

Personality Type and Leadership Approach

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Abstract

Effective leadership in public schools includes, but is not limited to being able to communicate goals, set expectations, monitor instructional progress, coordinate the curriculum, and supervise and evaluate faculty (Snowden & Gorton, 2002). All of these leadership skills are driven by a need for leaders to build collaborative rapport and create a positive learning environment for both teachers and students. This study looked at the relationship between personality type as measured by the Keirsey Temperament Sorter (Keirsey & Bates, 1984) and leaders' preferred leadership approaches as measured by the Instructional Leadership Beliefs Inventory (Glickman, 2002). Although this study found no significant correlations, the data provides insight to help determine how and to what extent personality type is related to a preferred leadership approach.

Introduction to the Problem

There is little research available to determine a clear correlation between personality type and preferred leadership approach even though the connection may be easy to see anecdotally (Gracia, 2006; Zaccaro, 2007). For example, a leader with a personality type associated with order and thoroughness might be more likely to prefer a directive-control leadership approach whereas a leader who tries to handle situations with due regard for others' feelings may tend to use a collaborative approach or an approach that would best fit the situation. This study sought to answer the questions how and to what extent do personality types relate to preferred leadership approach? It also examined the question can one predict the type of leadership approach that will be used by first determining the personality type of a prospective administrator?

Leadership Approaches

In the book *Leadership for Learning* the author described four basic types of leadership approaches (Glickman, 2002). Three were used for the purposes of this study. These leadership approaches are preferred ways in which leaders work with teachers based on the clustering types of verbal and non-verbal behaviors. These

behaviors are listening, clarifying, encouraging, reflecting, presenting, problem solving, negotiating, directing, standardizing, and reinforcing.

Glickman (2002) placed these behaviors on a continuum with one end reflecting maximum teacher responsibility and minimum leader responsibility; the other end of the continuum reflecting minimum teacher responsibility and maximum leader responsibility. The four leadership approaches fall within the continuum depending on how much responsibility is needed from either the leader or teacher. A directive leadership approach, either directive-informational or directive-control, requires little teacher responsibility and maximum leader responsibility. A collaborative approach falls somewhere in the middle of the continuum where both leader and teacher share responsibility. A nondirective approach would require maximum teacher responsibility and little leadership responsibility.

In order to determine which approach to use in a situation, Glickman (2002) suggested that leaders develop an understanding of how they prefer to interact with others. He created a Beliefs Inventory that quickly allows leaders to determine their core beliefs or how a leader feels about working with others. The core beliefs are communication styles: whether assertive and bold, calm and conversational, or quiet and reassuring. The purpose of understanding the core beliefs or communication styles and ways of interacting with others is to provide information in order to facilitate the improvement of the learning environment.

If leadership approach is based on communication characteristics or core beliefs and ways of interacting with others, and if communication characteristics can be tied to personality, would it be possible to predict leadership approach based on personality information?

Personality Types

Schneider and Burton (2005) suggested in their findings in *An ideal 'type'?- the characteristics of effective school principals as perceived by aspiring principals both from within education and those from an alternate career path* that leadership characteristics “were better described as personality traits rather than skills or strategies to be learnt and applied” (p. 7). Although they did not discuss what type of personality would yield preferred leadership approaches, they did conclude that leadership and the ability to construct vision and strategies should take precedence over management skills which can be done by assistants when considering applicants for a leadership position. This suggests that inherent traits may often be more effective in leadership than those skills learned through experience.

Similarly, Zaccaro (2007) presented the notion of leader traits which are relatively coherent and integrated patterns of personal characteristics. These traits, although

can be altered through maturation, experience, and training interventions, are relatively stable and inherent. Leader traits include “personal qualities that promote stability in leader effectiveness” (p. 8) and have traditionally been referred to as personality attributes.

Personality attributes develop from inherent temperament and include the thoughts, feelings, and actions of people (Maddi, 1989), are consistent patterns of response to situations, and are relatively stable (Pervin, 1980). According to Jung’s theory of personality (cited in Maddi, 1989), although personality is relatively stable, individuals are constantly trying to grow and evolve. According to Maddi, wisdom and patience are acquired as well as an integration of thoughts, feelings, and actions.

