A study of leadership orientations of Chicano administrators in non-profit human service organizations in Santa Clara County

Richard G. Galvan
San Jose State University

Follow this and additional works at: https://scholarworks.sjsu.edu/etd_projects

Recommended Citation
DOI: https://doi.org/10.31979/etd.hc4c-swvt
https://scholarworks.sjsu.edu/etd_projects/1137

This Master's Project is brought to you for free and open access by the Master's Theses and Graduate Research at SJSU ScholarWorks. It has been accepted for inclusion in Master's Projects by an authorized administrator of SJSU ScholarWorks. For more information, please contact scholarworks@sjsu.edu.
A STUDY OF LEADERSHIP ORIENTATIONS
OF CHICANO ADMINISTRATORS
IN NON-PROFIT HUMAN SERVICE ORGANIZATIONS
IN SANTA CLARA COUNTY

by

Richard G. Galvan

SAN JOSE STATE UNIVERSITY
SCHOOL OF SOCIAL WORK

APPROVED
EXAMINING BOARD:

DATE: 4/20/79

A Special Study Report
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Social Work
San Jose State University
May, 1979
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF TABLES</td>
<td>iv</td>
</tr>
<tr>
<td><strong>1. INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td>Problem Formulation</td>
<td>3</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>5</td>
</tr>
<tr>
<td><strong>2. REVIEW OF RELATED LITERATURE</strong></td>
<td>8</td>
</tr>
<tr>
<td>Introduction</td>
<td>8</td>
</tr>
<tr>
<td>Leadership: Early Studies</td>
<td>9</td>
</tr>
<tr>
<td>What is Leadership Style?</td>
<td>11</td>
</tr>
<tr>
<td>The Current Major Themes of Leadership Orientations</td>
<td>15</td>
</tr>
<tr>
<td>Toward Adaptive Leadership</td>
<td>19</td>
</tr>
<tr>
<td>Leadership Contingency Model</td>
<td>22</td>
</tr>
<tr>
<td>Changing Style</td>
<td>24</td>
</tr>
<tr>
<td>Summary</td>
<td>25</td>
</tr>
<tr>
<td><strong>3. PROBLEM STATEMENT</strong></td>
<td>28</td>
</tr>
<tr>
<td>Research Question</td>
<td>28</td>
</tr>
<tr>
<td><strong>4. METHODOLOGY</strong></td>
<td>29</td>
</tr>
<tr>
<td>Population</td>
<td>29</td>
</tr>
<tr>
<td>The Instrument</td>
<td>32</td>
</tr>
<tr>
<td><strong>5. FINDINGS</strong></td>
<td>34</td>
</tr>
<tr>
<td>Questionnaire Results</td>
<td>34</td>
</tr>
<tr>
<td>Demographic Variables</td>
<td>41</td>
</tr>
</tbody>
</table>

ii
# Chapter 6. CONCLUSIONS/RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limitations</td>
<td>50</td>
</tr>
<tr>
<td>Recommendations</td>
<td>52</td>
</tr>
</tbody>
</table>

# FOOTNOTES

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
</tr>
</tbody>
</table>

# BIBLIOGRAPHY

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
</tr>
</tbody>
</table>

# APPENDICES

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Letter of Introduction</td>
<td>62</td>
</tr>
<tr>
<td>B. T-P Leadership Questionnaire</td>
<td>63</td>
</tr>
<tr>
<td>C. Letter of Support</td>
<td>64</td>
</tr>
<tr>
<td>D. Letter of Request</td>
<td>65</td>
</tr>
<tr>
<td>E. Scoring Instructions</td>
<td>66</td>
</tr>
<tr>
<td>F. Cover Letter for Profile Sheet</td>
<td>67</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Respondents' Individual Scores</td>
<td>37</td>
</tr>
<tr>
<td>2. Women's Response</td>
<td>42</td>
</tr>
<tr>
<td>3. Men's Response</td>
<td>43</td>
</tr>
</tbody>
</table>
Chapter 1

INTRODUCTION

An increased interest in the management and supervision of human service organizations has been reflected in recent literature. "The expectations of the contemporary worker and the 'age of accountability' into which the social service agency has been thrust have created a double-edged dilemma for the social work supervisor."\(^1\) Social workers in human service organizations as well as professionals in the private sector approach their careers seeking, "autonomy, responsibility, participation in agency operations, and opportunities for self-initiative and independent decision-making."\(^2\) In the process of attempting to achieve accountability, workers may encounter conflict between their professional goals and those of the organization. The process itself may call for restructuring of roles, and redefining responsibilities with perhaps incorporating new tasks (i.e., recording, reporting procedures and accounting for time utilization), to help facilitate and maximize organizational objectives.

In maintaining an ideal balance between worker objectives and organizational objectives, administrators have found themselves in the role of a mediator. How successful and/or effective his efforts are to minimize this
dilemma depends upon his or her attitude, skill and leadership orientation.

Orientations to leadership and to job are integrally related to contemporary issues in social work supervision concerning the delineation of supervisory functions and their contributions to the efficiency and effectiveness of service delivery.³

To facilitate this new increased interest in the accountability and management of human service organizations, schools of social work should respond by developing student training opportunities conducive to administrative learning experiences through innovative ways of linking theory with practice. The training should include the importance of being aware of leadership orientations and/or behavior approaches relative to a variety of situations found in human service organizations.

To meet the challenge of accountability, responsibility and leadership within human service organization, social workers continue to raise questions concerning the components of effective training and experience needed to achieve competency in the management of a human service organization.

Given that organizations are managed by people, it must be noted that the majority of these administrators generally are representative of the culturally dominant group. However, while efforts to circumvent "equal employment opportunity" and "affirmative action" persist in a number of governmental jurisdictions and agencies, the list of public minority administrators is growing at an impressive rate.⁴ However, racial and cultural biases continue to be major
factors delimiting the opportunities of minority group people in many governmental agencies to be hired or to advance to professional or high-level administrative positions." The point to this matter is that educational institutions can be made more responsive to play major roles in training more minority persons for administrative responsibilities, particularly those with minority group constituencies.

Unfortunately, in the university the public manager learns by a combination of what he hears, sees, and experiences. If the student of public administration hears only the views of the dominant group, sees only the scholarly works of the dominant group, experiences only dominant group members in work places of influence, then the need for the minority administrative perspective becomes increasingly important so that minority students in administration can study materials which are relative to their professional needs.

Problem Formulation

The lack of a perspective of the Chicano administrator is a major shortcoming for the profession and human service position. In October, 1978, a weekly publication reported that the single fastest growing minority group in the United States is the Hispanic one.

As a student of social work administration, I find the absence of literature reflecting the Chicano administrator's perspective as extremely regrettable. In a megalopolis like Los Angeles and Los Angeles County, Mexican-American population has tripled since 1960 with an estimated
two million projected by 1980. In Santa Clara County, 18% of the population is Chicano with similar patterns of population increase imminent.

To remedy this lack of information and research studies on Chicano administrators, the focal point of this study is aimed at uncovering and reporting the particular administrative leadership orientation/styles found with men and women of Mexican descent in non-profit human service organizations in Santa Clara County. Administration, eclectic in nature, encompasses an array of aspects, consequently, I have chosen, because of limited time, to gauge current administrative leadership styles as my contribution to a Chicano perspective in terms of their administrative orientations. Additionally, information of this sort has never been collected much less documented with this particular group. From an organizational context as well as an educational point of view, information of this kind would begin providing some added professional insight. Moreover, it begins to add to the body of general knowledge in the field of social work administration. The findings will benefit both Chicano and non-Chicano administrative students by contributing to their professional growth and development. It can be of particular interest to those returning to their indigenous communities; in that the information can be useful for facilitating an in-depth assessment of professional needs as well as facilitating
the appropriate leadership orientation conducive to the delivery of relevant community services.

Therefore, the purpose of this study is to gauge and report the practicing leadership orientations of this group. Whatever the leadership orientations may be between and/or with the group matters not . . . . since the sole intent is only to explore and describe the style/orientations to be found currently within this sample group. It is recognized that the end product of this study would allow for making comparisons, particularly in terms of gender, education, experience and so forth, however, it is not the main focus in conducting the study.

