varying cultures, i.e., specifically racial and ethnic diversity within a school. Further, in order to be a good well-rounded person and, therefore, leader, it was noted as important
to understand the impact of world events. If one is to be a leader, then there was a belief that a combination of liberal arts, fine arts, and politics, coupled with an active involvement within the community, was essential to make the necessary, well-rounded leader who can provide service to his/her organization and give back to society. Specific world knowledge, at this point in time, lies in addressing the age of technology was a comment. Leaders need to have some computer knowledge, with specific attention to Internet and Web features, and the coordination of business and education. Finally, although it may not be necessary that one understands detailed dynamics of every world event, or have an incredibly high IQ, it was believed both of these aspects must exist in a necessary degree to allow a leader to conceptualize and understand decision making on a broad scale.

**Corporate Executive Officers’ Beliefs of Leadership Knowledge**

World information and events perhaps impact the corporate world even more directly than they do education, was a belief. One CEO noted that "although one must understand what Bosnia is, it does not mean that a leader will not be effective if he/she doesn’t know the details of the Bosnian situation." Clearly, CEOs believed a leader needs to know what is going on in the world at large.

Another CEO stated it was essential to have a high IQ in order to be a great leader. Otherwise, he continued, "in the sophisticated world of today, how would one be able to integrate the knowledge of the world events, observe all of the subtleties, and incorporate them into one’s leadership role." Yet, another believed intelligence is not the over-riding necessary leadership component for successful leaders in the
business world. More important is focus and energy. CEOs felt that one must have as much general knowledge of the world as possible. One CEO commented that even the cavemen had to know where the food was and, therefore, probably had a higher level of intelligence. If intelligence includes the ability to conceptualize and to see the big picture, which some people don’t have, then the leader must have the knowledge which would be associated with a higher IQ, was a final thought.

Summary and Analysis of Leadership Knowledge

All leaders agreed that some knowledge of the world is necessary in order for leadership to be successful in society. Both speculated about the definition of intelligence and its influence on the relationship of IQ to leadership success. Whatever extent of world knowledge or range of IQ is acceptable, leaders agreed that a necessary level to conceptualize and make sound decisions was essential. Particularly in the public sector, Superintendents were concerned about an ability to understand varying cultures and, thereby, respect diversity and those attendant factors to providing educational opportunity. General agreement between the two groups existed in regard to the necessary level of working knowledge for leadership to successfully evolve.

One additional comment from CEOs placed focus and energy as more critical than a particular intellectual level in determining a leaders’ success. It is concluded from the comments of these leaders that Superintendents and CEOs do not have greatly disparate points of view on this subject of world knowledge and IQ’s, as relative to leadership.
Interview Question Number Twenty-One (Leadership Theory Application/Beliefs).

What degree of risk taking is involved in leadership?

Superintendents' Leadership Risk-Taking Beliefs

Superintendents' responses regarding risk-taking included:

"More than it used to be."

"Not much in education."

"A lot."

"You need to take the risk and do all of the planning you can do."

Superintendents commented as follows,

"When taking risks, every Superintendent needs to choose their battles."

"Any major change in the organization will be a struggle."

"As a leader, you have to take the risks and do what you can to make the necessary change occur."

"You choose your battles according to your belief system, with major changes made by consensus building."

"The in-house, buy-in is critical to community acceptance and, thereby, risk-taking success."

Corporate Executive Officers' Risk-Taking Beliefs

Corporate Executive Officers' comments on risk-taking were as follows.

"When a leader makes decisions, they take risks. They look for a partner in their idea to join them in the risk. When you partner an idea, you have more of a chance of being successful."

"A moderate amount of risk-taking comes with the territory. You cannot be an excessive risk-taker."
"You must evaluate the pros and cons, evaluate the rewards, and make the best decision. The better the decision, the greater the reward with lesser risk."

All CEOs agreed that considerable risk-taking is involved in leadership, but the astute leader will know how to manage that risk.

Summary and Analysis of Risk-Taking Beliefs

In regard to risk taking, Superintendents spoke of choosing their battles and consensus building. Two Superintendents believed little or no risk is present, while three believed a great deal occurs in educational leadership. CEOs believed that risk-taking is inevitable, but can be tempered by the choice of a successful partner in the risk, by carefully evaluating the risk and by never being an excessive risk taker. CEOs did not use the term consensus building, limiting consensus building to top management. It was believed that Superintendents must consensus build with constituent members of the community. Even so, astute leaders apply a similar process in sharing the risk.

Interview Question Number Twenty-Two (Leadership Theory Application\Beliefs).

What role does trust play in leaders? How important, as a component, has it been to you? How was it gained?

Superintendents' Trust Beliefs

Credibility was the key word in cited comments from Superintendents regarding trust. In all organizations, even consistency might not build trust completely.

"Trust is the glue that allows people to step off the dock and hope someone will be there to catch you. As a leader, you must model that it is
okay to fail. If the leader models what they want as an outcome, people will trust that they can make the effort, and if they fail, it will be a lesson for the next time. The more this occurs, the more people will trust."

"People trust leaders when they have credibility and a proven track record."

"Consistency builds trust in a leader. In order to build trust, the leader must also build in a sensitivity to the followers' positions."

"Teachers want to see you do what you say and hear you say the same thing to all groups. When a leader establishes trustworthiness by being consistent and predictable, as well as fair to both individuals and groups, the leader will hear others say in response to negative comments, 'our leader would not say that.'"

"Individuals within the group might be likened to thoroughbreds, fence sitters, and donkeys. As a leader you learn to ignore the donkeys and let the peer thoroughbreds work on the others who are more resistant."

Finally, one Superintendent stated people need to experience the leader's approach to decision making in order to gain trust.

"If they know they can count on your explanation even if they don't like it, they will accept it."

**Corporate Executive Officers’ Trust Beliefs**

In contrast to Superintendents' use of the word predictability in regard to trust, one CEO indicated predictability is a real sign of weakness. He believed one should not work predictably on a regular basis.

Another CEO stated,

"Uncertainty is a cancer. It breeds anxiety. Consistency and openness beget trust. We must, as leaders, guard against distrust."

"People need to be involved by knowing the agenda and being allowed to be involved in the agenda."

"People trust and respect when they have been treated fairly, equitably and maturely. People want to be heard."
"The most important component in trust is communication. People need to know what they are doing and why they are doing it to prepare for the next steps."

Summary and Analysis of Trust Beliefs

Superintendents believed that trust is closely tied to consistency and predictability. In educational areas, it was a prevalent belief that credibility will result from consistent operation which people will ultimately believe to be trust. Although Corporate Executive Officers’ beliefs regarding trust were split, at least two CEOs spoke of predictability as a possible sign of weakness, and indicated that predictable work on a regular basis should not occur. Other CEOs indicated consistency and openness resulted in trust and that uncertainty could be a cancer. All leaders agreed that distrust has to be avoided. Within both groups, the example of allowing people to understand was seen as a way to gain trust, even if understanding did not result in agreement. If followers disagree with leaders, it was believed by both Superintendents and CEOs they will be prepared, if they have been informed, and would not experience the ramifications of a shock effect.

Interview Question Number Twenty-Three (Leadership Theory Application/Beliefs)

What, in your opinion, is the current paradigm for leadership?

Is that changing? How does your personal leadership paradigm fit into this?

Superintendents’ Leadership Paradigm Beliefs

The first Superintendent cited a modern version of situational leadership and called it the chaos theory. "Leaders, may in fact, be changing back to a more traditional approach," according to one Superintendent.
"There is a difference between what educators and the public want. While educators talk about whole language, math and calculator use, and group learning, the public is talking about a back-to-basics movement."

"The leader must adopt a paradigm that will allow active recognition of the followership's position. I believe the current paradigm is relationship building. Leadership is one of creating new relationships on an ongoing basis."

"I believe the current paradigm must include Bennis and Nanus' position of trust, Ted Sizer's description of compromise, and Michael Fullen's process of change."

"In my early days, I exercised an autocratic leadership style. There have been times, recently, when I wondered if working hard to sell an idea might reflect the times today, but some use of an autocratic style might also be useful now."

**Corporate Executive Officers' Leadership Paradigm Beliefs**

CEOs use of paradigms was varied. Some CEOs did not think about paradigms.

"I don't have paradigms. I don't think there are any paradigms, other than being ethical or a straight shooter. The more rules you have, the more committed you are to operate effectively."

"The paradigm depends upon the organization. You cannot draw a single lesson. It would not be wise. You simply must practice what you preach."

"The current paradigm for leadership must incorporate the information age."

**Summary and Analysis of Leadership Paradigm Beliefs**

Superintendents noted situational leadership, chaos theory, traditional leadership approaches, and leadership/followership paradigms. Bennis and Nanus, Sizer, and Fullen were all mentioned in paradigm explanations. An autocratic paradigm was cited. In marked contrast, CEOs generally didn't think about, know about, or care about paradigms. CEOs were fairly direct in their comments regarding
any need for a paradigm. If paradigms were useful, than Superintendents believed the paradigm must also recognize the needs of the followers.

**Interview Question Number Twenty-Six (Leadership Theory Application/Beliefs).**

Do you agree with the statement, it is lonely at the top?

**Superintendents' "Lonely at the Top" Beliefs**

Superintendents' responses regarding loneliness at the top were as follows.

"Definitely. Two-thirds of my adult life I have been a leader, so I am used to it."

"No, I really don't think it is lonely at the top. I have always found great friendships. I find those that value what you do share the really exciting work."

"Yes, it is lonely at the top. During the crunch time, it is lonely when the final decision has to be made."

"Yes, it is very lonely at the time."

"No, I have never felt lonely. Rejected, but not lonely."

**Corporate Executive Officers' "Lonely at the Top" Beliefs**

CEOs responded as follows regarding loneliness at the top.

"It is not lonely at the top here, but then this is not a top-down organization."

"Somewhat, but then it depends upon what you want. I accept the fact that I am the last stop on the train, that I am out of the gossip loop, and that sometimes I do not know what people feel."

"Yes, it is lonely at the top. There is a lack of peers. You have no peers."

"No, I have never found it lonely at the top, because, as a good leader, you are constantly fostering others to climb up to the top with you. Also, there are other leaders in other organizations with whom you can network."
"Very definitely."

Summary and Analysis of "Lonely at the Top" Beliefs

Three of the Superintendents believed it is lonely at the top. Two others did not believe it was lonely, but one commented he has experienced feelings of rejection. Three CEOs stated it was lonely at the top, while two stated it was not lonely. They prided themselves on always fostering leaders to move to the top with them. All leaders acknowledged that there is a time when decisions must be made and the buck will stop at the top, which is their door. Responses to this question appeared more related to personalities than it did to Superintendent versus CEO leadership roles. No significant conclusions regarding the two groups of leaders were drawn from these responses.

Interview Questions Number Six (Organizational Impact of Leadership).

Do you believe teachers and employees should work predominantly as individuals or as teams? What influence does the leader have on this?

Superintendents' Team Beliefs

All Superintendents believed that teams had a place in the educational process and that leadership could influence the teaming process. Their responses included the leader's ability to schedule planning time, so team projects could be accomplished. Superintendents were able to cite specific projects that they had approved or fostered in order to facilitate team building. Superintendents agreed they could support and encourage the concept, but believed individuals must maintain individual responsibility while teaming. Cross-curricular work was viewed as a
positive, new component in education, with the leader definitely supporting the
teaming component of that process. Another cited benefit was that teachers were
able to communicate and share good news throughout the school when teaming.
One Superintendent noted that although teaming is important, leaders' and others'
visions must synchronize, so that teaming doesn’t involve just followers working
together, but also the leader and the followers, as well.

Corporate Executive Officers’ Team Beliefs

CEOs did not view the concept of teaming as something new. In fact, they
viewed it as common sense, practical and something that has been around for a long
time. They considered it basic operation to be a coach as a leader, and at the same
time, indicate to people they cannot operate in isolation, regardless of the nature of
their work. Followers were believed to always be members of a team. "The final
outcome of the organization depends upon the total components of work from each
of the workers," was stated. One CEO even described his employment practice to
include a team approach to the interviewing, screening, and ultimate employment of
any new employee in the corporation.

Summary and Analysis of Team Beliefs

It was easy for Superintendents to talk about teaming. It was clear
Superintendents had thought about teams, not only for teachers, or employees, but
also in regard to followers and leaders teaming as well. CEOs, however, thought of
team ing as nothing new and treated it as a common sense long-term operation in
their particular organizations. The field of education has just begun to take isolated
teachers, who have taught traditionally in their respective classrooms, and facilitate their understanding of being part of a larger organization and purpose. This teeming posture has existed for some time in corporations. Therefore, it is understandable that there is disparity between the leadership responses to this particular interview question.

**Interview Question Number Eight (Organizational Impact of Leadership).**

If you could pick the ideal leader in regard to leadership and/or organizational success, who would that be? What is it about them that causes you to choose them?

**Superintendents' Ideal Leader**

Superintendents thought aloud as they sorted through the possible ideal leader. Lee Iacocca of Chrysler was named, citing that he did it and he made it better. He improved their market share by taking on what needed to be done, improving the product, and giving the American people what they needed. Colin Powell was named as the possibility of a significant leader, with the jury still out. One Superintendent indicated that there is no one, but acknowledged that the various fragments of a number of people she has known personally in her life, though not renowned individuals, comprise the talents that would make the ideal leader.

Another individual named someone he had known personally who had significant impact on him, Jerry Bellon. John F. Kennedy was named for charisma and vision, and Harry S. Truman for historical decision making that got things done. Still another Superintendent said she would determine an eclectic composition of the ideal leader, taking some attributes from each of several leaders. Finally, one
Superintendent said "to answer the question assumes I have in mind one single profile of a leader." If I had to choose one, it would be John F. Kennedy for his personality, power and presence, and, perhaps, Bill Clinton for his personal magnetism." One Superintendent suggested that the ideal leader might be a thing of birth, something innate, in response to this question.

**Corporate Executive Officers' Ideal Leader**

CEO responses were similar to Superintendents, but yet different. The first CEO responded he was intrigued by the Iacocca of Chrysler for selling a controversial idea and for being a charismatic leader. The next CEO said,

"I do not have a lot of respect for a lot of leaders. I see too much I don't like. Large egos, lousy succession plans and CEO club memberships."

Yet, another CEO said that he could not choose an ideal leader.

"It takes many leadership styles to work and the trick is to get the match between the leader and the organization."

He believed Lee Iacocca was definitely the right guy in the right place at the right time.

"You have to pick your spot. As an example, Bill Gates may not be the guy who takes Microsoft to the next level."

Finally, two more CEOs stated that they did not think they had seen an ideal, but that the major force would be that of personality in the individual and their presence as felt within a room. When pressed, one CEO indicated that he would probably cite Wayne Huizenga for his rapid success in his businesses of Waste Management, Blockbuster Video and the ownership of the Miami Dolphins.
Summary and Analysis of the Ideal Leader

Superintendents were much more willing to name an ideal leader and to discuss the reasons why they chose the individual. It was apparent that this was not a new question or thought for Superintendents. Two of the Superintendents answered the question readily, but prefaced it with the lead-in that they were not sure that the ideal leader existed in any one person.

CEOs were even more critical in response to the question regarding the ideal leadership. In fact, it prompted them to indicate that they were unable to choose an ideal leader, and believed that none existed. They were generally hypercritical of leaders as a whole. Their comments pointed to another crisis in leadership, that being the presence of individuals who do not have in mind the best interest of the organization. Although names were provided by CEOs, only one individual was named in a purely positive sense. This study concluded that all CEOs and Superintendents wondered about whether an ideal leader existed, in part or in whole. Superintendents were more willing to cite an ideal than CEOs.
Research Question III. What was The Leader's Perception of His/Her Leadership Behavior in Terms of His/Her Philosophy?

A leader should be knowledgeable about and interactive with people you lead, and available to them as a resource—as needed.

Henry Bangser, Ph.D.
Superintendent
New Trier High School
June 1995
Interview by Author

A series of interview questions were structured in an attempt to solicit what the leader perceived of their own behavior, both relative to their stated philosophy and in comparison to several other questions investigated through the interview. To that end, this section includes questions regarding career, leadership theory application/beliefs, and organizational impact of leadership.

Interview Question Number Four (Career).

What changes have you seen through the years in regard to teachers or employees and issues?

Superintendents' Employee and Issue Changes

Superintendent responses spanned from very little changes to descriptions of significant teacher and issue shifts. One Superintendent believed that although some schools have experienced demographic shifts, most high schools were essentially the same. Descriptions of teachers as better educators were given and detailed such components as being more student centered, utilizing a more holistic approach in dealing with several societal issues. An administrative comment regarding the changes was the observed shift from a managerial mode to an instructional mode for
leaders. Yet another Superintendent described the role of the teacher as having undergone drastic changes in the past ten to fifteen years. This was largely attributed to dealing with societal issues, but also emphasized the teacher's role not as a lecturer, but as a facilitator.

All Superintendents referred to the social fluctuations and the role that education has played in attempting to meet the needs of the changing society. This was contrasted to by-gone days when the emphasis was on academics and learning, with other issues in a student's life being addressed elsewhere. Every leader among the Superintendents seemed concerned and affected by the societal shifts that are present in all schools, including the best of the suburban schools. Another noted change in regard to teachers and employees was the statement that more females are in high school managerial and administrative roles in recent years.

Corporate Executive Officers' Employee and Issue Changes

A diversity of responses was present from the CEOs in regard to changes through the years for employees and issues. Employees were described as lazier, and demonstrating a lower work ethic, with an indication that as the economy gets stronger, it is harder to find good employees in some corporate sectors. This led to the statement that younger individuals should be linked to a mentor early, in order to shape their development.

