

1991

A descriptive study of perceived-effective rural superintendents in the state of Iowa

Bonnie Korver Baum
University of Northern Iowa

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Baum, Bonnie Korver, Ed.D.

University of Northern Iowa, 1991

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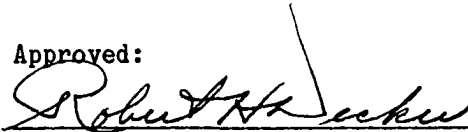
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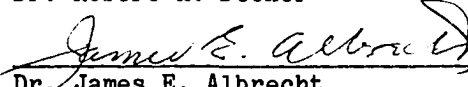
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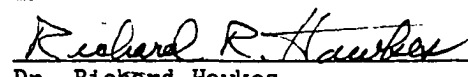
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IN THE STATE OF IOWA

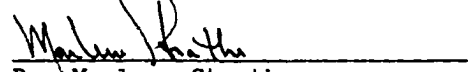
A Dissertation
Submitted
In Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Approved:


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Dr. Taggart Frost

Bonnie Korver Baum
University of Northern Iowa
December 1991

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A DESCRIPTIVE STUDY OF PERCEIVED-EFFECTIVE RURAL SUPERINTENDENTS
IN THE STATE OF IOWA

An Abstract of a Dissertation

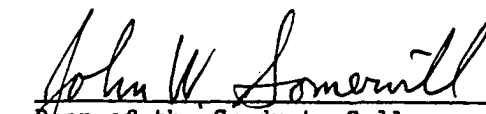
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December 1991

ABSTRACT

The nature of the superintendent's responsibilities has changed significantly since the first school superintendent in the United States was hired in the 1830s. Superintendents today have a great influence on education. That influence is felt in rural schools as well as urban and suburban districts. Rural schools have certain unique administrative problems. Solving those problems depends on the vision, leadership, and effectiveness of the administration.

The purpose of this study was to identify selected characteristics of effective rural superintendents. Five rural Iowa superintendents, identified as effective by their peers, were studied in depth. The qualitative dissertation identified characteristics in four major ways: (a) descriptive, based on multi-methods, including demographic information, richness of behavior, and daily priorities; (b) chronology and correspondence records; (c) Cuban's conceptualizations in relationship to the superintendents' contacts and correspondence; and (d) personality profiles as indicated by the Myers-Briggs Type Indicator (MBTI), Form F.

Based on five observed rural superintendents, an effective Iowa rural superintendent may be a male in his late forties, in good physical condition, with a strong commitment to his family. He believes in the goodness of children and bases all decisions on what would be best for them.

This individual has an ENTJ (extraverted/intuitive/thinking/judgment) personality profile as revealed by the Myers-Briggs Type Indicator. In both contacts and correspondence his role is often that of a chief administrator. The superintendent is a happy but lonely person who runs a smooth operation that has taken him years to fine-tune.

Thirty-one qualitative and nine quantitative characteristics emerged from the study. Much of the literature was supported; however, there was a marked difference in Cuban's findings and this study. The fact that Cuban studied urban superintendents may account for the differences.

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Dedicated to my husband, son, and daughter

Richard Hamilton Baum

Clinton Douglas Korver

and

Juliana Boone Korver

CHAPTER I

INTRODUCTION

The nature of the superintendent's responsibilities has changed significantly since the first school superintendent in the United States was hired in the 1830s. Early superintendents primarily were bookkeepers without much influence. Power, originally held by school boards, gradually transferred to the superintendents, allowing them to have an influence on education. The influence of the superintendent had an effect on rural schools as well as urban (Tyack & Hansot, 1982).

Rural schools have certain unique administrative problems. Solving those problems depended greatly on the vision, leadership, and effectiveness of the administration (National Education Association of the United States [NEA of the US], 1957). In the words of P. Drucker:

No one needs effectiveness more than the school administrator. He needs it for his own sake. He needs it also for the sake of our society for there is no one in our society on whose effectiveness all of us depend more than we depend on the effectiveness of the school administrator: the man in whose keeping are the only real resources any country and any society has: young people and knowledge. (1964, p. 166)

It is surprising that a position that has such an effect on society has not been studied more. The superintendency has been the least studied of all educational positions. March (1978) gave three possible explanations: (a) the superintendency was a rather ordinary position and demographically grey, (b) the position was organizationally insular, involved for the most part in executing

a large number of mundane details that were simply bureaucratic work, and (c) most superintendents have only one superintendency and spend most of their working lives doing something else.

Several researchers have called for further study asking the question, "What do superintendents actually do and how do they spend their time?" (Crowson, 1987; March, 1978; Martin, 1980; Mintzberg, 1968; Pitner, 1978). The question was partially answered by Mintzberg (1968), Pitner (1978), and Duignan (1981); however, due to sample size such studies need to be replicated many times before generalizations can be made. No studies were identified using rural superintendents in the midwestern United States, nor was any systematic method used to identify effective administrators.

Mintzberg (1968) studied both business leaders and a large school superintendent when he tried to answer the question: "What does a chief executive do?" He used the structured observation technique to gather his data; Pitner (1978) and Duignan (1981) used similar methods in their studies of superintendents. Mintzberg (1968) felt that the Hawthorne effect did not appreciably influence the factors being studied. (The Hawthorne effect would occur if subjects produced "more" just because they were being studied.) The presence of an observer did not change any basic purposes. Criticisms of Mintzberg's structured observation method centered on a lack of depth in the study (Gronn, 1982, 1984, 1987; MacPherson, 1984; Pitner & Russell, 1985-1986, 1986; Willower, 1983, personal communication, summer 1988). Critics stated that more emphasis

should have been given to the purposes behind the actions of the subjects.

A 1982 study by the American Association of School Administrators (Cunningham & Hentges, 1982) enumerated differences between superintendents from small and large districts, i.e., large district superintendents were generally older, had spent fewer years in classroom teaching, and spent longer hours and more evenings and weekends working at their jobs. Cunningham and Hentges maintained that smaller district superintendents placed more emphasis on day-to-day management practices, such as school finance and school law, while their larger district counterparts preferred theory, philosophy and research considerations. Even though the AASA found several differences, Cuban (1976, 1988) identified three role similarities that all superintendents have worked within over the last century: instructional, managerial, and political.

Cuban (1976) determined three dominant conceptions of leadership held by superintendents from 1870 to the present. He regretted the fact that there were not many studies that described behaviors, so his conclusions were based primarily on writings by and about his research subjects. The three conceptualizations were: teacher-scholar, administrative chief, and negotiator-statesman. The teacher-scholar role was further divided into curriculum, instruction, supervision, and pupil services. The chief administrator role was divided into finance, school plant, district organization and management. The negotiator-statesman role was

split into school board, community, state and federal regulations. The three roles identified by Cuban did not take into consideration the personalities of the superintendents. Personalities and behaviors were researched by C. G. Jung (1933) and his followers K. Briggs and I. Myers (Myers, 1987; Myers & McCaulley, 1988; Myers & Myers, 1989).

C. G. Jung, a Swiss psychiatrist, studied people's behaviors for many years (Hirsh & Kummerow, 1987). Katharine Briggs and Isabel Myers, an American mother and daughter team, developed the Myers-Briggs Type Indicator (MBTI) based on his work. The MBTI described personality preferences and made Jung's theory understandable and useful in people's lives. It did not indicate that any personality was better than another but it did indicate that certain types chose certain professions more readily than others. It proved to be a useful instrument for use in the area of career counseling (Myers & McCaulley, 1988).

Purpose of the Study

The purpose of this study was to identify selected characteristics of effective rural superintendents. Five Iowa rural superintendents, identified as effective by their peers, were studied in depth. Characteristics were identified from four major areas. The first area was descriptive based on multi-methods including demographic information, richness of behavior, and daily priorities. The second area was a chronology record and a correspondence record. Area three compared the contacts and correspondence to Cuban's

(1976, 1988) conceptualizations and area four described the personality profiles of the superintendents as indicated by the Myers-Briggs Type Indicator (MBTI), Form F.

Definition of Terms

The following definitions were provided to give clarity to terms which had special application to this study.

1. Effective Superintendent--a superintendent identified by his/her peers as effective in relationship skills and goal attainment (Hersey & Blanchard, 1988).

2. Rural School District--any school district that does not contain a town of over 2500 residents according to the latest (1980) census.

3. Shared Superintendent--a superintendent who administers more than one school district.

Assumptions

The first assumption was that the survey respondents were able to identify effective superintendents. Another was that the week spent with each superintendent was a normal work week. A third assumption was that the responses to the interview were authentic. Finally, the fourth assumption was that the presence of the researcher did not inhibit the work schedule of the superintendents.

Limitations

With the exception of the eight largest school districts all superintendents in the state of Iowa were sent a survey to help

identify effective rural superintendents. Large district superintendents were excluded from the survey because the researcher felt the urban superintendents might not have enough contact with their rural counterparts. Those large districts were: Burlington, Clinton, Council Bluffs, Des Moines, Dubuque, Mason City, Sioux City, and Waterloo. Five rural superintendents were investigated in depth. The results were based solely on the responses and actions of the participants in the study. Behaviors studied may have been colored by the superintendent's awareness of peer selection, thus possibly causing an atypical behavior or a self-fulfilling prophecy. Due to the small sample and the fact that there was only one interviewer the reader is cautioned about generalizations.

Research Format

Five superintendents were studied in depth in order to determine the characteristics, demographics and personality profiles of each. The concept identified as educational ethnography was used. It was a modification of the ethnographic techniques used by anthropologists.

Two elements borrowed from the ethnographic technique were holism and nonjudgmental orientation. Holism is an attempt to perceive the big picture or the total situation rather than focusing upon a few elements within a complex situation. Nonjudgmental orientation is the recording of the total situation in qualitative terms without superimposing one's own value system (Borg & Gall, 1983).

Although educational ethnography is a relatively new technique in educational research studies, the researcher felt that first-hand information gathered would be of more value than questionnaires or surveys. A field approach was used to study five rural superintendents who were identified as effective by their peers. They were studied to determine what they did and if their actions correlated with several modern theorists (Cuban, 1976; Duignan, 1980, 1981; Hirsh & Kummerow, 1987; Mintzberg, 1970; Myers & McCaulley, 1988; Myers & Myers, 1989; Pitner, 1978, 1979; Pitner & Russell, 1985-1986; 1986). The foundation of the design was a structured observation and shadowing based on Mintzberg's (1968) basic methodology.

Initially an interview was conducted by the researcher with each participant in the study. Phase II of the design incorporated a week of structured observation of the superintendents' behavior by the researcher. Phase III was the examination of an after-hours work record that the superintendents kept during the observation week. After the week of structured observation each subject was asked to take a Myers-Briggs Type Indicator [®](MBTI) [®](MBTI and Myers-Briggs Type Indicator are registered trademarks of Consulting Psychologists Press, Inc.), an instrument that described personality preferences.

Population

The population of this study consisted of superintendents from rural Iowa school districts. A population of five individuals was determined from a survey of all superintendents in Iowa, with the exception of the eight large urban districts. Shared superintendents were eliminated from consideration unless they were working in schools planning on consolidation. The eligible districts were identified from the Iowa Educational Directory, 1980-81 School Year.

Data Collection

An initial interview with each subject included shadowing for one day without recording details. A scheduled week was spent observing each subject and recording in detail all actions and decisions that took place. A Myers-Briggs Type Indicator was sent to each superintendent after the week of observation.

Field Trial

A pilot study was completed with two rural superintendents who allowed the researcher to observe them for a day and record such observations. At the conclusion of the observation the researcher held a conference with each pilot study participant to analyze the data and interpret the findings. The researcher was able to glean valuable information and develop considerable skill in script notetaking. The researcher gained valuable insight into recording and evaluating data during this observational period.

Organization of the Study

A review of literature relating to superintendents and effective leaders is given in Chapter II. Chapter III presents the design and methodology used in the study. A record of the results of the study is included in Chapter IV with a summary of each of the five superintendents. An overview, discussion and recommendations for future research are incorporated into Chapter V.

CHAPTER II

A REVIEW OF THE LITERATURE

Introduction

The review of literature revealed that studies in business leadership have followed four distinguishable schools of thought: classical, neoclassical, management science, and the modern school of thought (Frost, personal conversation, 1990). Corresponding schools have also been followed in educational administration leadership studies and courses (Silver, 1982).

The first purpose of the review of literature was to provide a condensed summary of leadership studies to furnish background information. The second purpose was to clarify some of the characteristics of the everyday life of leaders, in particular public school superintendents of K-12 educational organizations. The characteristics were reviewed to give the reader a base on which to build the research data. A third purpose was to review personality profiles which provided some objective information to balance the subjective. The fourth purpose was to study role conceptualizations of superintendents. The role determinations were another means of identifying characteristics of superintendents and were built upon Cuban's conceptualizations (1976, 1988). The final purpose was to review rural schools in Iowa. This was to provide the reader with a framework of the setting in which the superintendents worked. A brief background was given showing how

the county superintendent's responsibilities were taken over by the Area Education Agencies.

Together the five purposes provide the reader with a conceptual understanding designed to allow one to discern significant leadership characteristics. The researcher will build upon those while ascertaining characteristics of perceived-effective rural superintendents.

Leadership Studies

"Questions about leadership have long been a subject of speculation, but it was not until the twentieth century that scientific research on leadership was begun" (Yukl, 1981, p. 1). The study of leadership can be divided into four categories: (a) Classical, which includes Taylor, Fayol, and Weber; (b) Neoclassical, which emphasizes people and includes the human relation movement; (c) Management Science, which includes the rebirth of scientific management through technology as well as operations' research; and (d) the Modern School of Thought, which includes systems' theory, the contingency theory, the human resource model and the transformational leader theory (Frost, personal conversation, 1990). A brief summary of each era follows, along with a description of how it affected educational administration.

Classical

The Classical movement was the first significant concentrated effort to develop a body of management thought (Certo, 1983). The

general emphasis was on efficiency. The classical approach can be divided into two distinct areas. Frederick W. Taylor, often known as the "father of scientific management" analyzed lower-level management (Callahan, 1962). Frank and Lillian Gilbreth and Henry L. Gantt also contributed to the lower-level management analysis (Certo, 1983). The second category concentrated more on studying the management function as a whole. Henri Fayol (1923) was the primary contributor. Max Weber used the term bureaucracy to label the classical era which included three main components: (a) detailed procedures and rules, (b) a clearly outlined organizational hierarchy, and (c) mainly impersonal relationships between organization members (Certo, 1983).

During the classical era school districts were being centralized under strong superintendents (Morris, Crowson, Porter-Gehris, & Hurwitz, Jr., 1984). Large numbers of immigrant children were being assimilated according to the melting pot strategy and schools were under considerable pressure to produce young people capable of joining the nation's work force. Two researchers who applied the business research to schools were Fayol and Gulick.

Henri Fayol (1923) and Luther Gulick (1969) asserted that educational organizations could be efficient establishments similar to businesses. Examples of educational studies reflecting the scientific management movement were surveys and investigations directed toward increasing productivity while reducing costs (Silver,

1982). The human element was not emphasized in the classical approach. That changed with the advent of the neoclassical era.

Neoclassical

The Neoclassical movement was an extension of the classical era but encompassed human relations theory. Sometimes it is referred to as the behavioral approach to management (Certo, 1983). From approximately 1925 to 1950 it gained growing acceptance. The turning point at which the Classical Period became the Neoclassical Period occurred with the implementation of the Hawthorne studies (Mayo, 1945). They were designed to be the epitome of scientific management research (Silver, 1982). Workers were tested for productivity under various conditions. The surprising result was that they improved under all conditions. There had to be more to their improvement than physical changes. As a result of the studies the human element took on new significance.

In educational administration preparation programs, the human relations movement was evidenced by the introduction of readings from McGregor (1978), Argyris (1953), and Maslow (cited in May, Rogers, & Maslow, 1986). Democratic decision making, the motivation of the workers, and good communication skills were seen as qualities of an effective school administrator.

Influential individuals of the period along with Elton Mayo (1945) were Mary Parker Follett (1932) and Chester Barnard (1956). They turned their attention to the relationship between groups and

individuals within the organization. Around the middle of the twentieth century the management science became predominant.

Management Science

This period emphasized the rebirth of scientific management through technology and included operations research. There was an emphasis on the use of mathematical models to solve complex operational problems. Scientists trying to solve military problems during World War II used the problem-solving method with which they had the most experience: the scientific method (Certo, 1983).

Also included in this time frame was the theory-based or interdisciplinary approach which became evident after World War II. The Ohio State Studies in the late 1940s emphasized this approach (Fleishman & Hunt, 1973). According to the results of the study a successful leader merged as an individual who "initiates structure" with a feeling for "consideration." Initiating structure was getting the task accomplished via goals and objectives, or a scientific management dimension. Consideration represented the people or human relations dimension.

In the 1950s and 1960s theorists turned to psychology and social psychology in an attempt to base theories of educational administration on an academic foundation (Morris, Crowson, Porter-Gehris, & Hurwitz; 1984). Herbert Simon (1976), Talcott Parsons (1978), and Robert Merton (1967) developed theories in general management while Roald Campbell (1985), Jacob W. Getzels (1977), and Andrew Halpin (1955; 1956) were instrumental in

developing hypothesis-testing styles of research in educational administration. The closed-system orientation or failure to consider an organization's outside environment however, led to the theory's demise. According to Morris, Crowson, Porter-Gehris, and Hurwitz (1984):

The interdisciplinary, theory-based approach also failed to come to terms with administrative reality. Despite the movement's interest in predicting and controlling, it seemed more concerned with the deductive development of systematic theory than with the inductive translation of practice into theory, and back into improved administrative behavior. . . . Knowledge of decision theory or leadership behavior may be helpful conceptually, but of little assistance in dealing with everyday problems of student control, poorly trained teachers, or angry parents. (p. 10)

Modern School of Thought

The Modern School of Thought attempted to look at leadership from a gestalt point of view. The impact of outside influences on the schools in the late 1960s and 1970s led to Karl E. Weick's (1976) description of schools as "loosely coupled systems." Loosely coupled contrasts with the image of an organization coupled through dense, tight linkages. Weick stated that it could be conceivable that loosely coupled systems could preserve more diversity in responding to influences than a tightly coupled system. It could, therefore, adapt to a considerably wider range of changes in the environment than would be true for a tightly coupled system. Social science research, specifically political science and organizational theory literature, greatly influenced research in educational administration in the 1970s (Morris, Crowson, Porter-Gehris, &

Hurwitz, 1984). The open systems view emphasized the interdependence between an organization and its environment and was based upon the work of David Easton (1969) among others. The open-systems perspective was instrumental in creating an improved systems analysis of education based on two fundamental propositions (Campbell, Cunningham, Nystrand, & Usdan, 1985). The first was the school system and its environment were linked together in interaction. The second was the world of the educational administrator, characterized by loosely coupled, chaotic, unpredictable and fragmented elements, was far more complex than had been perceived.

The contingency theory (Hersey & Blanchard, 1988) developed as a result of trying to make some sense out of open-system understandings. The contingency theory represented a situational approach (Fiedler, 1969; 1987) to leadership. Its premise was that there was no one best approach but each situation called for a possible different style of leadership. Hersey and Blanchard (1988) researched the situational leadership approach as it related to general business, while Sergiovanni (1982) researched the theory in relationship to educational administration.

Several of the new schools of thought dealt with change, innovation, vision, goal setting and entrepreneurship. Tichy and Devanna (1986) felt that a new type of leadership was desperately needed in the late 80s. They called it transformational leadership.

. . . this brand of leadership is a behavioral process capable of being learned and managed. It's a leadership process that is systematic, consisting of purposeful and organized search for changes, systematic

analysis, and the capacity to move resources from areas of lesser to greater productivity. (p. viii)

Transitions from one period to the next are not clear cut. Programs analyzed in the last quarter of the 20th century continue to deal with systems analysis and planning technologies, such as Program Evaluation and Review Technique (PERT), and Management by Objective (MBO): examples of efficiency studies (Silver, 1982).

Although this chapter deals mainly with educational administrators Bertrand Russel (1984) stated:

A man who has a position of power in a great organisation [sic] requires a definite type of ability--namely, that which is called executive or administrative; it makes very little difference what the matter is that the organisation [sic] handles, the kind of skill required at the top will be always the same. (p. 149)

Practices of Successful Leaders

Many studies have focused on what characteristics make an effective leader. Kouzes and Posner (1987) identified five practices common to successful leaders: (a) They are challenged by the process; (b) they are inspired by a shared vision; (c) they enable others to act; (d) they model the way; and (e) they encourage the heart of their followers to carry on. Other studies focused on understanding what leaders did (Mintzberg, 1971).

Mintzberg (1968) did not distinguish between superintendents and business administrators in his search for the practices of leaders. He felt that the progress of management science was dependent on understanding the manager's working processes

(Mintzberg, 1971). After a review of the literature he stated that understanding was superficial at best. As a result he studied five leaders in depth in order to describe managerial work more precisely. His research question was "What do managers do?" He observed the chief executives of five medium to large organizations for his study (a consulting firm, a school system, a technology firm, a consumer goods manufacturer, and a hospital). He stated "the data for each of the five men are remarkably similar"

(Mintzberg, 1968, p. 3). Some of the similar distinguishing characteristics of managerial work were:

The manager performs a great quantity of work at an unrelenting pace; his activities are varied and brief, and there is little continuity between successive activities; he exhibits a preference for issues that are current, specific and ad hoc, and a preference for the verbal means of communication; he is able to control his own activities despite what appears to be the predominance of obligations. (Mintzberg, 1968, p. 3)

Pitner (1978, 1979) conducted a similar study using urban superintendents as subjects. She concluded the superintendent's world was largely verbal. Superintendents met with a diverse number of individuals and organizations. Their activities were usually brief and fragmented and their activities required some kind of scheduling. Some practiced "polychronics" or doing several things at once, such as processing mail while talking on the phone. Time--not having enough of it--was listed as a major impediment to accomplishing their work. Pitner also concluded that much of the activity of a superintendent was mundane.

Both Mintzberg's and Pitner's studies were accomplished with urban superintendents. Duignan (1980) studied eight Canadian superintendents, all of whom had one hundred or more teachers under their jurisdictions. He concluded:

. . . the superintendent's administrative behavior is not, generally, as planned and organized as is sometimes suggested in the literature. He works in a world of action where uninvited verbal encounters and externally imposed deadlines play havoc with his attempts to bring order to his work behavior. Instead of the calm and controlled practitioner who diagnoses problems and potential problems, generates alternatives and then chooses the optimum solution, one sees a more frustrated individual who is faced with an array of problems and crises of varied composition. (p. 25)

Cuban (1988) summarized the patterns of the "superintendent-watching" studies of the 1970s:

. . . superintending is a constant stream of brief encounters, mostly with school board members and subordinates in the central office; constant interruptions; little time spent at the desk or in the schools; and a decided concentration upon verbal exchanges with people (planned and spontaneous). In short . . . a world of action. (p. 129)

Blumberg (1985), in a later study, looked at the practices of superintendents and executives and concluded that both were expected to provide direction, pay attention to both the internal and external environment upon which their organization's welfare depended and both set in motion procedures for resolving conflict when necessary. From a description of what leaders did or what practices they followed a more objective look can be had by studying their personality profiles. A Swiss physician began that study many years ago.

Personality Profiles

C. G. Jung, a Swiss, probed to the remote depths of the psyche in his quest to explain individual human differences (Jacobi, 1970). Jung was an empiricist and practicing psychologist; his personal experiences formed the foundation of his theories. He attempted to lead people to a responsible attitude and way of living suited to the individual peculiarities of each person, to an inner and outer mode of behavior. Jung stated, "In my practical medical work with nervous patients I have long been struck by the fact that among the many individual differences in human psychology there exist also typical distinctions. . . ." (Jung, 1933, p. 9).

One of Jung's followers was Isabel Briggs Myers. The suffering and tragedies of World War II stirred her to do something that might help people understand each other and avoid destructive conflicts (Myers & Myers, 1989). She resolved to devise a method of putting Jung's typology to practical use. Jung had identified certain personality types that could be identified in every individual. The "type indicator" was born from Myers determination to make Jung's work pragmatic. It took several decades of research before it was widely accepted, but in 1975 the Center for Applications of Psychological Type was organized as a service and research laboratory. The Myers-Briggs Type Indicator is now the most widely-used personality measure for non-psychiatric populations (Myers & Myers, 1989).

"The essence of the theory is that seemingly random variation in behavior is actually quite orderly and consistent being due to basic differences in the way individuals prefer to use their perception and judgment" (Myers & McCaulley, 1988, p. 1).

The Myers-Briggs Type Indicator (MBTI) asked a series of questions that ultimately determined four characteristics or personality types. Those four types or scales could be combined into sixteen combinations. The first scale was to determine how a person was energized. It was labeled either Extraversion (E) or Introversion (I). The second scale measured what a person paid attention to, the labels Sensing (S) or Intuition (N) were identified. The third scale indicated how a person made decisions: Thinking (T) or Feeling (F). And the fourth scale exhibited the life style a person adopted: Judgment (J) or Perception (P).

Characteristics of each of the four scales are:

Extraversion

Preference for drawing energy from the outside world of people, activities, or things

Introversion

Preference for drawing energy from one's internal world of ideas, emotions, or impressions

Sensing

Preference for taking in information through the five senses and noticing what is actual

Intuition

Preference for taking in information through a "sixth sense" and noticing what might be

Thinking

Preference for organizing and structuring information to decide in a logical, objective way

Feeling

Preference for organizing and structuring information to decide in a personal, value-oriented way

Judgment

Preference for living a planned and organized life

Perception

Preference for living a spontaneous and flexible life

(Hirsh & Kummerow, 1987, p. 4)

A personality "type" was the combination and interaction of the four preferences that one chose when filling out the MBTI (Myers, 1987). A score was associated with each indicator. The higher the score, the more consistent one chose that preference over the opposite. A person's dominant, secondary, tertiary and least used function could be determined through interpretation of the profile.

Four decades of studies of different groups have produced typical personality profiles (Myers & McCaulley, 1988; Myers & Myers, 1989). A study of Canadian school administrators by von Fange (cited in Myers & Myers, 1989) produced unique groupings. There was no marked difference between extroversion and introversion, sensing or intuition, thinking or feeling. However, 86% were high in their preference for judgment. Von Fange indicated that the ability to make endless decisions and not grow weary was a necessity of life for those responsible in the educational system. According to von Fange's findings, one would suspect that at least four, if not all five, of the studied superintendents would show a preference for judgment in their personality profiles. Figure 1 summarizes von Fange's study.

Individuals with judging personality types like to see things come to closure, as well as "to dispose of things, even without the spur of necessity" (Myers & Myers, 1989, p. 69). They not only decide what they do themselves, but also what others should do. These individuals follow plans, "They take real pleasure in

Figure 1. Von Fange's portrayal of the results of the Myers-Briggs Type Indicator for Canadian school administrators (Myers & Myers, 1989, p. 51).

ISTJ N=14 11.3% SSR=1.40	ISFJ N=12 9.7% SSR=2.44	INFJ N=9 7.3% SSR=3.44	INTJ N=10 8.1% SSR=1.72
ISTP N=0 0% SSR=0.0	ISFP N=1 0.8% SSR=0.18	INFP N=3 2.4% SSR=0.58	INTP N=1 0.8% SSR=0.14
ESTP N=1 0.8% SSR=0.10	ESFP N=3 2.4% SSR=0.38	ENFP N=6 4.8% SSR=0.68	ENTP N=2 1.6% SSR=0.20
ESTJ N=27 21.8% SSR=1.39	ESFJ N=15 12.1% SSR=1.87	ENFJ N=7 5.6% SSR=1.59	ENTJ N=13 10.5% SSR=1.58

	N	%	N	%	
E	74	59.7	68	54.8	T
I	50	40.3	56	45.2	F
S	73	58.9	107	86.3	J
N	51	41.1	17	13.7	P

Note. SSR stands for Self-Selection Ratio. It is the percentage frequency of that type in the sample divided by its percentage frequency in the appropriate base population.

getting something finished, out of the way, and off their minds" (Myers & Myers, 1989, p. 75).

Judging types favor work that imposes a need for system and order. Myers and McCaulley's (1988) study identified 71.35% of school administrators as preferring the trait "judging." In the same study 51.89% preferred extraversion, 50.54% preferred intuition and 63.24% preferred thinking. Myers and McCaulley (1988) indicated certain fields had more judging types because decision making was important. Management was one of the fields identified.

The following list describes the characteristics of people who prefer the judging type in work situations:

Work best when they can plan their work and follow the plan.

Like to get things settled and finished.

May decide things too quickly (especially EJ types).

May dislike to interrupt the project they are on for a more urgent one (especially ISJ types).

May not notice new things that need to be done.

Want only the essentials needed to begin their work (especially ESJ types).

Tend to be satisfied once they reach a judgment on a thing, situation, or person. (Myers & McCaulley, 1988, p. 82)

One set of characteristics of superintendents can be identified from the Myers-Briggs Type Indicator. Another set can be identified through the roles they fulfill.

Role Conceptualizations

"The concept of role provides the standard 'sociological' explanation of behavior--the captain goes down with his ship because he has accepted the role of captain, and that is what captains do in our culture" (Simon, 1976, p. XXXVI). Cuban (1976) and Blumberg (1985) used role conceptualizations in their analysis of superintendents. According to Morris, et al. (1984) the conceptual development of the administrative task was a continuously changing and dynamic reality.

Cuban (1976) questioned how administrators viewed administrative patterns as educational leaders. He examined historically the ideologies and functions of superintendents over the past century in order to discover the range of leadership roles. He explained that roles referred to those sets of behaviors accompanying the position of superintendency.

Uncovering what superintendents have perceived leadership to be since 1870 was difficult (Cuban, 1976). What practitioners wrote about was not necessarily what they did. Cuban derived his concepts from speeches, articles, discussions and actions of urban school administrators. Although Cuban was concerned primarily with urban superintendents, much of his information was taken from the Department of Superintendence (later the American Association of School Administrators) which was composed of all school administrators, both rural and urban.

Cuban identified top school administrators by virtue of their position, by the volume of their writings and speeches, and by an examination of the annual proceedings between 1870-1950 of the Department of Superintendence (Cuban, 1976). Three concepts of superintendent leadership emerged from Cuban's (1976) findings: (a) teacher-scholar, (b) chief administrator, and (3) negotiator-statesman. Callahan (1962) also examined superintendent's roles. In his book Education and the Cult of Efficiency his theme was that schoolmen embraced the technology of scientific management after 1910 to defend themselves and keep their jobs in a business-dominated, efficiency-conscious society. He attributed the growth of graduate education courses in administration after 1910 to that thesis. Callahan broke down the roles of the superintendency in terms of four different dominant conceptions:

1865-1900 scholarly educator

1910-1930 business manager

1930-1954 educational statesman

1954-present expert in applied social science

Cuban (1976) did not think the eras were quite so clearly differentiated. In The Managerial Imperative and the Practice of Leadership in Schools (1988) Cuban suggested that teachers and principals also filled the instructional, managerial and political roles that superintendents did. In his book Urban Chiefs Under Fire (1976) the roles identified were all those of urban leaders.

In Iowa a majority of the schools are rural. What types of characteristics do rural superintendents have?

Rural Schools

The following historical description summarizes how the rural school superintendent came into being in a majority of Iowa schools. Before 1974 the county superintendent was responsible for all small rural schools within a prescribed county. The county superintendent's duties were to examine and certify teachers, disburse school money and to visit and report to the state department on the condition of the schools. A teacher rarely saw the superintendent twice a year (Dreier, 1967).

There was continuous pressure for school districts to become larger. The number of school districts in Iowa declined from 17,211 in 1904-05 to 4,558 in 1952-53 to 501 in 1966-67 (Dreier, 1967). The Fifty-seventh Iowa General Assembly in 1957 mandated that high school districts cover all areas of the state by July 1, 1962. This virtually eliminated the one-room schools.

In the early 1960s the Iowa Association of County Superintendents requested the Department of Education to establish boundary lines to be incorporated into legislation for redistricting Iowa's 99 counties into fewer and more effective intermediate units of school administration (Bechtel, 1967). The Department submitted its report to the General Assembly in 1962. They concluded that a new community college system and the county intermediate districts should share one elected board and one executive officer. The

bill supporting the concept was never introduced into the General Assembly and it died a silent death.

An interim committee of legislators was appointed to further study the concept (Bechtel, 1967). The Sixty-first Iowa General Assembly passed two separate bills: one to develop the community college system and one to permit counties to merge in order to create enlarged intermediate units. The new laws became effective July 4, 1965. The next day the State Board of Education began receiving proposals. The system developed 15 Area Education Agencies (AEAs) replacing the county superintendents. The last county superintendent held office in 1974 (W. K. Price, former Sioux County Superintendent, personal communication, January 17, 1989). After that each school district had its own superintendent. In Iowa, a majority of those were rural.

Being rural or small does not automatically make something good or bad (NEA of the US, 1957). Hinsdale (1894) said, "It is my opinion, and one not hastily formed, that the best superintendence is now found in the small cities. There, I believe, the superintendent who has ideas and personal force finds his largest opportunity" (p. 50). Small schools do, however, have specific problems.

Some of the specific needs or problems in rural schools are "finding sufficient financial resources, providing economical school units, overcoming isolation, getting reasonable living and working conditions for teachers, and making adequate provision for

supervision" (Butterworth, 1926, p. 5). Those needs have not changed much. Butterworth claimed that rural problems were so different from city ones that they required different elements of knowledge to find solutions. Liabilities according to the National Education Association of the United States (1957) included, inability to provide a broad educational program, limited financial support, obsolete and poorly equipped buildings, inadequate provision of instructional tools and materials, and difficulty in attracting and retaining competent teachers. "The key problem of the small community school is the quality of the educational program provided. . . . Quality depends upon the excellence and vision of the administrator who serves each small community school. . . ." (NEA of the US, 1957, p. iii). Smaller schools also had several advantages.

Some of the assets of a small school were smaller class size, opportunities to know children and their families, a close identification in the community to the school, ease of communication, a high degree of informality in relationships, and an almost unlimited potential for flexibility in operation (NEA of the US, 1957). At the midpoint of the twentieth century there were more rural schools than urban.

Only 6679 or 11.3% of the school administrative units, including all county and city districts, employed 40 or more teachers in 1950 (NEA of the US, 1957). Many of those districts operated several schools; therefore, there were many more smaller schools than

statistics showed. Two-thirds of the secondary public schools in 1951-52 were located in population centers of less than 2500. Most school administrators worked in small schools located in small communities. Only about 37% of the 59,270 school districts in 1955 employed a superintendent or supervising principal. In Iowa, in 1988, 72% of the schools were still identified as rural by definition (Dreier, personal conversation, 1988).

Conclusion

Specific administrative problems of rural schools demand an effective superintendent. Research is needed to determine what effective superintendents do. Checking concepts and theories of leadership against the reality of situations helps to guard against losing contact with the reality of administration.

Small school administrators can be distinguished from most larger school ones by their direct involvement in all phases of administration (NEA of the US, 1957). This puts them on the firing line every day.

Small schools, just as large schools, have certain unique administrative and instructional problems. Many of the problems of the small school are a direct result of smallness. . . . The extent to which needed improvements are actually realized will depend in large measure upon the vision and leadership exercised by those whose job is the administration of these small community schools. (NEA of the US, 1957, p. iii)

Hence this study was viewed as research needed to identify characteristics, personality traits, and unique subtleties of

those Iowa rural superintendents perceived as effective by their peers.

CHAPTER III

METHODOLOGY

This research study was designed to identify selected characteristics of an effective rural superintendent. Five superintendents were observed in depth in order to determine characteristics of perceived effective rural Iowa superintendents.

Population

The population for this study consisted of all superintendents from rural Iowa school districts. A rural school district was defined as any district that did not contain a town of over 2500 residents according to the latest (1980) census. This study consisted of five of the top ranked superintendents judged by their peers as effective.

Procedure

In the fall of 1988, a survey was sent to all superintendents in the state of Iowa, except the eight largest districts. Large district superintendents were perceived as not having enough contact with rural district superintendents to be able to identify effective individuals.

The survey consisted of a letter explaining the project and defining rural and effective schools. On the bottom of the letter the superintendent was asked to list the top three effective rural superintendents as he/she perceived them. The survey was a single page that was stamped and return addressed for ease of mailing (see Appendix A). A list of all eligible school districts

accompanied the survey (see Appendix B). Each district had a number which the superintendents were to use in identifying the sample. The preliminary survey was shared with an experienced superintendent and revised.

A 59.48% return was realized after three weeks. A total of 180 superintendents received 597 votes with the top five receiving 93. One mailing was sent.

Upon analyzing the survey results, a letter (see Appendix C) was sent to the top five identified superintendents informing them of their selection. This was followed by a telephone call to arrange a date for an interview and a time to observe them at their school. Upon arrival at the school for the initial meeting, the researcher scheduled a time during the day for a semi-structured interview. The study was explained and school calendars, annual reports and other descriptive information was gathered at that time. The same questions were asked each superintendent (see Appendix D). The subjects were asked to share personal demographic and background information, professional history and activities, and information about the school and community in which they were working. A copy of the superintendent's annual report and policy documents, if available, was collected at that time.

The researcher spent a day with each superintendent developing an awareness of the school in which each worked. Time was spent touring the building and meeting faculty and staff. Notes were taken reflecting the climate of the school and capturing the richness

of events and activities. At the end of the one day observation each superintendent was asked for his approval to return to observe for an entire week and appropriate dates were scheduled. Four superintendents were observed in the spring of the year and one in the summer. Each superintendent's observational information was color coded for ease of data retrieval, i.e., notes were kept in a certain colored notebook and highlighted with the same colored pen.

The first instrument used in the study was a semi-structured interview (see Appendix D). The 18 question survey was designed by the researcher to gain demographic information about the superintendent, the school, and the community. The questions were a compilation of concerns recorded as the researcher did background reading (Blumberg, 1985; Duignan, 1980; Hersey & Blanchard, 1988; Knezevich, 1952; Mintzberg, 1968; Pitner, 1978). A wide range of topics was included. If the researcher found no connection in the five sets of answers, such as birth order, the topic was not pursued.

The researcher was allowed to return for a week-long study with five of the top ranked superintendents. Approximately a week before the observation a letter was sent to each superintendent (see Appendix E) explaining the mechanics of the study and assuring him that the researcher would absent herself if the superintendent was engaged in any personal or confidential activities. A notice for teachers was also sent (see Appendix F). The notice informed

teachers that the researcher would not engage in conversation during the recording period and the teachers should try to ignore her.

The researcher arrived at the school at the same time as the superintendent in order to get a true awareness of a normal day. At the beginning of each day during the structured observation phase, the superintendents were asked to identify their priorities for the day. Then the researcher moved to the side of the room and became a nonparticipant observer. At the completion of the work day the superintendents were asked to reflect on their activities. The predictions and reflections were recorded as agreed to by the superintendents. Efforts were made to analyze activities according to the priorities described.

The original interview, daily priorities and reflections were tape recorded with the participant's permission. This was to assist the researcher in interpreting the notes taken. A separate notebook was kept for each superintendent to reflect field notes on a daily basis. These notes included a time record, the location and a brief description of the key points of activity, a list of participants and their relationship to the superintendent participant, plus a reason for or purpose of the event or activity. Symbols and abbreviations were used when possible when making observational notes. A chronological record was kept, recording times and basic activities. A correspondence record detailing the nature of mail received and generated was also kept. Another section of the observational phase was a contact record including each occasion

during which the superintendent had contact with another individual, via telephone, scheduled meetings, unscheduled meetings, or tours of the buildings. Each contact and each piece of correspondence was matched with Cuban's (1976) role conceptualizations. The Myers-Briggs Type Indicator (MBTI) was sent to each superintendent after the observation period.

Reliability and Validity

The problem of reliability is important in field studies (Lutz & Iannaccone, 1969). To increase reliability the researcher used systematic recording and coding to provide for consistency, as well as pilot observations to test the recording and coding techniques. The researcher checked interpretation of events with each superintendent. When possible, observations were checked against written documents.

Once reliability was established, Lutz and Iannoccone (1969) stated that validity is not so much a question in field studies:

The observer is viewing the actual behavior. He is not one-step away from the behavior as is the case when tests are used to measure perceptions of behavior. Rather, the field observer is looking at the actual behavior. In this method, if the data are reliable, they are usually valid. (p. 124)

Cuban (1976) derived his conceptions of leadership inductively from the writings and speeches of top school chiefs from 1870-1950, from analyzing the annual proceedings of the Department of Superintendence (later renamed the American Association of School Administrators) and from articles in educational journals by identified superintendents. The validity of his conceptions was

established by his reputation as a respected researcher in the field of education. The reliability was based on subjective evaluation and coding techniques.

The Myers-Briggs Type Indicator (MBTI) has been used as a descriptive tool for over 40 years by business organizations and educational institutions. Its validity has been established through hundreds of well-documented studies and its reliability is as good as a subject's answers are honest (Hirsh & Kummerow, 1987).

Pilot Study

Before the week-long observations were conducted, two pilot studies were carried out in rural districts of comparable size in North Central Iowa. This helped refine the instruments to be used for the longer observations. The methods of recording were revised after each pilot study, particularly in the areas of role conceptualizations, contacts and correspondence. Each pilot superintendent was asked at the end of the day how the researcher could be more effective and more invisible while observing. The researcher was able to glean valuable information and develop considerable skill in script notetaking. The researcher gained insight into recording and evaluating data during this observational period.

Data Collection

A chronological record was kept of each superintendent for the entire week. The superintendents shared school related activities they had engaged in during the previous Saturday and

Sunday and the length of time spent on them. Thus a record was recorded of an entire week's work. Along with the chronological record, notes were kept reflecting the climate and atmosphere surrounding each activity. Efforts were made to capture the "richness" of the situation.

A record was kept of each contact the superintendent made during the entire observation period. A correspondence record was kept on another form in which each piece of printed material was labeled according to form, sender, purpose, attention given to it and action taken. At the end of both the contact and correspondence record there was a check list containing the 11 different role conceptualizations in three different categories listed by Cuban (1976). Roles were double checked by the superintendent at the conclusion of each day's observations.

Cuban (1976) identified three roles superintendents filled: teacher-scholar, chief administrator and negotiator-statesman. Each role was further divided. The researcher numbered the roles 1 through 11 and had a checklist (Appendix G) on the side of the contact and correspondence records. All items dealing with curriculum were numbered one. Number two contained items dealing with instruction. The researcher included all items pertaining to teachers under this category, including the filing of grievances. Number three dealt with supervision; this included contacts with local administrators. Pupil services was number four. This included

the superintendent's contacts with students, including greetings.

The first four categories made up the Teacher-Scholar role.

The next four (five through eight) made up the Chief-Administrator role. Number five was finance; signing checks and budget work were included. The school plant was number six. Most work with noncertified staff was included, i.e., contacts with custodians, cooks, bus persons, etc. Number seven was district organization. This dealt with conference concerns and the wider school area. Number eight was management which included the acts of handling, controlling, and directing.

The last three categories (9 through 11) made up the Negotiator-Statesman heading. Number nine was labeled school board. All items pertaining to the board were included. Some items fit into more than one category; for example, one superintendent spent quite a bit of time working on budget items for the school board. If one category was not more dominant than the other, the contact was recorded under both. Number 10 was community. This included the superintendent's contacts with people outside the school proper. Item number 11 dealt with federal and state regulations. The researcher added a number 12 to include personal contacts a superintendent made during the day.

Follow-Up Instrumentation

After all observations were completed a Myers-Briggs Type Indicator (MBTI), Form F was given to each administrator. A pre-addressed stamped envelope was included. This determined the

personality profile of each administrator. The literature indicated that administrators in general had only one personality type in common.

The MBTI was an instrument self-administered by each superintendent. The directions were complete and easy to follow. The tests were analyzed by the researcher with the assistance of a professor from the University of Northern Iowa.

The MBTI identified four dominant personality traits of each subject. The instrument measured a preference for introversion (I)/extraversion (E), sensing (S)/intuition (N), thinking (T)/feeling (F) and judgment (J)/perception (P). There was a possibility of combining the personality traits in 16 combinations: ISTJ, ISFJ, INFJ, INTJ, ISTP, ISFP, INFP, INTP, ESTP, ESFP, ENFP, ENTP, ESTJ, ESFJ, ENFJ, ENTJ.

The results of the data collection and interpretation of the results are recorded in the following chapter. Implications of the study were reserved for Chapter V.

CHAPTER IV

PRESENTATION OF DATA

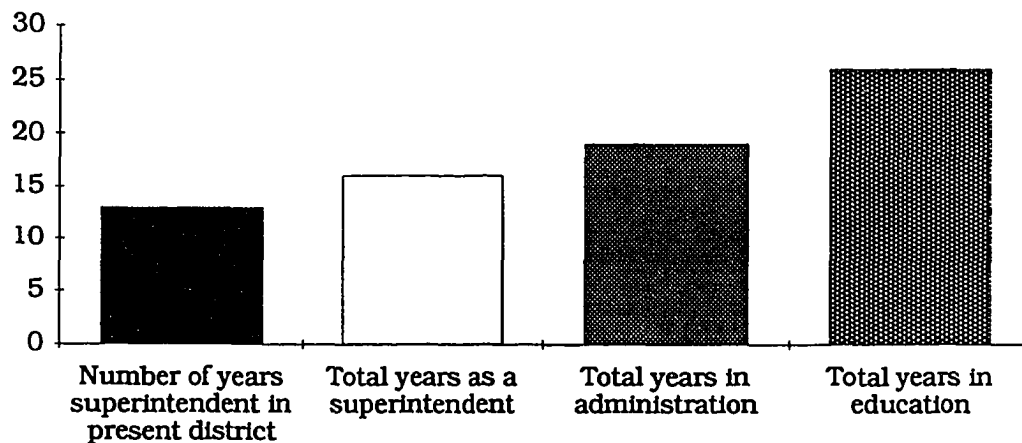
This study was guided by one main question, what were the characteristics of perceived-effective rural superintendents? A brief description is given for each of the superintendents studied along with a summary of observations. Supporting documentation is located in the appendices.

Superintendent Boone

Superintendent Boone was in his late forties, married, and the father of four children. He had taught for 7 years before becoming a high school principal. He served as a principal for 3 years, then as a superintendent for 3 years before coming to his present district where he has been the superintendent for 12 years. Industrial arts and economics were his majors and physical education and drivers education were his minors. Boone never worked outside the field of education except for summer jobs in construction work and truck driving. Superintendent Boone's years of experience can be graphically seen in Figure 2.

The rural community in which Boone worked was located in northwest Iowa. The people were interested in providing a good education for their children and were willing to spend money on them. Their background was mixed. Superintendent Boone was shared with a smaller adjacent district that was in the process of consolidating with the larger one.

Figure 2. Superintendent Boone: Years of experience.



Superintendent Boone handled stress by forgetting about school when at home. He liked to play basketball, catch, or fish with his son. He described his managerial style as delegation or site based management. Decision-making was done by involving others. He tried to appease groups that were displeased by always having a positive attitude. (For a log of Superintendent Boone's daily activities see Appendix H-1.)

Summary of Superintendent Boone

Some of the behavioral characteristics of Superintendent Boone were a sense of humor, a positive attitude, and good listening skills. He surrounded himself with good people so he could delegate and be confident in the outcomes. Boone was quick to give credit to others. He felt that "kids were good." He was not a

procrastinator. Specific characteristics noted while observing Superintendent Boone are listed in Appendix H-2.

Specific priorities for each day and the details of their fulfillment are listed in Appendix H-3. On the first day of observations Superintendent Boone established four priorities. He accomplished all of them, two of them right away during the morning. The second day Boone again listed four priorities. The majority of the day was spent working on them and he again fulfilled all of his goals.

The third day Boone listed three priorities. Again, a good part of the day was devoted to them. However, only one was completely finished. The other two were partially fulfilled. Several unscheduled events occurred on Day 3 preventing the fulfillment of all priorities. The unscheduled events became unscheduled priorities. They included a man checking on an advertised custodial position, the cost of an oil change, an insurance man calling on the school, a teacher with questions about summer school, and the planning of a Memorial Day program.

On Day 4 three priorities were again identified. All three were completed. Day 5 included four priorities, three of which were fulfilled. Unscheduled events that occurred were a report from the facilities committee, concerns about a district map, and a performance-based pay document.

During the week Superintendent Boone spent a total of 451 minutes (7.52 hours) in 152 unscheduled meetings. The average

length of a meeting was 2.97 minutes. Ninety-six were initiated by Boone and 56 by others. Meetings with his secretary accounted for 60% of all unscheduled meetings, 59.8% of those were initiated by Boone. Sixteen unscheduled meetings were with teachers, with 75% initiated by Boone. The next highest incident of unscheduled contacts was with the custodian and then with local business people. (See Appendix H-4 for a complete list of unscheduled contacts and the initiation of each.) Unscheduled meetings included greetings and casual remarks. The shortest time period recorded was 1 minute, but many of the contacts were actually less than that so time spent in unscheduled meetings was slightly inflated.

The location of unscheduled meetings occurred in equal proportion in Boone's office and his outer office, with 40.8% held in each. Boone had a central office in the larger school district and another office located within the elementary building in the smaller district. In each case there was a secretaries' office adjacent to the main office. Contacts occurring in hallways accounted for 5.9% of the unscheduled meetings, while 4.6% occurred in the community. (See Appendix H-5 for a more complete listing of locations.)

Purposes for unscheduled meetings were divided into greetings, giving information, getting information, an exchange of information, or personal. Getting information accounted for 39% of the unscheduled contacts, while 23.6% were to give information. (See Appendix H-6.)

Although many of the scheduled meetings were probably planned jointly, the researcher credited Boone with the initiation unless it was obvious that was not the case. Boone attended 11 scheduled daytime meetings during the observed week. He also spent 83 minutes at a board meeting in the smaller school district and 270 minutes at a track meet. The eleven daytime meetings lasted 526 minutes (8.77 hours) for an average of 47.82 minutes. Ten of the 11 were scheduled by Boone.

Superintendent Boone met with local administrators and custodians most frequently. He had three meetings with each. Local business people were involved in two meetings, while a job applicant, other administrators and the facilities committee each accounted for one.

Boone tried to tour each of the three buildings in his school district every day. He spent 53 minutes interacting with 26 others during the tours for an average of 2.04 minutes per contact. Fifteen of those 26 contacts were with teachers. Four were with students, three with custodians, two with local administrators, one with the school nurse, and one with the cooks. Self-initiated contacts accounted for 25 of 26 contacts. In the hallways 13 contacts occurred, including the one not initiated by Boone. Seven contacts were in the teachers' lounge, while four were in other administrators' offices. There was one contact each in the custodians' lounge, the library, and the cafeteria. Greetings accounted for 19 of the 26 contacts, five were exchanges of

information and two were to get information. Only one individual was involved in 15 of the contacts, four were with two people, and three were with three. There was a single contact with groups of four, five, six and eight. Superintendent Boone spent 210 minutes (3.5 hours) on the telephone during the observed week, making 58 calls himself and answering 32 from others. His calls averaged 2.33 minutes each. Sixteen of the 90 calls were to secretaries. Fourteen of those were initiated by Boone and two by the secretaries. Eleven were to non-local business people with eight initiated by Boone. Local business people and other administrators were each on the phone nine times. Four of the local business person calls were initiated by Boone and five were initiated by others. Four calls were to local administrators. (The rest of the calls are detailed in Appendix H-8.) Getting information was the reason for 58 of 90 calls, 38 were self-initiated; 24 were to give information, with 15 being self-initiated.

Boone spent 2,709 minutes on the job during the observed week for a total of 45 1/4 hours. On day 1 Boone put in 10 hours but that included a board meeting. Day 2 took 11.95 hours with 270 minutes spent timing at a track meet. Days 3, 4 and 5 took 7.22 hours, 7.38 hours and 7.60 hours respectively. One hour was spent the previous weekend going over mail.

By far most of Boone's time was spent in his office, 1,124 minutes (18.73 hours) out of 2,709. Desk work took up 280 minutes, while 197 minutes were spent on the phone. Other activities included

processing mail (154 minutes), visiting with the custodian (128 minutes), administrative meetings (84 minutes), working on board policies (73 minutes), and listing priorities and reflection (72 minutes). (The rest of the activities are listed in Appendix H-9.)

The next greatest block of time was 333 minutes spent touring the three school buildings, inspecting the track, taking part in the track meet and meeting with a school administrator from a nearby community.

Community activities took 258 minutes. Three of the 5 days Boone ate lunch in a local restaurant (96 minutes) and one day (63 minutes) was spent at Rotary Club. Local business people spent 42 minutes with Boone during the observed week and 41 minutes were spent on personal business. Six minutes were spent running errands. Traveling accounted for 243 minutes, with 7 of those being used for personal reasons.

The next largest block of time was spent in Boone's outer offices or in his secretaries' offices. Visiting and talking to secretaries took up 68 minutes, 36 minutes were spent making sandwiches for the track meet, and 44 minutes were spent taking breaks. The rest of the time was spent in small increments, which are summarized in Appendix H-10. Boone spent 124 minutes in various places, including 62 minutes at a meeting in a nearby town, 27 in the hot lunch room eating lunch, 21 running personal errands, 10 in hallways, and 4 helping the United Parcel Service (UPS) man unload his truck.

By far the greatest number of contacts was with secretaries (113), however, the most time was spent with local business people (244 minutes). (The details of the length and number of contacts are presented in Appendix H-11.)

Boone handled 40 pieces of correspondence on Day 1, 7 on Day 2, 27 on Day 3, 22 on Day 4 and 17 on Day 5 for a total of 113 pieces. Correspondence included items received and also items initiated. Solicitors sent 25 of the 113 pieces. Colleges and universities sent 18, Iowa Association of School Boards sent 9, and 9 came from the Department of Education. (The rest are shown in Appendix H-12.) Giving information was the purpose of 63 of the 113 pieces of correspondence, 21 were advertisements, 7 were requests, 5 were surveys and 5 were requests for information, 4 dealt with finance, 3 were applications for positions, 3 were memos, 1 was a thank-you, and 1 was to amend a sharing agreement. Pieces merely glanced at numbered 40, 37 were read completely, 34 Boone did not look at, 2 he wrote on and 1 he partially read. Superintendent Boone discarded 51 pieces, 26 were filed, 17 were routed to others, 8 pieces were set aside to read or do later, 7 went to the secretary, 3 were filled out, 1 went into the school board folder, 1 was put on the calendar, and 1 was acted upon.

Relating Superintendent Boone's contacts to Cuban's conceptualizations, 48.81% dealt with the chief administrator role, 35.49% supported the teacher/scholar role, and 12.63% supported the negotiator-statesman role. Boone's contacts dealt with personal

items 3.07% of the time. The highest number of contacts dealt with the school plant, the second highest with management, and the third with pupil services. (See Figure 3 for details.)

The chief administrator role was also the most dominant in relation to correspondence. The chief administrator role was enacted in 54% of correspondence, with the division of management receiving the highest frequency. Teacher/scholar issues were dealt with in 35% of the correspondence, while only 13% dealt with negotiator-statesman issues. (The details are related in Figure 4.)

Superintendent Boone's personality profile is outlined in Appendix H-13. His personality type was defined as ENTJ. "E" represents Extraversion and means that Boone probably relates more easily to the outer world of people and things than to the inner world of ideas. The "N" stands for iNtuition and means that Boone prefers looking for possibilities and relationships rather than working with known facts. The "T" is for Thinking and indicates that Boone bases his judgments more on impersonal analysis and logic than on personal values. The "J" is for Judging and means that Boone would most likely prefer a planned, decided, orderly way of life over being flexible, and spontaneous. The combination is described by Myers and McCaulley (1988):

Hearty, frank, decisive, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well-informed and enjoy adding to their fund of knowledge. May sometimes be more positive and confident than their experience in an area warrants. (p. 21)

Figure 3. Superintendent Boone: Cuban's conceptualizations as they relate to contacts.

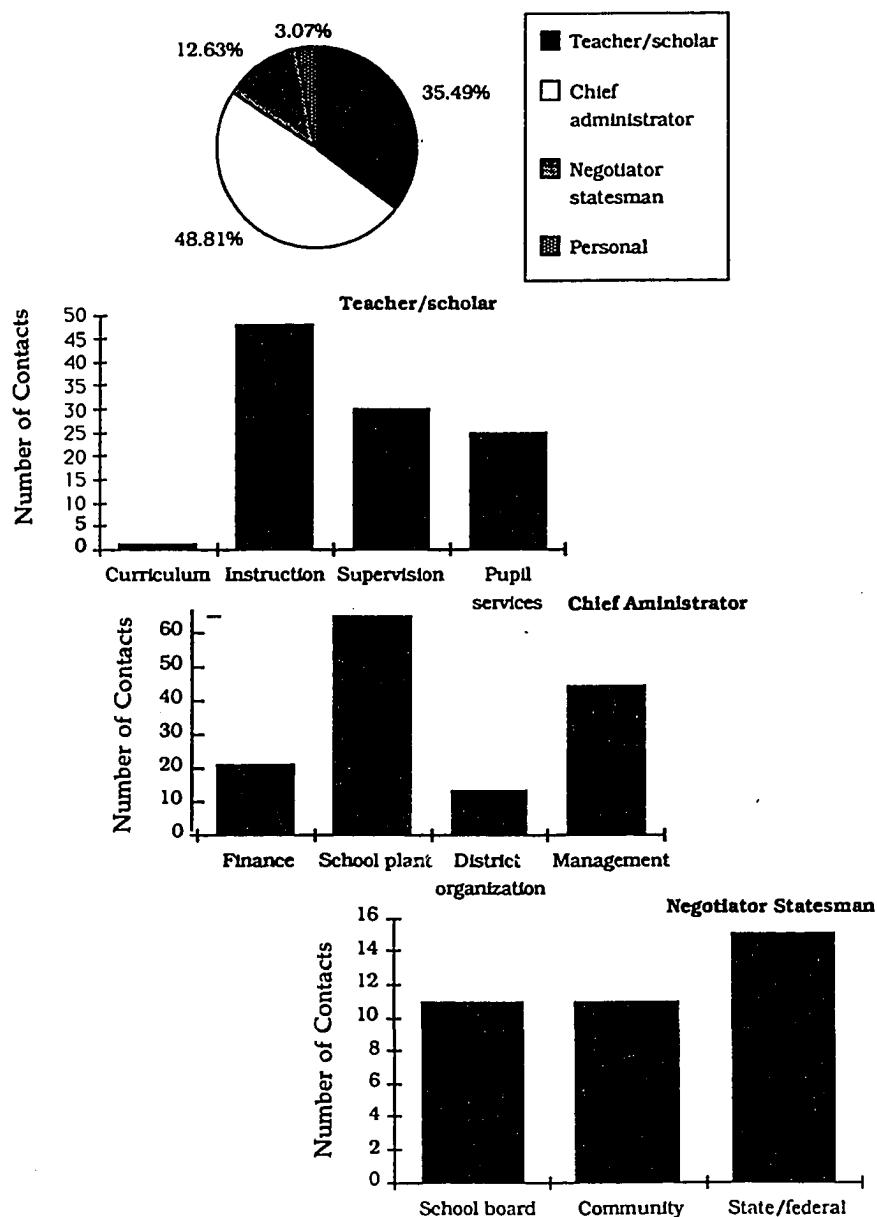
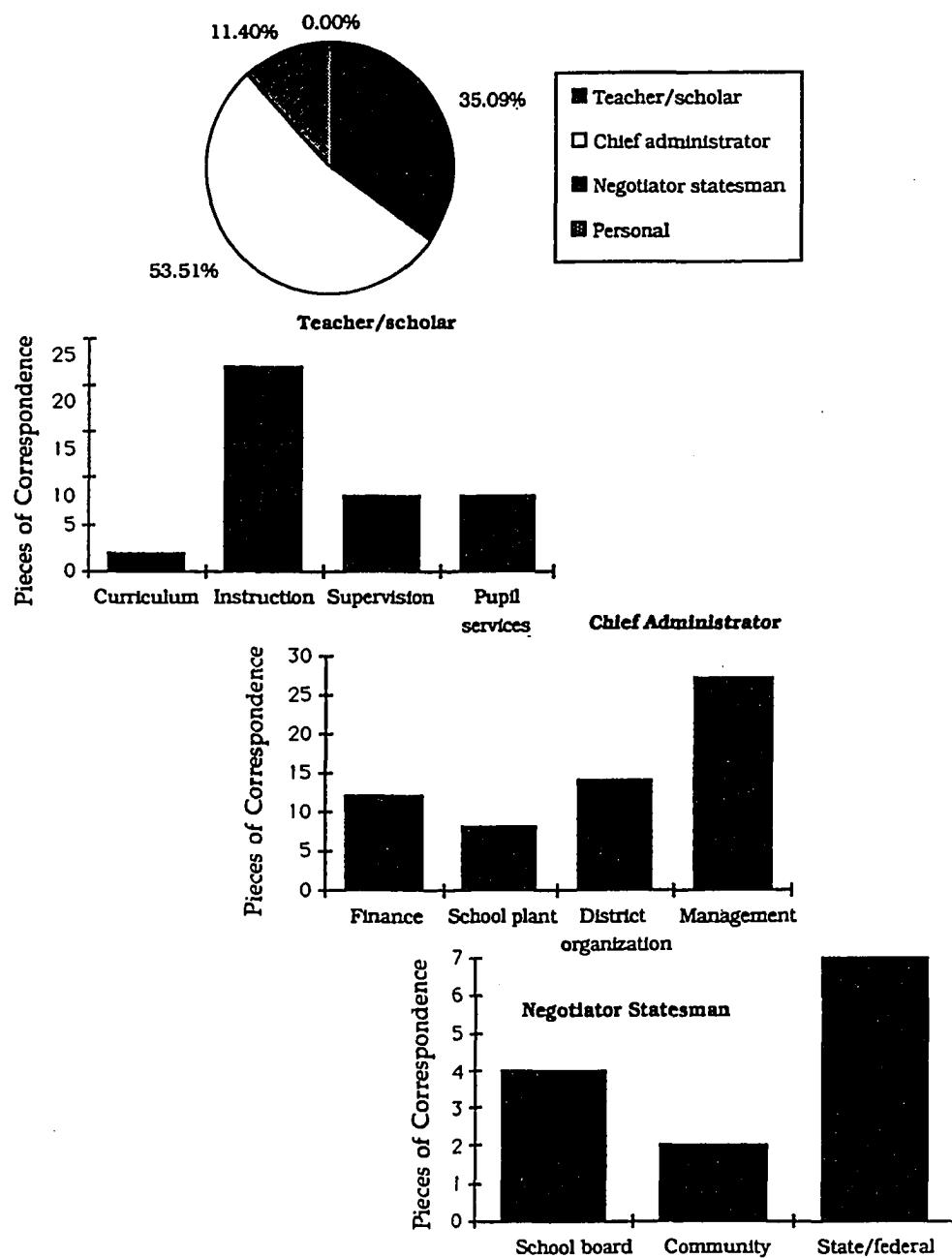


Figure 4. Superintendent Boone: Cuban's conceptualization as they relate to correspondence.