Clearly, one of the underlying intents of the study is to also raise many questions for future research. Implications from the study will spawn questions along cultural factors, Chicano orientations, perceptions, acculturation, and education, to name a few. However, before actually asking the precise research question to be investigated, it seems fitting to provide what previous research and theories have revealed about the study of leadership orientations.

**Definition of Terms**

The following is a list of the major definitions to assist in the comprehension of the terms used in this study.

Chicano--A person of Mexican descent.
Task-oriented—The leadership style of some administrators. This type of administrator is likely to be authoritarian and be heavily oriented toward structure. Structure has been described as behavior in which the administrator organizes and defines group activities and his relation to the group. He assigns the expected role of each member, allocates tasks, plans ahead, establishes ways of getting things done, and pushes for production. Structure is a dimension of leadership that emphasizes attempts to achieve organizational goals.  

People-oriented—The leadership style of some administrators. This type of administrator is not likely to be as task-focused. The leadership style of such administrators, in contrast to those who stress structure, is likely to be geared to consideration. By consideration is not meant a "pat-on-the-back," superficial "first-name-calling" type of behavior. It connotes a mutual respect, trust, warmth, and rapport between the administrator and his subordinates. This dimension emphasizes a concern for group members' needs and includes behavior that allows subordinates more participation (democratic) in decision-making and encourages two-way communication.  

Shared-oriented—The leadership style of some administrators. This type of administrator is both task-oriented and people-oriented, rather much like an arbitrator and sort of go-between who realizes the needs of both organizational goals and individual and/or group goals.
Human-service organization--A public social service organization, agency or program servicing to meet the health and welfare needs of all citizens

Non-profit--Any established program of health, social service and recreation financed by government bodies, community drives, donations, and fees.
Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

This chapter is an attempt to examine the question of leadership. It is not the intent to present or analyze individually the separate views of leadership. The reason for not examining the related literature in this context is because leadership concepts are still evolving and being added to the current body of leadership knowledge.

The most prevalent and significant findings on the views and concepts of leadership will be reviewed. For practical purposes and clarification, I have determined that a review of literature relating to leadership would be fundamental. This literature review will provide concepts of early leadership and current views about administrator orientations, organizational objectives and work settings.

My review of the literature has revealed leadership to be a potentially difficult subject to study. Not until 1945 did the concepts of leadership and how to study it, begin taking present day form. The literature basically reveals two perspectives, early views (personality traits) and current day views (a consideration for people and/or task).
Leadership: Early Studies

Most of the early studies on leadership and leadership theory was arrived at speculatively, rather than from an empirical process.

The literature reveals that social thinkers of ancient times have recorded thoughts and observations on the nature of leaders and leadership styles. Did they view leaders as the decision-makers? What was leadership? How did they attain their leadership? Where did it come from? How did they maintain it? A review of the literature of early social thinkers would supply, it was thought, theory and insight for interpreting the theories of present day leadership styles.

More than two thousand years ago Plato developed the concept of the ideal state,¹ a vital part of which concerned the training and requirements of wise leaders. Aristotle, a student of Plato, was more empirical in his method. He observed society as it existed and stated that society is most stable when leadership derives its sanction from the masses. In his Politics, Aristotle noted that "he who has never learned to obey cannot be a good commander."²

Nicolo Machiavelli, an out of office administrator and diplomat in the city-state of Florence, wrote The Prince in 1513.³ He was an experienced observer of the intrigues of state and set forth a "how to do it" book for a ruler or any aspiring ruler. The book was an exposition on how to rule, not how to be good or wise, but how to rule
men successfully. Machiavelli's basic assumption about the nature of man was indicative of his rationale for the type of leadership style he advocated:

> whoever desires to found a state and give it laws, must start with the assumption that all men are bad and ever ready to display their vicious nature, whenever they may find occasion for it.\(^4\)

To cope with this brute, one dimensional man, the ruler was justified in pursuing any leadership style that suited his purpose. For Machiavelli, it was the end and not the means which was important. If the ruler succeeded, he would win approval and his villainies would be forgotten. "Machiavellian" has come to connote the unscrupulous, sneaky and cunning in policy. For that time and perhaps this one, he has personified the command philosophy of governing men.\(^5\)

Thomas Hobbes' *Leviathan*, written in 1651, was yet a later argument for a strong central leadership style. He started his analysis with man in a state of nature, ungoverned and proceeded to conclude that some greater power must exist to bring order from chaos. Hobbes advocated a monarchy in which men were absolutely governed and lead by their inability to reason and organize.

Still yet another view of leadership was that of John Locke, author of *Conceiving Civil Government*. He asserted that men were governed by a natural law of reason and not by the arbitrary rules of tradition or the whims of a central authoritarian figure.
Modern day theorists like Douglas McGregor (inventor of theory X and theory Y), Abraham Maslow (hierarchy of needs) and Peter F. Drucker (bringing order out of chaos) have all been influenced by the concepts introduced by these earlier writers. Beginning with the assumptions conceiving man in a state of nature, his irrationality and his natural law of reason, implications from their concepts have raised questions regarding the leadership of men in both a civil state and within an organizational context.

What is Leadership Style?

Although most administrators are becoming increasingly aware of the role of individual and group motivation in the organizational work setting, there is much misunderstanding as to the real meaning of leadership, particularly as to how it relates to employee motivation and performance. The misunderstanding stems from a misconception regarding the meaning of leadership itself.

Many administrators believe that because they occupy positions of responsibility and authority, this automatically makes them leaders. This is a serious assumption to make, one which is oversimplified and could prove to be costly regarding a leadership position. Actually, it is not position alone which qualifies one as a leader. Leadership is the ability one possesses to influence the opinions, attitudes, and behavior of others. This means that anyone who is able to direct or influence others toward some common position can function as a leader.
Leadership is more of a process than a positional relationship because it resides in the administrator's ability to obtain willingness to follow on the part of the group, a willingness based upon commonly shared goals and objectives. It pervades all the other managerial processes and is affected by such aspects of the work situation as the structure and the work activities being performed. The way in which any one administrator influences subordinates ... whether aggressively or passively, formally or informally, warmly or coldly, frequently or infrequently, stressing technical subjects or stressing personal matters, and so on ... constitutes his/her style of leadership.

When an administrator is uncommunicative that he has little influence over his subordinates, so-called informal leaders may take over the leader's role. The administrator, still, of course, maintains his leadership role, by virtue of his assigned power position, but he has used a passive form of leadership which simply means, a failure to do an inherent part of his job.

Administrators show their leadership style in countless number of ways. Centered around activities, they plan, they delegate authority, conduct performance reviews, control information and reports, react to good performance vs. poor performance, they develop supposedly the subordinates under them, they react to emergencies, influence higher administrative levels, if any, display loyalty or a lack of loyalty to the organization ... in short, the way they plan,
organize, coordinate, direct, staff, control, communicate and make decisions are all indicative to their particular approach to leadership style.

Although personality is not an all encompassing factor or absolute prerequisite, leading is something which can be learned. Literature reveals that there is no significant relationship between ability to lead and physical characteristics such as age, height, sex, race, physique, or energy. However, there are indications that successful administrators tend to be somewhat more intelligent than the average subordinate, but they are not so gifted that they cannot be understood. Intelligence is primarily hereditary, but is influenced by environmental factors such as the years of formal education and diversity of experiences. Good administrators then seem to be well rounded sort of individuals, particularly in terms of interest and aptitude. The literature reveals them to be good communicators, mentally and emotionally mature and very motivated. More importantly, they rely more on their capacity to get things done with and through people rather than relying on their technical skills. A leader first of all has to want to be a leader, and can become effective if there is an earnest attempt to develop basic managerial and human relations capacities and skills.