Fear of the future and security were raised as noticeable concerns for current day employees, with issues noted as social and economic trends. One comment to counteract the fear factor was to make every employee psychologically aware of the
value of their contribution to the organization. Even in the most secure of corporations, where layoffs have been absent, the fear factor still existed. This was attributed to the world-wide network of knowledge to which we are all exposed, and the continual awareness of what impact world events, and the American economy in particular, might have on one's future employment.

In addition to the information explosion, with individuals being bombarded by knowledge from numerous technological avenues, it was noted that people are being educated in a different way. This result was an effect on the training required when these individuals enter the work force. Another significant factor noted in employee issue shifts was the need to be continually alert, as a leader, to keeping employees excited about their job. Employees have a need to be involved in the organization, in addition to their direct responsibilities, another expectation from today's work force. Two CEOs discussed the need, particularly as their careers evolved or their businesses grew, to trust delegation more, moving from a hands-on approach to disseminating their responsibilities. Finally, it was noted that people keep getting smarter and are more challenging to lead.

In sum, some things are worse and some things are better, was the CEOs belief. If one views employee and issue shifts as an evolution that continues ad infinitum, then one's leadership will note no unexpected challenges. In fact, one CEO detailed how a study would indicate to the student that there have been tough times and shifting issues throughout time, and the challenge is simply to identify those, meeting the needs of the followers.
Summary and Analysis of Employee and Issue Changes

Superintendents and CEOs discussed the societal shifts that have impacted both the educational process and the work force. Understandably, Superintendents discussed that issue relative to the changes in the direct educational, instructional process, as well as the shift to more comprehensive social services provided by the school. Likewise, Corporate Executive Officers’ emphases were upon the impact of social issues on the ultimate work force and the necessary work place accommodations. A summary of the Superintendent responses was that the educational process of today includes teachers that are better educators, more student centered in their approach, utilizing a holistic approach, and finding themselves dealing with several societal issues. A summary of CEO responses included adjusting to the training that employees receive prior to employment; the need to mentor the young early; the fear of future and security issues that need to be accommodated by human resources in the workplace; a need for employees to know their contribution to the organization; an awareness of world-wide events and their impact on the work place, and, finally, the necessary leadership adjustments to these variables.

A statement extracted from the CEO responses simplified the above areas of concern and stated that it may be true that leaders of all times, as substantiated by the study of history, have dealt with tough times and shifting issues. The leadership challenge was simply to identify those and meet the needs of the followers. It was believed Superintendents must adjust their leadership according to societal issues, that affect followers, including students, faculty, staff and community members. In
a similar way, the CEO must deal with the same societal issues as they impact the workplace, but also the community at large that consumes their product or service. As the Superintendents and CEOs described their concerns, the issues were similar. Each group of leaders was concerned with the bigger picture, but this interviewer sensed the CEO's picture was broader and more comprehensive than the approach utilized by leaders in the public sector. This would be a logical difference between leaders who dealt with a community and those who dealt with communities throughout the world. Even so, the central issues of concern and the general process were the same in both groups.

**Interview Question Number Five (Career).**

What has been your greatest career challenge?

**Superintendents' Greatest Career Challenge**

With a fair degree of case, Superintendents were able to point to their greatest challenge. Responses cited very specific examples, as well as some general, long-term challenges. School closing decisions were noted as one of the most difficult, as they dealt with balancing facts and data against the visceral emotions of the community. At the opposite end of the continuum was the response that continual learning is necessary to be an effective leader and an effective Superintendent. Leaders have to reconcile the desire and need to know everything, and accept the fact that they cannot.

Two Superintendents pointed to respective appointments to first principalships, followed by appointment to their superintendencies, as their greatest career
challenge. Specifically, they discussed the necessary leadership in an organization of more than twenty-five hundred students and significant numbers of employees. Yet, another Superintendent talked about the greatest career challenge as maintaining the school focus or vision, while also addressing the mission of a focus on academics and learning. Finally, some Superintendents felt merely surviving each day of operation was a challenge.

Corporate Executive Officers' Greatest Career Challenge

The CEO who had experienced the Governorship, not surprisingly, pointed to his greatest career challenge as having successfully navigated the Governor's office for fourteen years, (1976-1990), while extraordinary state changes were occurring including the recession, industrial shifts and foreign competition. Other career challenges noted by a CEO was thinking he was never quite good enough or didn't know enough, resulting in the CEO being his worst critic. The need to empower others and let go, serving as a coach, rather than as a hands-on worker was also cited. Changing the psyche or persona of the company, and making noticeable departures from sacred cows or, "the change process," was noted as a significant leadership challenge.

Finally, the day-to-day challenge of managing people and human resource issues, with specific attention to motivation and training, were noted as continual challenges. Just as the Governor mentioned the tough times he had managed as being his most significant challenge, the CEO in banking noted such significant events that influenced his leadership as Regulation Q, product and geographic monopoly
and the resulting over-regulation and micro-management by the federally-regulated authorities.

**Summary and Analysis of Greatest Career Challenge**

All leaders were able to point to their greatest career challenge. Superintendents responses included the immediate daily operations and crisis that may emerge, thereby presenting the challenge of day-to-day survival. They also discussed the very large picture of significant changes necessary to provide a different educational process during the 1990s. These instructional approaches, coupled with the societal issues previously discussed, presented significant change occurring in educational institutions. Superintendents felt pressure to be on the cutting edge at all times in order to experience continual learning and make the necessary adjustments to the leadership and instructional process.

Although it appeared that CEOs had more freedom and less constraints that public sector Superintendents, the responses to this question offered insight to the contrary. If one views processes rather than specifics, the Superintendents and CEOs must have world-wide knowledge of those factors that affect the educational or work place environments, making the necessary leadership adjustments on a day-to-day basis. Are the mandates from the federal government in regard to categorical programs, number of students and structures of instruction any different than Regulation Q and the resulting micro-management from the federally regulated authorities? Several examples and parallels might be drawn in this regard. Although the public and private sector were described as two different work environments with
different outcomes, the products of the public institutions that the Superintendents lead become the workers of the private institutions that CEOs manage. The greatest career challenges for all leaders found their way back to financial, regulatory, and societal issues that impact both sectors.

**Interview Question Number Seven (Career).**

Is there anything in your career to date that you would change?

**Superintendents' Career Changes**

Positive responses to this question emanated from the Superintendents and included such statements as, "I am quite satisfied." "It has been a good path . . ." "All jobs have added to my repertoire." "I would not change the past." "No, I have had a good time." "I have enjoyed the challenges I have had." "I have no regrets, but I would note that I spent more time in the classroom than any other superintendent I know." "It's true that I could have made more money doing something else, but money is only a way of keeping score, and I have never been hungry."

**Corporate Executive Officers' Career Changes**

Although each CEO had a response to this question, the interviewer had the sense that no one had a burning desire to change his career thus far. One CEO indicated that although he realized experience is an education, he would love to have more education, and will probably do that one day. Another talked about the benefits to his career and to the organization that might have resulted had he lived outside the United States in the international sector, before assuming his CEO responsibilities. He wondered if his knowledge base might have been expanded as
a result. Still another said there was nothing significant that he would change. Trusting people earlier may have resulted in the company's more rapid growth was another speculated Monday-morning, quarterback comment. Finally, one individual noted that he might have reversed the sequence of his career, spending more time in the private sector before the public governmental sector, simply for economic reasons.

Summary and Analysis of Career Changes

Career satisfaction was quite high for both groups. There was no individual who decisively would have preferred to be doing something else. There is a clear sense that these strong leaders would not be where they were unless it had been their chosen and gratifying career direction. Career sequence, financial impact and knowledge strengthening possibilities were pondered as each leader responded. Their final responses indicated they were all quite satisfied with their careers at this point in their lives.

Interview Question Number Eight (Career).

What do you view as your greatest strength? Any weaknesses?

Superintendents' Strengths and Weaknesses

Superintendents' noted strengths were as follows: reading; working with people on their professional needs; being hard to fool; treating people individually; being balanced; enjoying education and being happy in it; a strong educational background; being well organized; being a survivor; and having the ability to bounce back. The weakness list included: impatience, that I tried to cover up, leading to frustration;
obsession and compulsion; workaholism and efficiency that may bother others; need to involve people more; desire for more finance knowledge; a lack of patience; a tendency to be too hard on myself; and a need to improve personal communication contacts.

Corporate Executive Officers’ Strengths and Weaknesses

The CEO strength list included an ability to follow the philosophy and impart the vision; intelligence; tenacity; consistency; finding solutions; creativity; intellect; marketing and planning ability; an instinct to find and hire good people; a love for one’s job; trust; risk-taker; inspirational leader; and an ability to motivate people more intelligent than myself. CEOs included on their list of weaknesses a need to trust earlier; disorganization; cynicism and skepticism; and a need to be more aggressive.

Summary and Analysis of Strengths and Weaknesses

Leaders were easily able to point to both their strengths and their weaknesses. Although the strength lists were not precisely the same, a similar theme, regarding those strengths that leaders were able to bring to both their role as the top executive and also to the organizational operation was present. Top leaders were often hypercritical of their work, both in quality and quantity. Superintendents, in particular, were quickly able to point to their frustration with others and their own obsessive compulsive workaholism, both statements made by three of the five Superintendents. Trusting earlier was mentioned by two of the five CEOs and was linked to the desire to disseminate work more from the CEO level to lower levels of
management. Cynicism and skepticism, as well as a need to be more aggressive, pointed to the Corporate Executive Officers' internal examination of their approach to problem solving and to making decisions and moving the organizations. A comment from two of the five CEOs regarding disorganization, does not seem to have blocked their success and may not be the concern they cited.

It was both observed, and stated by CEOs, that the optimal top executive spends his time reflecting and studying, rather than processing paper or dealing with minutia. Leaders realized highly organized processes may be just as easily achieved by administrative assistants or others surrounding the top executives. Conclusions drawn from the responses to this question merely indicated that all top leaders have given obvious thought to their strengths and their weaknesses as they complete their leadership responsibilities.

Interview Question Number Nine (Leadership Theory Applications/Beliefs).
What seems to have the greatest influence on employee/teacher performance and employee/teacher satisfaction?

Superintendents' Employee Performance Beliefs

Superintendents immediately mentioned recognition, self-satisfaction and the support of good work. Respect was described as allowing people to have adequate knowledge about the agenda, or the goals, and noting that individuals will support the project if they have enough information, even when they do not agree. Another influence builder was the use of one-on-one consensus building, when necessary. The ideal was noted to include both money and recognition, but at least in one school
district it was admitted that money was the number one influencer, with recognition clearly always good. "It is amazing what recognition can do, and the lack of it, as well," was one Superintendent's response.

**Corporate Executive Officers' Employee Performance Beliefs**

CEOs pointed to recognition and competitive pay, but also noted that we do not do enough of this except for, perhaps, recognition of the over-achiever. Harmonious work relations were also noted as a great influence on work satisfaction and performance. In at least one instance, the importance of the leader's role in providing a harmonious work environment was mentioned as significant in influencing employee satisfaction. In addition to recognition and pay, the psychic benefits of having other desirable aspects to one's job were noted. In the instance of a law firm, it might be having the blue chip clients. In the instance of retail, it might be being placed in charge of several departments. One subject stated it simply as, "the more you give, the more you get back."

**Summary and Analysis of Employee Performance Beliefs**

All leaders were aware of the need for exerting influence on employee or teacher performance and satisfaction. Due to the nature of public educational work, consensus building and the process of considering others, was frequently utilized. Superintendents were well aware of the specific processes that can be applied to achieve consensus within and between groups. Corporate Executive Officers' level of awareness in this regard was just as keen, but one had a sense that it has not been as necessary in application. CEOs clearly considered recognition, either in the
monetary regard or in regard to employees who provide significant positive impact on the corporation. Although monetary rewards were not as prevalent in the educational sector, a similar use of recognition was discussed by leaders in the form of notes, public commendations, and awards. These were used to personally, directly and professionally highlight one's accomplishments. The CEO summary comment of "the more you give, the more you get back," certainly had application in both sectors and points to the fact that significant differences to this response did not exist in this study.

Interview Question Number Seventeen (Leadership Theory Application/Beliefs).

Is there anything you would change about your leadership?

Superintendents' Leadership Belief Changes

Three neutral responses were made by Superintendents regarding any change to their leadership, with nothing significant stated as a major concern and in need of change. Other responses concerned the leaders' attempts to make leaders out of people in the organization, and the frustration that results when people disappoint the leader. The balance in knowing when to challenge people and when to step back was noted as part of this. Another comment concerned the desire to slow the pace. Finally, a need for leaders to gain more information about conflict management, greatly enhancing leadership, was cited.

Corporate Executive Officers' Leadership Belief Changes

In a similar fashion, CEOs indicated a possible change area to be improvement in patience and reduction of self-criticism. A less intense approach to life and taking
time to smell the roses was a stated change for consideration. One CEO felt he needed to be tougher, as he might have been seen as too patient with top management. Yet another said he would definitely like to trust more and, as a result, increase delegation.

Summary and Analysis Leadership Belief Changes

No significant changes were noted by either group in regard to their leadership approach. Both groups talked about the need for exercising more patience. Both groups talked about slowing the pace and developing a time to smell the roses. Superintendents talked about conflict management, while CEOs mentioned a need to be tougher. Developing and utilizing more trust was mentioned by two CEOs. Clearly significant similarities existed between the top leadership groups in regard to those adjustments they might make in their leadership. The modifications mentioned reflected the intense nature of the work demanded of these individuals, and of the need to be continually aware of the followers’ positions and needs. More similarities are present than disparity in response to this question.

Interview Question Number Twenty-Five (Leadership Theory Application/Beliefs).

Do you ever find a discrepancy between what you would like your leadership to be and what it has needed to be?

Superintendents’ Leadership Discrepancy

Superintendents responded, "Yes, all of the time." "Every day." "Particularly when it is necessary to make a decision quickly." Two Superintendents detailed how
they were forced, by necessity, to utilize a less complete process than they would desire.

**Corporate Executive Officers' Leadership Discrepancy**

CEOs responded:

"At times in the past, but less so now today."

"Yes. Sure, there is never enough time to communicate and balance humans the way I should."

"All the time, everyday."

"I become discouraged with the way I have handled something."

"I am never satisfied with myself,"

were CEO responses.

**Summary and Analysis of Leadership Discrepancy**

Both leadership groups cited two categories of discrepancies. The first involved dissatisfaction with their leadership even as an event was occurring. The second involved reflection upon the leadership process after the fact. In either case, both groups indicated their high level of self-criticism and the resulting self improvement that emerged, a process for all top leaders when they examined their leadership in regard to what it has needed to be and what it is has been. Essentially the same concerns regarding discrepancies in actual behavior versus desired behavior were cited by both groups.
Interview Question Number One (Organizational Impact of Leadership).

What is the most important element in an effective organization?

How does a leader influence that? What organizational structure have you found to be most effective?

Superintendents' Organizational Beliefs

Organizational beliefs expressed by Superintendents follow.

"A culture that expects and demands excellence. However that happens, that is what is the most important element in an effective organization."

"This is never about one person. People are learners in the organization. It is never ideal, but when you are approaching that vision, there is a common understanding of the leadership influence, of the philosophy and of everyone involved in the implementation."

Another superintendent described the most important element by a listing that included relationship building, decision-making involvement, consensus building, and ownership.

"I believe collaboration is a critical element and that leaders can model and strengthen collaboration, thereby encouraging everyone to work together in the organization. Nearly as critical as collaboration are communication and trust. It is essential that everyone knows their position. This is part survival and part recognition, and serves the leader well in guiding an effective organization."

"Communication is key. Although it is difficult for the leader to influence communication, they can do so by heightening awareness and creating structures to facilitate ongoing communication. If communication is encouraged in all directions in the hierarchy, then the organization will benefit from a flow of ideas."

Corporate Executive Officers' Organizational Beliefs

The projection of a consistent, open and winning strategy, giving the organization confidence that they are on the right track, was a comment by one CEO.
The CEO believed the Nordstrom organizational structure to be the most effective, as it emphasized a bottom-up, participatory method of operation.

Another CEO stated:

"Trust is critical and I believe the leader can influence that by modeling and by establishing a track record."

There was no question in Corporate Executive Officers' minds that leaders influenced effective organizations. A clear vision, an organizational mission, an interactive leader/follower trust were included in CEO comments.

**Summary and Analysis of Organizational Beliefs**

Both CEOs and Superintendents were clear that an effective organization must have certain critical elements present in its posture and in its structure. It was believed to be the leader's task to make sure that the necessary support and training were available to facilitate these outcomes. In order to accomplish this, the cited components of trust, communication, collaboration and the detailed comments regarding them reflected a keen awareness of the leader/follower relationship. Throughout the comments regarding important elements, leaders talked about the people in the organization and the need for those people to work together, to be involved in decisions, to have ownership, and to understand the agenda.

When one listens to the leaders of each of these two groups, it appeared that their focus, in producing the effective organization and in the necessary evolutionary elements, were comparable.
Interview Question Number Four (Organizational Impact of Leadership).

What is your organizational vision? What do you believe are your employee’s organizational visions?

Superintendents’ Organizational and Employees’ Visions

Two of the five Superintendents described their organizational vision as analogous to their previously discussed leadership vision. They went on to add that their employees’ organizational vision did not yet match the leader’s organizational vision, but noted it would eventually. A third Superintendent believed that the leader’s and the employees’ organizational visions were coming very close. Participation of students in a successful organizational vision resulted in successful educational processes was a stated belief. Finally, one Superintendent described his organizational vision as,

"All working toward an end through the use of team work, and all having certain responsibilities that they coordinate with others to achieve an organizational purpose."

This leader added that although there were always individuals whose personal goals will override the organization’s goals, it was critical that the predominant numbers of people were aligned with the overall organizational vision.

