

RESOURCE A

THE STERLING PARADIGM

How Leaders Lead

The continuing trend toward professionalism in management as the panacea for “getting things done” has handicapped the development of leadership skills in the professional development of education leaders. Most of the current and popular leadership theories, assessment methods, and state certification mandates are, or are based on, management or administration theories. Education leadership is not taught or mentored as an art, but rather as a science...the science of management or administration. An examination of current practice provides abundant examples of this focus on management, including the following observations:

- Leadership is defined as competence in implementing and enforcing standard operating procedures (SOPs), and leaders as those who *keep the lid on the place, raise test scores, and fol-*

low SOPs.

- The success of an education leader is predicated upon the leader's successful adaptation to existing organizational forces and priorities.
- The concept of "leadership" is seen in a purely management context and couched in terms of "administrative leadership" and/or "instructional leadership."
- The preparation of leaders is, for the most part, an apprenticeship in folklore and current practice...*it's always been that way...this is the way we do it.*

Today, schools, school districts and other organizations need leaders who, instead of merely perpetuating existing practice or historical traditions, envision productive new ways of achieving organizational goals and bring about requisite changes. Based on the observations above, the preparation of leaders requires new assumptions and perspectives on the part of training institutions and hiring/promoting agencies. For example:

- While it is important for a prospective leader to have a working knowledge of the history and traditions of the organization, focusing solely on this knowledge tends to promote steady management, but stifle effective leadership.
- Leaders in the education ranks are difficult to identify. Potentially effective leaders must prove themselves as effective managers or administrators to succeed. They have a difficult time surfacing and being recognized as leaders because they are too busy doing what they have been trained, and are expected to do, manage and administer.

- Preparation institutions that reinforce the emphasis on training managers or administrators, and perpetuate a “compliance” mentality as the model for leadership, ignore visionary thinking, calculated risk-taking, and other key leadership prerogatives and identifiers.
- Leadership could be more effectively taught (and identified or evaluated) through an analysis of leadership theory and practice that is devoid of management skills, with management and administrative skills taught and evaluated, separately, as a corollary to leadership.

This work takes a new look at the art of leadership through a leader profile that illustrates leadership behavior in both normative and summative form, while carefully omitting management or administration descriptors. It presents an opportunity for other researchers, trainers, and hiring personnel to take a fresh look at the capabilities and behaviors that define effective leaders and introduces a new hypothesis, aggregate impression leadership, that addresses how leaders achieve and maintain their leader status over time.

The concept of leadership described in this work is based on five interrelated assumptions:

1. There are identifiable competencies and behaviors that distinguish leaders from managers.
2. Regardless of the knowledge and skills, competencies and behavior a prospective leader may exhibit, leadership is possible only when other people (e.g. followers) grant the power necessary to lead.

3. People grant leader status to another based on their perceptions of who the leader candidate is, what he or she stands for (shared values and beliefs), and the degree to which he or she can be trusted to speak or act effectively on their behalf.
4. These perceptions are developed over time as people observe and interpret the leader candidate's behaviors and actions in a variety of situations and circumstances.
5. Leader candidates who are continuously aware of the perception development process can consciously reinforce the aggregate impression of their leader status in the eyes of their followers.

Why a new look at leadership theory? As mentioned previously, most of the current and popular leadership theories are primarily management or administration theories that provide no clear way to identify what sets leaders apart. Yet, there is not only a difference between management/administration and leadership, they are mutually exclusive. One *manages* tasks, activities and the human and material resources to maintain business as usual. One *leads* people to improve or enhance business or to develop and implement change. There is an important distinction between managing/administering and leading. An administrator is an "individual who utilizes existing structures or procedures to achieve an organizational goal or objective."¹ The "administrator is concerned primarily with maintaining, rather than changing established structures, procedures, or goals."² In contrast, the leader "is concerned with initi-

ating changes in established structures, procedures, or goals; he [sic] is a disrupter of the existing state of affairs.”³

Ongoing research and writing on leadership has sharpened the difference between managing and leading. Whereas managers often involve people in various ways in making decisions, leaders go beyond that: leaders create and communicate a vision that inspires followers.⁴ The goal of leadership is to build human buy-in to an idea, a vision, an objective in such a way that participants are inspired and motivated by unity of purpose and mutually shared values. Although in a “best case” scenario, effective leaders are also effective managers, there are situations where history has designated, as effective leaders, people who have extremely poor managerial skills. In such cases, research demonstrates that these leaders surrounded themselves with highly effective managers and delegated most, if not all, managerial tasks.

When we examine the multitude of leadership theories that have been promulgated during the past decade, we see an intermixture of management tasks and leadership skills. For example, leadership is often defined by statements such as: *motivate others to....., arouse others' personal commitment to..., organize the environment to..., facilitate the work that....* Here is a perfect example of the amalgamation of management and leadership. The first two statements describe what leaders do, the last statements describe what managers do. The difference is clear. Leaders seek to influence or change the behavior of other people; managers work with existing behaviors and organize and maintain routine work efforts. Leaders influence; managers im-

plement and administer. Leaders motivate; managers facilitate.

Contrary to some prevalent views concerning management versus leadership, this researcher believes that one can lead without “disrupting;” that change and growth can be subtle rather than drastic; and that “the expectations of the organization can be integrated with the personal needs of those who support or work in the organization.”⁵ The research that follows presents a profile of pure leadership (e.g., devoid of management descriptors) and how it evolves and is supported by followers.

Why do we need leaders? There are many instances in which people willingly empower others to make decisions and take action to bring about some desired outcome. Our need for leadership is a rational one. From early childhood on, we all face conflicts, and, in spite of our preference for independence, we seek out individuals to make decisions or initiate action in areas where we lack competence or confidence. We tend to play the role of follower when it is obvious that someone else knows more about the problem to be resolved than we do. Leaders surface in times of confusion or lack of direction when we need someone to take responsibility, and they are more willing than we to accept responsibility. Leaders become visible when we abdicate, fail to act, or lack necessary skills, expertise or understanding. Leaders function best when they possess or control the means to satisfy our needs as well as their own. Leaders function in social groups or systems through the use of influence, authority, or power (or a combination of all three). A major focus of this paper is the power of influence or

perception over time, e.g., aggregate impression.

How do leaders lead? Most researchers have concluded that leadership is generally granted to individuals who make a rational or emotional appeal to followers. This normative approach explains how a person is able to assume an immediate or short-term leadership role, but does not explain how leadership can be maintained over time. This researcher is concerned with long-term leadership and presents a hypothesis that examines a summative approach to leadership. This summative approach is based on a normative platform, but focuses on the development of other people's perceptions and aggregate impressions. When leadership is predicated on, and limited to, the normative fundamentals of leadership, what we observe is really only a higher level of management. Long-term leadership is predicated on the leader's ability to identify, understand, respond to and continuously manage the perceptions of others. To fully understand how leaders lead, we need to understand how people perceive.