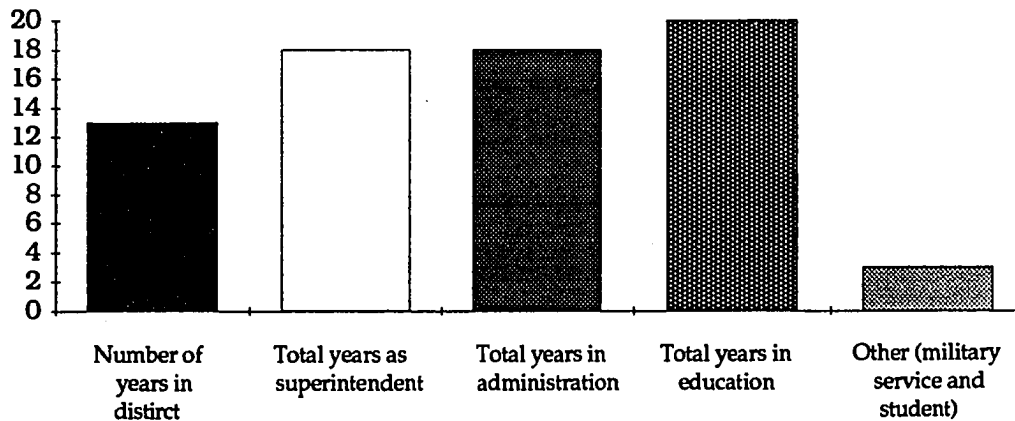
Even though Superintendent Boone seemed very content in his present position he still expressed an eagerness to retire. He said that he was happiest working with people but that some day he would like to run a motel or become a truck driver.

Superintendent Reinders

Superintendent Reinders was in his middle forties, married, and the father of two children. He taught for 2 years in Missouri and then spent a year in Viet Nam. Upon returning from the service he went back to school and graduated with his M.A. and Specialist degrees. With just 2 years of teaching experience, he became a superintendent in a small district in Missouri. He moved to a district of 600 students for 3 years and in 1976 came to his present position. Reinders majored in history and minored in sociology and political science. Outside the field of education his only other job had been selling Bibles in Texas while he was a student. (Superintendent Reinders' years of experience can be seen in Figure 5.)

The community Reinders worked in was located in southern Iowa in one of the lowest economic areas in the state. The soil was poor and the rainfall usually slight. A drought had inspired several new businesses to be developed in an attempt to establish an alternate economic base in the community. Every year the town had a Scottish-Irish celebration. The community contained mixed nationalities.

Figure 5. Superintendent Reinders: Years of experience.



Superintendent Reinders handled stress by trying to be positive and sharing decision making. He enjoyed mowing the lawn on weekends for a change of pace. His management style was whatever it took to fit the situation. At times it could be authoritarian but he preferred involving others when possible. His method of decision making was similar to his managerial style. He involved as many people as possible and was highly organized. Appeasing groups that were displeased was not always possible. He stated that you have to have an inner philosophy that whatever you do is to help kids. (For Superintendent Reinders' daily activities see Appendix I-1.)

Summary of Superintendent Reinders

Superintendent Reinders was exceptionally technologically oriented. His school was possibly one of the best equipped in the state. There was a computer for every three people in the district.

Distinguishing behavioral characteristics of Reinders were a sense of humor, a friendly demeanor, and a true sense of caring for children. He often whistled or hummed as he worked. Good listening was a strong point. He practiced participatory management up to a point by allowing others to have input in decisions. He had a positive attitude and was community oriented. Compliments to others came easily and he was quick to give others credit. He was a leader among leaders as was evidenced by his interaction at the meeting on Day 5.

Reinders' whole school was family-oriented. Several relatives taught in the same system and many hometown people had returned. Respect was shown at all levels.

Superintendent Reinders felt that goals and philosophy were important. Two of Reinders' watchwords were "No surprises." He loved the budget work and spent much of his time working with budget concerns. Reinders had been quite successful at writing grants.

Superintendent Reinders was a "visionary." He supported his staff and felt that he was surrounded by good people. Both he and his school were clean and orderly. He was interested in all school activities and was very visible at them. He often summarized what he heard. (Specific details concerning behavioral characteristics can be seen in Appendix I-2.)

Specific priorities for each day and the details of their fulfillment are listed in Appendix I-3. On Day 1 Superintendent Reinders listed five priorities. Two were completed, two partially completed and one not attempted.

Nine priorities were listed on Day 2. Six of those were completed and three were not attempted. On Day 3 Reinders listed only two priorities. He spent 128 minutes or a little over 2 hours on one and did not attempt the other. An uncle of a student spent part of the morning discussing an incident that had occurred at the track meet the day before. Over 2 1/2 hours were spent videotaping a production for the Department of Natural Resources. Almost 1 hour was spent at an inservice meeting and then approximately 40 minutes at a restaurant for a going-away party for a teacher.

Six priorities were given on Day 4. Three were completed, one was partially completed and two were not attempted. On Day 5 Reinders had a meeting in Des Moines. The meeting was his priority and he spent 582 minutes accomplishing that. Approximately 4 hours or 240 of the 582 minutes were spent driving to and from the meeting.

During the week Superintendent Reinders spent a total of 866 minutes (14.43 hours) in 288 unscheduled meetings. The average length of a meeting was 3.01 minutes. Reinders initiated 144 of the meetings and 144 were initiated by others. Fifty-two percent of his unscheduled meetings were with his secretary and 50.3% of those were initiated by Reinders. Eighteen unscheduled meetings

were with teachers with 36% initiated by Reinders. The next highest incident of unscheduled meetings was with other administrators, the next with students. (See Appendix I-4 for a complete list of unscheduled contacts and the initiation of each.)

More unscheduled meetings occurred in Superintendent Reinders' office than in any other location. Nearly 47% were held there while 31.9% were in his outer office. Nine percent were held in hallways while 3.8% occurred in other people's offices. (See Appendix I-5 for a complete list of locations.)

Thirty-seven percent of the unscheduled contacts were to give information while 34.4% were to get information. (See Appendix I-6 for details of the purposes for unscheduled meetings.)

Of the 288 contacts 141 were with only one other person. Two people were involved in 30 of the contacts. Three people were involved in 8 of the contacts, four people with 1, five people in 3, six people in 2, and seven people in 3. (See Appendix I-7 for details.)

Superintendent Reinders attended six scheduled meetings. Two were scheduled by Reinders himself and four were scheduled by others. He spent a total of 606 minutes in scheduled meetings for an average of 101 minutes each. However, one meeting was an all-day meeting and tended to skew the average. Three of the meetings were with teachers. One of those also included local administrators. Two were with committees and one was with two people from the Department of Natural Resources.

Two of the meetings occurred within Reinders' office. There was one each in his outer office, the school auditorium, a local restaurant, and the Department of Education building in Des Moines. The purpose of three of the meetings was to give information. Two were exchanges of information and one was a going-away party. The number of people involved in the scheduled meetings ranged from 1 to 62. One person was involved in one of the meetings, two involved two people. The three larger groups consisted of 19, 50 and 62.

Superintendent Reinders spent 14 minutes during the week on one tour. During that tour he had three contacts, two with teachers (other-initiated) and one with a student (self-initiated). Two of the contacts were to give information and one was a greeting. Two involved one other person and one involved two people. The contacts occurred in the hall, other administrative offices, and in a classroom.

Superintendent Reinders spent 187 minutes (3.12 hours) on the telephone during the observed week making 18 calls himself and answering 22 from others. His calls averaged 4.68 minutes each. Six of the calls were with non-local business people, four initiated by others and two self-initiated. Five calls each were with local business persons, local administrators, and non-local administrators. (For a complete list of calls see Appendix I-8.) Twenty of the calls were to get information, nine were self-initiated. Seventeen calls were to give information, six of those were self-initiated. Two calls were not answered and one was to return a call.

Reinders spent 3817 minutes on the job during the observed week for a total of 63.62 hours. Five hours of that was spent observing track meets in which his son was a participant. Almost 7 hours were spent at school during the previous weekend. Three-hundred thirty minutes of that were spent at the transportation facility and another 90 minutes in his office. On Day 1 Reinders put in 12.73 hours. That included an evening Advisory meeting in the board room. Day 2 took up 12.02 hours which included over 2 1/2 hours at a track meet. Days 3, 4 and 5 took 10.73 hours, 10.9 hours, and 10.23 hours respectively.

Superintendent Reinders spent almost 40% of his time during the observed week in his office. That amounted to 1450 minutes or 24 hours. Budget work took up 371 minutes with another 286 minutes used in board meeting preparations. He spent 148 minutes of his time in his office on the telephone. Other activities included processing mail (82 minutes), interaction with secretaries (81 minutes), going over priorities (79 minutes), and reading (45 minutes). The rest of the activities are listed in Appendix I-9.

The next greatest block of time (662 minutes) was spent outside the central office. His meeting in Des Moines took up 338 minutes. Another 55 minutes was spent at an inservice meeting in the school auditorium. Reinders spent 50 minutes in hallways, 42 minutes in the high school principal's office, and 36 minutes in both the teachers' lounge and the business room. Another 34 minutes was

spent in the elementary building and 20 minutes in the library observing how the CD ROM was working.

Reinders spent 493 minutes in the transportation facility, 300 minutes at track meets, and 240 minutes traveling. Superintendent Reinders spent 383 minutes in peripheral offices with 159 of that at the Advisory meeting. Another 71 minutes was spent in a scholarship meeting and 45 minutes was spent interacting with secretaries. (For a complete list of peripheral office activities see Appendix I-10.) Reinders was in the cafeteria for 171 minutes, he spent 101 minutes downtown, and 17 minutes touring buildings. By far the greatest number of contacts (159) was with secretaries. However, most of the contacts with them were relatively short (252 minutes in total for an average of 1.58 minutes each). The greatest amount of time spent with anyone was 668 minutes with state officials. This included the meeting in Des Moines. The next greatest number of contacts was with teachers (48) and then local administrators (23). Reinders spent 343 minutes during the observed week with teachers. This included three scheduled meetings. He spent 197 minutes with local administrators and 155 minutes with bus personnel. Superintendent Reinders spent 111 minutes with local business people. (The rest of his contacts and time spent with them are listed in Appendix I-11.)

Reinders handled 29 pieces of correspondence on Day 1, 23 on Day 2, 23 on Day 3, 22 on Day 4, and 24 on Day 5 for a total of 121 pieces. Correspondence included both items received and

initiated. Solicitors sent 17 of the 120 pieces and another 17 came from teachers. The Department of Education sent 15 pieces, 14 came from local administrators, 11 were local memos and purchase orders, while nine were journals and newspapers. (The rest are shown in Appendix I-12.)

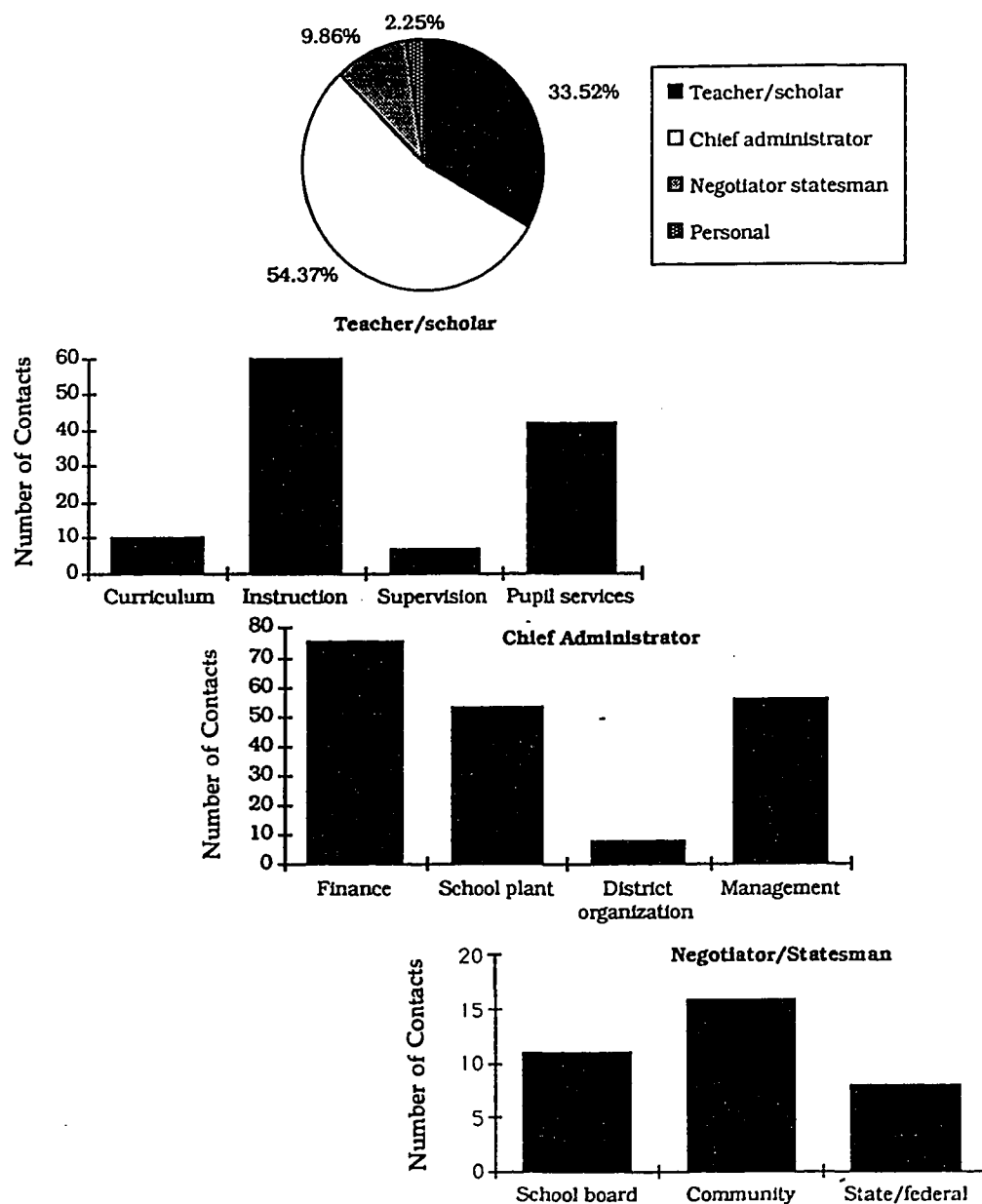
The purpose of 55 of the 120 pieces of correspondence was to give information, 24 were requests, 17 were to advertise something, while 10 dealt with finance. Six were memos and five were thank-yous, announcements, and invitations. One needed a signature, one was an application for a position, and one was a concern.

Reinders completely read 33 pieces of his correspondence, 32 he glanced at, 23 he did not look at, and 19 he signed. Six were written by him and four he partially read. One was set aside and three were treated in miscellaneous other ways.

Superintendent Reinders routed 36 pieces to others, 29 pieces were set aside to do later, 23 were discarded, while 15 were given to a secretary or sent. Nine pieces were filed, four were put into a school board folder, three were filled out, and one was put on the calendar.

Relating Superintendent Reinders's contacts to Cuban's conceptualizations, 54.37% dealt with the chief administrator role, 33.52% supported the teacher/scholar role and 9.86% supported the negotiator-statesman role. Personal contacts made up 2.25% of his contacts. The highest number of contacts dealt with financial concerns, the second highest dealt with instruction, and the third highest dealt with management. (See Figure 6 for a detailed list.)

Figure 6. Superintendent Reinders: Cuban's conceptualizations as they relate to contacts.



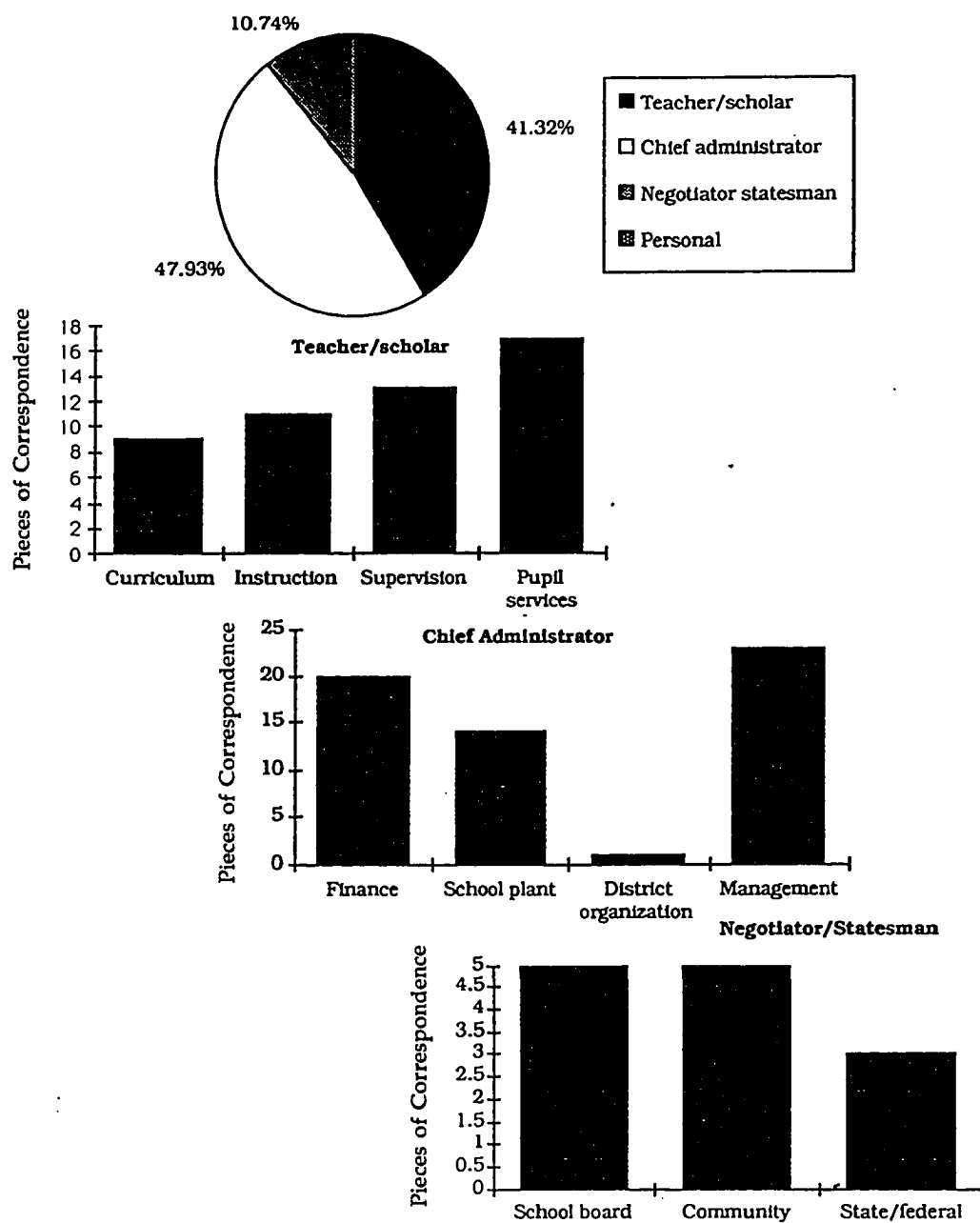
The chief administrator role was also dominant in Cuban's conceptualizations in relation to correspondence. It was dominant almost 48% of the time. Over 41% of correspondence dealt with the teacher/scholar role and 10.74% with the negotiator statesman role. Reinders received no personal correspondence at school. The division of management received the highest number of pieces of correspondence, with finance second. (Details are contained in Figure 7.)

Superintendent Reinders's personality profile is outlined in Appendix I-13. His personality type was defined as ENTJ. "E" represents Extraversion and means that Reinders probably relates more easily to the outer world of people and things than to the inner world of ideas. The "N" stands for iNtuition and means that Reinders would probably rather look for possibilities and relationships than work with known facts. The "T" is for Thinking and indicates that Reinders bases his judgments more on impersonal analysis and logic than on personal values. The "J" stands for Judging and means that Reinders would most likely prefer a planned, decided, orderly way of life over a flexible, spontaneous way.

The combination is described by Myers and McCaulley (1988):

Hearty, frank, decisive, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well-informed and enjoy adding to their fund of knowledge. May sometimes be more positive and confident than their experience in an area warrants. (p. 21)

Figure 7. Superintendent Reinders: Cuban's conceptualizations as they relate to correspondence.

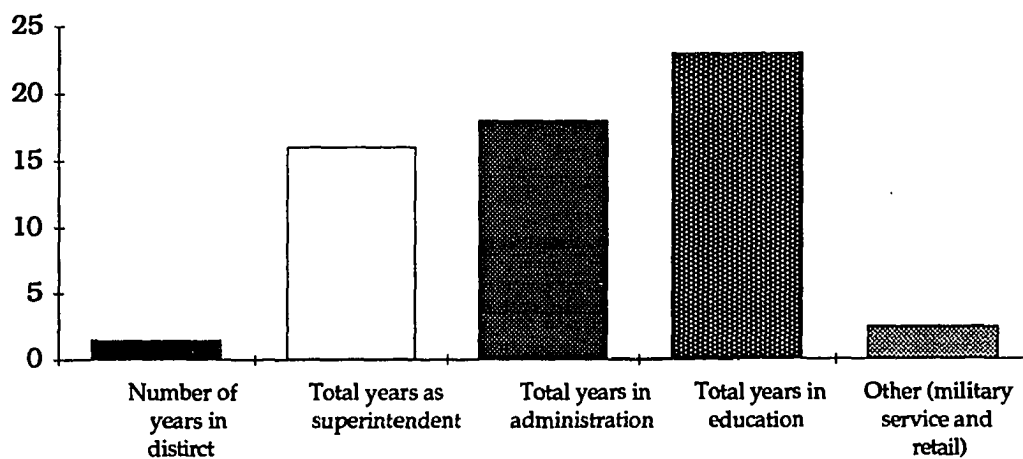


Although Superintendent Reinders admitted that being a superintendent was a lonely job, he appeared to be quite happy with his work. He had returned to his wife's hometown and often hired hometown people. He felt that one needed to remain in a district for several years (at least seven) in order to have much influence on it. It appeared that Reinders had had quite an influence in his district.

Superintendent Vis

Superintendent Vis was in his late forties, married, and the father of one child. He managed a department store for 1 year before teaching business in a small community for 2 years. He served as a guidance counselor in the same system for 3 years and then served a year in Viet Nam. When he returned he went back to school and earned his administration certification. He became a 7-12 principal in a small system for 2 years and then served as a superintendent for 14 years, leading the school to several honors. He served a large system in Maryland for 6 months and then came to his present position where he has been the superintendent for 1 1/2 years. Business was his major and German his minor. Other experiences he had consisted of consulting work for the U.S. Department of Education, teaching for a summer in South America, teaching Educational Leadership and School Law, and owning his own clothing store with his wife for 5 years. (Superintendent Vis' years of experience can be seen in Figure 8.)

Figure 8. Superintendent Vis: Years of experience.



The community Vis worked in was in north central Iowa. It encompassed both ends of the spectrum economically. There were the "old timers" who were fairly well off, and a high percentage of welfare recipients. Forty-three percent of the families were considered distressed. Among other community projects, a group of citizens was trying to renovate the downtown area.

Superintendent Vis handled stress by going on a 5 mile walk each day plus lifting weights three times a week. He used both an exercise bicycle and a rowing machine at home. Vis' wife was an elementary principal, thus sympathetic to administrative stress. Reluctantly, he added that smoking relieved stress. Vis described his managerial style as one of delegation. He felt that if people were involved in making decisions they would be more accountable for their actions. Decision making was shared. The community was brought into the process when possible. Vis tried to appease

displeased groups by getting them involved. He was goal oriented and used the goals to accomplish tasks. (For a log of Superintendent Vis' daily activities see Appendix J-1.)

Summary of Superintendent Vis

One of the most noticeable characteristics of Superintendent Vis was that he smoked cigarettes. He tried to find peoples' strengths and then expected them to use them. Vis kept on top of legislation, was well organized, and delegated authority. Vis was friendly, was a good listener, and always went directly to the problem. He spent quite a bit of time running copies at a copier that was quite a distance from his office. He walked quickly when he was going somewhere. He over-informed people, especially board members. He was goal oriented, positive, visionary, and a risk taker. He felt that superintendents had to "develop thick skins" to deal with all the conflict in which they were involved. (The complete list of characteristics noted while observing Superintendent Vis are listed in Appendix J-2.)

(Specific priorities for each day and the details of their fulfillment are listed in Appendix J-3.) Most of the week revolved around a fact-finding meeting and two board meetings. On Day 1 the only priority that Vis listed was to get ready for the fact-finding meeting to be held at 3:00 p.m. that day. The time spent on the one priority was 128 minutes. On Day 2 the only priority listed was to work on contracts; 152 minutes were devoted to that priority, which he partially completed.

On Day 3 Vis listed four priorities, all of which were completed. Two priorities were listed on Day 4; one was not attempted, 330 minutes were spent on the other one to partially complete it. Some of that time was in the early hours of Day 5.

Superintendent Vis listed two priorities on Day 5. He spent 18 minutes completing the work he had begun earlier in the week, writing the board report for his newsletter; he did not get back to the work he had started earlier on contracts.

During the week Superintendent Vis spent a total of 675 minutes (11.25 hours) in 193 unscheduled meetings. The average length of a meeting was 3.56 minutes. Vis initiated 119 himself and 87 were initiated by others. Unscheduled meetings amounting to 32.5% were with his secretary and 61.2% of those were initiated by Vis. Fifty-one of the unscheduled meetings were with teachers; 58.8% of those were initiated by Vis. The next highest incident of unscheduled contacts was with other administrators and then with custodians. (See Appendix J-4 for a complete list of unscheduled contacts and the initiation of each.) Contacts during lunch were not recorded in detail and included mainly greetings and light conversation.

The back room of the cafeteria or the "smoke room" was the location of 29.0% of the unscheduled meetings. The next highest incident of unscheduled meetings was in Vis' office, followed closely by his outer office. Other locations included the hallway, the teachers' lounge, classrooms, other offices, outside, and the boiler

room. (Appendix J-5 gives a complete list of the locations and their percentages.)

Getting information was the purpose of 33.2% of the unscheduled contacts. Of those 54.7% were initiated by others. Giving information accounted for 28.5% and 24.9% were greetings. (See Appendix J-6 for details.)

Only 31 of the 193 unscheduled meetings involved more than one person. Ten involved two people and 10 involved three. One meeting involved nine people. (The rest of the meetings are listed in Appendix J-7.)

Superintendent Vis spent 650 minutes (10.8 hours) at 13 scheduled meetings. Ten were scheduled by Vis himself and three by others. The average length of a meeting was 50 minutes.

Five of the scheduled meetings were with local administrators. Another five involved board concerns and included a fact-finding meeting, a meeting with the school board attorney, a closed session school board meeting, a regular board meeting, and a meeting with a board member. The meetings initiated by others included one with a local business person, an AEA visit, and a senior citizen visit.

Nine of the meetings occurred in Vis' office, three in a classroom, and one in the gym. Twelve were for the purpose of exchanging information and the one with the insurance agent was to give information.

Six of the meetings involved only 1 other person, three involved 3 people, one included 7 people, two included 10 people, and there were 24 senior citizens at the school program.

Vis took part in two tours of the school building lasting 26 minutes for an average of 13 minutes each. These occurred at the end of the day to visit with bus drivers and students as they got ready to go home. In a more typical week they probably occurred every day.

Superintendent Vis spent 88 minutes (1.47 hours) on the telephone during the observed week making six telephone calls himself and answering six from others. His calls averaged 7.33 minutes each. Two calls involved other school administrators, two were with local administrators, two were to a board member, and two were with members of a professional organization. (The rest of the telephone calls are presented in Appendix J-8.) Six of the telephone calls were to give information, two to get information, two of the self-initiated calls were returning calls to a board member, and one telephone call was an order for products.

Vis spent 3,693 minutes on the job during the observed week for a total of 61.55 hours. On Day 1 Vis put in 10.07 hours which included an open board meeting, a closed board meeting and a fact-finding session. Day 2 found Superintendent Vis working 12.32 hours which included 4 1/2 hours of evening work. Superintendent Vis put in 13.42 hours on Day 3 which included a board meeting. Day 4 Superintendent Vis worked 12.78 hours and on Day 5 he worked

9.97 hours. He put in 180 minutes (3 hours) the weekend before being observed.

Superintendent Vis spent 1239 minutes (20.65 hours) in his office with 1136 minutes (18.93 hours) outside of his office which included hallways, the teachers' lounge, the boiler room, the back room, and classrooms. He spent another 69 minutes (1.15 hours) in peripheral offices, 177 minutes (2.95 hours) in the cafeteria, 223 minutes (3.71 hours) downtown, 69 minutes (1.15 hours) on tours, and 780 minutes (13.00 hour) working at home. The most frequent activity in his office was interaction with local administrators (218 minutes/3.63 hours). Board policies and concerns was the next most frequent (141 minutes/2.35 hours) with telephone concerns coming in third (113 minutes/1.88 hours). Insurance concerns took up 102 minutes (1.70 hours) and 97 minutes (1.61 hours) were spent on reflection. (The rest of the office activities are presented in Appendix J-9.)

The next greatest block of time was spent "outside of the office." That included 527 minutes (8.73 hours) in a classroom. Board meetings in Vis' district were held in classrooms. Vis spent 402 minutes (6.70 hours) in the smoke room, 117 minutes (1.95 hours) in the teachers lounge (105 of which were spent making copies), and 60 minutes in hallways and upstairs. Breaks took 23 minutes, 5 minutes were spent in the boiler room, and 2 minutes in the high school office making copies.

(Activities taking place in the outer office are presented in Appendix J-10.) They included interaction with secretaries (36 minutes), punching papers (11 minutes), and several activities lasting less than ten minutes each. Vis spent 177 minutes (2.95 hours) in the cafeteria, 69 minutes (1.15 hours) on tours, 223 minutes (3.71 hours) downtown, and 780 minutes (13 hours) working at home.

The greatest number of contacts was with his secretaries (65), but the most time was spent with local administrators (494 minutes/8.23 hours). (The details of the length and number of contacts are presented in Appendix J-11.)

Superintendent Vis handled 26 pieces of correspondence on Day 1, 9 on Day 2, 16 on Day 3, 10 on Day 4 and 9 on Day 5 for a total of 70 pieces. Correspondence included items received as well as those initiated. Fifteen of the 70 pieces came from solicitors, 12 were self-written memos, 8 came from the Iowa Department of Education and 7 came from colleges or universities. (See Appendix J-12 for details.) Of the 70 pieces received, 29 were for the purpose of giving information, 12 were advertisements, 7 were requests for information, 6 were memos, and 6 dealt with finance or checks. Three were requests, 2 were statements, 2 were grievances or pertained to legal matters, 1 was an application, 1 was a bid, and 1 was a contract. Vis read 26 pieces of the correspondence, 22 were glanced at, 8 were hand written, 7 filled out, 4 signed, 2 were not looked at, and 1 was partially read. The action taken

consisted of setting 17 pieces of correspondence aside to work on later, disposing of 14 pieces, routing 13 pieces to others, and giving 12 pieces to one of the secretaries to send. Four pieces were signed or initialed, 3 were filed, 2 were filled out, and 2 were checked. One piece of correspondence was put in the school board folder, 1 memo was acted upon, and 1 was put in the newsletter.

Relating Superintendent Vis' contacts to Cuban's conceptualizations, 46.0% dealt with the teacher/scholar role, 35.5% supported the chief administrator role and 18.5% related to the negotiator/statesman role. The highest number of contacts dealt with instruction, the second highest with the school plant, and the third, with supervision. (See Figure 9 for details.) In relationship to correspondence the chief administrator role was dominant 48.6% of the time, with finance mentioned the most often and management coming in second. The teacher/scholar role was supported 32.8% of the time, and 18.6% of his correspondence dealt with the negotiator/statesman role. (The rest of the roles are illustrated in Figure 10.)

Superintendent Vis' personality profile is outlined in Appendix J-13. His personality type was defined as ENTJ. "E" represents Extraversion and means that Vis probably relates more easily to the outer world of people and things than to the inner world of ideas. The "N" stands for intuition and means that Vis would probably rather look for possibilities and relationships than work with known facts. The "T" is for Thinking and indicates that Vis

Figure 9. Superintendent Vis: Cuban's conceptualizations as they relate to contacts.

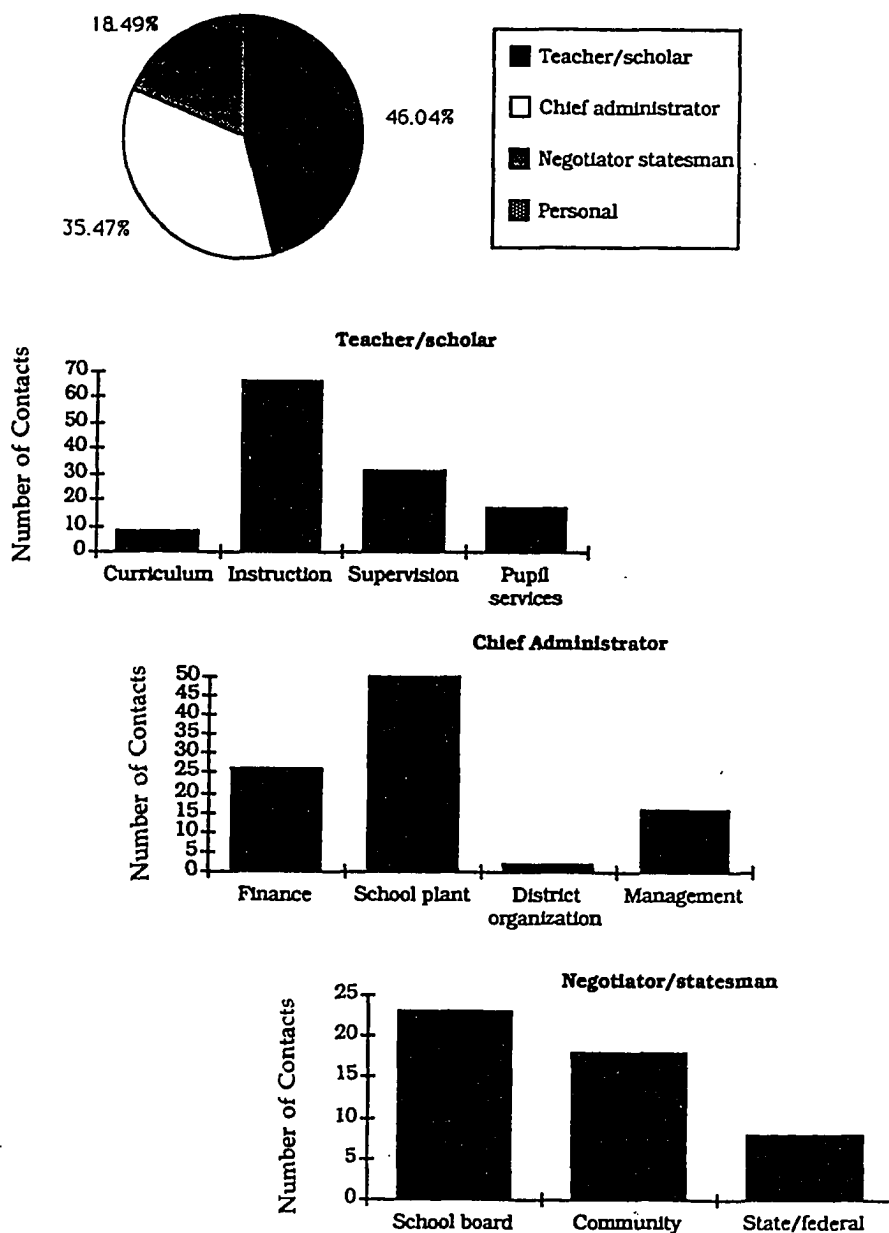
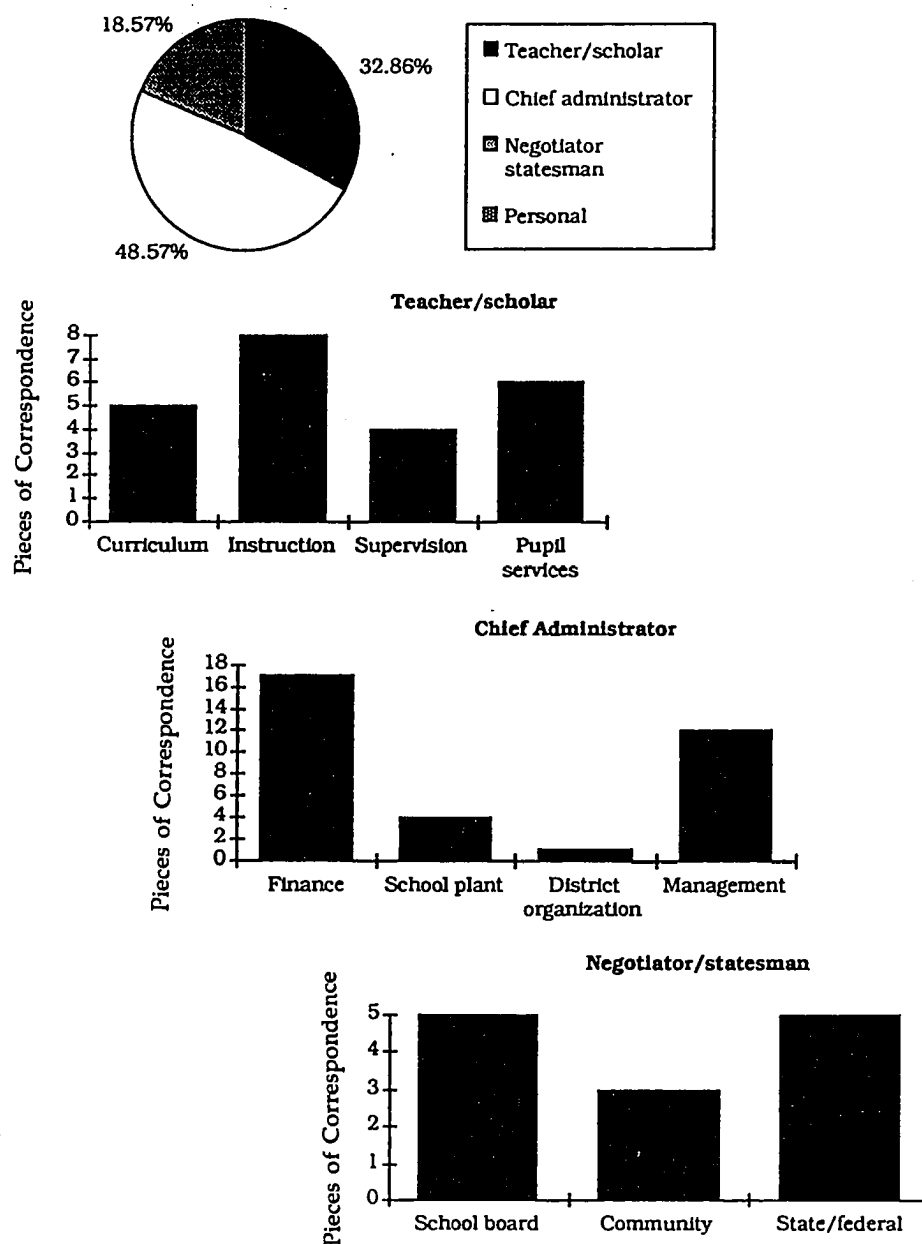


Figure 10. Superintendent Vis: Cuban's conceptualizations as they relate to correspondence.



bases his judgments more on impersonal analysis and logic than on personal values. The "J" stands for Judging and means that Vis would most likely prefer a planned, decided, orderly way of life over a flexible, spontaneous way. The combination is described by Myers & McCaulley (1988):

Hearty, frank, decisive, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well-informed and enjoy adding to their fund of knowledge. May sometimes be more positive and confident than their experience in an area warrants. (p. 21)

Superintendent Vis was the only one of the five who had not been in his present district for several years. His influences were just beginning to be felt. He obviously had goals set and was helping the staff set goals for the future.

The week was a stressful one because of the fact-finding meeting and the public input at the regular board meeting. Superintendent Vis spent more time unwinding and reflecting than he would have in a more "normal" week. However, Vis had said during the week, "The only thing normal about this week is that it is not normal."

Superintendent Korver

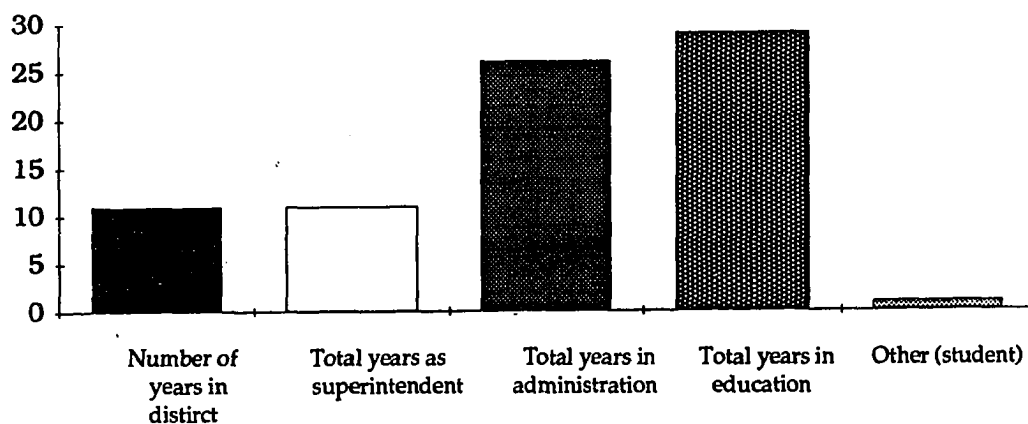
Superintendent Korver was in his early fifties, married, and the father of three children. He had taught industrial arts, agriculture, and 7-8 grade math for 3 years before taking 1 year off to get his master's degree. He served as a high school principal for 5 years in one district, then 10 years in another district before coming to his present district where he has been the

superintendent for 12 years. Agriculture education was his major and he had minors in science, social studies, and industrial education. Except for summer jobs, Korver never worked outside the field of education. (Superintendent Korver's years of experience can be seen in Figure 11.)

The community Korver worked in was located in northeast Iowa. It was predominantly Danish with a mixture of German. It was a transitional community with many people working in a nearby metropolitan community. The community was a rural farming community as well as a bedroom community to the metropolitan area. The people were proud and had high expectations.

Superintendent Korver tried to avoid stress by being a workaholic. He handled most problems through anticipating outcomes and planning how to handle them in advance. He described his managerial style as "NO SECRETS." Others' talents were used to the greatest advantage. Principals were to be contacted directly with concerns. He was a stickler for organization and detail and a good manager of the budget. His method of decision making depended upon the situation. Principals were given as much autonomy as possible and Korver liked building level concerns to be decided by the principals. He tried to appease groups that were displeased by meeting them face to face to talk about the problem. Positive and negative opinion holders were brought together in the same setting. (For a log of Superintendent Korver's daily activities see Appendix K-1).

Figure 11. Superintendent Korver: Years of experience.



Summary of Superintendent Korver

The most distinguishing characteristic of Superintendent Korver was that he was extremely well organized. He also took care of things immediately. When talking to others he paraphrased and summarized often. He was helpful to others, had a good sense of humor, and was practical. (For a complete list of behavioral characteristics see Appendix K-2.)

(Specific priorities for each day and the details of their fulfillment are listed in Appendix K-3.) On the first day of observations Superintendent Korver listed seven priorities. Four were completed, one was partially completed, and two were not attempted. On Day 2 three priorities were given; two were completed

and one was partially completed. Day 3 had only one priority, the attending of an open enrollment conference in Des Moines, which was completed. Day 4 had seven priorities; four were completed and three were partially completed. Three priorities were given for Day 5; two were completed and one was not attempted.

During the week Superintendent Korver spent a total of 365 minutes (6.08 hours) in 167 unscheduled meetings. The average length of a meeting was 2.19 minutes. Seventy-two were initiated by Korver and 103 were initiated by others. Over 67.9% of his unscheduled meetings were with secretaries and 57.9% of those were initiated by the secretaries. Over 17.7% were with local administrators, with 58.1% initiated by the other administrators. The next highest incident of unscheduled meetings was with bus personnel and teachers at 11 each. (For a complete list of unscheduled contacts and their initiation see Appendix K-4.)

The location of unscheduled meetings occurred mainly in Korver's office (68.9%). The next highest incidence of meetings was in the outer office (27.5%). The other meetings were equally divided between other's offices, the hallway and the library. Any meetings on Day 3 relating to the Open Enrollment Conference were not counted as unscheduled meetings. They were all included as a scheduled meeting. (For details of the location of unscheduled meetings see Appendix K-5.)

(The purposes of the unscheduled meetings and their initiation are listed in Appendix K-6.) The most frequent purpose of

unscheduled meetings was for others to get information (41.3%).

The next most frequent purpose was for Korver to give information (20.4%).

In 88.0% of the meetings a single person was involved, not necessarily the same person. Twenty of the meetings involved two or more individuals besides Korver. (Appendix K-7 illustrates the figures.)

Korver attended 11 scheduled meetings during the observed week. All were credited as being initiated by Korver. In addition to the 11 scheduled daytime meetings, Korver spent three evenings at additional meetings. He spent 120 minutes at a business open house, 186 minutes at a waste disposal meeting, and 90 minutes in the lunchroom observing a performance put on by the students. The 15 daytime meetings lasted 727 minutes for an average of 66 minutes. Six of the meetings included local administrators, one meeting included a custodian, one a local business owner, one was a committee meeting, two included a neighboring school administrator, one included two board members, one was with an area business, one was with a teacher, and one with a student.

Korver's office was the site of eight of the scheduled meetings. One was held in a neighboring school superintendent's office, one was held in the Convention Center in Des Moines, and one was held outside (bus drill).

The purpose of seven of the meetings was an exchange of information. Two were to give information, one was to get information and one was a bus drill.

Superintendent Korver spent 307 minutes (5.1 hours) on the telephone during the observed week making 49 calls himself and answering 33 from others. His calls averaged 3.74 minutes each. The greatest number of calls (20) was to and from other schools with a majority (13) being with other administrators. The next greatest number (11) of calls was to local administrators, followed by 8 calls to and from local businesses. (Appendix K-8 gives a complete list of all telephone calls.) Giving information was the purpose for 38 calls, while getting information was the reason for 31. A busy line or no answer was the response to nine calls. One call was for someone else and 3 calls were made to return previous calls. Each bus driver checked in every morning when he started his route. There were 25 bus checks given by Korver during the week. The day he was at the meeting in Des Moines one of his staff took the bus calls.

Korver spent 3,829 minutes on the job during the observed week for a total of 63.8 hours. The weekend before he was observed, he put in 270 minutes (4.5 hours). On Day 1 Korver put in 767 minutes (12.8 hours), but that included attending an evening performance by the students. Day 2 found Korver working 879 minutes (14.7 hours) including a waste disposal meeting in the evening. On Day 3 Korver worked 592 minutes (9.9 hours). Seven-hundred and forty-two minutes (12.4 hours) were put in on Day 4 including an open house in a nearby community. On Day 5 he spent 579 minutes (9.7 hours) working.

Almost 65% of Korver's time was spent in his office, 2485 minutes (41.4 hours) out of a total of 3829 minutes (63.8 hours). Most of that time was spent doing desk work, 1373 minutes (22.9 hours). Scheduled meetings took 384 minutes (6.4 hours) and he spent 286 minutes (4.8 hours) on the telephone. (For a complete list of activities in the office see Appendix K-9.)

Korver spent 298 minutes (5 hours) traveling, 233 minutes (3.9 hours) at the Convention Center in Des Moines, 157 minutes (2.6 hours) in the lunchroom, and 102 minutes (1.7 hours) in the outer office. (The activities in the outer office are summarized in Appendix K-10.) In addition Korver spent 186 minutes (3.1 hours) at a meeting to look into how institutions should handle their garbage, 120 minutes (2 hours) at an open house, 96 minutes (1.6 hours) at a scheduled meeting in a nearby superintendent's office, 57 minutes in school rooms, 42 minutes outside supervising a bus drill, 31 minutes at the transportation facility, and 22 minutes doing personal errands.

The greatest number of contacts was with secretaries (111); however, more time was spent with local administrators (677 minutes/11.3 hours). (The details of the length and number of contacts are presented in Appendix K-11.)

Korver handled 30 pieces of correspondence on Day 1, 36 on Day 2, 38 on Day 3, 25 on Day 4 and 27 on Day 5 for a total of 156 pieces. Correspondence included items received as well as those initiated. In-house memos made up 39 pieces of written materials.

There were 36 self-written memos and 24 letters or brochures from solicitors. (The complete list of the senders of correspondence are in Appendix K-12.)

Giving information was the main purpose of 62 pieces of correspondence, 27 were memos, 24 were advertisements, 9 were requests, 6 were applications and 6 in-house documents. There were 5 requests for information, 4 were checks or dealt with finance, 3 surveys, 3 letters, and 3 invitations. There was 1 thank-you and 3 miscellaneous pieces.

Korver read 46 pieces of the correspondence, 45 were glanced at, 32 he wrote himself, 14 he did not look at, 22 he signed, and 8 were partially read. Korver set 35 aside, 29 pieces went to his secretary for actions, 28 were routed to others, 27 were filed, 21 pieces were discarded. Korver punched holes in 7 pieces and put them in a binder, 3 went into the school board folder, 2 he acted upon, 2 he put notes on or initialed, 1 he put on his calendar, and 1 he put in his coat pocket.

Relating Korver's contacts to Cuban's conceptualizations; 51.8% dealt with the chief administrator role which included school plant, finance, district organization, and management; 35.6% supported the teacher/scholar role which included curriculum, instruction, supervision, and pupil services; 11.0% were negotiator statesman duties which included activities relating to the school board, community, and state and federal regulations; and 1.53% were personal. The highest number of contacts dealt with finance,

the second highest was with the school plant, and 47 dealt with pupil services. (See Figure 12 for details.)

The teacher/scholar role was dominant in relationship to correspondence. The teacher/scholar role was enacted 45.5% of the time, the chief administrator role 42.3%, and the negotiator statesman role 12.2%. (The details are related in Figure 13.)

Superintendent Korver had a personality profile of ENFJ. His score for "F" feeling was not high on the graph, which indicated that was not as strong a personality profile as the other characteristics were. The higher the number on the graph, the more prevalent the performance. (See Appendix K-13.) The combination is described by Myers and McCaulley (1988):

Responsive and responsible. Generally feel real concern for what others think or want, and try to handle things with due regard for others person's feeling. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism.
(p. 21)

Korver appeared to do everything intensively, including eating. He enjoyed talking about his work. After playing a major role in three building programs, he stated that he did not have much desire to build anymore. He obviously enjoyed a challenge and seemed to hone his skills on adversity. He was his own worst critic and was never satisfied with his work. He had an ulcer 23 years ago, but it healed and never returned. Korver is competitive, especially against himself. He felt that he probably did not always give people the credit they deserved, partly because he was never satisfied with himself.

Figure 12. Superintendent Korver: Cuban's conceptualizations as they relate to contacts.

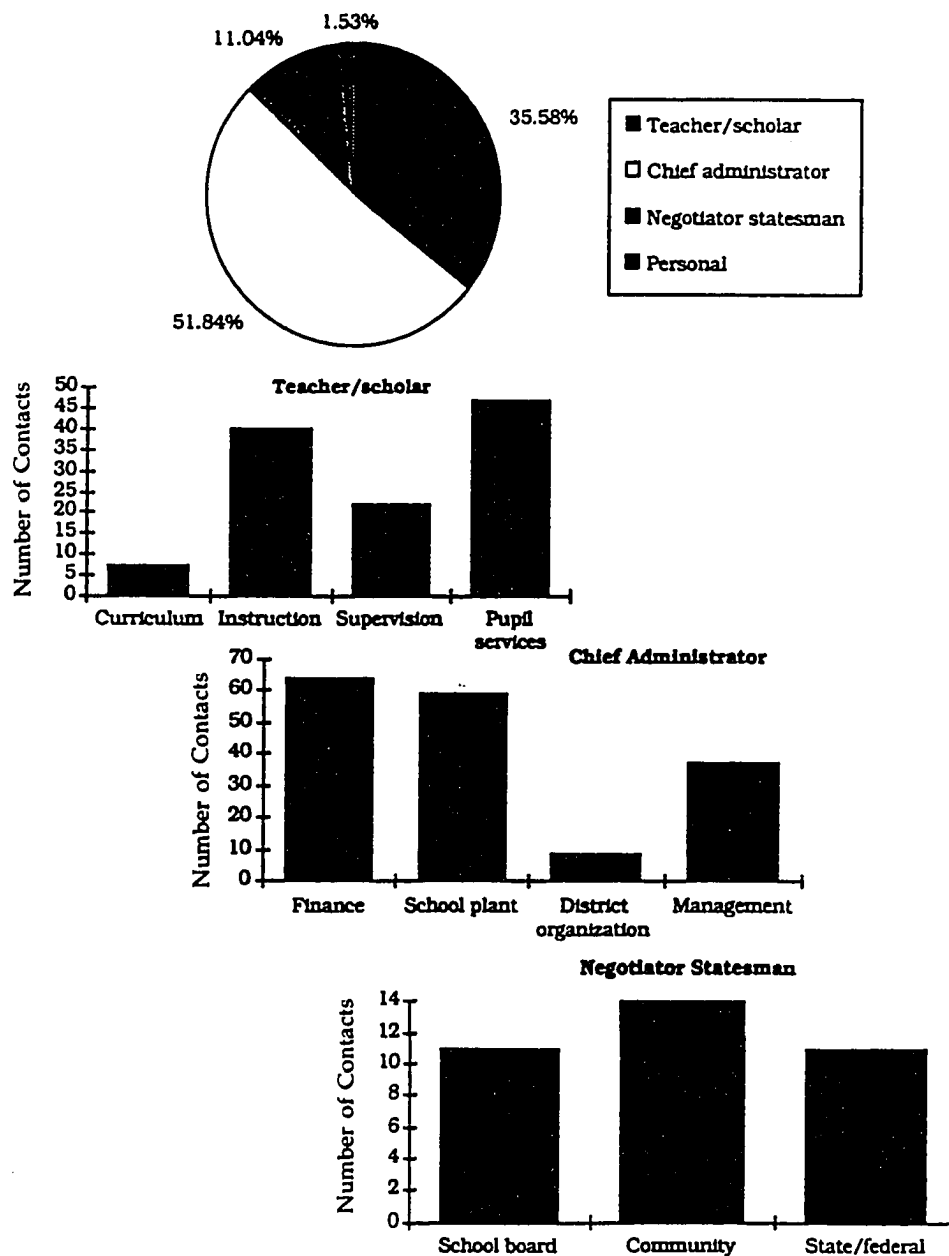
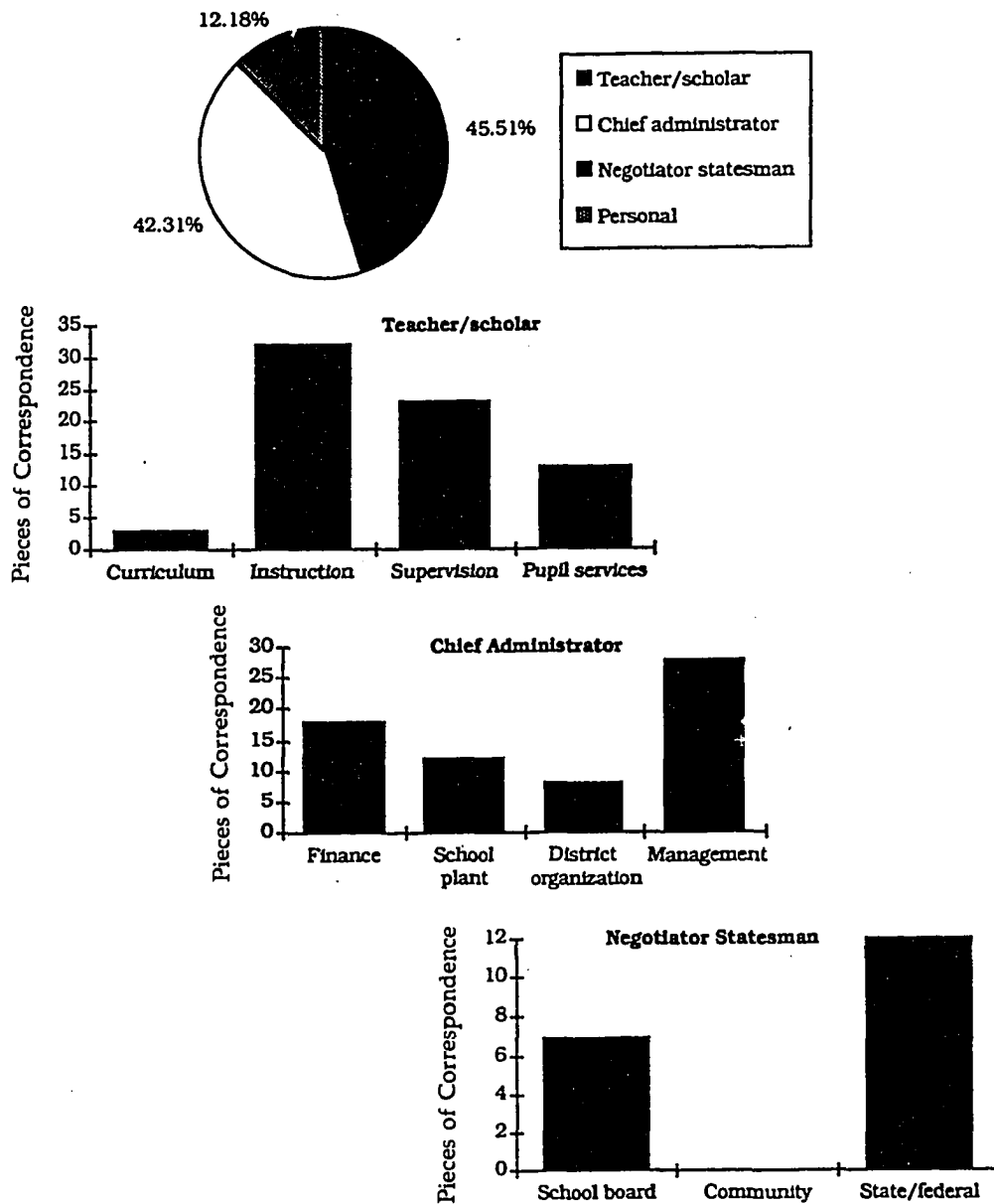


Figure 13. Superintendent Korver: Cuban's conceptualizations as they relate to correspondence.



He had a very high energy level. At one time he stated that he traveled 99 miles each way to get to school while carrying a 4.0 average along with working and golfing. He said he could get by nicely with only 5 1/2 hours of sleep each night.

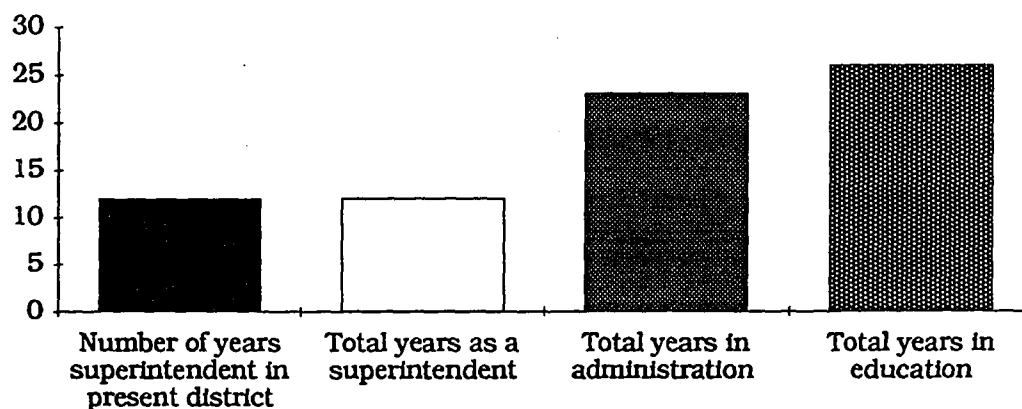
Korver was looking forward to retirement. He stated, "If I won the lottery today, I'd probably retire today." Another comment he made was, "There are some things with my family I'll always regret that I didn't do."

Superintendent Rozeboom

Superintendent Rozeboom was in his late forties, married, and the father of two children. The present school district was the only one he had ever worked in, first as a teacher for 3 years, then as an elementary principal for 11 years, and then as a superintendent for 12 years. Rozeboom majored in education with teaching in the areas of history and social studies. He had no minor. Although he had never worked outside the field of education, he felt that such experience might have been beneficial. (Superintendent Rozeboom's years of experience can be seen in Figure 14.)

The community Rozeboom worked in was located in northeast Iowa. Some considered it a bedroom community but most residents were second or third generation families having moved from nearby farms. Many presently, or formerly, worked in a large nearby metropolitan area. There were few professional people. People took a great deal of pride in the community and were not afraid to

Figure 14. Superintendent Rozeboom: Years of experience.



spend money on the school. They had the attitude "do it right the first time." The school was presently in its first year of whole-grade sharing with another district approximately 17 miles away.

Superintendent Rozeboom handled stress by working outdoors on lawn and garden projects or by fishing and reading. His managerial style was described as participative. Involving others was important; however, he felt that his school did not have enough personnel to delegate as much as the board wanted him to. His method of decision making was to gather all the facts he could and look at all the options. More than one approach was preferable. If others had input into the decision they were less likely to criticize. He tried to appease groups that were displeased by listening; however, he said that it was not always possible to do

so. (For a log of Superintendent Rozeboom's daily activities see Appendix L-1).

Summary of Superintendent Rozeboom

Superintendent Rozeboom was extremely neat and clean, both personally and in his surroundings. Quite a bit of time was spent each morning sweeping the carpet, cleaning the sink, and making sure the office was neat. Rozeboom was thoughtful of others and others appeared to be dedicated both to the superintendent and to the school. Rozeboom believed in shared decision-making and he practiced that philosophy by sharing all decisions with the superintendent from the shared school district. He was helpful to others and often put his work aside to do things for others.

Rozeboom was active in many community affairs and often took leadership roles in the community. He loved plants and brought fresh flowers to school frequently. He was computer literate and did much of the computer work himself. (For a more complete list of his behavioral characteristics see Appendix L-2.)

On Day 1 Superintendent Rozeboom listed two main priorities and two minor. Although he spent 386 minutes (6.4 hours) on his first priority, he only partially completed it. Two were not attempted at all, and the fourth one was partially completed.

Five priorities were listed for Day 2. He spent 160 minutes (2.7 hours) on the first priority but did not attempt the rest. On Day 3 he listed six priorities. Three were completed, two were partially completed, and one was not attempted. On Day 4 five

priorities were listed. Four were completed and one was partially completed. Five priorities were again listed on Day 5. Three of those were completed and two were not attempted. (For a more complete list of Rozeboom's priorities see Appendix L-3.)