Corporate Executive Officers’ Organizational and Employee Visions

The first CEO responded,

"My vision is more complete. Top management’s vision matches mine pretty well. As you go down the organizational ladder, you might find others only have parts of the total vision."
Another CEO simply responded that they matched. In contrast, yet another CEO said they don't match now, but with the rapidly changing times and the rapid growth of the organization,

"I expect that they will."

"When you open new operations, acquire a company, make a major change, it often takes five years to change the culture and align the organizational vision," it was explained.

"The fastest way to do this with new changes and new people in a new organization or a new component in the organization is to give everyone a piece of the action and let them know how that fits into the big picture."

CEOs highly referenced their previously described leadership vision when discussing their organizational visions.

Summary and Analysis of Organizational and Employees' Visions

CEOs were more confident that their vision matched their followers' vision in the organization. Even CEOs, however, were working on aligning visions between themselves and the organizational participants. It was clear that both groups of leaders must exert energy continually in the areas of leadership and organizational vision in order for them to align on a day-to-day basis with their followers. All leaders described the need for continually allowing the vision to evolve, while simultaneously working diligently to insure the followers, the leaders and the organization's direction all point to one vision.
Interview Question Number Five.

How do you align or alter your leadership in regard to organizational goals?

Superintendents’ Leadership and Organizational Goals

One Superintendent discussed the absence of a strategic plan in his district, describing his board’s hesitancy to do so. He went on to say that although a strategic plan may be the answer, some other plan may work just as well, as long as there is an alignment of the process and the product.

"I meet them where they are. This is particularly true of key people in the organization."

Further discussion with Superintendents included their description of being continually aware of the organization’s needs and goals, staying the course, or making the vision adaptable without sacrificing the vision.

"Adaptations to the visions or the goals and, therefore, the leadership, should not occur simply when some people do not agree. Although it might be easiest to sacrifice parts of the vision and the direction, the leader must be sure that does not jeopardize the ultimate vision of the organization."

"The astute leader must identify the necessary or right things in the organizational vision, and be willing to decide if others might possibly be right, go back and make a conscious adjustment in the vision. This should be done, not simply to pacify, but to adjust to something good."

Yet another Superintendent talked about being worried about modern leadership theory that simply idealizes the leader/follower exchange. He thought there may be a place for the intuitive thinker, the leader who just knows this is the path we need to go down. It was further commented that leaders have to stand up, hope others will share their vision, but know that there is a direction to go, whether everyone agrees or not.
Corporate Executive Officers' Leadership and Organizational Goals

"I delegate a lot and don't believe in micro-managing. I think it is important to expect, particularly your top folks, to be given a job, to support them, make sure you are on the same wave-length, and then get out of the way and simply be a coach and a resource."

There was little or no concern expressed by CEOs in regard to leadership direction and organizational goals. Apparent investment of followers in the organization vision was present.

Two CEOs talked about their need to change their leadership in regard to the organizational goals, as the company or as their job responsibilities expanded. In both instances, a need existed to allow others to take responsibility for major areas that leaders previously had directly handled, a significant change in their leadership roles.

Summary and Analysis of Leadership and Organizational Goals

In response to this question regarding leadership adjustment to organizational goals, Superintendents talked about strategic planning or overall organizational plans. They used strategic planning terms such as visions and goals. Superintendents had more difficulty convincing followers to stay the course or continue to focus on the vision. This particular point coordinated with the earlier comments on teaming. Although new for educators, teaming was old-hat in the corporate world. CEOs were able to focus more on allowing followers to have responsibility and direction, to step back and let them go, simply providing support. CEOs talked more about providing the opportunity for individuals in the organization to do their jobs, without
interference from leadership. There was a higher level of confidence within the corporate world that followers would be able to take the organizational goals and move forward, while Superintendents believed that followers would require continual engagement and focus upon the evolving vision and goals.

**Interview Question Number Seven (Organizational Impact of Leadership).**

What are limitations that you believe every leader has to deal with? Are there some unique to your organization?

**Superintendents' Leadership Limitations**

One Superintendent thought this was an easy, quick answer and stated "public opinion and resources." A secondary concern included in this response was "getting along with one's board." Resources were mentioned, as well as community values, by another Superintendent. Two Superintendents cited a very demanding community as a limitation in some situations. Three school districts noted a limitation as an institutional unwillingness to change, because it was not believed to be necessary, as the institutions were already highly effective. Yet, another Superintendent talked about the unwillingness to make change, but also cited as his personal limitations his awareness of others' shortcomings and an inability to compensate for them. These shortcomings were concerned both with the organization and individuals within the organization.

The next Superintendent cited three things: money, board and tenure laws as limitations with which Superintendents must be concerned. The final Superintendent talked about the need for every leader, regardless of the strength of their vision, to
have a follower. The followers are comprised of a variety of constituencies including employees, students, parents and taxpayers. He went on to comment that some think taxpayers are no different than shareholders. He actually believed, however, taxpayers have more control than a shareholder. He believed this could, indeed, act as a limitation to the organization.

**Corporate Executive Officers' Leadership Limitations**

Succinct responses were provided by CEOs regarding limitations and included maintaining the cutting edge; human limitations; time; a balance between one's public and private life; the change process; and the economy.

**Summary and Analysis of Leadership Limitations**

On the surface the response to the question of limitations was quite different between the two groups. Superintendents discussed the need to satisfy the public, as well as continually seek the necessary resources to support the organization. Both of these, obviously, related to community values, as well as employee and student issues. The public sector demands of these leaders a concern for, and engagement with, the financial base from taxpayers, and with an elected board. Such specific limitations restricted to the educational field also concerned tenure laws. When contrasting all of these concerns from the educational field with the corporate world, comparable issues emerged in regard to human limitations as a resource, the economy as a financial concern, and the change process, all significant in both groups. The differences cited by CEOs, not mentioned by Superintendents, included the limitation of time and the need to balance one's public and private life. These
latter two factors might merely be items not mentioned by Superintendents, but certainly of concern, as stated by Superintendent responses to other interview questions. CEOs registered less concern with limitations than did Superintendents.

**Interview Question Number Nine (Organizational Impact of Leadership).**

Is there any significant leadership author that has influenced your work?

**Superintendents' Leadership Authors**

Every Superintendent was able to name one or more authors that they had read on the topic of leadership. Lee Iacocca, Chrysler, was mentioned several times with an indication that he did it and made it better. Superintendents were not sure if it was better or not, but that it was a point in time. Howard Gardner and his multiple intelligence was mentioned, as well as Jerry Bellon, a more local author, on the topic of leadership. Warren Bennis, as well as Burt Nanus, were mentioned by two Superintendents as key authors that have affected their work.

**Corporate Executive Officers' Leadership Authors**

When posed with the question regarding leadership authors and any readings that may have influenced their work, CEOs responded, "none"; "I don’t read that stuff"; "No, I don’t read on the topic of leadership". Two other CEOs mentioned Ken Blanchard, Drucker and Peters respectively.

**Summary and Analysis of Leadership Authors**

It was clear that Superintendents read about leadership and their various theories that through time have been recognized leadership authorities. It was also clear that CEOs have no use for such information, with two exceptions. One CEO
had done significant reading on leadership authors, nearly to the extent of educational leaders. Another CEO had read one or two books on the topic. Certainly all CEOs were aware of the leading authors in their area, such as Drucker and Peters. Whether CEOs had much use for these individuals and their theories appeared to be unlikely. Throughout the questioning the most common names mentioned as leadership authorities were Warren Bennis and Burt Nanus.
Research Question IV. What Were the Observed Behaviors of Leaders and in What Context Did They Occur?

The most important elements in an effective organization are communication and trust. The organizational structure that fosters these is collaboration.

Laura Murray, Ph.D.
Superintendent
Homewood-Flossmoor
High School
June 1995
Interview by Author

Research Question IV was investigated through eleven interview questions. Nine questions regarding Leadership Theory Application/Beliefs and two questions probing Organizational Impact of Leadership were utilized. While leaders responded, observations of the leaders were made by the interviewer. This method was utilized to compensate for limited observation of leaders separate from the interview session. The questions selected for this section sought to draw conclusions that might otherwise have been directly observed.

Interview Question Number Three.

Can you describe a typical work day? (Leadership Theory Application/Beliefs)

Superintendents' Typical Work day

Superintendents generally described the same kinds of work days, weeks, and monthly schedules. Such things as routine monthly board meetings were described, as well as weekly cabinet meetings. Most agreed there was no such thing as a typical work day. Nearly every Superintendent talked about the numerous night meetings.
One Superintendent categorized the types of meetings and appointments into four groups as (1) parent-teacher appointments; (2) board members; (3) personnel; and (4) planning. These four groupings accurately categorized all Superintendents' comments on this topic. Superintendents began their work days between 6:30 a.m. and 8:30 a.m. and ended their days between 6:00 p.m. and 12:00 midnight. Yet another Superintendent summarized his work day activities as including "individual and group meetings, activities every evening, visibility in the community, and writing and planning, always at home, as no time was available at the office."

**Corporate Executive Officers' Typical Work Day**

Three of the five CEOs described two types of work days, although they were quick to add that there was no typical. One type involved work in the home offices, while the other was the type of work day schedules that happened at least 50% of the year when they travel throughout this country and the world.

Like Superintendents, extended workdays span from 7:00 a.m. to 9:00 a.m., as a start time, and end any time between 7:00 p.m. and 11:00 p.m. depending upon the type of work being conducted. Most CEOs described taking a briefcase of materials home every evening and doing work at home. One CEO explained his detailed calendar that was established each month, and was often scheduled one year in advance. This individual served on seven corporate boards, as well as traveled worldwide, which necessitated long-term planning by his calendar. Two CEOs described their concerted effort to reduce paperwork to under one hour, and less
than one half hour per day, respectively. Two CEOs specifically incorporated physical exercise into their daily schedule on a regular basis.

**Summary and Analysis of Typical Work Day**

All leaders in both groups described taking work with them to their homes and to other places. All leaders attended numerous night meetings, taking clients to dinner or other social gatherings, as mentioned by CEOs, or by participation in community functions, as mentioned by Superintendents. Leaders in both groups talked about balance and mentioned physical activity, cultural events, and family events as a part of their lives. There were also similarities between the kinds of routine meetings that involved board members and other top management individuals. Breakfast and luncheon meetings were a part of both group schedules. The biggest difference, and perhaps the only difference, between the groups was in regard to work day schedules. CEOs who traveled throughout the country and throughout the world arrived at their destination and experienced a routine structure quite similar to the one of their home base offices. Two CEOs limited their direct involvement with paperwork. Overall, CEOs and Superintendents approached their work days and operated in a similar fashion, in regard to the types of meetings, paperwork and operational activities.
Interview Question Number Seven.

How do you make decisions in your organization?

(Leadership Theory Application/Beliefs)

Superintendents’ Decision Making

Superintendents described decision making as follows:

"Participatory decision making is definitely utilized in our school organization."

"You must ferret out the issues or areas that people care about and need to be involved in. People have zones of indifference and the leader's task is to involve all who have a need."

"The leader must step back and ask the question, what kinds of decisions in this organization do people care about and need a voice in."

Another subject described decision making as occurring within the administrative team, and in a participatory process of influencing, through talking with people. Decision making in yet another organization was accomplished not only through the administrative team, but also by on-going communications with the union (IEA) and the department coordinators, as well as other significant groups in the organization. Continual contact with these key groups allowed the Superintendent to involve all people in any issues in which they were interested. And, finally, one Superintendent's comments included guiding, shared-decision making as tough.

"You have to become aware of the issue, or the decision to be made, and hope others will follow the necessary thinking about it. You can't push an issue until others have been motivated. The difficult part is when a crisis has occurred and the decision needs to be made."
Corporate Executive Officers’ Decision Making

CEOs consistently stated they would not make decisions about issues of which they knew nothing. They would only make decisions regarding situations of which they were fully aware. It was typical to hear a CEO say they never made decisions they shouldn’t.

"If you set down critical parameters and you utilize consensus building, your top management will be able to understand, agree, buy-in, and ultimately make decisions that benefit the organization."

"Big decisions need to be reviewed by several people in the organization," was yet another response.

"I like lots of input in the collective decision making process. The more people are willing to speak up, the more insight the leader will gain."

And, finally, one description was simply participation at all levels.

Summary and Analysis of Decision Making

There were no differences between Superintendents and CEOs regarding their expression of processes engaging individuals in decision making. Descriptive words included participatory decision making by Superintendents and collective decision making by CEOs. CEOs were clear that they would not make decisions about topics of which they were uninformed. Both groups said that they utilized continual contact with followers, so they were aware of those issues in which a significant amount of input was going to be necessary.
Interview Question Number Eight (Leadership Theory Application/Beliefs).

How have major influences through the years influenced your leadership approach?

Superintendents' Leadership Approach

"I have learned that followers are more receptive if you provide them information on how the decisions have been made."

Another point of view reflected the application of learning theory to adults. As a result, the greatest influential factor cited by this Superintendent was observing other good leaders.

"Even though I didn't think of myself as ever planning for leadership or moving in a leadership track, I can now reflect and say that I learned from mentors, particularly Superintendents, both their strengths and their weaknesses. These influences have caused me to be the person I am today."

"Managing by task seems to be a necessity. There is definitely more of this today. You often have to grab a piece of something that is flying by you, put your arms around it and go with it. I don't think there is a formula, but I think there are constant elements."

Change and the processes involved with it were prominent influences described by Superintendents.

Corporate Executive Officers' Leadership Approach

While one CEO indicated that he is much more aware of the world at large today and the impact it has on his day-to-day leadership, another CEO indicated that his leadership was essentially the same as it had been several years earlier. This CEO continued to exercise balance between the various individuals in the organization. In addition to the change process that everyone is dealing with these days, yet
another CEO talked about the movement toward inclusion, rather than exclusion, and
the resulting effect on leadership in recent years.

Summary and Analysis of Leadership Approach

Both groups referenced the need today for leading people by exercising
balance within the organization and by continual awareness of the employees’
involvement. The second most common answer in both groups was being aware of
the change process and its impact upon the organization. Educators mentioned
unique areas in the field of education such as the application of learning theory to
adults, while CEOs mentioned the world at large. The major influences as cited by
the leaders and the necessary adaptations to their approach were quite similar. In
spite of this, one Superintendent and one CEO stated that their leadership approach
was, and has been, essentially the same through the years, regardless of the issues.

Interview Question Number Eleven (Leadership Theory Application/Beliefs).

How often do you schedule routine meetings and who are they with?

Superintendents’ Routine Meetings

The executive or administrative council or cabinet meetings were held on a
weekly or bi-monthly basis by Superintendents. In addition, all Superintendents were
involved in board meetings usually on a monthly, but sometimes on a bi-monthly
basis. Superintendents mentioned other meetings that occurred on a regular basis,
including pre-board meetings with the administrative team, as well as pre-board
meetings with the board members on an individual basis. Department coordinator
or chair meetings were also cited.
Corporate Executive Officers' Routine Meetings

One CEO indicated that he did not wish to schedule routine meetings, and only had one routine meeting per week of the top managers. Without exception, CEOs were involved in routine meetings with their top management team and, usually, with a board on a monthly basis. Most CEOs opposed regularly scheduled meetings, with one subject describing partnering, in some detail and the value for the dynamic exchanges with individuals that result in a more meaningful outcome. Although all CEOs were involved in some regularly scheduled meetings, they would desire to conduct business in another way, whenever possible.

Summary and Analysis of Routine Meetings

As mentioned in an earlier response, both Superintendents and CEOs had in common routine meetings that involved top management, as well as their boards. From the interview questions posed, Superintendents were engaged in several routine meetings. CEOs were making a concerted effort to avoid routine meetings. In fact, CEOs used individual contacts to accomplish their business more frequently than Superintendents. Superintendents spent large portions their work days in meetings, while CEOs spent their work days in individual contacts or in reflection time.

Interview Question Number Twelve (Leadership Theory Application/Beliefs).

How do you maintain employee contact?

Superintendents' Employee Contact

Without exception Superintendents described direct people contact as their method for keeping in touch with the employees. These took variations of visibility,
small talk, and interactions that would appear authentic and not contrived. Communication was described as best when visitation to buildings and classrooms occurred on a spontaneous, fairly regular basis. Nearly all Superintendents commented on their desire to do more and their realization they were not as in touch with people as they would like to be. One Superintendent described half-day shadows of various individuals in middle management and other capacities within the school, including the teaching of classes to keep in touch. This Superintendent, in fact, spent time teaching a class for a few weeks every school year. Management by walking was specifically mentioned by two Superintendents, with the addition that casual lunch time in the faculty dining room and non-routine meetings are the most desirable contact methods.

**Corporate Executive Officers’ Employee Contact**

CEOs also preferred the direct walking-around approach. By the very nature of their operations, however, phone contacts and other technology methods often had to be used due to the distance. Walking and talking were described by the CEOs in a similar fashion as by the Superintendents. Specific examples included walking the home office on a regular basis to informally greet and chat with employees; walking the satellite offices when on-site; and utilizing distance communication when necessary. One CEO pointed to a sign in his office which read,

"You can't talk what you don’t know. You can't lead where you won't go,"

which he highlighted for use by the other executive officers to encourage them to visit the various companies on a regular basis.
Summary and Analysis of Employee Contact

The responses to this question provided one of the most similar areas of operation for executives operating in the public and private sectors. Without exception, all Superintendents and CEOs pointed to the need to walk, talk and be in direct contact with as many of their employees as possible. For very large corporations, particularly when spread throughout the world, it was clear that this was often accomplished by either indirect contacts by phone, voice mail, or through other levels of management who have the direct contact with employees. One CEO talked about the concept of eating lunch with employees, something that is frequently utilized by Superintendents on a regular basis.

