SELECTION OF ACADEMIC DEPARTMENT HEADS

IN DOCTORATE-GRANTING

UNIVERSITIES

By

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CHAPTER I

INTRODUCTION

In American higher education, the academic department occupies the elemental level of academic and administrative life that lies between individual faculty members and the deans of an institution's schools or colleges.[1] Faculty members of a given academic discipline are typically the members of an academic department, although in some cases, especially in small institutions, two or more disciplines may be combined to form one academic department (e.g., Department of Mathematics and Statistics). The academic department is the basic unit of the administrative structure in the university.[2] It is, however, much more than an administrative convenience. The history of the last hundred years in higher education has been one of expanding decentralization.[3] Schools have been formed, and departments have been created. The growth has come, according to Corson, not as a result of institutional leadership as much as from the need to satisfy the requirements of individual areas of teaching and research, and of growing professional fields.[4] The academic department is home base for faculty members. It also gives its students a locus of identification. As Benezet noted, the pea-green freshman feels better if he can introduce himself in the dorm as a "chem major" even before he has taken his first course.[5]

University presidents, vice-presidents, and deans have great influence on academic planning through the decisions they make regarding

departmental programs, but the operating unit for educational leadership remains the department and its leader, the academic department head.[6] The department head serves as a communication channel, transmitting information from administration to faculty and from faculty to administration. He or she transmits the concerns, needs, interpretations of faculty and dean.[7] Several authors have written about the roles and responsibilities of the academic department head.[8-15] Some of the research studies attempted to delineate factors that affect the department head's job and aimed at making the department head more efficient and more effective (Drucker defined efficiency as "doing things right", and effectiveness as "doing the right things"[16]). Other research and literature focus on the ambiguity and role conflict[17] associated with the department headship.[18-20] There is also some research that has focused on what the department head actually did. After their study of the departments of mathematics, history, psychology, English, chemistry, management, and electrical engineering, Dressel, Johnson, and Marcus wrote:

> Tradition and faculty require the chairman to be a scholar, but the demands placed upon the chairman include many functions: chairmen initiate action on budget formulations; selection, promotion, and retention of academic staff; faculty salaries; sabbatical leaves; interdepartmental relationships; research grants; education development and innovation; university committee membership; discipline representation; professional growth; advice to dean on departmental matters; administration of faculty relationship; new faculty orientation; departmental meetings; adequate non-academic help; student administration; student advising; class scheduling; student personnel records; faculty load; graduate application approval; grading standards and practices; and curriculum changes.[21]

Dressel stated that a department is not likely to improve under any kind of chairman but a strong one. What is needed now, he continued, is a study to examine bases of power for chairmen.[22] One way to get a strong department head, and indeed, one index of power for the department head is found in the selection process used to get him or her in

the first place. How does the particular incumbent get into the chair?
There also is reason to believe that efficiency and effectiveness could
be improved if we looked at the selection process. In 1960, Corson
wrote:

> The departmental chairman in the typical American University
> is a (if not the) lay administrative officer. Hence, there
> is need for much more thoughtful analysis of what he does and
> what he might do than yet exists. Scholars who will focus
> their research on the manner of selection of chairmen . . .
> can make a large contribution.[23]

Agreeing with Corson, Dressel noted that the department head is a key
man in the department's success. Although the effect of a poor chair-
man is less immediately felt in a good department, he continued, it will
suffer appreciably from a succession of weak chairmen.[24] There is rea-
son to believe that efficiency and effectiveness of the department head
could be improved if we analyzed and consequently revised the selection
process.

All the literature cited up to this point has dealt with individuals
already in the department head's chair. None of the literature cited
thus far has dealt with the topic of selection. There seems to be very
little published on this topic. The author was able to find two unpub-
lished doctoral dissertations that were devoted entirely to the topic of
selection.[25-26] These two dissertations, however, dealt with the selec-
tion of school principals, not academic department heads. There are a
few publications that have mentioned the subject of selection but de-
voted the bulk of their attention to other matters.[27-29]

To summarize, apparently one of the surest methods for improving
the quality of a college or university is to improve the quality of its
departmental leadership. Apparently a good selection procedure would

be an important first step toward such a goal. Information gathered on methods of selecting department heads could thus prove to be a contribution to the literature of the field.

Background of the Problem

Hoyt and Spangler applied factor analysis to the ratings of faculty members and department heads at four universities and identified three major areas of responsibility for the department head:

1. Personnel management,
2. Departmental planning and development,
3. Building the department's reputation.[30]

In the same research study the two investigators asked 1,333 faculty members from four universities to judge the administrative effectiveness of their department heads (n = 103) and to describe the department head's behavior via the use of a questionnaire. Applying factor analysis to the responses, they identified four administrative styles:

1. Democratic practice,
2. Structuring,
3. Interpersonal sensitivity,
4. Vigor.[31]

They found that the four measures of administrative style were significantly related to performance (multiple R's varied from 0.58 to 0.81 with an average of 0.729). Structuring and interpersonal sensitivity were the best predictors of performance on personnel management tasks; vigor and democratic practice predicted building the department's reputation. Departmental planning and development were predicted by vigor, structuring, and democratic practice.[32]

Statement of the Problem

Brann listed four methods by which department heads are commonly selected:

1. They are appointed by the dean or president or someone in the central administration (those who come to their position this way are often - but not always - known as heads rather than chairmen).

2. The chairmen are chosen by the dean in consultation with faculty.

3. They are elected by their fellow faculty members.

4. They serve a rotating chairmanship in which the senior faculty or all tenured faculty of a department take turns holding office for a specified term.[33]

Given that there are at least three methods of selecting department heads, and assuming that a particular type of department head is being sought at any particular time (e.g., a head for an academic department that seriously needs to build its reputation), can a department get the particular type of head it needs regardless of which method of selection it uses? Specifically, what type of department head is each selection method likely to produce?

Research Questions

Specifically, this study attempted to answer the following research questions in one particular experimental setting:

1. What are dean's perceptions of the Initiating Structure dimension of the leadership behavior of the academic department head?

2. What are department heads' perceptions of the Initiating Structure dimension of the leadership behavior of the academic department head?

3. What are faculty members' perceptions of the Initiating Structure dimension of the leadership behavior of the academic department head?

4. What are deans' perceptions of the Consideration dimension of the leadership behavior of the academic department head?

5. What are department heads' perceptions of the Consideration dimension of the leadership behavior of the academic department head?

6. What are faculty members' perceptions of the Consideration dimension of the leadership behavior of the academic department head?

7. Do deans and department heads differ significantly in their perception with regard to the Initiating Structure dimension of the leadership behavior of department heads? If so, is there still a significant difference after we control for method of selection?

8. Do department heads and faculty members differ significantly in their perceptions with regard to the Initiating Structure dimension of the leadership behavior of department heads? If so, is there still a significant difference after we control for method of selection?

9. Do deans and faculty members differ significantly in their perceptions with regard to the Initiating Structure dimension of the leadership behavior of department heads? If so, is

there still a significant difference after we control for
method of selection?

10. Do deans and department heads differ significantly in their
    perceptions with regard to the Consideration dimension of the
    leadership behavior of department heads? If so, is there
    still a significant difference after we control for method of
    selection?

11. Do department heads and faculty members differ significantly
    in their perceptions with regard to the Consideration dimen-
    sion of the leadership behavior of department heads? If so,
    is there still a significant difference after we control for
    method of selection?

12. Do deans and faculty members differ significantly in their
    perceptions with regard to the Consideration dimension of the
    leadership behavior of department heads? If so, is there
    still a significant difference after we control for method of
    selection?

13. Is there a significant difference between the method of selec-
    tion and the degree of the department head's loyalty to his or
    her academic department?

14. Is there a significant difference between the method of selec-
    tion and the degree of the faculty members' loyalty to their
    academic department?

15. Is there a significant difference between the method of selec-
    tion and the degree of the department head's effectiveness as
    perceived by faculty members? as perceived by deans?

16. Is there a significant difference between the method of

selection and the emotional detachment of the department head
as perceived by deans?

17. Is there a significant difference between the method of selec-
tion and the emotional detachment of the department head as
perceived by faculty members?

18. Is there a significant difference between method of selection
and department head's authoritarianism scores?

Definition of Terms

For the purpose of this study, the following definitions were used:

1. Academic department is the academic and administrative unit
that lies between individual faculty members and the deans of
an institution's schools or colleges.[34] Faculty members of a
given academic discipline are the members of this unit. The
head of such a unit is referred to in this study as the
"academic department head".

2. Academic department head - see "academic department".

3. Faculty member is a full-time or part-time member of an aca-
demic department who is engaged in instruction, research,
and/or service for that academic unit. Also see "academic
department" above.

4. Student is a full-time or part-time member of an academic
department who is enrolled in a higher education institution
in order to follow a particular course of study.

5. College is an administrative division of a university composed
of several academic departments (e.g., College of Arts and
Sciences).

6. School is used synonymously with college in this study. It is typically applied to a cluster of departments in a professional field (e.g., School of Medicine).

7. Dean is the person designated by the institution as the head of a college or school.

8. Expectation is an evaluative standard applied to an incumbent of a position.[35] (In such a study, deans, department heads, and faculty members describe the leadership behavior of the academic department head in terms of how they believe he should behave as a leader.)

9. Perception is "an immediate or intuitive cognition or judgment".[36] In this study, deans, department heads, and faculty members describe the leadership behavior of the academic department head in terms of how he or she actually behaves as a leader.

10. Leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation.

11. Leadership Behavior of the Academic Department Head is defined in this study in terms of two dimensions: Initiating Structure and Consideration. "Initiating Structure" is the behavior of the academic department head in determining the relationship between himself or herself and group members in attempting to establish well-defined patterns of organization, channels of communication, and methods of procedure.[37] For a given individual, his or her initiating structure is his or her total score in the "initiating Structure" dimension of the

LBDQ (Leader Behavior Description Questionnaire). "Consideration" is behavior indicating friendship, mutual trust, respect, and warmth in the relationship between the academic department head and his or her group members.[38] For a given individual, his or her consideration is his or her total score on the "Consideration" dimension of the LBDQ.

12. Leader Effectiveness is the extent to which a leader achieves the output requirements of the position. Szilagyi defined effectiveness as the degree to which the goals of an organization have been met.[39] Stogdill gave a broader definition of effectiveness.[40] His definition includes group output, group morale, and satisfaction of group (organizational) members. In this study, we shall use the broader definition. The effectiveness of a group or organization is usually attributed to its leader although he or she may not influence every activity in the group.

13. Power is the ability to get others to do what you want them to do.[41] Weber defined power as "the probability that one actor within a social relationship will be in a position to carry out his own will despite resistance".[42]

Limitations of the Study

This study involved a limited sample of selected institutions of higher learning. No claim is made as to the external validity of the results. The results should be viewed as suggestive and not conclusive.

ENDNOTES

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[6]Frank B. Dilley, "The Department Chairman as Academic Planner," in James Brann and Thomas Emmet, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Balamp, 1972), p. 29.

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[17]J.W. Getzels and E.G. Guba, "Social Behavior and the Administrative Process," School Review, Vol. 65 (Winter, 1957), pp. 423-441.

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[19]James Brann and Thomas Emmet, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Balamp, 1972), pp. 5-27.

[20]Leslie, p. 421.

[21]Paul L. Dressel, F. Craig Johnson, and Philip M. Marcus, The Confidence Crisis: An Analysis of University Departments (San Francisco: Jossey-Bass, 1971), p. 13.

[22]Dressel, Johnson, and Marcus, p. 247.

[23]Corson, p. 94.

[24]Dressel, Johnson, and Marcus, p. 27.

[25]Milton Harry Dennison, "The Selection of a School Principal: A Competency Based Approach," Dissertation Abstracts International, Vol. 42, No. 4A (October, 1981), p. 1395.

[26]Jacalyn Renee Osborne, "A Description of Principalship Selection Processes in Selected Ohio Appalachian School Districts," Dissertation Abstracts International, Vol. 42, No. 6A (December, 1981), p. 2416.

[27]Elwood B. Ehrle, "Selection and Evaluation of Department Chairmen," Educational Record, Vol. LVI (Winter, 1975), pp. 29-38.

[28]Calvin B.T. Lee, "Relationship of the Department Chairman to the Academic Dean," in James Brann and Thomas Emmet, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Balamp, 1972), p. 55.

[29]Zucker, pp. 13-14.

[30]Donald P. Hoyt and Ronald K. Spangler, "Administrative Effectiveness of the Academic Department Head: I. The Measurement of Effectiveness" (Kansas State University Research Report No. 42, July, 1977), Microfiche, ED 171 214, p. 3.

[31]Donald P. Hoyt and Ronald K. Spangler, "Administrative Effectiveness of the Academic Department Head: II. Correlates of Effectiveness" (Kansas State University Research Report No. 42, June, 1978), Microfiche, ED 171 215, p. 3.

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[36]Maurice G. Verbeke, "The Junior College Academic Dean's Leadership Behavior as Viewed by Superiors and Faculty" (unpub. Ed.D. dissertation, Pennsylvania State University, 1966), p. 16.

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CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature was divided into the following six

sections: historical overview, the academic department, leadership

theories, the department head, selection of the department head, and an

identification of instruments used in studies of the department head.

Historical Overview

The academic department has gone through several evolutionary

stages in its early development. The department of the 18th century

American college did not have the structure and power of the 20th

century American research university. In interpreting the word "depart-

ment" in the literature, one needs to take into account the time frame

being considered. The academic department of the 18th century American

college was a somewhat informal collection of two or more professors

teaching the same subjects at the same college.[1] Andersen quoted

Quincy's History of Harvard University which referred to a department at

Harvard College in 1739:

> 'The zeal and anxiety of the Board of Overseers at this period
> extended not only to the religious principles held by the Pro-
> fessors and Tutors at the time of election, but also to the
> spirit and mode in which they afterwards conducted their
> respective departments.'[2]

One teaching arrangement was for a single professor to teach a group of

students the whole curriculum from the first year until their graduation

date. Another arrangement was for a single professor to teach a single
subject to all students. Departmentalization became necessary in
these early years when it proved impossible for one tutor to teach a
single class in all subjects.[3] Even after assigning a particular sub-
ject to a single tutor, the increase in enrollment brought together
several professors who were engaged in teaching within a particular
discipline. By 1767 Harvard had four departments: Latin, Greek,
logic and metaphysics, and mathematics and natural philosophy.[4]
Ticknor took up the professorship of French and Spanish at Harvard in
1819. He proposed that Harvard be reorganized by departments, with
underlying desire to section students according to ability and to
offer elective courses. Ticknor's efforts, coupled with a dramatic
impact of student rebellion in 1823, resulted in Harvard being reorgan-
ized into departments. Ticknor was trying to make a German university
out of Harvard College, but he was ahead of his time; Harvard was not
ready to undertake the great changes. Upon its opening in 1825,
Jefferson's University of Virginia was organized into six schools
(ancient languages, modern languages, mathematics, natural philosophy,
natural history, moral philosophy, as well as anatomy, medicine, and
law) headed by professors. These schools were essentially the equiva-
lent of departments. In a paper that he read to the Vermont faculty
soon after he became president in 1826, Marsh proposed that the
studies of the college be divided into four departments and that stu-
dents not seeking degrees be permitted to pursue the studies of a single
department if they desired.[5]

The Yale Report of 1828 curbed for awhile the growth and
development of the academic department in the sense that it curbed the

proliferation of subjects taught in the college.[6] The Morrill Acts, passed by Congress in 1862 and 1890, helped break down the chains that tied colleges to the classical curriculum. It was a move that ran counter to the Yale Report. The purpose of the Morrill Acts was to promote the liberal and practical education of the industrial classes, without neglecting the traditional classical curriculum.

Eliot, a believer in the then developing psychology of individual differences,[7] instituted the elective system at Harvard College in 1869. According to the elective system, a student could choose the subjects he or she wished to pursue. Not only did the elective system encourage diversity among subjects studied, it also encouraged diversity among subjects developed, which in turn helped encourage the proliferation of academic departments. In 1893 the department of biology at the University of Chicago splintered into five new departments: zoology, botany, anatomy, neurology, and physiology.[8] Rudolph noted that scholarship could be served best in such a fashion and the growth of knowledge assured in no other way.

The Academic Department

Rudolph said that splintering of the biology department at Chicago facilitated the growth of knowledge. There has been criticism levied against the academic department, most of it directed at the department's handling of undergraduate education. Some writers have justified their criticism by arguing that more can be learned about the department by examining its weaknesses.[9] The academic department limited the growth of new fields, the critics said, and acted to preserve the status quo.[10] Departments have championed specialization at the expense of

generalization, broad learning, and interdisciplinary and multidisci-
plinary studies. Academic departments, with their links to discipline,
have been noticeably cool toward public service, problem solving,
extension, adult education, and action programs. Departments have con-
tributed to the over-emphasis on research in many prestigious univer-
sities and to the teaching crisis in higher education.[11] Cartter
said that the one obstacle to the improvement of undergraduate education
which was almost impossible to overcome was the academic department.
The academic department was a useful device for specialized graduate
education, Cartter said, but at the undergraduate level it was fre-
quently an intellectual encumbrance.[12] One vice-chancellor of a large
university in England characterized the departments as empires ruled by
the chairman or professor, with these chairmen collectively dominating
university decisions and effectively protecting their own interests by
thwarting innovation.[13] In their conclusion following their study of
university departments, Dressel, Johnson, and Marcus wrote:

> For some view points, the university has been an outstanding
> success. It has accommodated a vastly increasing enrollment
> and offered an amazingly varied range of programs. It has
> made major contributions to knowledge and to technology. The
> discipline-based department has been the key unit in these
> developments. However, in its success, the department or dom-
> inant personalities in it have become arrogant and lost the
> vision of service, which must be a central characterstic of
> any profession.[14]

The academic department had its supporters also. Colleges and univer-
sities, like all other organizations, could not exist without some sub-
division or unit.[15] Departments, the proponents said, have provided the
milieu most suitable for the development, preservation, and transmission
of knowledge.[16] Departments promoted scholarship, protected higher
learning from stagnation and interference, and provided a sound basis

for hiring and advancing faculty.[17] Dressel wrote the following obser-

vation about academic departments:

> No structure observed has been able to curb or satisfy the
> faculty's desires for a disciplinary-based structure corre-
> sponding to their graduate school preparation and their
> research interests.[18]

Despite AAUP's predilection for separation of rank and tenure, the

academic department revealed the individual's tenure status. In many

institutions, the person without a department, no matter the source and

quality of his or her degrees, was a person without tenure. The

department was both a refuge and support of the professor. It provided

the professor with working space: an office, an adjacent classroom or

seminar, and (for the scientist) a well-equipped laboratory.[19] The

academic department was also a home base for the student. The pea-green

freshman felt better if he could introduce himself in the dorm as a

"chem major" even before he had taken his first course.[20]

