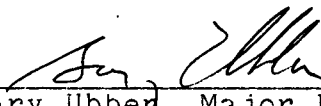


To the Graduate Council:

I am submitting herewith a dissertation written by Patty Ray Hawkins entitled "A Study Comparing Perceptions of Department Heads and Significant Others in Higher Education in Relation to Role and Duty, Job Effectiveness, and Job Satisfaction." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Administration and Supervision.



Gary Ubbes, Major Professor

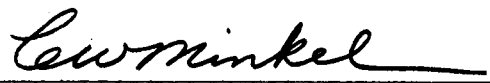
We have read this dissertation and
recommend its acceptance:







Accepted for the Council:



Vice Provost
and Dean of the Graduate School

A STUDY COMPARING PERCEPTIONS OF DEPARTMENT HEADS AND
SIGNIFICANT OTHERS IN HIGHER EDUCATION IN RELATION
TO ROLE AND DUTY, JOB EFFECTIVENESS, AND
JOB SATISFACTION

A Dissertation
Presented for the
Doctor of Education Degree
The University of Tennessee, Knoxville

Patty Ray Hawkins

December 1990

LOVINGLY DEDICATED TO THE MEMORIES OF GAGA

He often talked of seeing me graduate,
and he and Mama Patty are doing just
that--from a perfect viewpoint.

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Our two children, Eric and Jenny, often put up with a "half-there" mom, a lot of fast food, a messy house, and a great deal of "Please wait a minute and let me finish this page." My involvement with the dissertation in its last stages was evidenced by Jenny's comment when someone asked her recently where Mommy was: "Oh, she's where she always is--at the computer."

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ABSTRACT

The purpose of this study was two-fold: (1) to investigate how academic department heads in higher education perceived themselves in relation to duties and roles in comparison to how significant others (deans and faculty members perceived them; and (2) to investigate how these perceptions or variations in perceptions affected (a) their job satisfaction and (b) their job effectiveness.

The three research questions guiding the study were as follows: (1) What are the department heads' perceptions of their roles and duties within the organization as compared to their associates' perceptions? (2) What are the deans' and faculty members' perceptions of the department head's job effectiveness? (3) What are the department heads' perceptions of their levels of job satisfaction? Research questions were based on the review of literature, especially on the Getzels-Guba social systems theory.

The study involved three institutions of higher education in the Southeast. Data were collected by means of personal interviews utilizing a researcher-made interview guide. Forty-four participants in three public institutions of higher education were interviewed: eight deans, nine department heads, and twenty-seven faculty members. The results were then codified and qualitatively treated.

Major conclusions reached were as follows. (1) Deans

and department heads perceived the headship position as a leadership position while faculty perceived it as administrative/managerial. (2) Contrary to what much of the literature implied, it was not the lack of role definition that caused discomfort for the department heads, but the very nature of the role (dichotomous, half-faculty/half-administration) itself. (3) Variations in role perception did not appear to diminish the job satisfaction levels of the department heads. (4) Variations in role perception did not seem to affect the perception of the department head's effectiveness in an adverse manner.

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CHAPTER 1

INTRODUCTION

I. INTRODUCTION AND STATEMENT OF PROBLEM

It has been said that "Managers are people who do things right and leaders are people who do the right thing" (Bennis and Nanus 21). In a 1965 book, the authors of Managers of Tomorrow stated that a

"successful" manager is able to make sound judgments; get along with people; understand people; meet the vicissitudes of life with composure; plan and organize; let go (delegate); manage others; act vigorously; communicate effectively; blend all action with finesse (18).

Twenty years later, in a 1985 book, Bennis claimed that "leadership is the most studied and least understood topic of any in the social sciences." He also stated that there is indeed a "profound difference between management and leadership" and proceeds to define managing as the ability "to bring about, to accomplish, to have charge of or responsibility for, to conduct" and leading as "influencing, guiding in direction, course, action, opinion" (Bennis and Nanus 20-21).

An often-discussed question is "Are leaders born or made? The general attitude seems to be that certain

characteristics are innate, but that others can and must be learned. Maccoby stated that "some traits of leadership--intelligence, will--are inherited" but that "some--such as technical knowledge, communications skills, human understanding, fairness, and integrity--are learned, and all must be developed" (230-231). Bennis, after delineating some qualities of a leader, claimed that "These leaders are not born," but that they learn and develop and sharpen and hone their skills (Bennis and Nanus 18).

Many authorities today do claim that there are differences between leaders and managers; others use the terms interchangeably. The successfully operated organization, of course, needs both people who manage others (i.e., see to it that they perform their daily duties and tasks as necessary) and people who lead others in the right directions (i.e., have the vision, the ideas, the impetus).

Along with the increased attention to the qualities, duties, and characteristics of the leader/manager, there has been an increased attention to the growing ranks of middle managers. Who are middle managers? According to Kay, middle managers occupy positions "between the first level of supervision and the top executives" (4). While these middle leaders form a comparatively small percentage of the total workforce, approximately 5% according to Kay's estimate (7-8), they are an influential segment. They are deemed important not because of the size of their ranks, however,

but because of the nature of their positions.

They, in effect, are the funnel through which the intentions of top management flow down and through which information about the organization flows up. The middle managers also are the integrators; they operate the management systems which make the organization work. The impact of this 5 percent is multiplied. . . on the other 95 percent. . . . If we can provide an environment in which our middle managers are more effective, then we can multiply the effectiveness of the entire organization (Kay 8).

Middle managers are present in many types of organizations: business, industry, service organizations, educational institutions. As Kay states, middle managers are important for the integrative spot they occupy, affecting those both above and below them in the hierarchal structure. For many years all types of managers in business/industry have been concerned with quality control and accountability. Recently the cry for accountability has entered the educational world as well. Business/industry managers have long been involved in time studies, outcome assessments, quality control. Now educational leaders are becoming more involved as well.

The focus of this study was on a specific middle position in higher education: the department head. Speaking specifically of the middle position in education, Roach

suggested that as much as 80% "of all administrative decisions made in colleges and universities" are made at that level (13).

Statement of the Problem

Department heads in higher education are often "half-and-half" persons who frequently have a nebulous idea of where they fit into the organization: part leader, part manager, part professor, part advisor, part supervisor, part clerk--the list could continue.

When the department heads and others around them have an unclear perception of their departmental duties and roles within the organization, this may affect their views of them-selves and others' perceptions of them in the areas of effectiveness and job satisfaction. Few studies have been performed relative to the department head comparing various perceptions of duty, role, job satisfaction, and job effectiveness.

II. PURPOSE OF THE STUDY

The purpose of this study was (1) to investigate how academic department heads in higher education perceived themselves in relation to duties and roles in comparison to how significant others perceived them; and (2) to investigate how these perceptions or variations in perceptions affected (a) their job satisfaction and (b) their job effectiveness.

III. RESEARCH QUESTIONS

The study was designed to answer the following questions:

1. What are the department heads' perceptions of their roles and duties within the organization as compared to their associates' perceptions?
2. What are the deans' and faculty members' perceptions of the department head's job effectiveness?
3. What are the department heads' perceptions of their levels of job satisfaction?

IV. THEORETICAL FRAMEWORK

Questions involved in this study were derived from the social systems theory of Jacob Getzels and Egon Guba. According to Getzels and Guba, "social behavior is a function of the interaction of role and personality," with the two basic emphases being on the institution and the individual (Hoy and Miskel 58). In most social systems, of course, there is a mix of both institutional and individual needs, a fact which determines the appropriate leader behavior (61). Getzels and Guba explained a visual representation of their theory (Figure 1) as follows:

The nomothetic (organizational) axis is shown at the top of the diagram and consists of the institution, role, and role expectations. . . . Similarly, the idiographic (individual) axis, shown at the lower portion of the diagram, consists of individual, personality, and need-

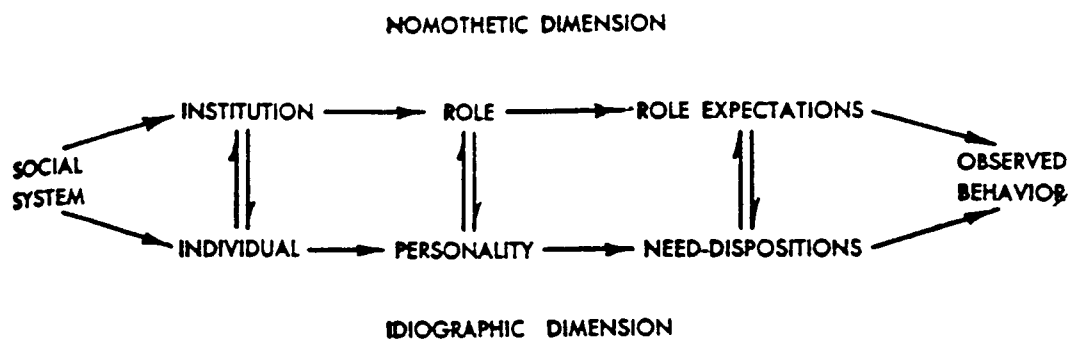


Figure 1. Social Systems Model.

Source: from "Social Behavior and Administrative Process," J. W. Getzels and E. G. Guba, The School Review, Winter 1957, p. 429.

dispositions. . . .A given act is conceived as deriving simultaneously from both the nomothetic and the idiographic dimensions. That is to say, social behavior results as the individual attempts to cope with the environment composed of patterns of expectations for his behavior in ways consistent with his own independent pattern of needs (428-429).

Thus each action of a person is based on a combining of the idiographic and nomothetic dimensions. Relating to the leaders' and others' perceptions, the idiographic dimension refers to the "I" perceptions, what the leaders perceive about their duties, roles, effectiveness, satisfaction, mission; the nomothetic dimension refers to what the organization perceives the duties and mission to be.

There is a third portion of the Getzels-Guba model, that of the transactional aspect. While not strictly a dimension of the model (see Figure 1), "transactional" refers to a leadership style employed by the leader who is trying to in some way satisfy both the nomothetic and the idiographic dimensions in his decisions.

Roles are an important facet of the department leader's life. Hammons claimed that in studies involving these leaders, "the great majority of chairpersons report that role definition is still a major problem area" (17). Hammons went on to mention specific situations which caused frustration:

unclear or nonexistent statement of responsibilities. . . imbalance between what chairpersons have authority to do and those activities for which they have responsibility. . . ambiguity between faculty and managerial roles. . . differences of opinion between faculty and administration about their role (17).

When both the leaders and their associates agree on what the leaders' roles are, there is said to be role congruence. However, when there is lack of agreement on role or when there is ambiguity of role, there is frequently role conflict which hinders peak effectiveness. Owens stated that "Frequently, those who must perform their roles under the conditions of ambiguity and tension outlined here [often] develop dysfunctional ways of coping with the situation" (63).

In regard to roles, Bennis has shown the relationship of the "pivotal role player" (in this study, the department leader) to super- and sub-ordinates in the following diagram (Figure 2). In this study, Superordinate 1 was the dean; Superordinate 2 was the division leader; Subordinates were the faculty members within the individual departments.

As Bennis stated, the relationships within the work groups are often complex, sometimes promoting ambiguity and conflict (Owens 64-65). Is there indeed role ambiguity, a lack of clear role definition, for these middle leaders? If

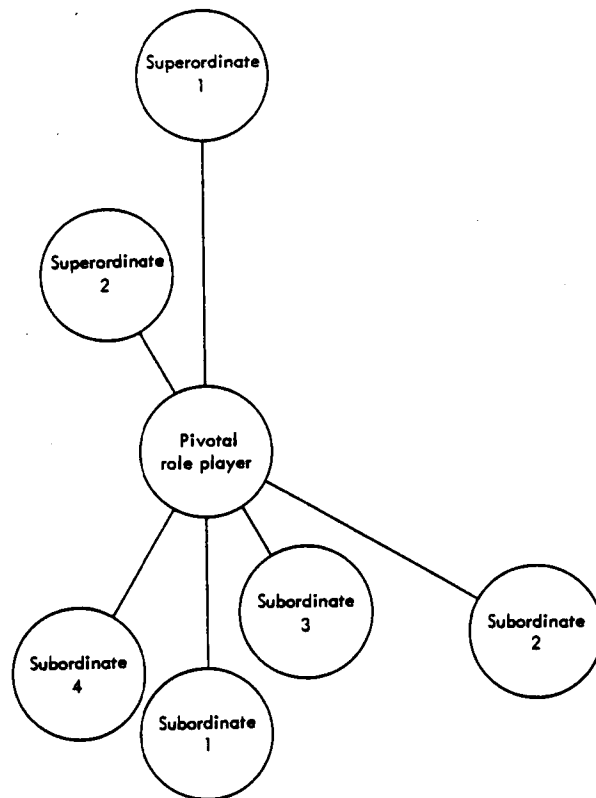


Figure 2: Relationship of Pivotal Role Player to Superordinates and Subordinates in the Work Group

Source: Organizational Behavior in Education, 3rd edition, by Robert G. Owens, p. 65 (adapted from Warren Bennis in Changing Organizations, 1966, p. 193).

so, then the transactional role described by Getzels and Guba will also be ill-defined. This would be shown by a lack of agreement between the leader and significant others as to role definition; this lack could also produce low levels of job effectiveness and satisfaction, both for self and others, as measured by an instrument, and by job performance (evaluation, rate of position turnover, etc.); this lack could lead to dysfunctional methods of dealing with communication, conflict, etc.

1. It was hypothesized that where there was role congruence, department heads' perceptions of their job satisfaction would be high; that where there was lack of role congruence, their perceptions of job satisfaction would be low.

2. It was hypothesized that where there was role congruence, others' perceptions of department heads' job effectiveness would be high; that where there was lack of role congruence, others' perceptions of department heads' job effectiveness would be low.

Through this framework for the study, it could be seen in what role department heads saw themselves cast, whether or not they felt ambiguity about their positions, and whether such an ambiguity had an impact on their job effectiveness and job satisfaction. It could also be seen whether or not their division heads/deans and faculty members saw them in the same roles.

Out of these interviews grew suggestions and recommendations for heightening the effectiveness of the department heads and of the organization, for heightening the levels of job satisfaction, for being able to define more clearly their roles within the organization, and for enabling them to cope with difficulties in a more appropriate manner.

V. ASSUMPTIONS

1. It was assumed that the primary subjects of the study, despite some variance in their exact titles, would occupy similar positions within the organization.

2. Since the educational world is different from the world of business and industry, it was assumed that research findings from such studies could not be applied to the educational setting.

3. It was assumed that participants would truthfully transmit their perceptions.

VI. DEFINITIONS

Department head: The officially designated chairperson of an academic department in a higher education institution.

Duty: The specific tasks that the participant carries out as part of his role.

Middle leader: One who occupies a position "between the first level of supervision and the top executives" (Owens 4). For purposes of this study, the middle leader in higher

education will be the department leader.

Mission: The primary purpose for an institution's being in existence. More specifically to this study, the primary purpose the department heads feel that they serve is their mission.

Role: Role involves "behavior enactment arising from interaction with other human beings. The various offices or positions . . . carry . . . expectations of behavior held by both onlookers and by the person occupying the role" (Owens 62).

Role congruence: The degree of agreement between the department leaders and significant others as to the nature of leaders' roles.

Role ambiguity: The result when the nature of the role is uncertain or unclear.

Role expectation: This refers to "The expectation that one person has of the role behavior of another" (Owens 62).

Role perception: The term "used to describe the perception that one has of the role expectation that another person holds for him or her" (Owens 62).

Vision: The future aims and hopes the participants have for their departments.

VII. LIMITATIONS AND DELIMITATIONS OF THE STUDY

1. The population involved in this study was limited to

department heads, deans, and faculty members within selected departments.

2. The institutions involved in this study were limited by location in a specific geographic area.

3. Due to time and financial restraints, a relatively small sample size was used; three institutions were utilized. Three departments in each institution were utilized; five subjects in each department were interviewed, yielding a total of forty-five planned interviews.

4. Portions of the study were delimited by the use of the interview format and depended on the interaction between interviewer and interviewee and upon the candidness and honesty of replies.

5. Because the sample was not randomly drawn, the results of the study cannot be generalized to the entire population of department heads, but apply only to the institutions studied.

VIII. METHODOLOGY

Population and Sample

The study population consisted of subjects employed at three public universities in the Southeast. These three institutions were selected because they are public institutions of some size and have similar structures as far as leadership positions.

The first institution was established in the late 1800's

as a private religiously-affiliated school. It became a public university in the late 1960's. The fall 1990 enrollment was 7,564 headcount students according to the 1991 Higher Education Directory.

The second institution was established in the late 1700's as a land-grant college. In this comprehensive, research-oriented institution, the fall 1990 enrollment was 25,016 headcount students according to the 1991 Higher Education Directory.

The third institution was established in the early 1900's. The fall 1990 enrollment was 14,136 headcount students according to the 1991 Higher Education Directory.

In each institution, fifteen participants were selected: three department heads, three deans, and nine faculty members. This yielded a total of forty-five interviews in the three institutions. (After permission to interview was granted and initial contact was made with the department heads, it was discovered that in one institution two of the departments selected reported to the same dean. Hence, only eight deans were interviewed, but information was given on all nine departments.)

In each institution, one department was selected from the College/School of Business, one department from the College/School of Liberal Arts/Arts and Sciences, and one department from the College/School of Education.

Participants were not selected by true random sampling,

but efforts were made to utilize a fairly representative cross section of interviewees. Initial efforts were made to interview from the same departments in each of the three institutions; due to the fact that some department heads did not wish their departments involved, complete uniformity of departments was not possible.

