THE EFFECT OF COMPUTER ASSISTED INSTRUCTION ON TEACHING KEY CONCEPTS OF DEVELOPMENTAL SUPERVISION

A DISSERTATION PRESENTED TO THE FACULTY OF ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

BY

CONSTANCE BANKS OKOJIE

DEPARTMENT OF ADMINISTRATION AND SUPERVISION

ATLANTA, GEORGIA

JULY 1987
ABSTRACT

EDUCATION

CONSTANCE OKOJIE  B.S. Miami University, 1977
M.ED. Miami University, 1983

THE EFFECTS OF COMPUTER ASSISTED INSTRUCTION ON TEACHING
KEY CONCEPTS OF DEVELOPMENTAL SUPERVISION

Advisor: Dr. Sidney Rabsatt
Dissertation Dated: July 1987

Using Carl Glickman's model, the purpose of this study was to examine the effect computer assisted instruction had in teaching Developmental Supervision. The research expectancies were to yield improved supervisory behavior and conceptual understandings of Developmental Supervision, in the areas of style flexibility and style effectiveness. A synopsis of pertinent literature in these areas suggests that the supervisory role of school administrators need style flexibility, style effectiveness, and the use of technology, computer assisted instruction, as a major component in educational improvement.

Thirty-two (N = 32) administrators from a large metropolitan public school system in the south were randomly selected for participation in this study. The subjects were randomly assigned to the control group and experimental group, 16 and 16, respectively. The treatment utilized a three-session workshop format for the experimental group and
no treatment was administered to the control group. Using a pre-test post-test design, both groups were administered the pre-test, Leadership Behavior Analysis II, during the first session. During the second session, the control group was given a placebo. The administration of the treatment was conducted by computer assisted instruction for the experimental group only. The disk began with the Supervisory Beliefs Inventory, individually, to ascertain their actual supervisory style; collaborative, directive or nondirective. The second section of the disk addressed training in supervisory style, teacher maturity, and the methodology needed to aid teachers to developmentally improve. The third session was in two parts: The beginning session for the experimental group was a discussion of the Developmental Supervision concepts and the control group experienced another placebo. The final component of the training was the administration of the post-test, Leadership Behavior Analysis II, to all subjects simultaneously. A t-test for independent and dependent samples was used to ascertain the difference between means in the sixteen experimental subjects and the control subjects. The Pearson Product Moment Correlation was administered to the data to determine the strength of the relationships in the control group and experimental group for pre-test and post-test results, respectively.

The pre- and post-tests findings on the Pearson Product
Moment showed a weak relationship in the experimental and control group. The pre- and post-tests findings, as were determined through the use of a t-tests for dependent and independent samples suggests that the use of computer assisted instruction to teach the key concepts of Developmental Supervision did not have a significant impact on the style effectiveness and style flexibility of supervisors in the school environment.

In conclusion, the use of computer assisted instruction to teach key concepts of Development Supervision had no significant impact on the style flexibility and style effectiveness of the experiment group as compared with the control group.
DEDICATED TO

Ebie Dubois and Johnsie Kelly Banks
Better known as Daddy and Mother
ACKNOWLEDGEMENTS

To God for my light,
To my loving Husband and Family
    for just being themselves,
To my super Committee,
    may we never nag each other again,
To my patient and neglected friends,
    for their encouragement,
To my universe
    for my temperance - because I have grown,

"I have nothing to fear, for I am centered
    in the light of God."
TABLE OF CONTENTS

Acknowledgements ........................................... i
Table of Contents ............................................ ii
List of Tables .................................................. iii
List of Figures ................................................... iv

CHAPTER I ......................................................... 1

  Introduction
  Problem
  Rationale
  Theoretical Framework
  Hypotheses
  Assumptions
  Definition of Terms

CHAPTER II ......................................................... 16

  Supervision
  Computer Assisted Instruction
  Synopsis

CHAPTER III ......................................................... 35

  Methodology
  Design
  Population
  Instruments
  Procedures

CHAPTER IV ......................................................... 42

  Presentation and Analysis of Data
  Testing of the Hypotheses

CHAPTER V ......................................................... 63

  Summary
  Conclusions
  Recommendations
LIST OF TABLES

TABLE 1
EXPERIMENTAL AND CONTROL
RAY POST-TEST SCORES

TABLE 7
T-TEST RESULTS FOR STYLE
FLEXIBILITY POST-TEST

TABLE 8
T-TEST RESULTS FOR STYLE
EFFECTIVENESS POST-TEST

TABLE 9
PEARSON PRODUCT MOMENT
EXPERIMENTAL POST-TEST

TABLE 10
PEARSON PRODUCT MOMENT
CONTROL PRE-TEST

TABLE 6
EXPERIMENTAL AND CONTROL
RAY POST-TEST SCORES

TABLE 7
T-TEST RESULTS FOR STYLE
FLEXIBILITY POST-TEST

TABLE 8
T-TEST RESULTS FOR STYLE
EFFECTIVENESS POST-TEST

TABLE 9
PEARSON PRODUCT MOMENT
EXPERIMENTAL POST-TEST

TABLE 10
PEARSON PRODUCT MOMENT
CONTROL PRE-TEST

48
51
52
52
48
51
52
52
53
LIST OF FIGURES

FIGURE 1  SITUATIONAL LEADERSHIP MODEL ...... 6
FIGURE 2  DEVELOPMENTAL DIRECTIONALITY
OF THE SUPERVISORY BEHAVIOR
CONTINUUM ......................... 7
FIGURE 3  THEORETICAL FRAMEWORK FOR
SUPERVISORY TRAINING ............. 8
FIGURE 4  PRE-TEST POST-TEST DESIGN ......... 36
FIGURE 5  DATA TABLES ON SUBJECTS .......... 37
FIGURE 6  TRAINING TIMETABLE ............... 39
CHAPTER I
INTRODUCTION

The aim of education is to instill the culture with knowledge, beliefs, technology, values and norms. Presently, a critical analysis of education and educators, report a decline in all phases of this institution. The words accountability, excellence, and effectiveness have become the standard that education must live up to. In the book, Megatrends, John Naisbitt (1984) states that the day of leaving the governance of the schools in the hands of the existing educational administration has diminished due to the dissatisfaction of the public with the output product. In short, society feels that the needs and aims of education are not being met.

In a Place Called Schools, Goodlad (1984) discusses the state of education as a social institution in which the public has lost confidence.

His book probes the areas where the aims of the nation are not being accomplished. In discussing this problem Goodlad states:

Unfortunately, the ability of schools to do their traditional jobs of assuring literacy and eradicating ignorance is at the center of current criticism, which is intense (Goodlad, 1984).

A Nation At Risk (1983) points out blatant areas where the schools are not meeting the needs of society. The report states that "the educational foundations of our
society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and as a people."

The effect of education has had such an impact on the aims of education that state governments have had to take a stand on the delivery of education to our children. In Georgia, Governor Joe Frank Harris' Educational Task Force recommended sixty-four proposals that would improve the schools in the State. In 1985, the Georgia Quality Basic Education Act (QBE) was accepted by the Georgia legislature in the form of fourteen major needs geared to a "Comprehensive Approach to Improving Education (QBE, 1985)."

In indicators in A Nation at Risk (1983) lay the foundation from all facets of society as to the problems with educational excellence. There are also documents from government, business, parents, industry and other economic facets of society that have risen to the occasion to express the need for change in education (Haney and Madeus, 1979) however, one of the major problems with these accounts is the fact that they only spell out the symptoms not the cause. The general domain of the problem shows that the surge for educational improvement began outside of the school doors (Ross, 1982) and has laid the ground work for the assessment of educational needs thus, the process by which it will manifest itself consequently, must meet the
aims of education.

PROBLEM

This study addresses the effect of computer assisted instruction in teaching key concepts of Developmental Supervision. The major components of this work are based on the need for improved supervisory training and the need for upgraded technologies in the educational environment. The combination of these components will meet education's need for improved outputs in the areas of supervisory behavior, organization, analysis, and time, through the use of technology. Consequently, the results of this study will contribute to the information on the use of computer assisted instruction in the training of supervisors.

RATIONALE

The indoctrination of the culture's norms and values had historically been a function of education, bestowed by society. But the growing dissatisfaction of society with the "by product, educated children," has put every part of education in review from all of the constituencies. The need for education is not whether there is an illness but how to administer an effective, competent, reliable and cost effective improvement in education. Viewed in the broader sense, change is an innate concern to every individual within an organization. The increasing demand on
education dictates the need for a new technological training model in supervisory education. Developmental supervision taught by computer assisted instruction is a technique used to improve supervisory training.

The panorama of this problem is structured from the increased need for change in education present operating procedures toward technological alternatives of management. Computer assisted instruction will give instant analysis of data, systematically keep records, maintain self-pacing programs, organize complex material, offer a variety of instructional techniques, reduce class attendance time and improve time on task (Social Education, 1981).

Although Developmental Supervision replicates the important aspects of situational leadership, the integration of this model with computer assisted instruction is a new concept which will enable supervisors to train effectively and efficiently. For all intense purposes, Developmental Supervision satisfies the needs and concerns of the followers and computer assisted instruction improves time on task.

THEORETICAL FRAMEWORK

Developmental supervision is a new approach to teacher supervision. It is very much patterned after clinical supervision in that it uses the processes of pre-observation, observation, analysis and strategy, supervisory
conference and post analysis. It also ascribes to the behaviorist theory of Hersey and Blanchard (1977) which looks at the maturity level of the follower and measures the task behavior versus the relationship behavior of the followers (Figure 1). The concept of the following figure illustrates the type of leadership, amount of consideration, and the amount of leadership style needed to give direct assistance to anyone within a complex organization.

Developmental supervision, using computer assisted instruction is a model that focuses on the teacher's level of abstraction/commitment and teacher's type or professionalism. This correlates with the directionality of the supervisor, the type of supervisor control and the style of development. The amount of intervention depends on whether the teacher is high or low, and it suggests the type of help consistent with the teacher/supervisor needs. Due to environmental differences in situations, the use of style flexibility and style effectiveness, respectively, indicate the primary style used and the ability to make effective decisions regardless of the variances in educational settings. All of these factors integrate in a theoretical framework for Developmental Supervision called the Developmental Directionality of the Supervisory Behavior Continuum (Figure 2).
Situational Leadership Model

Figure 1
Developmental Directionality of the Supervisory Behavior Continuum

**Figure 2**

<table>
<thead>
<tr>
<th>Teacher Type</th>
<th>Teacher Dropout</th>
<th>Analytical Observer</th>
<th>Unfocused Worker</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Level</td>
<td>Low Abstraction</td>
<td>High Abstraction</td>
<td>Low Commitment</td>
<td>High Commitment</td>
</tr>
<tr>
<td>Control</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>supervisor low</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>supervisor low</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teacher high</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teacher high</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directionality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nondirective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- reinforcing
- standardizing
- demotivating
- negotiating
- problem solving
- presenting
- encouraging
- clarifying
- listening
Figure 3 examines a framework where the input consists of the computer assisted instruction training. The process of this framework is the cognitive understanding from the disk training and the output is the application of the principles of developmental supervision which are high or low style flexibility and style effectiveness as opposed to those who do not train with the disk as illustrated in the model below.

**Figure 3**

**THEORETICAL FRAMEWORK FOR SUPERVISORY TRAINING**

INPUT

TRAINING IN
DEVELOPMENTAL SUPERVISION
USING
COMPUTER ASSISTED INSTRUCTION

PROCESS

WITH TRAINING
LEADERSHIP BEHAVIOR

OUTPUT

HIGH
STYLE FLEXIBILITY
STYLE EFFECTIVENESS

LOW
STYLE FLEXIBILITY
STYLE EFFECTIVENESS
HYPOTHESES

The topic to be researched is: The Effects of Computer Assisted Instruction in Teaching Key Concepts of Developmental Supervision.

Research Question:

Will the effects of computer assisted instruction improve training in developmental supervision?

The following hypotheses for this study are:

HO 1

There is no significant difference in the pre-tests scores of the experimental and control group in style flexibility.

H (0) : X_{ex} > X_{con}

HO 2

There is no significant difference in the pre-test scores of the experimental and control group in style effectiveness.

H (0) : X_{ex} > X_{con}

HO 3

There is no significant difference in the post-test scores of the experimental and control group in style flexibility.

H (0) : X_{ex} > X_{con}

HO 4

There is no significant difference in the post-test scores of the experimental and control group in style effectiveness.

H (0) : X_{ex} > X_{con}
HO_5 There is no significant difference in the pre-test and post-test scores of the experimental group in style flexibility.

\[ H(0) : X_{\text{ex}} > X_{\text{ex}} \]

HO_6 There is no significant difference in the pre-test and post-test scores of the experimental group in style effectiveness.

\[ H(0) : X_{\text{ex}} > X_{\text{ex}} \]

HO_7 There is no significant difference in the pre-test and post-test scores of the control group in style flexibility.

\[ H(0) : X_{\text{con}} > X_{\text{con}} \]

HO_8 There is no significant difference in the pre-test and post-test scores of the control group in style effectiveness.

\[ H(0) : X_{\text{con}} > X_{\text{con}} \]

HO_9 There is no significant relationship in the pre-test scores of the experimental group in style flexibility and style effectiveness.

\[ H(0) : X_{\text{ex}} > X_{\text{ex}} \]
H0 There is no significant relationship in the pre-test scores of the experimental and control group in style effectiveness.

\[ H(0) : X_{\text{ex}} > X_{\text{con}} \]

H0 There is no significant relationship in the post-test scores of the experimental and control group in style flexibility.

\[ H(0) : X_{\text{ex}} > X_{\text{con}} \]

H0 There is no significant relationship in the post-test scores of the control group in style effectiveness and style flexibility.

\[ H(0) : X_{\text{con}} > X_{\text{con}} \]

H0 There is no significant relationship in the pre-test and post-test scores of the experimental group in style flexibility.

\[ H(0) : X_{\text{ex}} > X_{\text{ex}} \]

H0 There is no significant relationship in the pre-test and post-test scores of the experimental group in style effectiveness.

\[ H(0) : X_{\text{ex}} > X_{\text{ex}} \]

H0 There is no significant relationship in the pre-test and post-test scores of the control group in style flexibility.

\[ H(0) : X_{\text{con}} > X_{\text{con}} \]
H0. There is no significant relationship in the pre-test and post-test scores of the control group in style effectiveness.

\[ H(0) : X_{con} > X_{con} \]

ASSUMPTIONS

Supervisory Assumptions:

1. There is an improvement in the behavior of the supervisor when they know and understand their actual style.

2. The need and want of direct assistance (MacKenzie, 1983; Edmonds, 1982) by teachers are major areas for supervisory improvement thus reinforcing the need for style effectiveness.

3. There is no best supervisory style for all situations (Lovell and Wiles, 1983; Hersey and Blanchard, 1983; Feidler, 1967) therefore, there is a need for supervisory style flexibility.

Computer Assisted Instruction Assumptions:

1. Computer assisted instruction will improve training in Developmental Supervision. Spiller (1828) and Roberson (1984) found that 50% of the corporations in America use computer assisted instruction to train their employees.
2. The integration of Developmental Supervision with computer assisted instruction will replicate the techniques of instant analysis, systematic record keeping, organization of complex materials, personalized instruction, and improved time on task.

DEFINITION OF TERMS

For clarity of purpose, the major concepts used in this study are defined. In the area of supervision, the specific understanding of supervision and supervisor are discussed. Developmental supervision is defined along with the major components which are the developmental styles: directive, non-directive, and collaborative. The Leadership Behavior Analysis II measures of style effectiveness and style flexibility are also examined. Computer assisted instruction will be the final component defined for this research.