In their study of academic departments, Dressel, Johnson, and

Marcus found that there were many factors that affected and modified the

departmental organization: the size of the institution, the number of

departments, the size of departments, balance between graduate and

undergraduate instruction, and the extent and nature of faculty and stu-

dent participation in governance. The resources available and the

method of allocation used affected both departments and interdepart-

mental relations.[21] The findings of Dressel and his associates sup-

ported Murray's theory of departmental development. After visiting

campuses of 22 universities in the United States, Murray theorized that

there existed five distinct stages of departmental development, with

distinguishable characteristics belonging to each stage.[22] Departments

which had already reached a particular stage possessed at one time

or another most of the features of the preceding stage, thus indicating
an evolutionary trend which was more than mere coincidence. The first
stage was most easily identified by a small staff (less than 15),
limited course offerings, major emphasis on teaching as contrasted with
research, and a departmental head possessing dictatorial power. The
smaller the institution and the less prestige of the department, the
more arbitrary was the control exercised by the head. In the "stage
one" departments there was infrequent consultation between the head and
the department members. The head had a direct access to the president's
office as well as the dean's office, and these three individuals were
oftentimes involved in the recruitment and appointment of new department
members. Administrators and faculty members, alike, judged the depart-
ment almost exclusively on the basis of their opinion of the head. The
second developmental stage came with an increase in size of department
or institution, or with a slight budding of departmental prestige. The
head still retained his or her arbitrary power, but members began to
take a more active interest in departmental affairs. The second stage
was permeated by increasing dissension, with a major cleavage developing
between those who supported the head and those who did not. The head no
longer spoke for the whole department. Strife and turmoil many times
brought the necessity for acquiring a new head. The acquiring of the
new head was itself a cause for increased misunderstanding between the
departmental members and central administration. Department members
feared that a new head might be an "administration" man while the admin-
istration suspected that too much departmental autonomy in helping
select a new head would result in poor leadership and independent medi-
ocrity. The third stage of departmental development was really a

reaction to the second stage. It was found mostly in large institutions (10,000 students) of some prestige and among departments of moderate size (15 to 25 members). The hallmark of this stage was rampant democracy. A committee system, at first very simple and then later quite complex, replaced the unilateral decision-making authority, of former heads. Reflecting a deep suspicion of authority, the head's term of office was restricted to short periods (two to three years) with a limit on the number of times an incumbent could succeed himself. Departments in the third stage were generally very cautious and conservative. They found it difficult to maintain their relative influence on campus because they lacked dynamic leadership and were held somewhat in suspicion by central administration. In the fourth stage of development were found departments whose members identified more with their academic discipline than with their department or institution. Research and publication was more important than teaching. The departments were usually divided into old tenure members and young non-tenure members. Only the senior members possessed the right to participate in decision-making or governing process of the department. The head, or chairman, was selected from among the senior members for a term of office which commonly was for five years. The head exercised considerable authority, but he derived it from his peers and used it with their knowledge and consent. Found in the fourth stage were academic departments possessing considerable academic prestige and existing mainly on the larger (15,000 to 25,000 students), better known campuses. These departments were usually quite large (25 to 45 faculty members) and extremely diverse offering full undergraduate and graduate programs. The headship, viewed as a burden and a potential drawback to a man's professional career, was

an unwanted position which the best-known members of the departments
often refused to take. Stage five departments were found in institu-
tions that were at the pinnacle of the academic ladder. The job of
administering such departments became so complicated that many activ-
ities, formerly handled by committees or by senior staff members, were
surrendered into the keeping of younger men (usually assistant profes-
sors), who were hired specifically to function as junior administrators.
This afforded the senior members greater concentration on academic pur-
suits, thereby enabling them to increase their own and the department's
prestige through publication and research. Minor bureaucracies got
created within the departments. The headship quickly degenerated into a
post of organizational skill and coordination; it became less a position
of academic leadership than one of maintaining the burgeoning bureau-
cracy in well-oiled operation. Murray concluded his article with
the inference that the sixth stage of departmental development would be
the elimination of the department altogether.[23] But Dilley disagrees,
pointing out that academic departments are here to stay. The solution
to many of our educational problems, said Dilley, depended upon our pro-
ducing a new sense of overall education mission in our departments.[24]

Leadership Theories

The academic department head was viewed as a leader of his or her
department. (When the department headship is a rotating post, the
incumbent is more likely to be seen as a servant of the department, tak-
ing care of the department's chores and thereby freeing the faculty to
do research and teaching.) Szilagyi saw leadership as a process that
involves people and goal accomplishment. He stated:

"Leadership is a process involving two or more people in which one attempts to influence the other's behavior toward the accomplishment of some goal or goals."[25] Before we review the literature on the department head, we shall briefly discuss three leadership theories:

1. The Trait Theory,

2. The Situational Theory,

3. The Behavioral Theory.

The Trait Theory of Leadership

At about the time of World War I, with increased knowledge of testing and new statistical tools, there was a strong impetus to accumulate data and determine what traits were common to leaders.[26] If the traits could be identified, it was reasoned, then leaders could be selected quickly and efficiently, or an educational process could be organized to socialize or train candidates.[27] However, the sorting out of leaders with various leadership traits from those without them has been notoriously ineffective. Mann reviewed 125 leadership studies searching for a relationship between personality and performance in small groups (the academic department can be thought of as a small group).[28] He found that the 125 studies had generated 750 findings about the personality traits of leaders. Many of the traits tentatively isolated as crucial in one study were contradicted in others, that is, in some groups, effective leaders were assertive and aggressive, in others, mild-mannered and diplomatic.[29] Guyer found no statistically significant relationship between traits of discussion leaders, student evaluations of them, or the grades received by students of discussion leaders.[30] The trait theory then gave negligible and confusing results. This led to the suggestion that

leadership may depend not so much on who the leader is but on what the leader does and how well the leader adapts to the varying requirements of the different situations. In the words of Merton,

> . . . leadership does not, indeed cannot, result merely from individual traits of leaders; it must also involve attributes of the transaction between those who lead and those who follow. . . . Leadership is, then, some sort of social transaction.[31]

The trait theory has been mostly abandoned today.

The Behavioral Theory of Leadership

With the failure of the trait theory, the research moved to an examination of the behavior or styles of the leader. The Behavioral Theory focused on the leadership style of the individual. Two such styles have been identified: Task Orientation (also called job-oriented style or "initiating structure") and Employee Orientation (also called employee-centered style or "consideration").[32] Task Orientation is the emphasis the leader places on getting the job done by such actions as assigning and organizing the work, making decisions, monitoring and evaluating performance. Employee Orientation is the openness and friendliness exhibited by the leader and the concern shown for the welfare of subordinates.[33] Figure 1 displays these two leadership styles on two mutually perpendicular axes.[34]

Hersey and Blanchard added a third dimension--Effectiveness--to the two-dimensional model,[35] in an effort to measure more accurately how well a leader operates within a given situation.[36] The effectiveness dimension cuts across the two-dimensional Task/Employee Orientation (see Figure 2) and builds the concept of a leader's style, integrated with the demands of a specific environment. When the leader's style is appropriate to a given environment measured by results, it is termed

Employee
Orientation
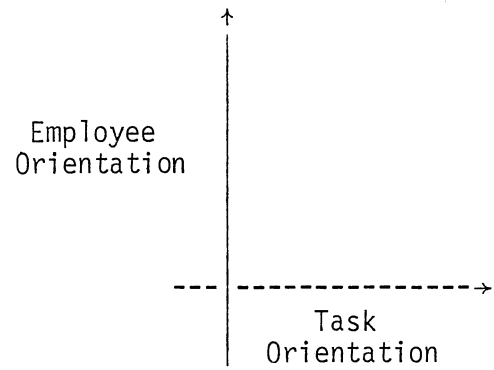
Task
Orientation

Figure 1. Two Leadership Styles

Employee
Orientation
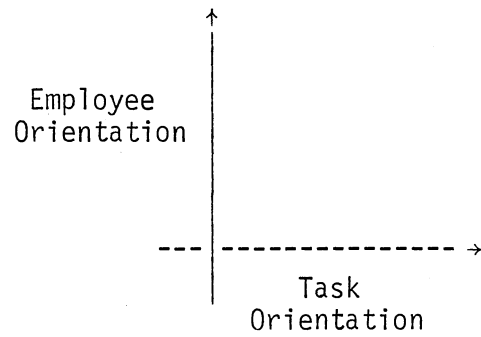
Task
Orientation

Figure 2. Three Dimensional Model
           of Leadership Styles

effective; when his or her style is inappropriate to a given environment, it is termed ineffective.[37] A question one might ask is, under what conditions will a given style be appropriate? We can dichotomize the two dimensions of Task/Employee orientation, thereby getting four categories of leadership styles (see Figure 3).[38] At one time investigators at Ohio State University and at the University of Michigan believed that the most effective leadership style was one that was high on both Task Orientation and Employee Orientation (quadrant III in Figure 3).[39] It was assumed that leaders using this style would be associated with groups of subordinates who were high performers and had equally high levels of job satisfaction.[40] However, research data obtained from numerous organizations (a petroleum refinery, a business machine manufacturer, an aircraft manufacturer, and military groups) did not support this belief.[41] In a comprehensive review of the literature dealing with Consideration (Employee Orientation) and Initiating Structure (Task Orientation), Kerr et al. noted some ambiguity in the findings.[42] Thus, contrary to what was initially believed (e.g., by the Ohio and Michigan investigators), there was no one best style of leadership that consistently led to high levels of performance.[43] There are too many other variables that should be considered, i.e., there are too many intervening variables in the study of leadership.

Situational Theory of Leadership

The limitations of the trait and behavioral theories of leadership led researchers to refine and refocus their efforts on the study of leadership in organizations.[44] The result was an increased emphasis on the important situational factors that affect the leader's attempts at

		Low	High
Employee Orientation	High	II	III
	Low	I	IV
		Low	High

Task Orientation

Figure 3. Two Leadership Styles Dichotomized to Obtain Four

influence. The situational theory stated that leadership was a function
of the situation rather than the person or what he or she did.[45] Accord-
ing to this theory the situation created an environment that produced
leadership. For example, Lincoln was an outstanding president, because
he was the right person for the job to get Americans through the Civil
War. Had it been another time, the theory would predict, Lincoln
would not have become a person of such profound influence. Fielder iden-
tified three major factors used to classify the favorableness of a lea-
dership situation: position power of the leader, nature of the task, and
leader-member relations.[46] Position power referred to the degree to
which the position itself enabled the leader to get his or her colleagues
to comply with directives. In organizations the power was formal, the
authority vested in the leader's office. In the case of the academic
department, it was hypothesized that the selection method used for the
department headship might constitute a significant power base for the
occupant of the position. The findings of Morse and Lorsch seemed to
support the contention that "nature of task" was a major factor in deter-
mining the favorableness of a leadership situation.[47] These two inves-
tigators found that a manufacturing plant at Akron was more highly
successful under a high level of bureaucracy, while a scientific research
laboratory at Stockton was also highly successful, but under a very low
level of bureaucracy. Earlier, two leadership styles were discussed:
task-orientation and employee-orientation. The next question investiga-
tors asked was: What was the match between leadership style and situa-
tion? In other words, which leadership style was most effective in which
type of situation. Fiedler attempted to answer this question using data
he collected in a wide variety of group situations (more than 800 groups)

over more than 10 years.[48] For each group, effectiveness of group per-
formance was correlated with leader style. Fiedler found that task-
oriented leaders were more effective in situations that were highly
favorable or in situations that were relatively unfavorable (see Figure
4). Relationship-oriented leaders tended to be more effective in situ-
ations that were moderate in terms of favorableness. Hersey and
Blanchard also worked on the situational theory of leadership.[49] Their
findings were known as the "life-cycle theory of leadership." According
to this theory, as the level of maturity of one's followers increased,
appropriate leader behavior not only required less structure (task), but
also less social-emotional support (relationship). The cycle could be
illustrated in four quadrants of a leadership effectiveness model (see
Figure 5). In quadrant I, people set high but obtainable goals and have
a desire for task-relevant feedback (how well am I doing?). In quadrant
II, people are willing to take responsibility, which involves motivation
and competence. In quadrant III, the people have job maturity (ability
and technical knowledge to do the task) and psychological maturity (a
feeling of self-confidence and self-respect as an individual). In quad-
rant IV, the people need less supervision and fewer pats on the
shoulder. To determine what leadership style was appropriate in a given
situation, this theory said, a leader would first determine the maturity
level of the individual or group in relation to a specific task that the
leader was attempting to accomplish. Using the four maturity levels as
a basis for diagnosis, a leader could determine which style was most
appropriate. For example, if the followers were of low maturity, the
leadership style of quadrant I would be most effective (i.e., high
emphasis on task with a low emphasis on relationships).
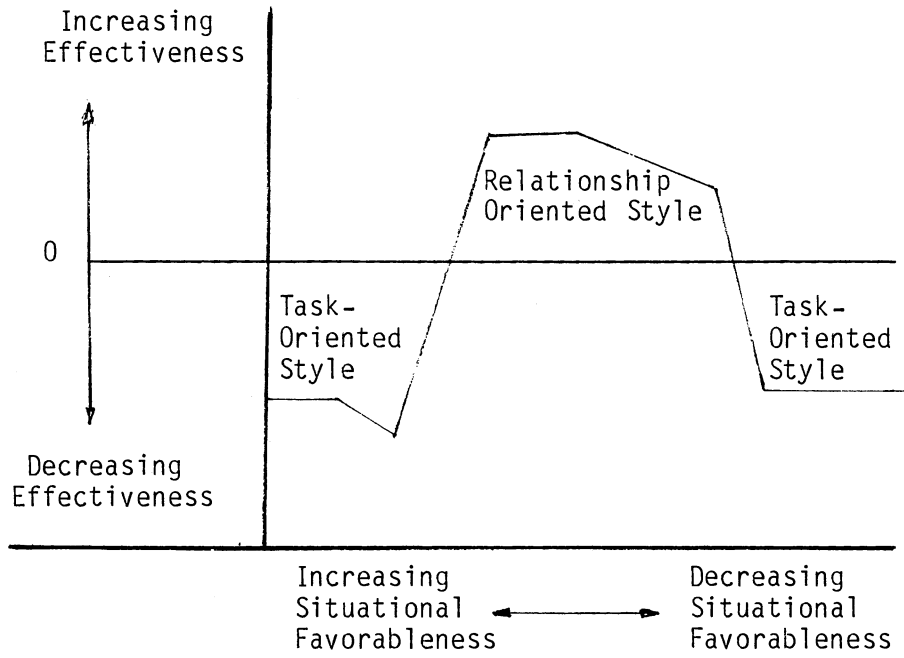
Figure 4. Correlation Between Leadership Style and Effectiveness
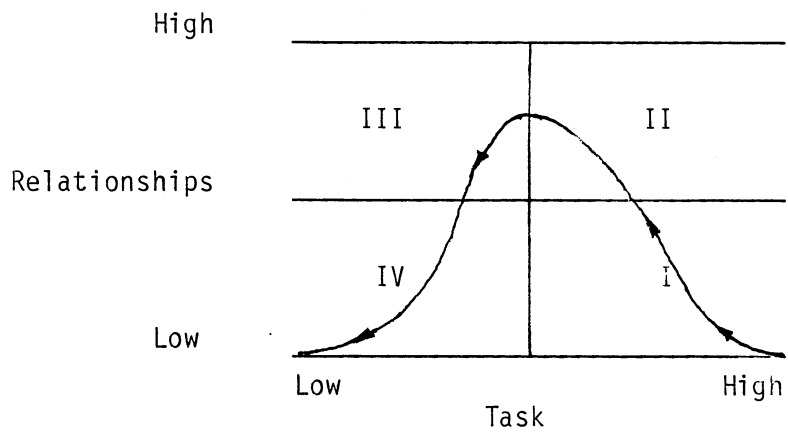
Figure 5. Life-cycle Theory of Leadership

The Department Head

How are the leadership theories reflected in the study of depart-
ment heads? Various studies have been conducted on the academic depart-
ment head, some of them exploratory and others more sophisticated, using
such techniques as factor analyses and partial correlations.[50-51]
According to the American Council on Education there were nearly 80,000
department heads in American higher education.[52] Another estimate was
that one of every three faculty members served in the post of department
head at one time or another.[53] Heimler estimated that 80 percent of all
administrative decisions took place at the departmental level rather
than at the higher levels of responsibility and policy formulation.[54]

Schroeder used the LBDQ (Leadership Behavior Description Question-
naire) to study the leadership behavior of academic department heads.[55]
The study involved 118 department heads, 52 deans, and 161 faculty mem-
bers in 17 state institutions of higher education. Schroeder found that
the department heads scored themselves significantly higher on both Con-
sideration and Initiating Structure dimensions of leadership behavior
than did their faculty members. He also found that faculty members
expected significantly more Consideration from the ideal head than deans
expected. Conversely, deans expected more Initiating Structure from the
ideal chairman than did the faculty. Furthermore, he found that the
department heads would display significantly more ideal Initiating
Structure than the faculty desired, but ideal Consideration was viewed
similarly by both groups.

In his doctoral dissertation, Toulyati also used the LBDQ to study
faculties' expectations and perceptions of the department head, as well
as deans' expectations and perceptions of him or her.[56] Some of

Toulyati's findings were: (a) Deans' expectations on the Initiating Structure dimension (of the LBDQ) were higher than their perceptions on this dimension; i.e., the deans expected the department head to initiate departmental structure much more than the head actually engaged in such activities. (b) Faculty members also expected the department head to initiate structure much more than they actually perceived him doing. For both deans and faculty similar results were obtained on the Consideration dimension. These findings suggested that both deans and faculty expected the department head to lead the department. The department head was expected to be a leader of his or her department.

After studying state-supported four-year colleges, Hill and French found that the role and influence of the position of the department head was directly related to the influence or power of the individual head.[57] (The literature identified at least five different kinds of power: referent power, legitimate power, expert power, reward power, and coercive power.[58]) Hall and French's findings supported a previous study by Corson who, after studying a selected group of four-year colleges and universities, concluded that the role of the department head varied among institutions in direct relationship to the personality of the individual department head.[59]

Darkenwald found that the headship was a more difficult and stress-filled job at the medium-level institutions, where the laws of decision-making authority were less clear than at Stanford and Harvard (where the faculty run the place), or at the smaller schools, where the president and deans were clearly in charge on most issues.[60] At the medium-level institution the department head was more likely to experience conflict with the top administration in reaching decisions that affected his or her department.[61]

In 1971, Hill and French conducted a study in which their central concern was to develop an instrument for measuring the power of department heads as viewed by professors, and to determine whether the variations in such perceptions of power were associated with variations in the professional output, perceived productivity, and (job) satisfaction[62] of the departmental faculty.[63] The questionnaire developed included 74 items, 30 of which appeared in the article. Some of the conclusions reached by use of this instrument were as follows: (a) Professors consider their department head the first among equals, a person whom they expect will carry their wishes to other administrators. (b) Professors' (job) satisfaction is positively correlated with the power of their department head if he or she uses such power to speak effectively on behalf of the faculty. (c) Department heads' power and faculty members' professional output were negatively correlated. A suggested explanation for this was that the publishing faculty member's "significant others" are members of his or her discipline and not necessarily the department head.[64] (d) In colleges with primary emphasis on teaching, there was a positive correlation between the department head's power and the faculty's perceived productivity.

Todd used the MSDT (Management Style Diagnosis Test) to determine the leadership styles of division/department heads in 12 Oklahoma state-supported two-year colleges.[65] Two of his conclusions were as follows: (a) The number of years an individual spent doing a particular job or set of tasks had little to do with the development of his or her leadership behavior because the head might be primarily involved in routine administrative work. (b) Experiences in educational administration should be supplemented by leadership training experiences and an environment fostering the use of leadership development activities.

