A COMPARATIVE ANALYSIS OF TEACHER AND ADMINISTRATOR PERCEPTIONS OF IDEAL LEADERSHIP CHARACTERISTICS

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A Comparative Analysis of Teacher and Administrator Perceptions of Team Leadership Characteristics

by

Shawn Wiseman

A thesis submitted to the

School of Graduate Studies

in partial fulfilment of the

requirements for the degree of

Master of Education

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Abstract

Schools are required to respond to numerous theories and strategies that emerge, almost on a daily basis, to influence the way education is carried out. Effective school administration is possible within the complex society that our school system is expected to serve. To do this, it is up to school administrators to find the correct path. Not only must they find the right path but they must also be able to convince others to follow them down this path which is quite often the one less travelled. What leadership characteristics exhibited by administrators are most likely to inspire teachers to seek the path to realizing the improvements necessary to respond to the pressures of society? Knowing these characteristics may go a long way toward helping all schools provide the very best education to all students.

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Chapter 1 - Introduction

Can our schools respond to the numerous theories and strategies that emerge,

almost on a daily basis, to influence the way education is carried out? Is effective school

administration possible within the complex society that our school system is expected to

serve? If the answer to these questions is yes, it is up to school administrators to find the

correct path. Not only must they find the right path but they must also be able to convince

others to follow them down this path which is quite often the one less travelled. What

leadership characteristics exhibited by administrators are most likely to inspire teachers to

seek the path to realizing the improvements necessary to respond to the pressures of

society? Dubrin (2001), quoting Kim and Maubourgne, defines leadership as "the ability

to inspire confidence and support among the people who are needed to achieve

organizational goals" (p. 3). What makes a good school administrator? What is it about a

person that inspires others to go that extra mile while others fail to motivate those under

their charge? It would seem that much of this is determined by the leadership

characteristics they possess.

Chubb, referenced in Malone, Sharp & Thompson (2000), suggests that good

schools have good principals, great schools have great principals and weak schools have

weak principals. Great principals must have the ability to lead the teachers within the

school. These great principals however, may not be viewed as great by all the teachers within the school; they may be loved by some and hated by others. This same principal may go to a different school and not be able to inspire the same kind of commitment and devotion. How the leadership abilities of the administrator are viewed by teachers will be determined by the teachers' perceptions of the kind of characteristics required to be an effective administrator.

Determining the perceptions of teachers concerning the ideal leadership characteristics of a school administrator will, to some degree, improve the overall success of schools. Once principals know the kind of actions and characteristics that teachers respond positively toward, they may choose to adjust their leadership style for maximum effectiveness. This research will involve a qualitative study building on grounded theory to examine the perceptions of teachers and administrators to determine what they feel are the most desirable traits or characteristics of effective administrators.

Statement of the Problem

The principal is the key to school improvement (Sergiovanni, 1995). The goal of all schools should be to improve the way in which they educate students. Quite often this improvement can only emerge through change within the school. Obisesan (1999) suggests that "experts in organizational research observe that only a system approach that includes all parts of the organization that focuses on continuous (systemic) change can help public schools meet the challenges of the changing world" (p.16). For this change to

be successful, the administrators of the school must have the ability to guide the staff along the path of change to realize the potential improvements along the way. However, people are not always open to change. People have comfort zones and tend to resent anyone who tries to change their surroundings. It is up to the administrators to inspire teachers to recognize the benefits of change and to work together to improve the school. Parsons (2001) suggests that "a true leader must create a shared vision of where the school is headed and develop measurable goals for how to get there" (p. 49). The question is, what leadership characteristics must an administrator possess to create this shared vision and to encourage the teachers in the school to buy into it and strive to realize it?

Purpose

The purpose of this study was to investigate teacher and administrator perceptions of leadership and to compile a list of leadership characteristics that can enable a school administrator to create an atmosphere in which teachers are willing to make important changes in order to improve the education of the students they serve. Teachers respond positively to certain actions or behaviours that are exhibited by an administrator but react negatively toward others. By determining the types of actions that result in positive reactions from teachers, the administrative leadership potential within schools could be greatly improved.

This study looked at three basic questions.

1.   What are teacher perceptions of the ideal leadership characteristics needed

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for effective school administrators?

2.   What are school administrator perceptions of the ideal leadership characteristics needed for effective school administrators?

3.   What are the differences between teacher perceptions and school administrator perceptions of the ideal leadership characteristics of effective school administrators?

For the purpose of this study, the term school administrators included the principal and assistant principal of a school only. While the idea of effective school administration can be a complex issue, there was no set definition or list of criteria to outline the concept. The idea of effective leadership rested solely in the mind of each respondent and they listed the characteristics that fit their own perception of what effective administration means to them.

The results of this study could prove very useful to two particular groups of people within the education system. The first is the school administrators themselves. By knowing the types of leadership characteristics that teachers tend to see as most favourable for leadership, they can adjust their actions and behaviours to ensure a more positive reaction from their staff. This, in turn, will help create a better work environment and an atmosphere that would be more open to change and reform. These changes and reforms should, to some degree, lead to improved practice within the school and thus a better education for all students. The second group that could benefit from this study is the board office personnel responsible for hiring school administrators. By knowing the

types of leadership characteristics that teachers respond favourably to, they can screen candidates to find the person that best exhibits these leadership characteristics. By doing so, they increase the chances of having a school that will be very progressive in the areas of school reform and improvement thus helping to create a better learning environment for the students within the school. The study can also help extend our understanding of school culture and add to the body of knowledge concerning school leadership in general. This in turn can guide the direction of training for school leaders by making potential leaders aware of the types of actions and characteristics that teachers consider most beneficial.

Chapter 2 - Review of Literature

The path to successful school administration is not well marked but parents, the business community, local school boards, and government agencies all want schools to be their best. This leads to what Evans (1993) calls the "chronic, cyclical, ephemeral nature of school reform" (p. 19). All school systems should do what they can to ensure their students are getting the best possible education. This will usually involve some type of reform. This reform may come from within the school or be mandated by outside forces. Either way, reform is inevitable and, to a large degree, essential to optimize performance of the school. Apple and Weis (1983) suggest this means "the daily life of teachers, administrators, parents and students in our schools is filled with political and ideological pressures and tensions" (p. 3). The reforms that surface in a school may result from a

number of sources including budget cutbacks, new curriculum, staff reductions, or other political, economic and social factors, some of which are completely out of the control of the school itself. The school must, nevertheless, recognize and work with these reform demands as they emerge.

The school administrators are the bridge between the school and any reforms or ideas and people that push for school improvement. How the school administrators approach or avoid these issues determines to a large extent whether these reforms succeed or fail (Fullan, 1999). The leader of the organization is a crucial player in the process of leading school change initiatives and seeing that they are accomplished. Fullan (2001) alludes to how difficult this task is when he writes that "leading in a culture of change is about unlocking the mysteries of living organisms" (p. 46). Similarly, Evans (1993), also writes, "staff members' response to reform depends not just on its substance, but on their own readiness for change"(p.20).

