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A comparative analysis of Mexican and Anglo administrator's self-perceived leadership styles

Leticia Aguaristi Escobar
San Jose State University

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A COMPARATIVE ANALYSIS OF MEXICAN
AND ANGLO ADMINISTRATOR'S
SELF-PERCEIVED LEADERSHIP STYLES

by

Leticia Aguaristi Escobar

A special study submitted in partial fulfillment
of the requirements for the degree of
Master of Social Work
(Administration)
in San Jose State University
1979

SAN JOSE STATE UNIVERSITY
SCHOOL OF SOCIAL WORK

APPROVED

EXAMINING BOARD:

Rodolfo Arevalo

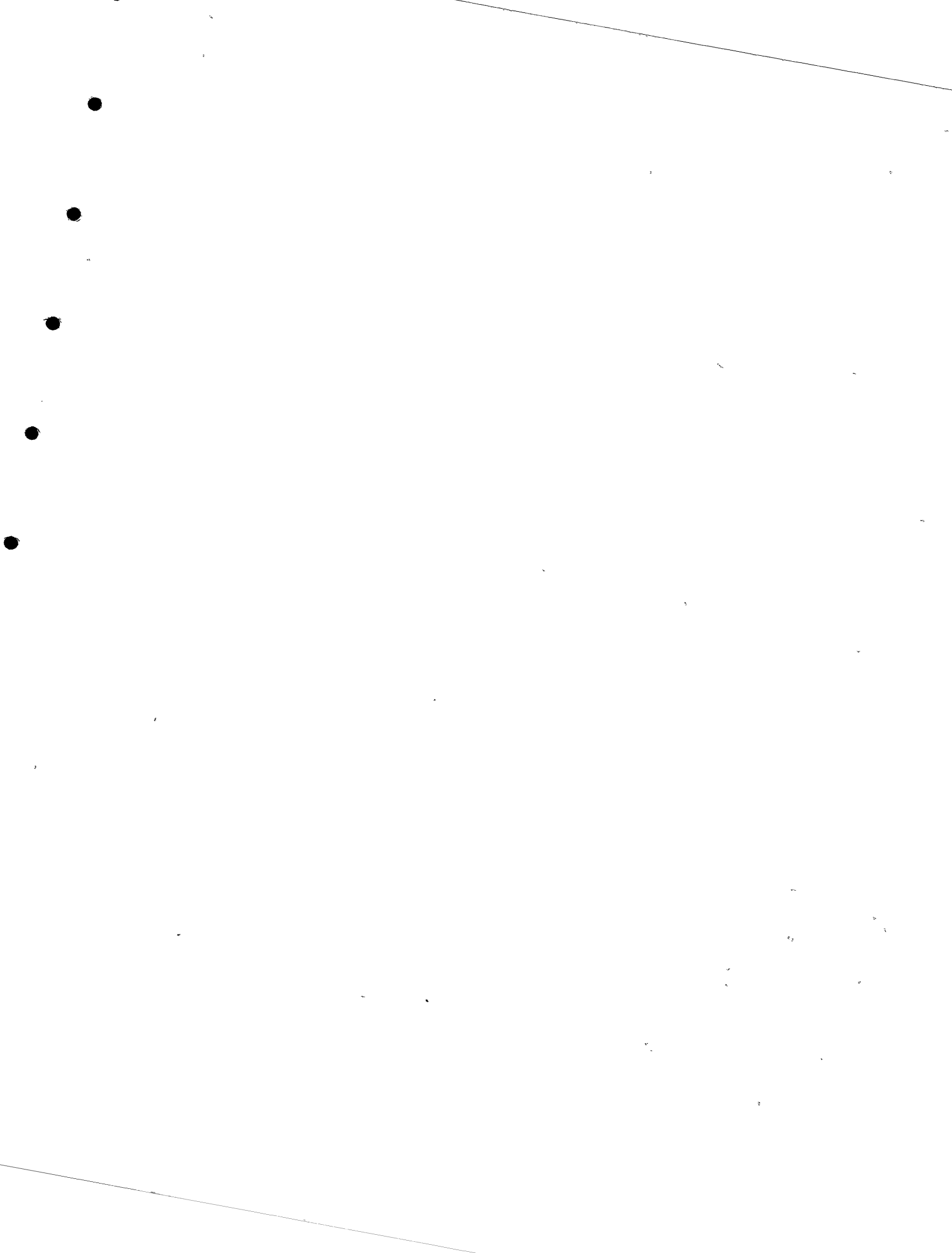
John Gee

Peter Lee

DATE: 5/22/79

Master's Committee:

Dr. Rodolfo Arevalo, Chairman
Mr. John Gee
Dr. Peter Lee



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Chapter I

INTRODUCTION

The goal of this study is to investigate, analyze and elaborate on the leadership styles of Mexican male public administrators and Anglo male public administrators in Santa Clara County, California.

By leadership style is meant the consistent behavior patterns that administrators use when they are working with and through other people as perceived by those people.¹ By public administrator is meant a person who is employed in a public, non-profit organization as the person who manages the organization or some aspect of it by planning, organizing, staffing, directing or controlling.²

Theoretical and Empirical Research

Literature on leadership has been extensive and has been discussed in various ways most of this century. The literature which initially dealt with leadership was concerned almost entirely with theoretical issues. Theorists sought to define leadership, and to develop theories of leadership which would identify and relate types and functions of leadership to the general society. In addition, they sought to account for the emergence of

leadership either by studying the qualities of the leader or the situational variables.

Early theorists can be differentiated from more recent writers, primarily by virtue of the fact that (1) they failed to consider the interaction between individual and situational variables and (2) they tended to develop more comprehensive theories than do their most recent counterparts.³ Recent researchers of leadership have concentrated on empirical research, pulling away from the theoretical approach.

Leadership related to various sections of the population such as students, military personnel, and businessmen has been heavily researched, whereas others such as politicians, labor leaders, criminal leaders, public administrators and minority administrators have been relatively neglected. A factor that appears to account for this is a value orientation in various schools and disciplines which either dismiss certain problems in the study of leadership as unimportant or have simply neglected this area for research. This writer believes that theory and research combine to give insight into a problem. Therefore, the subsequent literature review encompasses both.

In general, an effort has been made in the literature review to discuss problems as they appeared in the literature in historical sequence. First of all, because several different schools of thought have prevailed

simultaneously since the earliest leadership studies were made: their impact on various leadership areas becomes obvious. Accordingly, the various theories of the organizational schools of thought are discussed as part of this literature review. Secondly, a definition of leadership is given. Thirdly, the types of leadership are discussed. Since the focus of this study is within Situational Leadership Theory, a major section of the literature review will attempt to discuss various aspects of this area. Lastly, a brief section of the review includes information about the Mexican culture, as it is relevant to the purposes of this study.

The Problem

There is a significant lack of empirical research on the Mexican-American/Chicano Administrators' leadership behavior and more specifically, their leadership styles. As was previously stated researchers have generally neglected the minority administrator as a research population.

The recent emergence of the Chicano into administrative positions brings with it interest into the general subject area of minority administrators and how they function in a predominantly Anglo society. A comparative analysis of the Chicano administrators and the Anglo administrators' leadership styles may provide some information as to their impact in this field in terms of

their interaction with one another and generally their respective styles as administrators.

The Chicano administrator must contend with a role pressure which is much greater and complex than that of the Anglo administrator.⁴ The Chicano administrator faces the need for dual validation--by his ethnic peers and the Anglo system. This dual validation is necessary in order that administrative roles be attained and preserved. However, approval by one may entail rejection or mistrust by the other. This validation conflict makes the Chicano administrator's job more difficult. The greatest difficulty is derived from obtaining legitimation from the dominant society.

This hostility is evidenced by the ambivalence concerning the gradualistic approach towards accepting minority members of the organization as full-pledged participants on an equal basis, as well as a tacit approval of local customs and prevailing opinions as primary considerations in allowing minority participation in policy making decisions.⁵

This writer believes that these factors serve to exemplify the need for research on this subject in order to provide clarification and understanding of the roles of these administrators. It is hoped that this clarification will lead to increased sensitivity and awareness of the distinction, if any, between the Chicano and the Anglo administrator.

This study is an attempt by the writer to delve into the area of leadership traits of two distinct population groups, namely, the male Mexican/Chicano

administrator (heretofore referred to as Mexican), and the male Anglo administrator. The three terms, namely, Mexican, Mexican-American and Chicano will be used interchangeably.

Previous writings have shown that the Mexican's assimilation into administrative positions has been slow in coming.⁶ This may be due to the fact that the Mexican people in the United States have historically encountered many obstacles in their move towards assimilation due to prejudice, discrimination and a general misunderstanding or lack of knowledge of the Mexican culture.⁷ As a result, the numbers of Mexican administrators is low indeed.⁸

Mexicans in the Southwest are highly differentiated from the dominant society on nearly every measurement of social and economic position. A profile of their main demographic characteristics, such as age, family size and the incidence of broken families reveals significant variations from the Anglo "norms".⁹ Their educational attainment shows an especially notable gap. Associated with this gap is an unfavorable occupational structure and a low average income.¹⁰

Mexicans are a significant part of the population of the United States. Mexicans comprise some 7.2 million people in this country.¹¹ In addition, it is estimated that some 7.4 million undocumented aliens now populate this country.¹² Consequently, Mexicans in the United States represent the largest concentration of people of Latin descent in the world outside of Latin American

itself--and the number of Mexican people in the United States is growing very rapidly.

In spite of the significant number of Mexicans in this country, very few hold white-collar jobs, including professionals and managerial positions. In 1960 a mere 3.2 percent held managerial positions.¹³ (See Table 1.)