Personality types were developed based on Jung’s theory of personality (cited in Maddi, 1989) and focus on temperament and reflected attitudes (EI), perceptions (SN), judgments (TF), and orientations (PJ). Isabel Myers and Katharine Briggs (Myers & McCaulley, 1985) created a way to measure these traits and developed the Myers-Briggs Type Inventory (MBTI). Sixteen personality types are possible from the combination of the attitudes, perceptions, judgments, and orientations. Personality functions, or orienting functions, are seen as stable forces that direct activity regardless of the situation. The functions are aspects of Sensing (S) and Intuition preferences (I), and Thinking (T) and Feeling preferences (F).

David Keirsey and Marilyn Bates (Keirsey & Bates, 1984) adapted Myers-Briggs method of measuring personality and created a simpler form called The Keirsey Temperament Sorter. Keirsey and Bates also added aspects of relationships and occupation preferences to the interpretation of personality type and function. According to Keirsey and Bates, effective leaders must understand their own temperament and personality in order to understand and appreciate the differences in their subordinates. The Keirsey Temperament Sorter, the personality inventory used for this study, was designed as a briefer version of the MBTI with explanations and suggestions to help individuals understand ways in which people differ. Many times understanding differences can lead to cooperative behavior and an appreciation of these differences instead of combative and challenging behavioral responses.

The 16 personality types created by Myers and Briggs (Myers & McCaulley, 1985) and adapted by Keirsey and Bates (1984) are a combination of EI (extroversion or introversion), SN (sensing or intuition), TF (thinking or feeling), and PJ (perceiving or judging). EI are ways in which people gather energy. E types are people who recharge when they are around people. I types are those who need solitude to re-energize. S types are those who thrive on facts and Ns are those who tend to make decisions based on hunches. T types are logical and objective in the decisions they make and Fs are more subjective and take things

personally. Ps like to keep their options open and Js prefer deadlines. No type is better than the other, they are all just ways in which we interact with the world and make decisions. Understanding these differences can provide insight into how we deal with others.

Purpose of the Study

The purpose of this study was to find out how and to what extent personality type is related to leadership approach. The extent of the relationship – positive, negative or no relationship – will determine how personality type affects leadership approach.

If a positive relationship was found, leaders may be able to predict the type of leadership that would be most effective on a campus based on the personality of the principal placed on that campus. If no relationship was found between personality and leadership approach, then we could conclude that personality may not play a role at all in leadership. Regardless of the findings, the information discovered adds to the body of knowledge related to personality as it relates to leadership.

Research Questions

There were two research questions examined in this study. The first question asked how personality type was related to leadership approach and the second asked to what extent personality type relates to leadership approach. In order to answer these questions, three hypotheses were explored.

H1: Hypothesis one predicted a stronger correlation between a collaborative leadership approach and intuition than the other dimensions of the Keirsey Temperament Sorter (Keirsey & Bates, 1984).

H2: The second hypothesis predicted a strong relationship between a collaborative leadership approach and a perceptive psychological type.

H3: The third hypothesis predicted lower magnitude correlations between leadership approach and the judging functions (thinking and feeling) and extraversion-introversion (E-I) as measured by the Keirsey Temperament Sorter (Keirsey & Bates, 1984).

Sample

The sample consisted of principals and assistant principals from five middle and junior high schools in one school district. They were asked to complete the

Keirsey Temperament Sorter (Keirsey & Bates, 1984) and Glickman's (2002) Leadership Beliefs Inventory Part I and Part II.

A questionnaire asking for the participants' current age and years of experience in the classroom as well as years in leadership were included and used as additional nominal data for comparison. From the questionnaire it was predicted that a strong positive relationship exists between the number of years in the classroom and the preferred leadership approach. In other words, the fewer the years spent in the classroom, the leader may use a more directive leadership approach. The more years experience in the classroom, the more likely a collaborative approach would be used. More experience may lead to greater understanding and better leadership decisions.

Significance of the Study

Leadership and the behaviors that lead to effective leadership seem to be necessary in order for schools to improve significantly (Snowden & Gorton, 2002). "Leadership is the process of communication (verbal & non-verbal) that involves coaching, motivating/inspiring, directing/guiding, and supporting/counseling others" (Howard, 2005, p. 385). An effective leader may be seen as one who does the right things (Glass, 2005). However, what are the right things?

An understanding of one's personality type and leadership approach should lead to transformational behavior. Although personality is rooted in temperament and remains fairly stable, leadership approach can be seen as situational. Will we find that personality gives insight into preferred leadership approach? Will we find a personality type that yields a leadership approach that will vary according to the situation?

Assumptions

Goleman (2006) found that the best climate for learning occurs when students, teachers, and school leaders take steps to become more emotionally self-aware and socially intelligent. Understanding oneself is the first step to understanding others. Discovering that personality type may be related to a preferred leadership approach should give insight into administrator placement.