The readiness of the staff to accept and promote change can be greatly increased when administrators work to create an environment that encourages the staff to get involved and to become leaders themselves in the area of reform. This type of leadership was termed *transformational leadership* and defined by Burns (1978) as leadership that

> recognizes and exploits an existing need or demand of a potential follower. But, beyond that, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual stimulation and

elevation that converts followers into leaders and may convert leaders into moral

agents. (p.4)

According to Leithwood (1992) transformational school leaders continuously pursue

three fundamental goals: " 1) helping staff members develop and maintain a

collaborative, professional, school culture; 2) fostering teacher development; and 3)

helping them solve problems together more effectively" (p. 9). Transformational

leadership is interpersonal and seeks to transform ". . . followers' attitudes, beliefs,

motives and confidence from a lower to a higher place of arousal and maturity" (Bass,

1985, p. xiii). The status quo should always be challenged by a transformational leader in

the hopes of creating the best possible environment in which students can learn.

Leithwood, Jantzi & Steinbach (1999) describe transformational leadership as

having eight dimensions: "building school vision, establishing school goals, providing

intellectual stimulation, offering individualised support, modelling best practices and

important organizational values, demonstrating high performance expectations, creating a

productive school culture and developing structures to foster participation in school

decisions" (p. 9). Brown (1993), referring to the work of Bennis and Nanus (1985),

emphasizes that a transformational leader is one who can help organizations envision

what they can become, is "one who commits people to action, who converts followers

into leaders, and who may convert leaders into agents of change" (p. 4). As a result of this

leadership style administrators and teachers can lead reform to transform the school into a

true learning organization.

If all teachers and administrators were to sit and envision what they believe is the ultimate school, their vision would probably resemble the concept of a learning organization. Senge (1990a) defines learning organizations as "organizations where people continually expand their capacity to create results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to learn together" (p. 3). Senge (1990b) portrays leaders of learning organizations as "designers, teachers, and stewards" (p. 9) who require new skills which include the ability "to build shared vision, to bring to the surface and challenge prevailing mental models, and to foster more systemic patterns of change" (p. 9).

Administrators and teachers will realize their vision when members of the organization begin to see themselves as connected to their world and their actions; when they see interrelationships; when they practice personal mastery, the discipline of personal growth and learning and a commitment to lifelong learning and improving; when individuals slow down thinking processes through reflection and inquiry to surface mental models and create new and more productive assumptions, generalizations, theories or pictures; when individuals are committed to something they collectively want, and inspired by the shared vision they seek to create a future they really care about; when they recognize the value of team learning rather than individual learning (Senge, 1990). This learning organization should, when established, maximize the creation and implementation of quality school reforms designed to improve the overall learning of the

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student.

Much of the research into the kinds of leadership styles that help to shape schools into learning organizations has clearly revealed the kinds of actions that create this type of organization. Ashbaugh & Kasten (1991), Leithwood (1992), Brown (1993), Bolman & Deal (1995), Dubrin (2001), and Donaldson (2001) all list the things that can be done by leaders to enhance the environment within their schools. Likewise, studies such as Senge (1990a,1990b), Fullan (1995) and Dufour (1997), all list the characteristics of a learning organization. However, with the exception of Leithwood (1992), these studies have not gone the extra step to look at what precise leadership characteristics are needed by administrators, in order to truly inspire the teachers within their school. The administrators can read all the research they like and even try to put some of the findings into practice, but if they do not have the basic leadership characteristics they may not be successful. More importantly, if they do not have the leadership characteristics perceived as important by their teachers, it will be difficult for them to be successful within their school.

Leithwood (1992) has carried out research similar to this research project. He examined what principals of exceptional schools were doing to be such effective leaders. His research examined the actions of these principals as well as teachers' perceptions of these actions. His study however examined only exceptional schools that already exhibited strong characteristics of a learning organization. This study centered more on the individual characteristics of leaders rather than the actions of the leaders. This study

also examined many different types of schools that may or may not have a preconceived framework of the principals of a learning organization. There are other studies in the literature that examine how teachers perceive principals and the principalship. LoVette, Watts and Wheeler (2001) carried out research on the implementation of a new instrument to evaluate principals to determine if they live up to expected standards. The instrument was administered to 14 principals and 258 teachers in Louisiana. The results indicated that principals who rated their ability as high received a low score from their staff whereas principals who rated their ability as low were rated higher by their staff. LoVette, Watts & Hood (2000) examined teacher perceptions of their principals' delegation and relationships behaviour. Their study concluded that younger principals were better at delegating authority and responsibilities to their faculty and were better able to develop relationships with them as well. Malone, Sharp and Thompson (2000) investigated the state of the principalship in Indiana using perceptions from superintendents, principals and aspiring principals. While the study did look at leadership traits to some degree, the main focus of their study was to examine the skills that should be emphasized in training programs and the barriers faced by those aspiring to become principals. These studies looked at teacher and principal perceptions of the principals' role or abilities in the position but, like the leadership and learning organization studies, they did not look at the individual characteristics that were perceived by teachers and administrators to be most effective. This study adds to the empirical data already established and does so from a Newfoundland and Labrador perspective.

Research by Ashbaugh & Kasten (1991), Leithwood (1992), Brown (1993), Bolman & Deal (1995), Dubrin (2001), Donaldson (2001), Fullan (1995, 1999) Senge (1990a,1990b),and Dufour (1997), has shown that new leadership practices are needed in times of change and reform. It has also shown that this new leadership can go a long way toward building an organization that can thrive in the face of change and reform. The next step is to determine the exact leadership characteristics that will make this leadership style and the learning organization possible. Most importantly, this study examines the teachers' perceptions of the most desired leadership characteristics necessary for effective administrators. After all, the teachers play a major role in the change process within a school. This idea was put forth by Azzara (2002) suggesting that schools should be seen as "a joint family investment where everyone contributes ideas and takes part in the implementation of these ideas, with the administrator monitoring the relevance and direction" (p. 63).

Methodology

This was a naturalistic inspired study that made use of qualitative and quantitative data to answer the questions posed. While some quantitative analysis was carried out on the data collected, the study had a focus that was primarily qualitative in nature. According to Sherman & Webb (1988), qualitative research implies a "direct concern with experience as it is lived or felt or undergone" (p. 7). It looks at the world from the eyes of the participants of the study. The goal of this study was to determine the ideal

leadership characteristics through the eyes of the teachers and administrators participating in the study. Qualitative research often does not start with a hypothesis so it is not focussed on one set of variables. Sherman & Webb (1988) suggests that "the aim of qualitative research is not verification of a predetermined idea, but discovery that leads to new insights" (p. 2). Edson (1988) continues the idea when he writes: "we undertake qualitative inquiry not so much from the recognition that we do not know all the answers to our problems but rather from an appreciation of the fact that we do not know all the questions" (p. 45). This study did not pose any hypothesis but instead allowed the research to generate it's own findings and, in turn, generate new insights into how administrators can make adjustments to leadership behaviours in order to maximize their relationship with their staff.