During the week Superintendent Rozeboom spent a total of 1322 minutes (22.0 hours) in 305 unscheduled meetings. The average length of a meeting was 4.33 minutes. Rozeboom initiated 162 of the meetings himself and 155 were initiated by others. Over 50% of his meetings were with secretaries with Rozeboom initiating 58.2% of those. His next highest incidence of unscheduled meetings was with custodians, with whom he interacted 51 times during the observed week. Rozeboom had almost as many unscheduled meetings with teachers. That was surprising considering the fact that he was observed after school had been dismissed for the summer. He also had a surprising number of contacts with students (21) and several with volunteers who worked to help the school (15). (A complete list of unscheduled meetings and who they were initiated by can be seen in Appendix L-4.)

Over 40% of the 305 unscheduled meetings occurred in Rozeboom's office, with the next highest percentage, 33.7, occurring in the outer office. Over 13% occurred in the hallway and 6.5% in classrooms, due to the fact that he toured the building frequently to check on summer projects, partly because the head custodian was home recovering from an operation. (See Appendix L-5 for a complete list of locations.)

Almost half (48.9%) of the unscheduled meetings were for the purpose of getting information, with 56.4% of those initiated by Rozeboom. Another 30.2% were to give information, with 70.7% of those initiated by others. (For a complete list of purposes see Appendix L-6.)

All of Rozeboom's unscheduled meetings involved four or fewer persons with 73.4% involving only one other person. Less than 1% involved four people; all the rest involved two or three others. (See Appendix L-7 for details.)

Scheduled meetings accounted for 502 minutes (8.4 hours) of Rozeboom's observed week. He had nine meetings lasting an average of 55.8 minutes each. Three of the meetings were with teachers, all initiated by Rozeboom. Two meetings were with volunteers each initiated by the volunteers, two were with business people and were initiated by the superintendent. One was with another administrator and was initiated by Rozeboom. The ninth meeting was with a community resident and was initiated by the patron.

Seven of the scheduled meetings were held in Rozeboom's office, one was in the outer office, and one in the hall. The one in the hall was with a carpet dealer who was looking at what needed attention. Three of the meetings were exchanges of information, five were to give information, and one was to get information. Eight of the meetings involved only one other person and one involved two others.

Rozeboom spent 388 minutes (6.47 hours) touring the school mainly to check on how summer projects were progressing. Forty-three minutes of that was spent on the roof checking on leaks, 214 minutes (3.6 hours) were spent in classrooms, 80 minutes were spent in hallways, 25 minutes were spent outside the building, 12 minutes were spent in the boiler room, 7 minutes in the kitchen, and another 7 minutes in the laundry room.

Rozeboom spent 242 minutes (4.0 hours) on the telephone during the observed week making 44 calls himself and receiving 32 calls from others. His calls averaged 3.2 minutes each. Fifteen of the calls were to and from other superintendents or administrators. Eight of the calls were with teachers, seven were personal, six were with parents, six with non-local businesses, five with local businesses, and five with local citizens. (For a complete list see Appendix L-8.)

Rozeboom spent 3,641 minutes on the job during the observed week for a total of 60.7 hours. By far most of his time was spent in his office, 2,132 minutes or 35.5 hours. Working on the promotion day for the community took up 406 of those minutes (6.8 hours). He spent 233 minutes (3.9 hours) on the telephone in his office and spent 212 minutes (3.5 hours) on reflections with the researcher. Preparing the school board agenda and getting ready for the meeting took 197 minutes (3.3 hours). (For a complete list of activities in the office see Appendix L-9.)

The next greatest block of time (388 minutes/6.5 hours) took place in the outer office. (For a complete list of activities there see Appendix L-10.) All the time spent in the boiler room, kitchen, laundry room, and on the roof were spelled out in his tour time. Part of the time spent in classrooms, outside, and in the hallway were also listed in tours. In addition he spent 165 minutes (2.8 hours) at the shared school helping conduct a Needs Assessment meeting. Another 42 minutes was spent downtown at a restaurant, 39 minutes were spent in other offices, 42 minutes were spent outside working on the city promotion day, another 28 minutes were spent in the hallway waiting for someone to come with a key, 261 minutes (4.4 hours) were spent at home eating lunch and working on surveys, 19 minutes were spent on breaks, another 40 minutes were spent in a classroom working on the city promotion days, and 97 minutes (1.6 hours) were spent in the library at a Needs Assessment meeting.

By far the greatest number of contacts (163) were with secretaries and also the greatest amount of time (884 minutes/14.7 hours). The next greatest number of contacts was with teachers (58) and also the next greatest block of time was spent with them (298 minutes/5 hours). The length and number of contacts included both scheduled and unscheduled meetings. Rozeboom had 54 contacts with custodians although the next greatest block of time was spent with local citizens. (For a complete list see Appendix L-11.)

Rozeboom handled 20 pieces of correspondence on Day 1, 4 on Day 2, 15 on Day 3, 7 on Day 4 and 13 on Day 5 for a total of 59

pieces. Correspondence included both items received and those initiated. Eight of the 59 pieces dealt with financial concerns, seven were from solicitors, and the rest of the senders are listed in Appendix L-12. Thirty pieces were for the purpose of giving information, 9 were advertisements, 7 were checks or some other budget concern, 5 were memos, four were applications, 3 were requests for information, and 1 was a miscellaneous request.

Rozeboom glanced at 22 pieces of correspondence, he read 16 of them, wrote 9 himself, signed 6, partially read 4, and did not look at 2. He set 16 pieces of the correspondence aside to work with later, 15 he routed to others, 6 he disposed of, 5 he filed, 5 went into the school board folder, 3 he wrote on, 3 he printed, 3 he carried with him, and 3 he signed.

Since Rozeboom was observed in the summer there were probably more physical plant contacts than there would have been during the school year. This was especially true because the head custodian was home recovering from back surgery. Relating Superintendent Rozeboom's contacts to Cuban's conceptualizations, 50.3% dealt with the chief administrator role with the greatest number of contacts (100) dealing with the school plant, followed by those dealing with the manager (50), then finance (46) and a few contacts (8) dealing with district organization. The teacher/scholar and negotiator-statesman roles were split equally with 23.7% of his contacts dealing with each. Two and one-half percent of his contacts were personal. The teacher/scholar role included 63 contacts dealing

with pupil services, 26 with supervision, 5 with instruction, and 2 with curriculum. The Negotiator-Statesman role included 83 contacts dealing with the community, 7 with state and federal regulations, and 6 with school board items. (For a complete list see Figure 15.)

The chief administrator role was also dominant in Cuban's Conceptualizations in relation to correspondence. Almost 41% of Rozeboom's correspondence fell into that category. Fourteen of the correspondence contacts dealt with finance and 15 dealt with instruction. (See Figure 16.)

Superintendent Rozeboom's personality profile is outlined in Appendix L-13. His personality type was defined as ENTJ. "E" represents Extraversion and means that Rozeboom probably relates more easily to the outer world of people and things than to the inner world of ideas. The "N" stands for intuition and means that Rozeboom would probably rather look for possibilities and relationships than work with known facts. The "T" is for Thinking and indicates that Rozeboom bases his judgments more on impersonal analysis and logic than on personal values. The "J" stands for Judging and means that Rozeboom would most likely prefer a planned, decided, orderly way of life over a flexible, spontaneous way. The combination is described by Myers and McCaulley (1988):

Hearty, frank, decisive, leaders in activities.
Usually good in anything that requires reasoning
and intelligent talk, such as public speaking.
Are usually well-informed and enjoy adding to
their fund of knowledge. May sometimes be more

Figure 15. Superintendent Rozeboom: Cuban's conceptualizations as they relate to contacts.

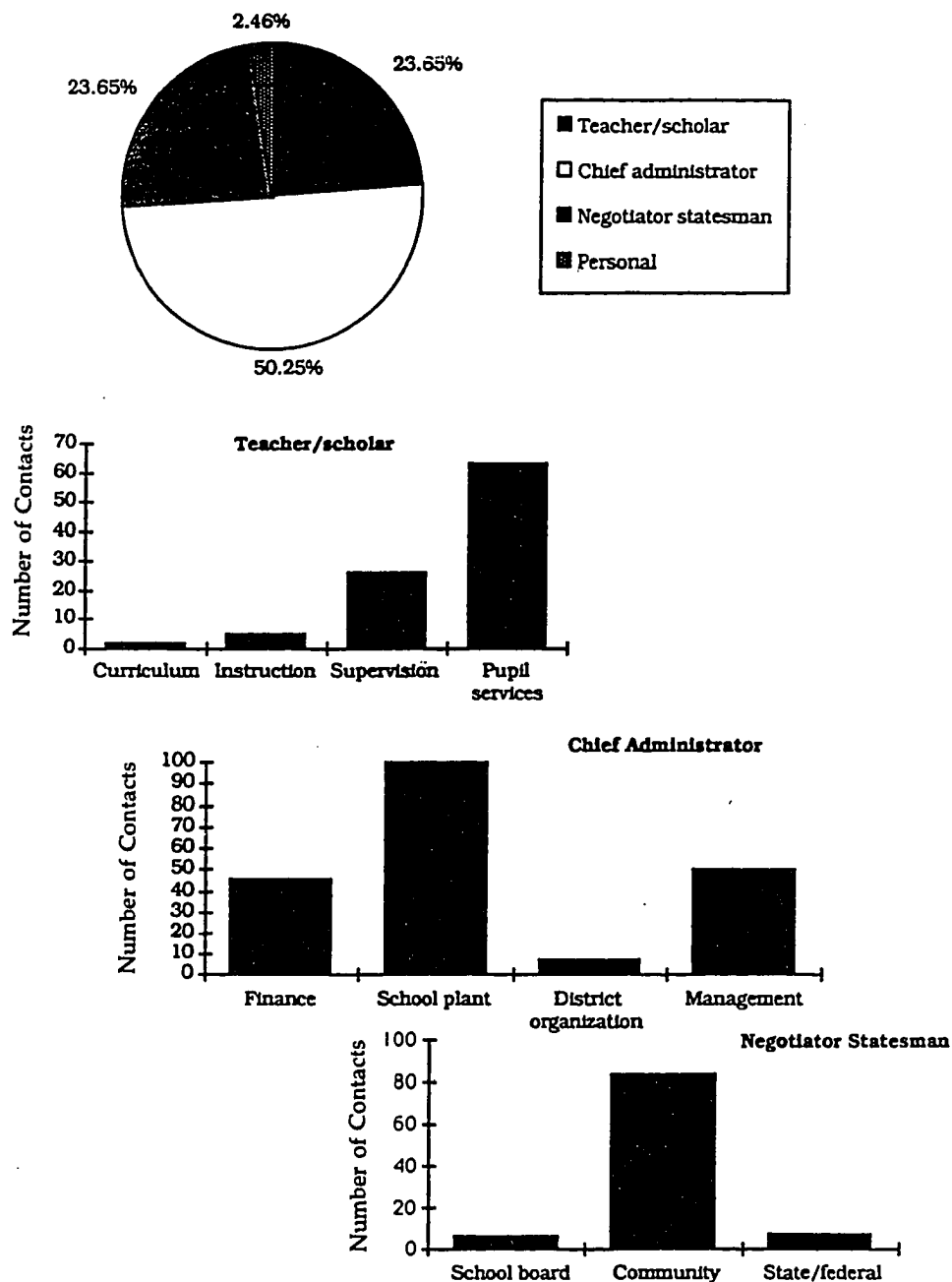
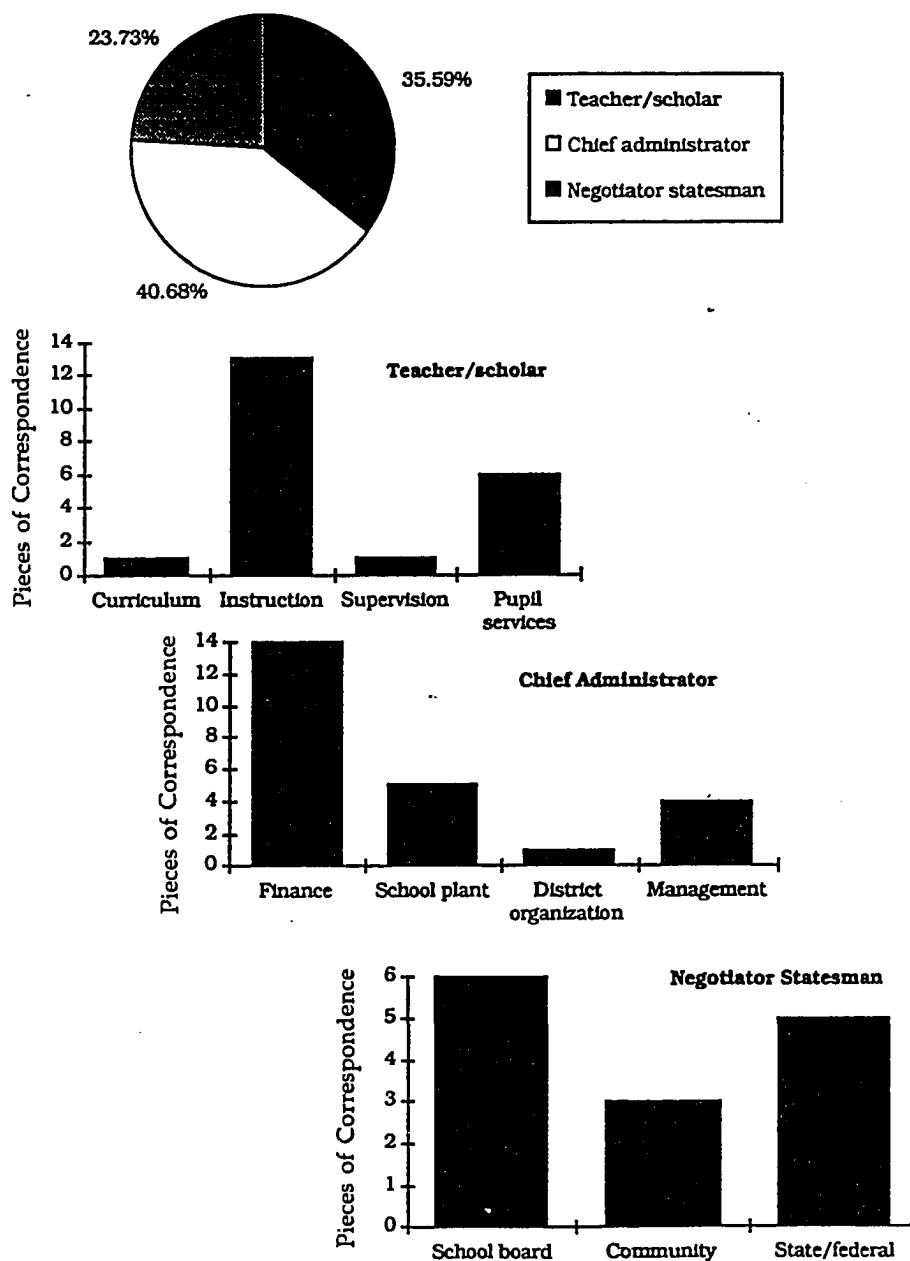


Figure 16. Superintendent Rozeboom: Cuban's conceptualizations as they relate to correspondence.



positive and confident than their experience in an area warrants. (p. 21)

Rozeboom was definitely not a person who had to have everything go his way. He was a giving, caring person who came from a humble beginning. There was no running water in his house until he was in college. A concern about not being able to increase administrative salaries next year prompted him to say that he would be willing to give his salary increase to the principals. Rozeboom enjoyed a challenge, he said he would go crazy in a routine job. Technically he gets three weeks of vacation every year, but he has never taken them all. On his evaluation by his board they said he put in too much time and worked too hard. He had a perfect score on the question that stated "presents a positive image to the community."

Chapter V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to identify selected characteristics of effective rural superintendents. Information was collected in four major ways. The first was descriptive and based on multi-methods including demographic information from a semi-structured interview, richness of behavior as identified by the researcher, and daily priorities as indicated by the observed superintendents. The second was a chronology and correspondence record. The third way compared the individual contacts and correspondence of the observed superintendents to Cuban's (1976, 1988) conceptualizations of superintendents and, finally, the fourth described the personality profiles of the superintendents as indicated by the Myers-Briggs Type Indicator (MBTI), Form F.

Summary of Findings

Description

Semi-structured interview. The five superintendents studied ranged in age from the middle forties to early fifties. Only one of the five superintendents had any full-time experience in the business world outside of summer positions and that for only 1 year. The superintendents averaged 10.1 years of service in their present district. All of the individuals had been superintendents from 11 to 18 years with 14.6 years being the average. They all had been in school administration for at least 18 years, with 26 years being the longest, the average being 20.8 years. All the

superintendents had been in education for 20 years or longer with one having 29 years of experience, the average being 24.8 years.

No pattern was found in the birth order or size of families. All of the superintendents came from larger families ranging from 4 to 14 children. They ranged in order from the youngest to the oldest and in between.

Two superintendents had education majors and two had minors in the social science areas. One majored in agriculture, one in business administration, and one in industrial arts. Other minor areas were German, physical education, and drivers' education. Few courses had been geared to either rural or urban education. One superintendent who had his doctorate had done a study on the relation of school size to job satisfaction, based on Maslow's hierarchy of needs. All superintendents belonged to several professional organizations. In fact, three were leaders in those organizations. All superintendents belonged to the School Administrators of Iowa (SAI) and the American Association of School Administrators (AASA). Three superintendents belonged to Phi Delta Kappa (PDK) and three to the Association for Supervision and Curriculum Development (ASCD). All of the superintendents belonged to their own special interest groups, some on a local level, others on state, and national levels; i.e., Chamber of Commerce, Walt Whitman Club, Rotary, People United for Rural Education (PURE), and the National Rural Education Association (NREA).

All superintendents received several journals, although one mentioned cutting some subscriptions because of a tight budget. Three of the five superintendents were operating under extremely tight budget constrictions. The most popular journal was The School Board Journal. Other favorites mentioned were Educational Leadership, Dialogue, Education Week, The Kappan, Administrator, and The Kiplinger Letters.

Three superintendents indicated they were not professional writers. One had written several articles on public relations for the Iowa School Board's publication, Dialogue. The superintendent with the doctorate had written extensively. His articles were published in AASA publications, Phi Delta Kappan, NREA's literature, and several state publications. Phi Delta Kappa had asked him to do a small book on rural education, but he said he did not have time for such a venture.

All of the superintendents took advantage of opportunities for professional growth. One said he attended meetings frequently, "probably more than some would like." This particular superintendent was on a state committee and was one of the top officers in another organization. Three superintendents usually went to the national AASA Convention. All went to the State School Board Convention. One superintendent went to many state meetings, but felt that national meetings took too much time; however, he said they were informative to get a perspective on where Iowa stood. One

superintendent went to two national meetings every year. Several have given talks at various meetings.

When asked how they handled stress, four superintendents had definite means to do so. The fifth superintendent admitted to being a workaholic. He tried to avoid stress by being overprepared and ready for anything. Three superintendents relieved stress through physical activity. One worked on his lawn and garden or fished, another played catch with his son or went fishing, a third walked 5 miles a day, lifted weights several times a week, and had extensive exercise equipment in his home. The fourth superintendent tried to relieve stress by being positive, talking to others, and never making decisions alone. Other activities mentioned were reading, forgetting about school when not there, and smoking. One superintendent commented that the biggest mistake he ever made was not taking advantage of all his vacation time.

There was a wide variance in the superintendent's typical hours worked. They varied from coming to the office between 7:00 and 8:00 a.m. and leaving anywhere from 4:00 to 6:00 p.m. Superintendent Korver said he came to work at 7:00 a.m. to 7:15 a.m. and left at 5:00 p.m. to 5:30 p.m. He usually worked one or two evenings a week for about 3 hours each and put in 5 to 7 hours every weekend. Superintendent Vis arrived around 8:00 a.m. and usually left around 4:00 p.m. He had a 1/2 hour drive to reach his school and usually spent 2 to 3 hours on paperwork every evening. He also worked every weekend. Superintendent Reinders said there

were no typical hours; however, he usually arrived around 7:00 a.m. to 7:30 a.m. and generally left around 4:30 p.m. He went to many night activities. He said, "a superintendent is never off." It is a 14 to 15 hour a day job. Superintendent Boone's secretary opened the office at 7:30 a.m. and he usually arrived within 10 minutes. They usually closed around 4:00 p.m. He commented that during negotiation time everything was busier. Superintendent Rozeboom came in every morning around 7:00 to 7:15 a.m. and usually did not leave until 6:00 p.m. He felt that maybe he worked a little slower than some. Most superintendents felt that it was very important to be seen. One had not missed more than two or three activities in his many years of being a superintendent.

When asked to describe their managerial style, one superintendent described it as participative. He tried to involve people related to the concern. Delegation was mentioned by three of the superintendents. Another said his board wanted him to do more delegating, but he felt they did not have enough personnel to accomplish the task. One superintendent said he did not know what his style was. He liked to involve others, but at other times he could be authoritarian. He said he used whatever style it took to get the job done. This same superintendent indicated that a small school superintendent could not be limited to one style. One superintendent stressed there could be no secrets. He tried to keep an open dialogue and tried to utilize people's talents to the greatest advantage.

Each superintendent was asked to identify his method of decision-making. Four superintendents said they liked to involve others in their decisions. The fifth said the more experienced he became, the more he looked at options. He tried to see which options he could live with. Although he did not mention involving others in decision-making, he said that his managerial style was participative. Two superintendents mentioned they really studied the issues. One superintendent indicated that you have to bring the community along in the process. He often found the pulse of the community by using surveys. Another superintendent mentioned giving others as much autonomy as they were capable of handling. "If someone does not have the ability to make good decisions, it is tough on the superintendent." Two superintendents mentioned that a great deal depended on the type of decision. One said there were two types of decisions; the long lasting kind and quick, simple ones. One superintendent stressed that there had to be trust between the board of education and the administration. Being highly organized was considered important by all superintendents observed.

One superintendent felt the job of superintendent had not changed him. Another superintendent thought he had become more disciplined, that he had more capabilities than he had realized, and had become more confident. Another superintendent felt that being a superintendent had made him more open and he listened more. He realized that there are always two sides to every situation. One superintendent said, "Everybody changes." Another superintendent

said that he has learned the art of "compromise." He was still strong-willed, but he had learned patience.

The superintendents were asked how they appeased groups that were unhappy. One attempted to get the unhappy people involved in the decision-making process. Two other superintendents said that sometimes you cannot please them. Not everyone will be happy with each decision. One superintendent said, "you have to have the philosophy that this job is for kids. Always keep that in mind." Another superintendent indicated he did not always appease disgruntled groups and one needs to listen and let the unhappy group have its say. You need to explain how and why the district made its decision. One superintendent indicated that you have to keep a positive attitude and explain the school's side. The worst thing a superintendent could do is "come in with a negative attitude." The fifth superintendent liked to deal with problems face to face. Talk about it. Bring the positive and negative people together and work it out.

Richness of behavior. Appendix M-2 is a composite of all five superintendents' observed behavioral characteristics. The characteristics were combined and then listed according to how many times they were observed. The items are subjective, based on the researcher's observations over a five-week period of time plus one week of initial interviews.

The researcher took all the characteristics and grouped them into compatible groups, then counted the number of times an item

was mentioned to determine which characteristics of perceived-effective superintendents were identified. Although each superintendent had his own style, they did have certain characteristics in common.

The categories included: student focus, teacher/staff focus, community/board focus, wider focus (other school/state/national concerns), personal concerns, financial concerns, and physical plant concerns. The largest category was personal characteristics, which were further divided according to the Myers-Briggs Personality Profiles. There were three items that did not fall into any category. One superintendent, who had gone through a difficult week said he did not feel like an executive the week he was observed. Another superintendent had spent a good part of the observed week preparing for a needs assessment. An item was mentioned eight times during the course of the observations and that was no superintendent's week was normal. In fact Superintendent Vis said, "The only thing normal about this week is that it was not normal."

The most noticeable item in the category "student focus" was the fact that 18 times over the course of the observations the superintendents mentioned that all decisions related back to the students. They felt students were basically good and everything was geared for them. One superintendent was trying to raise expectations and had as his theme for the year "stretching for excellence." One individual indicated his district had virtually no drop outs and emphasized that he was a champion of students with difficulties.

In the category of teacher/staff focus, the item mentioned most often was "was thoughtful of others." That was mentioned 28 times and came from one superintendent's notes. Each superintendent had his strengths, but Superintendent Rozeboom's concern for, and kindness to others, was outstanding. The next most mentioned item was "delegated." Four of the superintendents indicated that several times. Another mentioned was "dedicated teachers and staff." Two superintendents emphasized they found peoples' strengths and held them accountable. Four superintendents often gave credit to others. Two superintendents emphasized they practiced participatory management. Three others demonstrated their good relations with the custodial staff and cooks. Two superintendents emphasized their ability to "stand behind their staff." One superintendent had a family-oriented school with several close relatives (such as a father and daughter) teaching, as well as a feeling of "family." Two other superintendents emphasized they felt they were surrounded by good people. Several superintendents emphasized that you had to be in a system for quite awhile before you had things running smoothly. All of the superintendents worked closely with their secretaries. One superintendent indicated he liked to get the brightest and the best teachers when they first came out of college.

In the category of "community/board focus," all superintendents studied were community oriented. This was mentioned 28 times in the researcher's notes and included specifics such as giving blood

to the bloodmobile, preparing a booth for a community celebration, to buying a car in his local community when he really would have preferred a different model. Another important concern of all observed superintendents was keeping the board and the public informed. All five superintendents either indicated or demonstrated that they over-informed faculty, staff, board of education, and the general public. Two superintendents emphasized that one never gives one's board or the community any surprises. Two superintendents mentioned they attended all school activities. They felt it was important to be visible. One superintendent helped the band director set up for a special senior citizen program. That same superintendent tried to get a feel of the community through frequent surveys. Four superintendents had some type of community involvement during the observed week. One was preparing for a Needs Assessment meeting, another had two Needs Assessment meetings scheduled for the week of observation. One superintendent took part in a track meet that was manned by community individuals, the fourth had an Advisory Council meeting made up of citizens.

The category "wider focus/administrator relationships" indicated "things could be done better together than alone." Superintendent Rozeboom was in the first year of a whole-grade sharing agreement, and he tried to share all aspects with the neighboring superintendent.

Two superintendents were leaders among leaders, as demonstrated by other leaders' interactions with them at state meetings. The

other superintendents were not observed in situations that might show this characteristic. Superintendent Vis indicated he kept on top of legislation and often gave input to the legislature. Another superintendent emphasized that he practiced networking and kept in touch with colleagues. Another said he practiced the team approach with administrators and kept them informed. They all worked closely with their principals and three had scheduled administrator meetings during the observed week. The other two superintendents had individual meetings with their principals.

Although every superintendent was family oriented, each kept his personal life separate from his professional life. Two men worked with their wives in the same system. One wife was a principal and one was a substitute teacher. The other three superintendents' wives all worked in different professions. One was a guidance counselor in another district, the second was a realtor, and the third ran a travel bureau. Although all the superintendents appeared to be enjoying their work, at least three indicated that they were anxious to retire.

The category "financial concerns," indicated that four of the superintendents enjoyed working with finances. Two of the five superintendents did all their budget work on computers, two did their work by hand, and one was not observed working on the budget. Three superintendents emphasized they were on extremely tight budgets.

The "physical plant" category identified concerns. Four superintendents had outstanding facilities. The only one who did not had not been in the district very long but was already making improvements. Two superintendents had flowering plants in their offices. One superintendent raised roses as a hobby. Two superintendents had fresh flowers on their desks.

One superintendent admitted his lack of knowledge about vehicles and the physical plant. Yet, another had 28 hours of engineering in his background and drew all his own specifications. Each superintendent had his own strengths and where any had weaknesses he would secure expert help.

The personal characteristics were divided according to their support for the Myers-Briggs Personality Profiles. The "E" indicator, which they all shared, stood for extraversion and meant the superintendents probably related more easily to the outer world of people and things than to the inner world of ideas (Myers, 1976). Several of the listed characteristics supported that concept. One characteristic mentioned most often and observed in every superintendent was that they all felt good to be around. The researcher felt welcome with all five individuals. Two superintendents acted as hosts at scheduled meetings and the same two used first names often. All of the observed superintendents were extremely friendly. One claimed to be a "bit of a ham."

All of the observed superintendents were visionary, which supported the "N" indicator. That was also evidenced by their building programs and plans for the future. "N" stood for intuition

and meant the superintendent would rather look for possibilities and relationships than work with known facts.

There were several characteristics that supported the "T" (thinking) indicator. However, the "F" (feeling) indicator was evidenced by actions of more than one superintendent. Three superintendents were recorded as being practical and logical, including the one who registered an "F." One superintendent emphasized backing facts with statistics and another often played the "devil's advocate" role. The "F" often indicates a more subjective decision than a "T." People leaning toward the "F" have a "concern for the human as opposed to the technical aspects of problems, a need for affiliation, a capacity for warmth, a desire for harmony" (Myers & McCaulley, 1988, p. 13). Characteristics such as being helpful, caring, humble, and having trouble saying "No" support the "F" indicator. One superintendent with a strong "T" expressed disappointment at not being an "F" and the superintendent with the "F" thought he should be a "T."

There was extremely strong support for the "J" indicator. The "J" stood for the judging attitude and represents people who like a planned, decided, orderly way of life. All were well organized even though four spent time looking for such things as telephone numbers, bids, plans, etc. Four superintendents were recorded as going directly to the problem and getting at things immediately. All observed superintendents were goal oriented. Four superintendents spent time planning during the observed week and

always tried to be prepared. The fifth kept good records and was concerned with details.

Two characteristics supported the complete ENTJ concept. They were the positive attitude that all five demonstrated and the intelligence all of the superintendents displayed.

One personal characteristic worth mentioning, but not necessarily fitting into the Myers-Briggs Profile, was the emphasis on cleanliness. All five superintendents dressed in a professional manner, were immaculately groomed, and appeared to be in good physical condition. One superintendent smoked cigarettes, another smoked a pipe, and a third often chewed gum.

All five were good listeners and were not uncomfortable with silence. Two were technologically oriented and all five superintendent secretaries used some form of technology. All five superintendents clarified, summarized, and often asked questions when exchanging information with others. Four superintendents said they were challenged by conflict, the fifth appeared to be very easy going and did not appear to have a great deal of conflict in his district during the observed time. Two superintendents practiced polycronics while being observed, that is, doing more than one thing at a time. Two switched gears often. Two whistled or hummed as they performed their work.

A few conflicting characteristics were observed. Two superintendents did not carry calendars while three did. Two appeared to be easy going, two were quite intense.

Daily priorities. The five superintendents listed 97 priorities and spent 6679 minutes (111.3 hours) working to accomplish them. Fifty-four priorities were completed (56%), 20 were partially completed (21%), and 23 were not attempted (24%). Often, unexpected circumstances prevented a superintendent from accomplishing all the priorities he had originally planned. Superintendents worked on 30% of the priorities during the morning, 19% were dealt with in the afternoon, and 26% were worked on throughout the day. (For a complete list of the composite priorities by days see Appendix M-3.)

Chronology and Correspondence Record

During the five weeks of observations, superintendents spent 3679 minutes (61.3 hours) in 1105 unscheduled meetings, for an average of 3.33 minutes per meeting or 147.2 minutes per day (2.5 hours). Initiation of an unscheduled meeting was by the superintendent 51.8% of the time, and by others 48.2% of the time. Fifty-one percent of the unscheduled meetings were with secretaries. The next greatest number of unscheduled contacts (15.3%) was with teachers. Slightly more than 53% of those were initiated by the teachers. Custodians made up the next largest number of unscheduled contacts (9.6%), with 52% initiated by custodians. Other administrators were the next largest contact (7.8%), followed by students (4.6%), and community people (3.6%). The lowest incidence of unscheduled contacts was with board members (.4%). (See illustration of contacts and their initiation in Appendix M-4.)

The superintendent's office was the site of 43.7% of all unscheduled meetings, 31.4% were held in an outer office, 8.9% in the hallway, and 6.6% in the boiler room, cafeteria, transportation facility, and/or smoke room. (See Appendix M-5.)

The main reason for unscheduled meetings was for others to get from or give information to the superintendent. (See Appendix M-6.) Most of the unscheduled meetings (789) involved only one other contact, 125 involved two people and only 7 involved over 6 people. (See Appendix M-7.)

The five superintendents attended 50 scheduled meetings lasting 3011 minutes (50.2 hours). The meetings averaged 60.2 minutes each. The superintendents initiated 78% of the meetings. Most of the scheduled meetings (15) were with local administrators and teachers (8). School board members were involved in 5 meetings, and 4 meetings were held with custodians, local business leaders, and different committees. The superintendent's office was the site of 78% of the meetings with 12% being held in a classroom, gym, or auditorium. Two scheduled meetings were in cars, two in another person's office, two in an outer office different from the superintendent's, one in the hall, one at a Convention Center in Des Moines, one outside on school grounds, one in a restaurant, and one in an office building in Des Moines. Of the 50 meetings 29 were for the purpose of exchanging information, 13 were to give information, 6 were to get information, and 2 were for other purposes.

In the scheduled meetings 46% involved only one other person. Two other people were involved in 20%, while 12% of the meetings involved three individuals. More than 4 people were involved in 5.3% of the meetings.

The five superintendents spent 1034 minutes (17.2 hours) on the telephone during the observed week, making 175 telephone calls and receiving 125 calls. The telephone calls averaged 3.5 minutes each. The largest number of calls (44) were with administrators from other districts. The next highest incidence was with local business leaders and area business leaders, with 27 each. (See Appendix M-8.)

The five superintendents spent 17,789 minutes on the job during the observed week for a total of 294.8 hours or an average of 59.0 hours per week. The superintendent's office was the site of 46.3% of the time spent on the job. Desk work took up 3778 minutes (63 hours) of the 8185 minutes (136.5 hours) spent in the office. (The details of the office activities can be seen in Appendix M-9.) Another 1125 minutes (18.8 hours) were spent in an outer office. The most prevalent activity in the outer office was interactions, especially with secretaries. (See Appendix M-10 for a review of this activity.)

The greatest number of contacts were with secretaries (611), followed by teachers (209), custodians (133), and local administrators (132). The superintendents spent more time with secretaries than with any other individual or group (1584

minutes/26.4 hours); however, local administrators were a close second (1539 minutes/25.7 hours) and other administrators or schools were third, (1016 minutes/16.9 hours). (See Appendix M-11 for details.)

The superintendents collectively handled 145 pieces of correspondence on Mondays (Day 1), 79 on Tuesdays (Day 2), 119 on Wednesdays (Day 3), 86 on Thursdays (Day 4), and 90 on Fridays (Day 5) for a total of 519 pieces of correspondence, an average of 103.8 pieces per superintendent per week; however, actual numbers handled ranged from 59 to 121. (Appendix M-12 lists the senders of correspondence.) The greatest percent (17.7) was from solicitors.

Cuban's Conceptualizations

Cuban (1976) determined three dominant conceptions of leadership held by superintendents from 1870 to the present: teacher/scholar, chief administrator, and negotiator statesman. The teacher/scholar role incorporated anything the superintendent did in relation to curriculum, instruction, supervision, or pupil services. The chief administrator role included actions dealing with finance, the school plant, district organization, and management. The negotiator-statesman role dealt with school board issues, the community, and state and federal regulations. Relating the superintendents' contacts to Cuban's conceptualizations, 49.1% dealt with the chief administrator role. The teacher/scholar role was the next most frequent with 33.5%, the negotiator statesman role incorporated 15.5% of their contacts, and 1.9% were personal. More of their

contacts (327) involved the school plant than any other category. The second most frequent category was finance (233 contacts), with instruction coming in a close third (219). (See Appendix M-13 for a presentation of how the five superintendents fit into Cuban's conceptualizations.) The superintendents fit Cuban's conceptualizations in relation to correspondence in almost the same proportions as they did in contacts. The chief administrator role was the most dominant with 46.7%. Next came the teacher/scholar role with 39.4%. Correspondence related to the negotiator statesman role 13.9% of the time. More pieces of correspondence (94) related to management than any other category. Correspondence related to instruction 86 times, followed closely by finance with 81 times. (See Appendix M-14.)

Myers-Briggs Type Indicator (MBTI)

Although the degree of the preference strengths varies, the graphs of four of the superintendents were identical with the ENTJ personality profile. The "E" represents extraversion, the "N" depicts intuition, the "T" stands for thinking and the "J" stands for judging. The ENTJ personality is called "Extraverted Thinking with Intuition" (Myers & McCaulley, 1988). ENTJ personalities enjoy executive action and long-range planning. The "T" makes them logical and not likely to be convinced by anything but reasoning. They like to think ahead, organize, and make a systematic effort to reach objectives on schedule.

They have little patience with confusion or inefficiency, and can be tough when the situation

calls for toughness. . . . They are mainly interested in the possibilities beyond what is present.... Intuition heightens their intellectual interest, curiosity for new ideas, tolerance for theory, and taste for complex problems. . . . They are seldom content with jobs that make no demand upon their intuition. They are stimulated by problems and are often found in executive jobs where they can find and implement new solutions. . . their interest is in the big picture, they. . . often overlook the importance of certain details. . . . they usually have a person around with good common sense to bring up overlooked facts and take care of important details. (Myers & McCaulley, 1988, p. 22)

One superintendent had an ENFJ personality. The ENFJ personality is called Extraverted Feeling with Intuition.

People with ENFJ preferences. . . place a high value on harmonious human contacts. They are . . . orderly even in small matters, and inclined to expect others to be the same. . . . They are mainly interested in seeing the possibilities beyond what is present. . . . Intuition heightens their insight, vision, and curiosity for new ideas. . . . They are likely to have a gift of expression. . . . They think best when talking with people. (Myers & McCaulley, 1988, p. 22)

This study contributes to the body of known literature on superintendents by uncovering, organizing, and analyzing characteristics of perceived-effective rural superintendents. Thirty-one qualitative and 9 quantitative characteristics emerged from the study. Notably, all five superintendents made decisions based on "what was best for kids." The listing of the characteristics will be followed with an anecdotal example of each one.

The qualitative characteristics gleaned from the study were divided into five categories: personal characteristics, personal work habits, management style, staff and community relations, and

professional attitudes/characteristics. Many of the characteristics could justifiably fit into more than one of the categories. However, for clarity they were listed in only one.

Personal Characteristics

1. had a keen sense of humor
2. maintained a positive attitude
3. was friendly, easy to be around, and a master at

relationships

4. dressed professionally
5. was family oriented
6. was well informed/intelligent
7. practiced cleanliness, both in school and personally

Personal Work Habits

8. was organized
9. was versatile, had a constantly changing task focus
10. was hardworking and energetic
11. got at things immediately, did not procrastinate

Management Styles

12. tried to be prepared, especially financially
13. was a skilled decision-maker
14. took advantage of grants
15. was goal oriented/visionary
16. summarized/paraphrased
17. practiced NO SURPRISES
18. delegated

19. surrounded themselves with good people

20. maintained an open door policy

Staff/Community Relations

21. acknowledged the contributions of noncertified staff

22. was a communication specialist

23. listened and asked questions

24. was honest with public and board

25. was visibly present at most school activities

26. over-informed public and board

27. was community oriented

Professional Attitudes/Characteristics

28. was dedicated to rural school excellence

29. enjoyed their work

30. enjoyed a challenge, strengths came out in adversity

31. was a leader among leaders, commanded natural respect.

Quantitative characteristics were gleaned from the study by averaging superintendents' data.

The superintendents:

1. completed more than 50% of set priorities, more in the a.m. than the p.m.

2. had similar personality types according to the Myers-Briggs Personality Indicator (ENTJ & ENFJ)

3. initiated a large majority of the unscheduled contacts with secretaries.

As far as time spent the superintendents:

4. spent 70-75% of their time in and around their office

5. spent 46% of their time in the office doing desk work, 15% in interactions (mainly one on one), 12% on the telephone, and 11.5% in meetings

6. spent 17% of their time in contacts with others.

When they contacted others the superintendents:

7. spent almost 40% of contacts with secretaries, 13% with teachers, followed by custodians and local administrators

8. spent almost 50% of contacts in Cuban's (1976) Chief Administrator's role.

While dealing with correspondence the superintendents:

9. spent just a little under 50% dealing in Cuban's Chief Administrator role.

These characteristics were quite common among all five superintendents. Presumably this was because they all had the same criterion for actions. They based their actions and decisions upon what they felt was best for their students. One of Superintendent Boone's board members said, "If he (Boone) thinks it is good for kids, you can't sway him. That is the bottom line." Superintendent Reinders said that you can't always appease unhappy groups. You have to operate from an inner philosophy and to remember that the job was for kids. While talking to a nearby principal on the phone, Korver said that he was trying to do what was best for kids. Rozeboom mentioned several times that all decisions were based on, "What was best for kids. The end product must always be what is

best for kids." He considered himself a champion of students who had difficulties. "We need to be aware of ALL kids."

Qualitative Characteristics

Personal Characteristics

1. Had a keen sense of humor. One of the first things Superintendent Boone said to the researcher when asked about his typical working hours was, "I usually go to lunch about 10:30 and come back about 2:30." When in fact he did not take long lunch hours. As he introduced the researcher to the staff he introduced her as the head of the Department of Education, as a food inspector, etc, depending on who he was introducing her to. A sign in Boone's office read, "Which way did they go? How many of them were there? How fast were they going? I MUST find them! I am their LEADER." After spending some time with his head custodian trying to pick out a carpet color Boone decided and then remarked to the custodian, "If the teachers like the carpet, I picked it out. If they don't, you did."

One superintendent advocated that the researcher should purchase The Speakers Book on Wit and Humor by Alder. That indicated that sometimes one has to work at injecting humor into situations.

Superintendent Reinders' conversations were often sprinkled with laughter. At a meeting of peers in Des Moines Reinders often inserted humor into the conversation which kept the mood more amiable.

Humor often came out when situations became a little difficult. When one of Korver's school busses hit the illegally parked pick-up of a neighboring principal, Korver called to get the details. Although tense at first, Korver's understanding and humor helped ease the tension.

After much confusion about where and when a softball game was to be played Rozeboom started laughing. The schedule had become a circus and laughing was the best way to greet the frustration.

2. Maintained a positive attitude. One of Superintendent Boone's board members said, "He's very open and very positive." Boone said that one of his goals last year was to be positive and praise people for good work. He exclaimed, "I learned a lot from Bernie Saggau. He is so positive." (Bernie Saggau is the executive director of the Iowa Boys' Athletic Association.)

Superintendent Reinders believed in the cans, not the cannots. One teacher described him as very positive. "He absolutely thinks this is the best school there is." One of Reinders written goals was to promote the school "as a positive educational institution in the community." Being positive was a way that Reinders handled stress. He tried to turn negative situations into positive. Once, when an angry parent came in Reinders spent 40 minutes visiting with him. During the meeting he inquired how the student could be helped. His last comments were, "I'm glad you came in. Let's hope something positive comes out of this."

One staff member said of Superintendent Vis, "He is so positive. He takes care of negatives privately."

Superintendent Korver even found some positives in the case of the suicide. The father of the victim wanted to help the sheriff put a class together to help inform other parents.

Superintendent Rozeboom was an extremely positive person who had had only one grievance filed against the district since 1975. The district had only been to fact-finding once and had never been to arbitration. On his board evaluation Rozeboom had a perfect score on "presents a positive image to the community."

3. Was friendly, easy to be around, and a master at relationships. Superintendent Boone's wonderful sense of dry humor seemed to brighten the day of those who came in contact with him. People greeted him enthusiastically and seemed genuinely pleased to see him. Boone made time for others, including a United Postal Service man.

Superintendent Reinders was friendly and often physically touched others. People appeared at ease and comfortable around him. After the researcher was with him for only a few minutes she felt that she had known him all her life. People would beam when they met him, both students and teachers. Interactions with students of all ages seemed to be very natural. His love for children was obvious.

The high school principal described Superintendent Reinders as a good personnel manager. Reinders always sat in front of the

desk with the person with whom he was talking (rather than have the barrier of a desk in between). First names were almost always used.

Students greeted Superintendent Vis enthusiastically as he walked through the halls. Superintendent Korver was helpful to others. He assisted his secretary in the collating of board materials and saw to it that the principals had access to information that would be helpful to them, such as journals.

Rozeboom was exceedingly thoughtful of others and felt things could be done better together than alone. Staff, teachers, and community people appeared to be dedicated to him. Many teachers did a lot of extra things on their own time. Flowers were grown by Rozeboom as a hobby. He would often bring cut flowers from his garden to his secretaries and to brighten his own office. He used first names frequently.

The school was in its first year of sharing. Rozeboom had been intentional about painting everything in the new school colors. All evidence of his district as a single district were gone. The new mascot could be seen in the auditorium and in a showcase. Rozeboom credited an outside team of consultants toward helping with the success of the schools coming together. The two superintendents worked together putting together their handbooks, school calendars, and newsletters together.

When a staff member, community resident, or teacher came to Rozeboom with a concern, he usually dropped what he was doing to

help them. Rozeboom tried to put many things away himself. He said some had their secretaries do that but, "they are busy also." One of Rozeboom's secretaries commented that he was the nicest man anyone could ever meet. The central office staff did their own custodial chores in the summer. Rozeboom used a small push sweeper to clean the carpet, not only in his own office but also in the secretaries' office. Community people brightened when they saw Rozeboom.

4. Dressed professionally. All five superintendents dressed professionally, generally wearing either a suit or slacks and sports jacket. They wore ties every observed day when school was in session. Boone made the comment that as soon as he got home in the afternoon he put on blue jeans and cowboy boots. Superintendent Vis said that he dressed more casually in the summer, sometimes even wearing shorts. Rozeboom confirmed that he dressed more casually in the summer.

5. Was family oriented. Superintendent Boone took his wife to the Rotary luncheon during the observed week. He took his elementary son home from school each day, and spent time preparing his senior daughter's graduation present. He again took his wife out to eat on Day 3. Superintendent Reinders said, "It is very lonely being a superintendent. You have to adjust mentally to the loneliness. A strong family is essential. Church also is important." His wife and sons stopped in his office several times

during the observed week. The whole family attended the junior high track meets in which their eldest son was involved.

When Korver received a call concerning an SAI executive meeting, he told the caller that his wife would most likely be coming along. Korver told the researcher, "There are some things with my family I'll always regret that I didn't do."

One of the advantages of Iowa schools, according to Superintendent Rozeboom, was that families were still important. During the summer his young daughter prepared lunches for him. She would call each day to give him the menu and check on when he was coming home. Normally he worked on Sundays but the past week he and his wife were celebrating their anniversary so they had gone to Des Moines to celebrate.

6. Was well informed/intelligent. A date book was not carried by Superintendent Boone. He could remember meetings without the written reminder. Superintendent Reinders opened an Advisory Council meeting by quoting from several books, indicating that he was well read and well informed. Superintendent Vis followed legislation closely. He often sent comments to legislators and several legislators called Vis for advice.

Construction specifications were written by Korver, himself, because he had taken several college hours in engineering. Originally he had not planned to attend college; however, a school superintendent and others encouraged him to go. At one time he

drove 99 miles to school each way, worked, golfed and carried a 4.0 grade point average.

One of Rozeboom's methods of handling stress was to read. He read two newspapers every day and frequently read books.

7. Practiced cleanliness, both in school and personally.

Superintendent Boone's buildings were exceptionally clean. He stated that the district employed more custodians than other schools although he didn't say how many that was. Before drinking a can of soda he washed the top of the can.

The head cook at Reinders' school said that the Superintendent came down every day to check on things. "He does not want anything to be dirty." Reinders' school was clean and orderly. The head custodian was anxious to grade some ground that had been dug out earlier in the year. He asked Reinders if he could get equipment to do the job. Not long afterward a huge city maintainer was leveling the ground right outside the Superintendent's window.

All the superintendents were personally neat and clean and obviously took good care of themselves. They all had pride in their schools, which was demonstrated by the cleanliness and maintenance. Superintendent Rozeboom never walked past a piece of paper without picking it up. Rozeboom was extremely concerned about the physical appearance of everything in the building. He took time to show a custodian how to clean a fountain with a certain chemical. The look was very important in anything that represented the school. Time was spent each morning sweeping the carpet, cleaning the sink, and making sure the office was neat.

Personal Work Habits

8. Was organized. Superintendent Reinders was highly organized. This was demonstrated when he attended a meeting with colleagues on Day 5 of his observed week. He was chosen as chairperson of a small group. When he gave his report, his organizational skills were evident. His mind processed ideas in a very logical fashion.

Even though there were several piles of paper in his office, Superintendent Vis appeared to be quite organized. He spent a good deal of time putting papers in three-ring binders.

Superintendent Korver was extremely well organized. He had a system for every piece of paper that crossed his desk. He described himself as a stickler for organization and detail. Everything was neatly labeled and put on shelves. He considered himself over-organized. Sliding shelves had been built in a room off his office and all the annual reports were on file. Other records were kept for a minimum of 10 years. All grievances were on file forever. The district was in the process of duplicating all records for security reasons. After each meeting Korver would quickly put all materials in proper places. He kept a three-hole punch close by.

At the end of the year Korver had the school announcements permanently bound. He did that so he would have a check from the year before and for the sake of a new superintendent who might come in so they would have a pattern to follow. At the

end of the year he would throw away the previous year's announcements.

A salvage file was kept in Korver's district to keep a record of equipment and furniture that was no longer useful to the system. Korver said, "I have to be organized because of all my involvements. I have to have people who can do things when I'm not here. Once this year I was here 1 day in 2 weeks."

Korver stated that keeping good records takes a long time. "You have to always have a system for discarding as well." Many records were kept 5 years and then destroyed.

Rozeboom felt that he spent a lot of time putting things away. He commented that he wished he had bought stock in a company that sells three-ring binders to schools.

9. Was versatile, had a constantly changing task focus. When priorities were not met, it was usually due to unscheduled events interrupting them. For instance, on Day 3 Superintendent Boone listed three priorities. Only one was completed. Unscheduled events that day included a man checking on an advertised custodial position, questioning the cost of an oil change, an insurance agent's questions, a teacher with inquiries about summer school, and the planning of a Memorial Day program.

During one 1/2 hour segment in Reinders' second observed day he was interrupted at least every five minutes, usually every two to three minutes by a secretary, teacher, or other staff person. That was more the rule than the exception. After an angry parent

spent 40 minutes describing a fight at a track meet, it took Reinders awhile to shift his focus. He paced for some time and then said, "It takes awhile to get back into what you were doing--to change gears."

Superintendent Korver said, after several interruptions, "A superintendent often has to deal with a dozen difficult things at once. One has to be able to jump from one to another."

Rozeboom commented, "You need to become an insurance expert, transportation expert, idea seller, etc., to be a good superintendent." He was quite frustrated with Day 1 because he felt it had been quite fragmented. On Day 3 he made the comment, "Would you call today fragmented?"

10. Was hardworking and energetic. Superintendent Reinders said that it took a lot of energy to be a superintendent. "You have to be on the go all the time, or ready to be. I can't imagine a shared superintendent doing an adequate job." Reinders put in 63.62 hours the observed week. (However, 5 hours were spent at junior high track meets in which his son was a participant. Those hours were not necessarily in the line of duty.) The previous weekend accounted for 7 hours of the 63+ hours. Reinders put in over 10 hours for three days and over 12 hours 2 days.

Superintendent Vis spent a great deal of time on weekends on school activities. He spent time almost every night working on school business. The evening of Day 2 he spent 4 1/2 hours going over Phase III proposals and working on contracts, on Day 3 he went

home at 1:30 a.m., and on Day 4 he stayed up until 3:00 a.m. writing a letter to a legislator concerning sharing. Vis spent a total of 61.55 hours working with school concerns the observed week. One day he put in 13.42 hours.

When asked how he handled stress, Superintendent Korver said that he tried to avoid it by being a workaholic. His typical working hours were from 7:00 a.m. to 5:30 p.m. working several nights during the week and usually 5-7 hours on weekends. In the observed week Korver worked 63.8 hours. His shortest working week day was 9.7 hours and his longest was 14.7 hours. He was very energetic and stated that he could get by nicely with only 5 1/2 hours of sleep each night.

Typical working hours for Rozeboom were from 7:00 a.m. through 6:00 p.m. He felt that he perhaps worked a little slower than some. He often came in on Saturday and Sunday also. On his board evaluation they said that he put in too much time and worked too hard.

11. Got at things immediately, did not procrastinate.

Superintendent Boone got to the point of things without delay. The elementary principal described him as a now person, one who handled situations immediately and expected others to do the same. One example was the way he handled the mail. As soon as his secretary brought it in he would process it. Not only would he look through it, he also acted on anything that was required, such as surveys. If he left the office, upon his return he would

immediately take care of any messages he received while he was out. Another comment by the elementary principal concerning the Superintendent was, "He doesn't put things on the bottom of the pile."

Superintendent Reinders' general daily plan was to get things done in the morning and catch up on reading in the afternoons. He usually processed mail soon after he received it in the mornings.

One staff member said of Vis, "He believes in getting the cards down on the table to deal with them." Vis processed mail in the morning, shortly after he received it. He went through it quite thoroughly, reading several things intently. He usually took care of things right away rather than setting them aside to do later. If an issue came up, he tried to take care of it quickly rather than putting it off.

When Superintendent Korver processed mail he would immediately punch holes in the items that needed to go into notebooks. The correspondence that was routed to others was put in appropriate mailboxes. Korver said, "The more times you set things aside, the more time it takes in the long run." Korver had a notepad on his desk. Every time he said he would do anything, he wrote it down and usually proceeded immediately to take care of the concern. An example was a parent from a private school who called about a student taking drivers' education. Korver wrote it down on his notepad and spent the next several minutes finding the answer for the parent, after which he called back to give her the information.

Whenever anyone needed anything Rozeboom almost always stopped what he was doing and helped them.

Management Styles

12. Tried to be prepared, especially financially.

Superintendent Boone said that the main function of a superintendent was the budget and personal relations. He spent considerable time during the observed week processing bids and working with financial concerns. At a meeting with a nearby school to discuss sharing Boone was especially concerned about the financial implications. Throughout the week he emphasized how important it was to be prepared with answers before the questions were asked, especially financially. One board member said of Boone, "Budget-wise he is fantastic."

Superintendent Reinders did all of his own budget work on a Macintosh computer. He felt that the budget became an historical document. The Sunday before he was observed Reinders was at school at 7:00 a.m. wrapping up next year's budget. He liked doing the budget work himself, "There's no substitute for knowing what's going on in your district." He tried to be very accurate with district expenditures. Time was spent preparing comparative financial figures and graphs. Reinders stated that he loved playing with financial figures. He enjoyed working with the graphs and the whole budgeting process. One staff member said of Superintendent Vis, "When he gives figures, the figures will be the same the second time or explain why not. He does the same thing with the school

board." He went step by step over the budget. Superintendent Vis opened a letter from the Department of Education telling of matching funds for a project. Immediately he called to get more information. He took a great deal of interest in materials that gave hope for financial help. Superintendent Korver worked hard at being prepared. He handled most problems through anticipating outcomes and planning how to handle them in advance. A superintendent had to be a good manager of the budget, according to Korver. He attempted to control expenditures by obtaining what people needed, but not getting them all the frills. Although his financial secretary coded the bills, Korver did the budget preparation himself. He said, "We are a no-balance carry-over district. A tremendous amount of financial management has to go on here."

Rozeboom did all his financial figuring on an Apple spread sheet. He had a 10 year plan for each line item of the budget. For some purposes he went back 5 years. He felt that knowing the percent of expenditures was important to see where you were going. It also helped the board to understand the budget.

13. Was a skilled decision-maker. If Superintendent Boone needed help making a decision, he would get it. He often involved the community in what he did. He put everything up front.

Superintendent Reinders said, "I don't make any decisions alone." The elementary students helped design the playground. Teachers all helped design their own rooms. When building a new school Reinders sought help from Iowa State University and a

consultant from Minneapolis to help plan the drama and hot lunch areas. The head cook at Reinders' school said, "Decisions are made together." His high school principal said, "He's a person who gets people involved." Sharing decisions was one method of warding off stress for Reinders.

There were two types of decisions according to Superintendent Vis, those with long lasting effect and quick, simple ones. When making decisions, he would study the issues and try to find out what the voters wanted. He tried to bring the community into the process and practiced shared decision making. He did this partly through the use of surveys.

Superintendent Korver appeared to make decisions easily. One example occurred when a paint contractor came to discuss summer paint projects. Paint was peeling in the band room. The painter, head custodian, Korver, and the band director discussed the walls in the band room and how to handle them. Korver listened to the possible treatments, made a decision, and moved on to other projects.

Gathering facts was an important step in Rozeboom's decision making. As he became more experienced, he liked to look more and more at options and have more than one approach. He decided which options he could live with and get input from others. He felt that he could not possibly have all the ideas in his own head and felt that people needed to have a voice. If they helped make the decision, it was harder to criticize.

14. Took advantage of grants. Superintendent Boone said that grants were "super" important. He wrote them himself.

Superintendent Reinders had been very successful with grants and also wrote them himself. He felt that was one of the advantages of being a single system superintendent. His district had been one of the first in the state to take advantage of the Department of Natural Resources energy grants. The secretary discussed with Reinders how much the district needed to amend its general budget. The district received so many grants that it was hard to predict the budget. Korver applied for all grants that related to his size district.

15. Goal oriented/visionary. Superintendent Boone had several goals he planned to pursue the next year. One was to create a professionalism in the staff, especially in dress. Another was not to talk about kids in the lounge. Others were to keep school business in school, to be involved in the community, and to spend money in town. The goals would be emphasized during inservice.

Superintendent Reinders was goal oriented and felt that having a philosophy was important. Referring to the hot lunch program, he said "You can't run a school the old way." Reinders tried to produce a restaurant-like atmosphere with round tables and 30-40 food selections a day. In reference to the vocational programs, \$100,000 worth of robotic and electronic equipment had been purchased recently. Superintendent Reinders felt that being a single system superintendent gave him time for vision.

Reinders felt that one of the best ways to maintain and improve the quality of administration and instruction was for the board to

work with the superintendent in improving his effectiveness. One of the goals in doing that was to produce the best possible school program. While evaluating Reinders the board described him as being forward looking and progressive in attitude and action. Upon the boards' request Reinders handed in a list of his accomplishments for the past year along with his goals for the next year. He had a 5-year goal plan for his school. The Advisory Committee talked about goals for 5, 10, 20, and 25 years down the road. Reinders emphasized the importance of vision.

While attending a meeting of colleagues in Des Moines Reinders kept reminding the group of their goal or mission. He told them to "Dream a little."

Superintendent Vis had as the major goal for the school "Stretching for Excellence." He hoped to raise expectations with it. Often goals were used in Vis's district to accomplish tasks. When Vis asked his board for goals they answered, "Improve morale and improve relations with the community"--in other words, build trust and communication. Vis had the principals set goals, and they, in turn, had the teachers set goals. Although he usually told the principals to only work on two or three each year, Vis was presently working on eleven goals he had developed for the year.

A preschool program was already beginning to be envisioned by Superintendent Korver. Korver's district was located on a 40 acre campus. Much had been under water at one time. The city, county and Korver worked together to develop a storm sewer project to

keep it drained. It was presently the site of a beautiful complex of athletic facilities. One of his future goals was landscaping the area. Korver felt that his strength was in the planning of a building program. He had had a major part in three building programs.

16. Summarized/paraphrased. At an Advisory Committee meeting Superintendent Reinders listened to everyone's suggestions and then summarized them, consolidating them into five areas that he wrote on a white board. At a meeting of peers in Des Moines he often clarified and summarized what had been said.

In small groups Superintendent Korver guided discussion, summarized, and outlined. He often paraphrased discussions. At the conclusion of a 12 minute call from a college professor Korver summarized their conversation. Rozeboom often summarized or paraphrased what he was hearing.

17. Practiced NO SURPRISES. One board member commented about Superintendent Boone, "He hides nothing. He's very open. . . ." Superintendent Reinders said he always made sure there were no surprises in the budget. In fact he said those were his watchwords, "NO SURPRISES."

One of Superintendent Vis' staff members said, "He keeps everything out in the public." Superintendent Korver described his managerial style as "NO SECRETS."

18. Delegated. When asked to describe their managerial style four of the superintendents specifically mentioned or practiced

delegation. Boone said that problems should always go to the head person in charge of the particular problem area, i.e. head custodian or building principal. One of Boone's staff persons said that Boone worked on a chain of command basis. He gave people authority and held them accountable. The elementary principal said, "He holds one accountable. He is an everyday motivator."

Reinders said he liked to involve others in decisions but that he could be authoritarian when needed. He commented that trust and responsibility go hand in hand, "My people know they have a lot of responsibility. We work together. I trust them."

Vis felt strongly about delegation. He felt that if people were involved in making decisions they would be more accountable for their actions. However, he wanted to be informed at all times as to what was happening. The budget was shared with everyone in the school, especially the principals. All teachers coded their own bills and had knowledge of their own accounts.

Korver also used the talents of others, realizing that talents and resources were limited. He encouraged people to go directly to principals with concerns.

As much as possible autonomy was given to the principals. Even so, Korver kept his hand on things. At one time some of the people working for the district did not make many decisions, now they do. Major things were done together but smaller things were done by themselves.

Some of Rozeboom's board members thought that he should do more delegating, but he felt that his district did not have the personnel to do that. Often he would put in extra time himself to get things done.

19. Surrounded themselves with good people. A college professor once said that to be a good administrator, hire good people and get out of their way. All five of the observed superintendents practiced that philosophy.

Superintendent Boone constantly bragged about what a good system and good kids the community had. He said that the "secret of good administration is to have good people." His respect for the people working for the system was obvious. After leaving the teachers' lounge one day he said, "Good people."

In Superintendent Reinders' district the average tenure of teachers was 17 years. He commented, "We only keep good teachers." He encouraged them to have a voice in decisions, "If a teacher helps make a decision, they can't complain." After an Advisory Council meeting Reinders turned to the researcher and said, "We have such good people in our school system."

One of the most noticeable characteristics of Superintendent Vis was that he tried to find peoples' strengths and then expected them to use them. Korver stated that a superintendent was as good as his staff. He surrounded himself with quality people who were dependable, good thinkers, self-motivated, and dedicated. When

Korver left for meetings, he did not worry about school concerns because he knew things were in good hands.

On Day 5, after a hectic day of getting ready for a community celebration, Superintendent Rozeboom made the comment, "I'm just fortunate to be surrounded by good people."

20. Maintained an open door policy. The door to Superintendent Boone's office was always open except when a nearby offset press was running. The same policy was followed in Reinders' office. Very rarely was the door ever closed. It was intentionally left open when there was a possibility of controversy. An angry parent vented his feelings one day. Reinders wanted his secretaries to be witnesses to what was said. Superintendent Vis always had an open door for anyone who wished to discuss issues. Rozeboom and Korver practiced the open door policy, also.