Looking at it another way, successful administrators are those people who can reach a degree of mutual harmony between the objectives of the task and the group. This
relationship of leadership which brings together mutual objectives of the administrator and the employees is at the center of successful leadership. Obstructing variables to this ideal situation the literature includes: the work involved, the nature of the organization itself, top management policies, and a host of other factors which may impede the application of this type of leadership approach within an organization. Ideally, the administrator should employ a leadership style conducive to achieving quantity and quality of performance. Additionally, they should be very much aware and cognizant of encompassing variables which affect the domains of their environment, both from within and without the organization, paying particular attention to their own needs, the needs of their subordinates and the needs of the organization. In short, an administrator should possess a conceptualization of the administrative process. For if he is to achieve and manage any degree of parity or balance between the variables which may impede application of an effective pattern of leadership style, it behooves him/her to consider all variables both positive and negative in attaining maximum individual and organizational productivity. This can be done with a certain amount of exploring, some risk-taking and concern for the quality of interaction between he and his subordinates within the perimeters of a common and shared objective.
The Current Major Themes of Leadership Orientations

First of all, most empirical studies have shown that there is no one best style of leadership. Successful leaders rather adapt their leader behavior to meet the need of the group and of the particular environment. To be effective depends on the leader, the followers, and other situational variables that make up the environment \( E = f(l,f,s) \).\(^{16}\)

A number of studies have approached the leadership problem from an organizational context. Only some of the pertinent research relative to conceptual structures of leadership behavior is examined. Leadership concepts tend to sort themselves into two general categories. One category is concerned with people and the other category is concerned with getting the job done. The research has so far revealed primary or theme dimensions of leadership behavior as work facilitations, goal oriented behavior, and group-interaction behavior, initiating structure and consideration, production oriented and employee oriented, providing for organizational needs and providing for individual needs, management skills and human relations skills, high performance goals and group supportive relationships, and goal achievement and group maintenance.\(^{17}\)

Research suggests that the two dimensions of leadership behavior particularly focusing in on people and on the job, are not at opposite ends of the same continuum, but that they are mutually exclusive. That is, effective leadership style is not an either/or proposition but is
dependent upon both dimensions. The exact proportions of this mix, however, is unknown.

There has also been extensive study of supervisory style in terms of organization and worked focused responsibilities. The Ohio State leadership studies, initiated in 1945, identified the dimensions of consideration and structure as representative of supervisor orientation toward the employee and toward production, respectively. The examination of leadership orientation on these dimensions has been accomplished almost exclusively with supervisors in industrial settings. Only recently have there been investigations of supervisory style in non-industrial settings including social service organizations. Interesting to note, studies of social work supervisors have exposed leadership styles highly oriented to workers and characteristically low in orientation toward organization objectives.

At first, early management thought held that success or failure of the organization was due to the traits or characteristics of the administrative leader. One either had the knack or he failed. Frederick Taylor identified the necessary qualities of foremen and, finding these qualities poorly distributed in the population, developed his "functional foreman" concept. Henri Fayol wrote of the need for managerial knowledge for technical skills, and for the proper moral, mental, and physical qualities of managers. He was among the first to believe that managerial skills could be taught. The Mayoists felt that the past had placed
too much stress on the technical skills of the manager and that training should focus on the development of interpersonal skills. 25

Still others, like Chester Barnard, wrote of leadership from a viewpoint of inducing others to follow and accept authority. Kurt Lewin and his associates appear to have been the first to view leadership as ranging along a continuum of possible styles from "laissez-faire" to "democratic" to "authoritarian." T. W. Adorno made a significant impact on leadership literature in 1950 with The Authoritarian Personality. 26 This piece of work influenced by the anti-semitism of Fascism, was attempting to relate personality structure with leadership, followership, morals, prejudices and politics. The F. Scale (Fascist Scale), developed as a part of the book, became an instrument for analyzing leadership styles as well as follower's preferences for leaders.

In 1945, empirical research began challenging the notion of personal trait as it related to leadership styles. In that year, the Institute for Social Research at the University of Michigan under the direction of Rensis Likert began a series of studies in a variety of organizations in order to determine what kinds of organizational structures and what principles and methods of leadership resulted in the highest productivity, the least absenteeism, the lowest turnover, and the greatest job satisfaction. Over a period of some time, this research led to the identification of two
different leadership "orientations," (1) an employee orientation in which the supervisor stressed interpersonal relationships on the job and (2) a production orientation in which the supervisor focused on getting the job done, concerning himself with productivity and technical aspects of the job. The Michigan studies found that an "employee orientation," coupled with relatively "general" rather than "close" supervision, led to better productivity, better group cohesiveness, higher morale, less worker anxiety, and lower worker turnover. The supervisor obtained higher productivity by building a team spirit, by showing concern for the worker, and by shifting from a close, production-oriented style to a looser, employee-centered, supportive style.

About the same time that this research was being conducted, the Ohio State University Bureau of Business Research began a series of investigations also which would inevitably lead to the development of a "situational" approach to leadership styles. Under the direction of Professor Ralph M. Stogdill, the core of the research was aimed at researching and analyzing leaders and their interactions with a group. Relying heavily on sociometric techniques, he explored members' perceptions of their organization, status, measures of group performance, characteristics of groups, and effective leader behavior in various group situations. The Ohio State finding put forth a two-dimensional view of leadership, (1) an "initiating
structure" dimension in which the leader acted to further the work objectives of the group and (2) a "consideration" dimension in which the emphasis was on the needs of the followers and upon interpersonal relationships.

The analogies between the Ohio State and the Michigan studies of leadership are important, (1) both held a new view which was antithetical to a trait or a single continuum approach and (2) both identified two dimensions of leadership behavior. One dimension was (task-oriented) and the other was (employee-oriented). The two dimensions didn't appear to be mutually exclusive, that is, a leader could combine a high concern for task as well as a high concern for employee relations. The advances in understanding leadership were in viewing every leadership situation as one of interaction between the leader and the group. Instead of a single style which led to the best results, there were more dimensions in every situation. Eventually this two-dimensional model of leadership behavior would lead to a "grid" of possibilities.30

Toward Adaptive Leadership

Inquiries arising out of the Ohio State and the studies of the University of Michigan were aimed at finding a balance or combination between the initiating structure (task) and consideration (people). It wasn't a matter of one or the other emphasis, i.e., task vs. people, but what conditions did one work better than the other.
The "grid" approach developed by Robert R. Blake and Jane S. Mouton was an attempt to avoid the extreme either/or styles of leadership, such as scientific management or human relations, production-centered or people-centered, by showing the possibilities for various blends of leadership styles. See figure.

<table>
<thead>
<tr>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
</tr>
<tr>
<td>1.9 Management</td>
</tr>
<tr>
<td>Thoughtful attention to needs of people, for satisfying relationships leads to a comfortable friendly organization and work tempo.</td>
</tr>
</tbody>
</table>

| 9.9 Management |
| Work accomplishment is from committed people; interdependence through a "common stake" in organization purpose leads to relationships of trust and respect. |

| 5.5 Management |
| Adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level. |

| 1.1 Management |
| Exertion of minimum effort to get required work done is appropriate to sustaining organization membership. |

| 9.1 Management |
| Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree. |

CONCERN FOR PRODUCTION

The Managerial Grid, (Rbt. R. Blake & J. S. Mouton)
This grid of alternatives shows two dimensions, "concern for people" on the vertical axis and "concern for production" on the horizontal axis. Each axis was expressed in terms of a nine point scale with the number one representing minimum concern and number nine standing for maximum concern. Although a number of managerial styles can be plotted on the grid, Blake and Mounton emphasize those at the four corners and in the middle. In short, the "grid" focuses on five ideal type theories of leadership behavior, each based on the two crucial variables found in organizations, one for task orientation and the other concern for people. Altogether, the "grid" has potential for generating eighty-one different styles, each one based on a variation of the two dimensions.

The desirability of having an ideal leader behavior seems to be a common phenomena. Field observations seem to indicate that many administrators (particularly new administrators) want to be told what to do . . . or how to act. It's also clear from the number of writings of different authors that some normative style of leadership is suggested. Most of these writers and investigators seem to support either an integrated style of leadership (high concern for both task and consideration for people), or a permissive, democratic human relations approach. These styles might be appropriate in some industrial or educational setting in different parts of the country, but they might also be limited to them. For example, consider the leadership styles
in the different types of institutions, such as the military, VA hospitals, a community mental health center, an electronics firm, prisons, churches, etc., etc., all of which may be totally different.

At any rate, in order to be effective, the administrator should be able to adapt his style to the needs of the situation, and the kind and type of followers. Granted, the administrator won't always have the luxury of a constant state of affairs to warrant one leadership style but rather his effectiveness will be faced with a continuous challenge to his own needs and growing and changing needs of his followers and organization. Koontz and O'Donnell in their book, *Principles of Management*, put it like this:

The manager must be much alike the musician who changes his techniques and approaches to obtain the shadings of total performance desired.