Wilson (1998), referencing work done by Glesne and Peshkin (1992), suggests qualitative research follows the assumption that reality is socially constructed. The leadership reality in schools is constructed on the social interactions and perceptions of the people that occupy its' corridors. Therefore a research method that acknowledges this type of reality should be used.

Wilson (1998) suggests three main purposes of qualitative research. All three of these purposes fit extremely well into the framework of this study. The first is that qualitative research is designed to make contextualizations. In many educational issues, researchers are not looking to predict what might happen but to describe what is happening in relation to the factors that affect education. In this case, administrator

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leadership characteristics were examined in the context of teacher perceptions which, as was demonstrated earlier, can greatly affect the leadership potential in the school. The second purpose suggested by Wilson is interpretation. Once the ideal leadership characteristics were determined, they were interpreted to reveal why teachers consider them important for successful leadership. Broad predictions or generalizations were not made but conclusions were made based on the observations or the understandings from the teachers' perspective. This is the third purpose of qualitative research, according to Wilson (1998). It is important that the observations represent the perceptions of the actors or participants of the study. Sherman and Webb (1988) refer to this by suggesting experience is taken as a whole, and those who are studied speak for themselves. House (1994) supports this when he writes that qualitative studies "assume less in advance, including which variables are relevant, and are more open-ended, sensitive to context, and likely to be focussed on the intentions, explanations, and judgements of participants" (p. 17). This research was not concerned with manipulation and rigid controls, instead it centered around the emergence of information through the perceptions of the participants, which according to Wilson (1998) is one of the keys to qualitative research. Without manipulation and rigid control the study was more naturalistic, allowing for more candid and open responses from the participants. These responses were then used to make conclusions about the questions of the study.

The study also utilized the grounded theory approach as was developed by Kuhn (1970). The basic premise is that all theories developed will come from the actual data.

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collected instead of suggesting a theory and then testing it through research. Hutchinson (1988) suggests grounded theory is especially useful "if little is known about a topic or few adequate theories exist to explain or predict a group's behaviour" (p. 124). In this case little was known of the perceptions of teachers and principals from regular, every day schools at the local level regarding effective leadership characteristics. At the end of the study, general conclusions or theories were developed to bring this idea to light. Hutchinson also explains that "grounded theory studies grow out of questions researchers ask about people in specific contexts" (p. 125). In this case the context refers to the type of relationship teachers have with administrators based on their perceptions of the leadership characteristics the administrators have. Martin (1978) argues: "Research that reveals the complexities of the real world must derive from theory generated from that world" (p. 17). Hutchinson concludes that "grounded theory offers a systemic method by which to study the richness and diversity of human experience and to generate relevant, plausible theory which can be used to understand the contextual reality of social behaviour" (p. 127). This study revealed the contextual reality of the teachers' perceptions of ideal leadership characteristics of administrators.

  This grounded theory concerning teacher and administrator perceptions of ideal leadership characteristics resulted from the data collected from an open ended questionnaire (see Appendix A). The advantage of a questionnaire in this case is supported by David Krathwohl (1998) when he suggests that questionnaires are ideal for gathering large amounts of data from many respondents. He goes on to write: "If the topic

is of interest to the respondents and there are few questions, you might use open-ended questions" (p. 361). Open-ended questions are those that have no restriction on the respondent, allowing him or her to provide any possible response. The response will result from their own interpretation of the question. An open-ended questionnaire was used in this study because it allowed for a more candid and open set of responses from the participants. Vockell and Asher (1995) suggest "this open-ended approach has the advantage of imposing no artificial constraints upon the respondent" (p. 126). They go on to suggest;

> the major advantage of the open-ended format over the structured format is that with the open-ended format, it is the respondents themselves who take the initiative in deciding what answer to supply; whereas with the structured format the respondents merely select from a set of answers supplied by the writer of the questionnaire. (p. 129)

This ensured that the respondent could list the characteristics most important to him or her and not have to choose among the ones selected to be important by the researcher. Vockell and Asher also point out that the open-ended format has a weakness in that respondents may not use the same frame of reference when the question is answered. This however should not have been a problem with this study because the one question on the questionnaire was designed in such a way that it would be difficult to attach multiple meanings to it.

Once the questionnaires were completed and the data collected, some quantitative

analysis was conducted. The characteristics selected by teachers and administrators were analysed to determine the overall rank order of each characteristic for each of the two groups. This was done to allow a more detailed comparison of the perceptions of teachers and administrators concerning the ideal leadership characteristics required for effective administrators. This analysis resulted in a list from most to least important characteristic as selected by each of the target groups.

Procedure

This study was initiated in three school districts in Newfoundland and Labrador. These districts were used to give a thorough view of the overall perceptions of teachers and administrators while not burdening the researcher with an overload of information. The districts were chosen in order to provide a good representation of different school sizes, grade levels and community types. After receiving permission from the appropriate board personnel (see Appendix B), questionnaires were sent to schools to be completed by teachers and administrators. The principal was asked to distribute the open ended questionnaire to his / her staff (see Appendix C) and send it back in the self addressed, stamped envelope provided. The questionnaire was to be completed anonymously by teachers and administrators who chose to participate in the study. The participants were asked to indicate the five leadership characteristics they felt were the most important for school administrators to have. The participants were also asked to rank the five characteristics they selected from most important (ranked as number one) to least

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important (ranked as number five). The participant could also choose to provide a brief description of why they thought each characteristic was important for effective school administrators to have. The questionnaires were to be sealed in an enclosed envelope provided, collected and forwarded to the researcher by the principal.

Upon receipt of the questionnaires, they were analysed to determine which characteristics teachers and administrators perceived as important for effective school administrators. Two types of tabulations were completed on the data collected. One determined the total number of times each characteristic was chosen by each of the two target groups. This analysis resulted in a list of characteristics most often picked to those least often picked. The second tabulation involved calculating the average rank each characteristic received from the two target groups. These two tabulations were compared to determine the differences in teacher and administrator perceptions of ideal leadership characteristics for an effective school administrator.

