ABSTRACT
        This paper describes some important aspects of the
first two years of operation of the Educational Management
Development Center (EMDEC). EMDEC was created in 1974 through a joint
effort of the Carnegie-Mellon School of Urban and Public Affairs, the
Kettering Foundation, and the Allegheny County Intermediate Unit in
an attempt to extend the management capabilities of school
administrators. Separate sections of the paper describe the
organizational structure and objectives of EMDEC, EMDEC's activities
during its first year of operation, the activities planned by EMDEC
for its second year of operation, and suggested approaches for
evaluating the impact of EMDEC's activities. Included in the
discussion of organizational objectives is a description of a survey
of school administrators conducted by EMDEC shortly after its
formation. Significant findings about administrators' attitudes
toward administrator preparation programs and school system
priorities are summarized in two data tables. In addition, the
complete survey questionnaire is included in the appendix. (JG)

Management Improvement Strategies in a

Multi-School Organization"

by

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1. Introduction

The Educational Management Development Center (EMDEC) was created
in order to further extend the management capabilities of school administra-
tors. The waning '60's and the emerging '70's confronted education with
severe resource allocation problems. Bond issues were defeated; budgets were
revised downward; some new programs emerged·such as busing programs (with,
associated costs) as a result of court ordered integration; different and
competing groups were demanding an array of services for children from poor
families and the integration of handicapped children into the regular class-
room. Yet the dollars available, as cited earlier, were steady or in some
cases decreasing.

Educational administrators have tried desperately to cope with
these situations. Some data from the Allegheny County schools suggest no
less than two seminars or workshops on management or administration for an
average of 10 days were not uncommon attendance figures for administrators
in a year. An even stronger measure of this search, although not quantifiable,
is the participation in the planning and development of the previously untested
educational management development center concept. However, these activities
do not seem to have been adequate to cope effectively with the resources

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.allocation problems. We believe that the problem doggedly persists because

allocation of resources in today's educational market requires an analytical[1]

and evaluative capability with a strong methodological foundation while

educational administrators were trained substantively (that is they were

educated to be instructional leaders rather than educational managers).

It is the gap between school administrator training and educational

management role requirements, then, that creates the opportunity for

cooperation between school systems and management schools such as those at

Carnegie-Mellon. It was this opportunity that led Carnegie-Mellon's School

of Urban and Public Affairs to accept this challenge and to join with the

Kettering Foundation and the Allegheny County Intermediate Unit to forge the

Educational Management Development Center at Carnegie-Mellon University. This

report describes some important aspects of the first two years of this jointure.

2. EMDEC at Carnegie-Mellon

2.1. The Policy Board

Superintendent involvement in EMDEC was the first policy issue

addressed during the three month planning cycle, June - August 1974. If

management implementation as opposed to problem identification and resolu-

tion was to be the preferred outcome, then the need for their involvement

was clear. The policy board, comprised of the fifteen participating districts,

was the first instrument established.

Table 1 shows district attendance at planning meetings, first year

program events, and policy board meetings. There is a strong correlation

between districts who actively participated in the Center and those subsequently

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1 Refers to optimization problems subject to political constraints rather
than other types of methodologies.

Table I

School District Participation in EMDEC

District	Planning Meeting Attendance (6/73-8/73)	First Year Program Attendance (12/73-4/74)	Policy Board Attendance (9/73-6/74)	Joined EMDEC for 1974-75
1	2	11	4	x
2	0	8	0	
3	2	14	2	x
4	3	1	1	
5	1	3	2	
6	3	19	3	x
7	2	5	1	
8	2	17	1	
9	3	6	1	
10	2	7	3	x
11	3	18	4	x
12	1	14	0	
13	1	0	1	
14	0	17	3	
15	0	0	0	

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paying $2,000 to join EMDEC for 1974-75.

The Board's primary responsibility was to set overall policy and strategy as well as approve all programs and projects and to serve as recruitment contacts representing the Center to non-participating districts. One of the first activities of the board was to approve a data base project and then it dealt with broad strategies as well as areas of activities. These issues are taken up next.

2.1.1. The Data Base Effort

Initially, the Center staff developed a data base in order to pin-point potential problem areas and to provide a subsequent basis for assessing EMDEC's impact. General information was collected for all 46 school districts in Allegheny County. Data was compiled for each school district on expenditures and revenues, enrollment, number of professional staff, com-munity population, racial composition, average adult education level and mean family income. A more extensive data gathering effort was designed for the 244 administrators involved in the Center's 15 school district pilot. Over ninety percent of the sample (which included the entire administrative staff of the participating districts) responded to the questionnaire developing the more extensive profile on school districts.[2]

The data collected through this survey includes information on the professional background of school administrators, the functional areas they engage in, their attitudes about job satisfaction and management, and their interaction patterns. Some of the findings of this survey as they relate to school system management were:

-- More administrators have spent their entire professional careers in educational systems. Of the 215 administrators responding to a question about their

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[2] See the Appendix I for the survey.

career paths, only 28 people reported holding non-educational positions and their average length of stay in these positions was 4.2 years.[3] Moreover, of the 28, fourteen had this experience prior to entering their educational careers.