Just what is adaptive leadership? Paul Hershey has stated, "The more a manager adapts his style of leadership behavior to meet the particular type of situation and the needs of his followers, the more effective he will tend to be in reaching personal and organizational goals."³⁴

**Leadership Contingency Model**

The concept of adaptive leadership behavior questions the existence of a best style of leadership. It's not a question of best style, but of the most effective style at a particular moment or particular situation. Any notion inferring that a number of leadership behavior styles could
be effective or ineffective depending on the important elements of decision and of the situation, is valid.\textsuperscript{35}

According to Fred E. Fiedler, the man who developed a leadership contingency model, three major situational variables seem to determine whether a given situation is favorable or unfavorable to a leader, (1) his personal relationships with the members of his group (leader-member relations), (2) the degree of structure in the task that the group has been assigned to perform (task structure), and (3) the power and authority that his position provided (position power).\textsuperscript{36} Fiedler defines the favorableness of a situation as "the degree to which the situation enables the leader to exert his influence over his group."\textsuperscript{37}

In his model, eight possible combinations of these three situational variables can occur. As a leadership situation varies from high to low on these variables, it will fall into one of the eight combinations (situations). The most favorable of situations for the leader to influence his group is one in which he is liked by the members (good leader-member relations), has a powerful position (high position power) and is either directly, coordinating or leading a well-defined job (high task structure). For example, a well liked general inspecting his troops . . . as opposed to a very unfavorable situation is one where the leader is disliked, has little position power, and faces an unstructured task, like an unpopular chairman of a voluntary hospital fund raising committee.
Having developing this model for classifying group situations, he next seeks to find the most effective style of leadership (task-oriented or people-oriented) for each of the eight situations. In looking back at some of the old studies of leadership and after analyzing new studies, in terms of his model, Fiedler concludes that (1) task-oriented leaders tend to perform best in group situations that are either very favorable or very unfavorable to the leader, (2) people-oriented leaders tend to perform best in situations that are intermediate in favorableness.

His two dimensional model is useful to a leader. It rather suggests that there are only two basic styles of leadership behaviors, namely task-oriented and people-oriented. Most evidence seems to indicate that leadership behavior must be plotted on two separate axis rather than on a single continuum. Thus an administrator who has high concern for tasks does not necessarily have a high or low concern for relationships (people). In other words, the two styles of leadership behavior are not necessarily mutually exclusive. An combination of the two dimensions may occur.

Changing Style

According to Fiedler, a person's leadership style reflects the individual's basic motivational and need structure. It is difficult to effect changes in the styles of administrators overnight. Therefore, the most favorable training program would focus on teaching an individual to
recognize his professional needs and the conditions under which he can perform best and to modify the situation to suit his leadership style. As an ultimate result of this philosophy, it can be said that an administrator may even prefer to transfer to a situation that better fits his/her style. In this new environment, no immediate changes are necessarily needed.

Summary

In summary, the literature indicates that leadership behavior may be viewed as an all-encompassing function (an art) of guiding the human resource toward organizational objectives.

The literature provides an overview of the basic concepts of leadership behavior as well as social implications regarding the relationship of man to other men, his administrative perspective, organizational objectives and work settings.

It seems as though in the final analysis, the review of related literature has expressed leadership behavior as a human interaction, a human transaction. Hence, it stems not from what the administrator knows, thinks or says, but rather from what he is and does. Additionally, far more important is the kind of human being that the administrator happens to be.

In terms of the Chicano administrator, the intellectual contributions of this group has not been reflected in the
theory, literature, or teaching of administration. The literature, again reveals only dominant views on leadership behavior and are of some value to potential Chicano administrators. The concepts and theories should become part of his own unique repertoire of alternatives in leading groups and/or organizations.

Historically, very little has been written about Chicanos. Only until as recent as 1967, with the surge of energy and awareness exhibited by the Chicano community, has there been an earnest attempt to examine Chicano contributions as well as to express Chicano views and perceptions. Those who have to think about the subject for the first time are apt to be puzzled by a number of questions.

There is, to begin, a problem over what label should be used to refer to all Mexicans in the U.S. The term Hispanics, however, seems to be a popular catch-all term currently reflected in magazines and other forms of mass media. Also, in terms of culture and assimilation, the direction of cultural change among Chicanos is no longer entirely certain, if it ever was. It's by now clear, however, that for many potential Chicano administrators, upward social mobility doesn't require a complete shedding of ethnicity. As a matter of fact, some of those who are now experiencing the most rapidly possible upward mobility (i.e., in government or higher education where ethnicity has become a valuable asset) are among those most assertive of their pride in their own biculturalism and bilingualism. Incorporating these
unique qualities and integrating the knowledge, theories and concepts of leadership behavior (within an administrative context) are needless to say, in this writer's opinion, of tremendous use and tremendous asset relative to the management of human service organizations. This is particularly relevant to Santa Clara County or any other metropolis whose large Chicano population represents the single and fastest growing minority group in the United States.

Therefore, the need for the Chicano administrative perspective, technical and teaching materials is crucial for group cohesiveness, community development, higher education and group survival. More specifically this study makes no claim to finality, but is offered for consideration in the hope it will stimulate thought, relevant criticism and to generate literature in this unexplored area.

The next topic of discussion will pose the exact research question under present inquiry.
Chapter 3

PROBLEM STATEMENT

Research Question

As leaders in public human service non-profit organizations, (i.e., directors, executive directors, supervisors, administrators, assistant administrators, managers, etc.) in Santa Clara County . . . and as a result of answering the T.P. Leadership Questionnaire . . . What style or orientation of leadership are men and women of Mexican descent currently practicing . . . A task orientation, a task and people orientation or a people oriented style of leadership?
Population

In order to gauge the subjects' perceived leadership styles, the population consisted of Chicano administrators (both men and women) in human service non-profit organizations within Santa Clara County. As already may have been guessed, the actual number of Chicano administrators in real positions as leaders of human service organizations within Santa Clara County, needless to say, was regrettably small. However, even with this initial limitation, the effort to survey the leadership styles of Chicano administrators was a 100% sample effort, taken during the period November 1, 1978 through December 7, 1978.

Within this five week period, 62 questionnaires were either mailed out or personally administered to the target population. Questionnaires were mailed to individuals identified through the use of the "Directory of Social Agencies and Services." Hand delivered questionnaires were distributed because of a referral made by a local agency contact which made individuals easily accessible to the researcher. The entire questionnaire package consisted of a letter of introduction, statement of intent, directions, self-addressed envelope and questionnaire.
Searching and locating this particular population was no easy task. Relying on my own judgment, identifying the subjects by Spanish-surname was the primary method used to determine the mailing of a questionnaire. Personal interviews (in administering the questionnaire) was simply a matter of asking the subject if he identified himself as Chicano. Consequently, at the interview level . . . controlling for subjects of Mexican descent was much easier, whereas, those responding to a mailed questionnaire indicated their particular Latino heritage by checking-off the appropriate line provided in the demographic section of the questionnaire.

From the beginning, the primary source to identify the subjects was through the use of the most extensively used and readily available directory of services, entitled, the "Directory of Social Agencies and Service," covering years 1977 through 1978, fifth edition.

It is compiled and published by the United Way of Santa Clara County. The directory is intended to (1) "to identify the community resources available in Santa Clara County to meet the health and welfare needs of citizens and (2) to guide the referral of persons to community services they need." Furthermore, and perhaps more to the point, the directory lists non-profit organizations only. "These agencies are financed by government bodies, community drives, donations and fees."
In surveying the entire directory only 35 agencies were identified as having the population of which the study was intended to survey. Additionally, the main reason for its use was because it represents a comprehensive coverage of human-service non-profit organizations both within and outside of the county system.

Another source used was the San Jose Mercury News. In January of 1979, it published a once a year section entitled, "Citizens News Brief," a community service listing county health and welfare services. Services listed were arranged by departments and phone numbers. After exhausting this source, the canvassing yielded only four Spanish-surnamed subjects.

Still yet another source used, which in the long run proved to be the most productive, was the word-of-mouth method. In other words, after personally administering a questionnaire, the respondent would often times lead me to another subject either within or outside of his or her domain.