Chapter 3 - Results

Participant Demographics

Three school districts were invited to participate in the research through a letter to each district director. Two of the district directors granted permission for the study to be carried out within their district. The third district failed to respond to two letters that were sent requesting permission to conduct the study. All forty schools within the two districts granting permission were sent questionnaire packages and invited to participate

in the research. Of these 40 schools, 19 (47.5%) returned questionnaires. Of these 19 schools, five (26 %) were All Grade schools, eight (42 %) had Primary and Elementary grades and six (32%) had Junior or Senior High Grades. Two (10.5%) of the nineteen schools had a student population less than one hundred, three (15.8%) had a student population between one hundred and two hundred, six (31.6%) had between two hundred and three hundred students and eight (42.1%) had greater than three hundred students enrolled.

The forty schools that were invited to participate had a total of 790 teachers of which 116 (14.6%) participated. Forty-nine (42.2%) of the participating teachers were male, 66 (56.9 %) were female and one (0.9 %) respondent did not indicate a gender (see Figure1).

Figure 1

Age of Participants

Teachers

29.3% 13.8% 0.9% 15.5% 40.5%

Administrators

42.1% 21.1% 36.8%

■ Age 20 -30 ||||| Age 31-40   ▨ Age 41-50
□ Age 50+   ■ Blank
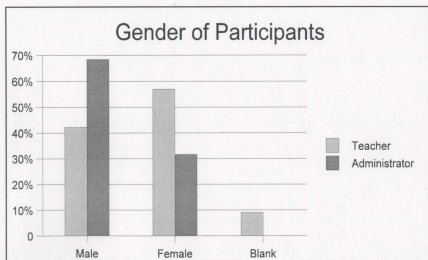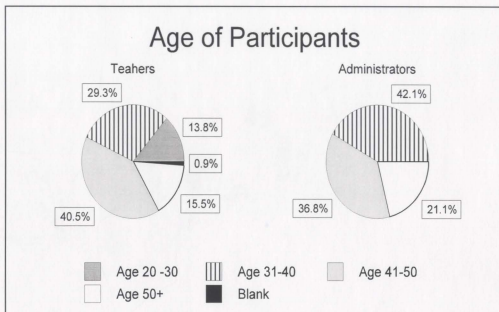
Figure 2

This was an adequate split between males and females thus allowing for a good sample of views from both genders. All age groups of the teacher participants (see Figure 2) were well represented with the largest percentage fitting into the 41 - 50 years of age category. The one hundred and sixteen teachers that responded also had a good distribution through the grade levels they teach. The largest percentage of teachers came from the senior high grades (see Figure 3) but again all others were well distributed among the other grade levels. The years of experience of the teacher participants (see Figure 4) also showed good distribution throughout all ranges. The ranges with the highest percentages were 16 - 20 yrs and 25+ yrs with 19.8% and 20.7% respectively.

Only 19 administrators responded to the invitation to participate in the research.

This was a 23.8% response rate assuming that each of the schools that were invited to participate had two administrators (Principal and Assistant Principal). Of the participating administrators 13 (68.4%) were male and six (31.5%) were female (see

Grades Taught by Teacher Participants

4 - 6 (17.2%)
K - 6 (10.3%)
4 - 9 (0.9%)
K - 3 (12.1%)
7 - 9 (17.2%)
All (0.9%)
7 - 12 (2.6%)
10 - 12 (38.8%)
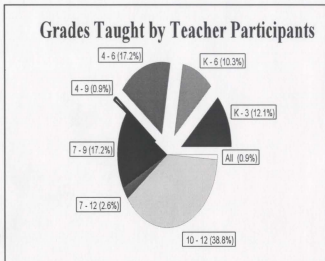
Figure 1). The age of the administrator participants fit into three of the categories only (see Figure 2) with the largest percentage being between the ages of 31 and 40. The administrator years of experience data (see Figure 4) revealed that 73.6% of the administrators had ten years or less experience in the role of administrator.

Years of Exprience of Participant

Teacher

17.2%
15.5%
17.2%
19.8%
20.7%
9.5%

Administrator

36.8%
5.3%
36.8%
10.5%
10.5%

■ 1 - 5 Yrs ||| 6 - 10 Yrs   □ 11 - 15 Yrs
□ 16 - 20 Yrs   ■ 20 - 25 Yrs   ■ 25+ Yrs
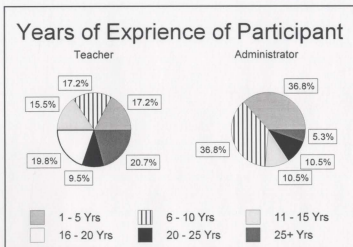
Leadership Characteristics

The 116 teacher participants listed a total of 143 different leadership characteristics that they thought were important for effective administrators to have (see Appendix D for the complete list). Table 1 indicates that certain characteristics were very prominent in the minds of teachers. These characteristics ranged from 'Being Organized' which was chosen by 38 (32.8%) of the teachers, to 'Being Decisive' which was chosen by 11 (9.5%). These top characteristics will be examined more closely at a later time. The teachers also listed 131 other characteristics that were selected by 10 or fewer participants. When the average ranking of the characteristics is examined (see Table 2), the true importance of these characteristics, as perceived by teachers, is revealed. While 'Being Organized' was listed most often by teachers, the importance they placed on

Top Characteristics chosen by Teachers		
Characteristic	**# of Teachers**	**% of Teachers**
ORGANIZED	38	32.8
FAIR	34	29.3
COMMUNICATOR	28	24.1
SUPPORTIVE	26	22.4
LEADERSHIP SKILLS	24	20.7
DISCIPLINARIAN	24	20.7
KNOWLEDGEABLE	22	19.0
PEOPLE SKILLS	21	18.1
CONSISTENT	14	12.1
HONEST	13	11.2
VISIONARY	12	10.3
RESPECTFUL	12	10.3
OPEN MINDED	12	10.3
APPROACHABLE	11	9.5
DECISIVE	11	9.5

Table 1

Average Ranking of Top Characteristics Chosen by Teachers		
Characteristic	# of Teachers	Avg Rank
LEADERSHIP SKILLS	24	1.8
CONSISTENT	14	1.9
APPROACHABLE	11	2.3
SUPPORTIVE	26	2.3
FAIR	34	2.6
COMMUNICATOR	28	2.6
DISCIPLINARIAN	24	2.7
VISIONARY	12	2.7
RESPECTFUL	12	2.8
DECISIVE	11	3.1
PEOPLE SKILLS	21	3.2
KNOWLEDGEABLE	22	3.4
HONEST	13	3.4
ORGANIZED	38	3.5

Table 2

being organized in order to be an effective administrator ranked fourteenth with an

average ranking of 3.5. These rankings are on a scale of one to five with one being more

important and five being less important. Having strong leadership skills was selected by

24 (20.7%) of the teachers which placed it fifth on the list of most often picked

characteristics but the ranking of leadership skills placed first with an average ranking of

1.8 in importance. Likewise, being approachable was chosen by 11 (9.5%) of the teachers

that responded but these 11 teachers ranked this characteristic fairly important with an

average ranking of 2.3 which placed it as third most important.