-- Administrators felt that management experience was more important as preparation for school administration than education courses but less important than classroom teaching experience.

Table 2

Attitudes About Career Preparation

	Responses (%)					
Question	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	# of Respond.
Classroom teaching is a prerequisite for success as a school administrator	54.5	33.0	4.2	7.9	0.5	215
Management experience in business or government can be good preparation for school administration	12.1	57.7	20.5	7.0	2.8	215
On-the-job experience is the best preparation for school administration	48.4	41.4	7.9	2.3	0.0	215
The education courses I took prepared me well for school administration	4.7	34.6	27.6	24.8	8.4	214

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3 Fourteen of these people had their non-educational experience before entering educational careers. Only thirteen of these people had non-educational experience which could be classified as management related.

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-- Instructional and curriculum improvements were ranked as being more
important as school system priorities than developing specific management
strategies and operations.

Table 3

Attitudes About School System Priorities

Variable	Mean Ranking (1 - 9 scale*)
Increasing Public Approval of the School	5.0
Improving Teaching Skills	2.3
Establishing Accountability and Evaluation Systems	4.7
Upgrading the Quality of the Curriculum	2.8
Implementing a Management Information System	6.4
Increasing the Size of the Budget	7.7
Improving Teacher-Student Relationship	3.5
Improving Communications	4.6
Raising Standardized Test Scores	8.0

* 1 denoting highest priority, 9 denoting lowest priority; 214 administrators
responded to this question.

Let us review the implications that can be made from the survey findings.
First, the vast majority of administrators have only received educational
training and experiences which essentially serve as a single referent point
in a multi-referent point environment. Second, a perceptual anomoly exists
where the desired career path of a school administrator begins with class-
room teaching but the education courses taken in the course of this training
are of limited value in preparation for an administrative career. Essentially
educational managers enter their management positions relying solely upon
on-the-job training and experience. Third, more administrators perceive
themselves as instructional and curriculum innovators and leaders rather
than as educational managers. But current and future problems have a clear
management focus such as resource allocation or long range planning.

The same type of career paths observed in school systems is not
unique to education. Engineering firms or engineering departments within
larger organizations often promote engineers to management positions without
requiring management training. The engineer, however, differs in two
respects from the present administrator in public education. First,
engineers come from a quantitative background with emphasis on a systems
viewpoint. This background lends itself readily to the best in existing
management education especially that education which is methodologically focused.
Second, the engineer is more likely to be in an organization where other
managers come from management backgrounds and can offer support to the engineer
making the transition to a management position. As reported previously,
in general, this is clearly not the case for school administrators and their
working environment. However, school administrators must face management
problems which require a different set of skills than those they were trained with.

In summary, today's school administrators have to deal with an increasing number of management, rather than educational (curriculum and instructional) problems. Although current administrators strongly favor the traditional career path beginning with classroom teaching it is not clear that success and experience in instructional settings is appropriate or necessary preparation for a career in educational amangement. It is this dilemma, we believe, that forces administrators to search for alternative training modes. The educational management development center may offer a viable alternative.

2.1.2. Planning Effort Outputs

At the same time the basline survey was being developed, the policy board considered alternative strategies to launch the Center. The board, using a task force arrangement, also engaged in a process to develop high priority areas of concentration. The strategies for initial implementation of the Center are discussed next.

2.1.2.1. Strategies

The following strategies were enumerated for consideration:

(1) Strategy 1A consisted of developing an instructional program with a focus on the transmittal of management information and techniques. This effort could be described as primarily orientation as opposed to Strategy 1B which consisted of developing an instructional program with a focus on the transmittal of management information and techniques with a view toward this material being learned and then applied.

(2) Strategy 2 involved taking a field project approach which would concentrate on problem definition and the solution of specific school district concerns using the latest in management methodology and technology.

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(3) Strategy 3 was to extend the planning period for another year for
school system observation and the identification of educational
management problems amenable to solution through Strategy 2.

The Center staff's primary concern was a strategy which would lead
to school districts remaining with EMDEC on a fee basis in subsequent
years. Table 4 summarizes the benefits and risks of each strategy as
viewed during the planning period.

The staff recommended that the Policy Board adopt Strategy 1A,
the instructional program, for the first year's operations. This recommenda-
tion was made because it offered the most immediate opportunity for
initiating Center programming and it allowed the problem definition planning
process to proceed simultaneously. This decision was also influenced by
the abbreviated planning effort (3 months) during the summer, a particularly
poor period for school administrators who are closing and then opening
schools with a vacation in the interim. The areas of focus for the instruc-
tional program are discussed next.