This employee contact question was clearly linked to several others posed earlier, and provided the most similar insight between the two groups. Specifically, both CEOs and Superintendents were aware that the more contact they were able to have, the more acceptance, credibility, and trust they would experience. Further, they would be able to directly share their vision in small informal sessions, both assuring acceptance and understanding, even in the absence of agreement, while breeding familiarity both with the top leader and with the organizational focus.
Interview Question Number Thirteen (Leadership Theory Application/Beliefs).

Who is your strongest supporter in the organization? Is that due to position or relationship?

Superintendents' Strongest Supporter

Three of the five Superintendents were immediately able to name a person and indicated the strongest supporter was due to a relationship. One of the five pointed to the board or administrative group collectively, and also indicated that was a relationship. The final Superintendent talked about a single supporter, but attributed that to both position and relationship. Responses to this question by the Superintendents followed a significant pause, as they pondered who to name as their strongest supporter.

Corporate Executive Officers' Strongest Supporter

CEO responses, in regard to strongest supporter in the organization, were quite different from Superintendents' responses. The first CEO response stated not a person, "it is due to results." Another initially stated, "I don't know who my strongest supporter is, it is not something I think about." Yet, another responded it is the whole team in senior management and, finally, one CEO was able to point to two individuals, cited their names and titles, and indicated that it was due to both position and relationship.

Summary and Analysis of Strongest Supporter

Both position and relationship were utilized by the two groups of executives in determining their strongest supporter. Both groups referred to individuals and
collective groups in answering the question. CEOs were less concerned with relationships with another individual or individuals, and more concerned with results or outcomes of the organization. CEOs thought of functioning more in a teaming fashion as they detailed their responses to this question. Although in one instance, the Superintendent pointed to the board or administrative group as a whole, four of the five Superintendents thought in terms of an individual.

**Interview Question Number Fourteen (Leadership Theory Application/Beliefs).**

Who would you consider to be your right-hand man/woman? And, why?

**Interview Question Number Fifteen (Leadership Theory Application/Beliefs).**

If you were to be on an extended leave, who would assume your leadership responsibilities?

Responses to questions fourteen and fifteen are combined due to the similar topic.

**Superintendents' Right Hand Man or Woman**

Selection of one's right hand man or woman, and indicating who would assume leadership in his/her absence, proved a difficult question for every Superintendent. The quickest response came in the form of a position, that is the principal. The other four Superintendents gave considerable thought before answering. Often they prefaced their answer with, well, it would probably be so and so. As they thought, they often said, "I don't know" or "I have not really thought about it." When Superintendents responded they substantiated their selection by indicating the individual's years of experience, or by saying that is the way the
structure is set up. It was noteworthy that Superintendents had difficulty citing an
interim or succession plan in regard to someone who could step-in for them.

Corporate Executive Officers' Right Hand Man or Woman

Corporate Executive Officers' responses ranged from "a team" to "I don't have
one." For the second part of the question regarding extended leave, responses
ranged from "no one" to well, "one of three people." In one instance it was clear that
a well defined succession plan existed. Due to confidentiality reasons in a major
corporation, the name was, understandably, not provided. CEOs were more
comfortable than Superintendents in indicating their right-hand persons or groups,
and their replacement should they be on leave, as that of a core group of two or
three others. Two of the five were clear about the responses to these questions.

Summary and Analysis of Right Hand Man or Woman

CEOs as a group were clearer on a succession plan, or on an individual that
would be named should they be on extended leave. The larger the corporation, the
more definitive the response. Even so, from the nature of the discussions this
question elicited, it appeared that corporations have given more thought to this than
educational bodies. This may have implications for the mentoring mentioned earlier,
as well as the continual daily operation in the event of emergencies. It may also have
implications for day-to-day operation in terms of a coordinated approach to a variety
of situations. In the absence of the top leader, CEOs and their boards have a clearer
picture of how to proceed than would Superintendents and their boards.
Interview Question Number Twenty-Four (Leadership Theory Application/Beliefs).

How does a leader involve stakeholders in the decision-making process of the organization?

Superintendents' Responses and CEO Responses

Stakeholder Decision Making

Maintaining basic values while allowing flexibility kept stakeholders involved, was a shared belief by most CEOs and Superintendents. Facilitating involvement by providing guidance was another cited example. All CEOs and Superintendents responded by elaborating further on the consensus building process referenced earlier in a similar question. No new information was gained in this question than earlier determined by the question of process in organizational decision making. It was clear from all responses that the leaders realize their role in the involvement of stakeholders is critical to the ultimate decision made, including the process utilized.

Summary and Analysis

Stakeholder Decision Making

No additional information regarding decision making was gleaned by this question. The Superintendents and CEOs responses were combined because the responses were so similar. The conclusion was clear that stakeholder involvement, be that employees, constituents, or consumers, is essential, as viewed by all top leaders.
Interview Question Number Two (Organizational Impact of Leadership).

When a job is "well done," or a successful project completed, how should a leader recognize that?

Superintendents' Leadership Recognition

"See them directly as soon after the event as possible."

"Both saying it and writing it make it more effective."

"Although a memo lasts longer and is tangible, it is my second choice over seeing the person."

Routine methods for scheduling recognition, not based upon a spontaneous event, were such things as regular board agenda items that addressed specific accomplishments, recognition activities, and snapshots from principals or others in the school at the regular board meeting. These processes were cited as a way to encourage teachers to continue doing and growing. One Superintendent listed the same items as noted above, but added technology, voice mail, and an end-of-the-year brunch for the faculty/staff. Superintendents added that recognition from the leader should vary with the significance of the accomplishment. One Superintendent commented "that although a monetary recognition would be nice, the public schools must resort to a second choice of verbal or written acknowledgement."

In summary the Superintendents' comments taken collectively indicated that the presence of three forms of acknowledgement would be most desirable, stopping and seeing someone, a note, and a monetary award.
Corporate Executive Officers' Leadership Recognition

"You can't do enough. You can put people on a list, you can write to people, you can give them a trophy, you can cite the heroes of the company, but recognition can never be overdone."

An acknowledgment or comment to a group was cited as often effective. Even though the number one choice was recognition by acknowledgement, written or verbal, money was always an indicator in our society of the successful completion of a project, it was noted. One final comment summarized all of the statements made by CEOs and that is, "thank you and a bonus."

Summary and Analysis of Leadership Recognition

With the exception of a monetary reward, it appeared Superintendents utilized recognition of successful completion of a project, or a receipt of an award more frequently, and were more keenly aware of its value than CEOs. CEOs talked about not being able to give enough recognition and their desire to do more. In the final analysis, however, it appeared that recognition was more readily applied in the educational workplace than would be in the corporate world. This is understandable as corporations have the ability to utilize monetary awards, be it bonuses or higher salaries on a regular basis to affect the employee’s satisfaction.

Even in the presence of this, CEOs recognized and readily agreed with Superintendents that money is not the number one priority for providing recognition to affect change in employees. If disparity in responses was present between these two groups, it was in the monetary regard. Superintendents made more use of the recognition associated with the written and verbal communications and public
announcements, while corporations utilized monetary awards more commonly. In both cases, top leaders were aware of the benefits.

Interview Question Number Three (Organizational Impact of Leadership).

What leadership qualities do you look for in subordinates?

Superintendents' Subordinate Leadership Qualities

Superintendents were very clear about the qualities they would desire in subordinates in their workplace. Superintendents indicated the following list of attributes in subordinates: an ability to make a difference in the organization they are responsible for; the offering of more solutions than problems; an ability to motivate people to do things and be happy; indications that the organization is better after the person is there than it was before; a willingness to continue learning; caring about people; intellectually suited to the job; don’t think they have all of the answers; efficiency; good communication skills; visibility; and a willingness to put in the time to get the job done. One Superintendent, very succinctly listed that his desire in a subordinate is that "they are loyal, they have a belief system, they are hard-working, and they have a compatible personality." Finally, another Superintendent talked about mission. He believed that it was important for the subordinate to constantly remind others of the mission, to identify with the mission of the organization and to help all of those within the organization to be cognizant of the mission.

Corporate Executive Officers’ Subordinate Leadership Qualities

When CEOs spoke of the subordinate leadership qualities, their comments involved good people skills, in concert with good leadership skills. One CEO defined
his list of qualities as follows: tough people who are open-minded; people who deal
with solutions, as well as problems; people who offer solutions to the problems;
people who are straight with me; a willingness to get their hands dirty and work
hands on; and finally, an ability to support people. Yet another CEO talked about
individuals’ needs to have a variety of talents, with a servers mentality.
Philosophically, be able and willing to work as a member with a participatory
committee was stated. All CEOs referenced a need to find those individuals who
were the best and brightest to surround them.

Summary and Analysis Subordinate Leadership Qualities

Responses by Superintendents and CEOs, although different in their specific
listings, were almost identical in their overall content and intent. Leaders looked for
leadership qualities in those that surround them. They desired a variety of attributes
as described in each of the respective responses, but they also sought generally to
surround themselves with the best and brightest people they are able to find.

The results of these responses provided the following summary thoughts.
CEOs had the opportunity to initially select and to continually maintain the best and
the brightest in a more direct manner than do Superintendents. This is attributed to
tenure laws in the case of teachers or partial managers still maintaining tenure status,
but is also true of middle managers operating in the public sector. In contrast, CEOs
had the ability to dismiss people more efficiently and readily should they find they
are not meeting the leader’s expectations. In regard to the qualities which leaders
seek in subordinates, however, no significant differences were apparent between the two groups.
Research Question Number V. What Was the Congruence Between

Observed Leaders'

Behavior and Leaders' Philosophy/Beliefs?

You put me in this job to make decisions . . . so I make decisions and take risks. . . . I always look for a partner in the risk.

Robert Middlemas
Vice President and General Manager
Nordstrom
August 1995
Interview by Author

Two interview questions, both from the Leadership Theory Application/Beliefs section were coordinated with direct and indirect observations of leadership behaviors in an effort to study Research Question Number V. Descriptions of leadership behaviors, as referenced in their interview responses, as well as descriptions from observations of leaders, both during the interview process and while engaged in conducting business, were included in this section.

Interview Question Number Four (Leadership Theory Application/Beliefs).

Describe your leadership style/approach in regard to: workday length, schedule, predominant activities, and communication.

Superintendents' Leadership Style

As indicated in previous responses regarding workday length, the scheduling of routine meetings, predominant activities, and communication methods, all Superintendents easily defined an established work routine throughout the week. They also described the need to be flexible and to be available on a nearly 24-hour
a day basis. Each of the Superintendents cited a balance activity in his/her private life to offset the professional life, although it was clear that the majority of the week was spent in work, rather than relaxation. Alternative balance activities included sports, working out, reading or cultural events as the major categories most frequently discussed.

Superintendents' workdays began early, ended late in the evening, and consisted largely of scheduled meetings and written work, both within the meeting structure or simply in work taken home. Superintendents also discussed their experimentation with varying the numbers and types of meetings to determine what met the needs of their followers. Overall, it appeared that Superintendents made themselves readily available to all constituents on an as needed basis.

**Corporate Executive Officers' Leadership Style**

Communication ranked high in the Corporate Executive Officers’ descriptions of their activities. As a part of the discussion about communication, one CEO said he could not effect change quickly enough, or at the speed and with the efficiency that he would like on a regular basis. This was due to the speed at which everything seems to be moving. CEOs, like Superintendents, were able to talk about routine daily schedules that varied from day-to-day, but had some overall similarities in terms of length and structure. Some CEOs began work as early as 7:00 a.m. with breakfast meetings on an occasional or routine basis, while others began their workday at 9:00 a.m. In any case, daily schedules went into the evenings, either with meetings or by work that was taken home and completed later in the evening. Although it was
admitted that E-mail and voice mail were used, CEOs were very clear that they had a preference for direct communication, even if by phone. One CEO, in particular, de-emphasized paperwork and made a conscious effort to do so through the development of his work style.

It was stated that CEOs should be predominantly thinking, strategizing, or dealing directly with people or issues. If a CEO had offices that were spread throughout the country or the world, understandably his work schedule might involve the same activities described by other CEOs, while the other time would be either on an airplane or in other countries. Even so, when the CEO was present in those offices away from the home base, they found themselves in time differences, but engaged in similar work activities within the workday. High on the list were people contact and communication regarding corporate issues. Some CEOs made heavy and direct use of computers, while others indicated they were too old for that, and had support staff to handle those functions. All CEOs spent time communicating throughout each workday with their core group of managers or their top executives to keep their operations moving.

Summary and Analysis Leadership Style

Superintendents and Corporate Executive Officers were astutely aware and keenly in touch with how they operate. They were able to precisely describe their leadership style and their approach in regard to very specific activities within their routine, as well as their non-routine workdays. They also described in great detail their communication styles and reflected upon those areas of employee contact they
wished to improve. Responses demonstrated previous reflection, likely on an on-going basis, by all leaders.

As questions were posed regarding their approach to their leadership, and observations made about how they operated within their workplace, it was clear there was a match between leaders' perceptions, descriptions, and actual behavior. As discussed in the limitations of this study section, direct observation in the form of shadowing by CEOs was greatly restricted, and in some cases, reduced to the time of interview only. As interruptions in the interview occurred, the interviewer was able to observe leaders' decision making processes that occurred during this time. In some instances, conclusions regarding behavior were determined simply from noting the corporation's physical environment and organizational structure.

Other evidence that substantiated the presence of congruence between what the leaders believed and what they actually did were products of their management style, evident in the office structure and in the daily operational routine. Such tangible evidence--placards placed strategically throughout the office--served as daily reminders of the organization's visions and goals. In those rare instances where behavior may not have exactly matched the leaders desired philosophy or belief, they were already aware of it and making adjustments. This astute insight into one's self may be the reason why top leaders are in top positions in their organizations.

Only those leaders, undergoing significant change processes, had noted disparity. In those instances, when questioned regarding their beliefs, they cited their awareness of the disparity between what they would like to be doing and what they
were doing of necessity. Leaders described their impatience and frustration with both the people involved, and the situations that were occurring, which forced them to behave in the necessary way.

Although all leaders, both CEOs and Superintendents, were obviously affected by a rapidly changing society, the public sector seemed more victimized than the private sector by the dichotomy between perceived role versus actual behavior. This was attributed to extreme constituent influence upon the workplace operation and its necessary outcomes. A parallel might be drawn between the constituents of the public schools, as a governmental body, and the ultimate consumer of the service or product produced by the corporate world. In an even larger sense, world events and the people within the world were all involved in both sectors' outcomes. As a result, both CEOs and Superintendents periodically found their behavior diverging from what they would otherwise choose. It appeared not only from this study, but from reflection upon the world at large, these CEOs had a better match between their behaviors and philosophies than these Superintendents will ever have. Only some Superintendents, in some instances, evolving through long-standing experience dealing with change in society, had a better match between how they operated and what they believed.

The results of this study indicated that these leaders, at this point in history, demonstrated more congruence in the private sector CEOs between beliefs, philosophies, and behavior than in the public sector Superintendents. This was a condition of the environment in which Superintendents functioned.
Interview Question Number Five (Leadership Theory Application/Belief).

How would your colleagues and subordinates describe your leadership style?

Superintendents' Leadership Style Descriptions

More than one Superintendent responded initially with, "You should ask them." In one case, the interviewer was able to do that, and the right-hand person described the Superintendent's style as very particular in regard to written material and editing. He also described the leadership style of the Superintendent as participatory, demanding of stakeholders, and decisive in decision making. He noted that through his years of working with him, he had observed him to move to more dispersed participatory decision making. Theory Y and Theory Z were mentioned in this description.

Yet another Superintendent responded that colleagues and subordinates would describe the leader as inclusive, relaxed, and focused, and would indicate the leader is clear about what he/she values through communications. Another Superintendent thought colleagues and subordinates would describe him as committed, dedicated, and intense. Yet, another used words like collegial and definitely not top-down, as descriptions that would come from those who worked with him. As an extension of this comment, there was a description that committees functioning in the school believed they have power as a result of his leadership style. One Superintendent indicated that colleagues and subordinates would probably describe his style as aloof and detached.
Corporate Executive Officers' Leadership Style Descriptions

The initial response obtained from a CEO was, "some I drive crazy, and some like my style." The next response from another CEO was "he is good, he is fair, he is driving the company, and I believe my future will be augmented by his leadership." The next CEO discussed the possible presence of the word fear in descriptions of his style, as evidenced by some belief of intimidation within the leader's repertoire. One CEO commented that subordinates and colleagues might believe he talks too much in meetings, while others might not understand when he is teasing and when he is serious. He believed it was clear to subordinates who work with this CEO where they stand. Another comment in response to this question was, "I have no idea. I don't have the slightest idea." Finally, one CEO talked about the annual evaluation that his six executive committee members completed about the CEO. As a core group, he valued their opinion and was able to obtain direct feedback that he believed benefitted his leadership development.

Summary and Analysis of Leadership Style Descriptions

Both groups of leaders were aware of the need for evaluating their colleagues' and subordinates' analysis of their leadership style. It was also clear that they have all given this some thought in the past. In those situations where the interviewer was able to confirm with colleagues or subordinates the descriptions that leaders felt might be received, there was a match. CEOs tended to be a little harder on themselves in regard to what they supposed subordinates might say about in them. In fact, no negative confirmations were received.
The only indicators of agreement between the leaders' and the subordinates' descriptions came in the form of affirmation of positive behaviors. It did not appear that there are significant discrepancies in followers' descriptions of leaders in either group. Overall, CEOs and Superintendents thought about evaluation, and made adjustments to their leadership behaviors based on feedback from subordinates. There were no significant differences between the two groups of leaders in regard to perceived subordinates' beliefs.