Staff/Community Relations

21. Acknowledged the contributions of noncertified staff. Superintendent Boone commented that noncertified staff were very important and needed to be kept satisfied. Plaques were given when staff retired. Noncertified were honored in the same manner as certified. Boone's head custodian commented, "You're treated like you're human."

Cooks and custodians were considered important people by Superintendent Reinders. They were treated with respect and in turn lovingly took care of the building and their programs. Reinders

head cook said, "He's tops He's there when things don't go right. He stands behind you."

Superintendent Vis spent quite a bit of time with support staff. He tried to find time to visit with each of the bus drivers at the end of the day while the students were loading. He talked daily with the cooks and custodians.

Korver was competitive, especially against himself. He felt he probably did not always give people all the credit they deserved because he was never satisfied with himself.

All employees were recognized in Rozeboom's district. He tried to have a special day for each group. Sometimes each received a small gift, a small amount of money, or a certificate to eat at a restaurant. The two district secretaries were introduced as Rozeboom's left and right arms.

Rozeboom was the only superintendent observed during the summer break for students. Every day he toured the school to check on custodians' projects. (The head custodian was out due to surgery so Rozeboom took up some of the slack). Rozeboom often told the custodians what a nice job they were doing. He truly admired a clean and attractive school.

22. Was a communication specialist. The superintendents and their districts demonstrated their communication skills in many ways. The school district of Superintendent Boone was hooked into satellite television classes from Iowa Central College and Buena Vista College. They both received and taught classes in their

district. Several small nearby districts received classes taught by a local instructor. Another example of communications was between the custodian and the superintendent. Boone emphasized that a superintendent should get the head custodian a beeper.

Every Friday Boone had an administration meeting with the two principals. On the observed Friday they discussed Phase III, the At Risk program, expectations, and summer school.

Reinders' school also had satellite classes. Students could take classes such as astronomy, French, marine biology, and calculus. The district was the most technologically oriented school the researcher had ever observed. A full-time employee took care of technology concerns. Four closed circuit television channels were located in the school. All the office computers were networked. A large financial commitment from the school was evident. There was one computer for every three students.

Reinders often shared concerns with local service clubs and enjoyed the feedback he received from them. One of Reinders written goals was to "lead the staff to make successful communications to our public a high priority." Reinders stated that clear communications was one of the most important concerns of a school.

Superintendent Vis frequently used surveys to get the feel of the community. He kept the public informed as to the results. "I put a tremendous amount of priority on written communications with the public." Formal administrative meetings were held every Monday and informal ones more frequently.

Almost every morning Superintendent Korver went to school early to sit by the telephone and pass communications on to the bus drivers. All of his custodians also carried radios. Frequent meetings were held with staff and other school administrators.

Every Monday Rozeboom had an administrator meeting in his office so that they could brainstorm together. He always involved anyone related to the topic being discussed. In the summer Rozeboom felt that communication was more of a problem. The Parent Teacher Association (PTA) president and Rozeboom reviewed activities planned for the coming year. Rozeboom asked how they could get more senior citizens involved in school and later expressed his appreciation for everything the PTA had done for the school.

23. Listened and asked questions. At a board meeting in one of Superintendent Boone's districts he did a lot of listening. He asked questions and did not pretend to know things of which he was unsure.

On a semi-annual basis Superintendent Reinders checked the pulse of the community. At times he had parents fill out report cards. The high school principal described him as a good listener.

One staff member said of Vis, "You don't mind if your idea is vetoed if you've been listened to." During a meeting with AEA administrators Vis listened much of the time.

At an inservice meeting Superintendent Korver said, "Let's look in review at the year, what was successful in inservice?"

Before Rozeboom ever gave an answer he asked many questions. He stated that he felt that his strong point was being a good listener.

24. Was honest with public and board. Superintendent Boone told the researcher to always be honest with the board. "I've been lucky--I've always worked with good boards. I call each board member when something is controversial."

Superintendent Korver stated, "The board has to have trust and confidence in the administrators and vice versa." Great pains were taken by Korver to be credible with his board. He felt they needed to understand their policy-making function. His method of appeasing groups was to meet them face to face and bring the problems into the open. If there was a problem he brought both sides together in the same setting.

25. Was visibly present at most school activities. Superintendent Boone tried to attend all school events. He said he probably had not missed 10 events in his 13 years as a superintendent. He not only attended, but helped time, at a track meet.

When attending school activities, Superintendent Reinders felt he was representing the school. "The large schools send an athletic director or principal. . . . I'm very visible. This has helped my tenure here. I'm very visible in the community."

Each of the five superintendents participated in evening school activities during the observed weeks. The activities ranged from

track meets, to concerts, to Needs Assessment meetings, to school board meetings.

26. Over-informed public and board. Superintendent Vis gave each board member a 1 1/2 inch thick superintendent report. It included state reports, records of athletic achievements, a list of each administrator's goals, results of tests, negotiation information, budget information, and much more. A board member had asked for information on substitute teachers. Vis meticulously gathered the information for her.

Superintendent Korver liked to keep his board well-informed. He wanted them to hear things from him before the public heard it. He believed in giving them more information than they needed rather than not enough. Several times Korver mentioned that he over informed people.

27. Was community oriented. Superintendent Boone had visions of building an auditorium in conjunction with the community. He felt so strongly about shopping locally that he bought a new car of a different make than he really desired just so he could support local business. During the week of observation, Boone attended a Rotary meeting, in which he was in charge of the program. He spent some time with a board member discussing the "Memorial Day Program."

Superintendent Reinders thought that the economic development of the community determined the success of the school. One of his written goals was to "serve the various publics in the district as they seek to utilize school resources." On Day 2 Reinders announced

to the teachers in the lounge, "I'm going to give blood, how about you?" Then he did so.

The schools had frequent interactions with the city government. The City Manager sometimes had coffee in the morning with Reinders and some of the school staff. The City Manager had helped the school solve a water problem they had had with their fields.

On Day 4 senior citizens were entertained by the music department in Superintendent Vis' school. After the program they all ate in the school cafeteria. Each month a different activity was planned in the school for them.

The school of Superintendent Korver worked with the city to put in four tennis courts and an outdoor hand ball court on the 40 acre campus where the school was located. Korver spent time during the observed week arranging for a community development meeting.

Community support was demonstrated by Rozeboom during his week of observation. He spent almost 7 hours that week preparing a brochure for a booth at a special community fun day. Much more time was spent planning the booth with a volunteer, setting it up, manning it, and taking it down again. A magic show sponsored by a community organization was to be held in the school auditorium later that week. Rozeboom was supportive and helpful in that endeavor. He was an active Lion and demonstrated that by enthusiastically trying to sell tickets to a game of "cow chip bingo" the Lions were sponsoring.

When the Bloodmobile personnel forgot their typewriters, Rozeboom said, "Find out how many they need." Then he headed down to the business classroom to get the typewriters ready. Superintendent Rozeboom had trouble saying "no" to good causes. He was, at the time of this study, chair of a cancer drive.

Professional Attitudes/Characteristics

28. Was dedicated to rural school excellence. One example of small school excellence was a satellite Japanese course that was being taught as a pilot project. A course was also being transmitted from Boone's district.

"Bigger is better, is wrong" commented Superintendent Reinders. His district was one of the most technologically oriented in the state according to a recent NCA evaluation.

Superintendent Vis was dedicated to rural school excellence. His major goal for the school was "Stretching for Excellence." He was one of the originators of People United for Rural Education (PURE). Currently he was the superintendent representative on the National Rural Education Association. Dr. John Shear from Harvard University had told Vis once that he could do more good by staying in a rural school than by moving on to a larger one. As an advocate for the small school Vis said, "The biggest advantage small schools can give is their personal concern for each child."

The school district of Superintendent Korver was a working model of rural excellence. Trophies from the last few years

lined the front entrance of the school. Athletic teams had gone to state in one sport or another every year for the last six years, winning state championships the majority of the time. Success was not limited to sports but included honors in academics and the fine arts. The elementary library had been recognized twice nationally as library of the year. The Talented and Gifted program had also won honors.

Computers in Superintendent Rozeboom's district were networked and students had access to over 20 programs. They also had in-house cable television.

29. Enjoyed their work. Superintendent Boone often whistled as he walked through buildings or did desk work. He appeared very content in his work and seemed to do things effortlessly.

Reinders also whistled often. It was evident he was happy in the district. One thing he especially liked about his work was the fact that it was always different. He summarized his job by saying, "I love the job. I wouldn't want to do anything else. I've been asked to do several other things--teach at a university, work at an AEA, etc., but I'm doing what I love."

30. Enjoyed a challenge, strengths came out in adversity. Superintendent Vis had an especially challenging week. The teachers and the district were going into fact-finding the afternoon of Day 1. They were over \$64,000 apart in negotiations. Another concern was the fact they had terminated 11 teacher contracts. Vis commented that the board attorney was good, but busy, so he needed to prepare

a lot of the information himself. Vis' observed week had been a week of crises. When asked if he enjoyed crises, his reply was, "Oh, yes!" At the end of the observation week Vis commented, "It's been a rough week. It's fun and enjoyable to fight hard if you know you have people behind you. Your skin gets tough in this job." When a drain clogged and overflowed Vis commented that there were often minor crises in the process of big crises.

A student had committed suicide the week before the observed week in Superintendent Korver's district. Much of the week's activities involved regrouping after the tragedy. Korver received several calls from people concerned that the death was cult related. He assured each one that the rumors were unfounded. The superintendent had had deaths before in his school, but never a suicide. Korver appeared to hone his skills on adversity.

Superintendent Rozeboom enjoyed a challenge. He said he would go crazy in a routine job.

31. Was a leader among leaders, commanded natural respect.

All of the superintendents were leaders among leaders by the nature of how they were chosen to be observed. One of Superintendent Boone's board members commented, "He can go anywhere on main street--a bar, insurance office, medical center. They'll all say the same thing. He's liked by everyone."

Two people from the Department of Natural Resources interviewed Superintendent Reinders as well as videotaped improvements in his district. The tape was intended to be a guide for other districts who considered applying for grants.

At a meeting of his peers to explore the future of Area Education Agencies Reinders was looked to as a leader. He was frequently the first to take action and others always followed, i.e. sitting down, standing up, and leaving the meeting. The others all appeared to show respect for him. When the group was divided into smaller groups, Reinders was chosen to be their spokesperson.

Superintendent Vis often led the state in new or innovative programs. His district had a computer assisted drafting (CAD) program in 8th grade, an elementary Sunshine program, incentives to encourage high ITED scores, and an elementary inservice program. Vis had a good deal of influence on legislation and many of his ideas concerning finance had been adopted.

Korver's resume' was very impressive. He had served in a leadership capacity in many organizations including serving on the Board of Directors of the Iowa Association of School Administrators and chair of several North Central Association evaluation teams. He was soon to be President of a large administrator organization. In small groups others looked to Korver for guidance and leadership. While attending a meeting in Des Moines with other leaders from around the state, Korver was greeted enthusiastically. He was obviously quite well known and respected.

Quantitative Characteristics

1. Completed more than 50% of set priorities, more in the a.m. than the p.m.

Ninety-seven priorities were given by five superintendents for one week each. A total of 6679 minutes were spent on them, with 55 of the 97 worked on in the a.m.

2. Had similar personality types according to the Myers-Briggs Personality Indicator (ENTJ & ENFJ)

Four of the superintendents had the identical personality indicators of ENTJ, one had ENFJ. There were 16 different possible combinations, as discussed in the following section.

3. Initiated a large majority of the unscheduled contacts with secretaries

All five superintendents worked closely with two to three secretaries. Generally they had a board secretary, a private secretary, and sometimes a secretary responsible for specific duties, i.e. hot lunch or transportation.

4. Spent 70-75% of their time in and around their office

Superintendent Vis was the only exception to this characteristic. Vis spent approximately 1/3 of his time in the back room or "smoke room."

5. Spent 46% of their time in the office doing desk work, 15% in interactions (mainly one on one), 12% on the telephone, and 11.5% in meetings

In Superintendent Rozeboom's case desk work is a misnomer. Although he did a lot of paperwork during the week he did not spend one minute sitting behind his desk. He worked on a large board table, on his computer, and in front of his desk, but never behind it.

6. Spent 17% of their time in contacts with others

Superintendent Vis was the exception, he spent more time with his administrators than his secretaries, even though the greatest

number of contacts was with his secretaries. It was surprising that Superintendent Rozeboom's second greatest number of contacts was with teachers because the observations of his work were done in summer.

7. Spent almost 40% of contacts (scheduled and unscheduled) with secretaries, 13% with teachers, followed by custodians and local administrators

Although Superintendent Reinders had the greatest number of contacts with secretaries, most of them were relatively short. They averaged 1.58 minutes each.

8. Spent almost 50% of contacts in Cuban's (1976) Chief Administrator's role

Appendix M-13 portrays the breakdown. School plant was the activity engaged in most often, followed closely by finance, instruction, and management.

9. Spent just a little under 50% in Cuban's (1976) Chief Administrator role while dealing with correspondence

Appendix M-14 portrays the breakdown in correspondence. Correspondence dealt with management most often, followed closely by instruction and then finance.

Based on observation and interactions with five identified-effective superintendents, the researcher concluded that Superintendent Boone, Reinders, and Rozeboom had weeks that could be perceived as quite normal. Superintendent Vis' district was going through fact-finding and, although that could be considered

a normal activity, it is one that does not happen very often and it produced a great deal of stress for the superintendent.

Superintendent Korver's district had just experienced the suicide of a student the week before the observation. That caused the superintendent to have more meetings than were normally scheduled.

Although transitions from one period to the next were not clearcut and the content of one category overlapped into the next, the study of the five superintendents supported the Modern School of Thought in leadership studies. The behavioral characteristics of the perceived-effective superintendents indicate great involvement in community activities, which supports Weick's (1976) descriptions of schools as open systems and Easton's (1969) contention that an organization and its environment are interdependent.

Support was also shown for the two fundamental propositions of Campbell, Cunningham, Nystrand, and Usdan (1985) that the school system and its environment are linked in interaction and the world of the educational administrator, characterized by loosely coupled, chaotic, unpredictable, and fragmented elements, is far more complex than had been perceived. One of the superintendents, at least verbally, supported the contingency theory leadership style or situational leadership as advocated by Hersey and Blanchard (1988), Fiedler (1969, 1987), and Sergiovanni (1982). That is, he used different styles of leadership for different types of situations.

The researcher concluded that all five superintendents supported Tichy and Devanna's (1986) transformational leadership. The

transformational leader recognizes the need for change or revitalization, creates a new vision for the organization that is positive and exciting, and finally "seeks to institutionalize the transformation so that it will survive his or her tenure" (Tichy & Devanna, 1986, p. 6). All of the superintendents had guided change through the use of goal setting. Two superintendents were involved with shared programs with other districts, and two had been involved in considerable building programs. The other superintendent was quite new to his district; however, it was evident through the goals that he had established through community input, change would be coming.

Kouzes and Posner (1987) identified practices common to successful leaders. Briefly stated, leaders (a) were challenged by the process; (b) were inspired by a shared vision; (c) enabled others to act; (d) modeled the way; and (e) encouraged the heart of their followers to carry on. Many of those practices were supported by this research. Four superintendents mentioned or demonstrated that they were challenged by conflict. The fifth did not appear to have much conflict in his district, although he said that two years ago there had been tremendous conflict due to the closing of a school. All five superintendents were visionary and used goal setting to accomplish tasks. All five superintendents definitely were models to follow. The superintendents "encouraged the heart of their followers to carry on." That could be observed through interactions with their staff and through discussions with

staff. (The researcher once had a professor who said you could "smell" a good school. The schools of the observed superintendents "smelled" good.)

Of the four categories of leadership studied, the modern school of thought was strongly supported. The modern school of thought includes systems, theories, contingency theories, the human resource model, and the transformational leader theory (Frost, personal conversation, 1990).

Although the researcher used some of Mintzberg's (1968) techniques to gather data, she tried to go further than a time and motion study. Richness of behavior and the purposes for the superintendents' actions were also studied. The researcher found that the information gathered on the observed superintendents was similar. The observations supported Mintzberg's description of a manager performing a great quantity of work at an unrelenting pace, whose activities were varied and brief, with little continuity between successive activities. The superintendents did exhibit a preference for current issues, as demonstrated by the fact that they took care of concerns immediately.

Pitner's (1978, 1979) theories were also supported. The superintendents did live in a verbal world, as shown by the number of contacts and interactions. Although they met with a diverse number of individuals and organizations, by far the greatest number of interactions was with secretaries. Although many of their meetings were scheduled, they had far more unscheduled contacts.

Most of the superintendents did practice "polychronics," meaning they did several things at the same time. The researcher found that much of the superintendent's work was mundane, as demonstrated by the fact that so much time was spent in his own office and much of that time was spent doing desk work. The researcher agrees with Duignan (1980) that the superintendent is faced with an array of problems and crises.

The researcher differed with Cuban's (1988) summary of a superintendent spending most of his time with school board members. The rural superintendents studied spent only 6.5% of their time with school board members. The majority of their time was spent with secretaries, teachers, custodians, local administrators, other administrators, and state officials. Cuban, however, summarized urban studies and that may account for the difference. The researcher also differed with Cuban's observation that superintendents spent little time at their desks or in the schools. Over 46% of all observed superintendent's time was spent in the office and 46.2% of that time was spent doing desk work. This again may be explained by the fact that Cuban summarized urban studies. (By reviewing Appendix M-5 the reader can conclude that few of the superintendent's unscheduled contacts occurred outside the school building.) The researcher contends that many behaviors exhibited by rural superintendents are significantly different from the behaviors of urban superintendents. The rural superintendent appears to be more directly involved in the

day-to-day operations of his school in contrast to urban superintendents who delegate many of those duties. Due to that fact, this study contributes to the known body of literature on superintendents, since most previous studies have been done with urban districts.

From the review of literature involving personality traits, one would expect at least four, if not all five, superintendents to have a strong J (Judgment) characteristic. One of the most surprising facts of the study was that all five superintendents had the E (Extraversion), N (iNtuition) and J (Judging) characteristics with four having a T (Thinking) and one having an F (Feeling) characteristic. Although the study dealt with five superintendents, there was a clear indication that a perceived-effective superintendent had a personality that fit in the bottom right hand corner of the personality chart. (See Appendix M-13.)

In speculating on the reasons for the ENTJ personality, it is possible that an extroverted personality may be perceived in small-school settings as more effective than an introverted personality, because so many patrons are directly touched by his "outgoingness." The E (Extraversion) could also help explain why the researcher felt so comfortable with the subjects after being with them for just a short period of time. It is not known whether urban superintendents would lean toward the same personality profiles. The outstanding facilities supported the N (iNtuition)

part of their personalities. The superintendents were interested in possibilities and enjoyed jobs that made demands upon their intuition (Myers & McCaulley, 1988). The T/F (Thinking/Feeling) indicator was not unanimous so no conclusions could be reached in this area, except that the four "T"s probably based their decisions more on impersonal analysis and logic than on personal values. The strong J (Judgment) was expected from von Fange's (Myers & Myers, 1989) study. The superintendents all appeared to prefer a planned, orderly way of life.

Cuban was used as a resource to help determine what types of roles superintendents played. It was obvious that both the contacts and correspondence of the studied superintendents favored the chief administrator role, which included areas related to finance, the school plant, district organization, and management concerns. That supports the study by the National Education Association (1957) that small school administrators can be distinguished from most larger school administrators by their direct involvement in all phases of administration. The next most prevalent role in both correspondence and contacts was teacher/scholar, which included concerns relating to curriculum, instruction, supervision, and pupil services. The least observed role was that of negotiator statesman, which included school board concerns, community concerns and state and federal regulations. It did appear that community people preferred to contact the superintendents in person rather than through correspondence. The fact that negotiator statesman

was the least observed role supports Butterworth's (1926) observation that rural superintendents are more involved with the day to day operations of the district than with the wider educational picture. The fact that Butterworth's comments were made in 1926 demonstrates that some things appear not to have changed.

Conclusions

Based on the five rural superintendents, an effective rural superintendent from Iowa may be characterized as a male in his late forties, in good physical condition, with a strong commitment to his family. He believes in the goodness of children and bases nearly all decisions on what would be best for them. He has had little experience outside the field of education and, even though he loves what he is doing, he is looking forward to retirement. The superintendent is professional in his appearance and actions and highly respected by others. He is a positive person who is challenged by difficulties. He over-informs his public and is careful never to surprise his board. He is hard working, dedicated, well organized, and has a good sense of humor. He delegates, holds others accountable for their actions, and tries to involve others in decision-making. He is more patient now than when he first entered the superintendency, and he has learned the art of compromise. He listens and is not afraid to use silence. Striving for excellence, he tries to provide the best possible facilities for his capable staff to produce that program. He is quick to give credit to others, active in community affairs, and feels that small

schools and communities need to work closely together. He believes strongly that "bigger is not better."

The superintendent rarely misses a school activity and often includes community in decisions. He works closely with other administrators, both locally and from other schools. He does not try to do things by himself. He loves to work with the budget and considers it a challenge to keep it balanced because his district does not have much cash carryover. He tries to keep both his office and his secretaries' office attractive, sometimes with plants and flowers. He is extremely clean, both personally and in relation to his school plant.

He has an ENTJ (extraverted/intuitive/thinking/judgment) personality profile as revealed by the Myers-Briggs Type Indicator. In both contacts and correspondence his role often becomes that of a chief administrator. He spends most of his time in his office doing paper work or in an outer office interacting with his secretary or doing errands such as housecleaning, running the copier, or procuring items. The majority of his contacts are initiated by others and are to give or get information. The superintendent is a happy but lonely person who runs a smooth operation that has taken him years to get fine-tuned.

Recommendations

The findings suggest the following recommendations:

1. Similar studies should be conducted to add further to the body of knowledge relating to the rural administrator.

2. A future study should compare the personality profiles, using the Myers-Briggs Type Indicator, of perceived-effective rural superintendents with perceived-effective urban superintendents.

3. Cuban's role conceptualizations should be further explored both with urban and rural superintendents.

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APPENDICES

Appendix A
Survey Letter


University of Northern Iowa

Department of School Administration and Personnel Services

 Cedar Falls, Iowa 50614
 Telephone (319) 273-2605

October 27, 1988

Dear Iowa Superintendent:

We are conducting a study to identify and describe the characteristics and behaviors of effective rural superintendents in the state of Iowa. These effective rural superintendents will be identified through a survey. Several of the most highly ranked will be observed this spring.

If you would take just a few minutes to fill out the bottom of this form, you would be contributing to the identification of effective rural superintendents.

Effective has many connotations and is a word used often in education today. For the purpose of this study we will assume that effective means having good relationship skills and being able to accomplish tasks and attain goals. Rural schools will be defined as any school district that does not contain a town population center of over 2500 residents according to the latest census. If you are in doubt, the eligible school districts are listed on the second page of this letter.

All replies will be held in strict confidence. No attempt will be made to try to identify the origin of replies. Thank you in advance for your helpful assistance.

Sincerely,

Dr. Robert H. Decker

Ms. Bonnie K. Baum, M.A.

According to my opinion the following three people are the most effective rural superintendents presently serving a rural school district in Iowa:

Superintendent's name	School District code (use code #'s on second page)
_____	_____
_____	_____
_____	_____

Thank you for completing this form. Please fold and staple or tape and return by November 12.

Appendix B
Eligible School Districts

Rural Iowa School Districts

- | | | |
|--|--------------------------------------|--------------------------------------|
| 1. Ackley-Geneva Community | 51. Clay Central Community | 101. Garnaville Community |
| 2. Adair-Casey Community | 52. Clear Creek Community | 102. Garwin Community |
| 3. Akron Westfield Community | 53. Clearfield Community | 103. George Community |
| 4. Albert City-Truesdale Community | 54. Colfax-Mingo Community | 104. Gilbert Community |
| 5. Alburnett Community | 55. Collins-Maxwell Community | 105. Gilmore City-Bradgate Community |
| 6. Alden Community | 56. Colo Community | 106. Gladbrook Community |
| 7. Allison-Bristow Community | 57. Columbus Community | 107. Glidden-Ralston Community |
| 8. Alta Community | 58. Coon Rapids-Bayard Community | 108. Goldfield Community |
| 9. Amana Community | 59. Corning Community | 109. Graettinger Community |
| 10. Andrew Community | 60. Corwith-Wesley Community | 110. Grand Community |
| 11. Anita Community | 61. Crestland Community | 111. Grand Valley Community |
| 12. Anthon-Oto Community | 62. Dallas Center-Grimes Community | 112. Green Mountain Independent |
| 13. Aplington Community | 63. Danville Community | 113. Greene Community |
| 14. Ar-We-Va Community | 64. Dayton Community | 114. Greenfield Community |
| 15. Armstrong-Ringsted Community | 65. Deep River-Millersburg Community | 115. Griswold Community |
| 16. Aurelia Community | 66. Delwood Community | 116. Guthrie Center Community |
| 17. Avoca Community | 67. Denver Community | 117. Guttenberg Community |
| 18. Ballard Community | 68. Dexfield Community | 118. H-L-V Community |
| 19. Battle Creek Community | 69. Diagonal Community | 119. Hamburg Community |
| 20. Baxter Community | 70. Dike Community | 120. Harmony Community |
| 21. Beaman-Conrad-Liscomb Community | 71. Dow City-Arion Community | 121. Harris-Lake Park Community |
| 22. Bedford Community | 72. Dows Community | 122. Hartley-Mehin Community |
| 23. Bellevue Community | 73. Dumont Community | 123. Havelock-Plover Community |
| 24. Bennett Community | 74. Dunkerton Community | 124. Hedrick Community |
| 25. Benton Community | 75. Dunlap Community | 125. Highland Community |
| 26. Blakesburg Community | 76. Durant Community | 126. Hinton Community |
| 27. Bondurant-Farrar Community | 77. Dysart-Geneseo Community | 127. Hubbard Community School |
| 28. Boyden-Hull Community | 78. Earlham Community | 128. Hudson Community School |
| 29. Bridgewater-Fontanelle Community | 79. East Buchanan Community | 129. Ida Grove Community |
| 30. Britt Community | 80. East Central Community | 130. Interstate 35 Community |
| 31. Brooklyn-Guernsey-Malcom Community | 81. East Greene Community | 131. Iowa Valley Community |
| 32. Buffalo Center-Rake Community | 82. East Monona Community | 132. Irwin Community |
| 33. Burt Community | 83. East Union Community | 133. Janesville Consolidated |
| 34. C and M Community | 84. Eastern Allamakee Community | 134. Jesup Community |
| 35. CAL Community | 85. Eastwood Community | 135. Kanawha Community |
| 36. Calamus Community | 86. Eddyville Community | 136. Keota Community |
| 37. Cardinal Community | 87. Edgewood-Colesburg Community | 137. Kingsley-Pierson Community |
| 38. Carson-Macedonia | 88. Elk Horn-Kimballton Community | 138. Klemme Community |
| 39. Cedar Valley Community | 89. English Valleys Community | 139. L D F Community |
| 40. Center Point Consolidated | 90. Essex Community | 140. La Porte City Community |
| 41. Central City Community | 91. Evely Community | 141. Lake City Community |
| 42. Central Community School | 92. Exira Community | 142. Lake Mills Community |
| 43. Central Dallas Community | 93. Farragut Community | 143. Lake View-Auburn Community |
| 44. Central Decatur Community | 94. Floyd Valley Community | 144. Lakota Consolidated |
| 45. Central Lee Community | 95. Fonda Community | 145. Laurens-Marathon Community |
| 46. Central Lyon Community | 96. Fox Valley Community | 146. Lawton-Bronson Community |
| 47. Central Webster Community | 97. Fredericksburg Community | 147. Lenox Community |
| 48. Charter Oak-Ute Community | 98. Fremont Community | 148. Lincoln Central Community |
| 49. Clarence-Lowden Community | 99. Fremont-Mills Community | 149. Lincoln Community |
| 50. Clarksville Community | 100. Galva-Holstein Community | 150. Lineville-Clio Community |

151. Lisbon Community
152. Little Rock Community
153. Logan-Magnolia Community
154. Lohrville Community
155. Lone Tree Community
156. Lost Nation Community
157. Louisa-Muscatine Community
158. Lu Verne Community
159. Lynnville-Sully Community
160. Lytton Community
161. M-F-L Community
162. Madrid Community
163. Mallard Community
164. Malvern Community
165. Manila Community
166. Manning Community
167. Manson Community
168. Maple Valley Community
169. Maquoketa Valley Community
170. Mar-Mac Community
171. Marcus Community
172. Martensdale-St. Marys Community
173. Mediapolis Community
174. Melcher-Dallas Community
175. Meriden-Cleghorn Community
176. Meservey-Thornton Community
177. Mid-Prairie Community
178. Midland Community
179. Monroe Community
180. Montezuma Community
181. Moravia Community
182. Mormon Trail Community
183. Morning Sun Community
184. Moulton-Udell Community
185. Mount Ayr Community
186. Murray Community
187. Nashua Community
188. Nesco Community
189. New Hartford Community
190. New London Community
191. New Market Community
192. Newell-Providence Community
193. Nishna Valley Community
194. Nora Springs-Rock Falls Community
195. North Central Community
196. North Kossuth Community
197. North Linn Community
198. North Mahaska Community
199. North Polk Community
200. North Tama County Community
201. North Winneshiek Community
202. Northeast Community
203. Northeast Hamilton Community
204. Northwest Webster Community
205. Northwood-Kensett Community
206. Norway Community
207. Oakland Community
208. Odebolt-Arthur Community
209. Ogden Community
210. Okoboji Community
211. Olin Consolidated
212. Orient-Macksburg Community
213. Oxford Junction Consolidated
214. Palmer Consolidated
215. Panora-Linden Community
216. Parkersburg Community
217. Payton-Churdan Community
218. Paullina Community
219. Pekin Community
220. Plainfield Community
221. Pleasantville Community
222. Pocahontas Community
223. Pomeroy Community
224. Postville Community
225. Prairie City Community
226. Prairie Community
227. Prescott Community
228. Preston Community
229. Primghar Community
230. Radcliffe Community
231. Reinbeck Community
232. Remsen-Union Community
233. Riceville Community
234. Rockwell City Community
235. Rockwell-Swaledale Community
236. Rolfe Community
237. Rudd-Rockford, Marble Rock Community
238. Russell Community
239. Ruthven-Ayrshire Community
240. Sanborn Community
241. Schaller Community
242. Schleswig Community
243. Scranton Consolidated
244. Semco Community
245. Sentral Community
246. Sergeant Bluff-Luton Community
247. Seymour Community
248. Sheffield-Chapin Community
249. Shelby Community
250. Shellsburg Community
251. Sidney Community
252. Sigourney Community
253. Sioux Rapids-Rembrandt Community
254. Sioux Valley Community
255. Solon Community
256. South Clay Community
257. South Hamilton Community
258. South Page Community
259. South Winneshiek Community
260. Southeast Warren Community
261. Springville Community
262. St. Ansgar Community
263. Stanton Community
264. Starmont Community
265. Steamboat Rock Community
266. Stratford Community
267. Stuart-Menlo Community
268. Sumner Community
269. Sutherland Community
270. Terril Community
271. Thompson Community
272. Titonka Consolidated
273. Treynor Community
274. Tri-Center Community
275. Tri-County Community
276. Tripoli Community
277. Turkey Valley Community
278. Twin Cedars Community
279. Twin Rivers Community
280. Underwood Community
281. Union-Whitten Community
282. United Community
283. Urbana Community
284. Valley Community
285. Van Buren Community
286. Van Meter Community
287. Ventura Community
288. Villisca Community
289. Waco Community
290. Wall Lake Community
291. Walnut Community
292. Wapello Community
293. Wapsie Valley Community
294. Waukegan Community
295. Wayne Community
296. Wellsburg Community
297. West Bend Community
298. West Branch Community
299. West Central Community
300. West Harrison Community
301. West Lyon Community
302. West Marshall Community
303. Westwood Community
304. Wheatland Community
305. Whiting Community School
306. Williamsburg Community
307. Willow Community
308. Wilton Community
309. Winfield-Mt. Union Community
310. Woden-Crystal Lake Community
311. Woodbine Community
312. Woodbury Central Community
313. Woodward-Granger Community
314. Yale-Jamaica-Bagley Community

Appendix C

Letter to Selected Superintendents

December 6, 1988

Superintendent XXXX
XXXXXXXXXXXX
XXXXXXXXXXXX
XXXXXX, XX XXXX

Dear Mr. XXXX:

Congratulations! I'm happy to inform you that you have been selected by your peers as one of the top five effective superintendents from the 314 rural school districts in Iowa. This information is being gathered in conjunction with a research project for my doctoral dissertation at the University of Northern Iowa. The research investigator is trying to describe the characteristic behaviors of effective rural superintendents in the state of Iowa.

I would like to do a follow-up study of your peers' perceptions of you and four of your colleagues.

I will call you shortly after the first of the year to see if you would be interested in becoming further involved in the study. If you have any questions before then, please call me collect, 515-756-3356 or my advisor, Dr. Robert Decker at 319-273-2443.

Thank you for taking time to consider this and congratulations again for being one of the top superintendents in Iowa.

Sincerely,

Bonnie Korver Baum

Appendix D
Semi-Structured Interview

How long have you been in this position in this district?

Boone: 13 years

Reinders: 12 years

Vis: 1 1/2 years

Korver: 12 years

Rozeboom: 12 years

What positions have you had previous to this one?

Boone: Taught in a rural school for four years, taught at another school for 3 years, high school principal for 3 years, superintendent for 3 years, then came to present position.

Reinders: Taught social studies for 2 years in Missouri, served in Viet Nam for 1 year, upon returning from service went back to school and graduated with M.A. and Specialist degrees, then became a superintendent in a district of 250 students in Missouri, was a superintendent in a district of 600 students for 3 years, then came to present position.

Vis: One year in management in a department store chain then taught business in a small community for 2 years, guidance counselor in the same system for 3 years, then served in Viet Nam, because of the GI Bill went back to school and he picked up his administration certification, 7-12 principal in a small system for 2 years and then to another small community for 14 years serving as their superintendent, served for 6 months as superintendent in a large system in Maryland and then came to present position.

Korver: Taught 7-12 industrial arts, agriculture and 7-8 math for 3 years, took 1 year off to get masters, was high school principal for 5 years in one district then 10 years in another district before coming to present position.

Rozeboom: Has always been in the same system, 3 years as a social studies teacher, 11 years as an elementary principal, and then superintendent.

What was your undergraduate major and minor?

Boone: Majored in industrial arts and economics and minored in physical education and drivers' education.

Reinders: Majored in history and minored in sociology and political science.

Vis: Majored in business and minored in German.

Korver: Majored in agriculture education with minors in science, social studies and industrial education.

Rozeboom: Majored in education with teaching in the areas of history and social studies. No minor. Has a superintendency endorsement.

Were your graduate courses and field experiences rural or urban related?

Boone: None of the undergraduate courses were related to either rural or urban, economic courses at the graduate level were more specific.

Reinders: None of the courses were geared toward either rural or urban education.

Vis: None of the college course work was geared toward either a rural or urban emphasis, however, doctoral dissertation did relate to satisfaction and school size.

Korver: The studies for the masters degree were applicable for both urban and rural positions. Had some definite urban experiences in specialist's program.

Rozeboom: None of the courses were geared specifically to either rural or urban administration.

Have you worked outside the field of education?

Boone: No, except for summer jobs in construction work and truck driving.

Reinders: Only while going to school, sold Bibles in Texas.

Vis: One year of retail management. Has done consultant work for the U.S. Department of Education, taught one summer in South American and taught Educational Leadership and School Law for awhile. Had own clothing store for 5 years with wife while remaining in the superintendency.

Korver: Not outside of summer jobs.

Rozeboom: No, felt that it might have been good to have done so, however.

What size family did you come from and what was your birth order?

Boone: 12 children, 6 boys and 6 girls, (actually 14 but 2 passed away shortly after birth). Boone was next to the youngest.

Reinders: seven children in 5 years, Reinders was the youngest.

Vis: five children, second from oldest (he was the only boy for years).

Korver: The oldest of six children, first three boys, then three girls.

Rozeboom: The third child in a family of three sisters and no brothers.

Do you belong to any professional organizations?

Boone: AASA, SAI, Rotary, golf course, Chamber, and Walt Whitman Club. Chairman of the Boys' Iowa High School Athletic Association.

Reinders: AASA, SAI, IACD, Area Superintendent Association

Vis: AASA, SAI, National Rural Education Association, People United for Rural Education (PURE), National Curriculum and Supervision, and Phi Delta Kappa (PDK). Superintendent representative on the National Rural Education Association.

Korver: AASA, SAI, Iowa General Assembly School Finance Interim Study Committee, Board of Directors of the Iowa School Cash Anticipation Program, North Central Association of Colleges and Schools State Committee member, Chair of Iowa Schoolmasters, Area Education Administrators, PDK.

Rozeboom: AASA, SAI, ASCD

What professional journals do you receive? Which do you read, skim or file?

Boone: Receives Dialogue, Administrator, and Executive.

The one read most thoroughly is Dialogue.

Reinders: Receives School Administrator, PDK, School Board Journal, and Educational Leadership. Favorite is the School Board Journal. Spends a good deal of time reading about grants.

Vis: Receives Education Week, Educational Leadership, The Kiplinger Letters and the journals that come with professional organizations. Reads most thoroughly Education Week.

Korver: Receives Executive Educator, School Board Journal, The Administrator, and Dialogue. Reads Educational Leadership and PDK most frequently. Depends on the topic as to which is favorite.

Rozeboom: Receives School Board Journal, and Educational Leadership. Did receive Executive Educator but discontinued it because of a tight budget. Favorites are School Board Journal, and Educational Leadership.

Have you done any professional writing?

Boone: No

Reinders: Yes, written several professional articles for Dialogue and for the Iowa School Board Association, mainly on Public Relations.

Vis: Yes, numerous articles were solicited from AASA, PDK, NREA, and Illinois journal through PDK and a Montana journal. Was asked to do a PDK Fastback on rural education but didn't have the time. Most articles dealt with rural education and began as speeches.

Korver: Not much.

Rozeboom: No, but enjoys it.

How often do you take advantage of opportunities for professional growth?

Boone: Quite often--Iowa Association of School Boards Convention, AEA meetings, conference meetings, and national conventions. Has spoken at both Nebraska and Iowa meetings.

Reinders: Attends the National AASA, always goes to the School Board Association Convention. Has served on several state groups for the IASB and on DOE task forces.

Vis: Often. Attended the national AASA this past year. Attends the National Rural Education Association meeting every year. Tries to take college courses frequently and attends the School Board workshops.

Korver: Often goes to the Leader Institute sponsored by the University of Iowa. Attends the IASB. There are so many meetings that one has to pick and choose.

Rozeboom: All the time, mostly instate. Has not gone to many national conventions, mainly because of time.

How do you handle stress?

Boone: Forgetting about school when at home. Playing basketball, catch or fishing with his son. (Felt that it was a mistake not to have taken advantage of vacation time.)

Reinders: Pretty well. Always tries to be positive. Shares decision making and never does anything alone. Talks to lots of people and feels successful. Enjoys mowing lawn on weekends for a change of pace.

Vis: With a 5 mile walk each day plus weight lifting three times a week. Uses both exercise bicycle and rowing machine at home. Having wife involved in administration helps. Smoking helps.

Korver: Tries to avoid stress by being a workaholic. Works hard at being prepared and handles most problems through anticipating outcomes and planning how to handle them in advance.

Rozeboom: Working outside on the lawn and garden, also fishing, and reading.

Would you describe your typical working hours?

Boone: Secretary opens office at 7:30 a.m., usually arrive within 20 minutes. Takes 1/2 hour off for dinner and often closes the office around 4:00 p.m. Negotiations time is the toughest. There are lots of board meetings. Tries to attend all school activities.

Reinders: No typical hours. Arrives at 7:00-7:30 a.m. and stays until 4:30 p.m. Many night activities. One is never off the job. It is a 14-15 hour a day job.

Vis: From 8:00 a.m. to 4:00 p.m. in office with 2-3 hours spent each evening in paperwork. Works quite a bit on weekends.

Korver: 7:00-7:15 a.m. to 5:00-5:30 p.m. Usually works 3 hours, one or two evenings a week and usually puts in 5-7 hours on weekends.

Rozeboom: 7:00-7:15 a.m. to 6:00 p.m.

How would you describe your managerial style?

Boone: Delegation or site based management. Puts people in charge, i.e. custodian, elementary and high school principal, problems go to the head person.

Reinders: Likes to involve others and likes a lot of comment. Can be authoritarian. Uses any kind of style that fits the purpose to get the job done. One can not just have one style in a small school.

Vis: Delegation. Felt that if people were involved in making decisions they would be more accountable for their actions.

Wants to be informed at all times as to what is happening.

Korver: NO SECRETS. Tries to utilize the talents of others to the greatest advantage, realizing that talents and resources are limited. Encourages people to go directly to the principals with concerns. Principals are on every agenda and all building

level people hired are on the recommendation of the respective principal. Invites open dialogue. Is a stickler for organization and detail. Is a good manager of the budget. Applies for numerous grants. Controls expenditures by obtaining what people need, but not necessarily all the frills.

Rozeboom: Participative. Has an administrative meeting every Monday where the administrators brainstorm together. Involves anyone related to topic being discussed. Feels not enough personnel to delegate as much as board would like.

Describe your method of decision-making.

Boone: Tries to get people involved whom the decision affects. Believes a lot of good ideas come from others.

Has an open door policy.

Reinders: Similar to managerial style. Involves as many people as possible, highly organized.

Vis: Two types of decisions--those with long lasting effect and quick, simple ones. Studies the issue to try to find out what voters want. Tries to bring the community into the process. Practices shared decision making. Uses surveys and usually practices an open door policy.

Korver: Likes building level concerns to be decided by the principal. Gives them as much autonomy as possible.

Method depends on decision. Many things are changing, such as hiring, because of new regulations.

Rozeboom: Does not consciously think about that but likes to have time to gather facts. Likes to look more and more at options and to have more than one approach. Wants input from others. If others help make decisions it is harder to criticize.

Do you feel that the job of superintendent has changed you in any way?

Boone: More open now, listens, gets more input. There are always two sides. Sorts out what is pertinent, evaluates how it will affect the district as a whole and doesn't let personal views prevail.

Reinders: Everybody changes.

Vis: Has learned the art of compromise and patience. Still is strong willed but not as much as formerly.

Korver: Didn't think so, hoped not.

Rozeboom: More disciplined now. Has more capabilities. Has become more confident and can do a lot more things.

How do you appease groups that are displeased?

Boone: Come in with a positive attitude. Tell people the good things that are happening. Make people feel good then explain your decision. The worst thing is a negative attitude.

Reinders: Sometimes you don't. You can't make everyone happy. You must have an inner philosophy. Remember this job is for kids. Always keep that in mind.

Vis: Gets them involved. Tries to use building level management. Is very goals oriented and often uses goals to accomplish certain tasks.

Korver: Meet them face to face and talk about the problem. If there is a problem bring the positive and negative people together in the same setting.

Rozeboom: Does not always do so. Show how the district came up with the idea. LISTEN. If someone disagrees let them have their say.

Describe the culture of the school district for which you are working.

Boone: Mostly people who have been raised in the community. A rural district with rural values. They think a lot of their children and are willing to spend money on them. There are a number of professional people and several large employers. Background is pretty mixed. (Superintendent Boone is shared with a smaller adjacent district that is in the process of consolidating with the larger one.) The smaller district has a rural background also. There are some lower socio-economic families there due to low priced housing.

Reinders: Lowest economic area in the state. The average age of a citizen is 55. The soil is poor and the rainfall usually slight. The town is named after an Irishman. Every year they have a Scottish-Irish celebration. A nearby community

is Bohemian and another is made up largely of Latter Day Saints.

This district is a mixture.

Vis: It encompasses two ends of the spectrum. There are the old timers who are fairly well off and a high percentage of welfare recipients. Forty-three percent of the families are considered distressed. A large limestone processor is one of the larger employers. A group of concerned citizens is trying to renovate the downtown area and turn it into a tourist attraction. A portion of the population is concerned about higher taxes.

Korver: Predominately Danish with a mixture of German. It is a transitional community with many people working in a nearby metropolitan community. Management and engineers from a nationally known manufacturing are raising their families there. White and blue collar employees from another nationally known company also live there. There are lots of office workers and many employees of a nearby university. There are even some managers from a large community 50 miles south. The community is a rural farming community and a bedroom town. There are few businesses downtown. The people of the community are very proud and have high expectations.

Rozeboom: Unique. Some consider it a bedroom community but most of the residents are second or third generation families having moved off nearby farms. Many presently or in the past worked in a large metropolitan area. There are few professional

people. There is a great pride in the community; they are not afraid to spend money on school facilities. They have the attitude "do it right the first time." They are presently in their first year of whole grade sharing with a community approximately 17 miles away.

Describe the students.

Boone: Approximately 90% of the students go on to college. They do well on ITED and ACT. The lowest score on Iowa tests in the top three grades was 94%. The kids have a good philosophy of life. Extra curricular activities are encouraged.

Reinders: Mostly Anglo-Saxon protestant. Quite protected but have no cultural disadvantages except for their lack of exposure to larger cities. Approximately 50% of the students go on to college, many of the rest go into the work force.

Vis: Approximately 75-80% of the students go on to college. Attendance is high, often 97% or higher. Fewer students are going into the vocational areas as in the past. The student body does not score exceptionally high on standardized tests, which possibly indicates that the ability is there but it is not being used to potential.

Korver: Approximately 50% of the students go on to college. The school has been successful in many areas. The entrance to the school is full of new trophies that were all earned in the last few years in several activities.

They are very successful in sports, music, and academics.

Rozeboom: Hard to do, because each class is so different.

This year's senior class is academically oriented with many going on to 4 year colleges. The junior class is more vocationally oriented with the sophomores similar to the seniors and the freshmen more like the juniors. The students are going through a transition. A large manufacturing company is not hiring as they did in the past. The students are more aware of college opportunities now because their security is gone.

Appendix E
Letter Sent Before Observation

June 4, 1989

Mr. XXXX XXXXX
XXXX XXXX XXXXXX
XXXXXXX, XX XXXXX

Dear Mr. XXXXX:

This is just a note to confirm plans for next week. I will meet you at your office, Monday, June 12 around 7:30 a.m. If possible, I would like to visit with you for a few short moments at the beginning of each day and discuss and record your priorities for the day. The rest of the day I will be a nonparticipant observer shadowing you and recording your actions. At the end of the day it would be desirable to again have a few moments to visit and reflect together on the activities of the day. If anything comes up that is personal or confidential, just say so and I will record it as such and give you your space.

The one concern I have is for mail. I am hoping to record the sources that your mail comes from, what the purpose of each piece is, and the action you take concerning it. However, I cannot interfere in any way with your activities or I'm contaminating the study. Maybe as you go through it you could just mention out loud a comment or two that ordinarily you would think to yourself. If I could examine mail items you throw away, that would be helpful also.

Thank you so very much for consenting to participate in the study. I think it will be a good study; much interest has been shown in it.

Sincerely,

Bonnie Korver Baum

Appendix F
Notice to Teachers

June 4, 1989

TO: XXXX Faculty and Staff

FROM: Bonnie Korver Baum, Graduate Student, UNI

I had the pleasant experience of meeting many of you several weeks ago when I visited your school. I will be in the XXXX school district Monday through Friday next week as I gather data for my dissertation entitled A Descriptive Study of Selected Effective Rural Superintendents in the State of Iowa.

I will be shadowing and recording Mr. XXXXXX's activities. I will attempt as much as possible to be a nonparticipant observer. By that I mean, I will not be partaking in any of the day's activities and I will try not to disturb any actions that would normally take place. If you need to speak to Mr. XXXXXX confidentially, please indicate so and I will step out of the room and just mark my notes confidential.

I thank you for this opportunity to work with Mr. XXXXXX and your school district. If I don't stop to visit or chat it is because of the nature of the study and not because I don't mean to be friendly.

I'm looking forward to spending time in your school system.

Appendix G
Cuban's Checklist

(Day 2) (1)

Direction	Medium	Purpose	Participant	#	Init.	Place	Location	Time	Notes
A	I	UM	A.D.	1	other	offin	University	10:00	1st day
B	F	2 way radio	bus driver	1	"	"	University	10:00	1st day
C	F	"	"	1	"	"	University	10:00	1st day
D	F	"	"	1	"	"	University	10:00	1st day
E	F	"	"	1	"	"	University	10:00	1st day
F	I	UM	bus driver	1	"	"	University	10:00	1st day
G	F	2 way radio	"	1	"	"	University	10:00	1st day
H	F	"	"	1	"	"	University	10:00	1st day
I	F	UM	A.S. Prim	1	other	"	University	10:00	1st day
J	I	UM	teacher	1	other	"	University	10:00	1st day
K	F	Telephone	Elem. prim	1	Self	"	University	10:00	1st day
L	F	UM	F. Sec	1	other	"	University	10:00	1st day
M	F	underground	E. Prim	1	other	"	University	10:00	1st day
N	F	UM	Sec	1	other	"	University	10:00	1st day
O	F	UM	Sec	1	Self	outer	University	10:00	1st day
P	8:15 G	UM	Notes to school	2	other	offin	University	10:00	1st day
Q	F	Telephone	Notes to school	1	other	offin	University	10:00	1st day

1st day

Appendix H

Data Concerning Superintendent Boone

Appendix H-1	Superintendent Boone:	Weekly Log
Appendix H-2	Superintendent Boone:	Behavioral Characteristics
Appendix H-3	Superintendent Boone:	Daily Priorities
Appendix H-4	Superintendent Boone:	Unscheduled Contacts
Appendix H-5	Superintendent Boone:	Location of Unscheduled Contacts
Appendix H-6	Superintendent Boone:	Purposes of Unscheduled Contacts
Appendix H-7	Superintendent Boone:	Number of People Involved in Unscheduled Contacts
Appendix H-8	Superintendent Boone:	Telephone Contacts
Appendix H-9	Superintendent Boone:	Activities Occurring in Central Office
Appendix H-10	Superintendent Boone:	Activities Occurring in Outer Office
Appendix H-11	Superintendent Boone:	Length and Number of Contacts
Appendix H-12	Superintendent Boone:	Senders of Correspondence
Appendix H-13	Superintendent Boone:	Personality Profile

Appendix H-1

Superintendent Boone: Weekly Log

Day 1. Superintendent Boone began a typical day by getting up around 5:30 a.m. and going to a restaurant to have coffee with "the guys" before school. Arriving at school between 7:30 and 8:00 a.m. he would enter through a side door with a booming, "Good morning." One of Boone's first actions was to go to the comfortable back lounge area to make himself a cup of coffee. He then ran around doing odds and ends, transacting business with his secretaries, checking out some things with his custodian, and answering and making several telephone calls.

On the first day of observation Boone called his head custodian, who was also the head of transportation, in and spent approximately 1/2 hour discussing carpet, a new custodial position, and a bussing concern. Good humor reigned throughout the whole conversation. Boone poured another cup of coffee and sat down at his desk.

His part-time secretary brought the mail in and Superintendent Boone processed it immediately. He whistled while he worked and poured one more cup of coffee while he distributed the mail in appropriate places. It took him approximately 1/2 hour to process it, after which he began his tour of the buildings.

First Boone went to the elementary building, carrying his coffee, and walking through each hallway. Then he drove his car over to the high school and walked through that building, after which he drove to the small district 8 miles north where he toured

his second elementary school. While at the smaller elementary school, he took about 10 minutes to process the mail there. (It took such a short time because much of the mail was a duplicate of what he had processed before.)

On this particular Monday, Boone had to check out the agenda for the board meeting that evening. The present board would only be functioning for 3 more months, after which consolidation would force it out of existence.

On the way back to the central office Boone stopped at the lumber yard to check out some carpet he wanted to order for this summer, after which he drove past the track to check it out. Since track meets were very important to Boone's community, the sports complex was outstanding and included several hundred pine trees that were lovingly cared for by the FFA and Boone himself. One and one-half hours after the tour began Boone was back in the central office.

Once back in his office he greeted a former custodian who had retired after serving the system for 26 years. He had his secretary call another superintendent to check on the cost of asbestos inspection. After another phone call Superintendent Boone spent 8 minutes with a board member on non-school business, after which he sat at his desk to do some budget work. He continued with phone calls and desk work until he took a beverage break a little after 11:00 a.m.

For lunch Superintendent Boone picked up his wife and the high school guidance counselor and took them both to Rotary Club. Superintendent Boone was in charge of the program; he introduced the guidance counselor, who talked about financial aid for colleges.

After taking the counselor back to school Boone proceeded to find the auctioneer to discuss the sale of the contents of the small school district. Arrangements were made to go over the items for a sale bill tomorrow.

Back at the office Boone took a break, took off his jacket, and got out a folder--his bid figures. He sharpened a pencil and began working on figures. Boone stated that the main function of a superintendent was the budget and personal relations (PR).

Almost 1 1/2 hours were spent doing desk work and making telephone calls before he took a coffee break. Desk work consisted of bid work on milk and gasoline, analyzing plans for remodeling the home economics area, an AEA inservice, and finding information about repainting signs on busses. His afternoon telephone calls dealt with a recommendation concerning seats, a tool the industrial arts teacher wanted to buy, stage curtains, the demolition of a building, an inservice program, putting CB radios in his busses, a grant, and a lawn mower.

While taking a coffee break he visited with his secretary about plaques he should order and the school board convention. The auctioneer came in and discussed the sale that would take place the next summer. After 1/4 hour the auctioneer left and Boone answered a telephone call concerning asbestos removal.

Superintendent Boone left at 3:23 p.m. to take his elementary son home, but was back in 7 minutes. He tried to make a few phone calls but no one answered so he went home for the afternoon. That evening Boone left at 6:25 to attend a board meeting at the small district to the north. In addition to the two boards, one from each of the two shared districts, Superintendent Boone also worked with an interim board made up of two people from the smaller district and three from the larger.

Three members of the small district's board, Boone, and the board secretary were present for the meeting. They discussed open enrollment, the auction, scholarships, demolition of the building, the prom, and routine business. Boone did a lot of listening at the meeting. He asked a lot of questions and didn't pretend to know things of which he was unsure. Someone brought rice crispy bars and after the board meeting there was an informal discussion about busses while Boone and the board members munched on the bars.

Around 8:45 p.m. Superintendent Boone finished his work for the day. He compared the consolidation of the small school to "watching a slow death." He said the whole process had taken about four years. "Two years ago there would have been 100 people at the board meeting all swearing and cussing."

In contrast the meeting that evening had been calm and amiable. People seemed satisfied with the decisions that had been made and were going about the business of implementing those decisions.

Day 2. On the second day of observation Superintendent Boone arrived at 7:45 a.m. and proceeded to make coffee. His priorities for the day included getting the sale bill written up, visiting with an architect, getting ready for a track meet, and finding out something about asbestos.

The first item of business for the day was visiting with the architect who was handling the specifications for the demolition of the school building. After making sure the architect would come to the next board meeting, Boone poured another cup of coffee. Boone just finished talking to another superintendent about cross country track when the shared secretary brought in the day's mail. The mail was light and after 10 minutes of processing he was ready for his daily tour. First he went through the elementary, then the high school. He spent some time in the teachers' lounge visiting with eight teachers and then proceeded to the small community to the north.

The next 3 hours were spent with two auctioneers and two secretaries going from room to room in the old school listing items to put on the sale bill. The school had been well maintained and there was an abundance of good equipment. The bus barn was the next stop; several busses and the building itself were itemized and described.

When the list had been compiled Superintendent Boone took the auctioneers to a local restaurant for lunch after which he went back to the central office. He greeted his secretary with a booming,

"How are you?" and then took care of messages. The custodian came in and for 1/4 hour the two discussed an asbestos report and the possible hiring of another custodian.

Boone spent most of the rest of the afternoon helping his secretary make sandwiches for the track meet and doing desk work. The desk work consisted mainly of reviewing policies. The district had hired the Iowa School Board Association to rewrite its policies and he was checking the new policies against the actual practices of the district.

At 3:00 p.m. Boone drove out to the athletic complex to check the track and the rest rooms. The district had a beautiful complex with new baseball diamonds and thousands of new evergreens planted by the ecology club.

Superintendent Boone went back to the office after a 20-minute inspection. When his son was dismissed from elementary school, they both went home. At 4:30 p.m. a number of adults met at the track for a girls' meet. Boone spent 4 1/2 hours at the track timing the first place finisher in each event. The sandwiches made that afternoon were passed around. Many townspeople participated and good performances from all participants were cheered. There was good fellowship shared by all.

Day 3. On the third observation day Boone again came in around the same time with a rousing "Good morning!" He made a cup of coffee and complimented the secretary on her sandwiches.

Superintendent Boone listed his priorities for the day as touring each school, checking on carpeting, and working with board policies.

The shared secretary brought in the mail. Boone never received any bills or junk mail, the secretary sorted that out. Almost 40 minutes was spent dealing with mail. Not only did Boone look through it, he also acted on anything that was required.

Just as he was finishing the processing, a man came in to ask about the custodial position. Seven minutes later he left and in came the head custodian. Boone and the custodian discussed bids and the cost of changing oil in the busses. Both felt they were being charged too much. They had four busses on routes now; next year they will have six. The school will increase from a student population of 500 plus to almost 700 with the consolidation.

After a 23-minute exchange the custodian left and Boone took his car to the high school. After talking to the athletic director and the high school principal, Superintendent Boone traveled back to the central office.

At 10:00 a.m. the school insurance man came for his annual visit to update the school's insurance. Boone and the secretary spent 20 minutes finding information required for the forms.

After a phone call Boone went back to the high school to look in on a Japanese class taught by interactive video. Three students were taking the course that originated from the University of Nebraska. The video instructor was talking to students in New Jersey, North Dakota, and South Carolina. He had 200 students from

18 states enrolled in the program. Next Monday the three local students would be part of the video broadcast. They were on interactive video about five times a year but, they could talk to the instructor by phone every Tuesday and Thursday for 1/2 hour. The program was a pilot program this semester. Every Friday a local teacher taught a social studies class over interactive video from the same classroom.

Boone constantly bragged about the good system he worked for and the good kids in the district. He was obviously very proud of the system. He said that the "secret of good administration is to have good people."

After observing the interactive video lesson Boone drove to the northern district and immediately processed the mail, throwing most of it away. He then toured the building taking time to visit with the cooks, custodians, and teachers in the lounge. His respect for the people working for the system was obvious. As he left the lounge he commented, "Good people."

Superintendent Boone returned to the central office and visited with his secretary until lunch time. He picked up his wife and went to the cafe for lunch after which he and his wife took care of some personal business. He returned to the central office at 1:00 p.m.

Boone reviewed policies while waiting for the head custodian to come in for a scheduled meeting. Once there the two spent over an hour discussing carpet, the coming auction, and the Home Economic

remodeling project. They asked opinions of several as to what color carpet to order. After input from several people Boone decided on the color. He commented to the head custodian, "If the teachers like the carpet, I picked it out. If they don't, you did."

Boone took a pop break and went back to his policy book. The consolidated board president came into the office. The legionnaires were in charge of the "Memorial Day program" and the two discussed the school's role in it.

After the area board president left Boone commented, "Be HONEST with the board. I've been lucky--I've always worked with good boards. I call each board member when something is controversial."

Elementary school dismissed and Boone's son came over to the central office. Boone and his son went home.

Day 4. "Good morning!" Superintendent Boone went to his office and called his elementary principal who had been at a national convention. They discussed open enrollment, the auction, and selling library books to the elementary students for 25 cents each.

Boone poured himself a cup of coffee and then listed his priorities at a scheduled Needs Assessment meeting at 11:00 a.m., touring the elementary, and visiting with another district superintendent about whole grade sharing.

The head custodian came in with a bill showing that a company had charged \$3.00 a quart for oil. Boone tried to check it out immediately but the owner wasn't in yet.

More phone calls were made and received until the shared secretary brought in the mail. Boone spent almost 1/2 hour processing mail and then began his tour of the elementary and high school buildings. He drank a cup of coffee in the high school teachers' lounge.

Boone went on to the small district to the north. He spent 20 minutes processing the mail there. He finally reached the garage man by phone and told him that he didn't want him to go to Hawaii on his oil changes. The man agreed to give him some financial credit. The garage man called back a few minutes later and reduced the price of oil filters also.

Superintendent Boone wrote up an agenda for another board meeting next week. He went back to the larger district and did a few personal errands downtown.

Upon returning to the central office at 10:38 a.m. Boone took off his jacket and proceeded to discuss the New Standards with his secretary. She asked him a question. He didn't have the answer but immediately went to the phone to try to find an answer.

Superintendent Boone checked the agenda for the Needs Assessment meeting at 11:00 a.m. The facility committee which conducted the Needs Assessment met in his office. There were three men on the committee, an insurance agent, a doctor, and a policeman. Boone reviewed items bought from the 67 1/2 cent levy in 1989. He expected the committee to set priorities for the next year. Boone said, "The key to attracting students will be to keep facilities up to

date." The group then toured the facilities without Superintendent Boone because he didn't want to bias their decisions.

Superintendent Boone did office work and received phone calls until the group came back. He then took the whole group to the restaurant for lunch.

Back at the office Boone worked for 25 minutes, then picked up the high school principal and traveled to a small community 12 miles away. They met there with the acting Superintendent to discuss the details of future sharing. They were going to be sharing athletics next year. The next year they would be whole grade sharing. Boone was especially concerned about the financial implications. After more than 1 hour of discussion the principal and Boone traveled back to their district.

Back at the central office Boone got a pencil and paper and did some figuring. He wanted to make sure his district didn't lose money in the sharing arrangements.

Superintendent Boone took a break and then returned to desk work. The head custodian met with him at 3:00 p.m. and spent approximately 1/4 hour discussing bus radios and the open custodian position. At 3:30 p.m. Boone left for the day.

Day 5. Superintendent Boone entered through the side door at 7:47 a.m. After a few exchanges with his secretary he went into the lounge area for a cup of coffee. The secretary and Boone discussed plaques for retiring staff.

Another cup of coffee was poured by Boone. He stated that he had trouble getting going in the a.m. The shared secretary came in with the mail, which Boone began processing. He often received surveys which he usually took time to fill out immediately. This day there was a survey from two districts who were contemplating sharing.

Boone always emphasized how important it was to have good people around you. His actions and words were very positive toward most everyone. He was very conscious of spending money in the community. He had really wanted a different kind of car when he bought his last one. However, he bought one from a local car dealer instead.

Office work continued until almost 9:00 a.m. when he began his tour of the elementary school. Fifteen minutes later he proceeded to the high school in his car. After approximately 10 minutes at the high school he went to the auditor's office to check on a map of the proposed new school district. He made a few more stops downtown before stopping back at the central office to pick up a case of paper for the shared district to the north.

At the small district Boone went through the mail, toured the school, and drank a bottle of pop in the teacher's lounge. One of his goals last year was to be positive and to praise people for good work. He exclaimed, "I learned a lot from Bernie Saggau. He is so positive."