Although Table 1 shows figures for 1960, there has been no significant increase in Mexicans holding managerial positions as evidenced in Santa Clara County.¹⁴ The small percentage of Mexican administrators is exemplified by the situation of school principals. "Of approximately 12,000 school principals in the Southwest, less than 400 (3 percent) are Mexican American."¹⁵

The unfavorable occupational structure of Mexicans does not fully express their differential position in labor markets. The occupational categories in Table 1 are extremely broad. For example, the professional class ranges from surgeons to medical technicians, the managerial category from the president of a large corporation to the manager of a small restaurant. The fact is that Mexicans tend to hold inferior jobs within almost every major occupational group, and that their earnings are often low relative to those of Anglos in the same occupations and jobs.¹⁶

Managers and sales workers show the poorest earnings of Mexicans relative to Anglos.¹⁷

Table 1

Spanish-surname Males as a Percent of All Male Employees in Government Jobs of Various Types Compared with Their Share in Total Employment in California in 1960

Occupational Category	Public Administration	Public Education	Total Public	Private & Public
All Occupations	5.2	3.7	4.7	8.7
Professional	3.4	2.8	3.0	2.9
Managerial	3.2	1.4	3.1	3.8
Clerical	4.7	4.4	4.6	5.0
Craft	6.9	4.2	6.5	7.0
Craft Foreman	7.6	2.3	5.0	6.5
Operative	10.5	6.5	10.1	12.7
Services	4.0	6.2	4.6	8.6
Laborer	11.8	7.9	11.0	26.3

From: Grebler, Moore & Guzman, The Mexican-American People, p. 223.

Because of this underrepresentation, there are virtually no studies of the Mexican as an administrator. Much less are there comparative studies of the Mexican and Anglo administrator.

As previously stated, the Mexicans as a group are gaining in national importance. According to California Governor Jerry Brown, "You're the leading minority in the Southwest. It's your turn in the sun . . ." ¹⁸ Hispanics

have increased by 14.3 percent in the past five years.¹⁹

As the country's fastest growing minority, they are hoping to become an increasingly influential group. "The Hispanics very numbers guarantee that they will play an increasingly important role in shaping the nation's politics and policies."²⁰ "The 1980's will be the decade of the Hispanics."²¹

With the increasing rise and importance of the Mexican on a national basis, so has there been an increasing rise and importance of the Mexican on a local basis, specifically in Santa Clara County, California. A substantial number of Mexicans in this country hold leadership positions. Although the number is low relative to the Anglo, the Mexican administrators do hold significant positions.

As previously stated, Mexicans are highly differentiated from the Anglo in nearly every measurement of social and economic position. This includes age, income, family size, status, and occupation. At this point it is not known whether the two groups as administrators are also highly differentiated in their leadership styles.

Consequently, research into the leadership behavior of both Anglo and Mexican administrators will serve to fill a gap in this particular area.

Need for the Study

The increased awareness of the Mexican as a rising minority and administrator has developed during the last decade. This awareness has brought about an increased interest in the managerial styles of these administrators. Moreover, a study which compares the leadership styles of the Mexican as the rising minority and the Anglo as the dominant group serves to further establish any differences or similarities which may exist between them.

In spite of the interest in this area, the writer found that there is virtually no research available which deals with this specific issue. Most research has been geared towards the Anglo's leadership behavior and leadership theory in general.

The significance and validity of the problem is shown because of various factors. First of all, the issue of the minority administrator is a timely one. That is, it is an issue which is relevant at this particular time period especially because of the Mexican's present developing rise in prominence.

Secondly, the problem relates to a wide population--the Mexicans. They are the second largest minority in the United States today. The Mexicans are thus becoming an influential and critical population.

Thirdly, the problem fills a research gap. That is, as previously mentioned, there is virtually no research

that has been completed on the issue of the Mexican as administrator.

Fourthly, this problem is significant because it permits generalization to broader principles of general leadership theory and human behavior theory.

Fifthly, this problem serves to sharpen the definition of leadership styles as it pertains to this particular population.

Lastly, this problem is significant because it provides the possibility for a fruitful exploration with known techniques, namely, the research instrument itself.

Therefore, it follows that at this time there is a need to study the Mexican and Anglo administrator and their perceptions of their own leadership styles. On completing this study we will be better able to determine whether leadership styles will differ among the two ethnic groups and whether it has any implications as to the particular ethnicity of an administrator.

Purpose

The purpose of this study will be to determine the similarities and differences in the self-perceived leadership styles between Anglo male public administrators and Chicano/Mexican male public administrators in Santa Clara County, California.

The study will attempt to answer the following questions:

1. What are the self-perceived similarities and differences in their leadership styles?
2. What are the self-perceived similarities and differences in their leadership style adaptability?

The writer's contention is that the self-perceptions of the Mexican male administrators do not differ from those self-perceptions held by the Anglo male administrators. The writer believes that any cultural differences that there may be between them will not become apparent as each group assumes the administrative role. The assumption is made that any managerial role will supersede any significant influence of the culture. However, no assumption is being made that any similarities or differences found are due to ethnic or cultural differences between the two groups.

The writer will also attempt to determine any similarities or differences between the two populations as it relates to their age, their education, marital status, income, length of time in the agency, length of time in their position and years as an administrator. A pure comparison of these variables will be made.

In arriving at the answers to the above questions, the writer used a descriptive research design. The purpose was to describe systematically the facts and characteristics of the population. This particular method was chosen because descriptive studies are appropriate for questionnaire-type studies.²²

Source of Data

The sample for this study was primarily identified by consulting with a "Panel of Selectors", that is, three members of the local community who have lived in Santa Clara County ten years or more.²³ The panel was selected with the assistance of Mr. John Gee, Director of the Multi-Service Project for Santa Clara County, Mr. Frank Escobar, Director of Citizen Services for Santa Clara County and Ms. Linda Jones, Administrative Assistant to Santa Clara County Supervisor Dan McQuorquodale.

The panel got together at a local restaurant. Each member proceeded to list whom they considered the twenty top Mexican male administrators and the twenty top Anglo administrators in Santa Clara County.

A maximum sample of twenty for each population group was then compiled from these three lists by including those that were originally listed most frequently in each list of the "selectors". Based on this data a sample consisting of twenty Mexican male public administrators and twenty Anglo male public administrators was selected to be used in this study.

Statement of Procedures

The research data consists of responses derived from the sample population acquired from administration of Hersey and Blanchard's Leader Effectiveness and Adaptability Description (LEAD--Self). (See Appendix 1.)

The writer decided to utilize this particular questionnaire because it has previously been used by professional researchers and could thus effectively test the writer's research questions. There was, therefore, no need to pre-test the questionnaire. A questionnaire soliciting background information from each respondent was also included. (See Appendix 2.)

The administrators were then contacted by the writer via the telephone in order to obtain their approval for their participation in this study. The administrators were asked to respond to the LEAD--Self questionnaire and the "Background Information Questionnaire".

The questionnaires were then mailed to the respondents with a cover letter briefly explaining the study and thanking them for their cooperation. (See Appendix 3.)

The instruments were then scored and tabulated according to Hersey and Blanchard's, "Directions for Self-Scoring and Analysis of the LEAD--Self". (See Appendix 4.) A high score in a particular quadrant indicates either a high task and low relationship leadership style, a high task and high relationship leadership style, a high relationship and low task leadership style, or a low relationship and low task leadership style. (These styles will be described in detail in the review of the literature.)

The instrument also measures the respondent's leadership style adaptability, that is, how effectively

the respondent can adapt his leadership style to a particular situation. The theory underlying these concepts is discussed in detail in the subsequent review of the literature.

The "Background Information Questionnaire" was scored manually utilizing means and/or percentages.

Chapter 2

REVIEW OF THE LITERATURE

Organizational Theory

Management has been of some concern to organized society throughout the years. Most of the earlier contributions came from practitioners and some theorists. Since early in the century, particularly through the work of Frederick Taylor and Max Weber, there have been significant contributions to management theory. But the greatest upsurge in management research, in which academicians have participated with practitioners, is largely a development of recent years.

Practice theory and principles in social work administration derive from these theories, as well as from social and behavioral science theory about organizational behavior. Because of the many contributions to general organizational theory, contradictions are likely to emerge. This is exemplified by the different schools of thought which have emerged through the years. These include the Classical Organizational Theories of Scientific Management, the Human Relations Theories, and the Structuralist Organizational Theories.

Much of the early literature was influenced by the scientific management perspective derived from theories of

Max Weber, Frederick Taylor, Mary Parker Follett, Chester Barnard, Lyndall Urwick, Luther Gullick, Niccolo Machiavelli, Adam Smith and others. They stressed rationality and efficiency as the highest objectives. Also significant in these theories were assumptions about external sources of goals, uniformity of events, immutability of structural patterns, and precise allocation of authority and responsibility. Social organization and informal relations were ignored. It was accepted that people could and would be taught how to behave to contribute appropriately to the organization.

The classical analysis of bureaucratic organization was formulated by Max Weber who believed that bureaucracy was absolutely essential for both the modern state and the corporation.¹ "The decisive reason for the advance of bureaucratic organization has always been its purely technical superiority over any other form of organization."² "Precision, speed, unambiguity, knowledge of files, continuity, discretion, strict subordination, reduction of friction and of material and personal costs--these are raised to the optimum point in the strictly bureaucratic administration."³ Ideally, this system eliminates "from official business love, hatred, and all purely personal, irrational, and emotional elements which escape calculation."⁴ It now becomes obvious that Weber's thoughts are an excellent exemplification of the impersonal, bureaucratic "touch" of the classical theorists.

Another contribution of Max Weber is his discussion of the characteristics of a bureaucracy. He states that they include:

1. Fixed and official jurisdictional areas, which are regulated by rules, that is, by laws or administrative regulations.
2. Principles of hierarchy and levels of graded authority that ensure a firmly ordered system of super--and subordination in which higher offices supervise lower ones.
3. Administration based upon written documents; the body of officials engaged in handling these documents and files, along with other material apparatus, make up a "bureau" or "office".
4. Administration by full-time officials who are thoroughly and expertly trained.
5. Administration by general rules which are quite stable and comprehensive.⁵

Thus, Weber has contributed his thoughts regarding the foundations of the ideal bureaucratic organization. Most subsequent theories are a continuation of Weber's thoughts or are derived from criticisms of his theories.