Each of us has a perceptual screen through which we filter sensory stimuli and communications. Research shows that communication is not just words themselves, but also includes such nonverbal factors as touch, motion, posture, an artifact, time, color or space.⁶ And further, that as we work together with others, over time our perceptions and interpretations of each other tend to change or be modified. Recognizing this, leaders lead by understanding the effect our individual perceptual screens have on what we recognize as leadership.⁷ They use this understanding to tailor the verbal and nonverbal messages they send, and the roles they as-

sume, to reinforce our perception of their leader status. While normative factors attend the process of leadership, summative perceptions and aggregate impression constitute its essence. No true leader can effectively maintain leadership by simply being an effective manager or following normative behaviors -- or even by demonstrating qualities of charisma. While these are certainly important factors, unless we perceive a person as a leader and unless the aggregate of our multiple diverse impressions over time creates a strong perception of leadership, the leader's power to lead will steadily diminish.

A powerful tool effective leaders use to maintain their leadership status over time is to manage others' perceptions of their leadership by assuming different roles as changing circumstances dictate. These two closely related concepts, aggregate impression and role assumption, are discussed in more detail later in this work.

Why develop theory rather than examine practice? The researcher believes that practice creates theory, and this paper includes the results of effective practice as observed by numerous researchers over many years. However, unlike earlier leadership research, this paper combines the findings of leadership researchers with the findings and observations of scholars from other domains. It examines the person rather than the purpose, affect rather than effect, and suggests a new hypothesis that demonstrates pure leadership in both normative and summative form. Readers should consider the theory presented here as provisional⁸ in nature and examine it on a deductive - inductive continuum and as a whole, rather than in parts.

A new look at leadership:

Foundational Hypothesis: An analysis of leadership theory should be devoid of management skills. An analysis of leadership practice should be limited to three discernible competencies; conceptual, anthropological, and technical.

Basic Formula I

$$\underline{\mathbf{L}} = \mathbf{C} + \mathbf{A} + \mathbf{T}$$

where **L** designates **leadership**
and where **(C)**, **(A)**, and **(T)**
are leader **competencies**, e.g.
Conceptual, Anthropological,
and Technical respectively.

Developmental Hypothesis I: The three identified leader competencies, conceptual **(C)**, anthropological **(A)**, and technical **(T)** are defined by requisite operative leader abilities. Subscripts **(a)** indicate the requisite operative leader abilities, e.g. ability to: see, understand, perceive, etc.

Basic Formula II

$$\underline{\mathbf{L}} = \mathbf{Ca} + \mathbf{Aa} + \mathbf{Ta}$$

where **(a)** designates the requisite operative leader **abilities**
that define the identified leader
competencies.

Definitions:

Conceptual Competence (C) - The operative⁹ ability (a) to:

- (a.1) see the enterprise as a whole, recognizing how the various functions of the organization depend on one another, and how changes in any one part affect some or all of the others.
- (a.2) understand the dynamics of leading and administering, and that leaders intentionally seek to influence the behavior of other people.
- (a.3) perceive, value, know, act and evaluate.
- (a.4) understand that: (1) leadership is voluntarily granted by followers who accept the leader's influence and direction; (2) leadership comes from the power that followers have willingly entrusted, and (3) followers are drawn to the ideas of the leader because they share in the values and beliefs of the leader and are convinced that the leader can represent the followers well.

- (a.5) understand the difference between command or position power¹⁰ and leadership power¹¹.

Anthropological Competence (A) - The operative ability (a) to:

- (a.1) work effectively as a group member and build cooperative effort within the organization; understand that leadership is a group function that occurs only in the processes of two or more people interacting.
- (a.2) advocate preferred outcomes and press for accomplishment.
- (a.3) find pleasure in taking responsibility, holding power/authority; maintain a high capacity for work and work-related risk; employ superior coping mechanisms and a high tolerance for ambiguity.
- (a.4) communicate, both orally and in writing, and practice superior interpersonal relations.
- (a.5) balance emotional security, intellectual stimulation and personal and professional satisfaction.

Technical Competence (T) - The operative ability (a) to:

- (a.1) understand and be proficient in activities involving methods, processes, procedures

and techniques.

- (a.2) build upon both related and unrelated personal life experiences.
- (a.3) maintain a strong, positive self image that is not related to status.
- (a.4) practice ongoing authenticity¹².
- (a.5) prioritize use of time for maximum effectiveness.
- (a.6) maintain linear focus in non-linear circumstances.

Developmental Hypothesis II: The three identified leader competencies, conceptual (**C**), anthropological (**A**), and technical (**T**), defined by the requisite operative leader abilities (a), are further defined by methods of delivery or specific leader behaviors (b). Examples¹³ of leader behaviors are described under the headings of executive leadership, problem solving/decision-making/judgment, sensitivity and communication.

Basic Formula III

$$\mathbf{L} = \mathbf{Cab} + \mathbf{Aab} + \mathbf{Tab},$$

where (**b**) designates specific leader **behaviors** that illustrate the identified leader abilities and overall competencies.

Definitions - Examples of Behaviors (b)

Executive Leadership - A leader:

- (b.1) demonstrates a sound understanding of the role of the enterprise in a democratic society, philosophical and historical influences, current cultural, social, political, economic and global issues or other influences related to the enterprise.
- (b.2) articulates a well-reasoned philosophy and system of values concerning the enterprise; promotes programs, policies, and procedures that are congruent with this philosophy and values system.

- (b.3) demonstrates a sound understanding of the laws and regulations that affect the enterprise.
- (b.4) demonstrates a sound understanding of the dynamics of local, state and national politics, and the role of community leaders in the welfare of the enterprise.
- (b.5) takes individual responsibility to promote a safe and secure working environment within the enterprise.
- (b.6) leads the enterprise effectively by delineating responsibilities and authority, establishing multi-directional lines of communication.
- (b.7) interprets the policies, directives and actions of superiors, i.e. boards of directors, leaders in higher positions; serves as a conduit between subordinates and superiors.
- (b.8) sets priorities for the enterprise; develops goals with individuals and groups; provides leadership and guidance to remove obstacles and facilitate their accomplishment; initiates, plans and actively leads organizational change; supports innovation.
- (b.9) communicates a vision for the enterprise; builds commitment to plans of action; creates and channels energy toward common goals; recognizes and rewards effective performance; serves as a role model.
- (b.10) identifies leadership for projects along with the authority and clearly defined goals necessary to accomplish them; follows up when necessary.