1. Supervision is the function within the schools that assists in the improvement of the educational functions.

2. Developmental Supervision is the supervision model developed by Glickman (1981) which is the integration of the supervisor's actual leadership style and the actual maturity level of the teacher to yield direct assistance for developmental growth.
3. Developmental Supervisory Beliefs (Glickman and Tamashiro, 1981) refers to the behaviors of the supervisor in the leadership position.

a. Collaborative is primarily problem solving, where two or more persons jointly pose hypotheses to a problem, experiment, and implement those teaching strategies that appear to be most relevant in their own surroundings.

b. Directive Supervision is giving teachers direct assistance on the technical skills needed with known standards and competencies for all teachers to be effective.

c. Non-Directive Supervision is learning, primarily a private experience, in which individuals must come up with their own solutions to improving the classroom experience for students.

4. Supervisor is the liaison between the students, teachers, and administrators. The research on supervisory training will only address the direct service to teachers. The role demands competence as a quality and quantity function in the school system but for this research the definition of supervisor is restricted to the gainful assistance to the teacher which should not be confused with being supervised solely for evaluative purposes.
The supervisor may hold the position of principal, lead teacher, supervisor, assistant principal, department chairperson, or peer assessors.

5. **Style Flexibility** is the ability to adjust your primary style for situational decision making purposes.

6. **Style Effectiveness** is the appropriate use of decision making practices for varying situations.

7. **Supervisory Behaviors** are the style flexibility and style effectiveness of the person giving direct assistance.

8. **Computer Assisted Instruction** is the use of the computer hardware and software as a technological tool to disseminate, assess, organize, and respond to information.

The next chapter discusses the literature relevant to the research topic.
CHAPTER II

LITERATURE

Presented in this chapter are selections of literature pertinent to the research problem. This literature is reviewed under three substantive areas. First, a review of the literature under the general domain of the various supervisory typologies and computer assisted instruction in education. Next, because research on developmental supervision is not available, the literature on supervisory style flexibility and style effectiveness are reviewed since they are major components of this theory. Finally, the examination of the gaps which exist conclude this chapter.

Literature on the General Perspectives in Supervisory Typologies and Computer Assisted Instruction

The literature for the topic of supervision focused on the transition from traditional to the human resource styles of supervision. Very little research was published on developmental supervision therefore, research justifying style flexibility, style effectiveness, and actual versus perceived supervisory style was examined. The literature includes personal interviews with the author of developmental supervision and others that have had the training.

The historical approach to teacher evaluation has evolved from a bureaucratic "snoopervision" role where the
climate was closed, the management style was linear and the leadership style was based on the trait theory. Burton and Brubecker (1955) in their classic book, *Supervision, A Social Process*, described this era of supervision as consisting largely of inspection of the teacher, poorly planned and at best authoritarian. Blau (1956) described this period as "hierarchy of authority, impersonalization of management, tasks achieved through fixed positions or structures and control maintained through general rules."

The trait theory suggested that the selection of the leader be on the basis of certain physical traits. These factors, such as height, weight... were used as indicators for leadership ability (Lovell and Wiles, 1983). During this period the leader used supervision as a technique for evaluating the subordinate about the discrepancies in their performance. Following the period of administrative inspection, there evolved the scientific management typology. The scientific management movement, whose early strings can be traced back to and beyond the studies of Mayo (1933) and Roethlisberger and Dickson (1947) in the early twentieth century, began to question the linear structure of managing human resources in complex organizations. Although scientific management was a structural model based on "administrative inspection," it lacked style flexibility. The research of this period brought forth the observation that all areas of the present style were not consistent and
there was not direct relationship between leader traits and effectiveness. The research that evolved from the concerns of scientific management resulted in behavioral management research studies and the shift towards goals which were concerned with the democratic improvement of instruction and human relation. Boardman, Doughlass, and Bent (1953) noted that if the goal of supervision is the ideal of democracy, then supervision must be democratic. The old supervisory techniques which inhibited initiative was replaced by the techniques that fostered creativity, encouraged flexibility and technology. The research of this era, Ohio State Studies; University of Michigan; Halpin and Croft (1963), where the climate was open, systematic, flexible, and viewed from an employee centered management technique stressed the human relations style of leadership for organizations.

The studies of Morse and Lorch (1970); Feidler (1967); Hersey and Blanchard (1983); Lovell and Wiles (1983) show that the present system is open and the research has emphasized that knowledge of task, consideration of subordinates and the climate or situational aspects of the position have a direct relationship to the effectiveness of the style in terms of teacher morale, student achievement and goal attainment. The researchers cited contingency and situational as being based on the Getzel and Guba Social System Model where the environment and system needs dictate
the organizational behavior. Bernard (1938) stated that a social system has to fulfill two conditions, the first is the effectiveness to accomplish organizational goals and the second is efficiency to satisfy the concerns and needs of the followers. This is also backed by all the research on behavioral models of leadership (Hersey and Blanchard, 1984). Lovell and Wiles (1983) discuss supervisory leadership as an interactive process where growth is attained through the input of all parties. Therefore, the examination of style effectiveness and style flexibility is an important factor in the supervisory decision making process.

In viewing this issue from the teachers' perspectives the research shows that if teachers have ownership in the outcome of their advancement, then, they are more likely to developmentally improve (Glickman, 1985; Wildeman and Niles, 1987; Peters and Waterman, 1982).

An enhancement to the human resource centered supervisory styles is the concept of clinical supervision. This model fits the structural needs of supervision as a complex organization.

The clinical supervision model proposed the supervisor and teacher engage in a positive relationship, thus promoting supervisory success grounded in five essential steps (Goldhammer, 1969). The clinical supervision model
has become an accepted supervisory practice that works within the framework of five essential steps:

1. Pre-Observation
2. Observation
3. Analysis and Strategy
4. Conference
5. Post Conference Analysis

Many researchers have modified these five essential steps but the use of the clinical technique has become widely accepted with the only shortcoming of the model being the length of time that must be given to complete it. The position of supervisor is the liaison between the students, teachers, and the administrators. Esposito (1982) classifies this role in four categories: the task of direct service to teachers, indirect service to teachers, school administrator, and classroom evaluator. Thus, the comprehensiveness of this role demands competence as a quality and quantity function in the school system. Therefore, a definite need for effective and flexible supervisory styles are needed in view of the wide range in duties. This study will address only the supervisor's direct tasks with the classroom teachers using Carl Glickman's (1981) development supervision model in a computer assisted instruction package.

Glickman's research correlates with the research by
Edmonds (1982) who states that direct assistance to teachers is a major element in the effective schools." The findings of Lovell and Wiles (1983) state that people expect leadership. This reiterates the research Baskin (1962); Lewis (1939); and Shaw (1963) that anyone can give direct assistance, thus, the conclusions of these studies reinforces the idea that the supervisor can hold the position of principal, lead teacher, effective lead teacher or any person in the school environment that has substantial knowledge.

The research conducted by Lowell and Phelps (1977) in Tennessee, discuss the issue of supervisory involvement stating that 50% of the teachers cited sixteen services that were not provided when needed and that they wanted more supervisor interaction. A report by Carlton (1971) states that teachers prefer supervisory assistance. Developmental supervision believes that teachers need and want direct assistance but several major factors must exist to obtain this effectively:

1. Knowledge of the actual supervisory style.
2. Knowledge of the teacher's professional level.
3. Correlating these factors to developmentally help the teacher improve.

A study by Puckett (1963) and another by Carlton (1971) state that teachers want helpful non-threatening supportive services to meet their needs.
Style Flexibility and Style Effectiveness

The awareness of the changing conditions which exist are principal factors for leadership in any environment (Plunkett, 1963). Bolton and Bolton (1984), in their book, Social Style - Management Style: Developing Productive Work Relationships, report that an examination of the leader's style flexibility and style effectiveness bring congruence to decision making practices.

Thus, the recent relationship between teachers and supervisors gives rise to the need for style flexibility and style effectiveness as a major need for direct assistance to teachers, thus, bringing about effective schools. Although effective schools do exist, one gap is the ability of leaders to distinguish between their perceived and actual supervisory style and the knowledge of this style reinforces style flexibility.

Perrine (1984) researched teachers and supervisory perceptions of the elementary science. Perrine identified the perceptions of elementary teachers and their science supervisors concerning the process of supervision. A random sampling of four hundred and seventy self-contained classroom teachers and twenty-nine supervisors in New Jersey were used for this study. The instrument was a thirty-two item, five point Likert questionnaire developed by the researcher to identify the expected practices of supervisors. The scale gave the teachers and supervisors
ideal perceptions and their actual perceptions. The research findings show that there is a definite discrepancy between the actual and ideal perceptions of both the teachers and supervisors. The research concludes that first there is a definite need for the identification of actual teacher and supervisory perceptions so unrealistic expectations do not occur. Secondly, it is necessary for the teacher and supervisor to develop a positive relationship. Thirdly, the supervisory should adhere to the needs of the teachers for resources and instructional needs.

Canizaro (1985) studied the efficiency of self-evaluation as a means of professional growth of instructional supervisors. Canizaro identified twenty-six elements and categorized them in six elements to evaluate the skills, attitudes, and understandings needed for instructional supervision. Eleven principals and their staff used a self-evaluation instrument which assessed observation and analysis with teachers, conferencing with teachers, curriculum implementation, instruction, communication, leadership, and human resources. The finds showed that the supervisors felt a need to improve and that self-evaluation will increase professional growth for instructional supervision.

Riscone (1985) studied the relationship of selected teacher background variables to teacher preferences for supervisory style and teacher perceptions of supervisory
style. The teachers examined teacher's preferences for and perceptions of direct, non-direct and collaborative styles of supervision. Data were collected on two hundred and fifty-nine teachers and supervisors in sixteen Catholic schools. The instrument used to measure the teacher preferences was the Supervisory Approach Questionnaire. Using multiple regression analysis and analysis of variance the findings concluded that four percent preferred direct supervision, twenty percent preferred a non-directive approach and seventy-six percent preferred collaborative. This study concludes that there is a definite strength in the correlation of teacher preferences and supervisory style.

Ginkel (1983) took a sample of 210 teachers, K-12 to see what their style preference was. Of this stratified sample, thirty percent preferred non-directive supervision, sixty-seven percent preferred collaborative, and three percent preferred directive.

Cashell and Ritz (1980) studied the effectiveness of instructional supervisors and the elements that made science supervisors effective. They took a sample in New York State of one hundred and forty-three science supervisors and two hundred and fifty-eight of their teachers. The group measured twenty-six formal and non-formal activities of supervisors using a modification of the Pearson-Group Relationship Scale to rate the group membership status of
supervisors. The findings showed that the group membership status of the supervisors significantly influences the perceived job effectiveness of the supervisor. It also concluded it is possible to change the supervisor's interpersonal communication behaviors to obtain positive perceptions of job effectiveness.

Nye (1986) examined innovation using the Hersey and Blanchard Situation Leadership Theory. The purpose was to see if a relationship existed between situational leadership theory and change as it applies to curriculum and instruction.

The subjects were thirty-one principals and one hundred and eighteen teachers from Washington State. The principals used the Leadership Behavior Analysis - Self to get their style effectiveness and style flexibility. The Leadership Scale Manager and the Maturity Scale - Self was taken to correspond the principal's rating to the faculty's rating on these instruments. The principals were rated using the mean scores on 27 change behavior items based on effectiveness and four innovative success measures.

Using the mean scores, correlation coefficients, percentages, and standard deviations the study concluded that there was no relationship between style effectiveness and style flexibility and leader innovation. The principals that were rated high in style flexibility and style effectiveness were perceived as effective innovators.
Innovation was not dependent upon the effectiveness of the principal's style but the greater the situational abilities the more effective in change behaviors.

PERSONAL INTERVIEWS

Personal interviews from the author of Developmental Supervision, Glickman, and two DeKalb County supervisors who participated in the research held by Steve Gordon, Glickman's student, will be an addition to the literature. Glickman developed this supervision model and first published it in a small book for the Association of Supervision and Curriculum Development in Washington, D.C., in 1981.

Glickman felt that his model was unlike the other supervision models because it incorporates the research on adult cognition with the research on situational leadership and clinical supervision techniques. He stated that the model has been successful and that a major component of its success is the interpersonal interaction between the supervisor and the teacher.

The workshop which Glickman led for Gwinnett County administrators gave an overview to the developmental techniques and how the developmental supervision theoretical framework works. He felt that time is one of the constraints with clinical supervision and that the computerization of this model might work as long as it was
used to disseminate information and the human interaction continued.

During the workshop he presented research on how perceived and actual actions differ between the supervisor and the teacher. There was extensive research on adult cognition and teacher levels of commitment and abstraction.

Mr. Jack Lavender, supervisor with the DeKalb County Board of Education, agreed to take the developmental supervision training and completed the program in 1984 when a doctoral student, Steve Gordon, ran the training for his research. Mr. Lavender had two teachers agree to do the research in the Spring of 1985. He made it very clear that the two teachers who volunteered were veteran teachers that, in his opinion, had a high level of abstraction and a high level of commitment.

He found that the teachers were very receptive to the supervision training and that definite gains were made. He also felt that this model would work with a teacher on any level of abstraction and commitment. The only reservation he conveyed was the model and that it should not be deleted.

The literature concludes that there is a need for additional research in developmental supervision and that supervision is a necessary component in the improvement of education.

**COMPUTER ASSISTED INSTRUCTION**

The body of literature on computer assisted instruction
(CAI) has been focused on, first, an examination of computer assisted instruction as a method of augmenting instruction thus generating an improved understanding of concepts; second, the amount of time saved through educational supervisory proficiency in computing skills, and finally, computer assisted instruction as a method to improve cognitive abilities.

Many reviews have been done on the impact of computer assisted instruction on achievement and secondary education. Vinsonhaler and Bass (1972) reviewed the major studies on computer assisted instruction drill and practice at the elementary school level. They found that augmenting classroom instruction with computer assisted instruction provides superior performances on the Scholastic Aptitude Test (SAT). Other reviews of the literature (Burns and Culp, 1980; Johnson and Jongejan, 1981) support the notion that supplementary instruction with computer assisted instruction leads to higher achievement and the amount of time needed to learn is significantly reduced for mathematics or language arts skills. Johnson and Jongejan (1981), through computer searches of data banks, summarized research in an unpublished appendix of computing machinery. In reviewing the research on the effects of drill and practice, they found "that the style of computer usage to present a stimulus (question) and review and evaluate a response (answer) has generally been successful." Although
computer assisted instruction has become a well received mode of technology, the domain of the literature also includes unfavorable research about the use of computer assisted instruction.

Slesnick (1985), in the book, *Run: Computer Education*, examines the misleading research in the area of computer assisted instruction. She found that the majority of the studies make computer assisted instruction superior to the traditional method of learning but this is only in cases where computer assisted instruction is an instructional supplement.

Ryan (1984) investigated the difference between school districts using a computerized individual education program as opposed to districts not using computerized individualized education programs. He also investigated attitudes of teachers toward time spent in writing the programs and preparation of Individualized Education Program (IEP) and the cost per IEP. A random sample of twelve districts in the Massachusetts area, six computerized and the remaining non-computerized studied the amount of time consumed in the writing, preparation, and cost of individualized educational program. Time logs kept from both groups gave averages as to the preparation and writing time for each teacher. The teachers also completed an Attitude Toward Individualized Education Program survey
which measured instructional planning value, curriculum planning, and general value.