2.1.2.2. The Problem Areas

During the planning period, EMDEC staff members and the policy board
were working on a small task force to identify the high priority areas
which would be the focus for the instructional program strategy. The
task force agreed upon the following general areas which were recommended
to the policy board:

(1) Resource Allocation;

(2) Managing Change;

(3) Performance Evaluation; and

(4) Long-Range Planning.

Table 4

Summary of Strategies

Strategy	Benefits	Risks
1. Instructional Program	Administrators expressed an interest in learning about management techniques. Both the funding source and participants were interested in action and results rather than continued planning. Planning could continue on field projects if desired.	Although school systems are generally supportive of seminar attendance, and administrators frequently attend such sessions, they have very high expectations for these sessions. The management faculty at Carnegie-Mellon are more noted for their research capabilities. These factors suggest that there is a possibility that the administrators could become "turned off" by the instructional program.
2. Field Projects	Solution of school district problems would be a significant accomplishment creating a sound basis for future problem solving. Some management knowledge impact would occur for administrators working on the project. This approach is clearly in the research mode of the faculty which coincides with the major incentives for them.	The problem definition process involves (a) identifying district-wide problems, (b) finding common problem elements across school districts, and (c) getting agreement on a problem solution method. Because this process requires considerable time and effort there was the chance that any of the participants could have become dissatisfied and left the Center before any outputs were achieved.
3. Extended Planning Period	The extended time would permit more resources to be devoted to the planning effort which should improve the quality of planning and therefore the quality of the initial Center programs.	The same risks exist as for Strategy 2, that is disenchantment before outputs are reached.

These major areas of concentration were adopted by the board. This set the stage for detailed planning of the instructional program.

3. **The First Year**

3.1. **Planning the Instructional Program**

The planning began with the identification of an instructional leader for each seminar series which was to be conducted around each of the four major areas. The leader's major role was to coordinate a diverse research faculty team who would be responsible for carrying out individual sessions on various sub-topics within a major area. The instructional leaders and Center staff met with school administrators to review the topics to be covered and possible approaches, prior to starting each seminar series. This instructional program received support from the School of Urban and Public Affairs at Carnegie-Mellon largely because it offered the opportunity to test the concept of an executive program for educational managers. Appendix II lists the topics of the sessions held in each seminar series.

3.2. **District Reaction to the Instructional Program**

Table 5 shows the number of people attending each seminar.

Table 5

Instructional Program
Seminar Attendance

					Sessions			
Seminar Series	1st	2nd	3rd	4th	5th	6th	7th	8th
Resources Allocation	30	22	21	16	1	2	15	9
Managing Change	22	13	15	6	11			
Performance Evaluation	24	19	13	14	7	14	13	
Long-Range Planning	9	10	x					

x = attendance not recorded

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Conclusions which can be drawn from Table 5 are:

-- Attendance decreased over sessions in each seminar series except Long-Range

Planning which started several months later than the other series.

-- Attendance generally decreased from a given session to the following session.

-- In the Performance Evaluation series, attendance decreased over time until

stabilizing.

The general conclusion from these observations is that the instructional

program had decreasing administrator participation. Although these figures

were influenced by the gasoline crisis and some scheduling problems, they

provide evidence that administrators felt the sessions were not meeting

their expectations and therefore were not having an impact for a signifi-

cant number of administrators. What became clear is that a successful

instructional program would be conducted in local regions within Allegheny

County, would be problem focused, and would involve one to one and a half hour

sessions. (First year sessions were generally two hours long.) These

guidelines for a successful program would apply both to future programs

conducted by EMDEC and the future development of an executive program for

educational managers by the School of Urban and Public Affairs. The mes-

sage about the effectiveness of the First Year program became sharper as

districts were required to join the Center for a fee of $2,000. (The fee

was determined by the policy board.) Participation dropped from 15 districts

to 6 in the present year (five districts continued, one joined).

Since most school districts devote financial resources to developmental,

activities when they are convinced of its value, it can be assumed that the

information transfer strategy through seminars was not convincing. The

fact that some districts had already made a considerable investment of time and effort in the Center (see Table 1) was instrumental in their continued participation.

The six participating districts and the Center's staff began planning for the second year of activities. This second year is discussed next.

4. The Second Year

The year one evaluation results forced a redesign in the Center's program. A decision was made to adopt a problem focus for the second year program (Strategy 2), keeping the broad topical framework described previously. There were two factors guiding this staff recommendation. First, the staff, who had attended the seminars, felt that administrators found limited value in management techniques unless direct experience of their application in educational settings could be cited and discussed. Second, and the most compelling reason, was the staff's understanding that a problem focus would mesh much better with the agenda of the School of Urban and Public Affair's research-oriented faculty and could include project possibilities for courses within the two-year long masters program.