Frederick Taylor is known for his contributions to scientific management. The roots of his principles are found in earlier writings. As in other fields of knowledge, the principles of scientific management were discovered as

the occasion for their use arose. The rise of large industry and the factory system and the introduction of expensive machinery occasioned new interest in the problems of management.

Taylor's famous work, The Principles of Scientific Management, was published in 1911. Despite his apparent intent to provide principles applicable to management, his main concern was with achieving efficiency of human beings and machines through time and motion study.

The other "classical theorists" follow from the ideas of Max Weber and Frederick Taylor.

A second major influence that remains important today is human relations theories of organizational behavior. In contrast to the classical scientific management school, Douglas McGregor, Chris Argyris, Chester Barnard, Rensis Likert, Elton Mayo and others strongly emphasized the individual and the human problems of bureaucracies.⁶ Theirs was basically a social-psychological approach, although other disciplines such as anthropology (Maslow), and psychiatry contributed to the development of this body of knowledge. Research was directed at morale and employee productivity, satisfaction and motivation, leadership and supervision, and the dynamics of small-group behavior in bureaucracies. The focus was on the individual and his performance behavior.

One of the most influential and comprehensive treatises in this field is Chester Barnard's, The Functions

of the Executive, published in 1938. During his long career as a business executive, Barnard was impressed with the need for some universal fundamentals to explain the executive's job and help him to improve his ability as a manager. His treatise deals with the theory of organization, moves from the principles of group cooperation to those of formal organization. His principles of executive functions lean on this theory and consequently place great emphasis on leadership and the importance of communication. His study of decision-making, with particular attention to the search for strategic factors is important and influential. His contributions have opened many vistas for the further pursuit of management principles. Barnard has been classified both as a classical theorist and a human relations theorist. This categorizing is, of course, a matter of interpretation.

The contributions of Elton Mayo and his famous Hawthorne experiments have been of a major influence to the Human Relations School. The Hawthorne experiments disclosed that attitudes toward people--people being regarded as people--may be more important to efficiency and productivity than are such material factors as rest periods, illumination, and even money.

Much of the focus of the Human Relations theorists was stimulated by the belief that every management theorist had assumed that people were "machine-like instruments". One finds this accusation at the base of

many of the human relations studies on management. However, it has been shown that "even in the writings of Frederick Taylor, the importance of the human element was recognized."⁷

The third major school of thought--the Structural approach is exemplified by the work of Philip Selznick, Peter Drucker, Peter Blau, Charles Perrow, Frederick Herzberg and others. These approaches are directed toward structural aspects of the rational bureaucracy--implementation of goals, environmental relations, authority, decision-making--and toward the social system characteristics such as interdependence, adaptation, unanticipated consequences, and informal relationships. Some of the structuralists focused their attention on technology and its consequences for structure and behavior.

In his studies of public employment and welfare agencies, Peter Blau has highlighted the interrelationships between social structure and professional behavior.⁸

Structuralists view bureaucratization as a process that is continually changing as a consequence of the interaction between environmental and intraorganizational phenomena.⁹ The legitimation and status of the goals of the organization in the larger society are viewed as crucial.

Decision-making theories were another important influence on the development of a body of knowledge in administration. Of particular importance has been the work of James March and Herbert Simon.¹⁰ The focus of March and

Simon's theory is decision-making by individuals who occupy different statuses in the organization. In conceptualizing "bounded rationality", they pointed to the limits on rational behavior and suggested that individuals attempt to "sacrifice" rather than "maximize" their problem-solving and pursuit of goals.¹¹

Systems theories of organizational behavior are closely related to the decision-making approaches, although some writers have attempted to develop a more general theory of systems behavior.

The systems approach places emphasis on clear specifications of objectives, rationalization of problem-solving, management of information for planning and decision-making, cost-benefit analysis and Program, Planning, Budget Systems (PPBS) techniques.

This review of the major developments in the formulation of organizational theory demonstrates its multi-disciplinary character which is the basis for the formulation of administrative practice principles. Participation in this development came from a variety of disciplines and fields of practice. Although a consensus about organizational theory has not yet emerged, there has been a reduction in the number of different schools of thought and greater attempts at cross-disciplinary sharing.¹²

Most theory is still more descriptive than explanatory or predictive--a major limitation for the

development of practice principles in administration--but progress is being made.¹³

Leadership Theory and Research

The multi-disciplinary character of organizational theory has given rise to various theories of leadership. Leadership studies have concerned themselves generally with leadership as a process affected by different variables, such as followers, associates, superiors, and job demands.

Leadership appears to be a rather sophisticated concept. There are almost as many different definitions of leadership as there are persons who have attempted to define the concept.¹⁴

However, for the purposes of this study, the writer chose the definition offered by Hersey and Blanchard: leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation.¹⁵

The study of leadership is essentially one aspect of the study of mechanisms devised by groups for the efficient pursuit of their goals and for the satisfaction by members of those needs which have been group-invested. When speaking of leadership the words power, authority, charisma, tyrant or dictator may come into mind.

In leadership the power to influence the behavior of others is differently derived in different groups and situations. Under some circumstances influence may be

voluntarily accepted, and exists because group members value the act as a perceived contribution to their achievement of satisfaction. But under other circumstances, most clearly illustrated by a group within a hierarchical organization, power derives not from perceived contribution but rather from a delegation from the organization to which the workers give in order to preserve their membership which satisfies their important needs. In the one case leadership authority is spontaneously accorded by fellow group members who become followers.

Effective leadership is fundamental if an organization is to achieve its objectives.¹⁶ Leadership in an organization may be viewed as a dynamic interaction between the leader, the followers and the situation.¹⁷ It covers a wide variety of leadership personalities and styles, many types of groups, and any number of situations. Each of these call for a change in the behavior and style of the leader. Behavior, from this point of view, is far more concerned with what the leader does, while leadership style is more related to the way he does it.¹⁸

Hersey and Blanchard¹⁹ point out the importance of followers and their styles. They state that the followers are the most crucial factors in any leadership event. The authors further state that followers are vital in any situation, not only because they accept or reject the leader but because as a group they actually determine whatever personal power that leader may have.

In a discussion by C. A. Gibb,²⁰ he further delves into the importance of followers. He states that followers may be considered the creators of leadership in at least two distinct senses. First, there can be no leaders without followers. There is no influence unless the behavior of another has been affected. Interaction involves two poles both of which must be active. In this sense, receipt of influence defines influence and establishes leadership; leaders and followers are collaborators. Secondly, leadership is given by the perception of group members that an act of one of their number contributes positively to group progress and the attainment of distributed satisfactions. In addition, the expectations of the follower and the acceptance he accords the leader may be as influential in the production of the act of leading as are the resources of the leader himself. Thus, responsibility generates leadership.

In essence, the importance of followers in the development of leaders cannot and should not be underestimated.

Etzioni,²¹ in speaking of modifications and results of the Hawthorne studies stresses the importance of leadership for setting and enforcing group norms and the difference between informal and formal leadership which constitutes a major modification of scientific management by the human relations movement.

In the study conducted by Lippit and White²² to demonstrate the influence of leadership on a group's behavior, they developed the three styles of leadership. That is, the authoritarian or task-oriented leader who directs and remains aloof from the group. The democratic or relationship-oriented leader who offers guiding suggestions, encourages and participates in his group, and the laissez-faire, who supplies knowledge but shows little involvement and little participation in his group. It was found that under the relationship-oriented leader the group produced better results such that there was more participation, better relations and generally a better atmosphere in the group.

There is sometimes a myth in regards to leadership. Sometimes there is talk of leadership as if it were a psychological trait, something within the individual, which some people have and others don't or have only to an insignificant degree. The word leader makes sense only when we specify to what end and in what circumstances the leader will be expected to act. Yet, a lot of books on industrial psychology will be found to list leadership qualities as having intelligence and good judgment, insight and imagination, ability to accept responsibility, a sense of humor, a well-balanced personality, and a sense of justice. This list is apparently concerned with the personality of the leader as a more or less isolated individual. This is in contrast to the fact established

by Hersey and Blanchard when they state that leadership involves interrelationships between behavior, situation and environment.²³

Every organization may be viewed as the system of authority.²⁴ It is a system of authority in terms of the style chosen by the leader. Today's leader must rely less on the formal authority of his position and pay more attention to the acceptance of his authority by his subordinates.²⁵

The operating manager should always remember that authority is the glue that holds the organization together.²⁶

Order in society is grounded in power. The organizations of society institutionalize power and are the means for carrying out the ordered and regular daily activities of society. Within organizations, the activities of the members and functionaries must be directed in systems of cooperation and coordination. These coordinating functions are grounded in authority--the expectation that direction will be followed.²⁷

Consequently, the leader needs to have authority in order to function in an organization. Leadership, then, is a sustained effort to do more than is merely necessary to achieve certain objectives or goals.²⁸

To reexamine, the older approach to management is based upon assumptions about human behavior and motivation that were prevalent in the first part of this century.

Accordingly, changes have developed through the years as is exemplified by the following review of leadership theories.

Several early theorists advanced the view that the emergence of a great leader is a result of time, place and circumstance. These are known as "environmental theories".²⁹ These theorists included Bogardus (1918),³⁰ Kocking (1924),³¹ Person (1928),³² Schneider (1937),³³ and Murphy (1941).³⁴

The "personal situational" theorists attempted to explain leadership as an effect of a single set of forces. These researchers overlooked the effects of individual and situational factors. The theorists looked into such variables as action traits of the individual, specific conditions under which the leader operates, personality traits of the leader, the problem confronting the group and so on. Some of the researchers involved in this particular theory included: Westburgh (1931),³⁵ Case (1933),³⁶ Brown (1936),³⁷ Gerth and Mills (1952),³⁸ Gibb (1954),³⁹ Stogdill and Shartle (1955)⁴⁰ and others.