Limitations, such as financial and temporal constraints constituted the primary method in finding the target population. With more time, personnel, money and planning, the search could have continued much longer and may have had the possibility of yielding more subjects. However, it is felt that considering the constraints mentioned above, the sample effort represents a good representation within the time-frame utilized and serves a point from which to depart into a valid study.
The Instrument

The particular questionnaire used was born out of the 1945 Ohio State research studies on leadership behavior. The questionnaire itself is obviously not in its original form, but has withstood the test of time by evolving, constantly changing and being revised to fit just as the theories of leadership behavior have also evolved over the years.

The T-P Leadership Questionnaire used was adapted from Metz cus, Sergiovanni and Burden's revision of the Leadership Behavior Description Questionnaire.

As we have come to learn, leadership is very complex and the streams of research resulting from work in many behavioral sciences have lead to agreement on two major dimensions of effective leadership. They are the orientation toward the task and the consideration toward people. The questionnaire used in this study report was found in a book by J. William Pfeiffer and John E. Jones, entitled, A Handbook for Structured Experiences for Human Relations Training, Volume I, 1974, see Appendix B in back of study.

How do we gauge leadership style? More importantly, in what direction should leadership go? The T-P Leadership Questionnaire and Profile sheet accompanying the instrument were designed to understand answers to these kinds of questions. The questionnaire has no right or wrong score . . . as administrators, may vary considerably in their responses. Nor does it claim to provide all of the necessary answers.
about abilities as a leader. However, it does serve as a point of departure from which to become aware of leadership style.

Basically, the goal of the T-P Leadership Questionnaire is to gauge leadership style in terms of task-orientation and people-orientation. It can be administered to any size group or can be taken individually. Ideally, the time required to complete the questionnaire is about 10 minutes. There are thirty-five one-liner questions, designed for spontaneity and fast responses. This was intended so as not to give the respondent too much time to over-think or dwell over any one question. In this manner, it was anticipated that the responses would probably be more reflective of an actual orientation the questionnaire was intended to gauge. In this respect, the questionnaire is excellent and was the basis for its use in the study. Other questionnaires were available (i.e., the LEAD Questionnaire by Hershey and Blanchard) but necessitated the respondent to ponder over making a decision between choices.

All that was required of the subject was a pencil. The previously mentioned Profile sheet was never provided to any of the subjects who participated in filling-out the questionnaires. All they were required to do was to fill-out the questionnaire and return it in the self-addressed prepaid envelope also included in the questionnaire package.
Chapter 5

FINDINGS

Questionnaire Results

A sample of sixty-two (100%) subjects were given questionnaires for the purposes of this study report. Of the sixty-two questionnaires, forty-nine (79%) were directly mailed out to the subjects. Thirteen (21%) of the questionnaires were personally given to the respondents for completion with instructions to return the questionnaire by the deadline specified in the letter of introduction.

In total, forty-two (67.7%) of the questionnaires were finally returned. Of the forty-two, three (.06%) of the questionnaires were returned, intact, marked, "Return to Sender," "Moved, Left No Address." These questionnaires, obviously, were treated as non-responses. The remaining balance of the questionnaires, which now totaled thirty-nine (62.9%), were used to tabulate the results. Of the thirty-nine questionnaires ready for tabulation, seven (17.9%) were women respondents with one identifying herself as, "Spanish Surname/Identification by Marriage." The remaining six (86%) identified themselves as Chicana/Mexican-American. The female respondent identifying herself as Spanish Surname/ Identification by Marriage was excluded on the basis of maintaining adherence and facilitation of the original intent of the study report.
For the final tally, only thirty-eight (61.2%) questionnaires represented the actual number of valid responses applicable to this study. Thirty-two (84.2%) were male respondents and six (15.8%) were women respondents. All (100%) were Chicano/Mexican-American, respectively.

For purposes of simplification and facilitating interpretation, all thirty-eight response scores have been compiled on to one table. The table, herein known as Table 1, merely reflects the same exact dimensions, as shown on the Profile Sheet (shown in succeeding page), to which the respondents are to be measured against.

For an understanding of the scores shown for each of the respondents, turn to the Profile Sheet and check the response score against the scales of dimensions, T and P, shown on the Profile Sheet diagram. Examine the score against the diagram of the Profile Sheet. This will facilitate a reading for interpretation and/or conclusion.
Shared Leadership resulting
from balancing concern for task and
concern for people

(From J. William Pifieffer and John E. Jones (Eds.), A Handbook of Structured Experiences for Human Relations Training, Volume 1 (Rev.), La Jolla, Ca.: University Associates, Inc., 1974)
Table 1

The Respondents' Individual Scores

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>Concern for TASK</th>
<th>Concern for People</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Autocratic Leadership</td>
<td>Shared Leadership</td>
</tr>
<tr>
<td></td>
<td>High Productivity</td>
<td>High Morale and Productivity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*1</td>
<td>16</td>
<td>hi-t low-p</td>
</tr>
<tr>
<td>*2</td>
<td>11</td>
<td>med-t med-p</td>
</tr>
<tr>
<td>*3</td>
<td>15</td>
<td>hi-t hi-p</td>
</tr>
<tr>
<td>*4</td>
<td>12</td>
<td>med-t hi-p</td>
</tr>
<tr>
<td>*5</td>
<td>15</td>
<td>hi-t hi-p</td>
</tr>
<tr>
<td>*6</td>
<td>16</td>
<td>hi-t hi-p</td>
</tr>
<tr>
<td>7</td>
<td>12</td>
<td>med-t hi-p</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>med-t hi-p</td>
</tr>
<tr>
<td>9</td>
<td>14</td>
<td>hi-t hi-p</td>
</tr>
<tr>
<td>10</td>
<td>13</td>
<td>med-t hi-p</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
<td>med-t hi-p</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>hi-t hi-p</td>
</tr>
<tr>
<td>13</td>
<td>16</td>
<td>hi-t hi-p</td>
</tr>
<tr>
<td>14</td>
<td>5</td>
<td>low-t hi-p</td>
</tr>
<tr>
<td>15</td>
<td>9</td>
<td>med-t hi-p</td>
</tr>
<tr>
<td>16</td>
<td>13</td>
<td>hi-t hi-p</td>
</tr>
<tr>
<td>17</td>
<td>9</td>
<td>med-t hi-p</td>
</tr>
</tbody>
</table>
Table 1 (continued)
The Respondents' Individual Scores

<table>
<thead>
<tr>
<th>R</th>
<th>Concern for TASK</th>
<th>Shared</th>
<th>Concern for People</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>10</td>
<td>med-t hi-p</td>
<td>10</td>
</tr>
<tr>
<td>19</td>
<td>12</td>
<td>med-t hi-p</td>
<td>11</td>
</tr>
<tr>
<td>20</td>
<td>11</td>
<td>med-t med-p</td>
<td>9</td>
</tr>
<tr>
<td>21</td>
<td>11</td>
<td>med-t hi-p</td>
<td>11</td>
</tr>
<tr>
<td>22</td>
<td>9</td>
<td>med-t hi-p</td>
<td>12</td>
</tr>
<tr>
<td>23</td>
<td>9</td>
<td>med-t hi-p</td>
<td>13</td>
</tr>
<tr>
<td>24</td>
<td>9</td>
<td>med-t hi-p</td>
<td>10</td>
</tr>
<tr>
<td>25</td>
<td>14</td>
<td>hi-t hi-p</td>
<td>12</td>
</tr>
<tr>
<td>26</td>
<td>11</td>
<td>med-t hi-p</td>
<td>12</td>
</tr>
<tr>
<td>27</td>
<td>13</td>
<td>hi-t hi-p</td>
<td>13</td>
</tr>
<tr>
<td>28</td>
<td>15</td>
<td>hi-t hi-p</td>
<td>14</td>
</tr>
<tr>
<td>29</td>
<td>9</td>
<td>med-t hi-p</td>
<td>11</td>
</tr>
<tr>
<td>30</td>
<td>10</td>
<td>med-t hi-p</td>
<td>10</td>
</tr>
<tr>
<td>31</td>
<td>9</td>
<td>med-t hi-p</td>
<td>10</td>
</tr>
<tr>
<td>32</td>
<td>7</td>
<td>low-t med-p</td>
<td>9</td>
</tr>
<tr>
<td>33</td>
<td>11</td>
<td>med-t hi-p</td>
<td>10</td>
</tr>
<tr>
<td>34</td>
<td>9</td>
<td>med-t hi-p</td>
<td>11</td>
</tr>
<tr>
<td>35</td>
<td>12</td>
<td>med-t hi-p</td>
<td>13</td>
</tr>
<tr>
<td>36</td>
<td>13</td>
<td>hi-t hi-p</td>
<td>13</td>
</tr>
<tr>
<td>37</td>
<td>11</td>
<td>med-t hi-p</td>
<td>11</td>
</tr>
<tr>
<td>38</td>
<td>9</td>
<td>med-t hi-p</td>
<td>10</td>
</tr>
</tbody>
</table>

*Women respondents
Women Respondents

Of the six (100%) women respondents, four (66.7%) were found to be task-oriented, while two (33.3%) were found to be people-oriented. However, of the four (66.7%) women found to be task-oriented, three (75%) were found to have a high concern for task and people indicating a shared style of leadership with a concern for both high morale and productivity. One (25%) respondent (see respondent #1) was found to be very highly task-oriented with a very low concern for people indicating a strong autocratic style of leadership. Of the two (33.3%) found to be people-oriented, one (50%) was moderately concerned for task while having a high concern for people indicating a position somewhere between a shared style of leadership and laissez-faire. The other one (50%) was found to be moderately concerned for both task and people.