If personality cannot be changed (Fiedler, 1979), and if leadership approach is related to personality type, then perhaps Fiedler was correct when he stated that only situations can be controlled and modified to "bring about improved organizational performance" (p. 395). Further study would be needed to see if

leadership behaviors could be learned regardless of personality type or if campus placement benefits from certain leader personality.

Limitations

One caution or implication of this study is that if a strong positive relationship does exist between personality functions and type and leadership approach then districts may want to include as part of their hiring practices, instruments that measure personality and leadership approach. Although these instruments would provide additional information, they should not be used as sole indicators for employment. This could be interpreted as bias or prejudice.

Another caution has to do with generalization of the results. Because this is a correlational study with a small sample, no cause and effect will result, and certainly generalizations should be limited. Principals and assistant principals should be hired on their ability to create an effective school climate. Many factors, including personality type and leadership approach, may contribute to effective leadership therefore one set of factors should not determine employment criteria.

Method

The variables examined for this correlational study were personality type and leadership approach. Type is a nominal variable and leadership approach is an interval/ratio variable. The variables were not manipulated.

Type (nominal) and leadership approach (interval/ratio) were measured using point-biserial. A point-biserial correlation examines dichotomous variables that are either discrete or true dichotomy (personality type) or a continuous or artificial one (leadership approach) that has some sort of underlying continuum (Howell, 1987).

Ages and years of experience in the classroom as well as years in leadership were also examined as nominal data.

Correlational Research

Correlational research has a low degree of certainty, but is designed to “discover relationships between variables through the use of correlational statistics” (Gall, Gall, & Borg, 2003, p. 320). Variables are not manipulated, rather measured to determine if one affects the other (StatSoft, 2003). The relationship can be positive, negative, or have no relationship at all. A positive relationship occurs when both variables can be plotted along a line of best fit (as one variable goes up

so does the other), a negative relationship occurs when one variable is plotted in the opposite direction of the other (as one variable goes up, the other goes down), and no relationship occurs is when one variable has no effect on the other (Gall, Gall, & Borg, 2003).

These relationships, although not causal, help researchers predict what might happen. It is used when individual differences are among the variables and manipulation is impossible. Although correlation does not mean causation, it can show strong relationships between variables. It can show the direction and magnitude of a relationship, yet still cannot predict cause and effect with 100% accuracy.

A correlational design will provide relationship direction and degree. Although correlational studies have a lower degree of confidence in predicting cause and effect, it can provide strong indications that relationships exist.

Population and Sampling

The target population for this study was school administrators. The sample was a sample of convenience and drawn from an accessible population (Gall, Gall, & Borg, 2003) including middle and junior high school principals and assistant principals in one school district. There were 10 female and four male principals and assistant principals, making the sample size 14.

All principals and assistant principals were asked to self-administer and self-score both the personality sorter and leadership inventory. Each instrument was a paper and pencil inventory that could be completed in approximately 15 to 20 minutes and self scored. If a subject did not wish to do the self score, then the examiner completed the scoring and reported the results to the subject, if so desired. The principals and assistant principals were then asked to respond to the questions on the questionnaire.

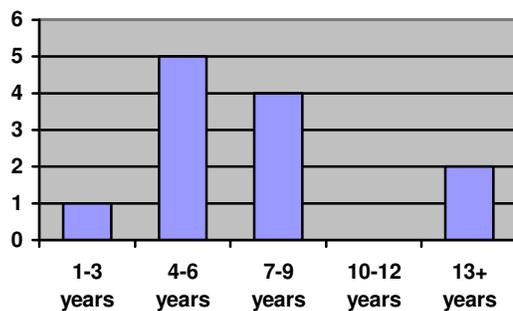
In order to gather information about the subjects' age and number of years in education in various positions, a questionnaire was given to the principals and assistant principals to answer. Although questionnaires are generally considered qualitative, for the purposes of this study, the data collected was quantified. Frequency and percentages for each were reported.

All responses were returned to the researcher for data analysis.

Results

Of the 12 subjects that responded, the majority of them have been administrators less than 10 years and spent less than 10 years in the classroom. Figure 1 shows the frequency and percent of years as an administrator. Figure 2 shows the frequency and percent of years in the classroom. Figure 3 shows the frequency and percent of the administrator’s age range.