Department heads were asked to identify faculty members who had been in the department the longest period of time, the shortest period of time, and median periods of time. Selection of faculty were made based on this information, including one faculty member from each of the three time-based groups. As much as possible, women and minorities were selected for inclusion in the study.

Almost all of the women involved in the study (women were included in all three levels of persons interviewed) preferred not to be identified as women. In fact, one woman participated in the study only on the condition that "she" or "her" references not be directly used. Thus all pronouns used from this point on will be in "he/she" format when singular reference is necessary.

Study Interview Guide

The study utilized the structured interview as the primary research tool. It employed face-to-face interviews with each subject. A standardized interview guide was constructed by the researcher following the format and content of the basic research questions. Interview questions were

designed to elicit information about perceptions of roles, duties, mission, effectiveness, job satisfaction, and conflict management. Interviews were recorded on tape for transcription and codification following the interview. This taping was done with the permission of the interviewee: only one of the participants expressed a wish that the interview not be taped and handwritten notes be made instead.

Since three levels of participants were interviewed (faculty, department heads, deans), three separate forms of the interview guide were constructed. The information elicited was similar but wording of questions was changed to conform to the position of the participants involved. Copies of all three interview guides appear in Appendix A.

Gathering the Data

The researcher initially sent a package of materials to each of the department heads to be involved in the study, briefly explaining the nature of the study and requesting permission to involve the department head in the study (See Appendix B). Within one week after the department heads received the material the researcher followed up with a personal telephone call.

The first mailing went to nine department heads. Five of the department heads immediately agreed to participate; two declined to participate, citing time problems; two expressed hesitancy and requested time to think about participation. The researcher called these two department heads a week

later, assured anonymity, and discussed the nature of the interview questions. Both department heads agreed to participate. One agreed on the condition that he/she could specify which faculty members would be included. The researcher agreed to this condition, but after the head saw the nature of the interview questions, this stipulation was removed. The other department head asked to see copies of all interview questions before agreeing to departmental participation.

The package of materials was sent to two more department heads in place of the two who declined; both of these newly approached department heads agreed to participate.

Following granting of this permission, department heads were asked to identify the persons to whom they reported (dean, division leader, etc.); they were also asked for a listing of faculty members in their departments based on the number of years of service for each member. In each department, the faculty members with the most years of service, the members with the least years of service, and the members with a median number of years of service were chosen as the three participants.

The researcher personally telephoned each of these thirty-six persons identified as potential interviewees to explain the purpose and format of the study, to gain consent to participate, and to set up an interview time convenient to the subject. If the first faculty member contacted in

each slot declined to participate, another in that same time slot was asked. Eight of the faculty members originally contacted declined to participate for one reason or another, primarily due to time constraints or fear of being identified; the next eight persons contacted agreed to participate. Two deans expressed hesitancy to participate, but after further discussing anonymity with the researcher and after seeing the interview questions involved, both agreed to be involved. Almost all the deans expressed some discomfort with questions concerning an evaluation of the department head, but all were assured that they could decline to answer any questions they wished and that no names or specific identifiers would be mentioned in the study.

From each of the three participating institutions, three department heads were selected, giving a total of nine sets of interviews to be conducted. Each set consisted of interviews with the following personnel: one department head, three faculty members in that department, one dean to whom the department head reported. Thus each of the nine sets consisted of five interviews, yielding a total of forty-five interviews. As explained previously, two of the department heads involved were connected with one dean; while only one dean was thus interviewed for both departments, the information he/she gave was treated as two separate interviews.

Since the researcher was involved in a full-time academic position at the time of the study and since all participants were also involved in academic jobs at the time, interviews were scheduled whenever participants' calendars would allow. The bulk of the interviews (thirty-nine) were set up from late March 1990 through the middle of May 1990; two took place in mid-June 1990; one took place in late July 1990; two took place in October 1990. (Note that there were forty-four separate persons interviewed rather than forty-five since one dean was involved with two of the departments in the study.)

At the outset of each interview, the researcher gave the interviewee a consent form to read, discuss, and sign. The form briefly described the purpose of the study, the nature of the questions involved, measures taken to preserve anonymity, information on how to contact the researcher, and assurance that participation was purely voluntary and could be terminated at any time. (A copy of the consent form appears in Appendix C.)

Before beginning the interview, the researcher explained that should the participant feel uncomfortable with any question, he/she could decline to answer or could restructure the question as he/she deemed necessary.

The researcher also asked permission to tape record the interview for later transcription and codification. Only one participant did not wish the interview to be taped; the

researcher manually took notes recording the information contained in that interview. The researcher informed each person who consented to the taped interview that should he/she not wish to answer a certain question, the recorder would be turned off at that point.

A further question asked of the interviewee prior to the interview was "Do you want me to send you the tape after I transcribe the interview and the transcript after the dissertation is written, or do you simply wish verification upon completion of the dissertation that tape and transcript have been destroyed?" One participant requested the tape sent to him/her; one requested that the transcript be sent to him/her; all others simply wanted verification at the completion of the dissertation that materials had been destroyed.

All participants were assured at the outset that the interviews would in no way be interpreted as evaluations of the quality of the participant's instructional or administrative duties and that the information gained would be wholly confidential and used for research purposed only.

Appendix A contains questions utilized in the interviews. The researcher asked everyone the background information first, then the questions pertaining to roles and duties, then the questions about job effectiveness (deans and faculty members) or job satisfaction (department heads). The standard interview guide was followed as

closely as possible. However, if the participant expressed hesitancy to answer a certain question, that question was omitted. In some cases participants anticipated a certain question before it was asked, sometimes answering two different questions at once; in such cases the format of the interview guide was restructured to avoid asking for the same information twice. (For example, it often happened that when the participant was asked about the department head's role, he/she discussed not only the overall role, but the specific duties as well. In that case, the later question about specific duties was omitted.)

After asking all the planned interview questions, the researcher asked the participant "Is there anything else you would like to add or to clarify?" Some said "no"; some added more information they had thought of in the course of the interview, clarified an answer already given, or in some cases asked the researcher about her dissertation, academic background, teaching position, goals and ambitions, etc.

At the completion of the interview, the researcher thanked the participant again for consenting to the interview, for giving up some of his/her valuable time, and for the information imparted.

Treatment of the Data

The researcher and three assistants transcribed the interviews. Interviews were played back on tape recorders or on office dictation equipment and transcribed exactly as

they had taken place. The researcher transcribed thirty-three interviews; assistant #1 transcribed one; assistant #2 transcribed three; assistant #3 transcribed seven. Each participant was assigned a code number known only to the researcher; each transcription bore the code number (AH3, CF1, etc.) but no name. Each tape was erased upon completion of interview transcription (with the one exception of the participant who wished the tape of the interview sent to him/her).

Three copies were made of each transcription for the use of the researcher. She set up a system of filing folders labeled according to each interview question or portion of a question. At that point she re-read each interview transcript, writing notations in the margins concerning which question the material answered. (In some cases the interviewee would answer a question, then several minutes into the interview would add some more information pertinent to a previous question.)

The next step was to cut the transcriptions apart into sections according to the various questions. Answers were then placed in the labeled file folders. For example, all answers to the question "What is your perception of what the role of the department head should be" were placed in one folder; all answers to "What changes would you like to see in this department" were placed in another folder, etc.

Each answer was identified simply as "F" for faculty

response, "D" for dean's response, "H" for head's response. No attempt was made to codify or identify individual answers further than that since the aim of the study was to identify aggregate responses within the three levels, not to identify specific members of certain departments.

Finally, the researcher again read the responses to each question individually, grouped information, and analyzed responses to each question in a descriptive manner. (Presentation of the collected data appears in Chapter 3.)

IX. ORGANIZATION OF THE STUDY

Chapter 1 contains an introduction to the topic and a statement of the problem; purpose of the study; research questions to be addressed in the study; a brief discussion of the theoretical framework; assumptions; definitions used in the study; limitations and delimitations of the study; a discussion of the methodology and procedures utilized.

Chapter 2 presents a review of literature relative to the topic and problem. The literature reviewed concerns (1) major concepts regarding social systems and role theory, (2) the academic department leader as a middle leader, his roles and duties, (3) the concepts of job satisfaction, job effectiveness, and conflict management.

Chapter 3 presents and analyzes the data gathered, including findings, analysis, and interpretation of data. Analysis is presented in a descriptive format.

Chapter 4 includes a summary of the findings, conclusions, and a list of recommendations for further study in the area of academic leadership.

CHAPTER II

REVIEW OF LITERATURE

I. INTRODUCTION

Background literature related to this study fell into several categories: social systems models and role theory; the academic department leader as a middle leader, his roles and duties; concepts of job satisfaction, job effectiveness, and conflict management.

II. SOCIAL SYSTEMS AND ROLE THEORIES

The concept of an organization as a social system had its roots in the theory of Ludwig von Bertalanffy, a biologist, who in 1950 proposed some notions "of what is now known as general systems theory" (Owens 55). The two bases of this theory are the concepts of subsystems and multiple causation: an organization is made up of interrelated subunits, and there is often more than one cause for an action/event in a social system (Owens 55-56).

Another major concept concerning social systems is their division into open or closed systems. Owens defined open systems as those "which interact with their environments" and closed systems as those "which do not interact with their environments" (57). Although some argue that some schools are relatively self-contained, purely internally-functioning closed systems, most schools may be considered

open systems since they must to variant degrees interact with environs around them (Owens 57-59).

Daniel Griffiths pictorially represented an open social system and a school as a social system in the following diagrams (Figure 3).

Various levels of administration are integral parts of a school as a social system. Getzels and Guba insisted that "The process of administration deals essentially with the conduct of social behavior in a hierarchical setting" (424). Getzels, Lipham, and Campbell discussed administration "as a social process and of its context as a social system" viewable from three aspects: structural, functional, and operational (52-53). Furthermore, they said, since "administration always functions within a network of interpersonal or . . . social relationships," then the "study of administration must be put within the most general context of interpersonal or social behavior--that is, the given social system" (53).

Getzels and Guba discussed their social systems theory in an article titled "Social Behavior and the Administrative Process"; this appeared in The School Review in the Winter 1957 issue. Their model has been widely discussed and employed since that time.

They discussed the social system as being composed of the institution and individual, respectively called the nomothetic and the idiographic dimensions. The components

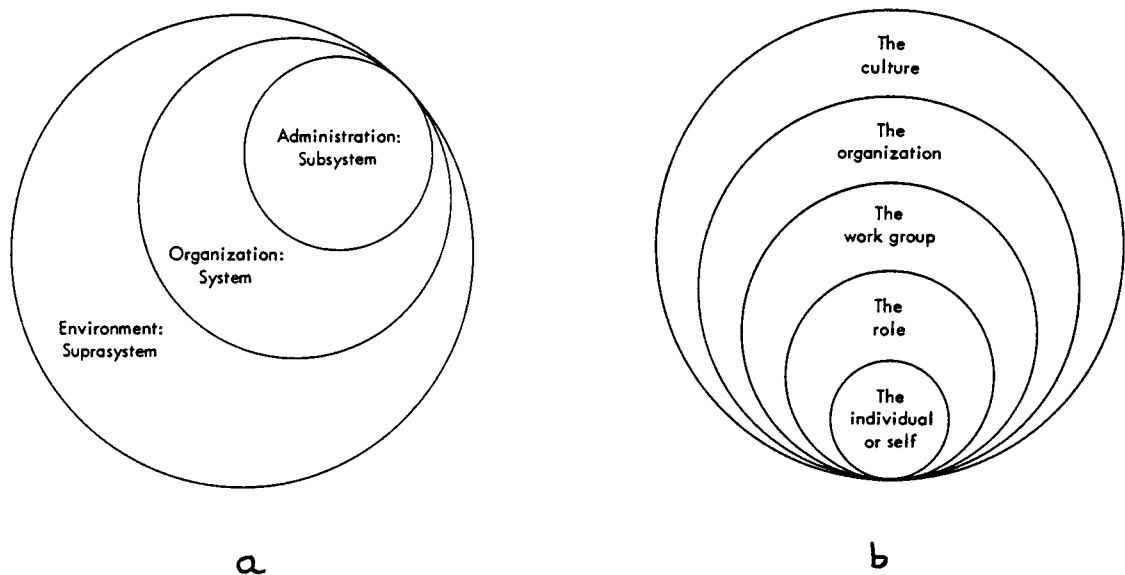


Figure 3. An Organization Presented Both (a) as an Open Social System and (b) as Showing Levels of Interaction Between the Individual and the Organization

Source: Adapted from Organizational Behavior in Education, 3rd edition, by Robert G. Owens, pp. 59-60 (adapted from Daniel E. Griffiths, "Administrative Theory and Change in Organizations," in Innovation in Education, 1964, p. 430).

of the nomothetic (normative) dimension are institution, role, and expectation; the components of the idiographic (personal) dimension are individual, personality, and need-disposition.

In relation to the nomothetic dimension, Getzels and Guba explained five characteristics of institutions: they are purposive, peopled, structural, normative, and sanction-bearing. In explaining roles, they stated that "the most important sub-unit of the institution is the role" and made the following statements about roles:

- a) Roles represent positions, offices, or statuses within the institution.
- b) Roles are defined in terms of role expectations.
- c) Roles are institutional givens.
- d) The behaviors associated with a role may be thought of as lying along a continuum from "required" to "prohibited" (426-427).

Since people vary greatly, there is also a "people" dimension to the Getzels-Guba social systems theory--the idiographic. The major concepts involved are personality and need-disposition. Getzels and Guba chose to utilize the definition of personality which referred to "the dynamic organization within the individual of those need-dispositions that govern his unique reactions to the environment" (428). An individual's behavior is a response to both the expectations of the institution and the personal

inclinations within him/her. As the authors put it, "What we call social behavior may be conceived as ultimately deriving from the interaction between the two sets of motives" (428). Represented by a specific formula, behavior is a result of role/expectation interacting with personality/need-disposition: $B=f(RXP)$. This relationship is diagrammed as follows (Figure 4).

Getzels and Guba continued further in their article to discuss conflicts in the areas of role and personality. Conflict between roles is defined as occurring

whenever a role incumbent is required to conform simultaneously to a number of expectations which are mutually exclusive, contradictory, or inconsistent, so that adjustment to one set of requirements makes adjustment to the other impossible or at least difficult (432).

Similarly, conflict between personality elements is defined as occurring "as a function of opposing needs and dispositions within the personality of the role incumbent" (432).

III. MIDDLE LEADERSHIP AND THE ACADEMIC

DEPARTMENT HEAD: ROLES AND DUTIES

Middle leaders have existed for centuries. In the eighteenth chapter of the book of Exodus recorded one of the first instances of a "management consultant's" recommendation that an organization include a middle rank of leaders:

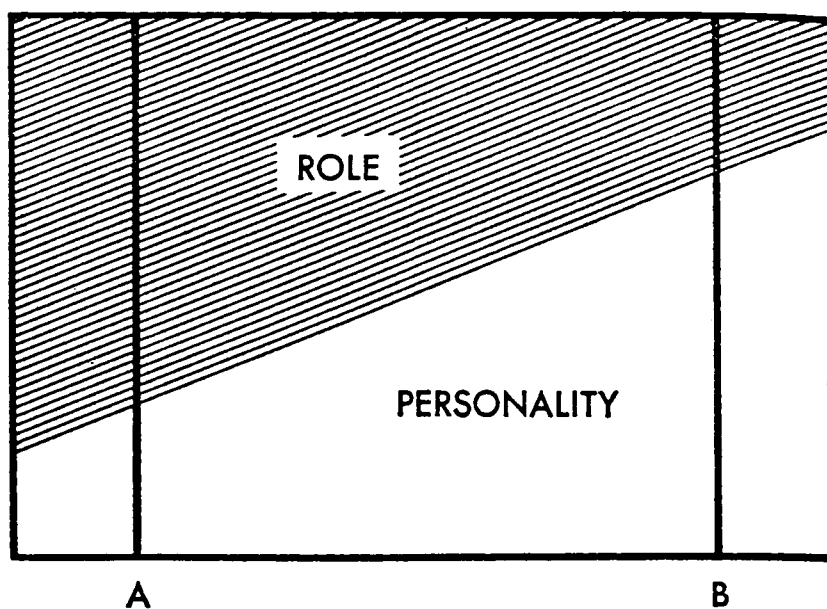


Figure 4: The Interaction of Role and Personality in a Behavioral Act ($B=f[R \times P]$)

Source: from "Social Behavior and the Administrative Process," J. W. Getzels and E. G. Guba, The School Review, Winter 1957, p. 430.

Thou shalt provide. . .able men. . .to be captains of thousands, and captains of hundreds, captains of fifties, and captains of tens. And let them judge the people at all seasons. . .every great matter shall they bring unto thee, but every small matter shall they judge: so shall it be easier for thyself, and they shall bear the burden with thee (Kay 1-2).

Thus did Moses' father-in-law suggest that he lighten the load of leading the hosts of Israelites--by choosing middle men.

In the 1950's and 1960's, along with an economic surge, the ranks of middle leaders burgeoned. Concurrent with the boom, "computers and automation" created a fear of the "imminent demise of middle management." In fact, some experts predicted that "By 1980. . .middle management would have disappeared" (Drucker, Management 443). Drucker discussed the failure of this prediction, however, noting that the middle management ranks have continued to grow, but added that the middle leaders are being converted into "knowledge professionals, that their functions are changing (Management 454).