The results, using multivariant analysis, and a stepwise discriminant function analysis concluded that the teachers, using the computerized individualized education program, as opposed to those who did not, had a very significant increase in time, cost, and a favorable attitude toward the value of the IEP for instructional planning.

Schwartz (1984) studied the use of computers in higher education as a method for nurses instruction. Using a post-test only design, thirty-three nurses participated in the study. The experimental group was exposed to four computer modules as a supplement to the lecture method of nurses training and the control group was exposed to the traditional lecture method.

A student attitude instrument and group embedded figures test were used to assess the nurses. The findings showed that the experimental group who used computer assisted modules were effective in nurses training, saved the nurses study time, and increased the number of students who were successful in the course. In general all students gave positive responses to the computer assisted learning modules.

Summerville (1985) studied the effect of computer assisted instruction on the level of achievement and the rate of learning. Using a pre-test post-test experimental
design, the control group was taught, using the Apple II computer, Gas Laws in the didactic manner where as the experimental group was given the use of the Apple II to practice the Gas Law Principles and to make their calculations. The summation of the findings stated that the use of computer assisted instruction by the experimental group resulted in gains for low mathematics students and that there was a significant increase in the mean gain scores.

Burns and Culp (1980) designed, tested, and evaluated three computer assisted learning modules based on stimulating the inventiveness for freshman English composition students. After a pilot study using a quasi experimental design they found that the experimental group had a significant increase with the intellectual processing of information.

Computer assisted instruction research shows that computer technology has proven to be an effective tool in the training of adults in the management areas. The research also points to the fact that it improves time on task and it shows cognitive learning gains. The integration of developmental supervision and computer assisted instruction will meet the needs of both variables in an effort to improve supervisors' training.

The studies of Cartwright, Cartwright and Robine (1972) and Smaldino, Schloss, Godsmith, and Selinger (1983)
researched the theory of computer assisted instruction on handicapped students and found computer assisted instruction more effective than teacher directed instruction.

Hennessy's (1983) research states that a personalized system of instruction has been a consistently effective method for learning. "College instructors could improve their teaching through the use of a personalized system of instruction." The research of Wilson (1973) from the University of Texas concluded that satisfactory post-instructional student performance had positive effective outcomes with regard to the subject matter and the instruction/evaluation of a computer managed instruction system.

Elliott and Tuckman (1978) suggest that at the collegiate level the primary value of individualized instruction over conventional instruction is not to maximize subject matter achieved gains but to improve problem solving skills.

Spiller and Robertson (184) researched how private industries are turning to the use of computer assisted instruction to train employees. Eastman Kodak began using computer based training for their field service maintenance department in 1978. They found that the computer was consistent and could be used for individualized training for their technicians world-wide. Xerox used the computer for several computer applications such as training their sales
employees in product demonstrations, to pre-test students in sales courses and to assess the students' progress from the branch offices. In keeping with the competition, American Telephone and Telegraph Company began training programs to reduce operating costs. After conducting a cost benefit analysis AT&T realized that the cost of computer training paid for itself in three years. In 1982, over 50% of major American corporations use computer based training programs to stay competitive within the corporate arena.

SYNOPSIS

The literature review has shown that much research has been carried out in three general areas of supervision and computer assisted instruction in educational settings. However, not much has been done in researching the effect of the technology of computer assisted instruction as a viable alternative in teaching the key concepts of developmental supervision to practicing educators. Specifically, little research has been done that addresses contributions in developmental supervisory style flexibility and style of computer assisted instruction and increased job performance.

The literature on developmental supervision show that not much has been done in terms of what techniques and educational technology has been tested to improve the performance of supervisors and instructional school personnel in the key concepts of style flexibility and style
a positive relationship between training using computer assisted instruction and increased job performance.

The literature on developmental supervision show that not much has been done in terms of what techniques and educational technology has been tested to improve the performance of supervisors and instructional school personnel in the key concepts of style flexibility and style effectiveness.

Overall, the literature suggests a gap and the following contributions suggest the following directions.

1. Examine further the effect of computer assisted instruction specifically in the field of educational administration.

2. Examine and test for the effect of computer assisted instruction in teaching the key concepts of developmental supervision.

This study focused on the effect of computer assisted instruction to teach key concepts of developmental supervision. The intent was to determine if training using computer assisted instruction would increase levels of style effectiveness and style flexibility in a group of practicing educators.

Chapter III will discuss the methodology used for this study.
CHAPTER III

METHODOLOGY

This chapter examines the environment of the study which include the design, the population, the technique used for sampling, the experimental training procedures and the description of the instrument used. The procedures necessary for completion of this study were:

1. The random selection of subjects to the experimental and control groups from the population addressed.
2. The administration of a pretest to all subjects.
3. The administration of a training session entitled, "Developmental Supervision Using Computer Assisted Instruction." This treatment was administered to the experimental group only.
4. The presentation of a post-test to all subjects to assess the effects of the treatment.
5. The analysis of the pre-test and the post-test scores of both the experimental and control groups.

RESEARCH DESIGN

A pre-test, post-test experimental design was used to analyze the data. This design controls history, maturation, instrumentation, statistical regression, selection biases, experimental mortality, and selection - maturation interaction, which are seven of the eight treats to internal
validity (Stanley and Campbell, 1981). Although the pre-test, post-test control group design does not control for testing effects, it is used in analyzing the data to determine whether the treatment had an effect on the control and experimental gain scores.

Figure 4

PRE-TEST, POST-TEST CONTROL GROUP DESIGN

\[
\begin{array}{cccc}
R1 & 0 & X & 0 \\
R2 & 0 & - & 0 \\
\end{array}
\]

N = 32

POPULATION

The locals for the study was a private university in a southern state. The population addressed consisted of 38 supervisors completing coursework towards a terminal degree.

Using a table of random numbers, each participant was assigned a number. Next, each subject, listed only by number, was assigned to the experimental group, even choices, and control group, odd choices for a total of 16 subjects in each group.

Figure 5 represents a breakdown of the experimental and control subjects by number, sex, median age, median years of
experience, and whether they had evaluation training previously.

Figure 5

DATA TABLES ON THE SUBJECTS

<table>
<thead>
<tr>
<th>GROUP</th>
<th>SEX</th>
<th>AGE</th>
<th>YEARS OF EXPERIENCES</th>
<th>TRAINED EVALUATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 32</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>M</td>
<td>F</td>
<td>46</td>
<td>22</td>
</tr>
<tr>
<td>N = 16</td>
<td>4</td>
<td>12</td>
<td></td>
<td>6/16</td>
</tr>
<tr>
<td>CONTROL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 16</td>
<td>3</td>
<td>13</td>
<td>47</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11/16</td>
</tr>
</tbody>
</table>

INSTRUMENTATION

The instrument used for this study examined the variables that correlate with the hypotheses. The Leadership Behavior Analysis II assessed the effect computer assisted instruction to teach the key concepts of developmental supervision had on the style flexibility and style effectiveness of the administrators. The Leadership Behavior Analysis II was the pre-test and post-test instrument. The Leadership Behavior Analysis II measured the supervisors' perceptions of their consideration of followers and knowledge of the task. It also examined the attitudes of the supervisor, leadership style and management behaviors. It is a self-administering instrument which analyzes two dimensions, supervisory style flexibility and
style effectiveness. The Leadership Behavior Analysis II was a twenty-item, multiple choice, standardized instrument (see Appendix C).

PROCEDURE

ADMINISTRATION OF THE PRE-TEST

The first module consisted of all subjects being briefed on the fact that they would be involved in training on human resource management. The groups met and filled out the datasheet giving their age, race, sex, years of experience, and educational background.

After the briefing, the subjects were given the Leadership Behavior Analysis II. They were also instructed to use the last four digits of their social security number as an identification code. It was discovered during the field testing of the Leadership Behavior Analysis II instrument that twenty minutes was a sufficient amount of time for the administration of the evaluation. The subjects were informed to strictly follow the directions provided on the instrument cover. Upon completion, all subjects were thanked. The control group was given a placebo throughout the administration of the treatment to the experimental group.
TABLE 6
TRAINING TIME TABLE

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TIME</th>
<th>DATE</th>
<th>GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-TEST</td>
<td>1:00-2:00</td>
<td>5/2/87</td>
<td>N = 19</td>
</tr>
<tr>
<td>TREATMENT</td>
<td>1:00-2:00</td>
<td>5/9/87</td>
<td>N = 9</td>
</tr>
<tr>
<td></td>
<td>2:00-3:00</td>
<td></td>
<td>N = 10</td>
</tr>
<tr>
<td>POST-TEST</td>
<td>5:00-6:00</td>
<td>6/11/87</td>
<td>N = 19</td>
</tr>
</tbody>
</table>

PRESENTATION OF DEVELOPMENTAL SUPERVISION USING COMPUTER ASSISTED INSTRUCTION ON THE EXPERIMENTAL GROUP

The experimental group met in the computer laboratory in two groups due to the constraints of the facility and the availability of the hardware. The participants were instructed in the use of the microcomputer and exposed to the introduction of developmental supervision using computer assisted instruction. The introduction consisted of defining developmental supervision, the rationale behind the model and an explanation of the major components using cartoons (see Appendix A).

Next, each group used the computer assisted instruction disk on developmental supervision. This is the independent training of the concepts from the disk. The first section examines the goals of the disk. Then it discussed the
developmental levels and the teacher characteristics which signal the type of direct assistance to use and finally, it examined the methodology used to developmentally give direct assistance to the teacher. The disk concludes with a short situational quiz to ascertain the comprehension of the information (see Appendix B).

PRESENTATION OF FINAL TREATMENT ON EXPERIMENTAL GROUP

All experimental participants examined several models used in developmental supervision and engaged in a group discussion of the ideas. The models (see Appendix A), The Indicator of Teacher Levels, examined teacher characteristics, classroom climate, teaching methods, interactive style, decision making style, reaction to involvement and stress, methods of dealing with classroom problems, reaction to the supervisor and reactions to differing opinions in an effort to understand teacher professional levels. The final handout examined supervisory styles and how to developmentally give direct assistance to a subordinate.

ADMINISTRATION OF THE POST-TEST TO EXPERIMENTAL AND CONTROL SUBJECTS

The final session was the administration of the Leadership Behavior Analysis II instrument, the post-test. Both groups were administered this test at the same time. The test booklets were distributed by the experimenter and
the subjects were instructed to follow the directions provided on the cover. Again, they were asked to use the last four digits of their social security number for coding purposes. Upon completion, the subjects turned in their booklets and were thanked by the examiner.

ANALYSIS OF DATA

A t-test for independent samples was used to analyze the research data because the subjects have been randomly assigned to both groups and population variances are equal. The t-test analyzed the standard error of the difference between the experimental and control groups for both the pre-test and post-test. The independent variable was the use of computer assisted instruction to teach the major components of developmental supervision on the dependent variable, style flexibility and style effectiveness.

In Chapter IV, a presentation and analysis of the data will be discussed.
CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter incorporates the presentation of the data tables and the analysis of these tables from the responses of the thirty-two subjects to the Leadership Behavior Analysis II. This instrument sought to measure two factors: style flexibility score and style effectiveness score. Style flexibility score for each participant indicated the primary leadership style used by each individual. The second measure, style effectiveness score, measures the level of style flexibility and the appropriate decision making practices for specified situations.

A pre-test, post-test experiment was conducted as the research design and no treatment was administered to the sixteen control subjects. The sixteen experimental subjects were trained in developmental supervision, using computer assisted instruction. Both groups, control and experimental, were subjected to the same pre-test and post-test, Leadership Behavior Analysis II, to ascertain the mean difference in the composite raw scores of each group.

PRESENTATION OF PRE-TEST DATA ON THE EXPERIMENTAL AND CONTROL GROUPS USING THE LEADERSHIP BEHAVIOR ANALYSIS II

The table on the following pages shows the raw pre-test scores of style flexibility for the experimental and control
groups. These scores were obtained by using the Leadership Behavior Analysis II score directions provided by the publishers of this instrument. Each subject had a raw score of the style flexibility that ranged from 0 to 30. The zero represented a low flexibility score and the thirty represented a high score. The concept of flexibility suggested that the person with a high score was able to conform to various situations by using various styles. The highest score for the experimental groups was 24, the lowest for the experimental groups was 8 and the median score was 20. The highest score control group was 22, the lowest was 12 and the median score was 16.

**TABLE 1**

<table>
<thead>
<tr>
<th>EXPERIMENTAL GROUP SCORE</th>
<th>CONTROL GROUP SCORE</th>
<th>EXPERIMENTAL GROUP SCORE</th>
<th>CONTROL GROUP SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. = 55</td>
<td>56</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td>2. = 71</td>
<td>64</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>3. = 62</td>
<td>52</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>4. = 41</td>
<td>57</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>5. = 60</td>
<td>62</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>6. = 66</td>
<td>54</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>7. = 67</td>
<td>53</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>8. = 64</td>
<td>47</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td>9. = 59</td>
<td>53</td>
<td>10</td>
<td>14</td>
</tr>
</tbody>
</table>
10. = 63
11. = 59
12. = 59
13. = 61
14. = 61
15. = 51
16. = 63

PRE-TEST STYLE EFFECTIVENESS RAW SCORES

The raw pre-test scores' effectiveness for the experimental and control groups are presented in Table I. These scores were obtained by using the Leadership Behavior Analysis II score directions provided by the publishers of this instrument. The range for the style effectiveness is from 20 to 80. The twenty represented a low effectiveness score and the eighty represented a high score. The concept of effectiveness represented the decision making practices of the leader. The scores were computed by the number of times a person made poor, fair, good or excellent judgements about various situations. The highest score for the experimental group was 71, the lowest for the experimental group was 41 and the median score was 59. The highest score for the control group was 67, the lowest was 47 and the median score was 57.
PRE-TEST STYLE FLEXIBILITY T-TEST FOR INDEPENDENT SAMPLES

The data in Table 2 presents the difference in mean scores of the experimental and control groups, the t-ratio, degree of freedom and the t-table value at the .05 level of significance. The results of the data for style flexibility show that the difference in means in the control and experimental groups gave an observed T value of .944 with the degrees of freedom 30 and the critical T value score on the pre-test results. Therefore, it is deduced that the pre-test scores for style flexibility for the experimental and control groups showed no significant difference at the .05 level.

TABLE 2
T-TEST FOR INDEPENDENT SAMPLES FOR STYLE FLEXIBILITY

<table>
<thead>
<tr>
<th>SAMPLE 1</th>
<th>SAMPLE 2</th>
<th>T</th>
<th>DF</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>16</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>MEAN</td>
<td>17.750</td>
<td>16.500</td>
<td>.944</td>
</tr>
<tr>
<td>S.D.</td>
<td>4.494</td>
<td>2.805</td>
<td></td>
</tr>
</tbody>
</table>

\[ t. \text{crit.} (.05, 30) = 1.697; \quad t. \text{obs} > t. \text{crit.} \]

\[ .944 > 1.697 \]

STYLE EFFECTIVENESS T-TEST

Table 3 presents the t-test for the pre-test scores on style effectiveness. The computations show the difference in mean scores of the experimental and control groups, the
t-ratio, degrees of freedom and the t-table value at the .05 level of significance.

The results of the data for style effectiveness show that the difference in mean scores in the control group and experimental group gave an observed T value of 1.441 with the degrees of freedom 30 and the critical T value of 1.697. Therefore, the data interpretation of the values suggests that the t-value score on the post-test results for style effectiveness was lower than the critical T value score. The style effectiveness pre-test for the experimental and control groups display that there was no significant difference between the observed T and t-table value.