Observation of Leaders' Behaviors

The interviewer was able to observe all Superintendents outside of the interview process. In the case of CEOs, observations were more limited to the interview process, including time within the Corporate Executive Officers' offices. In one case, the researcher was able to observe a lengthy meeting of a CEO with his management team. The descriptions that follow were the results of observations of leaders' behaviors.

Observations of Superintendents included the conducting of individual and group meetings; the process of preparing for commencement exercises; decision-making regarding problems of a crisis nature; decision-making regarding implementation of day-to-day operation or long-range strategic planning; cabinet meetings; middle-management meetings; and team building inserviceing with top management, including principals and central office personnel. Observations resulted in confirmation of a general congruence between behavior and stated beliefs in response to interview questions.
Specifically, Superintendents were noted to engage actively in participatory decision making, even to the extent of physically tracking down people in the building to obtain all necessary information. A desire to have shared visioning was repeatedly observed, not only in routine meetings, but in special training sessions and team-building exercises. Consensus building was prevalent everywhere throughout the days of Superintendents. There were no significant discrepancies between Superintendents' responses in the interview and in the observed leadership performance throughout their workday.

It was significant to note that Superintendents' assessments of the match between their behavior and/or philosophy and beliefs was much more critical. This interviewer noted that Superintendents were incredibly hard on themselves when they saw that reality fell short of their expectations. The positive outcome of this hypercritical assessment, however, was the continual momentum of Superintendents to improve leadership influence on the organizational direction and outcome. Objective observation noted that their concerns of discrepancy between desired organization status and their actual versus desired leadership was indeed accurate. More pointedly, the observation was that the pace at which leaders wish to accomplish their desired outcomes may be less feasible than they would like. This resulted in frustration for the Superintendents as they reviewed their goals and accomplishments and sought to advance the organization forward.

Observations of CEOs were similarly described. The same shared visioning; discussion for consensus; input solicitation; group decision making; concrete
establishment of organizational mission; and vision or goals were all revealed in observations of Corporate Executive Officers' behaviors. Observations of CEO-conducted meetings in the private sector, and observations of Superintendents in the public sector showed similarities in the process and components of leadership. Specifically, leaders conducted meetings with attention to shared decision-making and participation by all individuals present. Even as they did this, however, it was clear that the leader had a desired outcome and a clear vision of his/her own. Leaders in both sectors were observed to assess their organizations by being present and visible, and by continually communicating with employees or followers in their respective organizations. It was also obvious that leaders were continually reflecting, even as they were doing other things, throughout their workday and into their private time, on the organization's needs, including the identification of followers' issues. This presented the observer with a keen awareness that CEOs and Superintendents are continually "on," that their jobs follow them wherever they go, and into whatever they do.
Research Question Number VI. What Were The Collective Leadership Comparisons of CEOs and Superintendents?

Leadership is not something people do well early . . . it takes years and years to become a pretty good leader . . . the trick is to get a match between the leader and the organization.

Richard Rieser
President
Oak Brook Bank
September 1995
Interview by Author

Summary Analysis and Comparison of the Two Groups

The results of this study found more similarities than differences between the leadership of Superintendents and CEOs. As indicated in the analysis text, an outstanding summary comment made by Governor Thompson indicated that confronting challenges, providing vision and persuading others as utilized in his Governorship was, in fact, essentially the same approach he used as CEO of the law firm. Clearly he was able to successfully transfer his leadership approach from the governmental public sector to the private sector. A summary of conclusions from the research questions follow.

Leadership Definition

Without question, all leaders discussed in their definition of leadership, the relationship between leaders and followers. The leadership/followership relationship, as described by both groups, had a connection of the individual goals to the organizational goals; the necessity of identifying followers' issues and seeking a common direction referred to as vision; the presence of culture or persona; the need
for clear objectives; the necessity for rewarding followers; the movement of followers in a direction; and the presence of risk-taking factors. It was clear from the definition that both groups considered the necessary components the same. CEOs addressed the definition of sound leadership as they have experienced it, while Superintendents talked about the theoretical relevance of leadership definitions to their own leadership.

**Research Question One**

Thirteen interview questions probed the research question, What attracted the leader to a leadership position? These questions sought to determine, by probing background information on each of the leaders' early development, what attracted the leader to a leadership position and the potential impact upon the ultimate career and leadership choice. This included childhood, career, and leadership theory and belief questions as influenced by family, training, or education and early adulthood influences.

Of the thirteen questions included in this section, only two questions resulted in slight variances. One involved the formal training or education with an obvious difference present. The second discrepancy was subtle, and pointed to a slight distinction between Superintendents and CEOs. The CEO's focus was a corporate outcome, including the production of a product or the provision of a service, with ultimate financial success as a goal. The obvious community and educational outcomes were the focus by Superintendents. Even in this instance, the central response to the question where this subtlety emerged was the same for both groups.
No conclusions regarding geographic birthplace emerged in regard to leadership evolution. The study was focused on a Chicagoland area representation of both Superintendents and CEOs, so it was no surprise that the subjects predominantly emerged from the Midwest. East coast and West coast representation were present in three of the ten subjects.

Family management influence on the personal behavior of the leaders resulted in very similar responses and pointed to the strengths of leaders of both groups. The most striking finding was the family influence of the clear belief in self given to the leaders by his/her parents. This powerful gift was discussed in detail in an earlier section, but is worthy of comment here. The presence of family stability; a clear leadership modeling by followers; a sense of purpose and direction; were all indicators of early pattern establishment. This was especially strong in eight of the ten subjects. There was no conclusion present regarding family impact upon specific career choices, but there appeared to be a distinct presence of operation and support from the family structure, beginning at an early age in each of the families.

Childhood influences on an ultimate career decision, and/or early leadership role, substantiated further the influence that strong leadership models within the home provided the child. In all families, the influence was stronger from the father model, with mothers described as a secondary influence. There were no distinctions regarding leadership influences as recalled from childhood between the two groups.

In regard to childhood thoughts of leadership or career choices, leaders were keenly aware of role models that fathers provided in the families in regard to
leadership, but no specific recollections or thoughts of leadership for their own destiny seemed apparent. Both women recalled no early thoughts of leadership and attributed that to the time in history. Eight of the ten subjects, however, were able to recall always finding themselves in leadership roles, even as children at school, on the playground, and as they continued through high school in various activities.

When specific childhood or family events and their impact upon the establishment of work habits or leadership qualities were probed, the following data surfaced. All leaders had experienced early self-discipline, observed parental work ethic, and a presence of organizational skills. Even in two instances, where early organization was not a part of a child's life, they later acquired that skill or organizational knowledge. In this section, the innate component, followed by environmental influences, emerged in regard to children in a family who developed leadership skills. This observation was strengthened as a conclusion when seven of the subjects cited their recollection of early leadership involvement, even when their siblings did not display such behaviors.

The results of questions seeking to determine if parental occupation had any influence on ultimate leadership are as follows. Although it was true that all subjects profited from early, solid models from their parents, this resulted from the child's awareness of parental work ethic and not from a specific occupation. Regardless of the career choice, the more basic behaviors related to leadership development were the significant factors. They related to the critical thinking skills of problem solving,
the commitment to a purpose, and the focus on a desired outcome, more than they did to any specific occupation.

When asked if any person or event influenced their development as a child or young adult, in regard to their ultimate career choice or their approach to leadership, responses were varied. These responses were more about family with a special focus upon the father’s influence. Only in one instance did the leader describe early job influences in more detail than the others did family. The conclusion was, however, that parents, family structure, work ethic, and the approach to daily operation that were exhibited by the family had a distinct influence on each of the leaders in this study.

Personal interests of the subjects were diverse. What was noteworthy about this question is that all leaders in both groups described a balance of some personal interest that offered them an alternative in their lives. In some instances, this involved the inclusion of some physical activity to maintain a healthy body, while in others it involved significant culture influences. It was also true that these leaders, in finding time to relax, continued leadership involvement even in their free time. This included involvement in fundraisers for foundations, as well as village presidencies and other leadership roles on corporate boards. It should be noted that the balance of these activities, outside of the work place, were more easily accomplished in completely different activities by CEOs than by Superintendents. This is due to the nature of Superintendents’ work which places school activities on weekends and evenings within the community, still clearly job related.
Interesting responses were received regarding the leaders basic philosophy about life and their perception of its influence on leadership. Both CEOs and Superintendents had clearly given thought to their approach to life and to leadership, acknowledging the influential role that leadership plays. Suffice to say that each leader described a strong belief in someone or something that provided him/her with a foundation to their lives and to their leadership.

As noted at the outset of this section, questions one and two of the career section of the interview displayed a variance of these two groups. Formal training or education for Superintendents followed the educational path as dictated by state certification standards. As a result, all of the Superintendents had completed the Ph.D. or Ed.D level course work. In contrast, CEOs had advanced degrees, but had advanced life experiences from early starts in the work place, continuing to the present day. Education, in the broader sense, was clearly applied in this instance to CEOs who had accomplished their leadership goals by on-the-job and real life experiences rather than by acquiring degrees. This is one of the two areas in the first research question that evidenced any significant disparity between the subjects. It is worthy of comment that regardless of educational level, all of these individuals had accomplished successful leadership.

Proceeding with the career section of the interview, the next question probed the most significant event in the leader’s career to date. All leaders cited an event, with the commonality being affirmation of their career direction. This took the form of an appointment or a recognition that assured the leader of their value to the
organization's success, or some external mechanism that indicated their leadership and the organization they were leading was moving in the right direction. No significant differences existed in this area.

Motivation for success demonstrated the internal drive of each of these leaders. Although there was a diverse representation in the provided comments, there was a common theme of each leader wanting to do their best, and of having a vision that included a purpose larger than the leaders themselves. All leaders had a need to serve, to accomplish, and to be a part of something bigger and outside of themselves. This was the one subtle area where a discrepancy noted at the beginning of this section was indicated. That concerned the difference between serving the public and operating in the private sector. As pointed out earlier, it was clear that the process and the focus on outcomes was clearly the same for both groups.

Leadership influences, including one's philosophy of life, had a distinct definition for all leaders, regardless of the leadership role they presently occupy. In the related literature search of Chapter I, it was noted that leadership was a function of complex biological, social, cognitive, and affective processes. In fact, it was described as a dynamic interplay of variables with attempts to categorize this neatly often largely unsuccessful. This statement was an excellent summary of Research Question Number I. Leadership strength emanated from early influences that included a strong family who conveyed to their child the belief in self. There was further evidence that some children in the family have an easier or more innate ability to absorb this belief than even their own siblings. There was also evidence
that these children began early, either through training, through modeling or through mere development, to organize and lead others.

Their philosophies of life embraced, not only the modal values of need including honesty, responsibility and fairness, but more importantly the end values of liberty, justice and equality. Early influences affected these leaders to individually and collectively move themselves and other groups of people to purposeful action. This was likely the result of early influences that established strong values. Even in the presence of different family variables and differing educational training, the responses of the leaders in both of these groups, as cited throughout the interview questions in section one, had striking similarities. Perhaps the most striking is the focus or vision that each of these leaders had present in their own lives and in their own leadership development, extending outward to others.

One can't help but believe that a comment made by the current leader Michael Quinlan began to form early in his life, as a result of all of the factors described above, "As a leader, I have to support people and make them responsible for their contributions to the organization." Why is it that some individuals emerge from a childhood through an early adulthood to such an ultimate conclusion? There was a strong presence of early influences that positively influenced this direction.

**Research Question Two**

Fourteen interview questions probed the research question, What are each leaders' values and beliefs of his or her own leadership? In this section, leaders were
asked to describe their own leadership, to discuss paradigms of operation, and to comment on vision, risk-taking, trust, and the ideal leader.

Two central differences emerged in this section regarding CEOs and Superintendents. The first and most obvious involved the leaders’ role in the public and private sectors and the differences that exist. The second general area involved the differences between CEOs and Superintendents in regard to leadership training, knowledge, and application of beliefs. In this section, leaders talked about the definition of their own leadership. As they did so, differences in definitions emerged regarding governmental entities and private corporations. Key factors highlighted in their definitions included being a coach; to move in the right direction; accommodating cultures in the organization; generating excitement; inspiring confidence; studying clear objectives; removing barriers; and, providing motivation.

Although it is true that there may be differences between the private and public sector, this section concluded that variances in the sound leadership processes were not required. Processes, priorities and personnel or human resource areas were all quite similar in the performance required by leaders. A case was made that constituents, whether they be taxpayers, shareholders, or the consumer ultimately receiving a product or a service, all necessitated a similar leadership approach.

There was no distinction between groups when asked where they see themselves in five or ten years. A distinct similarity was clearly present between the two groups, with each leader indicating their complete satisfaction with their career choice, their leadership role and the desire to continue for as long as they were of
value to their respective organizations. If there was even a hint of dissatisfaction from any leader, it only revolved around the need for more personal time to provide balance in one’s life. The nature of these ubiquitous leaders allowed little time for relaxation and leaders were aware of that sacrifice.

When leaders were asked what they thought a leader should be, they responded similarly on a single point. That point centered around their role as a servant to their respective organizations. As such, their twenty-four hour a day availability was noted. Leaders stated that there must be an acceptance by anyone in a leadership role that they will be on call at all times and that leaders must operate from the application of humility, ego strength and a confidence projection.

When asked about motivation of employees and followers, CEOs and Superintendents agreed that all people sought the gratification of reward and recognition. Discussions regarding Maslow’s hierarchy of needs and the need to meet people at their level were present in this response. Obviously, individuals operating in the public sector had less monetary recognition available to them than do those leaders in the private sector. It was striking that all leaders, regardless of the public or private source of operation, recognized that it was psychic rewards or personal recognition, rather than monetary rewards, that were primary in creating motivation within employees. If money was to supplement personal commendations it takes a secondary role, was the conclusion of these leaders.

Leadership vision had both analogous and disparate responses from both groups, with the difference noted in the focus of student outcomes for
Superintendents, and the best product or service for CEOs. Though the specifics of organizational visions were different for the private and public sectors, the process by which the outcomes were achieved and the necessary leadership approaches to accommodate the variables were largely similar. This implied that leadership in one area allowed the true leader to transfer his abilities and skills to another.

Mixed responses were received regarding leaders' beliefs on whether leadership is a capacity within us all as an innate component. Leaders underestimated the presence of the innate piece of the leaders' abilities, and talked more to the experiences and training. In the final analysis, however, leaders reflected that some seed was present early in their lives supplemented by the learning process. The innate component was described to include basic personality characteristics or the capacity for leadership that allows the leader to maximize learning opportunities and become a successful leader.

Leaders generally believed that there is not a significant crisis in leadership today. There was agreement that mentoring has a distinct role in the leadership arena. Between the two groups, Superintendents were keenly aware of the possibility of the crisis, with fewer individuals entering the administrative areas of education. This was attributed to the ever-increasing demands of the public sector that has resulted in a leadership crisis.

All leaders agreed that knowledge of the world was necessary in order to be a successful leader in today's society. There was agreement that some baseline level of world knowledge and IQ were essential for a leader to conceptualize the many
dynamic and technical aspects of society and the world at large. Superintendents were concerned with intricacies of the educational process. CEOs were concerned with the global economy's impact. The ability to assimilate a multitude of information still spoke to the need for a foundation level of ability and knowledge. There were no significant differences of beliefs between the two groups on this topic.

Risk-taking was clearly more a part of the daily operation of a CEO than it was of Superintendents. Even if involved in risk-taking, CEOs were aware of the need to limit the extent of risk. Superintendents preferred to use a consensus building process, common in governmental agencies, over risk-taking. When one examined the risk-taking process within the corporate world, they found that CEOs, through a partnering process, ultimately end up using forms of consensus building, even as they take their risk. There was disparity in this response between the two groups, with CEOs more involved in the risk-taking process.

All leaders believed that distrust must be avoided. The manner in which trust was gained had some differences of opinions. These differences did not exist between the two groups, however, but within the group of CEOs. Eight of the ten leaders spoke of consistency as a measure by which trust can be gained, while two feared predictability could be a possible sign of weakness within the CEO group. Both groups agreed that even if followers did not ultimately concur 100% with the stated direction, through involvement and understanding, they would be better equipped to accept the decision.
Superintendents were able to cite paradigms and discuss leadership theory, including authors, fairly easily. They were further able to cite their favored approaches. For Superintendents these included situational leadership, chaos theory, traditional leadership approaches and the leadership/followership paradigm. The cited authors include Bennis and Nanus, Sizer, and Fullen. CEOs were not concerned with paradigms and really did not value their use. They were, however, mindful of the method of operation they themselves employed. CEOs, through the years, developed their own personal paradigms in an evolutionary way.

When asked about being lonely at the top, responses were more contingent on personality than on a Superintendent or a CEO leadership career. There were no differences between the groups in response to this question. Even those who stated they did not feel lonely at the top noted the experience of rejection. Perhaps semantic differences really meant that all leaders ultimately experience loneliness.

In regard to followers working in teams, Superintendents were clearly advocates of this process. They spoke of the manner in which they were facilitating ways to do so. In sharp contrast, CEOs were surprised that a question would even be posed about something that has been routine for so long. The implicit differences between the isolated teacher in the classroom and the workers in the corporate world clearly define why this was the case. Disparity clearly existed between the responses of the two groups in this regard.

No leader was comfortable in citing the ideal leader. The most prevalent answer discussed the need to extract fragments of idealism from a variety of leaders
and put together an eclectic ideal leader. The conclusion of this study was that all leaders wonder if there is an ideal leader that exists either in part or in whole.