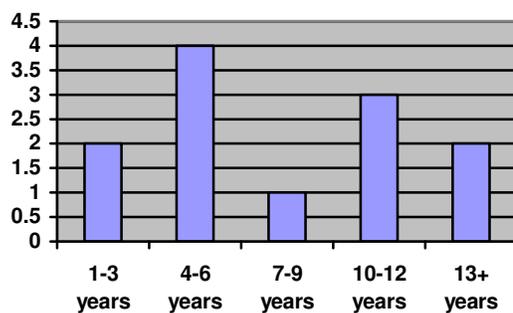
Figure 1
Frequency of Years as an Administrator



Note: N = 12.

Seventy-five percent of them (nine of the twelve participants) have been administrators between four and nine years. Only two of the subjects (17%) have been administrators longer than 13 years.

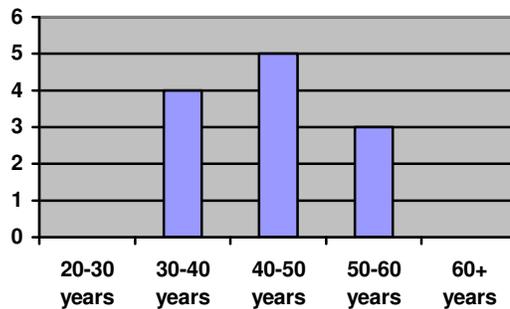
Figure 2
Frequency of Years as a Classroom Teacher



Note: N = 12.

One-half of the administrators spent six or fewer years in the classroom, and one-half spent seven or more years in the classroom before becoming an administrator. Only one administrator spent between seven and nine years in the classroom.

Figure 3
Frequency of Participant's Ages



Note: N = 12.

The ages of the subjects are between 30 and 60 years of age. Most of the administrators (42%) were between the ages of 40 and 50. There were no administrators under 30 or over 60 years old.

The age of the majority of the administrators questioned was between 30 and 50 years, and only two of those surveyed have been administrators more than 10 years. Classroom experience prior to administration was evenly split between one to six years and 10 or more years. Interestingly, of the two subjects that had 13 or more years of classroom experience, only one of them fell in the 50-60 age range. The other was between 40 and 50 years of age. Also, one administrator had the least amount of experience in the classroom (1-3 years) and was also one of the oldest administrators (50-60 years).

Results of Beliefs Inventory

Although 12 administrators returned their data packets, one of them did not complete Part II of the Inventory. And many of the subjects completed Part I so that the percentages add up to more than 100%. Part I of the Instructional Beliefs Inventory (Glickman, 2002) asks administrators to predict the percentage of time that they use a particular leadership approach. The percentage choices were 100%, 75%, 50%, 25%, or 0% of the time. The subjects were asked to predict how often they used the leadership approaches of directive-informational or directive-control, collaborative approach, or nondirective approach in supervising.

Table 1 shows the number of administrators who chose each percentage of each leadership preference from Part I of the Beliefs Inventory. Table 2 represents the results of the forced choices from Part II of the Inventory.

Table 1
Part I: Predictions of Leadership Approach

	About 100% of the time	About 75% of the time	About 50% of the time	About 25% of the time	About 0% of the time
Directive- Informational (or –control)	0	3	4	4	1
Collaborative	0	6	6	0	0
Nondirective	0	1	6	2	3

Note: N = 12.

None of the subjects reported using any leadership preference 100% of the time. The collaborative preference was predicted 50 to 75% of the time, and yet nondirective was predicted as the preference used about 50% of the time as well. Two of the three who predicted that they use the directive or control-informational leadership preference were in the 50-60 age range.

The forced choices in Part II (see Table 2) allowed for 100% total of leadership approach. Each answer is totaled in columns, the columns added and then multiplied by 6.7 so that the total adds up to 100%. Since one subject did not answer Part II, the number of subjects who responded will differ when compared to the answers from Table 1.

Table 2 shows that none of the subjects' forced answers put them above 50% in any of the leadership approach. The results show that when forced to make choices regarding leadership approach, most subjects choose a directive or control- informational approach or a collaborative approach. It also shows that 25% of the time leaders will use a nondirective approach to leadership.

Table 2
Part II: Forced Choices of Leadership Approach

	About 100% of the time	About 75% of the time	About 50% of the time	About 25% of the time	About 0% of the time
Directive- Informational (or –control)	0	0	5	5	1
Collaborative	0	0	6	4	1
Nondirective	0	0	1	9	1

Note: N = 11.

Although the subjects were not limited to a 100% total on Part I, the forced answers in Part II were limited to a 100% total. Each choice was part of a percentage of the whole.

