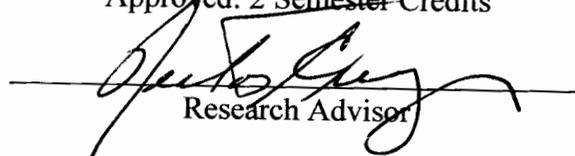# ANALYSIS OF TEACHER'S PERCEPTIONS OF THE MANAGEMENT STYLE AT

WESTERN WISCONSIN TECHNICAL COLLEGE (WWTC)

by

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A Research Paper
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ABSTRACT

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Analysis of Teacher's Perceptions of the Management Style at Western Wisconsin Technical College (WWTC)

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This study investigates the teachers' perceptions of the management style at Western Wisconsin Technical College (WWTC) to assess how this effects teacher's performance. The study was conducted in April of 2004 that included all full time faculty employed at WWTC at that time.

The survey was administered as a web-based Likert type survey with a 4 point scale based on Dr. Rensis Likert's 4-System Theory of organizational management systems. The survey instrument was designed to identify the overall style of management perceived to exist at WWTC

by fulltime faculty that participated in the study. The instrument was also used to collect data to answer the research questions about specific characteristics of the management system perceived to exist.

The data collected was analyzed to determine the frequencies, percentages, and mean scores compiled from the responses to the survey statements. Survey items were sorted and categorized to provide detailed assessment of specific management style characteristics and to determine how this effects teachers performance.

The results of this research are that it presents what the respondents perceive to be the style of management at WWTC. This information is used to describe the climate and culture that is perceived to exist and how this impacts teacher's performance. This research identifies areas that the college is perceived to be doing that has either a positive or negative impact on the faculty. It also addresses items of interest that would provide opportunities to improve the climate and culture.

Dedication

I would like to dedicate this Master's thesis to my daughters; Sarah and Elizabeth, and to my son Jonathan who have been my motivation to complete this work in spite of going through some extreme personal difficulties during this period of time. I also dedicate it to my granddaughters Leah who has been my inspiration and joy over the past three years and to Hanna who gives me assurance that life moves on in many wonderful and splendid ways.

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Chapter I: Introduction

Historically, the relationship between American educational institutions and the general

public is one of love-hate. Education is a social institution supported by the general public to

fulfill varying goals of our society; often it must embrace these ideals with increasing difficulty

of success (Bond & Boak, 1996). Depending on the popular philosophy of any given time,

education must react and at times reinvent itself to meet social goals (Wagner, 2003). The

traditional hierarchal structure of education is not readily conducive to the constant shifts along

with limited resources, fiscal reductions, and changing social values makes it difficult to fulfill

the expectations of society (Bond & Boak, 1996; Lucas & Valentine, 2002). Some social leaders

see education as serving the needs of society by providing training and job skills that drive our

industry while others see that education should serve the interest of the students placing more

values on the liberal arts. Demands for performance improvement have many bases in these

philosophies and have created strong heated debates that persist.

Performance issues have remained a focal point of these debates, often ignoring the

implications that result from constant shifting of social objectives (Bond & Boak, 1996). Such an

example is the recent legislation of 2002, when President Bush signed into law the No Child Left

Behind (NCLB) Act. Two main components of this legislation are the implementation of

standardized testing of all public school children and standards of performance for teachers, thus

placing the responsibility of student low performance on the teachers while ignoring other

potential problems such teacher loads, under funding, larger class sizes. This legislation has

failed miserably in understanding some other critical elements that are hindering education today

that result in the decline of performance (Wagner, 2003). Available resources, teaching loads,

and lack of support structures for students and faculty are prominent along with inadequate or improper management by administration. Lucas and Valentine noted that, "the changing context in which schools, principals, and teachers find themselves are characterized by conditions that are often unanticipated (Beadie, 1996), as well as rapidly changing and uncertain (Murphy, 1994)" (p. 2).

The role of leadership seems to be a critical element in the success of education. As stated by Harris, (2000) "school improvement underlines the importance of building a capacity for change within the organization by focusing change efforts at different levels within the organization" in his study of educational reform in England (p. 81). Harris also cited that in research conducted by the American Quality Foundation (1992), the need to recognize the need for different strategies in different phases of the performance development cycle is important for success. Lucas and Valentine (2002) stated that "formal leaders of schools, are faced by complex moral, interpersonal, instructional, managerial, and political demands and are recognizing that a likely avenue for their more effective exercise of leadership may lie in enabling other members of their schools, such as teachers, to assume and carry out leadership roles within the school organization" (p. 2). The aim of such practices is to develop more effective leadership that is more successful in meeting goals and objectives and to shape a school culture, which effects student performance (Hallinger & Heck, as cited in Lucas & Valentine, 2002).

"Schools are also changing in response to contemporary organizational theory, which emphasizes organizations as open systems that function most effectively when operated democratically" (Levin, as cited in Lucas & Valentine, 2002, p. 2). Traditional authoritarian structures of management still in evidence today have failed to implement policy change to

generate high performance in education for the following reasons: The traditional hierarchal structure sets goal and objectives at the top, which then are communicated down, thus labeled top-down organizational structure. One of the problems with the top-down approach is that it does not build cooperation or initiatives (Boyett & Boyett, 1998). Clark (2000) stated that, "Leaders need to interact with followers and others of the organization to build support to accomplish goals. To gain their support, you must be able to understand and motivate them" (p. 1). Boyett and Boyett (1998) "claim that as much as 50 – 70% of all corporate change initiatives from 1980 – 1990 failed to achieve their objectives" (p. 48). They established six categories of reasons for these failures that primarily are based on the lack of interaction and communicating with members of the organization. Another important element for organizational success that top-down systems fail to accomplish is that it does not build trust and without trust, there is reluctance for cooperation (Jones & George, 1998). Harris (2000) stated "that for strategy to be successfully implemented, staff at all levels in an organization need to be involved in the decision-making and policy formation" (p. 82). Therefore, a different form of organizational structure is going to be required to meet the goals and objectives of society.

Organizational Theory based on the research of behavior scientists conducted for business and industry designed to improve performance offer options. As early as the late 1950's, behavior scientists had discovered the authoritarian method, Theory–X of management was drastically out-performed by organizations that used teams and self-leadership (Theory-Y) (McGregor, as cited in Clark, 2000; Boyett & Boyett, 1998). Theory-X is described as a perception that people are inherently lazy, must be coerced, controlled, directed or threatened, and want no responsibility, but seek only security. Theory-Y ascribes that people see work as

natural as play, will exercise self-direction, will commit to objectives, creativity, ingenuity, are

capable of problem solving, and that people have potential. Hersey and Blanchard (1990)

developed the Situational Theory that assumes that leader task and relationship behaviors are

modified by the level of follower readiness (Blank, as cited in Cairns, Hollenback, Preziosi, &

Snow, 1998) referred to as situational leadership when practiced as a form or style of

management. "Management of meaning" (Bennis, as cited in Takala, 1997) premise on the idea

that organizations are social system that have shared meanings. This becomes the basis for

Charismatic leadership that must create symbolic reality to facilitate action. The leader must

manage meaning in such a way as to orient individuals to achieve desired goals (Takala, 1997).

This methodology is only applicable for the short term and works best during a time of crisis.

The democracy of power and authority within an organization becomes the basis for pluralistic or

participatory forms of organizational structure. Teams are developed that work collaboratively

and cooperatively with administration to achieve organizational goals under this style of

management (Boyett & Boyett, 1998; Lucas & Valentine, 2002). Transformational leadership

was introduced by James McGregor Burns in 1978 that subscribes that groups working together

cooperatively can achieve greater results and better solutions than one person working alone

(Button, 2003). The complexity of demands on school administrations and demand for reform

emphasize the need for collaborative leadership structure (Lucas & Valentine, 2002).

Harris(2000) stated that a number of researches in England have established that the heads of

departments contribute to departmental performance in much the same way that head teachers

contribute to overall school performance. He further stated, "That the head of the department has

a direct influence upon the quality of teaching and learning within a subject area" (p. 81). Kezar's

research (2001) examined the problem of organizational fit within the plural-leadership structure instituted at Equivocal Community College. In his case study, he examined critical breakdowns within the teams developed to participate in management and leadership of the organization and its impact on teacher performances. Lucas and Valentine (2002) state, "that the shaping of school culture seems to be a key factor in school change…impact of leadership on student achievement …seems to be mediated by school culture" (p. 3). Christie and Lingard (2001) examined the collapse of dysfunctional schools in South Africa establishing four sets of problems that were universal within all schools to some degree: poor physical conditions of the facilities, serious organizational problems that included weak or unaccountable leadership, poor communications within and outside of the school, and inadequate disciplinary and grievances procedures. Other schools faced similar problems, but were able to cope with them because they had established what they termed as interlocking features. These included having a sense of agency and responsibility, having flexible and purposeful leadership, having a safe and organizationally functioning institutional environment, and having a culture of concern. Their research identified both leadership and management as contributing either towards school breakdown or school resilience. These three studies imply the critical role that leadership has on the success of schools meeting objectives and further imply that there is a relationship between the leadership structure and performances of teachers.Similarly, the Wisconsin Technical College System, (WTCS) like many school systems also feels the pressure from being under the magnifying glass of a scrutinizing public demanding more in performance but at lower cost to the taxpayer. Leadership has been a point of concern within the WTCS as well (McCall, 1999). The current WTC System consists of 16 districts that were established in 1970. During the same time period (1970 – 1977),

the system experienced growth of approximately 32% (Paris, as cited in McCall, 1999). Presently the Wisconsin Technical College System Board is the coordinating agency for the Technical College System. The WTCS Board establishes statewide policies and standards for educational programs and services provided by the 16 technical colleges. Each technical college serves a geographical area referred to as a district (WTCS District Boards, WI State Statutes 38.08 & 38.10 and Administrative Code TCS 2.04.). Each district has responsibility for its own management and leadership that can decide on program offerings.

However, leadership issues were identified by the human resources division of the WTCS board as recently as 1997. "At a human resources meeting of the WTCS (1997), identified the need to identify and train leaders of the future as a main issue. There is no formalized data on leadership training to help the WTCS train and promote for upper-level administrative positions" (McCall, 1999, p. 9). The main issue was the concern that included the ability to continue pursuing a high standard of quality of education through the guidance of leadership. The style of management perceived by staff and faculty at any of the Colleges within the system creates a climate or culture, which directly impacts performance at all levels, students, faculty, and staff. In a research paper presented by Keyes, (2002) on the Climate of the Chippewa Valley Technical College (CVTC) stated that Climate is a way of measuring the culture of an organization. In Kangis and Williams (2000) reported "Organizational climate and corporate performance: an empirical investigation" they concluded that evidence does exist to support the proposition that there is a relationship between climate and performance (as cited in Keyes, 2002).

Climate studies go back to the 1960's when Dr. Rensis Likert developed a survey method to identify and evaluate the effectiveness of the system of management (controlled and created

climate) used within an organization (Keyes, 2002) called the System 4 Theory (Bell & French, 1999). Numerous versions of this survey have been used since to evaluate the climate of higher education institutions. Management styles were categorized into four separate systems based on the degree of independence given to subordinates and the perspective of the managers of their subordinates. System 1, for example, held to the beliefs typified in the Theory-X and very little freedom or participation in decision-making was allowed. System 4 on the other hand was based on Theory-Y, which gave considerable independence and participation in decision-making (Bell & French, 1999). Keyes noted in her study that evaluation of performance affected by climate was beyond the scope of that study but did cite several sources of studies supporting that idea.

Many Wisconsin Technical Colleges do conduct climate studies to evaluate their institution. However, in some cases, there is low participation among employees who have become frustrated with a process that appears only to serve the need to satisfy a paper trail. In others, there is little attempt by the administration to inform employees of how the climate study will be used. At Milwaukee Area Technical College (MATC), in 2000, the participation in a climate study was recorded as follows, "Of those 2660 employees, 584 (22.0%) completed and returned the instrument for analysis" (MATC Climate Survey, 2000).

Therefore, because of the low participation, less than one-quarter of those invited to participate, the integrity of the surveys leave questions about the validity of claims made by the study. Because of low participation often problem areas are not identified and therefore not addressed by administration. Often those that do participate are unaware of the existing problems or fail to recognize the symptoms. Administrators that over rate their own performance in fulfilling their responsibilities, meeting objectives and serving their subordinates referred to as

"over estimators" by Moshavi, Brown, and Dodd, (2002) tend to be the worst performers in evaluations by subordinates. The relationship between the perceived styles of management and the impact it has on the performance of teachers within the Wisconsin's technical college system remains an important issue that many of the climate studies with low participation fail to identify.

How administrations operate within a given educational institution does have a direct impact on the performance of teachers. Teacher performance has been linked to their perception of organization commitment (Climate & Culture) that is highly influenced by the interactions with administration (Clark, 2000). Lack of support and unreceptive behavior of administrators alienates teachers, who then become less receptive to advancing ideas to improve education (Kezar, 2001). While this is internalized by teachers, they still conduct their classes in a professional manner as most see their occupation as one of commitment to the students. Where management uses plurality in leadership functions that is inclusive of teachers structured in groups working as teams, there is a higher level of innovations and performance (Kezar, 2001; Kytle & Bogatch, as cited in Lucas & Valentine, 2002; Boyett & Boyett, 1998). However, there are also problems associated with this structure too and therefore further study is justified.

Statement of Problem

How leadership is perceived by subordinates contributes to the levels of performance of the entire organization. Regardless of the style of leadership or management professed to be used by administrators, it is how they are perceived that is most influential ultimately in the performance of their department and the entire organization. Analysis of teacher perceptions of the management style used can provide an opportunity to identify potential problems and ways to improve relationships and organizational performance.

Purpose of the Study

The purpose of this study is to analyze teachers' perceptions of the management style at Western Wisconsin Technical College (WWTC). The presence or absence of critical elements of the leadership within an organizational structure that influences climate and culture can create limitations or barriers that in effect limit the performance of teachers. Identifying both perceived positive and negative elements of the management style used can provide a basis for improving relationships and the performance of the organization. A web survey was conducted in April of 2004 consisting of 34 statements in a Likert type survey to assess teachers' perceptions of the style of management used at WWTC. All full-time faculty were invited to participate in the survey.

Research Questions

This study will seek to find answers to the following questions;

1. What is the style of management perceived by the teachers at Western Wisconsin Technical College?

2. Are supervisors perceived to be supportive to the teachers?

3. Is there a perceived involvement in the decision-making and goal setting process being extended to the teachers within the organization?

4. Are supervisors perceived to be readily receptive to input from the teachers at Western Wisconsin Technical College?

5. Do the teachers at Western Wisconsin Technical College feel free to discuss their job with their supervisor?

6. Is there a perception for the opportunity for upward mobility within the organization?

7. Are supervisors perceived to be open to criticism or opposing points of view from teachers?

8. Are supervisors perceived to encourage teachers' initiatives and risk taking, (i.e. thinking outside the box) in efforts to obtain higher levels of performance?

9. Do teachers perceive that they receive recognition for their contributions to Western Wisconsin Technical College?

Significance of the Study

Analysis of teachers' perceptions of the management style at Western Wisconsin Technical College will:

1. Identify potential areas of perceived management practices that may create encumbrance to the level of performance of teachers at Western Wisconsin Technical College.

2. Identify areas of perception where management practices may foster higher levels of performance by teachers at Western Wisconsin Technical College.

3. The results of the analysis of the data gathered will provide information about the perceived relationship of management and subordinates. Specific perceived management practices addressed in this study can influence how teachers within an organization perceive their importance and contributions to the organization.

4. This study will add to the body of knowledge that already exists in the study of teachers perceptions of management practices at higher educational institutions. By identifying perceptions of both positive and negative practices, future research can

identify areas for further study such as developing an objective measuring instrument to correlate with results from this study.

Assumptions of the Study

The following assumptions were made:

1. That the subjects of the survey will voluntarily participate and feel free of any coercion and are secure of confidentiality in their participation.

2. The responses given by the subjects to the survey will be honest and forthright based on their perceptions and understandings of the information and their experiences. The respondents should have complete confidence that their answers will be protected and confidential. This will be achieved with linkage to a secure web site that will not record personal information or track who is responding.

3. The survey used to collect data will provide accurate information pertinent to the topic. The survey designed by the researcher is based on a Likert-style survey used in many other organizations, but not necessarily education. The instrument therefore will be modified to reflect the educational environment and terminology. It will be further modified to evaluate other aspects of management theory and practice that would have a direct or indirect influence on the performance of teachers.

Limitations of the Study

In this study, the following are considered to be limitations of the study by the researcher:

1. This study was limited to a selected sample of the WTCS; all full-time faculty of WWTC due to the limitation of time, financial resources, and to teachers with email address made available for this study. None of the part-time faculty was included because no email addresses were provided by WWTC.

2. Response rates may have been low because of the reluctance of the sample to participate in a study for fear of reprisals.

3. The instrument used in the study was adopted and modified by the researcher from Likert's 4 System Theory survey that is typically used by organizations to evaluate the perceived culture and climate of their organizations by employees. Terminology was changed to be more consistent with educational organizations. Additional questions were adapted to reflect other styles of management that were not included in the original instrument. In addition, the survey was modified to ascertain the link between perception of styles of management and impacts on performance.

4. The study was limited in time, restricted to a period of time that would be most favorable for teachers responding to the survey. The survey was a web survey conducted in April of 2004. This allowed time for the instrument to be developed and tested prior to being implemented. May is traditionally a very busy period for teachers as they are facing the end of the school year, therefore, it was important to present the survey prior to this time. It was hoped that the data can be gathered and analyzed in order for the study to be completed by August of 2004

5. Resources for conducting the study were limited to what the researcher had available. Resources for books or other types of documentation were restricted to what was available through the University of Wisconsin-Stout library.