Nineteen administrators responded to the invitation to participate in the research

project. These 19 administrators listed a total of 53 different leadership characteristics

(see Appendix E for the complete list) that they perceived as being important for

Top Characteristics chosen by Administrators		
ADMINISTRATORS	# of Administrators	%of Administrators
PEOPLE SKILLS	9	47.4
ORGANIZED	7	36.8
TEAMWORK SKILLS	6	31.6
VISIONARY	4	21.1
KNOWLEDGEABLE	4	21.1
COLLABORATIVE	3	15.8
LEADERSHIP SKILLS	2	10.5
EMPOWERING	2	10.5
DEDICATED	2	10.5
MOTIVATOR	2	10.5
CURRICULUM LEADER	2	10.5
LIFE LONG LEARNER	2	10.5
LISTENING SKILLS	2	10.5

Table 3

Average Ranking of Top Characteristics chosen by Administrators		
ADMINISTRATORS	# of Administrators	Avg Rank
TEAMWORK SKILLS	6	2.0
LEADERSHIP SKILLS	2	2.0
EMPOWERING	2	2.0
DEDICATED	2	2.0
PEOPLE SKILLS	9	2.3
VISIONARY	4	3.0
KNOWLEDGEABLE	4	3.0
COLLABORATIVE	3	3.0
MOTIVATOR	2	3.0
CURRICULUM LEADER	2	3.0
ORGANIZED	7	3.3
LIFE LONG LEARNER	2	3.5
LISTENING SKILLS	2	4.0
SENSE OF HUMOUR	2	4.5
OPEN MINDED	2	4.5

Table 4

effective school administrators. The administrator characteristics, as shown in Table 3, ranged from 'People Skills' chosen by nine (47.4 %) of the administrators to a list of 11characteristics that were chosen by two (10.5%) of the administrators. There were also 36 other characteristics that were listed by only one administrator. Like the teacher data, when the average rankings of the administrator characteristics are examined (see Table 4), the characteristics that selected more often are not necessarily ranked high in importance. Seven (36.8%) of the administrators suggested the need to be 'Organized' in order to be an effective administrator. This placed it as the second most popular characteristic but when the average ranking is examined, being 'Organized' is in eleventh place with an average ranking of 3.3.

When both sets of characteristics are examined it is clear that the most popular choices are not always considered the most important by teachers and administrators. Although there were some differences the two groups did have eight characteristics that were common to their respective list of most popular characteristics. These were: people skills, organization, visionary, knowledgeable, leadership skills, open minded, fair and approachable.

Chapter 4 - Discussion of Results

Three questions were posed within this research project: 1. What are teacher perceptions of the ideal leadership characteristics needed for effective school administrators? 2. What are school administrator perceptions of the ideal leadership

characteristics needed for effective school administrators? 3. What are the differences between teacher perceptions and school administrator perceptions of the ideal leadership characteristics of effective school administrators? The lists of top characteristics chosen by each group were highlighted above, but how are they different?

The complete list of characteristics chosen by teachers is shown in Appendix D, with a list of the top fifteen characteristics shown in Table 1 on page 23. The list of top characteristics chosen by teachers reveals a group of characteristics that center around administrator characteristics that make the daily lives of the teacher more manageable. Four of the top five characteristics all help the teacher perform their duties more effectively. These characteristics are; being organized, being fair, being supportive and being a good communicator. In fact, eleven of the top fifteen characteristics could be said to directly improve the daily work of teachers within the school. These eleven characteristics describe administrators that are; organized, fair, good communicators, supportive, good disciplinarians, consistent, honest, respectful, open minded, approachable and decisive. The comments made by teachers on their questionnaires also reflected this trend. Teachers felt that an 'organized administrator', selected by 32.8% of teacher participants, made things run smoothly and allows them to be better prepared. As one teacher with between 21 and 25 years experiences suggested, "an organized administrator makes things run smooth and the more info you have the better you can prepare". They also felt that it avoided having energy being pulled away from teaching and learning by reducing the amount of wasted time and allowing the school to run more

efficiently. This was clearly demonstrated with a comment from a veteran teacher who stated, "without organization, too much energy that should go to teaching / learning is siphoned off into unnecessary efforts usually surrounding the running of the school as an institution". There was also a general feeling that when administrators are 'fair' (selected by 29.3% of teacher participants with an average ranking of 2.6), teachers feel more comfortable within their roles and thus they are better able to carry out their duties. One teacher, who ranked 'fairness' as the second most important characteristics for administrators to have, wrote; "knowing that administrators will be fair in their dealings with staff and students fosters positive relationships and an atmosphere of security and openness". This need for contentment was also reflected by the fact that teachers want administrators that are 'supportive' which was chosen by 22.4% of teacher participants with an average ranking of 2.3. This support and autonomy helps teachers feel they are better able to face the problems that arise in a school on a daily basis. One female teacher with between six and ten years of teaching felt "teachers need to know that their administrator is there to help them become the best teacher they can be". Another teacher believes, "the more a teacher feels supported the more supportive they are in return", thus the school has a better chance of improving to meet all new challenges. These positive feelings are also strongly encouraged when administrators are 'consistent', which had an average ranking of 1.9 and 12.1% of the participant teachers indicting it's importance for effective school administration. A male teacher with over twenty five years experience suggests, "teachers feel more secure when administrators deal with situations in a consistent manner". A more positive work environment should be created when all

teachers and students are treated fairly and equally. With an average ranking of 2.3, 'being approachable' was also considered by teachers as being very important for effective school administration. The questionnaire responses suggested that teachers feel "it is important that teachers are comfortable enough to be able to bring any issue forward to the school administration". All of these characteristics should greatly improve how effectively teachers can perform their teaching duties within the school.

These feelings by teachers and their need to feel comfortable within their daily routines should not be ignored. Leithwood (1992) alludes to this by suggesting that when teachers feel they have a say in the process they will be more committed to the school and what happens in it. Azzara (2001) also alludes to the importance of these feelings of teachers when suggesting that any school leaders that do not have human relations skills will perish. When these feelings by teachers are addressed the atmosphere in the building should become more positive; providing a happy and healthy work environment for all who attend. As suggested by Sergiovanni (1994), the school must be perceived as a moral community by all participants. The characteristics chosen by teachers in this study indicate that they want a moral community within the school – a community that allows them to carry out their work in a secure, open environment where the administrators provide a positive and supportive atmosphere on a day to day basis.