Who are leaders, be they in the middle ranks or at other levels in an organization? Definitions of "leadership" are widely variant. Gardner explained leadership as being the "process of persuasion or example by which an individual or leadership team induces a group to pursue an objective held

by the leader or shared by the leader and followers" (16). Bower is quoted as saying that a leader must possess "more intelligence, persuasiveness, self-confidence, industriousness, dependability, and humor. . .note the reliance on energy, activity, and communication" (Betz 20). According to Rusk, a factor which distinguishes a leader is the "willingness to put in an extra amount of just plain hard work" (Betz 15). Fiedler stated that "Leadership implies control and influence over others" (Fiedler, Chemers, Mahar 36). In another work he discussed leadership in "terms of how well the leader's group performs its assigned functions." Furthermore, he stated that "All managers who supervise people are leaders," placing the emphasis on the element of "people" (Fiedler and Chemers 5, 7).

In addition, High claimed that an effective leader must possess certain skills along with the ability and willingness to be a risk taker (High, August 1987). Hesburgh has said that "the very essence of leadership is [that] you have to have a vision" (Peters 399). Brown listed fifteen qualities of a good leader: risk taking; drive and energy; self-confidence; involvement; fiscal understanding; persistence; goal-setting ability; ability to handle failure; good listening abilities; initiative; effective resource use; flexibility; ability to delegate responsibility; tolerance; ethical code (qtd. in Betz 93). Rusk said that a true leader soon earns respect of his workers, possesses

integrity and courage, and is sensitive and concerned about matters of work and personnel (qtd. in Betz 20-21).

Maccoby, in a study involving six leaders, pointed to certain characteristics shared by all six:

a caring, respectful, and responsible attitude; flexibility about people and organizational structure; and a participative approach to management, the willingness to share power. Furthermore, they are self-aware, conscious of their weaknesses as well as strengths, concerned with self-development for themselves as well as others (221).

Richman and Farmer explained that

Effective leadership. . . often depends on much more than formal authority and official power, although these, too, are very important. It also depends on providing an environment and structure that adequately satisfy important human needs, on various personality factors, on mutual respect, trust, and confidence, on knowledge, information, and wisdom, and more (21).

Much literature exists concerning what a leader is, what he/she does, what he/she is like, his/her personality, his/her various characteristics. The definitions and lists go on seemingly endlessly. Almost all of them, however, involve people and the concept of control as key ingredients.

While Tucker remarked that many higher education

academic department leaders might object to being labeled "middle managers," that is indeed the niche they occupy. This hesitation to be labeled such may stem from a feeling in higher education that the business world and business terminology has little place in education. Tucker pointed out that, nevertheless, "this classification" is "correct from the standpoint of an organization chart" (306). His book is written in a manner which seeks to "avoid. . . management terminology and nomenclature that intimidate the academic community" but is "directed specifically to chairpersons' concerns about the use of the management process in seeking solutions to department problems" (307). Thus the department leaders' positions are parallel to the middle managers in other types of organizations. As to the reason for the chairpersons' existence, Bennett said it is because "someone in the institution must be designated as the primary organizational representative of the academic discipline. . . [They have] to give the discipline its institutional shape, texture, and color" (13).

Much of the day-to-day decision-making takes place at the level of the division heads, department heads, or deans. As noted previously, one source claimed that as much as 80% of the daily decision-making in higher education takes place at this level (Roach 13).

Although some faculty are involved directly in administrative decision making, most come into contact with

administrative policies and edicts in predominately one way: through the department heads, division leaders, and deans. Most of these leaders have one flaw in common. As Monroe observed, "department chairmen are in a nebulous and difficult position being both faculty and administration, but belonging completely to neither" (Hammons 14). Bennett claimed that "Both colleague and supervisor, the [academic] dean stands in the same uneasy relationship to the chairperson as the latter does to the departmental faculty members" (153). Another writer said that due to the "hybrid nature" of department chairs, "personal tensions" and "professional and legal problems" may frequently arise (McMullen 26). Tucker commented on the "distinctive characteristic of the chairperson's role"--the fact that it is a very paradoxical one (4). He went on to say that

The chairperson is a leader, yet is seldom given the scepter of undisputed authority. He or she is first among equals, but any strong coalition of those equals can severely restrict the chairperson's ability to lead. Deans and vice presidents look to chairpersons as those primarily responsible for shaping the department's future, yet faculty members regard themselves as the primary agents of change in department policies and procedures. The chairperson, then, is both a manager and a faculty colleague, an advisor and advisee, a soldier and a captain, a drudge and a boss (4).

Bennett also discussed the position of the department heads in the educational hierarchy. "As first line administrators. . . chairpersons are the key link between the institution's administration and the faculty and students" (7). Later, he referred to the middle leaders as "odd creature[s], in an odd spot. Rooted in the faculty like no other administrator, but tied to the administration like no other faculty member, [they have] both an excess and a deficiency of identity" (11). In addition, Tucker claimed that department heads "are the only academic managers who must live with their decisions every day" and that this "intimate relationship is not duplicated anywhere else in the college or university" (4). The department leaders are truly in the middle; they must answer to countless people around, above, and below them in the institutional structure.

It is generally agreed that the tasks of the department chairmen are many. According to Bennett,

A list of the various responsibilities of the department chairperson must read like a long laundry list. Specific, identifiable tasks can easily number in the fifties, and the sheer range of activities can numb the mind. One must distinguish among their importance, of course, and the chairperson must make ongoing decisions as to priority and urgency" (137).

These leaders are usually chosen from faculty ranks and have

had little specific preparation for leadership, yet they are expected to act effectively and efficiently as teachers, personnel directors, schedule makers, counselors, budget agents, etc.--all at the same time. They are expected to wear many hats with little or no preparation for donning those hats.

A number of sources list the nature of the department heads' duties, responsibilities, and problems (Roach, Tucker, Bennett). But what is the importance of the department leaders' position? According to Gardner, "vitality at middle and lower levels of leadership can eventually produce greater vitality at higher levels of leadership" (18). This seems rather logical. Bennett wrote that

One can argue that the chairperson is crucial. . . .A college or university can lurch along. . . .with poor administrators at the top. As long as there are good department chairpersons, the integrity of the institution can be maintained. Reverse the situation, however, and watch out! (2)

Tucker agreed that

A brilliant university or college administration with inept chairpersons cannot survive; an inept administration, with the help of a group of brilliant chairpersons usually can. The position of department chairperson, then, is an important one (4).

The department leaders are responsible for communicating the faculty and student needs, ideas, and suggestions to the administration; they are also responsible for interpreting and enforcing the administration's dictates to the faculty and students, reducing conflict, and helping to institute change.

According to Blyn and Zoerner, academic managers do not have the clearcut delineation of duties and evaluative processes as do middle managers in other types of businesses. They referred to the idea that the academic manager has "responsibility without authority" (22). These same educators pointed to the fact that personnel problems arise because the middle leaders, "frustrated by. . .confusion and inaction and themselves in possession of objectives they wish to see achieved resort to mischievous means to obtain desired. . .results" (23). As a result, faculty often feel alienated from and rather dubious about motives of leaders in academic circles.

Much of the literature discussing middle leaders in higher education concerned the nature of tasks, duties, and responsibilities of these department/division leaders. Tucker grouped their duties into eight categories: "department governance, instruction, faculty affairs, student affairs, external communication, budget and resources, office management, professional development" and specifies certain tasks under each category. He also listed twenty-

eight roles in which the department heads may need to act at various times during their terms in office (4):

teacher	representer	decision maker
mentor	communicator	problem solver
researcher	evaluator	recommender
leader	motivator	implementor
planner	supervisor	facilitator
manager	coordinator	entrepreneur
advisor/counselor	anticipator	recruiter
mediator/negotiator	innovator	peer/colleague
delegator	peacemaker	
advocator	organizer	

Bennett discussed the roles, tasks, responsibilities of the department heads in curricular areas, budgetary planning and implementing, hiring/firing/evaluating faculty and staff, teaching, researching, implementing and facilitating change, communi-cating between top administration and faculty/staff, political maneuvering, resolving conflict, and negotiating (11-14).

Roach saw the department chairperson as being involved in the following roles: departmental planner, faculty leader, communicator, coordinator, representative (of himself, the department, the school, department members, administration), negotiator, change facilitator, organizer, recruiter, scheduler, problem solver, staff developer, interdepartment coordinator (15-22). Heimler said the

department leaders' responsibilities "fall into three categories: administration, faculty leadership, and student advising" (159). Lest this seem overly simplistic, he went on to delineate the categories as including the following sixteen items.

1. improving instruction;
2. developing and revising courses;
3. making the semester schedule;
4. developing programs: major, minor, state teaching credentials, M.A., general education;
5. recruiting faculty;
6. evaluating faculty and staff;
7. preparing the departmental budget;
8. administering the departmental budget;
9. reviewing and approving student petitions;
10. requisitioning textbooks and library materials;
11. maintaining departmental records;
12. attending meetings and conferences;
13. making faculty schedules;
14. responding to on- and off-campus inquiries regarding college programs and regulations;
15. taking care of departmental correspondence;
16. writing student recommendations for employment and graduate school (159).

Fly and High identified mid-level administrators as being "planners, budgeters, performance appraisers,

delegators, group process facilitators, problem solvers, and decision makers" (32). Hammons divided responsibilities into five main areas: general administrative, student-oriented, business and financial, faculty-oriented, and curriculum and instruction (16).

IV. CONCEPTS OF JOB SATISFACTION, JOB EFFECTIVENESS AND CONFLICT MANAGEMENT

Job Satisfaction and Effectiveness

As defined by Nichols, job satisfaction is a "condition which exists when psychological and social needs are satisfied; generally, a positive attitude toward one's professional position" (9).

Numerous studies have been done on job satisfaction in the business/industry world, but few in educational areas. According to Nichols, the oldest major study of job satisfaction in education was done in 1935 by Robert Hoppock and involved five hundred teachers (11). Nichols also reported on a 1966 study by Sergiovanni regarding teacher satisfaction and dissatisfaction; a New York State study involving higher education presidents in that state (1966); a 1968 study by Hussein on school size and teacher satisfaction; a 1970 study by Dahl concerning "role perception and job satisfaction" in the ranks of "lower and middle level junior college administrators" in Southern California; a 1975 study by Smart and Morstain regarding job satisfaction among

college administrators (21-24). Using variations of Lyman Porter's questionnaire originally developed for use in business, studies regarding job satisfaction were conducted by Trusty and Sergiovanni in 1966, Brown in 1970, and Carroll in 1974 (Nichols 24-27).

What about job satisfaction among department leaders? Both Tucker and Bennett referred to the relatively high satisfaction level of department heads despite confusion, ambiguity, and constraints of their environments. Tucker reported that in an unpublished survey (1977) of four hundred department heads involved in Florida's university system, 90% of the participants reported willingness to serve another term in their position (307). In 1983, Bennett reported much the same situation: 80% of the participants with whom he communicated reported being satisfied with their jobs and being willing to serve another term (56).

Conflict Management

Conflict occurs in any type of organization between any types of people. Since a school setting is a social system and involves persons and various levels of stratification, there will be conflicts. No leader doubts its existence, though some may prefer to pretend it does not exist in their organization. As Tucker said,

Conflict, according to many department chairpersons, is something that happens in someone else's department.

Some chairpersons view conflict in their department uneasily and feel that it is somehow their fault. Some chairpersons are unaware that conflict exists because they are so awe-inspiring that their faculty members conceal it from them. . . they need to accept the idea that it can occur. . . . The chairperson ought to be concerned about conflict within the department, because once it occurs, it tends to fester and grow. . . .

Chairpersons who learn to identify and diagnose conflict at an early stage and who help their departments deal with it effectively fulfill one of the most difficult requirements of their role (175-176).

Conflict has been defined as a "multi-stage process" resulting "whenever incompatible activities occur." The incompatible activities "originate in one individual or groups and result in conflict that may be labeled intrapersonal, interpersonal, intragroup, or intergroup" (Robertson 3). Tucker referred to departmental conflict of four types: inner; employer/employee; faculty member/faculty member; faculty member/student (176).

Conflict is often seen as a negative factor in organizational life, but Robertson said that "opportunities for the creative management of conflict are enormous" (6). Today, in fact, "emphasis is toward the consideration of the functional as well as dysfunctional aspects of conflict" (Robertson 7-8). In fact, some leaders react to conflict

with what has been called "creative insubordination"; that is, they find ways of solving conflict with creative means that sometimes stop just short of being outside permissible boundaries.

Robertson's research involved interviews with thirty-two school principals in regards to conflict situations. One of the four conclusions reached was that the method of conflict management used "plays a major role in determining whether or not the conflict results in a constructive or destructive outcome" (v). Of four predominant methods of conflict management, 55.8% of the conflicts identified were reportedly resolved by "administrative decision" while 29.1% were resolved by "joint problem solving" technique.

Interestingly, in the same study "administrative decision was associated with job dissatisfaction, conflict with central office, authority issues, and decreased trust" whereas "joint problem solving was seen as producing more positive outcomes, including improved relationships and increased trust" (Robertson 66, 69-70). Thus it seems appropriate to say, based on Robertson's research, that shared efforts to manage conflict in a school setting may result in better outcomes and increased satisfaction. Robertson also stated that his findings were "generally supported by the research of Blake and Mouton. . .Lawrence and Lorsch. . .Burke. . .and Wahlund" (90).

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

I. INTRODUCTION

The purpose of this study was (1) to investigate how selected academic department heads in higher education perceive their roles and duties in comparison to how significant others perceive them and (2) to investigate how these perceptions or variances in perceptions affect (a) their job satisfaction and (b) their job effectiveness.

Three major research questions guided the formation of interview questions and the organization of data presentation. These were as follows: (1) What are the department heads' perceptions of their roles and duties within the organization as compared to their associates' perceptions? (2) What are the deans' and faculty members' perceptions of the department heads' job effectiveness? (3) What are the department heads' perceptions of their levels of job satisfaction?

II. BACKGROUND INFORMATION

In order to set the stage for the interviews, the following pertinent background information was collected.

Of the forty-four participants in the study (nine department heads, eight deans, twenty-seven faculty members), only one did not have an earned doctoral degree.

Length of time the participants had spent at their current institutions ranged from nine months to thirty-two years. Eighteen participants had been at the institution from nine months through ten years; eleven had been at the institution from eleven through twenty years; thirteen had been at the institution from twenty-one through thirty-two years.

Department heads had been in their positions as follows: one for one and one half years, one for three years, one for six years, one for ten years, one for twelve years, one for fourteen years, one for seventeen years, one for twenty-two years, and one for twenty-three years.

Five of the department heads had been in headship or chairmanship positions at institutions previously; four had been department heads/chairs only at the current institution. Eight of the nine had been employed at other institutions in other positions; one had worked solely at the current institution. Five were chosen as department heads through external searches; four were chosen as department heads through internal searches.

By virtue of their position, all eight deans were

working with other department heads in addition to the one under study. The deans had a dean/head working relationship with the head under study as follows: one for eleven months, one for twenty months, one for one and one half years, one for two years, one for four years, two for five years, one for twelve years.

As to the faculty/department head working relationship, twenty-one faculty members had worked with other department heads in addition to the one under study; four had worked with only the department head under study.

In regard to perceptions of how the department head was selected, the consensus was that the process was and is relatively standard, following the procedure outlined below.

1. Advertisement was made in appropriate journals and other publications.
2. The search committee consisted primarily of departmental faculty (sometimes along with other departmental personnel), university personnel, and/or community personnel.
3. The search committee screened all applicants and made recommendation of candidates to be brought on campus for interviews (perceptions of numbers of candidates ranged from two to seven).
4. Interviews were held with the search committee,

departmental faculty, other department heads, deans, provost, or vice president of academic affairs, and or vice president of academic affairs, and president. In some cases, the candidate was expected to give a presentation of pertinent research to the departmental faculty as part of the interview process.

5. The committee made a recommendation of their first choice, sometimes second and third choices to the dean; the dean chose one and sent the name to the vice president or provost, then to the president for final official approval.

While nearly all participants agreed that there was and is a relatively standard procedure to be followed in selections of department heads, there were marked differences in perceptions of how much weight faculty desires, department desires, and other administrative desires received.

Twenty participants agreed that the selection procedure was standard with the ultimate decision made by the dean, possibly in consultation with the provost or other administrator.

Seven said that they did not know what process was used.

Four pointed out that the search procedure varied depending on whether an internal or external candidate was desired. One of these perceived that "the preference at

this university is to select from within if there is someone interested in and qualified to take over the department."

Three agreed on the existence of a standard procedure and added that affirmative action guidelines were important and had to be rigidly observed.

Three department heads, all of whom had been in position for some time, reported that while they were familiar with current selection procedures, they were not sure of the process that had been utilized to select them. One said "I can't really enumerate what the process was because I wasn't here." Another humorously reported that

They did have a screening committee for me, but I was not aware of it. Somebody forgot to tell me about it. I had lunch with them. . .we just sat around and talked and ate lunch; I wasn't aware that I was being interviewed.

The third head said "I don't think they went through a formal process in terms of selecting me. I don't think they ever looked outside. It was just a matter of 'Are you interested?' And I said 'Not really' and we talked some more and then we agreed to have me."

Two persons saw the department head's position as being for a fixed term of five years; no one else saw a specific length of time as being involved.

As to the faculty involvement in the selection process, perceptions varied. One person saw the process as being "primarily faculty vote and some chances for higher ups to interview." In contrast, another stated that the department head was "appointed by dean and administrators. There is no faculty input." Still another reported a "top down decision and it was against many of the wishes of the faculty." One other participant saw the department head's appointment as being purely a chancellor's appointment with "recommendations from the school and provost or chief academic officer."