6. The methodology used by the researcher had to be structured to be conducive to the conditions and restrictions of the study and time available. A web survey was used to present a survey to all full-time faculty at WWTC. The survey being a Likert type limited how the data collected would be analyzed in that it was limited to descriptive analyze rather than utilizing more rigorous analysis techniques.

Definition of Terms

The following terms used in this study are defined as follows:

Charismatic. Literally- "the gift of grace", used to characterize self-appointed leaders followed by people in distress, viewed as truly revolutionary force, charisma is derived from the followers' recognition of the leader (Takala, T., 1997)

Organizational Fit. Skills, aptitude, values, and beliefs of employees match with that of the organization (Holland, Pace & Stern, Pervin; Pervin & Rubin, as cited in Kezar, 2001)

Pedagogical. Relating to or befitting a teacher (Webster).

Styles of Management. Theoretical practices of an organization for achieving a goal or desired outcome that attempt to direct or control resources, "the concept of leadership eludes us, or turns up in another form to taunt us again with its slipperiness and complexity" (Bennis, 1959 as cited in Bond & Boak, 1996)

Transformational Leadership. A style that recognizes that change is constantly occurring, that encourages a collaboratively created vision for the organization (school, in this study) and that emphasizes the importance of individual development and contributions in a context of participative decision-making (Button, 2003).

Trust. Commonly viewed as an expression of confidence between parties in an exchange, They will not be harmed or put at risk; no party to the exchange will be exploited (Jones & George, 1998)

Methodology

All full-time faculty currently employed during the Spring of 2004 at Western Wisconsin Technical College were sent an email invitation to participate in the study, The Analysis of Teacher's Perceptions of the Management Style used at Western Wisconsin Technical College. The survey was conducted in April of 2004. A Likert's 4 - System Theory Survey that is commonly used in industry was the model used for this survey.

Participants were informed of the nature of the study and that it was voluntary. They were also informed that they could elect to withdraw from the study any time they so chose and their information discarded from the study. Their participation and responses to the survey would be kept confidentially.

Chapter II: Literature Review

Introduction

In this chapter, effective and ineffective organizational structures will be studied with a focus on the qualities exhibited by leadership and on how these styles impact and influence relationships and organizational performance. Theories on leadership and management techniques that have been instituted and studied within various organizations will be reviewed. The nature and characteristics of high performance organizations will be studied for a comparison of effective management practices in building strong, vibrant organizations.

Society needs a strong and effective educational system to insure it's survival in the future, which will require effective leaders and management practices. The technical college system within the state of Wisconsin has long been known for the quality of education it provides. Yet social changes and enormous exit migration of manufacturing and high-tech jobs has placed increasing demands upon this system to solve societal problems which presents a threat to its real purpose. As stated by Diane Ravitch, "In their attempts to be 'socially efficient', educational leaders told themselves that they were responsible for guiding social change, forgetting that they were responsible for improving the lives of many individual children, each of whom was precious to someone" (Ravitch, 2000, p. 460). She further commented, "One of the great errors of education reform is that it can solve society's problems which leads to a loss of focus, diverting schools from their most basic mission, to prepare them to have 'versatile intelligence'," (Ravitch, 2000, p. 465). Effective educational leaders need to free themselves of this entanglement and devote themselves to building effective learning environments.

Management Practices

In many ways the actions and practices of administrators, whether consciously or unconsciously, overtly or covertly, influence the performance of teachers and staff and impacts student achievement. The auspicious effects can build morale, motivate, and inspire higher levels of performance. The adverse effects that these actions create are limitations and barriers to teachers' participation, growth and development within the organization. Clements and Washburn pointed out, "There is a 'dark side' to leadership, which may operate negatively as well as positively, and there is a complexity of both conscious and unconscious forces at work within organizations" (as cited in Christie & Lingard, 2001, p. 6). In many instances, administrators are unaware or ignore the impact of their actions that can be as simple as a few words audaciously spoken that can carry rippling effects, disrupting the cohesive association between faculty and administration. Yet, when carefully orchestrated, words and actions that are used to communicate a vision or a purpose that provide value and meaning, can set into motion a unified effort, focused on achieving organizational goals and building strong relationships within the organization.

It is perhaps most appropriate that America's educational institutions of higher learning in this generation should consider moving towards a structural form of organization that embraces the concepts and principles of democracy. Examples of such management styles are found under the umbrella of pluralistic leadership. Such organizational structures are labeled as "transformational leadership." "Transformational leaders not only manage structure but they purposely impact upon culture in order to change it" (Harris. 2000, p. 83). The goal of this style

of management is to build collaborative groups that are empowered to make decisions and to set goals for the organization.

Oddly enough, this transformational leadership introduced by James McGregor Burns owes its roots to the socio-technical organizational structure first discovered by Ken Bamforth in the mining operations of Haighmoor located in Durham England in the late 1940's (Boyett & Boyett, 1998). "The miners, on their own, with nary a guru in sight, had created a new paradigm for work organization that was yielding significant improvements in productivity, costs, cycle times, absenteeism, and worker morale" (Boyett & Boyett, 1998, p. 129). This system increased communication and interactions amongst miners of each shift, thus allowing them to develop continuity on critical areas. The system encouraged collaboration that allowed miners to work together on difficult stages of mining. It unchained the miners from technology and put them in charge of it so that they could determine the best applicable use of the resources. This then became the central point for developing high performance organizational structures. Until this was discovered, management followed the traditional top-down hierarchal structure passed down from previous managers with little consideration given to the possibility of other more effective approaches.

In the traditional top-down hierarchal structure information was passed down from the top managers to lower level managers according to their need to know basis. This system is based on theory x that characterizes workers as essentially unmotivated, incapable of making good decisions, lazy, responsive to fear and threats

In contrast to traditional organizations, high performance organizations encourage new ideas, risk taking, reward people who try to change or improve things, learning is encouraged,

and people within the organization are relied upon for making decisions (Boyett & Boyett, 1998). People within the organization become the organization, apart of the success and struggle through the difficulties as a team (Boyett & Boyett, 1998). Harris stated, "For strategy to be successfully implemented, staff at all levels in an organization need to be involved in decision-making and policy formation" (2000, p. 82). However, implementing this type of structure is not easy or without pitfalls.

Comparison of Effective and Ineffective Leadership

One of the common issues with leadership and people in positions of authority is how they use the power that is given to them. Organizational problems that are frequently caused by the misuse or even abuse of power result in poor performance and poor relationships result within the organization. Some of the problems that are discussed in the following research articles identify characteristics and causes of these problems.

Administrators can use the power given to them to develop the people that they are responsible for or if they adhere to the beliefs of theory X, then they will use it to coerce, threaten, or use punishment to motivate people within an organization. Such an example is what (Kezar) referred to as 'organizational fit', a condition whereby individuals feel coerced into agreeing with policy and procedures that they don't agree with. "Research on both hierarchical and collectivist approaches to leadership illustrated that organizational fit is a significant problem for many groups of people, often crippling campuses' potential to meet the challenges assigned to leadership" (Ayman, as cited in Kezar, 2001, p. 85-86). Even with collaborative efforts, there still is the apparent problem associated with power that is ubiquitous within an organization

unless some sort of mechanism is in place to thwart the potential abuses. Kezar, (2001) described

an effective leadership environment to include:

> (1) understanding cultural norms, their impact on communication, problem-solving and
>
> conflict; (2) cultivation of different viewpoints thus creating multiple understanding; (3)
>
> desire for individual and collective growth; (4) open to different means of processing
>
> information and problem-solving; (5) emphasis on self-awareness and identity; (6)
>
> awareness of power influences in decision-making. (p. 88)

These are also the characteristics of a high performance organization under the guidance

and coaching of an effective style of management. The value in accepting opposing opinions as

well as different interpretations is to obtain a balanced understanding of issues. Being aware that

in any processing method, there exists, the potential capacity for failure as well as success, the

greater the depth of understanding and balance the greater the opportunity for success. Simply

transferring power from one person to a groups does not eliminate the problems associated with

power. Without the acceptance of the validity of opposing points of view, people within a team

may feel as alienating from the process as they would under a traditional hierarchal system;

nothing is gained (Kezar, 2001). Effective management styles within high performance

organization cultivate ideas, even opposing views, disseminate the information, and incorporate

broad-based participation that nurtures growth and development.

Ineffective management styles cannot produce high performance as Christie and Langard

found in their study of schools in South Africa. The schools which were labeled, "dysfunctional"

were found to have these common characteristics; poor physical and social facilities that

impacted negatively on teaching and learning, serious organizational problems that included

weak and unaccountable leadership, administrative dysfunction, poor communication, inadequate discipline and grievance procedures, and a lack of sense of responsibility among school principals. The dysfunctional schools provide an austere picture of organizational failure; they lacked formal systems and procedures (Christie & Langard, 2001). "Some of the effects of the failure of organizational leadership results in bad decision making, frustration, dysfunctional organizations, unintended consequences, wasted resources, ruined careers, organizational decline or dissolution, and other scores of other negatives" (Clements & Washburn, as cited in Christie & Langard, 2001, p. 6-7).

While much of this was attributed to, primarily a hierarchal system of management pluralistic forms can conceal many of the same problems that may surface in different forms, but still are rooted in the same behaviors and net the same results. Misuse of power to influence or coerce conformity, whether by an individual or a group, may evoke a surface response of cooperation, but under the surface is a hidden eruption waiting to explode.

'Assimilation,' a process of change without reason in order to comply with the institutional values and goals, (Kezar, 2001) as an example, is a serious threat to pluralistic leadership as well as to individuality. This process of alignment may be a threat to a person's comfort which becomes aggravated by coercion. Managers or leaders who try to enforce departmental or institutional policy or decisions upon individuals who feel threatened by this process are in reality creating a very powerful rift within the structure (Kezar, 2001). Assimilation spawns 'group-thinking', that eliminates the emergence of opposing points of view within group dynamics (Kezar, 2001; Johnson, 2003). When the harmony of the group is more vital than considering options or opinions to achieve the best solution, group-thinking response is

to eliminate anything that may create apparent dissension even though these opinions may provide a greater depth of understanding and perhaps even produce the best options. 'Gate-keeping,' another group dysfunction, is when outsiders are considered adversaries so that there becomes a closed group that engages in censorship to contradictory information or opinions from outside the group. In order for groups to become effective, tremendous effort must be put into team building that eliminates these types of actions.

Boyett and Boyett (1998) describe four stages in team development and in no simple terms declare that it will take time before teams can reach the high performance stage in development. The four stages consists of: (1) forming, where team members go through an initial getting to know each other, kind of feeling out; (2) storming, is perhaps the most delicate point where in-fighting frequently occurs, periods of blaming, confrontation, disunity, hostility, competition and small sub-groups develop; (3) norming, is the stage where the team begins to establish ground rules, develop a sense of team and belonging, relationship building is emphasized; (4) performing, structural processes emerge, communication procedures are developed, conflict resolutions are working and the team relates to the rest of the organization (p. 160-163).

When people are refused the right to voice their own opinions that may not align with the institution there is a sense of devaluation (Kezar, 2001). Effective management practices should encourage and value individual contributions even if they are contrary to the consensus. Consider the Challenger explosion and the concerns voiced by one engineer regarding the performance of the O-ring within a specific range of temperatures. The engineer was coerced into accepting the

group's decision to go ahead with the launch as scheduled and of course, the results of that decision were fatal.

Pluralistic forms of organizational structure that are implemented transparently over pre-existing power structures can also create serious problems. Where there is a failure to communicate clearly the purposes, character, and goals for altering power shifts those that loose power may become confused and resentful. They feel devalued by the institution and punished for their actions without explanation (Kezar, 2001). Communication with clearly stated goals and values are vital to the success of shifting power structures within an organization.

High Performance Organizational Structure

A vision or mission that is not clearly communicated at all levels of the organization can cause obscurity of purpose and failure to meet organizational goals (Gray & Walter, 2001). Organizations need to have clearly defined mission statements and a set of values that are communicated extensively throughout the organization that all members can relate too. Leaders must "walk the walk" live up to the values they express (Boyett & Boyett, 1998) to be effective within their organizations.

> In many ways the crisis in business today is a crisis of meaning. People aren't sure of themselves because they no longer understand the why behind the what. They no longer have a sense that things are well defined and that hard work will lead to success. More and more people have feelings of doubt and uncertainty about the future of their organizations and consequently about their own careers and futures. More and more organizations and their people are in a crisis of meaning … (Karl Albrecht, as cited in Boyett & Boyett, 1998, p. 18)

Leaders who are visionary have the ability to move people into action towards a goal by presenting a vision of change that will be beneficial, even though it may have a cost to bear. Examples are Winston Churchill's vision for Britain's finest hour and Martin Luther King's I have a dream speech (Boyett & Boyett, 1998). These were passionate speeches that had strong appeal to the values and needs of the people of that time and place. Not all mission statements are going to be that captivating, but there should be a universal appeal that all members of the organization can relate to, if not embrace. Without a mission statement, there is lack of clarity of purpose, inability to define goals, or to measure success.

Successful management styles will be built upon trust based on fulfillment of expectations (Jones & George, 1998). Without trust or when it is violated, then performances decline as participation within the organization is seen to be a risk without rewards.

Common expressions, such as "that was the last straw," capture how a wronged party, who has sought to recreate or perpetuate a trust relationship through successive behavioral lapses, eventually, finds it impossible to keep taking the role of the other. At this point distrust appears, as parties feel they have reason to believe they might be exploited by the other in the future (Jones & George, 1998, p. 8)

Trust as a positive factor and personal trait of managers can lead to cooperative behaviors (Axelrod, Mayer et al., McAllister, as cited in Jones & George, 1998). Thus the level of cooperation that managers receive from their subordinates may be a direct reflection of the level of trust they have achieved with them. When unconditional trust exists in shared values, people within an organization begin to see each other as colleagues or team members (Jones & George, 1998). Unconditional trust evolves from a confidence in shared values and consistent

performances based initially on trust. The goal of the manager should be to establish

unconditional trust through their performance in relationships with subordinates to achieve the

highest value of performance in the form of cooperation.

Management Theories in Education

Situational leadership theory (Hersey & Blanchard, 1998) is that leader tasks and

relationship behaviors are moderated by the level of the follower's readiness (Blank et al., 1990,

p. 580, as cited in Cairns et al., 1998,). The American Quality Research Foundation suggests the

need to recognize different strategies are required at different phases of the performance

development cycle (Harris, 2000).

In the early cycle of development management strategies that were most effective were:

(1) team building; (2) empowering staff to perform problem-solving tasks; (3) general and

specific training; (4) emphasis on monitoring performance. In the second or middle phase of

development the strategies that were most effective were: (1) using teams as part of the decision-

making process along with continued training; (2) focus on process improvement; (3)

implementing staff development programs; (4) use of quality assurance programs; (5) tight

control over strategic planning; (6) monitoring progress against targets. In the third phase of

performance development the strategies that worked best were: (1) empowering employees to

interact directly with customers; (2) undertaking benchmark studies; (3) implementing process

simplification; (4) making innovation and creativity the focus of quality assurance strategies

(Harris, 2000, p. 84).

Hersey and Blanchard (1990) recognized the importance of many variables affecting

leadership such as position, power, task and time and maturity of the group as a critical variable

moderating the relationship between leader behavior and effectiveness (as cited in Bond & Boak, 1996, p. 24). Simply forming teams without training or support from associate deans, deans, or higher members of administration will not be successful. It is also important that those in power model the behavior that they want the teams to emulate. "Another team appreciated that "even when we first came together [the principal] just stepped back to be another member of the team". He just kind of nurtured us..." (Lucas & Valentine, 2002, p. 12). It is also important that administrators demonstrate their support by trusting that the team they are building is capable of achieving organizational goals and by being patient allowing them to find resolutions. Administrators need to become coaches or guides but otherwise remain in the background and allow the group to develop independently.

Warren Blank developed the "Nine Natural Laws of Leadership" which include the statement that leaders must have followers (as cited in Boyett & Boyett, 1998). Most administrators never give thought to such a concept, but how much more effective would they be if they did. Consider the question, "What does it take to have people follow you?" and most importantly, "willingly."

Leaders who are intent upon accomplishing anything worthwhile have to enroll others in their cause. I find too many managers who have staff who are employed on paper but are not emotional enrolled in the mission (Laurie Beth Jones, as cited in Boyett & Boyett, 1998, p. 13).

One more of the nine laws draw attention, Natural Law #2: Leadership Is a Field of Interaction, (Blank as cited in Boyett & Boyett, 1998, p.14). In law number 2, places importance on one of the central tasks of leaders is to build a solid working relationship with others. Charismatic leadership theory (Weber, 1979) took this one step further to say that they are

enthusiastic, and through such enthusiasms, class and status barriers give way to fraternization and exuberant community sentiments (as cited in Takala, 1997). Charismatic leadership is transitory as it is difficult to maintain this level of emotional commitment for long periods of time. This technique works best when the organization is in a period of crisis. Overtime, it becomes routinization and institutionalized (Weber, as cited in Takala, 1997) and less effective. The most essential aspect of the charismatic method is in communication and directing the communication for the appropriate audience. There are three main perspectives in communicating: the organizational perspective, the work group perspective, and the individual's perspective (Mitchel & Larson, as cited in Takala, 1997). The charismatic technique requires the administrator to communicate effectively on all three levels.

