



COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING

ADMINISTRATIVE INTERNSHIP-SUMMER 2009

Course Information:

The administrative internship is an authentic field assignment associated with several courses. The administrative internship complies with Standard Seven of the ELCC Standards.

Edu 691 is the required course of students who desire to obtain School Building Leader Certification (24 graduate hour program)

Edu 692 is the required course of students who desire to obtain School District Leader Certification (24 graduate hour program) or School District Business Leader Certification (24 graduate hour program)

Edu 693 is the required course of students who desire to obtain School Building Leader and School District Leader Certification (Masters Program 36 graduate hours)

The internship experience for all of the above programs requires six hundred (600) hours of authentic field experience of an intensive nature. In Edu 693 the required authentic field experience hours are divided; three hundred hours to be done at the building level, and three hundred at the district level. These hours are a basic minimum, and should not be considered a goal. The goal should be to gain the best experiences possible. The more time that can be dedicated to such experience the more enriching the experience. If the experience is limited to six hundred hours all the hours must be based upon full time active role. Other wise, the required log should reflect more than six hundred hours and should demonstrate intensive involvement in each of the ELCC Standards areas.

The internship experience must take place in a New York State registered school district under the direct mentorship of a New York State certified administrator. Each student is required to find his/her own placement and mentor. The Supervisor of Educational Leadership will make the specific arrangements only after the student has made the initial contact.

The Supervisor of Educational Leadership will determine the distinction between building hours and district hours based upon individual circumstances and location. However, all logged activities must be done in accordance with the ELCC Standard Seven criteria.

It is the student's responsibility to determine their personal goals and to register for the proper course to achieve those goals.

Students must clearly designate the placements they are considering and the goals they wish to accomplish on their Internship Application form. Students will need to complete and Internship Application form for both the building level experience and the district level experience based upon individual circumstances.

The Internship Application sets the terms of the Internship. Adjustments to the original terms must be agreed by all parties and must be in writing as an amendment to the Internship Application.

Course Completion:

The internship is an authentic learning experience and may take longer than the semester to complete. Students will be allowed three semesters (combination of two regular semesters and a summer semester) to complete the course. Students will receive a grade of "incomplete" until all the course requirements are satisfied. The course is graded on a pass/ fail basis. All work must be done, completed, and turned in three weeks before the end of the third semester in order to be considered for a grade.

Course completion requires that all required mentor evaluation documents have been completed, logs have been initialed, profiles are complete, and the portfolio has been evaluated as satisfactory. The Supervisor of Educational Leadership must meet with the site mentor for a final evaluation session. This final evaluation session must be scheduled and coordinated by the student.

Requirements for completion may change based upon initial enrollment date. Therefore students that start in a summer session may have different requirements for completion than those that started in the fall or spring. Interns should always follow the directions in their specific Internship Guide or check with the Supervisor of Educational Leadership.

Course Seminars:

There will be four (4) mandatory seminars, of two hours each, during each semester of the internship experience. This means that a student could be required to attend up to twelve (12) sessions during the total internship experience. Seminars are designed as a group experience that provides guidance and assistance during the internship. Discussion regarding putting theory in to practice, and personal observations are an essential part of the seminar series.

There may be additional seminars during the semester for designated groups of interns. These will usually be scheduled around when the interns first started their internship.

As part of the Seminar students are required to read and be prepared to discuss to related books. These books will form the basis of a portion of the seminar discussion related to putting theory into practice. The required readings are:

Primal Leadership by Daniel Goleman
The Speed of Trust by Stephen M.R. Covey

These books are both available online.

Logging Hours:

Documentation of the internship authentic experience is mandatory. Logs must follow the required format and document the relationship to each of the six (6) ELCC Standards and related sub-elements. Each individual day's activity must be benchmarked against specific ELCC Standard at either the building or district level. The student must be able to demonstrate that he/she has had a balanced experience that covers all areas of the ELCC Standards. For evaluation purposes the student will be expected to group his/her log "Activities by Standards." The student's site mentor will evaluate the student utilizing the "Activities by Standards" document.

Logging of hours cannot start until the internship application has been accepted and signed by the Supervisor of Educational Leadership and the site mentor. In those circumstances where a student has the opportunity to start an internship prior to official course registration, personal consultation should take place with the Niagara University Supervisor of Educational Leadership to obtain a limited requirement waiver. All understandings and agreements should be in writing and documented in the portfolio. It is the student's responsibility to draft specific Memos of Understandings as may be necessary. The rule that applies here is: "if you have not got it in writing, you have not got it."

Students must submit a copy of their weekly log, via e-mail, to the Niagara University Supervisor of Educational Leadership, no later than Sunday evening each week. (drjamesmills@aol.com). The University Supervisor of Educational Leadership will review the week's progress and provide e-mail feedback to the student as may be appropriate.

The log file should follow the following format:

Smith John Log Week of xx-xx-xxxx

Hours should be logged in fifteen-minute increments rounded up. (IE: .25, .5, .75 1) Logs should reflect the actual time spent. Honesty and accountability are an important part of integrity in administration.

Embedded Log Hours and Project/Exercise Log Hours:

Several of the graduate courses in the Educational Leadership Department have an embedded hours component. That is, the time spent on an embedded course activity may be credited toward the minimum total of six hundred (600) hours required for the internship.

Student should inquire with each course instructor as to whether they are authorized to grant embedded hours. If they are authorized, the student will be provided with an embedded hours authorization form to be included in his or her portfolio. The form will note the number of credited hours and the nature of the learning activity.

Log Reflections:

In addition to submitting the log via e-mail, each weekly log is required to contain a private reflection regarding the week's experience. The primary purpose of the reflection is to articulate in writing what specific learning has taken place. Specifically, what theory has been put into practice? It is suggested that students select a set of leadership principles, and write their reflections in relationship to the principles. This is the opportunity to think about the week and how it relates to the ELCC Standards, which define a successful administrator. All log reflections shared with the Supervisor of Education Leadership are considered confidential and do not have to be included in the hard copy of the portfolio.

The weekly reflection should be sent via e-mail along with the weekly log. The reflection should be in a separate Word document. It should have the following format:

Smith John Reflection week of xx-xx-xxxx

Log Verification:

Students are required to meet with their site mentor at least every one hundred hours to review and discuss progress. The student's log sheets should be signed after each one hundred hours as verification that the discussion took place and that the logged hours are actual.

ELCC Standards:

The University is accredited by NCATE. NCATE is the National Council for Accreditation of Teacher Education and is recognized by the U.S. Department of Education as the accrediting body for colleges and universities that prepare teachers and other professional personnel for work in elementary and secondary schools. NCATE administrative member organizations include AASA, ASCD, NABSE, NAESP and NASSP. The Educational Leadership Constituent Council (ELCC) is composed of four NCATE member organizations, AASA, ASCD, NAESP, and NASSP. The ELCC developed standards for school administrators. They are referred to as the ELCC Standards. The ELCC Standards form the foundation of Niagara University's program in Educational Leadership. Each student's success will be evaluated by the Niagara University Supervisor of Educational Leadership, and the site mentor against the ELCC Standards. It is extremely important that the intern be very familiar with the ELCC Standards, and how they work in practical application.

Students will be expected to write a comprehensive exam at or near the end of their University Program. The comprehensive exam is based upon the ELCC Standards. Relating the daily events of the internship experience to the ELCC Standards will assist the student in the writing of the comprehensive exam. It is important that a student understand and appreciate the interrelationships between the theory of the graduate school classroom, the authentic experience of the internship field experience, and the outcome desired by the ELCC Standards.

GUIDELINES FOR OBSERVATIONS AND REFLECTIONS

As part of your internship, you are asked to observe and reflect. Below are the guidelines regarding observation and reflection. Use these guidelines in your writing.

1. In general, the observations should be longer than the reflections. The observations are descriptions of what is occurring with or to whom, and should be in sufficient detail that a naïve reader can understand them. Give direct quotes if they should seem to be important.
2. In the course of the observation, you may want to make some remarks, or give some opinions, or raise some questions. One approach is to do these as "side notes" in a smaller column next to the observation descriptions. Another approach is to set such remarks off in brackets []. Avoid making remarks within the observation (e.g. "Mr. X made a sexist remark, which is typical of the way he behaves.") If you think such a comment is useful then make it as a reflective statement: i.e. [Statement appears sexist. I wonder if it is perceived as such by others.]
3. The general rule of thumb is to keep yourself out of the observations – only put yourself into the reflections.
4. Reflections (as described in #2 above) often occur while the observation is in process. Such reflections may take the form of questions about what you are seeing. I.e. "Why is she doing this"? How does she make decisions? Is she aware of the other person's positions of feelings?" Other reflections-in-process may be "side notes" that identify key frames or skills. I.e. "a paraphrase; perception check; good behavior description; seems to be operating from a symbolic frame (or political, etc.)."
5. After the observation is over go back to flesh out some of the "side notes" or comments you made. Here you might highlight (underline or use highlighter) those statements, actions or incidents that lead you to the side note. You will need to help the reader understand the idea or thought that prompted your remarks.
6. As a concluding process you might go back over the entire observation and reflective statements and make a summary reflection. Here you will go into greater detail on what you saw in relation to "theory" and/ or you may want to reflect on the theories themselves and raise questions or concerns about their adequacy. Either or both of these are fair game.