All leaders, regardless of the sector in which they operate, were aware of and talked about vision and the need for the collective individuals and their respective organizational visions to be aligned. It was also clear that all leaders had thought about how to develop trust, how to provide motivation, when and if to take risks, and what values they believed should be present in their work as a leader and in their organization. The subtle differences cited between the two groups appeared to be more a factor of the specifics relative to operating in governmental public arenas and working in the private sector corporate world. When one removed the specifics and stepped back to a level of processes, it was this interviewer's conclusion that no significant disparities existed between Superintendents and CEOs. Cited examples of areas where differences do occur appear to be the result of leadership experience history of the two groups.

Leadership differences were the result of evolution that has been longer standing in the corporate world than the evolution of leadership in the educational arena. This does not mean that the requisite processes currently being used by varying leaders in varying organizations were critically different. It also does not suggest leadership approaches that would be trained and applied vary between public and private sectors. They may vary from organization to organization, within each of the respective sectors, contingent upon the current needs assessment, analysis of
the organization, and current vision or direction in which the organization may be moving.

**Research Question Three**

Thirteen interview questions were posed to answer the third research question regarding the leaders' perception of their leadership behavior in terms of their philosophies.

Societal reality influenced both Superintendents and CEOs discussions of issues in the workforce. Specific to education, the training and approach that teachers have applied were significantly different as a result of these societal shifts. Likewise, the CEOs have adjusted their employee training, their mentoring and their ongoing staff development for human resources in the workplace. There was a sense, from the responses, of disparity between the two groups of leaders in regard to the necessary leadership approach. Specifically, CEOs addressed the broad impact of societal factors throughout the world. This was because of the dynamic interplay of the product or service they provided to the consumer at large, as influenced by a number of interrelated factors. These same societal factors were of concern to the Superintendent as related to the students and their respective families. Superintendents needed to focus their societal concerns in terms of the educational process and the necessary social support needed to accomplish that. Although each of these leaders dealt with the same societal issues, one addressed leadership influence on the workplace and the community at large that consumed their product and service, while the other was concerned with the impact of these issues on the
students, faculty, staff and in some instances, community members relative to educational outcomes.

All leaders pointed to their greatest career challenge with a fair degree of ease. Regardless of their work setting, all leaders' greatest career challenges found their way back to financial, regulatory, and societal issues that do impact both sectors.

No leader said that they would change anything significantly in their career to date. A high degree of career satisfaction was present for both groups and there was no sense that anyone would be interested in having changed their career direction. There were incidental comments regarding career sequence, financial impact and a knowledge of strengthening other possibilities, but not with any significant intention of change. Both CEOs and Superintendents were quite pleased with the career path they had chosen. Their leadership roles had allowed them to apply their philosophy of life to a cause bigger than their own.

All top leaders had given thought to their strengths and weaknesses. Listening to the pros and cons of their abilities, the interviewer found that all leaders were hypercritical of themselves and their leadership. This was, perhaps, the reason they had achieved their level of success and will continue to do so. Leadership analysis, in the form of citing strengths and weaknesses, in no way indicated that there was a discrepancy between leaders' perception of their behavior and their philosophy. In fact, the strengths were more commonly cited than any weaknesses.

In regard to influence upon employee or teacher performance and satisfaction, all leaders turned to discussions of allowing consensus building and structuring a
process for input, as well as the need for recognition in the form of monetary awards or commendations. One CEO's summary described the overall responses of both groups, "The more you give, the more you get back." Since all leaders described an altruistic philosophy of life, it is not surprising that they were interested in motivation being accomplished by the incorporation of other's needs at other's levels.

Perhaps the most telling response from this section is in response to the question asking if they would change anything about their leadership. Leaders believed their behavior predominantly matched their philosophy, stating there was nothing significant they would change. In fact, the two most cited examples of having more patience with the speed at which things must move and, at the same time, having more time for themselves by slowing the pace, described a conflict that is outside of a major leadership change. The changes cited reflected the intense nature of the work demanded from all of these leaders.

Some disparity was noted in response to the question regarding leadership adjustment to organizational goals. Specifically, Superintendents discussed at length strategic planning and other organizational mechanisms by which followers can receive continual engagement, focus, and support. There was more confidence within the CEO group that the definition of organizational goals and followership belief was present. This was likely attributed to a more long standing organizational involvement with these processes. There was no disparity between the groups, however, in terms of the belief the leader must continually adjust his approach in response to both followers and the organizational direction.
Superintendents were clearly more concerned, and had much to say, regarding the limitations with which every leader must deal. For obvious reasons, Superintendents were concerned with community values, societal issues, tenure laws, the economy or specifically the tax base to support education and an elected board. These were all realities which provided significant limitation to the Superintendents’ operations. CEOs responses were much more abbreviated and limited themselves to being on the cutting edge, human limitations, time and a balance between one’s public and private life. Both groups addressed the change process and the economy as concerns. In summary, all leaders recognized that there are limitations that must be balanced and addressed in their daily operation.

In regard to leadership authors and the leaders’ knowledge of theory, Superintendents named individuals readily, with CEOs indicating little or no interest. There was a great disparity between the two groups in regard to the use of leadership theory and authors.

There was no evidence that any leader in either sector believed that there was a gap between their leadership behavior and philosophy. Situational factors were cited in response to some of the questions, but were acknowledged as issues that needed to be addressed. They were not concluded to be factors that created disparity between what leaders believed was appropriate and what they were, in fact, doing. In some instances, leaders were able to detail leadership theory and discuss its application at length. The comments regarding these matters were impressive. Although leaders were able to elucidate limitations and concerns in regard to
applying their philosophy, they did not feel in the final analysis, that there were significant gaps between beliefs and behavior. This was particularly evidenced by the questions regarding what they would change in their leadership if they had the opportunity, and if there was anything in their career to date that they would change. More pointedly, the question that asked about discrepancy between what leaders would like their leadership to be and what has needed to be, received responses regarding situational issues rather than basic leadership issues.

**Research Question Four**

Eleven interview questions were utilized to answer Research Question IV in an attempt to determine what observed behaviors of leaders were present and in what context they occur. Due to the limitations of time available to observe some subjects, a series of questions, as well as available observations were utilized to posit a determination.

All leaders, including Superintendents and CEOs, practiced similar work styles. Workdays were long. Work weeks were all-consuming. Personal time was wedged in and was clearly a minority of the individuals week. In analyzing balance in leaders lives, it was clear that the work day they described, even when viewing one’s calendar over a full year, monopolized most of their lives. In fact, leaders worked to schedule private time. One could say that this is a phenomenon of our present day society, but it was more intense for those in these leadership roles.

Decision making, as utilized by both groups of leaders, demonstrated an involvement with participatory or collective decision making. CEOs were clear that
they look for recommendations from individuals who have the knowledge about a particular subject. They were, in fact, adamant that they do not want to make decisions about such topics, but wanted to hear the proposals and then make a choice. Problem solving solutions were key to them. Superintendents were more likely to dig in and try to learn all of the facts and information, working with someone to make a decision in a more hands-on way. Both groups of leaders sought to utilize continual contact with their followers so they were aware of the issues as they emerged.

Major factors that have influenced leadership through the years clearly emphasized the need for employee involvement in the organization's direction. The second most common answer for both CEOs and Superintendents was being aware of the change process and its impact on the organization. Although there was keen acknowledgement for these areas of change, leaders viewed these as varying issues to consider, but did not conclude a need to alter their leadership.

Although all leaders were involved in meetings, CEOs made an effort to be less involved in routine meetings than their counterparts in the Superintendency. CEOs took concerted actions to use individual contacts and other means of communication that were more direct and personal than the use of meetings.

Nearly identical responses from the public and private sector leaders came when asked about how they maintained employee contact. Both described walking around, keeping a continual communicative contact by phone or by memorandums. Leaders spoke in detail about being able to share their vision more effectively by
engaging in personal or small group discussions, with acceptance and understanding of both the leaders' and the organizations' direction gained as a result of these interactions. When asked about their strongest supporter in the organization, and whether it was a positional or relationship reason, CEOs responded by the citing of a group, while Superintendents pointed to an individual. In one case, a Superintendent indicated the board or administrative group as a whole, which aligned more with the CEO response. In all cases, leaders indicated that their responses were due to both position and relationship.

Two follow-up questions sought to determine who the leader would consider to be their right hand man or woman, or who would replace them on extended leave. A succession plan was much clearer in CEOs' minds, as well as procedures to name a replacement in their absence. It appeared from these responses that corporations gave more thought to this particular process than did educational bodies. As suggested previously, this may link to the earlier leadership crises comments regarding mentoring leaders for the future. The corporate world was less concerned and had built-in mentoring and training for future leadership. In the absence of the top leader, it did appear that CEOs and their boards have clearer, requisite plans than do Superintendents and their boards.

Stakeholders were involved in decision-making processes in both organizations as reported by CEOs and Superintendents. Top leaders considered it critical to include all participants in the organization citing employees, constituents and consumers to accomplish an efficacious outcome.
In regard to recognition, Superintendents used processes outside of monetary bonuses more frequently than CEOs. This was logical since CEOs have the ability to utilize monetary rewards. CEOs indicated they consider recognition to be the number one priority in effecting change and making an impact on an employee. Both groups recognized that the ideal would be to have both monetary and commendation combined. In the absence of one or the other, there seemed to be an agreement that people like to be recognized even more than they like to receive money. It was commented that a particular work place might theoretically believe recognition was more important, but pragmatically, would utilize money as the common recognition of achievement.

When asked what leadership qualities leaders looked for in the subordinates, they responded those characteristics that they themselves value in their own leadership. The list was long and indicated that true leaders want others around them to be the best that they possibly can. This is likely due to the fact that sound leadership recognized that they were only as good as the people surrounding them.

The insight offered by these questions in conjunction with the observed behaviors of leaders, supported the conclusion that leaders in both sectors are demanding of themselves and of the organizations which they serve. This was likely one of the reasons they have reached the level of top leader and that their organizations were achieving at a high level of production. Top leaders demand top performance, not only of themselves, but of the people who work for them and
Transformational leaders establish high expectations to raise their followers to ultimate levels of leadership.

There were no significant differences between CEOs and Superintendents in regard to the work day, the decision making and involvement of stakeholders, their perception of and acknowledgement of issues in the world, or the manner in which they maintained employee contact or ideas regarding operations of their organizations. Routines were noted in leadership schedules and even when they travel on a regular basis, there were still routine activities within their work day. Behaviors that were described or observed by leaders were the same behaviors they look for in their subordinates. They demanded nothing of anyone else that they do not of themselves. They believed it critical that these same individuals were involved in decision making and in the establishment of the vision and direction of the organization. When leaders become frustrated, their dissatisfaction pointed to those individuals who were unable to meet the standards, albeit high, that had been set by the leader.

Research Question Five

Only two interview questions were posed in the interview process to investigate the fifth research question, What is the congruence between observed leaders behavior and philosophy beliefs? The other conclusions were reached through observations. The first interview question asked the leader to describe their leadership style or approach in regard to work day length, schedule, predominant activity and communication. In this section Superintendents and CEOs were able to
precisely describe very specific activities that make up their weekly routine, as well as their non-routine work days. Communication was obviously a major portion of their descriptions. As the interviews progressed and in those instances where opportunity for observation was present, it was clear their descriptions were accurate. Even as they completed a description of a process, an interruption of the interview would occur, and the interviewer would be able to observe the process in action. These processes were automatic and clearly not staged. These integral parts of their behavior, as apparent through observation, matched at a very high level to their descriptions. In those instances, where a decision had to be made and the CEO or Superintendent felt he did not hold adequate information, he would halt the decision-making process and gather more information. If forced to make a decision, he would uncomfortably note this was an example of what he had described earlier, regarding what the leadership has been versus what he would like it to be. Any lack of match between behavior and philosophy of beliefs was readily cited by the leaders and adjustments were being made as the organization or the situation evolved.

At the close of Research Question Number V, it was concluded that more congruence existed in the private sector CEOs between beliefs, philosophies and behaviors, than existed for public sector Superintendents. This was explained as a condition of the environment of intense public school change in the midst of financial crisis, with a continual need to balance taxpayers and other constituents concerns. This dynamic balancing act made it extremely difficult for Superintendents to exercise their desired leadership approach at all times. In response to the final question in
this section, it was striking that in those instances where the interviewer was able to discuss the leader’s perceptions or beliefs with other subordinates and colleagues, there was a match.
CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I have always applied the Light Bulb Theory--surround yourself, (as a leader), with the brightest and the best, and they will reflect on you.

Governor James Thompson
CEO
Winston & Strawn Law Firm
August 1995
Interview by Author

Summary of Methodology and Analysis

This study utilized a qualitative approach as detailed in Chapter I Methodology. Six research questions were investigated by the use of fifty-five interview questions with ten subjects. A detailed presentation and summary of each of the responses provided by CEOs and Superintendents appeared in Chapter III. At the close of Chapter III, an overview and conclusion regarding each of the research questions was provided.

The result of this process determined, through a detailed interview and by observation of leaders in their workplace, those influences, beliefs and behaviors that are demonstrated by leaders. In some instances, observations of behaviors occurred simultaneously with the interview process. This allowed the interviewer to observe the subjects spontaneously engaging in their leadership practices, even as the discussion was occurring. Reliable conclusions were reached as the researcher intermittently observed behaviors and recorded responses from subjects. As fast-
paced events occurred in the workplace, there was no opportunity for subjects to stage their responses or give thoughtful consideration to what they would do outside of their normal practice. This combination of carefully planned interview questioning based on solid research probes, supported through a qualitative study and supplemented by observations, allowed the researcher to reach conclusions regarding leadership beliefs and behaviors. In addition to the narrative discussion resulting from interviews, and an overview of the observed behaviors, Appendix A provides the precise questions utilized in the interview; Appendix B provides a biographical sketch of each of the ten subjects; and, Appendix C displays key events in the leaders' lives. The specific results of the interview, as detailed in Chapter III, in combination with the observed behaviors of the subjects, are presented as conclusions that follow.

**Conclusions Of The Study**

The epitaph on Andrew Carnegie's grave reads, "Here lies a man with the ability to recruit and motivate people more intelligent than himself." We must challenge people to strive for the American Dream--to succeed and to do better by providing a place for that to happen.

Terry VanDerAa
CEO
Vancom Corporation
September 1995
Interview by Author

An overall conclusion was that leadership was not significantly disparate between Superintendents and CEOs. Definitions of leadership, early influences on a leadership career path, and leadership beliefs were largely the same in the studied
Transformational leadership was the applied model by CEOs and Superintendents.

Although the analysis of leaders was limited in this study to CEOs and Superintendents, as well as their respective constituents in the workplace and in the marketplace, it was concluded that the same leadership principles could be applied to everyone operating in all walks of life. Specifically, it was true that many of the principles of relationships, that are of value between leaders and followers in an organizational setting, also exist in daily exchanges between people, be it transactional or transformational. As such, principles gained from this study may well be applied to relationships throughout individuals' lives. There was evidence from discussions with these leaders that this was the case in their own personal lives. They found themselves in leadership roles even in their personal, leisure time. The soundest principle, gleaned from this study, that may be extended to other people in other situations was the principle, of a meaningful transformational exchange between individuals.

Research Question I

What attracted the leader to a leadership position?

Early developmental influences established in childhood and young adulthood provided the motivation that pointed leaders in the direction of leadership.

Leadership influences began in the early childhood of these CEOs and Superintendents. There was a clear suggestion that some innate component to the personality or the individual existed, and that environmental influences present in the
family greatly affected developmental stages. Most subjects described their involvement in leadership from an early age, without conscious intention.

The related literature indicated that leadership was a function of complex biological, social, cognitive, and affective processes. The impact of family, especially the father's role and the gift of stability, security and a belief in self, were early factors that attracted leaders toward leadership.

**Research Question II Conclusion**

**What were each leader's values and beliefs of his/her own leadership?**

From the early familial factors present in these subjects' lives through their present day careers, it was clear that leadership was morally purposeful.

Perhaps no greater, nor more striking component, was revealed by this interview process than the fact that leaders had a strong belief in who they are, where they had been, what they were currently doing, and even where they were going. In the presence of significant change in our society and in our organizational workplaces, a clear vision was present in each of these leaders' minds. That same clear vision was emerging even as they described their early childhood. Purpose and focus had been present in these leaders from the beginning of their lives and continued in their present leadership approach.

These leaders continually accessed their followers' motivational, cognitive, affective, and behavioral components in making decisions and moving their organizations forward. These leaders demonstrated that leadership can be learned and did not emanate from formal education. These astute leaders knew that they
must provide a relationship that incorporates vision and growth, moral values, judgment and a learning environment to optimize their followers' contributions. Their responses in the interview indicated that they structure these opportunities on a regular basis. It was not uncommon to hear leaders describe that as a result of their relationship with followers: they might change their mind; they might activate followers' co-mingling needs, aspirations and goals in one common enterprise; they might become better citizens in the process of working together; and there had been a change, not only of their followers, but of them as well.

Without question, both Superintendents and CEOs believed that leaders and followers, engaged in a relationship that establishes goals and values, relate in varying degrees. All leaders spoke to the need to constantly assess their followers and provide the necessary motivational forces that would spur them on to develop their own leadership skills. Transformational leadership and education blended into each other, as leaders provided models, training, and support for followers. Followers ultimately became leaders and trained others in the organization. No leader in this study ever spoke of coercion or indoctrination. Therefore, the accomplishment of the educational process and the exchange between the leaders and the followers was clearly a complementary one. Followers were raised up to their next level of need via Maslow's hierarchy, or to the next moral level, demonstrating the presence of modal values and, ultimately, end values that accomplished the true transformational leadership exchange.
A number of other team building approaches describing group work, such as the Senge model, and a common vision were mentioned repeatedly by all leaders in this study. The concept of a strong learning organization was clearly revealed in each of the ten leaders and the organizations they led. There was also clear acknowledgement by every leader that he/she did not operate in a vacuum and was affected by a multitude of dynamics. Their leadership was the result of a collective process of several followers working together to accomplish an outcome.