Similar to Charismatic leadership theory is the "Servant Leader" theory. introduced by Robert Greenleaf, 1980. The significance of this theory is the concept that a leader is something that is within the nature of the person whereas leadership is something bestowed upon someone (Greenleaf, as cited in Boyett & Boyett, 1998),. Leadership can be taken away, being a true leader can not. How this is different from any other approach is defined by the following characterizations: (1) a servant-leader asks questions to uncover how he/she might be able to help; (2) thinks the most productivity occurs where there is the greatest voluntary participation; (3) believes that people are first and sees themselves among equals; (4) emphasizes ethical behavior and holistic life style; (5) competition must be eliminated as it is antithetical to serving; (6) makes times for people; (7) mediates disputes, ensures that all voices are heard, is sensitive, and provides support and coaching; (8) interacts with followers to nurture a shared vision that is open to all ideas; (9) views the organization as a garden and themselves as the gardener; (10)

asks, do those that I serve grow as a person, are they healthier, wiser, more autonomous, and more likely to become servants themselves (Boyett & Boyett, 1998). This type of management is one that empowers those under the manager or administrator which is completely opposite of the typical hierarchal system.

The problem with such a system (hierarchal), according to our gurus, is that it fragments company resources, creates vertical communication channels that isolate business units and prevents them from sharing their strengths with each other... makes the company less than the sum of its parts (Bartlett & Ghoshal, as cited in Boyett & Boyett, 1998, p. 34).

Servant leader practice offers every advantage that the other fails to produce. It is built upon trust, communication, and relationships, with a shared vision that encompasses participation in the processes of the organization.

Transformational management practice includes leader charisma, individualized considerations, and intellectual stimulation (Bass, as cited in Koh, 1995, p. 319) to transform subordinates motivation and raise performance levels. Fiedler posited that leadership style in combination with the situation determined group performance (the measure of leader effectiveness), (as cited in Boak & Bond, 1996). Transactional leaders on the other hand, tend to focus on the short-term physical and security needs of subordinates and generally seen as reactive (Koh, 1995). The contrast between transformation and transactional leaders is in their thinking and in their vision. Ultimately the transformational leader's actions are going to be less noticeable initially but will have a far greater reach and duration within the organization. In Lucas and Valentine's study on transformational leadership they found that building a collaborative leadership structure fostered commitment to group's goals and the principal

provided and articulated a vision that was seen to be pivotal in turning around a rapid exodus of teachers from the school (Lucas & Valentine, 2002).

Transformational leadership behaviors were found to be effective in creating a school culture of unity of purpose (Lucas & Valentine, 2002). Those practices that led to this were: (1) identifying and articulating a vision, was regarded as very important in regard to unity of purpose; (2) keeping people focused on goals; (3) maintaining cohesion of the groups, keeping everyone on the same page; (4) modeling the behaviors desired, open to change and suggestions; (5) providing individual support upon professional growth; (6) providing intellectual stimulation, encouraging professional development by providing opportunities to learn and share (Lucas & Valentine, 2002, p. 14-17). The culture of a school has been linked to have a direct effect on performance in several studies and is commonly evaluated through climate surveys that are used to measure and define the climate. The importance of these methods as determiners of quality and productivity and the degree of satisfaction that employees receive from the performance of their jobs have been well recognized in the research literature for more than 30 years (Baker & Associates, 1992, as cited in Baker II & Edwards III, 2000, p.1). Transformational leadership that inspires faculty to transcend their own limitations and self-interests creates an environment that is characterized by commitment to organizational learning development which is an antecedent to school improvement (Leithwood & Louis, 1998; Verdugo, Greenberg, Henderson, Uribe, & Schneider, 1997, as cited in Lucas & Valentine, 2002, p. 24). The fundamental goal of the combined efforts of administrators, faculty, and staff is to be effective in fulfilling the purpose of education. "Education, today more than at any other time in the past, is the key to successful participation in society" (Ravitch, 2000, p. 466).

Leadership self-awareness has been found to be an important constituent in the effectiveness upon the influence and performance of subordinates in the study conducted by Moshavi, Brown, and Dodd. "Individuals who are self-aware are thought to have higher levels of organizational commitment and job satisfaction, and to be more effective managers and leaders than individuals who are less self-aware" (Atwater & Yammarino, 1992, 1997 as cited in Moshavi, Brown, & Dodd, 2003, p. 407). They defined three categories based on the level of self-awareness: (1) overestimator, tend to rate themselves higher than relevant others; (2) in-agreement, tend to be in-agreement with the ratings of relevant others; (3) underestimators, tend to rate themselves lower than relevant others do. Of the three categories, underestimators achieved the highest satisfaction with subordinates, highest levels of performances, and highest levels of job satisfaction (p. 409-414). The overestimator ranks the lowest in all three areas of the study. The results of this study indicated that underestimators were seen to be more concerned about others and meeting their needs than themselves. All groups used the transformational method of management so it would seem that those that utilize this method can be stymied by the level of their own self-awareness. The significance of this study given is that over estimator's subordinates perform significantly lower than the other two categories. "This was the first study to demonstrate a relationship between leader self-awareness and subordinates performance utilizing an objective measure of performance" (Moshavi, Brown, & Dodd, 2003, p. 415). "The inverse relationship between perceptions of transformational leadership by leaders and subordinates is worthy of closer examination" (Moshavi, Brown, & Dodd, 2003, p. 416).

Summary

Based on the results of the studies reviewed in this chapter, it becomes apparent that effective management practices within the educational system can elevate the performance of teachers. It is also clear that many administrators do not understand the relationship of their actions and words with the level of performances of subordinates. Over estimators can be their own worst enemy essentially undermining their purposes and goals. Effective practices will incorporate those elements found within these studies to be relevant and successful in improving performance. Administrators would be wise to also safe guard against those practices which had negative impacts upon their institution. There is considerable value in learning how administrators are perceived by their subordinates that can be used to improve their own performances.

Chapter III: Methodology

Introduction

In this study the perceived style of management will be analyzed to first identify the system of management according to the Likert 4-System Theory. Second, to identify in what ways the teachers perceive the management system as to whether it is conducive and/or restrictive to their performance. Third, teacher's perceptions of the level of support that is provided and what opportunities exist for professional growth and advancement within the organization. Finally, how do the teachers perceive what levels of participation are given to the teachers in decision-making, goal setting, and to what extent have they obtained autonomy. In this chapter the research method will be explained through the various aspects of the research project. Description of the participants invited to participate in this study, the instrumentation used to collect the data, the collection process, the analysis of the data, and the limitations of the study.

Participants

Participants included in this study were all full-time faculty of Western Wisconsin Technical College, (WWTC) employed during the spring of 2004. Participants were sent an email message that invited them to participate in the study, the nature of the study, participation (voluntary), consent to participate, confidentiality, and a link to the secured website to complete the survey once they had agreed to participate.

Sampling was determined by the number of respondents from the initial emailing that included the entire population of faculty of full -time at the time of this survey.

Instrumentation

The instrument used for collecting the data was based on Likert's 4 System theory that provides a scale from 1: 4, 1, representing an autocratic system with no employee participation and 4, being a democratic system providing extensive employee participation and autonomy. While most surveys include at least a 5 point scale a four point scale was used to maintain the integrity of the four systems theory, in so doing it would facilitate the analysis of the data collect in determining what system is perceived to be in place according to the Likert 4-System theory. However the ordering of the scale was inverted to minimize the potential for a respondent familiar with this type of scale in trying to influence the results.

The instrument is a Likert type survey that includes 34 statements and general demographic data for sorting and analysis purposes. Each statement is rated on a 1:4 scale, 1 being strongly agree and 4 being disagree. The survey is a web based survey that respondents simply click on a radio button to select their response. Only fully completed surveys were recorded and a message was sent to indicate that their survey was accepted. In the event that a survey was not completed, the data was discarded so that anyone wishing to withdraw from the survey could do so without impunity or any information retained unknown to them. They were also sent a message stating that their survey was discarded.

The survey was designed by the researcher based on information collected from research literature and examining several similar surveys designed by professional analyst in this particular field of study. While there is no measure of reliability been established with this specific survey, the survey was reviewed by some faculty member experts at the University of Wisconsin-Stout and research advisor. The survey instrument is in Appendix A.

Data Collection

The procedures followed in this study were prior to sending the survey; several technical colleges in the Wisconsin Technical College System were contacted for approval to conduct the survey at their institution. A survey sample was sent along with the message asking for their permission to conduct the survey in the beginning of March 2004. It explained that the survey would be conducted between late-march till the end of April of 2004. Prior to sending the survey via email, permission was sought from the Institutional Review Board to conduct the survey. Permission was granted on March 29, 2004 by the IRB to proceed with the survey.

The email messages along with the voluntary participation, confidentiality, and consent forms were sent out on March 31, 2004 along with a link to the survey website. The email was sent to all fulltime faculty, (202) of Western Wisconsin Technical College indicating when the survey was to be completed. They were informed that no identifiers would be used in the survey or in and the data of the survey would be kept confidentially and once the research was completed would be destroyed.

Data Analysis

The analysis of the data was based on percentages of and frequency of responses to the statements. The mean was used to analyze the central tendencies of the responses and standard deviations to determine consistency of responses. The survey was presented to 202 faculty with 57 responded, 23 were determined to be undeliverable, resulting in a 32% overall return rate. For detailed review of data gathered turn to chapter four of this study. Percentages were rounded to the nearest tenth, data tables show percents, frequency.

Limitations

Sampling was based on the voluntary response of faculty at Western Wisconsin Technical College. The percentage of response was anticipated to be 40% or higher, however actual response rate was 32%, indicating a reliability of consensus. Based on the response rate, the data analysis is deemed reliable. The reason is that the actual sampling that occurred from the total population was within an acceptable range of accuracy desired.

The historical research reviewed on this type of survey indicated a consistent pattern of low responses. While there is much speculation as to why this occurs the results gathered are often result in questioning the validity of the analysis. The results from this survey were inline with other similar studies and therefore the analysis is similar in validity.

The survey was limited in time and in scope to one group of faculty at one technical college at one period of time. Data collected could have been influenced by current events unknown to the researcher at that time. A longitudinal study of the same college would provide a broader picture and more reliable basis for analytical conclusions. However, this study does provide a basis for future studies on the effects of management on the performance of teachers.

Chapter IV: Results

Introduction

This chapter presents the results of the study. Demographic information is presented in tables from the data collected. Graphs are used to present the data collected from the 34 statements in the survey. Analysis of the data collected from the survey follows each graph and is used to answer each of the research questions.

Data Collection Review

Western Wisconsin Technical College agreed to participate in this study that focused on all fulltime faculty employed there in April of 2004. Two hundred and two (202) faculty were sent an email invitation to participate in the study. Twenty-three (23) recipients of the email were returned as undeliverable and the problem was not resolved; 57 faculty chose to participate in the study.

The study involved a web-based survey comprised of four demographic questions and 34 survey statements. The survey is a Likert-type Survey that has a 4 point scale with 1- being strongly agree, 2- agree, 3-somewhat agree, and 4- disagree.

Demographic Information

The following tables are related to the demographic information collected from the respondents. Each table is labeled and the topic item is given along with the frequency and percent for each.

Table 1

Gender of Respondents

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	36	63.2	63.2	63.2
Male	21	36.8	36.8	100

Table 2

Organizational Divisions

Division	Frequency	Percent	Valid Percent	Cumulative Percent
Business Division	9	15.8	5.8	15.8
Family & Consumer Sciences	1	1.8	1.8	17.5
General Studies	13	22.8	22.8	40.4
Health & Human Services	19	33.3	33.3	73.7
Industrial Technologies	11	19.3	19.3	93.0
Other	4	7.0	7.0	100
Total	57	100.0	100.0	

Table 3

Years of Employment with College

# Years	Frequency	Percent	Valid Percent	Cumulative Percent
1-5	17	29.8	29.8	29.8
6-10	11	19.3	19.3	49.1
11-15	9	15.8	15.8	64.9
16+	20	35.1	35.1	100
Total	57	100.0	100.0	

Table 4

Highest Level of Education

Level of Education	Frequency	Percent	Valid Percent	Cumulative Percent
Journeyperson	2	3.5	3.5	3.5
Associate	2	3.5	3.5	7.0
Bachelor	14	24.6	24.6	31.6
Master's	36	63.2	63.2	94.7
Doctorate	3	5.3	5.3	100
Total	57	100.0	100.0	

Results

Likert's 4-System Theory Model (see Appendix B) identifies four systems of

management based on perceptions of the subordinates within an organization. Specific

characteristics in six categories are used to identify which of the 4 systems is perceived to exist.

System -1 is exploitative (coercive), System -2 is benevolent authoritative (competitive), System-

3 is consultative, and System – 4 is participative (collaborative). In System – 1 type

organizations, control, goal setting, and decision making are concentrated at the top.

Management rarely seeks input from subordinates and information is kept on a need to know

basis. Extensive use of threats and punishment is used to motivate employees. Cost and

production data is used for policing and punishment.

Conversely, System- 4 is the most participatory in nature. This type of system is marked

by teams that have a high degree of autonomy within the organization. Goal setting and decision

making within this type of organization involves all members or team representatives. High

levels of confidence are shown towards subordinates and information is widely dispersed through

out the organization. Members at all levels within the organization feel responsible for achieving

organizational goals. This is the type of structure that produces the highest level of performance

(French & Bell, 1999). The data collected from the survey was used to assess which system is

perceived to exist.

Initially the survey in totality is represented in graph 5.0 showing the mean score response

for each of all 34 statements. This graph provides an overall assessment of the health and the

performance of the organization based on the 4-System Theory. It is this data that is analyzed to

determine which system level the organization is functioning at overall. However the results of

this assessment are generalized and are limited in application and value. The most significant assessment occurs when the data is sorted categorically.

The survey data is sorted into six specific categories of an organizational structure based on the 4-System Theory. These include; leadership, motivation, communication, decision-making, goal setting, and control. Within each category statements are designed to look at specific features or characteristics that are determined to be identifiers of one of the four systems within this subsection. The mean score of the responses of all respondents is used to identify the ratings of perception for each statement.

The mean score provides the most accurate measurement of central tendency of the survey sample population. Inferences can be made from the mean scores of the sample population that their perceptions are going to accurately reflect the perceptions of the total population. The data collected can be further analyzed by individual statement responses where there is an interest to do so. Such is typically done where there are responses out side the normal distribution range or where a point of interest occurs.

In order to obtain more specific information individual statements with a significant variance can be used as an indicator of an area of concern. Resources can be targeted at the specific item to enact change to improve that condition. Although there is some debate in current management theories as to which method of approach is most cost effective, (whether to address the weakest areas or to focus on the average) to bring them up to the next higher level; critical problem areas should not be ignored.

The nine research questions for this study will be answered from the data collected along with graph displays. Included with each graph are interpretations of the data, analysis and comments of any item of interest that may surface.

Research Questions

Research Question 1. What style of manage is perceived to exists at Western Wisconsin Technical College by the faculty? The graph 5.0 indicates that the system perceived by the respondents to exist at Western Wisconsin Technical College during April of 2004 was predominantly between a system 2 (competitive) and system 3 (consultative). The composite mean score of 2.71 places it in the higher section of a system 2 level closer to system 3, (consultative) and it probably exhibits more characteristics of a low level system 3 than that of a system 2. This indicates that the perceptions of the respondents do not see this organization as being collaborative rather more in the higher levels of the competitive system or lower level of a consultative system (3). There is one item ranked substantially below a system 2 and six items indicating that it functions slightly above a system 2. Scores below a system 2 level would be items for change. It indicates a significant weakness within the organization's effort to become more collaborative and identifies a point of conflict, which could hinder the performance, and affect the overall health of the organization.

In competitive systems internal struggles occurs where members jockey for position to obtain power, influence, and resources (Boyett & Boyett, 1998). Energies spent on these conflicts subtract from opportunities that would be better suited to accomplish organizational goals and increased performance. Competitive structures tend to create a sense of isolation to those that

lose position, creates sub-cultures within the organization and can become dysfunctional (Aymen cited by Kezar, 2001).
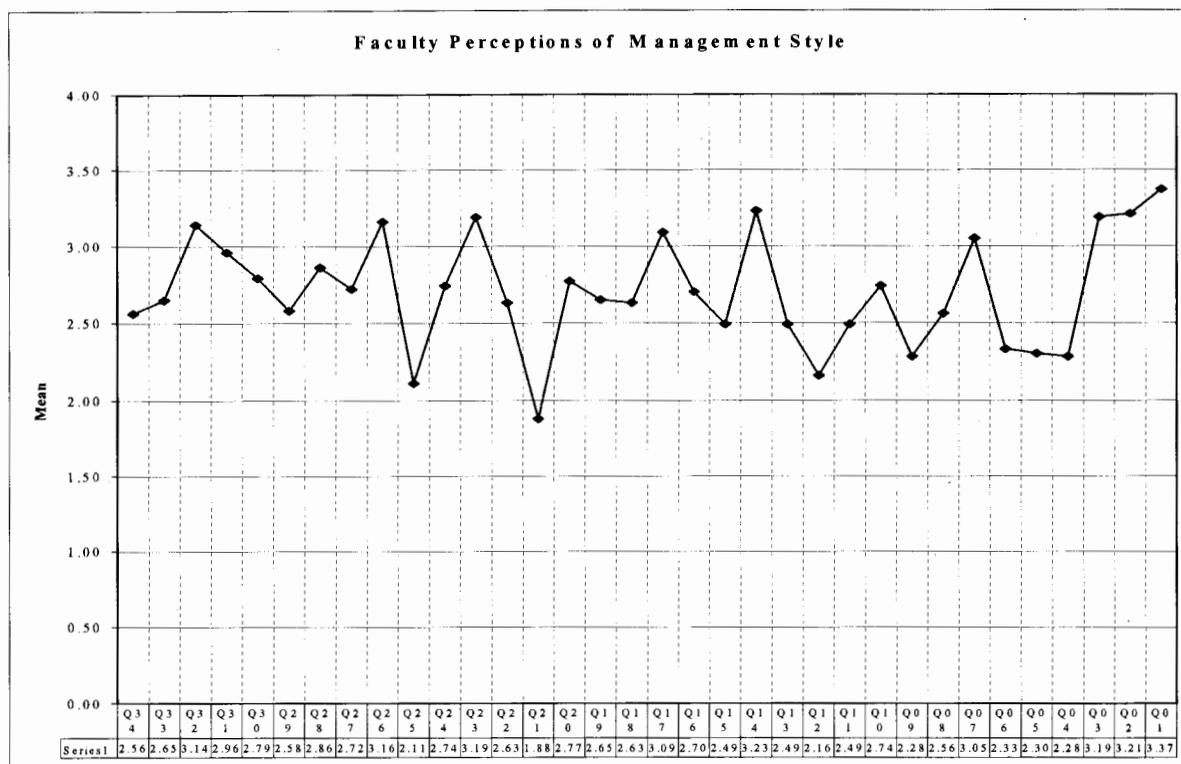
Figure 1. General Overview of Faculty Perceptions of the Management Style

Dysfunctional symptom may begin when leaders of an organization spend considerable time smoothing over conflicts between members of the organization (Zaleznik as cited by Christie & Lingard, 2001). Competitive organizations hinder the development of unconditional trust which is essential for free exchange of knowledge (Jones & George, 1998).