TABLE 3

T-TEST FOR INDEPENDENT SAMPLES FOR STYLE EFFECTIVENESS

<table>
<thead>
<tr>
<th></th>
<th>SAMPLE 1</th>
<th>SAMPLE 2</th>
<th>T</th>
<th>DF</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>16</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEAN</td>
<td>60.125</td>
<td>57.063</td>
<td>1.441</td>
<td>30</td>
</tr>
<tr>
<td>S.D.</td>
<td>6.908</td>
<td>4.959</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

t. crit. (.05, 30) = 1.697 : T. obs. > t. crit.
1.441 ≠ 1.697

The conclusion gathered from this data suggests that the pre-test scores of the groups in style flexibility and style effectiveness are not significant at the .05 level of probability.
PEARSON PRODUCT CORRELATION

To strengthen the analysis of the data, an additional test was run on this data to ascertain whether a relationship exists between the experimental and control groups' pre-test and post-test scores using a Pearson Product Moment Correlation. The analysis of the experimental group show a r-ratio of .426 with a Pearson R score of .190. Thus, there is a weak relationship in the style effectiveness scores and style flexibility scores for the experimental group for all pre-test data.

<table>
<thead>
<tr>
<th>TABLE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observed R.</td>
</tr>
<tr>
<td>0.190</td>
</tr>
</tbody>
</table>

The analysis of the control group shows a t-ratio of 1.876, a Pearson R score of .448. Thus, there is a significant relationship between the pre-test style effectiveness scores and style flexibility scores for the control group.

CONTROL PRE-TEST SCORES USING THE PEARSON PRODUCT MOMENT

<table>
<thead>
<tr>
<th>TABLE 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observed R.</td>
</tr>
<tr>
<td>0.448</td>
</tr>
</tbody>
</table>
Table 6 shows the raw post-test scores of style flexibility for the experimental and control groups. These scores were obtained using the Leadership Behavior Analysis II score directions provided by the publishers of this instrument. Each subject had a raw score of the style flexibility that ranged from 0 to 30. The zero represented a low flexibility score and the thirty represented a high score. The concept of flexibility suggested that the person with a high score was able to conform to various situations by using various styles. The highest score for the experimental group was 24, the lowest for the experimental group was 24, the lowest for the experimental groups was 10 and the median scores were 14 and 24. The highest score control group was 24, the lowest was 10 and the median score was 16.

<table>
<thead>
<tr>
<th></th>
<th>POST-TEST RAW SCORES</th>
<th>STYLE FLEXIBILITY</th>
<th>STYLE EFFECTIVENESS RAW SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>CONTROL</td>
<td>EXPERIMENTAL</td>
<td>CONTROL</td>
</tr>
<tr>
<td>SUBJECTS SCORE</td>
<td>SUBJECT SCORE</td>
<td>GROUP SCORE</td>
<td>SCORE</td>
</tr>
<tr>
<td>1. = 14</td>
<td>10</td>
<td>64</td>
<td>55</td>
</tr>
<tr>
<td>2. = 22</td>
<td>20</td>
<td>59</td>
<td>61</td>
</tr>
<tr>
<td>3. = 14</td>
<td>18</td>
<td>63</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4. = 10</td>
<td>16</td>
<td>34</td>
<td>63</td>
</tr>
<tr>
<td>5. = 20</td>
<td>18</td>
<td>69</td>
<td>59</td>
</tr>
<tr>
<td>6. = 13</td>
<td>18</td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td>7. = 16</td>
<td>17</td>
<td>67</td>
<td>57</td>
</tr>
<tr>
<td>8. = 24</td>
<td>16</td>
<td>66</td>
<td>63</td>
</tr>
<tr>
<td>9. = 22</td>
<td>16</td>
<td>63</td>
<td>51</td>
</tr>
<tr>
<td>10. = 24</td>
<td>24</td>
<td>63</td>
<td>55</td>
</tr>
<tr>
<td>11. = 16</td>
<td>16</td>
<td>55</td>
<td>58</td>
</tr>
<tr>
<td>12. = 24</td>
<td>14</td>
<td>66</td>
<td>59</td>
</tr>
<tr>
<td>13. = 18</td>
<td>18</td>
<td>53</td>
<td>60</td>
</tr>
<tr>
<td>14. = 14</td>
<td>16</td>
<td>61</td>
<td>64</td>
</tr>
<tr>
<td>15. = 22</td>
<td>20</td>
<td>63</td>
<td>56</td>
</tr>
<tr>
<td>16. = 20</td>
<td>18</td>
<td>54</td>
<td>63</td>
</tr>
</tbody>
</table>

POST-TEST STYLE EFFECTIVENESS RAW SCORES

The raw post-test scores of style effectiveness for the experimental and control groups are presented in Table 6. These scores were obtained using the Leadership Behavior Analysis II score directions provided by the publishers of this instrument. The range for the style effectiveness is from 20 to 80. The twenty represented a low effectiveness score and the eighty represented a high score. The concept of effectiveness represented a high score. The concept of effectiveness represented the decision making practices of the leader. The scores were computed by the number of times
a person made poor, fair, good or excellent judgements about various situations. The highest score for the experimental groups was 69, the lowest for the experimental groups was 34, and the median score was 63. The highest score was 64, the lowest was 51 and the median score was 63.

POST-TEST STYLE FLEXIBILITY T-TEST

Table 7 represents the t-test results of the experimental and control groups post-test scores in style effectiveness and style flexibility using the Leadership Behavior Analysis II. The data presented shows the difference in mean scores of the experimental and control groups, the t-ratio, degree of freedom and the t-table value at the .05 level of significance.

The results of the data for style flexibility show that the difference in means in the control and experimental groups have an observed T value of .892 with the degrees of freedom 30 and the critical T value at 1.697. Therefore, the data interpretation of the values suggest that the t-value score on the post-test results for style flexibility was lower than the critical T value score on the post-test results.
TABLE 7

T-TEST FOR INDEPENDENT SAMPLES FOR STYLE FLEXIBILITY

<table>
<thead>
<tr>
<th></th>
<th>SAMPLE 1</th>
<th>SAMPLE 2</th>
<th>T</th>
<th>DF</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>16</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEAN</td>
<td>18.313</td>
<td>17.188</td>
<td>.892</td>
<td>30</td>
</tr>
<tr>
<td>S.D.</td>
<td>4.527</td>
<td>2.994</td>
<td></td>
<td></td>
</tr>
<tr>
<td>t. crit. (.05,30) = 1.697 ; t. obs. &gt; t. crit.</td>
<td>.892 &gt; 1.697</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

POST-TEST STYLE EFFECTIVENESS T-TEST FOR INDEPENDENT SAMPLES

Table 8 represents the post-test results of the experimental and control groups in style effectiveness using the Leadership Behavior Analysis II. The results are the style effectiveness mean scores for each group.

The results of the data for style effectiveness show that the difference in mean scores in the control group and experimental groups gave an observed T value of .467 with the degrees of freedom 30 and the critical T value of 1.697. Therefore, the data interpretation of the values suggest that the t-value score on the post-test results for style effectiveness was lower than the critical T value score.
TABLE 8

T-TEST FOR INDEPENDENT SAMPLES FOR STYLE EFFECTIVENESS

<table>
<thead>
<tr>
<th></th>
<th>SAMPLE 1</th>
<th>SAMPLE 2</th>
<th>T</th>
<th>DF</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>16</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEAN</td>
<td>60.125</td>
<td>59.063</td>
<td>.467</td>
<td>30</td>
</tr>
<tr>
<td>S.D.</td>
<td>8.350</td>
<td>3.623</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$t. crit. (.05, 30) = 1.697$ ; $t. obs. > t. crit.$

$.467 \succ 1.697$

The conclusion gathered from this data suggest that the post-test scores of the groups in style flexibility and style effectiveness are not significant at the .05 level of probability.

The analysis of the experimental group shows a r-ratio of .426 with a Pearson R score of .489. Thus, there is a weak relationship in the style effectiveness scores and style flexibility scores for the experimental group.

TABLE 9

EXPERIMENTAL POST-TEST SCORES USING THE PEARSON PRODUCT MOMENT

| Observed R. | Critical R. (.05, 14) | .489 $\succ .426$ |

The analysis of the control group shows a r-ratio of
.426 Pearson R score of .030. Thus, there is a weak relationship between the style effectiveness scores and style flexibility scores for the control group.

TABLE 10

CONTROL POST-TEST SCORES USING THE PEARSON PRODUCT MOMENT

<table>
<thead>
<tr>
<th>Observed R.</th>
<th>Critical R. (.05, 14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>.030</td>
<td>.426</td>
</tr>
</tbody>
</table>

In conclusion, the data interpretation of the t-values suggest that a statistical difference does not exist for both style flexibility and style effectiveness on the post-test scores at the .05 level of significance. The interpretation of the critical R scores suggest that very weak relationships exist within the experimental group's scores. Therefore, no significant correlations exist in the experimental or control post-test scores in style flexibility and style effectiveness.

T-TEST FOR DEPENDENT SAMPLES

EXPERIMENTAL GROUP SCORES FOR STYLE FLEXIBILITY

Since the observed t, .370 does not exceed the critical T of 1.753, the null hypothesis for the experimental group's pre- and post-test scores on style flexibility should be accepted. There is insufficient evidence to
conclude that the difference between the pre- and post-test scores on style flexibility represented a true difference. It is also reasonable to conclude that the relationship of these scores was weak. The Pearson R score was .089 which was less than the Table R score which was .412 at the .05 level of significance.

T-TEST FOR DEPENDENT SAMPLES

EXPERIMENTAL GROUP SCORES FOR STYLE EFFECTIVENESS

Since the observed T, 0.00 does not exceed the critical T of 1.753, the null hypothesis for the experimental group's pre- and post-test scores on style flexibility should be accepted. There is insufficient evidence to conclude that the difference between the pre- and post-test scores on style flexibility represented a true difference. It is also reasonable to conclude that the relationship of these scores was weak. The Pearson R score was .587 which was less than the Table R score which was .412 at the .05 level of significance.

T-TEST FOR DEPENDENT SAMPLES
CONTROL GROUP; STYLE FLEXIBILITY

Since the observed T, -.813, does not exceed the critical T of 1.753, the null hypothesis for the experimental group's pre- and post-test scores on style flexibility should be accepted. There is insufficient
evidence to conclude that the difference between the pre- and post-test scores on style flexibility represented a true difference. It is also reasonable to conclude that the relationship of these scores was weak. The Pearson R score was .322, which was less than the Table R score, which was .412 at the .05 level of significance.

TESTING THE HYPOTHESES

The topic to be researched is: The Effects of Computer Assisted Instruction in Teaching Key Concepts of Development Supervision.

Research Question:
Will the effect of computer assisted instruction improve training in developmental supervision?

The following hypotheses for this study are:
H(0) 1: There is no significant difference in the pre-test scores of the experimental and control groups in style flexibility.

The pre-tests style flexibility table shows a statistical T ratio of .944 and a t-value of 1.697 at the point .05 level of significance. Therefore, it can be reasonable deduced that since the t-ratio is lower than the critical T value for the style flexibility score, statistically, there is a significant difference in the mean scores of the control and experimental groups for this test,
thus, rejecting the null hypothesis.

\[ H(0) : \ 0.944 \geq 1.697. \]

\[ H(0) \text{ 2: There is no significant difference in the pre-test scores of the experimental and control groups in style effectiveness.} \]

The pre-test style effectiveness table shows a statistical \( T \) ratio of 1.441 and a \( t \)-value of 1.697 at the point \( 0.05 \) level of significance. Therefore, it can be reasonable deduced that since the \( t \)-ratio is lower than the critical \( T \) value for the style flexibility score, statistically, there is a significant difference in the mean scores of the control and experimental groups for this test, thus, rejecting the null hypothesis.

\[ H(0) : \ 1.441 \geq 1.697 \]

\[ H(0) \text{ 3: There is no significant difference in the post-test scores of the experimental and control groups in style flexibility.} \]

The post-test style flexibility table shows a statistical \( T \) ratio of 0.892 and a \( t \)-value of 1.697 at the point \( 0.05 \) level of significance. Therefore, it can be reasonably deduced that since the \( t \)-ratio is lower than the critical \( T \) value for the style flexibility score, statistically, there is a significant difference in the mean scores of the control and experimental groups for this test,
thus, rejecting the null hypothesis.

\[ H(0) : 0.892 > 1.697 \]

\[ H(0) 4: \text{There is no significant difference in the post-test scores of the experimental and control groups in style effectiveness.} \]

The post-test style effectiveness table shows a statistical T ratio of 0.467 and a t-value of 1.697 at the point 0.05 level of significance. Therefore, it can be reasonably deduced that since the t-ratio is lower than the critical T value for the style flexibility score, statistically, there is a significant difference in the mean scores of the control and experimental groups for this test, thus, rejecting the null hypothesis.

\[ H(0) : 0.467 > 1.697 \]

\[ H(0) 5: \text{There is no significant difference in the pre-test and post-test scores of the experimental group in style flexibility.} \]

The pre-test and post-test style flexibility table shows a statistical T ratio of 0.370 and a t-value of 1.753 at the point 0.05 level of significance. Therefore, it can be reasonably deduced that since the t-ratio is lower than the critical T value for the style flexibility score, statistically, there is a significant difference in the mean scores of the control and experimental groups for this test,
thus, rejecting the null hypothesis.

\[ H(0) : 0.370 \leq 1.753. \]

\[ H(0) 6: \] There is no significant difference in the pre-test and post-test scores of the experimental group in style effectiveness.

The pre-test and post-test style effectiveness table shows a statistical T ratio of 0.000 and a t-value of 1.753 at the point .05 level of significance. Therefore, it can be reasonably deduced that since the t-ratio is lower than the critical T value for the style flexibility score, statistically, there is a significant difference in the mean scores of the control and experimental groups for this test, thus, rejecting the null hypothesis.

\[ H(0) : 0.000 \leq 1.753. \]

\[ H(0) 7: \] There is no significant difference in the pre-test and the post-test scores of the control group in the style flexibility.

The pre-test and post-test style flexibility table shows a statistical T ratio of -.813 and a t-value of 1.753 at the point .05 level of significance. Therefore, it can be reasonably deduced that since the t-ratio is lower than the critical T value for the style flexibility score, statistically, there is a significant difference in the mean scores of the control and experimental groups for this.
test, thus, rejecting the null hypothesis.

H(0) : - .813 ≠ 1.753

H(0) 8: There is no significant difference in the pre-test and post-test scores of the control group in style effectiveness.

The pre-test and post-test style effectiveness table shows a statistical T ratio of -1.293 and a t-value of 1.753 at the point .05 level of significance. Therefore, it can be reasonably deduced that since the t-ratio is lower than the critical T value for the style flexibility score, statistically, there is a significant difference in the mean scores of the control and experimental groups for this test, thus, rejecting the null hypothesis.

H(0) : -1.293 ≠ 1.753

H(0) 9: There is no significant relationship in the pre-test scores of the experimental group in style flexibility and style effectiveness.

The analysis of the experimental groups shows a R ratio of .428 which a Pearson R score of .190. Thus, there is a weak relationship in the style effectiveness scores and style flexibility scores for the experimental group for the pre-test data, so the null hypothesis is rejected.

