DEPARTMENTAL LEADERSHIP ROLES AND RESPONSIBILITIES:

A CASE STUDY

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DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

Date:....*8 MARCH 2006*...

SUMMARY

Role ambiguity and role conflict are issues that regularly confront departmental leaders in academic departments at higher education institutions. This research focused on the roles and responsibilities of departmental leaders in four academic departments in the Faculty of Business at the Bellville campus of the Cape Peninsula University of Technology.

The research was conducted within the framework of the "Qual-quan" research approach. The "Qual-quan" research approach is a combination of the traditional qualitative and quantitative research approaches, with the qualitative approach being used predominantly and the quantitative approach being used as a complementary approach to the qualitative approach. The researcher employed the "personal hand-delivery and collect" data collection method and more specifically questionnaires to elicit information from respondents. Each of the four questionnaires was linked to a research aim.

The first aim was to establish how ready each departmental leader was for the leadership role. The second aim was to find out what the dominant and back-up role identities of departmental leaders were. Job analysis, that is the systematic gathering of information regarding a job, in this instance the position of the departmental leader, was the third aim of the research. The fourth aim of the research was to establish the perceptions and expectations of what followers have of departmental leaders in terms of the roles and responsibilities that the departmental leader must perform.

The research results indicated that one departmental leader was not ready for the leadership role. In terms of the categorisation of departmental leaders' role identities, the research showed that three departmental leaders had "leader" as their dominant role identity and the other departmental leader had "manager" as dominant identity. The responses to the job analysis questionnaire showed that all departmental leaders needed to prioritise duties under the domains of leadership, interpersonal relations and research/professional/community endeavours. The responses to the leadership matrices indicated that the majority of responses were plotted in the "savour success and maintain effectiveness" quadrant. This meant that on aggregate, followers regarded the roles of the departmental leaders as important and at the same time were satisfied with the level of skill development attained by the departmental leaders in terms of their roles and responsibilities.

Based on the findings of the research, several recommendations were made. A change in certain behaviours is required for those departmental leaders who were not ready for the leadership role. Departmental leaders should align their dominant role in accordance with the nature of the department and the future direction of the department. All the departmental leadership domains should be regarded as essential by departmental leaders. It was also recommended that the focus in terms of the location of responses on the leadership matrices should be on the "opportunity for leadership development" quadrant, particularly to shift those plotted responses to the "savour success and maintain effectiveness" quadrant.

OPSOMMING

Roldubbelsinnigheid en rolkonflik is kwessies waarmee departementele leiers in akademiese departemente by hoëronderwysinstellings gereeld gekonfronteer word. Hierdie navorsing het op die rolle en verantwoordelikhede van departementele leiers in vier akademiese departemente in die Besigheidsfakulteit van die Kaapse Skiereiland Universiteit van Tegnologie se Bellville-kampus gefokus.

Die navorsing is binne die raamwerk van die "Kwal-kwan" navorsingsbenadering gedoen. Die "Kwal-kwan" navorsingsbenadering is 'n mengsel van die tradisionele navorsingsbenaderinge van kwalitatief en kwantitatief, met die kwalitatiewe benadering wat oorheersend gebruik word en die kwantitatiewe benadering as komplementêre benadering. Die navorser het gebruik gemaak van die "persoonlike handaflewering en afhaal" data-insamelingsmetode, en meer spesifiek van vraelyste om inligting van respondente in te win. Elk van die vier vraelyste is aan 'n navorsingsdoelwit gekoppel.

Die eerste doelwit was om te bepaal hoe gereed elke departementele leier vir die leierskaprol was. Die tweede doelwit was om uit te vind wat die dominante en ondersteunende rol-identiteite van departementele leiers was. Posontleding, dit wil sê die stelselmatige insameling van inligting aangaande 'n pos, in hierdie geval die posisie van die departementele leier, was die derde navorsingsdoelwit. Die vierde navorsingsdoelwit was om die persepsies en verwagtinge van navolgers aangaande die rolle en verantwoordelikhede van die departementele leier te bepaal.

Die navorsingsresultate dui aan dat een departementele leier nie gereed was vir die leierskapsrol nie. In terme van die kategorisering van departementele leiers se rol-identiteite, toon die navorsing dat drie departementele leiers se dominante rol dié van "leier" is, terwyl een departementele leier "bestuurder" as dominante identiteit beskou. Die response tot die posontledingsvraelys toon dat alle departementele leierstake onder die domeine van leierskap, interpersoonlike verhoudinge en navorsing-/gemeenskaps-/professionele pogings moet prioritiseer. Die response tot die leierskapmatrikse toon aan dat die meerderheid response in die "geniet sukses en handhaaf doeltreffendheid" kwadrant gevind is. Dit beteken dat volgelinge in die algemeen die rolle van die departementele leiers as belangrik beskou het en dat hulle terselfdertyd tevrede was met die vlak van vaardigheidsontwikkeling wat betref die departementele leier se rolle en verantwoordelikhede.