In many instances what you have observed will seem mundane to the point you have no reflective comments to make. That is okay too. Do not try to force it. Of course you might also wonder a bit – i.e. "Is this what I have to look forward to? I wonder if this is why some administrators seem so bitter. Could this job be better handled by an aide or secretary? Or, "I wonder if approaching this incident from a political frame might have led to a different result?"

The Portfolio:

Students are required to develop a Portfolio documenting their experience. Within the Portfolio will be verification that the required projects and exercises are completed. The Portfolio must follow the required format.

Students must note which projects and exercises are required based upon the program for which they are enrolled. Requirements for Edu 693 are different from for Edu 691 or Edu 692. Also, requirements may vary depending on the semester of initial enrollment. The requirements for the portfolio are continually changing. Students are expected to prepare their primary Portfolio in hardcopy. However, students are also expected to prepare a digital copy in CD format as well. The digital format should follow the same order as the TABS of the hardcopy. The digital copy should be identical to the hardcopy. Both the hardcopy and the digital copy will be turned in to the Supervisor of Educational Leadership and maintained. Students that want their own copy should make a copy before turning in the final portfolio.

Exemplar Portfolios are available for review. Student's are encouraged to review the exemplars.

The Portfolio should be considered a documentation and verification of experience. Since Niagara University representatives are not directly involved with students in each of their experiences it is important that the student be able to verify to the University that the experience took place.

Projects and Exercises:

Projects include the Technology Project and the Diversity Project. Projects require more in depth work than Exercises.

The Projects are designed to broaden the intern's perspective in technology and diversity, as applied to student learning. The Projects involve both field research and active learning. The projects must demonstrate the interns understanding of how technology can and should be used to enhance student learning and how concepts related to diversity apply to student learning.

Approval of each Project is required in advance from the Supervisor of Educational Leadership. Projects must relate to the specific internship experience and add a direct contribution to learning and instruction at the school or district site. Projects started without approval, may not be approved.

It is extremely important that the Projects align with the ELCC Standards related to Technology and or Diversity as the case may be. The projects are designed to assure that students have direct experience in both of these important ELCC Standards areas. Students should review the ELCC Standards related to both Technology and/or Diversity before making a project application.

A limited number of Project hours may be included in the intern's log. The number will be determined by the Supervisor of Educational Leadership and recorded on the application for approval form. A maximum of thirty hours will be awarded.

The Exercises are specific learning activities that help the intern broaden his or her perspective on selected the topics. Students must follow the specific instructions for each exercise.

TECHNOLOGY PROJECT (Tab 3) (EDU 693 and EDU 691) (Prior approval required)(not required for EDU 692)

The Technology Project must focus on using technology to support instruction. The objective is that the intern understands and appreciates how technology might be used to support instruction.

Examples of possible projects are as follows:

Analysis of student test results on the New York State Standards in your school building.

Making use of the application of technology, align the instructional program as one subject at one grade level to the New York State Standard.

Recommend technology resources for improving instruction.

On the next several pages you will find the approval forms.

NIAGARA UNIVERSITY
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Department of Educational Leadership and Counseling

TECHNOLOGY PROJECT OUTLINE

Candidate Name:

Site:

Project Objective:

Project Outline: (State in very specific terms what you plan to do and how you plan to do it. This section should be clear so that there is no misunderstanding regarding the scope and depth of the project)

Current Status (what is the status of the project now that you are beginning):

Evidence of Achievement (what do you anticipate the project will look like when you are finished):

What proof will you provide of project completion?

State the specific ELCC Standard Elements that are being address with this project.

Hours awarded by Supervisor of Educational Leadership

Initials _____ Date _____

Intern _____ Date _____

Site Mentor _____ Date _____

Niagara University Supervisor _____ Date _____

PROJECT (Tab 4) (EDU 693 AND 692) (prior approval required)
.(not required for 691)

The Diversity Project is designed to expand and develop the student's understanding of diversity within his or her role as an educational leader. The project must focus on Diversity at a district level

Diversity is defined as: differenced among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area.

Examples of possible projects are as follows:

- *preparing and producing a development program related to diversity examining curriculum resources and materials for appropriate representations.
- *examining the equity of human resources and developing a plan of action to establish equity.
- *examining district policy for equity analyzing school and communities diversity and developing recommendations to improve equity.

NIAGARA UNIVERSITY
College of Education
Department of Educational Leadership and Counseling

DIVERSITY PROJECT OUTLINE

Candidate Name:

Site:

Project Objective:

Project Outline: (State in very specific terms what you plan to do and how you plan to do it. This section should be clear so that there is no misunderstanding regarding the scope and depth of the project)

Current Status (what is the status of the project now that you are beginning):

Evidence of Achievement (what do you anticipate the project will look like when you are finished):

What proof will you provide of project completion?

State the specific ELCC Standard Elements that are being address with this project.

Hours awarded by Supervisor: _____

Initials _____ Date _____

Intern Date

Site Mentor Date

Niagara University Date

PORTFOLIO EXERCISES-Part 2: Tab 8

EXERCISES are learning experience associated with school administration at various levels. Students must complete the exercises below according to the directions and their relationship to their particular program.

These Exercises are in addition to, and not part of the minimum six hundred required hours. Students may add a separate log of time in their portfolio, documenting the hours in completing the exercises. This will serve to document the total experience of the internship.

For each Exercise that the student completes the student must also do a **LEARNING LOG** related to the exercise. Students must follow the proper format for the **LEARNING LOG**.

Each Exercise must be properly numbered in the Portfolio. Proof and verification is essential. You may include meeting notes, handouts, and related artifacts to demonstrate that the activity took place as it is being recorded in the Portfolio.

EXERCISE 7

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

CONDUCTING AN EFFECTIVE MEETING ACTIVITY (Edu 693 and Edu 691)(not required for 692)

Directions: This Exercise is designed to provide the opportunity for you to demonstrate your ability to promote mission and vision while conducting an effective meeting. Make arrangements with your site mentor to chair a meeting of staff personnel. Complete each of the questions that follow. Make sure you read the entire section before conducting a meeting. When you write your synthesis and reflection for this Exercise include specific information on how you were able to promote the mission and vision of the school (district) while you chaired the meeting.

Reflect and answer the following questions:

1. How much of your time was spent either conducting or attending meetings during the past week?
2. Recalling those meetings, did they provide productive use of your time? YES /NO
3. What was the average number of attendees at those meetings?

Basic Information:

Meetings: An act or process of coming together; an assembly for a common purpose
Webster's Ninth Collegiate

A meeting enables information to be passed from one person to several persons. The success of the meeting can and will be determined by how effective the meeting leader is at conducting the meeting.

A meeting is only one of many ways to communicate information. List other methods you plan to use to communicate during your internship experience below.

INTERESTING FACTS REGARDING MEETINGS:

The average organization person in the United States spends almost 10,000 hours in meetings during his/her career.

Time spent in meetings by middle and upper management average between 35% and 50% of working time.

Approximately 11 million meetings will be held in the United States on an average day.

Most organizations spend 7% to 15% of their personal budgets on meetings. Below are things that might occur at a meeting:

Clarifying/Informing

- Communicate Information
- Briefing Sessions
- Introducing change; Plans, Decisions, Policies, etc.

Problem Solving

- Identify and Analyze Alternatives
- Identify Possible Solutions
- Develop Action Plans for Implementing Solutions

Decision Making

- To Reach a Decision from Previous Meetings/ Alternatives
- Select the Best Possible Solution to a Problem

Planning/Goal Setting

- Identify and Determine a Course of Action
- Identify Performance Expectations
- Review Implementation Plans

Idea Gathering/ Brainstorming

- Generate a Quantity of Ideas
- No Evaluation Required
- No Specific Action or Decision Required

Below are the three phase of a meeting:

Planning the Meeting

Deciding that a meeting is required
Determining what type of meeting is required
Identify who is required at the meeting
Defining the objective and desired outcome of the meeting
Preparing the meeting agenda
Informing attendees of time, place and agenda

Conducting the Meeting

Inform the attendees regarding the purpose and objective
Review the agenda, previous meeting minutes, and action items
Conduct the meeting

After the Meeting

Review agenda to see if items were covered
Review action items for understanding; plan follow – up
Summarize results and obtain feedback

This assignment assumes that you arranged to chair a meeting and did so. That being the case, answer the following questions related to the meeting that you chaired.:

Planning the Meeting:

Answer the following questions to determine if a meeting is necessary:

1. Why have you called the meeting?
2. What end results are you looking for?
3. What are you trying to accomplish?
4. Could this be handled with a phone call, or one on one?

PLANNING! PLANNING! PLANNING!

Answer the following questions:

1. What is the purpose/goal of the meeting?
2. What should be achieved by the end of the meeting?

MEETING PARTICIPANTS

Answer the following questions:

1. Who needs the information?
2. Who can contribute?
3. Who would you expect to be involved?
4. Who can provide support?
5. Who might resist?