Once back in the larger district Boone stopped at the office of one of the facility committee members who did the Needs Assessment yesterday. He wanted to know what conclusions they had come up with.

Back in the central office, Superintendent Boone discussed the facility committee's conclusions with his secretary. After a short break Boone took a telephone call from the county auditor regarding the district map. He did some desk work, consisting of looking over the performance-based pay document and a call from the trophy store. At 11:45 a.m. he went over to the high school to eat lunch.

After lunch Boone walked out on the playground to look over the play equipment. He kidded around with several of the elementary students. Before going back into his office he helped the UPS man unload a few things.

Boone went back to desk work until 12:51 p.m. when he got up to get a cup of coffee. He commented that he couldn't wait until he retired and could fish and golf and sleep as late as he liked.

Every Friday afternoon Superintendent Boone and his two principals had an administration meeting. The discussion on day 5 focused on Phase III, performance-based pay, the at risk program, expectations, early graduation, summer school, facility report, and sharing meetings.

After more than an hour of discussion the principals left. Boone went back to desk work and took care of some phone calls

until the head custodian came in for a 15 minute meeting to discuss bus radios, buying locally, and the Home Economics' cabinets. At 3:20 p.m. Boone picked up his son and went home.

Throughout the week Superintendent Boone continuously emphasized how important it was to be prepared with answers BEFORE the questions were asked, especially in finance.

Appendix H-2

Superintendent Boone: Behavioral Characteristics

Humor/laughter
 Positive
 Delegated (surrounded self with good people)
 Got at things right away
 Listened
 Gave credit to others
 Felt kids were good
 Appeared to do things effortlessly
 Set goals
 Dressed professionally
 Was a gentleman
 Friendly
 Community oriented (spent money in community)
 Laid things on the line
 Practiced participatory management (up to a point, then became authoritarian)
 Always tried to be prepared (especially financially)
 Commanded natural respect
 Admitted when wrong
 Summarized
 Toured schools
 Was a grantwriter
 Was not mercenary
 Was practical (that's life)
 Whistled
 Had open-door policy
 Felt that more time was spent today on noneducational concerns (asbestos, negotiations)
 Kept calendar on desk (not in pocket)
 "Always be honest with board"
 Kept board informed
 Was a master at relationships
 Clean
 Easy going
 Good memory
 Anxious to retire
 Happiest working with people
 Kept other administrators informed

Behavioral characteristics were determined from observation.

The more times mentioned in the notes, the higher on the list the item was recorded.

Appendix H-3

Superintendent Boone: Daily Priorities

Day 1

1. Tour elementary
2. Board meeting at smaller district
3. State aid information from comptroller's office
4. Get ready for sale (tomorrow)

1	6 minutes	completed	a.m.
2	137 minutes	completed	p.m.
3	2 minutes	completed	a.m.

Day 2

1. Look over items to list on sale bill
2. Contact architect for next board meeting
3. Get ready for track meet
4. Find out something about asbestos

1	171 minutes	completed	a.m. and p.m.
2	4 minutes	completed	a.m.
3	50 minutes	completed	p.m.
4	4 minutes	completed	p.m.

Day 3

1. Tour each school
2. Check with head custodian about carpeting
3. Complete reviewing board policies

1	71 minutes	partially completed	a.m.
2	35 minutes	completed	p.m.
3	31 minutes	partially completed	p.m.

Day 4

1. Meet with "Needs Assessment" Committee at 11:00 a.m.
2. Tour smaller district
3. Meet with neighboring district about sharing concerns

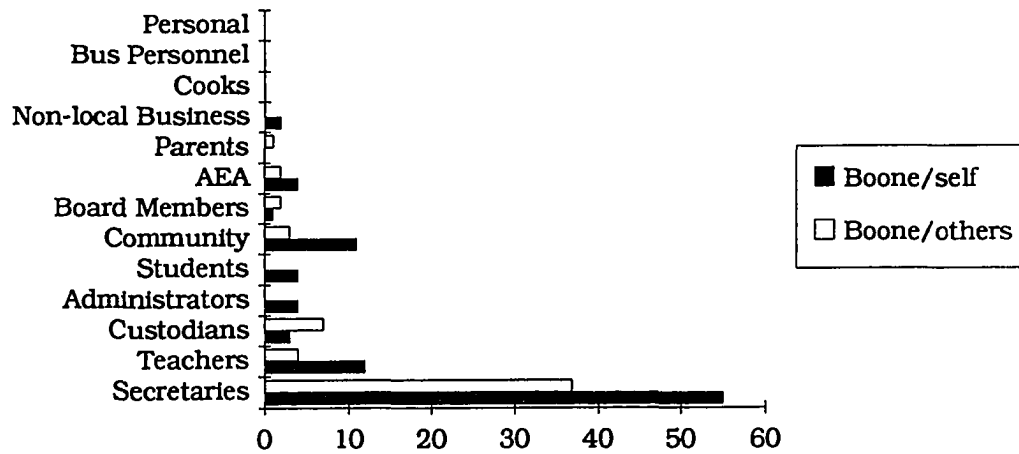
1	34 minutes	completed	a.m.
2	43 minutes	completed	a.m.
3	105 minutes	completed	a.m.

Day 5

1. Tour high school and elementary buildings
2. Check out new cabinets for the home economics area
3. Call board members and make a decision about the cabinets

Appendix H-4

Superintendent Boone: Unscheduled Contacts

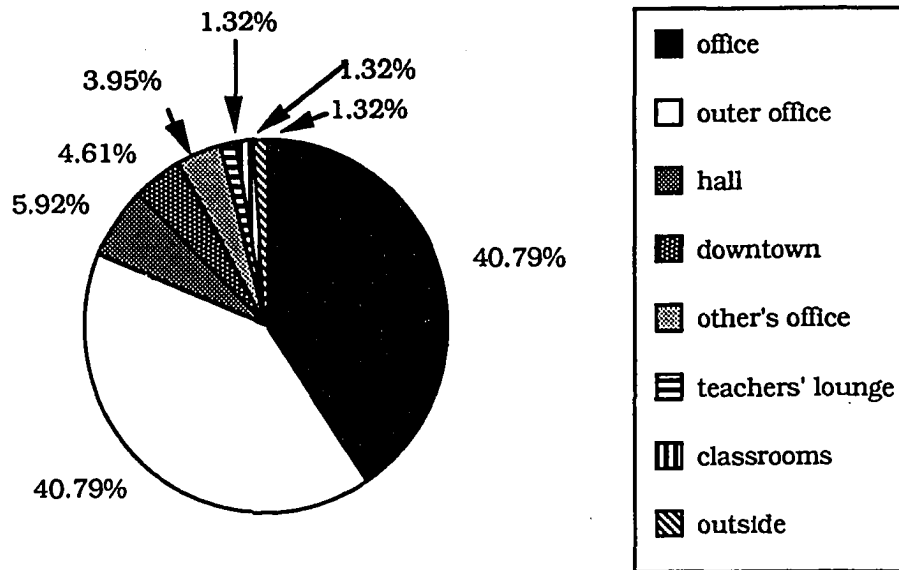


Self = self-initiated contacts

Others = contacts initiated by others

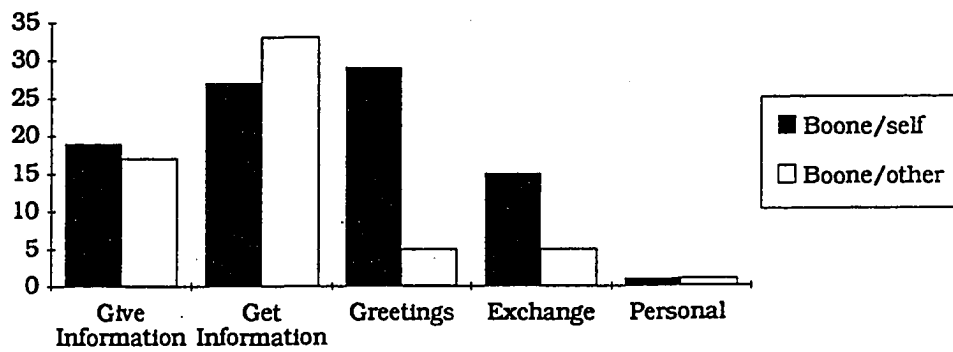
Appendix H-5

Superintendent Boone: Location of Unscheduled Contacts



Appendix H-6

Superintendent Boone: Purposes of Unscheduled Contacts

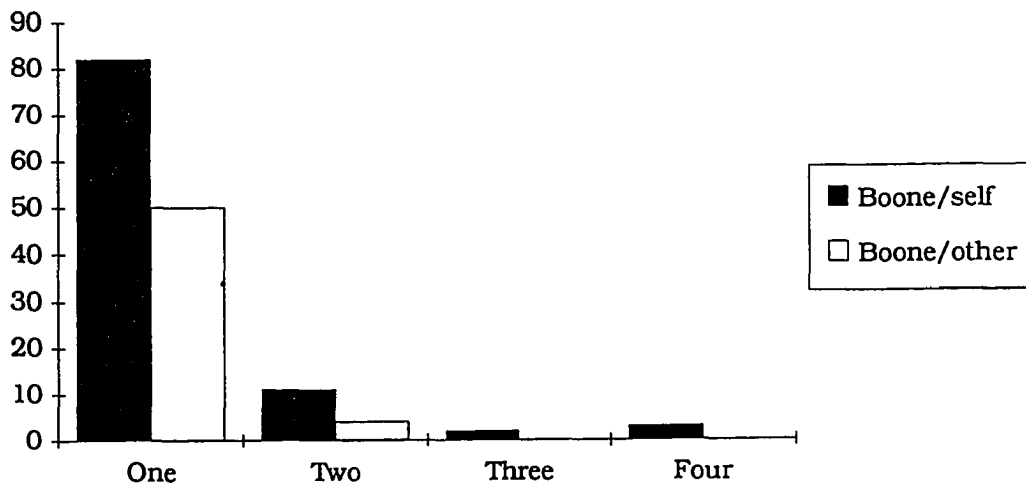


Self = self-initiated contacts

Others = contacts initiated by others

Appendix H-7

Superintendent Boone: Number of People Involved
in Unscheduled Contacts



Self = self-initiated contacts

Others = contacts initiated by others

Appendix H-8

Superintendent Boone: Telephone Contacts

	Self-initiated	Other-initiated
Custodian	6	2
Local Business	4	5
Teacher	4	2
Secretary	14	2
Non-local business	8	3
Professional organizations	3	3
Other schools	2	0
Local administrators	2	2
Personal	2	0
For someone else	0	3
Board member	0	2
Attorney	0	1
Local official	0	1
Miscellaneous	6	2
AEA	2	0
Non-local administrators	5	4
TOTALS	58	32

Appendix H-9

Superintendent Boone: Activities Occurring in Central Office

Desk work	280 minutes
Telephone	197 minutes
Processing mail	154 minutes
Interaction with custodian	128 minutes
Administrative meeting	84 minutes
Reviewing policies	73 minutes
Discussing priorities	72 minutes
Facility Committee	25 minutes
Meeting with insurance person	20 minutes
Interaction with board member	19 minutes
Break	19 minutes
Interaction with auctioneer	17 minutes
Personal	11 minutes
Interaction with secretary	10 minutes
Interview with potential custodian	7 minutes
Interaction with teacher	6 minutes
Filing	2 minutes

Appendix H-10

Superintendent Boone: Activities Occurring in Outer Office

Interaction with secretary	68 minutes
Breaks	44 minutes
Help make sandwiches for track meet	36 minutes
Greetings and visiting	
greetings	8 minutes
interactions with citizens	6 minutes
interactions with secretaries and custodians	4 minutes
Errands	
used copier	4 minutes
secured plans	3 minutes
miscellaneous	3 minutes
bus concerns	3 minutes
finance information	2 minutes
looked for master contract	1 minute
mailed card	1 minute

Appendix H-11

Superintendent Boone: Length and Number of Contacts

	Time in minutes	Number of contacts
Secretaries	225	113
Teachers	84	35
Custodians	203	27
Local business people	244	18
Local administrators	164	15
Non-local business people	30	13
Other administrators/schools	122	12
Community people	61	8
Area Education Agency	18	8
Students	13	6
No answer	6	6
Board members	38	5
State officials	4	3
Iowa High School Athletic Association	7	2
Personal	3	2
Local officials	9	2
Cooks	2	1
Nurse	1	1
Drug consortium	1	1

Appendix H-12

Superintendent Boone: Senders of Correspondence

	Totals sent
Solicitors	25
Colleges/universities	18
IHSAA/athletic concerns	13
Department of Education/Dr. Lepley	9
Iowa Association of School Boards	9
Professional education organizations	7
Student concerns	6
Journals/newsletters	4
American Association of School Administrators	4
Area Education Agency	3
Self-written memos	3
Applications	3
School board	3
Business Education Consortium	2
Requests for information	2
Other schools	1
Finance concerns	1

SENSING TYPES		INTUITIVE TYPES		
INTROVERTS	ISTJ Serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic and dependable. See to it that everything is well organized. Take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions.	ISFJ Quiet, friendly, responsible and conscientious. Work devotedly to meet their obligations. Tend stability to any project or group. Thorough, painstaking, accurate. May need time to master technical subjects, as their interests are usually not technical. Patient with detail and routine. Loyal, considerate, concerned with how other people feel.	INFJ Succeed by perseverance, originality and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear convictions as to how best to serve the common good.	INTJ Usually have original minds and great drive for their own ideas and purposes. Ideas that appeal to them, they have a fine power to organize a job and carry it through with or without help. Strategic, critical, independent, determined, often stubborn. Must learn to yield less important points in order to win the most important.
	ISTP Cool onlookers - quiet, reserved, observing and analyzing life with detached curiosity and unexpected flashes of original humor. Usually interested in impersonal principles, cause and effect, how and why mechanical things work. Easel themselves no more than they think necessary, because any waste of energy would be inefficient.	ISFP Retiring, quietly friendly, sensitive, kind, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. Often relaxed about getting things done, because they enjoy the present moment and do not want to spoil it by undue haste or assertion.	INFP Full of enthusiasms and loyal, but seldom talk of these until they know you well. Care about learning, ideas, language, and independent projects of their own. Tend to underestimate too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings.	INTP Quiet, reserved, impersonal. Enjoy especially theoretical or scientific subjects. Logical to the point of hair-splitting. Usually interested mainly in ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interest can be used and useful.
	ESTP Matter-of-fact, do not worry or hurry, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. May be a bit blunt or insensitive. Adaptable, tolerant, generally conservative in values. Dislike long explanations. Are best with real things that can be worked, handled, taken apart or put together.	ESFP Outgoing, easygoing, accepting, friendly, enjoy everything and make things more fun for others by their enjoyment. Like sports and making things. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things.	ENFP Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.	ENTP Quick, ingenious, good at many things. Stimulating company, alert and outspoken. May argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Apt to turn to one new interest after another. Skillful in finding logical reasons for what they want.
EXTRAVERTS	ESTJ Practical, realistic, matter-of-fact, with a natural head for business or mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organize and run activities. May make good administrators, especially if they remember to consider others' feelings and points of view.	ESFJ Warm-hearted, talkative, popular, conscientious, born cooperators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Little interest in abstract thinking or technical subjects. Main interest is in things that directly and visibly affect people's lives.	ENFJ Responsive and responsible. Generally feel real concern for what others think or want, and try to handle things with due regard for other person's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism.	ENTJ Hearty, frank, decisive, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well-informed and enjoy adding to their fund of knowledge. May sometimes be more positive and confident than their experience in an area warrants.
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Appendix I

Data Concerning Superintendent Reinders

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Appendix I-1

Superintendent Reinders: Weekly Log

Day 1. Although Superintendent Reinders said there were no typical days in his position, he usually arrived at school between 7:00 a.m. and 7:30 a.m. and would stay until 4:30 p.m. He often was involved in evening activities.

On Day 1, Reinders arrived at school at 7:34 a.m. He spent more than 10 minutes talking to his high school principal and technology advisor. Everyone was extremely happy. They had had over 1 inch of rain in the night and it was still raining. (They've had 4 years of drought.)

Reinders had been one of the first in the state to take advantage of Department of Natural Resource energy grants. The district had just had a new entryway installed through the program. The custodian and Reinders discussed the doors. Physical maintenance and improvements were constantly going on in the district.

At 8:00 a.m. Superintendent Reinders went to the lunch room for breakfast. It was served buffet style with many choices. Several students were eating.

After breakfast Reinders went back to his office to do desk work. He completed some budget information to give to his board at next week's meeting. Two minutes later the head technology man came in to explain a computer program to Reinders. The district employed a person full-time to take care of technology needs.

After the man left Superintendent Reinders called the elementary principal concerning budget requests.

Reinders had three secretaries, a board secretary, a private secretary, and a secretary in charge of lunch and transportation. Reinders had a short conversation with the board secretary, then went to the board room to get a cup of coffee.

Back in his office, Reinders visited with the high school principal for 2 minutes. Shortly after, the elementary principal came in for a scheduled meeting. Superintendent Reinders and the elementary principal spent over 1/2 hour working on budget information, mainly reviewing purchase orders for the next year. Reinders always went to the front of his desk and set with the person he was talking to rather than have a barrier between. Two teachers came in to discuss purchase orders. One stayed for 4 minutes, the other for 14.

After everyone left the board secretary came in to determine how much the district needed to amend their general budget. They received so many grants that it was hard to predict the budget. The secretary stayed for 6 minutes.

At 10:00 a.m. the head custodian came in for 5 minutes to discuss spraying, clocks, painting, and carpet. After the discussion Reinders checked the mailbox in the teachers' lounge.

Superintendent Reinders stepped into the high school principal's office for 1/2 hour. The principal and Reinders discussed staffing, a discipline problem, at risk students, a truancy concern, purchase

orders, staff recognition, a brochure, the Advisory meeting to be held that evening, the TAG program, and scheduling.

Back in his office Reinders went through his mail. His general daily plan was to get things done in the morning and catch up on reading in the afternoons. After 1/2 hour processing mail, Reinders distributed it in the mailboxes in the teachers' lounge. Whistling, Reinders retreated back into his office to work with a spread sheet on the computer for 4 minutes.

He looked over the district's Phase III program, it was considered by the state to be a model program. They had sent over 200 copies to other schools.

He then took some material from his "reading pile." A teacher was sending an editorial to a newspaper and wanted Superintendent Reinders to give her feedback. He wrote some positive comments on her article, then suggested that she rephrase her letter in nonsexist terms.

After 14 minutes of reading Reinders washed up for lunch. On the way to the lunch room the head custodian and a salesperson engaged him in a conversation concerning light bulbs. He took 1/2 hour to eat lunch at which time he had a discussion with an English teacher and the high school principal. The district ran a very successful hot lunch program. Reinders attributed the district's success to the buffet style of serving.

After lunch Reinders settled back in his office. The technology man entered to discuss the computer order for next year. They

spent 1 hour together working on a program and discussing the budget. The school had one computer for every three people in the district. The district had invested approximately \$100,000 a year for the last 5 years in Apple and Mackintosh computers. Approximately \$10,000-\$15,000 worth of computers were in the central offices alone.

Superintendent Reinders took off his suit coat and went to work on the computer in earnest. Fourteen minutes later he received a phone call regarding a bussing concern. The district had 16 busses (10 bus routes), 4 vans and 1 car. Reinders took a coffee break, then he called the transportation director to relay the information he had just received. He then returned to his computer work.

Superintendent Reinders liked to do the budget work himself. "There's no substitute for knowing what's going on in your district." Reinders spent over 1 hour working on the budget. He needed to cut \$11,000 from next year's budget. He tried to be very accurate with district expenditures.

At 3:15 p.m. the lunch and transportation secretary came in with fresh coffee. At 3:50 p.m. he finally printed his budget.

Superintendent Reinders went to the board room where a scholarship meeting was in process. A committee was evaluating 10 students. Twenty years ago a judge had left the district over \$100,000. The interest, which usually amounted to \$12,000-\$14,000 a year, was used for scholarships. A banker, the city attorney,

and the superintendent of schools made up a trust board. The guidance counselor was the distributor of the funds.

After an hour's meeting, the banker wrote a check and gave it to the guidance counselor. Reinders left school shortly after 5:00 p.m.

At 7:00 that evening Superintendent Reinders was back in school redoing the budget. At 8:00 p.m. a 280.12 (Advisory) Committee had a meeting. This was to partially fulfill one of the requirements of the new state standards.

Reinders was the chairperson of the 280.12 Committee. They discussed goals 5, 10, 20 and 25 years down the road. Reinders started the meeting by quoting Will Rogers, "Schools ain't what they used to be and they never were." He suggested they look at four areas: social, political, technological and economic. Reinders said, "Without vision people perish. One out of four school superintendents will be retired in the next 5 years."

Ten people attended the meeting. Reinders gave a short talk on the future of schools after which he asked the committee to individually list three questions, concerns, or ideas. During the meeting Reinders played the role of host.

Each person shared what he/she had written down. As the people talked Reinders acted as a facilitator and asked questions and summarized. He took all the concerns and consolidated them into five major areas:

1. Motivation to be responsible decision makers
2. Discipline
3. Technology for students' education
4. Student involvement
5. Communications to public on standards/program/legislation.

The committee planned to meet again the next Wednesday to prioritize the different strands. The meeting adjourned at 10:00 p.m. Reinders commented about how hard it was to break old paradigms. "Many times the 'good old days' were referred to at the meeting." But his overall summary of the meeting was, "We have such good people in our school system."

After the meeting Superintendent Reinders went to his office to look over tax figures. After 20 minutes studying he went home for the evening.

Day 2. Superintendent Reinders usually began his day by going to the transportation facility around 7:00 a.m. Day 2 was no exception. When the researcher arrived Reinders was reading the daily paper, drinking coffee, and visiting with the other men there. A television was tuned to a news program. Reinders lit his pipe and commented, "There is no normal day in a superintendent's life."

The men were made up of noncertified staff, teachers, and administrators. The walls contained several awards, family pictures, a calendar, and several maps.

At 7:45 a.m. Reinders left the transportation facility to go to his office. First he made fresh coffee, then he went into the

board room to copy the items from the "white board" that were recorded at last evening's meeting.

A teacher came in to ask if she could start a computer club. Reinders was very friendly and almost always took time out to visit with others. He discussed the situation with the teacher for a minute.

Superintendent Reinders erased the white board and gave the board secretary a copy of the budget to check over. He asked her if she had any items for the board agenda, then he asked his private secretary to check on a leave request for a teacher. He stacked up items to work on on a sideboard.

Next came breakfast. When finished he went back to his office and for the next 1/2 hour listed his priorities for the day for the researcher and reflected. Superintendent Reinders commented that trust and responsibility went hand in hand. "My people know they have a lot of responsibility. We work together. I trust them."

Reinders continued his budget work on the computer. He had not printed it yesterday. He whistled while he worked and appeared to be very content.

The next 10 minutes were spent working on purchase orders. He checked with both the board secretary and his private secretary.

The Christian minister called concerning the invocation for graduation. The lunch and transportation secretary brought in the high school announcements. Reinders read them and then went back to signing purchase orders. A teacher stopped in to add some items

to the school board agenda. Reinders commented, "You can look dumb at other times, but not at a board meeting." Reinders was a very positive person. He always tried to see the bright side of things.

Superintendent Reinders spent the rest of the morning in the central office complex discussing a new computer program with the board secretary, discussing Phase III with a teacher, signing reimbursement claims for lunches, doing computer work, working with budget concerns, talking on the phone to an old classmate-- another superintendent, examining contracts, looking over the final exam schedule, working on the board agenda, processing mail, reading, and answering phone calls. Around 11:30 a.m. he went to the teachers' lounge to distribute mail. While there he looked at the teachers and said, "I'm going to give blood, how about you?" Then he proceeded to the Christian Church downtown where he gave blood to the Red Cross Bloodmobile. While there he visited with the pastor about an invocation at the gradation ceremonies.

One hour later Reinders left the church to return to school. He greeted a conference school's administrator who was attending a principals' meeting in the board room. Reinders made a copy of something, then went into the board room to get a cup of coffee and greet the rest of the principals. At 1:00 p.m. he took his cup of coffee into his office and sat down behind his desk. The board secretary brought in a bill and asked him from which account it should be taken.

Reinders called the elementary principal concerning AEA special education this summer. He talked to the principal's secretary for 7 minutes. While looking over some mail, he took a phone call and transferred it to a teacher, then settled down to paper work. Before he got very far the board secretary came in to ask about a bill. A teacher had ordered something without first obtaining a purchase order. Reinders said to go ask the teacher from which account to take the bill.

Reinders lit his pipe and returned to his paper work. However, before 2 minutes had gone by a teacher came into his office to discuss a summer school class he was going to teach. The teacher only stayed 2 minutes. Superintendent Reinders then began work on his calculator, processing payment requests. He made two telephone calls to take care of memos lying on his desk, then started working on his computer again. He spent 7 minutes working on budget concerns by himself and with the board secretary. At 1:35 p.m. he called his custodian to give him a list of things that needed to be done to satisfy the district's insurance company: put a fire extinguisher next to some computers, check ground plugs, check emergency lights, and make sure the cutter had a guard on it.

After the custodian left Reinders asked a bus supervisor to come to the office. They spent 15 minutes discussing several items including a bus driver, maintenance for another district, next year's budget, summer work, and underground tanks.

Around 2:00 p.m. Reinders returned to working on purchase orders and the budget with help, at times, from his secretaries. Fifteen minutes later the technological expert came in with the idea that they could put the library card catalog on hypercard and to remind the superintendent that he had not been down to the library to see a new CD ROM disk in operation. Reinders replied that he was trying to get ready for the board meeting next week.

During the next 1/2 hour there was some type of interruption either from a secretary, teacher, or staff person at least every 5 minutes, usually every 2 to 3 minutes. Reinders took a break and then went to the outer office to ask one of the secretaries to find an 800 number for him.

Superintendent Reinders walked out to the track where the shop teacher and his construction class were building a press box. The facilities were superb. They had an all weather track that was built 11 years ago. Reinders gave the teacher some forms to look over, then left the field to check on the roofers who were putting on a new roof on a section of the building.

After spending approximately 20 minutes outside Reinders went back into the office. He gave a form to his private secretary and asked her to check it. He took the forms into the board secretary after which he tried to find the 800 number he had been looking for earlier. He went back to budget concerns while his private secretary tried to locate the number. The number dealt with their energy grant. He needed to know their annual pay back in order to

complete his budget projections. Finally he secured the information and happily put it on his computer.

He stated that the budget copy he made yesterday was just a rough copy. Now he was working on the real thing. It was about time for school to dismiss when last year's principal, now retired, came to visit. Reinders spent approximately 15 minutes talking to him and also to the technology expert who was concerned about some new equipment. The custodian stopped in to tell Reinders that he could be ready tomorrow with his insurance requests.

After school was dismissed Reinders squeezed in a 15 minute block of uninterrupted time to work on the budget. By using the state sponsored energy grant his school district had lowered energy costs from approximately \$13,000 a year to \$7000 a year.

Shortly after 4:00 p.m. his private secretary and her daughter walked through the office. They were leaving for the day. Reinders answered the phone twice then went back to the budget on the computer. He left for home around 4:30 p.m. because he intended to attend a track meet later that day, more as an observer than as an administrator. His oldest son would be a participant.

Day 3. Day 3 began at the transportation facility again. Superintendent Reinders arrived at approximately 7:00 a.m. for coffee, conversation, and to read the daily paper. The City Manager was having coffee there also. The City Manager had helped the school solve a water problem the district had with its fields.

At 7:54 a.m. Reinders walked into his office. He had a call waiting for him from a company that wanted to discuss a call system in case of fire.

The head custodian came in to ask if he could borrow three tables for a sale at home. Reinders said, "Sure."

Reinders spent the next 17 minutes with the researcher discussing priorities and reflecting on events from yesterday. There had been a discipline problem at the track meet last night and one parent was very unhappy.

Reinders commented that he thought a small school needed a good leader:

In fact sometimes probably a better leader than a large one. Large school superintendents are buffered. All needs are the responsibility of the superintendent, all the governance and community concerns. A small school superintendent is more of a generalist. Every issue eventually comes to a superintendent's desk in a rural school district. Probably that is a reason that rural superintendents move up to urban situations. They're easier. The quantity of the job is magnified in a small school. For example, when I go to a school activity I represent the school. The large schools send an AD or principal. Magnify that. . . . I'm very visible. This has helped my tenure here. I'm very visible in the community.

Reinders also stated that he felt the last two days had been typical, timewise.

Superintendent Reinders then proceeded to the cafeteria where he spent almost 1/2 hour eating breakfast and visiting with students, teachers, and cooks. Around 8:45 a.m. Reinders was back in the central office complex. Most of his next contacts were with his

secretaries except for a short encounter with the vocational coordinator who worked for the community college.

Reinders went to get a cup of coffee. When he came back he sat down at the computer and began pulling up board notes for 1988-89 to begin making his annual report for his board.

At 9:00 a.m. the uncle of a student came in to discuss the problem some elementary students had at the track meet last evening. Reinders came over to the front of the desk to visit with him. Although the uncle was very angry, Reinders kept his composure and tried to make something positive out of the concern. He said, "How can we help him" referring to the student in trouble. Reinders tried to be sympathetic with the uncle but helped him realize the child needed help. The doors to the office were left open during the entire conversation. After 40 minutes a calm uncle left feeling entirely different than when he had come. Reinders made the comment as he left, "I'm glad you came in. Let's hope something positive comes out of this."

After the uncle left the private secretary checked with Reinders about an activity account. He helped her and then paced his office for awhile saying, "It takes awhile to get back into what you were doing--to change gears."

The lunch secretary asked if he would like some more coffee. The secretaries all appeared very supportive. Finally Reinders sat down and called a plumber to ask if the school should buy a new or rebuilt compressor. After the conversation with the plumber

he turned back to his computer and started working with board notes again, whistling as he did so.

Before he had worked more than 1 minute the high school principal came in for advice. Reinders spent the next 20 minutes discussing an award ceremony, board meetings, and a concern about a student. Then the elementary principal called and Reinders talked for almost 1/2 hour about the uncle's visit and concern, batteries, and the fire line. Reinders wanted to put together a staffing to see how to help the student. "It will be a penitentiary door slamming shut if someone doesn't get to him real quick."

Reinders remarked that it took a lot of energy to be a superintendent. "You have to be on the go all the time, or ready to be. I can't imagine a shared superintendent doing an adequate job."

The board secretary brought the mail in. The head custodian came into the office and Reinders asked him if he could check on the fire alarm. Then Reinders went to the outer office to warm up his coffee.

Reinders helped a high school secretary prepare a large apple on her computer. She wanted to print it in red.

At 11:10 a.m. two people from the Department of Natural Resources (DNR) came in for a scheduled meeting. They were in the process of putting together a videotape to help other schools become aware of the energy grant Reinders had used. He explained, "I'm a bit of a ham and always a thespian." Reinders spent 9 minutes on

the telephone with an architect who had called him while the DNR people set up their equipment: two bright lights, a big camera, and a sound recording system. After Reinders' interview the crew videotaped the actual improvements at the elementary building, on the roof, and in the front of school. They also toured the boiler room where the district had replaced two large old boilers with one small new one through a federal Energy Management System.

After over 2 hours of working to the video Reinders and the two DNR people went to the cafeteria where the cook had saved lunch for them. Reinders proudly gave them a tour of the rest of the building when they were finished eating. They were especially interested in the audio visual department where Reinders showed them their closed circuit capabilities. It was obvious they were impressed by the technological advancements. The DNR crew left at 2:00 p.m.

Superintendent Reinders went back to his office where he spent the next 20 minutes sorting the daily mail and distributing it, reading the elementary announcements to himself, and talking to the high school principal about student concerns. Reinders opened his board book and went back to the computer and the board information. Lighting his pipe he began working. A coach was called into the office to discuss how to pay for a junior high AAUW track meet. The high school principal came in upset about the principals' meeting yesterday. There had been quite a bit of controversy at the meeting. The local school had won the

Sportsmanship trophy and some of the other schools were not happy about that.

Reinders warmed up his coffee and tried to "change gears." A student, who had been a discipline problem was brought into the central office complex to be excused by the secretary at 3:30 p.m. Reinders said, "I can't stand to see a young person waste their time. Go to the library or your locker and get something to do."

At 2:45 p.m. Superintendent Reinders went to the auditorium. School was dismissed early on Day 3 so that teachers and staff could hear a presentation by the insurance committee. The business teacher gave out some Phase III information before the meeting began. Another teacher explained the cafeteria plan. The disability program was explained by Reinders. A survey was passed out by the teachers and there was a time for questions. The whole meeting lasted 50 minutes.

Reinders spent just a few minutes in his office, then proceeded to a local restaurant where the whole staff was having a "going away" party for a kindergarten teacher, the only teacher leaving the system that year. Approximately 50 people gathered to wish the teacher well on her new venture. The teacher's husband had been transferred to another community and she was going to join him as soon as the school year was completed. After spending 40 minutes eating pie and visiting, Reinders went back to his office to work on the board notes for approximately 20 minutes.

Day 4. At 7:00 a.m. Superintendent Reinders went down to the transportation facility again. There were six other people there; three teachers, the city manager, a salesperson, and a bus supervisor. Reinders read the paper and visited with the others as he drank a cup of coffee and smoked his pipe. He always dressed very professionally. The conversation ranged from limestone for the fields, to hunting turkeys, to the amount of rain received that week.

After 3/4 of an hour Reinders put his coffee cup away and proceeded to his office. He greeted the secretaries and went to the board room for a cup of coffee. The board secretary came in to discuss yesterday afternoon's insurance meeting. Reinders tried to call a local contractor to have him come do some work. Then he sat down with the researcher for 15 minutes to discuss priorities for the day and reflect on the roles he felt he played during the week.

Superintendent Reinders ran off the board notes he had finished yesterday, after which he proceeded down to breakfast. He had numerous exchanges with teacher, students, cooks, and secretaries during breakfast. Before going back to his office he checked a door that was giving a teacher trouble.

Back in his office he had a short exchange with each of his secretaries and then he called the elementary principal. They visited about summer school, kindergarten, cub scout meetings, the board meeting, a FINE reception at Terrace Hill, and a field trip.

Reinders spent several of the 22 minutes he talked to the principal listening.

Upon hanging up Reinders sat back and thought for a bit, then he started whistling and began looking through a pile of papers. The vocational consultant stopped in to ask Reinders something about curriculum materials. Reinders gave him a copy of what he needed.

Superintendent Reinders poured another cup of coffee and stopped to visit with two of his secretaries on his way back to his office. The next 5 minutes he spent behind his desk working on the computer. He was getting ready to put information in for a vocational agriculture grant. The Department of Education was called to get some information on the grant. The man he wanted to talk to would call back, so he had to switch gears until he called because he didn't know which forms to use.

The board secretary brought in a bill on which she had a question. Reinders began reading some financial information. He wanted to prepare some comparative figures from other schools in the county for his board. He began underlining the information he was going to enter in the computer. He hummed as he drew the lines with the help of a ruler.

The technological expert came in with a new program. It was on an IBM disk so they had to go to the business department to check it. While there the business teacher asked Reinders about a computer problem. Reinders spent 20 minutes entering information into the program.

From the business room Reinders and the technological expert went to the library where the teacher showed Reinders The Whole Earth Catalog on CD ROM. Reinders took a break then went back to his office to start processing the daily mail. While processing, the DOE consultant called back to give Reinders the information he needed to continue working on the vocational grant.

Reinders went back to work on the grant. After spending another 15 minutes on it he picked up the mail to distribute. He stopped in the guidance office for a short visit then proceeded to the teachers' lounge to stuff the mailboxes with appropriate mail.

A teacher told Reinders that he had been asked to interview at a school in a large city. Another teacher asked about an At Risk Student class. Reinders helped the high school secretary with a computer question.

At 11:19 a.m. the school attorney returned a call from Reinders to schedule a time to go over board policy together and to take care of some other business. A parent was waiting during the call to have Reinders sign a student transportation form. Reinders's wife, who was substituting that day, stopped in his office. One of the custodians called concerning the parking of busses at track meets. Reinders called the high school principal to discuss student parking and the bus parking at track meets.

At 11:46 a.m. Reinders turned back to his computer work. He commented that he loved playing with financial figures. He enjoyed working with the graphs and the whole budgeting process. Lunch

was the next order of the day. After 1/2 hour of eating and visiting with teachers, secretaries, and students, Reinders went back to his office. He was greeted with a telephone call from a principal from another district who wanted a copy of his district's Phase III plan. Twenty-four minutes of uninterrupted time on the computer followed. Reinders put financial comparisons on the computer for 1992, 1993, and 1994.

Around 1:00 p.m. his son stopped in for a few minutes. Then Reinders worked on the computer for 20 more minutes. A teacher came in to check on a driving permit for her son. Back to the computer for 14 minutes. Superintendent Reinders went to the outer office to pick up some copies he had just run through the laser printer. Back to the computer for almost 1/2 hour. His wife stopped to give him some information. Then a teacher came in to discuss rewards for sixth graders for helping at a track meet.

Reinders again went back to his computer work. He spent most of the afternoon processing financial information on the computer. He expressed a wish that the state would put more forms on computers so schools would just have to type in the numbers.

At 2:30 p.m. Reinders lit his pipe and began working on the vocational grant while humming "Daisy, Daisy. . . ." A teacher stopped in to discuss lime for the baseball field. Reinders went back to the vocational grant.

Superintendent Reinders did not carry a date book with him. He said that people became too dependent on them. He just tried to remember things.

The board secretary helped Reinders with the grant. Then he received a telephone call from a grandparent informing him that the governor was coming to their community in a few days. Back to the grant writing. A teacher came in to give him some information. His younger son came in. Reinders gave the grant to the board secretary.

At 3:17 p.m. Reinders, his wife and young son left for a junior high track meet. His older son was to be a participant.

Day 5. At 7:00 a.m. Superintendent Reinders went to the transportation facility. He said he usually attended one or two meetings in Des Moines each week. Day 5 was one of those days. At 7:20 a.m. he left the transportation facility for a meeting in Des Moines. At 9:22 a.m. Reinders entered the Grimes Building, which houses the Department of Education in Iowa. He proceeded to a board room where a meeting concerning vocational standards was to take place. Reinders poured a cup of coffee and was the first to sit down at several large tables put together for the meeting. Everyone else followed. There were 12 men and 6 women at the meeting with 1 staff person from the Department of Education acting as facilitator.

Introductions were given along with a summary of what the group was to be about. After 20 minutes the group took a break for coffee and rolls. Reinders appeared to be a very respected person, a leader of leaders. He often clarified or summarized what was said. He spent much of his time listening. When he did

give suggestions they were very practical. He always used first names when addressing people usually injecting some humor into the conversation. Reinders encouraged the group to "Dream a little." At 11:11 a.m. the facilitator divided the people into three groups. The three groups summarized what had been said so far. Reinders acted as the facilitator for his group, encouraging those who had not said much to participate. "For kids" was mentioned frequently. The talk revolved around the function of Area Education Agencies (AEA). Reinders suggested the possibility of merging community colleges and AEAs. He also referred to their goal or mission frequently. At 11:47 a.m. the chair/facilitator announced a lunch break.

Most of the group headed to the Capitol for lunch. Reinders ate with an AEA administrator and a special education consultant. At 1:00 p.m. the group was back in the board room ready to resume their discussion. The three smaller groups were asked to share their summaries. Someone from Superintendent Reinders's group said "Reinders' is our chairman." Reinders then proceeded to summarize the small groups concerns to the larger group. He was well organized. His mind processed things in a very logical fashion.

The group checked its calendars and scheduled several more meetings. They hoped to have their report complete by August. At 2:30 p.m. the meeting broke up. Reinders was the first to stand. He left shortly after for a 2 hour drive back to his home district.

Superintendent Reinders planned on going through the day's mail when he arrived back home. He commented that he felt the people who provided the strength were the ones who stayed in one place a long time. He personally didn't like to hire people who had been all over. Reinders summarized his attitude toward his job, "I love the job. I wouldn't want to do anything else. I've been asked to do several other things--teach at a university, work at an AEA, etc. but I'm doing what I love."

Appendix I-2

Superintendent Reinders: Behavioral Characteristics

Was technologically oriented
 Friendly
 Whistled/hummed while working
 Smoked a pipe
 LISTENED (asked questions)
 Laughed a lot (good sense of humor)
 Was a participatory manager
 Cared for kids
 Positive
 Community oriented
 Gave credit to others (complimentary)
 Acted as a leader, even among leaders
 Family oriented school (himself included)
 Goals and philosophy were important
 Respect was shown in building
 Drank coffee
 NO SURPRISES
 Enjoyed budget work
 Was successful with grants (wrote his own)
 Visionary
 Supported staff
 Surrounded by good people
 Clean/orderly
 Interested in all activities (very visible)
 Summarized
 Felt good to be around
 Touched people
 Joined people in front of desk
 Had open-door policy
 Placed high importance on custodian and head cook
 Strove for excellence
 Dressed professionally
 Felt continually important
 Fantastic facilities
 Master at relationships
 Easy going
 Happy in school
 Kept public informed
 Trusted
 COMMUNICATION
 Liked job variety
 Acted as host at meetings
 Changed gears frequently
 Lonely job
 Attended professional meetings often
 Used first names
 Loved job
 Used outside resources
 Informal friendly climate

Talkative
 Happy around people
 Dedicated
 "Bigger is better" is wrong
 Meant what he said
 Practical
 Eyes sparkled with mischievousness
 Used non-sexist terms
 Possessed good typing skills
 Had plants in office
 Appeared to make decisions effortlessly
 Tried to be sensitive to others' concerns and needs
 Relaxed on weekends
 Was used to giving directions
 Possessed lots of energy
 "Bit of a ham"
 Thought credibility with board was important
 Realized it was important to see physical facility needs
 Didn't carry date book
 Possessed a good memory
 Smiled
 Was concerned about equity
 Enjoyed planning
 Was well read and well informed
 Logical
 Enjoyed challenges
 Liked to settle things
 Tried to get things done in a.m./ tried to catch up on reading in p.m.
 Had fresh lilacs on desk
 Expected teachers to support the community with money and blood

Behavioral characteristics were determined from observation.
 The more times mentioned in the notes, the higher on the list the item was recorded.

Appendix I-3

Superintendent Reinders: Daily Priorities

Day 1

1. Have staff fill out forms and administration go through to see if they fit budget
2. Elementary people put budget requests right on purchase orders
3. Time for technology audit -- for new standards
4. Prepare agenda for board meeting next week
5. Goals committee tonight at 8:00 p.m.

1	240 minutes	partially completed	a.m. and p.m.
2	46 minutes	completed	a.m.
3	0 minutes	not attempted	
4	2 minutes	partially completed	a.m.
5	151 minutes	completed	p.m.

Day 2

1. Work on agenda for board meeting
2. Do reading from yesterday
3. Sign purchase orders and get them off desk
4. Discuss underground storage tanks
5. Work on Agriculture modernization grant
6. Talk to insurance representative and study building coverage
7. Give blood
8. Review school finance information and compare to conference schools
9. Tour elementary building

1	49 minutes	completed	a.m.
2	0 minutes	not attempted	
3	23 minutes	completed	a.m. and p.m.
4	6 minutes	completed	p.m.
5	0 minutes	not attempted	
6	17 minutes	completed	a.m. and p.m.
7	62 minutes	completed	a.m. and p.m.
8	112 minutes	completed	a.m. and p.m.
9	0 minutes	not attempted	

Day 3

1. Go through agendas and write board notes
2. Work on Vocational Agriculture modernization grant

1	128 minutes	partially completed	a.m. and p.m.
2	0 minutes	not attempted	

Day 4

1. Prepare information for board
2. Work on vocational grant
3. Insurance (next week)
4. Make a couple of phone calls regarding board policy
5. Schedule an afternoon to work with the board attorney
6. Make copies of letters concerning spraying for city attorney

1	151 minutes	completed	a.m. and p.m.
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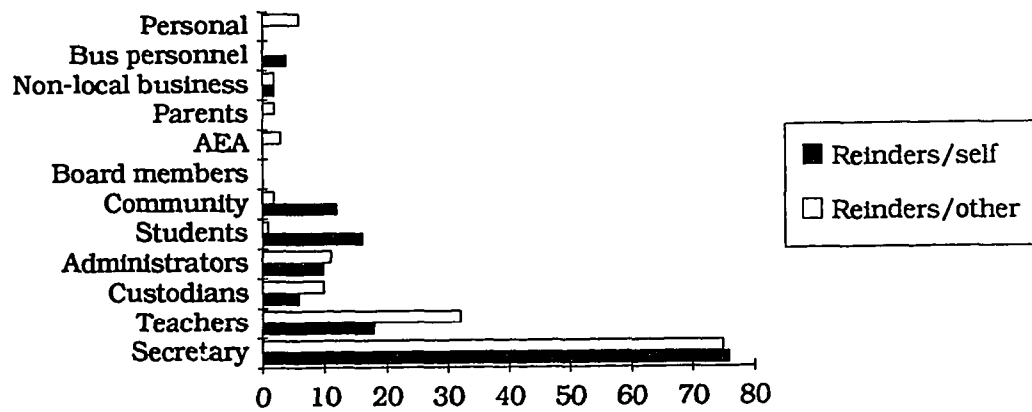
2 26 minutes	partially completed	a.m. and p.m.
3 0 minutes	not attempted	
4 7 minutes	completed	a.m.
5 7 minutes	completed	a.m.
6 0 minutes	not attempted	

Day 5**1. Attend state meeting**

1 582 minutes	completed	a.m. and p.m.
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Appendix I-4

Superintendent Reinders: Unscheduled Contacts

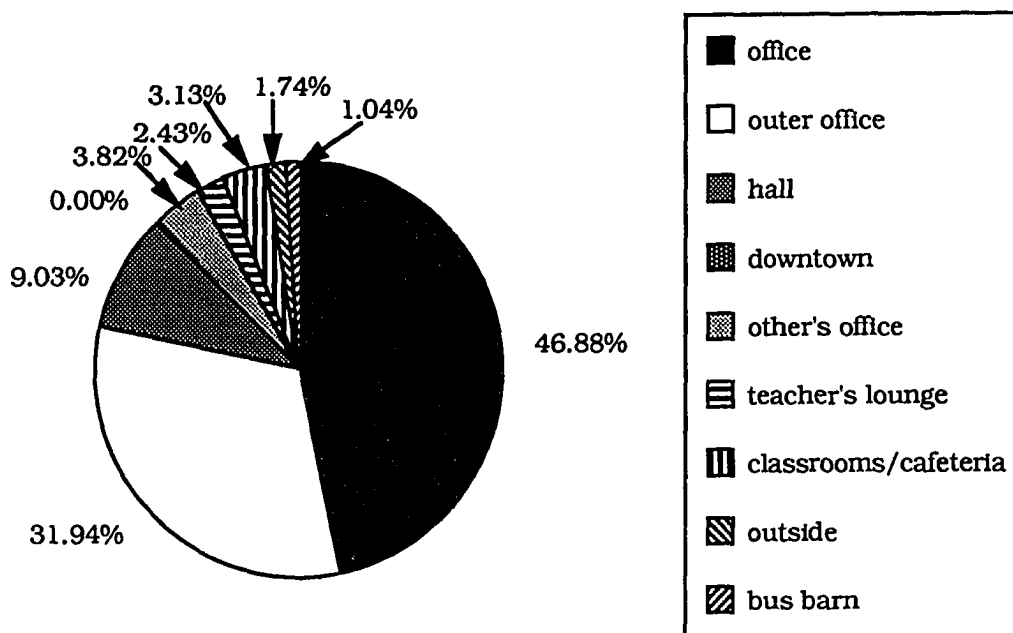


Self = self-initiated contacts

Other = contacts initiated by others

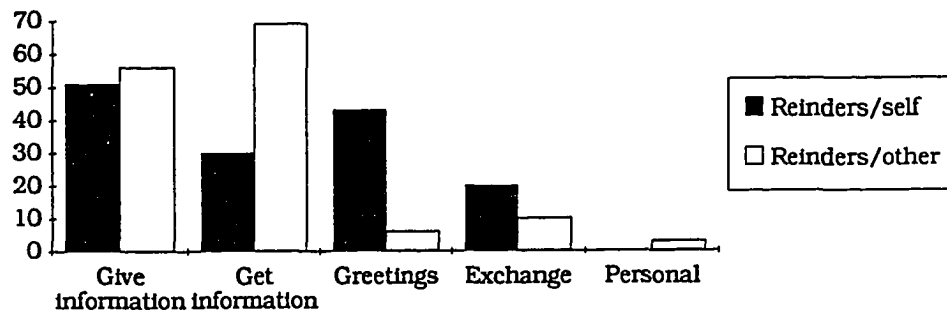
Appendix I-5

Superintendent Reinders: Location of Unscheduled Contacts



Appendix I-6

Superintendent Reinders: Purposes of Unscheduled Contacts

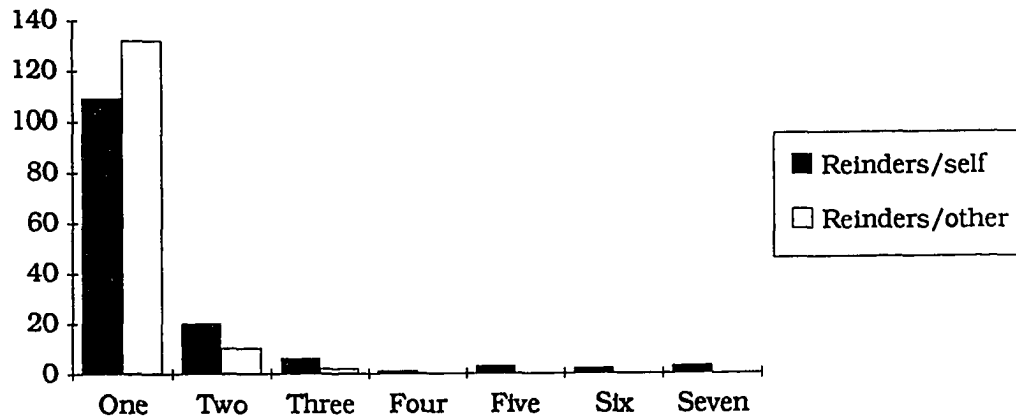


Self = self-initiated contacts

Other = contacts initiated by others

Appendix I-7

Superintendent Reinders: Number of People Involved
in Unscheduled Contacts



Self = self-initiated contacts

Other = contacts initiated by others

Appendix I-8

Superintendent Reinders: Telephone Contacts

	Self-initiated	Other-initiated
Custodian	0	2
Local Business	3	2
Teacher	0	0
Secretary	3	0
Non-local business	2	4
Professional organizations	0	0
Other schools	0	0
Local administrators	4	1
State officers	2	1
No answer/busy	1	0
Personal	0	0
For someone else	0	2
Board member	0	0
Attorney	0	1
Local official	0	0
Miscellaneous	1	2
AEA	0	1
Non-local administrators	1	4
Bus personnel	1	0
Community person	0	1
Grandparent	0	1
TOTALS	18	22

Appendix I-9

Superintendent Reinders: Activities Occurring
in Central Office

Budget work	371 minutes
Board meeting preparation	286 minutes
Telephone	148 minutes
Processing mail	82 minutes
Interaction with secretaries	81 minutes
Priorities	79 minutes
Reading	45 minutes
DNR video	42 minutes
Interaction with teachers	41 minutes
Interaction with parents	41 minutes
Interaction with local administrators	35 minutes
Writing vocational grant	31 minutes
Interaction with custodians	29 minutes
Interaction with bus personnel	12 minutes
Personal	11 minutes
Maintenance concerns	8 minutes
AEA work	7 minutes
Break	7 minutes
Interaction with community people	4 minutes

Appendix I-10
Superintendent Reinders: Activities Occurring
in Outer Office

280.12 Committee (Advisory Committee)	159 minutes
Scholarship committee	71 minutes
Interaction with secretaries	45 minutes
Interaction with board secretary	34 minutes
Break/made coffee	30 minutes
Interaction with certified staff	16 minutes
Made copies	11 minutes
Delivered mail	6 minutes
Interaction with custodians	6 minutes
Telephone	3 minutes
Personal	2 minutes

Appendix I-11

Superintendent Reinders: Length and Number of Contacts

	Time in minutes	Number of contacts
Secretaries	252	159
Teachers	343	48
Custodians	36	18
Local business people	111	11
Local administrators	197	23
Non-local business people	34	9
Other administrators/schools	24	6
Community people	17	5
Area Education Agency	11	5
Students	17	17
No answer	3	3
Board members	0	0
State officials	668	22
Iowa High School Athletic Association	0	0
Personal	7	6
Local officials	0	0
Bus personnel	155	5
Parent/grandparent	48	3

Appendix I-12

Superintendent Reinders: Senders of Correspondence

	Totals sent
Solicitors	17
Teachers	17
Department of Education/Dr. Lepley	15
Local administrators	14
Local memos/purchase orders	11
Journals/newspapers	9
Self-written memos	6
Iowa Association of School Boards/National ASB	5
Iowa High School Athletic Association/athletic concerns	2
Area Education Agency	3
Physical plant concerns (maintenance agreements, etc.)	3
Colleges/universities	2
Bids	2
Professional education organizations	2
Requests for information	1
Student concern	1
Application	1
Invitation	1
Community concern	1
Business Education Consortium	1
TOTALS	120

Report Form for Myers-Briggs Type Indicator*

Name _____ Sex: ☒ M ☐ F Age 45 Other _____ Date 8/18/89

PREFERENCE STRENGTHS	
POINTS FOR	POINTS FOR
EXTRAVERSION <u>23</u>	INTROVERSION <u>5</u>
SENSING <u>6</u>	INTUITION <u>16</u>
THINKING <u>26</u>	FEELING <u>0</u>
JUDGING <u>21</u>	PERCEPTIVE <u>6</u>

TYPE E N T J

Indicator questions deal with the way you like to use your perception and judgment, that is, the way you like to look at things and the way you like to go about deciding things. The answers given reflect four separate preferences called E, S, T, and J. The profile above shows your score on each preference. The four letters of your "type" tell how you came out on all four preferences. What each preference means is shown below.

E An E for extraversion probably means you relate more easily to the outer world of people and things than to the inner world of ideas.

S An S for sensing probably means you would rather work with known facts than look for possibilities and relationships.

T An T for thinking probably means you base your judgments more on impersonal analysis and logic than on personal values.

J An J for the judging attitude probably means you like a planned, decided, orderly way of life better than a flexible, spontaneous way.

I An I for introversion probably means you relate more easily to the inner world of ideas than to the outer world of people and things.

N An N for intuition probably means you would rather look for possibilities and relationships than work with known facts.

F An F for feeling probably means you base your judgments more on personal values than on impersonal analysis and logic.

P An P for the perceptive attitude probably means you like a flexible, spontaneous way of life better than a planned, decided, orderly way.

Each combination of preferences tends to be characterized by its own set of interests, values and skills. On the back of this page are very brief descriptions of each type. Find the one matching your four letters and see whether or not it fits you. If it doesn't, try to find one that does. Whatever your preferences, of course, you may still use some behaviors characteristic of contrasting preferences, but not with equal liking or skill. This tendency may be greater if preference strength on a scale is low (under 15). For a more complete discussion of the types and their vocational and personal implications, see *Introduction to Type* by Isabel Briggs Myers, or consult your counselor.

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Superintendent Retenders: Personality Profile

Appendix I-13

SENSING TYPES		INTUITIVE TYPES		
INTROVERTS	ISTJ Serious, quiet, earn success by conscientiousness and thoroughness. Practical, orderly, matter-of-fact, logical, realistic and dependable. See to it that everything is well organized. Take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions.	ISFJ Quiet, friendly, responsible and conscientious. Work devotedly to meet their obligations. Tend stability to any project or group. Thorough, painstaking, accurate. May need time to master technical subjects, as their interests are usually not technical. Patient with detail and routine. Loyal, considerate, concerned with how other people feel.	INFJ Succeed by perseverance, originality and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear convictions as to how best to serve the common good.	INTJ Usually have original minds and great drive for their own ideas and purposes in fields that appeal to them; they have a fine power to organize a job and carry it through with or without help. Skeptical, critical, independent, determined, often stubborn. Must learn to yield less important points in order to win the most important.
	ISTP Cool onlookers - quiet, reserved, observing and analyzing life with detached curiosity and unexpected flashes of original humor. Usually interested in impersonal principles, cause and effect, how and why mechanical things work. Evert themselves no more than they think necessary, because any waste of energy would be inefficient.	ISFP Retiring, quietly friendly, sensitive, kind, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. Often relaxed about getting things done, because they enjoy the present moment and do not want to spoil it by undue haste or exertion.	INFP Full of enthusiasms and loyalties, but seldom talk of these until they know you well. Care about learning, ideas, language, and independent projects of their own. Tend to undertake too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings.	INTP Quiet, reserved, impersonal. Enjoy especially theoretical or scientific subjects. Logical to the point of hair-splitting. Usually interested mainly in ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interest can be used and useful.
EXTRAVERTS	ESTP Matter-of-fact, do not worry or hurry, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. May be a bit blunt or insensitive. Adaptable, tolerant, generally conservative in values. Dislike long explanations. Are best with real things that can be worked, handled, taken apart or put together.	ESFP Outgoing, easygoing, accepting, friendly, enjoy everything and make things more fun for others by their enjoyment. Like sports and making things. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things.	ENFP Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.	ENTP Quick, ingenious, good at many things. Stimulating company, alert and outspoken. May argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Apt to turn to one new interest after another. Skillful in finding logical reasons for what they want.
	ESTJ Practical, realistic, matter-of-fact, with a natural head for business or mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organize and run activities. May make good administrators, especially if they remember to consider others' feelings and points of view.	ESFJ Warm-hearted, talkative, popular, conscientious, born cooperators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Little interest in abstract thinking or technical subjects. Main interest is in things that directly and visibly affect people's lives.	ENFJ Responsive and responsible. Generally feel real concern for what others think or want, and try to handle things with due regard for other person's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism.	ENTJ Hearty, frank, decisive, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well-informed and enjoy adding to their fund of knowledge. May sometimes be more positive and confident than their experience in an area warrants.

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Appendix J

Data Concerning Superintendent Vis

Appendix J-1	Superintendent Vis:	Weekly Log
Appendix J-2	Superintendent Vis:	Behavioral Characteristics
Appendix J-3	Superintendent Vis:	Daily Priorities
Appendix J-4	Superintendent Vis:	Unscheduled Contacts
Appendix J-5	Superintendent Vis:	Location of Unscheduled Contacts
Appendix J-6	Superintendent Vis:	Purposes of Unscheduled Contacts
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Appendix J-8	Superintendent Vis:	Telephone Contacts
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Appendix J-11	Superintendent Vis:	Length and Number of Contacts
Appendix J-12	Superintendent Vis:	Senders of Correspondence
Appendix J-13	Superintendent Vis:	Personality Profile

Appendix J-1

Superintendent Vis: Weekly Log

Day 1. School began 1 hour late on Day 1 due to a curriculum inservice. Superintendent Vis began his school day around 8:20 a.m. He came into the kitchen area with a cup of coffee in his hand and spent 20 minutes exchanging pleasantries with two cooks. At 8:30 a.m. he went into the back room for a cigarette. The district and the teachers were going into fact-finding this afternoon. They were \$64,000 apart plus some insurance considerations. The main priority of the day was to get ready for the fact-finding meeting at 3:00 p.m. Another concern for the week was the fact that 11 contracts were being terminated. Three had not requested a hearing but eight had. Possible grievances were also a concern.

After 12 minutes in the back room Vis went to the teachers' lounge to make copies of some information for the board. He took a break while the copier was running. Vis collated the papers then went to the inservice meeting being held in a classroom to see how it was progressing. It had just finished. He visited with a teacher, set up an appointment with her, and then proceeded down to his office.

While back in his office Superintendent Vis explained to the school secretary what he wanted her to do to get ready for the fact-finding meeting. He then put papers away in a three ring notebook. Vis spent the next 4 minutes going to the outer office

to punch holes and coming back to his office to put the papers in a notebook. The notebook was close to 3 inches thick.

Superintendent Vis asked the board secretary to type a letter for him and discussed how they were going to distribute checks. The next few minutes were spent shuffling papers and discussing contracts with the board secretary. Vis cleared a space in his office, got a fresh pad of paper, opened his thick three ring notebook, and started writing information to answer his board secretary's questions about insurance premiums. The board secretary asked for a brochure to give the fact-finder. Vis took care of the request and then went back to his desk to work on insurance premiums. He worked a few more minutes until the middle school principal came in for an administrators' meeting which was held every Monday. They had them on Monday so they could include the curriculum director who was shared with two other districts.

At 9:30 a.m. Superintendent Vis poured a fresh cup of coffee in the outer office and came back to get ready for the next meeting. The band director came in to get some information. Vis took time to get it for her. The librarian came in to find out some information about the budget. Vis helped her and then gave the board secretary the information she needed concerning insurance. The curriculum director entered. The three men closed the door at 9:41 a.m. and began their meeting. They discussed a curriculum committee that had been set up, contracts, finances, school board

agenda, a health meeting, and student outcomes. Vis lit up and smoked several cigarettes during the meeting.

Superintendent Vis asked the curriculum director, "Will you be developing the necessary policies?" The discussion then turned toward policy development to meet the New Standards. Vis asked, "Are there any areas in which we'll be making large purchases next year?" He reminded the curriculum director to put code numbers on his purchase orders. Then he asked him which category from Chapter II he would need next year.

The middle school principal talked about field trips and supervision. Vis asked the principal several more questions. About 1/2 hour into the meeting the elementary principal came in and joined the group. Staff development and AEAs were discussed. Vis took a break after which discussion continued on May inservice, wellness, the board meeting, grievances, fact-finding, sharing incentives, and shared superintendents.

One hour after they arrived the curriculum director and middle school principal left. The elementary principal stayed for a few minutes to check on what she had missed and then left. Around 10:30 a.m. Vis started going through the mail. Instead of thinking to himself as he processed he made comments out loud so the researcher could follow his train of thought. Superintendent Vis took a great deal of interest in school legislation. He lit another cigarette as he read the mail.

The acting-head transportation person came into his office to see if Superintendent Vis would sign a form. Vis went to the outer office to discuss a transportation consideration with the board secretary. Another secretary also joined in the discussion. The relationship between Vis and the board secretary was a bit strained.

Vis went back to his office to continue processing mail. He spent several minutes reading some information from the Iowa Association of School Boards (IASB). He went to a counter at the side of the room and filed some of the information in notebooks. Vis appeared to be well organized even though there were several piles of papers in his office.

He routed a survey to his curriculum director. In other districts he had always had his secretary open and sort the mail before he processed it, however, his current secretary was trying to get used to several new expectations so he was opening his own mail. The board secretary stepped into his office to ask how to spell a word. He assisted her then opened a letter from the Department of Education (DOE) telling of matching funds for a project. He immediately called to find out more information. Vis took a great deal of interest in materials that gave hope for financial help.