Superintendents were particularly aware of the dissential component to leadership. The public sector required more consensus building to resolve and to achieve a common vision. Even though consensus building may be more prevalent in the public sector, CEOs indicated an awareness of the same consensus process, and the necessity for it in their own organizations among employees and consumers.

If leaders are successful brokers, both internal and external to their organizations, their organizational purpose will be achieved. CEOs spoke of partnering in order to accomplish an outcome. Superintendents spoke of participatory decision making to achieve a school-wide decision.

When Peters and Waterman described the two attributes of a true transformational relationship to be (1) believability, by growing up in the core of the business, and (2) excitement in the belief of the impossible, they might have been talking about any of these leaders. This is especially true of the three CEOs who began their careers in their corporations and continue in them to this day. Leaders can only be as successful as their constituent followers and the relationship between
them. The leaders of this study knew that. As true transformational leaders, they all demonstrated the skills of a social architect. Per Keosch, leaders play three roles for quality implementation to succeed. They take the ownership of the strategy, lead by example, and make it happen. All ten of these leaders succeeded in this regard. In order to generate a sustained trust, Bennis points to a consistency, congruity, reliability, and integrity--all words utilized by the leaders in their responses to these interview questions.

Some of the leaders spoke of followers' resistance to change and their frustration with that factor. When Bennis discussed trust through positioning, he spoke of leaders facing and overcoming the resistance to change. Bennis believed leaders must broker the needs of the constituencies by being sensitive to the needs of the stakeholders. These were the very behaviors that were described by the leaders in this study. Demming spoke of a belief in employees and making them capable by empowerment. As the CEOs and Superintendents responded, the author had a clear sense of their awareness of the leadership/followership relationship, of its need to be transformational, and of the heightened need to empower followers. Wheatley's chaos theory and acceptance of that could, perhaps, offer solitude to most of the leaders who are functioning within today's demanding society. In any case, principle-centered leaders, according to Covey, are continually learning; are service oriented; have positive energy; believe in people; lead balanced lives; see lives as an adventure; are synergistic; and exercise self renewal on a regular basis. These eight points were noted in all of the subjects of this study.
The leadership profiles that emerged from these interviews substantiated that these top leaders, whether they have read the leadership theories and authors or not, were practicing sound principles of leadership. Early leadership influences were present. Both innate and environmental factors influenced their ultimate values and beliefs.

**Research Question III Conclusion**

*What was the leader’s perception of his/her leadership behavior in terms of his/her philosophy?*

Leaders saw little or no disparity between their beliefs and their behaviors. They believed their leadership had remained essentially the same through the years.

Each of these subjects had clear leadership values and beliefs that were instilled at an early time, and had continued throughout his/her career. They essentially believed their leadership behavior was in line with their philosophy. Any disbelief expressed was, in analysis, hypercriticism, and probably the impetus that made each of these leaders continue to achieve at such a high level. In these instances, situational factors were cited. High levels of career satisfaction, and responses stating they would not change anything in their careers to date, further substantiated this. Leaders believed their leadership visions, the organizations’ visions and their followers’ visions were largely in agreement. Leaders stated that daily operational behaviors and observations of leader/follower behavioral interactions supported their perceived congruence between beliefs and behaviors.
Research Question IV Conclusion

What were the observed behaviors of leaders and in what context did they occur?

The observed behaviors of these leaders indicated that they were operating under sound principles of leadership that were consistently exercised and continually renewed in a variety of environments.

Both CEOs and Superintendents utilized strategies for employee involvement in decision making. This was observed in management meetings, board meetings and in individual conferences. Workday schedules and exchanges between leaders and followers substantiated deliberate attempts to read followers' needs, engage followers, and be ever-responsive, either directly or indirectly through the hierarchy, to all followers. This interviewer was able to observe this through procedures described by leaders, by followers, and by direct witness to the exchanges. All observations occurred in the central workplace environment of leaders, including satellite locations where other meetings occurred outside the home office. The leader/follower relationships involved the central processes of participatory management, consensus building, shared visioning, mission establishment, focus review, decision making processes, recognition, delegation, and the clear practice of trust.
Research Question V Conclusion

What was the congruence between observed leaders' behaviors and leaders' philosophy/beliefs?

The congruence between these leaders' behaviors and their beliefs or philosophies was high. There was little or no discrepancy between what was observed during the interview process and what the leaders described.

Leaders' beliefs and behaviors were predominantly in alignment.

This was observed during the interviews as interruptions occurred, as leaders conducted meetings, and as they interacted in decision making with followers.

Evidence of consensus building or participatory management was evident in all leaders as they operated within their schools or offices. Shared visioning was continually noted in leaders, another stated belief of CEOs and Superintendents. Mission statements were visible and the leaders were all involved in activities directly related to their implementation, including shaping student outcomes or corporate outcomes.

Teaming between leaders and followers was described in detail, as necessary and obvious in leadership behaviors as they completed daily tasks--meetings, investment of others in decisions, continual reminders of the vision or desired goal--and was observed in leader/follower interactions. Strategic short-term and long-term planning were described and obvious in implementation. Spontaneous observed activities, as well as planned meetings reflected behaviors that mirrored beliefs. Slight inability to accomplish a match between beliefs and behaviors was noted by
superintendents' comments of frustration when they were unable to accomplish a goal.

**Research Question VI Conclusion**

**What were the collective leadership comparisons of CEOs and Superintendents?**

There were significantly more similarities between leaders in the two sectors than there were disparities. Disparities were limited to situational specifics.

This study elicited an affirmative response to each of the six research questions. It further concluded that leadership was pervasive through environments. Not only were no significant discrepancies noted, it was clear that the sound and consistent application of leadership principles existed within individuals, who can likely lead in any sector, as evidenced by these leaders throughout their lives. The cited differences between leadership operation in the public and private sectors called for situational variance, not unlike situations that occur within any workplace setting, but did not require leadership process alteration.

Transformational leadership can sustain performance beyond external conditions and beyond normal expectations in both quantity and quality. All ten leaders of this study have succeeded, each in his/her own unique style, in accomplishing the establishment and maintenance of a sound leader/follower relationship.

What is leadership? Would we recognize it if and when we saw it? When do we see it? How does it define itself? Where is it? If we know where it is, do we
know what it is? All ten leaders, each in his/her own unique style, had responses to these inquiries.

**Recommendations from the Study**

As a result of this study, it is recommended that the following be considered:

1. Leadership development and research should not be limited to individual sectors. Public institutions and governmental bodies, as well as private sector corporations, will benefit from the same basic leadership training and principles. In this regard, it is recommended that research span across sectors and not isolate individuals or organizations. Transformational leadership is a process that is basic and can be applied in a variety of settings.

2. Leadership mentoring must be established as a regular and routine practice in all organizations. The development of future leaders is a necessary focus if strong leaders are to emerge in the future.

3. An investigation of the training and real-life experiences, absent formal education, that allows successful CEOs to advance, should be investigated. It could be there is critical learning that occurs by these individuals in their respective workplaces and lives that would benefit the training of all leaders.

4. Transformational leadership, the leadership/followership relationship, and the positive by-products that result from this interactive process should continue to be studied in detail for application to leadership development and training.

**Recommendations for Further Study**

As a result of the conclusions of this dissertation study, it is recommended that the following areas be considered for further study:

1. Investigate the application
of learned principles by individuals, who lack formalized training, but who have accomplished successful leadership. (2) Complete in-depth observational and interview processes of one or two CEOs and one or two public school Secondary School Superintendents for purposes of incorporating a detailed shadowing experience that spans more than one day. (3) Trace the evolution of women in leadership roles from 1985 to the present day. (4) Complete an in-depth research of an individual who has attained leadership roles in both sectors, i.e., retired Secondary School Superintendent turned CEO. (5) Complete an in-depth study of a private sector leader now selected to lead a public school system.
APPENDIX A

INTERVIEW QUESTIONS
A Comparative Study of Leadership

Introductory Questions

As you know, our conversation today is about successful leadership. Several questions will be posed to facilitate some conclusions about leadership.

1. To begin with a general question, if you were to define leadership (generally), how would you do so, as applicable to most situations?

2. If you were to define your own leadership, how would you do so?

Background

I am interested in the influences in your life relative to leadership. This next series of questions focuses upon that.

1. Where were you born (geographic influence)?

2. Can you tell me about your family (personal behavior insight/family management)?

3. Is there anything about your childhood that may have influenced your career decisions (early leadership influences)?

4. Do you recall childhood thoughts of leadership and/or career choice?

5. What childhood/family life events had any impact on the establishment of your: work habits-leadership qualities, or habits?
6. What occupations were your parents engaged in? Any influence?

7. Did any one person or event influence your development as a child or young adult in regard to your ultimate career choice and/or in regard to your approach to leadership?

8. What are your personal interests? What do you enjoy doing?

9. What is your basic philosophy about life? Do you believe it impacts your leadership?

Career

Next, we will be discussing some basic career information.

1. Can you describe your major career evolution?

2. Where did you receive your formal training or education?

3. What do you believe to be the most significant event in your career to date?

4. What changes have you seen through the years in regard to:
   . Teachers (or) Employees?
   . Issues?

5. What has been your greatest career challenge?

6. Where do you see yourself in five years? Ten years?

7. Is there anything in your career to date you would change?

8. What do you view as your greatest strength? Any weaknesses?
Leadership Theory Application/Beliefs

The next section offers questions regarding leadership beliefs.

1. What do you believe leadership should be?

2. Would you discuss what motivates your success?

3. Can you describe a typical work day?

4. How would you describe your leadership style/approach in regard to:
   
   - work day length
   - schedule
   - predominant activities
   - communication

5. How would your colleagues and subordinates describe your leadership style?

6. What do you believe motivates employees/followers?

7. How do you make decisions in your organization?

8. How have major influences through the years influenced your leadership approach?

9. What seems to have the greatest influence on:
   
   - employee/teacher performance?
   - employee/teacher satisfaction

10. What do you believe builds trust in an organization? What builds respect?
11. How often do you schedule routine meetings? Who are they with?

12. How do you maintain employee contact?

13. Who is your strongest supporter in the organization? Is that due to position or relationship.

14. Who would you consider to be your right hand man/woman? Why?

15. If you were to be on an extended leave, who would assume your leadership responsibilities?

16. What is your leadership vision?

17. Is there anything you would change about your leadership?

18. Do you believe leadership is a capacity within us all, and can be learned, or do you believe it has an innate component?

19. Do you think there is a crisis in leadership today? How rare is the effective leader?

20. What knowledge of the world must a leader possess, in your opinion? Is there any relationship between leadership and I.Q.?

21. What degree of risk-taking is involved in leadership?

22. What role does trust play in leadership? How important of a component has it been to you? How is it gained?
23. What, in your opinion, is the current paradigm for leadership? Is that changing? How does your personal leadership paradigm fit in to this?

24. How does a leader involve stakeholders in the decision-making process of organization goals?

25. Do you ever find a discrepancy between what you would like your leadership to be and what it has needed to be?

26. Do you agree with the statement, "It is lonely at the top"?

**Organizational Impact of Leadership**

The next series of questions probes organizational issues relative to leadership.

1. What is the most important element in an effective organization? How does a leader influence that? What organizational structure have you found to be most effective?

2. When a job is "well-done," or a successful project completed, how should a leader recognize that?

3. What leadership qualities do you look for in subordinates?

4. What is your organizational vision? What do you believe are your employees organization visions?

5. How do you align or alter your leadership in regard to organizational goals?

6. Do you believe teachers/employees should work predominately as individuals or in teams? What influence does the leaders have on this?
7. What are limitations that you believe every leader has to deal with? Are there some unique to your organization?

8. If you could pick the ideal leader in regard to leadership and organizational success, who would that be? What is it about them that causes you to choose them?

9. Is there any significant leadership author that has influenced your work?

Conclusion Questions

We have covered several dimensions of leadership.

Is there anything about leadership generally, your life or career, in particular, you would like to elaborate upon?
APPENDIX B

BIOGRAPHICAL SKETCHES

OF

DISSERTATION SUBJECTS
HENRY S. BANGSER

Henry Bangser was born in New York City on March 14, 1949, to Lawrence and Phyllis Bangser, the oldest of three children. Henry's grandfather came to the United States at 10 years old, attended Columbia, completed Columbia Law School, and practiced law for 60 years. Likewise, his father attended Columbia, completed Columbia Law School and has practiced law for approximately 50 years. Henry's mother has always involved herself heavily in volunteer work with particular attention to the disabled and to the arts.

Dr. Bangser graduated from Mamaroneck High School in Westchester, New York, a high school of approximately 2,000 students. He attended Williams College where he completed his undergraduate work in economics and played variety football and golf. Although initially considering law school, Dr. Bangser completed his Masters in Social Studies at Northwestern University in 1971 and his Ph.D. at Northwestern University in 1977, in educational leadership.

Dr. Bangser career has spanned the past 24 years with the following highlights. He served as Assistant Principal at the age of 27 years old from 1976 through 1979. He was next appointed in 1979 as the Principal at Lake Forest High School, serving both the junior--senior building for four years. His next professional move took him to New York in 1983 for his first Superintendency, a town five miles from where he grew up. He returned to Illinois in 1987 and was Superintendent in St. Charles until 1990, and in 1990 became Superintendent of New Trier High School where he continues to date.
Interests outside of his profession include golf, being a father and a husband and, particularly, enjoying the talents of his children. He adds, however, that he truly loves his work as a Superintendent and considers it a personal, as well as his professional interest.

Dr. Bangser believes in a philosophy of life that balances professional, family and personal needs and can accommodate shifts in a flexible way.

"I think there are three things that strike me as most important and speaks to how I would like to be remembered as a Superintendent: (1) as someone that created an environment in which people at all levels of the organization felt challenged and excited about stretching themselves; (2) as someone who cared deeply about the organization and the people in it; (3) as someone who recommended the direction and the programs that were needed, even if difficulties were present, while aware of the difficulties; and that others knew I realized the superintendent is only one member of the leadership team, but stands squarely in the middle among the board, the community, the staff and the students, and has the perspective and principles to keep the balancing act at its most productive level. I want to be remembered as creating an organization that is moving forward, knowing that people are not always going to agree with the direction you are going, but that it is your job to help people understand the reasons. I would like to be remembered as a leader who did not back away from what needed to be done, just because it might be easier to back away."
LINDA M. HANSON

Linda Hanson was born in a small town named Litchfield, Minnesota on December 12, 1946, to Stanley and Doris Nelson. She was the middle of three children having an older sister and a younger brother. Her father worked in transportation and her mother was a beautician during her childhood.

She began school at the age of four years old, an early start as she met the guidelines for early entry. She attended elementary and high school in Minnesota and completed her Ed.D. at Northern Illinois University.

Linda has enjoyed a broad and varied career in education. She has taught kindergarten, elementary, junior high, and high school with a concentration in art. She has completed the Principalship for both the elementary and high school levels, and Assistant Superintendency of Elementary Curriculum. Her first Superintendency was at Mundelein High School, followed by her current appointment at Highland Park/Deerfield High School.

Dr. Hanson reports that her personal interests are highly involved with her voracious reading that has spanned her lifetime. She further reports that her children currently aged 26, 23 and 18 are a primary focus in her life.

Dr. Hanson's basic philosophy of life is "life is being on a learning continuum." She elaborates by her clear definition of the need to know one's learning style and to be aware of its impact on, not only your life, but in this case on the necessary leadership approach. Dr. Hanson would like to be remembered "as someone who made a difference."
ROGER K. MILLER

Roger Miller was born in Macomb, Illinois on September 5, 1944, to Kenneth and Barbara Miller, the oldest of two siblings. Dr. Miller's father enjoyed a 43-year career in education, predominately as a high school Principal and Superintendent. His mother spent her time as a homemaker devoted to her family. Roger Miller graduated from Northwestern High School followed by earning his Bachelor's degree at Western Illinois University, and a Masters in computer science from Bradley University, and, finally, his Ed. D. from Northern Illinois University.

His major career path highlights include: teacher of math in Peoria public schools, followed by a move to Glenbard West High School were he was employed as a computer science teacher. His next educational appointments included Student Activities Director, Assistant Principal, Principal, and, finally, Superintendent of Hinsdale Township High School District 86.

Dr. Miller reports his personal interest to include the symphony, and any of the several cultural events offered by the City, including theater and opera. He also is an avid golfer and very interested in sports and travel. Finally, he finds himself engaged in reading at almost every opportunity as a life-long interest. He further comments that he greatly enjoys his Superintendency and would consider his professional life a part of his personal interest as well.

When asked about his basic philosophy of life, Dr. Miller indicated that his life and his work are very intertwined. The balance is important and becomes the professional test. Although he admits that his life tilts more toward professional time
involvement then time for personal activities, he indicates he is entirely aware of the need to balance one’s life in order to successfully contribute in all professional and personal areas.
LAURA F. MURRAY

Laura Murray was born in Columbus, Ohio on September 29, 1950, to Mr. & Mrs. Fosdick. She is the oldest of two siblings, and although her family moved, spending a time in California, predominately she was raised in the Glen Ellyn area, following her early years in Columbus, Ohio. Laura's father worked at Argonne Laboratories and her mother was a devoted homemaker.

Laura Murray graduated from Glenbard West High School, followed by the earning her Bachelors degree at Purdue University, Masters at Northern Illinois University, and, finally, her Ph.D. at Loyola University. Dr. Murray's major career highlights include initial educational work as a math teacher for four years, followed by her appointment as Guidance Counselor to Glenbard South. Laura was next appointed as the Dean of Students at Glenbard South and then moved to Hinsdale Central High School where she served as Director of Guidance and Assistant Principal. Homewood-Flossmoor High School next appointed Dr. Murray as their high school Principal and, in a short time, she was named Superintendent. She continues as Superintendent at Homewood-Flossmoor at the current time. Laura's interests include tennis, running and a high interest in reading.