One person simply reported "Yeah. We had a search." Another, a department head, said the process was "faculty recommendation of department to the dean. And then I was--we are appointed by the dean, but it was consensus of the faculty that it was my turn."

One saw the process as varying slightly from department to department. "There is always a faculty search committee. The weight placed on the decision varies as to the school and the department and who has applied for the job."

Thus regarding the background information concerning selection of the department head, there was variation on two aspects: the amount of and importance of faculty input, and the matter of who made the final decision on department head

hiring. Also intriguing was the fact that three of the nine department heads had no clear perception of the process that had been used to select them.

III. RESEARCH QUESTION #1: WHAT ARE THE DEPARTMENT HEADS' PERCEPTIONS OF THEIR ROLES AND DUTIES IN COMPARISON TO THEIR ASSOCIATES' PERCEPTIONS?

The first interview question addressing the main research question was "What is your perception of what the role of the department head should be?"

Department Heads' Perceptions of Role

Department heads' responses to this question are presented in Table 1.

All department heads felt that there were multiple roles, and almost half pointed out the mix between leadership and administration, between being administrator and faculty member. One reported that "obviously it's a leadership position and it's an administrative position. I've found that it varies greatly from one institution to another." Another department head discussed "reconciling both your role as a representative of the administration," being a "part of the faculty and a part of the department," and having "to interpret the department to the administration."

TABLE 1

THE ACADEMIC DEPARTMENT HEAD'S ROLES AS PERCEIVED BY
NINE DEPARTMENT HEADS

Role Mentioned	Number of Times Mentioned
Both administrator/faculty	4
Resource manager	4
Interpreter of department to administration and/or to faculty	4
Personnel (hiring, firing, evaluating)	4
Both leader and colleague	4
General administrator (paperwork)	3
Scheduler	2
Student advisor	2
Encourager of faculty development	2
Teacher	2
Program developer	2
Provider of vision	1
Promoter of group unity	1
Financial manager	1
Arbitrator	1
Model for department	1
Public relations/liaison person	1

Others referred to the marked diversity of roles: one claimed that the department head must "do everything that nobody else will do. . .You're in a sense jack of all trades." Another felt that "almost everybody in administration agrees it's the hardest job in the university." Still another responded that the department head's role is "a fairly complex issue" and then named five major roles: model for department, leader of faculty, goad to faculty, manager of finances and other resources, public relations overseer. One reported that department heads have such "a very diverse role" that it was "a little hard for me to pick out parts of it."

Deans' Perceptions of the Department Head's Roles

The eight deans interviewed typically gave more brief answers in regard to the department head's roles than did the department heads themselves and the faculty members, identifying broad roles or discussing purposes for having department heads. All deans alluded in some manner to the diversity of roles in the position, the importance of the position, and the need for the department head to be a leader in academics, finances, and public relations.

One dean stated "What we want are strong heads. We want to fight with them. I mean we want them to come in and fight for their department. . .we don't want them just to

pass decisions on to this office." Thus he/she saw the primary role of the department head as that of being a decision maker.

Two deans addressed the importance of the position. One claimed "It is probably the most vital role. That's actually in my opinion where the job gets done. . . .If you don't have a strong cadre of department heads, you're not going to be successful in administration as far as the school as a whole." The other responded by saying

I think it's the most difficult job. He's neither fish nor fowl. . . it's almost an impossible job. [He] is expected to research, to do public service, to teach. He really has his whole faculty role and added on to it are the very significant management responsibilities of managing the resources of the department.

One dean stated the role very simply: it is "to administer and to lead the department." Another agreed that the basic role is that of being "an effective manager. . .an effective leader, a strong advocate" for the department. This dean felt that a very important quality of the department head was being "able to take a broad view from time to time that is not department-specific."

Still another addressed the diversity and breadth of roles, saying the department head is supposed to exert

"broad leadership." He/she recognized that while this leadership style varies, the department head still must "be an accountable, responsible person who speaks for, prods, encourages, cajoles." Another agreed with the diverse aspect: "Well, the department head is responsible for virtually everything that happens in the department" and alluded to academic, financial, and public relations functions. Another dean also identified three similar areas: to be overseer of "wise and judicious use" of financial resources, to "adjudicate the debates and requests that faculty members and students might have," to be able to "articulate the case of the department [to administration and other constituents] and its future in the context of the college and university."

Faculty Perceptions of the Department Head's Role

Faculty members' responses to this question covered a wide area, but the primary nature of their perceptions can be described by the following listing (See Table 2). There was some overlapping with a later question pertaining to specific duties of the department head. Some faculty saw the department head as having broad roles (leader, motivator, liaison person); others saw him/her as having only specific duties (scheduling classes, settling disputes, doing paper work, keeping track of office machines, etc.).

TABLE 2

THE ACADEMIC DEPARTMENT HEAD'S ROLES AS PERCEIVED BY
DEANS AND FACULTY MEMBERS

Role Mentioned	Number of Times Mentioned
Carry out administrative duties (paperwork)	11
Represent/support faculty	8
Lead department	6
Handle personnel issues	6
Handle budget/financial issues	5
Set programs and curriculum	5
Act as liaison person	5
Teach	5
Schedule classes	5
Set goals and objectives	4
Mediate/arbitrate disputes	4
Facilitate and develop when needed	4
Make decisions	3
Coordinate	3
Defend departmental faculty	3
Motivate personnel	3
Communicate to the department	3
Evaluate personnel	3
Research	2
Advise students and faculty	2
Set departmental climate and determine departmental direction	2
Create departmental unity	2
Assure best teaching by faculty	1
Work for more departmental funding	1
Be a colleague to faculty	1
Carry out mission of university	1
Perform clerical functions	1

Thus the department heads and deans tended to see the head's role in a broader perspective than did the faculty. They also tended to see the head as a leader while the faculty tended to see the specifics of his/her managerial or, as they called it, his/her "administrative" duties.

The deans most often addressed the importance of the department head's position in the university structure, frequently employing terminology such as "leadership" and "broad view." Faculty, however, tended to talk about the department head in terms of identifying specific tasks rather than broad roles.

Variations in Perceptions of What the Role Should be Versus What it Was Actually Perceived to be

Having asked all participants their perceptions or definitions of what the department head's role/roles should be, the researcher then asked "Does your perception of what the role should be vary any from what you perceive the role actually is?"

Seventeen respondents said "no," there was no variation. They perceived that there was a fairly close match between what they thought the department head's role should be and what they thought the actual role was. Eleven of those seventeen were faculty members; two were deans; four were department heads. One dean explained the close match by

saying that "we go out to look for headship candidates, and we know what we are looking for. So we are going to try to bring in the person who fits that perception."

Seventeen participants said "yes," they felt that there was variation between what they thought the role should be and what they thought it actually was. Eleven of these were faculty; two were deans; four were department heads. The main variation was that the perceived "should be" role involved more personnel issues; the perception of actuality involved more clerical, paperwork issues. One head said "There's a lot more administrative work in terms of time required than I thought there would be" and one faculty member reported "Heavy administration. Lots to do. Not faculty oriented as much as I would like to see." Others mentioned that the power base they had envisioned was different from actuality; for example, "I think in many instances of late especially the department head role is being undermined by the dean directly, certainly, and by the university central administration." All heads answering "yes" reported finding themselves mired in administrative/clerical matters and able to give less time to teaching and research than they had hoped. According to one head, the position is theoretically supposed to be a 50%/50% division between administrative and faculty (teaching/research)

duties, but "the problem is that it doesn't break down 50/50 and I easily spend 90-95% of my time doing administrative work and the other--the teaching I fit in where I can. I do very little research."

Five more interviewees did not answer either "yes" or "no" to this question. A department head explained "I don't think there are any stated goals except for specific duties. So you just get into the job and find out what it is. You know, so there's nothing to vary from." One faculty member said "There are probably gaps. I'm not sure I can articulate in any clear fashion exactly what they are." Another said "Muddy. It's hard to treat frontally--to confront head on." Three deans hesitated, then declined to answer the question, feeling that to admit a variation in what should be and what was could be interpreted as verging on sensitive personnel issues that they preferred not to address; "Well, as I said to you on the phone, I'm not going to get into an evaluation of personnel in a particular department."

In summary, seventeen felt that there was little or no variation between the ideal role of the department head and the actual role (eleven faculty, four department heads, two deans); seventeen felt that there was indeed a variation (eleven faculty, four department heads, two deans); eight either responded nebulously or not at all (three faculty

members, two department heads, three deans).

Those who reported seeing no variation (or not a large variation) typically did not amplify their responses; those who reported variation typically identified variations concerning types of duties and time required to fulfill them.

Perceptions of the Department Head's Duties

The next major interview question relating to research question #1 was "What is your perception of the department head's specific duties?" Many duties were mentioned; a compilation of duties with the number of times each was mentioned is presented in Table 3.

General awareness of and appreciation for the day-to-day work done by the department head varied widely. The majority of respondents addressed the fact of there being "mountains" of sheer paperwork and "nitty gritty" details that threatened to sidetrack the head from other "more important" matters. One department head commented about

just the myriad details that come up every day. Seldom do I do in a day what I had planned to do that day. . . something comes up that will usurp my time [that] takes priority over anything else I had planned to do.

Faculty responses ranged from a two-page-long discussion of duties to a succinct "he handles staffing." The attitude embodied in faculty responses ranged from "I feel that there

TABLE 3
PERCEIVED DUTIES OF ACADEMIC DEPARTMENT HEADS

Duty mentioned	Number of times mentioned
Budget management	19
Hiring/firing faculty	17
Evaluation of faculty/staff	15
Recruiting faculty	10
Class scheduling/room assignments	10
Program preparation/administration	9
Teaching	6
Overseeing clerical help	6
Faculty promotion	6
Committee service	5
Setting faculty workloads	5
Setting/negotiating faculty salary	5
Faculty raises/merit rewards	5
General administration/paperwork	5
Overseeing graduate assistants	4
Responsible for equipment/supplies	4
Awarding faculty tenure	4
Approving travel expenditures	4
Evaluating student transfer credits	4
Department leader/faculty representative	3
Providing curriculum leadership	3
Public relations (internal and external)	3
Research	3
General personnel matters	3
Student advising	3
Liaison/buffer person	3
Organizing and conducting meetings	3
Assigning faculty offices	2
Being department spokesperson	2
University-required reports/paperwork	2
Ordering/approving textbooks	2
Recruiting students	1
Staff/faculty development programs	1
Catalog preparation	1
Delegating tasks	1
Serving as model teacher for faculty	1
Obtaining substitute teachers	1
Protecting faculty interests	1
Class visitation/observation	1

probably a ton of administrative paperwork that he does that nobody knows anything about. I think he has a lot of administrative as opposed to academic" all the way to "I don't understand why we even need a head. The secretary in there could pretty much run [the department]. . .it's absurd!"

In summary, five duties were identified by 23% to 44% of respondents: budgetary concerns, faculty hiring, faculty recruiting, faculty firing, class scheduling and room assignments. Lesser percentages of interviewees identified thirty-four other duties relating to the headship.

Perceptions of Departmental Mission

The fourth interview question relating to research question #1 was "What do you perceive as being the mission of this department?"

Of the department heads interviewed, two felt that the departmental mission was to carry out the university's three-part mission: teaching, research, and service. The other seven felt that their department's mission was more specific to the discipline. The department heads in the schools of education felt, for example, that the "department [was] responsible for the preparation of specific school personnel," that its purpose was to "provide effective instruction for educational practitioners." One department

head in a school of business claimed that the departmental mission was to "prepare students for later life and active participation in some phase of the [business] profession." One of the liberal arts department heads said his/her department's mission was to provide a service for the rest of the university: "I would say that at least 90% of the courses we offer we do so as a service to the other departments that require certain . . . courses."

Another said "we have so many [missions] that I don't know in an hour if I could describe all of them" but then proceeded to describe at some length the major mission as one involving teaching and research. The final department head stated the mission as follows:

I think it's more than one mission. I think any state university has the mission to serve. . .the people of the state by educating their children in undergraduate and graduate areas.

The deans interviewed typically gave brief, concise responses. One said the mission is "obviously to deliver quality academic experiences for the students" and referred to "sets of customers. . . Students. . .parents. . .alums. . .state officials. . . , and how does this all boil down into the context of a particular department? I would say that the focus of the department would first be on delivering

quality education." While stated in different words, the general tone of most of the deans' responses was that the departmental mission was to provide the best quality education to the students involved.

One dean connected with a department involved in teacher education also pointed out a mission to provide "a support base for people who graduated out of the program. . .and also provide a consultation menu. . .in the school systems in the community." Another dean reported the mission as involving the three university missions with teaching being the most important aspect. Still another pointed out that there was a university, a school, and a departmental mission, all three separate but interlocked; he/she did not, however, explain what each entailed, simply saying that the three existed.

Faculty responses varied more widely. Eight felt that the mission was to fulfill the three-fold university mission. Of these, some felt that teaching was the predominant mission; some felt that research was the major mission; all eight felt that while service existed, it "took a back burner" to the other two.

Three respondents saw their department's mission as being "primarily a service department" for the rest of the university, offering basic courses that almost every student

was required to take. One stated the mission as being "generating funds for the university by teaching lots and lots of popular classes" of "fairly good size." All three felt that the department served majors in that department's discipline but saw that as a secondary function.

Eleven faculty members stated that the mission was to prepare students in that particular discipline/occupation. Only one of these eleven mentioned research area; none mentioned service.

The remaining faculty responses reflected very divergent opinions. One said "people are so involved with their own work they don't know that there is a mission. . .I think there ought to be a consensus among the faculty about why they're here," but he/she felt that there was not. Another stated

I think this department has two missions, and I think it's very conflicting. I think the mission of the . . . administration. . .is to make changes. . .to contribute to being a competitive school, to go to a higher tier. Still another reported that "exactly what that [the mission] is I'm sure each of us would have a sense of difference from each other." One faculty member felt "we're right at this transition stage. I feel that it has--it had a mission, but it's kind of stagnated." He/she continued by stating that

"Strengthening the department through leaders would be what I perceive our mission should be." The final response was that the mission is "really fragmented. I think there are different groups within the department and different missions."

Thus while responses varied to some degree, certain patterns emerged. Deans typically talked about the mission as being less department-oriented and more university-oriented. The majority of the department heads and faculty members saw the mission as being discipline- and service-oriented (five department heads, fourteen faculty); ten saw the mission as being synonymous with the three-part mission of the university (eight faculty, two department heads); three saw the existence of multiple missions (two department heads, one faculty); four faculty felt a lack of mission, unclear statement of mission, or a fragmented mission.

Perceptions of the Department Head's Vision for the Department

The fifth interview question was "What do you perceive as being the department head's vision for this department?"

As to the perceptions on the part of the department heads, responses varied widely. Two department heads answered identically: "Survival!" One of the two added "I don't know that I'm a visionary. I would like to see us be

recognized perhaps more." Another department head stated his/her vision as being that of helping faculty to engage in development activities. Another said "What we're trying to do is everything we can do, as well as we can do it. And I think we're pretty successful at that."

Three department heads mentioned the need for adding graduate programs; one addressed the hope for a new building to house the department; one saw the need for pursuing national accreditation; one referred to "nationalizing our curriculum" as being "extremely important." Two mentioned needs for curricular restructuring to meet state and national mandates. Still another area mentioned was the need to "step into the technology age" more heavily. Three alluded to the need for new deans and/or department heads, and there was one stated need for new faculty members.

When the eight deans were asked the same question [regarding the department head's vision], only one of them did not see the department head as having a definite vision; this one said that when the department head originally came to the school, he/she had a specific purpose, but that since then "most of [his/her] other work was simply the maintenance and day-to-day matters." The dean said "I think probably his/her most consuming goal was to make everyone in

the department feel that what they were doing was important to them."

The other deans commented on very definite vision on the part of the department heads. One said

I think the department is coming to an increasing recognition that its mission to the under-prepared student is a critical mission and there is no department in the university which has more of a role to play in terms of student retention

and that continuing that mission composed the vision. In addition, this dean saw the department head as desiring the department to be more of "a pump rather than as a filter," or more of an educating department than a "weeding out" one.

Many of the deans described the department head's vision as being a continuation of the departmental mission. As one reported, "I think [there is] a vision for the department and people understand what that is. . .to have high quality programs." Several stated simply that they felt there was a vision but did not explain what they perceived that vision as being. One referred to the need for pursuing accreditation; one mentioned a vision of blending the various segments of the department, "those vertical disciplines into a horizontal, quality program." Two mentioned hiring faculty

and developing or re-defining curriculum to conform to state and national mandates.

As with the previous questions discussed, faculty responses varied more widely than did department heads' or deans' responses. One, a newly hired professor, said "I don't know. I haven't talked to him enough yet." Three felt that the department head had no vision. One of these said "he/she sees his/her role as carrying out whatever they [higher administration] feel is the vision for the university at that time"; another said "I don't see how he/she has one. I don't think it's very well articulated. I do think he/she wants a lot of changes." The other felt that while there was no vision, this was a university fault, not the department head's. He/she said "You can look at the mission statement. . .and it looks like we know what we're doing here, but I don't think we do." In fact, he/she said "we function very well. . .to not have any idea [where we are going]."

One faculty member who thought the department head had no vision gave a different reason for that perception. He/she said "our dean is a very visionary kind of person" but that the department head "is more a day to day kind of person" and that together the two combined to "do a wonderful job!"

One faculty member remarked that "everyone comes to the department headship with a vision, an idea of what they would like to do" but that these visions are "tempered by fact and by budget. Sometimes by forces over which they have no real control." He/she went on to state that under the circumstances, he/she believed the department head "came with some ideas in mind, and I don't know what he/she would tell you. I suspect he/she has met some and not met some," that the department head had done well simply to maintain status quo.