After 40 minutes of processing and looking through mail, Vis walked over to the teachers' lounge to file mail in appropriate mail boxes. Then he went upstairs to the high school office to

make copies of some financial information. He spent a few minutes touring the school looking for the curriculum director.

At 11:25 a.m. Vis took a 20 minute lunch break. He ate the school hot lunch and sat at the teachers' table. The school's lunch program was exceptional. Vis was visibly proud of their lunch program. A salad bar, which included crab meat, was available every day to all students and teachers along with the main entrees. The lunch room was a cheerful place with high school students, elementary students, and adults all eating together in one room that appeared to be the center of most activities.

After lunch Vis went to the back room for a cigarette and to write a letter to a parent about a financial concern. Eight minutes later the high school principal came into the room. Vis asked the principal if he had any input for the letter and how things were going. The principal replied that a student had been thrown in the shower last week and two teachers had been late for the inservice meeting. At this point a teacher greeted the principal. Both Superintendent Vis and the principal lit up another cigarette.

Fourteen minutes later a secretary came in to ask Vis about a food mixer that was for sale. He quickly went to the office to answer the phone and brought one of the cooks with him. However, by the time he picked up the phone, the line was dead.

At 12:21 p.m. Vis went back to his office, looked over some papers, and filed them in notebooks. He was concerned about an upcoming meeting with the school attorney. Vis rarely walked slowly,

he walked quickly to the teachers' lounge to run some more copies. All of the self-initiated activities on Day 1 were geared toward getting ready for the afternoon meetings. Superintendent Vis went back to his office, greeting the high school principal on the way and talking to the curriculum director.

The high school principal came to the office to discuss a letter. Shortly after a school board member came to discuss fact-finding. The board member had never been through fact-finding and it had been a long time also for Vis, and he was quite anxious about the matter. Together they went over some of the negotiation information. Ten minutes later the board member left and the high school principal came back in to give Vis some information.

At 12:40 p.m. Vis went back to his desk to call the President of PURE to see how the weekend had gone at a Rural Education Conference held at the University of Northern Iowa. He called and talked for 20 minutes, lighting and smoking a cigarette as he did so.

The high school principal came back in and sat down to wait for Vis to get off the phone. A teacher came in to discuss a concern about a field trip.

At 1:16 p.m. Vis went back to the smoke area off the kitchen. One of the cooks came in to discuss some concerns. After 13 minutes Vis went to the teachers' lounge to make a copy of a grievance. He took a break and went back to the office. The students greeted him enthusiastically as he walked through the halls.

Vis waited for the school board attorney. He was supposed to have been there at 1:30 p.m. and he was late. The board secretary came in to ask what he wanted done about a substitute's pay and also to get more information about the payroll. Vis organized papers while he waited for the attorney. He went to the outer office to punch holes and then came back to put them in notebooks. The band director entered, Vis asked her several questions about the recent contest. He wrote down the ratings the kids received and asked her to write an article for the newsletter. He continued shuffling papers, punching holes, and putting them in notebooks. He started getting ready for Wednesday's board meeting and finally went to get the three-hole punch and brought it into his office. He worked on filing information for today's fact-finding meeting commenting that the board attorney was good, but busy, so he needed to prepare a lot of the information himself.

At 2:03 p.m. the high school principal came in with a note about a teacher which he gave to Vis. Vis went back to his desk work. At 2:15 p.m. the school attorney finally arrived. Vis and the attorney discussed the meeting for 1/2 hour, then went to the math room for a scheduled board meeting. The district has three men and two women on the board. The president called the meeting to order at 3:08 p.m. The agenda was approved and Vis introduced the researcher and explained why she was present. Then the attorney proceeded to make sure that each staff member was terminated correctly. Several junior high programs were being eliminated due

to budgetary constraints. Several teachers had asked for continuances. The high school principal told about a grievance he had received. At 3:20 p.m. the board moved for a closed session for purposes of planning strategy for a negotiation meeting. They spent almost 40 minutes getting ready for the fact-finding meeting that was to take place at 4:00 p.m.

At 4:03 p.m. the fact-finder, two Iowa State Education Association (ISEA) representatives, and the board gathered around the tables in the math room. There were 28 people in the room including several teachers and three administrators. First, the Association presented its case. They wanted the insurance pool extended from \$87,000 to \$100,000 and they wanted a \$600 base increase. Several more teachers came into the room. At 5:00 p.m. the Association concluded its case. Everyone took a 5 minute break.

At 5:08 p.m. the school attorney presented the district's position. At 5:48 p.m. he concluded his case. Everyone took another 5 minute break. The purpose of this break was for the ISEA to prepare a rebuttal. Everyone came back into the room and in 23 minutes the meeting concluded.

Day 2. Superintendent Vis arrived at school at 8:05 a.m. He always dressed very professionally. The only priority he listed for that day was to work on contracts, everything except salaries. Vis began his day with a cigarette in the back room. He was a little concerned about the meeting yesterday.

At 8:20 a.m. Vis went back to his office. A student stopped in to have a form signed. He received a telephone call from an educational lobbyist and he talked for several minutes. He discussed the status of a nonprofit organization, where legislators stood on certain issues, pending laws, and the concerns of rural schools.

The board secretary came in to look for the contracts. Vis headed for the teachers' lounge to make copies. He spent 9 minutes in the lounge making copies. He looked over the newspaper, found the names of the legislators on the education committee and wrote them down. He took a break, then proceeded to the back room for a cup of coffee and a cigarette. The high school principal was there and they discussed the fact-finding meeting. At 9:19 a.m. the elementary principal came in. Shortly after the board secretary came to the back room to get Superintendent Vis to answer a telephone call. The call was from another superintendent asking for a reference. Vis spent 7 minutes on the phone after which the music teacher came in to discuss the possibility of getting new risers for the music program.

Vis went to the fourth grade room to get a list from a teacher. Five minutes later he was back in his office and the band instructor was in again, this time to have him sign a form. At 9:48 a.m. Vis proceeded to go through his mail. He went through it quite thoroughly reading several things intently. He usually took care of things right away rather than setting it aside to do later.

Eight minutes later he received a telephone call from another superintendent. He lit a cigarette while they discussed salaries of a shared staff person and legislation. They talked for 9 minutes. The board secretary came in to ask a question about someone's salary. Vis took time to help her, then returned to his desk work, this time filling out a form.

At 10:10 a.m. the custodian came in to discuss a bus schedule and summer supplies. The transportation director was in Europe on a vacation so others were filling in for him. At 10:18 a.m. Vis finished filling out a transportation request and sorting the mail. He took some of the mail into the outer office and gave some of the information to one of the secretaries. The secretary questioned him about a student employee. After discussing her Vis asked the board secretary if she was finished with the teacher contracts. A board member had asked him how much money was spent on substitute teachers and he needed help finding that information for her.

At 10:30 a.m. Vis, who is a Shriner himself, called a man to order tickets for the Shrine Circus for the fourth graders. He then began to put together the information on substitutes.

At 10:52 a.m. he received a telephone call from the board attorney. The attorney and Vis discussed the fact-finding meeting for 15 minutes. Vis hung up, started to do his office work for 13 more minutes, and then went to the cafeteria for hot lunch. After 1/2 hour in the lunch room Vis went to the back room for a cigarette. Vis reflected on a conversation he had with Dr. John Shear from

Harvard University. He had told Vis that he could do more good by staying in a rural school than by moving on to a larger one. This was quite evident as Superintendent Vis has had a good deal of influence on legislation and many of his ideas have been adopted.

The elementary principal was not able to watch the lunch room on Day 2 so Superintendent Vis substituted for her. The duties included wiping the tables after the students had finished eating. Vis finished his lunch room duty around 12:30 p.m.

Back to the back room again for another cigarette and a look at some materials from a recent Rural Education Conference. He used Day 2 to unwind from yesterday's fact-finding session. Vis visited with the high school principal about Phase III.

Twenty-four minutes later Vis went back to his office to work on finding the substitute information for the board member.

Shortly after 1:00 p.m. the high school principal came in for a scheduled meeting. The superintendent and principal discussed curriculum, teacher settlements, schedules, at risk programs, critical thinking, satellite programs, and the substitute schedule. The high school principal left after a 38 minute meeting.

Vis went back to work on the substitute pay. After working for a while he made a phone call to a nearby principal. They talked for 10 minutes after which Vis went back to his adding machine. A person from the community stopped in to pick up some materials. Vis went back to figuring the substitute pay. At 2:46 p.m. he finished putting the information together. He was pleasantly

surprised. They had only used 67% of their budget for substitutes yet this year. He took the list to the outer office for a secretary to type.

Vis took a break and then went into the smoke room to work on a bus schedule with the elementary principal and custodian. The custodian gave him a letter bid on tuck pointing. Superintendent Vis went back to the office at 3:12 p.m. greeting several students on the way.

Once back in the office, he did some cleaning up around his desk, filing some information while looking over other material. The high school principal came in with a file of Phase III projects that he wanted Vis to review that evening. The secretary who had typed the substitute information sheet gave Vis a copy. At 3:30 p.m. he took some information to the teachers' lounge and duplicated copies for about 10 minutes. He left for home at 4:10 p.m.

Four and one-half hours were spent the evening of Day 2 going over Phase III proposals and working on contracts. Vis also spent some time exercising after school.

Day 3. Superintendent Vis arrived at school at 8:10 a.m. He discussed priorities with the researcher for a few minutes and then went to the back room to have a cigarette and sign checks. Vis had put a lot of notes on the Phase III papers. The high school principal came in while Vis was still signing checks. After the checks were signed he started filling out an insurance form. He took time out to visit with one of the cooks who had just come in

with her grandchildren. After 15 minutes Vis took a bathroom break and went back to his office.

He gave his secretary the signed checks as he walked through the outer office. The board secretary came in with a few messages which included an item to put on the school board agenda and notice of an appointment with an insurance man.

Superintendent Vis put some information into one of his large notebooks. He went into the outer office to get some information for the upcoming board meeting. He shuffled through a few papers, then took off for the teachers' lounge to run copies. After 8 minutes running copies he went back to his office to begin reviewing board policy.

The high school principal came in at 9:00 a.m. for a scheduled meeting. Vis found the elementary principal and shortly after the middle school principal came. They discussed the board meeting, trust relationships with staff, and "what's best for kids." At 10:15 a.m. the meeting adjourned.

Vis opened a letter concerning the music contest for next year. He laid it on the secretary's desk in the outer office so she could give it to the music department. Back in his office Vis looked over the Master Contract to check grievance rules.

Last night Superintendent Vis had begun a letter to a legislator concerning the new finance bill. He had just continued his work on that when a Certified Public Accountant (CPA) came in to visit with him about some personal business. After the CPA left Vis

went back to the smoke room to relax. At 11:47 a.m. he ate lunch in the cafeteria sitting at the table with the teachers and other administrators. After lunch he went to the back room and began visiting with the custodian about tuck pointing the building. The high school principal came back and they discussed the upcoming meeting with the AEA director. Vis appeared quite tired today. He had stayed up late last evening processing Phase III proposals.

When Vis arrived back in his office, the AEA director and special education coordinator were waiting. They make calls twice a year to each school in their AEA to see what their concerns are. Vis made the comment that he felt this particular AEA was more administratively oriented than some. They discussed needs assessment, the media center, open enrollment, inservices, the speech clinician, sharing administrators, and AEA personnel. The high school principal came and went during the discussion and the elementary principal came and stayed until after the AEA personnel left. Vis listened much of the time and processed some of the mail during the discussion.

After everyone left, Vis asked the secretary for wage schedules. He went to the teachers' lounge to make some copies and then to the smoke room to have a cigarette. He went back to the teachers' lounge to run off more copies.

Back in the outer office Vis gave the board secretary some mail and distributed some other pieces. The first grade teacher came in and rubbed his back. This has been an emotional and strained

week. It was starting to take a toll on Vis. He sat back and began looking through Education Week. He stood up and removed his jacket then walked to the outer office to give the board secretary some information. They discussed procedures for the board meeting that evening.

Once back in his office he worked with his calculator trying to update material for the board. At 2:46 p.m. the high school principal came in to get him for a break in the smoke area. At 3:00 p.m. the high school principal left. At 3:35 p.m. Vis went to the classroom where the board meeting was to be held and began to set up for it.

He stopped in an elementary classroom where nine teachers were having a party to celebrate one of the teacher's birthdays, then went back to the office to work until time to eat. Vis, his wife, and a board member went out to eat before the board meeting. They were back by 5:50 p.m. so the board could have its pictures taken.

At 6:08 p.m. the board meeting was called to order. Several concerned citizens were in attendance along with several students who were there for a class requirement. The citizens brought up taxes and consolidation. Vis is a strong advocate of the small school. He said, "The biggest advantage small schools can give is their personal concern for each child." He also said that he could better serve the district by spending more time in Des Moines influencing legislators; however, he felt constrained by the

districts tight financial situation. He warned the group in attendance that things would get much worse in 2 years when reapportionment comes. When people still pushed the tax question, Vis replied, "I can sympathize with you, I lost a lot of money in business." At 8:15 p.m. the board took a break. The conversation, which had started out quite negative, had ended on a little more positive note. The citizens appeared to feel better after they had their say.

The board reconvened at 8:24 p.m. and began in earnest on agenda items. At 9:00 p.m. the government teacher nodded to the high school students that they had stayed long enough. They immediately left. The discussion turned to the possibility of sharing the superintendent with a neighboring district. Vis had served as superintendent in a district north of his present one for 14 years. They had an opening again and were in discussion with him and his district about the possibility of sharing. A negotiations update was given. Everyone took another break at 9:33 p.m. All the board members had a large book of material in front of them. A mother said she would like to sponsor a bike-a-thon to help pay book fees. At 10:48 p.m. the meeting adjourned. Superintendent Vis went downtown to have coffee and work on his minutes. He went home at 1:30 a.m.

Day 4. Superintendent Vis had some very late nights this week. He didn't get to school on Day 4 until 9:47 a.m. He immediately went to the smoke room for a cup of coffee. He visited

for 20 minute with the custodian about issues brought up at the board meeting last night. Vis appeared to tackle things immediately. If an issue came up, he tried to take care of it quickly rather than putting it off. He was very open with the custodial staff. (Quite a bit of the business last night dealt with policy and the custodial staff.)

The high school principal came back to the smoke room. Vis remarked that the only thing normal about this week was that no week was normal. At 10:27 a.m. he left the smoke room, took a break, and went back to his office to discuss the priorities of the day with the researcher.

A new sales person entered. The old salesperson had died of cancer. After the salesperson left Vis said "I know I have to stop smoking." He commented that he had stopped, but once, when under a great deal of stress, someone offered him a cigarette, he took it and has been smoking ever since, even though he appeared to feel guilty about it.

Superintendent Vis went to the outer office to get some information from his board secretary, then he went back to his office and began reading the proposed new finance bill. The new bill did not appear to be favorable to rural schools. He felt the intent of the bill was to speed up consolidation.

The music teacher came in to borrow a book at 11:23 a.m. Shortly after Vis went to the hot lunch room. A teacher reminded him that the senior citizens were coming today. Vis went to the

music room to help them set up for the senior citizen program. They moved equipment from the music room to the gym. He set up microphones with the help of a custodian. Vis ate lunch, went to the back room for a cigarette, and then went to the gym to visit with senior citizens. Twenty-two came to hear instrumental and vocal contest pieces and then eat.

Usually Vis wore a suit or sports coat, however, this was the first day of the observation week that he had not. He appeared a little uncomfortable in front of the senior citizens without his jacket. He shook the hand of the band director. He held the door for the community people as they went to the lunch room, then helped put equipment away.

Vis went to the smoke room to have a cigarette. He commented that he would like to have the senior citizens see a "Sunrise" program. It was a program in the elementary school introduced by the new elementary principal. Vis was quite proud of it. The elementary principal came in and said that the teachers had given her a big bouquet of flowers.

Superintendent Vis mingled with the senior citizens. As the high school students were passing the lunch room one high school girl told her friend, "Wait, wait, I have to say hi to Grandma."

Vis went to the back room for a cigarette. From there he went to the teachers' lounge to look for the custodian. He found him in the hallway and asked if he had picked up the mail yet. He

had not, so Vis said he would get it. He then proceeded downtown to the post office and picked up a large container of mail.

As Vis picked out his mail he explained to the researcher that this had been a week of crises. When asked if he enjoyed crises, his reply was, "Oh, yes!"

After working with the mail for several minutes, Vis tried to return a call to a board member but the line was busy. He looked through the local paper, then tried to call the board member again, and got through. But she had not returned from lunch yet. One of the secretaries came into the office to give Vis a paper. He had her take care of some of the mail. A big box is kept next to his desk in which he puts material to read at home. He finally reached the board member. She had a question about a position in another school. Vis gave her the information she wanted.

Superintendent Vis reflected on the need to start updating all policies to meet the New Standards. At 2:23 p.m. the high school principal came in for an unscheduled meeting. The two discussed next year's administrative positions. The middle school principal joined the discussion. Forty-one minutes later the high school principal left. Vis commented that he always tried to lead the board. Shortly afterwards the middle school principal left. Vis walked out to where the busses were loading. He walked up and down the row of five busses visiting both with drivers, students, and teachers. Twenty minutes later he returned to the outer office where he visited with two secretaries and a teacher. He went to

his office and packed his mail into his "portable office," a big box that he takes home every evening, and left for home at 3:50 p.m. Vis made the comment on Day 4 that, "College professors can play with theories all they like and they don't have to worry about whether they really work or not."

Day 5. Superintendent Vis arrived at school at 8:20 a.m. He had stayed up until 3:00 a.m. writing a letter to a legislator concerning sharing, working on the school newsletter, and working on the board agenda for Monday. He spent 5 1/2 hours working at home on school concerns.

The custodian came in to give Vis some information. He is the acting transportation director while the actual one is taking a vacation in Germany. Vis gave the letter he worked on last evening to a secretary to type. He then proceeded to the kitchen to get a cup of coffee and talk to the cooks. After a few minutes there he went to the smoke room to have a cigarette. The high school principal and a board member were discussing Phase III applications. Vis entered into the discussion. The topic changed to the board meeting.

At 8:49 a.m. the Superintendent and the board member went back to the office. Vis sat behind his desk and began reading information from the board meeting to the board members. He was trying to get a consensus on what he wrote. Discussion centered on the possibilities of sharing and some of the events of the past week. Superintendent Vis commented, "It's been a rough week."

It's fun and enjoyable to fight hard if you know you have people behind you. Your skin gets tough in this job." Discussion then went to the financial status of the district. Should they put the enrichment tax on the fall ballot? Should they eliminate programs, teachers, or share with a nearby district? They even discussed the possibilities of dissolution. They decided they were fighting little fires in their district but there were big fires in Des Moines. The board president left around 9:30 a.m.

Vis took a break and visited with the researcher about priorities. The cook came in to ask if they could sell extra deli sandwiches they were serving today. They decided to charge \$1.00 for an extra sandwich.

Vis commented that he would rather do his busy work at home and spend time during the day with his staff. He referred to that as "quality time." City hall called to tell him that they had passed an ordinance to block off the road in front of the school. The secretary stopped in to give him a message. At 10:05 a.m. Vis walked to the kitchen. He visited with the five cooks and then went to the back room. He read a letter from an attorney while he lit a cigarette. The high school principal came in and asked if he was O.K. Vis told him that when he had been a principal he had been responsible for hot lunch, busses, and custodians as well as regular principal duties.

Vis commented, "I put a tremendous amount of priority on written communications with the public. I like to know where we are headed

in terms of budget. It's important for the principal to know where things are coming from in the budget." He felt that everyone should know his/her budget codes. The discussion continued as to what were the principal's responsibilities and what were the superintendent's.

The middle school principal came into the smoke room. Vis began processing mail while they visited. The discussion went to school sports and Phase III proposals. They, too, discussed the responsibilities of the principal and the superintendent. A secretary came in and sat down for a few minutes. A young lady from city hall came to give the superintendent a notice about closing the street in front of school. Vis asked her about state standards and the closing of the street. The young lady left and he turned back to the middle school principal. A teacher came in and asked Vis for a list of bills in the legislature now. He said he would put a copy in his mailbox. A bus person came in to have him sign a requisition form. Discussion went to the concerns of a school car that needed new tires, then back to the future of the school. At 10:52 a.m. Vis left the smoke room, took a break, and went back to his main office.

The music teacher stopped to get some information. Vis found the articles the teacher had asked him for and was going to walk down to the teachers' lounge to make copies. Before he left another teacher came in with some information about new risers for the music class. Vis checked the music activity account. The teacher left and he proceeded to the copy machine. He made copies for the

government teacher and tried to deliver them. The teacher was not in his room so he put a note on them and put them in his mail box.

At 11:25 a.m. Vis ate lunch. He visited with teachers and students and in approximately 1/2 hour was back in his office.

Superintendent Vis was informed that a drain was plugged in the boiler room. He immediately went to the bus barn to find the custodian. On the way several little children stopped him because a fence was coming down. The superintendent tried to fix it while the children all denied that they had anything to do with breaking it. He could not find the custodian so he went to the boiler room himself to check on the drain. The room was filling up with water. He went to the kitchen and told them not to run garbage in the disposal until the "Roto-Rooter" man came.

At 12:15 Vis decided that he could not do any more until the custodian or "Roto-Rooter" man came, so he sat down to have a cigarette. A few minutes later the custodian did come and tried to unplug the drain. Vis left the drain to the custodian and took off to find the high school principal. He commented that there were often minor crises in the process of big crises. He admitted to the researcher that one of his weaknesses was a lack of knowledge of busses and vehicles and also some of the physical plant problems.

Vis went back to the office. There were some messages lying on his desk which he immediately began processing. The first was to return a telephone call from a solicitor. He called and told the person he was not interested in his product at this time and

hung up. He had a message to call another company, but did not feel like it at that time. Instead, he read through a letter. Then he got up and walked to the teachers' lounge to make copies of the city ordinance. There was a line of both teachers and secretaries waiting to make copies by the time he was finished. At 12:37 p.m. he went back to the smoke room, lit a cigarette, and began writing on the copies he had just made.

Five minutes later Vis left the smoke room to go back to the office. He signed some checks in the outer office then went back into his own office to do desk work for ten minutes. He processed some mail, disposing of some of it. Then he began reading notes for the newsletter that he wrote at home the evening before.

He reflected on the observed week remarking that the fact-finding was not a routine occurrence; the board meeting was fairly routine, but it was unusual to have had so many community members present; it was also unusual to have had 1 1/2 hours of comments from the community. He felt the little problems had been pretty typical and the hours he had put in were close to normal. There were very few nights that he did not do some work at home. He felt he had not corresponded with the legislature as much this year as he usually did. He stated that the superintendent's work often came in cycles. January and February were usually spent putting figures together. He said that he had to watch the budget more closely this time of the year. (The observation was done in April.) The meeting with the principals was normal. Vis related

that he normally played it safe when calling off busses because of weather. He said neither his telephone calls nor his mail had been as heavy as normal this week. He commented that the researcher had had little effect on any of the events that had occurred the past week. He also mentioned that he had enjoyed the opportunity to reflect on his activities with the researcher.

The board secretary came in with a letter she wanted Superintendent Vis to check. The elementary principal stopped in to give him a message.

Vis spent a good deal of time developing and reporting the progress of goals for the district. He had developed 11 that he was specifically working on this year:

- 1) Curriculum and staff development
- 2) Raising expectations
- 3) Pass the enrichment tax
- 4) Develop a 10 year operation and maintenance plan
- 5) Develop a survey instrument
- 6) Develop committees on the board of education
(curriculum and staff development, negotiations, transportation,
and operations and maintenance)
- 7) Increase school volunteerism
- 8) Establish an education committee
- 9) Provide input to the legislature
- 10) Develop support for the school
- 11) Put the school district on a fiscal year basis.

Normally he told the principals to set only two or three goals instead of so many.

At 1:47 p.m. the board secretary brought in several items. Shortly after the insurance agent came in. Together they went through the insurance premium. The insurance agent went over the whole policy with Vis, asking many questions. Both the board secretary and the superintendent spent much of the afternoon looking up information to give the agent. Ninety-three minutes after the agent came Vis signed a form and the agent left.

Superintendent Vis walked out to the busses in front of school. He tried to get out there every afternoon. Again he walked up to each bus to visit with the driver and talk to the students. He went back into the school and toured it. He said he liked to say good-bye to the teachers for the week end.

Vis commented that one of the things he enjoyed most about being a superintendent was the hiring of new people and training them for their work. He had hired five new people since coming to this system. He felt they were all very good. Vis was sympathetic toward research projects. He was the only one of the five observed superintendents who had a doctorate. Vis considered weekends to be a time of recovery. This week had been trying emotionally and he was obviously looking forward to the weekend.

Appendix J-2

Superintendent Vis: Behavioral Characteristics

Smoked
 Found peoples strengths/expected work from employees
 Kept on top of legislation
 Was well organized
 Delegated
 Friendly
 Went directly to the problem
 Listened
 Ran copier
 "No week is normal"
 Drank coffee
 Tried to "shape things up" (pain of change)
 Over-informed (superintendent's report/newsletter)
 Tried to take good care of himself
 Wrote while talking on the phone (polycronics)
 Challenged by conflict
 Goal oriented
 Community oriented
 Had good relationship with custodial staff and cooks
 Liked to get a "feel" of community
 Used team approach with administrators
 Positive
 Trusted
 Concerned about staff and kids
 Conflict with staff person
 Visionary
 Helped teacher set up for senior citizens' program
 Practiced situational leadership
 Believed in small schools
 Financial expert
 Tried to raise expectations (stretching for excellence)
 Stood behind staff
 Backed facts with statistics
 Distrusted
 Asked questions
 Chewed gum
 Dressed professionally
 Took part in menial activities (watched lunch room for principal)
 Liked to get the brightest and best teachers when they came out of school
 Appreciated his business experience
 Read daily paper
 Spent time on policies
 Relaxed during weekends
 Tried to respond to surveys
 Was goal oriented
 Had a "power wall"
 Did not use a computer personally
 Kept public informed
 Was a risk-taker

Spent time planning
 Worked on staff communication
 Was highly educated (had Doctorate)
 Was consistent
 Kept school board informed about budget
 Kept things confidential
 Was a gatekeeper
 Was fatherly
 Put in "quality time"
 Talked softly
 Used parents when possible to help
 Constantly looked for new money
 Liked nice things
 Moved quickly
 Was a Shriner
 Had developed a thick skin
 Took jacket off while working in office
 Didn't feel like an executive the week he was observed
 Was a consultant and had done professional writing
 Clarified
 Knew he was good
 Did not always follow open door policy
 Did busy work at home/spent time with people during the day
 Admitted lack of knowledge about busses and physical plant
 Played it safe when cancelling school
 Liked to train people his way

Behavioral characteristics were determined from observation.
 The more times mentioned in the notes, the higher on the list the item was recorded

Appendix J-3

Superintendent Vis: Daily Priorities

Day 1

1. Get ready for fact finding meeting at 3:00 p.m.
 1 128 minutes completed am. and p.m.

Day 2

1. Work on contracts (everything except salaries)
 1 152 minutes partially completed a.m. and p.m.

Day 3

1. Meeting with AEA administrator at 12:30 p.m.
2. Tax man coming (personal)
3. Review board meeting
4. Short meeting with principal

1	122 minutes	completed	p.m.
2	19 minutes	completed	a.m.
3	68 minutes	completed	a.m.
4	31 minutes	completed	a.m.

Day 4

1. Write newsletter
2. Continue working on contracts

1	330 minutes	partially completed	p.m. and the next a.m.
2	0 minutes	not attempted	

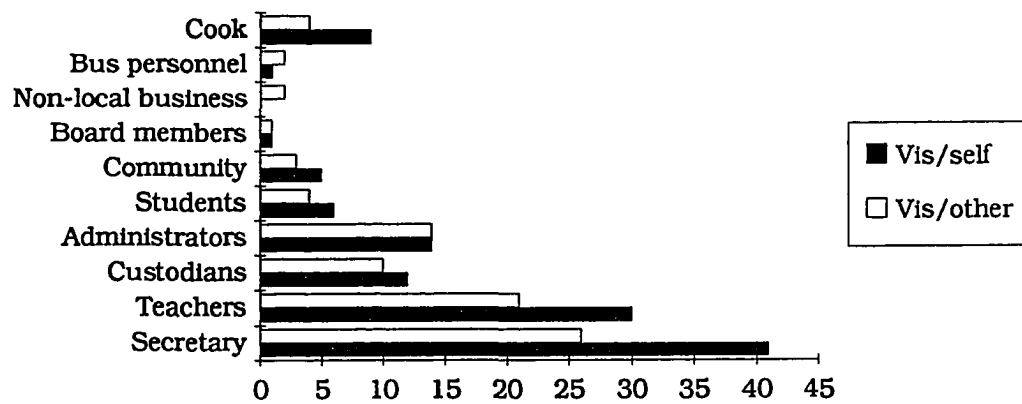
Day 5

1. Finish writing board report (for newsletter)
2. Work on contracts

1	18 minutes	completed	p.m.
2	0 minutes	not attempted	

Appendix J-4

Superintendent Vis: Unscheduled Contacts

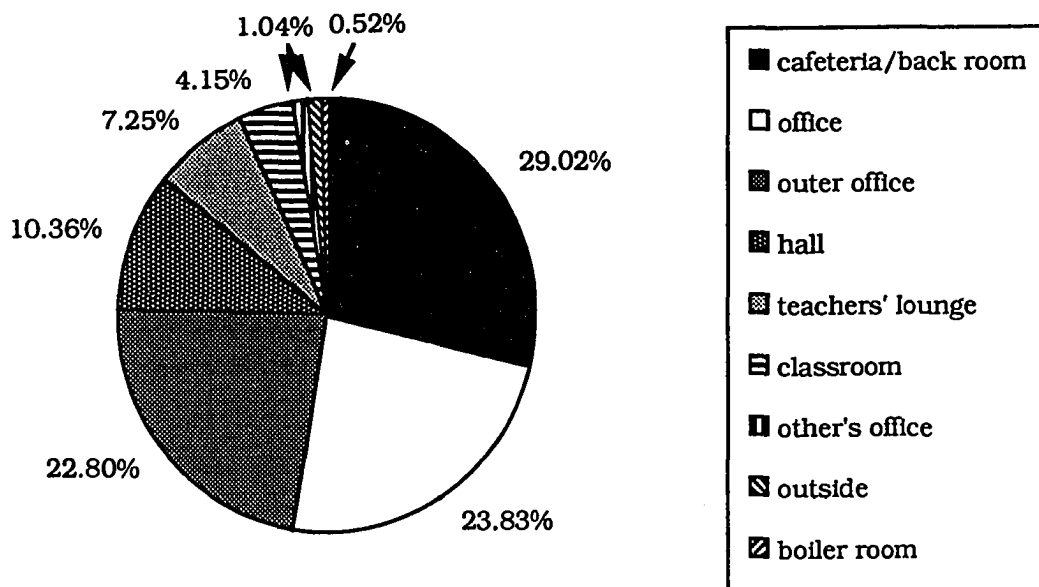


Self = self-initiated contacts

Other = contacts initiated by others

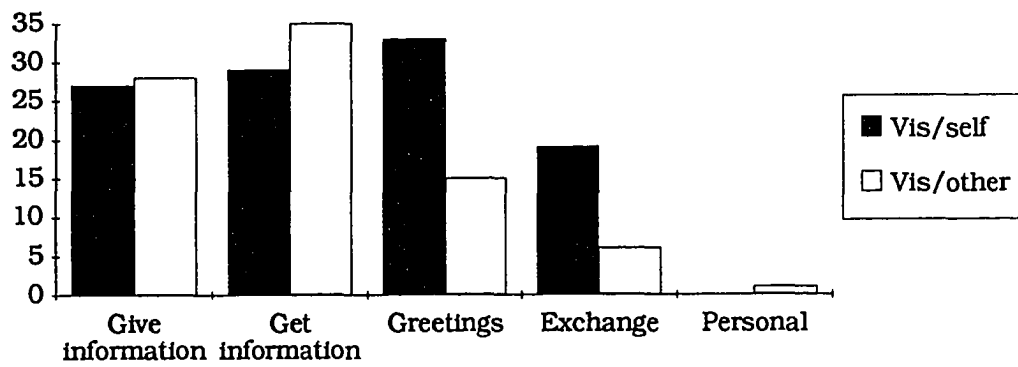
Appendix J-5

Superintendent Vis: Location of Unscheduled Contacts



Appendix J-6

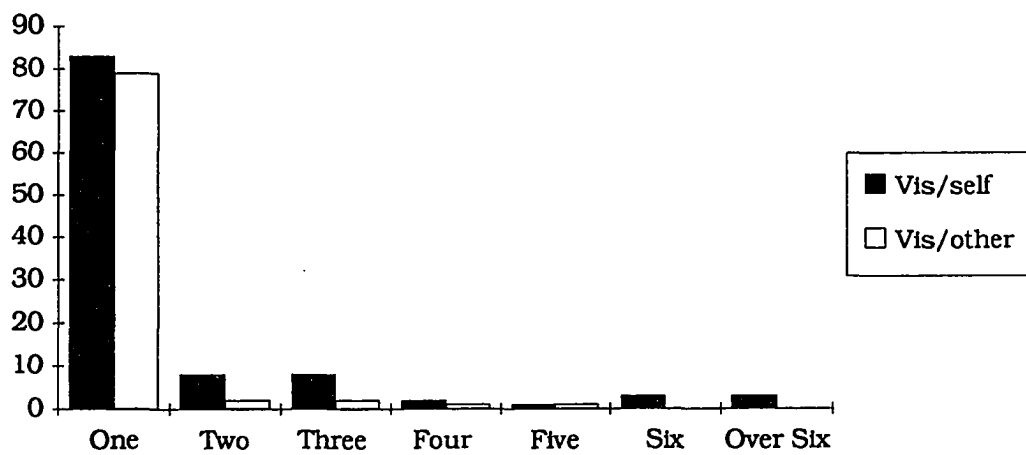
Superintendent Vis: Purposes of Unscheduled Contacts



Self = self-initiated contacts

Other = contacts initiated by others

Appendix J-7

Superintendent Vis: Number of People Involved
in Unscheduled Contacts

Self = self-initiated contacts

Other = contacts initiated by others

Appendix J-8

Superintendent Vis: Telephone Contacts

	Self-initiated	Other-initiated
Non-local business	1	0
Other schools	1	1
Local administrators	0	2
Board members	2	0
Attorney	0	1
Local official	0	1
Professional organizations	1	1
Fraternal organizations	1	0

Appendix J-9

Superintendent Vis: Activities Occurring
in Central Office

Interaction with local administrators	218 minutes
Board policies/concerns	141 minutes
Telephone (talking and looking for numbers)	113 minutes
Insurance concerns	102 minutes
Reflection	97 minutes
Mail	89 minutes
Finding information for board member on sub's pay	84 minutes
Priorities	67 minutes
Reading	56 minutes
Interaction with secretaries	54 minutes
AEA concerns/semi-annual meeting with administrators	49 minutes
Budget work	41 minutes
Personal	19 minutes
Legislative letters/concerns	13 minutes
Cigarette lighting	13 minutes
Interaction with custodian	9 minutes
Interaction with cook	5 minutes
Interaction with sales person	5 minutes
Interaction with students	3 minutes
Interaction with bus person	2 minutes
Interaction with community person	1 minute

Appendix J-10
Superintendent Vis: Activities Occurring
in Outer Office

Interaction with secretaries	36 minutes
Punching papers	11 minutes
Miscellaneous	9 minutes
Interaction with teachers	7 minutes
Interaction with custodians	4 minutes
Got coffee	2 minutes

Appendix J-11

Superintendent Vis: Length and Number of Contacts

	Time in minutes	Number of contacts
Secretaries	94	65
Teachers	129	51
Custodians	135	22
Local business people	94	2
Local administrators	494	37
Non-local business people	7	3
Other administrators/schools	16	2
Community people	35	6
Area Education Agency	122	1
Students	35	11
Board members	63	5
Personal	19	1
Cooks	33	12
Local officials	5	2
Professional organizations	48	4
School attorney	47	2
Bus people	27	3

Contacts were not included during a board meeting, a closed session board meeting, and fact finding meeting on Day 1. Neither were contacts recorded during a board meeting the evening of Day 3.

Appendix J-12

Superintendent Vis: Senders of Correspondence

	Totals sent
Solicitors	15
Self written memos	12
Department of Education/Dr. Lepley	8
Colleges/Universities	7
Iowa Association of School Boards	5
Financial concerns	5
Journals/Newsletters	5
Athletic concerns	3
Attorney	2
Local officials	2
Teachers	2
AASA	1
Professional educational organizations	1
Applications	1
Other schools	1
TOTALS	70

Report Form for Myers-Briggs Type Indicator*

Name: _____ Sex: M ☒ F ☐ Age: 47 Other: _____ Date: 8/21/89

	POINTS FOR
EXTRAVERSION	16
SENSING	4
THINKING	27
JUDGING	15

	POINTS FOR
INTROVERSION	10
INTUITION	21
FEELING	0
PERCEPTIVE	14

PREFERENCE STRENGTHS

TYPE E N T J

Indicator questions deal with the way you like to use your perception and judgment, that is, the way you like to look at things and the way you like to go about deciding things. The answers given reflect four separate preferences called E, S, T, and J. The profile above shows your score on each preference. The four letters of your "type" tell how you came out on all four preferences. What each preference means is shown below.

E An E for extraversion probably means you relate more easily to the outer world of people and things than to the inner world of ideas.

S An S for sensing probably means you would rather work with known facts than look for possibilities and relationships.

T A T for thinking probably means you base your judgments more on impersonal analysis and logic than on personal values.

J A J for the judging attitude probably means you like a planned, decided, orderly way of life better than a flexible, spontaneous way.

I An I for introversion probably means you relate more easily to the inner world of ideas than to the outer world of people and things.

N An N for intuition probably means you would rather look for possibilities and relationships than work with known facts.

F An F for feeling probably means you base your judgments more on personal values than on impersonal analysis and logic.

P A P for the perceptive attitude probably means you like a flexible, spontaneous way of life better than a planned, decided, orderly way.

Each combination of preferences tends to be characterized by its own set of interests, values and skills. On the back of this page are very brief descriptions of each type. Find the one matching your four letters and see whether or not it fits you. If it doesn't, try to find one that does. Whatever your preferences, of course, you may still use some behaviors characteristic of contrasting preferences, but not with equal liking or skill. This tendency may be greater if preference strength on a scale is low (under 15). For a more complete discussion of the types and their vocational and personal implications, see *Introduction to Type* by Isabel Briggs Myers, or consult your counselor.

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Superintendent Vis: Personality Profile

Appendix J-13

	SENSING TYPES		INTUITIVE TYPES	
INTROVERTS	ISTJ Serious, quiet, earn success by conscientiousness and thoroughness. Practical, orderly, matter-of-fact, logical, realistic and dependable. See to it that everything is well organized. Take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions.	ISFJ Quiet, friendly, responsible and conscientious. Work devotedly to meet their obligations. Lend stability to any project or group. Thorough, painstaking, accurate. May need time to master technical subjects, as their interests are usually not technical. Patient with detail and routine. Loyal, considerate, concerned with how other people feel.	INFJ Succeed by perseverance, originality and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear convictions as to how best to serve the common good.	INTJ Usually have original minds and great drive for their own ideas and purposes. Intuitive that appeal to them, they have a fine power to organize a job and carry it through with or without help. Skeptical, critical, independent, determined, often stubborn. Must learn to yield less important points in order to win the most important.
	ISTP Cool onlookers—quiet, reserved, observing and analyzing life with detached curiosity and unexpected flashes of original humor. Usually interested in impersonal principles, cause and effect, how and why mechanical things work. Evert themselves no more than they think necessary, because any waste of energy would be inefficient.	ISFP Retiring, quietly friendly, sensitive, kind, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. Often pleased about getting things done, because they enjoy the present moment and do not want to spoil it by undue haste or assertion.	INFP Full of enthusiasms and loyalities, but seldom talk of these until they know you well. Care about learning, ideas, language, and independent projects of their own. Tend to undertake too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings.	INTP Quiet, reserved, impersonal. Enjoy especially theoretical or scientific subjects. Logical to the point of hair-splitting. Usually interested mainly in ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interest can be used and useful.
	ESTP Matter-of-fact, do not worry or hurry, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. May be a bit blunt or insensitive. Adaptable, tolerant, generally conservative in values. Dislike long explanations. Are best with real things that can be worked, handled, taken apart or put together.	ESFP Outgoing, easygoing, accepting, friendly, enjoy everything and make things more fun for others by their enjoyment. Like sports and making things. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things.	ENFP Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.	ENTP Quick, ingenious, good at many things. Stimulating company, alert and outspoken. May argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Apt to turn to one new interest after another. Skillful in finding logical reasons for what they want.
EXTRAVERTS	ESTJ Practical, realistic, matter-of-fact, with a natural head for business or mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organize and run activities. May make good administrators, especially if they remember to consider others' feelings and points of view.	ESFJ Warm-hearted, talkative, popular, conscientious, born cooperators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Little interest in abstract thinking or technical subjects. Main interest is in things that directly and visibly affect people's lives.	ENFJ Responsive and responsible. Generally feel real concern for what others think or want, and try to handle things with due regard for other people's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism.	ENTJ Direct, frank, decisive, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well-informed and enjoy adding to their fund of knowledge. May sometimes be more positive and confident than their experience in an area warrants.

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Appendix K

Data Concerning Superintendent Korver

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Appendix K-3	Superintendent Korver:	Daily Priorities
Appendix K-4	Superintendent Korver:	Unscheduled Contacts
Appendix K-5	Superintendent Korver:	Location of Unscheduled Contacts
Appendix K-6	Superintendent Korver:	Purposes of Unscheduled Contacts
Appendix K-7	Superintendent Korver:	Number of People Involved in Unscheduled Contacts
Appendix K-8	Superintendent Korver:	Telephone Contacts
Appendix K-9	Superintendent Korver:	Activities Occurring in Central Office
Appendix K-10	Superintendent Korver:	Activities Occurring in Outer Office
Appendix K-11	Superintendent Korver:	Length and Number of Contacts
Appendix K-12	Superintendent Korver:	Senders of Correspondence
Appendix K-13	Superintendent Korver:	Personality Profile

Appendix K-1

Superintendent Korver: Weekly Log

Day 1. Superintendent Korver arrived at the office at 6:45 a.m. to work on a painter contract. The district was going to hire painters this summer instead of having custodians do the work.

Busses began checking in on their radios at 7:30 a.m. Superintendent Korver sat at his desk and answered them. He had the bus radio on a counter to the right of his desk. His office was arranged very efficiently, a combination board room and superintendent's office. A partition could be pulled to separate them into two rooms. His large desk faced the board room area. There were counters that ran from his desk back and then behind him. To Korver's left was a large cupboard. His chair was on rollers and he could get to any part of his work area in a second by just giving his chair a shove. He had a private bathroom right off the board room. He had two doors leading into his office. One went into the hallway and the other led into the center office where two secretaries had their desks. There was a small lounge area off the secretaries' central office and adjacent to that was the high school principal's office complex. Korver discussed his priorities for the day with the researcher. One of the district's students had committed suicide the previous week. Much of the week's activities involved regrouping after the tragedy.

The high school principal came in at 7:33 a.m. He had a message for the superintendent to give to the bus drivers.

The elementary students recently won the Iowa Bowl Future Bowl. They were preparing to go to national competition in Michigan. It was the 1st year they had been involved in the program. However, they had been involved in higher order thinking skills for some time.

Superintendent Korver received a phone call; it was a message for a bus driver about a student who would not be riding. He said in the winter he would often get more than 10 such messages a morning.

He received another call at 7:48 a.m. A person called about rumors surrounding the suicide. People were afraid that it was cult related. The superintendent assured the caller that the rumors were unfounded.

At 7:54 a.m. one of his secretaries looked in to greet the superintendent. Korver began writing the tentative agenda for an administrative meeting that was to be held later that day. He called his secretary to get several papers he wanted to have duplicated, the agenda, some insurance information, and an asbestos report. The district had had all their asbestos removed in the last 2 months and now they were asbestos free.

Superintendent Korver filled his coffee cup and moved over to the board table to get ready for an inservice meeting that had been scheduled last week and was postponed because of the suicide. Individuals started coming in around 8:00 a.m.: the wellness director, the elementary principal, another teacher, the high school

principal, and two more teachers. Korver was chosen to be the chairperson of the inservice committee. It appeared that he made decisions easily and was a capable organizer and leader. He said, "Let's look in review at the year, what was successful in inservice?" The meeting continued smoothly for 1/2 hour with Korver summarizing frequently. A time was set for the next meeting, the present one was adjourned. The meeting was a result of the new Staff Development standard.

After the meeting Korver quickly put all the materials in their proper places. A teacher came in to get Superintendent Korver's signature on a form to renew her teacher's certificate. The head custodian came to the door to talk about painting and a field trip.

Korver had four neat piles of paper and a calendar on his desk. A three-ring paper punch was nearby. He punched the staff development information and put it in a three-ring binder. The cupboard to the left of his desk was filled with three-ring binders, all neatly labeled.

The next scheduled meeting was to occur at 9:00 a.m. Korver went to the vault to get a file labeled "Painting File." He went to the mailboxes in the outer office (the central office where the two secretaries worked) and put some routed mail in the appropriate boxes.

Superintendent Korver explained that he had chaired several NCA evaluation teams in the past. He took his name off last week because of some upcoming obligations.

He did a little paperwork as he was waiting for the next meeting. He signed the form the teacher had given him.

The secretary stopped in to tell him that the painter was here. Korver told her to get the custodian. He took a break then proceeded to the music room to check on paint that was peeling. The painter, the custodian, Korver, and the band instructor discussed the walls of the band room and how to handle them. Korver listened for awhile, then he made a decision and moved into the hallway. He walked very quickly. He concluded his business with the painter and went back to his office.

Once back in the office Korver sorted through some papers on his desk. He punched holes in the announcements and put them in a three-ring binder. At the end of the year he would have them permanently bound. He did that so he would have a check from the year before and if a new person had to come in they would have a pattern to follow. At the end of the second year he would dispose of them.

Korver made a phone call but did not get an answer. He got up to get another cup of coffee. He laid some materials on his secretary's desk. All had messages on them as to what needed to be done.

He received a phone call from a nearby district's superintendent. They discussed the suicide and then set up a meeting tomorrow to discuss sharing sports.

At 9:44 a.m. Korver went to the lounge off the outer office. The athletic director, high school principal, and three secretaries were drinking coffee and eating rolls. Superintendent Korver joined them for a few minutes then went back to this office.

The high school principal came in and discussed awards for students, graduation, the leave of a staff member, and counselor applications. Korver gave the principal a note telling him to call a couple of newspapers and give them some information concerning speakers for graduation. The principal left and Korver started processing the day's mail.

Superintendent Korver asked one of the secretaries to bring some insurance information to the office. He received a telephone call from a university professor asking him for advice concerning a position in his college. At the conclusion of the 12 minute call Korver summarized the conversation while talking to the professor.

The secretary gave him a message from the elementary principal. There was no heat in the elementary building. Korver went back to processing mail. Ten minutes later the secretary told Superintendent Korver that the principals would be able to meet at 1:00 p.m., then the other secretary came in with the insurance information he had requested.

Korver took a break and then answered a telephone call from a board member who wanted to know more about the suicide. The superintendent again denied that it was cult related. After 7

minutes he hung up and proceeded to punch holes in some asbestos information he had just received in the mail. He put the information in a three-ring notebook and then picked up the latest Dispatch (a publication from the Iowa Department of Education), and began reading it.

Superintendent Korver had a notepad on his desk and every time he said that he would do something, he wrote it down on the notepad and usually proceeded to take care of the concern immediately. A secretary told Korver that a parent of a private school student had called about drivers' education. He wrote a note on his small pad and then checked into the concern immediately by calling the teacher involved. He hung up, wrote another note, and made another phone call. Then he called the parent back and gave her the information about drivers' education. Korver commented, "The more times you set things aside, the more time it takes in the long run." Obviously he practiced what he said. He wrote another note and then called one of the secretaries into the room so he could give her some information concerning funding for Talented and Gifted.

The secretary came in with a note from a school that wanted to share cross country track. Korver told her to put the note in the coach's mail box. Then he asked, "Would you get me that non-public transportation file?" The secretary brought it to him. Korver filled out a claim for an unemployment insurance application then congratulated the music teacher, who had just walked by, for

her recent successes. He walked to the outer office and gave the secretary a form to send to the Iowa School Board Association.

Korver went back to his desk to work on the next item of business. Someone called in to the office on the two-way radio from one of the school's cars. Korver said "check." Their radio system covered 35 miles which included their whole conference because they were located right in the center of it. He proceeded to check out the non-public transportation concern.

Korver took a break. At 11:36 a.m. a neighboring superintendent called about a possible cult. Korver explained how they had handled the suicide. He also suggested that the superintendent call his high school principal who had more information. Other procedures they had followed were to be truthful, don't call an assembly, and deal with those who need it. He said we do not know why and we may never know. Korver had had deaths in his school before, but he had never before dealt with a suicide.

Korver went back to working with the bus information. At noon he put the file on his financial secretary's desk so she could complete the work. Then he proceeded to go through counselor credentials. He put them in three piles: (a) possibilities, (b) slim possibilities, and (c) withdrawn. Normally he would let the principals go through and select the ones they wanted to interview. The elementary principal stopped in and laid the information for this afternoon's meeting on the table. Korver continued to systematically go through the applications. Three of

the applicants had withdrawn their names because they felt the pay scale was not high enough. Korver was not overly enthusiastic about any of the applications so far. The custodian stopped in to see him. They discussed some chairs they were going to sell to another school. Korver kept a salvage file which they looked through.

At 12:30 p.m. Korver went to the lunch room. Serving had already stopped so he went into the kitchen area to fill his plate. After 20 minutes in the lunch room he went home for 5 minutes for a personal break.

When he came back he spent a few minutes in the outer office discussing the private school busing costs with his financial secretary. He went into his office and wrote a note to prepare a memo for the staff dealing with insurance.

At 1:02 p.m. a scheduled administrative meeting began in Superintendent Korver's office. It lasted for over 2 hours and followed a preset agenda. The elementary and secondary principals and Korver discussed the elementary reading program, candidate information, a sale, the summer weight program, signs, needs assessment write-up, suicide repercussions, a field trip, a meeting to be held tomorrow, cult concerns and rumors, a computer in special education, AEA, New Standards, special education compliance check, Phase III, upcoming meetings, scholarships, surplus equipment, summer sports tickets, school calendar, summer school, school hand books, policy writing, RAGBRAI, preschool/day care, the physical

arrangement of rooms in the elementary building, changes for next year, purchase orders, and problems arising from the suicide; i.e., what to do with the young man's cap and gown, prom pictures, records, and diploma. Toward the end of the meeting the secretary told Korver about a call. He told her that he would call the person back in about 5 minutes.

As soon as the meeting adjourned Korver returned the call the secretary had told him about. He took a break after which a custodian came in to talk about a bid on pipe for a batting cage. The secretary came in to have Korver sign a form, then the high school principal came to ask a question. The financial secretary had processed the information concerning private school bus compensation. Some certificates were picked up by the elementary principal. Korver went to the lounge for some juice.

The superintendent had several interactions with his secretaries. He called the mother who had asked him about the private school transportation reimbursement after which he wrote out instructions for the financial secretary and took them to her in the outer office. Upon his return to his office he proceeded to clear the materials off the board table. He commented that administrative meetings were held whenever necessary. He also said that it would be nice to be in a central office. It was so hard to keep the principal's and superintendent's duties from overlapping.

The financial secretary came in to check on what needed to be sent after which the high school principal came in with another suicide concern. The parents of the student were separated and both wanted his diploma. The telephone rang and Korver visited with someone for almost 10 minutes. After he hung up he called the Department of Agriculture to see if they had any Iowa mementoes for the students to give away when they went to the National Problem Solving contest. It was a tradition for students to exchange state mementoes at the contest. Korver had contacted the Department of Transportation for maps and had also talked to the Governor's office. He was hoping to find around a half-dozen items for the students to take.

At 4:06 p.m. Korver poured a cup of coffee then answered the telephone. All the secretaries had gone home by this time. The message had to do with the booster club. Korver went home at 4:30 p.m. but he returned at 6:45 p.m. He took some materials out for the next day's work, then from 7:30 p.m. to 9:00 p.m. he went to a school musical concert. After the concert he went back to his office to work on correspondence and materials for Day 2. He left for the evening around 9:45 p.m. That evening he signed over 40 diplomas.

Day 2. Superintendent Korver arrived at school at 6:55 a.m. Six busses checked in by radio. Korver worked on odds and ends, such as looking over the bills for payment, which his financial

secretary coded and he would go through and initial. He did all the budget preparation himself.

Three priorities were listed for the day including a meeting with a nearby district to explore possible sharing in sports. Two were completed and one was partially completed.

Korver did some paper work. He scheduled a Human Growth and Development meeting and looked over some absentee forms. Then he checked through some substitute teacher records. He gave one copy to the principal, kept one, and gave one to the substitute. Then he used those as a check against teacher absences. He also uses a triplicate form of teacher leave sheets. That system provided for consistency, which he felt helped alleviate grievances.

At 7:52 a.m. he looked over an accident report in which a first grade student had cut his head. He marked "file" on it and gave it to his secretary. The secretary will send a copy to the insurance company and file the original. Korver proceeded to write a letter on a legal pad. He wrote by hand, not on a computer. He sent letters to everyone who had applied for a position. They had had an opening and almost 300 people had applied. Each one would be sent a letter telling who had gotten the position.

The wellness teacher stopped in and gave Korver a notice about an upcoming meeting. Korver called his secretary to give her several things to do, including the letter to applicants, and materials to copy for a special education meeting this afternoon. Korver called the elementary principal to get some information. He gathered

materials dealing with sharing sports in preparation for the upcoming meeting.

The elementary principal called on the intercom to get some information on requisitions and the secretary came in to ask about a driver's permit. At 8:15 a.m. a mother and son came into the office to get the driving permit. Korver was serious as he explained to both the parent and the young man what it meant to have a permit. He received a phone call while he was talking but he told the secretary that he would call back because he did not want to be interrupted. After visiting with the young man and his mother for almost 10 minutes he went into the outer office to give one of his secretaries a form to type.

At 8:25 a.m. he took his car to the bus barn to pick up a station wagon to go to a nearby community for a meeting to consider sharing sports. He came back to do a little desk work before leaving, looking through a stack of mail and returning the phone call that he had refused earlier. It dealt with an economic development meeting. One of the custodians stopped in to see if he wanted a lawn sprayed. The high school principal came in to look over guidance counselor applications. Korver called someone to see about using a church for a meeting. He tried to make another call but the line was busy, then he tried to call the athletic director to see if he was ready to go to the meeting. He made two more phone calls.

At 9:00 a.m. the athletic director and Superintendent Korver got in the car for the 18 minute ride to a nearby district. The two discussed the eligibility requirements and different sports on the way.

The superintendent and athletic director met in the neighboring district's superintendent's office with their athletic director and high school principal. They discussed the suicide and cults. Most of the 1 1/2 hour meeting was devoted to discussing eligibility requirements. Korver often brought the discussion together with summative comments after everyone had a chance to contribute. The meeting concluded with a discussion about finance.

Korver and the athletic director left the neighboring superintendent's office at 10:54 a.m. There was quite a bit of silence on the way home. It was a beautiful day and after a brief discussion about the weather they both sat back and enjoyed it. The athletic director asked the superintendent how the Needs Assessment workshop went. Korver said they had gotten definite direction to offer child care. He said there was more consensus for elementary issues then there was for secondary ones.

They arrived back at school at 11:12 a.m. Korver dropped the athletic director off and brought the car around to the bus barn. Back in his office the high school principal came in to give Korver the message that someone called concerning employee benefits. Korver worked on mail for several minutes before the custodian

came to talk about spraying. A substitute teacher called asking about the pay period.

Superintendent Korver called a state organization. They discussed the organization's political clout, how to process something, and a recent colleague's death.

One of the secretaries stuck her head in to tell Korver she was going down to the lunch room. He continued working hard at putting things in their proper places and signing checks for the school food services. They are the only checks he signs. The activity fund checks can be signed by him, but he has his secretary do it. One of his secretaries does all the hot lunch work.

The head transportation supervisor stopped in to get some information. Korver commented that he sees him at noon and sometimes more often. The head custodian usually comes in at 7:15 a.m. When the superintendent goes away, the head custodian sits at his desk for two-way communication with the busses until the secretaries arrive.

Korver continued working on the food service bills. He had to look up a code in his budget book to put on one of the bills. Usually that was done for him.

At 12:18 p.m. he walked to the outer office and gave the financial secretary forms for School Administrators of Iowa (SAI) dues for the superintendent and two principals. He laid a few more items on her desk and then wrote himself a note and went back to his office.

The financial secretary came in with a form to sign. They discussed the performance the students put on last evening. Superintendent Korver thought they should have stood a little closer to the microphones. He proceeded to look through his mail, processing each sheet as he looked at it, punching holes and filing them in proper places when appropriate.

The bus mechanic came to the doorway and said he was going somewhere. The sheriff came in to talk to some students about the suicide. Korver moved the materials he was working with to the board table so the sheriff could use his office. The high school principal and the superintendent visited for almost 1/2 hour about the students and the possibilities surrounding the suicide. The high school principal left to get a student for the sheriff to interview and Korver drew the curtain to make the large room into two smaller ones.

Superintendent Korver took a break and then took out some information with which to work. He went to the outer office via the hallway to make a work copy of a document. Back in the board room he read some Phase III information.

Lunch was skipped today. Korver commented that he only ate lunch about half the time.

The elementary principal came over for an administrative meeting regarding special education. The two visited about some of the repercussions of the suicide, before and after school care, and lesson plans. Then the elementary principal went to look for the

high school principal who was supposed to be coming to this meeting. Five minutes later the high school principal and a special education consultant came in.

At 1:34 p.m. the meeting began with Superintendent Korver, the two principals, and the special education consultant. Korver explained what had happened a few years ago and asked the high school principal if he was taking notes. Korver then went to the outer office to call the Department of Education concerning the forms that would be used in their compliance check next week. While Superintendent Korver was in the outer office the new county treasurer came in to introduce herself. Korver expressed his appreciation to the county for getting the taxes out so promptly. They visited for a few minutes and then he went back to the board room. The four individuals walked through the compliance form. They discussed Individual Educational Plans (IEPs), staffings, and the like, until they had gone through the whole form. At 2:44 p.m. the special education consultant left because she had another meeting in a community several miles away. The two principals and Korver continued their discussion until 3:00 p.m.

Korver shared information from the meeting with one of the secretaries in the outer office. He put the information back into files. A teacher asked him about a video tape concerning asbestos. Korver walked to the library to check it out. As he was leaving the library a teacher gave him the Lions' newsletter. He greeted another teacher on the way back to the office.

At 3:23 p.m. the sheriff had finished interviewing students and he was visiting with the high school principal. The sheriff decided that rumors that the death was cult related were unfounded, it was more likely a drug problem.

A teacher came in to talk about an industrial arts project. The teacher left and the discussion went back to what the sheriff had found. Some stolen goods had been turned in by students. The sheriff told Korver and the high school principal how serious the drug "crack" could be. He said that a person could be addicted if they used it once.

Korver answered the telephone. It was for the high school principal. A few minutes later the elementary principal came into the office. The high school principal asked the sheriff if there was usually that much investigation after a suicide. The sheriff explained that there usually was not, but the cult scare had people so afraid that they were doing a lot of follow-up.

Korver sat behind his desk and said that he thought some good might come from this. The father of the suicide victim wanted to help the sheriff put a class together to help inform other parents. They continued discussing where kids could get "crack" and what they would do for it. The sheriff said that it was expensive but they could get it. Korver told the sheriff, "The quicker you can put this away the better."

"As quickly as we lock one up another replaces him," the sheriff explained. "It's the money." The rural school district was located

quite close to a large metropolitan area where the suicide victim had worked. Korver did not want people to think they had a drug problem in their small community.

The sheriff left at 4:34 p.m. Korver worked on correspondence until 5:00 p.m. That evening he came back to school and worked for another 1 1/2 hours.

Day 3. Superintendent Korver picked up a board member and then came to school at 7:20 a.m. to pick up a neighboring superintendent and some coffee for everyone. He picked up another board member and they all drove to Des Moines for an open enrollment meeting. On the long drive they discussed the suicide. The superintendent explained to the board members that it was tied to the metro area. They also discussed cults, other schools, how to build parent-student relationships, good books, critical thinking skills, student performance, eligibility, and prayers at graduation ceremonies.

They arrived in Des Moines at 9:12 a.m. The first parking lot was full. Korver parked the car and the two board members and two superintendents walked through the convention center to register for the meeting. Korver took care of registering his board members and himself, then he took a break, poured a cup of coffee, and went into the meeting.

Everyone sat at a long table. Korver had taken pertinent information from his district to aid him during the discussions. He sat forward in his chair and listened intently to the presentations. He took a few notes and continued listening. At

10:55 a.m. the session broke up for about 15 minutes. Korver remained seated during the break and visited with his board members. They discussed how open enrollment would affect their district.

The next session started. Korver finished a conversation with a board member and began listening. At 11:47 a.m. the meeting broke up again, this time for lunch in an adjoining room.

Several people came over to greet Korver during the lunch break. He serves on several boards and appeared to be quite well known by his colleagues.

One hour later, after lunch and a break, Korver went back to the main room for the rest of the meeting. He looked over the packet that was given him when he registered. The superintendent chewed gum as he wrote on the notepad in front of him. During the keynote speaker's address Korver took several notes. He wrote the other superintendent a big note telling him not to send his problem students to his district. They bantered back and forth and enjoyed kidding each other.

There was another break at 1:32 p.m. Korver and his party decided to leave at that time. Several people visited with him on the way out. He took another break and by 1:47 p.m. everyone was in the car and on their way home. They discussed open enrollment. Everyone was a little disappointed in the meeting. They had hoped they would get more answers to their questions. Discussion on the way home included places to eat, sharing, school boards, serving students, finances, and newsletters.

At 3:37 p.m. Korver pulled the car into the school transportation shed after dropping the board members off at their homes and letting the other superintendent off in front of school. He picked up his own car and drove to the front of school. He went back into his office and spent the next 1/2 hour processing mail. He put the routed mail in the proper mail boxes and then talked about all the documentation that was necessary because of Multi-Cultural Non-Sexist (MCNS) requirements. He said that documentation was time consuming but necessary. He commented, "I have to be organized because of all my involvements. I have to have people who can do things when I'm not here. Once this year I was here 1 day in 2 weeks." He explained that his secretaries always knew where they could get hold of him and he did not worry because everything was in good hands. Korver kept a sheet showing emergency procedures in case of snow and other situations, including the code numbers from radio stations. He usually worked with other school districts when calling off school.