- (b.11) is a visible leader; maintains frequent contact with subordinates at their work stations; consistently demonstrates support of subordinates and patrons.
- (b.12) interacts effectively with groups; involves others in setting goals and solving problems; supports group decisions; knows when a group requires direction and applies effective facilitation skills.
- (b.13) adapts leadership style to fit the varying needs of diverse personnel.
- (b.14) is open to new ideas and change; conscientiously pursues opportunities for professional and personal growth and development; is knowledgeable about a variety of subjects (i.e. educational, political, current events, economic, cultural, etc.); actively participates in a variety of activities and events outside of the enterprise.
- (b.15) performs well under pressure; demonstrates clear thinking and effective self control in stressful situations; models linear behavior; monitors the physical and emotional climate and reduces perceived crisis situations to normal operations and interactions.

Problem Solving/Decision Making/ Judgment - A leader:

- (b.1) reaches logical conclusions and makes high quality, timely decisions given the best possible information.

- (b.2) considers the impact of decisions on other parts of the organization and correctly identifies others who should be included in, or informed of, the problem solving or decision making process.
- (b.3) accurately judges the importance and political impact of an issue or problem; sets priorities and acts accordingly; recognizes the point at which a decision is required and acts quickly.
- (b.4) takes reasonable, calculated risks to resolve problems in an effective and timely manner.
- (b.5) recognizes when problems cannot, or need not, be resolved and accepts and adapts to the situation.
- (b.6) maintains an open mind; considers differing points of view; assists others to form reasoned opinions about problems and issues.

Sensitivity - A leader:

- (b.1) perceives and responds to the needs and concerns of others; deals with others tactfully and works effectively with others in both routine and emotionally stressful situations.
- (b.2) recognizes and appreciates special needs and multi-cultural sensitivities and differ-

- ences; relates well with others regardless of their backgrounds or personally held values.
- (b.3) knows what to say and what not to say in particular situations; sends effective verbal and non-verbal messages, and accurately interprets the non-verbal messages sent by others.
 - (b.4) matches verbal style to others in a group.

Communication - A leader:

- (b.1) articulates beliefs and defends decisions persuasively; communicates so that the intended messages are received and understood by targeted audiences.
- (b.2) formats communications effectively; adapts speech and presentations to effectively reach different audiences.
- (b.3) monitors the “grapevine” and takes action to dispel negative rumors and correct misinformation.
- (b.4) practices effective listening skills and accurately interprets real message being sent before responding.
- (b.5) interacts frequently with internal and external opinion leaders; actively works to develop common perceptions about issues.

- (b.6) responds skillfully to news media and initiates and reports news.
- (b.7) recognizes that many leader communications are aimed at marketing; tailors communications to appeal to the interests of different market segments.
- (b.8) identifies and adopts (1) the behavior necessary to inspire others, and/or (2) the behavior that the particular audience expects, and assumes the overall role that will best promote a pre-planned response or action from followers.

Developmental Hypothesis III: The three identified leader competencies, conceptual (**C**), anthropological (**A**), and technical (**T**), defined by the requisite operative leader abilities (**a**) and sample behaviors (**b**), are modified or enhanced by personal qualities designated as demeanor/deportment¹⁴(D).

Basic Formula IV

$$\underline{L = Cab + Aab + Tab + D.}$$

where (**D**) designates examples of appropriate demeanor/ deportment.

Definitions - Demeanor/Deportment (D) - A leader

- (D.1) exhibits personal and professional conduct, bearing, and appearance that conform to the conventions, proprieties and mores of the enterprise and the greater community.
- (D.2) uses words and gestures, exemplifies attitudes, and acts in ways that are consistent with a genuine respect for the rights and dignity of others.
- (D.3) models the desirable leadership qualities of integrity, self-respect, self-confidence, vision, patience, perseverance, and courage.
- (D.4) reliably acts in an ethical manner.

Discussions of leadership theory frequently identify charisma as a powerful leadership trait, and the author would be remiss if he did not mention this ability to capture imagination, as well as mind, in this description of demeanor/deportment. Weber¹⁵ borrowed the term “charisma,” according to Freund, from Rudolph Sohm, a Strasbourg church jurist and historian.¹⁶ The term literally means “gift of grace.” The idea of charisma is value-free and equally applicable to the “bad” person as it is to the “good” person. (*With her charisma, she could sell a skateboard to my 87 year old grandmother, or He had all the charisma in the world, but he couldn't lead or manage worth diddly!*)

Charismatic qualities are not measured so much by their intrinsic power as they are by the nature and intensity of the devotion that some “following” attributes to them. People identify the charisma of a person not by the substantive character of what a person said or did, but by the supra-national, supra-utilitarian attachment of followers.¹⁷ However, charisma, without measurable, seeable, doable actions, only persists in fleeting moments of its existence. Without actions, charisma has little chance of surviving and becoming a part of the followers' perception or aggregate impression of leadership, unless of course, followers continue to attribute a person's primary leadership skills to the “gift of grace.”

Concluding Hypothesis: The three identified leader competencies, conceptual (**C**), anthropological (**A**), and technical (**T**), defined by the requisite operative leader abilities (**a**), sample behaviors (**b**), and modified or enhanced by personal qualities designated as demeanor/deportment (**D**) are finally defined by follower impressions that are developed and modified over time. Consequently, leadership is dependent upon the follower's aggregate impression (AI) of a leader's competencies, abilities, behaviors, and demeanor/deportment over an unspecified span of time^(t).

Concluding Formula

$$\underline{L = (Cab + Aab + Tab + D)}$$

(AI)^t,

where **(AI)** designates **aggregate impression and (..t)** designates an **unspecified span of time**.

Aggregate Impression (AI) Over Time (t)

(AI.1) **General Impression:** Given that the way we perceive people is likely to influence our interpretation of their behavior and the course of our future interactions with them, the task of understanding the person perception process takes on considerable significance in the development of a leader.

When we meet a person for the first time, we begin to form a general impression almost immediately. Although such a general impression may be inaccurate, we develop a

sense of whether we like or dislike the person, and of the person's personality and traits. "Wow, he has charisma!" "I fell in love with her at first sight!" "I knew right away that we could work together." This is the starting point of our aggregate impression of another.

The cognitive process involved in the acquisition of information about others, and in making judgments about them, is identified by social psychologists as a person's information-processing approach. When we first meet someone, our initial reactions are based on whatever fragmentary information is available about the person. This information may be based on hearsay, reputation, or documented history or limited to physical or social characteristics, i.e., she's tall, attractive, well-dressed, well-spoken, etc.

While initial reactions to people often do not possess the degree of certainty reflected in the statements above, we develop general impressions of others with remarkable ease and speed. In addition, our initial reactions are often augmented by inferences concerning what else about the person is likely to be true. These inferences are frequently based on stimuli such as those listed under Demeanor/ deportment, above, as well as physical attractiveness, gender, race, age, etc. This evaluative bias, or *halo effect*, occurs normally in inference processes.