Within the broad topical framework, the EMDEC staff developed a menu of brief project proposals which was presented to the six superintendents of districts in the Center for the second year. Each superintendent then chose a project or projects in which their school district would participate.

4.2. Second Year Projects

The general topics and the specific projects related to these projects follow with a brief description of the projects.

Performance Evaluation:

Performance-based Salary System Utilizing Management by Objectives

This project features the development of individual administrative job objectives and an administrative salary plan which has a performance

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component. The participants will respond to a survey of the system and a review session will be held to plan further development. A report will be issued for this project.

Classification of Measures of Affective Performance

This project will result in the listing of recently designed measures of affective performance, the development of a system for classifying these instruments and the provision of a method for evaluating the usefulness and appropriateness of these tests. This paper has been written.

Resource Allocation:

Program Planning Budgeting Systems

In this project the focus is on the development of common program studies, multi-year budgets, and pilot program evaluations. A paper has been released on this project.

Energy Conservation in Elementary Buildings

The project involves developing a model describing factors affecting energy usage in elementary buildings and suggesting cost-effective policy recommendations to reduce this usage. This effort and the recommendations will be summarized in a report.

Planning:

Personnel Data System

This project is devoted to the creation of a computer-based personnel data file which will permit quick retrieval of information for a variety of reports and special functions. A user manual explaining the system and its operation will be written.

Managing Change:

Citizen and Parent Opinion Surveys

Two school district citizen and parent opinion surveys will be devel-

oped and administered, and the responses will be analyzed. A report
will be issued for this project.

These projects are primarily carried out by the Center staff working
in conjunction with central office school administrators and relevant
School of Urban and Public Affairs faculty members. Although these projects
are a joint effort and should result in information generalizable to other
school districts, because of the involvement of local administrators there
is a high probability for at least local implementation of these efforts.
Several of the projects have involved two or more school districts working
together. A limited number of workshops are planned to provide insight
into the projects for those administrators who are working on other projects.
These sessions can also provide a forum for discussing results or "products"
of the projects which can be used in attracting districts to the Center for
its third year of activities.

Some preliminary reactions to the second year format are the
positive comments about the joint projects, superintendents' participation
in recruiting new districts, all six districts planning to remain with the
Center in its third year, and the willingness of superintendents to partici-
pate in EMDEC's portion of a presentation at the AASA convention this year.
Another school district has also announced that they will join the Center for
1975-76.

5. Overall Evaluation of the Center

EMDEC can be evaluated in two ways by the time it has operated for
four or five years:

(1) How many school districts are involved and what is their financial
    contribution to the Center?

(2) What impact has the Center had on school administrators?

The first question is easily assessed by a simple enumeration of the facts.

Answering the second question will involve readministering the baseline

questionnaire. Changes in responses can be calculated for school districts,

administrative positions, and individuals.[4]

Since other data will also be available about the administrators

and the school systems, some classification should be possible of changes

which were probably caused by EMDEC and changes probably caused by other

factors. For the cases of probable impact resulting from the Center's

programs more intensive investigation can document seminar and workshop

attendance and project participation in order to determine the likelihood

of a causal link. Of course, any implementation of the work carried out

in the projects is an obvious Center impact.

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[4] Stability of the administrators makes this second survey a feasible evalua-
tion means.

EMDEC QUESTIONNAIRE

SECTION A: BACKGROUND

1. Name: (last, first)_____

2. Age:_____ 3. SEX: MALE ☐   FEMALE ☐

4. EDUCATION: (please fill in degrees, majors, institutions, dates)

DEGREE	MAJOR	INSTITUTION	DATE
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

5. MANAGEMENT SKILL COURSES:
    (indicate management and administration courses taken during educational experience
    such as: accounting, personnel, planning, supervision. Please specify credit units.)

COURSE AREA	INSTITUTION	CREDIT
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. SEMINARS AND WORKSHOPS:
    (indicate seminars and workshops on management or administration attended in the past five
    years. Please specify number of days attended)

SEMINAR/WORKSHOP	INSTITUTION OR SPONSOR	NO. DAYS ATTENDED
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

7. PRESENT TITLE OR POSITION:_____

8. NAME OF SCHOOL DISTRICT:_____

9. NAME OF SCHOOL BUILDING: (if applicable):_____

10. AT WHAT AGE WERE YOU EMPLOYED IN YOUR FIRST FULL-TIME EDUCATIONAL POSITION?_____

    DESCRIBE THE POSITION:

                    TITLE:_____

                    LOCATION:_____

Code No._____

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11A. TRACE YOUR CAREER PATTERN IN CHRONOLOGICAL ORDER (using the boxes - i.e. - Joh Pyrs. with the letter codes provided).