There are also nine items that show the organization is perceived to operate in a system 3 level. These are significant strong points within the organization; things that are being done really well, that are primarily responsible in promoting a healthy organization and growth

towards a more collaborative system. Information contained within the categorical graphs will provide a more detailed analysis.

The following figures show categorical response means scores. Figure 2 provides the mean score totals for each of the six categorical areas.

Perceived Style of Management Category Total Means Scores

	Control	Decisions	Motivation	Goals	Communication	Leadership
Series1	2.61	2.50	2.87	2.28	2.79	2.79
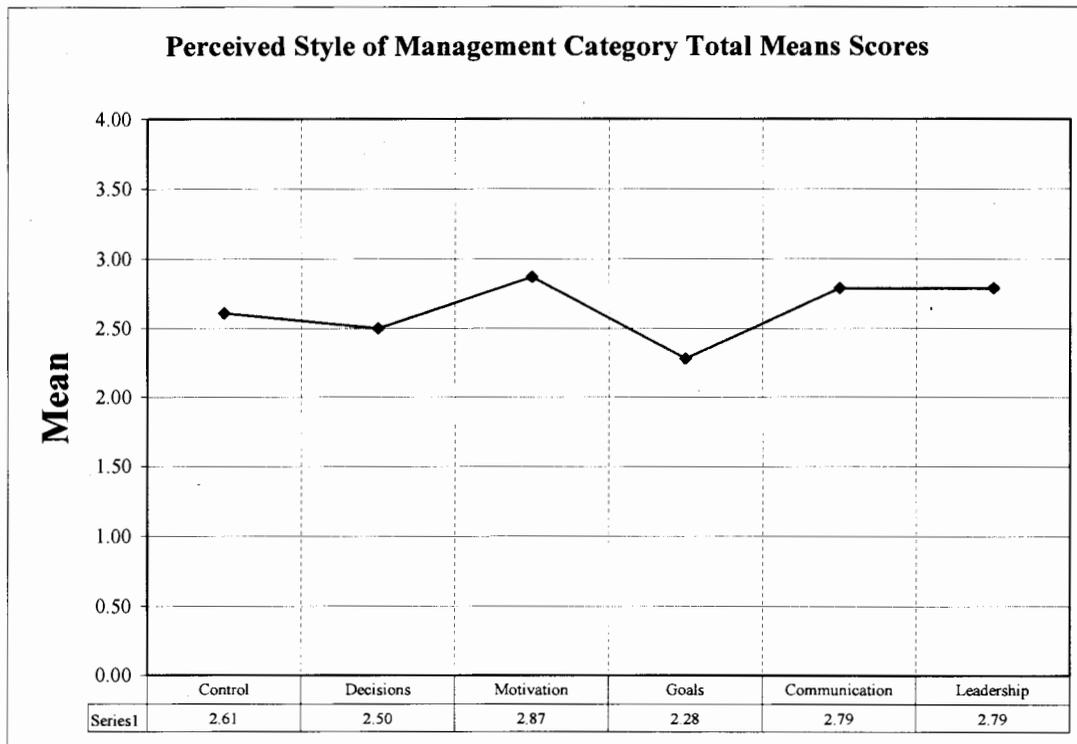
Figure 2. Categorical Total Mean Scores

Most of the scores are at or above 2.5 but none are at the 3.0 or higher. This would indicate that the organization functions predominantly in the higher margin of the competitive system level but moving towards the consultative level, system 3. Moving into the higher system levels should be this organization's goal and will result in an increase in performance and improvement in the organization's health. Motivation category has the strongest rating followed

by communication and leadership. The Goals category has the lowest rating with decision and

control categories slightly above it. These are the areas that have the greatest opportunities for

change within the organization that will have the greatest impact on the organization's health.

Leadership

	Q34	Q33	Q31	Q30	Q28	Q24	Q21	Q20	Q18	Q17	Q02	Q01
Series1	2.56	2.56	2.96	2.79	2.86	2.74	1.88	2.77	2.63	3.09	3.21	3.37
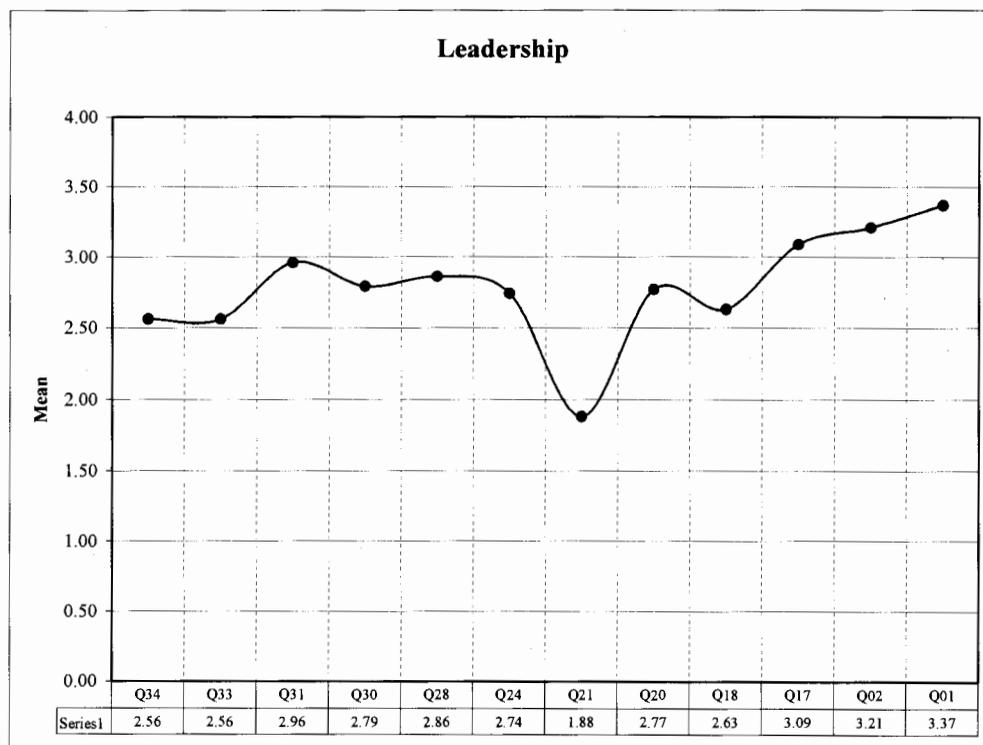
Figure 3. Leadership Category

Looking at the individual graphs for each category, the leadership category Figure 3

shows that the organization is functioning in the higher level of system 2 (competitive) with a

mean score total of 2.79. There are three indicators above a system 3 (consultative) level which

suggest that strong good relationships are perceived to exist. There is one indicator that is below

a system 2 level going into the system 1 (coercive) level. This graph indicates that respondents

gave high marks to their supervisors.

- Item #1 Your supervisor typically shows confidence in you, ranked the highest with a mean score of 3.37. This indicates that this essential characteristic of the organization's leadership at this level is functioning at a system 3 level which is very healthy.

- Item #21 Department members are involved in the evaluation process of faculty, is ranked the lowest with a score 1.88. This indicator identifies an area where the organization within the leadership category falls into the lower level, system 1, (coercive). This is a weak point within the organization having a negative impact on the leadership of the organization. In order to obtain a fully collaborative system, system 4, faculty members will need to be included in the evaluation process. There are three additional indicators that are in a system 3 level, which are strong points in the leadership of the organization. Most other indicators are at or above 2.5 indicating growth towards a system 3 level.
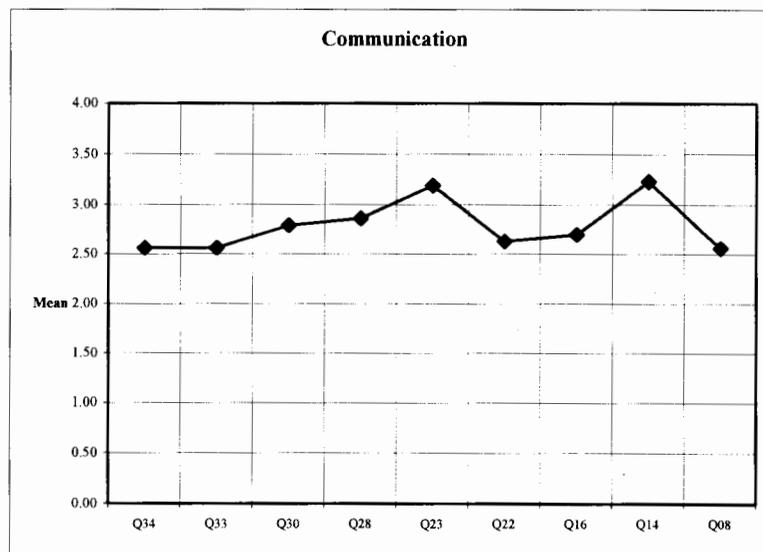
Figure 4. Communication Category

Figure 4, the Communication category has a total means score of 2.79 in the upper level

of system 2, this is perceived to be very positive by respondents of the survey. It shows that three

Statements #8, #33, and #34 have the same lowest mean score of 2.56 which is perceived to be

good. While statement #14 received the highest mean score of 3.23 that indicates a very

favorable response. This category shows no significant item of concern based on respondent's

perceptions.
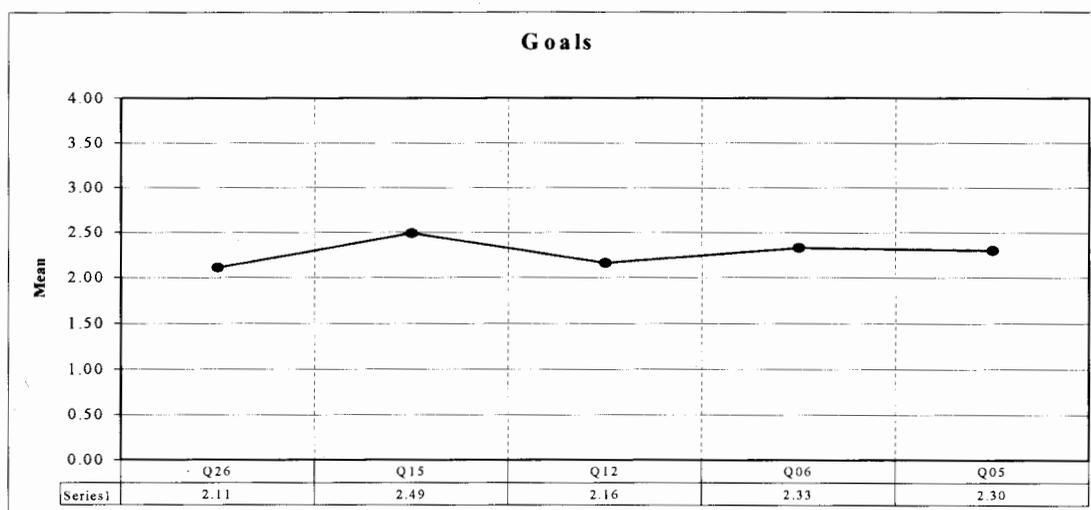
Figure 5. Goals Category

Figure 5, Goals Category has a total mean score of 2.28 indicating that is primarily

perceived to be functioning in the lower level of a system 2. Of the six categories this one

received the lowest total mean score and as a result would be a category of interest. Three items

to discuss are:

- Item# 26, (You are encouraged to be innovative and to take initiative.) scored the

  lowest mean score of 2.11. This is an item of interest and has opportunity for change.

- Item#15, (Teams are used to set policies and goals.) is the highest mean score of 2.49 in this category. This is in the middle of the competitive level when it should be in the consultative level at least.

The results shown in this graph would imply that this is an area where there is perceived to be some potential for change. Organizational levels of performance are directly linked to the degree of participation extended to all members (Boyett & Boyett, 1998). Contrary to commonly held managerial beliefs, subordinate participation in setting goals has shown to increase performance levels of an organization significantly.

	Q32	Q29	Q26	Q20	Q17	Q11	Q08	Q03
Series1	3.14	2.58	3.16	2.77	3.09	2.49	2.56	3.19
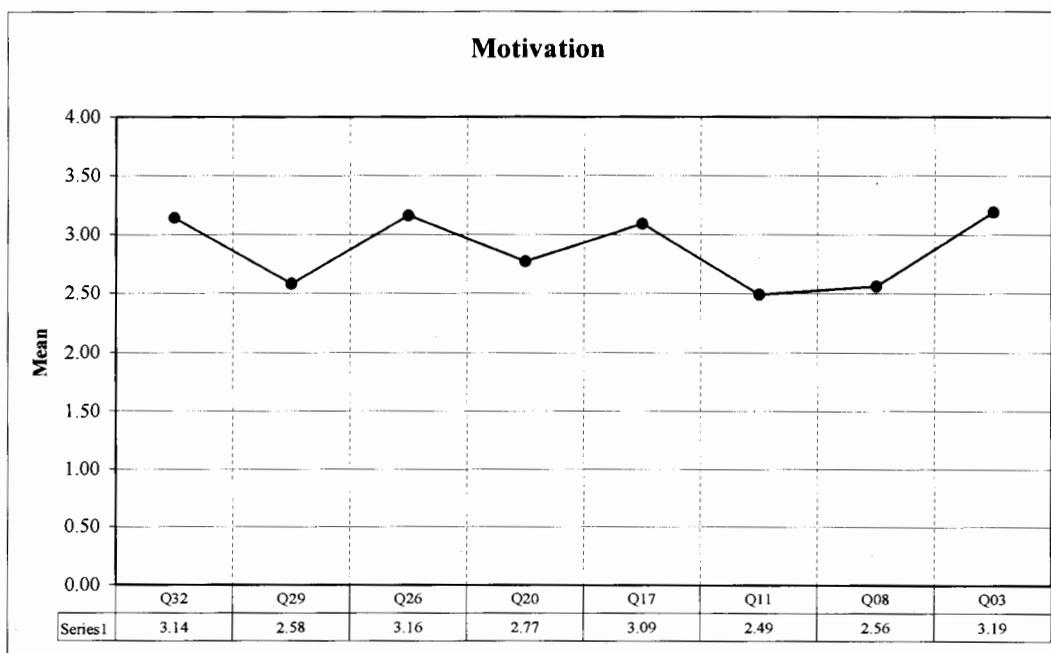
Figure 6. Motivation Category

Figure 6 Motivation Category has the highest total mean score of 2.87 indicating that this is perceived to be the strongest area.

- Item #03, (Your supervisor does not use fear or threats for motivation.) received the highest mean score of 3.19, a very favorable rating.

- Item #11, (The decision-making process provides substantial contribution to your motivation) scored the lowest mean score of 2.49. This indicates that a significant number of respondents perceive that they are not directly involved in the decision-making process. This is an item for change as it could be an indication of "Organizational Fit"; remaining scores are viewed favorable by respondents.

Figure 7 Decisions Category has a composite mean score of 2.5 for the items in this category of Likert's 4-System Theory.

Decisions

	Q27	Q25	Q21	Q19	Q18	Q13	Q11	Q10	Q09	Q07
Series1	2.72	2.11	1.88	2.65	2.63	2.49	2.49	2.74	2.28	3.05
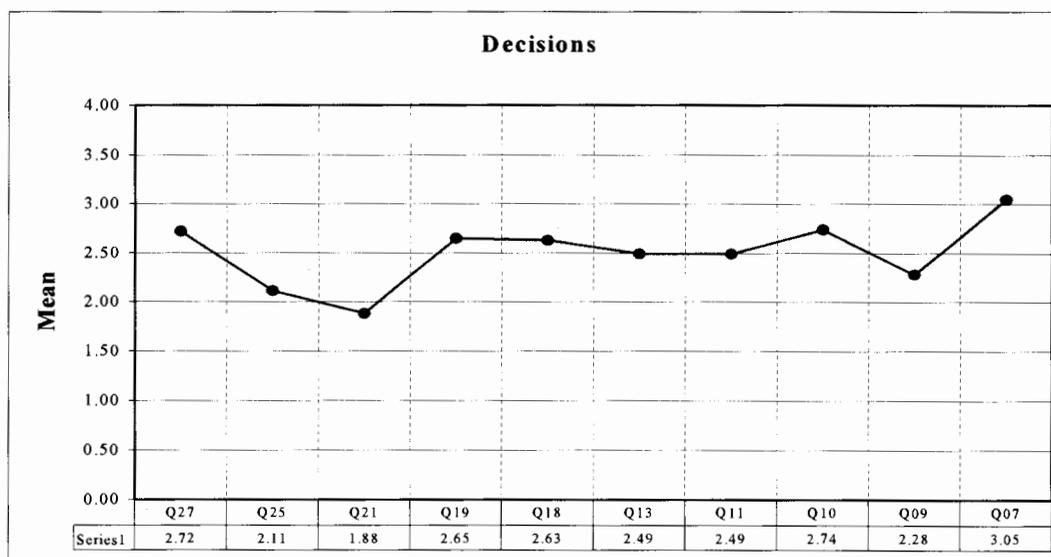
Figure 7. Decisions Category

- Item #7, (You are encouraged to collaborate with your colleagues in the decision-making process.) received the highest score of 3.05. This is a system 3 level and is seen as a very favorable rating for this item yet it should be in system 4, collaborative.