Table 3 shows both predictive and forced choice scores per subjects. The first number is a percentage that was predicted in Part I and the second number is a percentage from Part II that adds up to 100%. In some cases, the prediction is similar to the forced choice.

The biggest discrepancy in Table 3 appears in the differences between the percentages in the collaborative column. All the administrators predicted that they use a collaborative approach at least 50% of the time, yet the forced choices in Part II indicate that is not the case. Based on forced choices of how they believe leaders should respond to leadership situations it appears administrators are not very good predictors of their actual leadership preference.

Table 3
Instructional Leadership Beliefs Inventory: Part I and Part II

Subject #	Directive/Control	Collaborative	Nondirective
2	75%- 20.1%	50%- 13.4%	50%- 33.5%
3	75%- 53.6%	50%- 26.8%	50%- 20.1%
4	50%- 40.2%	75%- 33.5%	75%- 26.8%
5	50%- 33.5%	50%- 26.8%	50%- 33.5%
7	50%- 40.2%	50%- 40.2%	0%- 20.1%
8	25%- 13.4%	50%- 46.9%	25%- 40.2%
9	75%- 53.6%	75%- 20.1%	50%- 26.8%
10	0%- 20.1%	75%- 53.6%	25%- 26.8%
11	25%- ----	75%- ----	50%- ----
12	25%- 26.8%	75%- 46.9%	50%- 26.8%
13	50%- 46.9%	50%- 40.2%	0%- 12.4%
14	25%- 20.1%	75%- 53.6%	0%- 25.8%

Note: N = 12 for Part I, N = 11 for Part II.

Results of the Keirsey Temperament Sorter

There are 16 possible personality types that result from scoring the questions on the Temperament Sorter. Of the 16 types only six types were represented in this study. Table 4 shows the number of respondents per type and the number of respondents who scored in which of the four personality functions and preferences.

Table 4
Number of Personality Types, Functions and Preferences

Type	Number	Function – NF or NT	Preference – SP or SJ
ESTP	1		1 - SP
ESTJ	2		2 - SJ
ESFJ	2		2 - SJ
ISFJ	3		3 - SJ
INFJ	1	1 - NF	
INTP	1	1 - NT	

Note: N = 10. ESTP = Extroversion-Sensing-Thinking-Perceiving; ESTJ = Extroversion-Sensing-Thinking-Judging; ESFJ = Extroversion-Sensing-Feeling-

Judging; ISFJ = Introversion-Sensing-Feeling-Judging; INFJ = Introversion-Intuition-Feeling-Judging; INTP = Introversion-Intuition-Thinking-Perceiving.

There were two subjects who chose not to complete the Keirsey Temperament Sorter (Keirsey & Bates, 1984). Of the 10 subjects who completed the sorter, there were two subjects who scored orienting functions, NF or NT (how we relate to others), and the other eight subjects scored orientations that reflect attitudes towards the outside world (SP or SJ).

Due to the low number of subjects not all personality types were represented. However, all functions were represented, even if in small numbers. Of the two administrators who did not provide personality information, one admitted that she forgot and did not have the time to resubmit it and the other refused the information. However, the administrator who refused to submit the personality data did complete both sections of the leadership beliefs inventory.

Results of Research Questions

There were two research questions developed for this study and three hypotheses. The first question asked how personality type was related to leadership approach and the second asked to what extent personality type relates to leadership approach. The three hypotheses set out to answer these questions.

H1 predicted a strong correlation between the NF function and collaborative leadership approach. H2 predicted a strong correlation between NT function and directive leadership. H3 predicted low correlations between personality type and leadership approach.

Both Pearson Correlation and Scattergram were run to examine the relationship and strength of the relationship between the variables using a critical value of $p < .05$. There were no significant differences found between either type or function on leadership approach. The correlation between personality type and leadership approach (using Part II - forced choice) was $r = -.506$ ($p = .14$). No relationship was evident. The correlation between personality function and leadership approach (using Part II - forced choice) was $r = -.374$ ($p = .29$). Again, no relationship is evident.

The first question of the study asked how personality type was related to leadership approach. The results found that there was no relationship. The second question dealt with the extent that personality related to approach. Based on the results of this study, there is no degree of relationship between personality and leadership approach.

H1 predicted a strong correlation between the NF function and collaborative leadership approach. There was only one subject who scored an NF function. That subject predicted that their leadership preference was directive, yet scored a nondirective leadership preference in Part II of the forced choices.

H2 predicted a strong correlation between NT function and directive leadership. Again, there was only one subject who scored NT and although that subject did predict and score a directive leadership approach, one sample would not satisfy a significant relationship.