The LPC (Least Preferred Co-worker) is a simple questionnaire developed by Fiedler to classify leadership styles.[66] With the use of this questionnaire, the leader is asked to describe the person with whom he or she has worked least effectively on a recent task. The model suggested that a low LPC score--an unfavorable evaluation of the least preferred co-worker--indicated that the leader is ready to reject those with whom he or she has difficulty working. Therefore, the lower the LPC score, the greater the tendency for the leader to be Task Oriented. On the other hand, a high LPC score--a favorable evaluation of the least preferred co-worker--indicated a willingness to perceive even the worst co-worker as having some positive characteristics. Thus, the higher the LPC score, the greater the tendency for the leader to use an Employee Oriented style.[67] A variety of research studies supported these interpretations of LPC scores.[68-70]

Selection of the Department Head

In 1969, Darkenwald surveyed 284 colleges and universities to get some insight into the selection methods of department heads.[71] Of the 93 universities that were classified as large and research-oriented, only five had their heads selected by dean or president, 48 had their heads elected by the faculty of the department, and 40 were chosen by the dean or president in consultation with the department faculty.[72] Of the 92 schools in the middle category, 19 had their department heads selected by the dean or president in consulation with faculty. Of the 81 schools classifed as small, teaching-oriented institutions, 61 had their heads selected by deans, five had their heads elected by department faculty, and 12 had their heads elected by dean or president in consultation

with faculty.   In summary, we can say that large, research-oriented uni-
versities tended to use method two or three, while small, teaching-
oriented institutions tended to use method one (see page 5 of this
thesis for identification of selection methods).

Osborne looked at principalship selection practices in Ohio
Appalachian school districts, with an aim of identifying standards or
criteria used in such selection.[73]   Some of her findings were:

1.   School districts tended to use sporadic, relatively unplanned
     processes with no written standards or evaluative processes to
     control the selection.

2.   The establishment of formally structured principalship selec-
     tion processes was not typically a high priority for boards of
     education and superintendents.

3.   Beyond the legal requirements for principalship certification
     in Ohio, no written criteria for selection were found.

4.   Implicit criteria privately held by the superintendents
     appeared to be very influential in the selection process.

5.   Other administrators and faculty in the school district had
     little, if any, formal voice in suggesting or applying criteria
     in the selection process.

Dennison also looked at the selection of school principals in
California.   One of the aims of his study was to see if school admin-
istrators had established procedures to ensure that competent individuals
were selected for the principalship position.[74]   Some of his conclusions
were:

1.   California educators as a whole appeared to be unfamiliar with
     the assessment center approach for selecting school principals.

2. Administrators appeared to have more confidence than teachers in the selection procedure they were using.[75]

Instrument Review

This study involved four measuring instruments and three single-item questionnaires. The four instruments were:

1. LBDQ - Real,

2. LBDQ - Modified,

3. Authoritarianism,

4. Faculty loyalty to Department Head.

The three single-item assessments were:

5. Head's loyalty to his or her department,

6. Department head's effectiveness,

7. Emotional detachment.

Appendices D to G consist of these instruments in complete forms; while Appendices A to C identify the questionnaires as they were sent to participants. It should be noted that the four instruments, D to G, are not mutually exclusive; they have several items in common. In Appendices A, B, and C, however, each item is used only one time.

Leader Behavior Description Questionnaire (LBDQ)

Leadership has been a topic of continuing interest among researchers in the field of administration, and current approaches to the study of leadership emphasize leader behavior and performance rather than traits. One of the most productive research efforts into leader behavior was the Ohio State University leadership studies. A major product of those studies, and probably the most widely employed measure of leader behavior of

school administrators, was the Leader Behavior Description Questionnaire
(LBDQ) (see Appendix D for the LBDQ). There were two major advantages to
studying leadership through the analysis of behavior of leaders by the
use of the LBDQ. First, the research dealt directly with observable
phenomena, and one needed not make a priori assumptions about the iden-
tity of whatever capacities undergird the phenomena. Second, the
emphasis was on description rather than the more difficult task of eval-
uation of behavior against specified performance criteria.[76] The
instrument was composed of 30 short, descriptive statements of the way in
which leaders behaved. The form used in this study measured two funda-
mental dimensions of leader behavior, "Initiating Structure" and
"Consideration," identified through factor analysis by Halpin.[77] Each
dimension consisted of 15 Likert-type items. Reliability of the LBDQ,
using the Spearman-Brown formula, has been consistently high in Halpin's
studies yielding split-half coefficients of 0.82 and 0.86 on Initiating
Structure and 0.92 and 0.93 on Consideration.[78] The LBDQ was designed in
a way that allowed not only the leader but the subordinates and the
superordinates to describe the behavior of the leader on expected
(Ideal) and perceived (Real) levels.[79] The instructions in Appendices
A to C were aimed at getting responses to LBDQ - Real. A slightly dif-
ferent wording of these same instructions (replace "actually engages" to
"is expected to engage") yields responses on the LBDQ - Ideal.

LBDQ - Modified

McCarthy developed a 40-item questionnaire to describe the admin-
istrative behavior of department heads.[80] Thirty of these items were
taken from Halpin and Winer's Leadership Behavior Description

Questionnaire (LBDQ).[81] An additional 10 items were formulated on the basis of Hoyt and Rawson's study on why faculty members resigned their positions at a large university.[82] On the basis of analysis completed by McCarthy, Hoyt revised the 40-item instrument by excluding 10 items from the LBDQ which were generally unrelated to faculty ratings of the department head's effectiveness. The resulting 30-item questionnaire was the one hereafter called LBDQ - Modified. Hoyt and Spangler administered the LBDQ - Modified to 1,333 faculty members from four universities to judge administrative effectiveness of their department heads (N = 103).[83] Appendix E consists of LBDQ-Modified, together with the split-half correlations as obtained by Hoyt and Spangler. Applying factor analysis to the 30 items the two investigators obtained the results shown in Appendix F.[84] Four factors were extracted which accounted for 73 percent of the variance in the behavior descriptions.[85] These four factors were called "four administrative styles", and were given the specific names of: Democratic practice, Structuring, Interpersonal Sensitivity, and Vigor. Reliability coefficients on these four administrative styles ranged from 0.86 to 0.96.

Authoritarianism

Blau and Scott define the authoritarian superior as one who has strong tendencies to supervise closely, to be strict rather than lenient, to have a formal approach to subordinates, and to stick closely to rules and procedures.[86] As conceptualized in the study to be done, authoritarianism is concerned with this kind of behavior in the department head; authoritarianism does not refer to a personality type. To measure the level of authoritarian behavior of a department head as perceived by his or her faculty, eight Likert-type items were included in the

questionnaire in Appendices A to C (but see Appendix G for the eight items that measure authoritarianism). Rees and Hoy used the eight-item instrument to study leadership styles of secondary school principals and found alpha coefficients (measure of internal consistency) of 0.76.[87]

Faculty Loyalty to Department Head

The concept of loyalty related both to an immediate superior and to the organization. Thus, loyalty has both a personal and an institutional dimension. It was, however, theoretically possible to be loyal to the school organization without having feelings of loyalty towards the department head. Thus, the personal aspect of loyalty to be used in the study referred to the extent to which faculty were personally committed to the department head. Blau and Scott were among the first researchers to introduce the concept of subordinate loyalty to an immediate superior as an integral aspect of organizational analysis.[88] They define subordinate loyalty as the liking of, acceptance of, respect for, and trust in the superior as expressed by subordinates. In a study of subordinate loyalty in elementary schools, Hoy and Williams found that the more emotionally detached the principal was, the more loyal were his teachers.[89] Measure of loyalty to immediate superior was based on responses to eight Likert-type statements (see Appendix H) originally adapted by Hoy and Williams[90] from a scale developed by Murray and Corenblum[91] to measure loyalty to one's immediate superior in a bureaucracy. Reliability of this instrument has been consistently high with alphas in the 0.90 range.[92]

Head's Loyalty to His or Her Department

As mentioned above, loyalty has both a personal and an institutional

dimension. In the institutional dimension, loyalty was the degree of commitment and identification that teachers had with the particular school in which they were staff members. This study looked at the degree of commitment and identification that faculty members had with their respective academic departments. Straver's study of attitudes towards organizational loyalty revealed that the supervisor plays a most critical part in achieving employee loyalty.[93] A single item used to determine the loyalty of faculty members to their academic department (see Appendix I). This item was included because the literature seemed to indicate that the concepts of subordinate loyalty to immediate superior and loyalty to the organization were important aspects of organizational life.

Department Head's Effectiveness

A single item was used to determine the faculty's perception of the effectiveness of the department head (number 56 in Appendix A). Perceived effectiveness was measured by high scores; i.e., the more effective the department head is as perceived by his or her faculty, the higher the scores was on this item.

Emotional Detachment

Emotional detachment was defined as a superior's ability to remain calm in response to difficult and trying situations. In his study of factors affecting an individual's loyalty to an organization, Hebert found that emotional level related highly to loyalty.[94] In this study, an index of the department head's emotional detachment was obtained from the faculty's responses to a single Likert-type item, as used by

Blau and Scott in their study of social welfare agencies.[95] High emotional detachment was reflected in high scores (see number 46 in Appendices A to C; also see Appendix K).

Summary

The academic department has gone through evolutionary stages in its development, beginning with an informal collection of two or more professors teaching the same subject at the same college in the 18th century. Graduate education has had a profound influence on the development of the academic department, and some writers even state that academic departments came about as a direct result of graduate education.

Functions of the academic department include the selection and promotion of faculty, graduate student recruitment and retention, curriculum revision and update, provision of non-academic support, especially secretarial help for faculty.

The academic department head has been viewed as a <u>leader</u> of his or her academic department. A review of the literature reveals three leadership theories:

1. The Trait Theory,

2. The Behavioral Theory,

3. The Situational Theory.

The trait theory of leadership (which postulated that there are traits or human qualities common to all leaders) has been abandoned. The behavioral theory focused on the leadership style of the individual. Two such styles were identified: task-orientation and employee-orientation. The situational theory stated that leadership was a function of the situation rather than the person or what he or she did.

According to this theory, the type of leader needed depended upon the job to be done during any specific period of time.

Brann listed four methods by which department heads were commonly chosen:

1. The department head was appointed by the dean or president or someone in the central administration.

2. The dean chose the head in consultation with the faculty in the department.

3. The department head was elected by his or her fellow faculty members.

4. The headship was a rotating position which senior or tenured faculty of a department took turns holding for a specified term.[33]

Darkenwald involved 284 colleges and universities in a study on the selection of department heads.[60] He found that large, research-oriented universities tended to use method two or three, while small teaching-oriented institutions tended to use method one. Many studies of the department head may be found in the literature describing the incumbent, but there are few studies that focus on the selection of the department head. This study attempted to help fill that gap. Good selection methods might serve to improve the quality of academic department heads in doctorate-granting universities.

ENDNOTES

[1]Kay J. Andersen, "In Defense of Departments," in Dean E. McHenry et al., Academic Departments (San Francisco: Jossey-Bass, 1977), p. 3.

[2]Josiah Quincy, The History of Harvard University, quoted in Kay J. Andersen, "The Ambivalent Department," Educational Record (Spring, 1968), pp. 206-213.

[3]Andersen, "In Defense of Departments," p. 3.

[4]Dean E. McHenry et al., Academic Departments (San Francisco: Jossey-Bass, 1977), p. 3. In today's language we may say that Harvard College was teaching these four subjects, rather than Harvard having four departments.

[5]Frederick Rudolph, The American College and University: A History (New York: Vintage Books, 1962), p. 121.

[6]The Yale Report was supervised by Jeremiah Day, president of Yale College in 1828. The report was based on the faculty psychology of learning. This ancient psychology of learning saw the human mind as a receptacle and as a muscle with various potentialities waiting to be trained. It was said that only the classical curriculum (of Latin; Greek; logic; rhetoric, natural, moral, and mental philosophy) could fully train the human mind. The Yale Report stated that Yale College would teach the whole classical curriculum, and only the classical curriculum. Such a statement was made to wade off a slow but steady proliferation of new subjects (especially in the sciences) that was taking place at the time. Rudolph, pp. 131-134.

[7]The psychology of individual differences said that no two individuals are alike. Each person has his or her own potentials and capabilities. Thus, no single curriculum could serve all students, neither did it make sense to put all students through the same curriculum (as declared in the Yale Report). The elective system was based on this psychology of individual differences. Rudolph, p. 193.

[8]Ibid.

[9]McHenry et al., p. ix.

[10]Some of these writers are: Paul Dressel et al., The Confidence Crisis: An Analysis of University Departments (San Francisco: Jossey-Bass, 1971), p. 8; John J. Corson, Governance of Colleges and Universities (New York: McGraw-Hill, 1975); D. Riesman, Constraints and Variety in American Education (New York: Doubleday Anchor Books, 1958), pp. 107-108; Fred Harvey Harrington, "Shortcomings of Conventional Departments" in Dean E. McHenry et al., Academic Departments (San Francisco: Jossey-Bass, 1977), pp. 55-57.

[11]Ibid.

[12]Allan M. Cartter quoted in James Brann and Thomas A. Emmet, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Balamp, 1972), p. 36.

[13]Paul L. Dressel and W. H. Faricy, Return to Responsibility: Constraints on Autonomy in Higher Education (San Francisco: Jossey-Bass, 1972), p. 59.

[14]Dressel et al., p. 233.

[15]McHenry et al., p. 210.

[16]Andersen, "In Defense of Departments," p. 8.

[17]McHenry et al., p. 19.

[18]Dressel and Faricy, p. 37.

[19]Dressel, Johnson, and Marcus, p. 6.

[20]Louis T. Benezet, "Uses and Abuses of Departments," in Dean E. McHenry et al., Academic Departments (San Francisco: Jossey-Bass, 1977), p. 48.

[21]Ibid., p. 7.

[22]Robert K. Murray, "On Departmental Development: A Theory", Journal of General Education, Vol. XVI (October 1964), pp. 227-236.

[23]Murray, p. 236.

[24]Frank B. Dilley, "The Department Chairman as Academic Planner", in James Brann and Thomas Emmet, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Balamp, 1972), p. 36.

[25]Andrew D. Szilagyi, Management and Performance (Santa Monica: Goodyear Publishing Company, 1981), p. 442.

[26]Rodney W. Napier and Matti K. Gershenfeld, Groups: Theory and Experience, 2nd ed. (Boston: Houghton Mifflin Company, 1981), p. 238.

[27]Ibid.

[28]R. D. Mann quoted in Napier and Gershenfeld, p. 239.

[29]R. D. Mann quoted in Wayne K. Hoy and Cecil G. Miskel, Educational Administration: Theory, Research, and Practice (New York: Random House, 1978), p. 177.

[30]B. P. Guyer quoted in Napier and Gershenfeld, p. 305.

[31]Robert K. Merton quoted in Hoy and Miskel, p. 178.

[32]Szilagyi, p. 450.

[33]Ibid.

[34]Robert Patton Todd, "Leadership Styles and Characteristics of Oklahoma State-Supported Two-Year College Division/Department Chairpersons" (unpub. Ed.D. dissertation, Oklahoma State University, 1977), p. 7.

[35]Hersey and Blanchard quoted in Napier and Gershenfeld, p. 269.

[36]Ibid.

[37]Ibid.

[38]Ibid., p. 268.

[39]Szilagyi, p. 451.

[40]Ibid.

[41]Ibid.

[42]Kerr et al. quoted in Donald P. Hoyt and Ronald K. Spangler, "Administrative Effectiveness of the Academic Department Head: II. Correlates of Effectiveness" (Kansas State University Research Report No. 47, June, 1978), Microfiche, ED 171 215, p. 5.

[43]Szilagyi, p. 453.

[44]Ibid., p. 454.

[45]Napier and Gershenfeld, p. 246.

[46]Fred E. Fieldler quoted in Hoy and Miskel, p. 192.

[47]John J. Morse and Jay W. Lorsch, "Beyond Theory Y," Harvard Business Review (May-June, 1970), pp. 61-68.

[48]Fred E. Fiedler quoted in Hoy and Miskel, pp. 193-4.

[49]P. Hersey and K. H. Blanchard quoted in Napier and Gershenfeld, pp. 270-3.

[50]Charles H. Heimler, "The College Departmental Chairman" in James Brann and Thomas A. Emmet, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Balamp, 1972), pp. 198-215.

[51]Hoyt and Spangler, p. 5.

[52]American Council on Education, President's Letter (Washington, June, 1980), p. 3.

[53]Ibid.

[54]Heimler, p. 199.

[55]Glen B. Schroeder quoted in Monsour Toulyati, "The Leadership Behavior of the Academic Department Chairman: Expectations and Perceptions of Deans, Chairmen, Faculty Members, and Students at Selected Institutions of Higher Learning" (unpub. Ed.D. dissertation, Oklahoma State University, 1981), p. 25.

[56]Ibid.

[57]Todd, pp. 17-18.

[58]Napier and Gershenfeld, pp. 251-261.

[59]Todd, p. 18.

[60]Gordon G. Darkenwald quoted in James Brann and Thomas A. Emmet, eds., The Academic Department or Division Chairman: A Complex Role (Detroit: Balamp, 1972), p. 19.

[61]Hoppock defines job satisfaction as any combination of psychological, physiological, and environmental circumstances that cause a person to say, "I am satisfied with my job". Hoy and Miskel, p. 120.

[62]Winston W. Hill and Wendell E. French, "Perceptions of the Power of Department Chairman by Professors," in J. Victor Baldridge, ed., Academic Governance (Berkeley: McCutchan, 1971), pp. 208-231.

[63]Ibid.

[64]A "significant other" is a person who has a great influence on how we typically feel about things. We structure our attitudes and behaviors to resemble his or her as much as we can. We try to become that person. When more than one person is in a collection of significant others, we call this a "referent group". Napier and Gershenfeld, pp. 87-93.

[65]Todd, pp. 107-108.

[66]Hoy and Miskel, p. 191.

[67]Szilagyi, p. 456.

[68]Fred E. Fiedler, A Theory of Leadership Effectiveness (New York: McGraw-Hill, 1967), pp. 36-50.

[69]Mathew D. Arnett, "Sex and Least Preferred Co-workers Score Effects in Leadership Behavior," Sex Roles: A Journal of Research, Vol. 6, No. 1 (February, 1980), pp. 139-152.

[70]George C. Theodory, "The Effect of the Least Preferred Co-worker Measure on School Outcomes in Lebanon's Educational System," Journal of Psychology, Vol. 108, No. 1 (May, 1981), pp. 3-6.

[71]Brann and Emmet, p. 19.

[72]Gordon G. Darkenwald used the Parsons-Platt Scale of Institutional Differentiation (which would place institutions such as Boston University, San Francisco State, and Smith in the middle, and most small liberal arts schools and former teachers' colleges in the third rank).

[73]Jacalyn Renee Osborne, "A Description of Principalship Selection Processes in Selected Ohio Appalachian School Districts," Dissertation Abstracts International, Vol. 42, No. 6A (December, 1981), p. 2614.

[74]Milton Harry Dennison, "The Selection of a School Principal: A Competency Based Approach," Dissertation Abstracts International, Vol. 42, No. 4A (October, 1981), p. 1395.

[75]From the dissertation abstract, it appears that the school administrators in California, unlike those in Ohio, had some kind of a criteria for the selection of principals. But, as in the Ohio case, no teachers participated in the selection process. It seems to be a self-fulfilling prophecy then that the administrators showed more confidence (than teachers) in the selection procedures they were using.

[76]Andrew W. Halpin, Theory and Research in Administration (New York: Macmillan, 1966), p. 86.

[77]Ibid., p. 88.

[78]Ibid. See also Halpin, Leader Behavior of School Superintendents, p. 9.

[79]Toulyati, p. 19.

[80]M. T. McCarthy quoted in Hoyt and Spangler, p. 5.

[81]Ibid.

[82]Ibid.

[83]Ibid., p. 7.

[84]Ibid., p. 13.

[85]Ibid., p. 3.

[86]Peter Blau and Richard Scott, Formal Organizations (San Francisco: Chandler Publishing Co., 1962), p. 148.