Superintendent Korver looked at his packet from the conference and said, "What do I do with this stuff?" Then he proceeded to throw out about one-half of it and put the rest in an open enrollment file. He was very conscientious about giving the high school and elementary principals copies of things he thought would be important to them. Korver kept a library of journals in his cupboard which the principals could use if they wanted. He has helped train new administrators many times at meetings and conferences in Des Moines.

Korver commented, as he continued to work, "We are a no balance carry-over district. A tremendous amount of financial management has to go on here. I prepare my own budget, the end of the year budgets and documentation for the Secretaries Annual Report (SAR) the secretaries do."

Two phone calls were made concerning economic development. At 5:15 p.m. Korver left school. From 6:30 p.m. to 9:45 p.m. he traveled to and from a nearby community and attended a meeting dealing with garbage. He left the meeting early.

Day 4. Superintendent Korver arrived at school at 7:00 a.m. He checked in the busses over the two-way radio, met with the athletic director for a few minutes in preparation for a meeting, and met with the head custodian regarding an old lawsuit. He prepared for a 10:00 a.m. meeting and for the installation of 25 on-site garbage containers. Preparations were made for an afternoon meeting.

At 8:00 a.m. he had an administrative meeting with the high school and elementary principal. They discussed a Phase III meeting to be held in the afternoon, the need for another English teacher, the Curriculum Development Program (CDP), and Project ACTIVE from AEA, a physical education program for special education.

Korver directed the meeting. He checked on who would be working on curriculum this summer. They continued discussing an At Risk Seminar, "whole language," scholarships, administrative salaries

and contracts, policy books, the board agenda, eligibility, coffee for those retiring, and a trip to Minneapolis.

At 8:39 a.m. the meeting adjourned and the two principals left. Korver went over his priorities with the researcher, listing seven, four of which were completed and three of which were partially completed.

The high school principal came to visit with the superintendent about a student concern. They visited for a few minutes after which the principal left and Korver went to his desk and proceeded to lay out some information with which to work. He looked up the number of another superintendent and called him. The man he was looking for was not there. Another call was made, this time to the Department of Education concerning a survey.

A bus driver stopped in to tell the superintendent about an accident involving a bus hitting an illegally-parked pickup. The pickup belonged to a principal from another school. Korver called the school. First, they talked about the garbage meeting they had gone to the night before; then they visited about the bus hitting the pickup. The principal did most of the talking and they both ended up laughing about it. Humor often came out when situations became a little difficult.

One of the custodians came in and said that a lady from the community had volunteered to clean the leaves of a large plant in school. The custodian left and Korver went to the lounge area to get a sweet roll. Once there, he discussed a survey with the

guidance counselor. He also visited with the athletic director and two secretaries.

At 9:17 a.m. he went back to his office. He tried to call the man whose pickup had been hit by the bus, but he was not there. For the next 36 minutes Korver took care of eight different items. He began reading credentials of guidance counselors. He received a call from a task force member. She will not be able to come to a meeting. The high school secretary came in for a minute to get some information. The financial secretary laid some items on his desk. Korver called the Department of Education to ask about teacher certification. The AEA mail van came in with the AEA mail. He received a call concerning an SAI executive meeting. The caller was told that Korver's wife would probably be coming along. He went back to processing the mail. Korver commented that he tried to keep his people over-informed. He put some information about a copier in a file and said he would keep a file on them until one was purchased; then, all the material would be disposed of except for information on the one actually bought. Korver took a few minutes to read a journal. He always tried to look at the feature articles and the table of contents, then he would file it on the shelf where he kept the journals. Some of the journals he passed on to others who might find them interesting.

Superintendent Korver wrote himself a note and put it in his pocket. It was to remind his wife of the SAI meeting. Another note was written to his secretary.

At 9:53 a.m. a man from a company the school had been dealing with came in to see what the superintendent wanted to talk to him about. Korver, one of the school's custodians, and two company representative discussed the credibility of the company. They had said they were going to fix some things and evidently they had not followed through. Korver's secretary told him he had a telephone call, but he said he would call whoever it was back. He went back to his conversation with the company representatives describing his expectations.

The representative apologized, but said in their defense that they had understood that the things Korver wanted done were summer projects. He added that they were willing and anxious to do anything they could to make the district feel better.

Korver began outlining what he wanted to see done. At the conclusion of the 1/2 hour meeting, the company representatives promised to send some new estimates before the next board meeting. Korver wanted to get the work done quickly so that he could pay for it out of this years budget.

The two company representatives and the custodian left. There was no doubt that Korver had gotten his point across. Superintendent Korver took a break after which he took a phone call. The call was from a special education consultant who was returning Korver's call. They discussed the compliance check they were getting next week. Korver hung up and called his elementary principal. There were two meetings, both at the same time. The elementary principal

said he would go to one and the superintendent said he would go to the other.

Korver explained that at one time some of the people working for the district did not make many decisions. They do now. Major things are done together but smaller things are done by themselves. The principals have a lot of responsibilities here.

At 10:45 a.m. one of the secretaries came in to check on a contract. Korver walked to the outer office to put mail in its proper places. Back in his office Superintendent Korver called the principal into whose pickup the bus had backed. Korver said, "Get an estimate. . . . Send us a copy." He also asked to have a copy of the police report, then he apologized that it had happened at all. Korver called their insurance agent. He stressed that it was extremely important to let the insurance agent always know what was going on, such as accidents, new busses, and the like.

Korver was having difficulty getting a drivers' education car for the summer. He said sometime he was going to write to letter to a car company who advertized that they would let schools use cars, but the district would have to find a dealer who was willing to work with the district and program.

Next, Korver looked for a file, then he wrote a note on a letter. He called a nearby school to discuss a shared swimming program, however the person he wanted to talk to was not there. He cleaned his desk a little, then answered a telephone call from an AEA person who called back about Curriculum Development Project

(CDP). As he talked he went over the list the two principals and he had made earlier. They discussed Phase III, whole language, administrator approval, and sharing.

Methodical was a way of describing Korver's actions! A bus driver checked in. Someone from the Iowa High School Athletic Association called to get some information about shared athletics. Korver explained how a superintendent often had to deal with "a dozen different things at once." One had to be able to jump from one to another. Korver always like to have all bases covered. He did not want surprise questions. He concluded his conversation by asking the person to whom he was talking to send him some forms.

A comment by Korver was, "There is a great deal of networking. It's not always conscious, but it develops." Korver has worked with all three of the state's universities. On one of his first evaluations his supervisor said, "You can't solve all the problems and you can't solve them all in 1 day." He has always remembered that advice.

The Iowa High School Athletic Association (IHSAA) representative called back and said they had a copy of a sharing agreement. Korver walked to the outer office to deposit the mail. He picked up some purchase orders to use later and put in a briefcase in his car. The custodian came in to discuss the meeting they had had this morning with the company representative.

Korver made several short telephone calls to give information about sharing sports. At 12:03 p.m. he looked at his little note pad to see where he was and said, "I'm fairly well on target today."

Korver brought all the Phase III information to his desk and began working with it. He checked some of the information with his financial secretary and said he liked to give more information than people even want. That way you never got much hassle.

Korver tried to telephone his wife to tell her he wouldn't be home for supper. His wife was a realtor in the metro area, but she had an M.A. in home economics. Her line was busy the first two times. The third time he got through.

At 12:25 p.m. he went to the hot lunch room for lunch. Returning at 12:55 p.m. he gave the Phase III information back to the financial secretary to get more information. Then he began working on the board agenda. He wrote it out on a yellow legal pad. He always checks back to last year's agenda and also last month's agenda. All month he collects items and puts them in an agenda folder. He always includes a cover letter covering procedures at board meetings.

He worked on the agenda for 20 minutes until the high school principal came in. The principal was just coming from a meeting and he gave Korver a list of eligibility requirements.

The financial secretary brought the Phase III information back in and Korver set the agenda aside to work on the Phase III information. He began running a tape from his adding machine to check some information. His wife called back to make sure she had the correct information. Korver went back to figuring Phase III.

He called the elementary principal. His line was busy. He had several interactions with his financial secretary.

At 1:55 p.m. he called someone from the Area Education Agency. They discussed some friends who were running for an office. Ten minutes later he hung up. He was planning on going to a meeting in Des Moines next week for SAI. He took a break and then called the Department of Education for a clarification after which he called the high school principal to get some information.

Superintendent Korver answered a call from another district's superintendent in relationship to references for a guidance counselor. He asked for an assessment of the applicant. He also asked for the superintendent to describe her style and explain if she was geared to elementary or secondary. He tried to call another reference, but they were out of the office. He added some items on his calculator for Phase III while he waited for a few more phone calls before his afternoon meeting. The financial secretary brought in some more information about a scholarship. A man had left money to several schools and the superintendent was to select who received scholarships. A committee was used to select the scholarship winners.

At 3:07 p.m. Korver prepared the board table for the scholarship meeting. A few more interactions were had with his secretary; then he made one more telephone call to check a potential counselor's reference. He commented that the counselor had to work closely

with the principal, sometimes substituting for the principal when he was gone. The telephone call lasted 13 minutes.

Korver gave his secretary some materials to copy then looked for the high school principal in the outer office to share information concerning a counselor with him. He could not find him.

A Phase III meeting with two teachers and Korver began in the board room at 3:22 p.m. They discussed the amount of money spent on a computer course. The high school principal came in and Korver gave him information on the counselor applicants. Moving back to the Phase III discussion, the three talked about whole language. Due to the fact that the forms for Phase III had to be filed by June 30, all three decided to do a little homework. The meeting concluded at 3:56 p.m. Superintendent Korver put all the Phase III information away so he could get ready for the next meeting.

At 4:09 p.m. he received a telephone call from a nearby principal who was seeking information. Korver commented that he was trying to do what was best for kids even though he did not see much of them.

The high school principal came into the outer office to exchange some information. At 4:17 p.m. a scheduled meeting began with the high school principal, the athletic director, and the superintendent to decide who should receive two scholarships. A former board member and another man who served on the committee entered the office. Korver began to organize ways in which they could categorize the

seniors. There was a lot of quiet time in the meeting while everyone was thinking. Korver gave the group some information on the seniors and they chose a boy and a girl who would be the recipients.

Evidently one of the men on the selection committee was donating two scholarships. He wished that more people would give money for the same cause. The man who donated the scholarships had to leave.

The high school principal kept going in and out of the meeting. He was checking on students who were in the front office. There were still a few more scholarships to determine. At 5:08 p.m. all the scholarships were determined. Korver stated, "Let the record so stand, meeting adjourned." Everyone except Korver left at 5:10 p.m. He left 10 minutes later.

That evening Superintendent Korver went to an open house at a company in the metro area. He picked up some supplies and was gone from 6:30 p.m. to 8:30 p.m.

Day 5. Superintendent Korver arrived at school at 7:00 a.m. He greeted a custodian and discussed bus problems. He checked on six busses on the two-way radio. The financial secretary came in with a concern about a postage meter leaking water.

Korver listed three priorities for the day. Two were completed and one was not attempted.

A communication that was to go to the school board consisting of three documents was worked on by the superintendent. A parent called to tell him that his children would not be riding the bus this

morning. Korver relayed the message. He commented that it was an unusually quiet morning.

Korver called the elementary principal on the intercom, but he was not there. At 8:08 a.m. the elementary principal walked into Korver's office. Together they went over some Phase III information. Korver asked the financial secretary about time sheets. The three decided they needed a better reporting method next year for Phase III. The elementary principal closed the door and asked the superintendent some more questions about the suicide. Korver wrote himself a note. At 8:23 a.m. the elementary principal and Superintendent Korver went outside to the circle drive where the buses load and unload. The busses were just coming in for the morning. The elementary principal took the first bus and supervised a bus evacuation drill. Korver supervised the second bus. Korver had a check list that he used when the students were finished. It asked questions such as, did they leave things on the bus and how quickly did they get off. The young children appeared to enjoy the drill. The students came out of the back end of the bus with older students helping. Korver observed and directed. The bus driver was the last one off and he had his first aid kit with him. There were six busses in all; the elementary principal supervised three and Korver supervised three.

Back in the office at 8:37 a.m. Korver wrote his conclusions about the bus drill on some bus forms. He said that some administrators will go along on the bus and stop the bus enroute

and do a drill but he really did not like to do that. He stapled the drill sheets together and filed them saying that he had been planning the drill for about a week, but the drivers did not know about it until he called them all on the radio this morning. The drivers need to have students identified who will help out.

Immediately after the bus drill Korver wrote a memo summarizing what they had done and some suggestions for the next drill. He filed the letter to be used next fall. Korver had 4 sets of four-drawer files in the outer office and a couple of three-drawer files in the vault. He stated that keeping good records takes a long time. "You have to always have a system for discarding as well." Many records are kept 5 years and then destroyed.

A pastor called him concerning the cult rumor. Korver took notes as he listened and tried to reassure the man that there was not a cult in their community. He told him that signs indicated the student had had some involvement in the metro area. He told the pastor that, "We need to be careful what we say. We can put fear in people that doesn't need to be there."

Korver took a break then closed his door and called a neighboring superintendent. He talked for a few minutes after which he took out some information to work on the board agenda for the meeting next week.

The financial secretary came in with the mail for the day. Korver called the elementary principal to ask about the summer reading program. He continued his work on the board agenda doing

some calculations, then he asked his secretary for the contract book for next year because he was working on summer contracts. He tried to contact the high school principal on the intercom, but he was not there. Korver modified a couple of the contracts and had his secretary type them over. Then he went to the high school principal's office to see if he was around telling the secretary that he would like to see him.

Back in his own office he paged through a calendar, still working on contracts. Korver usually lists a broad category on a contract rather than a specific job. A work sheet is on the back of each contract and contains personal information. Korver finished working with the contracts and took them to his secretary in the outer office at 10:01 a.m.

He received a telephone call from a neighboring superintendent. The superintendent was returning a call Korver had made to him earlier. They discussed cults and Korver reassured the other superintendent that there had been no cult involvement. They concluded their discussion 22 minutes later.

Korver got up to get a cup of coffee and tried to get the high school principal again, but his line was busy. He went back to preparing the board agenda. After he went to get a folder he found the high school principal out in the hallway.

At 10:50 a.m. Korver called the secretary in to make copies of some materials and to distribute some mail. He finished going through his own mail and went back to work on the school board

agenda. Korver said he always liked to go through the mail quickly to see if there was anything that needed to be taken care of right away.

The secretary came in with the contracts Korver had given her earlier. The financial secretary came in to show him a financial report. Korver had a few interactions with his secretaries then he took out the telephone book to look up the number of the post office to check how much it would cost to put the school newsletter in post office boxes.

The high school principal came in to get the key to the fire alarm. Korver asked him several questions about the eligibility agreement, contracts, and cults. At 11:19 a.m. the high school principal left and Korver went back to his yellow pad on his desk and the board agenda.

A bus and school car called in to say they were on the road. Korver said, "Base check." Then he went back to the board agenda.

The secretary came to the door to ask about an eligibility form. After discussing the form Korver went back to preparing the board agenda. A teacher came in with information for a newsletter. Again, after a brief discussion Korver went back to the board agenda. At 11:35 a.m. he said he thought he was getting close to having the agenda ready.

A neighboring superintendent called to check wages for staff for next year. Korver shared his school's information with the superintendent. He hung up and called the high school principal

to get some information then he called his secretary in to prepare the agenda and cover letter for the board. The secretary brought in some papers she had prepared that morning. They were all copied in different colors.

Korver called someone who checks radon. He stated that he wants to get that taken care of; also he would like to take care of checking lead in the water.

The high school secretary gave him a list of all students that might have emotional problems because of the suicide. After viewing the list, Korver cleared his desk; he was finished preparing the board agenda. He has three laminated sheets explaining parliamentary procedure. He always lays them on the board table during meetings.

The transportation director came to the door. He talked about a weed killer, a bus drill, and busing for preschool. The secretary told Korver that she was going down to the lunch room.

Superintendent Korver made copies of open enrollment information for the board. He cleaned off his desk, putting papers in files and drawers. Old records are shredded here in the school. He said that when he first came to this district many of the old records were in boxes. He sorted them all out. He again emphasized how a person needs to process things immediately. Korver had a few interactions with a couple of secretaries and then went to the lunch room to eat. At 12:45 p.m. he went downtown to do some personal errands.

At 1:02 p.m. Korver returned, sat behind his desk and started doing paper work. He revised the principals' extended contracts and made a new folder entitled "Suicide at Risk." He walked out to the outer office to get some financial figures from one of the secretaries, copied them, and went back to his desk. The figures were studied and he contemplated the percent of the budget spent so far.

The Department of Education returned a call concerning some Phase III information. The high school principal dropped off a textbook evaluation instrument. A few minutes later the principal came back and gave Korver a memo concerning the instrument. Korver gave the amended instrument to the secretary and said that every new textbook ordered needed to be checked against the Multi-Cultural Non-Sexist check list.

Korver wrote a note to the economic development committee to let them know that they can use the church they wanted. Then he called a newspaper to see if they had received some materials to be printed.

The high school principal came back in and asked about a program for high school graduation. Superintendent Korver wrote another letter. The high school secretary brought a copy of the high school commencement program to him. There was no mention of the suicide victim on the advice of the suicide support group. They felt that that recognized suicide and might encourage others to do it.

Korver took a break then reviewed the orientation packet he sends to new teachers. He includes the original contract, a copy of the contract, some informational sheets, a job description, next year's calendar, a health inventory, and a certified employee record. He wrote a cover letter and then took it to the outer office.

Once back at his desk he began reading some of the day's mail. The groundskeeper came in with a few bills. He wanted a weed eater. They discussed the care of the trees in the front of the building, the dug outs, and the foul ball poles.

Korver had a few more interactions with the secretaries. At 2:24 p.m. the secretary had all the board information lying on the front counter. She started collating it. Korver went out to help her. She usually prepared about 20 copies. Each board member received a copy, as did each principal. There was also a file copy. He had almost 1/2 inch of information that was to go the board members today. It started with a cover letter, then the agenda and supporting documentation. It included some papers just for their information.

Korver filled his coffee cup and said that rarely did anyone attend their board meetings. Students would sometimes come and someone would come if there was a special concern, but in general not many attended.

Korver took a break at 2:48 p.m. He showed the researcher a 4 inch book of school district policies and told her that was only

half of them. Two secretaries came in to discuss the telephone situation in their school. They thought that the library had access to their telephone line. Korver said he would look into it.

Superintendent Korver took out the file with the counselor applications and went to the outer office to get a letter to an elementary teacher. He sat down and began rewriting a letter, then called the high school principal in to get some information. At 3:16 p.m. he gave the letter to his secretary.

Korver took a break and said, "Now, if I was a good superintendent, I'd go home and get my golf clubs. But, it is not going to work that way." The researcher and Korver reflected for several minutes on the week's activities and on being a superintendent. At 4:00 p.m., Korver left to deliver the board packets.

Appendix K-2

Superintendent Korver: Behavioral Characteristics

Was very organized
 Got at things right away
 Paraphrased/summarized
 Was helpful
 Had a good sense of humor
 Was practical
 Leader in larger organizations (NCA and state committees)
 Lots of honors for the school
 Drank coffee/juice
 Informed board
 Intelligent
 Delegated
 Did all budget preparation (no carryover)
 Tried to add something each year from the site fund
 Wonderful facilities
 Clean
 Positive and competitive
 Held others accountable
 "Communication important"
 Played devil's advocate
 Kept his hands on things
 Listened
 Dressed professionally
 Planned
 Enjoyed challenges
 Was very intense
 Energetic
 Consistent
 "It is all about serving students"
 Was redoing policies
 Had tremendous PRIDE in the kids and the school
 Was task oriented
 No surprises
 Visionary
 Had open-door policy
 Did own specifications
 Worked with community
 BUSY
 Networked
 Was preparing for needs assessment
 Employed lots of checks and balances
 Used key people extensively
 Used techniques and ways to simplify things
 Appeared to make decisions easily
 Perfectionist
 Others appeared to look to him for guidance and leadership (took charge)
 Required teachers to have goals
 Has been thinking of marketing the school
 Goal oriented

Often set up committees
Put things on the table
Appeared capable and pleasant
Worked with other districts when calling off school
Walked quickly
Did not have many local people in system
Kept in touch with colleagues
Had economic lunch program
Got expert help when needed
Everything on busses was interchangeable
Gave credit to others
Things ran smoothly
Used silence
Invoked others in discussion
Chewed gum
Had efficient office design
Didn't seem to relax
Enjoyed his work
"Good comes from adversity"
Wrote all unsuccessful applicants
Looked forward to retirement
Ate about half the time
Tight budget
Common sense
Did not personally use computer
Switched gears
Practiced polycronics
Concerned about little things
Was hard on himself and others (high expectations)

Behavioral characteristics were determined from observation.
The more times mentioned in the notes, the higher on the list the item was recorded.

Appendix K-3

Superintendent Korver: Daily Priorities

Day 1

1. Regroup after suicide
2. 8:00 a.m. inservice committee (rescheduled from last week)
3. 9:00 a.m. paining contractors coming
4. Principals meeting -- to catch up
5. If time, sit down with secretary and work out cost accounting
6. If time, work on results of needs assessment
7. Agenda this week for board meeting next Monday

1	53 minutes	completed	a.m. and p.m.
2	31 minutes	completed	a.m.
3	71 minutes	completed	a.m.
4	104 minutes	completed	a.m. and p.m.
5	0 minutes	not attempted	
6	4 minutes	partially completed	p.m.
7	0 minutes	not attempted	

Day 2

1. Phase III
2. Meet with nearby district concerning possible sharing in sports
3. Work on special education compliance

1	7 minutes	partially completed	p.m.
2	162 minutes	completed	a.m.
3	89 minutes	completed	p.m.

Day 3

1. Open enrollment conference

1	413 minutes	completed	a.m. and p.m.
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Day 4

1. Curriculum Development Program (CDP)
2. Meeting with service company
3. Preliminary board agenda
4. 1988-89 financial matters for Phase III
5. Preparation for series of meetings starting at 3:20 p.m.
6. Counselor
7. Followup possible swimming sharing

1	30 minutes	completed	a.m.
2	37 minutes	completed	a.m.
3	22 minutes	partially completed	p.m.
4	86 minutes	completed	am. and p.m.
5	75 minutes	completed	a.m. and p.m.
6	56 minutes	partially completed	a.m. and p.m.
7	23 minutes	partially completed	a.m.

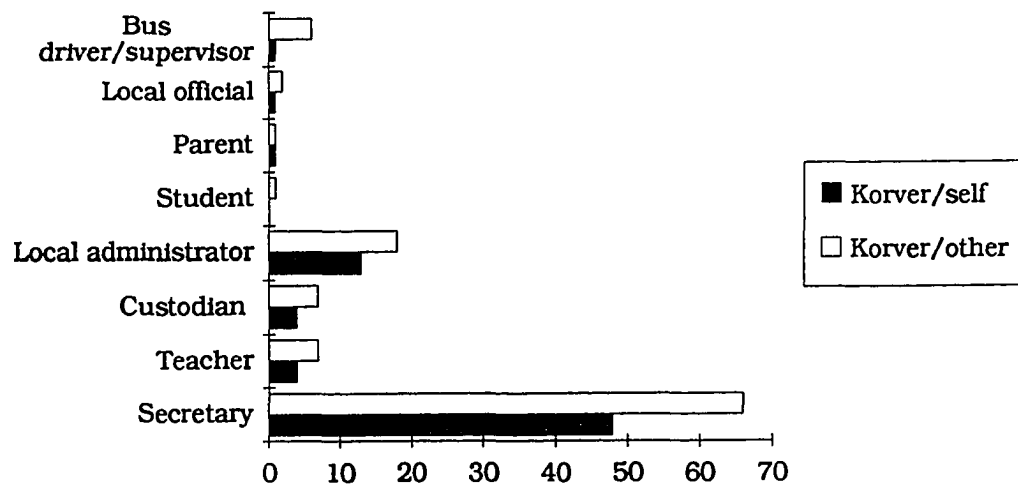
Day 5

- 1. Agenda**
- 2. Writing Needs Assessment**
- 3. Bus evacuation drill**

1	302 minutes	completed	a.m. and p.m.
2	0 minutes	not attempted	
3	39 minutes	completed	a.m.

Appendix K-4

Superintendent Korver: Unscheduled Contacts

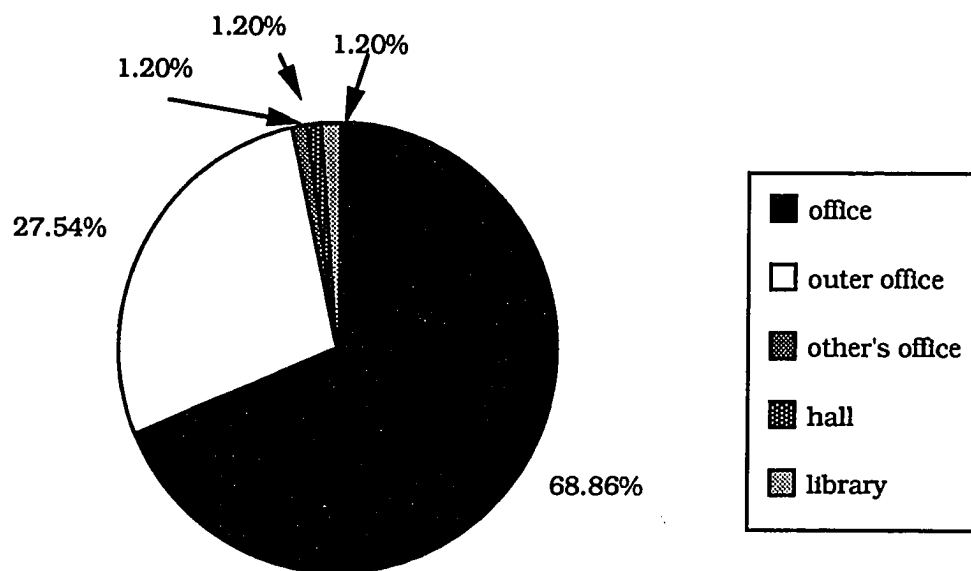


Self = self-initiated contacts

Other = contacts initiated by others

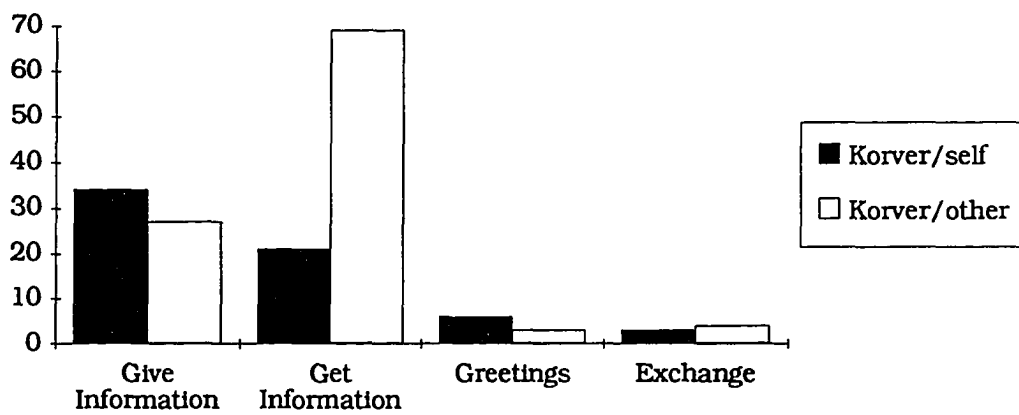
Appendix K-5

Superintendent Korver: Location of Unscheduled Contacts



Appendix K-6

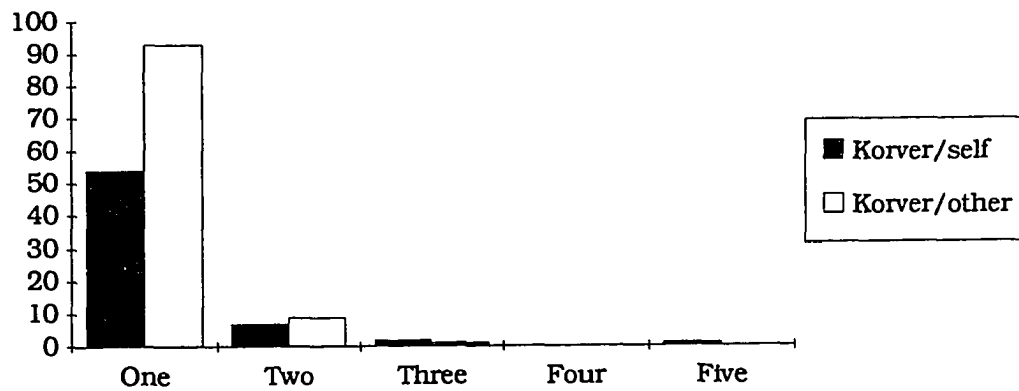
Superintendent Korver: Purposes of Unscheduled Contacts



Self = self-initiated contacts

Other = contacts initiated by others

Appendix K-7

Superintendent Korver: Number of People Involved
in Unscheduled Contacts

Self = self-initiated contacts

Other = contacts initiated by others

Appendix K-8

Superintendent Korver: Telephone Contacts

	Self Initiated	Other Initiated
Custodian	0	0
Local business	5	3
Teacher	1	1
Secretary	2	1
Non-local business	2	1
Professional organizations	1	3
Other schools	10	10
Local administrators	11	0
Personal	4	1
For someone else	0	1
Board member	2	2
AEA	3	2
State officers	4	1
Miscellaneous	0	3
Parent	3	3
Busy line	1	0
Refused call (busy)	0	1

Appendix K-9

Superintendent Korver: Activities Occurring
in Central Office

Desk Work		1373 minutes
Paper work	227 minutes	
Weekend work	270 minutes	
Phase III	91 minutes	
Sp. Ed. compliance	1 minute	
Counselor application	30 minutes	
Suicide concerns	122 minutes	
Graduation concerns	64 minutes	
Getting ready for ---	114 minutes	
Financial concerns	59 minutes	
Maintenance concerns	45 minutes	
Checking goals	1 minute	
Odds and ends	94 minutes	
Agendas	164 minutes	
Mail	72 minutes	
Reading	19 minutes	
Reflection		106 minutes
Bus radio		18 minutes
Telephone		286 minutes
Interactions		196 minutes
Parents/students	10 minutes	
Bus drivers	32 minutes	
Secretaries	61 minutes	
Teachers	7 minutes	
Custodians	29 minutes	
Administrators	57 minutes	
Meetings		374 minutes
Inservice	31 minutes	
Administrator	158 minutes	
Sp. Ed. compliance	100 minutes	
Non-local business	37 minutes	
Graduation	48 minutes	
Putting things back		106 minutes
Priorities		26 minutes

Appendix K-10
Superintendent Korver: Activities Occurring
in Outer Office

Get things	18 minutes
Mail box	14 minutes
Interactions	
secretaries	44 minutes
teacher	1 minute
county treasurer	12 minutes
breaks	7 minutes
phone call	6 minutes

Appendix K-11

Superintendent Korver: Length and Number of Contacts

	Time in minutes	Number of contacts
Secretaries	129	111
Teachers	132	17
Custodians	58	12
Local business people	31	4
Non-local business people	42	6
Local administrators	677	54
Other administrators/schools	617	28
Community people	117	13
Area Education Agency	29	5
Students	22	2
Board members	498	10
State officials	35	8
Iowa High School Athletic Association	13	2
Personal	4	4
Local officials	102	3
Bus people	50	34
Parents	15	7
Colleges/Universities	12	1

Appendix K-12

Superintendent Korver: Senders of Correspondence

	Totals sent
In-house memos	39
Self-written memos	36
Solicitors	24
Professional education organizations	5
Iowa Association of School Boards	5
IHSAA/athletic concerns	5
Area Education Agencies	5
Applications	5
Miscellaneous	4
Insurance company	4
Department of Education/Dr. Lepley	4
Other schools	3
Financial concerns	3
Colleges/universities	3
AASA/SAI	3
Student concerns	2
Journals/newsletters	2
Request for information	1
Parent	1
Invitation	1
Attorney	1

Report Form for Myers-Briggs Type Indicator*

Name _____ Sex: ☒ M ☐ F Age 35 Other _____ Date 9/26/89

POINTS FOR		PREFERENCE STRENGTHS		POINTS FOR	
EXTRAVERSION	21	60	40	20	0
SENSING	3	60	40	20	0
THINKING	5	60	40	20	0
JUDGING	27	60	40	20	0
INTROVERSION	3	0	20	40	60
INTUITION	16	0	20	40	60
FEELING	13	0	20	40	60
PERCEPTIVE	4	0	20	40	60

TYPE **E N F J**

Indicator questions deal with the way you like to use your perception and judgment, that is, the way you like to look at things and the way you like to go about deciding things. The answers given reflect four separate preferences called EI, SN, TF and JP. The profile above shows your score on each preference. The four letters of your "type" tell how you came out on all four preferences. What each preference means is shown below.

E An E for extraversion probably means you relate more easily to the outer world of people and things than to the inner world of ideas and things.

S An S for sensing probably means you would rather work with known facts than look for possibilities and relationships.

T An T for thinking probably means you base your judgments more on impersonal analysis and logic than on personal values.

J An J for the judging attitude probably means you like a planned, decided, orderly way of life better than a flexible, spontaneous way.

I An I for introversion probably means you relate more easily to the inner world of ideas than to the outer world of people and things.

N An N for intuition probably means you would rather look for possibilities and relationships than work with known facts.

F An F for feeling probably means you base your judgments more on personal values than on impersonal analysis and logic.

P An P for the perceptive attitude probably means you like a flexible, spontaneous way of life better than a planned, decided, orderly way.

Each combination of preferences tends to be characterized by its own set of interests, values and skills. On the back of this page are very brief descriptions of each type. Find the one matching your four letters and see whether or not it fits you. If it doesn't, try to find one that does. Whatever your preferences, of course, you may still use some behaviors characteristic of contrasting preferences, but not with equal liking or skill. This tendency may be greater if preference strength on a scale is low (under 15). For a more complete discussion of the types and their vocational and personal implications, see *Introduction to Type* by Isabel Briggs Myers, or consult your counselor.

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	SENSING TYPES		INTUITIVE TYPES	
INTROVERTS	ISTJ Serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic and dependable. See to it that everything is well organized. Take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions.	ISFJ Quiet, friendly, responsible and conscientious. Work devotedly to meet their obligations. Lend stability to any project or group. Thorough, painstaking, accurate. May need time to master technical subjects, as their interests are usually not technical. Patient with detail and routine. Loyal, considerate, concerned with how other people feel.	INFJ Succeed by perseverance, originality and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear convictions as to how best to serve the common good.	INTJ Usually have original minds and great drive for their own ideas and purposes in fields that appeal to them; they have a fine power to organize a job and carry it through with or without help. Skeptical, critical, independent, determined, often stubborn. Must learn to yield less important points in order to win the most important.
	ISTP Cool onlookers - quiet, reserved, observing and analyzing life with detached curiosity and unexpressed flashes of original humor. Usually interested in impersonal principles, cause and effect, how and why mechanical things work. Treat themselves no more than they think necessary, because any waste of energy would be inefficient.	ISFP Nothing, quietly friendly, sensitive, kind, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. Often relaxed about getting things done, because they enjoy the present moment and do not want to spoil it by undue haste or exertion.	INFP Full of enthusiasms and idealism, but seldom talk of these until they know you well. Care about learning, ideas, language, and independent projects of their own. Tend to understate too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings.	INTP Quiet, reserved, impersonal. Enjoy especially theoretical or scientific subjects. Logical to the point of hair-splitting. Usually interested mainly in ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interest can be used and useful.
EXTRAVERTS	ESTP Matter-of-fact, do not worry or hurry, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. May be a bit blunt or insensitive. Adaptable, tolerant, generally conservative in values. Dislike long explanations. Are best with real things that can be worked, handled, taken apart or put together.	ESFP Outgoing, easygoing, accepting, friendly, enjoy everything and make things more fun for others by their enjoyment. Like sports and making things. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things.	ENFP Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.	ENTP Quick, ingenious, good at many things. Stimulating company, alert and outspoken. May argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Apt to turn to one new interest after another. Skillful in finding logical reasons for what they want.
	ESTJ Practical, realistic, matter-of-fact, with a natural head for business or mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organize and run activities. May make good administrators, especially if they remember to consider others' feelings and points of view.	ESFJ Warm-hearted, talkative, popular, conscientious, born cooperators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Little interest in abstract thinking or technical subjects. Main interest is in things that directly and visibly affect people's lives.	ENFJ Responsive and responsible. Generally feel real concern for what others think or want, and try to handle things with due regard for other person's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism.	ENTJ Hearty, frank, decisive, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well-informed and enjoy adding to their fund of knowledge. May sometimes be more positive and confident than their experience in an area warrants.

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Appendix L

Data Concerning Superintendent Rozeboom

Appendix L-1	Superintendent Rozeboom:	Weekly Log
Appendix L-2	Superintendent Rozeboom:	Behavioral Characteristics
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Appendix L-1

Superintendent Rozeboom: Weekly Log

Day 1. Superintendent Rozeboom was observed approximately 2 weeks after the dismissal of school for the summer. On Day 1, his 24th wedding anniversary, Rozeboom arrived at school at 7:00 a.m. He spent 20 minutes with the custodian checking out leaks on the roof. The Future Farmers of America (FFA) had a meeting in the auditorium and that was where the leaks were.

The print secretary came in at 7:35 a.m. The board secretary had come earlier. Rozeboom brought his secretaries fresh roses from his garden. He discussed his priorities with the researcher. Two main priorities were listed and two minor ones. Over 6 hours were spent on his first priority and it was partially completed. Just a few minutes were spent on a minor priority which was also partially completed. The first priority was actually made up of nine parts, all dealing with sharing (see Appendix L-3 for the details of priorities).

The two secretaries and Rozeboom discussed roses. The superintendent from the shared district came over and joined the discussion in the outer office. Rozeboom offered him a cup of coffee. The FFA teacher stopped in to touch base.

The two superintendents went into Rozeboom's main office and sat down at the large board table to compare notes. They met for a little over 2 hours and discussed transportation concerns, the new finance law, their 28E agreement, a Needs Assessment survey,

the school calendar, staff needs, extra-curricular staff, handbooks, discipline, newsletters, classes, purchase orders, lead in the drinking water, and radon.

The board secretary brought computer equipment into Rozeboom's office so she could run a new transportation report. She was having some trouble getting it to run correctly. Rozeboom took time out from his meeting to help her. He, too, had trouble and made the comment, "I'm about ready to lose my religion."

Rozeboom got the coffee pot from the outer office. The other superintendent kidded him about serving decaffeinated coffee. The two superintendents tried to figure out each school's responsibility toward transportation expenses. As they were struggling the neighboring superintendent said, "And with decaffeinated coffee, also."

After the meeting Rozeboom took the coffee cups to the outer office and began looking through a tray of mail. His secretary took the mail out of the envelopes and had it all ready. Superintendent Rozeboom visited with the board secretary. She called his attention to a letter regarding new state standards. The print secretary was working with the Needs Assessment meetings that were to take place this week. Two hundred postcards were sent to a random sample of the two districts' residents to invite them to a Needs Assessment meeting. The response was not as great as hoped, so the secretary was calling to make sure they would have enough people at the meetings to have a representative sample.

Superintendent Rozeboom proceeded to take a tour of the school. He met a teacher in the hall who asked if he could use the video camera. A parent and child, who came to pick up a report card, greeted Rozeboom in the hallway. He went to the music room to check on a teacher who had been hired to do painting for the school for a summer job. They discussed the color, the rooms that needed to be painted, and how many coats were needed.

Superintendent Rozeboom continued his tour down the hallway. There was quite a bit of activity going on, including summer music lessons and an FFA meeting. Rozeboom stopped to talk to a custodian and two girls who were cleaning furniture. The head custodian was out for a few weeks recovering from a back operation, so Superintendent Rozeboom consolidated the crews from two buildings and they worked together. Rozeboom walked through a classroom where they were having an FFA meeting. He visited with a custodian about how the students hired through a government program were doing, about a magic show coming up later in the week, and some panels for bathroom stalls that were being redone. Rozeboom was extremely concerned about the physical appearance of everything in the building. The head custodian was at school on Day 1 even though he could not work yet. He and Rozeboom discussed the leaking roof and caps on the bottom of chairs.

Superintendent Rozeboom continued into the gym to check on leaks in the roof, then he proceeded to the boiler room to talk to

a man cleaning the boiler. He checked the kitchen and finally the bathrooms that were having the panels redone.

After a 1/2 hour tour Rozeboom went back to his outer office to see how his secretary was coming with her phone calls. He obtained the key to unlock the volleyball cage for the FFA students. On the way to the gym he stopped to help a young boy who was looking for his mother. Whenever Rozeboom saw a piece of paper, he would take time to pick it up and throw it away. He helped the FFA sponsor set up the volleyball standards and commented that normally the head custodian did those kind of things, but he had to fill in until he was officially back on duty. He checked the air circulation in a classroom, then greeted a child in the hallway and talked to a teacher about volleyball this fall.

Rozeboom went back to the outer office and talked to his secretaries. He had not received any phone calls while he had been on his tour. His board secretary asked him to get some signatures on some warrants. He asked her to dial someone to get information about an asbestos contract then took some mail out of a holder and checked over the asbestos contract.

At 11:00 a.m. he went back into his office. Rozeboom said he spent a lot of time putting things away. Some ask their secretaries to do that but "they are busy also." Rozeboom and the board secretary went over some of the transportation information. He spent the next 25 minutes gathering transportation figures, with interruptions by a teacher who came in to get some keys and a student

who was looking for some software. Eight of the 25 minutes were spent on the telephone with the transportation director.

At 11:25 a.m. Rozeboom called the roofer to let him know that the roof was leaking in two spots, then he began putting information on the board table. Rozeboom walked to the outer office, greeted a teacher, and asked the board secretary about some bus statistics on the way.

He received a telephone call from another superintendent. They discussed the needs assessment meeting, health insurance premiums, and some local concerns. Fourteen minutes later Rozeboom hung up and walked to the outer office to get something out of a file drawer.

The teacher-painter came in to see if Rozeboom wanted to look at the paint color on the wall. The superintendent walked down to the music room to check on it. He commented that he had worked his way through college painting and had loved doing that because he loved the smell of paint and everything always looked so much nicer afterward.

Superintendent Rozeboom went back to his office and fixed the printer so he could get a good print-out of bus figures. He received three phone calls in the next 10 minutes. They were all short calls; one was from a parent, one from his daughter concerning lunch, and one about a department report.

Just as he was leaving to go home for lunch, the painter-teacher came in to get some information. At noon he left to go home for lunch.

Fifty minutes later Superintendent Rozeboom returned from his lunch break with two more beautiful roses which he put on the board table. He began processing mail.

The board secretary came in with some transportation figures. For 3/4 hour the secretary and Rozeboom worked on the figures. The object was to decide who owed how much, to whom, for the shared expenses. In the meantime a custodian stopped in to get a key, only to drop it off again later, the print secretary stopped in with a message, the FFA sponsor stopped in to check on the microphones, a parent called to get some information, and a teacher called to get some information about insurance. Rozeboom tried to call someone, but did not receive an answer. He did call a carpenter about fixing the covering on some stairs. Another teacher who was working on the grounds came in. While the secretary and Rozeboom were waiting for a bus supervisor to come with some information, they began planning a brochure they wanted to make for a city celebration this coming weekend. At 1:50 p.m. they decided that the transportation supervisor was not coming so they put the information away until he arrived. The secretary went to the outer office and asked if he wanted to go through the purchase orders now.

Rozeboom explained that this was not quite a normal week because the head custodian was out. He was quite frustrated with Day 1 because he felt it had been quite fragmented. Rozeboom was just ready to sit down and read a letter from the Department of Education

(DOE) when his secretary came in with purchase orders. However at 1:55 p.m., the transportation supervisor did arrive and the three of them went through the computer printouts to check mileage.

The superintendent from the shared district called while they were going over the figures. They discussed the transportation issue. Ten minutes later Rozeboom hung up and he, the bus supervisor, and secretary again sorted through the figures. A parent and her daughter stopped in to give the secretary a cash box. She was concerned because someone was supposed to pick up the softball team and no one had been there yet. Rozeboom tried to call the transportation facility to tell them to pick up the girls, but no one answered. He telephoned another number and reached a bus driver. The other secretary came in and said the location of the game had been moved from the other shared school district to this one because of a wet field. Much confusion followed with no one quite sure where the games were going to be held. Rozeboom was concerned about the officials. Finally, at 2:42 p.m., Rozeboom started laughing at the circus the ball game schedule had become. He checked the list of people the secretary had tried to call to come to the needs assessment meeting. During all this time Rozeboom was still working with the board secretary and the bus supervisor on the transportation figures. He expressed a desire to put just one thing to rest today. He wanted to settle the shared transportation cost. At 2:47 p.m. the superintendent from the

shared district called again to tell Superintendent Rozeboom that the boys' game would be in one location and the girls' in the other.

Almost 1 hour after she entered, the secretary left Rozeboom's office, the bus supervisor left after 45 minutes. The print secretary came in with a message, and the FFA sponsor stopped by with a message. Rozeboom got up and hurriedly walked through the school to try to locate the baseball coach. Even though he was in a hurry, he still stopped to pick up a pop can lying in the hallway.

Rozeboom found the baseball coach out at the baseball field preparing it for a game. The coach seemed to have everything under control as far as location of the games. The bus driver was out there also and they checked out transportation needs. As he walked back to the office through the gym he turned off some lights that were left on by the FFA students.

When he got back to his office, he called the superintendent of the shared district to tell him of the final sports plans. There were several misunderstandings: some girls thought they were not playing until 6:00 p.m. A mother called to tell Superintendent Rozeboom that she would take the girls to the game. He started laughing again. The location of the games had been a comedy of errors.

At 3:05 p.m. the board secretary brought in a group of checks for the superintendent to sign. The transportation supervisor came in. He could not find either the parent or the girls. One

of the coaches came in. He did not know about the change of schedules. There was more confusion, again due to the weather. Rozeboom said that arrangements had to be tighter concerning how students would get from one place to another. After a brief discussion the coach left to go talk to the other coaches.

At 3:15 p.m. Rozeboom returned a call to a furniture store concerning the Lions' Club. After the call he stepped to the door and asked the coach, who was still in the outer office, to come in again tomorrow. He then turned the air conditioner on, closed all the windows and said, "Let's go down and get microphones---whoops I need the little green book with combinations." He greeted a few students in the hallway, proceeded to the high school principal's office, opened the vault, and got a microphone. However, he did not have the correct key so he had to go back to the office to get it.

The superintendent from the shared district called. They both decided they needed to have a tighter hold on where the games were going to be held. There was more confusion because it looked like rain. Rozeboom hung up and went to the auditorium to hook up the microphone. He hooked up the system and went to the concession stand to get a stand for the microphone. In the hall he saw a custodian from whom he got some information. He went back to the auditorium to put the microphone on a stand and greeted a student on the way.

Then Superintendent Rozeboom went back out to the baseball field to talk to the two baseball coaches. He asked about arrangements for the students, and said good-night to a custodian who was going home. Then he told the coaches to be sure that the gym doors were locked at the end of the evening and went back to his office. There was a new update on the softball game.

He went to get a cup of coffee. There was none made. Back at the table he worked on the bus figures. He felt that in a small school like his you could not delegate as much as you would like because of a lack of people. Rozeboom saw a policeman outside and quickly ran out to talk to him. The Police Chief was on his board and he had been gone, he wanted to see if he was home yet.

At 3:56 p.m. he called the other superintendent back to discuss the games again, then he went back to the table to work on figures. He commented that in the summer communication was more of a problem. He worked for several minutes before a teacher came in to ask whether they had hired an athletic director yet and inquired about practice time. Rozeboom went back to the bus figures and called out to the office for some information. The secretary came in and helped him for 12 minutes. A student stopped in to pick up checks for the umpires. A teacher stopped in to get some information. A parent came in to get the cash box for the softball game. A coach called to get some information. Rozeboom went back to reading the guidelines for new standards. The secretary came in with some checks for him to sign. Someone came in selling a product for

playgrounds. Rozeboom told him their funds were so tight that he could not do anything about it. He went back to reading a letter and called out to his secretary to ask if she was going to add some miles that needed to be on the transportation report so he could finish it. He commented that the paperwork for the superintendency was unbelievable; however, he said that the Department of Education (DOE) tried to help rather than reprimand.

Superintendent Rozeboom sat down at the computer to write replies to some letters. At 5:04 p.m. the board secretary came in to use the computer she had brought in earlier in the day. For 1/2 hour both the secretary and the superintendent worked solidly, each on their own computer. The telephone rang at 5:34 p.m. Someone called to get information. After a 4 minute conversation Rozeboom went back to his computer.

At 5:38 p.m. the secretary asked, "What do you need to know?" Superintendent Rozeboom told her and then went back to figuring transportation costs. At 5:50 p.m. Rozeboom had to go pick up a relative for a barbecue in celebration of his 24th wedding anniversary.

Day 2. On Day 2 the superintendent arrived at school at 7:05 a.m. Superintendent Rozeboom commented that he usually dressed a little more casually during the summer than he did the rest of the year. He turned on the machines, opened the vault, made coffee, started looking through the paper, and laid out information to begin his day's work. Both secretaries came in before 7:30 a.m.

Rozeboom made copies of some curriculum materials for the drivers' education teacher.

At 7:54 a.m. Rozeboom began a tour of the building. He looked for the custodian because he liked to check their plans. During the summer they turn off the water in the water coolers to save energy. They kept a walk-in cooler going but turned off all refrigerators. Rozeboom found himself taking on several of the head custodian's duties for the time being, such as checking the temperatures of the refrigerator and freezer.

He found one of the custodians in a hall and checked his plans for the day. The custodian was going to put sealers on the floor. The two went to the library where Rozeboom explained how he would like the room set up for the Needs Assessment meeting that evening. Rozeboom emphasized that any place that people would be he wanted especially clean, i.e., bathrooms, fountains, and the library.

He continued his tour to the auditorium to check the sound system the FFA students had used the day before and to check the roof leak. On the second floor he saw a piece of paper and he picked it up. He took the microphone back to the high school principal's office and then went back to his own office.

Rozeboom reflected on yesterday's activities. He said, "The end product must always be what is best for kids." With the new shared program the district wanted to make sure that everyone had access to all programs. There were times the school would run a bus for one or two children. That was expensive but it was a

commitment. He felt the look was very important in anything that represented the school.

Five priorities were listed for the day. The first one: prepare board agenda, was worked on for 160 minutes (2.7 hours) and was partially completed. The other four listed were not worked on at all.

In the outer office Rozeboom picked up a paper and visited with both secretaries. The telephone rang. Rozeboom took it in his office. A citizen called to tell him that he was going to replace his father at the Needs Assessment meeting. Rozeboom looked out the window to view a student getting a lesson on weed trimming, then he went to the outer office to watch. He came back into the office and sat down at the board table to begin preparing for next Monday's school board meeting. He said he "goofed" because he scheduled two meetings the same evening--a school board meeting and a Needs Assessment meeting.

The board secretary came in to have Rozeboom sign a check. The painter/teacher came in. Rozeboom gave him a paint sample, then he went to the outer office to fill his coffee cup. He went outside to talk to the custodian working outside his window.

Rozeboom came back into the office. His secretary came in and they discussed a fight at the game last night, a student who had been disqualified from athletics, and the school board agenda. At 9:11 a.m. his secretary went back into the outer office. Rozeboom

called out to her to ask a question about insurance. The secretary called out an item for him to add to his board agenda.

Rozeboom kept his budget on an Apple spread sheet. He had a 10 year plan for each line item of the budget. For some purposes he went back 5 years. He felt that knowing the percent of expenditures was important to see where you were going. It also helped the board to understand the budget.

At 9:26 a.m. Rozeboom went back to work on the board agenda. He always checked agendas from the previous 2 years when making a new one. The secretary called in that there was a teacher on the telephone. The conversation concerned a teaching position for next year. A lady who volunteered much of her time to the school walked in and talked to Rozeboom for almost 10 minutes about the brochure he was putting together and the ice machine they needed to use for snow cones. The money from the sale of the snow cones would go for softball expenses.

Rozeboom went into the outer office. He visited with one of the custodians and signed a purchase order for his secretary. One of the school secretaries told him that the students hired for summer help were smoking. He received another telephone call, this time from a non-local business person who talked for 8 minutes.

Rozeboom sold a "Cow Chip Bingo" ticket to one of his secretaries. "Cow Chip Bingo" was a game sponsored by the Lions' Club that was going to be played at the city's celebration this coming weekend.

He went into his office to get something. Meanwhile a teacher/coach came into the outer office. Rozeboom tried to sell him a ticket and he bought one. The teacher was moving to another school district. Rozeboom visited with an elementary secretary who had come to the outer office. The coach came back to check where his number was on the Cow Chip Bingo chart.

One of the guidance counselors came in and asked Rozeboom some questions about the district philosophy. The superintendent secured a copy and made copies for the counselor. A student came in to pick up his brother's report card and to get a Good Student's discount card.

At 10:30 a.m. Rozeboom took off for the music room, where the teacher was painting, to ask him if he would be willing to take a coaching assignment next year. They talked about the color of paint as well as discussing the coaching position.

Superintendent Rozeboom looked for one of the custodians outside. He could not find him there so he stopped by the high school office and told the secretary he was looking for the custodian. He finally found one of them sealing the floor in a classroom. He went outside to check on the work being done there. When he returned he saw two of the girls who were working for the school. He reminded them not to smoke on school property and went outside to tell the rest of the help the same thing. Rozeboom went back into the hallway to talk to the custodians about students smoking and how to get hard water spots out of the drinking fountain.

One custodian said it was hard to tell the kids not to smoke when they saw adults doing it. Rozeboom went to a room off the gym to check the ice machine. He said that during the school year he did not run around as much as he had been doing this week and it would be different if his head custodian was there.

Superintendent Rozeboom was back in his office again by 10:54 a.m. He gave his secretary some information and made a telephone call to a teacher to make an appointment to visit with him about a position. Rozeboom asked his secretary to check some information for him, looked for carpet bids, and dialed a telephone number. He talked to someone about bus radios and signed checks. At 11:17 a.m. he received a telephone call from the superintendent of their shared school. They talked about a coaching position, the athletic director's position, and the transportation settlement.

The print secretary came in laughing because she was having such a hard time getting people to come to the Needs Assessment meeting. Rozeboom worked on processing the mail. His daughter called about lunch. Rozeboom took the mail to the outer office to distribute it. He received another telephone call, this time from a teacher regarding a purchase order. He left school at 11:51 a.m. to go home for lunch and run some personal errands.

At 12:35 p.m. Rozeboom came back from lunch. He began preparing the school board agenda for next week working for almost 2 1/2 hours on it. Included in that time were several interactions with his secretaries and custodians, an interaction with one of the guidance

counselors, a trip to the auditorium to open up for a custodian, a telephone call from a business, and a call to the head custodian. Rozeboom almost always has two board meetings a month.

At 2:58 p.m. Superintendent Rozeboom sat back to review administration salaries. A volunteer came in to ask him about cups for the concession stand. He got his keys and went to a small room off the gym to get the cups for her. Then he went to the library to check if it was ready for the Needs Assessment meeting that evening. Superintendent Rozeboom went back to his office. His secretary gave him a letter, a survey, and a list of people coming for the Assessment Meeting. Rozeboom's wife came to the office. She is a counselor in a nearby school who is taking 7 hours of college courses at a nearby university.

Rozeboom proceeded on another tour to check the progress of the painting, to check on an outside door, and to talk to a custodian about the summer help. He went back to the office and worked for 72 minutes (1.2 hours) on office work. At 5:08 p.m. a teacher/coach came in to give him some information. Rozeboom left school at 5:10 p.m. only to return to school that evening at 6:50 to conduct the Needs Assessment meeting.

The two superintendents of the sharing districts met in the library. This is the meeting that one of his secretaries had been working on for 2 days calling people. They were hoping to have 200 people attend 1 of 4 meetings.

At 7:06 p.m. Superintendent Rozeboom began the meeting with introductions. He described the procedure of random sampling used. A surprising result was the large number of senior citizens in their community. The actual survey for people to fill out had been produced by the Advisory Committee. Fourteen people attended the Needs Assessment meeting on the evening of Day 2. After the group was finished filling out the forms they all discussed how they could have encouraged more people to take part. One lady suggested that people could have sent their forms in, another suggested that they should have sent out 700 letters instead of 200. Both superintendents were surprised that there were not more questions from the people filling out the forms, mainly because there had been so many from the Advisory Council who had put them together. Someone asked what the age was of those who had not come. Rozeboom said most were elderly. One commented that he thought people were pretty happy about everything at school.

The meeting broke up at 7:44 p.m. The people did not leave immediately but took time to visit with each other. At 8:00 p.m. Rozeboom did some housecleaning chores such as closing windows, turning out lights, and locking doors. At 8:17 p.m. he left the building, taking the surveys with him.

Day 3. Superintendent Rozeboom arrived at school at 7:05 a.m. He had left his keys in his office the night before. He found a custodian, but he did not have a key to his office. He sat in the hallway reading the paper until one of his secretaries

came at 7:33 a.m. He found his keys on top of the information from last evening's meeting.

Rozeboom did some housekeeping duties. He threw out the old roses and put new ones in their place. Every morning he brought fresh roses. He made decaffeinated coffee. In the summer they did their own custodial duties in the central office.

Rozeboom said the phone had rung many times this morning but he could not get in to answer it. He figured it was one of the secretaries calling to say she would not be able to make it. When the print secretary came in and told him that she had not tried to call he became concerned about who had. Then the print secretary said she had seen the ambulance go this morning. Rozeboom quickly phoned his mother-in-law to see if she was alright. When he found out that she was OK he got out a small push sweeper to clean the carpet. He cleaned the outer secretaries' office for about 7 minutes, visiting with the two secretaries. Then he went into his own office and worked the sweeper for several more minutes. He watered all the plants. The central office babysat the plants from the media center in the summer. He believed that plants added a dimension to the school.

Superintendent Rozeboom had gone over the surveys last evening. He said that some people felt there was a discipline problem at the high school and some felt that the finances were not handled as well as they could be (there had been some staff reductions

when they began sharing). He spent 2 hours at home going over the surveys.

At 8:06 a.m. he poured himself a cup of coffee and gave the print secretary some information and asked her to start a file entitled "human growth and development." He brought several more items into the outer office for a secretary to take care, of including more human growth and development information, some board materials, some survey information, and some open enrollment information.

One of the secretaries said that the Bloodmobile had forgotten its typewriters and wanted to borrow some from the school. Rozeboom said, "Find out how many they need." Then he headed down to the business classroom to get the typewriters ready. On the way he stopped in the high school office to put some things away.

At 8:26 a.m. he described his priorities for the day. Six were listed, three of which were scheduled meetings at 9:00 a.m., 10:00 a. m., and 1:00 p.m.

He took a break and then went to the outer office to ask the print secretary to make a few phone calls for him. Then he went to his own office where he sat down at his Macintosh computer and tried to put some information together for a brochure he wanted to produce for the city celebration on Day 5. Almost 1/4 hour later his secretary came in and said she needed help. She had a question about how some minutes should be written up. Rozeboom wrote out the section in question.

He turned back to the computer and the brochure. At 9:05 a.m. a teacher came in for a scheduled meeting. They discussed her course offerings for next year and the future. In the course of the conversation Rozeboom retrieved the purchase order requests and asked the teacher if she really needed everything listed. They went through them together. The teacher left 43 minutes after the meeting began. Rozeboom had had several interactions with one of his secretaries during the course of their meeting.

Superintendent Rozeboom called the high school secretary on the phone to check on an order for textbooks. As soon as he hung up he received a call from the superintendent of the shared district. They talked for 8 minutes visiting about the test for lead in water.

At 10:05 a.m. Rozeboom took another break and then got the Parent Teacher Association (PTA) president who had come for a meeting a cup of coffee. The PTA president reviewed activities planned for the coming year, i.e., fingerprinting, homecoming, a convention in October, Welcome New Neighbor, Halloween, Reflections, a Fine Arts festival, an art show in the middle school, scholarships, kindergarten, celebrity reading, safety, and color, cut and paste. The superintendent questioned her as to how they could get more senior citizens involved in school. They discussed several more projects. The PTA president then asked Rozeboom, "What are your dreams?" The conversation went on for several minutes more with Rozeboom expressing appreciation for everything the PTA has done

for the school. Over 1 hour after the start of the scheduled meeting the PTA president left.

Rozeboom poured his coffee on one of his plants. He said that it was good for them. Then he went to the auditorium to meet with two roofers who had come to check on the leaks. Fifteen minutes later the roofers were outside ready to begin their work and Rozeboom was on his way back to his office.

Once back in his office he corrected a letter, then went back to working on the brochures he needed for Friday. A few minutes later he took the corrected letter to the print secretary. He had not saved it on his computer so he asked her to type it over. Then he asked his board secretary what program he should be in to work on the brochure.

The custodian stopped in to see if Rozeboom knew that the roofers were here. The secretary came in to see how he was coming with the brochures. She told him that at 2:00 p.m. she could help him with them. Rozeboom commented that he had so much to do. He then proceeded to go through the mail. Before he had worked more than a few minutes, the print secretary came in to see if he knew how to run the washing machine. The custodian needed more towels and didn't know how to use the machine. Superintendent Rozeboom put everything aside and went down to the washroom. He wasn't sure how to use the machine either. He said, "I am way out of my element now." He figured it out and then the custodian asked about

the dryer. After he figured out how to use that, he walked back to his office.

Once back in his office, he visited with his two secretaries for a few minutes. A teacher came in and Rozeboom tried to sell him a ticket for "Cow Chip Bingo." His daughter called to give him the menu for lunch. At 11:55 a.m. he went home to eat.

At 12:20 p.m. Superintendent Rozeboom came back to school. The first thing he did was to go up on the roof to see how the roofers were doing. He came back into the office and retrieved some materials from the safe. A university student called and asked if he could attend a board meeting. Rozeboom told him when the meetings were, then he spent another 8 minutes looking for roofing plans. He went into his office to look for them and then back to the vault. His secretary brought out a file to look through. The teacher/painter came in to pick up a check. Rozeboom and the painter discussed paint in various rooms.

At 12:55 p.m. he found what he had been looking for, so he began putting materials away. He went back into the vault where he has two shelves of rolled up plans, to put everything back.

At 1:21 p.m. Rozeboom began a tour. He started by checking on the painter. He found one of the custodians in a classroom. This particular custodian has worked for the school for 35 years. He and Rozeboom looked at the floors in several rooms. Rozeboom told him what a nice job he had done. There was a towel in front

of each door so one could wipe one's shoes off before entering a room.

Out in the hall Superintendent Rozeboom checked the bottom of some desks. Then he went to the gym to check on the students working with another custodian. The students were sweeping the bleachers. Rozeboom showed them how to do it after which he went into the hall to look for another custodian. Checking with a student in the boiler room he found the custodian in a hallway. Rozeboom got him a box in which to put garbage. He checked the music room and then went back to the outer office.