Nine other faculty shared the same viewpoint, that "yes," the department head had some type of vision, but they felt it was basically to maintain the current status, to "stay alive," to survive--that he/she had no chance to pursue really visionary changes for the departmental good. One reported "I don't see we're thinking in terms of '93-'94; we're just thinking in terms of '90-'91." Still another claimed "I don't think he/she [head] has one [vision]. He/she tries to keep everybody happy." Another department head was described as being a "very laissez-faire administrator," as having "very good ideas for improvement, but [not being] very aggressive about implementing these changes."

Ten other faculty members, in variation with those who

said they believed the department head either had no vision or that the vision was simply survival, registered definite "yes" answers to the question. All ten gave lengthy responses, detailing specific aspects of vision they perceived. Areas mentioned included heightening visibility in the community; re-evaluation of programs; providing even better "value to what we call our customers or our clients"; helping faculty perform to their utmost capabilities; restructuring graduate programs; moving "more and more into the research" area; moving ahead with computer technology; bringing more national conferences and conventions to the campus.

In summary, all nine department heads explained definite visions for their departments although the nature of these visions was different for each head. Of the deans, seven cited definite areas of vision, often extensions of the department's mission; one perceived a lack of vision. The faculty, however, were split in their perceptions of the department head's vision: ten felt that there was a definite vision involving moving ahead and making certain changes; nine felt that there was a vision involving survival and maintaining the status quo; six felt that there either was no vision or that the vision was not clear.

Additional Areas of Concern Introduced and Discussed by
Participants

Two more areas, while not part of the original interview structure, deserve mention here because of the frequency with which they were brought up by interviewees in connection with the questions regarding goals, mission, vision, roles, and duties. These two areas were (1) the distinction between a department head and a department chair and (2) the complexities of departmental structure.

Fourteen participants addressed the distinction between a department head and department chair. (Of the nine department heads involved in this study, six were technically termed "heads" and three were technically termed "chairs" even though the selection process and the nature of the positions were the same for all.) One department head who had previously been a chair thought "the standard terminology generally suggests that heads are more powerful than chairs." Another department head defined the difference as being that heads "serve at the pleasure of the administration rather than the faculty" and that chairs are "kind of elected within the faculty and rotate frequently and are dependent on the faculty for the position." Four persons saw the difference as being purely a matter of semantics; the other ten saw a definite difference in the

two terms. Two faculty members reported a movement at their institution to convert from department heads to department chairs. One felt that his/her colleagues wanted the department chair as a faculty advocate, but he/she saw the frequently rotated position as being a detriment to "learning the ropes" and being able to fulfil the role effectively. All who perceived a difference in the terms saw the department head as performing at the pleasure of the dean and the department chair as performing at the pleasure of the faculty. Most felt that a department head possessed more power than a department chair.

The other area mentioned was departmental structure. Ten participants initiated a discussion of the department's structure as being a stumbling block to the clear delineation and definition of roles, duties, mission, and vision. One department head who had difficulty in clearly defining the mission of his/her department referred to the fact of having three different programs in the same department; one faculty member deplored the "fragmented" nature of the department, saying that "there are different groups within the department and different missions--four or five programs." Noting the fragmented nature, another faculty member saw the entire vision of the department head as being a striving to bring together the various parts of the

department. Five faculty commented on the largeness of the department and the presence of multiple programs/degrees as a detriment. One felt that the department had profited from a recent restructuring. A final respondent saw a different type of structure problem: that the university was undergoing structure changes and was draining power and autonomy away from the department heads and transferring it to the deans. He/she felt that this was having a slightly negative impact on the department.

In looking back at responses to the individual questions involved in gathering information pertaining to Research Question #1, the following observations can be made.

1. As to department head selection, there was agreement on the fact that a standard procedure existed, but there were variations of opinion as to the amount of and value of faculty input and as to who had the actual, ultimate decision in whom to hire for the headship.

2. Department heads and deans tended to see the department head's role as being more broad than did the faculty members, who tended more often to discuss specific duties rather than overall roles.

3. Equal numbers of participants felt (A) that there was no variation in the ideal versus the actual role of the

head and (B) that there was indeed variation in the ideal versus actual role.

4. Up to forty-four percent of respondents agreed on the top five basic duties of the department head (taking care of budgetary concerns, hiring/firing/recruiting/evaluating faculty, scheduling classes, and making room assignments); lesser percentages identified thirty-four other duties of the head.

5. Concerning departmental mission, deans typically saw it as being less department-oriented and more university-oriented; most department heads and faculty saw it as discipline- and service-oriented, synonymous with the three-part university mission, unclear or fragmented or non-existent, and multiple in nature.

6. Whereas all department heads discussed definite visions for their departments, seven of the eight deans perceived a definite vision; most faculty saw vision as existing in two areas--future changes and expansion, and simply maintaining the status quo; some faculty perceived no vision or unclear vision.

IV. RESEARCH QUESTION #2: WHAT ARE THE DEANS' AND FACULTY
MEMBERS' PERCEPTIONS OF THE DEPARTMENT HEAD'S
JOB EFFECTIVENESS?

Perceptions of Overall Effectiveness

The first interview question pertaining to research question #2 was "What is your perception of this department head's effectiveness?" This was asked of all deans and faculty members. Most of the deans being interviewed declined to answer, saying that they did not feel comfortable answering questions of an evaluative nature. Only four of the eight deans addressed the question; three of those four made comments such as "He/she is very effective" or "outstanding"; only one felt comfortable with giving any details in his/her answer. Hence no differentiation was made between faculty and dean responses.

Ten participants reported the department head to be above average in overall effectiveness. Three of those pointed out that his/her effectiveness would be enhanced if university strictures were modified in some ways; for example, one claimed "We could be more effective if we just had the resources and the capabilities, and also I guess certain kinds of guidelines from the state." Another stated "I think the effectiveness of the head has been and is being eroded by the deans by university decision." These respondents felt that the areas of weakness were institution- or state-based, not due to any difficulty with the head's abilities.

Twelve people responded that they felt the department head to be of average effectiveness, using terms such as "fairly effective," "reasonably effective," and "no more than average."

Five addressed this question in negative terms. Two flatly said the department head was not effective at all. One gave the department head a rating (on a scale of one to ten) of "eight for his/her ability to carry out some of the things. On the basis of public relations, I would give him/her a two." Another said that considering the newness of the department head, "he/she doesn't know anything--or not much." The final one of the five gave an intriguing answer, saying that "Probably as compared to academic department heads, he/she is one of the best; compared to business, he/she is one of the worst."

Thus ten people rated the department head as above average in effectiveness; twelve, average; five, below average.

Dean and Faculty Perceptions of Department Heads' Strengths

The next interview question was "What do you perceive as being the department head's strengths as a department leader?" Since many of the participants (almost all of the deans did address this question) were voluble and detailed

in their answers to this question, results are presented in tabular form (See Table 4).

The most often mentioned strengths were helpfulness and support for faculty, good personality, attention to faculty input, good mediation and arbitration skills, and honesty. Some of the faculty comments in explaining strengths of the department head were as follows. One commented that

he/she is very strong in fairness, and in a balance, and openness to faculty and student needs, and he/she sacrifices his/her own well-being, his/her own research, his/her own time and energy, so that the rest of us can have as much time and energy as we wish to devote to the mission.

Another claimed that "he/she is not afraid of tackling anybody. In other words, he/she is willing to put forth the effort to stand and stand with them." Still another proudly stated "he/she is very open, very personable, very much a doer. . .a pusher, supportive of faculty in general. I don't know that he/she has any serious weaknesses."

In all, twenty-seven areas of strength were mentioned; both deans and faculty typically responded to this question. The most valued positive aspects of the department head were openness, honesty, helpfulness, supportiveness, mediational style, fairness.

TABLE 4
PERCEIVED STRENGTHS OF DEPARTMENT HEADS

Strength mentioned	Number of times mentioned
Helpful, supportive of faculty	8
Open, personable, accessible	7
Seeks and heeds faculty input	5
Good mediator/balancer of sides	5
Honest and fair	5
Good administrator/leader	4
Promotes collegiality & security	3
Good communicator	3
Unafraid	3
Minimizes hostilities/frustrations	2
Punctual	2
Balanced representation of faculty needs to administration	2
Completes paperwork effectively	2
Seeks to bring out the best in departmental personnel	2
Good recruiter	2
Supports affirmative action needs	2
Sets and achieves goals	2
Committed to good of entire department	2
Thorough	1
Shows initiative	1
Thoughtful handling of scheduling	1
Knowledgeable in field	1
Personally involved in research	1
Encourages research and publication in others	1
Strong standards	1
Good professional reputation off campus	1
Good teacher	1

Dean and Faculty Perceptions of Department Heads' Weaknesses

The participants were next asked "What do you perceive as being this department head's weakness/weaknesses as a department leader?" Only one dean responded to this, saying that he/she could think of only one weakness, that the department head rarely had adequate time to do research because of the constraints placed upon his/her time. Thus the responses in Table 5 show solely faculty responses.

Typically, respondents pointed out many varied points of both strength and weakness. Most participants tended to mention only one or two weaknesses but often explained those points in great detail, often defending the department head for possessing that weakness. For example, one person reported "a weak administrative style" and difficulty in gaining department loyalty, but he/she then spent several minutes explaining that this was possibly due to the marked variation in style as compared to the previous department head. Another deplored the lack of leadership in research and publication when those elements were strongly stressed for the faculty, but then pointed out that due to a heavy work load, the department head really did not have time for doing research of his/her own. Poor personal skills (bluntness, tactlessness, overly talkativeness, etc.) were

TABLE 5
PERCEIVED WEAKNESSES OF DEPARTMENT HEADS

Weakness mentioned	Number of times mentioned
Too much of a "nice guy"-- not "tough" enough	4
Short-tempered, blunt, tactless, intolerant	4
Makes decisions quickly/rashly	3
Excessively talkative	3
No vision, plans, goals for future of department	3
Tries to please everyone	2
Not involved in research/publishing	2
Unfair to certain department members	2
Poor public relations skills	2
Poor overall administrative style	2
Difficulty in gaining faculty loyalty	2
Lack of honesty and sincerity	1
Unwilling to change	1
Lack of interpersonal skills	1
Seeks but does not use faculty input	1
Poor evaluative techniques	1
Afraid of faculty	1
Sexist: harder on women	1

not often defended, although one faculty member defended the department head's being "short in the fuse" as being a result of long time in position and increasing age. One respondent said the department head lacked "a little bit of savvy" but that "that happens in other departments as well."

One paradoxical opinion was that the department head was "such a nice [person] that sometimes it hurts him/her in terms of being attended to at higher levels. My perception is the old adage that 'the squeaky wheel gets greased.'" Thus one characteristic was perceived as being both positive and negative at the same time. As another faculty member saw it, "from that point, his/her selfless approach has allowed a lot of other people to take advantage."

In summary, faculty primarily responded to this question; only one dean addressed this matter. The predominant weaknesses mentioned were the department head's being "too nice," having a temper, being blunt and tactless and intolerant, being a quick decision maker, and being excessively talkative. Many (but not all) faculty discussed a particular weakness of the department head and then defended him/her, giving explanation for that particular weakness.

Dean and Faculty Perceptions Regarding Delegation of Tasks

The next interview question asked "What is your perception of the delegation of tasks within this department?"

Four felt that such delegation was handled in a superior manner. Eighteen felt that task allocation was handled adequately and fairly, usually through committee channels. Six felt that it was handled poorly and unfairly. One said that he/she was not sure how it was handled; he/she had been there only a brief time. Overall, then, most respondents were fairly satisfied to very satisfied with the evenness of task delegation.

Ten people commented on the heavy use of committees to perform tasks. Four stated that faculty were appointed by the head to work on certain tasks or committees; five explained that the department head asked for volunteers; five reported that the department head used both techniques--some appointees and some volunteers.

Comments ranged from "It's done right--very democratically" to "Oh, no. That's never true. That's a myth. It [fair delegation] just never happens." Another gave the opinion that "there is always a penalty for being a good citizen. If you do a good job, they come back and ask you again." One department head reportedly had a unique style of delegating described as "not even delegation. It's more like 'Hey! Here's what we have to do. What do you all want to do on it?'"

The majority of respondents, then, felt that delegation

was handled reasonably well. A few felt it was handled superbly; a few that it was handled unfairly. The major technique mentioned in delegation of tasks was the committee structure.

Dean and Faculty Perceptions of Departmental Communication

The next interview question was "What is your perception of how communication is handled within the department?" Two respondents felt that communication was exceptionally good; the majority (twenty-one) felt that it was average to good; three claimed that it was exceptionally poor. Only one participant declined to classify the "goodness" or "badness" of departmental communication, saying "I don't have any idea. I am mystified. A lot [is] done behind closed doors."

Methods of communication described were memoranda (most often used), faculty meetings, accessibility of department head (personal conversation), and an informal information network among the faculty. (It was noted that a disadvantage of the informal network was the perception that faculty in the "in group" knew what was going on; those not "in" were left on the fringes.)

Most of those reporting average to good communication were pleased with the mixture of the department head's accessibility and the effective workings of the committee structure. According to one faculty member,

we have this liaison committee; there are four different groups of faculty according to where they reside [where offices are located]. Each group elects one person. . . and that group meets [with the head] once a week. . .and communicates up and down and I think that's rather effective.

Most faculty expressed distaste for "too many" faculty meetings where time was wasted; one praised the department head who held such meetings "not for announcements [but] to make decisions about policy issues and new courses, new curriculum, search committee decisions, and stuff like that." One dean stated a feeling that the department head did a very good job of providing "all the information he/she has as quickly as possible" but that some faculty might not be "as complimentary of his/her communicative skills because. . .I don't think you can give faculty enough information or as quickly as they want it."

Two definite dissatisfactions with communication were getting informed of things "at the last minute" and experiencing only "downward communication." As one faculty member put it,

There are no faculty evaluations of department heads [or deans]. There is no upward appraisal. . .as far as I know everything within this university. . .is downward

communication. I think there's limited upward communication due to the fact that administrators serve at the pleasure of the administration. . .It's strictly one-way communication.

There was remarkable agreement on the matter of communication in the department: twenty-three persons felt that communication was average to above average. Only three felt that it was poorly handled; one felt unable to assess departmental communication.

Methods of communication were described as well. Many alluded to the good committee structure and accessibility of the department head as positive aspects. The negative aspects noted were late information, last-minute communiques and downward-only communication.

Dean and Faculty Perceptions of Departmental Morale

Each participant was next asked "What is your perception of morale in this department?" Nine respondents ranked morale as being above average; sixteen classified morale as being average; six referred to low morale; three talked about morale and various definitions of it but declined to categorize it. One of these claimed "I almost never answer questions about morale because I think the concept is so ambiguous" while another simply commented that perceptions would vary greatly from one faculty member to another within

the department and that he/she had no way to gauge morale.

Typically those who ranked morale as being "very good" or "high" did not explain many of the reasons why. Those who felt morale was less positively rated gave more detailed discussions of why they felt that way.

Many who classified departmental morale as low-average or below average stated their opinion that the fault was not with the department head, but with overall university policies, changes, goals, etc. As one said,

I can't blame that on [the department head's] leadership. I'd say the less than positive morale is [due to] the extensive amount of stress and frustration placed on the department and university as a whole by having so much in the last two years to address.

Another cited "the big push on research" during the "last two years" and the "growth in the last four or five years." One other person commented on a "generally good esprit" in the department although "some people commented that it is not as high now as it has been in the past. I think part of that is the present budget austerity" and that "change is painful and brings lower morale." Still another blithely reported "Oh, the morale in this department is very low, but that's low campus-wide" due to "low salaries coupled with constant pressure by the administration to produce more and

more and not get paid commensurate with what they're requiring." In fact, most of the discussions of low to low-average morale were tied in some fashion to perceptions of low financial resources and to negative perceptions of change.

The most negative response was that morale "is terrible. But it's not the head's fault. It's the dean's fault. It's this place. And actually finally it's their fault--the faculty's fault" and that "people are unhappy because we are changing."

In summary, the majority of respondents (twenty-five) ranked departmental morale as average to above average; six ranked it as being low; three declined to rank it. Almost without exception, those who referred to any degree of low morale attributed the perception to university-wide constraints, not specifically to departmental reasons.

Dean and Faculty Perceptions of Conflicts/Constraints Facing the Department Head

This aspect of research question #2 was addressed by asking "What types of conflicts or constraints do you see this department head as facing?" After that, each was also asked "Do you perceive any particular style, any particular methods or strategies he uses to cope with and resolve conflict?"

At least half of the interviewees saw major conflicts as being personnel-related and finance-related. A third (ten) saw a third major type of conflict as being the working relationship between the department head and the dean, between the department head and other administrators, usually "the higher ups." Seven respondents felt that the department head had a problem with deciding how to allocate resources once he/she had completed the financial "hassles" to obtain them; seven mentioned a problem with needing more space for classrooms and faculty offices. Other problems were identified, but by fewer numbers of respondents. (A complete listing of items identified is given in Table 6.)

One dean saw the inherent nature of the department head's job as a major problem when he/she said

It's too big a job. . .I think you will find department chairs responsible for virtually all the decisions with people. . .everything of any significance ends up in [his/her] office. It's just a monumental job.

Another dean reported the same, saying the job is "very difficult. It's really first-line supervision in a sense as compared to other organizations. . .I don't think many people want the position."