Verskeie aanbevelings is op grond van die resultate gemaak. 'n Verandering in sekere houdings word verlang vir daardie departementele leiers wat nie gereed is vir die leierskapsrol nie. Departementele leiers sal hul dominante rol by die aard van die departement en die toekomstige rigting van die departement moet aanpas. Alle departementele leierskapsdomeine moet as essensieel beskou word. Daar is ook aanbeveel dat die fokus met betrekking tot die leierskapsmatriks op die "geleentheid vir leierskapsontwikkeling" kwadrant moet wees, spesifiek om daardie response na die "geniet sukses en handhaaf doeltreffendheid" kwadrant te beweeg.

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CHAPTER 1

INTRODUCTION

1.1.   INTRODUCTION AND BACKGROUND

Since the early 1990s, higher education in South Africa has experienced many complex changes.   Issues such as access, diversity, staff development, funding, institutional language policies and internationalisation have been among the top challenges faced by higher education institutions. The changing landscape in higher education is not only evident in South Africa. Green and Hayward (1997:3) in Fourie (1999) refer to this by outlining that higher education has undergone rapid transformation throughout the world over the last 25 years. Among the common changes are the following:

> ... maintaining quality in teaching and research with fewer resources, managing and leading academic people at a time of rapid change, turbulence and alteration in the higher education environment, student numbers and responding to new types of students, and balancing one's academic work with the demands of being an academic leader (Ramsden, 1998:275).

It is an experienced fact that in the South African context, higher education is explicitly linked to the broader social and political transformations (Eckel, 2001). This relationship is articulated through the Department of Education's White Paper 1 on higher education transformation (Department of Education, 1997). The White Paper 1 states that "in South Africa today, the challenge is to redress past inequities and to transform the system to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities" (Department of Education, 1997:7). The White Paper 1 (1997) includes the following key elements of transformation: "increased and broadened participation, responsiveness to societal interests and needs, and cooperation and partnerships in governance" (Department of Education, 1997:7).

The transformation process in higher education gives an indication that the higher education landscape is still shaping itself in relation to the needs and the demands of a particularly expanding economy. This point holds relevance, specifically since one of

the aims of the higher education transformation is to link the demands of the labour market with programmes offered by such institutions.

"In South Africa, the transformation of higher education is part of the broad political and socio-economic transition to democracy characterising the country and its people" (Fourie, 1999:276). Within the transformation framework, higher education administrators (or vice chancellors) operate. These are the people who are usually responsible for setting strategic goals and taking responsibility for the running of such institutions. It is not only the university administrators that are subjected to changes in the higher education sector. Departmental leaders or chairs (as they are referred to in the United States), are also increasingly subjected to the pressures of heading their individual departments. Birnbaum (1988) in Bolton (1996) suggests that leadership roles in academic departments are becoming increasingly difficult to carry out, considering the conflict that exists between the different roles that specifically departmental leaders must take on in their departments. It could be argued that studies on the roles and responsibilities of departmental leaders are many, but that many researchers continue to be amused by the head's role in terms of leadership and as what he/she should be classified. This uncertainty in terms of role categorisation could possibly lead to an unusual (high) turnover of departmental leaders in many institutions.

By the possible unusual high turnover of departmental leaders, the researcher means that many departmental leaders would perhaps not survive their appointed tenure period because of their allocated job load. The departmental leader's decision to end his/her tenure could come as a result of his/her being held accountable for the financial operation of the department, student admissions, staff research output, administrative responsibilities and community outreach. Perhaps Lucas (1994:5) best summarises the complex task of the departmental leader in a transitional environment:

> Increasing complexity and a corresponding need for change require that, at every level in higher education, there be leaders capable of creating a vision, communicating that vision to others; stimulating people to think in different ways; formulating problems in the sophisticated, knowledgeable fashion that inspires creative solutions; and providing an organisational climate in which people achieve and feel appreciated.

One must not discount the fact that since their close proximity to the teaching and learning activity, departmental leaders could potentially have the greatest impact on engineering the change process. Departmental leaders should have an active involvement in staff selection, staff development, establishing a departmental culture, setting of departmental norms, setting of faculty and departmental goals, quality assurance of the curriculum, and being on the cutting edge of new developments in their teaching and research discipline. The aforementioned multiple tasks increasingly require people with specific skills. This implies that the recruitment of departmental leaders should consider both external and internal sources. It furthermore requires leaders to make a shift in ideas, paradigms and approaches to adapt to the changing environment of higher education.