The top characteristics listed by administrators for effective school leadership (Table 3, Page 25) reveal that administrators listed eight of the same characteristics as teachers. These common characteristics were; people skills, being organized, being a visionary, being knowledgeable, having leadership skills, being open minded, being fair

and being approachable. The noticeable difference in the two lists is that administrators listed more characteristics from current leadership literature. The administrator characteristics emphasize the characteristics needed to build a stronger organization. Good 'people skills', chosen by 45% of administrators and only 18.1% of teachers, is of vital importance for the growth of any organization. A male principal with less than five years experience wrote, "It's all about relationships! Without positive relationships within and among its stakeholders, the organization will not succeed". Donaldson (2001), in his leadership model, places great emphasis on the building of these strong trusting relationships within the school community as a first step in effective school leadership. Leithwood (1992), in his discussion of transformational leadership, points to the interpersonal nature of an effective leadership style. Both of these leadership styles have as one of their main goals a focus on building a strong organization.

Both administrators and teachers listed being a 'visionary' as an important characteristic for good leaders. The significance, however, is that 20% of administrators listed it whereas only 10% of teachers felt it was important. This again supports the idea that administrators have a stronger focus on the overall organization and it's growth than the teachers tend to have. This is further supported by the absence of several characteristics in the list of top characteristics chosen by teachers but were very prominent in the administrator list. Teamwork skills (selected by 30% of administrators), being collaborative (15% of administrators) and being empowering (10% of administrators) were selected by only 8.6%, 1.7% and 3.4% of teachers respectively. Leithwood, Jantzi & Steinbach (1999), Brown (1993), Dunlap and Goldman (1991),

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Leithwood (1994), Senge (1990a, 1990b), Bolman & Deal (1995) and Donaldson (2001) all established the importance of these types of characteristics as an integral part of successful organizations. They are all important in creating the kind of organization that maximises its efforts to achieve established goals.

The administrator questionnaires further support their tendency to emphasize characteristics that build stronger organizations. A female high school administrator with less than five years experience suggested "empowerment of teachers creates autonomy and trust, allowing the adoption of new ideas as well as using it to build leadership capacity within the school by recognizing and supporting leadership among staff". A male Elementary Administrator writes that empowering teachers will "help build leadership capacity within your school. Shared Leadership will certainly be prevalent. Leader of Leaders". Administrators indicate that being a team builder is essential in order to tackle major improvement concerns by building strong staff relations and positive school cultures. Administrators also suggest that being collaborative is important in order to allow others to feel they have a voice in what is happening in the school. A male High School Administrator believes "staff / students must feel they are an important part of the organization. They must be able to take risks in a non threatening environment and they must be recognized for a job well done". Another administrator felt teamwork and collaboration was about "learning to trust your colleagues who have a great deal of knowledge and expertise themselves". When teachers feel they are a part of a collaborative team they may be more willing to contribute to the overall goals of the school. All of these administrator suggestions are reflective of the majority of current

research concerning educational leadership.

Summary

Teacher and administrator perceptions of ideal leadership characteristics have been clearly revealed in this research. While both groups listed many different characteristics, they also gave strong indications that certain characteristics are more popular and more important than others. While both groups shared eight characteristics in their list of top fifteen most popular leadership characteristics, they also revealed a fundamental difference in what was important to them. Teachers felt it more important to have an administrator that can make their job easier and more enjoyable. In this atmosphere they feel they are better able to educate the students in their classes. Administrators felt they need characteristics that will build a strong organization that can more easily adapt to the ever changing society and still achieve the goals of the school which is to educate the students. By building a stronger organization administrators hope to help teachers perform their tasks more effectively. While both groups ultimately want the same thing, better instruction in the class, they do differ on the type of administrator characteristics that are needed to achieve this.

This information could greatly assist district personnel in screening school administrators for the types of characteristics that achieve the needs of both teachers and administrators. By hiring administrators that have the skills and attitudes to satisfy the needs of both groups, schools are more likely to demonstrate stronger practices where it really counts, in the classroom. District personnel should hire administrators that have the

characteristics needed to build stronger organizations, while at the same time, make teachers feel more supported and comfortable on a daily basis.

School administrators can also use this information to help them realize the kinds of beliefs and actions teachers tend to respond more favourably to. They should demonstrate, through actions and comments, a commitment to helping teachers on a personal and professional level to carry out their jobs with the least amount of stress as possible. If both district personnel and school administrators use this information, all schools, should become better places for student learning.

The knowledge learned from this study may also be put to use in administrator training programs by revealing to potential administrators the importance of being cognisant of the needs of teachers as well as the kinds of beliefs and actions that will fulfill them.

While this research answered the three questions posed at the onset of the study it also leads to other questions that may need to be examined. Would administrators that demonstrate a strong emphasis on the types of characteristics chosen by teachers in this study create a better learning environment within schools? Do schools with administrators with these teacher selected characteristics perform better than those with administrators that demonstrate more clearly the type of characteristics chosen by administrators? Another question that could be examined is whether administrator emphasis on the kinds of characteristics that build stronger organizations is a result of the training program they completed or if they held these beliefs before beginning the programs? This may expose the true depth of these characteristics within administrators

or reveal a tendency of administrators to pass on what they have been told is right as opposed to what they truly believe.

Conclusion

Our schools are a reflection of the society in which we are living. This society is changing at a tremendous rate and it is important for our schools to keep pace with these changes. One of the ways this can be done is through effective school reform to meet the demands of society. These reforms are more likely to be successful if the teachers are willing to embrace change and work to implement it as part of their daily routine. The teachers' willingness to do so will be greatly influenced by their perceptions of the leadership characteristics of the school administrators. By knowing and adopting the kinds of leadership characteristics that teachers will respond to positively, school administrators can help ensure that the school will evolve to meet all the needs and demands of the community it serves.

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Desirable Leadership Characteristics Questionnaire

Dear Colleagues,

     I am in the process of completing a thesis for a Masters of Education program at Memorial University. My research will examine and compare teacher and administrator perceptions of the ideal leadership characteristics for effective school administrators. I would appreciate it if you could take a few minutes to complete this brief questionnaire. All responses will be kept confidential and for the purposes this study only. Only myself as the principal researcher and my thesis supervisors will have access to this data. All data collected will be stored in a locked cabinet. Memorial University requires that all research data must be stored for at least five years but after that time all data will be shreaded. The study report will not use any individual comments or direct quotes, however, there may be generalized statements made that summarizes the feelings and beliefs of larger groups of participants.

     This research project has been approved by the Interdisciplinary Committee on Ethics in Human Research at Memorial University of Newfoundland and if you have any concerns about the research please contact the Chairperson of ICEHR at icehr@mun.ca or by telephone at 737-8368. Question or concerns may also be addressed to myself at swiseman@stemnet.ca or by phone at 686-5128 (H) or 365-2196 (W). You may also contact either of my thesis supervisors; Dr. C. Doyle at cdoyle@mun.ca (737-7556) or Dr. G. Hickman at ghickman@mun.ca (737-3403)

     If you choose to do so, please complete the questionnaire, seal it in the envelope provided and return it to the designated location, to be forwarded to me. If you do not wish to participate in this study please discard the questionnaire or return it uncompleted. If you would like to receive a summary of the research findings please contact me by phone or e-mail as indicated on the back.