In the "interaction-expectation" theories Homans (1950)⁴¹ developed a theory of the leadership role using three basic variables: action, interaction, and sentiments. It is assumed that an increase in the frequency of interaction and participation in shared activities is related to an increase in sentiments of mutual liking and in lucidity of group norms.

In Hemphill's (1954)⁴² theory, leadership arises in situations in which component parts of group tasks are dependently related to one another and to a solution of a

common problem among group members. In this theory, leadership acts initiate structure-in-interaction, and leadership is the act of initiating such structure.

Fiedler (1967)⁴³ advanced a "contingency theory of leadership". The theory states that the effectiveness of a given pattern of leader behavior is contingent upon the demands imposed by the situation. The task-oriented leadership style tends to be more effective in very easy and very difficult situations. On the other hand, the relationship-oriented leadership style tends to be more effective in situations that impose moderate leadership demands.

Other theorists in the area include Stogdill (1959),⁴⁴ who developed an expectancy-reinforcement theory of role attainment; Evans (1970),⁴⁵ who proposed a path-goal theory of leadership and House (1970),⁴⁶ who developed a motivational theory of leadership.

The humanistic theories of Argyris, Blake and Mouton, Likert, and McGregor are concerned with the development of effective cohesive organizations. This is based on the assumption that a person is by nature a motivated person and that the organization is by nature structured and controlled. It is the function of leadership to modify the organization in order to provide freedom for the individual to realize his own motivational potential for fulfillment of his own needs and at the same

time contribute toward the accomplishment of organizational goals.⁴⁷

A most influential theorist in the humanistic area is Douglas McGregor (1966).^{48, 49} His approach is based on Maslow's hierarchy of needs. He postulated two types of organizational leadership--Theory X and Theory Y. Theory X, based on the assumption that people are passive and resistant to organizational needs, attempts to direct and motivate people to fit these needs. Theory Y, based on the assumption that people already possess motivation and desire for responsibility, attempts to arrange organizational conditions in such a way as to make possible fulfillment of their needs while directing their efforts to achieve organizational objectives.

Argyris (1964)⁵⁰ perceives a fundamental conflict between the organization and the individual. He believes that it is the very nature of organizations to structure member roles and to control performance in the interest of achieving specified objectives. He further believes that it is the individual's nature to be self-directive and to seek fulfillment through exercising initiative and responsibility. Thus, an organization will be most effective when its leader provides the means whereby followers may make an innovative contribution to it as a natural process of their needs for growth and self-expression.

Likert (1967)⁵¹ suggests that leadership is a relative process in that the leader must take into account the expectations, values, and interpersonal skills of those with whom he is interacting. The leader will involve followers in making decisions that affect their well-being and their work. Thus, the leader builds group cohesiveness and motivation for productivity by providing freedom for decision-making and exercise of the initiative. As a result of these ideas, Likert developed the "Four Systems of Management"⁵² in which he identifies four different kinds of leadership or systems of management.

Blake and Mouton (1965),⁵³ conceptualize leadership in terms of a "managerial grid" on which concern for people represents one axis and concern for production represents the other axis. The "managerial grid" is used to describe particular leadership styles.

The Motivation-Hygiene Theory is Frederick Herzberg's contribution to leadership theory.⁵⁴ Essentially, this theory suggests that motivational and hygiene/maintenance factors influence the attitude and performance of the worker. The former supposedly leads to job satisfaction because they satisfy the needs for growth, esteem and self-actualization. The latter supposedly leads to job dissatisfaction because people want to avoid unpleasantness.

Finally, the Exchange Theories supported by Homans, March and Simon, Thibaut and Kelley, Gergen, and Blau are based on the assumption that social interaction represents

a form of exchange in which group members make contributions at a cost to themselves and receive returns at a cost to the group or other members.⁵⁵

To summarize, theorists no longer explain leadership solely in terms of the individual or the group. Rather, situational and follower variables are now considered to be the main factors that lead to a more sophisticated understanding of the nature of leadership.

Types of Leadership

Although many varying types of leaders have been defined by theorists through the years, (including the autocratic type, the democratic type, the executive type, the reflective-intellectual type, the hybrid type, the static type, etc.),⁵⁶ for the purposes of this study, two basic leadership styles will be discussed, namely, the task-oriented leadership style and the relationship-oriented leadership style.

Task behavior is essentially the extent to which a leader engages in one-way communication by explaining what each subordinate is to do as well as when, where, and how tasks are to be accomplished.⁵⁷ Relationship behavior is the extent to which a leader engages in two-way communication by providing socio-emotional support, "psychological strokes," and facilitating behaviors.⁵⁸

Situational Leadership Theory

The importance of a leader's diagnostic ability

cannot be overemphasized.⁵⁹ Managers must be able to interpret clues in an environment. Yet even with good diagnostic skills, leaders may still not be effective unless they can adapt their leadership style to meet the demands of their environment.⁶⁰

Situational Leadership Theory attempts to provide leaders with some understanding of the relationship between an effective style of leadership and the level of maturity of their followers.⁶¹ The emphasis in this theory is on the behavior of a leader in relation to his followers.⁶² Followers in any situation are vital, not only because individually they accept or reject the leader, but because as a group they actually determine whatever personal power the leader may have.

Maturity is defined in Situational Leadership Theory as the capacity to set high but attainable goals (achievement-motivation), willingness and ability to take responsibility, and education and/or experience of an individual or a group.⁶⁴ (These variables of maturity are to be considered only in relation to a specific task to be performed.)

According to this theory, as the level of maturity of their followers continues to increase in terms of accomplishing a specific task, leaders should begin to reduce their task behavior and increase relationship behavior until the individual or group reaches a moderate level of maturity. As the individual or group begins to move into an above average level of maturity, it becomes appropriate for leaders to decrease not only task behavior but also relationship behavior.⁶⁵

In essence, this theory focuses on the appropriateness or effectiveness of leadership styles according to the task-relevant maturity of the followers.

Consequently, this theory contends that in working with people who are low in maturity in terms of accomplishing a specific task, a high task/low relationship leadership style has the highest probability of success; in working with people who are of low to moderate maturity, a high task/high relationship style appears to be most appropriate; in working with people who are of moderate to high maturity in terms of accomplishing a specific task, a high relationship/low task style has the highest probability of success; and a low relationship/low task style has the highest probability of success with people of high task-relevant maturity.⁶⁶

The high task/low relationship leadership style is referred to as "telling" because this style is characterized by one-way communication in which the leader defines the roles of followers and tells them what, how, when, and where to do various tasks.

The high task/high relationship leadership style is referred to as "selling" because with this style most of the direction is still provided by the leader. He or she attempts through two-way communication and socioemotional support to get the follower(s) psychologically to buy into decisions that have to be made.

The high relationship/low task leadership style is called "participating" because with this style the leader and follower(s) now share in decision-making through two-way communication and much facilitating behavior from the leader since the follower(s) have the ability and knowledge to do the task.

The low relationship/low task leadership style is labeled "delegating" because the style involves letting follower(s) "run their own show" through delegation

and general supervision since the follower(s) are high in both task and psychological maturity.⁶⁷

For the purposes of this thesis the writer chose to utilize the portion of Situational Leadership Theory that was concerned with determining a leader's basic leadership style and his leadership style adaptability.

To summarize the preceding review of leadership theory and its concepts, one can say that leadership is specific to the situation under investigation. Who becomes the leader of a given group engaging in a particular activity and what the leadership characteristics are in the given cases are a function of the specific situation including the measuring instruments employed.

Accordingly, the personality of the leader is not as important as the leader's ability to adapt his behavior to meet the particular situation and the needs of his or her followers. This will, thus, promote effectiveness in a given organization.

In essence, leadership theory studies many aspects of the leader himself, the relationship of the leader to his subordinates and the types of leadership styles which are likely to emerge within an individual.

The Mexican

Traditionally the view of the "typical" Mexican family encouraged stereotyping. The Mexican has been referred to as polite, non-competitive, passive and lazy. The reality is that there is no Mexican family "type."⁶⁸

Rather there are literally thousands of Mexican families, all differing considerably from one another along a variety of dimensions. There are significant regional, historical, political, socioeconomic, acculturation and assimilation factors, for example, that result in a multitude of family patterns. There are differences in their wealth, in the language spoken at home and its particular fluency, in their ancestry, and even in the name they call themselves, i.e., Mexican, Chicano, Mexican-American, Latino, Hispano, Spanish, etc. Romano⁶⁹ assails the concept of traditional culture with respect to the Mexican. He asserts that traditional culture is a passive concept incorrectly and destructively applied to human beings in process who have survived primarily through their ability to grow, change and adapt to different times, places and circumstances.⁷⁰ Romano insists that to correct the distortion of Mexican-American history it is necessary to adopt a historical culture and an intellectual historical view of Mexican-Americans in place of the stereotype static concepts of a traditional culture and the non-intellectual Mexican-American.⁷¹

Yet, the Mexican is depicted as having certain stereotypic characteristics. First, there is the term "machismo", which translates figuratively as "assertive masculinity". It has achieved broad acceptance as the label for this type of behavior among Mexican males.⁷² The term implies a potential capacity for violence,

sensitivity to insult or affront, and a tendency to manifest male superiority and dominance through multiple sexual conquests.⁷³

Also, there is widespread agreement that there exists a "typical" pattern of family structure which is characteristic of all Mexicans. The basic components include an authoritarian father and a submissive mother, virtual acceptance of the dogma of male superiority, and child-rearing practices which include indulgent affection and harsh punishment.⁷⁴ It would do well here to re-emphasize the point that there are individual differences, as well as different patterns of family interactions which are not characteristic of the "typical" family.

Another traditional peculiarity of the Mexican family is its familism and strong adherence to the tradition of an extended family system.⁷⁵ On familism, Chicanos are seen by both Anglos and themselves as particularly familistic.⁷⁶ That is, they tend to place more value on family relationships and obligations than do most Anglos.