[87]Richard T. Rees and Wayne K. Hoy, "The Principal and Teacher Loyalty," Research Bulletin, New Jersey School Development Council, Rutgers Graduate School of Education, Vol. XVI (Fall, 1971), pp. 4-8.

[88]Blau and Scott, p. 144.

[89]Wayne K. Hoy and Leonard B. Williams, "Loyalty to Immediate Superior at Alternate Levels in Public Schools," Educational Administration Quarterly, Vol. VII (Spring, 1971), p. 8.

[90]Ibid., pp. 1-11.

[91]V. V. Murray and Allan Corenblum, "Loyalty to Immediate Superior at Alternate Hierarchical Levels in a Bureaucracy," The American Journal of Sociology, Vol. LXII (July, 1966), pp. 77-85.

[92]Ibid.

[93]Will E. Straver, "A Study of Attitudes Toward Organizational Loyalty," Dissertation Abstracts International, Vol. 32, No. 10A (April, 1972), p. 5419.

[94]Forrest T. Hebert, "Factors Affecting Individual Loyalty to an Organization: The Legislative Organization" (unpub. Ph.D. dissertation, The University of Iowa, 1971).

[95]Blau and Scott, p. 144.

CHAPTER III

METHODOLOGY

This chapter outlines the methods used for data collection and data
analysis.

Data Collection

The Carnegie Council on Policy Studies in Higher Education defined
Doctorate-Granting Universities as

> Type 1. These institutions awarded 40 or more Ph.D.'s in at
> least five fields in 1973-1974 (plus M.D.'s if on the same
> campus) or received at least $3 million in total federal sup-
> port in either 1973-1974 or 1974-75. Type 2. These institu-
> tions awarded at least 20 Ph.D.'s in at least three fields.
> Also included are few doctorate granting institutions that may
> be expected to increase the number of Ph.D.'s awarded within a
> few years. (In all cases the term Ph.D. includes the Ed.D.
> and other doctor's degrees).[1]

The Carnegie Council divided the category of Doctorate-Granting Uni-
versities into two sub-categories, Types I and II. The category identi-
fied above Doctorate-Granting Universities was Research Universities,[2]
and the one below it was Comprehensive Universities and Colleges.[3]

As part of the study, questionnaires were sent to 300 deans, de-
partment heads, and faculty in 16 Doctorate-Granting Universities. The
process of "simple random sampling" was used to select the 16 universities
within the category of Doctorate-Granting Universities.[4] Simple random
sampling is a method in which the members of the sample are drawn inde-
pendently with equal probabilities, using a table of random numbers (see

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Table I). The Carnegie Commission on Policy Studies in Education (1976) listed 89 institutions under the category of Doctorate-Granting Universities.[5] Each institution that was found under this classification was assigned a number ranging from 1 to 89 according to the order in which it appeared on the list. A random sample of n = 16 out of a population of N = 89 was needed. A five-digit number was drawn from a hat. (Cards having numerals 0 to 9 were placed in a hat and drawn one at a time. The card was placed back into the hat after each drawing. The numeral appearing on the first card drawn was the first digit of the five-digit starting number. And the numeral appearing on the fifth drawing was the last digit of the five-digit starting number.) The starting five-digit number was located in Table I. The starting number came out to be 72492. This number appears in row 95, column 85-89 of Table I. Starting with that number, the author read down the column 85-89 and selected the first 15 two-digit numbers that did not exceed 89. The starting number itself was not included in this count. The first 15 such numbers were 10, 59, 22, 34, 01, 37, 67, 02, 31, 39, 73, 52, 09, 39, 71. The numbers in Table I were thought of as forming a continuous closed loop. Thus, the last row (page 546) was thought of as being on top of the first row on page 544 (see Table I). If a number appeared more than once, it was ignored on subsequent appearances and the process was continued until 16 different numbers were identified. The study involved the institutions that corresponded to the 16 numbers. Actually, more than 16 numbers were identified to include situations where a selected institution might not be able to participate in the study.

For each institution selected, the following five academic departments were surveyed: mathematics, psychology, chemistry, management (or

TABLE I

A SAMPLE OF 500 RANDOM NUMBERS

	50–54	55–59	60–64	65–69	70–74	75–79	80–84	85–89	90–94	95–99
50	32847	31282	03345	89593	69214	70381	78285	20054	91018	16742
51	16916	00041	30236	55023	14253	76582	12092	86533	92426	37655
52	66176	34037	21005	27137	03193	48970	64625	22394	39622	79085
53	46299	13335	12180	16861	38043	59292	62675	63631	37020	78195
54	22847	47839	45385	23289	47526	54098	45683	55849	51575	64689
55	41851	54160	92320	69936	34803	92479	33399	71160	64777	83378
56	28444	59497	91586	95917	68553	28639	06455	34174	11130	91994
57	47520	62378	98855	83174	13088	16561	68559	26679	06238	51254
58	34978	63271	13142	82681	05271	08822	06490	44984	49307	61717
59	37404	80416	69035	92980	49486	74378	75610	74976	70056	15478
60	32400	65482	52099	53676	74648	94148	65095	69597	52771	71551
61	89262	86332	51718	70663	11623	29834	79820	73002	84886	03591
62	86866	09127	98021	03871	27789	58444	44832	36505	40672	30180
63	90814	14833	08759	74645	05046	94056	99094	65091	32663	73040
64	19192	82756	20553	58446	55376	88914	75096	26119	83898	43816
65	77585	52593	56612	95766	10019	29531	73064	20953	53523	58136
66	23757	16364	05096	03192	62386	45389	85332	18877	55710	96459
67	45989	96257	23850	26216	23309	21526	07425	50254	19455	29315
68	92970	94243	07316	41467	64837	52406	25225	51553	31220	14032
69	74346	59596	40088	98176	17896	86900	20249	77753	19099	48885
70	87646	41309	27636	45153	29988	94770	07255	70908	05340	99751
71	50099	71038	45146	06146	55211	99429	43169	66259	97786	59180
72	10127	46900	64984	75348	04115	33624	68774	60013	35515	62556
73	67995	81977	18984	64091	02785	27762	42529	97144	80407	64524
74	26304	80217	84934	82657	69291	35397	98714	35104	08187	48109
75	81994	41070	56642	64091	31229	02595	13513	45148	78722	30144
76	59537	34662	79631	89403	65212	09975	06118	86197	58208	16162
77	51228	10937	62396	81460	47331	91403	95007	06047	16846	64809
78	31089	37995	29577	07828	42272	54016	21950	86192	99046	84864
79	38207	97938	93459	75174	79460	55436	57206	87644	21296	43393
80	88666	31142	09474	89712	63153	62333	42212	06140	42594	43671
81	53365	56134	67582	92557	89520	33452	05134	70628	27612	33738
82	89807	74530	38004	90102	11693	90257	05500	79920	62700	43325
83	18682	81038	85662	90915	91631	22223	91588	80774	07716	12548
84	63571	32579	63942	25371	09234	94592	98475	76884	37635	33608
85	68927	56492	67799	95398	77642	54913	91583	08421	81450	76229
86	56401	63186	39389	88798	31356	89235	97036	32341	33292	73757
87	24333	95603	02359	72942	46287	95382	08452	62862	97869	71775
88	17025	84202	95199	62272	06366	16175	97577	99304	41587	03686
89	02804	08253	52133	20224	68034	50865	57868	22343	55111	03607
90	08298	03879	20995	19850	73090	13191	18963	82244	78479	99121
91	59883	01785	82403	96062	03785	03488	12970	64896	38336	30030
92	46982	06682	62864	91837	74021	89094	39952	64158	79614	78235
93	31121	47266	07661	02051	67599	24471	69843	83696	71402	76287
94	97867	56641	63416	17577	30161	87320	37752	73276	48969	41915
95	57364	86746	08415	14621	49430	22311	15836	72492	49372	44103
96	09559	26263	69511	28064	75999	44540	13337	10918	79846	54809
97	53873	55571	00608	42661	91332	63956	74087	59008	47493	99581
98	35531	19162	86406	05299	77511	24311	57257	22826	77555	05941
99	28229	88629	25695	94932	30721	16197	78742	34974	97528	45447

its equivalent), and electrical engineering. Institutions having less than four of the five academic departments were dropped from the study and replaced by others. In the cover letter, these five academic departments were referred to as the chosen departments. Two faculty members from each chosen department received a 56-item Questionnaire A. Each head of the selected departments was mailed a 47-item Questionnaire B. Each dean who was responsible for any of the selected departments was mailed a 47-item Questionnaire C. (See Appendix C.)

The following procedure was used to select the two faculty members. Each head in a chosen department was asked to identify from an alphabetical departmental faculty list the first and last name and to ask these two people to complete a copy of Questionnaire A. In case of some difficulty, the first name could be replaced with the second, while the last could be replaced by the next to last. Individuals who did not respond within the first three weeks were sent a second letter along with another copy of the appropriate questionnaire (A, B, or C) in order to raise the rate of response. Responses to questionnaires were codified and keypunched onto IBM cards.

Data Analysis

The data were collected, using the procedures outlined above in order to answer the following research questions:

Research Questions 1-6: These questions were answered by displaying in Table I the respondents' mean score on each item of the dimension. Arithmetic means[6] (the best single statistical value describing central tendency of a set of scores) and variances[7] (a statistical measure of variability based on the average squared deviation of the individual

scores from the mean) of the scores on Initiating Structure dimension and
Consideration dimension were calculated and noted in the table.
Kerlinger wrote that

> To study scientific problems and to answer scientific ques-
> tions, differences among phenomena must be studied. Without
> differences, without variation, there is no way to determine
> the relations among variables . . . . The measure of central
> tendency used is the mean. The measure of variability used
> is the variance . . . Solving research problems without
> these measures is next to impossible.[8]

Research Question 7: ANOVA (analysis of variance) was performed on
the mean of the scores of deans and the mean of the scores of department
heads on the Initiating Structure dimension of the leadership behavior
of department heads to see if there was a significant difference between
the two means.[9] Kerlinger noted that

> The analysis of variance is not just a statistical method. It
> is an approach and a way of thinking. From one point of view
> at least, modern statistical methods culminate in analysis of
> variance and factor analysis. Both methods are general. Both
> have aims of scientific data analysis hardly conceived of
> fifty years ago.[10]

Department heads who were selected for the headship by a particular method
formed an operational group. Thus, department heads formed four groups
corresponding to the four methods of selection. For each such group, two
mean scores were computed for the Initiating Structure dimension of the
leadership behavior of the department head: one mean score from the
deans' responses and the other from the department heads' responses.
Then, an ANOVA was performed on the two means for each group to determine
whether there was a significant difference between them. Note that the
ANOVA was supposed to be performed four times: $\overline{X}_{1,1}$ with $\overline{X}_{2,1}$, $\overline{X}_{1,2}$ with
$\overline{X}_{2,2}$, $\overline{X}_{1,3}$ with $\overline{X}_{2,3}$, and $\overline{X}_{1,4}$ with $\overline{X}_{2,4}$ (see Endnote 11 on page 58).

Method of Selection

		1	2	3	4
	Deans	$\bar{X}_{1,1}$	$\bar{X}_{1,2}$	$\bar{X}_{1,3}$	$\bar{X}_{1,4}$
Respondents	Heads	$\bar{X}_{2,1}$	$\bar{X}_{2,2}$	$\bar{X}_{2,3}$	$\bar{X}_{2,4}$

Figure 6.   Mean Scores on the Initiating Structure Dimension for
Department Heads and Deans According to Method of
Selection of Department Heads

Research Question 8:   An ANOVA was performed on the means of the

department heads' scores and faculty members' scores on the Initiating

Structure dimension of the leadership behavior of department heads, to

see if there was significant difference between the two means.   The

department heads were then divided into four groups, corresponding to

the four methods of selection.   For each group, the mean score on the

Initiating Structure dimension was computed as perceived by faculty,

and as perceived by department heads.   An ANOVA was performed two times,

$\bar{X}_{1,2}$ with $\bar{X}_{2,2}$ and $\bar{X}_{1,3}$ with $\bar{X}_{3,3}$.   None of the respondents indicated

Method 1 or Method 4.   Thus, those four sets turned out to be empty

sets.

Research Question 9:   An ANOVA was performed on the means of the

deans' scores and faculty members' scores on the Initiating Structure

dimension of the leadership behavior of department heads, to see whether

there was significant difference between the two means. Department heads

were divided into four groups, corresponding to the four methods of

selection.   For each group there was a mean score on Initiating Struc-

ture dimension as perceived by deans, and another mean score on the same dimension as perceived by faculty members. An ANOVA was performed on the two means for each group to determine whether there was significant difference between them.

Research Question 10: An ANOVA was performed on the means of the deans' scores and the department heads' scores on the Consideration dimension of the leadership behavior of the department heads. Then the department heads were divided in four groups corresponding to the four methods of selection. For each group, a mean score was computed on the Consideration dimension as perceived by deans and for the dimension as perceived by department heads. ANOVA was performed on the two means for each group to determine whether there was a significant difference between them.

Research Question 11: An ANOVA was performed on the means of the department heads' scores and the faculty members' scores on the Consideration dimension of the leadership behavior of department heads. Then the department heads were divided into four groups corresponding to the four methods of selection. For each group, a mean score was computed for the Consideration dimension of leadership as perceived by faculty members and for the dimension as perceived by department heads. An ANOVA was performed on the two means for each group to determine whether there was a significant difference between them.

Research Question 12: An ANOVA was performed on the means of deans' scores and faculty members' scores for the Consideration dimension of the leadership behavior of department heads. Department heads were divided into four groups, corresponding to the four methods of selection. For each group there was a mean score on the Consideration

dimension as perceived by deans and another mean score on the same dimension as perceived by faculty members. An ANOVA was performed on the two means for each group to determine whether there was a significant difference between them.

Research Question 13: Department heads were divided into four groups corresponding to the four methods of selection. For each such group, the mean score on loyalty was computed (see Figure 7). Then an ANOVA was performed on $\bar{X}_2$ with $\bar{X}_3$ to determine whether there was a significant difference between them.[11]

Method of Selection

	1	2	3	4
Mean Score	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$	$\bar{X}_4$

Figure 7. Mean Scores on Loyalty for Department Heads According to Their Method of Selection

Research Question 14: For Question 13 above, the department heads were divided into four groups corresponding to the four methods of selection. Similarly, for research question 14, faculty members were divided into four groups, corresponding to the four methods of selection of the department heads. For each group, the mean score was computed on the faculty loyalty to their respective academic departments. Then an ANOVA was performed on $\bar{X}_2$ with $\bar{X}_3$ to determine whether there was significant difference between them.

Research Question 15: Faculty members were divided into four groups, corresponding to the four methods of selection of department heads. For each group, a mean score was computed regarding the heads' effectiveness as perceived by faculty. An ANOVA was then performed on $\bar{X}_2$ with $\bar{X}_3$ to determine whether there was a significant difference between them.

Research Question 16: The department heads were divided into four groups, corresponding to the four methods of selection. For each group, a mean score was computed for emotional detachment of the department heads as perceived by deans. Then an ANOVA was performed on $\bar{X}_2$ with $\bar{X}_3$ to determine whether there was significant difference between them.

Research Question 17: The process of analysis was similar to research question 16, but here the mean score was based on the emotional detachment of department heads as perceived by faculty members.

Research Question 18: The department heads were divided into four groups corresponding to the four methods of selection. For each group, a mean score was computed for the heads' authoritarianism. An ANOVA was performed on $\bar{X}_2$ with $\bar{X}_3$ to determine whether there was significant difference between these two means scores.

ENDNOTES

[1]Carnegie Council on Policy Studies in Higher Education, A Classi-
fication of Institutions of Higher Education (Berkeley: 1976), p. xv.

[2]Ibid. Research Universities category is sub-divided into two
parts. Type 1--the 50 leading universities in terms of federal finan-
cial support of academic science in at least two of the three academic
years, 1972-73, 1973-74, and 1974-75, provided they awarded at least 50
Ph.D.'s (plus M.D.'s if a medical school was on the same campus) in
1973-74. Rockefeller University was included because of the high qual-
ity of its research and doctoral training, even though it did not meet
these criteria. Type 2--These universities were on the list of the 100
leading institutions in terms of federal financial support in at least
two out of the above three years and awarded at least 50 Ph.D.'s (plus
M.D.'s if a medical school was on the same campus) in 1973-74. At
least 25 of these degrees must have been Ph.D.'s. Alternatively, the
institution was among the leading 60 institutions in terms of the total
number of Ph.D.'s awarded during the years from 1965-66 to 1974-75.

[3]Ibid., p. xvi. The Comprehensive Universities and College cate-
gory is sub-divided into two types. Type 1--This group includes insti-
tutions that offered a liberal arts program as well as several other
programs, such as engineering and business administration. Many of them
offered master's degrees, but all lacked a doctoral program or had an
extremely limited doctoral program. All had at least two professional
or occupational programs and enrolled at least 2,000 students in 1976.
Type 2--These colleges and universities offer a liberal arts program
and at least one professional or occupational program. Enrollments be-
gin at 1,000 to 1,500. In the past, many of these institutions were
teacher colleges.

[4]George W. Snedecor and William G. Cochran, Statistical Methods,
6th ed. (Ames, IA: Iowa State University Press, 1967), pp. 511-512.

[5]Carnegie Council on Policy Studies in Higher Education, A Classi-
fication of Institutions of Higher Education, rev. ed. (Berkeley: The
Carnegie Council, 1976), pp. 8-12.

[6]Albert E. Bartz, Basic Statistical Concepts in Education and Be-
havioral Sciences (Minnesota: Burgess Publishing Co., 1976), p. 49.

[7]Ibid., p. 270.

[8]Frederick N. Kerlinger, <u>Foundations of Behavioral Research</u> (New York: Holt, Rinehart and Winston, Inc., 1964), p. 93.

[9]Norman H. Nie et al., <u>Statistical Package for the Social Sciences</u>, 2nd ed. (New York: McGraw-Hill, 1975), p. 9.

[10]Kerlinger, p. 187.

[11]None of the respondents indicated Method 1 or Method 4 for the selection of their department head. Thus, those two sets turned out to be empty. An ANOVA was therefore performed on $\bar{X}_{1,2}$ with $\bar{X}_{2,2}$ and $\bar{X}_{1,3}$ with $\bar{X}_{2,3}$.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

In the course of carrying out his or her roles and responsibili-
ties, the academic department head interacts with faculty members in the
department as well as with the dean of the school or college of which
the department is a part. It was for this reason that this study on
the selection of department heads included faculty members and deans, as
well as department heads. There were a total of 210 respondents, which
included 92 faculty members, 61 department heads, and 57 deans.

Presentation and Analysis of Data

The data collected were treated using inferential statistics: anal-
yses of variance, between subjects design. All t-tests were at the 0.05
level of significance.