The researcher's experience in higher education informs him that most departmental leaders are selected based on their seniority in their departments. Seniority of the position includes years of teaching in the department, high levels of scholarly activity and being a well-known member of the wider and university community. It is also the researcher's understanding that many departmental leaders delegate an enormous amount of their work, specifically administrative duties, to subordinates. They do this for several reasons, of which the most important are that they cannot handle the amount of administrative work and that they lack the administrative skills to run their departments effectively and efficiently. These shortcomings raise important questions in terms of which role the departmental leader fulfils and how ready the departmental leader is for the departmental leadership challenge. A departmental leader who fulfils a specific role, which is of leader, manager, departmental developer and scholar, will meet certain objectives of the department. It is impossible for a departmental leader to undertake all the roles at the same time. An important precondition (and probably the only one) for successful leaders is the leaders' ability to work with people, that is, to be adept at people management. Leadership is, after all, the ability of one person to influence subordinates to work towards a common goal.

The key question then is whether departmental leaders are ready to take on their role as leaders of their departments. The researcher will speculate on the answer to this question. The researcher would say that some leaders are not ready and the result thereof is reflected in the poor showing of their departments, while other leaders are

effective leaders and the roles that they fulfil contribute to departmental effectiveness. If a departmental leader has low readiness for his/her role, then the assumption is that he/she must focus on a specific standard set of roles as a point of departure to make the functioning of the department effective.

South African studies on the roles and responsibilities of departmental leaders in higher education are rare. Phenyane's (2000) work *The role of departmental leaders as transformational leaders* and that of Van der Westhuizen (2002), *South African higher education institutions as learning organizations: a leadership model*, are among the few recent studies on the roles of departmental leaders within the higher education environment in South Africa. Bitzer (1984) and Kapp (1983), two well-known South African academics on higher education studies, also contributed seminally to the literature on leadership in South African higher education.

This research investigates the roles and responsibilities of departmental leaders in a higher education institution, specifically in light of the ambiguity attached to their roles, and the level of readiness for the leadership role. The research is about leading in a period of transition and uncertainty, although the point must be made very clearly that the issue of transformation is not used as a framework for the discussions in the research. As Erickson (1989:83) points out, "in times of change, there can be conflicting ways of viewing reality, which can cause role conflict and ambiguity… with change come new demands and expectations which could further cause conflict and ambiguity".

In this research a simple model of academic leadership is developed since some of the traditional models (theories) cannot be regarded as sufficient in explaining departmental leadership. The approach here is based on a simple model proposed by Ramsden (1998). The model states that academic leadership must provide the means, assistance and resources that enable academic and support staff to perform well. It further states that academic leadership must focus on change and innovation. It all amounts to the fact that the departmental leader should be a type of transformational leader where he/she moves the department towards a shared vision and their future goals are a function of their current activities.

1.2. THE STATEMENT OF THE PROBLEM

The departmental leader's job in terms of the roles and responsibilities that he/she performs is a complex set of activities, characterised by ambiguity, uncertainty and conflicting roles. It is a fact that many departmental leaders are not equipped with the necessary administrative and interpersonal skills and experience to perform their duties effectively and efficiently (hence the ambiguity and conflict surrounding their jobs). The lack of experience and shortage of skills create problems in terms of the relationship that exists between departmental leaders and their followers. This problematic relationship raises serious questions regarding the departmental leaders' readiness for the leadership role, the nature of their roles and responsibilities, and their role identity in the academic department. The problem statement is therefore: Many departmental leaders are not ready to assume the role of leader of their academic department, they do not know what their typical duties, roles and responsibilities and their specific role identities are.

1.3. AIMS OF THE RESEARCH

The primary aim of the research is to examine the various roles and responsibilities carried out by departmental leaders. The primary aim is divided into a subset of four aims. The first aim is to examine the readiness that each departmental leader has for the leadership role. The issue of leadership readiness is applicable mostly to the leader's ability to influence his/her subordinates. Departmental leaders are regarded as the top part of the hierarchy of the academic department and as such should possess interpersonal, conceptual and technical skills. The possession of interpersonal skills is regarded as the most important skill necessary for leaders, that is, the ability of leaders to communicate with all levels of the organisation, with its business units, and to influence subordinates. Leaders who are ready for the leadership role enjoy the fact that people count on them for ideas and that they can build team spirit, inspire people, and put the accomplishments of the team ahead of their personal glory. This study poses questions/statements to the leader in order to establish the leadership readiness of the departmental leader. The research question attached to the first aim is as

follows: What is the leadership readiness of the departmental leaders for the leadership role in the four academic departments?

The second aim of the research is an attempt to categorise departmental leaders into specific role identity quadrants. This is done in an effort to establish the departmental leaders' dominant and backup role orientations. The research question attached to the second aim is as follows: What is the role identity of the departmental leader?

The third aim of the research is to do a job analysis of the departmental leader. Job analysis implies a systematic gathering of information regarding a specific job. The job of the departmental leader can be divided into different domains. These domains are leadership, management, interpersonal relations, communication, research/professional/community endeavours and quality of education. Within each domain are duties that must be performed by the departmental leader. The research question attached to the final aim is as follows: Which duties under each domain must be prioritised?