The average score for the four task-oriented women was 15 for Task and 8 for People which indicates a high concern for task and medium concern for people. The average score for those found to be people-oriented, (2--33.3%), was 12 for Task and 10 for People which indicates a medium concern for both task and people.

Combined, all six female respondents were found to have a high concern for task and medium concern for people with an average score of 14 for task and 9 for people. (For your own interpretation, see the score/s on diagram of Profile Sheet.)
Of the thirty-two (100%) male respondents, an overwhelming thirty-one (96.8%) were found to be leaning towards concern for people, while only one (3.2%) respondent was found to have a high concern for people but a still much higher concern for task.

Additionally, of the thirty-one respondents found to be concerned for people, twenty-one (67.7%) were moderately concerned for task with a high concern for people... which according to the scales of dimensions measured against would indicate a somewhat shared style of leadership. Seven (22.6%) of the respondents were found to have a high concern for both task and people, indicating a definite shared style of leadership with a high concern for morale and productivity. One (3.2%) was found to have a very low concern for task with a high concern for people implying a very laissez-faire style of leadership. Still another (3.2%) was found to be moderately concerned for task and people, while the last one (3.2%) was found to have a low concern for task and a moderate concern for people implying a somewhat non-commitment for either task or people.

The average score of the thirty-one respondents found to be people-oriented was 11 for Task and 11 for People which indicates a high concern for people and an interesting high medium concern for task.

Combined, all 32 (84.2%) male respondents were found to have an average score of 11 for Task and 11 for People
which indicates a high concern for people and also an interesting high medium concern for task.

Between the entire thirty-eight (100%) respondents, the average score was 11 for Task and 11 for People which also indicated a high concern for people and a high medium concern for task.

Demographic Variables

The following two tables, herein called Table 2, Women's Response, and Table 3, Men's Response, represent the findings on the variables indicated (i.e., age, education, etc.). The tables also represent a compilation of all the subjects' responses with the tables being in identical format for obtaining the information in the first place.

Table 2, Women's Response clearly indicates the concentration of women between the ages of 20-30, with four (66.6%) out of six being college graduates. The average number of years as an administrative type was 3.83 years.

Table 3, Men's Responses, indicates a concentration of administrators (50%) between the ages of 40-50, with 18 (56.3%) out of 32 having four years of college. The average number of years as an administrative type was 16 years.
Table 2
Women's Response

1. AGE: (3) 20-30 (2) 30-40 (1) 40-50 ___ 50-60 ___ Over 60
   50%  33.3%  16.7%

2. EDUCATION: Highest grade attained:
   ___ 6
   ___ 7-12
   ___ 1 year of college
   (1) 16.7% 2 years of college
   (1) 16.7% 3 years of college
   (4) 66.6% 4 years of college
   ___ over 4 years of college
   Specify: ___ years

3. Number of years as an administrative type? The average number of years found to be of the administrative type was 3.83 years.

4. Number of years in current administrative position? The average was 1.83 years.

5. Number of years in current agency? The average number of years was found to be 1.83 years.
Table 3
Men's Response

- **AGE:**
  - 20-30: 11 (9.3%)
  - 30-40: 16 (34.4%)
  - 40-50: 16 (50%)
  - 50-60: 2 (6.2%)
  - Over 60

- **EDUCATION:**
  - Highest grade attained:
    - 6: 1 (3.12%)
    - 7-12: 9 (28.1%)
    - 1 year of college
    - 2 years of college
    - 3 years of college
    - 4 years of college
    - Over 4 years of college
    - Specify: _____ years

- **Number of years as an administrative type?** The average number of years found to be of the administrative type was 16 years.

- **Number of years in current administrative position?** The average was 7 years.

- **Number of years in current agency?** The average number of years was found to be 9 years.
Chapter 6

CONCLUSIONS/RECOMMENDATIONS

The intent of this study was an attempt to determine the leadership orientations reflected in the administrative practices of a group of Chicano/Chicana administrators in non-profit human service organizations in Santa Clara County, California.

The findings of this study described in Chapter 5 suggest the following for the women respondents:

1. Percentage wise, women were slightly higher educated and relatively much younger when compared to the men. This leads one to believe that Chicana administrators are impressively adding to the credibility and visibility of Chicanos in the field of administration within human service organizations.

2. On the whole, the Chicana administrators' high concern for Task could imply their increasing awareness of the "age of accountability" and are therefore taking great strides to comply with this recent phenomena in the field of social work administration.

3. In light of the roles women have traditionally occupied in this country, particularly Chicanas,
there is no reason to believe they too have not been affected by the changes that have evolved with respect to women entering the professions, particularly as administrative leaders.

4. The high score for Task could imply a strong role conflict, in that, no matter how qualified or educated the Chicana administrator may be at the administrative level, she continuously finds herself having to prove herself over and over again. In this process, some degree of this sort of conflict will prevail as part of their daily interactions with others, particularly if their administrative colleagues are all males. If women administrators are viewed as being marginal, generally, they would have to be more competent to "make up for it." This is a phenomenon well known to Chicanas and Chicanos.

5. Still yet, another implication which arises out of a high concern for Task is that this particular sample is assertive. It may imply that they derive their satisfaction not from warm and friendly relations with others, but from a sense of Task accomplishment that comes from wrestling successfully with a challenging situation.
Overall, the women surveyed may not necessarily care about losing their "femininity" in the course of being Task oriented. Ozawa (1976) states that career-minded women, regardless of their ethnic heritage, find themselves in a dilemma. He further states, "In an achievement-oriented society like ours, women are encouraged to succeed in their work but not to the extent they lose their femininity. If they fail in their work, they are not meeting their own standards of performance; if they succeed in it, they may not be living up to societal expectations regarding the role of women."

Chicano administrators were found to be People-oriented. This researcher believes the implications for this group are not necessarily a disconcern for Task, but rather, that the findings are also indicative of the level of sensitivity Chicano administrators maintain towards the people they either lead or serve despite the growing concern for accountability. This researcher believes the findings also suggest the following:

1. Although the sample between the male and female respondents is unequal in size, the survey nevertheless indicates that the men are much more people-oriented. This could be because of the differences in age. Fifty percent of this group was between the ages of 40-50, as compared
with 50% of the females between 20-30 years of age. It could be that the older one gets, the much more people-oriented one becomes. Or is there a correlation between age, the number of years as an administrator and orientation (i.e., Task vs. People)? The average years as an administrative type was 16 years for males as compared with 3.83 years for females, which for this researcher begins to mean that there is an eventual shift from Task to a People-oriented style of leadership. Furthermore, when examining the levels of education between the two groups, we find the males only slightly (percentage wise) less educated than the women. A difference of only 0.9% and yet much more people-oriented when correlating this fact with their differences in age.