A. ELEMENTARY TEACHER	H. COORDINATOR/DIRECTOR/SUPERVISOR
B. SECONDARY TEACHER	I. ASSISTANT SUPERINTENDENT
C. GUIDANCE COUNSELOR	J. ASSOCIATE SUPERINTENDENT
D. ASSISTANT PRINCIPAL	K. SUPERINTENDENT
E. ELEMENTARY PRINCIPAL	L. OTHER (SPECIFY)_____
F. SECONDARY PRINCIPAL	M. NON-EDUCATION POSITION (See 11 B)
G. CONSULTANT	

EXAMPLE: IF YOUR WORKED AS AN ELEMENTARY TEACHER FOR 7 YEARS, AN ASSISTANT PRINCIPAL FOR 2 YEARS, AND ARE NOW IN YOUR 2ND YEAR AS AN ELEMENTARY PRINCIPAL, YOUR PATTERN WOULD BE THE FOLLOWING:

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[A|7]————————►[D|2]————————►[E|2]

[ | ]——►[ | ]——►[ | ]——►[ | ]——►[ | ]——►[ | ]——►[ | ]
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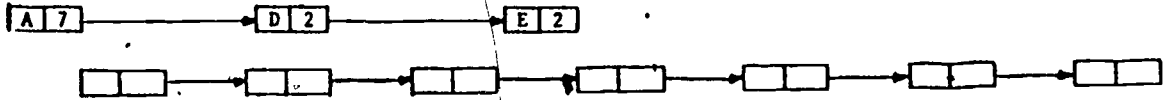
11B. IF YOU USED RESPONSE "M" IN QUESTION 11A, INDICATE ANY NON-EDUCATIONAL EXPERIENCE YOU HAVE HAD SINCE RECEIVING YOUR BACHELOR'S DEGREE: (State position, employer, and length of stay; if there is more than one such job, include most recent position first).

POSITION	EMPLOYER	LENGTH OF STAY
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

12. BRIEFLY DESCRIBE YOUR EDUCATIONAL CAREER OBJECTIVES. (Circle the letter of the position you expect to have 10 years from now).

A. ELEMENTARY TEACHER	H. COORDINATOR/DIRECTOR/SUPERVISOR
B. SECONDARY TEACHER	I. ASSISTANT SUPERINTENDENT
C. GUIDANCE COUNSELOR	J. ASSOCIATE SUPERINTENDENT
D. ASSISTANT PRINCIPAL	K. SUPERINTENDENT
E. ELEMENTARY PRINCIPAL	L. OTHER (SPECIFY)_____
F. SECONDARY PRINCIPAL	M. NON-EDUCATION POSITION (SPECIFY)
G. CONSULTANT	

Code No._____

13. THIS QUESTION DEALS WITH ADMINISTRATIVE FUNCTION. WE ARE INTERESTED IN YOUR ESTIMATES OF THE IMPORTANCE OF EACH FUNCTION TO YOUR OVERALL RESPONSIBILITIES, THE TIME YOU DEVOTE TO IT, THE AMOUNT OF TIME YOU SHOULD DEVOTE TO THAT FUNCTION, AND THE FREQUENCY OF PROBLEMS ARISING IN EACH FUNCTIONAL AREA.

CTIONAL AREA:

	TIME ALLOCATION Ideally, is that amount of time	IMPORTANCE	FREQUENCY OF PROBLEMS
	% time spent / too much....little	high........low	high........l

CURRICULUM & INSTRUCTION
Coordinating Departments
Evaluating Courses & Programs
Exceptional Pupil Programs
Extracurricular Programs
Purchasing Text & Equipment
Scheduling Teachers, Pupils & Space

FINANCE & BUSINESS AFFAIRS
Accounting & Auditing
Budget Preparation & Control
Financial Reports to Board
Purchasing & Distribution

GENERAL FUNCTIONS
Administering Federal Programs
Board Meetings
Cafeteria & Lunch Arrangements
Committee Work
Record Keeping & Reporting
Transportation Planning

PHYSICAL FACILITIES & MAINTENANCE
Custodian Supervision
New Building Programs
Old Building Alterations
Outside use of School Facilities
Responsibility for Equip. & Supplies
Responsibility for Physical Plant

PUBLIC RELATIONS
Parental Cooperation
Parent-teacher Relationships
Reports to Community & Parents
School Census

PUPIL PERSONNEL
Absence/Tardiness
Activism
Attendance at School Functions
Discipline
Drinking/Smoking
Drug Abuse
Guidance
Promotion & Graduation

PROFESSIONAL STAFF PERSONNEL
Assigns & Directs Teachers
Directs Health Service
Directs Staff Records
Employs Substitutes
Negotiations
Observes & Evaluates Teachers
Plans & Directs In-Service Training
Proposes Salary Schedule
Recruitment

OTHER PERSONNEL
Recommends Discharge of Employees
Regulates Absence/Sick Leave
Screens, Interviews & Selects Personnel
Supervises Non-Professional Staff

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Code No._____

EMDEC QUESTIONNAIRE

SECTION B: ATTITUDES

FOLLOWING IS A LIST OF SEVERAL CHARACTERISTICS OR QUALITIES CONNECTED WITH YOUR OWN POSITION. FOR EACH SUCH CHARACTER-
ISTIC, YOU WILL BE ASKED TO GIVE THREE RATINGS.