The final aim of the research is to establish the perceptions and expectations that followers have of departmental leaders in terms of the roles and responsibilities that the departmental leader must perform. The leadership-follower relationship is critical to the efficient and effective functioning of any organisation or organisational unit. The research question attached to the final aim is as follows: What do academic staff think of the importance of certain roles and responsibilities that departmental leaders must have and the satisfaction that they, the followers, have of the level of skill development of the departmental leader in terms of the responsibilities?

1.4. THE NEED FOR THE STUDY

Higher education, unlike other sectors in the educational environment, is transforming itself at a pace that is almost similar to development within the wider socio-economic sector in South Africa. The similarities here refer to, amongst others, the need for more accountable and responsible leaders, the inclusion of previously disadvantaged sectors of the population into the hierarchy of management and a more equitable distribution of resources among different sectors of the population. Institutions are competing not

only for students, but also among each other in terms of research output and teaching excellence.

Departmental leaders function under increasingly dynamic and changing environments. There are numerous demands from various stakeholders such as vice-chancellors, industry, the Department of Education and previously disadvantaged students. As such, the roles and responsibilities of departmental leaders are not limited to being only an administrator. In addition to being administrators, departmental leaders also engage in research activities, act as consultants, teach, and perform outreach activities. A departmental leader also represents his/her department at the next level of the academic institution's hierarchy.

The interaction between departmental leaders and their institution's external environment requires leaders who can adapt to changes and are simultaneously dynamic. It particularly requires leaders to scan the environment in order to identify threats (to minimise the risk of departmental failure) and opportunities (to capitalise on opportunities in the external environment).

This research was necessitated by the conflicting roles experienced by departmental leaders in various academic departments in higher education. It is impossible within the ever-increasing environment of higher education for departmental leaders to be concerned with scholarly activities only. The role of departmental leaders as departmental developers, leaders, managers and scholars should be mixed into a whole to meet the demands of a dynamic department. Considering the lack of research on the roles and responsibilities of departmental leaders (especially in South Africa), and the ambiguity surrounding such leaders, it was essential that a study be done of the roles and responsibilities of departmental leaders in an academic department.

1.5.   LIMITATIONS AND DELIMITATIONS OF THE STUDY

1.5.1. Limitations

The researcher takes cognisance of the possible threats to the validity of the research. An extraneous variable such as **history** (where one of the departmental leaders should

leave the research setting during the research) cannot be controlled effectively. Another extraneous variable is that of **selection bias,** where, for example, an academic staff member starts his/her tenure at the commencement of the research. This could threaten the validity of the research since the new staff member would not have enough time to work under the departmental leader.

The researcher is furthermore confident that the threat in terms of **instrumentation** would not consolidate. This means that the researcher believes that the decided measuring instruments will be used throughout the research. The results of this study are not generalisable, since the chosen sample size does not mean that they are applicable to the whole population of the Bellville Campus of the Cape Peninsula University of Technology or any other higher education institution. Cognisance should be taken of the size of other academic departments and the basic roles and responsibilities of the departmental head at other departments, both at the surveyed institution and at other higher education institutions.

This researcher cannot guarantee that all subjects will report their true, accurate and sincere preferences on the instrumentation employed in the study. The size of the surveyed academic departments may not provide the researcher with information that can be generalised to a large population.

1.5.2. Delimitation

The research surveys academic departments and not faculties at the Bellville Campus of the Cape Peninsula University of Technology. The department is regarded as a strategic business unit (SBU) of the faculty and the faculty as a SBU of the University. One of the key distinctions in the higher education environment is that between Historically Black Institutions (HBIs) and Historically White Institutions (HWIs). This study acknowledges that distinction and assumes that the structural changes and challenges at the surveyed institution are different from those at HWIs. The researcher focuses on academic staff only and not on administrative and support staff.

1.6.   DEFINITION OF KEY CONCEPTS

1.6.1. Leadership

It is widely accepted that a key ingredient of an effective organisation is the existence of efficient and dynamic leadership. Dynamic leadership means that policies and strategies are implemented and objectives are achieved. Leadership is a concept that is difficult to define in the light of leadership's affiliation to the management definition. Peters (1988) in Charlton (1993:32) defines leadership as "a unique alliance between managers and workers that fully engages the talents and potential of everyone in the organisation". Bennis and Nanus (1985:19) in Charlton (1993) point out the importance of fostering creative change through "a vision by creating a meaningful work context communicating the vision, developing trust, and managing yourself effectively – by that empowering subordinates".