- Item #21, (Department members are involved in the evaluation process of faculty.) received the lowest mean score of 1.88 (coercive). This is a system 1 level, with no participation by subordinates in this process. This is an item with significant interest for change.

Seven scores are at 2.5 or above indicating that most respondents viewed this category favorably; the main items of interest are items #9, 21, and 25.

Control

	Q27	Q26	Q21	Q20	Q17	Q15	Q13	Q09
Series1	2.72	3.16	1.88	2.77	3.09	2.49	2.49	2.28
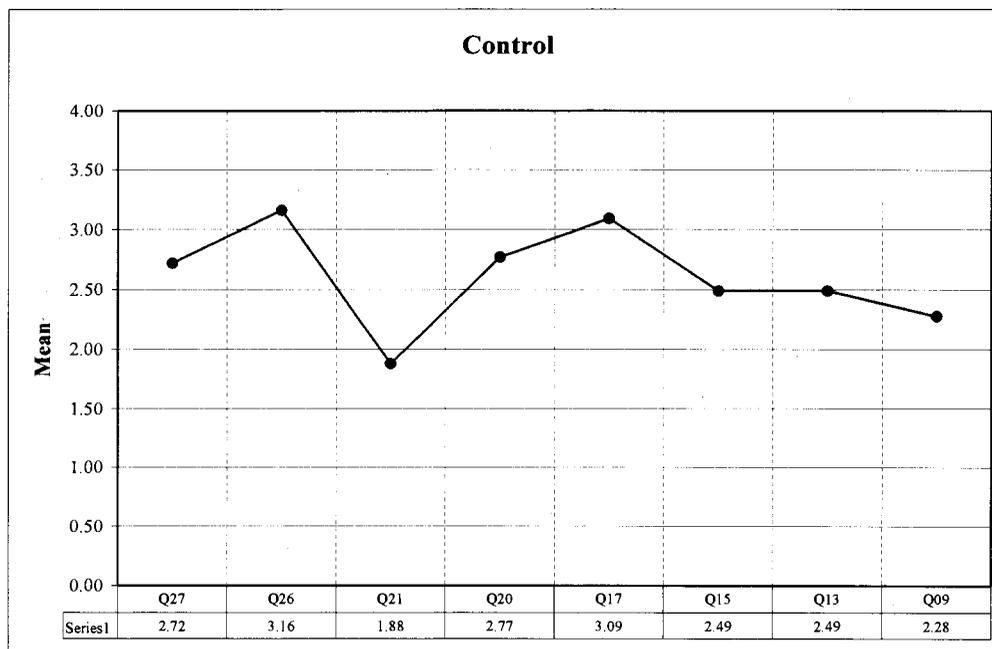
Figure 8. Control Category

Figure 8, Control Category of Likert's 4-System Theory. The mean score for this category is 2.61 with a range from 1.88 (coercive) too 3.16 (consultative). Overall this category is viewed favorably by respondents as it is becoming more consultative in nature. The more participation extended to a broader base of subordinates would raise this category into a system 3 or 4. Items of interest are:

- Item #26, (You are encouraged to be innovative and to take initiative.) received a 3.16 mean score which is well into the consultative category meaning that respondents view themselves as being more actively involved.

- Item #9, (Organization has a pluralistic leadership that includes you.) Received a mean score of 2.28, low in the competitive level when it should be at the collaborative level, system 4. This is an item of interest for change and has implications of "Organizational Fit".

2. Are supervisors perceived to be supportive to teachers?

	Q31	Q24	Q18	Q17	Q14	Q13	Q07	Q06	Q01
Series1	2.96	2.74	2.63	3.09	3.23	2.49	3.05	2.33	3.37
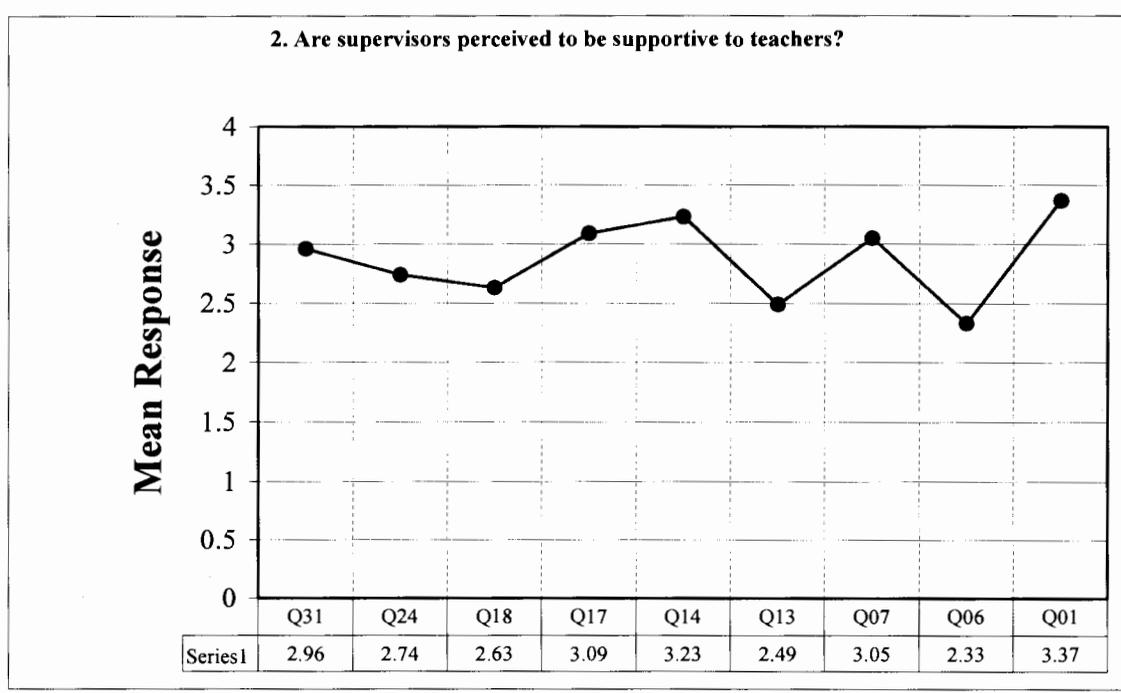
Figure 9. Supervisors Perceived to be Supportive

Research Question #2. Are supervisor perceived to be supportive to the teachers?

There are nine statements in the survey that are related specifically to this question with

the mean scores charted in *Figure 9.* All mean scores fall between 2.23 (competitive) to 3.37

(consultative) with a composite mean score of 2.88. This indicates that the perceptions of

respondents see that they do receive support from their supervisors. Item #1 having the highest

score, (3.37) and item #6 with the lowest score, (2.33). The data analysis would indicate that

respondents perceive themselves as having some input and that supervisors are receptive to their

ideas and opinions. The data also indicates that there is a significant level of competition for this

support. Item of interest is:

- Item #6, Policies are established by supervisor with your involvement.

- Male respondents composite mean score for this item was 2.14, indicating a

  significant level of competition. Female respondents mean score was 2.44 for the

  same item indicating that they viewed themselves as having a greater degree of

  participation.

Table 5

Gender Analysis Research Question# 2

Item	Gender	Mean	S.D.
#1. Supervisor typically shows confidence in you.	Male	3.14	0.727
	Female	3.50	0.655
#6. Policies are established by supervisor with your involvement.	Male	2.14	0.793
	Female	2.44	0.969
	Male	2.81	0.865
#7. You are encouraged to collaborate with colleagues in decision-making.	Female	2.53	0.845
	Male	2.43	0.978
	Female	2.53	0.941
#13. Your supervisor involves department members in reviews and policy decisions.	Male	3.19	0.981
	Female	3.25	0.770
#14. Your supervisor is open to discussions with all faculty and staff members.	Male	3.05	0.973
	Female	3.11	0.887
#17. You are encouraged to make your own decisions, take risk, think outside the box.	Male	2.33	1.111
	Female	2.81	0.951
#18. Your supervisor values your knowledge and often seeks your advice.	Male	2.48	1.030
	Female	2.89	0.950
#24. Your supervisor often expresses interests or awareness of your well-being.	Male	2.76	1.044
	Female	3.08	0.692
#31. Your supervisor provides support for your professional growth and development.			

The gender analysis indicates that female respondents have a higher perception of support by their supervisors than their male counterparts. The standard deviation would indicate that there is consistency in agreement within each gender group with the exclusion of items #18, item #24, and item #31 where male's perceptions were less consistent.

Analysis of the years of employment of the respondents' perception shows no significant difference in their perceptions of support by their supervisors. All show favorable ratings and scores are fairly consistent across the two brackets based on years of employment.

Analysis of the level of education, responses were fairly consistent and no real significance surfaced that would indicate that this was any factor. While the respondents with higher levels of education did appear to give slightly higher ratings to the statements in general, the difference between them isn't significant.

Table 6

Years of Employment Analysis Research Question# 2

Item	Years	Mean	S.D.
#1. Supervisor typically shows confidence in you	1-10	3.39	0.685
	11+	3.34	0.721
#6. Policies established by supervisor w/your involvement.	1-10	2.29	0.810
	11+	2.38	1.015
#7. Encouraged to collaborate w/colleagues in decisions	1-10	3.00	0.816
	11+	3.10	0.900
#13. Supervisor involves department members in reviews/decisions.	1-10	2.46	0.838
	11+	2.52	1.056
#14. Supervisor open to discussion w/faculty/staff	1-10	3.36	0.731
	11+	3.10	0.939
#17. Encourages to make own decisions/take/risk/think outside the box.	1-10	3.14	0.848
	11+	3.03	0.981
#18. Supervisor values your knowledge, seeks you advice.	1-10	2.61	0.994
	11+	2.66	1.078
#24. Supervisor expresses interests/awareness of your well-being.	1-10	2.75	0.928
	11+	2.72	1.066
#31. Supervisor provides support for professional growth/ development	1-10	3.00	0.861
	11+	2.93	0.842

Table 7

Level Education Analysis Research Question# 2

Item	Educ	Mean	S.D.
#1. Supervisor typically shows confidence in you.	Jrn/assoc/bac	3.28	0.669
	Master Doc	3.41	0.715
#6. Policies established by supervisor w/your involvement.	Jrn/assoc/bac	2.06	0.873
	Master Doc	2.46	0.913
#7. Encouraged to collaborate w/colleagues in decisions.	Jrn/assoc/bac	2.67	0.907
	Master Doc	3.23	0.777
#13. Supervisor involves dept. members in reviews/decisions.	Jrn/assoc/bac	2.17	1.098
	Master Doc	2.64	0.843
#14. Supervisor open to discussion w/faculty/staff.	Jrn/assoc/bac	3.28	0.669
	Master Doc	3.21	0.923
#17. Encourages to make own decisions/take risk/think outside the box.	Jrn/assoc/bac	2.94	0.998
	Master Doc	3.15	0.875
#18. Supervisor values your knowledge, seeks your advice.	Jrn/assoc/bac	2.39	1.092
	Master Doc	2.74	0.993
#24. Supervisor expresses interests/awareness of your well-being.	Jrn/assoc/bac	2.50	0.924
	Master Doc	2.85	1.014
#31. Supervisor provides support for professional growth/development	Jrn/assoc/bac	2.94	0.873
	Master Doc	2.97	0.843

Research Question #3. Is there a perceived involvement in the decision-making and goal setting process extended to the teachers within the organization?
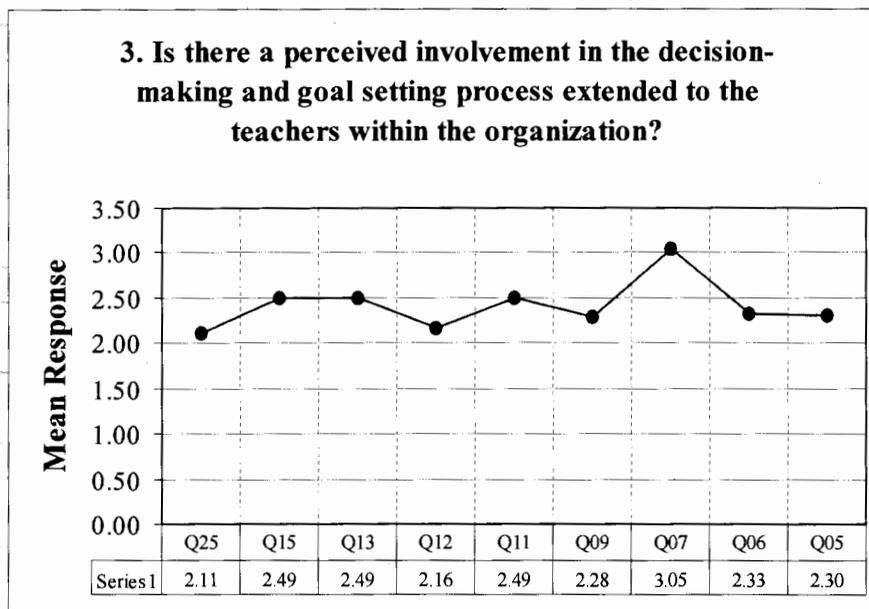
Figure 10. Perceived Involvement in Decision-Making and Goal Setting

Figure 10 shows the mean score for nine survey statements that pertain to this research

question. Scores range from 2.11 the lowest to 3.05 the highest mean score and a composite

mean score of 2.41. This is in the competitive system of Likert's 4-System model or system 2.

This would indicate that an opportunity for change exist where the organization could make

improvements to become more collaborative. Items of interest are:

- Item #25, (Your organization has a free-flowing decision-making process that involves all

  faculty and staff members in the process.)

- The item had a mean score response of 2.11 (competitive) and 26.3% of respondents

  disagreed. This is an item of great opportunity for change to improve the organization's

health. Ideally this is an item where it should be highly collaborative in nature and research literature presents strong arguments to justify this type of change.

- Item #7, (You are encouraged to collaborate with your colleagues in the decision-making process.)

This statement has a mean score of 3.05 (consultative) with only 5.3% of respondents disagreeing. The difference between these two statements is that one is a perception of personal involvement where the other is an indirect involvement. The research literature discusses a potential problem that can hinder performance of an organization that is labeled "Organizational Fit" (Kezar, 2001).

Organizations that are open to and appreciate the values and beliefs that are often associated with differences of opinions are able to obtain a more complete understanding of issues. This enables them to make better decisions that have a greater appeal to a broader base of the members within the organization. It increases the sense of being a participant within the organizations and higher value. All of which increases the level of performance within the organization (Kezar, 2001).

Gender analysis for research question #3 shows that there is in general a more favorable response rate by female respondents than male respondents. Female respondents have a composite mean score of 2.49 and male respondents have a composite mean score of 2.27. While there is a difference it is insignificant overall and is not seen as a factor.

Table 8

Gender Analysis for Research Question# 3

Item	Gender	Mean	S.D.
#5. Involved in establishing organizational objectives.	Male	2.14	0.854
	Female	2.39	0.903
#6. Policies established by supervisor w/your involvement.	Male	2.14	0.793
	Female	2.44	0.969
#7. Encouraged to collaborate w/colleagues in decisions.	Male	2.81	0.981
	Female	3.19	0.749
#9. Organization has pluralistic leadership that includes you.	Male	1.95	0.805
	Female	2.47	0.878
#11. Decision-making process contributes to motivation.	Male	2.57	1.165
	Female	2.44	0.909
#12. Org goals established after group consensus.	Male	2.14	1.108
	Female	2.17	0.845
#13. Supervisor involves dept members in reviews/decisions.	Male	2.43	0.978
	Female	2.53	0.941
#15. Teams are used to set policies and goals.	Male	2.38	0.921
	Female	2.56	0.843
#25. Org has free-flowing decision-making process.	Male	1.86	0.910
	Female	2.25	0.841

The level of education analysis for research question# 3 shows a slight difference in the mean scores of respondents. The respondents that would fit into the jrn/assoc/bac group had a composite mean score of 2.20 while the respondents with a Masters or above had a composite mean score of 2.51. The scores within the masters and above group were very consistent whereas in the jrn/assoc/bac group had a wider variance with some items. While both groups view this is

at a competitive level, system 2, the master and above group view this closer to a more

consultative or a system 3 level. The jrn/assoc/bac group would suggest that there are several

items of interest; these include item #6, item #9, item #12, item #15 and item #25 of these items,

#12 and 25 received the lowest score.

- Item #12, Organizational goals are established after discussion and group consensus.

- Item #25, Your organization has a free flowing decision-making process that involves all

  faculty and staff members in the process.