2. Compared to the men, it seems as though the women are enjoying much more success in the acquisition of administrative posts. The men were slightly less educated and older while the women are younger administrators, higher educated and much more Task-oriented. Perhaps this is due to the growing awareness and concern by professions for the need to increasing the representation of women, particularly minority women.
3. As a whole, the group surveyed supported the findings of the review of the literature. They fell well within the range of the dimensions for which they were measured against. Their concern for people may imply that they give first thought and consideration to an individual's or group's feelings and attitudes before embarking on the organizational objectives. In other words, it could be that Chicano administrators may be so busy trying to be "good guys" that they're over-emphasizing concern for people as a normative style of leadership. On the other hand, perhaps it implies that, regardless of the other variables, i.e., culture, age, education, etc., Chicanos on the whole are apt to be more sensitive to the importance of exercising their human relations and social skills as their strongest assets in accomplishing organizational objectives.

4. This researcher also believes, as the results indicate, that the higher education one achieves at an early age, the more likely he is to experience early success in acquiring an administrative position. This then would imply the importance for Chicanos, interested in social work administration or other fields, to achieve the highest possible levels of education as a prerequisite to a professional, administrative and position of responsibility.
5. Although not mentioned in any of the previous chapters, this researcher has ascertained the findings of this study as culturally significant and of importance to potential Chicano administrators. Theoretically, the closest model or leadership style of influence for Chicanos to pattern themselves after has been traditionally found in the family structure itself. Rogelio Diaz Guerrero, M.D., has written in *Neurosis and the Mexican Family Structure* that the Mexican family is founded upon two fundamental propositions: (1) the unquestioned and absolute supremacy of the father; and (2) the necessary and absolute self-sacrifice of the mother. He further qualifies this statement by saying, "These two fundamental propositions in the family derive from more general 'existential' value orientations, or better, generalized, socio-cultural assumptions which imply an indubitable, biological, and natural superiority of the male."

William Madsen's study, "The Mexican Americans of South Texas, 1965," revealed that the Mexican-American family has retained the features (when compared to the ideology of Mexican families) of father dominance, masculine superiority, emphasis on submission and absolute obedience to authority figures.
Information of this sort would imply that even outside of the context of the family structure, Chicanos would inherently tend to be authoritarian within the context of a work setting, particularly if they are the administrative leader. It would also lead one to speculate that women by the same token would follow rather than lead—and that if they were indeed the administrator, the findings of this study should reveal them as people-oriented.

However, to the contrary, the findings of this study suggest difficulty in generalizing about Chicanos. Chicana administrators in this study clearly revealed their Task orientations as their mode to achieving objectives, while the men did not reveal any of the typical stereotype roles suggested by the studies aforementioned. With this in mind, the findings only communicate what the review of the literature basically supports, that leadership styles are truly contingent on the situation.

From the standpoint of a new study, it would be interesting to: (1) pursue resurveying the leadership styles of Chicana administrators on a much larger scale and/or (2) replicate the study to include a much larger sample of both Chicano and Chicana administrators as well as to expand it to a much larger geographic area.

Limitations

The results of this study momentarily expose more differences than similarities between Chicano and Chicana
administrators. The obvious different, of course, is in the size of the sample. To begin with, the entire thirty-eight administrators surveyed can hardly be representative of what could have been surveyed and accomplished given more time, money, space (geographically), personnel and planning. However, even within the context of these initial constraints, the findings are nevertheless indicative of the sample surveyed in terms of leadership orientations as measured by the T-P Leadership Questionnaire.

In order to validate this survey, additional studies should be conducted in order to explore the reliability of the outcome. Future surveys should further explore the possibility of age, sex, culture, education, etc., in greater depth to see if these variables indeed have any part in the leadership styles of Chicano administrators.

The Chicano administrative perspective has not been found within the literature review, therefore, to reiterate a point, this study makes no claims to finality but hopes it has stimulated some thought and will prompt Chicano students of administration, and those already in the field, to begin generating literature by writing their thesis, special studies and articles concerning the leadership styles of Chicano administrators. Conducting studies with this focus in mind would greatly serve potential and current Chicano administrators in the administration of and the rendering of relevant services to the community and its people (which in the broadest sense is basic to this study).
Recommendations

Some recommendations which merit consideration as a result of doing this study report are directed at improving educational opportunities: The School of Social Work at San Jose State University should,

1. **Design and develop course agreements** between each of the concentrations in order to disseminate pertinent, concrete and useful information to all Chicano and non-Chicano students of administration.

2. **Draw on the local expertise of Chicano administrators** already in the field by inviting them to becoming regular speakers. The purpose of this would be to add meaning, enhance and enrich the content of the administrative material. Some version of this idea, to some extent, is currently demonstrated via agency placements and/or **lunch bag seminars**. However, because of the obvious small numbers of Chicano and Chicana administrators, agency placements with the opportunity to be placed with a Chicano administrator are not very likely. The subject of Chicano administrative leadership styles is non-existent at "lunch bag seminars." To date, all seminars have been on subjects of a clinical, direct practice nature. Therefore, drawing on the local expertise of Chicano administrators needs to be explored and developed into program stature and made part
of the curriculum . . . perhaps via an elective, so that it will be open to all concentrations. This requires the support of both administration and faculty.

3. **Explore alternatives in the training of administrative students.** For example, the current TLC concept and structure are in need of administrative thinking. A proposal should be written in order to reconceptualize, redefine, and redevelop the existing TLC currently under utilized and made into a viable program for first year administrative students. The proposed program would operate either as an entity or under the direct auspices of the School of Social Work for the purpose of delivering services, training administrative students and conducting research. Under the auspices of the School of Social Work and supervision, clinical students would continue to deliver direct services as they are doing now. For the administrative students it would be the opportunity to participate in the decision making process, organize, plan, budget and control to some extent the administrative activities of a program. More importantly, it would provide the Chicano student in administration to assess comprehensively, early in his career, his own potential for administrative leadership. It is
important for students to experience, early, an in-depth, intensive exposure to administrative roles. Built into the program would include a method by which to evaluate the usefulness of teaching methods, quality of supervision, relativity of course content, etc. Students of social work administration would also be required to systematically document (as Chicanos) their administrative experiences as well as to categorize the collection of data as a result of working with minorities and/or other groups. This would ultimately begin serving as a means to generate literature expressing a Chicano administrative perspective as well as to establish a data bank for the purposes of conducting research.

4. **School or administration component should conduct follow-up study** to assess whether Chicano students in administration derived the greatest educational opportunities from professional training, agency placements, student peers, community leaders, etc.

5. **Plan and develop two-way information and communicating systems**, with state and local county governments, in order to relate the needs of the administrative field.

To sum up the findings of this report, the researcher realizes the sample group in this study is too small to make
conclusive statements. There is the obvious need for further research in this area since literature reveals a lack of material on Chicano administrators.
FOOTNOTES

Chapter 1


2 Ibid., p. 79.


5 Ibid., p. 519.

6 Ibid., p. 522.


8 Computer search (ERIC and Dialog Computer System) of related literature revealed no such information or studies exist in any of 50 or more data banks nationwide.


11 Ibid., p. 15.

Chapter 2


11. Ibid., pp. 11-15.

12. Ibid.

13. Ibid.

14. Ibid.

15. Ibid.


19. Ibid., p. 79.

20. Ibid., p. 80.

21. Ibid.

22. Ibid.


32 Ibid., pp. 9-22.

33 Ibid.


36 Ibid., p. 15.

37 Ibid.

38 Ibid., p. 248.

39 Ibid., p. 255.
Chapter 3


2Ibid., p. iii.
BIBLIOGRAPHY

Arevalo, Rodolfo. *Understanding Authority Relationships in Administration*. San Jose State University, Associate Dean, School of Social Work.


APPENDICES
APPENDIX A

Dear

By the way of an introduction, Mr. Richard Galvan, is a second year graduate student from the School of Social Work at San Jose State University. His area of specialization is in Social Work Administration.

As a candidate for an MSW degree, he is currently conducting a study of leadership styles of Spanish-Speaking personnel occupying administrative posts as managers, directors, executive directors, supervisors, administrators, administrative assistants, etc., within non-profit human service organizations in Santa Clara County.

Would you please take time to complete the enclosed questionnaire? Prompt return would greatly be appreciated as this would expedite completion of the study. Questionnaire responses will be kept confidential and anonymous. Your cooperation will provide much valuable information for Spanish-Speaking Administrative leaders. For reasons of meeting scheduled time tables, we are urging the return of your completed questionnaire by December 7, 1978, to:

San Jose State University
C/o Dr. Rodolfo Arevalo
School of Social Work
San Jose, Ca., 95192

Please include your name and address on the optional line---if you would like a copy of your profile sheet with your response tabulated. This will enable us to provide feedback to you regarding your own individual leadership style.
It is the researcher's anticipation that you can use this tool as a means to further enhance and facilitate your professional growth and development as an administrative leader. Thank you.