BACKGROUND INFORMATION

Answer the following questions:

1. What information is already known about the situation?
2. What further information is required?
3. Are there any limitations that exist? (Deadlines, resources, etc.)

PARTICIPATION PREPARATION

Answer the following questions:

1. Has information been provided to participants?
2. What should participants prepare before they attend the meeting?

AGENDA PREPARATION

Answer the following questions:

1. Schedule the time, date and meeting location.
2. Determine the time needed for the meeting.
3. Prioritize and allocate time accordingly for each agenda item.

MEETING AGENDA

Fill out the following information:

Meeting called by:

Date:

Starting time:

Ending time:

Please bring:

Purpose of the Meeting:

Agenda items/Person responsible/To be accomplished:

Time allotted:

BEGINNING THE MEETING

1. Did you restate the purpose and desired outcomes of the meeting?
2. Did you focus on the mission and vision of the school (district)?
3. Did you review or create the meeting agenda?
4. Did you define or review the meeting ground rules?

KEEPING THE MEETING MOVING

1. Did your focus discussion on the purpose and desired outcomes?
2. Did you maintain a balanced meeting pace?
3. Did you reach conclusions as you went through the agenda items?
4. Did you summarize and record conclusions and decisions made?

GENERATING ACTION AND CONCLUDING

1. Did you summarize?
2. Did you specify what action needed to be taken?
3. Did you make specific assignments with clear completion dates?
4. Did you make agree on how to monitor progress and evaluate outcomes?
5. Did you conclude and ask for evaluation of the meeting?

ENCOURAGING CONSTRUCTIVE PARTICIPATION

1. Did you specify the type of behavior desired?
2. Did you create a participative climate?
3. Did you draw out contributions from specific individuals?
4. Did you acknowledge and reinforce constructive participation?

MANAGING DIVERSITY

When conflict occurs:

1. Did you define areas of common agreement?
2. Did you clarify points of disagreement & causes? Take steps to resolve them?
3. Did you refocus discussion on the meeting's objectives?

To encourage diversity:

1. Did you solicit diversity of information and views?
2. Did you separate the idea from the person?

Handling disruptive behavior:

1. Did you take steps to minimize the disruptive behavior?
2. Did you refocus the discussion on the original topic?
3. Did you privately discuss the recurring behavior with the person?

AFTER THE MEETING

1. Did you review the agenda to see if all items have been covered?
2. Did you review action items for understanding?
3. Did you plan follow up action?
4. Did you summarize and record results, and obtain feedback?

EXERCISE 8

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

INTERVIEW OF AN ADMINISTRATOR

This Exercise is designed to provide the opportunity learn more about certain dispositions of a school administrator related to acting with integrity, fairly, and in an ethical manner while at the same time coping with the stress of the position.

Direction: Interview a practicing administrator (Superintendent, principals, vice or assistant principals, supervisors, etc.) and make a determination about how each of them deals with frustration: effort – stress, fear, anxiety, "fed – upped ness", defense posture or reaction, either personally or with other staff who experience these emotions. Include pressure of the job, tensions and whatever else may be important to you. At the same time discuss the administrator's ability to act with integrity at all times with all people and how he/she is able to treat all his/her staff members fairly. Ask for details on at least two specific incidents where the administrator was challenged to do what is right (morally and/or ethically), that may not have been well received by staff. Incorporate questions around trust and trust building, and how it plays as a factor in school leadership. Ask how the administrator works to build trust with his/her staff. Also, inquire as to how the administrator works to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Write the details of the interview and the response to your questions in a summary report of the interview. The information below may help in the formulation of your questions.

Definitions:

A. Frustration

1. The blocking of, or interference with, and ongoing goal – directed activity.
2. An affective (emotional) state resulting from being blocked, thwarted, disappointed or defeated.

B. Effort – Stress

Physical, mental and emotional fatigue accompanying effort expended (working too hard, military call it "combat fatigue").

C. Fear (physical, psychological and/or emotional)

1. An emotion of violent agitation or fright in the presence (actual or anticipated) of danger or pain.
2. A reaction to a specific danger.

D. Anxiety

1. The apprehension cued off by threat to some value which the individual holds essential to his existence as a personality.
2. It is usually unspecific, vague or objectless.

E. Fed – Upped ness

The person is tired of handling or working with routine, boring problems. This involves such emotional states as disgust, lethargy, boredom and complacency.

F. Defense Posture

1. An assumed position whereby one uses any psychological instrument by which a personal automatically protects himself or ego again criticism, unpleasantness, shame, anxiety or loss of self – esteem.

G. Integrity

1. Integrity comes from the same Latin root as the words "integrated" and "integer." A person has integrity when there is no gap between intent and behavior....when he or she is whole, seamless, the same inside and out. This may be called congruence-not compliance-that will ultimately create credibility and trust.
2. Integrity also includes humility. A humble leader is more concerned about what is right than about being right, about acting on good ideas than having the ideas, about embracing new truth than defending outdated position, about building the team than exalting self, about recognizing contribution than being recognized for making it. (Covey, S.M.R., The Speed of Trust, Page 64)

H. Trust

"Trust means confidence. The opposite of trust ---distrust—is suspicion. When you trust people, you have confidence in them—in their integrity and in their abilities. When you distrust people, you are suspicious of them—of their integrity, their agenda, their capabilities, or their track record."
(Covey, S.M.R., The Speed of Trust, Page 5)

EXERCISE 9

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

BOARD OF EDUCATION MEETING REVIEW (Edu 693, 691 and 692)

This assignment is to be completed once in each phase of the Internship (EDU 691 and EDU 692: or twice in EDU 693.) One meeting may be done in the student's own school district. However, the second meeting must be in a district in which the student is not associated.

Direction: Provide the following information from the Board meetings.

1. Copy of the agenda.
2. **Your analysis of the meeting** (i.e., key issues, Board member participation, staff participation, community participation). Specifically describe your understanding of the Board of Education's role at this meeting in promoting the success of all students. Also, specifically describe your observation of how the superintendent promoted the success of all students as the case may be. If opportunities existed that were missed, state the details of those opportunities.
3. Describe the atmosphere, climate, and tone of the meeting.
4. The Board of Education is a policy making body. They should not micro-manage the school system. Did the Board work on policy? If applicable, include a copy of the policy with the meeting report.
5. Who was present at the meeting? What roles did people play?
6. What would you like to remember about this meeting? From your point of view, what was the least significant outcome of this meeting?

EXERCISE 10

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

THE FIRST YEAR: INTERVIEW OF AN ADMINISTRATOR (Edu 693 and 691)(not required for 692)

This Exercise is to be completed once in each phase of the Internship (EDU 691 and EDU 692; twice in EDU 693.) This Exercise involves the interviewing of two different administrators. The administrators should be from outside your internship setting. If you are in an urban setting, it should be suburban or rural. If you are in a rural setting it should be urban and suburban, etc. One should be early on in your internship and the second in the later stage.

Directions: Ask the administrator the following questions and **write a summary of the answers**. (You or course may ask many more additional questions)

- A. When did you become an administrator? How did your promotion come about?

- B. How were you accepted by the staff?
- C. What did you do to build trust?
- D. What do you believe to be the most difficult aspects of your first year as an administrator?
- E. Were you overwhelmed with the duties of the job? Were there any other challenged that stood out in your mind?
- F. What is the most difficult today?
- G. What have you learned that has helped you become an effective administrator?
- H. How do you promote a positive culture and climate?
- I. How do you promote the success of all students within the context of day to day operations?
- J. How do you promote a safe, efficient learning environment?
- K. Of the following 11 skills which two do you find are the most important for becoming an effective administrator? Why?
 - 1. Problem analysis
 - 2. Judgment
 - 3. Organizational ability
 - 4. Decisiveness
 - 5. Sensitivity
 - 6. Stress tolerance
 - 7. Oral communication
 - 8. Written communication
 - 9. Range of interests
 - 10. Personal motivation
 - 11. Educational values
- L. If you had to do it all over again would you still go into administration?
- M. Would you want your children to pursue a career in school administration?
- N. What is the best advice you can give to someone entering the profession of public school administrator?

During the interview try to ask several additional leading questions based on the responses of the personal you are interviewing. Based on the answers, write an analysis, which draws conclusions regarding the administrator's first year assignment and their role today. Specifically address Standard 3 in regards to how effective you believe the particular administrator is at promoting the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

EXERCISE 11

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

MANAGEMENT BY WANDERING AROUND (MBWA) (Edu 693 and Edu 691) (not required for 692)

This assignment is to be completed once in EDU 691 and once in EDU 692 or twice-in EDU 693. Two different sites must be used for this assignment. You may use your internship sight for the first and an alternative sight for the second.

Directions:

Part one: Walk around your building and record your general impressions. Take at least 30 minutes to do this phase.

Part two: Walk around and observe a second time, on a different day, with a purpose (i.e., care of facilities, student behavior, etc.). You decide what your purpose is during your second 30 minutes MBWA.

Part three: **Write a report** on your part one general impressions. This should include specific reference to what you believe the administration has done to promote a safe, efficient, and effective learning environment by managing the organization, operations, and resources. Include a statement of how your part two walk differed from your first walk when you did it with a purpose. Finally write what you think administrators can learn by continual practice of MBWA.