H(0) : .190 ≠ .426

H(0) 10: There is no significant relationship in the pre-test scores of the experimental and control groups in style effectiveness.
The analysis of the control group shows a T ratio of .426 and a Pearson R score of .448. Thus, there is a significant relationship between the pre-test style effectiveness scores and style flexibility scores of the control group. Therefore, based on the data the null hypothesis is accepted.

\[ H(0) : \text{.448} \gtrsim .426 \]

\[ H(0) \text{ 11: There is no significant relationship in the post-test scores of the experimental group in style flexibility.} \]

The analysis of the experimental group shows a R ratio of .426 with a Pearson R score of .489. Thus, there is a weak relationship in the style effectiveness scores and style flexibility scores for the experimental group. Therefore, based on the data the null hypothesis is accepted.

\[ H(0) : .489 > .426 \]

\[ H(0) \text{ 12: There is no significant relationship in the post-test scores of the control group for style effectiveness and style flexibility.} \]

The analysis of the control group shows a R ratio of .426 and a Pearson R score of .030. Thus, there is a weak relationship between the style effectiveness scores and style flexibility scores for the control group, so the null hypothesis is rejected.

\[ H(0) : .030 \not\gtrsim .426 \]
H(0) 13: There is no significant relationship in the pre- 
test and post-test scores of the experimental group in style 
flexibility.

It is also reasonable to conclude that the relationship 
of these scores was weak. The Pearson R score was .089 
which was less than the Table R score which was .412 at the 
.05 level of significance, so the null hypothesis is 
rejected.

H(0) : .089 \( \leq \) .412

H(0) 14: There is no significant relationship in the pre- 
test and post-test scores of the experimental group in style 
effectiveness.

It is also reasonable to conclude that the relationship 
of these scores was weak. The Pearson R score was .587 
which was less than the Table R scores which was .412 at the 
.05 level of significance, so the null hypothesis is 
accepted.

H(0) : .587 > .412

H(0) 14: There is no significant relationship in the pre- 
test and post-test scores of the control group in style 
flexibility.

It is also reasonable to conclude that the relationship 
of these scores was weak. The Pearson R score was .322 
which was less than the Table R score which was .412 at the 
.05 level of significance, thus, rejecting the null
hypothesis.

\[ H(0) : .322 \neq .412 \]

H(0) 15: There is no significant relationship in the pre-test and post-test scores of the control group in style effectiveness.

It is also reasonable to conclude that the relationship of these scores was weak. The Pearson R score was .015 which was less than the Table R score which was .412 at the .05 level of significance, so the null hypothesis is rejected.

\[ H(0) : .015 \neq .412 \]

Based on the data, recommendations, conclusion, and a summary are discussed in Chapter 5.
CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to examine the effect computer assisted instruction had in teaching developmental supervision. The research expectancies were to yield improved supervisory behavior and conceptual understandings of developmental supervision in the areas of style flexibility and style effectiveness. A synopsis of pertinent literature in these areas suggests that the supervisory role of school administrators need style flexibility, style effectiveness, and the use of technology, computer assisted instruction, in educational improvement.

Using a pre-test, post-test design, thirty-two (N = 32) administrators from a large metropolitan public school system in the South were randomly selected for participation in this study. Sixteen subjects were randomly assigned to the control group and experimental group, respectively. The treatment utilized a three-session workshop format for the experimental group and no treatment was administered to the control group. The first session consisted of the simultaneous administration of the pre-test, the Leadership Behavior Analysis II to all subjects. During the second session, the control group was given a placebo. The administration of the treatment was conducted by computer
assisted instruction for the experimental group only. The disk began with the Supervisory Beliefs Inventory, independently, to ascertain their actual supervisory style; collaborative, directive or non-directive. The next portions of the disk trained in supervisory style, teacher maturity, and the methodology used in order to aid teachers to developmentally improve. The third session was in two parts. The beginning session for the experimental group was a discussion of the developmental supervision concepts and the control group experienced another placebo. The final component of the training was the administration of the post-test, the Leadership Behavior Analysis II to all subjects simultaneously. A t-test for independent and dependent samples was used to ascertain the difference in the sixteen experimental subjects and the control subjects. The Pearson Product Moment Correlation was administered to the data to determine the strength of the relationships in the control group and experimental group for pre-tests and post-tests results, respectively.

The pre- and post-test findings on the Pearson Product Moment showed a weak relationship in the experimental and control groups on most items. The pre- and post-test findings, determined through the use of a t-test for dependent and independent samples, suggested that the use of computer assisted instruction to teach the key concepts of
Developmental Supervision did not have a significant impact on the style effectiveness and style flexibility of supervisors in the school environment. In conclusion, the use of computer assisted instruction to teach the key concepts of developmental supervision had no significant impact on the style flexibility and style effectiveness of the subjects.

RECOMMENDATIONS

Based upon the research conclusions, the following recommendations are presented:

1. The modification of computer assisted instruction with other methods to teach the key concepts of developmental supervision is recommended.

2. Since most urban school systems are equipped with microcomputers, the use of these machines as training devices should increase.

3. The use of computer assisted instruction for pre-service individualized supervisory training on the State, County or graduate school level is recommended.

4. The utilization of Developmental Supervision (instruction lecture package) with other training techniques is recommended.
APPENDIX A

TRAINING SESSIONS USING COMPUTER ASSISTED INSTRUCTION TO TEACH THE KEY CONCEPTS OF DEVELOPMENTAL SUPERVISION

MAY - JUNE 1987
INTRODUCTION OF WORKSHOP

Workshop training is the teaching of skills, knowledge, and attitudes to employees on all levels within the organization in a short period of time. As with all instructional programs, workshop training has many advantages such as the promotion of human relations, morale building and congruence of philosophies. It can also be used with homogenous as well as heterogenous groups. One major advantage is that training workshops are tailor-made sessions, thus, utilizing time-frames, locations, and personnel to meet the specific needs of the organization. Although disadvantages exist, the negative outcomes of workshop training are minute in comparison to the vast advantages.

The training cycle (Plunkett, 1975) establishes a model that is never ending which makes the procedures for training an on-going process that should build attitudes, skills, and knowledge in a developmental manner.

THE TRAINING CYCLE

```
<table>
<thead>
<tr>
<th>PLANNING</th>
<th>EVALUATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREPARATION</td>
<td></td>
<td>PRESENTATION</td>
</tr>
</tbody>
</table>
```
Planning consists of constructing a training model based on the assessed needs of the group, the objectives to accomplish, the method to disseminate the information to the group, the local equipment needed, and a time-table of the entire program.

Preparation consists of having all materials and equipment ready so the training may begin. Preparation of the concerns of the trainees is also an important factor.

Presentation is the communication, by whatever method, to sensitize and/or change and/or present information in an effort to meet your stated objectives.

Application is the process of reinforcing the information through actual use of the ideas and methods. This portion is used to give immediate feedback and review of the training to the trainer and the trainee.

Evaluation is the formative, short term or summative, final process to assess whether the cognitive and affective objectives have been met. At this stage, the trainee should feel that the needs have been met and that there is a method for personal actualization of the principles learned.

The three major techniques for training are the partner system, the computer based system, and the group system. Although there are advantages as well as disadvantages to all systems an important aspect is to pick the method that best suits the organization's needs.
1. The partner system is a method where two people collaborate on learning the objectives.

2. The computer based system is a method where all information is disseminated through a computer and it is an individualized approach in most instance.

3. The group session is where information is given to a large or small group of people at one time.

Although this research uses the microcomputer to present the information, the advantages of computer assisted instruction are:

1. It can monitor the training process.
2. It can monitor the time of instruction.
3. It can give instant feedback and reinforcement.
4. It presents the information to all subjects in the same manner.
5. It is self-pacing.
6. It is a very nonjudgemental and nonthreatening mode of teaching.

The disadvantages of computer assisted instruction are:

1. It is an impersonal instructor.
2. Many people can experience computer fear.
3. It is expensive to initiate although cost effective after inception.
WORKSHOP

PLANNING

This research examines the need for:

Improved supervisory training through computer assisted instruction.

Teachers need and want direct assistance from supervisors.

Teachers need to communicate and develop through non-threatening experiences.

OBJECTIVES

To help supervisors identify the needs of the teachers in a developmental way.

To improve the time on task of supervisory training.

METHOD

The method used is a computer assisted instruction/lecture package of developmental supervision.

TIME TABLE

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TIME</th>
<th>DATE</th>
<th>GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-TEST</td>
<td>1:00-2:00</td>
<td>5/2/87</td>
<td>N = 19</td>
</tr>
<tr>
<td>TREATMENT</td>
<td>1:00-2:00</td>
<td>5/9/87</td>
<td>N =  9</td>
</tr>
<tr>
<td></td>
<td>2:00-3:00</td>
<td></td>
<td>N = 10</td>
</tr>
<tr>
<td>POST-TEST</td>
<td>5:00-6:00</td>
<td>6/11/87</td>
<td>N = 19</td>
</tr>
</tbody>
</table>
PREPARATION

The locale was a small university equipped with ten Apple II computers set up in the Education Department.

The materials were:

1. Thirty-two Leadership Behavior Analysis II—enough for the control and experimental groups' pre-test and post-test.

2. Computer hardware for sixteen experimental subjects; monitors, terminals and disk drives.

3. Computer software - sixteen training disks on Developmental Supervision.

4. Overhead projector.

5. Overlays - seven cartons.

6. Pencil and paper for all subjects.
WORKSHOP FORMAT

I. Joint Session with the Control and Experimental Subjects
   A. Welcome
   B. Data Sheet
   C. Administration of Leadership Behavior Analysis II

II. Session II
   A. Control Placebo
      1. Classroom Management
      2. Decision Making
      3. Climate
   B. Experimental Treatment
      1. Verbal Introduction for Computer Assisted Instruction
      2. Computer Assisted Instruction
         a. Introduction - Overview of the Disk
         b. Supervisory Beliefs Inventory
         c. Developmental Supervision Concepts
         d. A Quick Quiz

III. Session III
   A. Control Placebo
      1. Teacher Maturity
      2. Supervisory Style
      3. Clinical Supervision Techniques
E. Experimental Treatment

1. Group Discussion
   a. Teacher Maturity Chart
   b. Supervisor Teacher Interaction Chart

C. Administration of Post-Test to all Subjects
ADMINISTRATION OF THE PRE-TEST

The first module is the briefing of all subjects involved in the training on human resource management. The groups met to fill out the data sheet giving their age, race, sex, years of experience, and educational background.

After the briefing, the subjects are given the Leadership Behavior Analysis II. They are also instructed to use the last four digits of their social security number as an identification code. It is found during the field testing with the Leadership Behavior Analysis II that twenty minutes is a sufficient amount of time. The subjects are informed to strictly follow the directions provided on the instrument cover. Upon completion all subjects are thanked.

The control group is given a placebo throughout the completion of the treatment of the experimental group.

PRESENTATION OF DEVELOPMENTAL SUPERVISION
USING COMPUTER ASSISTED INSTRUCTION
ON THE EXPERIMENTAL GROUP

The experimental group met in the computer lab in two groups due to the availability of the hardware. The participants are exposed to the introduction of Developmental Supervision. The introduction is the of defining of Developmental Supervision, the rationale behind the model and an explanation of the major components using
the following cartoons. The scenarios below each picture is the narrative that accompanied the pictures that are displayed to the group by overhead projector.
"Today we are going to work with human resource management ideas using Developmental Supervision." Developmental Supervision was developed by Carl Glickman from the University of Georgia, Athens. In 1981, Glickman wrote this book for the Association of Supervision and Curriculum Development and revised it in 1983.

Developmental Supervision is a direct assistance model that can be used by anyone with knowledge of the task to developmentally help people improve. One major component of Developmental Supervision is the understanding of three major supervisory styles, directive, non-directive, and collaborative. The major concepts of this model are on the computer disk you are about to use but first I am going to give you a quick introduction of each style using the following cartoons:
"It's natural and normal for people to need and want direct assistance."

"Don't ask me how it happened, Stan ... just get your abdomen over here and get me unstuck!"
"Well, here's your problem, Mr. Schneider."

"Sometimes people are not quite sure how or why a problem exists."
"People do not always get the response they need to help them to improve, because everyone has a dominate style. They are either too nondirective or ... (next overlay)."

Oh, this should be interesting. ... Looks as if your father has forgotten about the front window again."
".... TOO DIRECTIVE!!!"

"I'm leaving you, Frank, because you're a shiftless, low-down, good-for-nothing imbecile ... and, might I finally add, you have the head of a chicken."
"The collaborative approach is a helpful style where both parties have input in the solution."

"Hold still, Omar. ... Now look up. Yep. You've got something in your eye. All right—could be sand."

"There are times when the directive approach is DEFINITELY NECESSARY!"

"Take me to your stove? ... You idiot! Give me that book back!"
Next, each group used the computer assisted instruction disk of Developmental Supervision. This is the independent training of the concepts from the disk. The first section examines the goals of the disk. Then it discussed the developmental levels and the teacher characteristics which signal the type of direct assistance to use. Finally, it examines the methodology used to developmentally help the teacher and the disk concludes a short situational quiz to ascertain the comprehension of the information.

PRESENTATION OF FINAL TREATMENT EXPERIMENTAL GROUP

All experimental participants examined models used in developmental supervision and engaged in a group discussion of the ideas. The models, Appendix A, The Indicator of Teacher Levels, examined teacher characteristics, classroom climate, teaching methods, interactive style, decision making style, reaction to involvement and stress, methods of dealing with classroom problems, reaction to the supervisor and reactions to differing student opinions, in an effort to understand teacher professional levels. The final handout examined the supervisory styles and how to developmentally give direct assistance to a subordinate.
**SUPERVISOR-TEACHER CONFERENCE INTERACTION ANALYSIS SYSTEM**

<table>
<thead>
<tr>
<th>1. States a lack of concern for or inability to facilitate improvement of teacher instructional performance or discusses subject that has no relationship to teacher instructional performance or improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. NONDIRECTIVE CLARIFYING: rephrases teacher statement or asks question aimed at clarifying teacher perception, concern, present, possible, or planned action</td>
</tr>
<tr>
<td>3. ENCOURAGING: encourages teacher to elaborate or explore options</td>
</tr>
<tr>
<td>4. NONDIRECTIVE PRESENTING: presents information, perception, or possible option or action after specific teacher request to do so</td>
</tr>
<tr>
<td>5. NONDIRECTIVE NEGOTIATING: asks teacher to determine options or future action(s)</td>
</tr>
<tr>
<td>6. COLLABORATIVE CLARIFYING: asks teacher to present perception(s), concern(s), or alternatives with statement that supervisor will follow with own perception(s), concern(s), or alternatives</td>
</tr>
<tr>
<td>7. COLLABORATIVE PRESENTING: presents information, perception, or concern by developing or building on teacher’s perception(s), concern(s), or suggestion(s)</td>
</tr>
<tr>
<td>8. PROBLEM SOLVING: summarizes or asks teacher to submit support, consider, respond to, or reject one of several mutually generated alternatives; or requests collaborative effort at advantage - disadvantage analysis</td>
</tr>
<tr>
<td>9. COLLABORATIVE NEGOTIATING: supports, questions, rejects, accepts, suggests revision to, or asks for more information on one of several mutually generated alternatives; requests or summarizes mutual agreement; or engages in advantage - disadvantage analysis</td>
</tr>
<tr>
<td>10. I.D. CLARIFYING: offers information, perception, or concern without teacher request to do so and without first asking for teacher’s perception(s) or concern(s)</td>
</tr>
<tr>
<td>11. I.D. PRESENTING: advises teacher on specific action that should take place without first asking for teacher proposal of possible action(s)</td>
</tr>
<tr>
<td>12. I.D. DEMONSTRATING: explains or demonstrates suggested action without teacher request for such explanation or demonstration</td>
</tr>
<tr>
<td>13. I.D. STANDARDIZING: suggests baseline data or standard of improvement</td>
</tr>
<tr>
<td>14. I.D. REINFORCING: uses positive feedback or promise of future feedback as incentive</td>
</tr>
<tr>
<td>15. C.D. CLARIFYING: defines problem without teacher’s request to do so and without first requesting teacher’s perception or concern; or rejects or makes negative value judgment of teacher perception, concern, present, possible or planned action</td>
</tr>
<tr>
<td>16. C.D. PRESENTING: mandates action; or uses authority to justify mandate; or asks question or makes statement aimed at producing specific teacher response</td>
</tr>
<tr>
<td>17. C.D. DEMONSTRATING: explains or demonstrates mandated action</td>
</tr>
<tr>
<td>18. C.D. STANDARDIZING: mandates baseline data or standard for improvement or states expectation that standard of improvement is to be met</td>
</tr>
<tr>
<td>19. C.D. REINFORCING: uses material, social, or job incentive</td>
</tr>
</tbody>
</table>