Very truly yours,

[Signature]

Rudolfo Arevalo, Ph.D.
Associate Dean
Graduate School of Social Work
San Jose State University

RA:rg

Enclosure
This is a survey designed to gauge your leadership style. There are no right or wrong answers. All individual answers will be kept confidential. Please answer all the questions. Each item should only be given one answer.

If you wish to have your response score sheet returned to you; submit the following information:

Name (optional): ________________________________________
Organization: __________________________________________
Position: _______________________________________________
Address: _______________________________________________

Directions: The following items describe aspects of leadership behavior. Respond to each item according to the way you would most likely act if you were the leader of a work group. Circle whether you would most likely behave in the described way: always (A), frequently (F), occasionally (O), seldom (S), or never (N).

A F O S N- 1-I would most likely act as the spokesman of the group.
A F O S N- 2-I would encourage overtime work.
A F O S N- 3-I would allow members complete freedom in their work.
A F O S N- 4-I would encourage the use of uniform procedures.
A F O S N- 5-I would permit the members to use their own judgement in solving problems.
A F O S N- 6-I would stress being ahead of competing groups.
A F O S N- 7-I would speak as a representative of the group.
A F O S N- 8-I would needle members for greater effort.
A F O S N- 9-I would try out my ideas in the group.
A F O S N-10-I would let the members do their work the way they think best.
A F O S N-11-I would be working hard for a promotion.
A F O S N-12-I would tolerate postponement and uncertainty.
A F O S N-13-I would speak for the group if there were visitors present.
AF OS N- 14-I would keep the work moving at a rapid pace.
AF OS N- 15-I would turn the members loose on the job and let them go to it.
AF OS N- 16-I would settle conflicts when they occur in the group.
AF OS N- 17-I would get swamped by details.
AF OS N- 18-I would represent the group at outside meetings.
AF OS N- 19-I would be reluctant to allow the members any freedom of action.
AF OS N- 20-I would decide what should be done and how it should be done.
AF OS N- 21-I would push for increased production.
AF OS N- 22-I would let some members have authority which I could keep.
AF OS N- 23-Things would usually turn out as I had predicted.
AF OS N- 24-I would allow the group a high degree of initiative.
AF OS N- 25-I would assign group members to particular tasks.
AF OS N- 26-I would be willing to make changes.
AF OS N- 27-I would ask the members to work harder.
AF OS N- 28-I would trust the group members to exercise good judgement.
AF OS N- 29-I would schedule the work to be done.
AF OS N- 30-I would refuse to explain my actions.
AF OS N- 31-I would persuade others that my ideas are to their advantage.
AF OS N- 32-I would permit the group to set its own pace.
AF OS N- 33-I would urge the group to beat its previous record.
AF OS N- 34-I would act without consulting the group.
AF OS N- 35-I would ask that group members follow standard rules and regulations.
To help us understand the above answers, would you please give us the following information:

1. AGE: 20-30 30-40 40-50 50-60 Over 60

2. Ethnic Tradition:
   __ Chicano/Mexican-American
   __ Cuban
   __ Puerto Rican
   __ Other Hispanic: A person of Central or South American or other Spanish culture or origin regardless of race. (except Mexican-American)
   __ Spanish Surname/identification by marriage.

3. Education: Highest grade attained;
   __ 1-6
   __ 7-12
   __ 1 year of college
   __ 2 years of college
   __ 3 years of college
   __ 4 years of college
   __ over 4 years of college
      Specify; ___ years

4. Sex: __ Male  __ Female

5. Number of years as an Administrative type, (Director, executive director, supervisor, administrator, admin. ass't., etc.)? ___ year/s

6. Number of year/s in current Administrative position? ______

7. Number of year/s in current agency? ______
October 13, 1978

Richard Galvan
5415 Starcrest Drive
San Jose, CA 95123

Dear Mr. Galvan:

Reference is made to your letter of 10-7-78, requesting information and literature on Chicano Administrative Leadership Styles.

We have searched our library and files, but were not able to locate any literature on this subject. Therefore, we have to agree with you that there is a real lack of material in this field.

On consulting with our staff, Jose Navarro, Director of Training advised us that during the preparation of a proposal last year, reference material in the administrative field was needed. None was found to be chicano oriented, consequently only anglo material was utilized.

Presently, EL CENTRO Training Division is carrying out an Executive Director's Management Training seminar series. As you can gather, the lack of the type of material you are looking for was one of the factors that prompted the organization of this type of training. In conjunction with California State University, Northridge, EL CENTRO has identified topics and speakers on administrative subjects. These presentations are made weekly to a large group of Executive Directors of Human/Health non-profit organizations in East Los Angeles. The speakers relate their presentations to agencies based in low income communities and administrative techniques needed by the people who administer these programs. Topics covered are all in the administrative area; organization, managerial styles, employee behavior, budgeting and accounting, etc. to name a few. Enclosed you will find samples of the types of reference and reading materials the speakers distribute to the participants. There are relative to the topics being presented on that day.
As a consequence of the referenced Director's seminar series, the Training Division is preparing a Monograph of the material presented. When published, we believe it will be the first Chicano oriented technical and teaching material produced in the administrative field. This monograph, along with audio and visual tapes, will available to students and administrators whenever needed.

While I am sorry we were not able to furnish you with the material requested, I do hope we were able to give you a broader insight on the scope of the problem. This problem is one of many presently being surveyed and addressed by EL CENTRO staff.

Thank you for your informative and appreciated letter as well as your continued interest in EL CENTRO.

Very truly yours,

Ray Baca
Continuing Education Specialist

RB:1p

Enclosures
6 November '78

APPENDIX D

To: Linda Gasner
Coordinator of Social Work
Education and Training

From: Richard G. Galvan
Social Work Trainee
Administration Concentration
San Jose State University

Subj.: Research

Request your permission to conduct study at this hospital. I am currently conducting a study of leadership styles of Spanish-Speaking Administrators within non-profit organizations (human services) in Santa Clara County. This facility falls within this category.

Attached copy of cover letter serves to introduce me as well as to explain the nature and purpose of my research. The person whose signature appears at the end of the letter is Dr. R. Arevalo, Associate Dean at San Jose State University, School of Social Work. He is also my faculty advisor as well as my thesis advisor.

My study is currently underway at other human service facilities, but I'm hoping to also include this hospital. Please read my cover letter and advise me immediately of your decision. Thank You.

1. Provide L. Gasner w/following.
2. Complete instrument
3. Specific names of individuals in sample group
4. Find out about necessary Human Center Approval (Ass. Director, Med. Ass. Director)
APPENDIX E

SCORING INSTRUCTIONS TO LEADERSHIP PROFILE SHEET

The Process:

I. Individuals or group participants can be scored on the dimensions of Task-orientation (T) and People-orientation (P).

II. Scoring is as follows:
   A. Circle the item number of items 8, 12, 17, 18, 19, 30, 34, and 35.
   B. Write a "1" in front of the circled items to which you responded S (seldom) or N (never).
   C. Write a "1" in front of items not circled to which you responded A (always) or F (frequently).
   D. Circle the "1's" which you have written in front of the following items: 3, 5, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34, and 35.
   E. Count the circled "1's". This is your score for concern for People. Record the score in the blank following the letter "P" at the end of the questionnaire.
   F. Count the uncircled "1's". This is your score for concern Task. Record this number in the blank following the letter "T".

*NOTE: For insight into the rationale and accountability of variables, see reference: Leader Behavior: Its Description and Measurement, edited by Ralph M. Stogdill and Alvin E. Coons, Research Monograph Number 88, Bureau of Business Research, Ohio State University.
APPENDIX F

LEADERSHIP STYLE PROFILE SHEET

Name

Indicating a Leadership Style:

DIRECTIONS: In order to indicate your style of leadership, mark your score on the concern for task dimension (T) on the left-hand arrow. Next, move to the right-hand arrow and mark your score on the concern for people dimension (P). Draw a straight line that intersects the P and T score: the point at which that line crosses the shared leadership arrow indicates your score on that dimension.