Authorities note that sex roles among the Mexicans tend to be more clearly defined than in other cultures.⁷⁷ Mexican males are described in terms of these ideal attributes: proud, dignified, reliable, vengeful (when dishonored), and controlled.⁷⁸ Compared to men from other cultures, Mexican men appear to exploit and dominate their wives and daughters.⁷⁹ However, these traditional sex

roles are changing and will continue to change.⁸⁰ Men are beginning to reject the concept of masculine superiority.

The above discussion has included the "traditional" cultural system of the Mexican and his family. As previously emphasized, there is a danger that these generalizations can lead to stereotyping of the Mexican and his family. The reader must realize that there is not a "typical" Mexican family and he must be open and free of stereotypes when dealing with the Mexicans.

Keeping in mind the hazard of stereotyping, this last section will include a discussion of any probable cultural value differences between the Mexican and the Anglo.

The cultural differences between the Mexican and the Anglo can be viewed in terms of differences in mental set or orientations, style, or "naturalness" of behavior.⁸¹ In many ways Mexican values are more clearly defined and behavioral patterns are more closely adhered to than is usual in the Anglo culture.

One cultural difference includes attitudes toward material things. The Anglo culture adheres to the Puritan view which emphasizes work as a form of responsibility leading for the most part to rewards of a tangible nature.⁸² It is further described sometimes as divided into two categories, work and play. The responsible individual is the one who works first so that he can later enjoy his recreation with or among his material gains.

The Mexican is likely to have a different orientation. To him material objects are usually necessary things, and not ends in themselves.⁸³ In contrast to the Puritan ethic, work is viewed as a necessity for survival but not as a value in itself. A higher value is given physical and mental well-being in the Mexican culture.

A second cultural difference is the apparent tendency for the Anglo to live in a future or extended time orientation, whereas the Mexican is more likely to live and experience life more completely in the present.⁸⁴ Explanations for this difference include differences on religious ethics or in socioeconomic factors.⁸⁵

A third cultural difference is in the area of manners or inter-personal relations. "The Anglo is taught to value openness, frankness, and directness."⁸⁶ He is much more likely to express himself simply, briefly, and frequently bluntly. The traditional Latin approach requires the use of diplomacy and tactfulness when communicating with another individual. Concern and respect for another's feelings dictate that a screen always be provided behind which a man may preserve his dignity.⁸⁷

In conclusion, the writer has elaborated on the traditional Mexican and his culture which may easily lead to stereotypic views of the culture. Cultural differences between the Anglo and Mexican culture were also discussed. The preceding discussions, although sometimes negative,

serve to exemplify differences between the Mexican and Anglo in cultural terms. In the next chapters we shall see whether there are differences or similarities between the two groups in the management field.

Conclusion

This review has covered the theories and studies found in the literature of leadership behavior. The review provides a historical profile of the development of organizational theory. This has included the scientific-management approach, the humanistic movement, and the structural approach.

The review also included a discussion of the "traditional" Mexican culture as sometimes exemplified by stereotypes. In addition, some cultural differences between the Mexican and the Anglo were presented.

Having identified the theories and concepts of leadership behavior, the writer will provide in the subsequent chapters an empirical study of how Mexican male public administrators and Anglo male public administrators perceive their leadership styles.

It is hoped that the data and conclusions will provide some insight into this neglected area.

Chapter 3

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to present an analysis of the data collected in this study. The data will be analyzed in reference to the research question presented in Chapter 1 of this study.

Out of a total of 40 questionnaires that were mailed, the total number of valid responses received was 28 or a return of 70 percent. This included 11 Anglo and 17 Mexican responses.

What are the similarities and differences of the self-perceived leadership styles of Mexican male public administrators and Anglo male public administrators in Santa Clara County?

The scores were computed using the "Directions for Self Scoring and Analysis of the Leader Effectiveness and Adaptability Description (LEAD)," (See Appendix 4). The letters chosen by the respondents were circled for each situation on the same line under Column I for style range or leadership style and also Column II for style adaptability. After the alternative actions were circled, the number of circles for each sub-column were totaled under each column. The column with the highest number of

responses was chosen as the basic leadership style for the particular respondent.

Sub-column (1) represents alternative choices which describe the high task/low relationship leadership style. Sub-column (2) represents alternative choices which describe the high task/high relationship leadership style. Sub-column (3) represents alternative choices which describe the high relationship/low task leadership style. Lastly, sub-column (4) represents alternative choices which describe the low relationship/low task leadership style.

The data presented in Table 2 shows the total number and percentage of leadership styles for all valid respondents in this study.

In analyzing the data it becomes obvious that all respondents exhibited two dominant leadership styles. That is, the high relationship/low task leadership style was displayed by 3 out of 13 Anglo administrators' responses or 23 percent of all Anglo responses, and 4 out of 18 Mexican administrators' responses or 22 percent of all Mexican responses. The second leadership style exhibited by the two groups is the high task and high relationship leadership style. That is, 10 out of 13 Anglo administrators' responses came under this category. This includes 76 percent of all Anglo responses. Fourteen out of 18 Mexican administrators' responses fell under this category. This is 82 percent of all responses.

Table 2
Leadership Styles

ANGLO		MEXICAN		ANGLO		MEXICAN	
3 out of 13	23%	4 out of 18	22%	10 out of 13	76%	14 out of 18	82%
High Relationship and Low Task				High Task and High Relationship			
ANGLO		MEXICAN		ANGLO		MEXICAN	
0	0	0	0	0	0	0	0
Low Relationship and Low Task				High Task and Low Relationship			

<u>Leadership Styles Responses:</u>		<u>Total Survey Responses:</u>	
Anglo	= N = 13	Anglo	= N = 11
Mexican	= N = 18	Mexican	= N = 17
Total	= 31	Total	= 28

Note: There were 3 respondents who exhibited both the High Task and High Relationship and the High Relationship/Low Task as their dominant leadership style. Therefore, there were a total of 31 styles versus the 28 total respondents.

Neither of the two groups exhibited either the low relationship/low task leadership style or the high task/low relationship leadership style.

Thus, between the two groups, that is, the Anglo male public administrators and the Mexican male public

administrators there were no significant differences in leadership styles. That is, for the high relationship/low task leadership style, the Anglos exhibited it for 22 percent of the respondents; Mexicans exhibited this style for 23 percent of the respondents. In the high task/high relationship leadership style, the Anglos exhibited it for 76 percent of all Anglo respondents and the Mexicans exhibited it for 82 percent of all Mexican respondents.

According to Hersey and Blanchard,¹ the people whose LEAD scores place the majority of their responses in these two leadership styles tend to do well working with people of average levels of maturity but find it difficult handling discipline problems and immature work groups, as well as "delegating" with competent people to maximize their development.

These styles tend to be the most frequently identified leadership styles in the United States and other countries with a high level of education and extensive industrial experience.²

In terms of the literature previously presented, it may have seemed that the Mexican administrator might have shown a more task-oriented leadership style because of such notions as the "machismo syndrome". However, both groups of administrators exhibited a high relationship-oriented leadership style.

What are the similarities and differences in self-perceived leadership style adaptability between Anglo male public administrators and Mexican male public administrators in Santa Clara County?

The scores were computed by using the "Directions for Self Scoring and Analysis of the Leadership Effectiveness and Adaptability Description (LEAD)." (Refer to Appendix IV.) For this particular question, Column II for style adaptability was utilized. The scores were tabulated according to the above description for scoring.

The data presented in Table 3 shows the mean scores for each group.

Table 3
Style Adaptability

						Mexican Anglo			
24	-18	-12	-6	0	+6	+12	+18	+24	
	Ineffective				Effective				
	N = 28								
	Anglo N = 11				Mexican N = 17				

The data clearly shows that in terms of style adaptability the Anglo responses show a mean score of +10.8 out of a possible +24, and the Mexican responses show a mean score of +9.8 out of a possible +24. In terms of the administrators' effectiveness in demonstrating the ability to adapt their leadership styles to a changing situation, both groups scored in the effective range of the scale for style adaptability. There was only a one point difference between the two groups with the Anglo group demonstrating a slightly higher score.

As both groups scored in the effective range, the data implies that there is no significant difference between the self-perceived leadership style adaptability of the Anglo male public administrators and the Mexican male public administrators. The groups thus show similarities in their ability to adapt their leadership styles to different situations.

What are the similarities and differences in the age range between Anglo male public administrators and Mexican male public administrators?

The data presented in Table 4 shows the percentage and number of responses under each age range.

An analysis of the data shows that of the total respondents, none were under 20 years of age. In the 21-30 age range there were 2 Anglo administrators or 18 percent of the total Anglo respondents; there was 1 Mexican

Table 4

Age

Age	ANGLO		MEXICAN	
	Number of Responses	Percent	Number of Responses	Percent
20-below	0	0	0	0
21-30	2	18	1	5
31-40	2	18	7	41
41-50	3	27	8	47
51-60	4	36	1	5
65-above	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	11	99	17	100

N = 28
 Anglo N = 11
 Mexican N = 17

administrator in this age group or 5 percent of the total Mexican respondents. In the 31-40 age range there were 2 Anglo respondents or 18 percent of the total Anglo respondents; there were 7 Mexican administrators in this age group or 41 percent of the total Mexican respondents. In the 41-50 age range there were 3 Anglo administrators or 27 percent of the total Anglo respondents; there were 8 Mexican administrators or 47 percent of the total Mexican respondents. In the 51-60 age group there were 4 Anglo administrators or 36 percent of the total Anglo

respondents; there was 1 Mexican administrator in this age group, or 5 percent of the total Mexican respondents. Finally, in the 65-above age range there were no administrators out of the total sample population.