**SUPERVISOR TALK**

- 20. Supervisor can be understood, but behavior cannot be classified

**TEACHER TALK**

- 21. TEACHER TALK-RESPONSE
- 22. TEACHER TALK-INITIATION
- 23. SILENCE OR CONFUSION
# Indicators of Teacher Conceptual Level

<table>
<thead>
<tr>
<th>Very Consequential Level</th>
<th>Low Conceptual Level</th>
<th>Moderate Conceptual Level</th>
<th>High Conceptual Level</th>
<th>Very High Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Characteristics</strong></td>
<td><strong>Classroom Climate</strong></td>
<td><strong>Teaching Methods</strong></td>
<td><strong>Interactive Style</strong></td>
<td><strong>Highly Consequential Level</strong></td>
</tr>
<tr>
<td>May be impulsive and aggressive or defensive and withdrawn; dictatorial; high personal need for structure; creates extreme number of rules; often refuses to give explanation for rules; may be punitive; may be erratic and unpredictable in explanations, behaviors; immature; extremely self-centered.</td>
<td>Rule-oriented environment; students considered all alike; teacher dictates classroom procedures; few if any options are offered for self-expression, exploration, creativity; are discouraged; little variety in materials, learning activities; students may be fearful, apathetic, or hostile.</td>
<td>Extreme use of a single method (e.g., lecturing) to the near exclusion of all other methods; has great difficulty learning new methods.</td>
<td>Interaction usually consists of teacher asking narrow questions for which right or wrong answers can be supplied; teacher rewards &quot;correct&quot; answers, discourages open interaction, student theorizing, self-expression.</td>
<td></td>
</tr>
<tr>
<td>Concerned with behaving in a socially acceptable manner; sensitive to and high on impulse suppression; exhibits tolerance for uncertainty and ambiguity; exhibits high degree of flexibility; displays high level of consistency; high capacity for integration; self-responsive; altruistic.</td>
<td>Rules inconsistently applied; teacher wants students to like him/her but also has strong need to control students; teachers and students may attempt to manipulate each other; many students overly dependent on teacher; directions are unclear and inconsistent; students may become hostile to teacher or each other.</td>
<td>Belies on a limited number of methods, has difficulty learning new methods. Method used may be inappropriate for lesson objectives. Easily gives up on a new method; may make erratic, unsystematic changes in methodology.</td>
<td>Fluctuates between asking narrow questions which call for &quot;correct&quot; answers and open questions which have difficulty managing teacher-student and student-student interactions; discussions may stray from topic or degenerate into argument; makes many generally supportive statements.</td>
<td></td>
</tr>
<tr>
<td>Emerging need for independence, but still concerned with correct societal values and administrators; easily made anxious or embarrassed; wants things to be simple, single, but often behaves in an inconsistent manner; manipulative; categorical thought.</td>
<td>Values rules as a means of keeping the classroom and students organized, but beginning signs of flexibility in classroom environment and materials are present. Classroom is still more teacher oriented than student-oriented, but teacher is beginning to take student individuality, motivation, information, viewpoints into consideration.</td>
<td>Can think of a few novel methods but does not yet possess complete repertoire (lectures, topics).</td>
<td>Beginnings of successful encouragement and management of open interaction, student theorizing, and self-expression, but still feels burdened by narrow questions which call for correct answers.</td>
<td></td>
</tr>
<tr>
<td>High Conceptual Level</td>
<td>High Conceptual Level</td>
<td>High Conceptual Level</td>
<td>High Conceptual Level</td>
<td>High Conceptual Level</td>
</tr>
<tr>
<td>Moving toward independency; open to ideas and opinions of students; displays increasing tolerance for uncertainty and ambiguity; striving for better understanding of students' needs and wants; growing towards greater flexibility, resourcefulness; beginning self-definition; approaching altruism.</td>
<td>Approaches climate of classroom managed by teacher at highest conceptual level, but climate characteristics are not as pronounced or as consistently present.</td>
<td>Uses several methods but does not yet possess complete repertoire (lectures less than teachers at lower conceptual levels).</td>
<td>Uses a wide variety of methods (lectures rarely); ability to choose most appropriate to student characteristics, environmental conditions and learning objectives; adept at use of inquiry method, discovery approach.</td>
<td></td>
</tr>
<tr>
<td>Independence; self-actualizes both own and students' ideas and feelings; highly perceptive, resourceful, and flexible; exhibits high degree of flexibility; displays high level of consistency; high capacity for integration; self-responsive; altruistic.</td>
<td>Warm, relaxed, environment; students treated as individuals; expression of feelings encouraged; students given options; creativity encouraged; inquiry and exploration fostered; individual responsibility urged; wide variety of materials and activities; flexible classroom management; high level of cooperation; student centered.</td>
<td>Encourages a high level of open interaction; usually asks open-ended questions; helps students to question, define problems, hypothesize, test, express ideas, generalize, synthesize; teacher responses are less concrete, more reflective, encouraging.</td>
<td>...</td>
<td></td>
</tr>
<tr>
<td>DECISION MAKING STYLE</td>
<td>REACTION TO STUDENTS WITH DIFFERING OPINIONS/VIEWSPOINTS</td>
<td>REACTION TO INCREASED INVOLVEMENT AND STRESS</td>
<td>METHODS OF DEALING WITH CLASSROOM PROBLEMS</td>
<td>REACTION TO SUPERVISION</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Makes immediate decisions based on minimal information or guesstwork stereotyped students; considers all students the same when making decisions concerning students.</td>
<td>Differing opinions and viewpoints are ignored or rejected: the student is right or wrong because the teacher, text, or rule says so.</td>
<td>Inability to think and act creatively under conditions of high involvement and stress. May become hostile or withdrawn.</td>
<td>Ignores the problem or responds to the problem with anger or aggression; may blame students, parents, other staff members or administration for problem; if problem is defined by others, doesn't know what can be done about it.</td>
<td></td>
</tr>
<tr>
<td>May immediately request that supervisor or trusted faculty member make the decision; may delay decision because of lack of confidence.</td>
<td>Conflicting teacher-student viewpoints or opinions must be resolved at once; teacher attempts to convince student(s); appeals to an authority for a verdict, or quickly gives in to the student(s).</td>
<td>Great difficulty in thinking and acting creatively under conditions of high involvement and stress.</td>
<td>Either immediately seeks help from supervisor or trusted staff member or conceals the existence of the problem because of embarrassment or fear of exposure; once the problem is defined by others, needs considerable assistance in finding a solution.</td>
<td></td>
</tr>
<tr>
<td>Exhibits beginnings of making own decisions, but typically needs some assistance in making important decision. Has difficulty thinking of consequences of possible actions.</td>
<td>Sees personal opinions, views, as paramount, but there are signs of openness to and consideration of conflicting student viewpoints.</td>
<td>Still has difficulty in thinking and acting creatively under conditions of high involvement and stress.</td>
<td>Exhibits the beginnings of working through problems on own, but usually needs help in finding an acceptable solution.</td>
<td></td>
</tr>
<tr>
<td>Attempts to arrive at own decision but may eventually consult supervisor or trusted faculty member or may initially seek consultation from supervisor or trusted faculty member before arriving at own decision.</td>
<td>Wiling to listen to differing opinions and viewpoints; these are considered necessary to the educational process and possible sources of information; feels free to put self in the students' shoes; if appropriate, a mutually acceptable compromise is sought; if compromise is not possible, continued tolerance for student opinions and viewpoints is shown.</td>
<td>Has difficulty thinking and acting creatively under conditions of high involvement and stress.</td>
<td>Attempts to work through problem on own, either before or after consulting supervisor or trusted staff member.</td>
<td></td>
</tr>
<tr>
<td>Gathers relevant information from a variety of sources (including information available from supervisor); makes own decision after evaluating and weighing all information; accepts full responsibility for decision.</td>
<td>Open to differing opinions and viewpoints; these are considered necessary to the educational process and possible sources of information; feels free to put self in the students' shoes; if appropriate, a mutually acceptable compromise is sought; if compromise is not possible, continued tolerance for student opinions and viewpoints is shown.</td>
<td>Little difficulty thinking and acting creatively under conditions of high involvement and stress.</td>
<td>Gathers all available information relevant to the problem generates, evaluates, and weighs alternative solutions; selects and implements the most appropriate alternative; takes full responsibility for ensuring resolution of problem.</td>
<td></td>
</tr>
<tr>
<td>Observation by supervisor produces high level of anxiety; may ignore or reject perceptions and recommendations of supervisor; self-protective.</td>
<td>May exhibit an overreliance on supervisor because of insecurity or fear of negative performance feedback.</td>
<td>Consultation with supervisor is seen as necessary, but there is some evaluation of the expertise, credibility, flexibility, and utility of the supervisor; still concerned with supervisor appraisal, but openness to some self-evaluation of how supervisor perceptions relate to own behavior as self-perceived. Will usually do what a supervisor suggests, but has some resentment of a directive supervisor because of perceived threat to emerging independence; has difficulty integrating supervisor recommendations into teaching behavior.</td>
<td>Open to supervisor perceptions and recommendations; evaluates supervisor perceptions and recommendations in relation to own perceptions, behaviors, and abilities. May still have some difficulty integrating supervisor recommendations into teaching behavior.</td>
<td></td>
</tr>
<tr>
<td>Supervisors perceptions and recommendations are perceived as sources of information and options to be evaluated and weighed in relation to other sources of information, especially teacher's self-evaluation; decision to modify teaching is made by the teacher, who accepts full responsibility for any resulting plan of action and its effects.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ADMINISTRATION OF THE POST-TEST TO EXPERIMENTAL AND CONTROL SUBJECTS

The final session is the administration of the Leadership Behavior Analysis II, the post-test. Both groups took this test at the same time. The test booklets are distributed by the experimenter and the subjects are instructed to follow the directions provided on the cover. Again, they are asked to use the last four digits of their social security number for coding purposes. Upon completion, the subjects turned in their booklets and are thanked by the examiner.
APPENDIX B

COMPUTER ASSISTED INSTRUCTION PROGRAM FROM DISK
OF THE KEY CONCEPTS OF DEVELOPMENTAL SUPERVISION
Today we are going to use computer assisted instruction to train in Developmental Supervision using Carl Glickman's Model (1980).
The goal of this disk is:

1. To make you aware of your actual leadership style.

2. To effectively match your style with that of your teachers' to improve your direct assistance to them.

3. To improve the time on task of training with this three step approach.

First, you will assess your actual style with the Supervisory Beliefs Inventory in PART1.

Second, you will get an understanding of this style in PART2.

Third, you will train in how to directly assist teachers at all professional levels using your style.
Now you are ready to begin the training.

THE FORMAT IS AS FOLLOWS:

1. The Data Sheet (ditto)

2. AN INTRODUCTION (computer)

3. PART1-SUPERVISORY BELIEFS INVENTORY (computer)

4. PART2-DEVELOPMENTAL SUPERVISION TRAINING (computer)

5. PART3-A QUICK QUIZ

6. LEADERSHIP BEHAVORIAL ANALYSIS (in packet)

Don't worry all of this is repeated in PART2 for your benefit.
BEGIN PART1

You will need the tally sheet in the packet.

*END
R: inventory
T:
GX: dog
T:
T:
TS: T2
T:
T:
T:
T:
T:
SUPERVISORY BELIEFS INVENTORY
W: 15
G: ES
T:
T: To get your actual style we will
T: take the Supervisory Beliefs
T: Inventory.
T:
T:
T:
T: This inventory will categorize you
T: as collaborative, directive or
T: nondirective.
T:
W: 15
T:
T: Choose the answer that is
T: closest to your behavior and tally
T: your score on the sheet provided.
T:
W: 15
T:
T:
T: WAIT UNTIL THE SCREEN STOPS SCROLLING
T: BEFORE READING EACH QUESTION.
T:
T:
W: 25
T: ********************************************
T:
T:
T:
T:
T:
T: 1. A. Supervisors should give
T: teachers a large degree of autonomy
T: and initiative within broadly defined
T: limits.
T:
Supervisors should give teachers directions about methods that will help them improve.

A. It is important for teachers to set their own goals and objectives for professional growth.

B. It is important for supervisors to help teachers reconcile their personalities and teaching styles with the philosophy and direction of the school.

A. Teachers are likely to feel uncomfortable and anxious if the objectives on which they will be evaluated are not clearly defined by the supervisor.

B. Evaluations of teachers are meaningless if teachers are not able to define with their supervisors the objectives for evaluation.
4. A. An open, trusting, warm, and personal relationship with teachers is the most important ingredient in supervising teachers.

B. A supervisor who is too intimate with teachers risks being less effective and less respected than a supervisor who keeps a certain degree of professional distance from teachers.

5. A. My role during supervisory conferences is to make the interaction positive, to share realistic information, and to help teachers plan their own solutions to problems.

B. The methods and strategies I use with teachers in a conference are aimed at our reaching agreement over the needs for future improvement.

6. In the initial phase of working with a teacher:

A. I develop objectives with each teacher that will help accomplish school goals.
T: B. I try to identify the talents and goals of individual teachers so they can work on their own improvement.

T: 7. When several teachers have a similar classroom problem, I prefer to:

T: A. Have the teachers form an ad hoc group and help them work together to solve the problem.

T: B. Help the teachers on an individual basis find their strengths, abilities, and resources so that each one finds his or her own solution to the problem.

T: 8. The most important clue that an inservice workshop is needed is when:

T: A. The supervisor perceives that several teachers lack knowledge or skill in a specific area which is resulting in low morale, undue stress, and less effective teaching.

T: B. Several teachers perceive the need to strengthen their abilities in the same instructional area.
T: 9. A. The supervisory staff should decide the objectives of an inservice workshop since they have a broad perspective of the teachers' abilities and the school's needs.

T: B. Teachers and the supervisory staff should reach a consensus about the objectives of an inservice workshop before the workshop is held.

T: 10. A. Teachers who feel they are growing personally will be more effective in the classroom than teachers who are not experiencing personal growth.

T: B. The knowledge and ability of teaching strategies and methods that have been proven over the years should be taught and practiced by all teachers to be effective in their classrooms.

T: 11. When I perceive that a teacher might be scolding a student unnecessarily,
A. I explain, during a conference with the teacher, why the scolding was excessive.

B. I ask the teacher about the incident, but do not interject my judgements.

W: 35

A. One effective way to improve teacher performance is to formulate clear behavioral objectives and create meaningful incentives for achieving them.

B. Behavioral objectives are rewarding and helpful to some teachers but stifling to others; also, some teachers benefit from behavioral objectives in some situations but not in others.

W: 35

During a pre-observation conference:

A. I suggest to the teacher what I could observe, but I let the teacher make the final decision about the objectives and methods of observation.

B. The teacher and I mutually decide the objectives and methods of observation.
T: 14. A. Improvement occurs very slowly if teachers are left on their own but when a group of teachers work together on a specific problem, they learn rapidly and their morale remains high.