Table 9

Educational Level Analysis for Research Question #3

Item	Educ	Mean	S.D.
#5. Involved in establishing organizational objectives.	Jrn/assoc/bac	2.22	0.943
	Master. Doc	2.33	0.869
#6. Policies established by supervisor w/your involvement.	Jrn/assoc/bac	2.06	0.873
	Master. Doc	2.46	0.913
#7. Encouraged to collaborate w/colleagues in decisions.	Jrn/assoc/bac	2.67	0.907
	Master. Doc	3.23	0.777
#9. Organization has pluralistic leadership that includes you.	Jrn/assoc/bac	2.17	0.857
	Master. Doc	2.33	0.898
#11. Decision-making process contributes to motivation.	Jrn/assoc/bac	2.61	1.243
	Master. Doc	2.44	0.882
#12. Org goals established after group consensus.	Jrn/assoc/bac	1.89	0.9
	Master. Doc	2.28	0.944
#13. Supervisor involves dept members in reviews/decision.	Jrn/assoc/bac	2.17	1.098
	Master. Doc	2.61	0.843
#15. Teams are used to set policies and goals.	Jrn/assoc/bac	2.11	0.9
	Master. Doc	2.67	0.806
#25. Org. has free-flowing decision-making process.	Jrn/assoc/bac	1.89	0.963
	Master. Doc	2.21	0.833

Both items were given a low mean score of 1.89 by the jrn/assoc/bac group that would imply that they perceive the organization to be coercive or autocratic specifically with these two items. These two items offer a good opportunity for change by permitting more participation in goal setting and the decision-making process. The socio-technical organization model presents a strong argument for this. High performance organizations have broad participation in the decision-making and goal setting process.

The years of employment analysis for research question #3 shows that it was not a factor of significance for research question #3. The total mean score for employment of 1-10 years is 2.43 and the total for 11+ is 2.39.

Table 10

Years of Employment Analysis for Research Question #3

Item	Years	Mean	S.D.
#5. Involved in establishing organizational objectives.	1-10	2.29	0.937
	11+	2.31	0.850
#6. Policies established by supervisor w/your involvement.	1-10	2.29	0.810
	11+	2.38	1.015
#7. Encouraged to collaborate w/colleagues in decisions.	1-10	3.00	0.816
	11+	3.10	0.900
#9. Organization has pluralistic leadership that includes you.	1-10	2.36	0.826
	11+	2.21	0.940
#11. Decision-making process contributes to motivation.	1-10	2.71	1.013
	11+	2.28	0.960
#12. Org. goals established after group consensus.	1-10	2.14	0.970
	11+	2.17	0.928
#13. Supervisor involves dept members in reviews/decisions.	1-10	2.46	0.838
	11+	2.52	1.056
#15. Teams are used to set policies and goals.	1-10	2.50	0.923
	11+	2.48	0.829
#25. Org. has free-flowing decision-making process.	1-10	2.14	0.932
	11+	2.07	0.842

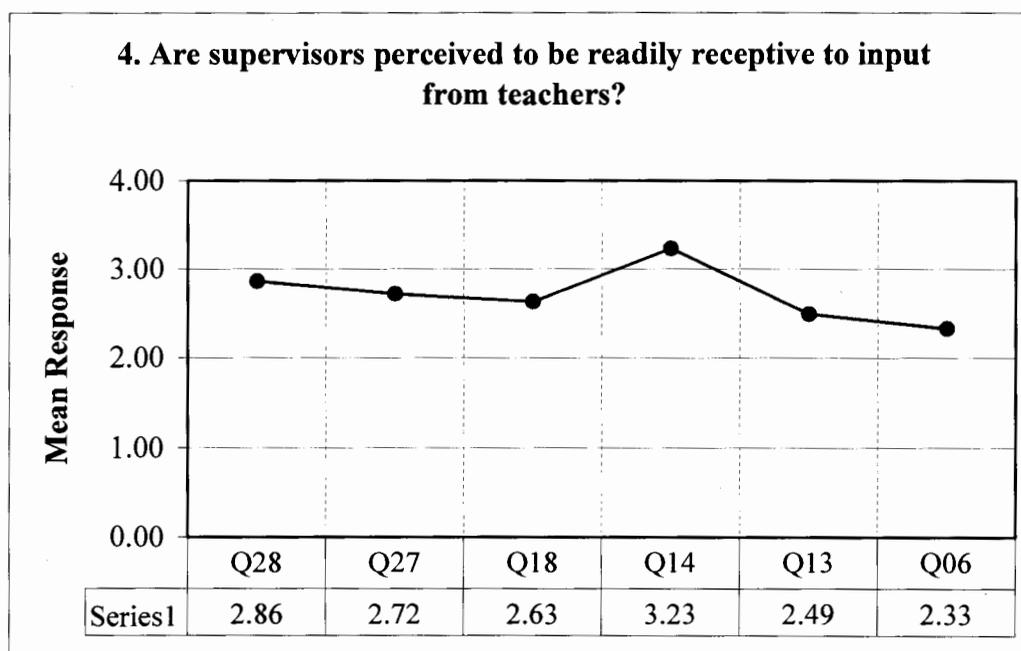*Research Question #4.* Are supervisors perceived to be readily receptive to input from teachers at Western Wisconsin Technical College?

Graph 8.0 shows the mean scores range from 2.33 (competitive) to a high score of 3.23 (consultative) with a composite mean score of 2.71. The mean scores would indicate that there is generally agreement to strongly agree with all six items that address this research question. The

composite mean score of 2.71 is a very favor rating also indicating that the college is moving into the consultative level or system 3 of Likert's model.

- Item #6, (Information and policies are established by your supervisor with your involvement.) received the lowest score of 2.33.

- Item #14, (Your supervisor is open to discussion with all faculty and staff members.) received a mean score of 3.23.

Item #6 would indicate that while communication is perceived to be open there is also a perception that faculty are not adequately involved in some of the policy making and some information may not be freely communicated as it would be in a more collaborative environment.

4. Are supervisors perceived to be readily receptive to input from teachers?

	Q28	Q27	Q18	Q14	Q13	Q06
Series1	2.86	2.72	2.63	3.23	2.49	2.33

Figure 11. Supervisors Receptive to Input From Teachers

Table 11

Gender Analysis for Research Question #4

Item	Gender	Mean	S.D.
#6. Policies established by supervisor w/your involvement.	Male	2.14	0.793
	Female	2.44	0.969
#13. Supervisor involves dept members in reviews/decisions.	Male	2.43	0.978
	Female	2.53	0.941
#14. Supervisor open to discussion w/faculty/staff.	Male	3.19	0.981
	Female	3.25	0.770
#18. Supervisor values your knowledge, seeks your advice.	Male	2.33	1.111
	Female	2.81	0.951
#27. Not pressured to agree w/decisions you oppose.	Male	2.52	0.981
	Female	2.83	0.811
#28. College culture accommodating to free expressions.	Male	2.76	1.091
	Female	2.92	0.732

The gender analysis indicates that an overall agreement exists and that gender is not a significant factor. Female respondents gave a 2.80 composite mean score and the male respondents gave a 2.56 composite mean score for research question #4. Item #6 and 18 were rated lowest by male respondents and items #6 and 13 were rated the lowest by female respondents. Generally the female respondents gave a higher rating than the male respondents did.
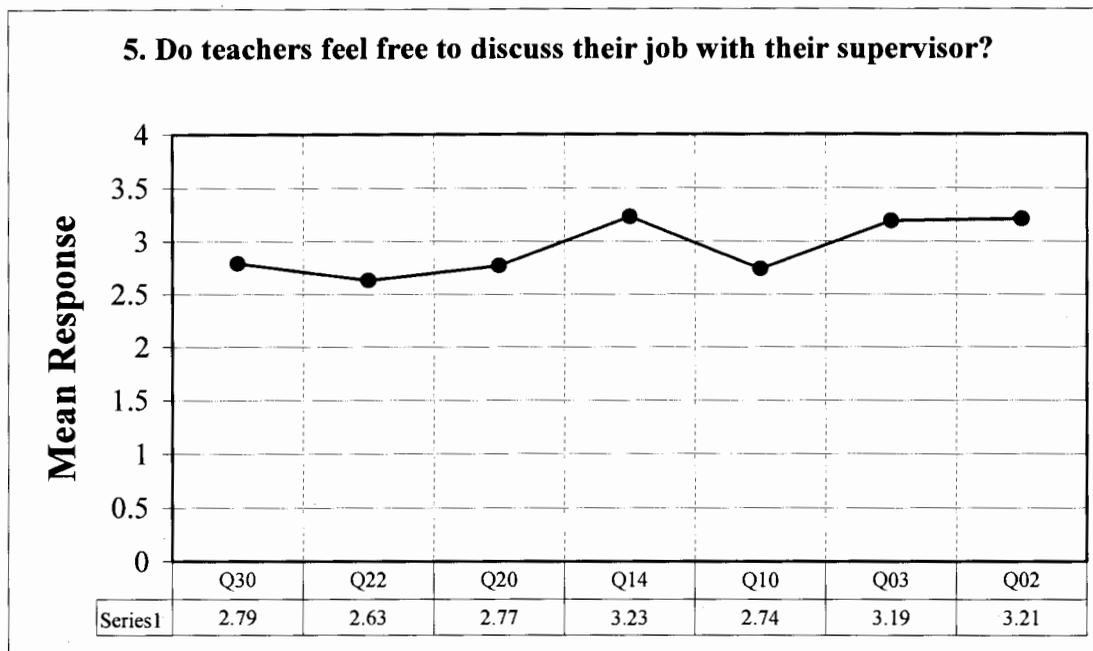
Table 12

Years of Employment Analysis for Research Question #4

Item	Years	Mean	S.D.
#6. Policies established by supervisor w/your involvement.	1-10	2.29	0.810
	11+	2.38	1.015
#13. Supervisor involves dept members in reviews/decisions.	1-10	2.46	0.838
	11+	2.52	1.056
#14. Supervisor open to discussion w/faculty/staff.	1-10	3.36	0.731
	11+	3.10	0.939
#18. Supervisor values your knowledge, seeks your advice.	1-10	2.61	0.994
	11+	2.66	1.078
#27. Not pressured to agree w/decisions you oppose.	1-10	2.96	0.693
	11+	2.48	0.986
#28. College culture accommodating to free expressions.	1-10	3.11	0.786
	11+	2.62	0.903

The years of employment analysis for research question #4 indicates that respondents with ten years or less generally gave a more favorable response and their responses were more consistent within this grouping. Their composite mean score is 2.80 putting it very close to the consultative level or system 3. Respondents with 11 years or more gave lower scores but there was a greater variance in their responses. The composite means score for this grouping is 2.63, the difference between the two groups is insignificant.

The Level of Education Analysis for research question #4 with one group that includes journeymen, associate, and bachelor's degree and another group that included Master's and above shows fairly consistent scores. The jrn/assoc/bac group has a mean composite score of 2.20 and the Master's and above has a composite mean score of 2.51; the difference is

insignificant. Both groups rating places the organization in or near the mid-point in the

competitive level or system 2.

5. Do teachers feel free to discuss their job with their supervisor?

	Q30	Q22	Q20	Q14	Q10	Q03	Q02
Series1	2.79	2.63	2.77	3.23	2.74	3.19	3.21

Figure 12. Do Teachers Feel Free to Discuss Their Job With Their Supervisor

Table 13

Level of Education Analysis for Research Question #4

Item	Educ	Mean	S.D.
#6. Policies established by supervisor w/your involvement.	Jrn/assoc/bac	2.06	0.873
	Master. Doc	2.46	0.913
#13. Supervisor involves dept members in reviews/decisions.	Jrn/assoc/bac	2.17	1.098
	Master. Doc	2.64	0.843
#14. Supervisor open to discussion w/faculty/staff.	Jrn/assoc/bac	3.28	0.669
	Master. Doc	3.21	0.923
#15. Teams are used to set policies and goals.	Jrn/assoc/bac	2.11	0.900
	Master. Doc	2.67	0.806
#18. Supervisor values your knowledge, seeks your advice.	Jrn/assoc/bac	2.39	1.092
	Master. Doc	2.74	0.993
#27. Not pressured to agree w/decisions you oppose.	Jrn/assoc/bac	2.72	0.895
	Master. Doc	2.72	0.887
#28. College culture accommodating to free expressions.	Jrn/assoc/bac	2.78	1.003
	Master. Doc	2.90	0.821

Research Question #5. Do the teachers at Western Wisconsin Technical College feel free to discuss their job with their supervisor?

Graph 9.0 shows the mean score for the seven statements that address this research question. The scores range from 2.63 to 3.23 with a composite mean score of 2.94, a very favorable rating. This indicates that the respondents do perceive that they can freely discuss their job with their supervisor. The organization is perceived to be at the consultative level which encourages more open dialog and participation of members. Communication is flowing upward as well as downward which is essential for a collaborative system, the next level up. Items of interest are:

- Item #22, (Grievances are openly and fairly received and dealt with by your supervisor.) received a mean score of 2.63. 12.3% of respondent s strongly agreed, 49.1% agreed, 26.3% somewhat agreed and 10.5% disagreed with this statement.

- Item #14, (Your supervisor is open to discussion with all faculty and staff members.) had a mean score of 3.23, 43.9% strongly agreed, 38.6% agreed, 10.5% somewhat agreed, and 5.3% agreed with that statement.

The analysis of the years of employment indicates that both groups have consistent perception of the level of freedom to discuss their job with their supervisor. The composite mean score for group with 1 – 10 years of employment at the college is 2.95 and the group with 11+ years is 2.93. This rating is consistent with the results recorded in graph 9.0.

Table 14

Years of Employment Analysis of Research Question #5

Item	Years	Mean	S.D.
#2. You feel free to talk to your supervisor about your job.	1-10	3.18	1.020
	11+	3.24	0.786
#3. Supervisor does not use fear/threats for motivation.	1-10	3.18	0.905
	11+	3.21	0.978
#10. Supervisor is open to discussion.	1-10	2.75	0.844
	11+	2.72	0.996
#14. Supervisor open to discussion w/faculty/staff.	1-10	3.36	0.731
	11+	3.10	0.939
#20. Resources are never withheld regardless of criticism.	1-10	2.79	0.957
	11+	2.76	0.988
#22. Grievances are openly/fairly received and dealt with by supervisor.	1-10	2.57	0.790
	11+	2.69	0.891
#30. High degree of trust/respect for supervisor.	1-10	2.82	1.020
	11+	2.76	0.988

Levels of education analysis is consistent with the results found in graph 9.0 , the mean composite score for the jrn/assoc/bac groups is 2.75 and the Master's and above group is 3.02. While the spread between these two groups is greater than found in the years of employment analysis, statistically it is insignificant. Both groups give a very favorable rating in regards to the items related to research question# 5. Items# 10 and 22 received the lowest scores and are items of interest.

Table 15

Levels of Education Analysis for Research Question #5

Item	Educ	Mean	S.D.
#2. You feel free to talk to your supervisor about your job.	Jrn/assoc/bac	3.11	0.900
	Master. Doc	3.26	0.910
#3. Supervisor does not use fear/threats for motivation.	Jrn/assoc/bac	3.00	0.840
	Master. Doc	3.28	0.972
#10. Supervisor is open to discussion.	Jrn/assoc/bac	2.39	1.037
	Master. Doc	2.90	0.821
#14. Supervisor open to discussion w/faculty/staff.	Jrn/assoc/bac	3.28	0.669
	Master. Doc	3.21	0.923
#20. Resources are never withheld regardless of criticism.	Jrn/assoc/bac	2.67	0.840
	Master. Doc	2.82	1.023
#22. Grievances are openly/fairly received and dealt with by supervisor.	Jrn/assoc/bac	2.33	0.970
	Master. Doc	2.77	0.742
#30. High degree of trust/respect for supervisor.	Jrn/assoc/bac	2.50	0.985
	Master. Doc	2.92	0.984

- Item #10, (Supervisor is open to discussion.)

- The jrn/assoc/bac group gave this item a mean score of 2.39 compared to the Master's and above group that has a mean score of 2.90. Still not a significant difference in rating but it does pose a point of interest. One group (jrn/assoc/bac) see this as being very competitive while the other group see this as consultative which is what would be expected.

- Item #22, (Grievances are openly and fairly received and dealt with by your supervisor.) The jrn/assoc/bac group has a mean score of 2.33 compared to the Master's and above

group of 2.77. The jrn/assoc/bac group see this item as being farily competitive and the

Master's and above group see it being more consultative.

Table 16

Gender Analysis for Research Question #5

Item	Gender	Mean	S.D.
#2. You feel free to talk to your supervisor about your job.	Male	3.19	0.981
	Female	3.22	0.866
#3. Supervisor does not use fear/threats for motivation.	Male	3.05	1.024
	Female	3.28	0.882
#10. Supervisor is open to discussion.	Male	2.67	0.913
	Female	2.78	0.929
#14. Supervisor open to discussion w/faculty/staff.	Male	3.19	0.981
	Female	3.25	0.770
#20. Resources are never withheld regardless of criticism.	Male	2.67	1.017
	Female	2.83	0.941
#22. Grievances are openly/fairly received and dealt with by supervisor.	Male	2.43	0.926
	Female	2.75	0.770
#30. High degree of trust/respect for supervisor.	Male	2.67	1.017
	Female	2.86	0.990

Gender analysis for research question #5 shows that both groups are very close in their

responses to the survey statements that relate to this question. The female composite mean score

is 3.00 and the male composite score is 2.84. Both groups would seem to be in agreement that

they can talk to their supervisor freely about their job.

The data collected for research question #5 would conclude that there is an agreement in

the perception amongst all respondents that they can talk freely to their supervisor. It can also be

concluded that fear and threats are not perceived to be used based on responses from survey

participants. Also supervisors are open to discussion and there is a high degree of trust and respect for their supervisor. These are critical elements in building a highly effective organization and for growth into a more collaborative system.