A) HOW IMPORTANT IS THIS POSITION CHARACTERISTIC TO YOU?

B) HOW MUCH OF THE CHARACTERISTIC IS THERE NOW CONNECTED WITH YOUR POSITION?

C) HOW MUCH OF THE CHARACTERISTIC DO YOU THINK SHOULD BE CONNECTED WITH YOUR POSITION?

EACH RATING WILL BE ON A SEVEN-POINT SCALE, WHICH WILL LOOK LIKE THIS:

(MINIMUM)   1   2   3   4   5   6   7   (MAXIMUM)

YOU ARE TO CIRCLE THE NUMBER ON THE SCALE THAT REPRESENTS THE AMOUNT OF THE CHARACTERISTIC BEING RATED. LOW NUMBERS
REPRESENT LOW OR MINIMUM AMOUNTS, AND HIGH NUMBERS REPRESENT HIGH OR MAXIMUM AMOUNTS. IF YOU THINK THERE IS "VERY
LITTLE" OR "NONE" OF THE CHARACTERISTIC PRESENTLY ASSOCIATED WITH THE POSITION, YOU WOULD CIRCLE NUMERAL 1. IF YOU
THINK THERE IS A "GREAT DEAL BUT NOT A MAXIMUM AMOUNT," YOU WOULD CIRCLE NUMERAL 6. FOR EACH SCALE, CIRCLE ONLY ONE
NUMBER. PLEASE MARK ALL SCALES.

A. THE FEELING OF SELF-ESTEEM A PERSON GETS FROM BEING IN MY POSITION:

    A) HOW IMPORTANT IS THIS TO ME?   (MIN)   1   2   3   4   5   6   7   (MAX)

    B) HOW MUCH IS THERE NOW?   1   2   3   4   5   6   7

    C) HOW MUCH SHOULD THERE BE?   1   2   3   4   5   6   7

B. THE AUTHORITY CONNECTED WITH MY ADMINISTRATIVE POSITION:

    A) HOW IMPORTANT IS THIS TO ME?   (MIN)   1   2   3   4   5   6   7   (MAX)

    B) HOW MUCH IS THERE NOW?   1   2   3   4   5   6   7

    C) HOW MUCH SHOULD THERE BE?   1   2   3   4   5   6   7

C. THE OPPORTUNITY FOR PERSONAL GROWTH AND DEVELOPMENT IN MY ADMINISTRATIVE POSITION:

    A) HOW IMPORTANT IS THIS TO ME?   (MIN)   1   2   3   4   5   6   7   (MAX)

    B) HOW MUCH IS THERE NOW?   1   2   3   4   5   6   7

    C) HOW MUCH SHOULD THERE BE?   1   2   3   4   5   6   7

D. THE PRESTIGE OF MY ADMINISTRATIVE POSITION INSIDE THE SCHOOL SYSTEM (THAT IS, THE REGARD RECEIVED FROM
OTHERS IN THE SCHOOL SYSTEM):

    A) HOW IMPORTANT IS THIS TO ME?   (MIN)   1   2   3   4   5   6   7   (MAX)

    B) HOW MUCH IS THERE NOW?   1   2   3   4   5   6   7

    C) HOW MUCH SHOULD THERE BE?   1   2   3   4   5   6   7

E. THE OPPORTUNITY FOR INDEPENDENT THOUGHT AND ACTION IN MY ADMINISTRATIVE POSITION:

    A) HOW IMPORTANT IS THIS TO ME?   (MIN)   1   2   3   4   5   6   7   (MAX)

    B) HOW MUCH IS THERE NOW?   1   2   3   4   5   6   7

    C) HOW MUCH SHOULD THERE BE?   1   2   3   4   5   6   7

F. THE FEELING OF SECURITY IN MY ADMINISTRATIVE POSITION:

    A) HOW IMPORTANT IS THIS TO ME?   (MIN)   1   2   3   4   5   6   7   (MAX)

    B) HOW MUCH IS THERE NOW?   1   2   3   4   5   6   7

    C) HOW MUCH SHOULD THERE BE?   1   2   3   4   5   6   7

G. THE FEELING OF SELF-FULFILLMENT A PERSON GETS FROM BEING IN MY ADMINISTRATIVE POSITION (THAT IS, THE FEELING
OF BEING ABLE TO USE ONE'S OWN UNIQUE CAPABILITIES, REALIZING ONE'S POTENTIALITIES):