Research Questions 1-6: The LBDQ (Leadership Behavior Description
Questionnaire that was used for the study consisted of two subscales
called dimensions: the Initiating Structure dimension and the Considera-
tion dimension. Each dimension had 15 items, a total of 30 items for
the whole instrument (see Appendix D). For each item of the LBDQ three
mean scores were computed, one for deans' responses, another for depart-
ment heads' responses, and a third for faculty members' responses. These
responses are displayed in Table II. For each dimension of the LBDQ,
three mean scores were computed, one from the deans' responses, a second

TABLE II

RESPONDENTS' MEAN SCORES ON EACH ITEM OF THE LBDQ-REAL

	Initiating Structure Dimension		
Item	Deans (57)	Dept. Heads (61)	Faculty (92)
1	3.34	3.12	3.08
2	3.06	2.77	3.00
3	3.31	3.14	3.01
4	2.68	2.54	2.29
5	1.85	1.35	1.55
6	1.20	0.66	1.04
7	2.56	1.92	1.98
8	2.94	2.57	2.50
9	2.88	2.36	2.61
10	2.18	1.87	1.82
11	2.91	2.61	2.67
12	2.59	2.65	2.89
13	3.00	2.74	2.66
14	3.03	2.62	2.52
15	2.85	2.35	2.57
Mean	2.692	2.321	2.413
Std Dev	0.570	0.659	0.584

	Consideration Dimension		
16	3.40	3.57	3.38
17	3.32	3.71	3.50
18	3.00	3.34	2.93
19	3.06	2.97	2.94
20	2.86	2.85	2.46
21	2.79	3.10	2.76
22	3.33	3.69	3.41
23	3.23	3.55	3.16
24	2.75	2.92	2.64
25	3.27	3.42	3.27
26	3.05	2.95	3.02
27	2.51	2.78	2.54
28	2.54	2.57	3.11
29	3.12	3.12	2.64
30	2.52	2.68	2.59
Mean	2.983	3.148	2.963
Std Dev	0.307	0.374	0.350
Grand Mean	2.838	2.735	2.688
Grand Std Dev	0.473	0.674	0.549

Mean = 2.983 is the mean on the Consideration dimension for all the
    deans that participated in this study.
Grand Mean = 2.838 is the mean on all 30 items (both dimensions) for all
    the deans that participated in the study.

from the heads' responses, and a third for the faculty's responses. Three standard deviations (the positive square-root of the variance) were also computed for each dimension of the LBDQ. All of these data have been tabulated in Table II. The grand mean, the mean for the 30 items, and the grand standard deviation for the 30 items have also been noted. Looking at the three mean scores on the Initiating Structure dimension, one can see that both deans and faculty members perceived department heads as initiating structure much more often than the heads perceived themselves as doing. Looking at the three means for the Consideration dimension, we see that the situation is different. Regarding the Consideration dimension, department heads perceived themselves as being more considerate than the deans and faculty did.

Research Question 7: On the Initiating Structure dimension of the LBDQ, the mean score for deans was $x = 2.692$ and that for department heads was $x = 2.321$. An ANOVA (more simply, t-test) performed on these two mean scores found them to be significantly different at the 0.05 level. Table III was developed from part of the computer printout of the t-test. Since 0.111 is greater than 0.05 (our probability level), the column labeled "Pooled Variance Estimate" is used; otherwise, the column labeled "Separate Variance Estimate" is used. Since 0.018 is less than 0.05 (the selected probability level), the difference between these two mean scores was found to be statistically significant.

Deans	Heads
$\bar{x}$ = 2.692	x = 2.321

Figure 8. Mean Scores for
Deans and Depart-
ment Heads on the
Initiating Struc-
ture Dimension of
the LBDQ

		Pooled Variance Estimate		Separate Variance Estimate	
F Value	2-Tail Prob.	t Value	2-Tail Prob.	t Value	2-Tail Prob.
4.00	0.111	-2.72	0.018	-2.84	0.016

Figure 9. T-Tests Results on Deans' and Department Heads' Mean Scores
on the Initiating Structure Dimension of the LBDQ

Department heads who participated in this study received their
headship via Selection Method 2 or Selection Method 3 (none was selected
via Methods 1 or 4). The heads were divided into two groups correspond-
ing to their method of selection. Of the 61 department heads who re-
sponded to the questionnaire, 39 were selected by Method 2, while 22
were selected by Method 3 (H2 = 39; H3 = 22). Deans that participated
in this study were also divided into two groups corresponding to the
method of selection of their department heads. For each of the sub-
groups (H2, H3, D2, D3, F2, F3) a mean score was computed from the
responses to each item in the LBDQ (see Table III). For each subgroup a

TABLE III

MEAN SCORES OF RESPONDENTS ON EACH ITEM OF THE LBDQ-REAL ACCORDING
TO THE METHOD OF SELECTION OF THE DEPARTMENT HEAD

			Initiating Structure Dimension									
Item	D2 (44)		D3 (13)		H2 (39)		H3 (22)		F2 (53)		F3 (35)	
1	3.41		3.07		3.14		3.20		3.32		2.60	
2	3.09		2.92		2.81		2.95		3.02		2.92	
3	3.35		3.23		3.16		3.35		3.26		2.63	
4	2.59		2.93		2.73		2.40		2.57		1.74	
5	1.77		2.07		1.54		0.95		1.72		1.40	
6	0.97		1.61		0.92		0.30		1.12		0.97	
7	2.63		2.23		2.16		1.45		2.05		1.97	
8	2.95		2.85		2.62		2.70		2.72		2.17	
9	2.80		2.64		2.65		2.10		2.83		2.28	
10	2.05		2.54		2.05		1.70		2.19		1.23	
11	2.95		2.77		2.56		2.90		2.83		2.40	
12	2.73		2.16		2.49		3.20		2.58		3.28	
13	3.11		2.54		2.56		3.10		2.75		2.34	
14	3.10		2.85		2.70		2.70		2.74		2.14	
15	2.88		2.69		2.38		2.55		2.57		2.52	
Mean		2.69		2.61		2.43		2.37		2.55		2.17
Std Dev		0.65		0.43		0.58		0.90		0.58		0.63
			Consideration Dimension									
16	3.50		3.15		3.54		3.85		3.25		3.58	
17	3.38		3.15		3.62		4.00		3.25		3.89	
18	3.13		2.46		3.37		3.45		3.11		2.66	
19	3.05		3.00		2.70		3.55		2.96		2.83	
20	2.91		2.69		2.57		3.45		2.59		2.32	

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TABLE III (Continued)

Item	D2 (44)	D3 (13)	H2 (39)	H3 (22)	F2 (53)	F3 (35)
21	2.73	2.92	2.90	2.72	2.66	2.83
22	3.43	3.00	3.59	3.90	3.31	3.52
23	3.32	3.00	3.35	4.00	3.09	3.14
24	2.84	2.46	2.92	3.00	2.67	2.58
25	3.48	3.00	3.52	3.75	3.06	3.52
26	3.09	3.00	2.81	3.40	2.80	3.26
27	2.55	2.39	2.54	3.45	2.51	2.51
28	2.68	2.23	2.59	2.65	3.17	3.06
29	3.25	2.77	3.14	3.20	2.68	2.60
30	2.50	2.54	2.67	2.95	2.53	2.52
Mean	3.06	2.78	3.06	3.42	2.91	2.99
Std Dev	0.34	0.30	0.41	0.44	0.29	0.48
Grand Mean	2.88	2.70	2.74	2.90	2.73	2.58
Grand Std Dev	0.54	0.38	0.59	0.88	0.48	0.69

D2 = Mean score on the item for all deans whose department heads were selected by Method 2.

H3 = Mean score on the item for all department heads who were selected by Method 3.

Grand Mean = Mean on all 30 items.

mean score and standard deviation were computed from responses on each

dimension of the LBDQ. For the deans and department heads, the four

mean scores noted below were tabulated (derived from Table III) on the

Initiating Structure dimension of the LBDQ (see Figure 10). Keep in

mind that no respondents selected Method 1 or Method 4, thus those

cells were empty. A t-test was performed on D2 with H2 and on D3 with

H3 to see whether there was significant difference between these means.

For D3 with H3 note that 0.032 in the last column of the t-test results

is less than 0.05 (see Figure 11). It was therefore concluded that the

difference between the means of cells D3 and H3 were statistically sig-

nificant. The means of D2 and H2 also proved to be statistically sig-

nificant. These results indicate that deans perceived department heads

an initiating structure significantly more often that the heads saw

themselves as doing, regardless of the method that was used in select-

ing the head.

Selection Method

		D1	D2	D3	D4
Deans		θ	$\bar{x} = 2.69$	$\bar{x} = 2.61$	θ
Respondents		H1	H2	H3	H4
Heads		θ	$\bar{x} = 2.43$	$\bar{x} = 2.37$	θ

Figure 10. Mean Scores on Initiating Structure Dimension for
Deans and Department Heads According to the Method
of Selection of Department Heads

			Pooled Variance Estimate		Separate Variance Estimate	
	F Value	2-Tail Prob.	t Value	2-Tail Prob.	t Value	2-Tail Prob.
D2 versus H2	5.62	0.052	-2.71	0.018	-2.85	0.017
D3 versus H3	10.00	0.012	-2.39	0.032	-2.54	0.032

Figure 11. T-Tests on D2 With H2 and D3 With H3. Both Were Statistical-
17 Significant at 0.05 Level

Research Question 8: This research question considered department

heads and faculty members regarding the Initiating Structure dimension

of the LBDQ. A t-test was performed on the mean scores of these two

groups and a significant difference was found between them (see Figures

12 and 13).

Heads	Faculty
$\bar{x} = 2.321$	$\bar{x} = 2.413$

Figure 12. Mean Scores for Department
Heads and Faculty Members
in the Initiating Structure
Dimension of the LBDQ

		Pooled Variance Estimate		Separate Variance Estimate	
F Values	2-Tail Prob.	t Value	2-Tail Prob.	t Value	2-Tail Prob.
3.67	0.134	-2.46	0.028	-2.57	0.026

Figure 13.   T-Tests on Department Head's and Faculty Member's Scores on the Initiating Structure Dimension of the LBDQ

That is, faculty members saw department heads as initiating structure significantly more often than the heads saw themselves as doing. Did this situation remain the same when one took into account the method of selection of department heads? To answer this question, department heads and faculty members were divided into two groups according to method of selection. Recall again that no department head was selected by either Method 1 or Method 4 identified earlier in this study, hence those cells were empty. T-tests were performed on the means of F2 with H2 and on the means of F3 with H3 to determine whether there were significant differences. Both sets of means were found to be significantly different as the 0.05 level (see Figures 14 and 15). That is, faculty members saw department heads as initiating structure more often to a significant different degree regardless of the method used in the selection of the department head.

Respondents	Heads	H1 θ	H2 $\bar{x} = 2.43$	H3 $\bar{x} = 2.37$	H4 θ
	Faculty	F1 θ	F2 $\bar{x} = 2.55$	F3 $\bar{x} = 2.17$	F4 θ

Figure 14. Mean Scores on Initiating Structure Dimension for Department Heads and Faculty Members According to the Method of Selection of Department Heads

			Pooled Variance Estimate		Separate Variance Estimate	
	F Value	2-Tail Prob.	t Value	2-Tail Prob.	t Value	2-Tail Prob.
F2 with H2	5.69	0.050	-2.76	0.016	-2.90	0.016
F3 with H3	10.56	0.011	-3.68	0.003	-3.90	0.005

Figure 15. T-Tests on F2 With H2 and F3 With H3 on the Initiating Structure Dimension of the LBDQ. Both Were Significantly Different at 0.05 Level

Research Question 9: This question considered deans and faculty regarding the Initiating Structure dimension of the LBDQ. Both deans and faculty saw department heads as initiating structure significantly more other than the department heads saw themselves as doing. A t-test was performed on the mean score of deans with the mean score of faculty. The means were found to be significantly different (see Figures 16 and 17). That is, not only did deans and faculty members see department heads as initiating structure significantly more often that the heads

saw themselves as doing, but deans saw this activity as occurring sig-
nificantly more often that faculty did.

Deans	Heads	Faculty
$\bar{x}$ = 2.692	$\bar{x}$ = 2.321	$\bar{x}$ = 2.413

Figure 16.   Mean Scores for Deans, Depart-
ment Heads, and Faculty on
the Initiating Structure
Dimension of LBDQ

		Pooled Variance Estimate		Separate Variance Estimate	
F Value	2-Tail Prob.	t Value	2-Tail Prob.	t Value	2-Tail Prob.
5.90	0.046	-2.35	0.035	-2.47	0.033

Figure 17.   T-Tests on Deans' and Faculty Members' Mean Scores on the
Initiating Structure Dimension of the LBDQ

Both deans and faculty members were divided into two groups accord-
ing to method of selection of department heads. For each of the four
groups thus obtained (two for deans and two for faculty), a mean score
was computed for the responses on the Initiating Structure dimension of
the LBDQ. T-tests were performed on D2 with F2 and D3 with F3 to see
whether there were significant differences. There was a significant
difference between the means of cells D2 and F2. That is, when depart-

ment heads were chosen via Method 2 (see page 5), deans saw heads as initiating structure significantly more often than faculty members did. The means of cells D3 with F3 were not statistically significant. That is, when department heads were chosen via selection Method 3 (see page 5), deans and faculty had virtually the same perception of the heads' initiating structure behavior.

Selection Method

		D1	D2	D3	D4
Respondents	Deans	θ	$\bar{x} = 2.69$	$\bar{x} = 2.61$	θ
	Faculty	F1 θ	F2 $\bar{x} = 2.55$	F3 $\bar{x} = 2.17$	F4 θ

Figure 18. Mean Scores of Deans and Faculty Members According to Method of Selection of Their Department Heads

			Pooled Variance Estimate		Separate Variance Estimate	
	F Value	2-Tail Prob.	t Value	2-Tail Prob.	t Value	2-Tail Prob.
D2 with F2	4.92	0.070	-3.20	0.007	-3.36	0.007
D3 with F3	3.86	0.120	-1.16	0.268	-1.21	0.253

Figure 19. T-Tests on D2 with F2 and D3 With F3. There is a Significant Difference Between D2 and F2, But None Between D3 and F3

For the last three research questions, respondents' scores were

analyzed^2 on the Initiating Structure dimension of the LBDQ. In the next three research questions, similar analysis was conducted for the Consideration dimension of the LBDQ.

Research Question 10: In Table IV mean scores for deans, department heads, and faculty members are noted regarding the Consideration dimension of the LBDQ. The mean score for department heads was the highest of the three. A t-test was conducted on the mean score of deans and that of department heads to see whether the difference between them was statistically significant (see Table V), and a significant difference was found. That is, department heads saw themselves as being considerate significantly more often than deans saw them as being. Next, deans and department heads were divided into groups corresponding to the method of selection of department heads. This gave two sub-groups for deans and two for department heads. For each sub-group, a mean score was computed for the Consideration dimension of the LBDQ (see Table VI). Two t-tests were performed on the means of cells D2 with H2 and D3 with H3. Both pairs were found to be significantly different. That is, department heads saw themselves as being considerate significantly more often than deans saw the heads as being considerate no matter which method of selection had been used.

TABLE IV

MEAN SCORES OF DEANS, DEPARTMENT HEADS, AND
FACULTY MEMBERS AT THE CONSIDERATION
DIMENSION OF THE LBDQ

Deans	Heads	Faculty
$\bar{x} = 2.983$	$\bar{x} = 3.148$	$\bar{x} = 2.963$

Research Question 11: The scores of department heads and those of faculty members regarding the Consideration dimension of the LBDQ were analyzed. A t-test was performed on the two mean scores to see whether there was a significant difference between them. (See Table V for the results of the t-test.) Since 0.086 was greater than 0.05 (the chosen probability level), the column labeled "Pooled Variance Estimate" was used. In that column 0.044 was less than 0.05, therefore it was noted that a significant difference existed between heads' and faculty's scores. Department heads saw themselves as being considerate significantly more often than faculty saw them as being. Both heads and faculty were divided into sub-groups according to the method of selection of department heads. For each sub-group, the mean score on Consideration was calculated (see Table VI). T-tests were performed on the means of the cells of H2 with F2 and H3 with F3 (see Table VII for results). The means of the cells of H2 and F2 were found to be statistically significant. That is, department heads chosen by Method 2 saw themselves as being considerate significantly more often than their faculty members did. The means H3 and F3 were found not to be statistically significant. That is, for department heads chosen by Method 3,

TABLE V

T-TESTS ON DEANS WITH HEADS, HEADS WITH FACULTY,
AND DEANS WITH FACULTY ON THE CONSIDERATION
DIMENSION OF THE LBDQ

	F Value	2-Tail Prob.	Pooled Variance Estimate		Separate Variance Estimate	
			t Value	2-Tail Prob.	t Value	2-Tail Prob.
Deans with Heads	1.39	0.674	-3.93	0.002	-3.88	0.002
Heads with Faculty	4.12	0.086	-2.23	0.044	-2.13	0.065
Deans with Faculty	1.64	0.530	-2.47	0.028	-2.43	0.033

TABLE VI

MEAN SCORES ON CONSIDERATION DIMENSION FOR DEANS, DEPARTMENT
HEADS, AND FACULTY MEMBERS ACCORDING TO THE
METHOD OF SELECTION OF DEPARTMENT HEADS

Respondents		D1	D2	D3	D4
	Deans	θ	$\bar{x} = 3.06$	$\bar{x} = 2.78$	θ
		H1	H2	H3	H4
	Heads	θ	$\bar{x} = 3.06$	$\bar{x} = 3.42$	θ
		F1	F2	F3	F4
	Faculty	θ	$\bar{x} = 2.91$	$\bar{x} = 2.99$	θ
		1	2	3	4

TABLE VII

T-TESTS ON D2 WITH H2, H2 WITH F2, D2 WITH F2,
D3 WITH H3, H3 WITH F3, AND D3 WITH F3 ON
THE CONSIDERATION DIMENSION OF THE LBDQ

	F Value	2-Tail Prob.	Pooled Variance Estimate		Separate Variance Estimate	
			t Value	2-Tail Prob.	t Value	2-Tail Prob.
D2 with H2	1.31	0.724	-8.93	0.000	-8.84	0.000
H2 with F2	3.16	0.158	-3.98	0.002	-3.84	0.004
D2 with F2	1.21	0.799	-2.85	0.013	-2.84	0.015
D3 with H3	2.06	0.396	-4.51	0.001	-4.62	0.001
H3 with F3	2.59	0.239	-2.08	0.058	-2.02	0.071
D3 with F3	1.95	0.403	-1.97	0.070	-1.93	0.080

they perceived themselves as giving consideration not significantly differently than their faculty members saw them giving.

Research Question 12: Do deans and faculty members agree regarding the consideration behavior of department heads? On Table IV it is noted that the mean score for deans was $\bar{x}$ = 2.983 and for faculty $\bar{x}$ = 2.963. A t-test demonstrated that these two mean scores were statistically significant (see Table V). That is, not only did deans and faculty see department heads as being less considerate, but faculty saw heads as significantly less considerate than deans did. Are such preceptions affected by method of selection of department heads? To answer this question, both deans and faculty were divided into sub-groups corresponding to the method of selection of their department heads. A mean score on Consideration of the heads was calculated for each such group (see Table VI). Two t-tests were performed, one on D2 with F2, the other on D3 with F3. D2 and F2 were found to be significantly different at the 0.05 level, while D3 and F3 were not. That is, while deans and faculty agreed that department heads were less considerate than they should be, according to faculty, the situation was even more of a problem when the heads were chosen by Method 2 (see page 5 of this thesis for selection methods). Thus the significant difference found between deans and faculty actually was related to the method of selection.

Research Question 13: The loyalty of department heads to their academic departments was accessed by the single item "How much loyalty do you feel toward your academic department?" (See Appendix B, Item #47. a=0, b=1, c=2, d=3, e=4.) Department heads were subgrouped according to method of selection, and a one-way analysis of variance was performed to determine whether there was a relationship between method

of selection and mean scores on the loyalty item (see Figure 20). No significant difference was found. That is, method of selection had no significant effect on department heads' loyalty to their academic departments.