H3 predicted low correlations between personality type and leadership approach. The results upheld this hypothesis.

Summary of Data Analysis

There were 12 subjects that responded to the data instruments. Ten subjects responded to the Keirsey Temperament Sorter (Keirsey & Bates, 1984) and 12 subjects responded to Glickman's Leadership Beliefs Inventory Part I and Part II (Glickman, 2002). Of the 12 subjects that responded to the Beliefs Inventory, one subject did not complete the forced choice section, Part II. Therefore, there were missing data pieces in both personality and leadership data. All subjects completed the questionnaire items.

No significant correlations were found between personality type and leadership preference or personality function and leadership preference. However, not all personality types were represented due to the small sample size. Data regarding age, years in administration, and years in the classroom were examined for frequency and percentage.

Most administrators were between the ages of 40-50 (42%) and had been administrators between 4-6 years (42%). Thirty-three percent of the administrators had been classroom teachers between 4-6 years and 25% of them had spent 10-12 years in the classroom.

Table 5 shows how each subject responded in terms of personality type, leadership approach from Part II of the forced choice section, years in the classroom, and age.

Table 5
Subject Responses

Subject	Type	Leadership	Age	Admin Yrs.	Class Yrs.
2	INFJ	Nondirective	50-60	13+	10-12
3	ESTJ	Directive	40-50	4-6	10-12
4	ISFJ	Directive	30-40	4-6	4-6
5	----	Directive/Non	50-60	13+	1-3
7	ESTP	Dir/Collab	30-40	4-6	10-12
8	ISFJ	Collaborative	40-50	7-9	13+
9	ISFJ	Directive	50-60	7-9	13+
10	ESFJ	Collaborative	40-50	4-6	7-9
11	ESFJ	-----	30-40	4-6	4-6
12	ESTJ	Collaborative	40-50	7-9	1-3
13	INTP	Directive	40-50	7-9	4-6
14	----	Collaborative	30-40	1-3	4-6

Note: N = 12.

There were two subjects on Part II of the Beliefs Inventory (Glickman, 2002) that had equal percentages for two of the leadership approaches. This is reflected in the split leadership preference column. Subject 5 had identical percentages (33.5%) in both directive and non-directive preferences, and subject 7 had identical percentages (40.2%) in both directive and collaborative leadership preferences.

Because years in the classroom, years as an administrator, and age were queried in ranges instead of exact years, their averages were not calculated. It looked like there might be a relationship between years in administration and leadership preference, although no significant difference ($p < .05$) was found, $r = .54$ ($p = .69$). The researcher ran a Pearson Correlation between predicted leadership preference and forced choice leadership preference and found a slight, but not significant relationship, $r = .47$ ($p = .14$). There were no other relationships detected between years in the classroom and preference or age and leadership preference.

Discussion

Leadership, although well studied, has not been directly linked to personality. Although Schneider and Burton (2005) found that personality traits may affect leadership characteristics, and Gracia (2006) studied, but did not find conclusive,

elements of personality traits related to interpersonal leadership, the question still arises: Is leadership approach related to personality type or function? Additionally, a question is what extent is personality related to leadership. Those were the questions that this researcher set out to explore.

Leaders individually may have a leadership approach preference, yet should try to use an approach that facilitates success. Recognizing that one approach from one leader may not be the best for a given situation (Lambert, 2002); a leader should assess the strengths and weaknesses of self and others to create a situation that leads to appropriate leadership (Howard, 2005).

Understanding one's leadership approach and developing the ability to use all approaches depending on the situation, however, may not be humanly possible in that leadership behaviors may be inherent traits. Zaccaro (2007) presents the argument that leader traits are inherent and relatively stable, although may be altered through maturation, experience, and training interventions. These traits are integrated patterns of personal characteristics or personality attributes. Which leads one to ask, "Can personality type affect leadership approach?"

Only six personality types were represented in the current study, although all four personality functions were represented. Three administrators had ISFJ type – the type that is associated with being quiet, friendly, responsible, and conscientious; and devoted to meet their obligations and lend stability to any group or project (Myers & McCaulley, 1985). Two administrators had ESFJ type – the type associated with being warm-hearted, conscientious, and born cooperators (Myers & McCaulley, 1985). Two administrators were ESTJ – the type associated with being an administrator, organizing and running activities (Myers & McCaulley). And, one administrator represented each of the following types: ESTP – the promoter or one that is good at solving problems on-the-spot; INFJ – the type with a clear vision yet is quietly forceful in serving the "common good" (Myers & McCaulley, p. 21); and, INTP – the designer of ideas.