Approximately half of the responses to this question were quite lengthy and detailed; the other half were brief

TABLE 6
PERCEIVED CONFLICTS AND CONSTRAINTS FACED BY
ACADEMIC DEPARTMENT HEADS

Conflict/constraint	Number of times mentioned
Personnel issues (hiring, firing, diverse personali- ties, push for affirmative action hiring, recruiting faculty, recruiting gradu- ate students, keeping peace between department factions)	20
Financial issues (budget, salaries, raises, merit pay, rewards, need for workers, travel expenses)	20
Relationship with dean and other administrators	10
Allocation of resources once the resources have been obtained	7
Space needs	7
Curriculum, programmatic needs	6
Scheduling classes	5
Time demands	5
Research/teaching	4
Assigning teaching loads and deciding course ownership	4
Little clerical/staff support	3
Meeting student needs	3
Problems with university/department structure	3
Nature of job itself--being partly faculty and partly administrator	2
Too many faculty to supervise	2
Assignment of graduate student help	1
Power struggles in department and in university structure	1

and quick. The longest answer, when the interview was transcribed, covered two typewritten, single spaced pages; the shortest was simply "Sure! Personality, and the budget constraints, but other than that, no." One faculty member very emphatically said the department head faced conflicts with the higher administration: "He/she will get ridiculous decrees. . . for something that is not even reasonable they ask us to do."

Thus the conflicts perceived as facing the department head were primarily viewed as being in the personnel and financial areas. Many respondents remarked that these problems were imposed on the department head and the department from above or outside, that the department head had nothing or little to do with creating the problems. Another observation that came to light in the answers to this question was a feeling that the department head had a hard, complex, thankless job that few would desire.

Dean and Faculty Perceptions of the Department Head's Style Of Managing Conflict

The second portion of this question concerned perceptions of conflict management style. One dean declined to answer; one simply said "he/she is working on some." Seven participants said they did not think the head had any particular style or patterns of coping. One stated "it's

very difficult to define a strategy without knowing what the problem is. I really can't suggest a strategy."

Many respondents (eighteen) thought the department head did have some type of style or method, but a number of them pointed out that the manner of dealing with conflict varied with the problem. There were almost as many different perceptions of conflict management style as there were respondents.

One person at first said "no," there was no style, but then he/she pinpointed one habitual action: "[the head says] if you can defend it [your request] and logically explain what you want to do, then I'm going to listen. Now I've seen him/her do that." Another felt that the department head was "confrontational up to a point" but that when the real conflict came, "he/she almost always back[ed] off." The participant further stated that this was not a good method, in his/her opinion. On the other hand, another participant reported his/her department head "got conflict right there in the open. You have the confrontation--it's made right then and there."

One dean claimed that the department head's strategy was simple: give information and support but implement firmly. Another head's style was summarized as "he/she worries about things. He/she might talk to a couple or three people.

He/she looks around. Then he/she makes the decision."

Another department head's strategy was described as trying "to be honest with the people and sometimes that results in bluntness which causes problems." Still another interviewee cited openness, honesty, and straightforward communication as key factors in his/her head's handling of conflicts.

The perceived strategy of one department head was direct: "he/she is just trying to eliminate the source of the problem. He/she is gone before [tenure and promotion committee] and pleaded for their [the problem-causing personnell] non-continuance." Another was perceived as resorting to responding by memoranda at times, but that the style was typically a "straight face-to-face type of thing." Still another person said that his/her department head was "blunt" and "direct."

Two respondents described the department head's reaction to conflict in the same way: patiently gathering information, consulting people, communicating clearly and non-emotionally, evaluating the information, then rendering a decision. Two other participants did not report such a calm method, however; they felt the department head ignored faculty input, making decisions based on dean's and other administrators' wishes and then "just telling the faculty

that's unchangeable. He/she has made mistakes because we know that these things are changeable."

The last two respondents answering this question reported a "mediational" style of handling conflict, almost like the "parent who tells his/her children to work it out." According to one faculty member, the department head said "I believe you can work this out; I'll listen to both sides but you can work it out better than I can try to impose it on you."

There was little overall agreement as to styles of handling conflict. Seven interviewees felt the department head had no special style or pattern; eighteen felt the style/pattern depended on the individual situation at hand. The most appreciated methods of conflict management involved honesty, openness, prompt dissemination of information, and firmness mixed with tact. The least appreciated methods involved bluntness, backing down from confrontations, and ignoring of faculty input.

Dean and Faculty Perceptions of Changes and Change Strategy

The next area addressed by several interview questions was the area of change. Four questions were used to elicit perceptions on this topic: (1) "What changes have occurred here during this head's time in office?" (2) "Does he/she have a particular style or method of introducing and

implementing change?" (3) "What part do departmental personnel play in change?" (4) "What changes would you like to see in this department?"

Dean and Faculty Perceptions of Change During the Department Head's Time in Position

Answers to the first question again varied widely. Only four respondents did not identify any particular changes; one said "It's hard to tell." One reported usual personnel turnover but nothing the department head was directly responsible for. Another said "I don't know [about any changes]"; the fourth said "I don't have any framework to answer that." One respondent felt the department head did not have the opportunity to introduce changes of his/her own desire: "He/she has just given objectives and has to develop tactics for achieving them."

All other respondents did cite some change, however. The major types of changes mentioned were personnel changes (mentioned ten times); curriculum/programmatic changes (ten); and changes imposed from outside sources, such as through state mandates and accreditation agencies (eleven).

Other changes mentioned less frequently were as follows: change in committee structure, new computer equipment, university/departmental growth, change in administrative processes, better leadership, movement to more research

emphasis, a different department head coming on board, raised standards, looser control, achieving 100% tenured faculty in department, remodeled office areas, and more information being disseminated to faculty.

Thus all but four interviewees identified some type of change during the department head's time. The most often mentioned changes were in personnel, curriculum and programs, and outside agency requirements.

Dean and Faculty Perceptions of the Department Head's Style of Introducing and Implementing Change

In response to the second question regarding the department head's style of introducing and implementing change, perceptions were much the same as were perceptions of the style of coping with conflict. Many mentioned committee structure as a system of giving information, talking with personnel, having faculty meetings, and then making the change. Openness, honesty, accessibility of the head, and face-to-face discussions were mentioned several times. Democratic methods were also mentioned frequently and the fact that the faculty often were able to vote on the changes.

One person responded in much the same way he/she had to the previous question: "Basically it's 'we have a problem.

How are we going to resolve it?" One faculty member very understandingly stated that the

major changes that have occurred from our department have been pretty easily facilitated. . .you know, he/she has a boss, too, and so he/she has to do what he/she is told just like we do. Changes, when they have come, haven't been a real battle.

Another was not as positive: "I would say spontaneous [style]. There are times when he/she can be quite unpredictable. . .he/she does not have a predictable administrative style."

Two other participants, one a faculty member and one a dean, mentioned a style of "no style." One answered with "No. He/she copes with it [the change]"; the other said the department head "just deals with them [changes] as they arise. . .no particular observable style."

Answers to this question were very similar to the ones regarding style of coping with and handling conflict. Openness, honesty, committee structure, faculty input, face-to-face confrontation were mentioned frequently. While many respondents did not give a name to a particular style, almost all identified some specific actions and department head used repeatedly to bring about change.

Dean and Faculty Perceptions of Departmental Personnel's
Involvement in Change

As to the query about the part departmental personnel play in change, twenty-two felt that they had a part in bringing about change; two felt that they did not; one felt that faculty had input into changes but then matters were often "let die."

Of those who felt there was faculty involvement in change, eight pointed to the committee structure as the means through which involvement took place; others said "we can make recommendations so the burden is not totally on the committee." Some felt that they had a marked degree of input: "Oh, yes. We have a lot of say so"; "we play a part in much of the decision making. All of the curricular changes we have instituted ourselves"; "Primarily. Our department here is very democratically run."

One saw faculty involvement in the areas of "what kind of person we will look for and who we will ultimately hire and all of those strategic kinds of questions." Another confidently asserted that faculty "cause the change" and "introduce the change," in complete contrast to life under a previous administration when faculty reportedly found the "easiest way to affect change [was] to circumvent channels" and "simply go to see the president." Finally, two faculty

stated that departmental personnel were "heavily involved" and that "coupled with that as much as they want to be. There is nobody twisting arms to get involved." The second echoed the same sentiment that "they all have the opportunity to be involved" but that regrettably "All do not exercise the opportunity."

Thus as to involvement in change procedures, the majority of participants felt that faculty played a definite part. Furthermore, most of these pointed out that faculty involvement was usually voluntary, that no one was forced to take part if he/she did not wish.

Dean and Faculty Perceptions of Needed/Desired Change

The final question having to do with change elicited a listing and discussion of certain changes the deans and faculty would like to see in the future for their departments. Due to the widely varied and detailed nature of the responses, they are presented in Table 7.

The four most often-mentioned changes were variant needs in the areas of personnel (new positions to be created, new faculty and staff to be hired); of building better collegiality and unity in the department; of strengthening and adding graduate programs; of changes to the physical plant (new building, reorganization of offices, etc.).

Upon looking back at responses to the facets of Research

TABLE 7

DEANS' AND FACULTY MEMBERS' PERCEPTIONS OF
NEEDED/DESIRED CHANGES

Change Needed/Desired	Number of Times mentioned
Personnel changes (new positions created, new faculty and staff)	8
Build better departmental unity, colleg- iality, reduce conflict in department	7
Strengthen and add to the graduate program	7
Physical plant changes (new building for department, office renovation)	5
Curriculum/program reorganization	4
Reduced teaching load	4
More general resources	4
Better methods of evaluating faculty	3
Development of specific goals for the department	3
Establishment of an advisory/liason committee	2
More clarity of communication from dean and head	2
More research funding	2
More emphasis on reward for research	2
More community work and visibility	2
Changes in state teacher certification	1
Change to quarter system	1
Higher faculty salaries	1
Assure that what catalog claims for a course is actually what is taught	1
Increased class size	1
Tenure at instructor level	1
Better treatment of instructors and graduate assistants	1
More frequent department meetings	1
Less push for research and more emphasis on good teaching	1
More secretaries	1
Better clarification of standards for faculty rewards	1
More private funding	1
More use of graduate students as research assistants	1

Question #2, the following summaries can be made.

1. Most deans declined to answer concerning the department head's overall effectiveness, preferring not to address issues of evaluation. Of the faculty respondents, most (twenty-two) rated the department head as average or above average while five rated him/her as being below average in overall effectiveness.

2. Twenty-seven areas of strengths were mentioned; both deans and faculty typically responded to this question. The most valued positive aspects of the department head were openness, honesty, helpfulness, supportiveness, mediational style, and fairness.

3. In response to the question about the department head's weaknesses, only one dean responded, stating that the department head did not have time to do everything he/she needed to. Faculty responses varied. The most often mentioned weaknesses were as follows: being "too nice," having a temper, being blunt/tactless/intolerant, making decisions too quickly, and talking too much.

4. Regarding delegation of tasks in the departments, four respondents reported superior delegation, eighteen adequate and fair delegation, six poor delegation, and one gave no opinion. The major technique mentioned in

describing delegation of tasks was the committee structure.

5. Concerning perceptions of departmental communication, the majority of interviewees (twenty-three) reported average to above average communication methods, three reported poor communication, one gave no opinion. Methods of communication mentioned as positive were a good committee system and accessibility of the department head; negative aspects mentioned were late or last-minute information and downward-only communication.

6. Most respondents (twenty-five) ranked departmental morale as average to above average; six considered it low; three gave no ranking. Almost all respondents who mentioned any aspect of low morale saw it as a result of university-wide and/or outside constraints, not specifically related to departmental problems or to the department head.

7. In regard to conflicts and constraints facing the department head, personnel and financial conflicts were mentioned most frequently. Many respondents sympathetically explained that many of the department heads had a difficult, complex, thankless job that few people would want.

8. There was not as much agreement regarding the department head's style of coping with conflict. Nine participants could not or would not identify any particular style or pattern of behavior; eighteen felt that the style

was entirely situational, depending on the conflict at hand and the disposition of the department head. Those responding to this question viewed positive aspects of conflict management as being honesty, openness, prompt dissemination of information, and firmness mixed with tact. They viewed negative aspects as being bluntness, backing down from confrontations, and ignoring of faculty input.

9. As to changes observed during the department head's time in position, all but four respondents were able to identify and describe some type of change. Types most often mentioned were personnel changes, changes in curriculum and programs, and changes mandated by outside agency requirements.

10. Answers to the question regarding the department head's style of introducing and implementing change were as varied as were the responses to the question about style of handling conflict. Openness, honesty, a good committee structure, heed of faculty input, and face-to-face confrontation were mentioned frequently.

11. In response to the question regarding departmental personnel's involvement in change, the majority (twenty-two) felt that faculty played a definite part in change; two felt that there was no faculty input; one said that faculty could give input but that their desires were usually ignored in

the final decision. Most respondents felt it a good thing that faculty involvement was voluntary and that no one was made to take part.

12. When asked to discuss their perceptions of needed or desired changes, respondents gave a wide variety of replies. The four changes discussed most often were personnel changes, the need for building better departmental collegiality and unity, the need to strengthen and add graduate programs, and changes to the physical plant.

V. RESEARCH QUESTION #3: WHAT ARE THE DEPARTMENT HEADS' PERCEPTIONS OF THEIR LEVELS OF JOB SATISFACTION?

Pertaining to Research Question #3, all nine department heads were asked about satisfying and dissatisfying elements of their position, their degree of autonomy, working relationships, conflicts, and change processes.

Satisfiers Identified by Department Heads

Department heads were asked "In what ways are you satisfied with your position?"

Five department heads mentioned the satisfaction of being able to see their students achieve, graduate, go out and become successful. Those who talked about this agreed that it was one of the most satisfying aspects of all. Three department heads talked about their pride in helping

to build a strong, respected department; two stated that they achieved a good feeling from "seeing things happen. Things that you've planned for and hoped for."

Faculty-related matters were another source of satisfaction. Two department heads took pride in working with a high quality faculty; two were very happy to see their faculty achieve recognitions. One also cited the joy of seeing faculty improve: "seeing a "B" faculty member become an "A" faculty member."

One department head answered immediately: "Power!" He/she also mentioned the "busyness" of the job and being able to be "in the middle of a great many interesting things that are going on." He/she also listed high visibility on campus and in the community as being satisfying.

Six other points of satisfaction were discussed: being able to influence people, achieving accreditation, being able to have an impact on students, the feeling of succeeding at what seemed "an impossible job," and the thrill of being a part of a large educational institution.

Thus most of the types of satisfaction discussed were broadly stated and what might be termed "people related": seeing students achieve, seeing faculty achieve and improve, seeing growth of collegiality among departmental personnel. For example, no one mentioned achieving satisfaction from

seeing paperwork vanquished or from successfully scheduling classes or from living within the department's budget.

Dissatisfiers Identified by Department Heads

Conversely, each department head was next asked "What are the most dissatisfying aspects of your position?" The most often mentioned (five times) dissatisfier was the lack of resources and the difficulty of "fairly" distributing what resources did exist. Five other dissatisfying elements were each mentioned by two department heads: stress inherent in the job, having to work with students in academic difficulty, the necessity of having to dismiss faculty, paperwork, and the feeling that things cannot be taken care of quickly but that academia is a world of "hurry up and wait."

Each of the following areas was mentioned once as points of discontent: the nature of the job itself (half administrative, half faculty), lack of support group for department heads, recent changes in institutional leadership, bureaucratic system to fight, state-wide and university-wide constraints, poor relations with faculty, salary levels, need to replace faculty, high dropout rate among students, seeing faculty fail to improve sufficiently, and lack of space.

In summary, then, the most dissatisfying elements were

resource related. Following that, most dissatisfiers were related to the nature of the job (bureaucracy to fight, being half administrator/half faculty, stress, university mandates, etc.) and related to personnel areas (poor student preparation, faculty dismissals, high student dropout rates, etc.).

Department Head's Satisfaction with Degree of Autonomy

The next question posed was "How do you feel about the degree of autonomy you possess?" Most felt at least comfortable with their level of autonomy but then stated the autonomy differed depending on the issue involved.

One felt his/her autonomy was defined and limited by the dean. Another said the only thing he/she had complete autonomy in was scheduling; one reported complete autonomy in "deciding people's raises" but that "we do not even have enough money to make that power very meaningful." Still another observed that the faculty often feel the head has "an enormous amount of power," but he/she stated that "I don't really think I do. I have discretion in some things."

Most department heads also agreed that "it all sort of turns around on resources." When "I get the budget," said one department head, "I can do quite a bit of things with it"; another department head addressing the same issue reported "when it comes to constraints like space and money,

you know you don't have much autonomy about it."

Two more department heads echoed the idea that they were relatively satisfied with their autonomy, but both expressed worries that it seemed to be gradually dwindling. The last department head stated his/her belief that, although he/she did not "have a major problem with it," his/her autonomy was also lessening. As to the cause of this, he/she had the I don't see it as much of a problem at the department

level as at the institution level. . . .I see the president's having less authority over years; [he is] becoming to some extent. . .about like high school principals.

When asked whether they would like wider or more narrow boundaries, the majority of the heads replied that while most humans naturally seem to prefer more autonomy, the heads were fairly to highly satisfied with their boundaries. Thus, overall, there was an average to above average satisfaction with autonomy and working boundaries. Boundaries were perceived as being set by the "higher ups" (for instance, the department head was given X-amount of dollars for his/her yearly budget and was told he could hire X-number of new faculty), but within the boundaries the department head enjoyed almost total autonomy (for example, he/she could allot that specified budget as he/she saw fit

and could hire the person he/she wished to hire to fill that "X" spot).