Kotter (1990) in Middlehurst (1993:45) states that "leadership is about coping with change". It is a leader's responsibility "to clarify the direction of change and to make the members of an organisation willing participants in the process of change". Munitz (1995:1) states that these changes "will force adjustments in how members of the departmental staff teach and how students learn, how colleges and universities are financed, and how institutions are administered". Munitz (1995:1) further points out that they will require "that colleges and universities restructure their management processes and modify their traditional notions about leadership". *The researcher's encompassing definition of leadership is that it represents the exercising of influence over followers in order to change their behaviour to work towards a goal that was formulated by the leader and a vision that is shared by all.*

1.6.2. Management

In the literature on management theory, the function of leadership is classified as one of the functions of management. Le Roux, De Beer, Ferreira, Huber, Jacobs, Kritzinger, Labuschangne, Stapelberg & Venter (1999:108) emphasise this definition by stating that management is a process of utilising an organisation's resources to

achieve specific objectives through the functions of planning, control, organising and leading. In their definition of management, Du Toit and Kroon (1996) in Du Plessis (1996:188) emphasise that there will be "due allowance for the external and internal environment of the business as a process to create circumstances within the business that will be beneficial to the coordinated achievements of the stated goals".

Cronje, Neuland and Van Reenen (1994:73) advance a final encompassing definition of management. According to these authors, management is a process of activities that are carried out to enable an organisation to accomplish its goals and objectives, and by employing human and physical resources for that purpose. Management is therefore goal-oriented through the engagement in various tasks. *The researcher defines management as a process involving planning, organising, coordination and control with the main aim of achieving organisational goals with the available resources at the disposal of the entity.*

The various definitions of management create confusion as to whether leadership is part of management or a body of literature on its own. Du Brin (2001:4) sheds some light on the distinction between the two concepts. According to Du Brin, "leadership is a major part of a manager's job, yet the manager must also plan, organise ... and control". Du Brin states that leadership deals with the "interpersonal part of the manager's job while the others refer to the administrative side of things". It is beyond the scope of this research to elaborate further on the distinction outlined by Du Brin (2001). It would, however, be useful to make a few more comments. Management is about maintaining the status quo while leadership is about managing change. The maintenance of the status quo requires an environment of predictability and order. Leaders function in an environment of uncertainty where to be successful requires transformation of organisations. The task of the leader is to work with his/her team to create a vision while the manager combines the functions of planning, organising and control to implement the vision successfully.

1.6.3. Transformation

The term *transformation* or *transition* refers to "changes in the political, social, economic, cultural and educational structures of society" (Fourie, 1999:276). "These

changes often lead to completely new configurations of relations of power" (Kirsten, 1994:3 in Fourie, 1999). In terms of higher education in South Africa, transformation means that a change in the political system and ideology also requires a change in the way higher education institutions should function. The Education White Paper 3 (Department of Education, 1997:2) explains that higher education needs transformation because of:

> ... the chronic mismatch between output of higher education and the needs of a modernising economy, an inequitable distribution of access and opportunity for students and staff along lines of race, gender and geography, a curriculum which favours academic insularity and closed-system disciplinary programmes.

It is the researcher's view that transformation represents a complete break from the past. It is a systematic process where changes in structures or institutions are not deliberate, but necessary for the future survival of such structures and institutions.

1.6.4. The Academic Department

The academic department is the base unit of higher education institutions and should be regarded as the central building block of such institutions (Trow, 1977). It is in the academic department where the hub of academic activity takes place. The terms *school, centre* and *department* are used interchangeably to describe a unit in a faculty. An academic department is a unique unit that interacts on its own directly with external as well as internal constituents (Bolton, 2000). The typical academic department is in many ways similar to a business unit of a business organisation.

1.6.5. The Departmental Leader

The departmental leader is synonymous with the concepts *head of department, departmental chair* and *chair*. The departmental leader holds the highest position in the departmental hierarchy of an academic department at a higher education institution. Middlehurst (1993) defines the departmental head by referring to the differences between the head of the department and the head of the institution as a whole. In particular, the departmental leader is responsible for the managing of the department – in essence the management of the production unit of the university – the place where

the main activities of the university take place. While the institutional leader manages the institution through a combination of media, the departmental leader has the advantage of face-to-face contact with its staff. *In the entire higher education institutional setting, the departmental leader is part of middle management, where job tenure is a fixed period or determined on a rotational basis. A departmental leader must possess both interpersonal and conceptual skills in managing the "business unit" of the institution.*

1.7. RESEARCH DESIGN AND METHODOLOGY

1.7.1. Introduction

The research method employed in this research is qualitative and exploratory in nature. It is, in short, a qualitative interpretative research study complemented by the employment of a case study on the roles and responsibilities of departmental leaders. It comprises the personal hand-delivery and collect method and a combination of questionnaires as the data collection method and measuring instrument respectively. It has as its objective the provision of insight into and understanding of the roles and responsibilities of departmental leaders.

An important point is that although the foundations of the research are grounded in the qualitative approach, the researcher also makes use of some dimensions of the quantitative research approach. Such an approach is what Morse (2003) refers to as one of the multi/mix research approaches. In particular, the Qual-quan approach as outlined by Morse (2003) is used by the researcher. The display of the "Q" as uppercase in "Qual" and the "q" as lowercase in "quan" means that the qualitative approach is dominant in the Qual-quan approach.