EXERCISE 12

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

STRUCTURED ENTRY PROCESS (SEP) (Edu 693 and 691)(not required for Edu 692)

This exercise must be completed once in EDU 691 or once in EDU 693. Students taking EDU 692 do not have to do this exercise.

Develop an entry plan for the school where you are currently interning. The instructions follow this introduction. After you have interviewed the people you have identified for the project, **you must select three areas that you would focus on if you were principal.** These areas are called CRITICAL ACHIEVEMENTS. When writing critical achievements, be sure you follow the formula for writing objectives. Read each part very carefully.

Be sure to check with your site mentor BEFORE beginning this project. You must have his/her approval. If this should be a problem, please plan to discuss it the Niagara University Supervisor of Educational Leadership.

THE STRUCTURED ENTRY PROCESS

A MODEL FOR PRINCIPALS ENTERING A NEW SCHOOL BY O.A. CALDARELLI

The process is simple.

1. Identify the internal group in the school. A sample of Internal Groups are:
 - Heads of Departments
 - Teachers

Custodians
Secretaries
Student Council
Nurse
Cafeteria Staff
OSSTF Reps/ Union Representatives
Parent Volunteers
Assistant Administrators

2. Identify the external groups that affect your school. A sample of External Groups are:

Trustees/Board of Education Members
Parents
Press/Media
Feeder Schools
Support Personnel
Senior Citizens
Government Officials
Taxpayer Groups
Social Agencies
Service Groups
PTA Members.

3. Develop a list of questions, which are designed to collect information, discover attitudes, form psychological contracts, gain commitment, etc. Some sample questions to ask each group to establish entry goals are:

1. What are the major strengths of this school?
2. What are the areas in need of greatest improvement in this school?
3. In what three areas would you want to place the major focus for improvement over the next three years?
4. What strengths or basic qualities are you looking for in your new principal?
5. How do you want the new principal to communicate with you?
6. a. What will you do if you find yourself very much in opposition to a decision made by the new principal?
b. What do you want the principal to do (in that circumstance)?
7. What are the very best ways you could help the new principal to be successful?
8. Do you have anything else you would like to add or most want to tell the new principal?

4. Ask the questions and record the answers.

5. Share the results with each group.

6. Design personal and organizational goals as a result. Use the following format to list at least three (3) Critical Achievement Goals and Specific Measurement.

Critical Achievements
(End Products
What is Really Important?)

Specific Measurement
(How will you know when it's done?)

- 1.
- 2.
- 3.

7. The most important part of any school is student learning. From the information learned from all of the above write a brief paper position paper related to how you would specifically promote a positive school culture, increase the effectiveness of the instructional program, and assure that best practice were being used to increase student learning.

Rationale

"Management often makes erroneous assumptions about the current state of the organization when developing change strategies. The consequence of such a mistake is that the action plans developed assume a different current organizational condition than actually exists."
(Beckhard and Harris. 1977)

The SEP is designed to define clearly the current organization. It elicits not only the concerns, fears, and shortcomings as reported by the constituent groups, but also exposes the culture of the school. The myths and heroes attached to that culture, formulated over the years, are brought to the surface. The principal forms from this an accurate picture of the school phenomenology. Early decisions can then be made with this in mind.

"A change in leadership, whether through promotion or transfer, always threatens a culture. People form strong attachments to heroes, legends, rituals of daily life, all the symbols and settings of the workplace. Change strips down these relationships and leaves employees confused, insecure, and often angry." (Allaire and Firsirotu, 1994)

All too often, the newly appointed principal, in an effort to show his or her knowledge and skills, jumps in with solutions and promises that have worked in the past. The need to be proven useful in the early stages drives him or her to make promises that later may prove to be inappropriate, and thus must be broken. This early enthusiasm may topple heroes and shatter values that need not have been harmed had the total picture been understood.

"Confusion in an inescapable feeling for new principals and hiding that feeling from others and from yourself is a natural response." (Jentz, 1980)

The SEP allows the new principal to admit confusion, not as a sign of weakness, but one of openness and trust. It tells people that he or she is open to their views, and

in fact values them. It thus discourages differences from becoming entrenched, and thinking can be altered based on new information. It conveys that, although confused at the onset, the new principal has a rational, organized method to deal with this temporary deficiency.

The SEP process is best carried out as soon as possible upon entering the new environment, since at the beginning there are many advantages in establishing relationships. At this time, it will not be perceived by individuals as connected to performance review, and thus there are minor or few anxieties attached to it. In fact, the client seeking and desiring two-way open communication will tend to be as open as he ever will be. At the beginning, the effective client is anxious to prove his worth to the new supervisor and the organization, whereas others, whose position in the past system may have been less than perfect, may be keen for another change or a rebirth. All involved are made to feel important by the time that the new principal spends with them, and the interest that is demonstrated in their opinion.

SEP Infiltrates the Existing Culture

"Culture is at the root of every organization. It is the invisible current that energized system strategies, structures and routines. (Allaire and Firsirotu, 1984)

As an outsider, then new principal faces the forces of the existing culture in the new school...a culture that will tend to resist him or her and any innovation, because after all, that is the function of culture, to resist and protect the society from intrusion, unknowns, fads, and short term fluctuations. In doing so, it acts as inertia, and can be a powerful hindrance for the new principal. After all, it has over the years defined and shaped the system's norms and modus operandi. It has set up its protective barriers. To unknowingly make early decisions which are opposed to the foundations of this spirit would cause immediate resistance, and more critically, set up a negative mind – set against the intruder. SEP is the instrument that allows the new principal to infiltrate the existing culture in the school. He or she can then be assimilated into it and become a part of that culture. From within, the new principal can now effectively begin to define and reshape that society. It is at this point and in this way that the principal now becomes a leader, and not solely an administrator; a leader who leads with the consent of those being led. In contrast, those who enter new situations as leaders and do nothing to pierce the existing ethos will, in all likelihood, quickly become maintenance personnel rather than leaders. They will be pressured to protect and maintain the existing situation, and thus will become powerless to change or lead. This, after a brief honeymoon period, leads to entrenchment and lack of growth, a system out of touch with its rapidly changing environment and powerless to respond to it.

Efficacy of SEP

As discussed above, SEP is carried out at the early stages of a relationship when people are most open to share information and opinions, before any barriers have had a chance to be erected. The process emphasizes two-way trust in all matters, and especially communication. The attention that is given to the individuals in the process of the interview places importance on their worth to the system, and conveys to them that their opinions are valued, and that they will be involved in determining their work environment.

Questions to Ask

The questions for the interviews must be chosen carefully in order to obtain the maximum information and commitment; for example:

(a) What are the strengths of the particular school?

This question is a good positive beginning to an interview. It allows clients to brag about their accomplishments, and thus places them at ease. They are then more comfortable and willing to offer input to the follow-up questions.

(b) What in your opinion needs improvement?

Following the set of questions (a) and (b), the principal has a picture of what is perceived as valued in that school, but more importantly, has had the client admit openly that all is not perfect, that there are some areas that are not in complete harmony with the underlying culture. This is an effective unfreezing intervention for any possible future changes.

(c) How can I help you be more effective in your job?

(d) How can you help me in my role?

Questions (c) and (d) together form strong psychological contracts and elicit commitment from both parties. They help form a mutually supporting relationship.

(e) How will you react when you find yourself in strong disagreement with me?

(f) How shall I let you know when I strongly disagree with you?

Questions (e) and (f) establish clear and acceptable communication procedures in times of disagreements, that it may not always be possible to satisfy all interested parties. At the same time, an avenue for constructive criticism and feedback is established.

Feedback

After the questions and collations or responses follows the all - important stage of feedback,

"A universal phenomenon about feedback is that when people are asked for their view, opinion, or perspective on an issue, and when they know others are being asked to respond, they have a high need to know and compare their responses with those of the others." (Beckhard and Harris, 1977)

This feedback process continues to unfreeze the school culture and at the same time assimilates the leader into the culture. This builds a strong capacity to support future change, especially change designed to address the identified problems. It offers some belief that these problems may now be addressed in the new culture, the one that now has accepted the new leader. The old culture did not have the capacity to deal with them because, in doing so, it would destroy too many of its underlying foundations.

The feedback stage also conveys to all the complexity of the leader's task. This overview will tend to produce more acceptance or future hard decision that may favor one group over another.

SEP Build Capacity for Change

"Implementing a particular specific change is not the primary goal. We should always keep an eye on the cumulative record. Each failure lessens the motivation and confidence for the next effort...The goal is to get good at change." (Fullan, 1982)

Various change models and theories on change identify the system's capacity for change as a key predictor of whether successful adoption of an innovation will occur. It follows, then, that energies spent in building this capacity are worth the effort, and are justified by future successes. SEP serves to establish this capacity. As mentioned above, it established the new principal as someone to be trusted, as "one of us", and an insider. It minimizes the probability of early failure caused by a leader acting on little or distorted information. It allows the principal to take control of the culture before he or she can become engulfed by it. It allows for unfreezing to take place as prelude to future change. Havelock's model for change (Havelock, 1973) contains the following six steps:

1. Building a Relationship
2. Diagnosing the Problem
3. Acquiring Relevant Resources
4. Choosing the Solution
5. Gaining Acceptance
6. Stabilizing and Self – Renewal

Steps 1 and 2 are generic, and relative to the capacity of the system to deal successfully with the subsequent steps. SEP is designed to address stages 1 and 2; that is, it builds strong positive relationships between the new principal and his or her clients, and also makes a diagnosis of the state of affairs. Havelock underlines the importance of a strong creative relationship between the client (school community) and the change agent (new principal). Building this relationship requires the principal's understanding of the various components of the school community and their interrelationships. Who is important or influential, and the norms of the system, are factors, which come out as the new principal proceeds with the data-gathering component of SEP.