(AI.2) **Primary Impressions:** If we meet or observe a person only once, we may never develop an impression beyond the initial general one. However, when we expect to interact with a person over time, we want as much information about this person as possible.

We immediately begin to augment our general impression by making inferences about what else is likely to be true about that person. This phenomenon occurs regularly in the person perception process. Whether such inferences are valid or invalid is irrelevant at this point in the process. Our inferences are “true” for us and will have an important bearing on our immediate perceptions of the other person.

As we get to know a person better, we acquire more information, i.e., style of interaction, free-time interests, aspirations, concerns, as well as perceived strengths and weaknesses or insecurities. With the acquisition of new information about a person, we develop primary impressions that modify and/or elaborate our general perception of what the person is like and can influence judgments we make about the person.

(AI.3) **Secondary Impressions:** When we work with people, or encounter them on multiple occasions, over time we continue to modify our perceptions based on our observations of their behavior or actions in different circumstances. To the extent that those actions confirm our expectations, they reinforce our primary impression. To the extent that those actions contradict our expectations, we add the new impressions to our initial perception. We gain a “better, fuller picture” of who these people are and what we can expect from them in the future. Our secondary impressions help us make decisions about whether we like a person, are comfortable in his or her presence, and would like to get to know him or her even better.

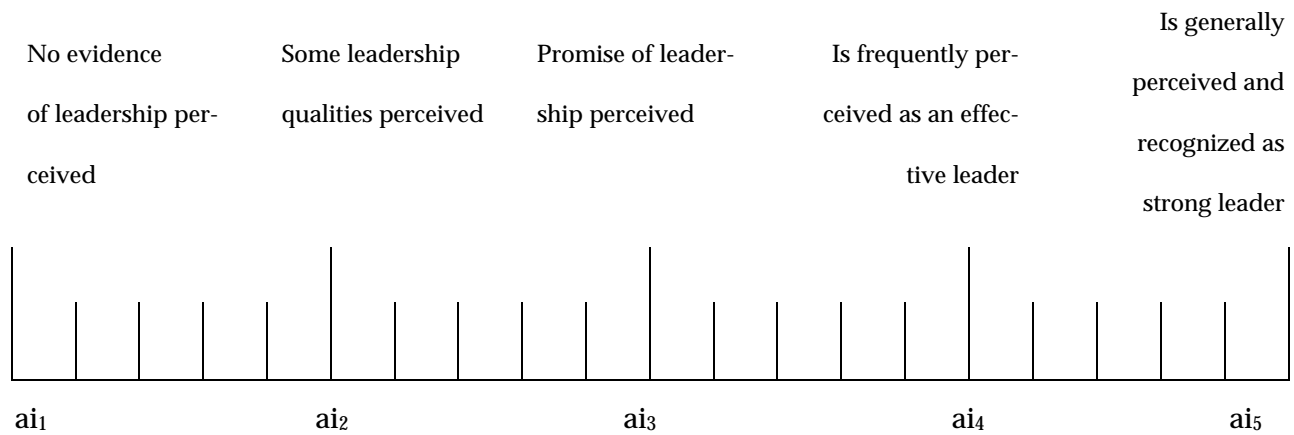
(AI.4) **Tertiary Impressions:** Our third level impressions are closely tied to our personal value systems and are key to our decisions to trust, make a commitment to, or follow another person. We form these tertiary impressions when we observe a person's behaviors toward others we care about, or actions in situations that are value-laden for us, or in which we have a vested interest. To the extent that the person shares our value system and acts or behaves in a manner of which we approve, our impression of that person is enhanced. To the extent that we are disappointed in the person's behavior or actions, our impression of that person becomes more negative.

(AI.5) **Aggregate Impression:** Through ongoing observations of people, we form, supplement, interpret and categorize our impressions in different ways. In doing so, we develop aggregate impressions that influence all of our perceptions of, and interactions with others. Each new piece of information we receive reinforces or modifies our aggregate impressions. Our aggregate impression of any individual is, therefore, not a fixed or rigid perception, but one that is dynamic and subject to change over time. It can be very positive one day, negative the next, then positive again -- depending on the behavior or actions we observe and the circumstances that surround them.

Although we form aggregate impressions about everyone with whom we interact on a regular basis, the central concern of this paper is the aggregate impression of leadership. Figure 1 illustrates a continuum of aggregate impression as varying perceptions

of leadership held by others (superiors, peers, subordinates, patrons/customers, etc.)

Figure 1



ai_1 No evidence of leadership perceived.

Superiors, peers, subordinates, patrons/customers, etc. (observers) do not perceive (i.e., are unable to identify and label) leadership qualities in the behaviors or actions of the subject.

ai_2 Some leadership qualities perceived.

Observers acknowledge and agree that certain actions or behaviors of the subject demonstrate identifiable leadership qualities.

ai₃ Promise of leadership perceived.

Observers perceive that an increasing number of the subject's actions or behaviors demonstrate leadership and express confidence in the subject's leadership potential.

ai₄ Is frequently perceived as an effective leader.

Observers generally perceive the subject as a leader and are able to point to numerous actions and accomplishments as evidence of subject's leadership.

ai₅ Generally perceived and recognized as strong leader.

Observers recognize the subject as a strong leader, take pride in the subject's accomplishments and demonstrate eagerness to participate in the subject's endeavors.

We began with the assumptions that: (1) regardless of the knowledge and skills, competencies and behavior a prospective leader may exhibit, leadership is possible only when other people (e.g. followers) grant the power necessary to lead, and (2) people grant leader status to another based on their perceptions of who the leader candidate is, what he or she stands for (shared values and beliefs), and the degree to which he or she can be trusted to speak or act effectively on their behalf. If we accept these assumptions, then we might also assume that to be granted leader status, the "followers'" aggregate impressions of the leader candidate must fit somewhere on the right-hand side of the continuum in Figure 1.

(AI.6) **Management of Others' Perceptions (Aggregate Impression) Through Role Assump-**

tion: An important corollary to the hypothesis of aggregate impression is based on the additional assumptions that: (1) [followers'] perceptions are developed over time as people observe and interpret the leader candidate's behaviors and actions in a variety of situations and circumstances, and (2) leader candidates who are continuously aware of the perception development process can consciously reinforce the aggregate impression of their leader status in the eyes of their followers. The corollary is that prospective leaders can actively manage other people's perceptions (aggregate impressions) of their leadership abilities by presenting themselves to others, through the behaviors they exhibit and the roles they play, in ways that reinforce their leader status. Many of the items listed under leader competencies, behaviors and demeanor speak to the importance of a leader's ability to communicate with diverse groups with equal effectiveness. In reality, this means assuming different roles as circumstances dictate. Effective leaders, then are, by definition, skilled actors.