The secretary asked Rozeboom a question about the bus routes. He got some information for her. A lady came in to pick up a check. Rozeboom quietly asked his secretary if she had paid her for making out a list. The secretary said she had not. The lady said she had volunteered to do that. Rozeboom said, "Pay her."

The 1:00 p.m. scheduled meeting started at 1:50 p.m. It was with a volunteer. She and Rozeboom discussed details of setting up the booth for the city celebration to be held this weekend. They talked about the table, sign, scrapbooks, giveaways, staffing, tablecloths, and times to work. The volunteer's son came in carrying a book. Rozeboom visited with the lad about his book. The three of them then went into the auditorium to look at a logo made out of styrofoam that was made by the art students. They all tried to figure out how to get it down so it could be displayed at the booth. One of the roofers came in to figure out where there was another

leak. The volunteer declared that she had figured out a way to display the logo. After Rozeboom said that he would have someone take it down, they left the auditorium.

When they got back to the office, Superintendent Rozeboom called the art teacher to see where the display boards were stored. Then he and the volunteer went to the art room to find them. After looking them over, they decided that some peg board the volunteer's friend had would work better. They returned to the office and the volunteer finished going through her list.

At 2:31 p.m. someone from the DOE called to answer an open enrollment question Rozeboom had. The volunteer left and Rozeboom continued to talk about the New Standards and about a fishing trip. Rozeboom asked what would happen if they were not in compliance. Eight minutes later he hung up and said, "Would you call today fragmented?"

The superintendent went to the outer office, made a comment to his board secretary, and gave some information to his print secretary. Then he went back to his office and looked through his mail. Three minutes after he sat down he received another phone call. This one was from someone involved in a Cancer Drive. Rozeboom had trouble saying "no" to good causes. He has served as president and chairperson for numerous activities and was presently chair of a cancer drive. He hung up and went back to processing mail. A few minutes later, a roofer came in to share some

information. Back to the mail. At 3:17 p.m. he signed some checks, asking his secretary a question as he did so.

At 3:22 p.m. his board secretary came into the office to discuss a retirement policy. The print secretary said good night and left for the day around 3:30 p.m. The board secretary fell while getting a paper for the superintendent. She is on a salary and appeared to put in hours almost equal to the superintendent. Although they banter back and forth quite a bit it was obvious that they had a good deal of respect for each other.

The print secretary kept a scrapbook of everything in the paper referring to the school. She cut out all articles and put them in a three-ring notebook. She punched holes in some old unusable paper.

The elementary principal came in to discuss a bank check and how to get someone to analyze lead in the school's water. Four minutes later he left and Rozeboom went back to processing his mail. At 3:50 p.m. Rozeboom called the superintendent from the shared district to discuss shared positions, breakfast for students, and personnel. He then called the DOE, but the person he wanted was not in. Six minutes later the DOE person called back. They discussed specifics of shared administration. Then he called another person at the DOE for further clarification.

At 4:45 p.m. the FFA director stopped in for a short exchange. The secretary came in and for 37 minutes the secretary, Rozeboom,

and the researcher visited about finances and sharing. Then for 1 hour the secretary and Rozeboom worked on the budget.

Day 4. Superintendent Rozeboom arrived at 7:15 a.m. He cleaned the sink, made coffee, and called the superintendent from the shared district. Then he went to work on the school booth, calling people and making arrangements for people to work in it. He called his daughter at 7:52 a.m. to go over lunch and supper plans.

Five priorities were listed for the day, four of which were scheduled meetings. The shared superintendent called him at 7:57 a.m. to get some information.

Shortly after 8:00 a.m. Rozeboom got up to make a tour of the building and check on what the custodians were doing today. In the outer office he greeted the mailman. Before he could begin his tour, a bus driver came in to get some forms. Rozeboom and the print secretary spent a few minutes looking for them. The bus driver left and Rozeboom began his tour. He first went to the science room where the teacher/painter was getting ready to paint. He greeted a student in the hall while moving through the rest of the school. He interacted with a custodian in the hallway. The painter stopped him in the hall to give him some information about the physical plant.

He found another custodian and visited for several minutes about floors, the plan for the day, the bathroom floor, the roof, and a tile in the ceiling. Rozeboom concluded that conversation by asking him to take down the logo in the auditorium. Another

custodian showed Superintendent Rozeboom a broken chair and told him how he could fix it. Rozeboom stopped in the industrial arts area to see how the industrial technology person was coming on the bathroom panels. The teacher was completely redoing them by sandblasting, priming, and repainting. On some he even did metal work.

He continued on down the hall to the boiler room. Another custodian was cleaning out the boiler. He concluded his tour in the kitchen, greeting an older person on the way.

At 8:56 a.m. he was back in his office. His print secretary had some messages for him. His board secretary had gone to the AEA that morning and was back already. Rozeboom and his secretary discussed finances. The telephone was ringing and Rozeboom called to a teacher to pick up line two, then he asked his print secretary to make some more copies of some information. At 9:00 a.m. the superintendent went into his office for a scheduled meeting with his vocational agriculture teacher. The main purpose of the meeting was to fill out the state CE4 and CE7 forms for vocational classes. While the teacher was working on the form, Rozeboom returned a call to the roofer. The roofer had to cancel his appointment for this morning, but planned to come in the afternoon. Then he called the superintendent from the shared district. He checked on the teacher filling out the form, asked the secretary about a date on the calendar, then returned a call from another superintendent of a nearby district. The painter/teacher came in to ask if he could

get some compound to fill holes. Rozeboom took care of the painter then went back to the table to help the vocational agriculture teacher fill out the form.

A former secretary stopped by to say hello. The agriculture teacher made a telephone call to check on how to fill out the forms while Rozeboom went to the outer office to get some information from the secretary. The volunteer came in to tell the superintendent that she had secured a board to put the logo on and wondered if someone could pick it up. Rozeboom made a note to do so. The teacher and superintendent tried to figure out how many minutes the vocational class was taught. The print secretary came in to get a copy of something. Rozeboom commented that he would be surprised if all the information was accurate.

At 9:58 a.m. the board secretary announced that his 10:00 a.m. appointment was here. The teacher left at 10:01 a.m. Rozeboom made the comment that many of the forms they had to fill out were confusing and unfair because they could only count the special education students once even if they were in more than one class.

At 10:05 a.m., a teacher/coach who had applied for the athletic directorship position came. The superintendent and teacher discussed the percent he would be on administrative salary if he was chosen for the position and what coaching responsibilities he would maintain. Rozeboom checked with a custodian about a collapsible stand and taking the logo off the wall. He came back to the teacher. Discussion continued on salary, how it would be prorated, money

makers, Booster clubs, projects, needs assessment survey, coaching positions, schedules, incentives for kids, Iowa Tests of Educational Development (ITED's), privileges of driver's licence, and ceramic tile. Rozeboom made the comment, "The thing we're about is providing for kids."

At 10:59 a.m. the teacher left and Rozeboom went to the outer office. The custodian informed him that he had picked up the peg board for the logo. The bus driver and his two secretaries were also in the outer office. Rozeboom had an exchange with the bus driver and then asked one of the secretaries about replies to the Needs Assessment meeting. The superintendent and the custodian went out to the hallway to look at the folding pegboard.

Rozeboom came back into the outer office, visited with the secretary for awhile and then took a break. The secretary asked him for the board agenda and they discussed financial concerns, including insurance money, a check, and a new roof.

Superintendent Rozeboom went back into his office and began arranging items on the table. The elementary principal came in to discuss checking the fountains for lead. The secretary came in to discuss activity tickets, handbooks, and Phase III. The secretary went back to her desk and Rozeboom sat down to process mail. At 11:32 a.m. he finished going through the mail and he put his information away. The head custodian came in to discuss waxing, burnishing, moving furniture, time cards, the roof, plaster, and water lines on the stage. The elementary custodian came in and

the three of the them discussed summer reports, art room floors, lockers, and gas jets. The elementary custodian commented that he still had things to do from 1986. At 11:46 a.m. the custodian left and Rozeboom took the two secretaries and the researcher to a local restaurant for lunch. After lunch the four went for a short tour of the community, riding past the superintendent's home and his rose bushes.

At 1:00 p.m. Rozeboom returned to school to meet with a community person and her son who came to school to check on arrangements for a community magic show to be held in conjunction with the city celebration. The three of them went to the auditorium to check the facilities. Rozeboom explained the lighting and sound systems to them, then he and the young man moved a piano. Rozeboom moved a desk and chair from the back to the front of the auditorium. He threw away some paper that was left over from the FFA meeting, then moved the podium to the back of the stage. The lady and her son left while Rozeboom continued with housecleaning chores. He moved a ladder, then set up a microphone. He returned the two typewriters borrowed by the Bloodmobile.

At 1:32 p.m. he was back in his office. He sat down at the computer and began working on the brochure. He asked his secretary how to center a word using the software he was using. She explained and he got busy. About 6 minutes into it the volunteer came over to work on the booth. They went to the auditorium where the logo and peg board were being stored. (Rozeboom almost always puts his

work aside to help others right away.) They looked at how black paper and silver mylar would look on the pegboard. Another volunteer came. Thirteen minutes later Rozeboom went back to his computer and the brochure. The high school secretary came in to pick up some purchase orders to look through. He stood up to get them for her and then took a break.

The secretary asked him about the middle school honor roll. Rozeboom answered her questions then went back to the computer. Five minutes later he stood up to get some information. He looked on the side cupboard and then in the outer office. After finding the information he went back to work. Rozeboom worked on the brochure until 2:28 p.m. when the cheerleading sponsor came in with several questions. They discussed the school booth and then she asked if she could pick up a blank video tape. Rozeboom walked to the media room off the library to get one.

At 2:42 p.m. Rozeboom was back in his office and back at the computer. The board secretary came in to help. Together they discussed what the brochure should include. He entered the information into the computer while his secretary sat in a chair next to him. His secretary made a telephone call to get some information and then went back to the chair next to him. The high school secretary came in with some information concerning the purchase orders.

The roofer came in for a scheduled meeting at 3:30 p.m. He stayed for almost an hour discussing new roofs with Rozeboom and his secretary.

The board secretary and Rozeboom went back to the computer and the brochure. A bus driver stopped in to give them some information. Five minutes later the band director stopped in to say "good-night." The secretary and the superintendent worked on the brochures until 6:06 p.m.

He had to leave at that time because he had a Needs Assessment meeting in the other community that evening. Sixteen people attended the meeting which took 2 hours and 45 minutes of Rozeboom's time. The board secretary also put in extra time by coming in later in the evening to finish some work.

Day 5. Superintendent Rozeboom came in at 7:15 a.m. He put the Needs Assessment information away, brought in fresh flowers, made coffee, and cleaned the sink. He then read through the day's paper. At 7:33 a.m. a patron called to get some information. Rozeboom hung up and called a board member to see if he could work in the booth tonight. He made several more calls for the same purpose.

Rozeboom listed five priorities for the day, three were completed and two not attempted. One priority was the completion of the board agenda. He had been working on that all week. The other two dealt with the booth, one was to make sure everything was ready and the other was to make sure that it was going to be manned by two board members from each district. Basically the whole day was spent preparing for and working the celebration (564 minutes\9.4 hours).

Rozeboom began working on the brochure again. The board secretary came in at 7:47 a.m. She appeared to put in almost as much time as the superintendent.

Rozeboom worked solidly on the brochure until the telephone rang at 8:25 a.m. He got up to answer it. The call was from a construction company that had been working on their track. The company would like to hire the city to sweep the track with their street sweeper tomorrow. Rozeboom called the city to see if that was possible, but the city said its sweeper was not working.

Rozeboom went out into the hallway to find one of the custodians. He found the elementary custodian and asked how good their sweeper was. The custodian said the mower would have to come off if they were going to use it, and it was at the elementary building. Rozeboom said the construction company would reimburse any expenses and to go ahead and check it out. The custodian said he would let the superintendent know if it would work.

Rozeboom went back to his office, poured a cup of coffee, and told his secretary he was rearranging the material in the brochure. His secretary told him not to touch it. However, he said he did not have a choice because it had to get done.

By 8:37 p.m. Rozeboom was back in his office working on his computer. The custodian stopped in and said it would be better and cheaper to get a sweeper from a rental company. The transportation director was getting the busses ready for a parade

and would not have time to work on the sweeper. Rozeboom went back to working on the brochure.

Rozeboom got up to get something in the outer office and then went back to the computer. He stopped to call the superintendent from the shared district. He wanted to go over some points in the brochure with him. He knelt on one knee by his desk as he talked. Not once during the observed week did the superintendent sit behind his desk.

After the phone call Rozeboom went back to the computer to enter more information. He worked continuously until a local company called concerning carpet. Rozeboom talked for less than 1 minute, said, "That will be fine," and went back to his work on the computer.

At 9:38 a.m. the carpet dealer stuck his head in the door and asked, "Are we busy?" Rozeboom got up and the two of them walked down the hall to look at some carpet. Rozeboom showed him a seam in the carpet that was separating. The carpet dealer asked if they had a certain type of adhesive. Rozeboom asked a custodian who was nearby. They all went to a storeroom that was connected to the school, but one had to go outside to get into it. They looked for the adhesive and took seven paint cans down from a shelf while they were there. They looked other places until another custodian came by. Rozeboom asked him if he had seen any. He said, "Yes, I just saw some where I was working." Those three

then went to a little closet and they looked. However, it was gone. Rozeboom was looking a little concerned.

Rozeboom and the carpet dealer examined a step that was losing its tread. Then they went on down the hall to check some other stairs. Rozeboom called the head custodian on the telephone from the kitchen. He asked him if there was any other carpet the dealer should check as long as he was there. Another custodian, who had worked for the school for 35 years, came by and asked if he could help. He knew where the adhesive was. They went back to the outside storeroom and found it. Rozeboom and the carpet dealer continued to examine areas until a little after 10:00 a.m. at which time the dealer left.

Rozeboom walked back to his office and headed right for his computer where he continued to work on the brochure. He was getting frustrated with it. The volunteer came in at 10:18 a.m. Rozeboom shared what he had been doing with the brochure with her. The board secretary came around 10:30 a.m. to help with the brochure. For the next hour they both worked on it with just a few interruptions from the elementary custodian, the print secretary, a phone call Rozeboom made to the church organist to see if she was planning on him singing, a telephone call from a teacher and an interaction with the volunteer who was putting the display together. A little after 11:00 a.m. they printed a sample of the brochure on red paper. Rozeboom took a little break while his secretary cleaned up the copy. Then he checked on the school board

agenda, processed some mail, and helped the volunteer put the display together. At 11:38 a.m. both secretaries and Rozeboom began proofing the brochure. His daughter called at 11:57 a.m. to give him the noon hour menu. He said that it sounded great and at 12:00 noon he left for lunch, stopping to see how the volunteer was doing behind the stage on his way out.

At 12:25 p.m. Rozeboom was back. He went through some mail, then sat down to look through a newspaper. The board secretary finished the brochure on the computer. Rozeboom got out the surveys from the Needs Assessment to check over. The paper he was reading had a copy of the survey and he did not think the questions matched the ones that were given out. He asked the print secretary to circle all the questions that were the same as those in the paper.

The board secretary from the other district and her son came into the outer office. Rozeboom always seemed to be genuinely glad to see people.

Back in his office he began going through the board agenda. He made several telephone calls to parents of students who had misbehaved on the bus the last day of school. The board needed to decide if there would be a restriction on the boys when school started next fall and the item was on the agenda for the next meeting.

The teacher/painter came in. Rozeboom and the painter discussed what had been done and the hours worked. The painter was going home now. He had put in 33 hours this week. Rozeboom was continuing with his calls to the parents of the boys when the print secretary

came in and informed him that three questions had been left off the survey. The elementary custodian stopped in to see which rest rooms the baseball players were supposed to use. He was concerned about students coming up the hallway with cleats. Rozeboom went to the vault to find a print of the building for the custodian to deal with the location of drains. The custodian took the prints with him and left. Rozeboom continued making his phone calls, after which he went back to the board table to look over the rest of the board agenda.

At 1:21 p.m. the board secretary came in with a copy of the brochure to see what the superintendent thought of it. He was pleased. They discussed how to duplicate the brochures and decided to keep it in red. A parent returned a call to Rozeboom and they discussed whether she wanted to come to the board meeting. He snapped his fingers while he was talking so that a teacher in the outer office could see that he should come in. The teacher went in and Rozeboom asked him if he had turned in his hours for driving. He said he did not have any hours. Rozeboom went back to the board agenda.

The superintendent from the shared district called. They visited for a few minutes and then Rozeboom went back to reviewing the agenda.

The secretary asked Rozeboom to set up the folding machine for the brochures. He unlocked the closet door to get the folder out. For the next 25 minutes the two secretaries and the

superintendent worked on the brochures. They never did get the folder to work and started folding them by hand.

Rozeboom had meant to give blood to the Bloodmobile the other day, but he forgot. The elementary principal stopped over and discussed the celebration. The volunteer came in and admired the brochures. Both secretaries were working on them now. He told them to put them in packs of 50 with a rubber band so that they could determine how many they had given out. He took some to the high school office to do some trimming on a cutting board.

At 2:32 p.m. he sat down in his own office to finish going through the board agenda. The transportation director came in the office. Rozeboom and he discussed adding "selling busses" to the agenda. Rozeboom received a telephone call from the man he was hoping to recommend as the new athletic director.

The present athletic director, who was moving to a new district, came in to give the superintendent his keys. They discussed what still needed to be done this summer. The secretary poked her head in the door and asked Rozeboom if he knew that 60 drums of latex were coming tomorrow. He said it must be for the work they are doing on the track. He turned his attention back to the athletic director. They talked about the school district to which he was moving. The volunteer came in to pick up keys to the concession stand. Rozeboom told her that someone was coming with them. The two men had worked together for several years with obvious respect

for each other. They said their good-byes and the athletic director left.

Rozeboom went back stage to help the volunteer with her display. They set it up and it looked impressive, which pleased them both. Rozeboom held the peg board up while the volunteer did some taping. Then he went back to the office to get some parts to help hold the display together. He went back behind the stage to finish the project.

At 3:52 p.m. he went back to his office. Everyone was busy with last minute preparations for the booth. Everyone who stopped in was helping fold the brochures including the two secretaries, the volunteer, and any other willing body.

Rozeboom took a break and went back into his office. He tried to make a call, but did not get an answer. At 4:15 p.m. the secretary from the shared district called with some figures he needed to work out shared expenses. Rozeboom and the board secretary visited for 1/2 hour about financial matters, the sharing agreement, and the board agenda. Rozeboom commented that once in a while you really have a quiet day but today certainly was not one of them. He said, "I'm just fortunate to be surrounded by good people."

At 4:48 p.m. he left for the celebration that was being set up on main street. Once there he helped set up tables. He obviously had wonderful relationships with the community people down town as they all brightened up when they saw him. He worked in the booth until 9:00 p.m. The people working in the booth set up a public

address system and drew for prizes. The response of the crowd had been positive. They took the booth down that evening. He was going to go down town tomorrow at 5:00 a.m. to help clean up the Lion's Club area. There had been many favorable comments about the brochure.

Appendix L-2

Superintendent Rozeboom: Behavioral Characteristics

Neat/clean
Thoughtful of others
Thought things could be done better together, rather than alone
Dedicated teachers and staff
Helpful to others
Worked with community
Was caring
Loved plants
Was computer literate
Used first names
Acted as host
Had great concern for his family
Spent time looking for something
Everyone appeared happy/laughter
Beautiful office/facilities
Humble
No slack in work
Never sat behind desk
District on tight budget
Took care of problems right away
Decisions based on "What is best for kids"
Positive
Kept tabs on things
Hardworking
Kept good records
Enjoyed a challenge
Delegated
Asked questions
Worked very closely with secretary
Carried date book
Listened
Gentle
Self-sacrificing
Had open-door policy
Summarized
Appeared to be quite organized even though piles of stuff to do
Sang
Was goal oriented
History was important
Felt that he spent his life putting papers in notebooks
Champion of students with difficulties
Recognized ALL employees
Stressed communication
Conscientious
Could make hard decisions
Capable
Soft spoken
Well liked
Hurting

Had trouble saying no
Felt fortunate to be around good people
Serious about financial matters
Drank decaffeinated coffee
Lots of ideas
Nice speaking voice
Liked to see tasks completed
Often did things himself rather than ask others
"Paperwork is unbelievable"
Open
Put in lots of time
Brought a lot of things before board
Often spoke professionally
Dressed professionally
Was sincere
Complimentary
Frustrated at times

Behavioral characteristics were determined from observation.
The more times mentioned in the notes, the higher on the list the item was recorded.

Appendix L-3

Superintendent Rozeboom: Daily Priorities

Day 1

1. Superintendent from shared district coming to discuss:
 - sharing, transportation, etc.
 - handbooks
 - recommendations on handbook for athletic director
 - faculty handbook
 - student fees
 - newsletter for next fall
 - school calendar
 - high school purchase orders
 - coaching staff
2. Look at Phase III plan
[Lower priorities]
3. Touch base with vocational agriculture person with CE4 and CE7
4. Asbestos reimbursement

1	386 minutes	partially completed	a.m. and p.m.
2	0 minutes	not attempted	
3	0 minutes	not attempted	
4	4 minutes	partially completed	a.m.

Day 2

1. Get a start on board meeting -- go through board agenda file and old minutes
2. Phase III
3. Transportation conference information to bus person
4. Calendar (Secretary do when finished with needs assessment)
5. Go through stack of things to do -- mail, etc.

1	160 minutes	partially completed	a.m. and p.m.
2	0 minutes	not attempted	
3	0 minutes	not attempted	
4	0 minutes	not attempted	
5	0 minutes	not attempted	

Day 3

1. 9:00 a.m. scheduled meeting
2. 10:00 a.m. scheduled meeting
3. 1:00 p.m. scheduled meeting
4. Phase III
5. Brochure
6. Leftover stack

1	43 minutes	completed	a.m.
2	68 minutes	completed	a.m.
3	41 minutes	completed	p.m.
4	0 minutes	not attempted	
5	26 minutes	partially completed	a.m. and p.m.
6	40 minutes	partially completed	a.m. and p.m.

Day 4

1. 9:00 a.m. meet with agriculture teacher on CE4 and CE7
2. 10:00 a.m. appointment with teacher about application for AD
3. 1:00 p.m. Federated Business Women (FBW)
4. 7:00 p.m. Needs Assessment
5. Stack of papers

1 58 minutes	completed	a.m.
2 54 minutes	completed	a.m.
3 18 minutes	completed	p.m.
4 185 minutes	completed	p.m.
5 12 minutes	partially completed	a.m.

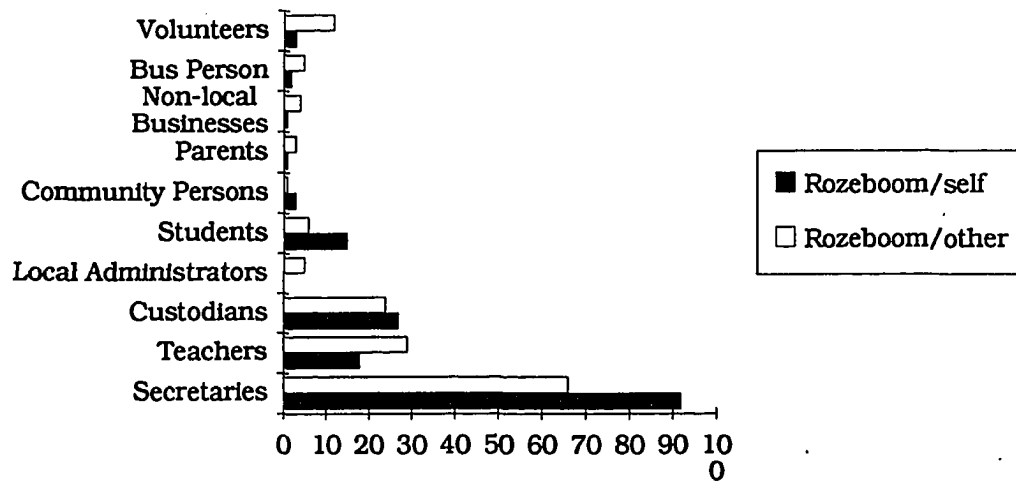
Day 5

1. Agenda for board meeting
2. Stack of papers
3. Make sure everything is ready by 4:30 p.m. for booth
4. Make sure booth is manned by two board members from each shared district
5. If extra time -- Phase III

1 90 minutes	completed	a.m. and p.m.
2 0 minutes	not attempted	
3 564 minutes	completed	a.m. and p.m.
4 14 minutes	completed	a.m.
5 0 minutes	not attempted	

Appendix L-4

Superintendent Rozeboom: Unscheduled Contacts

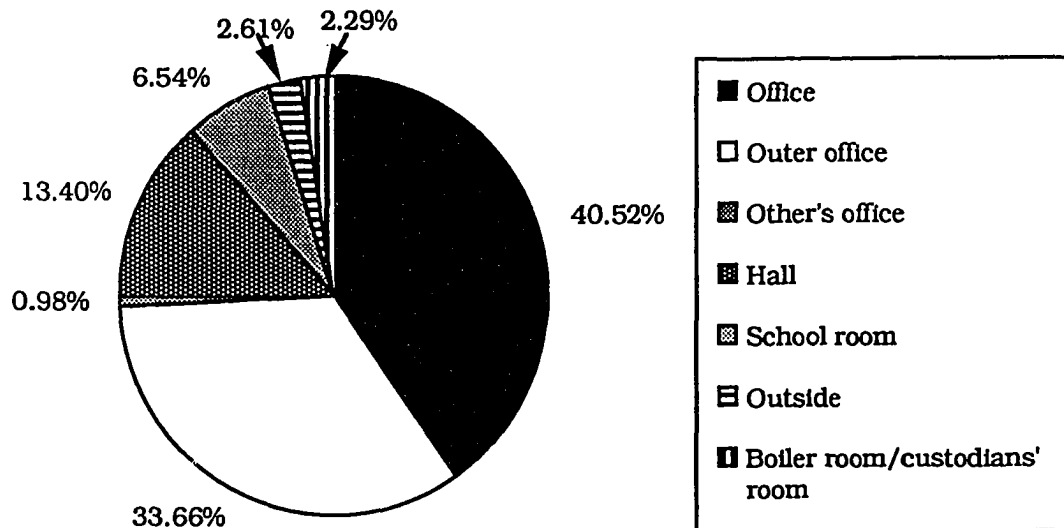


Self = self-initiated contacts

Other = contacts initiated by others

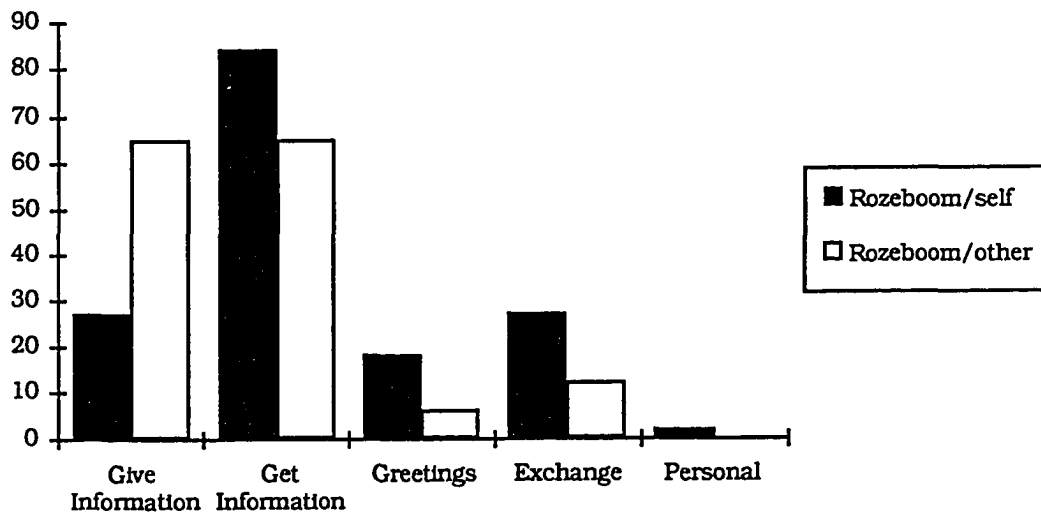
Appendix L-5

Superintendent Rozeboom: Location of Unscheduled Contacts



Appendix L-6

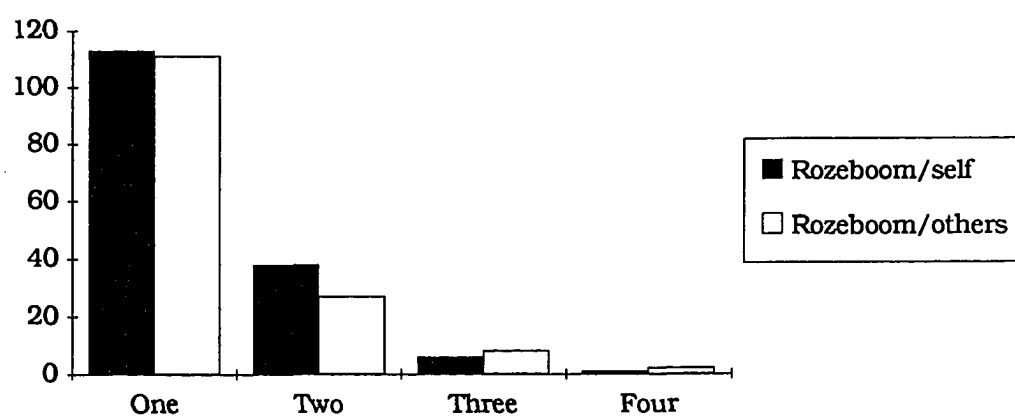
Superintendent Rozeboom: Purposes of Unscheduled Contacts



Self = self-initiated contacts

Other = contacts initiated by others

Appendix L-7

Superintendent Rozeboom: Number of People Involved
in Unscheduled Contacts

Self = self-initiated contacts

Other = contacts initiated by others

Appendix L-8

Superintendent Rozeboom: Telephone Contacts

	Self-initiated	Other-initiated
Custodian	3	0
Local business	3	2
Teachers	3	5
Secretaries	2	1
Non-local business	3	3
Other schools	7	8
State officers	2	2
No answer	4	0
Personal	3	4
Board members	3	0
Miscellaneous	0	1
Local Official	1	0
Bus person	3	0
Parent	3	3
Community person	2	3
Student	2	0

Appendix L-9

Superintendent Rozeboom: Activities Occurring in Central Office

Worked on promotion day for community	406 minutes
Telephone	233 minutes
Reflections	212 minutes
Budget concerns	201 minutes
School board agenda and concerns	197 minutes
*SM with shared district's superintendent	116 minutes
Interaction with secretaries	87 minutes
Interaction with teachers	81 minutes
Mail	75 minutes
*SM with PTA president	65 minutes
Interaction with business persons	53 minutes
*SM with another teacher	52 minutes
Reading	45 minutes
*SM with teacher	43 minutes
Priorities	43 minutes
Interaction with bus people	38 minutes
*SM with vocational agriculture teacher	31 minutes
Interaction with custodians	25 minutes
Housecleaned	23 minutes
Interaction with unpaid volunteer	18 minutes
Personal	15 minutes
Watered and cared for plants	13 minutes
*SM with unpaid volunteer	11 minutes
Extra curricular concern	7 minutes
Interaction with parent	6 minutes
Greetings	5 minutes
Interaction with administrators	5 minutes
Interaction with community people	5 minutes
Wrote letters	5 minutes
Concern for others	4 minutes
Checked on surveys	3 minutes
Looked for things	3 minutes
Policy concerns	3 minutes
Coffee	2 minutes
*SM with carpet person	1 minute

*SM = Scheduled Meeting

Appendix L-10

Superintendent Rozeboom: Activities Occurring in Outer Office

Housecleaning/helping others, including giving roses	151 minutes
Interaction with secretaries	74 minutes
Check on/look for/get something	70 minutes
Interaction with teachers	24 minutes
Worked on promotion day for community	20 minutes
Interaction with custodian	15 minutes
Community service	7 minutes
Interaction with students	5 minutes
Interaction with other administrators	5 minutes
Interaction with community people	4 minutes
Interaction with bus people	4 minutes
Budget concerns	4 minutes
Telephone calls	2 minutes
Break	2 minutes
Distributed mail	1 minute

Appendix L-11

Superintendent Rozeboom: Length and Number of Contacts

	Time in minutes	Number of contacts
Secretaries	884	163
Teachers	298	58
Custodians	218	54
Local business people	37	12
Non-local business people	86	7
Local administrators	7	3
State officials	12	4
Students	45	23
Community people	242	28
Board members	10	4
Other schools	237	17
Personal	11	8
Local officials	2	1
Parents	24	11
Bus people	77	11

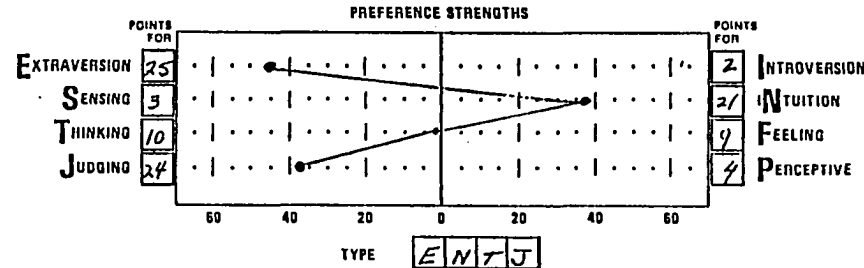
Appendix L-12

Superintendent Rozeboom: Senders of Correspondence

	Totals sent
Financial concerns	8
Solicitor	7
Self-written memo	5
Journals/newsletters	5
Iowa Association of School Boards	5
Self-written letter	4
Purchase orders	4
Brochure	4
Applications	4
Department of Education/Dr. Lepley	3
Colleges/universities	3
Student concerns	2
Professional educational organizations	2
American Association of School Administrators	2
Bid	1

Report Form for Myers-Briggs Type Indicator*

Name _____ Sex: M ☒ F ☐ Age 46 Other _____ Date 10/29/89



Indicator questions deal with the way you like to use your perception and judgment, that is, the way you like to look at things and the way you like to go about deciding things. The answers given reflect four separate preferences called E, S, T, and J. The profile above shows your score on each preference. The four letters of your "type" tell how you came out on all four preferences. What each preference means is shown below.

E An E for extraversion probably means you relate more easily to the outer world of people and things than to the inner world of ideas and things.

S An S for sensing probably means you would rather work with known facts than look for possibilities and relationships.

T A T for thinking probably means you base your judgments more on impersonal analysis and logic than on personal values.

J A J for the judging attitude probably means you like a planned, decided, orderly way of life better than a flexible, spontaneous way.

I An I for introversion probably means you relate more easily to the inner world of ideas than to the outer world of people and things.

N An N for intuition probably means you would rather look for possibilities and relationships than work with known facts.

F An F for feeling probably means you base your judgments more on personal values than on impersonal analysis and logic.

P A P for the perceptive attitude probably means you like a flexible, spontaneous way of life better than a planned, decided, orderly way.

Each combination of preferences tends to be characterized by its own set of interests, values and skills. On the back of this page are very brief descriptions of each type. Find the one matching your four letters and see whether or not it fits you. If it doesn't, try to find one that does. Whatever your preferences, of course, you may still use some behaviors characteristic of contrasting preferences, but not with equal liking or skill. This tendency may be greater if preference strength on a scale is low (under 15). For a more complete discussion of the types and their vocational and personal implications, see *Introduction to Type* by Isabel Briggs Myers, or consult your counselor.

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SENSING TYPES		INTUITIVE TYPES		
INTROVERTS	ISTJ Serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic and dependable. See to it that everything is well organized. Take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions.	ISFJ Quiet, friendly, responsible and conscientious. Work devotedly to meet their obligations. Lend stability to any project or group. Thorough, painstaking, accurate. May need time to master technical subjects, as their interests are usually not technical. Patient with detail and routine. Loyal, considerate, concerned with how other people feel.	INFJ Succeed by perseverance, originality and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear convictions as to how best to serve the common good.	INTJ Usually have original minds and great drive for their own ideas and purposes in fields that appeal to them; they have a fine power to organize a job and carry it through with or without help. Skeptical, critical, independent, determined, often stubborn. Must learn to yield less important points in order to win the most important.
	ISTP Cool-looking - quiet, reserved, observing and analyzing life with detached curiosity and unexpected flashes of original humor. Usually interested in impersonal principles, cause and effect, how and why mechanical things work. Exert themselves no more than they think necessary, because any waste of energy would be inefficient.	ISFP Retiring, quietly friendly, sensitive, kind, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. Often relaxed about getting things done, because they enjoy the present moment and do not want to spoil it by undue haste or exertion.	INFP Full of enthusiasms and loyalties, but seldom talk of these until they know you well. Care about learning, ideas, language, and independent projects of their own. Tend to understate too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings.	INTP Quiet, reserved, impersonal. Enjoy especially theoretical or scientific subjects. Logical to the point of hair-splitting. Usually interested mainly in ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interest can be used and useful.
	ESTP Matter-of-fact, do not worry or hurry, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. May be a bit blunt or insensitive. Adaptable, tolerant, generally conservative in values. Dislike long explanations. Are best with real things that can be worked, handled, taken apart or put together.	ESFP Outgoing, easygoing, accepting, friendly, enjoy everything and make things more fun for others by their enjoyment. Like sports and making things. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things.	ENFP Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.	ENTP Quick, ingenious, good at many things. Stimulating company, alert and outspoken. May argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Apt to turn to one new interest after another. Skilful in finding logical reasons for what they want.
EXTRAVERTS	ESTJ Practical, realistic, matter-of-fact, with a natural head for business or mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organize and run activities. May make good administrators, especially if they remember to consider others' feelings and points of view.	ESFJ Warm, hearty, talkative, popular, conscientious, born cooperators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Little interest in abstract thinking or technical subjects. Main interest is in things that directly and visibly affect people's lives.	ENFJ Responsive and responsible. Generally feel real concern for what others think or want, and try to handle things with due regard for other person's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism.	ENTJ Hearty, frank, decisive, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well-informed and enjoy adding to their fund of knowledge. May sometimes be more positive and confident than their experience in an area warrants.

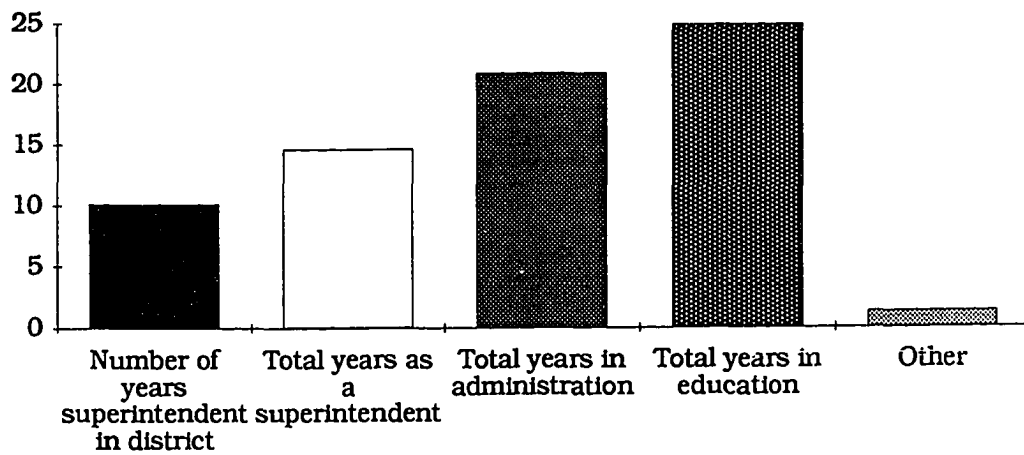
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Appendix M

Composite Information

- Appendix M-1 Average Years of Experience
- Appendix M-2 Behavioral Characteristics
- Appendix M-3 Daily Priorities
- Appendix M-4 Unscheduled Contacts
- Appendix M-5 Location of Unscheduled Contacts
- Appendix M-6 Purposes of Contacts
- Appendix M-7 Number of People Involved in Unscheduled Contacts
- Appendix M-8 Telephone Contacts
- Appendix M-9 Activities Occurring in Central Office
- Appendix M-10 Activities Occurring in Outer Office
- Appendix M-11 Length and Number of Contacts
- Appendix M-12 Senders of Correspondence
- Appendix M-13 Cuban's Conceptualizations as They Relate to Contacts
- Appendix M-14 Cuban's Conceptualizations as They Relate to Correspondence
- Appendix M-15 Permission Agreement From Consulting Psychologists Press, Inc.

Appendix M-1
Average Years of Experience



Appendix M-2

Behavioral Characteristics

Was clean
Smoked
Was well organized
Went directly to the problem/got at things immediately
Had a good sense of humor
Listened/used silence
Was helpful
Community oriented
Was thoughtful of others
Was positive
Was friendly
Delegated
Was technologically oriented
Thought things could be done better together than alone
Had dedicated teachers and staff
Was a coffee drinker
Clarified/summarized
Felt kids were good/everything was for the students
Found peoples strengths/held them accountable
Was a leader of leaders
Challenged by conflict
Gave credit to others
Was practical/logical
Whistled
Kept on top of legislation
Was visionary
Knew about finances and enjoyed working with them
Dressed professionally
Practiced participatory management
Had wonderful facilities
Smoked a pipe
Had plants in office
Goal oriented
Was goal oriented for self and others
Acted as host
Used first names
Caring
Ran copier
No week normal
Had good relations with custodial staff and cooks
Was respected
Followed open-door policy
Practiced NO SURPRISES
Stood behind staff
Spent time planning/was prepared
Kept school board informed
Was intelligent
Felt communication was important
Had great concern for family

Spent quite a bit of time looking for things
 Tried to "shape things up" (pain of change)
 Practiced polycronics
 Was a grantwriter
 Was busy/hardworking
 Family oriented school
 He over-informed public (superintendent's report/newsletter)
 Tried to take good care of himself
 Trusted
 Asked questions
 Kept public/board informed
 Talked softly/gentle
 Moved quickly
 Did all budget preparation
 Enjoyed his work
 Concerned about details/kept good records
 Felt he was surrounded by good people
 Humble
 Never sat behind desk
 District on tight budget
 Was concerned for staff and students
 Believed in small schools
 Spent time on policies
 Was constant
 Appeared to do things effortlessly
 Was competitive
 Often played "devil's advocate"
 Was intense
 Very visible at all activities
 Kept tabs on things
 Liked to get "feel" of community
 Used team approach with administrators/kept them informed
 Had conflict with a staff person
 Helped teacher set up for senior citizens' program
 Practiced situational leadership
 Tried to raise expectations (stretching for excellence)
 Chewed gum
 Relaxed during weekends
 Was easy going
 Kept hands-on what was going on in district
 Practiced networking/kept in touch with colleagues
 Switched gears often
 Felt continuity important
 Felt good to be around
 Touched people
 Joined others in front of desk
 Worked closely with secretary
 Backed facts with statistics
 Distrusted
 Took part in menial activities (watched lunch room for principal)
 Liked to get the brightest and best teachers when they came out of school

Appreciated his business experience
 Read daily paper
 Tried to respond to surveys
 Did not use a computer personally
 Consulted/wrote and spoke professionally
 Was a gentleman
 Didn't carry calendar
 Had a good memory
 Was anxious to retire
 Was happiest working with people
 Drew up own specifications
 Used experts when needed
 Master at relationships
 Liked job variety
 Considered the superintendency a lonely job
 Attended professional meetings often
 Dedicated
 Liked to see things settled
 Had good singing voice
 Carried date book
 Self-sacrificing
 Felt history was important
 Felt he spent his life putting papers in notebooks
 Had trouble saying, "No"
 Sincere
 Had a "power wall"
 Was a risk-taker
 Worked on staff communication
 Was highly educated (had Doctorate)
 Kept things confidential
 Was a gatekeeper
 Was fatherly
 Put in "quality time"
 Used parents when possible to help
 Was constantly looking for new money
 Liked nice things
 Was a Shriner
 Had developed a thick skin
 Took jacket off while working in office
 Didn't feel like an executive the week he was observed
 Knew he was good
 Did not always follow open-door policy
 Did busy work at home/spent time with people during the day
 Admitted lack of knowledge about busses and physical plant
 Played it safe when cancelling school
 Liked to train people his way
 Admitted when wrong
 Was not mercenary
 Felt more time spent on noneducational tasks (negotiations, etc.)
 Was honest with board
 Master at relationships

Kept other administrators informed
 Was preparing for a needs assessment
 Practiced checks and balances
 Used techniques and ways to simplify things
 Perfectionist
 Was thinking of marketing the school
 Worked with other districts when calling off school
 Appeared to be a smooth running operation
 Invoked others in discussions
 Believed that good came from adversity
 Wrote all unsuccessful applicants
 Did not always eat
 Was hard on himself and expected a lot from others
 Virtually no drop-outs in his school
 Informal, friendly climate
 Talkative
 Meant what he said
 Practical
 Eyes sparkled
 Used non-sexist terms
 Possessed good typing skills
 Was used to giving directions
 Energetic
 Bit of a ham
 Felt credibility with board important
 Felt it was important to see physical facility needs
 Smiled
 Concerned about equity
 Tried to get things done in a.m./caught up on reading in p.m.
 Had fresh lilacs on desk
 Expected teachers to support community
 Was a champion of students with difficulties
 Conscientious
 Hurting
 Frustrated at times
 Could make hard decisions

Behavioral characteristics were determined from observation.
 The more times mentioned in the notes, the higher on the list
 the item was recorded.

Appendix M-3

Daily Priorities

Day 1

21 priorities listed
1365 minutes spent on priorities
(22.75 hours)
10 priorities were completed
5 were partially completed
6 were not attempted
7 were worked on only in the a.m.
3 were worked on only in the p.m.
5 were worked on in both the a.m. and the p.m.

Day 2

22 priorities listed
1068 minutes spent on priorities
(17.8 hours)
12 priorities were completed
3 were partially completed
7 were not attempted
3 were worked on only in the a.m.
5 were worked on only in the p.m.
7 were worked on in both the a.m. and the p.m.

Day 3

16 priorities listed
1136 minutes spent on priorities
(18.93 hours)
9 priorities were completed
5 were partially completed
2 were not attempted
6 were worked on only in the a.m.
4 were worked on only in the p.m.
4 were worked on in both the a.m. and the p.m.

Day 4

23 priorities listed
1359 minutes spent on priorities
(22.65 hours)
14 priorities were completed
6 were partially completed
3 were not attempted
11 were worked on only in the a.m.
3 were worked on only in the p.m.
5 were worked on in both the a.m. and the p.m.
1 was worked on in the p.m. and the next a.m.

Day 5

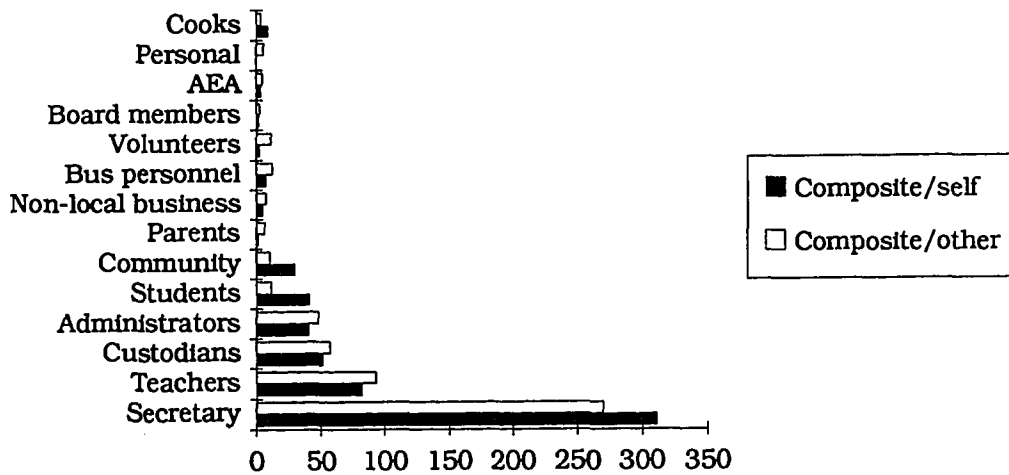
15 priorities listed
1751 minutes spent on priorities
(29.18 hours)

9 priorities were completed
 1 was partially completed
 5 were not attempted
 3 were worked on only in the a.m.
 3 were worked on only in the p.m.
 4 were worked on in both the a.m. and the p.m.

TOTALS

97 priorities listed for the five superintendents for one week each
 6679 minutes spent on priorities
 (111.32 hours)
 54 priorities were completed [56 %]
 20 were partially completed [21 %]
 23 were not attempted [24 %]
 30 were worked on only in the a.m.
 [30 %]
 18 were worked on only in the p.m.
 [19 %]
 25 were worked on in both the a.m. and the p.m.
 [26 %]
 1 was worked on in the p.m. and the next a.m.
 [1 %]

Appendix M-4
 Unscheduled Contacts

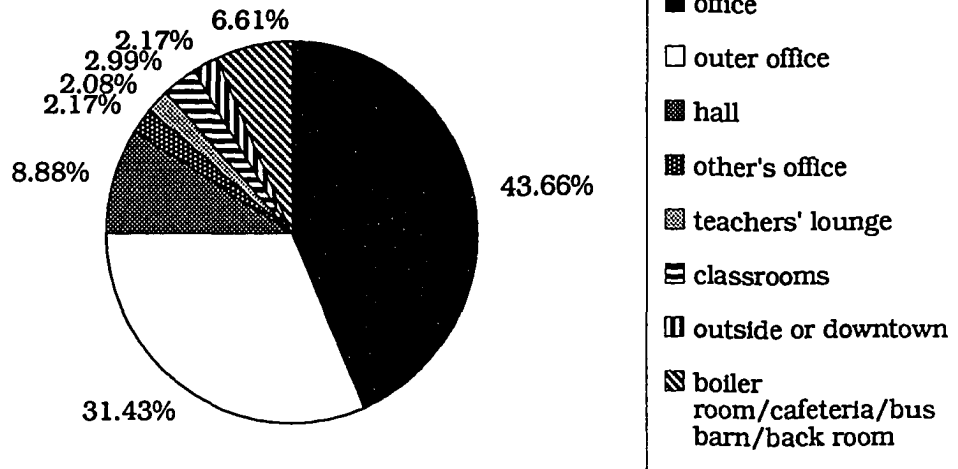


Self = self-initiated contacts

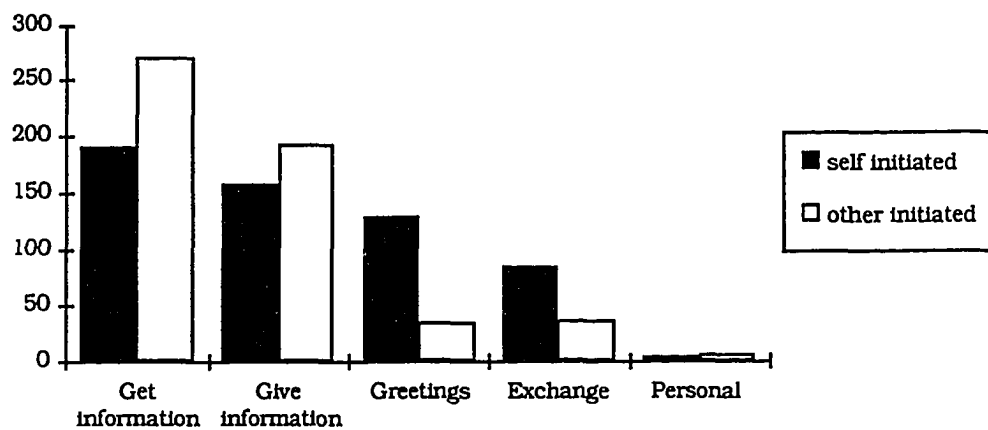
Other = contacts initiated by others

Appendix M-5

Location of Unscheduled Contacts



Appendix M-6
Purposes of Contacts



Appendix M-7

Number of People Involved in Unscheduled Contacts



Appendix M-8
Telephone Contacts

	Self-initiated	Other-initiated
Custodian	9	4
Local Business	15	12
Teacher	8	8
Secretary	21	4
Non-local business	16	11
Professional organizations	5	7
Other schools	7	0
Local administrators	17	5
Personal	9	5
For someone else	0	6
Board member	0	2
Attorney	7	5
Local official	1	2
Miscellaneous	8	8
AEA	5	3
Non-local administrators	19	25
State officers	8	4
No answer/busy	6	0
Bus driver	4	0
Community person/parent	8	13
Student	2	0

Appendix M-9

Activities Occurring in Central Office

All numbers represent minutes		
Desk Work		3778
	Paper work	543
	Weekend work	270
	Phase III	91
	Sp. Ed. compliance	1
	Counselor application	30
	Suicide concerns	122
	Graduation concerns	64
	Getting ready for ---	117
	Financial concerns	672
	Maintenance concerns	53
	Checking goals	1
	Odds and ends	98
	Agendas	647
	Mail	472
	Reading	165
	Extra-curricular concerns	7
	Policy concerns	217
	Insurance concerns	102
	Finding information for board member	84
	Legislative letters/concerns	13
	AEA work	7
	Filing	2
Reflection		318
Bus radio		18
Telephone		977
Interactions		1216
	Parents/students	60
	Bus drivers	82
	Secretaries	295
	Teachers	135
	Custodians	220
	Administrators	315
	Business people/community	85
	Cooks	5
	Board member	19
Meetings		938
	Inservice	31
	Administrator	242
	Sp. Ed. compliance	100
	Business people	58
	Graduation	48
	Other school administrators	116
	PTA president/volunteers	94
	Teachers	126
	AEA	49
	DNR video	42
	Facility Committee	25
	Interviews	7

Putting things back/housecleaning/caring for plants	142
Priorities	287
Community concerns	406
Worked on promotion day for community	406
Greetings	5
Personal/breaks/lighting cigarettes	97
Looked for things	3
TOTAL MINUTES IN OFFICE	8185
8185 minutes or 136.42 hours	

Appendix M-10

Activities Occurring in Outer Office

All numbers represent minutes		
Breaks/personal		87
Community service		63
helped make sandwiches for track meet	36	
worked on brochures for booth	20	
miscellaneous	7	
Greetings/interactions		422
greetings	8	
interactions with secretaries	301	
interactions with community people	10	
interactions with custodians	29	
interactions with certified staff	48	
interactions with local officials	12	
interactions with students	5	
interactions with administrators	5	
interactions with bus people	4	
Errands		312
used copier	15	
procured things	91	
miscellaneous	12	
bus concerns	3	
budget concerns	6	
looked for master contract	1	
delivered mail/mailed items	22	
housecleaning chores	151	
punched holes in papers	11	
Scheduled meetings		230
Advisory Committee	159	
Scholarship Committee	71	
Telephone		11
TOTAL MINUTES IN OUTER OFFICE	-	1125
1125 minutes or 18.75 hours		

Appendix M-11

Length and Number of Contacts

	Time in minutes	Number of contacts
Secretaries	1584	611
Teachers	986	209
Custodians	650	133
Local business people	517	47
Local administrators	1539	132
Non-local business people	199	38
Other administrators/schools	1016	65
Community people	472	60
Area Education Agency	180	19
Students	132	59
No answer	9	9
Board members	609	24
State officials	719	37
Iowa High School Athletic Association	20	4
Personal	44	21
Local officials	118	8
Cooks	35	13
Nurse	1	1
Drug consortium	1	1
Bus personnel	309	53
Parent/grandparent	87	21
Professional organizations	48	4
School attorney	47	2
Colleges/universities	12	1
TOTALS	9334 minutes	1572 contacts

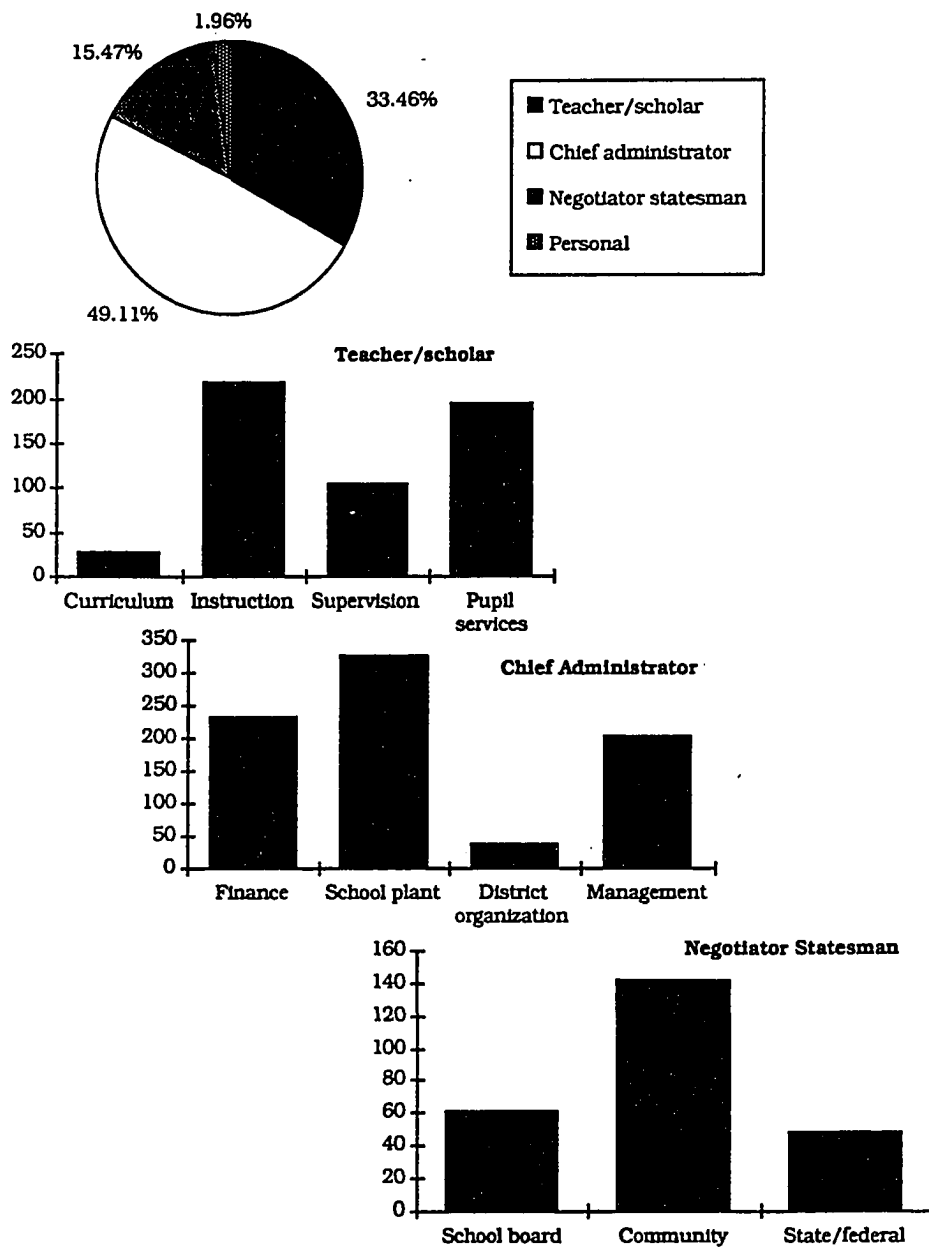
Appendix M-12

Senders of Correspondence

	Totals sent
In-house memos/purchase orders	50
Self-written memos/letters	66
Solicitors	92
Professional education organizations	17
Iowa Association of School Boards/National School Board Association	29
IHSAA/athletic concerns	23
Area Education Agency	11
Applications	14
Miscellaneous	4
Insurance company	4
Department of Education/Dr. Lepley	39
Other schools	5
Financial concerns including bids	20
Colleges/universities	33
AASA/SAI	10
Student concerns	11
Journals/newsletters	25
Requests for information	4
Parent	1
Invitation	2
Attorney	3
Teachers	19
Local administrators	14
Physical plant concerns (maintenance agreements, etc.)	3
Community concern	1
Business Education Consortium	3
School board	3
Local officials	2

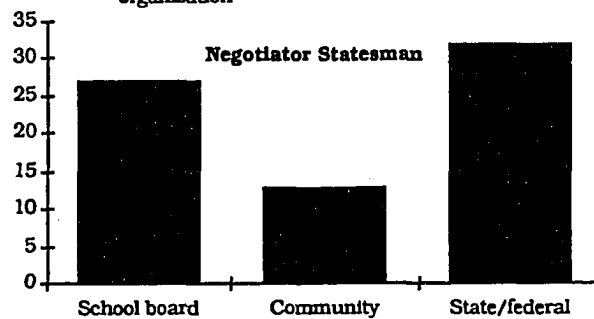
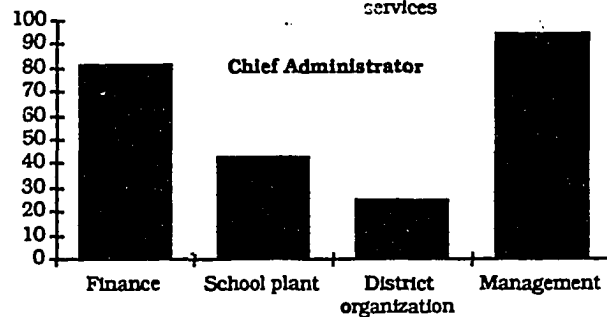
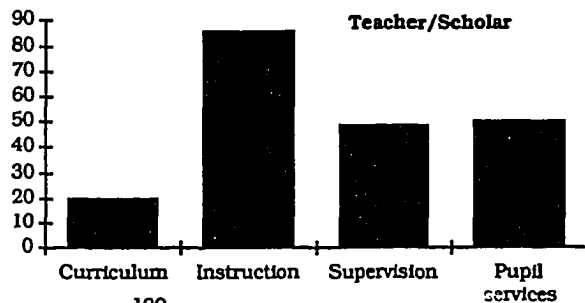
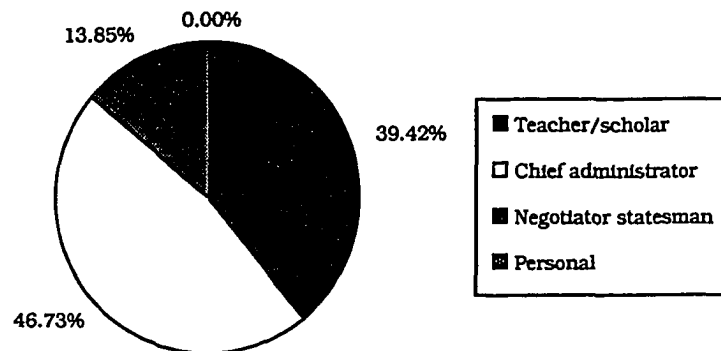
Appendix M-13

Cuban's Conceptualizations as They Relate to Contacts



Appendix M-14

Cuban's Conceptualizations as They Relate to Correspondence



Appendix M-15

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