Advantages for the new principal in building a relationship with the school as soon as possible are outlined by Havelock. He claims that despite the uncertainties associated with the new leader, he or she has the advantage of an objective observer, and is not identified with any special internal faction. Furthermore, the new "guest" is afforded a welcoming period, and will be given every change and leeway to prove him or herself. SEP is designed to take advantage of this "tabula rasa" state in the relationship.

As argued earlier, SEP quickly transforms the new principal from an outsider to an insider. In doing so, the principal may seize upon the benefits of both positions. He or she may off the advantage of perspective, fairness, openness and hope attributed to an outside change agent, and after the SEP process, can show understanding of

the norms and feelings of the system – the latter being positive qualities of an inside change agent.

Stage 2 of Havelock's change model deals with diagnosis. SEP, with its data collection coming from many sources and its built – in correlation from different groups, has potential to disclose much diagnostic information about the school.

"Often the client system hold well – established, not to say hidebound, views of itself; these views are hard to change, ye they must be changed if any lasting improvement is to occur. Thus, much of the change process may consist of interaction between the change agent (principal) and the client system, directed toward a questioning of the client's self image." (Lippitt, Watson and Westley, 1958.)

This is the very essence of the questioning stage of SEP, to provide the opportunity for the client to discover his change needs. SEP is not a complicated process; most effective models rarely are. They are a collection of common – sense approaches formulated into a structure. To be effective, the model must be customized and personalized before use. Questions of who, when, how are situational, and depend on how the new principal sense the environment, reads the feedback and proceeds. In entry, as in any other task tackled by leaders, nothing can replace his or her intuitions, his or her experience or natural skills, his or her power base, gut feeling or detection ability. Entry will probably continue to be largely an art, but artists also need, at times, some technology and tools, and experience in their use. A structured entry process is such a tool.

Conclusion

Literature suggests strongly that the role of the principal is central to promoting or inhibiting change (Fullan, 1982; McLaren, 1985; Joyce, 1983; Common, 1981). At the same time, most of the pressure on the principal is for stability, pressure that is primarily exerted from the forces of the school culture in an effort to protect itself. A new principal can use a structured entry process to break through this cultural shell , become accepted, and begin to reshape and lead from within the consent and support of his clients. The demands made of the modern principal do not allow the "wait and learn and see before you act" model of entry. This may have been acceptable and desirable in the manager type principal's role of a few years ago, but accelerated change and varied demands from special interest groups of today oblige the principal who would lead to jump and become effective, immediately.

"One of the things that is different about change in these times is its complexity and rapidity. The challenges are that there are no precedents for dealing with some of the changes. This means that the decision- makers need to be creative persons. They can not rely on what worked five, ten, twenty years ago." (Lippitt, 1982)

Acknowledgments

Wally Beevor, Director of Education, Halton Board of Education, who pioneered a structured entry process when he began to assume his duties as C.E.O.; for his mentorship, his guidance, and his encouragement as we expand and refine the process.

Dr. Robert Parry and Dave Katz, Supervisory Officers, Halton Board of Education, who provided focus and perspective to the process.

The Elementary and Secondary School Principals who recently have pioneered or are currently involved in the process.

This process is designed to take into account the nature of the existing school community, the strengths and experiences of the new principal, and the time when it is implemented. This paper focuses on the SEP model as it applies to a new principal, but it can easily be modified to be useful to any other newly appointed or transferred supervisor both in education and in other organizations.

EXERCISE 13

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

FAMILY COLLABORATION (Edu 691, 692, and 693)

Attend at least one parent-teacher-student organization meeting. Volunteer to participate in at least one of the of their activities in which you demonstrate leadership and cooperative relationship with the members.

EXERCISE 14

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

TEACHER OBSERVATIONS (Edu 691, 692, and 693)

This assignment is to be completed once in each phase of the Internship (EDU 691 and EDU 692: or twice in EDU 693.)

Observe a teacher in the classroom and **prepare an observation report**, which you would share with that teacher. Compare your observation and report with your mentor. Include your observation report and related documents in your portfolio.

Please be sure to obtain the approval of your mentor and the teacher to be observed before beginning this exercise.

If you cannot observe a teacher you may observe your mentor, with the approval of the teacher, observe the teacher's evaluation process.

The key to this assignment is that you will become involved at some level with the evaluation of the staff.

EXERCISE 15

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

SHADOW AN ADMINISTRATOR (Edu 691 and 693) (not required for Edu 692)

This assignment must be completed at least once during the internship. However it is very strongly recommended that you choose at least two or three administrators to observe during the internship. The more observation you make the better perspective you will gain. The Niagara University Supervisor of Educational Leadership will assist you in making contacts if you so request.

1. The first set of observations should be administrators at the "assistant" or sub - unit level (possibilities would be assistant principal, department chair, etc.).
2. Next should be an administrator who is a "unit head" (e.g. principal, director, school business official, personnel administrator, etc.).
3. The final observations (if possible) should be of system head or a central office deputy (such as superintendent, associate superintendent, etc.).

Keep a journal in which you pair your observations with your comments. The observations should focus on administrators in their normal "day to day" activity. In your comments try to relate what you observed to the theory you have been exposed to in your program. See the guidelines for observations and reflections at the end of this document.

EXERCISE 16

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

OBSERVE A COMMITTEE ON SPECIAL EDUCATION (CSE) MEETING

Attend at least one CSE meeting during your internship. Write a summary of the meeting and your observations regarding process, testing, communication and services. State specifically what educational laws you saw in application during the meeting and why attention to legal matters is important in this environment. Be sure to include what you would have done differently.

EXERCISE 17

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

AGENCY INTERVIEW (Edu 691,692, and 693)

Complete one agency interview during each phase of your internship. (Once in EDU 691; once in EDU 692; or twice-in EDU 693)

An interview must be conducted with an agency that helps to support the educational program of your school district. It is important to continue to establish strong relationships with those agencies that have an interest on what we are going. Please select an agency of your choice. Prepare a series of questions to find out as much as you can about the agency. Write up your questions and the responses from the agency representative. Be sure to include an analysis of the interview and reflections you may have as your prepare for a position in school administration. (Fire departments, police departments, social services, and educational program support services may be used.)

EXERCISE 18

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

EXEMPLARY PROGRAMS (Edu 691,692, and 693)

This must be completed once in EDU 691 and once in EDU 692. The assignment is to be completed twice in EDU 693.

Select and visit an exemplary program of your choice. Conduct an interview with the person responsible for implementing the program. Questions are to be developed by you.

EXERCISE 19

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

INTERVIEW A JOB APPLICANT (Edu 691, Edu 692 and Edu 693)

Conduct a mock interview with a volunteer seeking a position as a principal or get permission to sit in on an interview for any position in your internship district.

Please use the following guide and make any necessary changes.

FACILITATOR INSTRUCTIONS FOR THE INTERVIEW

A. PRIOR TO THE INTERVIEW

1. Review the candidate's completed BIOGRAPHICAL INFORMATION FORM.
2. Review the INTERVIEW GUIDE
3. Check the setting:
 - a. Know the location of the room.
 - b. Check to see if you have a table and two chairs
 - c. Make sure the room is private and free from interruptions.
 - d. Make sure you have the necessary materials (Interview Guide, paper and pencils for the candidate).

B. ANXIETY REDUCTION

1. Be natural; take off your "straight face."
2. Avoid role-playing.
3. Be pleasant and relaxed; convey that to the candidate through your actions.

C. SMALL TALK

Small talk is an excellent way of opening the interview and reducing anxiety. Small talk should not include any discussion of the other activities or the day or how the candidate has performed.

D. OPENING THE INTERVIEW

1. Greet the candidate
2. Inform the candidate that your task requires that you:
 - a. Must ask all the questions.
 - b. Ask for the candidates' help in recording the data (i.e. clarifying information as it is recorded).
 - c. Use probes if necessary.
 - d. Show the candidate the interview questions.
 - e. Nothing is off the record.
 - f. Eye contact with him/her may be limited because of recording notes.

E. CONDUCTING THE INTERVIEW

1. Clarifying the biographical data – you only need to clarify biographical data, if there are missing data or the data is unclear. If there are no questions, proceed with the interview.
2. Ask all the interview questions.
3. Record the candidate's responses (quotes, key words, phrases).
4. Use probes if necessary.
 - a. Silence – It is acceptable to make no response to a candidate's statement. Generally, the candidate will "fill the void" by amplifying a particular point.
 - b. Restatement – listen carefully to the participant's comments. A restatement of a point often brings out more information.
 - c. Formulating a follow – up question – A statement like, "Can you tell me more about...?"