Effective leaders assume a different role each time they modify their behavior to achieve some desired goal; get someone to do something; persuade someone of something; win trust or respect. In various circumstances and in our various relationships, we all pursue our needs by behaving in certain ways. And, as is true in the theater, each role has its own appropriate behavior, speech, thought and feelings, and each situation has its

own character demands.¹⁸ “As an actor [leader], you are a pleader of causes. The characters you play have a cause, a purpose, and it is up to you to plead it with utmost integrity and commitment...”¹⁹

Role assumption should never be viewed by others as an act. Followers must continue to perceive the leader’s actions as genuine rather than manipulative. For example: Michael Chekhov is recognized as one of the most extraordinary actors and teachers of the twentieth century. Chekhov, according to critics, was able to step outside of himself to comply with each character’s demands. They questioned whether what Chekhov did on the stage was actually acting and noted, “[i]t was as if the real characters from the pages of Shakespeare, Gogol, Dickens, Dostoyevsky, and Strindberg had mysteriously dropped down to earth, momentarily interacting with other performers...”²⁰

When comparing the identified competencies, abilities, sample behaviors and the personal qualities described as demeanor/deportment, with some of the “Actors Tools”²¹ presented here, we can see similarities between the methods used by successful actors and those used by effective leaders.

Actor's tools

the preparation of self
 limbering and aligning
 gesture
 voice, diction, rhythm
 speech
 working with others
 the performance environment
 the flow of action
 emotion
 text analysis

Leader's tools

understanding self
 posture and presence
 as communication
 dynamics
 sound and projection
 relationship, commitment, teamwork
 playing the room
 choice and character, toward an objective
 assuming the correct role
 role of analytical thinking -right and left
 brain functions

Actor's tools

imagery and figurative language
 attitude

Leader's tools

using the senses
 desire for success and fair of failure.

Just as the actor, the effective leader can only express by action. A leader's language is a language of movement, of gesture, of voice, of the creation and projection of character. The researcher is not suggesting that every prospective leader needs to become a pro-

fessional actor. However, the ability to assume different roles while maintaining integrity, and to shift from role to role smoothly, creates a powerful foundation for developing and maintaining an aggregate impression as a leader.

Summary

Schools and school districts continue to face unprecedented challenges. If survival is the “watchword,” then leadership is the key. Theories of leadership abound, and as in other social sciences, no strategy or theory is ever completely replaced. The hypotheses presented here complement existing theories by identifying competencies and behaviors that distinguish leaders from managers. Further, reinforcing one early theory of leadership that suggests simply that “[the] leader is the one who succeeds in getting others to follow,²² the theory of aggregate impression leadership adds that leaders lead through the power of influence, rather than the influence of power and describes how leadership can be developed and maintained over time.

RESOURCE B

THE STERLING PARADIGM

Behaviors That Define An Education Manager

- 1 Program Management Behaviors** The education manager:
 - 1.1 Plans, organizes and directs the work of faculty and staff; makes assignments and develops schedules that promote the most efficient and effective use of human resources; practices effective time management.
 - 1.2 Interprets, enforces and administers school district policies and procedures in a consistent manner; develops, communicates and implements comprehensive school policies and procedures for faculty, staff and student personnel to promote a positive learning environment and safeguard the physical and emotional well being of all.
 - 1.3 Puts programs and plans into action; applies appropriate management techniques (e.g., facilitates tasks, establishes progress checkpoints, considers alternative approaches,

provides mid-course corrections when appropriate) to bring about organizational change; adapts quickly and effectively to new conditions.

- 1.4 Applies accepted principles of growth and development and teaching and learning to develop a curricular and co-curricular program that accommodates differences in cognition and achievement and promotes student progress.
- 1.5 Continuously directs individuals or groups to develop education programs and promote a positive teaching/learning environment; evaluates teaching methods and strategies to ensure appropriateness.
- 1.6 Monitors school district curricula; works with faculty, community and central office to plan and implement a framework for instruction; initiates needs analyses and monitors social and technological developments that affect curricula; recommends changes in curricular content as needs and conditions change.
- 1.7 Uses a variety of techniques and strategies to assess the achievement of curricular goals and the effectiveness of the total instructional program; determines the extent to which outcomes meet or exceed previously defined standards, goals or priorities; draws inferences for program revision; seeks and encourages input from a variety of sources to improve the school's program.
- 1.8 Demonstrates understanding of school budgets (general and activity); conducts a systematic process to involve faculty, staff and the community in developing budget priori-

ties; plans, prepares, justifies, defends the school budget and manages the school within that budget.

- 1.9 Ensures that accurate personnel, pupil and financial records are kept and reported as required; processes purchase orders, work orders, and other school business transactions accurately and in a timely manner; audits accounts regularly.

2. Supervisory Behaviors The education manager:

- 2.1 Uses a variety of techniques to assess student performance; examines extent to which performance meets or exceeds previously defined standards or goals for individuals or groups; interprets measurements or evaluations for others.
- 2.2 Provides for student guidance, counseling and ancillary services; responds to family needs; enlists the participation of appropriate individuals and groups to design and conduct programs that create relevant links between school activities and plans for adult life; plans and implements comprehensive program of student activities.
- 2.3 Develops realistic performance plans with faculty and staff; clarifies expectations and holds faculty and staff responsible for timely and effective completion of assignments.
- 2.4 Provides faculty and staff with regular feedback on performance strengths and weaknesses in a constructive manner to sustain or improve performance, and conducts formal performance reviews in a direct, thorough and timely manner, based on docu-

mented performance.

- 2.5 Takes effective action to hire faculty and staff or remove poorly performing employees in accordance with district policies and procedures.
- 2.6 Recognizes personnel problems and develops plans to resolve them in a timely manner; uses discretion in addressing, discussing and documenting personnel problems.
- 2.7 Accurately identifies the professional development needs of individuals and groups; plans, organizes and implements programs to improve faculty and staff effectiveness.

RESOURCE C

THE FOUNDATION FOR THE STERLING PARADIGM

Interstate School Leaders Licensure Consortium: Standards for School Leaders

American Association of Colleges for Teacher Education	National Association of Secondary School Principals
American Association of School Administrators	National School Boards Association
Association for Supervision & Curriculum Development	National Council of Professors of Educational Administration
Councils of Chief State School Officers	University Council for Educational Administration
National Association of Elementary School Principals	

Standard 1

A school administrator is an educational leader who promotes the success of all stu-

dents by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

Knowledge

The administrator has knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to:

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders
- the vision is developed with and among stakeholders
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals.
- barriers to achieving the vision are identified, clarified, and addressed

- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions
- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Standard 2

A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional**

program conducive to student learning and staff professional growth.