    A) HOW IMPORTANT IS THIS TO ME?   (MIN)   1   2   3   4   5   6   7   (MAX)

    B) HOW MUCH IS THERE NOW?   1   2   3   4   5   6   7

    C) HOW MUCH SHOULD THERE BE?   21   2   3   4   5   6   7   Code No._____

4. THE PRESTIGE OF MY ADMINISTRATIVE POSITION OUTSIDE THE SCHOOL SYSTEM (THAT IS, THE REGARD RECEIVED FROM OTHERS NOT IN THE SCHOOL SYSTEM):

    A) HOW IMPORTANT IS THIS TO ME?   (MIN) 1 2 3 4 5 6 7 (MAX)

    B) HOW MUCH IS THERE NOW?   1 2 3 4 5 6 7

    C) HOW MUCH SHOULD THERE BE?   1 2 3 4 5 6 7

I. THE FEELING OF WORTHWHILE ACCOMPLISHMENT IN MY ADMINISTRATIVE POSITION:

    A) HOW IMPORTANT IS THIS TO ME?   (MIN) 1 2 3 4 5 6 7 (MAX)

    B) HOW MUCH IS THERE NOW?   1 2 3 4 5 6 7

    C) HOW MUCH SHOULD THERE BE?   1 2 3 4 5 6 7

J. THE OPPORTUNITY, IN MY ADMINISTRATIVE POSITION, TO GIVE HELP TO MY ASSOCIATES:

    A) HOW IMPORTANT IS THIS TO ME?   (MIN) 1 2 3 4 5 6 7 (MAX)

    B) HOW MUCH IS THERE NOW?   1 2 3 4 5 6 7

    C) HOW MUCH SHOULD THERE BE?   1 2 3 4 5 6 7 (MAX)

K. THE OPPORTUNITY, IN MY ADMINISTRATIVE POSITION, FOR PARTICIPATING IN THE SETTING OF GOALS:

    A) HOW IMPORTANT IS THIS TO ME?   (MIN) 1 2 3 4 5 6 7 (MAX)

    B) HOW MUCH IS THERE NOW?   1 2 3 4 5 6 7

    C) HOW MUCH SHOULD THERE BE?   1 2 3 4 5 6 7

L. THE OPPORTUNITY IN MY ADMINISTRATIVE POSITION, FOR PARTICIPATION IN THE DETERMINATION OF METHODS AND PROCEDURES:

    A) HOW IMPORTANT IS THIS TO ME?   (MIN) 1 2 3 4 5 6 7 (MAX)

    B) HOW MUCH IS THERE NOW?   1 2 3 4 5 6 7

    C) HOW MUCH SHOULD THERE BE?   1 2 3 4 5 6 7

M. THE OPPORTUNITY, IN MY ADMINISTRATIVE POSITION, FOR PARTICIPATION IN THE EVALUATION PROCESS OF THE SCHOOL OR SCHOOL DISTRICT:

    A) HOW IMPORTANT IS THIS TO ME?   (MIN) 1 2 3 4 5 6 7 (MAX)

    B) HOW MUCH IS THERE NOW?   1 2 3 4 5 6 7

    C) HOW MUCH SHOULD THERE BE?   1 2 3 4 5 6 7

N. THE FEELING OF BEING INFORMED IN MY ADMINISTRATIVE POSITION:

    A) HOW IMPORTANT IS THIS TO ME?   (MIN) 1 2 3 4 5 6 7 (MAX)

    B) HOW MUCH IS THERE NOW?   1 2 3 4 5 6 7

    C) HOW MUCH SHOULD THERE BE?   1 2 3 4 5 6 7

O. THE OPPORTUNITY TO DEVELOP CLOSE FRIENDSHIPS IN MY ADMINISTRATIVE POSITION:

    A) HOW IMPORTANT IS THIS TO ME?   (MIN) 1 2 3 4 5 6 7 (MAX)

    B) HOW MUCH IS THERE NOW?   1 2 3 4 5 6 7

    C) HOW MUCH SHOULD THERE BE?   1 2 3 4 5 6 7

P. THE FEELING OF PRESSURE IN MY ADMINISTRATIVE POSITION:

    A) HOW IMPORTANT IS THIS TO ME?   (MIN) 1 2 3 4 5 6 7 (MAX)

    B) HOW MUCH IS THERE NOW?   1 2 3 4 5 6 7

    C) HOW MUCH SHOULD THERE BE?   1 2 3 4 5 6 7

Code No._____

2. Please indicate the extent to which you agree or disagree with the following statements:

	Strongly Agree	Agree	Un-Certain	Dis-Agree	Strongly Disagree
A. Classroom teaching is a prerequisite for success as a school administrator.					
B. Management experience in business or government can be good preparation for school administration.					
C. On-the-job experience is the best preparation for school administration.					
D. The education courses I took prepared me well for school administration.					