I sincerely thank you for your assistance.

Shawn Wiseman

A Comparative Analysis of Teacher and Administrator Perceptions of Ideal Leadership Characteristics

Teacher and Administrator Questionnaire

If you choose to do so, please complete the questionnaire, seal it in the envelope provided and return it to the designated location, to be forwarded to me. If you do not wish to participate in this study please discard the questionnaire or return it uncompleted.

ALL participants please complete this section.

1. Gender:

Male □   Female □

2. Age:

20 - 30 □   31 - 40 □   41- 50 □   50+ □

3. Please indicate the grades covered by your school.

K   1   2   3   4   5   6   7   8   9   I   II   III

4. How many students are enrolled in your school?

< 100 □   100 - 200 □   200 - 300 □   > 300 □

3. What are your primary duties in your school?

Teacher □   Principal / Assistant Principal □

TEACHERS complete this section.

4. At what grade levels do you exercise the majority of your teaching duties?

K - 3 □   4 - 6 □ 7-9 □ 10 - 12 □

5. How many years, including the current school year, have you been teaching?

1 - 5 □ 6 - 10 □   11- 15 □   16 - 20 □   21-25 □   25+ □

PLEASE TURN OVER AND COMPLETE THE OTHER SIDE

PRINCIPALS AND ASSISTANT PRINCIPALS complete this section.

7. How many years, including the current school year, have you been an administrator?

1 - 5 □ 6 - 10 □   11- 15 □   16 - 20 □   21-25 □   25+ □

PLEASE TURN OVER AND COMPLETE THE OTHER SIDE

ALL participants complete this section please.

In column one please list the five characteristics that you believe are the most important for an effective school administrator (principal / assistant principal) to have. In column two you MAY give a very brief description of why you think this characteristic is important. Once you have listed five characteristics please rank them in column three. Please rank them from 1 (MOST important) to 5 (LESS important).

Characteristic	Description of Importance	Rank

If you would like to receive a summary of the research findings, please e-mail me a swiseman@stemnet.ca or call me at 635-2196 (W) or 686-5128 (H).

Vista School District
Box 2001
Clarenville, NL
A0E 1J0

Dear Director,

      I am currently working on a Masters of Education program at Memorial University with a major in Leadership. As part of this program I am completing a thesis in which I will compare teacher and school administrator perceptions of ideal leadership characteristics for effective school administrators. In order to complete this research I would like to invite the teachers and administrators of your school district to complete a very brief questionnaire on their perceptions of effective leadership characteristics.

      This research project has been approved by the Interdisciplinary Committee on Ethics in Human Research at Memorial University of Newfoundland and if you have any concerns about the research please contact the Chairperson of ICEHR at icehr@mun.ca or by telephone at 737-8368. Question or concerns may also be addressed to myself at swiseman@stemnet.ca or by phone at 686-5128 (H) or 365-2196 (W). You may also contact either of my thesis supervisors; Dr. C. Doyle at cdoyle@mun.ca (737-7556) or Dr. G. Hickman at ghickman@mun.ca (737-3403).

      Please indicate below if you would grant permission for me to administer this questionnaire within your district and return it to me using the stamped envelope provided. I greatly appreciate any assistance you can provide and I would be more than willing to provide your school district with a summary of my research findings once they are completed.

Sincerely,

Shawn Wiseman

Vista School District

I ___DO / DO NOT___ grant you permission to administer a brief questionnaire to the teachers and school administrators of Vista School District concerning their perceptions of effective leadership characteristics.

DATE	SIGNATURE

Appendix C
Letter to Principal

Dear Principal,

I am currently working on a Masters of Education program at Memorial University with a major in Leadership. As part of this program I am completing a thesis in which I will compare teacher and school administrator perceptions of ideal leadership characteristics for effective school administrators. In order to complete this research I would like to invite you and your staff to complete the enclosed questionnaire. The questionnaire is very brief and quite easy to complete and would take only a few minutes to complete.

This research project has been approved by the Interdisciplinary Committee on Ethics in Human Research at Memorial University of Newfoundland and if you have any concerns about the research please contact the Chairperson of ICEHR at icehr@mun.ca or by telephone at 737-8368. Questions or concerns may also be addressed to myself at swiseman@stemnet.ca or by phone at 686-5128 (H) or 365-2196 (W). You may also contact either of my thesis supervisors; Dr. C. Doyle at cdoyle@mun.ca (737-7556) or Dr. G. Hickman at ghickman@mun.ca (737-3403).

Should you agree to administer the questionnaire, please use the enclosed stamped envelope to return the questionnaires to me. The questionnaires can be distributed to your staff during a staff meeting but it should be completed during a staff meeting. It is important that the staff be asked to complete them at a later time and have them return it to a designated location, such as an envelope in the staff room or to the school secretary, once it is completed. The questionnaires should not be completed during the staff meeting in order to eliminate the perceived or apparent feeling of coercion on the part of the teachers. Upon completion, please have the teachers seal their questionnaires in the small envelopes provided before it is dropped off in order to ensure confidentiality. I thank you in advance for your assistance and please pass on my sincere gratitude to your staff for their co-operation.

If you or your staff would like to receive a summary of the research findings please contact me using the information on the back of the questionnaire and once again thank you for your assistance.

Sincerely,

Shawn Wiseman

Appendix D
Leadership Characteristics Listed by Teachers

Characteristic	# of Teachers	Avg Rank
ORGANIZED	38	3.5
FAIR	34	2.6
COMMUNICATOR	28	2.6
SUPPORTIVE	26	2.3
LEADERSHIP SKILLS	24	1.8
DISCIPLINARIAN	24	2.7
KNOWLEDGEABLE	22	3.4
PEOPLE SKILLS	21	3.2
CONSISTANT	14	1.9
HONEST	13	3.4
VISIONARY	12	2.7
RESPECTFUL	12	2.8
OPEN MINDED	12	3.8
APPROACHABLE	11	2.3
DECISIVE	11	3.1
LISTENING SKILLS	10	2.6
TEAMWORK SKILLS	10	2.7
DIPLOMATIC	8	3.8
FLEXIBLE	8	4.1
COMPASSIONATE	7	2.6
TRUSTWORTHY	7	2.7
UNDERSTANDING	6	3.3
HARD WORKER	6	3.5
POSITIVE	6	3.7
VISIBLE	6	4.0
PATIENCE	6	4.0
PROBLEM SOLVER	5	3.4
LEAD BY EXAMPLE	4	2.0
CARING	4	2.3
PROFESSIONAL	4	2.5
MEDIATOR	4	3.3
EMPOWERING	4	3.3
DELEGATOR	4	3.3
DEDICATED	4	4.3
SENSE OF HUMOUR	4	5.0
PRINCIPLES	3	1.0
STUDENT CENTERED	3	2.0
PERSONALITY	3	2.0
FIRM	3	2.7
TRUSTING	3	3.3
ENERGETIC	3	3.7
INVOLVED	3	4.0
ADMIT WHEN WRONG	3	4.0
LOVE CHILDREN	2	1.5