T:  B. Group activities may be enjoyable, but I find that individual, open discussion with a teacher about a problem and its possible solutions leads to more sustained results.

T: 15. When an inservice or staff development workshop is scheduled:

T:  A. All teachers who participate in the decision to hold the workshop should be expected to attend it.

T:  B. Teachers, regardless of their role in forming a workshop, should be able to decide if the workshop is relevant to their personal or professional growth and, if not, should not be expected to attend.

T: 35
You just successfully completed the Supervisory Beliefs Inventory with all correct responses.

Tally your score and turn the score sheet over to find your leadership style.

It's great to be in such good company. Now it is time for the menu section labeled Part 2.

THE END of PART1

*end
Print of lesson PART2

R: CBOkojle
R: 11/5/86
R:
R: Developmental Supervision
R: Training Disk by Coni
R:
R:
TS: T2
D: N#(20)
G: vies: c1: m0, 0; d0, 511; d559, 511; d559, 0
:: d0, 0; v1, 38, 7, 22
r: color border
T:
T:
S: 50, 10; 50, 10; 50, 10
R: SOUND
GX: Q
TS: T2
t: s2
T: DEVELOPMENTAL
T:
T:
T:
T: SUPervision
w: 15
S: 50, 10; 50, 10; 50, 10; 50, 10;
R: BEEPS
Ts: S1
G: ES4
T:
T:
T:
T:
T:
T:
T:
T:
GX: Q
T:
T: Today we are going to use computer assisted instruction to train in Developmental Supervision using Carl Glickman's Model (1980).
T:
T:
T:
W: 10
G: ES4
T:
T:
T:
T:
T:
T:
T:
T: So sit back....
T:
T:
T:
and relax......

.....go ahead,

I can't tell if your shoes are off or on!

Now that you are comfortable please enter your first name and press return.

Well, let's start with an understanding of what we believe supervision to be.

Oh, by the way, anytime you want to move on please press the return key.

Technically supervision is the function used to improve instruction through:
CURRICULUM DEVELOPMENT

INSERVICE TRAINING

GROUP DEVELOPMENT & ACTION RESEARCH

(Glickman, 1980).

For this training we will concern ourselves solely with the direct assistance aspect of supervision.

and what this really means is.....
The goal of this disk is:

1. To make you aware of your actual leadership style.

2. To effectively match your style with that of your teachers' to improve your direct assistance to them.

3. To improve the time on task of training with this three step approach.

First, you will assess your actual style with the Supervisory Beliefs Inventory.

Second, you will get an understanding of this style.

Third, you will train in how to directly assist teachers at all professional levels using your style.

Now, let's take a closer look at........
COLLABORATIVE

DIRECTIVE SUPERVISION is an approach based on the belief that teaching consists of technical skills with known standards and competencies for all teachers to be effective.

The supervisor's role is to inform, direct, model, and assess those competencies.

The teachers that benefit most from this method usually have a low conceptual level characterized by:

1. Immature, insecure, inconsistent behavior
T: 2. Rule orientated classroom climate
W:15
T:
T: 3. Uses a single method of teaching
W:15
T:
T: 4. Ignores or becomes hostile to classroom problems.
W:15
T:
T: 5. Interaction with supervisor causes extreme anxiety due to fear of a negative appraisal.
W:15
T:
T: 6. Dependent on supervisor for answers.
T:
T:
T:
W:18
g:es4
T:
T:
T:
T:
T:
T:
T: NON-DIRECTIVE SUPERVISION has as its premise that learning is primarily a private experience in which individual solutions must come up with their own solutions for improving the classroom experience for students.
W:15
T:
T:
T:
T:
T:
T:
T:
T:
T: The supervisor’s role is to listen, be nonjudgemental, and provide self-awareness and clarification experience for the teachers (Glickman and Tamashiro, 1980).
W:15
T:
T:
T: The teachers that benefit most from this supervisory approach usually have a high conceptual level characterized by:
T:
T: 1. Independent, consistent, responsible, and resourceful behavior.
W:10
T:
T:
T: 2. A relaxed, student centered classroom climate.
W:10
T:
T:
T: 3. Uses a wide variety of teaching methods.
W:10
4. Encourages open interaction in the classroom.

5. Interactions with supervisor are considered informative.

COLLABORATIVE SUPERVISION is based on the belief that teaching is primarily problem solving, whereby two or more persons jointly pose hypotheses to a problem, experiment, and implement those strategies that appear to be most relevant in their own surroundings.

The supervisor's role is to guide the problem-solving process, be an active member of the interaction, and keep the teacher focused on their common problem.

The teachers that benefit most from this method usually have a moderate conceptual level characterized by:

1. An emerging independent, open behavior.

2. Shows signs of classroom flexibility although rules are still valued.

3. Uses several teaching methods but not the complete repertoire.
4. Beginnings of independent decision making.

5. Open to supervisor recommendations. Not threatened.

The supervisory steps for direct assistance require:

1. LISTENING
2. CLARIFYING
3. ENCOURAGING
4. REFLECTING
5. PRESENTING
6. PROBLEM SOLVING
7. NEGOTIATING
8. DIRECTING
9. STANDARDIZING
10. REINFORCING

Now, let’s begin training you in the ways these steps integrate to help professionally high, moderate and low teachers.
The first thing you must realize is how to collaborate with your teachers. The five collaborative steps are: PRESENTING, CLARIFYING, LISTENING, PROBLEM-SOLVING, and NEGOTIATING. The outcome for a collaborative process is a contract between the Supervisor and the Teacher.

PRESENTING means to present perceptions for areas of improvement. CLARIFYING means to ask the teacher for areas of improvement. LISTENING is to listen to the concerns of the teacher.
T: PROBLEM-SOLVING is to for both
teacher and supervisor to propose
alternative actions.

T:

T: NEGOTIATING means when the teacher
and supervisor revise, reject and
agree on plan.

T:

T:

T:

T:

T:

T:

G: ES4

T:

T:

T:

T:

G: DOG

T:

T:

T:

T:

T:

T: THE

T:

T: NON-DIRECTIVE

T:

T: APPROACH

W: 10

G: ES

T:

T:

T:

T:

T: Now let's examine how to
use a non-directive approach.

T:

T:

T: The five non-directive steps are:

T: LISTENING, ENCOURAGING, CLARIFYING,

T: PRESENTING AND NEGOTIATING.....

T:

T: With a teacher self-plan as the
expected outcome.

T:

T:

T:

T:

W: 12

T: LISTENING is where the supervisor
listens to the teacher discuss the
instructional concern.
ENCOURAGING the teacher to elaborate on any and all concerns.

CLARIFYING is when the supervisor questions and rephrases teacher statements for clarity of problem.

PRESENTING is when the supervisor offers, upon teacher request, thoughts and possible solutions.

NEGOTIATING is where the supervisor lets the teacher determine their plan of action.

DIRECTIVE APPROACH

Now we will examine how to use a directive approach with teachers.

The five directive steps are: CLARIFYING, PRESENTING, DEMONSTRATING, STANDARDIZING AND REINFORCING....

The outcome for the directive approach is for the supervisor to plan for the teacher.
T: CLARIFYING means the supervisor presents problems, information, and perceptions without teacher consent.
T:
T:
W:12
T:
T:
T: PRESENTING is when the supervisor tells the teacher what plan will be used.
T:
T:
W:12
T:
T:
T: DEMONSTRATING means to demonstrate or show teacher how the plan will go.
T:
T:
W:12
T:
T:
T: STANDARDIZING is when the supervisor details the plan and expectations.
T:
T:
W:12
T:
T:
T: REINFORCING the supervisor will follow up on all phases of the plan.
T:
T:
W:18
T:
G:ES4
T:
T:
T:
T: Well, $A$, do you need to review this information?
A:
M:YES!yes!
TY:O.K. let's go back.
Jy:BEGIN
W:28
T:
T:
T:
T:
T: I hope you enjoyed this as much as I enjoyed sharing this with you.
T:
T:
W:15
T:
G:es4
S:44,20;0,30:39,10:38,10:39,10:40,30
S:0,10:39,30
T: That's all for this section, $A$.
S:32,10:36,10:39,10:44,10
Now you are ready to complete PART 3, a short quiz.
Print of lesson PART3

R:A Quick Quiz
T:
T:
T:
G:dog
T:
T:
TS:T2
T:
T:
T:
T:
T:
T:
W:20
G:ES4
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
W:25
G:ES4
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
T:
help to make the changes. They will also make a commitment to see that the project is completed.

TN: No, people will not feel ownership in changes they must make if their concerns are not considered.

T:
T:
T:

w:30
G:ES4
T:
T:
T:
T: 2. A highly professional teacher makes a decision in your absence in an effort to rectify a problem. When you return you tell her:
T:
T:
T:
T: A. Never make a decision without consulting you first.
T:
T:
T:
T: B. You are pleased that she was independent enough to handle situations in your absence.
T:
T:
T:
A:
M:B!b
TY: Your confidence lets the staff member know that you appreciate her abilities and that you respect her professional opinion.
TN: When you use a "power over" approach you look insecure and bureaucratic. After this the building could burn down and this teacher will not come to your aid.
T:
T:
T:
W:45
G:ES4
T:
T:
T: 3. A new teacher has a series of management problems would you:
T:
T:
T:
T: A. Tell her that she better get that class together or else.
T:
T:
T:
T: B. Sit down with her and explain that change, and development are important aspects in any position.
T: From there proceed to examine the management problems in her room and outline a plan to help her correct herself and closely supervise the
TY: Great, you are very considerate.
TN: No, a beginning teacher is under
enough stress and to intimidate the
teacher will not foster secure
developmental growth.

T:
T:
T:
W:45
G:ES4
T:
T:
T:

T: 4. A moderate level professional
comes in with a problem. Would you:
T:
T:
T:  A. Tell them what to do.
T:
T:
T:  B. Problem solve and collaborate on
an effective plan.
T:
T:
T:
A:
M:B!b
TY: That's a very good answer
TN: Nope, the teacher will never
developmentally improve using that
method.
T:
W:25
G:ES4
T:
T:
T: 5. If one grade level begins a
project independently what is your
role with that group?
T:
T:
T:
T:  A. Leave them alone to complete the
project.
T:
T:
T:  B. Send out a directive stating your
preferences for the direction of the
group and let them know that in the
future they can expect direct
supervision from you.
T:
T:
T:
A:
M:A!a
TY: Great, I feel you have the makings
TN: No, that is not correct. If you missed more than three answers please review this section or redo Part 2 and this section.

T:

T:

W: 45
G: ES4
T:

T:

T: Do you need to redo this section? If so type a Y for yes and a N for no.
A:
M: Y!
JY: begin
T:

T:

T: Before you begin the Leadership Behavior Analysis in the booklet which is the final portion of this workshop here are some:

T:

T:

W: 25
T:

T:

T:

G: ES4
T:

GX: DOG
T:

T:

T: IDEAS TO REMEMBER
W: 24
G: ES4
T:

T:

T:

T: A. Most teachers prefer a collaborative style.

T:

W: 20
T:

T: B. Situational leadership suggests that knowledge of the job and consideration of the workers is a very important.

T:

W: 20
T:

T:

T: C. A directive approach is necessary in many instances but is preferred by beginning teachers most.

T:

W: 20
T:

T:

T: D. Direct assistance can come from any person in the school environment.

T: (Sometimes no help beats bad help)
T: Well, you have completed the computer assisted instruction portion of this disk. Now, fill out the three sides of the Leadership Behavior Analysis to complete this training.
APPENDIX C

DATA SHEET AND INSTRUMENT
DATA SHEET

DIRECTIONS: Please circle the correct answer.

1. How long have you been a professional educator? ______

2. Sex: M or F

3. What is your present position? ______

4. Circle all that apply:
   A. T4  B. T5  C. T6
   D. L5  E. L6  F. L7
   G. AS5  H. AS6  I. AS7

5. List your highest degree:
   A. Undergraduate
   B. Graduate
   C. Specialist

6. Have you had any previous direct assistance training?
   A. YES  B. NO

7. Have you been trained as an evaluator?
   A. YES  B. NO

8. Circle the number closest to your actual age:
   A. 20  B. 25  C. 30  D. 35  E. 40
   F. 45  G. 50  H. 55  I. 60  J. 70
   K. 100 ☺
Leader Behavior Analysis II

Developed by Kenneth H. Blanchard, Ronald K. Hambleton, Drea Zigarmi, Douglas Forsyth

Self
Perceptions of Leadership Style

Directions:
The purpose of LBA II-Self is to provide you with information about your perceptions of your own leadership style. The instrument consists of twenty typical job situations that involve a leader and one or more staff members. Following each situation are four possible actions that a leader may take. Assume that you are the leader involved in each of the twenty situations. In each of the situations you must choose one of the four leader decisions. CIRCLE the letter of the decision which you think would most closely describe YOUR behavior in the situation presented. Circle only one choice.

Blanchard Training and Development, Inc.
A Human Resource Development Company
125 State Place, Escondido, CA 92025
(619) 489-5005

©1985 by Blanchard Training and Development, Inc.
2nd Printing
# LEADER BEHAVIOR ANALYSIS II-SELF

1. You have asked one of your subordinates to write a report concerning the acquisition of some new equipment for your division. She usually can be given an assignment and it is completed on time with encouragement from you. The report is now overdue. YOU WOULD ...
   a. Tell her you want the report, explain what you want in the report, and check on her performance daily.
   b. Give her more time to complete the assignment.
   c. Tell her what you expect when you want the report completed, but discuss with her why the report is late.
   d. Talk to her and encourage her to complete the report.

2. The interdepartmental task force that you manage has been working hard to complete its division-wide report. You have been assigned a new task force member. He must complete some cost figures for his department by next week but knows nothing about the task force’s requirements or the format of the report. He is excited and enthused about learning more concerning his role on the task force. YOU WOULD ...
   a. Tell him exactly what is needed in this report and closely monitor his progress.
   b. Ask if there is anything you can do to help him and support his excitement about being a new task force member.
   c. Specify the report format and information requirements but incorporate any ideas or suggestions he may have.
   d. Welcome him to the team, put him in touch with other members of the task force who could help him get ready to present the cost figures.

3. Recently, you have begun to have trouble with one of the people you supervise. He has become lackadaisical and only your constant prodding has brought about task completion. Because of past experience with him, you suspect he may not have all the expertise needed to complete the high priority task you have given him. YOU WOULD ...
   a. Continue to direct and follow up on his efforts to complete this task.
   b. Continue to closely supervise his work and try to draw out his attitudes and feelings concerning this task assignment.
   c. Involve him in problem-solving with this task, offer support, and use his ideas in the task completion.
   d. Let him know this is an important task and ask him to contact you if he has any questions or problems.

4. Your group usually functions effectively with encouragement and direction from you. Despite your continued support and direction, their performance has dropped off drastically. The group needs more expertise and experience to increase performance. Your boss has become concerned. YOU WOULD ...
   a. Emphasize the need for better performance and ask the group to work out their problems by themselves.
   b. Make sure that deadlines are met and the quality of the work is good, but talk with the group to get its recommendations.
   c. Inform the group of exactly what you expect when it is needed, what some of the consequences could be if poor performance continues, and frequently check performance.
   d. Help the group determine what needs to be done and encourage them to take the necessary steps.