From observation of the data it becomes clear that there is a higher concentration of Anglo administrators in the 51-60 age group; whereas, for the Mexican administrators, they are more dominant in the 41-50 age group. The Anglo group shows a higher percentage of youngest administrators in the 21-30 age range or 18 percent, whereas, the Mexican group only shows 5 percent of their administrators in this age group. However, the Mexican group shows a higher percentage or 41 percent of administrators out of the total respondents in the 31-40 age group; whereas, the Anglo group shows only an 18 percent in this age range.

Overall, the Anglo administrators show a combined percentage of 63 percent in the 41-50 and 51-60 age group; whereas, the Mexican administrators show a combined percentage of 88 percent in the 31-40 and 41-50 group.

The data implies that the Mexican male public administrator in this study tends to be younger than the Anglo male public administrator. This finding substantiates the discussion in the literature review regarding the Mexicans' recent emergence into the management field. The Anglo, on the other hand, has never demonstrated any problems in entering this field.

What are the similarities and differences in marital status between Anglo male public administrators and Mexican male public administrators in Santa Clara County?

The data presented in Table 5 shows the percentage and number of responses for each type of marital status.

Table 5
Marital Status

	ANGLO		MEXICAN	
	Number of Responses	%	Number of Responses	%
Single, Never Married	0	0	1	5
Single, Living With Someone	2	18	0	0
Married	8	73	13	77
Separated	0	0	0	0
Divorced	1	9	3	18
Widowed	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	11	100	17	100

N = 28
Anglo N = 11
Mexican N = 17

An analysis of the data shows that most of the total respondents are currently married. Eight Anglo administrators or 73 percent of the total Anglo respondents

are married. Thirteen Mexican administrators or 77 percent of the total Mexican respondents are also married. In the "Single, Never Married" category there were no Anglo administrators. There was, however, 1 Mexican administrator or 5 percent of the Mexican respondents in this category. In the category of "Single, Living With Someone", there were 2 Anglo respondents or 18 percent of the total Anglo respondents. There were no Mexican administrators in this category. There were no responses from either group in the "Separated" category. In the "Divorced" category, there was 1 Anglo administrator or 9 percent of the total Anglo respondents. There were 3 Mexican administrators in this category or 18 percent of the total Mexican respondents. There were no responses from either group in the "Widowed" category.

Clearly, most of both groups of administrators are currently married.

What are the similarities and differences in educational level of achievement between Anglo male public administrators and Mexican male public administrators in Santa Clara County?

The data presented in Table 6 shows the percentage and number of responses for each educational level.

The data clearly shows that both groups show a high educational achievement. In the "Post-Graduate" level of education the data shows 9 Anglo administrators

Table 6
Education

	ANGLO		MEXICAN	
	Number of Responses	%	Number of Responses	%
Post-Graduate	9	82	13	77
College Graduate	2	18	4	23
Some College	0	0	0	0
High School	0	0	0	0
Other Education	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	11	100	17	100

N = 28
Anglo N = 11
Mexican N = 17

or 82 percent of the total Anglo respondents. The data also shows 13 Mexican administrators in this category, or 77 percent of the total Mexican respondents. In the "College Graduate" level of education, the data shows 2 Anglo administrators, or 18 percent of the Anglo respondents. In this category, there were 13 Mexican administrators, or 23 percent of the total Mexican respondents. There were no responses for any of the other lower levels of educational attainment.

Obviously, all respondents have achieved a high level of education. The Anglo administrator, however,

shows a slightly higher percentage in the top graduate level. That is, 82 percent of the Anglo respondents, whereas, the Mexican respondents showed 77 percent.

What are the similarities and differences in income between Anglo male public administrators and Mexican male public administrators in Santa Clara County?

The data presented in Table 7 demonstrates the percentage and number of responses for each income category.

Table 7

Income

	ANGLO ¹		MEXICAN	
	Number of Responses	%	Number of Responses	%
9,999-below	0	0	0	0
10,000-15,999	0	0	0	0
16,000-21,999	1	10	0	0
22,000-26,999	1	10	7	41
27,000-above	<u>8</u>	<u>80</u>	<u>10</u>	<u>59</u>
TOTAL	10	100	17	100

N = 27
 Anglo N = 10
 Mexican N = 17

¹Note: One respondent did not answer this question

An analysis of the data shows that the highest percentage of responses are in the highest income bracket. That is, the income bracket of 27,000-above includes 8 Anglo administrators or 80 percent of all Anglo respondents. The Mexican group includes 10 administrators or 59 percent of all Mexican respondents. In the 22,000-26,999 income bracket there is 1 Anglo administrator or 10 percent of all Anglo respondents, and 7 Mexican administrators or 41 percent of all Mexican respondents. The 16,000-21,999 income bracket shows 1 Anglo administrator or 10 percent of the total Anglo respondents. There were no Mexican respondents in this income bracket. There were no respondents from either group in the two lower income brackets.

This category demonstrates a higher percentage of Anglo administrators earning the highest percentage of income. That is, 80 percent of all Anglo respondents are in the highest income bracket; whereas only 59 percent of all Mexican respondents were in the same income bracket. (The next highest concentration of Mexican respondents was in the 22,000-26,999 income bracket.) When comparing the 80 percent and the 59 percent responses we discover that a difference of 21 percent results. Twenty-one percent is a significant difference between the two groups.

What are the similarities and differences in the "length of time as an administrator" category

between Anglo male public administrators and Mexican male public administrators in Santa Clara County?

The data presented in Table 8 shows the mean scores for each group.

Table 8
Length of Time As An Administrator

Anglo \bar{X} = 14.4 years

Mexican \bar{X} = 6.7 years

N = 28

Anglo N = 11

Mexican N = 17

The data plainly shows that the Anglo male administrator has been an administrator for a significantly longer period of time than the Mexican male administrator. The data on the Anglo administrator shows that he has been an administrator for a mean average of 14.4 years; whereas, the Mexican male administrator has been an administrator for a mean average of 6.7 years.

This finding substantiates the previously mentioned fact that only recently has the Mexican emerged into the top occupational levels in the United States.

What are the similarities and differences in the "Length of Time in this Position" category between

Anglo male public administrators and Mexican male public administrators in Santa Clara County?

The data presented in Table 9 shows the mean scores for each group.

Table 9
Length of Time in This Position

Anglo \bar{X} = 4.5 years

Mexican \bar{X} = 2.6 years

N = 28

Anglo = 11

Mexican = 17

Again, the data shows that the Anglo administrator has spent a longer time in his current position than his Mexican counterpart. To specify, the Anglo has spent a mean average of 4.5 years in his present job, whereas the Mexican administrator has spent a lesser 2.6 years in his current position. Although the two scores do not show a highly significant difference between the two groups, in the writer's opinion, the Anglo administrator continues to exhibit a longer period of time as an administrator; in this case, as is exemplified by the length of time in his present job.

What are the similarities and differences in the "Length of Time in This Agency" category between Anglo male public administrators and Mexican

male public administrators in Santa Clara County?

Table 10 shows the mean scores for each group.

Table 10
Length of Time in This Agency

Anglo \bar{X}	=	10.1 years
Mexican \bar{X}	=	5.0 years
N = 28		
Anglo	N =	11
Mexican	N =	17

The data shows that the Anglo administrator has been employed in his agency for a longer period of time than the Mexican administrator. Specifically, the Anglo administrator has spent a mean average of 10.1 years in his agency; whereas the Mexican administrator has spent a mean average of 5.0 years in his agency.

What are the differences and similarities in the previous class background between the Anglo male public administrator and the Mexican male public administrator in Santa Clara County?

The scores were computed using Hollingshead and Redlich's³ "Index of Status Position". The respondents' answers to the questions on their fathers' occupation and their fathers' education were tabulated by using the formula provided in the above-mentioned index to delineate

the respondents previous class background.

The data presented in Table 11 shows the numbers and percentages for each class level for each group.

Table 11
Previous Class Background

Class	ANGLO		MEXICAN	
	Number of Responses	%	Number of Responses	%
High	3	27	0	0
Middle	3	27	0	0
Low	3	27	16	94
No Answer	<u>2</u>	<u>18</u>	<u>1</u>	<u>5</u>
TOTAL	11	99	17	99

N = 28
Anglo N = 11
Mexican N = 17

An analysis of the data clearly shows the distribution of class background for the two groups.

The Anglo group shows an even distribution between the High, Middle and Low classes. Specifically, the data shows 27 percent of the respondents in the high class background, 27 percent in the middle class background, 27 percent in the low class background and 18 percent who failed to answer the question.

The data for the Mexican group shows all of the respondents in the low class level. Specifically, 94 percent of the respondents were in this category. One respondent failed to answer this question.

This finding supports the notion of the Mexican's recent move towards upward mobility. It also implies that the Mexican is finally beginning to climb out of a previously low class background as exemplified by the Mexican administrators.

In summary, this study has found that the Mexican male public administrator has recently emerged into the management field. Tables 8, 9, and 10 substantiate this. In addition, Table 4 indicates that for the most part the Mexican is a younger administrator than his Anglo counterpart. The Mexican has, thus, been able to advance to the management field at a younger age.

Chapter 4

CONCLUSIONS

The purpose of this Chapter is threefold. First of all, a summary of the study will be offered. Secondly, the major findings of this study in relation to the research questions will be presented and their implications will be determined. Lastly, recommendations will be offered as generated from this study.

SUMMARY

The purpose of this study was to investigate, analyze and elaborate on the similarities and differences in the leadership styles of Mexican male public administrators and Anglo male public administrators in Santa Clara County. The study also has included a comparative analysis based on age, income, education, marital status, length of time as an administrator, length of time in their current position, length of time in their agency, and their previous class backgrounds.

The review of the literature included organizational theory, leadership behavior theory and a discussion of the Mexican culture. The instrument used to obtain the data necessary to complete this study was one

developed by Paul Hersey and Kenneth Blanchard, The Leadership Effectiveness and Adaptability Description (LEAD).

The LEAD questionnaire and the "Background Information" questionnaire were mailed to 40 Anglo and Mexican male public administrators in Santa Clara County during March of 1979. The mailing of the questionnaire resulted in a return of 28 valid responses or a return of 70 percent.