Exploratory research is characterised by the flexibility and versatility of the research method employed. Because of the nature of the research (to explore or to discover), it usually involves small samples with primary data obtained through surveys. Within the context of exploratory research, the personal hand-delivery and collect method is used to elicit information from respondents. An important precondition of using the personal hand-delivery and collect method is the literacy level of respondents. The

researcher acknowledges that one of the major shortcomings of the mail survey is the potential use of open-ended questions – hence the use of closed-ended questions. It is further acknowledged that a certain degree of non-response bias exists in the employment of the personal hand-delivery and collect method. The fact that respondents in this study were departmental leaders with an acceptable level of reading skills contributed to a high level of cooperation. The interest that respondents have in the research topic can also affect the response quality and rate of the research. Because confidentiality was guaranteed, it was assumed that departmental leaders would respond, while followers would be assured of their anonymity.

1.7.2. Test Samples

The target population for this study were departmental leaders and their followers (academic staff) at four academic departments in the Business Faculty of the Bellville Campus of the Cape Peninsula University of Technology. The nature of the research design (exploratory research) necessitated small samples.

1.7.3. Measuring Instruments

Four questionnaires were used in this study to elicit information on the leadership readiness of departmental leaders, the roles and responsibilities of departmental leaders, into what role identity category departmental leaders would fall, and the main domain of the job of the departmental leader. These questionnaires aimed to address the primary research question and the sub-problems that went with it. The first questionnaire had as its objective the task of establishing the leadership readiness of departmental leaders (Appendix A). A questionnaire consisting of five alternatives was used in this regard. The alternatives were:

- not at all applicable/appropriate;
- limited applicability/appropriateness;
- moderately applicable/appropriate;
- somewhat applicable/appropriate; and
- applicable/appropriate.

The second questionnaire categorised departmental leaders in a specific quadrant (Appendix B). These quadrants are the departmental leader as a departmental developer, leader, manager and scholar. Respondents (i.e. departmental leaders) were given a set of 24 statements divided into four categories each. Each category represented a type of departmental leader (i.e. departmental developer, leader, manager and scholar). Which group of statements describing which category (or type) of departmental leader was not revealed. The respondent was required to state which category suited him/her most and which suited him/her least. The statements represented typical duties (or tasks) performed by departmental leaders. The key question posed under each statement was "How important to you is each chair duty?" Responses varied from a low (1) to a high (5) regard for each duty. Responses 2, 3 and 4 were also available.

The results of the questionnaire were added up for each category of role identity and plotted along an X and Y axis (Figure 1.1.). Thereafter, the plotted points for each category were connected using straight lines. The visual representation gives an overview of the dominant and back-up departmental leader role orientations.
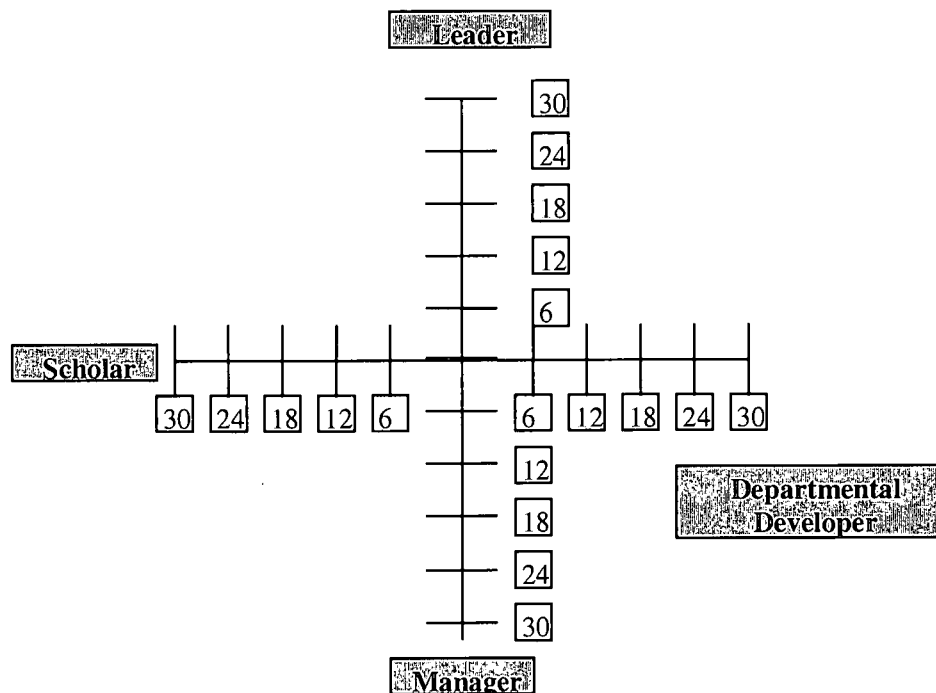
Figure 1.1: Departmental Leader role orientation scoring (Gmelch & Miskin, 1993:13)

With the third questionnaire (Appendix C), the researcher aimed to establish how important each duty under a domain was to the department. The purpose was not to rate the departmental leader. This questionnaire (the job analysis questionnaire) was for both academics and departmental leaders. In other words, followers were also required to rate the importance of a departmental leadership duty under each domain to the department. In responding to the statements/duties/tasks under each domain, the respondents had a choice between the following alternatives in terms of how important each duty is to the department:

- essential;
- very important;
- moderately important;
- of little importance; and
- not important.