5. Be aware of time.
6. Stay on task.

F. CLOSING THE INTERVIEW

1. Thank the candidate for participating.
2. Remind the candidate that the process they went through during the day should be kept confidential.

INTERVIEW GUIDE (Use the following as a format)

Candidate Name:

Interviewer:

Date:

A. REVIEW OF BIOGRAPHICAL INFORMATION

NOTE TO INTERVIEWER: Review your candidate's biographical Information Form prior to the interview and use the first few minutes to clarify any questions related to the form.

Item No.

Clarifying Comments:

B. INTERVIEW PROTOCOL

1. We have information about your education and work experiences, but how about yourself – your personality strengths and limitations? Tell me about yourself.
2. Describe your relationship and interactions with your colleagues.
3. Most of us have had to face some obstacles to success in your personal and professional lives. I would like you to describe an obstacle you have faced. What specifically did you do about it, and what were the results of your actions?

Obstacle:

Action:

Result:

4. Tell me about a significant change in your work situation to which you have had to adjust. What was the change? What did you do to adjust, and what was the result?

Change:

Action

Result:

5. Describe a situation in which you requested or volunteered for an assignment that really "stretched" you, that is, put you in an unfamiliar environment or required you to learn a new skill.

Assignment:

Action:

Result:

6. What problems have your peers or superiors called on you to help solve? What were your contributions to solving these problems? What was the problem? What action did you take and what was the result?

Problem:

Action:

Result:

7. What do you think are the most important characteristics and abilities a person must possess in order to become a successful school administrator?
8. How do you rate yourself in these areas?
9. Tell me about an instance when you decided to build on one of your strong characteristics or abilities? What prompted you to do it?
10. On the flip side of that question, can you tell me about a situation when you decided to improve a shortcoming or limitation?
11. What are the key issues facing elementary school today?
12. How would you rate your long range planning skills? Describe an opportunity when you engaged in long - term thinking to conceptualize and implement a plan of action:
13. Try to think of a situation you have experienced where you chose to take a personal stand about some aspect of the educational philosophy of your district...a situation in which you had to say publicly what you think is personally important and what is not, or what the educational priorities should be. Tell the background, with whom you had the interaction, and what position you took.

Background/Interaction:

Position:

Result:

14. Tell me about an idea you brought up for implementation in your district or school...a suggestion intended to improve effectiveness. What was the idea, how did you propose it, and what was the result?

Idea:

How proposed:

Result:

15. What factors did you consider in deciding whether or not to apply for the principal ship at _____ School?

Factors:

Reasons:

16. Do you have a personal skill improvement plan for yourself? If so, describe the plan and the results to date?

Plan:

Results:

Note: The materials for this exercise have been developed by:

David Hill, Former Director

Institute of Effective Educational Change

1050 Maryvale Drive

Cheektowaga, New York

EXERCISE 20

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

BUDGET PROCESS REVIEW (Edu 691, 692, and 693)

In Edu 691 review with a school principal the responsibilities are required of the school administrator in the district/school budget process. Be sure to include information on the distribution of funds, budget priorities, stakeholder input into the development of the school budget and monitoring.

In Edu 692 and Edu 693 , do the above part of the exercise. Then meet with district level budget personnel; most likely the business administrator. Analyze the budget calendar/timeline process with the personal responsible for this in a district. Analyze the process for determining revenues and expenditures at the district level. Be sure to include the impact of any community budget vote and methods for setting priorities and monitoring budget expenditures. Discuss implications for technology and poverty.

EXERCISE 21

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

REVIEW OF A NEGOTIATED TEACHER CONTRACT (Edu 693, 691 and 692)

This assignment must be completed once in EDU 693, 691 and 692)

For Edu 691 identify those clauses in the teacher-negotiated contract that will provide you with a challenge to exercise and support your leadership as an entry-level administrator. Explain your selections and the challenges they may create for you.

For Edu 692 identify those clauses in the teacher-negotiated contract that will provide you with a challenge to exercise and support your leadership at the district level. Explain your selections and the challenges they may create for you.

For edu 693 identify those clauses in the teacher-negotiated contract that will provide you with a challenge to exercise and support your leadership as and entry level building administrator and also as a superintendent of schools. Explain your selections and the challenges they may create for you.

REMINDER: A LEARNING LOG MUST BE COMPLETED WITH EACH EXERCISE # 7-21.

Below is the Learning Log format:

LEARNING LOG FORMAT

Learning is a constructive process and one that is enhanced by reflection. Writing Learning Logs will help you take responsibility for you own learning and engage you as an active participant in the learning process.

The Learning Log should consist of two to three pages, typed and double-spaced.

Name

Internship Activity:

Part 1: Synthesis

Part 2: Reflection

Part 1: SYNTHESIS

Definition: "1. the putting together of parts or element so as to form a whole; 2. a whole made up of parts or elements put together"

Synthesize information from the internship assignment, related readings and/or course work. Include what you have learned through the internship assignment about the topics/concepts, from your professional experience and discussions with your mentor. Relate theory to practice.

A synthesis is more than a summary. You need to combine all of the elements from many sources to form a coherent whole.

PART 2: REFLECTION

Your reflection should be specifically about your own thinking on the topic and how you would use the concepts in an administrative assignment. The format for the reflection is:

“WHEN I AM AN ADMINISTRATOR, I WILL _____ BECAUSE _____...” Relate theory into practice. **Demonstrate thinking!**

PROFESSIONAL RESUME (Part 1 Tab 1)

When you submit your final portfolio it should contain an updated professional resume. The resume should include information about your internship.

INTERNSHIP REPORT (Part 1, Tab 2)

The Internship Report is summary of your internship as it relates to the ELCC Standards. It is an indicator to anyone that reads it that you have had a successful internship experience and that the experience aligns with the ELCC Standards.

The Internship Report should be comprehensive. There should be an articulation of how, as an intern, you had had the opportunity to undertake administrative responsibility in each of the six ELCC Standard areas. It should summarize the activities in each Standard area and it should evaluate success. It should provide evidence that you had a balanced internship experience and that you are comfortable addressing the administrative issues in areas such as: culture and climate, ethics and integrity, mission and vision, curriculum and instruction, collaboration and public relations.

This paper should be thought of as your internship defense. That is, that you have had a significant administrative experience, that it addresses the ELCC Standards, and as a result you are prepared to take on an administrative assignment in a public school. This paper makes your case. If properly done, this paper lays the foundation for interviewing for an administrative position.

ORAL DEFENSE OF INTERNSHIP

When all your work is considered complete and you feel that you have fulfilled all the requirements according to the ELCC Standards you will be scheduled for an oral defense of your internship experience. This experience will consist of you verbally defending your internship report. You will sit before a three to four member panel. The panel may consist of educational leadership professors, professors from the college of education, or school administrators in any combination. You will be judged on your poise, knowledge, articulation, and content. Scoring of the oral defense is satisfactory or unsatisfactory. If you are found unsatisfactory you will be expected to gain more experience in your identified areas of concern. You will then need to retake your oral defense. A second unsatisfactory will result in an unsatisfactory for the course.

ADMINISTRATIVE EFFECTIVENESS PROFILE (Part 1 TAB 6)

The profile is used to determine your thinking about your own effectiveness. It should be done just as you start your internship. Sometime in the middle of your experience you should do it again and **write a summary regarding the difference.**

At the end of your internship you should do it again, with your site mentor. This gives you the opportunity to talk over each area. (You will need to request this from Dr. Mills. Due to formatting it is not included in this guide. It will be sent to you via e-mail)

INTERNSHIP BY STANDARDS (Part 1 TAB 7)

This is a very important part of your documentation. You must fill in the activities that you have completed in each standard area. This demonstrates balance and that you have had a well-rounded internship experience. This form is given to the site mentor at evaluation time and is used as one basis for evaluation.

The forms are included at the end of this guide.

SELF-ANALYSIS ACTIVITIES (TAB 9)

The forms for this part of the portfolio are AVAILABLE FROM THE SUPERVISOR OF EDUCATIONAL LEADERSHIP and will be e-mailed to you upon request. Each section must be completed. There are ten sections. Once all ten are completed you are required to write a summary paper that summarizes your self-analysis profiles. The paper should be double spaced and at least five pages in length. Who are you? What do you stand for? Think of this paper as a major reflection about self. Define yourself. This paper combined with your Internship Report, should demonstrate

your readiness to enter into administration. It also forms a solid base for how you answer questions in an interview for an administrative position.