$\bar{x}_1$	$\bar{x}_2$	$\bar{x}_3$	$\bar{x}_4$
θ	$= 0.4054$	$= 0.2500$	θ
1	2	3	4

Figure 20.   Department Heads' Mean Score on
              Loyalty According to Their
              Method of Selection

Research Question 14: Faculty members were subgrouped according to selection method of their department head. For each subgroup, a mean score was calculated for their loyalty to their academic department. Then a one-way analysis of variance was performed to determine whether there was a relationship between the department head's method of selection and his or her faculty members' loyalty to their academic department. No significant difference was found. That is, a faculty member's loyalty to his or her academic department was not significantly affected by the selection method used to identify the head.

Research Question 15: Does method of selection affect a department head's effectiveness? Department heads' levels of effectiveness perceived by their faculty members were established by a single item "My department head provides effective leadership." (See Appendix A, item

#56. a=4, b=3, c=2, d=1, e=0.) Faculty members were subgrouped accord-
ing to their department heads' method of selection. For each such sub-
group a mean score was computed. A one-way analysis of variance was
performed to determine whether there was a significant difference. None
was found. That is, method of selection of a department head did not
significantly influence his or her effectiveness as perceived by the
faculty members of his or her department.

Research Question 16: Is there a significant difference between
the method of selection and the emotional detachment of the department
head as perceived by deans? A single item "When things don't go
smoothly, he or she loses his or her temper" was used to access depart-
ment heads' emotional detachment. A one-way analysis of variance was
performed on deans' assessment of the emotional detachment of their
department heads. No significant difference was found between method of
selection and emotional detachment of department heads as perceived by
their deans.

Research Question 17: Is there a significant difference between
the method of selection and the emotional detachment of the department
head as perceived by faculty members? The emotional detachment for
department heads as perceived by their faculty members was considered
here. Again, a one-way analysis of variance yielded no significant
difference between method of selection of a department head and his or
her emotional detachment as perceived by his or her faculty.

Research Question 18: Is there a significant difference between
method of selection and department head's authoritarianism scores? For
this question, analysis was made on department heads' authoritarianism
scores as perceived by deans, faculty, as well as by the heads them-

selves. The authoritarism scale was an eight-item instrument (see
Appendix G). Table VIII gives the respondents' mean scores on each item
of the Authoritarianism scale, as well as mean scores for deans, heads,
and faculty on the whole scale. T-tests were performed on deans' with
heads' scores, heads' with faculty's scores, and deans' with faculty's
scores to determine if there were any significant differences. Mean
scores of deans, heads, and faculty on the whole Authoritarian instru-
ment are in Table IX, and Table X gives the t-test results. There was
no significant difference between deans' and department heads' scores.
That is, deans saw heads as much authoritarian as heads saw themselves
as being. Similar findings were obtained on heads' and faculty's
scores. The picture changed when one looked at deans' and faculty's
scores. Deans saw department heads as being more authoritarianthan
faculty saw, and the difference in perceptionwas statistically signifi-
cant at the 0.05 level.

Does method of selection (of department head) affect deans',
heads', or faculty's perception on heads' authoritarianism? To answer
this question, deans, heads, and faculty were subgrouped according to
the method of selection of department heads. (See Table XI for the
mean score of each subgroup on each item of the Authoritarianism instru-
ment, and see Table XII for the mean score of each subgroup on the whole
instrument.) In Table XIII there are six t-test results. D2 with F2
was the only one of the six results that had statistical significance.
This means that the difference in perception (on heads' authoritarianism)
between deans and faculty was related to Method 2 rather than Method 3.
That is, when a department head was selected via Method 2 (see page 5
of this thesis), the dean saw him or her as being significantly more
authoritarian than his or her faculty members saw.

TABLE VIII

RESPONDENTS' MEAN SCORES ON EACH ITEM OF THE
AUTHORITARIANISM INSTRUMENT

Item	Deans (57)	Dept. Heads (61)	Faculty (92)
1	1.828	1.356	1.596
2	1.121	0.678	1.045
3	3.259	3.593	3.112
4	1.810	1.441	1.450
5	1.483	1.339	1.124
6	1.069	0.831	0.0708
7	1.138	1.068	1.247
8	3.517	3.254	3.360
Mean	1.903	1.695	1.626
Std. Dev.	0.966	1.103	1.095

TABLE IX

MEAN SCORES OF DEANS, DEPARTMENT HEADS, AND
FACULTY ON THE AUTHORITARIANISM SCALE

Deans	Heads	Faculty
$\bar{x} = 1.903$	$\bar{x} = 1.695$	$\bar{x} = 1.626$

TABLE X

T-TESTS ON DEANS WITH HEADS, HEADS WITH FACULTY, AND
FACULTY WITH DEANS ON THE AUTHORITARIAN SCALE

			Pooled Variance Estimate		Separate Variance Estimate	
	F Value	2-Tail Prob.	t Value	2-Tail Prob.	t Value	2-Tail Prob.
Deans with Heads	16.65	0.045	-2.36	0.056	-2.36	0.099
Heads with Faculty	16.65	0.045	-2.36	0.056	-2.36	0.099
Deans with Faculty	3.40	0.342	-2.66	0.037	-2.66	0.045

TABLE XI

MEAN SCORES OF RESPONDENTS ON EACH ITEM OF THE AUTHORITARIANISM SCALE ACCORDING
TO THE METHOD OF SELECTION OF THE DEPARTMENT HEAD

Item	D2 (44)	D3 (13)	H2 (39)	H3 (22)	F2 (55)	F3 (37)
1	1.773	2.077	1.541	0.950	1.717	1.400
2	0.977	1.615	0.919	0.300	1.113	0.971
3	3.318	3.000	3.351	4.000	3.094	3.143
4	1.750	2.000	1.489	1.500	1.755	1.000
5	1.500	1.461	1.324	1.400	1.340	0.800
6	1.114	0.923	0.730	1.000	0.774	0.600
7	1.068	1.461	1.486	0.300	1.359	1.114
8	3.705	2.846	3.162	3.350	3.189	3.600
Mean	1.901	1.923	1.750	1.600	1.793	1.578
Std. Dev.	1.044	0.713	0.975	1.365	0.890	1.137

D2 = Mean score on the item for all deans whose department heads were selected by Method 2.

H3 = Mean score on the item for all department heads who were selected by Method 3.

Mean = Mean on all 8 items for that particular subgroup.

TABLE XII

MEAN SCORES OF RESPONDENTS ON THE AUTHORITARIAN
SCALE ACCORDING TO THE METHOD OF SELECTION
OF DEPARTMENT HEADS

		D1	D2	D3	D4
	Deans	θ	$\bar{x} = 1.901$	$\bar{x} = 1.923$	θ
		H1	H2	H3	H4
Respondents	Heads	θ	$\bar{x} = 1.750$	$\bar{x} = 1.600$	θ
		F1	F2	F3	F4
	Faculty	θ	$\bar{x} = 1.793$	$\bar{x} = 1.578$	θ
		1	2	3	4

Method of Selection

TABLE XIII

T-TESTS ON D2 WITH H2, WITH F2, D2 WITH F2, D3 WITH H3,
H3 WITH F3, AND D3 WITH F3 ON THE AUTHORITARIAN SCALE

			Pooled Variance Estimate		Separate Variance Estimate	
	F Value	2-Tail Prob.	t Value	2-Tail Prob.	t Value	2-Tail Prob.
D2 with H2	8.29	0.116	-2.38	0.055	-2.38	0.076
H2 with F2	8.29	0.116	-2.38	0.055	-2.38	0.076
D2 with F2	8.90	0.106	-3.02	0.024	-3.02	0.039
D2 with F2	8.90	0.106	-3.02	0.024	-3.02	0.039
D3 with H3	7.15	0.140	-2.19	0.071	-2.19	0.094
H3 with F3	10.93	0.080	-1.17	0.287	-1.17	0.307
D3 with F3	2.57	0.459	-2.01	0.091	-2.01	0.101

ENDNOTES

[1]In a bureaucratic setting, faculty members might be considered sub-ordinates and the dean the superordinate of the department head. To discharge his or her duties and responsibilities, the department head must interact with his or her subordinates as well as with his or her superior.

[2]The respondents for this study were 57 deans, 61 department heads, and 92 faculty members.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

In American higher education, the academic department occupies the elemental level of academic and administrative life that lies between individual faculty members and the deans of an institution's schools or colleges. The academic department is the basic unit of administrative structure in the university. It is, however, much more than an administrative convenience. It is home base for faculty members. Recruiting, promotion, and retention of academic staff is conducted within the academic department. It is less of a threatening experience for the new staff member in the department to find him- or herself surrounded by peers working in the same academic discipline who give him or her informal orientation and encouragement for professional growth. The academic department is home base for students as well. Louis Benezet noted that the "pea-green freshman" felt better if he could introduce himself in the dorm as a "chem major" even before he had taken his first course. Additional activities that take place at the departmental level include curriculum revision, student admission, class scheduling, grading standards and practices, new faculty orientation, and secretarial services for faculty members.

University presidents, vice-presidents, and deans have great influence on academic planning through the decisions they make regarding departmental programs, but the operating unit for educational leadership

remains the academic department and its leader, the department head. The department head serves as a communication link, transmitting information for administration to faculty and from faculty to administration. He or she transmits concerns, needs, interpretations to and from faculty and dean. Thus, in the course of carrying out his or her roles and responsibilites, the academic department head interacts with faculty members in the department as well as the dean of the school or college of which the department is a part. It was for this reason that this study on the selection of department heads included faculty members and deans, as well as department heads. More rational selection methods, it was contended by the researcher, would serve to improve the quality of academic department heads in doctorate-granting universities.

Brann listed four methods by which department heads were commonly selected:

1. Appointed by the dean or president or someone in the central administration.

2. Chosen by the dean in consultation with departmental faculty.

3. Elected by fellow faculty members.

4. Rotated among senior or tenured faculty of the department, each of whom holds office for a specified term.[1]

Given that there are at least three methods of selecting department heads, and assuming that a particular type of department head is being sought at any particular time, will a department get the particular type of head it requires regardless of which method of selection it uses? Specifically, what type of department head is each selection method likely to produce?

Findings

The study was restricted to Doctorate-Granting Universities of the United States as defined by the Carnegie Council on Policy Studies in Higher Education (see page 48). The following are some of the study's findings:

1. Of the four methods of selecting academic department heads (as outlined above), only two were in operation in the random sample selected for this study. Namely, Method 2--chosen by dean or president with faculty consultation--and Method 3--elected by fellow faculty members. Method 2 appeared more frequently (64%) than Method 3 in the sample. Of the 61 department heads who participated in the study, 39 were chosen via Method 2, while 22 were chosen via Method 3.

2. Deans and faculty members perceived department heads initiating structure much more often than heads perceived themselves as doing so, no matter which method of selection had been used to select the head. Moreover, according to deans and faculty, heads initiated structure significantly more often than the heads perceived themselves as doing. Furthermore, a t-test revealed significant difference between deans' and faculty members' perceptions of the initiating structure behavior of department heads. That is, not only did deans and faculty members see department heads as initiating structure significantly more often than heads saw themselves as doing, but, in addition, deans saw this activity as occurring significantly more often than faculty did. Further analysis revealed that the significant difference obtained was related to method of selection. When department heads were chosen via Method 3 (elected by fellow faculty members), deans and faculty had virtually the same perception of

the heads' initiating structure behavior. However, when heads were chosen via selection Method 2 (chosen by the dean in consultation with departmental faculty, deans saw heads initiating structure significantly more often than faculty members did.

3. On the Consideration dimension of the LBDQ, the mean score of department heads was the highest of the three (see Table IV). That is, both deans and faculty saw less consideration on the part of heads than heads saw themselves as offering. The situation remained the same regardless of method of selection. Moreover, according to faculty, consideration was even less when the head was chosen via Method 2 (chosen by the dean in consultation with departmental faculty). This suggested that a department head chosen via Method 2 had been seen by faculty as more representing the administrative viewpoint. Thus, the perceptions of deans and faculty members on department heads' consideration was found to be related to method of selection.

4. The loyalty of department heads to their academic department was assessed by the single item "How much loyalty do you feel towards your academic department?" There was no significant difference between the responses given by heads chosen via Method 2 and those chosen via Method 3. That is, the loyalty of department heads to their academic department was virtually independent of method of selection of the heads. This suggested that in Doctorate-Granting Universities department heads had a high degree of loyalty (mean scores were $\bar{x}$ = 3.5946 and $\bar{x}$ = 3.7500 respectively) to their academic department no matter which method of selection was used.

5. A single item "My department head provides effective leadership" was used to assess department heads' level of effectiveness as perceived by faculty members in the departments. No significant difference was

found between responses of faculty whose heads were chosen via Method 2
and those whose heads were chosen via Method 3. That is, method of selec-
tion of a department head did not significantly influence his or her
effectiveness as perceived by the faculty members of his or her depart-
ment. Deans were also asked to respond to the effectiveness item. Again,
no significant difference was found between the responses of deans whose
heads were chosen via Method 3. Method of selection of a department head
did not significantly influence his or her effectiveness as perceived by
the dean.

6. Emotional detachment of department heads was assessed by a single
item question "When things don't go smoothly, he or she loses his or her
temper." A one-way analysis of variance revealed that there was no sig-
nificant difference between method of selection and emotional detachment
of department heads as perceived by their deans. Faculty members' re-
sponses to the emotional detachment item were also analyzed using one-
way analysis of variance. Again, no significant difference was found
between the responses of faculty whose department heads were chosen via
Method 2 and those whose heads were chosen via Method 3. That is, both
dean and faculty saw virtually the same level of emotional detachment in
the department head, no matter which method of selection was used to
obtain the head.

7. The level of authoritarianism of department heads was estab-
lished using an eight-item questionnaire administered to deans, faculty,
as well as the heads themselves. The highest mean score was the deans',
followed by that of department heads. Faculty's mean score was the low-
est of the threee. That is, department heads saw themselves as being
more authoritarian than what their faculty saw, but less authoritarian

than what their deans saw. T-test results revealed that the difference between deans' and heads' scores, and that between heads' and faculty's scores were not statistically significant. Even after taking into account the method of selection, t-test results still showed no significant differences. Such findings suggest that deans and heads, as well as heads and faculty, saw approximately the same level of authoritarianism in the department head, no matter which method used was used to obtain the incumbent. The picture changed, however, when one compared deans' with faculty's scores of the head's authoritarianism. Here t-test results showed a significant difference between deans' and faculty's scores of heads' authoritarianism. A closer analysis revealed that the difference was related to method of selection. When the head was chosen via Method 3, deans' scores were virtually the same as faculty's scores of the heads' authoritarianism. When the head was chosen via Method 2 (chosen by the dean in consultation with departmental faculty), the dean saw him or her as being significantly more authoritarian than his or her faculty members did.

Conclusions

The following conclusions seem appropriate from the findings of this study:

1. At the time this study was conducted, Doctorate-Granting Universities were using two primary methods for selecting their department heads, and whichever way one selected the head, the individual so selected always was perceived as initiating structure.

2. Deans and faculty members agreed that department heads initiated structure no matter which of the two primary methods of selection was

used to select the head. This conclusion follows from the findings that mean scores of deans and faculty were both higher on initiating structure than on consideration of department heads. This conclusion still remained true after method of selection was accounted for. Faculty saw much less consideration when the head was selected via Method 2 (selected by dean).

3. The loyalty of department heads to their academic department was found not to be significantly affected by method of selection of the department head. Mean score on a loyalty item for heads chosen via Method 2 was virtually the same as that of heads chosen via Method 3. Thus, in Doctorate-Granting Universities department heads were loyal to their academic department no matter which method of selection was used to select the head. Stewart, Hoy, and Miskel have noted some conflict between loyalty to one's academic discipline and loyalty to one's organization (e.g., the academic department).[2,3] This study did not find support for such a conclusion with regard to Doctorate-Granting Universities.

4. Department heads' effectiveness (as perceived by the dean and faculty of the department) was found not to be influenced by method of selection of the head; neither was the head's emotional detachment. Thus, in Doctorate-Granting Universities, department heads were perceived as being effective and displaying a high degree of emotional detachment.

5. Department heads' level of authoritarianism was perceived differently by the dean and faculty of the department. When the head was chosen via Method 2 (selected by dean) the dean saw him or her as being more authoritarian than his or her faculty saw the head as being. This was one of the few instances in this study when contrasting perceptions were found. It was reasonable for the dean to expect a certain

degree of authoritarianism in the head he or she had chosen. However,
some explanation may be needed for the observation that the dean actually
saw more authoritarianism in the department head than faculty in his or
her department saw. Findings of a similar nature were reported by
Dennison.[4] Dennison found that school administrators in California
appeared to have more confidence than teachers in the selection procedure
they were using to secure school principals. This phenomenon appears to
be a self-fulfilling prophecy on the part of deans in this study and
school administrators in Dennison's study.

6. It was stated above that deans and faculty perceived less con-
sideration on the part of department heads; faculty saw even less consid-
eration when the head was selected via Method 2 (selected by dean in con-
sultation with departmental faculty); and dean and faculty had
contrasting perceptions of the department head's level of authoritarianism
when he or she was chosen via Method 2. These findings suggested that
selection Method 2 had problems associated with it with regard to consid-
eration and authoritarianism. One perplexing observation was that
faculty saw Method 2 heads as being less considerate, but they also saw
them as being less authoritarian than deans saw them as being. A possible
explanation to this phenomenon might be that faculty in Doctorate-Granting
Universities engaged in research in which they were pretty much on their
own, except for research funds which could be allocated by dean or depart-
ment head without much consideration to faculty feelings.

7. A comparison of Method 2 with Method 3 showed that Method 3 had
fewer incongruities associated with it (as determined by responses of
deans, faculty, as well as department heads themselves). On the basis of
this comparison one might be tempted to conclude that Method 3 was better

than Method 2. Such a conclusion, though, should be disturbing to the administrator (dean or president) since it claims that the job of selecting a department head in Doctorate-Granting Universities should be left entirely in the hands of faculty members from the standpoint of consideration and authoritarianism of department heads.

Recommendations

The following recommendations are made based on the findings of this study:

1. Faculty members in Doctorate-Granting Universities should be given an upper hand in the selection of their academic department heads if congruence of leadership behavior and expectations is to be achieved.

2. Research studies related to the selection of department heads should be conducted for other categories of universities (e.g., Research Universities, Comprehensive Universities) using all four categories of selection. The results of this study should not be used as a rationale for the elemination of two selection categories as other types of institutions of higher education employ different combinations of selection methods.

3. A larger sample size in future research efforts would serve to give more creditibility to the findings. This would mean that additional academic departments should be inlcuded in future studies; more institutions, and additional faculty members from each department should be surveyed. This might encourage the selection methods used less frequently to receive research attention.

4. There has been much written about the role conflict exper-
ienced by department heads. The author of this thesis hoped that
selection methods would reveal some of the underlying causes of
that role conflict. Other than the interplay between Consideration,
Authoritarianism, and Method (selected by dean in consultation with
faculty) discussed above, role conflict was not suggested. It is
therefore recommended that future studies try to establish more pre-
cisely the relationship, if any, between method of selection and role
conflict of academic department heads.

ENDNOTES

[1] James Brann and Thomas Emmet, eds. The Academic Department or Division Chairman: A Complex Role (Detroit: Balamp, 1972), pp. 18-19.

[2] Nathaniel Stewart, "A Realistic Look at Organizational Loyalty," The Management Review, L (January, 1961), pp. 22-24.

[3] Wayne K. Hoy and Cecil G. Miskel, Educational Administration: Theory, Research, and Practice (New York: Random House, 1978), p. 72.

[4] Milton Harry Dennison, "The Selection of a School Principal: A Competency Based Approach," Dissertation Abstracts International, Vol. 42, No. 4A(October, 1981), p. 1395.