Knowledge

The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations and individuals.
- the role of technology in promoting student learning and professional growth
- school cultures

Dispositions

The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society
- professional development as an integral part of school improvement

Performances

The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques

- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families
- multiple opportunities to learn are available to all students

Standard 3

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Knowledge

The administrator has knowledge and understanding of:

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

Dispositions

The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

Performances

The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform man-
- organizational systems are regularly monitored and modified as needed

agement decisions

- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus building skills are used
- effective communication skills are used
- there is effective use of technology to

identified

- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurally to support continuous improvement

manage school operations

- fiscal resources of the school are managed responsibly, efficiently, and effectively
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

Standard 4

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Knowledge

The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community
- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

Dispositions

The administrator believes in, values, and is committed to:

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students
- an informed public

Performances

The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established

conflict

- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

Standard 5

A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

Knowledge

The administrator has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

Dispositions

The administrator believes in, values, and is committed to:

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

Performances

The administrator:

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model
- accepts responsibility for school operations
- considers the impact of one's administrative
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny

tive practices on others

- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

Standard 6

A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Knowledge

The administrator has knowledge and understanding of:

- principles of representative governance that undergird the system of American schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- the role of public education in developing and renewing a democratic society and an economically productive nation
- global issues and forces affecting teaching and learning
- the law as related to education and
- the dynamics of policy development and

schooling

advocacy under our democratic political system

- the political, social, cultural and economic systems and processes that impact schools
- the importance of diversity and equity in a democratic society

Dispositions

The administrator believes in, values., and is committed to:

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy- making context in the service of education
- using legal systems to protect student rights and improve student opportunities

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the environment in which schools operate is influenced on behalf of students and their families
- the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- public policy is shaped to provide quality education for students
- there is ongoing dialogue with representatives of diverse community groups
- lines of communication are developed with decision makers outside the school community

RESOURCE D

PUTTING THE STANDARDS INTO AN EVALUATION FORMAT

(An Example)

District Criteria for Administrator Evaluation²³

Responsibility

The administrative organizational plan for the district will determine the responsibility for each administrator's evaluation. Each administrator will be evaluated on the basis of his or her job description with regard to established performance criteria.

Performance Criteria

The following criteria in *italics* must be considered in the evaluation of all administrators as appropriate to their assignments. Performance indicators, listed under each criterion, are examples that describe a range of administrative roles. These indicators may be selected, altered, or supplemented to fit a particular administrative role, department, or school. Such action would be based on a discussion of performance indicators by the administrator and the evaluator during the Phase I conference.

- 1.0 DEMONSTRATES LEADERSHIP, ADMINISTRATION, AND MANAGEMENT SKILLS FOR ASSIGNED PROGRAMS OR SCHOOLS
 - 1.1 Demonstrates effective leadership of the staff, students, parents, and/or patrons.
 - 1.1.1 Communicates a vision of school or department effectiveness.
 - 1.1.2 Establishes procedures to permit the staff, students, and patrons to review and formulate recommendations for school/unit goals.
 - 1.1.3 Budgets time to achieve balance between administrative and supervisory duties.
 - 1.1.4 Establishes appropriate procedures for development of unit needs and personnel selection.
 - 1.1.5 Delineates responsibilities and authority, establishes lines of communication, schedules

the staff efficiently, and supervises non- teaching personnel and student activities.

- 1.1.6 Communicates effectively through written and verbal methods.
 - 1.1.7 Is a visible leader and maintains frequent contact with students and the staff.
 - 1.1.8 Fosters a climate that encourages innovation, and nurtures needed change.
 - 1.1.9 Implements board policies, state law, and contractual obligations in a consistent manner.
 - 1.1.10 Models good instruction in staff and parent meetings.
-
- 1.2 Demonstrates knowledge and ability to implement approved curriculum or program.
 - 1.2.1 Assists and encourages staff members to adjust their individual programs to accommodate individual pupils' needs and abilities.
 - 1.2.2 Assists staff members in evaluating their methods and instructional materials.
 - 1.2.3 Schedules the staff in a manner most efficient for the adopted programs.
 - 1.2.4 Assists the staff to develop meaningful goals, objectives, and strategies.
 - 1.2.5 Provides leadership in building/department implementation of programs, ensuring that necessary resources are available to deliver the program.

- 1.3 Knows and applies principles of school finance
 - 1.3.1 Plans for budget development by formulating budget requests, establishing a time line for delivering the budget to the next organizational level, conducting a systematic process to involve the staff and community in developing budget priorities, and developing a budget document that reflects the goals and objectives of the district and school/ department.
 - 1.3.2 Requires the staff to use materials and supplies efficiently and economically.
 - 1.3.3 Maintains accurate personnel, pupil, and financial records, and provides information as needed.
 - 1.3.4 Processes financial data, handles purchase forms and procedures accurately, and audits accounts regularly.

2.0 DEMONSTRATES THE ABILITY TO RECOGNIZE AND EVALUATE GOOD PROFESSIONAL PERFORMANCE OF THE STAFF

2.1 Acquires knowledge about staff performance through direct observation, discussion, and data-collection methods.

2.1.1 Understands and models good supervisory and instructional methods, involving staff members in their own evaluation plans.

2.1.2 Demonstrates a sound understanding of effective instructional techniques.

2.1.3 Identifies and recognizes each employee's contributions to the district.

2.2 Demonstrates skill in evaluating the performance of assigned staff members.

2.2.1 Recognizes capabilities of staff members and encourages their professional growth.

2.2.2 Appraises staff performance objectively and fairly.

2.2.3 Uses observations and conferences to help employees improve their performance.

2.2.4 Establishes procedures for determining staff needs, expertise, and assignments.

2.2.5 Designs remediation processes, where necessary, to enable staff members to correct deficiencies in their performance.

2.2.6 Produces written staff evaluations that describe the staff member's assignment, evaluate achievement of performance goals, assess performance on established criteria, and identify tentative goals for the following cycle.