5. Because of budget restrictions imposed on your department, it is necessary to consolidate. You have asked a highly experienced member of your department to take charge of the consolidation. This person has worked in all areas of your department. In the past, she has usually been eager to help. While you feel she has the ability to perform this assignment, she seems indifferent to the importance of the task. YOU WOULD ...
   a. Take charge of the consolidation but make sure you hear her suggestions.
   b. Assign the project to her and let her determine how to accomplish it.
   c. Discuss the situation with her. Encourage her to accept the assignment in light of her skills and experience.
   d. Take charge of the consolidation and indicate to her precisely what to do. Supervise her work closely.

6. A highly productive and efficient woman on your staff has asked for your help on a task. She is accustomed to working effectively on her own. Recently, some work problems have developed that she feels she can’t solve by herself. YOU WOULD ...
   a. Analyze the problems and outline methods to solve them.
   b. Continue to allow her to figure out an appropriate solution independently.
   c. Determine and implement an appropriate solution, but work with her in problem-solving.
   d. Discuss the problems with her and support her efforts to find appropriate solutions.
1. You have asked one of your senior employees to take on a new job. In his other responsibilities, he has performed well with support from you. The job you have asked him to do is important to the future of your work group. He is excited about the new assignment but doesn’t know where to begin because of his lack of experience with this task. YOU WOULD...

   a. Discuss the job with him, supporting his ability to do it. Emphasize his outstanding performance in the past.
   b. Define the activities necessary to successfully complete the job and regularly check to see how things are going.
   c. Give him the assignment and let him determine how to do the job. Tell him to call you if there are any problems.
   d. Specify what he is to do, but include any ideas he may have.

2. One of your staff is feeling insecure about a job you have assigned to him. He is highly competent and you know that he has the skills to complete the assignment successfully and efficiently. YOU WOULD...

   a. Listen to his concerns and let him know you have confidence in his ability to complete the assignment.
   b. Structure the assignment so that it is clear, but consider any helpful suggestions he may have.
   c. Tell him exactly what to do to get the job done and check his work daily.
   d. Let him figure out how to do the assignment on his own.

3. Your staff has asked you to consider a change in their work schedule. In the past, you have encouraged and supported their suggestions. In this case, your staff is well aware of the need for change and is ready to suggest and try an alternate schedule. Members are very competent and work well together as a group. YOU WOULD...

   a. Allow staff involvement in developing the new schedule and support the suggestions of group members.
   b. Design and implement the new schedule yourself, but incorporate staff recommendations.
   c. Allow the staff to formulate and implement the new schedule on its own.
   d. Design the new schedule yourself and closely direct its implementation.

4. You have arrived thirty minutes late for a meeting with your staff. When you arrive, the meeting still has not started. Investigation reveals that a couple of members tried to start the meeting but most group members were discouraged because of lack of group member cooperation. This situation surprises you because the group’s progress on this project has been going well. YOU WOULD...

   a. Restate the purpose of the meeting, then let the group function without any direction from you unless they ask for your help.
   b. Take control immediately and direct the group toward project completion.
   c. Direct their interaction towards task completion and encourage group members to discuss problems and feelings.
   d. Ask the group to continue to discuss the assigned task and provide as much support and encouragement as possible.

5. A member of your department has had a fine record of accomplishment with your support and encouragement but little direction. He has been given similar tasks to accomplish for the coming year and you must decide how to supervise him. YOU WOULD...

   a. Let him function by himself providing his own support and direction.
   b. Emphasize to him the importance of meeting deadlines and direct his efforts at accomplishing assigned tasks.
   c. Talk with him and set goals and objectives for his task accomplishment, but consider his suggestions.
   d. Involve him in setting goals and support his efforts.

6. In the past, you worked closely with your staff directing and supporting their efforts. Productivity is high and people get along well together. Recognizing their abilities, you feel they can now work more on their own. You have redirected your energies to new areas and they have continued to produce good results. You must now ask them to accept additional work. YOU WOULD...

   a. Assign the work to them, make sure they know exactly what to do, and supervise them closely.
   b. Give them the job. Tell them that you are pleased with their past performance and that you are sure they will do well with this assignment.
   c. Make sure they know what you want them to do, but incorporate any helpful suggestions they may have.
   d. Let them determine how to complete the assignment.

7. You recently have been assigned a new employee who will perform an important job in your office. Even though he is inexperienced, he is enthusiastic and feels he has the confidence to do the job. YOU WOULD...

   a. Let him determine what the job entails and how to do it.
   b. Tell him exactly what the job entails, what you expect of him and monitor his work closely and frequently.
   c. Let him know what you want him to do, but see if he has any suggestions or ideas.
   d. Encourage and praise his enthusiasm and ask him how he would tackle the job.
4. Your boss has asked that your division increase its productivity 10%. You know this can be done, but it will require your active involvement. To free yourself to do this, you must reassign the task of developing a new cost control system to one of your divisional employees. The person to whom you are thinking of assigning the task has had considerable experience with cost control systems, but she is a little unsure about doing this task on her own. YOU WOULD...

a. Ask her to take on the project. Encourage and support her efforts.

b. Discuss the project with her. Explain how you want the job done, but see if she has any ideas.

c. Assign her the project and let her determine how to do it.

d. Assign her the project and prepare a detailed memo explaining all the steps necessary to get the project done.

5. One of your subordinates has made a suggestion for change in the operations of the unit that makes sense to you. In the past, she has been able to offer and implement other helpful suggestions in a productive manner with your support and encouragement. You have confidence in her abilities. YOU WOULD...

a. Take charge of the suggestion and direct her in its implementation.

b. Discuss the suggestion with her, and support her efforts to direct its implementation.

c. Organize the implementation, but include her ideas.

d. Give her the responsibility for implementing the suggestion without involvement from you.

6. Due to illness in your family, you have been forced to miss the first two meetings of a committee under your direction. You have found, upon attending the third meeting, that the committee is functioning well and making good progress toward completion of its goals. You are unsure about how you fit into the group and what your role should be. YOU WOULD...

a. Attend, but let the group continue to work as it has during the first two meetings.

b. Assume the leadership of the committee and begin to direct its activities.

c. Do what you can to make the committee feel important and involved, and support their past efforts.

d. Direct the activities of the group, but incorporate group members' suggestions.

7. Your staff is very competent and able to work well on their own. You have generally left them alone and delegated key responsibilities to individual members. Their performance has been outstanding. YOU WOULD...

a. Provide continual support and encouragement to group members.

b. Direct and closely supervise the activities of your staff.

c. Continue to let the group work on its own.

d. Direct their efforts, but work closely with your staff to solicit their suggestions.

8. You and your superiors have decided that a new procedure has to be installed in your department if long-term gains in performance are to be obtained. In the past, when new procedures were installed, your group has been eager to use them but has initially lacked the skills to do so. YOU WOULD...

a. Make sure that you direct the implementation of the new procedure, but involve the group in discussing alternatives.

b. Closely direct the group in their initial use of the new procedure.

c. Get the group involved in a discussion of the new procedure and encourage their cooperation and involvement.

d. Allow the group to formulate and implement the new procedure on its own.

9. You have been recently appointed the head of a division. Under the division's former boss, the staff functioned adequately with considerable support and encouragement. Since you have taken over, however, the staff appears to be more concerned with social activities than with carrying out their responsibilities. The staff's performance to date has been poor. YOU WOULD...

a. Discuss the staff's low performance with them and support their efforts to specify corrective measures.

b. Direct and organize the necessary corrective action, but solicit input and suggestions from the group.

c. Point out the problem and allow staff members to define their own responsibilities and tasks.

d. Define roles, responsibilities and outcomes and frequently check to see if their performance is improving.

10. One of your employees is reluctant to take on a new assignment. She has had little experience in the area in which you want her to work. She has done a good job with other tasks you have given her. YOU WOULD...

a. Explain to her what must be done and how to do it, but listen to why she is reluctant to do the task.

b. Give her the new assignment and let her determine the best way to do it.

c. Encourage her to try the job and facilitate her efforts through mutual problem-solving.

d. Tell her exactly what must be done to successfully complete the assignment and frequently monitor the results.
LBA II
Leader Behavior Analysis II
Developed by Kenneth H. Blanchard, Ronald K. Hambleton, Douglas Forsyth and Drea Zigarmi

Scoring Directions

Blanchard Training and Development, Inc.
A Human Resource Development Company
125 State Place, Escondido, CA 92025
(619) 489-5005

©1985 by Blanchard Training and Development, Inc.
2nd Printing
B C D E F G
**Leader Behavior Analysis II**

**STYLE FLEXIBILITY**

1. The column headings under Style Flexibility correspond to the four leadership styles.
   - S1 = high directive, low supportive behavior
   - S2 = high directive, high supportive behavior
   - S3 = high supportive, low directive behavior
   - S4 = low supportive, low directive behavior

   The column (S1, S2, S3, S4) with the largest number of circled letters is your primary leadership style. Enter this number from the total box in the appropriate quadrant on the Primary Style Matrix. For example, if the column with the largest number of circled items was column S3 with 8 items, your primary style is S3 or high supportive, low directive behavior. Enter the number 8 in the S3 circle on the Primary Style Matrix. If you have a tie for your primary style, two or more columns with the same number of items circled, enter the numbers from each of these styles in the appropriate quadrants.

2. Any column with four or more circled be considered a secondary lead appropriate triangle(s) in the Secondary Style Matrix.

3. Any column with less than four circled you may want to develop. Enter this Developing Style Matrix.

**STYLE FLEXIBILITY**

<table>
<thead>
<tr>
<th>STYLE FLEXIBILITY</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>C</td>
<td>D</td>
<td>B</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>C</td>
<td>B</td>
<td>D</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td>B</td>
<td>D</td>
<td>A</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
<td>A</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>6</td>
<td>A</td>
<td>C</td>
<td>D</td>
<td>B</td>
</tr>
<tr>
<td>7</td>
<td>B</td>
<td>D</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>8</td>
<td>C</td>
<td>B</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>9</td>
<td>D</td>
<td>B</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>10</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>A</td>
</tr>
<tr>
<td>11</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>A</td>
</tr>
<tr>
<td>12</td>
<td>A</td>
<td>C</td>
<td>B</td>
<td>D</td>
</tr>
<tr>
<td>13</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>A</td>
</tr>
<tr>
<td>14</td>
<td>D</td>
<td>B</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>15</td>
<td>A</td>
<td>C</td>
<td>B</td>
<td>D</td>
</tr>
<tr>
<td>16</td>
<td>B</td>
<td>D</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>17</td>
<td>B</td>
<td>D</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>18</td>
<td>B</td>
<td>A</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>19</td>
<td>D</td>
<td>B</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>20</td>
<td>D</td>
<td>A</td>
<td>C</td>
<td>B</td>
</tr>
</tbody>
</table>

**Primary Style Matrix**

**Secondary Style Matrix**

**Developing Style Matrix**

**Style Flexibility Graph**

To determine your style flexibility score, add the individual totals entered in columns S1 through S4. Do not be concerned if the total in column S2 is 7, then the the total in column S2 is 2, then the a 3 entered in the box below. If the and 0 would be 5, and a 5 entered

Subtract "Subtotal" from 30 to get your Style Flexibility Score =
1. Record your answers from the Leader Behavior Analysis II Form to the columns labeled S1-S4 under Style Flexibility. For each situation (1-20), circle the letter which corresponds to your answer.
2. Once this step is completed, repeat the procedure in the columns labeled P-E under Style Effectiveness.
3. Sum the number of circled letters in each of the eight columns on the scoring sheet and enter the sums in the boxes labeled Totals.

Besides your primary style(s) should style. Enter this number(s) in the Matrix.
should be considered a style that s in the appropriate box(es) in the

**STYLE SCORE**

Use the difference between 5 and the 3, S4 and enter these numbers in negative numbers. For example, if the difference between 5 and 2 would be 3 and 0, then the difference between 5 box below.

<table>
<thead>
<tr>
<th>STYLE EFFECTIVENESS</th>
<th>P</th>
<th>F</th>
<th>G</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>B4</td>
<td>D3</td>
<td>A</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D4</td>
<td>B3</td>
<td>C</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>D4</td>
<td>C3</td>
<td>A</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>D3</td>
<td>B</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D1</td>
<td>B4</td>
<td>A</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>C2</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>C4</td>
<td>A3</td>
<td>D</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C1</td>
<td>B2</td>
<td>D</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>D1</td>
<td>B2</td>
<td>A</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>B1</td>
<td>D</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>C2</td>
<td>D</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>C2</td>
<td>D</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>D3</td>
<td>C</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>D1</td>
<td>B2</td>
<td>C</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>C2</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>D2</td>
<td>C</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>D2</td>
<td>A</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D4</td>
<td>C3</td>
<td>A</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C4</td>
<td>A3</td>
<td>D</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>B4</td>
<td>C3</td>
<td>D</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>

**STYLE EFFECTIVENESS GRAPH**

- **P** (Poor)
- **F** (Fair)
- **G** (Good)
- **E** (Excellent)

2. Add all four numbers in the boxes and enter this in the box designated subtotal. Subtract that sum from 30 and enter this in the box designated Style Flexibility Score. Scores can range from 0-30. Place an arrow at the corresponding number along the graph designated Style Flexibility. A score closer to zero indicates poor style flexibility. A low score is obtained when you select the same one or two styles for each situation. A score closer to 30 indicates good style flexibility. A high score is obtained when you use each of the four styles a number of times.

**STYLE EFFECTIVENESS SCORE**

In order to score high on "style effectiveness" you must not only show a high level of flexibility in style selection, but you must also choose the leadership style which is most appropriate for each situation. The totals at the bottom of the "style effectiveness" columns indicate how often your leadership style selection was Poor (P), Fair (F), Good (G), and Excellent (E).

<table>
<thead>
<tr>
<th>STYLE EFFECTIVENESS</th>
<th>P</th>
<th>F</th>
<th>G</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Multiply the total entered in the P, F, G, E columns, by the number below each total. Enter the products in the boxes provided. Add all four numbers and enter this in the box entitled "Style Effectiveness Score". Scores can range from 20-80. A score closer to 20 indicates low style effectiveness. A low score is obtained when you choose a number of fair or poor leader style choices for the 20 situations. A score closer to 80 suggests high style effectiveness. A high score is obtained when you choose mostly good and excellent leader style choices.

**STYLE DIAGNOSIS**

To completely understand how you might improve your effectiveness score it is helpful to examine the appropriateness of your style selections. The number in the right hand corners of the choices in the poor and fair style effectiveness columns indicate the leadership style for the choices made. Record the number of Style 1 choices made in the poor and fair columns and place that number in the appropriate quadrant in the Style Diagnosis Matrix. Repeat this procedure for Style 2, 3, and 4 choices within the poor and fair columns.

A repeated pattern of three or more answers in the Fair and Poor categories in one leadership style means you may be not taking into consideration the development level of the person or group with whom you are working. Go back to your LBA II form and reanalyze the situations to see if you can better understand why you are theoretically using those styles inappropriately.

**Style Diagnosis Matrix**

```
  S3  S2
  S4  S1
```
REFERENCES
REFERENCES


Lavender, J. DeKalb County Supervisor, Interview, April 1985.


APPROVAL OF DISSERTATION

FULL NAME OF STUDENT:  Mrs. Constance Banks Okojie

ADVISOR:  Dr. Sidney Rabsatt

THE ATTACHED DISSERTATION ENTITLED:

THE EFFECT OF COMPUTER ASSISTED INSTRUCTION ON TEACHING

KEY CONCEPTS OF DEVELOPMENTAL SUPERVISION

HAS BEEN APPROVED BY THE FACULTY OF THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DOCTOR OF EDUCATION DEGREE AND IS RECOMMENDED FOR ACCEPTANCE.

(Signature)  [Signature]

Oliva M. Bogos
Melvin Johnson

DEAN:

DATE:  July 9, 1987