All four personality functions/preferences were represented. Seven administrators had the SJ preference – the preference that focuses on the organization as a whole. SJ leaders are good communicators and create social responsibility and stability within the organization (Keirse & Bates, 1984). One administrator had the SP preference – the diplomat or negotiator and one who is effective when there is 'war' declared between factions on a campus. The SP leader negotiates for a win-win situation, has a great sense of reality sometimes ignoring rules and goals.

And one administrator had the NF function and one had the NT function. The NF function is associated with bringing out the best in people. This leader will listen to the needs of others and create a climate of initiative (Keirse & Bates, 1984). The NT leader is a planner and conveys enthusiasm for change. They have no

problem allowing others to take over the execution of ideas, but expectations of self and others are very high.

A total of 12 middle and junior high school administrators completed the study. Although gender was on the demographic questionnaire, it was not used as part of the data analysis. Since there were only four males in the study, it would be easy to identify the subjects and violate subject protection of confidentiality.

Frequency and percentages for age, years as an administrator, and years as a classroom teacher were calculated. Most of the administrators (42%) were between the ages of 40 and 50, yet spent less than six years in the classroom before becoming an administrator (50%). Fifty percent of those surveyed had also been administrators less than six years. There were two subjects who had 13 or more years of classroom experience and one of them fell in the 50-60 age range and the other fell between the 40-50 age ranges. They both have been administrators between 7-9 years.

The results of the Beliefs Inventory Part I and Part II (Glickman, 2002) indicate that administrators are not very good at predicting their leadership approach. Most administrators predicted that they used a collaborative leadership approach at least 50% of the time or more, yet the results of the forced choice section, Part II, indicated that most of the administrators use the collaborative approach 40% of the time or less. Only two administrators use the collaborative approach most of the time (53.6%) as determined by the forced choices in Part II. One administrator was in the classroom 7-9 years, the other 4-6 years, and one has been an administrator 4-6 years, the other 1-3 years. The personality type of one of the collaborative administrators is ESFJ, function SJ; the second administrator did not complete the Temperament Sorter so the personality data is not available.

The Pearson Correlation and Scattergram were run to determine relationship and strength of relationship between personality type and leadership approach, and between personality function/preference and leadership approach. Both analyses used forced choice Part II of the Beliefs Inventory (Glickman, 2002) to determine leadership approach. There were no significant differences found between either type or function on leadership approach.

Conclusions

Two research questions and three hypotheses were developed for this study. The questions asked how personality type was related to leadership approach and to what extent personality type related to leadership approach.

H1 predicted a strong correlation between the NF function and the collaborative leadership approach. No statistical significance was found. There was only one subject who scored NF. The subject actually scored a preference for a nondirective leadership approach (33.5%), based on forced choice Part II of the Beliefs Inventory (Glickman, 2002).

H2 predicted a strong correlation between NT function and directive leadership. Again, no statistical significance was found. There was only one subject who scored NT. The subject did score a leadership preference of directive leadership (46.9%) based on forced choice Part II on the Beliefs Inventory (Glickman, 2002), but one sample would not create a significant analysis.

H3 predicted low correlations between personality type and leadership approach. The correlation between personality type and leadership approach (Part II - forced choice) was $r = -.506$ ($p = .14$), no significant relationship was evident.

One interesting finding was that 70% of the subjects in the study were SJ personality preference, compared to the 56% that Keirsey reports for teachers and administrators (Keirsey & Bates, 1984). Each of the other personality functions/preferences of NF, NT, and SP represented 10% of respondents in the study whereas Keirsey reports NF = 36%, NT = 6%, and SP = 2% for teachers and administrators.

It appears that the subjects in the study tend to focus on the goals of the district and are leaders who have a great sense of obligation and will provide stability in developing strategies that support the district vision. All of the SJ respondents in the study have been administrators less than 10 years; four have experience in the range of 4-6 years and three subjects have experience in the range of 7-9 years. The current superintendent of the school district has been there a little more than seven years.

Cronin, Hiller, and Smith (2006) discuss effective leadership and the ability of the leader to understand their approach and how it relates to the mission of the organization. They see leadership as an evolutionary process, one that allows the leader to switch gears and use the appropriate approach depending on the situation. Yet, the results of the study indicate that administrators are poor at predicting their leadership approach and when forced to make a choice will choose either a directive or collaborative approach.