3.0 DEMONSTRATES AN INTEREST IN AND COMMITMENT TO STUDENTS,
EMPLOYEES, PATRONS, AND THE EDUCATIONAL PROGRAM

3.1 Provides an environment of trust that is responsive to the collective needs of the students, staff, and patrons.

3.1.1 Demonstrates ability to adapt leadership style to fit the needs of the staff, students, and patrons.

3.1.2 Helps staff members to attain a feeling of security and satisfaction in their work.

3.1.3 Demonstrates sensitivity to the feelings of others, and responds accordingly.

3.1.4 Reviews accuracy and considers possible effects of information that is provided to the public.

3.1.5 Avoids interruptions during time set aside to meet with individuals.

- 3.2 Promotes and nurtures a positive climate in the workplace.
 - 3.2.1 Furthers cooperation and teamwork among staff members.
 - 3.2.2 Involves the staff, students, and parents in decision-making processes, as appropriate.
 - 3.2.3 Organizes small-group and total staff meetings that are effective in providing guidance.
 - 3.2.4 Practices preventive discipline by means of open communication with parents, the staff, and students, based on clearly stated expectations.
 - 3.2.5 Provides for reasonable disciplinary procedures that are conducive to learning and are fairly enforced.
 - 3.2.6 Works with parent-teacher and other organizations to improve the service that the school renders to students and the community.
 - 3.2.7 Provides for multidirectional communication with the staff, students, and community.
- 3.3 Provides opportunities for the staff to experience professional growth and to strengthen human relations.
 - 3.3.1 Encourages excellence in staff performance through constructive suggestions.
 - 3.3.2 Encourages the staff to be involved in staff development activities.
 - 3.3.3 Assists employees to establish meaningful goals, objectives, and strategies.

- 4.0 DEMONSTRATES A COMMITMENT TO PROFESSIONAL GROWTH, AND MAKES EFFORT TO IMPROVE PERFORMANCE
 - 4.1 Maintains an appropriate level of preparation and scholarship or advanced training.
 - 4.1.1 Keeps current by reading professional or trade publications.
 - 4.1.2 Writes clear, concise reports and other publications.
 - 4.1.3 Conducts workshops and gives presentations.
 - 4.1.4 Initiates and designs goals and methods for self-improvement.
 - 4.2 Participates in professional organizations.
 - 4.2.1 Participates at the local, state, and national levels in appropriate professional organizations.
 - 4.2.2 Works with others in the professional association to promote legislation to enhance the public schools.
 - 4.3 Participates in workshops, seminars, and graduate studies.
 - 4.3.1 Participates in conferences, inservice sessions, workshops, and classes.
 - 4.3.2 Continues to study in his or her discipline or field.

RESOURCE E

MATRIX OF PRIMARY COMPETENCIES, BEHAVIORS AND CONTINUING EDUCATION APPLICABILITY ILLUSTRATED BY EPISODE

The following matrix identifies the *primary* competencies and behaviors, as identified in the Sterling Paradigm in Appendices I and II, that are illustrated in each episode. In addition, the matrix suggests which episodes may have applicability to continuing education course work typical of education leadership programs in school administration/supervision at the graduate level.

It should be noted that the competencies and behaviors identified represent only the *most salient discussion points* and should not be considered the only competencies and behaviors demonstrated in the episode. The same is true of the applicability section of the matrix.

The absence of any marking in the competencies and behaviors sections indicates that no particular competency or behavior overshadows the others.

Episode	Competencies ¹			Behaviors ¹							Continuing Education Applicability						
	Conceptual	Anthropological	Technical	Executive/ Leadership	Prob.Solv./Dec. Mak./Judgement	Sensitivity	Communication	Demcanor/ Department	Program Management	Supervisory Management	School Administration	Super./Eval. of Instruction	Curriculum Development	School Law	School Business Management	Personnel	School Community Relations
Looking Back			●														
The Summons																	
Permanent Principal - A Contradiction	●										●					●	
Kiss a Frog - Make a Prince	●		●		●											●	
Kids Are What It's All About	●										●						
Stay Focused, Take Names and Kick Butt			●	●	●			●								●	
Power is Wonderful									●					●	●		
Power Base?			●			●		●								●	●
Power Is Dynamite								●									●
Leadership is Lonely		●				●	●	●									●
Showtime		●		●			●		●							●	●
And They're Off																	
A Sterling Moment (Good Morning...)			●		●						●						
From Setback to Serendipity								●			●					●	
Make Sure the Toilet Seat is Down			●			●			●							●	
The Watermelon and the Press																	●
What's An Oreo			●		●	●					●						●
It's Obvious			●		●	●								●			
The Lord Speaks in Mysterious Ways					●								●				

¹ Referenced to Sterling Paradigm

Episode	Competencies ¹			Behaviors ¹							Continuing Education Applicability						
	Conceptual	Anthropological	Technical	Executive / Leadership	Prob.Solv./Dec. Mak. / Judgement	Sensitivity	Communication	Demeanor/ Department	Program Management	Supervisory Management	School Administration	Super./Eval. of Instruction	Curriculum Development	School Law	School Business Management	Personnel	School Community Relations
Winning and Losing				●	●					●	●					●	
A Sterling Moment ("If the Shoe Fits...")						●				●							●
You Sound Taller on the Telephone					●					●			●			●	
Front Row Seats at the Theatre					●								●				
You Look Marvelous in Handcuffs					●								●				
A Sterling Moment (Special Delivery)										●							●
An Affair to Remember			●	●	●	●				●						●	
One Man's Junk, Another Man's...	●			●		●						●					
Does It Make a Difference If the Gun...			●								●		●				
Will the Real Mighty Mouse Please ...	●	●	●								●					●	
The Center Finale		●				●											
A Sterling Moment (Friday)						●											●
Re-establishing a Power Base	●	●									●						●
Old Melody, New Lyric and a Surprise..	●			●						●				●			
Off Again	●																●
A Stitch in Time			●		●					●		●				●	
I Hold the Phone			●		●					●			●				●
Kids Deserve the Best			●							●		●				●	
Power Prerogative		●							●	●			●				
So, What Is the Past Tense of Stick It?			●		●					●		●		●		●	
An Adjunct Lecture	●			●			●				●		●				
Expediting the Ironic			●							●							

¹ Referenced to Sterling Paradigm

Episode	Competencies ¹			Behaviors ¹							Continuing Education Applicability						
	Conceptual	Anthropological	Technical	Executive/Leadership	Prob.Solv./Dec.Mak./Judgement	Sensitivity	Communication	Demeanor/Department	Program Management	Supervisory Management	School Administration	Super./Eval. of Instruction	Curriculum Development	School Law	School Business Management	Personnel	School Community Relations
Senor Sterling, Ayuda a Mi Hijo, Por... Nothing Unusual, Just the Daily In...		●		●	●	●					●			●			●
Which Came First, the Rumor or ... The Arthur Finale	●			●			●	●	●	●	●	●				●	
Change - An Intricate Science		●		●									●				
When Lip Gloss Becomes Lip Glow		●				●	●				●			●			●
Good Intention, Good Results, Bad...					●						●			●		●	
Title Censored		●	●	●		●		●	●	●	●	●		●		●	
A Classic Snow Job								●	●	●	●			●		●	
Don't Spit Into the Wind					●				●	●	●					●	
Open House, Closed Door		●						●		●	●					●	
A Sterling Moment (IBTC@L)		●		●			●			●	●					●	
Macho Man			●	●	●				●	●	●	●				●	
Nothing Unusual, Just the Daily...			●							●	●					●	
Burnout		●			●	●				●	●					●	●
A Typical Day		●	●	●	●			●		●	●			●	●	●	●
One Block at a Time	●			●						●	●						
E Pluribus Unum	●	●		●						●	●		●				