Characteristic	# of Teachers	Avg Rank
QUALIFICATIONS	2	2.0
MOTIVATOR	2	2.0
GOAL ORIENTED	2	2.0
EQUALITY	2	2.0
AUTHORITATIVE	2	2.0
MANAGERIAL SKILLS	2	2.5
REALISTIC	2	3.0
INTEGRITY	2	3.0
HIGH EXPECTATIONS	2	3.0
CONSULTATIVE	2	3.0
APPRECIATIVE	2	3.0
DETERMINED	2	3.5
DEPENDABLE	2	3.5
CREATIVE	2	3.5
COLLABORATIVE	2	3.5
CLASSROOM EXPERIENCE	2	4.0
SOCIABLE	2	4.5
NON JUDGEMENTAL	2	4.5
INNOVATIVE	2	4.5
COURAGOUS	2	4.5
EMPHATIC	2	5.0
COOPERATIVE	2	5.0
VALUE OPINIONS OF STAFF	1	1.0
USE STRENGTHS OF TEACHERS	1	1.0
STRICT	1	1.0
SINCERE	1	1.0
RESPONSIBLE	1	1.0
RESPECTED	1	1.0
RELIABLE	1	1.0
RAPPORT	1	1.0
POSITIVE CULTURE	1	1.0
NON ASSHOLISH	1	1.0
MOTIVATED	1	1.0
LEADER AND MANAGER	1	1.0
EDUCATOR	1	1.0
DILIGENT	1	1.0
COSISTANT	1	1.0
COPE WITH STRESS	1	1.0
COMMON SENCE	1	1.0
ACTIVE TEACHER	1	1.0
SHARED LEADERSHIP	1	2.0
SELF WILL	1	2.0
SCHOOL ACHIEVEMENT	1	2.0
RESOURCEFUL	1	2.0
LOYALITY	1	2.0
INSERVICE	1	2.0

Characteristic	# of Teachers	Avg Rank
FORCASTOR	1	2.0
FOLLOWTHROUGH	1	2.0
ENTHUSIASTIC	1	2.0
DEMANDING	1	2.0
CREATIVE THINKER	1	2.0
BUILD CULTURE	1	2.0
ACTIVE EVALUATOR	1	2.0
ACTIVE AROUND SCHOOL	1	2.0
TEACHER ADVOCATE	1	3.0
MICROMANAGE NOT	1	3.0
LEARNER	1	3.0
HELPFUL	1	3.0
DEMOCRATIC	1	3.0
CURRICULUM LEADER	1	3.0
CRITICAL THINKER	1	3.0
CONTROL	1	3.0
COMPUTER KNOWLWDGE	1	3.0
COLLEGIAL	1	3.0
UP ON CURRENT PRACTICES	1	4.0
STERN	1	4.0
SINCERITY	1	4.0
SCHOOL FIRST	1	4.0
REFLECTIVE	1	4.0
PD PERSONAL	1	4.0
INSTRUCTIONAL LEADER	1	4.0
FORWARD THINKING	1	4.0
EVEN TEMPERED	1	4.0
EMPATHETIC	1	4.0
EGALITARIAN	1	4.0
COMMITED	1	4.0
ACCEPT CRITICISM	1	4.0
WILLING TO TRY NEW IDEAS	1	5.0
TOLERANCE	1	5.0
TIME MANAGEMENT	1	5.0
SPIRIT	1	5.0
PUBLIC RELATIONS	1	5.0
PROMOTES EXCELLENCE	1	5.0
PRESENCE	1	5.0
PREPAREDNESS	1	5.0
PLEASANT	1	5.0
OBJECTIVE	1	5.0
NON AUTHRATATIVE	1	5.0
INSPIRING	1	5.0
HUMANE	1	5.0
GENUINE INTEREST	1	5.0
FRIENDLY	1	5.0
ENJOY WORKING WITH OTHERS	1	5.0

Characteristic	# of Teachers	Avg Rank
ENCOURAGING	1	5.0
ENCOURAGE CHANGE	1	5.0
DEVOTED	1	5.0
DELEGATOR NOT	1	5.0
COACH	1	5.0
ADAPTABLE	1	5.0

Characteristic	# of Administrators	Avg Rank
PEOPLE SKILLS	9	2.3
ORGANIZED	7	3.3
TEAMWORK SKILLS	6	2
VISIONARY	4	3
KNOWLEDGEABLE	4	3
COLLABORATIVE	3	3.0
LEADERSHIP SKILLS	2	2.0
EMPOWERING	2	2.0
DEDICATED	2	2.0
MOTIVATOR	2	3.0
CURRICULUM LEADER	2	3.0
LIFE LONG LEARNER	2	3.5
LISTENING SKILLS	2	4.0
SENSE OF HUMOUR	2	4.5
OPEN MINDED	2	4.5
FAIR	2	4.5
APPROACHABLE	2	4.5
STUDENT CENTERED	1	1.0
RISK TAKER	1	1.0
RATIONAL	1	1.0
NOT ABOUT POWER	1	1.0
LOVE CHILDREN	1	1.0
INTEGRITY	1	1.0
TIME MANAGEMENT	1	2.0
PATIENCE	1	2.0
ORGAINIZED	1	2.0
INTERESTED IN ALL ASPECTS OF SCHOOL	1	2.0
HONEST	1	2.0
ETHICAL	1	2.0
BROAD PERSPECTIVE	1	2.0
LEARNER	1	3.0
LEAD BY EXAMPLE	1	3.0
KNOWLWDGEABLE	1	3.0
EMPATHETIC	1	3.0
TACTFUL	1	4.0
RESPESCTFUL	1	4.0
PRAISE STAFF	1	4
INNOVATIVE	1	4.0
COMPASSIONATE	1	4.0
COMMUNITY PARTNER DEVELOPER	1	4
COMMITED	1	4
RESPONSIBLE	1	5
RESEARCHER	1	5

Characteristic	# of Administrators	Avg Rank
PROBLEM SOLVER	1	5
HARD WORKER	1	5
FLEXIBLE	1	5
CHARISMA	1	5
AVAILABLE	1	5
ADAPTABLE	1	5
RESPONSIBLE	1	5
RESEARCHER	1	5
PROBLEM SOLVER	1	5
CHARISMA	1	5