NIAGARA UNIVERSITY
COLLEGE OF EDUCATION
 Department of Educational Leadership & Counseling
INTERNSHIP ACTIVITIES BY STANDARDS

Intern Name _____ Student _____
 Number _____ Supervisor _____

ELCC STANDARD*	INTERNSHIP ACTIVITIES
<p>1.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.</p> <p>1.1 Develop a vision</p>	

<p>1.2 Articulate a vision 1.3 Implement a vision 1.4 Steward a Vision 1.5 Promote Community Involvement in the vision</p>	
<p>2.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff.</p> <p>2.1 Promote Positive School Culture 2.2 Provide Effective Instructional Program 2.3 Apply Best Practice to Student Learning 2.4 Design Comprehensive Professional Growth Plans</p>	
<p>3.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</p> <p>3.1 Manage the Organization 3.2 Manage operations 3.3 Manage Resources</p>	

<p>4: Candidates who complete the program are Educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>4.1 Collaborate with Families & other Community Members</p> <p>4.2 Respond to Community Interests and Needs</p> <p>4.3 Mobilize Community Resources</p>	
<p>5: Educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.</p> <p>5.1 Acts with Integrity</p> <p>5.2 Acts Fairly</p> <p>5.3 Acts Ethically</p>	
<p>6: Educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p> <p>6.1 Understand the Larger Context</p> <p>6.2 Respond to the Larger Context</p> <p>6.3 Influence the Larger Context</p>	

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*from **Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors** (Section “Meets Standards for School Building Leadership) by the National Policy Board for Educational Administration.

**NIAGARA UNIVERSITY
DEPARTMENT OF EDUCATIONAL LEADERSHIP
PORTFOLIO SET-UP**

PART ONE:

	DOCUMENT	TAB	691	692	693	
1	INTERNSHIP APPLICATION	1				
	RESUME-UPDATED	1				
2	INTERNSHIP REPORT	2				
3	TECHNOLOGY PROJECT	3		NO		
4	DIVERSITY PROJECT	4	NO			
5	INTERNSHIP LOGS AND REFLECTIONS	5				
	INTERNSHIP BY ACTIVITIES/ ELCC	7				
6	ADMINISTRATIVE EFFECTIVE PROFILES	6				

PART TWO : EXERCISES (all exercises require learning logs and reflections)

	EXERCISES	TAB	691	692	693	
7	CONDUCTING EFFECTIVE MEETING			NO		

8	INTERVIEW ADMINISTRATOR –STRESS					
9	BOARD OF EDUCATION MEETING-ATTEND					
10	INTERVIEW ADMINISTRATOR- 1 ST YEAR			NO		
11	MBWA			NO		
12	STRUCTURED ENTRY PLAN			NO		
13	FAMILY COLLABORATION					
14	TEACHER OBSERVATION					
15	SHADOW AN ADMINISTRATOR			NO		
16	CSE MEETING					
17	INTERVIEW AGENCY					
18	EXEMPLARY PROGRAM REVIEW					
19	INTERVIEW JOB APPLICANT					
20	REVIEW BUDGET PROCESS PART 1 & 2					
21	REVIEW OF TEACHER CONTRACT					

PART THREE: SELF-ANALYSIS ACTIVITIES

	INVENTORY NAME	TAB	691	693	693	
1	LEADERSHIP STYLE QUESTIONNAIRE	9				
2	PERSONAL LEADERSHIP BEHAVIOR	9				
3	FOLLOWER-LEADERS	9				
4	ASSUMPTIONS ABOUT PEOPLE	9				
5	WORK MOTIVATION ANALYSIS	9				
6	PRODUCTIVITY FOR IMPROVEMENT	9				
7	STRESS PROFILE FOR ADMINISTRATORS	9				
8	INTERPERSONAL COMMUNICATIONS	9				
9	LISTENING LEARNED BEHAVIOR	9				
	SELF ANALYSIS SUMMARY PAPER	9				

PART FOUR: SEMINARS

Attend all scheduled seminars each semester while enrolled in course and until final grade is issued.

LEADERSHIP STYLE QUESTIONNAIRE

Instructions: There are 10 situations described In this questionnaire. Each situation has three (3) alternative actions listed; they are possible attitudes or positions you might have as the group leader or director. Read each of the alternative statements and rank them in the following manner:

Write **3** next to the position you would be **most likely** to take on the statement.

Write **2** next to the position you would be **next most likely** to take on the statement.

Write **1** next to the position you would be **least likely** to take on the statement.

1. The leader of a meeting should:

___ (1) Focus attention on the agenda (either written or hidden).

___ (2) Focus attention on each person's feelings, in order to help the members express their emotional reactions to the issue.

___ (3) Focus attention on the different positions members take and the ways they deal with each other.

2. As a primary aim, the leader should:

___ (4) Establish a group climate in which work and accomplishment can take place.

___ (5) Establish a climate that encourages openness and caring.

___ (6) Help group members to find themselves as members of the group.

3. When strong disagreement occurs between a group leader and a member, the leader should:

___ (7) Listen to the member and try to ascertain whether the task is understood.

___ (8) Try to get other members of the group to express themselves in order to involve them in the issue.

___ (9) Support the person for presenting his or her views.

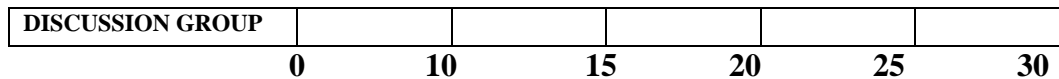
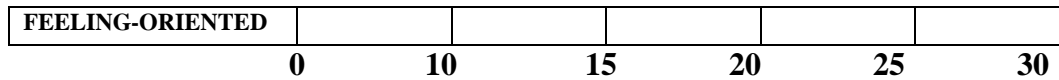
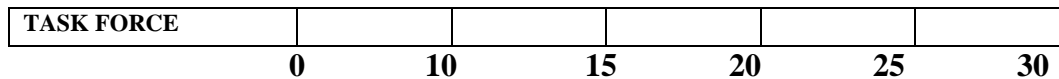
4. In evaluating a group's performance, the leader should:
- ___ (10) Involve the whole group in assessing its learnings and satisfaction.
 - ___ (11) Get the group to compare its achievement with the goals it had set.
 - ___ (12) Allow each person to set his or her own goals and performance standards.
5. When two members of the group get into an argument, the leader should:
- ___ (13) Help them deal with their feelings as a means of resolving the argument.
 - ___ (14) .Encourage other members to help resolve it.
 - ___ (15) Allow some time for the expression of both sides, but keep the discussion related to the task and subject matter at hand.
6. The best way to motivate someone who is not performing up to his or her ability is to:
- ___ (16) Point out the importance of the group's work and your need for everyone's contribution.
 - ___ (17) Inquire into the underlying problem in order to understand the reason for the low performance.
 - ___ (18) Not be concerned; the person will contribute when he or she is ready.
7. A leader's evaluation of a session should focus on:
- ___ (19) The smoothness and efficiency with which the session was conducted.
 - ___ (20) Whether everyone contributed his or her Ideas and opinions.
 - ___ (21) Developing a sense of achievement in both the leader and the members.
8. In dealing with hidden agendas (e.g. minority issues, low motivation), the leader should:
- ___ (22) Deal openly with such issues if they threaten to disturb the relationship in the group.
 - ___ (23) Confront the issues quickly so that they do not divert the group.
 - ___ (24) Show understanding and get all the members to help deal with the issue.
9. As a goal, the leader should:
- ___ (25) Make sure that all the resources of group members are known and used.
 - ___ (26) Draw out controversy and differing opinions that may contribute to the group's goal.
 - ___ (27) Encourage members to contribute if they want to do so.
10. The leader's greatest contribution to a group is to:
- ___ (28) Model attitudes and behaviors that shape the group's energy.
 - ___ (29) Establish a climate in which true attitudes and feelings are expressed.
 - ___ (30) Lead subtly and allow members full opportunity to interact.

SCORING ANALYSIS

Instructions: In the columns below next to the number of the situation enter the number of your ranking for each action statement Please note that the order of the numbers in the columns does not correspond with that of the questionnaire itself. In question 3 for example, the column positions are from left to right (7), (9), (8) NOT (7), (8), (9).

Situation	Action Statement	Rank	Action Statement	Rank	Action Statement	Rank
1	1		2		3	
2	4		5		6	
3	7		9		8	
4	11		12		10	
5	15		13		14	
6	16		17		18	
7	19		21		20	
8	23		24		22	
9	25		27		26	
10	28		29		30	
Totals						
		Task Force		Feeling Oriented		Discussion Group

GROUP LEADERSHIP STYLE



Transfer your total score for each of the columns to the bar graphs by shading the bar to the point representing your score. For comparison purposes, if you have a score of less than 30 in the type of group leadership that was assigned to you, then either your intuitive choice was erroneous for that situation, or you may have a real and logical difference of opinion with the "book answer." The real question is Can you change your leadership style according to the

PERSONAL LEADERSHIP BEHAVIOR SURVEY

Each of these statements reflects an approach to leadership. You may find yourself agreeing with one or more of them. It should be helpful to you at this point to clarify the leadership beliefs and practices that you hold. In the following survey chart are a number of statements related to leadership behavior. Place a check on "yes" if you agree with the statement, and on "no" if you do not agree with the statement. There are no right or wrong answers to these questions; they simply survey your own opinions.

YES	NO	1. A leader should expect to accomplish much of his/her decision making through regular group meetings.
NO	YES	2. A formal list of specific items to cover makes a meeting too stiff to be really effective.
YES	NO	3. Group goals are more important than individual goals.
YES	NO	4. A leader should plan with great care and thoroughness.
YES	NO	5. My work is neat and well-organized.
YES	NO	6. I am highly systematic in my approach to my work.
YES	NO	7. I am very tactful to others.
YES	NO	8. A leader should spend much time in planning and organizing his/her work.
YES	NO	9. If someone asks a question about the work, I give a firm and conclusive answer.