¹ Referenced to Sterling Paradigm

Episode	Competencies ¹			Behaviors ¹							Continuing Education Applicability						
	Conceptual	Anthropological	Technical	Executive/Leadership	Prob.Solv./Dec.Mak./ Judgement	Sensitivity	Communication	Demeanor/Department	Program Management	Supervisory Management	School Administration	Super./Eval. of Instruction	Curriculum Development	School Law	School Business Management	Personnel	School Community Relations
An Invitation to Intrigue, Corruption... The Moundview Finale				●							●			●		●	
Re-Establishing a Power Base Within A... First Friday Monday's Milieu Menu	●	●		●				●		●	●			●		●	●
It's Simple, But Timing is Everything Listen With Your Heart An Adjunct Lecture: "Tools of the Trade" A Sterling Moment (When Logic Fails) Soliloquy Nothing Unusual, Just...One at a Time Option or Opportunity? The Diogenes Factor War of Words	●	●	●	●		●		●		●	●			●		●	●
Playing the Odds			●								●						●
Itching to Get Started The Parade of the Ankle Biters			●			●				●	●					●	

¹ Referenced to Sterling Paradigm

Episode	Competencies ¹			Behaviors ¹							Continuing Education Applicability						
	Conceptual	Anthropological	Technical	Executive/Leadership	Prob.Solv./Dec.Mak./Judgement	Sensitivity	Communication	Deanor/Department	Program Management	Supervisory Management	School Administration	Super./Eval. of Instruction	Curriculum Development	School Law	School Business Management	Personnel	School Community Relations
River Sharks and Baby Sterling			●			●	●	●									●
A Sterling Moment (You're Finished,...)																	
Do You Know How to Exorcize Gypsy...			●		●	●	●	●			●					●	●
The Inevitable "To-Do" List			●														
Soliloquy - Redux	●										●						
Turning Point																	
A Grand Finale																	
The Contemporary Years	●			●													

¹ Referenced to Sterling Paradigm

¹ Lipham, J.M. (1964) "Leadership and Administration" in *Behavioral Science and Educational Administration*, sixty-third yearbook of the National Society for the Study of Education, ed. Daniel Griffins. Chicago: University Chicago Press. p.122.

² Ibid.

³ Ibid.

⁴ Burns, James MacGregor. (1985) *Leadership*. New York: Harper & Row. Bennis, Warren and Namus, Burt. (1998) *Leaders: The Strategies for Taking Charge*. New York: Harper & Row. Owens, Robert G. (1998) *Organizational Behavior in Education*. Needham Heights, MA: Allyn & Bacon. Schmidt, Warren H. and Finnegan, Jerome P. (1992) *The Race Without a Finish Line: America's Quest for Total Quality*. San Francisco: Jossey-Bass.

⁵ Paraphrased from Getzels, J.W., Lipham, J, Campbell, R. (1968) *Educational Administration as a Social Process*. NY: Harper and Row. pp. 145-149.

⁶ Rothlisberger, F.J. (1968) *Man In Organization*. Cambridge: Harvard University Press.

⁷ Sherif, M. (1967) *Social Interaction*. Chicago: Aldine.

⁸ Science has been defined as the enterprise by which a particular kind of ordered knowledge is obtained about natural phenomena by means of controlled observations and theoretical interpretation. At this maximal point, interpretation/explanation becomes theory - a patterning of logical constructs into which the known facts regarding a theoretical domain may be fitted. Science assumes that events are determined, that cause exists. The theory with which this paper is concerned is one that can be tested through research studies and is, therefore, scientific in nature. In addition, the goal of the researcher is to present a hypothesis that will meet the usually accepted goals of scientific effort and increase understanding, permit prediction, and facilitate influence. Marx, M. (1963) *Theories in Contemporary Psychology*. NY: Macmillan. Dubin R. (1969) *Theory Building*. NY: Free Press.

⁹ **Operative:** Functioning effectively, efficiently.

¹⁰ **Position Power:** Those who occupy official positions in the hierarchy of an organization exercise vested authority, which is the legitimate right to command. Legal authority for forcible domination and coercion, i.e., reward power, coercive power, legitimate power.

¹¹ **Leadership Power:** Expert power, referent power/personal charisma or ideas so admired by others that they are induced by the opportunity not only to be associated with the power holder (power vested by followers), but also, insofar as possible, to become more like him or her.

¹² **Authenticity:** Acts in ways that are consistently perceived to be truthful, genuine, reality based. Takes responsibility for choices. Is credible in any chosen role, i.e., sensitive, demanding, etc.

¹³ **Leader Behaviors:** Additional examples can be generated. Care must be taken, however, to ensure that any additions are not management skills or describe management behaviors.

¹⁴ **Demeanor/Department:** Demeanor or bearing is the manner in which one bears or comports oneself; the way in which a person outwardly manifests his or her personality or attitude, style and essence of communication, especially verbal; includes characteristic posture, customary way of moving and gesturing when addressing others. Department is defined, for the purpose of this paper, as actions, manners, behaviors, conduct primarily molded by upbringing and/or training.

¹⁵ Weber, M. (1945) *The Theory of Social and Economic Organization*, trans. Henderson, A. and Partons, T, ed. by Parsons, T, NY: Oxford University Press. p.360.

¹⁶ Freund, J.(1968) *The Sociology of Max Weber*. NY: Pantheon Books, Inc.

¹⁷ Nisbet, R. (1996) *The Sociological Tradition*. NY: Basic Books, Inc. p.56

¹⁸ Benedetti, Robert L.(1990) *The Actor at Work*. Englewood Cliffs, NJ: Prentice-Hall. p.1

¹⁹ Danson, T., in Benedetti....p.xii

²⁰ Gordon, M., in Chekhov, M. (1991) *On the Technique of Acting*. NY: Harper Collins. p.ix.

²¹ Adapted from Benedetti. Ibid., p. ix.

²² Cowley, W.H. (1928) "Three Distinctions in the Study of Leaders," *Journal of Abnormal and Social Psychology* (April 1928). pp. 144-157.

²³ Smith, W.F. "Artifacts from Superintendent-Principal Supervisory Artifacts in the Bellevue and Mercer Island, Washington School Districts as cited in Smith, W.F., Andrews, R.L. (1989) *Instructional Leadership - How Principals Make a Difference*, ASCD. pg.102-105