3. Imagine that the following list is circulated to all the administrative staff in your system. To help set school system priorities for next year, rank the items from most to least important as goals for the system: (let 1 denote highest priority, 9 lowest)

Rank

A. increasing public approval of the school _____

B. improving teaching skills _____

C. establishing an accountability and evaluation system _____

D. upgrading the quality of the curriculum _____

E. implementing a management information system _____

F. increasing the size of the budget _____

G. improving teacher-student relationship _____

H. improving communications _____

I. raising standardized test scores _____

4. We are interested in some of your general observations concerning the present superintendent of schools. Please indicate how often you feel he exhibits the following kinds of behavior in his role as superintendent.

Always	Often	On Occasion	Seldom	Never	
					He tries out his new ideas with the administrative staff before making decisions.
					He maintains definite standards of performance.
					He lets the administrative staff know what is expected of them.
					He coordinates the work of the administrative staff.
					He is willing to make changes.
					He is friendly and approachable.
					He acts on suggestions made by administrative staff.
					He accepts responsibility regardless of the consequences.

Code No._____

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SECTION C: INTERACTIONS

The last section is one of the most important parts of the questionnaire. We realize that the question is somewhat complicated and demanding; however, we do want to emphasize the importance of these responses to the success of our project. Please give careful consideration to this question and answer to the best of your ability.

We are interested in determining the patterns of interaction of the administrators in this school district. For several functional areas, we want to know both the frequency and type of interactions which transpire.

The functional areas are: (see question 13 for breakdown of functional areas)

Curriculum and Instruction
Finance and Business Affairs
General Functions
Physical Facilities and Maintenance
Public Relations
Pupil Personnel
Professional Staff Personnel
Other Personnel

For each person listed, note the frequency and type of your interactions within each of the functional areas.

The frequency scale for an "average" month, is:

4 - about once a day
3 - about once a week
2 - about once a month
1 - less than once a month

If you have no interactions in a given functional area with a particular person, please leave the space blank.

For a particular functional area in which you have occasional periods of more intensive inter-action, place one of the following symbols next to the frequency scale number (for example, 2 B):

N - negotiations
B - budget preparation
R - recruitment and interviewing
P - purchasing instructional materials
S - scheduling
0 - other

Code No._____

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Interactions with:

_____

Functional areas:

1. Curriculum and Instruction
2. Finance and Business Affairs
3. General Functions
4. Physical Facilities & Maintenance
5. Public Relations
6. Pupil Personnel
7. Professional Staff Personnel
8. Other Personnel

Supervision/ Direction		Information		Problem Solving
You Give	You Receive	You Give	You Receive	

Interactions with:

_____

Functional areas:

1. Curriculum and Instruction
2. Finance and Business Affairs
3. General Functions
4. Physical Facilities and Maintenance
5. Public Relations
6. Pupil Personnel
7. Professional Staff Personnel
8. Other Personnel

Supervision/ Direction		Information		Problem Solving
You Give	You Receive	You Give	You Receive	

Interactions with:

_____

Functional areas:

1. Curriculum and Instruction
2. Finance and Business Affairs
3. General Functions
4. Physical Facilities and Maintenance
5. Public Relations
6. Pupil Personnel
7. Professional Staff Personnel
8. Other Personnel

Supervision/ Direction		Information		Problem Solving
You Give	You Receive	You Give	You Receive	

Instructional Program Sessions

RESOURCE ALLOCATION

DATE	COURSE
Nov. 28	Budgeting I
Dec. 12	Budgeting II
Jan. 9	Budgeting III
Jan. 23	Cost/Benefit Analysis I
Feb. 6	Cost/Benefit Analysis II
Feb. 20	Micro-Economics and Its Applications to Not-For-Profit Organizations
March 6	Linear Programming and Computer Modeling I
March 20	Linear Programming and Computer Modeling II

MANAGING CHANGE

Jan. 22	Managing Change Within the Organization I
Feb. 5	Managing Change Within the Organization II
March 5	Game Theory & Change Strategies I
March 19	Game Theory & Change Strategies II
April 2	Organizational Structure for a Changing Environment

PERFORMANCE EVALUATION

Jan. 24	Basic Issues in Program Evaluation
Feb. 14	Use of Models in Program Planning
Feb. 28	Experimental Design for Program Evaluation
March 14	Survey Methods for Evaluation
March 21	Program Evaluation Cases
March 28	Implementation of Program Evaluation
April 10	Personnel Evaluation I
April 25	Personnel Evaluation II
May 9	Personnel Evaluation III

LONG-RANGE PLANNING

March 26	Management Information Systems
April 9	Computer Usage and Information Systems Design
April 23	Simulation