YES	NO	10. A leader should persist until he/she gets all related information before making a decision.
A decorative horizontal bar with a black and white checkerboard pattern.		
YES	NO	11. Group meetings should be informal and should involve much casual conversation.
YES	NO	12. A leader should spend much time chatting and counseling with his/her people.
YES	NO	13. A leader should make close friends of those whom one leads.
YES	NO	14. A leader should be engaged in about the same activities as the other members of a group.
NO	YES	15. When a person comes to me with a problem, I almost always have a specific recommendation for the person.
YES	NO	16. When conflicts arise among people whom I know, I try to resolve the problem by talking with them.
YES	NO	17. A leader should often give in to the people I his/her group when they disagree with him/her.
YES	NO	18. A leader should always back up what the persons under him/her do.
YES	NO	19. A leader should get the approval of the persons under him/her on important matters before going ahead.
NO	YES	20. A leader should always be careful to review the decisions of others so that poor-quality decisions do not get past him/her.
A decorative horizontal bar with a black and white checkerboard pattern.		

YES	NO	21. People think of me as being aggressive.
YES	NO	22. In reviewing the work of others, a person should be aware of major progress points and ignore specific activities that they employ along the way.
YES	NO	23. A leader should provide broad assignments to his/her people with the knowledge that they will do a good job.
YES	NO	24. A leader should encourage people to set specific goals rather than broad general ones.
NO	YES	25. I usually schedule my work more than a week in advance.
NO	YES	26/ People in my kind of job are usually well-paid in view of their background and contributions.
YES	NO	27. Group meetings should be formal and to the point.
YES	NO	28. I believe that taking quick action is more important than lengthy planning.
YES	NO	29. People consider me to be rather a tough-minded leader, compared with others in my line of work.
NO	YES	30. A leader should support staff, even though one may feel that they are probably wrong.
A decorative horizontal separator with a black and white checkerboard pattern.		
YES	NO	31. A leader should frequently employ the authority of position to assure that people follow instructions carefully.
YES	NO	32. A leader should take the center of attention during a controversy.
YES	NO	33. A leader should insist that people try the leader's ideas first.
YES	NO	34. A leader should require compliance to his/her wishes.
YES	NO	35. A leader should pressure those who perform poorly.
YES	NO	36. A leader should give staff much direction and control.
YES	NO	37. A leader should be critical of substandard work by staff.
YES	NO	38. A leader should insist on the group following to the letter the standard routines that leader receives from those higher up.
YES	NO	39. A leader should assign specific tasks to those who report to the leader.
YES	NO	40. A leader should often rule with an iron hand.
A decorative horizontal separator with a black and white checkerboard pattern.		
NO	YES	41. I often spend idle hours thinking about my work.
YES	NO	42. An insurance plan should be of no importance to a person in accepting a job.
YES	NO	43. Job security is of much less importance to a person than pay.
NO	YES	44. I view the work group as just one component in the total system.
YES	NO	45. If one of my people "goofs" a work assignment, I just stay away until the person gets it straightened out.
YES	NO	46. I am very patient with others.
NO	YES	47. Most leaders would be likely to become angry if someone "goes over their heads."

YES	NO	48. I take things as they come with little concern.
YES	NO	49. Others think that nothing seems to bother me.
YES	NO	50. I live each day to the fullest and do not become concerned about the failings of myself or others.

CATEGORY	TOTAL	HIGH*	LOW**
Group Achievement and Order 1-10 Number of check marks in the left column			
Personal Interaction 11-20 Number of check marks in the left column			
Dynamic Achievement 21-30 Number of check marks in the left column			
Personal Enhancement 31-40 Number of check marks in the left column			
Secure and Easygoing 41-50 Number of check marks in the left column			

*If you have 7 or more check marks, place an X under high

**If you have 3 or fewer check marks, place an X under low.

**WHAT KIND OF FOLLOWER ARE YOU? WHAT KIND OF
LEADER ARE YOU?
SELF-ANALYSIS ACTIVITY**

WHAT KIND OF FOLLOWER ARE YOU?

Answer each question by placing an "X" in the "YES" or "NO" box.

QUESTION	YES	NO
1. When given an assignment, do you like to have all the details spelled out?		
2. Do you think that, by and large, most administrators are bossier than they need be?		
3. Would you say that initiative is one of your stronger points?		
4. Do you feel an administrator lowers himself/herself by palling around with staff?		
5. In general would you prefer working with others to working alone?		
6. Would you say you prefer the pleasures of solitude (reading, listening to music) to the social pleasures of being with others (parties, get-togethers, etc.)?		
7. Do you tend to become strongly attached to the administrator you work for?		
8. Do you tend to offer a helping hand to the newcomers among your colleagues and fellow staff members?		
9. Do you enjoy using your own ideas and ingenuity to solve a school problem?		
10. Do you prefer the kind of administrator who knows all the answers to one who, not infrequently, comes to you for help?		
11. Do you feel it's OK for your administrator to be friendlier with some members of the group than with others?		
12. Do you like to assume full responsibility for work assignments rather than just do the work and leave the responsibility to your administrator?		
13. Do you feel that "mixed" groups--men working with women, for example--naturally tend to have more friction than unmixed ones?		
14. If you learned your administrator was having an affair with a staff member would your respect for him/her remain undiminished?		
15. Have you always felt that "he/she travels fastest who travels alone?"		
16. Would you agree that an administrator who couldn't win your loyalty shouldn't be an administrator?		
17. Would you get upset by a fellow staff member whose inability or ineptitude obstructs the work of your group?		
18. Do you think "boss" is a dirty word?		

Continue to the next section.

WHAT TYPE OF LEADER ARE YOU?

Answer each question by placing an "X" in the "YES" or "NO" box.

QUESTION	YES	NO
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1. Do you enjoy "running the show?"		
2. Generally do you think it's worth the time and effort to explain the reasons for a decision or policy before putting it into effect?		
3. Do you prefer the administrative end of your leadership job--planning, paperwork, and so on-- to supervising or working directly with staff members?		
4. A newly appointed staff member comes into your school and you know he's/she's the new staff member hired by the school board. On approaching him/her would you first ask his/her name rather than introduce yourself?		
5. Do you keep your staff up to date on developments affecting the group as a matter of course?		
6. Do you find that in giving out assignments you tend to state the goals and leave the methods to your staff?		
7. Do you think that it's good common sense for a leader to keep aloof from his/her staff because in the long run familiarity breeds lessened respect?		
8. Comes time to decide about a group outing. You've heard that the majority prefer to have it on Wednesday but you're pretty sure Thursday would be better for all concerned. Would you put the question to a vote rather than make the decision yourself?		
9. If you had your way would you make running your group a "push-button affair with personal contacts and communications held to a minimum?"		
10. Do you find it fairly easy to fire someone?		
11. Do you feel that the friendlier you are with your staff, the better you'll be able to lead them?		
12. After considerable time, you dope out the answer to a school problem. You pass along the solution to an assistant, who pokes it full of holes. Would you be annoyed that the problem is still unsolved, rather than become angry with the assistant?		
13. Do you agree that one of the best ways to avoid problems of staff discipline is to provide adequate punishments for violations of rules?		
14. Your way of handling a situation is being criticized. Would you try to sell your viewpoint to your group, rather than make it clear that, as administrator, your decisions are final?		
15. Do you generally leave it up to your staff to contact you as far as informal day-to-day communications are concerned?		
16. Do you feel that everyone in your group should have a certain amount of personal loyalty to you?		
17. Do you favor the practice of appointing committees to settle a problem rather than stepping in to decide on it yourself?		
18. Some experts say differences of opinion within a work group are healthy. Others feel that they indicate basic flaws in group unity. Do you agree with the first view?		

SCORING GUIDE

WHAT KIND OF FOLLOWER ARE YOU?

To get your score, indicate the number of "YES" answers you had for the following questions:

Group I: 1, 4, 7, 10, 13, 16 _____

Group II: 2, 5, 8, 11, 14, 17 _____

Group III: 3, 6, 9, 12, 15, 18 _____

If you had most “YES” answers in Group I, chances are you prefer autocratic leadership.

If your total of “YES” answers was highest in Group II, you probably have a predisposition toward democratic leadership.

If Group III is the one in which you show the greatest number of “YES” answers, free-rein leadership is your preference.

If your score shows no preponderance of “YES” answers under any one of the three groups, the indication is that you are unusually flexible – so much so that you could adapt equally well to any type leader.

WHAT KIND OF LEADER ARE YOU?

To get your score, indicate the number of “YES” answers you had for the following groups:

Group I: 1, 4, 7, 10, 13, 16 _____

Group II: 2, 5, 8, 11, 14, 17 _____

Group III: 3, 6, 9, 12, 15, 18 _____

If you had most “YES” answers in Group I, chances are you tend to be an autocratic leader.

If your total of “YES” answers was highest in Group II, you probably have a predisposition toward being a democratic leader.

If Group III is the one in which you show the greatest number of “YES” answers, you are probably inclined to be a free-rein leader.