The fourth questionnaire employed a rank scale (Appendix D) where followers ranked departmental leaders in terms of nine departmental roles and responsibilities, that is, the responsibilities of the departmental leader. Followers ranked departmental leaders on each responsibility individually on a scale of 1 to 5. The nine departmental leader responsibilities were assessed twice by the followers. Firstly, they were assessed in terms of the importance of the responsibility to the department (in other words, how important do followers regard the specific role of the departmental leader for the effective functioning of the department?). Secondly, they were assessed in terms of whether the departmental leader had acquired the desired level of skill in terms of the responsibility (in other words, from the followers' point of view, is the departmental leader equipped with an acceptable level of skill to fulfil the specific role?). The ranking of responsibilities enables the researcher to plot each response; firstly along the horizontal axis (representing the importance to the department) and secondly along the vertical axis (representing the satisfaction with skill development).

The result of this is the location of responses in one or more quadrants in a leadership matrix (Figure 1.2).

	A Opportunity for leadership development	B Savour success and maintain effectiveness
	C Low priority for change	D Doing fine but limit time spent

Importance to the Department: 5 4 3 2 1

Satisfaction with skill development: 1 2 3 4 5
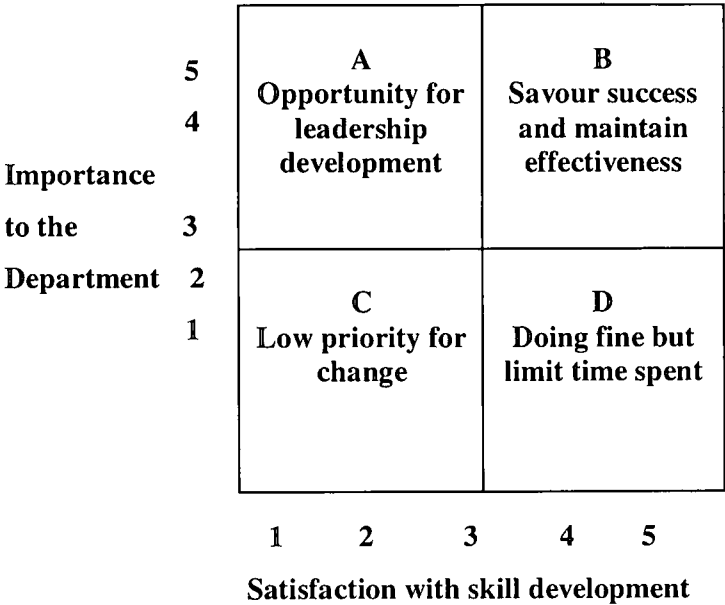
Figure 1.2.: The Leadership Matrix (Source: Lucas, 1994:33)

The explanation of each quadrant is as follows:

The **savour success and maintain effectiveness** quadrant represents the highest level in the leadership matrix. It is also the quadrant where followers regard all nine roles and responsibilities as important to the department. The followers are also satisfied with the level of skill development that the departmental leader has achieved in terms of the nine roles and responsibilities.

The **opportunity for leadership development** quadrant works from the premise that followers regard each of the nine roles and responsibilities as important to the department. However, the followers are not satisfied with the level of skill development of the departmental leader in terms of the execution of his/her roles and responsibilities.

The **low priority for change** quadrant is the lowest point in the leadership matrix. It represents the attitudes of followers who are not satisfied at all with the level of skill development of the departmental leader and the importance that the departmental leader has attached to the role of managing the department.

According to the **doing fine but limited time spent** quadrant, followers are satisfied with the level of skill development of the departmental leader, but not satisfied with the importance that the departmental leader has attached to the nine roles and responsibilities.