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APPENDIX A

FIFTY-SIX ITEM SURVEY QUESTIONNAIRE SENT TO

PARTICIPATING FACULTY MEMBERS

QUESTIONNAIRE

Section I

Please read each item carefully and consider how frequently your academic department head actually engages in the behavior described by that item: "always", "often", "occasionally", "seldom", or "never. Circle the number that would most closely correspond to your assessment.

Name of Academic department _____

Columns: Always (4), Often (3), Occasionally (2), Seldom (1), Never (0)

#	Item	Always	Often	Occasionally	Seldom	Never
1.	Maintaining definite standards of performance	4	3	2	1	0
2.	Encouraging the use of uniform procedures	4	3	2	1	0
3.	Treating all group members as his/her equals	4	3	2	1	0
4.	Making group members feel at ease when talking with them	4	3	2	1	0
5.	Letting group members know what is expected of them	4	3	2	1	0
6.	Looking out for the personal welfare of individual group members	4	3	2	1	0
7.	Seeing to it that group members are working up to capacity	4	3	2	1	0
8.	Speaking in a manner not to be questioned	4	3	2	1	0
9.	Ruling with an iron hand	4	3	2	1	0
10.	Making his/her attitudes clear to the group	4	3	2	1	0
11.	Doing little things to make it pleasant to be a member of the group	4	3	2	1	0
12.	Doing personal favors for members of the group	4	3	2	1	0
13.	Being willing to make changes	4	3	2	1	0
14.	Being friendly and approachable	4	3	2	1	0
15.	Refusing to explain his/her actions	4	3	2	1	0
16.	Putting suggestions by the group members into operation	4	3	2	1	0
17.	Finding time to listen to group members	4	3	2	1	0
18.	Seeing to it that the work of group members is coordinated	4	3	2	1	0
19.	Assigning group members to particular tasks	4	3	2	1	0
20.	Criticizing poor work	4	3	2	1	0
21.	Making sure that his/her part in the organization is understood by all members	4	3	2	1	0
22.	Working without a plan	4	3	2	1	0
23.	Being easy to understand	4	3	2	1	0
24.	Keeping to him-/herself	4	3	2	1	0
25.	Acting without consulting the group	4	3	2	1	0
26.	Getting group approval on important matters before going ahead	4	3	2	1	0

	Never	Seldom	Occasionally	Often	Always

27. Trying out his/her new ideas with the group   4 3 2 1 0

28. Emphasizing the meeting of deadlines   4 3 2 1 0

29. Being slow to accept new ideas   4 3 2 1 0

30. Asking that group members follow standard rules and regulations   4 3 2 1 0

31. Getting group input on important issues   4 3 2 1 0

32. Responding to a group clique   4 3 2 1 0

33. Making allowance for group members' problems   4 3 2 1 0

34. Stressing group accomplishments   4 3 2 1 0

35. Welcoming member suggestions about the group   4 3 2 1 0

36. Explaining his/her decisions   4 3 2 1 0

37. Stressing group members' morale   4 3 2 1 0

38. Acknowledging good work   4 3 2 1 0

39. More a reactor than an initiator   4 3 2 1 0

40. Postponing decisions unnecessarily   4 3 2 1 0

41. Being strict as opposed to being lenient   4 3 2 1 0

42. Supervising closely rather than letting subordinates work on their own   4 3 2 1 0

43. Approaching subordinates in a manner nonindicative of professional orientation   4 3 2 1 0

44. Has an authoritarian approach   4 3 2 1 0

45. Being friendly in his/her relationship with subordinates   4 3 2 1 0

46. When things don't go smoothly, he/she loses his/her temper or gets excited   4 3 2 1 0

Section II

     Check the one answer in each group which best describes your feeling about the situation described.

47. If you had the chance to teach for the same pay in another department under the direction of another department head, how would you feel about moving?

     _____ a. I would very much prefer to move

     _____ b. I would slightly prefer to move

     _____ c. It would make no difference to me

     _____ d. I would slightly prefer to remain where I am

     _____ e. I would very much prefer to remain where I am

48. About how often does your department head assume responsibility for the mistakes in your department?

_____ a. Very often

_____ b. Quite often

_____ c. Occasionally

_____ d. Very rarely

_____ e. Never

49. Generally speaking, how much confidence and trust do you have in your department head?

_____ a. Almost none

_____ b. Not much

_____ c. Some

_____ d. Quite a lot

_____ e. Complete

50. Department heads sometimes must make decisions which seem to be against the current interests of their subordinates. When this happens to you as a faculty member, how much trust do you have that your department head's decision is in your interest in the long run?

_____ a. Complete trust

_____ b. A considerable amount of trust

_____ c. Some trust

_____ d. Only a little trust

_____ e. No trust at all

51. If your department head transferred and only you and you alone among the staff were given a chance to go with him (doing the same work for the same pay) how would you feel about making the move?

_____ a. I would very much feel like making the move

_____ b. I would feel a little like making the move

_____ c. I would not care one way or the other

_____ d. I would feel a little like not moving with him/her

_____ e. I would feel very much like not moving with him/her·

52. Is your department head the kind of person you really like working for?

_____ a. Yes, he/she is really that kind of person

_____ b. Yes, he/she is in many ways

_____ c. He/she is in some ways

_____ d. No, he/she is not in many ways

_____ e. No, he/she really is not

53. All in all how satisfied are you with your department head?

_____ a. Very dissatisfied with my department head?

_____ b. A little dissatisfied

_____ c. Satisfied

_____ d. Quite satisfied

_____ e. Very satisfied with my department head

54. How much loyalty do you feel toward your department head?

_____ a. Almost none at all

_____ b. A little

_____ c. Some

_____ d. Quite a bit

_____ e. A very great deal

55. How much loyalty do you feel toward your department?

_____ a. Almost none at all

_____ b. A little

_____ c. Some

_____ d. Quite a bit

_____ e. A very great deal

56. My department head provides effective leadership

_____ a. Almost always

_____ b. Most of the time

_____ c. Some of the time

_____ d. Seldom

_____ e. Almost never

Thank you for completing this questionnaire.

APPENDIX B

FORTY-SEVEN ITEM SURVEY QUESTIONNAIRE SENT TO

PARTICIPATING ACADEMIC DEPARTMENT HEADS

QUESTIONNAIRE

Section I

Please read each item carefully and consider how frequently you as academic department head actually engage in the behavior described by that item: "always", "often", "occasionally", "seldom", or "never". Circle the number that would most closely correspond to your assessment.

Name of Academic department _____

		Always	Often	Occasionally	Seldom	Never
1.	Maintaining definite standards of performance	4	3	2	1	0
2.	Encouraging the use of uniform procedure	4	3	2	1	0
3.	Treating all group members as his/her equal	4	3	2	1	0
4.	Making group members feel at ease when talking with them	4	3	2	1	0
5.	Letting group members know what is expected of them	4	3	2	1	0
6.	Looking out for the personal welfare of individual group members	4	3	2	1	0
7.	Seeing to it that group members are working up to capacity	4	3	2	1	0
8.	Speaking in a manner not to be questioned	4	3	2	1	0
9.	Ruling with an iron hand	4	3	2	1	0
10.	Making his/her attitudes clear to the group	4	3	2	1	0
11.	Doing little things to make it pleasant to be a member of the group	4	3	2	1	0
12.	Doing personal favors for members of the group	4	3	2	1	0
13.	Being willing to make changes	4	3	2	1	0
14.	Being friendly and approachable	4	3	2	1	0
15.	Refusing to explain his/her actions	4	3	2	1	0
16.	Putting suggestions by the group members into operation	4	3	2	1	0
17.	Finding time to listen to group members	4	3	2	1	0
18.	Seeing to it that the work of group members is coordinated	4	3	2	1	0
19.	Assigning group members to particular tasks	4	3	2	1	0
20.	Criticizing poor work	4	3	2	1	0
21.	Making sure that his/her part in the organization is understood by all members	4	3	2	1	0
22.	Working without a plan	4	3	2	1	0
23.	Being easy to understand	4	3	2	1	0
24.	Keeping to him-/herself	4	3	2	1	0

	Always	Often	Occasionally	Seldom	Never
25. Acting without consulting the group	4	3	2	1	0
26. Getting group approval on important matters before going ahead	4	3	2	1	0
27. Trying out his/her new ideas with the group	4	3	2	1	0
28. Emphasizing the meeting of deadlines	4	3	2	1	0
29. Being slow to accept new ideas	4	3	2	1	0
30. Asking that group members follow standard rules and regulations	4	3	2	1	0
31. Getting group input on important issues	4	3	2	1	0
32. Responding to a group clique	4	3	2	1	0
33. Making allowance for group members' problems	4	3	2	1	0
34. Stressing group accomplishments	4	3	2	1	0
35. Welcoming member suggestions about the group	4	3	2	1	0
36. Explaining his/her decisions	4	3	2	1	0
37. Stressing group members' morale	4	3	2	1	0
38. Acknowledging good work	4	3	2	1	0
39. More a reactor than an initiator	4	3	2	1	0
40. Postponing decisions unnecessarily	4	3	2	1	0
41. Being strict as opposed to being lenient	4	3	2	1	0
42. Supervising closely rather than letting subordinates work on their own	4	3	2	1	0
43. Approaching subordinates in a manner non-indicative of professional orientation	4	3	2	1	0
44. Has an authoritarian approach	4	3	2	1	0
45. Being friendly in his/her relationship with subordinates	4	3	2	1	0
46. When things don't go smoothly, he/she loses his/her temper or gets excited	4	3	2	1	0

Section II

Check the one answer which best describes your feeling about the situation described:

47. How much loyalty do you feel toward your academic department

    _____ a. Almost none at all
    _____ b. A little
    _____ c. Some
    _____ d. Quite a bit
    _____ e. A very great deal

Thank you for completing this questionnaire.

APPENDIX C

FORTY-SEVEN-ITEM SURVEY QUESTIONNAIRE SENT

TO PARTICIPATING DEANS

QUESTIONNAIRE

Section I

Please read each item carefully and consider how frequently on the basis of your experience your academic department head actually engages in the behavior described by that item: "always", "often", "occasionally", "seldom", or "never". Circle the number that would most closely correspond to your assessment.

Name of your Academic department _____

		Always	Often	Occasionally	Seldom	Never
1.	Maintaining definite standards of performance	4	3	2	1	0
2.	Encouraging the use of uniform procedures	4	3	2	1	0
3.	Treating all group members as his/her equal	4	3	2	1	0
4.	Making group members feel at ease when talking with them	4	3	2	1	0
5.	Letting group members know what is expected of them	4	3	2	1	0
6.	Looking out for the personal welfare of individual group members	4	3	2	1	0
7.	Seeing to it that group members are working up to capacity	4	3	2	1	0
8.	Speaking in a manner not to be questioned	4	3	2	1	0
9.	Ruling with an iron hand	4	3	2	1	0
10.	Making his/her attitudes clear to the group	4	3	2	1	0
11.	Doing little things to make it pleasant to be a member of the group	4	3	2	1	0
12.	Doing personal favors for members of the group	4	3	2	1	0
13.	Being willing to make changes	4	3	2	1	0
14.	Being friendly and approachable	4	3	2	1	0
15.	Refusing to explain his/her actions	4	3	2	1	0
16.	Putting suggestions by the group members into operation	4	3	2	1	0
17.	Finding time to listen to group members	4	3	2	1	0
18.	Seeing to it that the work of group members is coordinated	4	3	2	1	0
19.	Assigning group members to particular tasks	4	3	2	1	0
20.	Criticizing poor work	4	3	2	1	0
21.	Making sure that his/her part in the organization is understood by all members	4	3	2	1	0
22.	Working without a plan	4	3	2	1	0
23.	Being easy to understand	4	3	2	1	0
24.	Keeping to him-/herself	4	3	2	1	0

	Always	Often	Occasionally	Seldom	Never

25. Acting without consulting the group — 4 3 2 1 0

26. Getting group approval on important matters before going ahead — 4 3 2 1 0

27. Trying out his/her new ideas with the group — 4 3 2 1 0

28. Emphasizing the meeting of deadlines — 4 3 2 1 0

29. Being slow to accept new ideas — 4 3 2 1 0

30. Asking that group members follow standard rules and regulations — 4 3 2 1 0

31. Getting group input on important issues — 4 3 2 1 0

32. Responding to a group clique — 4 3 2 1 0

33. Making allowance for group members' problems — 4 3 2 1 0

34. Stressing group accomplishments — 4 3 2 1 0

35. Welcoming member suggestions about the group — 4 3 2 1 0

36. Explaining his/her decisions — 4 3 2 1 0

37. Stressing group members' morale — 4 3 2 1 0

38. Acknowledging good work — 4 3 2 1 0

39. More a reactor than a initiator — 4 3 2 1 0

40. Postponing decisions unnecessarily — 4 3 2 1 0

41. Being strict as opposed to being lenient — 4 3 2 1 0

42. Supervising closely rather than letting subordinates work on their own — 4 3 2 1 0

43. Approaching subordinates in a manner non-indicative of professional orientation — 4 3 2 1 0

44. Has an authoritarian approach — 4 3 2 1 0

45. Being friendly in his/her relationship with subordinates — 4 3 2 1 0

46. When things don't go smoothly, he/she loses his/her temper or gets excited — 4 3 2 1 0

Section II

Check the one answer which best describes your feeling about the situation described:

47. My department head provides effective leardership

_____ a. Almost always

_____ b. Most of the time

_____ c. Some of the time

_____ d. Seldom

_____ e. Almost never

Thank you for completing this questionnaire.

APPENDIX D

THIRTY-ITEM LBDQ REAL AS
WORDED FOR THIS STUDY

LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE

Please read each item carefully and consider how frequently your academic department head actually engages in the behavior described by that item: "always," "often," "occasionally," "seldom," or "never." Circle the number that would most closely correspond to your assessment.

A. Initiating Structure

	Always	Often	Occasionally	Seldom	Never
1. Maintaining definite standards of performance	4	3	2	1	0
2. Encouraging the use of uniform procedures	4	3	2	1	0
3. Letting group members know what is expected of them	4	3	2	1	0
4. Seeing to it that group members are working up to capacity	4	3	2	1	0
5. Speaking in a manner not to be questioned	4	3	2	1	0
6. Ruling with an iron hand	4	3	2	1	0
7. Doing personal favors for members of the group	4	3	2	1	0
8. Seeing to it that the work of group members is coordinated	4	3	2	1	0
9. Assigning group members to particular tasks	4	3	2	1	0
10. Criticizing poor work	4	3	2	1	0
11. Making sure that his/her part in the organization is understood by all members	4	3	2	1	0
(12.) Working without a plan	4	3	2	1	0
13. Trying out his/her new ideas with the group	4	3	2	1	0
14. Emphasizing the meeting of deadlines	4	3	2	1	0
15. Asking that group members follow standard rules and regulations	4	3	2	1	0

B. Consideration

16. Treating all group members as his or her equals	4	3	2	1	0
Note: Items in ( ) are negativelly worded					
17. Making group members feel at ease when talking with them	4	3	2	1	0
18. Looking out for personal welfare of individual group members	4	3	2	1	0
19. Making his/her attitudes clear to the group	4	3	2	1	0
20. Doing little things to make it pleasant to be a member or the group	4	3	2	1	0
21. Being willing to make changes	4	3	2	1	0
22. Being friendly and approachable	4	3	2	1	0
(23.) Refusing to explain his/her actions	4	3	2	1	0
24. Putting suggestions by group members into operation	4	3	2	1	0
25. Finding time to listen to group members	4	3	2	1	0

	Never	Seldom	Occasionally	Often	Always
26. Being easy to understand	4	3	2	1	0
(27.) Keeping to him-/herself	4	3	2	1	0
(28.) Acting without consulting the group	4	3	2	1	0
29. Getting group approval on important matters before going ahead	4	3	2	1	0
(30.) Being slow to accept new ideas	4	3	2	1	0

Note: Items in ( ) are negatively scored

APPENDIX E

THIRTY-ITEM LBDQ MODIFIED AS

WORDED FOR THIS STUDY

LBDQ - Modified

Please read each item carefully and consider how frequently your academic department head actually engaged in the behavior described by that item: "always," "often," "occasionally," "seldom," or "never." Circle the number that would most closely correspond to your assessment.

		Always	Often	Occasionally	Seldom	Never
1.	Makes own attitudes clear	4	3	2	1	0
2.	Tries out new ideas with faculty	4	3	2	1	0
(3.)	Works without a plan	4	3	2	1	0
4.	Maintains standards of performance	4	3	2	1	0
5.	Makes his or her role understood by all	4	3	2	1	0
6.	Lets faculty know what's expected of them	4	3	2	1	0
7.	Sees that faculty work to capacity	4	3	2	1	0
8.	Sees that faculty work is coordinated	4	3	2	1	0
9.	Does little things to please faculty	4	3	2	1	0
10.	Is easy to understand	4	3	2	1	0
(11.)	Keeps to him or herself	4	3	2	1	0
12.	Looks out for personal welfare of faculty	4	3	2	1	0
(13.)	Refuses to explain his or her actions	4	3	2	1	0
(14.)	Acts without consulting faculty	4	3	2	1	0
(15.)	Slow to accept new ideas	4	3	2	1	0
16.	Treats all faculty as equals	4	3	2	1	0
17.	Is willing to make changes	4	3	2	1	0
18.	Puts faculty at ease when talking with them	4	3	2	1	0
19.	Puts faculty suggestions into action	4	3	2	1	0
20.	Gets faculty approval on important matters	4	3	2	1	0
(21.)	Postpones decisions unnecessarily	4	3	2	1	0
(22.)	More a reactor than an initiator	4	3	2	1	0
23.	Welcomes faculty suggestions about the department	4	3	2	1	0
(24.)	Responds to faculty clique	4	3	2	1	0
25.	Makes allowance for faculty problems	4	3	2	1	0
26.	Acknowledges good work	4	3	2	1	0
27.	Explains his or her decisions	4	3	2	1	0
28.	Gains faculty input on important matters	4	3	2	1	0
29.	Stresses department's accomplishments	4	3	2	1	0
30.	Stresses faculty morale	4	3	2	1	0

NOTE: Items in ( ) are negatively worded.

APPENDIX F

EARLIER RESULTS OBTAINED USING

THE LBDQ MODIFIED

Relationships of Factor Scores to Performance Ratings
for 15 Administrative Functions

(N=103 Departments)

Performance Functions	I B	I r	II B	II r	III B	III r	IV B	IV r	R
Personnel Management									
1. Guides faculty evaluation procedures			.46	.67	.33	.62			.72
2. Rewards faculty appropriately			.43	.69	.42	.68			.76
4. Allocates faculty responsibilities	.27	.60	.52	.69					.72
9. Maintains faculty morale	.32	.82			.58	.85			.87
10. Fosters faculty development			.42	.70	.44	.71			.78
11. Communicates university expectations	.18	.57	.62	.73					.75
Planning and Development									
3. Guides organization and planning	.18	.63	.47	.76			.25	.70	.81
5. Faculty recruitment	.21	.50					.49	.61	.64
6. Fosters good teaching			.50	.71	.32	.64			.75
8. Guides curriculum development	.32	.64					.44	.67	.71
15. Encourages balance among specializations			.68	.68					.63
Building Department's Reputation									
7. Stimulates research/ scholarly activity	.30	.58					.47	.65	.69
12. Communicates department's needs	.17	.60	.21	.68			.50	.78	.79
13. Facilitates extramural funding					.23	.47	.41	.54	.58
14. Improves department's image	.33	.66					.56	.75	.69

Note: All results shown are significant at the .05 level of probability.