Department Heads' Satisfaction with Working Relationships

The department heads were next asked "How satisfied are you with the working relationships between you and the faculty? Between you and the dean? The unanimous consensus of opinion was that working relationships were moderately to highly satisfactory.

Six department heads reported a high degree of satisfaction. One attributed this to the presence of a "stable core of faculty" within the past ten years; another cited the good relations between him/her and the dean, between him/her and the faculty as a "big part of why [I have] stayed on as department head." Another felt that, on a one-to-ten scale, the faculty/department head relationship was "about a 9 to 9 1/2" while the dean/department head relationship was "about a 6."

One reported a "fantastic" department, not without disagreement, but with the ability to ultimately come to a decision, while another also felt "that we enjoy a working relationship where we can differ and continue working well together."

Two reported basic satisfaction, but not to a high degree. For example, one said that relationships "have

improved some," and rather realistically pointed out that "I think I have respect from the faculty. I respect some of them more than others. . . but I think we are reasonably comfortable and happy with one another."

One department head, while rating his/her working relationship with faculty as satisfactory to above satisfactory, felt that relations with the dean were not as positive. One frankly said "I'm not a good ole' boy, and he/she tends to operate at the good ole' boy level" and that "I have some respect problems for him/her. I think he/she is--his/her polish and image is not what I would like to see in a dean and I'm not sure he/she is real visionary."

One department head reported very good relations with the dean but an evolving one with the faculty. This department head reported "trying to encourage the department to be open and more straightforward and direct." He/she stated that he/she felt that he/she was "a person who can take criticism," one who "thrives on disagreement." He/she said "I think it is wonderful to have everybody voice how they feel."

Overall, then, department heads reported average to above average satisfaction with relationships in the department. Typically the department heads felt that working relationships with the faculty were better than were

relationships with the deans; only one reported an above average relationship with the dean, and only one reported a less than average relationship with the faculty.

Department Heads' Perceptions of Types of Conflicts Faced

The next two questions addressed to the department heads dealt with departmental conflict. (1) "What types of conflicts and constraints do you face in this department?" and (2) "What methods and strategies do you employ to cope with and handle conflict in the department?"

The one area mentioned most often (by four department heads) was competition and struggle surrounding the allocation of limited resources and facilities. Most of the department heads felt that although such conflict engendered some disagreement and misunderstanding, everything eventually could be resolved to a comfortable degree. As one expressed it, "I don't know whether I'd call it conflict or not, but . . . the lack of resources and facilities. . . makes us competitive with everybody else." Another claimed that the "folks within the department are very professional, congenial, collegial. Nobody seems to get all bent out of shape" over the resource issues.

Three department heads specifically referred to conflict over salary allocation and adjustment: merit pay, differential pay for some disciplines and occupations, etc.

Two department heads sadly mentioned conflicts that resulted regarding termination of faculty appointments for various reasons. Both referred to these situations as the hardest they had ever had to deal with.

Six more areas of conflict were identified one time each. One department head referred to class scheduling problems, one to the need for dismissing department personnel. Another saw faculty evaluation and the resulting promotions and/or pay raises as an area of conflict. According to another department head, frustration occurs "when conflicts become non-issue oriented and more personal. There is no rational way to solve that situation. . . because they're not asking for things that can be worked out rationally."

The final two sources of conflict were seen as being philosophical differences relating to the disciplines (course content, teaching methods) and struggles involved in restructuring program/degree requirements.

In agreement with the perceptions aired by the deans and faculty, department heads mentioned the most frequently encountered conflicts as being resource- and personnel-oriented. Even the less frequently mentioned conflicts still fell in the areas of resources, personnel, and curriculum/programmatic considerations.

Department Heads' Perceptions of Conflict Management Style

As to the question about methods of coping with and handling conflict, six department heads stated that their method of facing conflict was basically to communicate, listen, and offer the facts. Representative comments were "we just sit down and talk about things and look at the constraints we have to work with" or references to "sitting down face to face, going one-on-one with the professor." One department head continued by saying "I think the simplest thing is to talk with [people] about conflict. That doesn't mean we're going to resolve it, but at least we can talk about it." Another claimed "I am not inclined to sweep things under the rug or think. . .they'll go away. My feeling is 'let's sit down and talk and see if we can work anything out.'" Still another reported that "basically the thing we do is just let everybody know what the facts are."

Three department heads answered the question in almost identical words: "It depends on what kind of conflict it is." Some conflicts were reportedly handled through department meetings, some through individual conferences, some through memoranda, some through formal university mediation procedures. As one of the two said, "It just depends on the nature of the situation. There are a number of different ways, I think, to handle it." The third department head

explained "If it's a personal, one-on-one matter, if it deals with personnel, then there is a face-to-face conference to make sure we are communicating" but that being "personally in contact with personnel" often forestalled many needs for conferences and department meetings. He/she also mentioned the formal processes available should the conflict progress to that level of difficulty, but saw himself/herself as being able "to head off these problems by being in front of them."

One department head simply stated "I try to prevent them. . .try to organize things [so that] people [who] are going to have these problems don't get involved, don't cross each other's paths any more than they have to." This department head saw himself/herself not so much as a mediator, but as an avoider of conflict when possible. As he/she said, "You really can't mediate much. . .when they do arise; you get placed in an uncomfortable situation where. . .you just have to decide one way or another."

One department head admitted a possible weakness in coping with conflict. While defining conflict as a "necessary by product" in any type of organization, he/she identified another problem as being that "I probably don't confront things that may be real conflictual; I tend to keep things hidden. Which is maybe another way of managing

conflict--not to let things occur to generate heat."

Thus the most prevalent manner of dealing with conflict was that of communicating clearly and honestly and heeding the input given. A lesser number of department heads mentioned that the style of conflict management was situational, depending on what the conflict was. The least mentioned method was that of avoidance and of attempting to hide the conflict.

Department Heads' Perceptions of Change Mechanisms

The last group of questions to be asked the department heads pertained to change processes. (1) "What major change or changes have occurred during your time in this department?" (2) "What changes would you like to see in this department?" (3) "What methods do you use to introduce and implement change?" and (4) "What part do other department personnel play in change?"

Department Heads' Perceptions of Change During Their Time in Position

As to major changes occurring during the department head's time in position, the most frequent response (mentioned seven times) was that curriculum, programs, degree offerings had been changed and/or expanded. All who mentioned this type of change felt that it had been for the better of the department and institution.

The next three changes were each mentioned two and three times: achievement of accredited status, hiring of new faculty, changes in institutional grading system (quarter to semester system).

Nine other changes were mentioned once as follows: growth, better faculty/staff evaluation procedures, unification of department, maturation of the university, modified admissions standards, introduction of the mentoring concept, revision and strengthening specifically graduate programs, more external funds for research, and expanded offerings for students.

In summary, then, the department heads saw the major changes to have been in areas of curriculum revision and growth, program changes or expansion. Personnel-related changes were mentioned infrequently; most types of changes discussed were in the above-mentioned curriculum or programmatic areas and in the university-mandated or outside agency-mandated areas.

Department Heads' Perceptions of Needed/Desired Change

As to changes that the department heads would like to see for the future, five immediately reported "More resources!" Many pointed out the need for more classroom space, more office space, more money, more faculty, more equipment, more staff support.

One department head's desire was "to see it [the department] get smaller," saying that "it's too big" and that the ideal size would be "sixteen to twenty, maybe."

Related to that, another department head said that

we're getting large enough. . .to tackle serious questions of administration that don't come up in smaller departments. Like some of the areas in the department have as many faculty members and courses and students as some whole departments in the university.

Another department head identified only one type of change he/she envisioned: "The only changes I see really are the changes that will be necessitated by the change in curriculum necessitated by the new technology that is available to us." Another desired two major changes: "To see our undergraduate program become a star" and to "see us be more active in recruiting and advising the undergraduate student."

One department head had a unique desire. He/she said "the biggest kind of change I would hope for is a way to take everybody back to the beginning of their career and start over again and do some things a little differently." He/she also expressed a wish to see the department be "more intellectually active," to reach for "some new blood."

One department head conveyed hopes that the time

required to obtain a graduate degree could be lessened, that graduate assistants have a lighter load, that the number of hours in the graduate program be reduced, that there be less part-time and more full-time faculty, that the graduate program become nationally known.

Thus, overall, department heads primarily expressed the desire for change in the areas of resources (monetary, space, human) and curriculum/program requirements. Mentioned once were changes in department structure, faculty awareness of and involvement in intellectual pursuits.

Department Heads' Perceptions of Departmental Personnel's Involvement in Change

As to the parts departmental personnel played in planning and implementing change, the department heads reported as follows. All heads felt that faculty did indeed have input into changes, from the head who felt "everybody has their finger on a pulse of some sort and . . . has their ideas of what we ought to do differently. . . and is quite willing to suggest that either to me or other department members" to the head who simply said "Yes. Through the committee structure."

All also agreed that most department change, no matter where the origination point was, was orchestrated and implemented by faculty through the committee system.

One head discussed the concept of the faculty's power.

I came here and found. . .a group of people cowed by the administration. They seemed to be. . .reticent, milque-toasts, almost. What I tried to do was to get them to understand what power they had.

At the same time, he/she felt that there had been no great strides in that direction during his/her time in position; he/she stated that "I have not been able to give up power--to empower them to take power from me or to give power to them." Another department head shared some of the same views when he/she characterized himself/herself as a "goat" to "urge them on to develop their own interests and own areas of change." Further, he/she said that he/she wanted "them to initiate change but on the other hand have provided my own vision of ways the changes ought to be." He/she then worried that such a strategy might be "kind of a contradiction" and confessed that he/she had not "had the courage to stand back and let it happen rather than getting in and messing with it."

Thus, the department heads all felt that departmental change began with and worked through the faculty, usually by use of the committee structure. This view was in agreement with the deans' and faculty's views that faculty were heavily involved in change if they wanted to be.

Department Heads' Perceptions of Change Style

The final question asked of the department heads concerning change processes was "What methods do you use to cope with and implement change?" Three department heads referred to the faculty committee system as the main method. One reported that all changes, especially curriculum changes, were presented to the departmental faculty as a whole and that all were allowed to have input and that the decisions were made as a whole. According to him/her, administration did not "make significant changes; it's not top down. The issue may be identified at the top" and then brought to the attention of the faculty.

Another described his/her methodology as "cajoling," as being "more evolutionary than revolutionary." He/she explained this claim by saying "in professional groups. . . you have to convince them that the change is beneficial and necessary. . . and then everybody just sort of works at it."

One department head reported that "candor with everybody" was his/her means of bringing about change. Another said that he/she could not identify a particular strategy, but that he/she was "excited about the concept described as MBWA--management by walking around" and that he/she relied heavily on delegation to get any kind of task completed. One more felt that he/she "put out proposals and they [the

faculty and other departmental personnel] kind of shoot them down or react to them."

Typical answers to this question were brief, but one department head's answer took up two single-spaced typed pages. He/she explained that his/her method was "intuitive and not intellectual." This method was to communicate with various department members about a desired change and then to "drop" ideas "here, there, and in another place." Eventually, when the change was openly discussed and finally brought to fruition, "[changes are] separated from me," said the head. "I would never plan that strategy, but that's just how things kind of happen."

In summary, perceptions regarding change implementation style varied; there was no unanimous type of response, although faculty input and the use of the committee structure was discussed by several department heads.

Thus in looking back at the responses to Research Question #3, the following summary statements can be made.

1. Most types of satisfaction the department heads identified pertained to other people: seeing students achieve, graduate, become successful; seeing faculty improve and even excel; seeing the growth of unity, camaraderie, and collegiality among departmental personnel.

2. Department heads mentioned major sources of

dissatisfaction as being related to resources (scarce resources, the difficulty of equally distributing resources that did exist); related to the nature of the job (fighting bureaucratic systems, being partially faculty and partially administrator, stress, replying to university dictates, etc.); and related to personnel issues (poor student preparation, student and faculty dismissals, high student dropout rates, etc.).

3. Overall, heads reported average to above average satisfaction with their degree of autonomy. Heads perceived that their boundaries were set for them by the "higher ups," but that they enjoyed a wide degree of autonomy within those boundaries.

4. Typically, heads reported average to above average satisfaction with dean/department head and faculty/department head working relationships. Typically the heads seemed to feel that relationships with faculty were better than relationships with deans.

5. While mentioning a number of areas of conflict they faced, department heads discussed the most frequent conflicts as being resource-related and personnel-related. Even the less often mentioned specific conflicts fell loosely in resource, personnel issues, and curriculum/programmatic areas.

6. As to method or style of coping with conflict, the most often mentioned style was that of communicating clearly and honestly, listening, and making use of input given; the next most used style was situational (method used depended on the particular conflict at hand); the least mentioned method was avoiding and trying to hide the problem.

7. As to changes occurring during their time in position, department heads saw major changes to have been in areas of curriculum revision and growth, and program changes or expansion. Personnel-related changes were mentioned infrequently.

8. Concerning needed/desired change, department heads overwhelmingly expressed the desire for more resources (monetary, space, human) and for change in curriculum and program requirements.

9. While two department heads were concerned that they had not promoted enough faculty involvement in changes, all department heads agreed that there was indeed faculty input into change processes; all agreed that the majority of changes were implemented by faculty through the committee structure.

10. Perceptions regarding style of introducing and implementing change varied; there was not a common method

discussed although several department heads referred to faculty involvement and the use of committees.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. INTRODUCTION

In the study the researcher examined perceptions of deans, department heads, and faculty members in nine departments of three institutions of higher education as to the head's selection, roles and duties, job effectiveness, and job satisfaction. Data were collected by means of personal interviews utilizing a researcher-made interview guide. Forty-four participants in three public institutions of higher education were interviewed: eight deans, nine department heads, and twenty-seven faculty members.

The purpose of the study was two-fold: (1) to investigate how academic department heads in these institutions of higher education perceived themselves in relation to duties and roles in comparison to how deans and faculty members perceived them; and (2) to investigate how these perceptions or variations in perceptions affected (a) their job satisfaction and (b) their job effectiveness.

The major research questions addressed were (1) What are the department heads' perceptions of their roles and duties within the organization as compared to their associates' perceptions? (2) What are the deans' and faculty members' perceptions of the department heads' job effectiveness? (3)

What are the department heads' perceptions of their levels of job satisfaction?

It is recognized that findings of this study cannot, due to limited sample size, be generalized to an entire population. However, it is hoped that this study may provide valuable groundwork for future studies.

II. SUMMARY OF INTERVIEW FINDINGS

The following portion of this dissertation offers brief summaries of the findings related to the three major research questions.

Research Question 1: What are the department heads' perceptions of their roles and duties within the organization as compared to their associates' perceptions?

1. There was agreement regarding the fact that a standard procedure for department head selection existed, but there were variations of opinion as to the amount of and value of faculty input and as to who had the actual, ultimate decision regarding whom to hire as department head.

2. Department heads and deans tended to see the head's role as being more broad than did the faculty members, who tended more often to discuss specific duties rather than overall roles.

3. Equal numbers of participants felt that (A) there was no variation between the ideally perceived and the actually perceived role of the head and that (B) there was

indeed variation between the ideally perceived versus the actually perceived role.

4. The most often-mentioned basic duties of the department head involved handling budgetary concerns, hiring/firing/recruiting/evaluating of faculty, scheduling classes, and assigning rooms; thirty-four other duties of the department head were identified as well.

5. Deans typically viewed departmental mission as being primarily university-oriented; most heads and faculty saw it as being diverse: (A) discipline- and service-oriented, (B) synonymous with the three-part university mission, (C) unclear or fragmented or non-existent, or (D) a combination of the above.

6. All department heads discussed definite visions for their departments. Seven of the eight deans perceived a definite departmental vision. Most faculty who felt there was a vision on the part of the department head saw it as existing in two areas: (A) vision for future changes and expansion or (B) simply maintaining the status quo. Some faculty felt that there was either no vision or an unclear vision.

7. Two areas of discussion that came to light in addition to those addressed by the interview guide were (A) the difference in the perceptions of "department head" and "department chair" and (B) problems resulting from departmental structure.

Research Question 2: What are the dean's and faculty members perceptions of the department head's job effectiveness?

1. Most deans declined to answer concerning the head's overall effectiveness, preferring not to address issues of evaluation. Of the faculty respondents, most rated the head as average or above average; very few rated him/her as below average in effectiveness.

2. Twenty-seven strengths of department heads were mentioned. The most valued qualities of the department heads were perceived as being openness, honesty, helpfulness, supportiveness, mediational style, and fairness.

3. Eighteen weaknesses of department heads were mentioned. The most often mentioned weaknesses were the department head's being "too nice," having a temper, making decisions too quickly, being blunt or tactless or intolerant, and talking too much.

4. Most respondents reported adequate to superior delegation of tasks within the department; only a few reported poor delegation or had no opinion. They reported that the predominant method used to facilitate delegation of tasks was the committee.

5. The majority of interviewees reported average to above average communication skills within the department. Very few reported poor communication or no opinion. Positive methods of communication included a good committee system and accessibility of the department head; negative

aspects included late or last minute information and downward-only communication.

6. Most respondents ranked departmental morale as average to above average; few considered it low or gave no opinion. Almost all respondents who referred to any aspect of low morale viewed the lowness as a result of university or outside agency constraints not specifically attributable to the head.

7. Interviewees reported that personnel and financial conflicts/constraints most frequently faced the department head although other types of conflicts were also mentioned. Many respondents sympathetically explained that many of the department heads had a difficult, complex, and relatively thankless job that few people would envy.