Items for change would focus on item #22, (Grievances are openly and fairly received and dealt with by your supervisor.), 36.8% of respondents gave this item a low score and 61.4% gave this a favorable score. This is a critical element within an organization regarding its health and functionality. Christie and Linguard noted that the dysfunctional schools in their research had as one common problem that was with how grievances were being dealt with. Healthier organizations had a structure for dealing with grievances that was perceived to be fair and open whereas dysfunctional systems were not structured, inconsistent, and somewhat biased. This was seen as having the most significant impact on relationships between faculty and administrators. Healthy organizations are capable of dealing with problems of this nature unhealthy organizations were not.
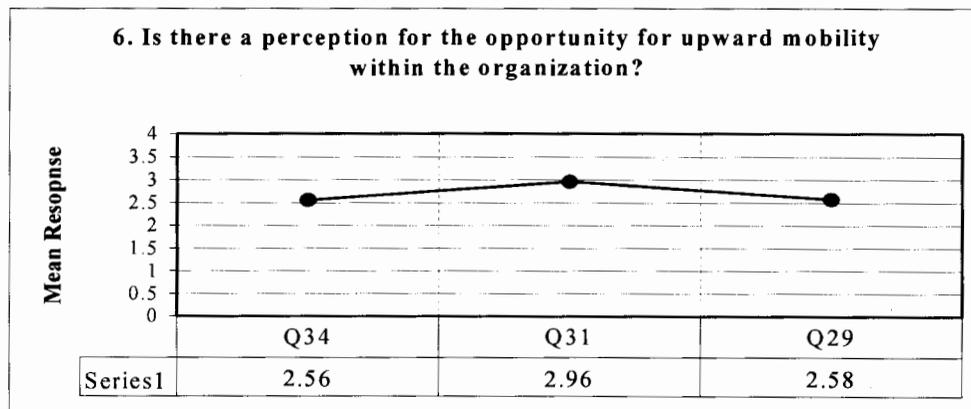

Figure 13. Upward Mobility

Research Question #6. Is their a perception for the opportunity for upward mobility within the organization?

Graph 10.0 shows the respondents mean score for the three statements that address this research question. Scores range from 2.56 to a high of 2.96 with a composite mean score of 2.70. This indicates that respondents had a favorable perception of their opportunity for upward mobility within the college. Research indicates that this is an important factor in motivation and in influencing participation within an organization. While responses are in the competitive level they are more towards consultative which shows that members are being involved more. Items of interest are:

- Item #29, (There is fair and equal opportunity for advancement within your organization.), the mean score was 2.58, 22.8% of respondents strongly agreed, 26.3% agreed, 36.8% somewhat agreed and 14.0% disagreed with that statement. 50% of respondents gave this item a low to unfavorable rating; this is significant indicating strong opportunity for change. While there may be reasons for this perception to be as strong as it is, it would benefit the college to have at least a dialog about this item.

- Item #31, (Your supervisor provides support for your professional growth and development.), the mean score was 2.96, 29.8% strongly agreed, 40.4% agreed, 26.3% somewhat agreed, and 3.5% disagreed with that statement. 70.2% of responses were very favorable to this item. This indicates that the organization is doing a good job of promoting and supporting professional growth and development of its members.

- Item #34, (The actions of the administration are consistent with the mission and values of the organization.), the mean score is 2.56, 14.0% strongly agreed, 43.9% agreed, 26.3% somewhat agreed, and 15.8% disagreed with this statement. 57.9% of responses were favorable and 42.1% gave this low to unfavorable response. This item seems to be split fairly even and would indicate that this is item with excellent opportunity for change.

So critical are the actions of the leaders of an organization to be consistent with the values and purpose that are being communicated within the organization. Research literature indicated time after time that when leaders failed to model the values and mission of the organization they annulled those values. Furthermore, it created a hindrance to the organization obtaining those goals and builds distrust rather than trust and ultimately prevented unconditional trust from existing which is essential for higher levels of performance. Organizations may indeed be able to meet their obligations to their students and community while functioning within this inconsistency; they will not achieve their full potential as if there was consistency within it.

	Q28	Q16	Q10	Q08
Series1	2.86	2.7	2.74	2.56
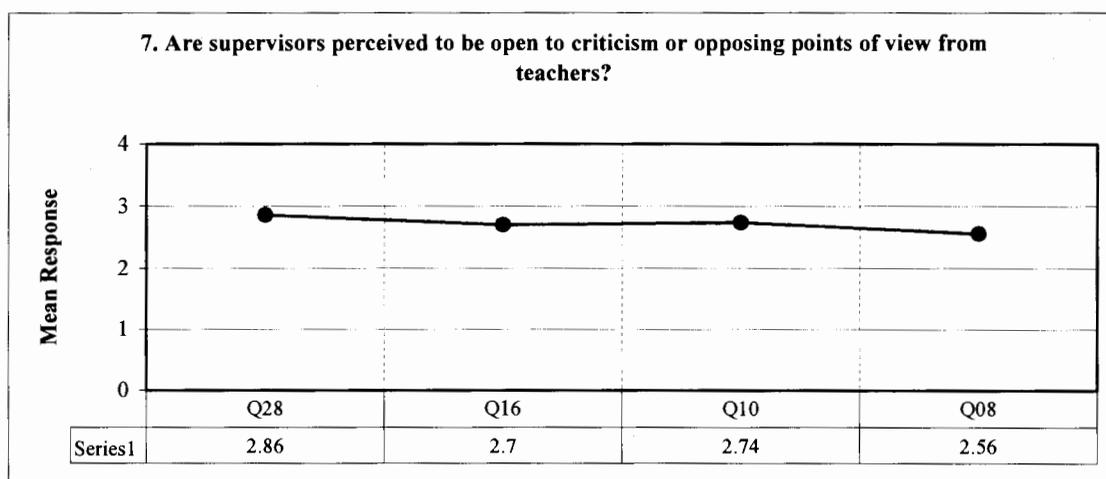
Figure 14. Supervisors Open to Criticism or Opposing Points of View

Research Question #7. Are supervisors perceived to be open to criticism or opposing points of view from teachers? Graph 11.0 shows the mean score for the four items used to assess this research question. Items of interests are:

- Item #8, (Your supervisor accepts opinions that are in opposition to his/her own.), this has a mean score response of 2.56, 8.8% strongly agreed, 52.6% agreed, 24.6% somewhat agreed, and 14.0% disagreed with this statement. This is viewed as being competitive with most respondent's scores (77.2%) in the middle (See comments with item# 10).

- Item #10, (Your supervisor does not insist on having it his/her own way, is open to discussion.), mean score is 2.74, 19.3% strongly agreed, 45.6% agreed, 21.1% somewhat agreed, and 12.3% disagreed with this statement. 64.9% gave a favorable rating to this item, 33.4% gave this a low to unfavorable rating.

Kezar's research had strong implications on the importance of organizations not only being tolerant to dissention but embracing it in pursuit of obtaining a broader understanding of issues resulting in better decision-making. Harris' research on effective leadership and departmental improvement had strong implications on the necessity of open communication at all levels within education to obtain the highest level of performance and in meeting objectives.

- Item #16, (Comments and criticism from faculty and staff are openly received by your supervisor.), mean score is 2.70, 17.5% strongly agreed, 49.1% agreed, 17.5% somewhat agreed, and 14.0% disagreed.

This is perhaps one of the most difficult areas for supervisors but it is also the one area that can do the most good for improving their abilities to facilitate the growth and increase the

performance of the department within their supervision. The mean score would imply that overall respondents viewed that supervisors are open to criticism and that bodes well for this organization.

Many organizations of high performance value this to the point where they incorporate it in the assessments of supervisors. The University of Iowa has developed the 360° assessment tool for educational organizations. This assessment tool is credited with organizations developing into systems with greater collaboration and obtaining higher levels of performance system wide.

Research Question #8. Are supervisors perceived to encourage teachers' initiatives and risk taking, (i.e. thinking outside the box) in effort to obtain higher levels of performance?

This research question addresses one of the major characteristics of high performance organizations. Organizations of this nature understand the value of employee innovation and while there may be some instances of failure the benefits out weight that possibility, (Boyett & Boyett, 1998).

Two survey items addressed this research question.

- Item #17, (You are encouraged to make your own decisions, take risks, think outside the box.), the mean score is 3.09, with 42.1% strongly agreed, 28.1% agreed, 24.6% somewhat agreed, and 3.5% disagreed with this statement. This addresses the concept of self-management, another component of high performance organizations. The results indicate that there is strong agreement to this item.

- Item #26, (You are encouraged to be innovative and to take the initiative.), the mean score is 3.16, 42.1% strongly agreed, 36.8% agreed, 15.8% somewhat agreed, and 3.5% disagreed with this statement. The composite mean score for these two items is

3.13 indicating that there is a very strong agreement that respondents do perceive that supervisors encourage teacher's initiative and risk taking in effort to obtain higher levels of performance. This item addresses the concept of individual creativity and recognition by an organization of the importance of your contribution. The results indicate that there is a strong agreement in favor of this item.
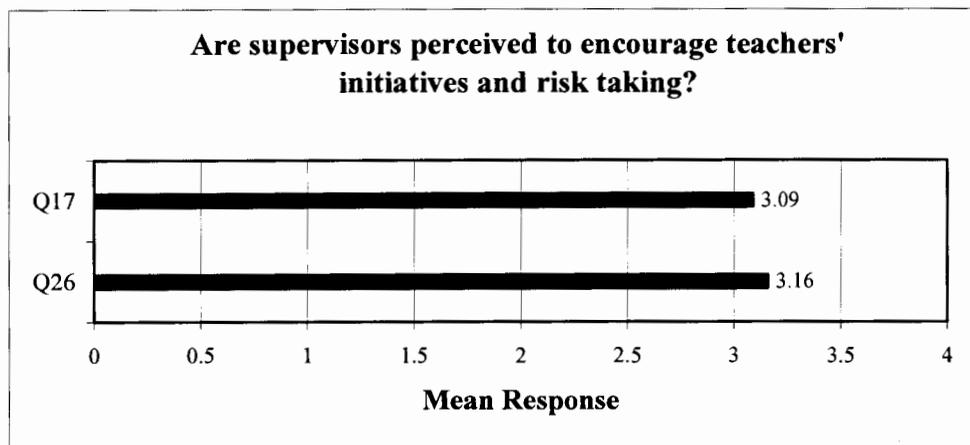

Figure 15. Initiative and Risk Taking

Research Question #9. Do teachers perceive that they receive recognition for their contributions to Western Wisconsin Technical College? Research indicates that upward mobility is a key factor in morale and motivation within an organization.

Three survey items address this research question,

- Item# 4, (Rewards and recognition for achievements are given by your supervisor.), the mean score is 2.28, 10.5% strongly agreed, 35.1% agreed, 26.3% somewhat agreed, and 28.1% disagreed with this statement. 45.6% of respondents gave this a favorable rating, 54.4% gave this a low to unfavorable rating.

- Item# 32, (You have a high degree of satisfaction with your present job.), the mean score is 3.14, 42.1% strongly agreed, 36.8% agreed, 14.0% somewhat agreed, and 7.0% disagreed with this statement. Overwhelmingly respondents gave this a very favorable rating (78.9%), the 7.0% that gave this an unfavorable rating is a point of interest.

- Item #34. (The actions of the administration are consistent with the mission and values of the organization.), the mean score is 2.56, 14.0% strongly agreed, 43.9% agreed, 26.3% somewhat agreed, and 15.8% disagreed with this statement. This item had a 57.9% favorable rating and 42.1% with a low to unfavorable rating; this is an item of interest. The composite mean score for all three items is 2.66 indicating that there is some agreement that teachers perceive that they receive recognition for their contributions and while it is in the competitive level it is moving in the direction of becoming consultative.

9. Do teachers perceive that they receive recognition for their contributions?

	Q34	Q32	Q04
Series1	2.56	3.14	2.28
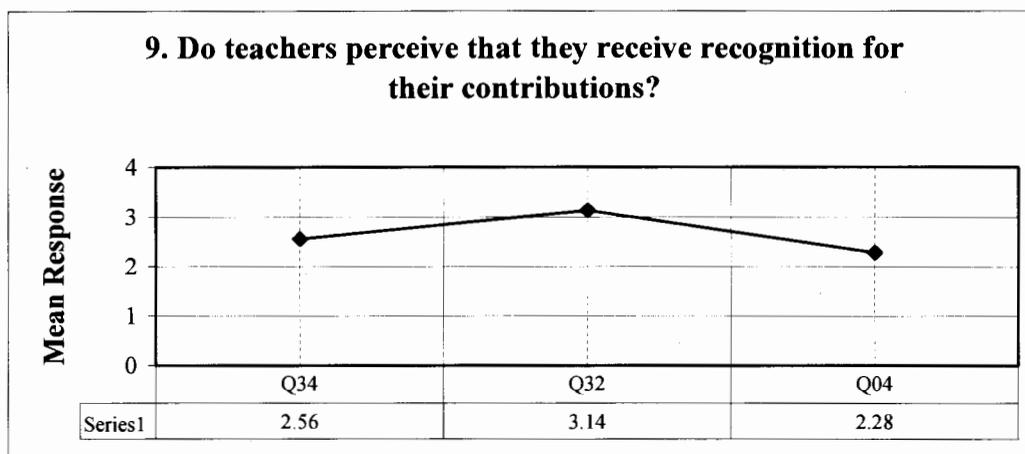
Figure 16. Receive Recognition for Contributions

Research indicates that when subordinates do receive recognition and rewards for their contribution to an organization that it has a very broad impact upon the entire organization. It encourages others to become more involved, more creative, and highly motivated. It has strong implications on the collaborative nature of the organization in that members see themselves as stakeholders. The success of the organizations is seen as something that they individually are apart of and corporately responsible for.

On another level, rewards or recognition is as simple as providing positive responses to subordinates actions or behavior. Whether supervisors are consciously aware or not of the impact of their own actions when they interact with subordinates they are constantly either giving positive or negative rewards or recognition. These responses can either encourage further participation or discourage it resulting in either a vibrant relationship or one that is subdued. In this situation the supervisor holds the key to what kind of environment exists to the extent of his/her authority and their effectiveness as a leader (Boyett & Boyett, 1998).

Additional comments and recommendations for all nine research questions are in Chapter Five, "Summary, Conclusions and Recommendations".

Chapter V: Summary, Conclusions and Recommendations

Introduction

This chapter presents a summary of the research project and results. Conclusions are made from the results of the research and followed with recommendations.

Summary

The purpose of the study was to analyze teachers' perceptions of the style of management at Western Wisconsin Technical College. To determine if the survey instrument used could identify areas where the level of performance could be improved based on the perceptions of the faculty. The following research questions were to be followed to explore the health of the organization based on research literature.

This study attempted to find answers to the following questions:

1. What is the style of management perceived by the Teachers at Western Wisconsin Technical College?

2. Are supervisors perceived to be supportive to the teachers?

3. Is there a perceived involvement in the decision-making and goal setting process is being extended to the teachers within the organization?

4. Are supervisors perceived to be readily receptive to input from the teachers at Western Wisconsin Technical College?

5. Do the teachers at Western Wisconsin Technical College feel free to discuss their job with their supervisor?

6. Is their a perception for the opportunity for upward mobility within the organization?

7. Are supervisors perceived to be open to criticism or opposing points of view from teachers?

8. Are supervisors perceived to encourage teacher's initiatives and risk taking, i.e. thinking outside the box, in efforts to obtain higher levels of performance?

9. Do teachers perceive that they receive recognition for their contributions to Western Wisconsin Technical College?

Following a review of literature a survey was design based on the model of Dr. Rensis Likert and his 4-System Theory (See Appendix B). This model of organizational structures examined six categories that were determined to be critical in the overall health of an organization. The survey used in this study was modified to facilitate web-base application and to minimize respondent's anxiety.

The survey was implemented at Western Wisconsin Technical College as they had agreed to participate in the study and time constraints limited the study to one college. The population was one group consisting of all fulltime faculty employed at the college during April 2004. The survey lasted for one month allowing anyone of the population that wanted to participate in it the opportunity to do so. The data was collected at the University of Wisconsin-Stout Computer Technology Research Department in a secured location and coded to protect all participants' identity.

Conclusions

The survey provided substantial data on the health of the organizational structure at Western Wisconsin Technical College. In regards to research question #1, (What is the style of management perceived by the Teachers at Western Wisconsin Technical College?). The composite mean score for this research question is 2.71 placing the college in the high level of a system 2 which is a competitive system. However, since it is very close to a system 3, (consultative) it will most likely exhibit more characteristics of that system than the system 2.

Comparing system 2 with system 3, in the competitive level organizations often suffer from internal conflicts whereas in the consultative level there is a broader base of participation. This participation taps into the energies and talents of members and facilitates change.

In the next level, (system 4) there is extensive involvement of all members in decision-making, goal setting, and the evaluation process. Organizations with a collaborative structure have the highest level of performance, the least turnover, least absenteeism, highest level of motivation, greatest sense of participation, and the greatest level of trust (Boyett & Boyett, 1998).

Organizations in the competitive level that can shake free from the turmoil created by the internal strife between administration, faculty, and departments, that can encourage initiatives appealing to broader participation will increase performance levels when they become more participatory. When the organization begin to see itself and functions as a learning community without barriers then it will become empowered to achieve the highest goals that not only serve the college but the community at large.

Research question #2, (Are supervisors perceived to be supportive to the teachers?).

Respondents gave this a composite mean score of 2.88 indicating a strong agreement exists that

supervisors are perceived to be supportive to teachers. There were nine survey items linked to

this research question that were given very favorable ratings by respondents. While none of the

mean scores were rated as being collaborative they were perceived to be consultative with some

being competitive. This implies that the relationship between supervisors and faculty in regards

to the level of support is perceived to be good by respondents but there is opportunity to improve.

Developing collaboration in policy/decision-making with subordinates would be one way

that this organization could have a substantial impact on improving this area within the

organization. While teams are often used by organizations to become collaborative it must also

develop strategies to prevent the problem of organizational fit (Kezar, 2001). Team building

interventions would be appropriate understanding that it is time consuming and desired results

may not surface until the teams are functioning properly (Boyett & Boyett, 1998). Administrators

would need to develop a new paradigm in which they see their roles change as well. They would

need to shift from managerial functions to facilitators and practice coaching to create effective

teams (Harris, 2000).