The scores were computed according to Hersey and Blanchard's, Directions for Self-Scoring and Analysis of the LEAD.

Major Findings

The findings of this study strongly indicate that there are no significant differences between the self-perceived leadership styles and style adaptability of the two populations studied.

Further, similarities were found between the two groups in terms of their marital status and education.

However, some differences were found in terms of their age, income, previous class background and their experience as administrators.

The major findings in this study will serve as a point of analysis of the major implications drawn from this study.

First of all, the research question was answered. That is, no significant differences were found in the leadership behavior of the administrators studied. This finding implies that both groups of administrators perceive their leadership behavior in the same way. Possibly one can conclude that in spite of the Mexican's recent emergence into the management field, he is able to develop his administrative skills as well as the Anglo who has been in the management field for a much longer period of time.

The Mexican as administrator is not only able to be competent as an administrator, but carried with him his own ethnicity which is a plus in Santa Clara County in view of the County's large Mexican population. Consequently, if the Mexican exhibits the same leadership behavior as his Anglo counterpart, the Mexican should be able to work as an administrator in an Anglo environment. He is also able to work as an administrator in the Mexican environment as he is more likely to understand and be sensitive towards the Mexican community by virtue of his identifying with it.

Therefore, the Mexican administrator should be able to work in both the Anglo environment and the Mexican environment as he is more likely to understand and effectively deal with either of the two environments. The Mexican in this country has lived and survived within the Anglo society as well as in his own community. Just as he

has learned to "make it" in both surroundings, he should be able to achieve success in the Anglo-dominated management field.

By the same token, the Anglo administrator has demonstrated that he has the same leadership styles as the Mexican, perhaps this knowledge will help the two groups of administrators to establish a professional bond between them and help to reduce any existing managerial conflicts which they may have between them.

It can, therefore, be concluded that the Mexican as an administrator and the Anglo as an administrator share the same styles of leadership which are a major part of managing. This knowledge should consequently serve to alleviate any friction between them and even enhance their mutual capabilities as managers.

RECOMMENDATIONS

The following recommendations are offered on the basis of this research study:

1. Further research should be conducted on this same issue, but utilizing a larger population. This will serve to validate the research question.
2. Research should be conducted which evaluates the leadership styles of both groups of administrators as viewed by their followers.

3. Research should be undertaken which incorporates provisions for relating the characteristics of leadership behavior to measures of follower satisfaction and group performance.
4. Research should be conducted utilizing the complete aspects of Situational Leadership Theory. It should be completed in a true work setting.

FOOTNOTES

Chapter 1

¹Paul Hersey and Kenneth Blanchard, Management of Organizational Behavior (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977), p. 135.

²Koontz and O'Donnell, Principles of Management: An Analysis of Managerial Functions (New York: McGraw-Hill, Inc., 1972).

³Ralph M. Stogdill, Handbook of Leadership: A Survey of Theory and Research (New York: The Free Press, 1974), p. 5.

⁴Rodolfo Arevalo, Ph.D., "A Comparative Study of Mexican-American and Anglo-American School Administrator's Perceptions of Responsibility, Authority and Delegation" (Unpublished Dissertation, University of Michigan, 1973), p. 9.

⁵As quoted in *Ibid.*, p. 10.

⁶In Santa Clara County government alone there were not enough Mexican administrators to make a sample of twenty! See "Directory of Santa Clara County Managers," Office of the County Executive, 1977.

⁷See William Madsen, Mexican-Americans of Southwest Texas (San Francisco: Holt, Rinehart and Winston, 1964). Carey McWilliams, North From Mexico: The Spanish-Speaking People of the United States (New York: J. B. Lippincot Co., 1949). Grebler, Moore and Guzman, The Mexican-American People (New York: The Free Press, 1970).

⁸See "Directory of County Managers," *op. cit.*

⁹Grebler, Moore and Guzman, *op. cit.*, p. 13.

¹⁰*Ibid.*, p. 13.

¹¹"It's Your Turn in the Sun," Time Magazine, October 16, 1978, p. 48.

¹²*Ibid.*

¹³Grebler, Moore and Guzman, *op. cit.*, p. 228.

¹⁴"Directory of Santa Clara County Managers",
op. cit.

¹⁵As quoted in Rodolfo Arevalo, op. cit., pp.
15-16.

¹⁶Grebler, Moore and Guzman, op. cit., p. 229.

¹⁷Ibid., p. 236.

¹⁸Time Magazine, op. cit.

¹⁹Ibid.

²⁰Ibid.

²¹Ibid.

²²Isaac and Michaels, Handbook in Research and
Evaluation (San Diego: Edits Publishers, 1977), pp. 14-15.

²³An attempt was made by the writer to obtain a
random sample of the population by consulting the
"Directory of Santa Clara County Managers", but it was
found that there was an insufficient number of Mexican
administrators listed in this directory to be able to
obtain a population sample. After a detailed discussion
with Mr. John Gee, it was agreed that the "Panel of
Selectors" would be the most efficient method of obtaining
a sample at all. The rest of the committee members were
in agreement with this decision.

Chapter 2

¹From Max Weber: Essays in Sociology, trans. and
ed. by H. H. Gerth and C. W. Mills (New York: Oxford
University Press, 1946), pp. 294-329.

²Ibid., p. 214.

³Ibid., p. 214.

⁴Ibid., p. 216.

⁵Max Weber: Theory of Social and Economic
Organizations, trans. by A. M. Henderson and T. Parsons
(New York: Oxford University Press, 1947), pp. 33-336.

⁶See, for example, Chris Argyris, Interpersonal
Competence and Organizational Effectiveness; Chester
Barnard, Organization and Management; Rensis Likert, The
Human Organization.

⁷Koontz and O'Donnell, op. cit., p. 30.

⁸Peter Blau and Richard Schoenherr, The Structure of Organizations (New York: Basic Books, 1970); Peter Blau, On the Nature of Organizations (New York: John Wiley & Sons, 1974).

⁹Encyclopedia of Social Work, 17th edition (National Association of Social Workers, 1977), p. 44.

¹⁰March and Simon, Organizations (New York: John Wiley & Sons, 1958).

¹¹Encyclopedia of Social Work, op. cit., p. 45.

¹²Ibid.

¹³Ibid.

¹⁴See Ralph Stogdill, op. cit., p. 7.

¹⁵Hersey and Blanchard, op. cit.

¹⁶Richard Henderson and Waino Suojanen, The Operating Manager: An Integrative Approach (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974), p. 37.

¹⁷Ibid.

¹⁸Ibid., p. 38.

¹⁹Ibid.

²⁰C. A. Gibb, Leadership (England: Penguin Books, 1970).

²¹Amitai Etzioni, Modern Organizations (New Jersey: Prentice-Hall, Inc., 1964), p. 76.

²²Lippit and White, "The Social Climate of Children's Groups", in R. G. Baker, J. S. Kounin and H. F. Wright, Child Behavior and Development (New York: McGraw-Hill, 1943).

²³Hersey and Blanchard, op. cit., p. 112.

²⁴Henderson and Suojanen, op. cit., p. 39.

²⁵Ibid.

²⁶Ibid.

²⁷Robert Dubin, Human Relations in Administration, 2nd edition (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), p. 348.

²⁸Henderson and Suojanen, op. cit., p. 39.

²⁹Ralph Stogdill, op. cit., p. 18.

³⁰Ibid.

³¹Ibid.

³²Ibid.

³³Ibid.

³⁴Ibid.

³⁵Ibid.

³⁶Ibid., p. 19.

³⁷Ibid.

³⁸Ibid.

³⁹Ibid.

⁴⁰Ibid., p. 20.

⁴¹Ibid.

⁴²Ibid., p. 21.

⁴³Fred Fiedler and Martin Chemers, Leadership and Effective Management (Glenview, Illinois: Scott, Foresman and Co., 1974).

⁴⁴Ralph Stogdill, op. cit.

⁴⁵Ibid.

⁴⁶Ibid.

⁴⁷Ibid., p. 22

⁴⁸Ibid.

⁴⁹Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill Book Co., Inc., 1960).

⁵⁰Ralph Stogdill, op. cit., p. 22.

⁵¹Ibid.

⁵²Rensis Likert, The Human Organization: Its Management and Values (New York: McGraw-Hill Book Co., Inc., 1967), pp. 3-12.

⁵³Robert S. Blake and Jane S. Mouton, The Managerial Grid (Houston: The Gulf Publishing Co., 1964).

⁵⁴Henderson and Suojanen, op. cit., p. 50.

⁵⁵See Ralph Stogdill, op. cit., p. 23.

⁵⁶Ibid., p. 24.

⁵⁷Hersey and Blanchard, op. cit., p. 168.

⁵⁸Ibid.

⁵⁹Ibid., p. 159.

⁶⁰Ibid.

⁶¹Ibid., p. 161.

⁶²Ibid.

⁶³Ibid.

⁶⁴Ibid.

⁶⁵Ibid., p. 163.

⁶⁶Ibid., p. 168.

⁶⁷Ibid., pp. 169-170.

⁶⁸Nathan Murillo, "The Mexican-American Family," Chicanos: A Psychological Perspective (St. Louis: The C. V. Mosby Co., 1976), p. 15.

⁶⁹Ibid., p. 16.

⁷⁰Ibid.

⁷¹Ibid.

⁷²Amado Padilla and Rene Ruiz, Latino Mental Health (Rockville, Maryland: Department of Health, Education and Welfare, 1976), p. 45.

⁷³Ibid.

⁷⁴Ibid., p. 35.

⁷⁵Ibid., p. 37.

⁷⁶Joan W. Moore, Mexican-Americans, 2nd edition
(Englewood Cliffs: Prentice-Hall, Inc., 1976), p. 130.

⁷⁷Amado Padilla, op. cit., p. 38.

⁷⁸Ibid., p. 39.

⁷⁹Ibid., p. 39.

⁸⁰Ibid.