APPENDIX G

EIGHT-ITEM AUTHORITARIAN INSTRUMENT

AS WORDED FOR THIS STUDY

AUTHORITARIANISM

 Please read each item carefully and consider how frequently your academic department head actually engages in the behavior described by that item: "always," "often," "occasionally," "seldom," or "never." Circle the number that would most closely correspond to your assessment.

		Always	Often	Occasionally	Seldom	Never
1.	Speaking in a manner not to be questioned	4	3	2	1	0
2.	Ruling with an iron hand	4	3	2	1	0
3.	Refusing to explain his/her actions	4	3	2	1	0
4.	Being strict as opposed to being lenient	4	3	2	1	0
5.	Supervising closely rather than let subordinates work on their own	4	3	2	1	0
6.	Approaching subordinates in a manner nonindicative of professional orientation	4	3	2	1	0
7.	Has an authoritarian approach	4	3	2	1	0
(8.)	Being friendly in his/her relationship with subordinates	4	3	2	1	0

NOTE: Item in ( ) is negatively scored.

APPENDIX H

EIGHT-ITEM LOYALTY TO IMMEDIATE SUPERVISOR

INSTRUMENT AS WORDED FOR THIS STUDY

LOYALTY TO IMMEDIATE SUPERVISOR

Check the one answer in each group which best describes your feeling about the situation described.

1. If you had the chance to teach for the same pay in another department under the direction of another department head, how would you feel about moving?

_____ a. I would very much prefer to move

_____ b. I would slightly prefer to move

_____ c. It would make no difference to me

_____ d. I would slightly prefer to remain where I am

_____ e. I would very much prefer to remain where I am

2. About how often does your department head assume responsibility for the mistakes in your department?

_____ a. Very often

_____ b. Quite often

_____ c. Occasionally

_____ d. Very rarely

_____ e. Never

3. Generally speaking, how much confidence and trust do you have in your department head?

_____ a. Almost none

_____ b. Not much

_____ c. Some

_____ d. Quite a lot

_____ e. Complete

LOYALTY TO IMMEDIATE SUPERVISOR

Check the one answer in each group which best describes your feel-ing about the situation described.

1. If you had the chance to teach for the same pay in another depart-ment under the direction of another department head, how would you feel about moving?

_____ a. I would very much prefer to move

_____ b. I would slightly prefer to move

_____ c. It would make no difference to me

_____ d. I would slightly prefer to remain where I am

_____ e. I would very much prefer to remain where I am

2. About how often does your department head assume responsibility for the mistakes in your department?

_____ a. Very often

_____ b. Quite often

_____ c. Occasionally

_____ d. Very rarely

_____ e. Never

3. Generally speaking, how much confidence and trust do you have in your department head?

_____ a. Almost none

_____ b. Not much

_____ c. Some

_____ d. Quite a lot

_____ e. Complete

4. Department heads sometimes must make decisions which seem to be against the current interests of their subordinates. When this happens to you as a faculty member, how much trust do you have that your department head's decision is in your interest in the long run?

    _____ a. Complete trust

    _____ b. A considerable amount of trust

    _____ c. Some trust

    _____ d. Only a little trust

    _____ e. No trust at all

5. If your department head transferred and only you and you alone among the staff were given a chance to go with him (doing the same work for the same pay) how would you feel about making the move?

    _____ a. I would very much feel like making the move

    _____ b. I would feel a little like making the move

    _____ c. I would not care one way or the other

    _____ d. I would feel a little like not moving with him/her

    _____ e. I would feel very much like not moving with him/her

6. Is your department head the kind of person you really like working for?

    _____ a. Yes, he/she is really that kind of person.

    _____ b. Yes, he/she is in many ways.

    _____ c. He/she is in some ways.

    _____ d. No, he/she is not in many ways.

    _____ e. No, he/she really is not.

7. All in all how satisfied are you with your department head?

    _____ a. Very dissatisfied with my department head

    _____ b. A little dissatisfied

    _____ c. Fairly dissatisfied

    _____ d. Quite satisfied

    _____ e. Very satisfied with my department head

4. Department heads sometimes must make decisions which seem to be against the current interests of their subordinates. When this happens to you as a faculty member, how much trust do you have that your department head's decision is in your interest in the long run?

_____ a. Complete trust

_____ b. A considerable amount of trust

_____ c. Some trust

_____ d. Only a little trust

_____ e. No trust at all

5. If your department head transferred and only you and you alone among the staff were given a chance to go with him (doing the same work for the same pay) how would you feel about making the move?

_____ a. I would very much feel like making the move

_____ b. I would feel a little like making the move

_____ c. I would not care one way or the other

_____ d. I would feel a little like not moving with him/her

_____ e. I would feel very much like not moving with him/her

6. Is your department head the kind of person you really like working for?

_____ a. Yes, he/she is really that kind of person.

_____ b. Yes, he/she is in many ways.

_____ c. He/she is in some ways.

_____ d. No, he/she is not in many ways.

_____ e. No, he/she really is not.

7. All in all how satisfied are you with your department head?

_____ a. Very dissatisfied with my department head

_____ b. A little dissatisfied

_____ c. Fairly dissatisfied

_____ d. Quite satisfied

_____ e. Very satisfied with my department head

8. How much loyalty do you feel toward your department head?

_____ a. Almost none at all

_____ b. A little

_____ c. Some

_____ d. Quite a bit

_____ e. A very great deal

8. How much loyalty do you feel toward your department head?

_____ a. Almost none at all

_____ b. A little

_____ c. Some

_____ d. Quite a bit

_____ e. A very great deal

APPENDIX I

ONE-ITEM-LOYALTY TO ORGANIZATION

AS WORDED FOR THIS STUDY

LOYALTY TO ACADEMIC DEPARTMENT

Please check the one answer which best describes your feeling about the situation described.

How much loyalty do you feel toward your department?

_____ a. Almost none at all

_____ b. A little

_____ c. Some

_____ d. Quite a bit

_____ e. A very great deal

APPENDIX J

ONE-ITEM LEADER EFFECTIVENESS

AS WORDED FOR THIS STUDY

LEADER EFFECTIVENESS

Please check the one answer which best describes your feeling about the situation described.

My department head provides effective leadership

_____a.   Almost always

_____b.   Most of the time

_____c.   Some of the time

_____d.   Seldom

_____e.   Almost never

APPENDIX K

ONE-ITEM EMOTIONAL DETACHMENT

AS WORDED FOR THIS STUDY

130

EMOTIONAL DETACHMENT

Please read the item carefully and consider how frequently the academic department head actually engages in the behavior described by the item: "always", "often", "occasionally", "seldom", or "never". Circle the number that most closely corresponds to your answer.

	Always	Often	Occasionally	Seldom	Never
When things don't go smoothly, he/she loses his/her temper or gets excited.	4	3	2	1	0

APPENDIX L

CORRESPONDENCE
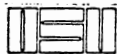
Oklahoma State University / STILLWATER, OKLAHOMA 74078
309 GUNDERSEN HALL
(405) 624-7244

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AND HIGHER EDUCATION

May 21, 1932

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New York, NY 10022

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used by Andrew W. Harpin in his study of "The Leadership Behavior
of School Superintendents" in 1956.

I hope to use these 30 items as part of a 56-item questionnaire
which I intend to administer to a sample of 300 deans, academic
department heads, and faculty in selected doctorate-granting univer-
sities as part of my doctoral dissertation. I would appreciate your
prompt attention. Thank you for your help.

Sincerely,

Mathew R. Mumbwa
Doctoral candidate

MRM:jfb

MACMILLAN PUBLISHING CO., INC.
866 Third Avenue, New York, N. Y. 10022

June 4, 1982

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Oklahoma State University
Dept. or Educational Administration
and Higher Education
309 Gundersen Hall
Stillwater, Oklahoma 74078

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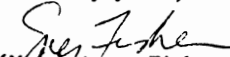
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Sincerely yours,

(Mrs.) Agnes Fisher
Contracts Supervisor

AGREED TO AND ACCEPTED:

_____
Mathew R. Mumbwa

⊞

Oklahoma State University / STILLWATER, OKLAHOMA 74078
309 GUNDERSEN HALL
(405) 624-7244

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

May 21, 1982

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Kansas State University
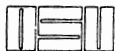Manhattan, KS   66506

Dear Sir or Madam:

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Spangler in "Administrative Effectiveness of the Academic Depart-
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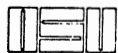ciate your prompt attention. Thank you for your help.

Sincerely,

Mathew R. Mumbwa
Doctoral candidate

MRM:jfb

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078
309 GUNDERSEN HALL
(405) 624-7244

May 21, 1982

Office of Educational Resources
Kansas State University
Manhattan, KS   66506

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universities as part of my doctoral dissertation. I would appre-
ciate your prompt attention. Thank you for your help.

Sincerely,

Mathew R. Mumbwa
Doctoral candidate

MRM:jfb

5/28/82

*M. Mumbwa —
Our version of the LBDQ may be used in your
dissertation. I'm considering a revision of our department
head's evaluation form and thus will be interested in
your results.*

*Donald P. Hoyt, Director
Office of Educational Resources*

Oklahoma State University / STILLWATER, OKLAHOMA 74078
309 GUNDERSEN HALL
(405) 624-7244

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

May 21, 1982

American Journal of Sociology
University of Chicago Press
5801 S. Ellis Avenue
Chicago, IL   60637

Dear Sir or Madam:

I am interested in receiving permission to use the 8-item
Loyalty instrument, which was developed by V. V. Muray and Allan
Corenblum in "Loyalty to Immediate Superior at Alternate Hier-
archical Levels in a Bureaucracy", published in your journal, Vol.
LXII, July 1966, pp. 77-85. The instrument was later adapted by
Wayne K. Hoy and Leonard B. Williams in "Loyalty to Immediate
Superior at Alternate Levels in Public Schools", in 1971.

I hope to use the 8 items as part of a 56-item questionnaire
which I intend to administer to a sample of 300 deans, academic
department heads, and faculty in selected doctorate-granting
universities as part of my doctoral dissertation. I would appre-
ciate your prompt attention. Thank you for your help.

Sincerely,

Mathew R. Mumbwa
Doctoral candidate

MRM:jfb

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Mathew R. Mumbwa
401 Math Science Building
Mathematical Department
Oklahoma State University
Stillwater, Oklahoma 74078

21 May 1982

Prof. Wayne K. Hoy
Department of Educational
  Administration & Higher Education
Rutgers University
30 College Avenue
New Brunswick, New Jersey 08903

Dear Sir:

    In the study you conducted for the U.S. Department of Health, Education and Welfare (Proj. No. 2B090; Grant No. 056-2-2-2B090) you used, among other instruments, two single item instruments:

    1. Loyalty to the school
    2. Principal Effectiveness

Could you please give me permission to use these two items.

    I plan to use these two items on part of a 56-item questionnaire which I intend to administer to a sample of less than 300 consisting of deans, academic department heads, and faculty in selected doctorate granting universities. The purpose of the study is my doctoral dissertation.

    I would appreciate your prompt consideration regarding this matter.

    Thank you for your help.

                              Yours sincerely,

                              Mathew R. Mumbwa

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2 June 1982

Mr. Mathew R. Mumbwa
Oklahoma State University
Department of Educational
  Administration and Higher
  Education
Stillwater, OK 74078

Dear Mr. Mumbwa:

You have my permission to use any of my research
instruments described in the study conducted for the
U.S. Department of Health, Education, and Welfare
(Project No. 2B090; Grant No. OEG-2-2-2B090).

Best wishes in your research.

Sincerely,

Wayne K. Hoy
Professor and
Associate Dean

WKH:lmk

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078
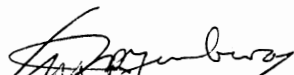309 GUNDERSEN HALL
(405) 624-7244

Dear Dean:

Many people believe that better selection methods could enhance the quality of future administrators. For my doctoral dissertation, I am conducting a study on the process of selecting academic department heads for American institutions of higher learning. Your institution was selected for my study through a random drawing. Please complete the enclosed questionnaires for each of your department heads that are identified on the enclosed personal information sheet. Each questionnaire may take 5-10 minutes to complete.
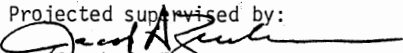
All data will be treated confidentially; neither your identity nor that of your college will appear in the reported findings.

If you desire, I would be happy to send you an abstract of my findings. Please check the appropriate box on the personal information sheet if interested.

I appreciate your prompt attention regarding the enclosed materials. Thank you in advance for your cooperation.

Sincerely,

Mathew R. Mumbwa
Doctoral candidate

Enclosures
Projected supervised by:

Dr. Jacob D. Zucker
Major advisor of the doctoral dissertation

Dr. Thomas A. Karman
Chairman of the doctoral committee

Oklahoma State University   /   STILLWATER, OKLAHOMA 74078
                                   309 GUNDERSEN HALL
DEPARTMENT OF EDUCATIONAL ADMINISTRATION   (405) 624-7244
        AND HIGHER EDUCATION

July 14, 1982

Dear Dean:

For my doctoral dissertation, I am conducting a study on the selection of department heads. Last week I sent you a questionnaire. Your busy schedule may have prevented you from responding or you may never have received the letter and/or questionnaire at all. I am sending another copy of the questionnaire together with a self-addressed envelope.

Thank you for your help in completing the questionnaire.

Sincerely,

Mathew R. Mumbwa

P.S. Please ignore this reminder if you have already completed the questionnaire. Thank you again.

Oklahoma State University /

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078
309 GUNDERSEN HALL
(405) 624-7244

Dear Department Head:

Many people believe that better selection methods could enhance the quality of future administrators. For my doctoral dissertation, I am conducting a study on the process of selecting academic department heads for American institutions of higher learning. Your institution was selected for my study through a random drawing. Please find enclosed three questionnaires, one for you and the other two for two members of your faculty. I will appreciate it if you take 5-10 minutes to fill out the 47-item questionnaire. Please give the other two questionnaires to two members of your faculty selected using the following procedure. Using the most recent alphabetical list of your departmental faculty, please select the first and last names. In case of a selection problem, the first name may be replaced by the second while the last may be replaced by the one above it.

All data will be treated confidentially; neither your name nor that of your academic unit will appear in the reported findings.

If you desire, I will be happy to send you an abstract of my findings. Please check the appropriate box on the personal information sheet if interested.

I appreciate your prompt attention regarding the enclosed material. Thank you in advance for your cooperation.

Sincerely,

Mathew R. Mumbwa
Doctoral candidate

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Projected supervised by:

Dr. Jacob D. Tucker
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AND HIGHER EDUCATION

July 14, 1982

Dear Department Head:

For my doctoral dissertation, I am conducting a study on the selection of department heads. Last week I sent you three questionnaires, one for you and the other two for two members of your faculty. Your busy schedules may have prevented you and your two faculty members from responding or you may never have received the letter and/or questionnaires at all. I am sending other copies of the questionnaires together with self-addressed envelopes.

Thank you for your help in completing the questionnaires.

Sincerely,

Mathew R. Mumbwa

P.S. Please ignore this reminder if you have already completed the questionnaire. Thank you again.

⊞

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078
309 GUNDERSEN HALL
(405) 624-7244

Dear Professor:

Many people believe that better selection methods could enhance the quality of future administrators. For my doctoral dissertation, I am conducting a study on the process of selecting academic department heads for American institutions of higher learning. Your institution was selected for my study through a random drawing. Would you therefore help me by filling the attached short questionnaire and personal information sheet. This action may take 5-10 minutes of your time. All data will be treated confidentially; neither your name nor that of your academic unit will appear in the reported findings.

If you desire, I would be happy to send you an abstract of my findings. Please check the appropriate box on the personal information sheet if interested.

I appreciate your prompt attention regarding the enclosed material. Thank you in advance for your cooperation.

Sincerely,

Mathew R. Mumbwa
Doctoral candidate

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July 14, 1982

Dear

    For my doctoral dissertation, I am conducting a study on the selection of department heads. Last week I sent you a questionnaire. Your busy schedule may have prevented you from responding or you may never have received the letter and/or questionnaire at all. I am sending another copy of the questionnaire together with a self-addressed envelope.

    Thank you for your help in completing the questionnaire.

Sincerely,

Mathew R. Mumbwa

P.S. Please ignore this reminder if you have already completed the questionnaire. Thank you again.

APPENDIX **M**

AUTOBIOGRAPHICAL FORM SENT TO

PARTICIPATING DEANS

PERSONAL INFORMATION SHEET FOR DEANS

1. Name of your college: _____

2. Sex: _____ Male   _____ Female

3. Year of birth: _____

4. Which of the following departments are under your supervision?

    _____ Mathematics

    _____ Psychology

    _____ Chemistry

    _____ Management

    _____ Electrical Engineering

5. How many years have you been an academic dean at this university? _____

    at other universities? _____

6. Would like to have an abstract of findings: _____ Yes   _____ No

APPENDIX N

AUTOBIOGRAPHICAL FORM SENT TO PARTICIPATING

ACADEMIC DEPARTMENT HEADS

PERSONAL INFORMATION SHEET FOR DEPARTMENT HEADS

1. Name of your department: _____

2. Sex: _____ Male _____ Female

3. Year of birth: _____

4. Highest degree obtained: _____

5. Current academic rank: _____

6. Number of full-time faculty in your department: _____

7. Number of years as department head at this university: _____

8. Number of years as department head at other universities: _____

9. How did you become a department head?

    _____ a. Appointment by dean or president without faculty consultation.

    _____ b. Chosen by dean or president with faculty consultation.

    _____ c. Elected by fellow faculty members.

    _____ d. It is a rotating post. Each one serves when his or her turn comes.

    _____ e. Other (Please specify) _____

10. Were you selected to be a department head for a:

    _____ limited term?

    _____ indefinite term?

    If you were selected for a limited term, now many years is each term? _____

    If invited to do so, would you consider serving an additional term as department head at this university? ____ Yes ____ No ____ Maybe

11. If invited to do so, would you consider serving as department head at another university? ____ Yes ____ No ____ Maybe

12. Would like to have an abstract of findings: _____ Yes _____ No

APPENDIX O

AUTOBIOGRAPHICAL FORM SENT TO

PARTICIPATING FACULTY MEMBERS

PERSONAL INFORMATION SHEET FOR FACULTY MEMBERS

1. Name of your academic department: _____

2. Sex: _____ Male   _____ Female

3. Year of birth: _____

4. Highest degree obtained: _____

5. Current academic rank: _____

6. Number of years in current department: _____

7. Number of years at other colleges: _____

8. Would like to have an abstract of findings: _____ Yes   _____ No

VITA *2*

Mathew Roman Mumbwa

Candidate for the Degree of

Doctor of Education

Thesis: SELECTION OF ACADEMIC DEPARTMENT HEADS IN DOCTORATE-GRANTING
UNIVERSITIES

Major Field: Higher Education

Minor Field: Mathematics

Biographical:

Personal Data: Born at Dedza, Malawi, August 15, 1945, the son of
Mr. and Mrs. Roman Mumbwa.

Education: Graduated from Mtendere Secondary School, Dedza, Malawi,
with a Cambridge School Certificate in June, 1964; received
Bachelor of Science degree in Mechanical Engineering from Uni-
versity of Southern California, Los Angeles in 1971; received
Master of Science in Teaching degree from University of Florida,
Gainesville in 1975; completed requirements for the Doctor of
Education degree at Oklahoma State University in May, 1983.

Professional Experience: Lecturer in Mathematics, University of
Malawi, 1971-1974; on study leave at University of Florida,
Gainesville, 1974-1975; resume duties at University of Malawi,
1975-1978; Graduate Teaching Assistant, Department of Mathe-
matics, Oklahoma State University, 1978-1982.