Research question #3, (Is there a perceived involvement in the decision-making and goal

setting process extended to the teachers within the organization?). This has a composite mean

score of 2.41 putting it the middle of the competitive level, system 2. Item #25, (Your

organization has a free-flowing decision-making process that involves all faculty and staff in the

process.) received low to unfavorable ratings by respondents. Items #9 and 12 also received low

to unfavorable ratings by respondents indicating that these are opportunities for change.

"For strategies to be successfully implemented, staff at all levels in an organization need to be involved in decision-making and policy formation" (Harris, 2000, p. 82). In Harris's opinion transformational leadership provides the best style of management to achieve departmental improvements and effective leadership. Between the demands and restrictions in funding as well as governmental regulations, the more involved that members are in the functions of the college increases opportunity for success. Research shows that departments with functioning teams and broad base participation make better decisions. Transformational leadership provides direction and support to accommodate this process.

Research question #4 (Are supervisors perceived to be readily receptive to input from the teachers at Western Wisconsin Technical College?) The composite mean score for this question is 2.71 placing it in the upper level of system 2, (competitive) but most likely functions as a system 3, (consultative). The measure of leader effectiveness is determined by the style of leadership in combination with the situation and group performance (Fiedler as cited in Bond & Boak, 1996). Three situation dimensions were determined to be of major importance:

1. the leader-members interpersonal relationships;

2. the structure of the tasks;

3. the leader's position in power.

Leadership involves the attributes of the transactions between those who lead and those who follow and is based on social interaction (Bond & Boak, 1996).

Supervisors that are implementing change who include input from subordinates in the policy-making process experience greater success. One reason is that people are less resistant to

change when they are involved in the decision-making process. Interacting with subordinates where change is being communicated that includes a clear vision of how it will improve the organization helps it to evolve. Positive interactions and being receptive to input builds strong support for change (Boyett & Boyett, 1998).

Research question #5, (Do the teachers at Western Wisconsin Technical College feel free to discuss their job with their supervisor?). This research question has a very favorable composite means score of 2.94 or essential a system 3, consultative. This bodes well for the organization and is definitely a strong point for the organization. This is a critical factor for improving the overall performance of the college and has a direct impact on student performance, (Harris, 2000).

Effective leaders act as change agents which require an understanding of where people are within the organization. Their effectiveness in change requires a knowledge of of what the day to day struggles are that confront the people that they are responsible for. Upward communication provides information that makes effective decision-making possible. Policies that ignore the problems of subordinates are doomed to fail and weaken leaders responsible for the policies (Boyett & Boyett, 1998).

Effective educational system requires adequate support to facilitate the learning process. Communication creates a channel for awareness of issues, concerns, and of successes. Student outcomes are linked to the coordination of institutional actions. Upward communication provides the opportunity to address situations as they develop or to plan for potential problems.

Research question #6, (Is there a perception for the opportunity for upward mobility within the organization?). The composite mean score for the three items included in this research question is 2.70 which imply that there is a strong agreement that there is opportunity for upward mobility within the organization. However for item #29, 50% of the respondents gave it a low to unfavorable rating. This item directly addresses the issue of fair opportunity to advance and based on the results it seems there is some concern with this item.

Many educational organizations are limited with how many opportunities exist for advancement. Yet, there is the opportunity for professional growth and development and this item was given a very favorable score of 2.96. So it would appear that all that can be done is in fact being done and at a high degree of approval based on the survey results for this item.

Sometimes in organizations where upward mobility is non-existent or very limited it impacts job satisfaction and morale. Survey item #32, (You have a high degree of satisfaction with your present job.) has a composite mean score of 3.14, a very favorable rating. This would imply that while upward mobility may seem to be limited there is a very strong agreement about job satisfaction at the college.

Research question #7, (Are supervisors perceived to be open to criticism or opposing points of view from teachers?). The composite mean score for all survey items that addresses this research question is 2.72. This is a favorable rating indicating that respondents perceive that supervisors are open to criticism and opposing points of view.

This research question addressed several problems; gate-keeping, assimilation and organizational fit. These are associated with a high degree of job dissatisfaction, poor morale, job turnover, and absenteeism. There were four survey items that were used to assess to what extent,

(if any) these problems existed at Western Wisconsin Technical College. In addition, item #32 could also be used to assess this problem but was included in other areas instead.

Dissention, objective criticism, and cultural perspectives will often generate oppositional views from the mainstream. Contrary to common opinion, this is a very healthy environment for increasing the depth of knowledge and awareness on various issues. Industry has learned from their experiences that having everyone with the same attitude, same perception didn't enhance productivity but rather created serious morale and job commitment issues.

Moreover, organizations that depend on obtaining the correct results have found that nurturing a culture of dissention has proven to generate the greatest depths of understanding. Such as was the case with the federal government department called I.R.A.. Of all of the intelligence gathering sectors prior to the Iran war, this single branch was attributed with getting it right. The single must significant factor was determined to be their culture that nurtures dissention. On the other hand the Columbia disaster demonstrates one example of what can happen when there is a failure in accepting opposing or dissenting points of view. Assimilation has a very strong appeal but the reality of what it generates is hardly the fantasy that many managers had aspired for. Multiple perspectives provide the best overall picture and the greatest understanding as it creates a mosaic that is much truer than what one perspective could ever achieve.

Research question #8, (Are supervisors perceived to encourage teacher's initiatives and risk taking, i.e. thinking outside the box, in efforts to obtain higher levels of performance?). The intent of this research question was to determine to what extent there is collaboration and self-direction in setting goals and decision-making and to what degree of support is given by supervisors. There were two survey items that addressed this research question and the combined mean score is 3.13; this is a very favorable rating. Based on the results from participants in the study, Western Wisconsin Technical College does support and encourage teachers to take risks and to be innovative. The level at which this exists based on respondents perceptions would imply that at least at the supervisory level there is strong support.

This is characteristic of high performance organizations and is generally very collaborative in nature. It also demonstrates a high degree of trust that is foundational in building a vibrant organization. It also implies that there is substantial communication between supervisor and subordinates. This is a very strong area within the organization that has potential for aiding in the growth and development of the organization in other areas.

Research question #9, (Do teachers perceive that they receive recognition for their contributions to Western Wisconsin Technical College?). Three survey items were used specifically to answer this research question. The combined mean score of the three items is 2.66 which is a favorable rating. However two of the items were given a low rating by a substantial percentage of the respondents. These items were very direct in regards to recognition and rewards and this low rating indicates that here exist an opportunity to make some improvements. However, job satisfaction was rated very high which is item# 32, in spite of the low ratings for the other two items.

Recommendations

Western Wisconsin Technical College was perceived to be in the upper level of system 2 perhaps closer to a lower level system 3 in the Likert's 4-System Theory model. This implies that the college functions in a participatory state with some competition. Of the six categories Motivation, Communication and Leadership were seen as being the strongest. The Control and Decision categories were given moderate scores and the Goals category was seen as the weakest area.

To become a collaborative system, the college would need to include faculty in the evaluation process, greater participation in decision-making and setting policies where appropriate to do so. Many educational systems have come to realize that there is significant value gained by including faculty in the assessment process. The college would benefit greatly from participation in a 360 assessment and to conduct this assessment on a regular basis.

This research did find evidence that 'organizational fit' does exist at the college and it would be very beneficial to develop safeguards and strategies to eliminate this problem. Even where collaborative teams are highly involved in decision and policy-making process this can still be a critical problem. The problem arises when there is coercion to conform to the majority and disregard for the values and beliefs of minority populations. If the college were to stress the importance and model acceptance of dissenting views and develop awareness of how minority populations perceive the same issues it could over come this problem.

This research did find evidence that conditional trust does exist at the college and while this is good in facilitating tasks at hand it does little beyond that. The college would benefit greatly from cultivating and nurturing unconditional trust. Where unconditional trust exist the highest degree of collaboration and performance are achieved. The college would benefit from administration modeling the behaviors and values that are desired within the organization. Trust is built upon consistency where actions are in alignment with expectations. Therefore, the goals, values and ideals that are expressed by administration must also be modeled on a consistent basis by administrators.

This research did find that recognition is limited but job satisfaction was very high. Increasing recognition for contributions would have system wide impacts. Recognition can exists on many levels, when it is not given results in creating an environment where contributions become subdued. Acknowledgement at levels that would be appropriate for the contribution would be motivational and inspirational to the entire organization. It would boost morale and create a more positive atmosphere that would generate potential for more contributions.

A follow up study could be useful to determine if any impact occurred from programs instituted by the college to improve any area in this survey. Submitting this survey again would provide an accurate assessment of what changes were made and to what extent.

Interviews would provide additional data and a perspective that the survey alone could not accomplish. Further assessment of the data already collected could provide a source of information to be explored in the interviewing process.

The survey instrument could be improved by creating a 5-point scale. This would create a neutral response option that presently does not exist. However, care should be exercised so that the survey retains its original concepts in order to be of value in assessing any progress from prior deployments.

Recommendations to future researchers:

This research should have had one or perhaps two good research questions. There is no need to have anymore than that. Too many research questions muddle up the project and can become a daunting task that is exasperating. It is the quality of the question that should be the point of focus rather than the quantity.

The researcher should become totally familiar with the analysis process prior to conducting the research or developing an instrument. While services may exist to some extent, ultimately it is the researcher that is responsible for the data analysis. Once the data is collected it is a good idea to process the data as soon after as possible. Delays only create more problems and extensive amounts of additional work.

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Appendix A

Survey Instrument (Based on Likert's 4-System Theory Model)

General Information: Please provide the following information; all information collected will be kept strictly confidential.

A. My gender is: __ Male __ Female

B. I am employed in the   __ Business Div.   __ Family & Consumer
Sciences Div.
                             __ General Studies Div. __ Health & Human Services
Div.
                             ---- Industrial Technologies Div. __ Other (type response)

C. Years with this organization:
         ___ 1 – 5   __ 6 – 10   __ 11- 15   __ 16 +

D. Level of Education:

Journeyman   ___   Associate Degree ___   Bachelor Degree ___

Master's Degree ____   Doctorate Degree ___

Directions: Read each statement and then click on the bubble that reflects your response to the statement. The following scale is being used.

Scale: 1- Strongly Agree
2- Agree
3- Somewhat Agree
4- Disagree

No.	Statement	1	2	3	4
1	Your supervisor typically shows confidence in you	⌐	⌐	⌐	⌐
2	You feel free to talk to your supervisor about your job	⌐	⌐	⌐	⌐
3	Your supervisor does not use fear or threats for motivation	⌐	⌐	⌐	⌐
4	Rewards and recognition for achievements are given by your supervisor	⌐	⌐	⌐	⌐
5	You are involved in establishing organizational objectives	⌐	⌐	⌐	⌐
6	Information and policies are established by your supervisor with your involvement	⌐	⌐	⌐	⌐

7	You are encouraged to collaborate with your colleagues in the decision-making process	⌐	⌐	⌐	⌐
8	Your supervisor accepts opinions that are in opposition to his/her own	⌐	⌐	⌐	⌐
9	Your organization has an active pluralistic form of leadership that includes you	⌐	⌐	⌐	⌐
10	Your supervisor does not insist on having it his/her own way, but is open to discussion	⌐	⌐	⌐	⌐
11	The decision-making process provides substantial contribution to your motivation	⌐	⌐	⌐	⌐
12	Organizational goals are established after discussion and group consensus	⌐	⌐	⌐	⌐
13	Your supervisor involves department members in reviews and policy decisions	⌐	⌐	⌐	⌐
14	Your supervisor is open to discussions with all faculty and staff members	⌐	⌐	⌐	⌐
15	Teams are used to set policies and goals	⌐	⌐	⌐	⌐
16	Comments and criticism from faculty and staff are openly received by your supervisor	⌐	⌐	⌐	⌐
17	You are encouraged to make your own decisions, take risks, think outside the box	⌐	⌐	⌐	⌐
18	Your supervisor values your knowledge and often seeks your advice	⌐	⌐	⌐	⌐
19	Department decisions are open to different views	⌐	⌐	⌐	⌐
20	Resources are never withheld regardless of criticisms or comments	⌐	⌐	⌐	⌐
21	Department members are involved in the evaluation process of faculty	⌐	⌐	⌐	⌐
22	Grievances are openly and fairly received and dealt with by your supervisor	⌐	⌐	⌐	⌐
23	Your supervisor encourages cooperative practices among department members	⌐	⌐	⌐	⌐
24	Your supervisor often expresses interests or awareness of your well-being	⌐	⌐	⌐	⌐
25	Your organization has a free-flowing decision-making process that involves all members in the process	⌐	⌐	⌐	⌐
26	You are encouraged to be innovative and to take initiative	⌐	⌐	⌐	⌐
27	You do not feel pressured to agree with decisions that you have strong opposition to without having the opportunity to express your concerns	⌐	⌐	⌐	⌐
28	The culture at your college is accommodating to the free expressions of your own ideas	⌐	⌐	⌐	⌐
29	There is equal and fair opportunity for advancements within your organization	⌐	⌐	⌐	⌐
30	You have a high degree of trust and respect for your supervisor	⌐	⌐	⌐	⌐
31	Your supervisor provides support for your professional growth and development	⌐	⌐	⌐	⌐
32	You have a high degree of satisfaction with your present job	⌐	⌐	⌐	⌐
33	Your organization has a clear vision of purpose that is communicated clearly	⌐	⌐	⌐	⌐
34	The actions of the administration are consistent with the mission and values of the organization	⌐	⌐	⌐	⌐

Appendix B

Likert's 4-System Theory Model

Cat.	Organizational variables	System 1	System 2	System 3	System 4	Item No.
Leadership	How much confidence and trust is shown in subordinates?	Virtually none	Some	Substantial amount	A great deal	1
Leadership	How free do they feel to talk to supervisors about job?	Not very free	Somewhat Free	Quite free	Very free	2
Leadership	How often are subordinates ideas sought and used by constructively?	Seldom	Sometimes	Often	Very Frequently	3
Motivation	Is predominant use made of 1 fear 2 threats 3 punishment 4 rewards 5 involvement?	1,2,3 occasion ally 4	4, some 3	4, some 3 and 5	5,4 based on group-set goals	4
Motivation	Where is responsibility felt for achieving organizational goals?	Mostly at top	Top and middle	Fairly general	At all levels	5
Motivation	How much cooperative teamwork exists?	Very little	Relatively little	Moderate amount	Great deal	6
Communication	What is the usual direction of information flow?	Downward	Mostly downward	Down and up	Down, up , and sideways	7
Communication	How is downward communication accepted?	With suspicion	Possibly with suspicion	With caution	With receptive mind	8
Communication	How accurate is upward communication?	Usually inaccurate	Often inaccurate	Often accurate	Almost always accurate	9
Communication	How well do superiors know the problems faced by subordinates?	Not very well	Rather well	Quite Well	Very well	10

	Question					
Decisions	At what level are decisions made?	Mostly at the top	Policy at the top, some delegation	Broad policy at top, more delegation	Throughout but well integrated	11
	Are subordinates involved in decisions related to their work?	Almost never	Occasionally consulted	Generally consulted	Fully involved	12
	What does decision-making process contribute to motivation?	Not very much	Relatively little	Some contribution	Substantial contribution	13
Goals	How are organizational goals established?	Orders issued	Orders, some comments invited	After discussion, by orders	By group action(except in a crisis)	14
	How much covert resistance to goals is present?	Strong resistance	Moderate resistance	Some resistance at times	Little or none	15
Control	How concentrated are the review and control functions?	Very high at top	Quite high at top	Moderate delegation to lower levels	Widely shared	16
	Is there an informal organization resisting the formal one?	Yes	Usually	Sometimes	No-same goals as formal	17
	What are cost, productivity, and other control data used for?	Policing, punishment	Reward punishment	Reward, some self-guidance	Self-guidance, problem-solving	18

Appendix C

Email Message (invitation to participate in study)

Elli Hunt a Graduate Student in the Masters of Career and Technical Education, at the University of Wisconsin-Stout, is conducting a research. Project titled: Analysis of Teachers Perceptions of the Management Style at Western Wisconsin Technical College. We would appreciate your participation in this study. It is not anticipated that this study will present any medical or social risk to you. The information gathered will be kept strictly confidential and any reports of the findings of this research will not contain your name or any other identifying information.

1. Your participation in this project is completely voluntary. If at any time you wish to stop participating in this research, you may do so, without coercion or prejudice. Just inform the researcher or simply exit the survey, all incomplete surveys will be erased without collecting any data.
2. Once the study is completed, the analyzed findings would be available for your information. Questions or concerns about the research study should be addressed to Elli Hunt, the researcher, 715-426-6244, or the research advisor, Dr. Hector Cruz 715-232-2556. Questions about the rights of research subjects can be addressed to Sue Foxwell,

Human Protections Administrator, UW-Stout Institutional Review Board for the protection of Human Subjects in Research, 11 Harvey Hall, Menomonie, WI, 54751, phone (715) 232-1126

Consent Form
I understand that my participation in this study is strictly voluntary and I may discontinue my participation at any time without prejudice.
I understand that the purpose of this study is to investigate the problem, Analysis of Teachers Perceptions of the Management Style at Western Wisconsin Technical College. I further understand that any information about me that is collected during this study will be held in the strictest confidence and will not be part of my permanent record. I understand that in order for this research to be effective and valuable certain personal identifiers need to be collected. I also understand that the strictest confidentiality will be maintained throughout this study and that only the researchers will have access to the confidential information. I understand that at the conclusion of this study all records which identify individual participants will be destroyed. I am aware that I have not and am not waiving any legal or human rights by agreeing to this participation.
By clicking on the survey link below I verify that I am 18 years of age or older, in good mental and physical condition, and that I agree to and understand the conditions listed above.

www.surveylink.com (not actual link)