Roberts and Pomerantz (2004) address the issue of nature and nurture in personality and its stability and agree that personality becomes more stable with age and life span experience. If we consider that 70% of the subjects (SJ preference) show indications of qualities that support the whole organization, it would be interesting to find out if they are in their position because they have the

SJ preference or if they have adapted their personality orientation based on the expectations of the organization.

Although there were no statistically significant data yielded from the research, there were several areas of interest. Administrators are not good predictors of their leadership approach. An aspect for further research would be to include faculty as part of the Leadership Beliefs Inventory (Glickman, 2002). Glickman suggests that administrators “ask those you work with to anonymously fill out the survey as well, to reveal how they see you in action” (p. 45). Having the perceptions of those you lead will give greater understanding of the interactions one has as the instructional leader on a campus.

A larger sample size might yield better analyses concerning gender, type and function/preferences, and leadership approach. Of the seven subjects who scored SJ preferences from this study, three of them scored a directive leadership approach and three scored a collaborative leadership approach; one subject did not complete the Beliefs Inventory Part II, although predicted a collaborative approach. An examination of the demographic information not reported, it appears that gender may be a factor, but further research will have to be done to confirm or deny any postulation.

Although gender was on the demographic questionnaire, it was not used as part of the data analysis. Since there were only four males in the study, it would be easy to identify the subjects and violate subject protection of confidentiality. The number of males versus females who have certain personality types and leadership approaches would be of interest. Perhaps personality is related to gender, or leadership approach is related to gender, or there is a correlation between certain genders’ personality type and their leadership approach.

Race is another factor to be considered. The current study did not include ethnicity as part of the questionnaire because the researcher knew that only two of the administrators were African-American and the others were Caucasian. Again, the concern for confidentiality and subject protection prevented the researcher to include any ethnicity information.

Recommendations for Further Research

Being able to predict a leadership approach based on a personality test might be great information for districts as they hire administrators to provide the instructional leadership on a variety of campuses. Each campus has a unique environment and the ability to put the “right” administrator in the “right” place would be ideal. However, further research concerning the relationship between personality and leadership is needed.

A large sample size might yield a greater number of personality types represented. Future researchers must also take into account that over one-half of administrators taking the Keirsey Temperament Sorter (Keirsey & Bates, 1984) will reflect the SJ preference. In order to collect enough data to offset the preponderance of a certain preference, a large sample would be advised. Gender and race should also be factors considered for data collection along with number of years as an administrator, number of years as a classroom teacher, and age.

Having faculty members complete the Beliefs Inventory (Glickman, 2002) along with the principals might give greater insight into differences between predicted, perceived, and actual leadership approaches. It would be interesting to see how teachers perceptions of an administrators' leadership align with the administrators' predicted and forced choice leadership approach.

Predictive research must use caution when considering using a single piece of evidence for employment and placement. Civil rights and discrimination issues may arise. Gracia (2006) recommends that if using an instrument for employment purposes, districts would be advised to select an instrument that has "documented statistical evidence which substantiates that the assessment accurately measure the qualities that the district is seeking that it is job-related and nondiscriminatory" (p. 124).

Summary

So then, are leaders born or developed? Cronin, Hiller, and Smith (2006) suggest that leaders do not develop by themselves; rather they must grow through the right experiences and have the right training opportunities. They argue that traits may be inherent, but only through experience and maturation can they develop. On the other hand, Zaccaro (2007) supports the trait-based perspective of leadership and Galton's theory that leaders are born while Roberts and Pomerantz (2004) provide a middle view that includes both inherent traits and situational experiences.

Roberts and Pomerantz (2004) bring into account age, time, types of change, and sensitivity of persons that affect personality. They conclude that even the meanings of situations shifts with age and suggest that both personality and situations cannot be fully understood "until both the modest consistency in personality early in life and the strong consistency in personality later in life are considered in conjunction with the situational changes that occur as people progress through life" (p. 404).

To be able to predict an effective leader based on personality is not a reality based on current research. Much more research in this area is needed before any conclusions can be drawn.

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Biography

Dr. Dolly Adams is currently the Advanced Academics/Fine Arts Coordinator for Comal ISD in New Braunfels, Texas. She has been an educator for 29 years and specializes in teacher training – emphasizing leadership and differentiation in the classroom. She has a Bachelor's and Master's Degree in Psychology from California State University, Bakersfield and a doctorate of philosophy in Educational Leadership from Capella University, Minneapolis, MN. She has taught grades kindergarten through college – always focusing on meeting the needs of all students.