When Dr. Murray discussed her philosophy of life, she talked about her belief that life often pulls you in the direction that you are expected to go, and that if you continue to know who you are and meet the challenges, life events will be placed before you. She indicates that she has always been involved in the "helping" professions and activities in her life, and suspects that will continue. She discussed
her early interest and desire to be in a career of medicine and how that turned to education.

"I would like to be remembered as somebody who cared, somebody who tried to do the very best she could and somebody who gave it their all, 100 per cent."
DONALD OFFERMANN

Donald Offermann was born in Red Bud, Illinois on April 29, 1937, the second oldest of six children. His father was Reverend Theodore Offermann, a minister, and his mother, Viola, was a homemaker.

Donald Offermann graduated from Lockwood High School in Lockwood, Missouri in 1954, and continued at Concordia where he completed his Bachelor's in education in 1958. Donald studied English at the University of Chicago and at Loyola, and in 1965 earned his A.M. degree from Loyola. Further studies at DePaul in 1981 resulted in the earning of the administrative certificate and, in 1990, Dr. Offermann completed his Ph.D. at Loyola University.

Dr. Offermann’s career highlights included six years of teaching humanities at Luther North, becoming the Head of the English department after two years. The next move was to Oak Park and River Forest High School in 1964, where he taught English and was appointed the Assistant Head of the English department in 1972, followed by appointment as Head of the English department in 1980. Continuing at Oak Park and River Forest High School, in 1982 Dr. Offermann was appointed the Associate Principal for Instruction, the Assistant Superintendent for Instruction, the Associate Superintendent, and, ultimately, the Superintendent at Oak Park and River Forest High School.

Dr. Offermann’s interests include anything athletic, but specifically running and tennis. He is very interested in classical music and plays the piano. Dr. Offermann
also reports that he derives great pleasure from his Superintendency and spends a
great deal of his personal time completing his professional responsibilities.

When questioned regarding his basic philosophy of life, Dr. Offermann
indicated that he wanted to live and experience things. He cited as most important
that his family remember him as someone they liked. He continued by stating that
he did not want to conclude his life without having lived and experienced sufficient
events that would impact the future of society in a positive direction. He spoke of
the desire for a legacy.

"First of all, I want to be remembered as a good human being who loved his
family, loved life and learning, and lived a life that could serves as an exemplum to
others. As a Superintendent of Oak Park and River Forest High School from 1992
to 1997, I would like to be remembered for leadership in helping to restore the
confidence of the villages and the academic excellence of the school, and who held
the needs of the students foremost in the many changes that the school went through
in its movement toward the twenty-first century."
ROBERT MIDDLEMAS

Robert Middlemas was born in Portland, Oregon on December 26, 1956. A middle child, Robert had one brother seven years old and one younger sister. His parents, William and Irene Middlemas, were engaged in work in the family retail men's store and as a homemaker respectively.

Robert attended Portland High School followed by two years at Portland Community College. At age sixteen, he began work at the family's men store and later became employed at the Nordstrom store in Portland. At the age of only thirty-seven, Mr. Middlemas has a career that expands nearly twenty years with the Nordstrom store. He began by selling on the floor for two years, and quickly became a Department Head, a Buyer, a Store Manager, a Regional Manager, a General Manager, and ultimately Vice President and General Manager of the Midwest region in 1993. Mr. Middlemas opened the first Nordstrom store in the Midwest at Oak Brook in 1991. Currently, six Midwest stores are now open, with a plan for ultimately fourteen.

His personal interests include golf and just spending time at home. Time at home and with his family are more important personal interests than a structured vacation, since downtime is fairly uncommon in his business. Mr. Middlemas has a deep understanding of his Nordstrom business due to his long-term relationship with the company, through his experience at numerous levels within the retail structure. As a result, he is an avid believer in the company philosophy that, in its simplest sense, is bottom-up. The unique features of the Nordstrom family business are the
absence of a CEO with a company run by a committee. Two co-chairmen serve as the so-called top management, although Nordstrom prides itself on involvement at all levels in the operation of the company. MBA's are uncommon if not nonexistent, and young people are sought at a very early age to join the company and become a long-term member of the Nordstrom family.

Robert Middlemas reports his philosophy of life to include the "do-unto-others" approach. He elaborates by communicating this means to him "give and take." He believes that fairness in decision-making is essential, and that too many takers and not enough givers are the problem with society today.

"I would like to be remembered as a person who always dealt with people fairly and honestly, always had tremendous respect for everyone I came into contact with regardless of what they did or what education they had, and was always leading by example."
MICHAEL R. QUINLAN

Michael Quinlan was born in Chicago on December 9, 1944, to Robert and Janith Quinlan. Michael is the oldest of four siblings, including one brother and two sisters. His father was a sales manufacturing representative and his mother was a part-time sales clerk.

Michael Quinlan attended grade schools in Chicago and graduated from Fenwick High School. His Bachelor's degree was from Loyola, as was his MBA.

At age eighteen, Michael Quinlan began working at McDonald's while still in college. For the first two and one-half years he served in a variety of assignments including mail clerk, stock clerk, accounting assistant, etc. In 1973, he was appointed CEO and Regional Manager. In 1976, he returned to the home office taking a place on the top management team. By 1979, Michael Quinlan was a member of the McDonald's board of directors for the United States of America and in 1982 he was named the President and Chief Operating Officer for McDonald's. Finally, in 1990, Mr. Quinlan was named the Chairman of the Board and CEO of McDonald's. He reports that his personal interests include a sense of accomplishment of watching the company grow.

Mr. Quinlan's philosophy of life includes his belief in humility, the necessity of being a straight-shooter, the necessity of having no hidden agenda and no games. He cites as most important high standards and ethical conduct, and concludes by saying that interpersonal relations and sensitivity to the humanistic side of individuals is critical. Mr. Quinlan indicates that he serves as CEO, not for financial gain, but for the desire to build a better corporation.
RICHARD RIESER

Richard Rieser was born in New York on April 7, 1943, to Richard and Eleanor Rieser. He is the oldest of two siblings, having one sister four years younger. His father ran a very successful family women’s specialty store and his mother was a homemaker.

Richard attended public schools through the fourth grade and then attended private school from fifth grade through the high school. He earned his Bachelor’s degree from Brown University in Providence, Rhode Island, and then continued in law school at the University of Chicago.

His career began as a practicing Attorney for the first two years focusing on banking law. Highlights of his career include appointment to Assistant Vice President of Amalgamated Bank in 1970, rising to senior vice president by 1974. Richard then became President of The Heritage Bank of Addison and, finally, assumed his current position as President of the Oak Brook Bank in 1976.

His personal interests include reading, exercising, enjoying his three children and the time that he devotes to the Presidency of his village. He notes, however, that his principal hobby involves his deep enjoyment of his work.

Mr. Rieser philosophically is a skeptic. He believes that his continual awareness of his skeptical questioning has allowed him to balance the down-side and the up-side when making significant decisions.
GOVERNOR JAMES R. THOMPSON

James Thompson was born in Chicago in Garfield Park on May 8, 1936, to Dr. James Robert and Agnes Thompson. He is the oldest of four siblings, having one brother four years younger, one brother 15 years younger and one sister 16 years younger. His father was a physician and his mother was a homemaker. His parents moved to the city and represented the first generation of his family to leave the rural farming community of DeKalb.

James Thompson attended public grade schools followed by private high school at North Park Academy. His next educational accomplishment was at Washington University, followed by Northwestern Law School where he graduated in 1959.

Major career highlights for Governor Thompson include the teaching of criminal law at Northwestern University as his first professional employment, followed by his appointment to Assistant State's Attorney in 1964 and the Assistant Attorney General position in 1969. In 1971, Governor Thompson was appointed U.S. Attorney and left in 1975 to spend a short year at Winston & Strawn, as he campaigned for the Governorship. In 1976, he was elected Governor where he remained until he returned to Winston & Strawn in January, 1991. Governor Thompson is currently the CEO of Winston & Strawn Law Firm in Chicago, Illinois.

Governor Thompson's personal interests include law, antiques, art, history, and travel. He is intensely interested in civic obligations and is heavily involved in the Museum of Contemporary Art, the Lyric Opera, and the Chicago Historical Society. It should further be noted that, as a portion of his professional responsibilities, he
also has an intense personal interest in corporate boards. Governor Thompson currently serves on seven boards representing a diverse cross-section of corporate interests.

Governor Thompson reports his basic philosophy of life to include the opportunity to impact the life of others, and indicates that this motivates him the most. Building new programs and new structures in the most optimistic of approaches, he feels, will ultimately benefit society, and will, therefore, offer the most good to the overall quality of life.
TERRY VANDERAA

Terry VanDerAa was born in Harvey, Illinois on January 16, 1946, to Michael and Kate VanDerAa. He is the last of three children, having two older siblings. His father ran a small family business, a service station and a school bus company, in which his father was heavily involved. Mr. VanDerAa attended Iliana High School, and continued his education at Calvin College, a Dutch reformed college in Michigan. Following his years in college and military service, he joined the family business. In later years, he attended three summers of management programs at Harvard Business School.

His career includes his continual involvement in the family company following his years at Calvin College. He has built the family company in that time to six thousand employees in 22 states and Holland, with future expansion plans into Europe and China. He serves as the President and CEO of Vancom Corporation based in Oak Brook, Illinois.

His personal interests include golfing, snow-skiing, and, most importantly, the reading of any business publication he can get his hands on.

He reports that his basic philosophy about life stems from his upbringing and is due to his deep belief in God, which is reflected in the company's mission statement. He attributes his values and his leadership approach to this early shaping and continual influence in his life.

When asked how he would like to be remembered, Mr. VanDerAa stated, "I would like to be remembered by others as one who allowed others to lead, who
passed on the baton, and who allowed others to take the spotlight. The more I learn to do that, the more I enjoy that. That is the epitome of leadership."
APPENDIX C

TABLES OF CHARTED DATA
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1995
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| Bangser | Social Studies  
Teacher Assist.  
Varsity Football  
New Trier  
1971-76 |
|--------|------------------------------------------------|
|        | Assist.  
Principal  
New Trier  
1976 |
|        | Principal  
Lake Forest  
1979 |
|        | Sup't.  
Pelham,  
New York  
1983 |
|        | Sup't.  
St. Charles  
1987 |
|        | Sup't.  
New Trier  
1990-1995 |
|        | Teacher of  
Elementary,  
Jr. High,  
High Art |
|        | Principal  
Elementary/  
High School  
Streamwood  
High School |
|        | Assist Sup't.  
Elementary/  
Curriculum  
St. Charles,  
Illinois |
|        | Sup't.  
Mundelein  
High School |
|        | Sup't.  
Highland Park-  
Deerfield High  
School  
1994-95 |
|        | Teacher  
Elementary/  
High School |
|        | Math Teacher  
West Chicago  
High School  
1970-1971 |
|        | Math Teacher  
Glenbard West  
High School  
1971-1980 |
|        | Computer Science  
Teacher  
Glenbard West  
High School  
1971-1980 |
|        | Admin. Ass't.  
Student Activities  
Director  
Glenbard West  
1980-1984 |
|        | Assist. Principal  
Hinsdale High  
1983-1994 |
|        | Principal  
Hinsdale High  
1994-1995 |
|        | Superintendant  
Hinsdale High  
1994-1995 |
|        | Guidance Counselor  
Glenbard South  
1976 |
|        | Dean of Students  
Glenbard South |
|        | Dir. of Guidance  
Hinsdale High  
School |
|        | Assist. Principal  
Hinsdale High  
School |
|        | Principal  
Homewood-  
Flossmoor  
High School  
1994-1995 |
|        | Superintendent  
Homewood-  
Flossmoor  
High School  
1994-1995 |
|        | Teacher -  
Humanities  
Dept. Head  
Luther North  
1959-64 |
|        | Teacher 1964/72  
Assist.  
Head - English  
OPRFHS  
1972-80 |
|        | Head-English  
OPRFHS  
1980-82 |
|        | Associate Principal  
for Instruction  
1982 |
|        | Assistant Sup't. for  
Instruction  
1987 |
|        | Assistant  
Sup't.  
1989 |
|        | Superintendent  
OPRFHS  
1991-1995 |
|        | Nordstrom  
Sales  
Dept. Buyer  
Buyer  
Store Manager  
Regional Manager  
General Manager |
|        | Nordstrom  
open 1st Midwest store  
Oak Brook  
1991 |
|        | Vice President  
& General  
Manager -  
Midwest  
Nordstrom  
1993-1995 |

1995
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</tr>
<tr>
<td></td>
<td>President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Amalgamated Bank</td>
<td></td>
</tr>
<tr>
<td></td>
<td>President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Addison Bank</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1974-present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CEO</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oak Brook Bank</td>
<td>1976-1995</td>
</tr>
<tr>
<td>Thompson</td>
<td>Northwestern</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Taught Criminal Law</td>
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</tr>
<tr>
<td></td>
<td>U.S. Attorney</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1971-1975</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Winston &amp; Strawn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attorney</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1975-76</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Governor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Illinois</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1976-1990</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CEO</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Winston &amp; Strawn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1990-95</td>
<td></td>
</tr>
<tr>
<td>VanDerAa</td>
<td>Vancom Corporation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Family Business Manager</td>
<td>1968</td>
</tr>
<tr>
<td></td>
<td>President &amp; CEO</td>
<td>1995</td>
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1995
### Secondary School Superintendents

<table>
<thead>
<tr>
<th>Secondary School Superintendents</th>
<th>Event</th>
<th>Year</th>
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<tbody>
<tr>
<td>Bangser</td>
<td>There have been several--New Trier Superintendency</td>
<td>1990</td>
</tr>
<tr>
<td>Hanson</td>
<td>Appointment to high school principalship.</td>
<td>1984</td>
</tr>
<tr>
<td>Miller</td>
<td>Meeting leadership mentor.</td>
<td>1981</td>
</tr>
<tr>
<td>Murray</td>
<td>High school principalship.</td>
<td>1992</td>
</tr>
<tr>
<td>Offermann</td>
<td>Receipt of John Hay Fellowship Award on Humanities Award</td>
<td>1973</td>
</tr>
</tbody>
</table>

### CEOs

<table>
<thead>
<tr>
<th>CEOs</th>
<th>Event</th>
<th>Year</th>
</tr>
</thead>
</table>
| Middlemas | Pioneer in midwest market.  
Nordstrom, Vice President and General Manager | 1991  
1993  |
| Quinlan  | Appointment to largest region - McDonald's  
Appointment as CEO/Chairman of Board - McDonald's | 1973  
1990  |
| Rieser   | Evolutionary - threshold event - first presidency/Addison Bank |      |
| Thompson | Elected Governor first time.                               | 1976  |
| VanDerAa | Management Program Harvard Business School                 | 1991-1993 |
BIBLIOGRAPHY


Meibaum, Andrew J. *The Antecedents and Consequences of Transformational Leadership*. The Louisiana State University, 1993.


VITA

Suzanne Beane Casey is the daughter of Russell Forest Beane and Jeannette (Hange) Beane. She was born on March 28, 1948, in Morris, Illinois.

She graduated from the eighth grade at Plattville Elementary School, Plattville, Illinois, in 1962, receiving the American Legion Award for academic excellence. High School graduation from Minooka High School, Minooka, Illinois, 1966, was marked by receipt of the Lions Club Award for academic performance.

Suzanne completed a Bachelor of Science degree from Eastern Illinois University in 1970, majoring in Speech Pathology; completed 54 semester hours of graduate school pathology work at Governors' State University in 1979; and completed a Master of Science in Educational Administration degree from Illinois State University in 1981.

Professional work has included twenty-four years of public education work, with fourteen years in the Joliet Public School System as a Speech and Language Pathologist and as the Coordinator of Speech and Language Services; Communication Disorders Coordinator for the Regional Educational Special Education Association; Executive Director of the Federation of Districts for Special Education cooperative; and Assistant Superintendent for Special Education at Oak Park and River Forest High School. Other professional work included private speech
pathology practice with ENT Surgical Associates and as Suzanne Casey Speech Pathology Services.

The author has served as President of the Illinois Speech, Language and Hearing Association, a state organization of more than two thousand speech pathology and audiology professionals; has worked extensively on legislative issues both in the aforementioned organization and as an Action Board member of the Illinois Administrators of Special Education for the past ten years; and has served as a member of the Council of State Association Presidents of The American Speech-Language-Hearing Association. Holding the certificate of Clinical Competence from the American Speech-Language-Hearing Association, the author has supervised several student applicants on their clinical fellowship year in speech/language pathology. Work has been completed in public schools, hospitals, clinics and mental health centers, as both a professional in speech pathology and in administration. National presentations were provided by the author through the American Speech-Language-Hearing Association.

The author currently resides in Minooka, Illinois, is an Assistant Superintendent at Oak Park and River Forest High School and is married to Thomas J. Casey.
DISSERTATION APPROVAL SHEET

The dissertation submitted by Suzanne Beane Casey has been read and approved by the following committee:

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Educational Leadership and Policy Studies  
Loyola University - Chicago

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Associate Professor  
Educational Leadership and Policy Studies  
Loyola University - Chicago

Dr. M. P. Heller  
Professor  
Educational Leadership and Policy Studies  
Loyola University - Chicago

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the committee with reference to content and form.

The dissertation is, therefore, accepted in partial fulfillment of the requirements of for the degree of Doctor of Philosophy.

Date: November 30, 1995  
Director's Signature: [Signature]