8. There was little agreement regarding the department head's style of coping with conflict. Some respondents could not or would not identify a particular style; most felt that the style was entirely situational, depending on the conflict at hand and the disposition of the head. Those responding to this question viewed positive aspects of conflict management as being honesty, openness, prompt dissemination of information, and firmness mixed with tact. They viewed negative aspects as being bluntness, backing down from confrontations, and ignoring of faculty input.

9. Most respondents were able to identify and describe some type of change or changes that had occurred in the

department during the department head's time in position. Types of change most often mentioned were personnel changes, changes in curriculum and programs, and changes mandated by outside agency requirements.

10. Respondents' perceptions of the department head's style of introducing and implementing change were varied. Openness, honesty, use of a good committee structure, heed of faculty input, and face-to-face confrontation were the methods reportedly utilized most often.

11. Most respondents felt that faculty played a definite part in implementing change in the department; very few felt that there was no faculty input or that faculty ideas were ignored. Most respondents valued the fact of there being voluntary rather than forced faculty input.

12. Responses varied widely in regard to perceptions of needed or desired changes. The changes discussed most often were personnel changes, needs for better collegiality and unity within the department, needs for strengthened and expanded graduate programs, and changes in the physical plant.

Research Question #3: What are the department heads perceptions of their levels of job satisfaction?

1. Most satisfiers identified by the department heads were people-related: seeing students achieve, graduate, become successful; seeing faculty improve and even excel;

seeing the growth of unity, camaraderie, and collegiality among departmental personnel.

2. Department heads mentioned major dissatisfiers as being related to resources (scarce resources, the difficulty of trying to distribute existing resources equally); related to the nature of the job (fighting bureaucracy, being partially faculty and partially administrator, stress, replying to university dictates); and related to personnel issues (poor student preparation, student and faculty dismissals, student dropout rate).

3. Department heads reported average to above average satisfaction with their degree of autonomy. They perceived that their boundaries were set for them at the upper levels of administration and that they enjoyed a wide degree of autonomy within those established boundaries.

4. Typically, department heads reported average to above average satisfaction with dean/head and faculty/head working relationships. Typically the department heads seemed to feel that relationships with faculty were more positive and congenial than were relationships with deans.

5. While mentioning a number of conflicts faced, department heads saw the most prevalent as being resource-related and personnel-related. Even the less often identified conflict fell in resource, personnel, and curriculum/programmatic areas.

6. Department heads identified their prevalent styles

of coping with conflict as being communicating clearly and honestly, listening, and making use of input given. The next most often mentioned style was situational (method used depending on the particular conflict at hand); the least mentioned method was avoidance of the conflict and attempts to hide the problem.

7. Department heads saw major changes during their times in position as being in the areas of curriculum growth and revision, program changes or expansion. Personnel-related changes were mentioned infrequently.

8. Concerning needed/desired changes, department heads overwhelmingly expressed the desire for more resources (monetary, spatial, and human) and for change in curriculum and program requirements.

9. Most department heads agreed that there was indeed faculty input into change processes. Two were concerned that they had not urged enough faculty involvement in change. All agreed that the majority of changes were implemented by faculty through the committee structure.

10. Department heads had varied perceptions regarding their styles of introducing and implementing change. Several department heads referred to faculty involvement and to the use of committees; overall, there was not a definite consensus as to styles of bringing about change.

III. CONCLUSIONS

1. Department heads did express discomfort at a particular portion of their role: the fact that they felt expected to be both a faculty representative and an administrative representative. They felt this dual-role situation was normal for the department head's position, and most had anticipated this situation prior to their coming into the position. Thus it was not the lack of role definition that caused discomfort, but the very nature of the role itself.

As suggested by the Getzel-Guba theory of the interaction between the nomothetic and idiographic realms, many of the heads expressed the feeling of being pulled between the two sides much of the time, of not feeling wholeheartedly a part of the faculty or wholeheartedly a part of the administration. Many talked about the "half and half" situation and the conflicts resulting from trying to work on both levels, for the good of both elements.

2. Although almost all of the department heads described themselves as being partially faculty and partially administration, their perceptions coincided more closely with those of the deans than with those of the faculty. This suggests that the department heads and the deans shared these broader concepts because of their working closely together on the planning stages of academic life whereas the faculty saw only the more specific steps of the department head's carrying out the ideas. Thus the faculty

often perceived the department head as a clerk, as a paperwork completer rather than as a leader simply because they rarely had the opportunity to view him/her as a planner, a visionary, a leader.

It also points to a need for further clarification of the department head's role. Going into the position, the department head expected to be partially faculty and partially leader; he/she did not typically expect to be primarily a paperwork coordinator and clerical worker.

3. It was surprising that even though there was duality of perception regarding the department head's roles, the department heads still expressed a moderate to high degree of satisfaction with their jobs. Thus the duality of role perception did not appear to diminish their job satisfaction. Deans and faculty often perceived the headship as a "thankless job that no one would want." Department heads often agreed, but still they expressed average to above average satisfaction.

4. The majority of respondents rated the overall effectiveness of the department head as average to above average even though they did note areas where there was less effectiveness. Thus the variations in role perception did not seem to affect the perception of department head's effectiveness in an adverse manner.

It should be noted, however, that faculty members tended to evaluate the department head on the basis of how they saw

him/her: as an "administrator." The deans who discussed the department head's effectiveness (most were reluctant to offer an evaluation in this area) did so on the basis of how they saw him/her: as a leader and person who "got things done."

5. Since a number of faculty and department heads discussed their perceptions of the distinction between and desirability of department chairs versus department heads, this matter deserves a further look. Those who expressed a belief in the basic difference between a department head and department chair felt that the department head served at the pleasure of the dean and that the department chair served at the pleasure of the faculty; that the department head was more an administrator and that the department chair was more a faculty member.

Even these perceptions coincided with the duality as expressed in the Getzels-Guba theory. Obviously, the superordinate would desire a middle leader loyal to him/her and the administration; the subordinates would desire a middle leader loyal to them. Thus no matter what title the middle leader possessed, there would still be the friction, the tension between the nomothetic and the idiographic dimensions.

IV. RECOMMENDATIONS

1. The university might consider re-evaluating the job

description of department heads. It was suggested that the deans might serve as the leaders and visionaries (indeed, this was the role many faculty perceived for the dean rather than for the department head) and that the department head serve as a person similar to an "executive secretary" or other type of "administrator" to care for the forms, reports, class scheduling, etc. It was also suggested that much of the department head's duties could be performed by a faculty committee as well.

2. The university might offer development programs for department heads focusing specifically on issues that were perceived as problematic: truly being a leader rather than simply a clerical person, developing a style for managing conflict, developing a style for introducing and implementing change, expressing clear mission and vision statements, etc.

3. Since there was dissatisfaction expressed, particularly at the faculty level, with the emphasis on research, the university might consider taking steps to clarify research and publication criteria. A number of faculty members felt that, if they desired to remain in academia, research and publication was a matter with which they would have to live. Several stated that they wished there could be a clearer statement of how much research and publication was desired, along with the specific types of publications preferred.

4. Several department heads expressed regret that they did not have a band of other department heads to meet with. In Robertson's 1977 study he stated that "In managing major conflict principals separate themselves from their greatest source of power by failing to band together with their colleagues" (89). Either the university or the department heads themselves might give attention to forming a network of department heads; it was stated by several department heads in this study that they wished they could meet regularly with other heads in the institution to discuss problems and methods of solving them.

5. Since there was some discrepancy between the department heads' and faculty's perception of vision and mission for the department, it might be suggested that department heads endeavor to communicate more clearly what they perceive as the mission and vision. Some of the faculty reporting lack of vision or an unclear statement of mission and vision on the department head's part felt that clear, definite communication might in some ways enhance their own performance, their satisfaction in their jobs, and the overall departmental morale.

6. Department heads might endeavor more heartily to involve faculty in planning stages rather than handing down decisions or passing on decisions from higher levels of administration.

7. Two participants suggested that they would have been

more comfortable with a questionnaire survey rather than an interview type of format in this study. Perhaps a more detailed study could be undertaken using a questionnaire based on the findings of this study, involving a larger number of participants, and utilizing true random selection so that findings could be easily and legitimately generalized.

8. One area for further research was mentioned by a number of study participants: investigation into the nature of the difference between the department chair and the department head, the advantages and disadvantages of each. Perhaps a comparative study could be carried out utilizing equal numbers of subjects under a headship system and subjects under a chair system.

9. Another area of further research might need to be addressed: the fact that department heads typically expressed moderate to high satisfaction with a position often perceived as "thankless" and "unwanted." In two previous studies (Tucker and Bennett) the same idea was discovered: that the majority of department heads expressed satisfaction despite duality of roles and despite feeling torn between the two dimensions. This fact has been reported but reasons have not been studied and analyzed.

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APPENDICES

APPENDIX A
PERMISSION LETTER

Dear Dr. _____:

This letter is a request for your participation in a dissertation study. The study is designed to investigate the variations in perceptions of role/duties, job satisfaction, and job effectiveness regarding department heads in institutions of higher education. Data will be gathered by means of personal interviews.

Your department is one of three at this institution to be involved in the study. The design of the study calls for the department head, dean/division leader, and three faculty members to be interviewed.

Your participation is, of course, voluntary. However, I would greatly appreciate your cooperation since I am working under a very limited time frame. Should you agree to participate, please sign and return the enclosed consent form in the enclosed self-addressed, stamped envelope. I will be calling you in a few days to schedule a time that will be convenient for your interview. This should take no more than forty-five to sixty minutes of your time.

Anonymity of institution and individual will be preserved. In reporting the data, I will not use individual names but will refer to "Interviewee 3," etc., (all participants will have a code number assigned) if necessary to refer to specific responses. With your permission, I would like to tape record the interview; transcribed data will be coded as described above and the original tape destroyed (erased) as soon as the typewritten transcription is made; transcriptions will be destroyed at the completion of the dissertation. (Or, if you request, the tape and transcript will be sent to you.)

Thank you very much for your cooperation.

Cordially yours,

Patty Ray Hawkins
Doctoral Student,
The University of Tennessee at Knoxville
Department of Educational Leadership

APPENDIX B
CONSENT FORM

APPENDIX C

CONSENT TO PARTICIPATE IN RESEARCH

The purpose of this study is to (1) investigate how academic department heads in higher education perceive themselves in relation to duties and roles in comparison to how significant others perceive them; and to (2) investigate how these perceptions affect (a) their job satisfaction and (b) their job effectiveness.

You will be asked to participate in a personal interview conducted by the researcher. The time required will be from 45 to 60 minutes. Questions will pertain to your perception of the department head's roles/duties and job satisfaction (if you are the department head) or to your perception of the department head's roles/duties and job effectiveness (if you are a dean/division leader or a faculty member).

Out of these interviews may grow suggestions and recommendations for heightening the effectiveness of the department heads and of the organization, for heightening the levels of job satisfaction, for being able to define more clearly their roles within the organization, and for enabling them to cope with difficulties in a more appropriate manner.

Your identity will be kept strictly confidential. With your permission, the interview will be tape recorded solely to assist in accurate and complete transcription of data. Following transcription, the tape will be destroyed; following completion of dissertation, transcriptions will be destroyed. (Or if you prefer, tape and transcript will be sent to you at the completion of the study.) Aggregate results will be reported. Should it be necessary to refer to individual answers in the report, they will be disguised (codified by number) to protect identities. In the course of the interview, should you at any time feel uncomfortable with any question, you may decline to answer or may restructure the question as you see fit. Interview data will be used for research purposes only.

Should you have any questions about the research, please feel free to contact Mrs. Patty (David) Ray Hawkins, English Department, Tennessee Temple University, Chattanooga, TN 37404. If you wish to telephone at any time, please call (615) 493-4461 or (615) 622-9905.

Your participation in this study is voluntary, of course. You may wish not to participate or may withdraw at any time with no penalty.

I have read and understand the explanation of this research study and hereby voluntarily agree to participate.

Name

Date

Signature

APPENDIX C

INTERVIEW GUIDE: DEPARTMENT HEAD

INTERVIEW GUIDE: DEPARTMENT HEAD

A. Background information

- * What is your academic background?
- * How long have you been employed as head of this department?
- * Have you been employed at this institution in any other capacity?
- * Have you been a department head at other institutions?
- * What process was used in selecting you as department head? (Search committee, departmental vote, dean's appointment, etc.)

B. Questions pertaining to research question 1 (roles and duties)

- * What is your perception of what the roles of the department leader should be?
- * Does this perception vary from what you perceive as your actual roles?
- * What specific duties do you perform as department leader?
- * What do you perceive as the mission of this department?
- * What is your vision for this department?

C. Questions pertaining to research question 2 (department leader's job satisfaction)

- * In what ways are you satisfied with your position?
- * What one thing is most satisfying to you?
- * In what ways are you dissatisfied with your position?
- * What one thing is most dissatisfying to you?
- * How do you feel about the degree of autonomy you possess?
- * What are your perceptions of the boundaries within which you may act?

- * Would you like wider or more narrow boundaries?
- * How satisfied are you with the working relationships between you and department members, between you and the dean/division head?
- * What types of conflicts do you face in this department?
- * What methods and strategies do you employ to cope with and handle conflict in the department?
- * Under what constraints do you function in this department?
- * Would you like to see these constraints modified in any way?
- * What change/changes would you like to see in this department?
- * What change/changes have occurred in this department during your time in position?
- * What methods do you use to introduce and implement change?
- * What part to other departmental personnel play in change implementation?

APPENDIX D
INTERVIEW GUIDE: DEAN

INTERVIEW GUIDE: DEAN

A. Background questions

- * What is your academic background?
- * How long have you been employed at this institution?
- * How long have you been in your current position?
- * How long have you worked with _____ as a department leader?
- * What process is used in selecting department heads? (Search committee, departmental vote, dean's appointment, etc.)

B. Questions pertaining to research question 1 (roles and duties)

- * What is your perception of what the roles of the department leader should be?
- * Does this perception vary from what you perceive as the actual roles of the _____ department's leader?
- * What specific duties does _____ perform?
- * What do you perceive as the mission of the _____ department?
- * What do you perceive as _____'s vision for the department?

C. Questions pertaining to research question 3 (effectiveness of department leader)

- * How do you perceive the effectiveness of _____ as department leader?
- * What do you perceive as being _____'s strengths as a leader?
- * What do you perceive as being _____'s weaknesses as a leader?
- * What is your perception regarding the delegation of tasks within the _____ department?
- * What is your perception of how communication is handled in the _____ department?

- * What is your perception of morale in the _____ department?
- * What is your perception of the types of conflicts _____ faces as department leader?
- * What methods and strategies does _____ use in order to cope with and manage conflict within the department?
- * What change/changes have occurred in the _____ department during _____'s time in position?
- * What change/changes would you like to see in the _____ department?
- * What is your perception of how _____ introduces and implements change?
- * What part do other _____ department personnel play in departmental change?

APPENDIX E

INTERVIEW GUIDE: FACULTY MEMBER

INTERVIEW GUIDE: FACULTY MEMBERS

A. Background questions

- *. How long have you been employed at this institution?
In this department?
- *. Have you been employed at other institutions?
- *. How long have you worked in this department with
_____ as leader?
- *. Were you employed here under a previous department
leader?
- *. What is your academic background?
- *. How are department heads selected at this institu-
tion? (Search committee, departmental vote, dean's
appointment, etc.)

B. Questions pertaining to research question 1 (roles and duties)

- *. What is your perception of what the roles of the
department leader should be?
- *. Does this perception vary from what you perceive as
the actual roles of _____?
- *. What specific duties does _____ perform?
- *. What do you perceive as the mission of the
_____ department?
- *. What do you perceive as _____'s vision for
the department?

C. Questions pertaining to research question 3 (effective- ness of department leader)

- *. How do you perceive the effectiveness of _____
as this department's leader?
- *. What do you perceive as being _____'s strengths
as a leader?
- *. What do you perceive as being _____'s weaknesses
as a leader?
- *. What is your perception regarding the delegation of
tasks within this department?

- *. What is your perception of how communication is handled in this department?
- *. What is your perception of morale in this department?
- *. What types of conflicts does _____ face as department leader?
- *. What methods and strategies does _____ use in order to cope with and manage conflict in this department?
- *. Do you perceive _____ to be an effective manager of conflict?
- *. Under what constraints must _____ function in his/her position?
- *. What change/changes would you like to see in this department?
- *. What change/changes have occurred in this department during _____'s time in position?
- *. What is your perception of how _____ introduces and implements change?
- *. What part do other department personnel play in departmental change?

VITA .

Patty Ray Marler Hawkins was born in Chattanooga, Tennessee, on August 29, 1950. Her parents being missionaries in Nigeria, West Africa, she spent eight years there. She was taught primarily through the Calvert Correspondence School, based in Baltimore, Maryland, until the eighth grade. She returned with her family to Chattanooga in 1963; she was graduated from Brainerd High School in 1968.

In May of 1973 she was graduated from Tennessee Temple College with a B.S. in Secondary Education, English proficiency, and minors in Bible and vocal music. In September of 1973 she began teaching at Tennessee Temple College, Tennessee Temple Bible School, and Tennessee Temple High School.

She attended the University of Tennessee at Chattanooga while teaching at Tennessee Temple and was graduated from UTC in August of 1978 with a M.Ed. in Secondary Education, English proficiency.

In the summer of 1983, while teaching at Temple still, she began work on her doctoral program in educational administration and supervision. The degree was conferred in December of 1990.

Patty is married to David Richard Hawkins, originally from Atlanta, Georgia. They have two children, Eric Richard and Jenny Patty, and currently live in Chattanooga, Tennessee.