⁸¹Nathan Murillo, op. cit., p. 17.

⁸²Ibid.

⁸³Ibid.

⁸⁴Ibid., p. 18.

⁸⁵Ibid.

⁸⁶Ibid.

⁸⁷Ibid., p. 19.

Chapter 3

¹Hersey and Blanchard, op. cit., p. 249.

²Ibid.

³Hollingshead and Redlich, Social Class and Mental
Illness (New York: Wiley, 1958).

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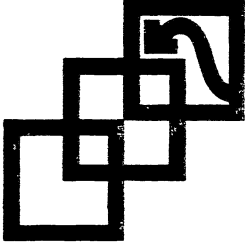
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LEAD Self

Directions:

Assume YOU are involved in each of the following twelve situations. Each situation has four alternative actions you might initiate. READ each item carefully. THINK about what YOU would do in each circumstance. Then CIRCLE the letter of the alternative action choice which you think would most closely describe YOUR behavior in the situation presented. Circle only *one choice*.



**Leader
Effectiveness &
Adaptability
Description**

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CENTER FOR LEADERSHIP STUDIES

Leader Effectiveness & Adaptability Description

<p>1</p> <p>SITUATION</p> <p>Your subordinates are not responding lately to your friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.</p>	<p>ALTERNATIVE ACTIONS</p> <ul style="list-style-type: none">A. Emphasize the use of uniform procedures and the necessity for task accomplishment.B. Make yourself available for discussion but don't push your involvement.C. Talk with subordinates and then set goals.D. Intentionally do not intervene.
<p>2</p> <p>SITUATION</p> <p>The observable performance of your group is increasing. You have been making sure that all members were aware of their responsibilities and expected standards of performance.</p>	<p>ALTERNATIVE ACTIONS</p> <ul style="list-style-type: none">A. Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance.B. Take no definite action.C. Do what you can to make the group feel important and involved.D. Emphasize the importance of deadlines and tasks.
<p>3</p> <p>SITUATION</p> <p>Members of your group are unable to solve a problem themselves. You have normally left them alone. Group performance and interpersonal relations have been good.</p>	<p>ALTERNATIVE ACTIONS</p> <ul style="list-style-type: none">A. Work with the group and together engage in problem-solving.B. Let the group work it out.C. Act quickly and firmly to correct and redirect.D. Encourage group to work on problem and be supportive of their efforts.
<p>4</p> <p>SITUATION</p> <p>You are considering a change. Your subordinates have a fine record of accomplishment. They respect the need for change.</p>	<p>ALTERNATIVE ACTIONS</p> <ul style="list-style-type: none">A. Allow group involvement in developing the change, but don't be too directive.B. Announce changes and then implement with close supervision.C. Allow group to formulate its own direction.D. Incorporate group recommendations, but you direct the change.
<p>5</p> <p>SITUATION</p> <p>The performance of your group has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles and responsibilities has helped in the past. They have continually needed reminding to have their tasks done on time.</p>	<p>ALTERNATIVE ACTIONS</p> <ul style="list-style-type: none">A. Allow group to formulate its own direction.B. Incorporate group recommendations, but see that objectives are met.C. Redefine roles and responsibilities and supervise carefully.D. Allow group involvement in determining roles and responsibilities but don't be too directive.
<p>6</p> <p>SITUATION</p> <p>You stepped into an efficiently run organization. The previous administrator tightly controlled the situation. You want to maintain a productive situation, but would like to begin humanizing the environment.</p>	<p>ALTERNATIVE ACTIONS</p> <ul style="list-style-type: none">A. Do what you can to make group feel important and involved.B. Emphasize the importance of deadlines and tasks.C. Intentionally do not intervene.D. Get group involved in decision-making, but see that objectives are met.

SITUATION

7

You are considering changing to a structure that will be new to your group. Members of the group have made suggestions about needed change. The group has been productive and demonstrated flexibility in its operations.

ALTERNATIVE ACTIONS

- A. Define the change and supervise carefully.
- B. Participate with the group in developing the change but allow members to organize the implementation.
- C. Be willing to make changes as recommended, but maintain control of implementation.
- D. Avoid confrontation; leave things alone.

SITUATION

8

Group performance and interpersonal relations are good. You feel somewhat unsure about your lack of direction of the group.

ALTERNATIVE ACTIONS

- A. Leave the group alone.
- B. Discuss the situation with the group and then you initiate necessary changes.
- C. Take steps to direct subordinates toward working in a well-defined manner.
- D. Be supportive in discussing the situation with the group but not too directive.

SITUATION

9

Your superior has appointed you to head a task force that is far overdue in making requested recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially they have the talent necessary to help.

ALTERNATIVE ACTIONS

- A. Let the group work out its problems.
- B. Incorporate group recommendations, but see that objectives are met.
- C. Redefine goals and supervise carefully.
- D. Allow group involvement in setting goals, but don't push.

SITUATION

10

Your subordinates, usually able to take responsibility, are not responding to your recent redefining of standards.

ALTERNATIVE ACTIONS

- A. Allow group involvement in redefining standards, but don't take control.
- B. Redefine standards and supervise carefully.
- C. Avoid confrontation by not applying pressure; leave situation alone.
- D. Incorporate group recommendations, but see that new standards are met.

SITUATION

11

You have been promoted to a new position. The previous supervisor was uninvolved in the affairs of the group. The group has adequately handled its tasks and direction. Group inter-relations are good.

ALTERNATIVE ACTIONS

- A. Take steps to direct subordinates toward working in a well-defined manner.
- B. Involve subordinates in decision-making and reinforce good contributions.
- C. Discuss past performance with group and then you examine the need for new practices.
- D. Continue to leave group alone.

SITUATION

12

Recent information indicates some internal difficulties among subordinates. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals. They have worked in harmony for the past year. All are well qualified for the task.

ALTERNATIVE ACTIONS

- A. Try out your solution with subordinates and examine the need for new practices.
- B. Allow group members to work it out themselves.
- C. Act quickly and firmly to correct and redirect.
- D. Participate in problem discussion while providing support for subordinates.

GENERAL BACKGROUND INFORMATION

The following information will be kept strictly confidential. Your responses are appreciated.

1. Name: _____
2. Ethnicity: White _____
Chicano/Mexican-American _____
3. Age: (1) 20 - below _____
(2) 21 - 30 _____
(3) 31 - 40 _____
(4) 41 - 50 _____
(5) 51 - 60 _____
(6) 65 - above _____
4. Marital Status: (1) Single, Never married _____
(2) Single, living with someone _____
(3) Married _____
(4) Separated _____
(5) Divorced _____
(6) Widowed _____
5. Education: (1) Post-graduate _____
(2) College graduate _____
(3) Some college _____
(4) High school _____
(5) Other education _____
6. Your income: (1) 9,999 - below _____
(2) 10,000 - 15,999 _____
(3) 16,000 - 21,999 _____
(4) 22,000 - 26,999 _____
(5) 27,000 - above _____

San José State University

SAN JOSE, CALIFORNIA 95192

SCHOOL OF SOCIAL WORK

(408) 277-2235

March 1, 1979

Mr.

Dear Mr.

As per our telephone conversation, I am enclosing a copy of the questionnaire which we previously discussed.

As you may remember, I am a graduate student at San Jose State University School of Social Work. I am completing the requirements towards a Master's of Social Work degree in Social Work Administration. As part of the school's graduation requirements, I must complete a Master's thesis. The focus of my thesis is leadership behavior. That is the reason I have contacted you. You were specially selected from a list of managers of Santa Clara County.

Please complete and return the questionnaire to me within 5 days. I have enclosed a self-addressed, stamped envelope for your convenience. Your cooperation is greatly appreciated. If you have any questions please feel free to call me at 279-6191 or 277-2141. Also, feel free to contact Dr. Rodolfo Arevalo, Assistant Dean of the school if you are unable to reach me or if you have further questions. You can reach Dr. Arevalo at 277-2141.

Thanks again.

Sincerely,

Ms. Leticia A. Escobar

Enclosures

Leader Effectiveness & Adaptability Description

DIRECTIONS FOR SCORING

Circle the letter that you have chosen for each situation on the same line to the right, under Column I (STYLE RANGE) and also Column II (STYLE ADAPTABILITY). After you have circled alternative actions, total the number of circles for each sub-column under Column I (STYLE RANGE) and Column II (STYLE ADAPTABILITY) and enter totals in the spaces provided below.

Processing Data from C

Sub-column totals from Column I (Style ranges, (the middle portion) of the T Model¹ below. The column numbers of the leadership model as follows:

Sub-column (1)—alternative action (High Task/Low Relationship)

Sub-column (2)—alternative action (High Task/High Relationship)

Sub-column (3)—alternative action (High Relationship/Low Task)

Sub-column (4)—alternative action (Low Relationship/Low Task)

Enter the totals associated with each of the boxes provided on the leadership model

		COLUMN I (Style Range) Alternative Actions			
		(1)	(2)	(3)	(4)
SITUATIONS	1	A	C	B	D
	2	D	A	C	B
	3	C	A	D	B
	4	B	D	A	C
	5	C	B	D	A
	6	B	D	A	C
	7	A	C	B	D
	8	C	B	D	A
	9	C	B	D	A
	10	B	D	A	C
	11	A	C	B	D
	12	C	A	D	B
Sub-columns		(1)	(2)	(3)	(4)

COLUMN II (Style Adaptability) Alternative Actions								
	(a)	(b)	(c)	(d)				
D	B	C	A					
B	D	C	A					
C	B	A	D					
B	D	A	C					
A	D	B	C					
C	A	B	D					
A	C	D	B					
C	B	D	A					
A	D	B	C					
B	C	A	D					
A	C	D	B					
C	A	D	B					
	(a)	(b)	(c)	(d)				
Multiply by:								
	(a)	(b)	(c)	(d)				
	-2	-1	+1	+2				
<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

THE TRI-DIMENSIONAL LEADER EFFECTIVENESS MODEL¹