1.8. RELATED LITERATURE

There is much international literature on the roles and responsibilities of departmental leaders. Ramsden (1998) was one of the first to research how middle managers, that is, departmental leaders, function in an environment of change. He refers to the need for academic leaders to revitalise and energise their colleagues to meet the challenge of tough times with eagerness and passion. Middlehurst (1993) also acknowledges the importance of change in higher education. She argues for a better balance between leadership and management in higher education institutions in order to increase the responsiveness and creativity of higher education. Lucas (1994) simplifies the roles and responsibilities of academic leaders at the departmental level. She outlines nine typical roles and responsibilities of departmental leaders ("chairs"). Lucas combines surveys at various higher education institutions over a period and concludes that in a changing environment, departmental leaders and departmental members can be revitalised if they challenge themselves to learn new ways of functioning that contribute to individual growth and departmental effectiveness. Bolton (2000) writes about managing the academic unit in a period under transformation. Old ways are substituted with new methods of managing the department and resource allocation, personnel, marketing, student recruitment, facilities and quality are regarded as key concerns of the departmental leader. Gmelch and Miskin (1993), Bennet and Figuli (1990) and Tucker (1981) also discus the roles and responsibilities of departmental leaders.

Literature on leadership theories abound, with each source departing from the earliest theory on leadership, namely the trait theory. Middlehurst (1993) focuses on leadership theories in an organisational context and then applies them to the environment of higher education. Ricketts (1996) and Adair (1983) support the viewpoint that the trait theory is based on the assumption that leaders are born, and that to be a leader you need to exhibit certain personal characteristics which distinguish you from the rest.

The behavioural leadership paradigm is derived from the work done in the Ohio State University Leadership Studies and at the University of Michigan. Yukl (1989) discussed these studies extensively. The Hersey and Blanchard (1982) theory , Vroom-Yetton, House's Path-goal theory and Fiedler's contingency theory form the basis of the discussions surrounding the situational model. Thompson (1990) and Stoner and Wankel (1986) extensively discuss the fundamentals of the four situational models. The latest in the series of leadership theories is the transformational leadership paradigm. Bass (1985), Tichy and Devanna (1986), April, McDonald and Vriesendorp (2000) and Bennis and Nanus (1985) agree that transformational leadership represents the creation of a shared vision where leaders inspire and motivate followers to work towards a common goal.

Since the abolishment of apartheid and the start of higher education transformation in South Africa, literature on higher education transformation and universities in transition has become very popular. The real starting point or blueprint document, The Education White Paper 3: A Programme for Higher Education Transformation, forms the basis of higher education transformation discussions. This document argues that the changes in society should run parallel with the changes in higher education. It calls for the restructuring of higher education in line with the pressing demands of the political economy. The work by Fourie (1999) discusses the implications of transformation at South African universities for academic staff.

1.9.   ETHICAL STATEMENT

The researcher contacted the Faculty of Business at the Bellville Campus of the Cape Peninsula University of Technology and approached them for their participation in the research. The communication instrument was constructed in such a way that each individual was an undisclosed recipient and that the names of co-participants were not available to other individuals. Participants were assured that their individual responses would be kept confidential and that the results of the study would be presented only in the aggregate.

1.10. CHAPTER BREAKDOWN

CHAPTER 1   INTRODUCTION

Chapter 1 gives an overview of the research problem, the aims of the research, and the need for the research. The chapter is the starting point in the attempt to move towards the model proposed by Ramsden (1998), in which academic leadership should provide the means, assistance and resources that enable academic and (support) staff to perform well. Furthermore, the chapter succinctly defines leadership, management, transformation, the academic department and the departmental leader.

CHAPTER 2   LITERATURE REVIEW

A discussion on leadership theories and paradigms forms the basis of this chapter. The researcher outlines when and why each of the major leadership theories emerged. The nine roles and responsibilities of academic leaders as proposed by Lucas (1994) are also elaborated on in this chapter.

CHAPTER 3   RESEARCH DESIGN AND METHODOLOGY

The nature of the research, the data collection procedure and the key aspects regarding the presentation, analysis and interpretation of research results form the basis of the discussions in this chapter. The chapter concludes with a discussion of the validity and reliability of the research and details on the design of the pilot study.

CHAPTER 4   PRESENTATION, ANALYSIS AND INTERPRETATION OF RESEARCH FINDINGS

The responses to the four questionnaires are reported in Chapter 4. The researcher mostly employs tables to indicate the frequency of responses to statements and questions as posed in the questionnaires.

CHAPTER 5   **SYNTHESIS, CONCLUSIONS AND**
                 RECOMMENDATIONS

The research concludes in this chapter. In this chapter a synthesis of the literature review and the research results are given. Finally, the researcher draws conclusions and makes recommendations based on the findings.

CHAPTER 2

LITERATURE REVIEW

2.1.   INTRODUCTION

This chapter attempts to source the origin of the research question of the study. It consists of three sections. The first section gives an overview of the major paradigms/theories through which leadership has evolved over the last 70 years. The second section gives an overview of the role ambiguity and role conflict surrounding the job of the departmental leader. In the final section, the roles and responsibilities of departmental leaders are elaborated on based on the outline as provided by Lucas (1994).

Departmental leaders have certain roles and responsibilities attached to their duty of heading their departments. The best judges of their effectiveness in terms of their role accomplishments are subordinates or academic staff members in the case of an academic department. An important point to make at this stage is that the "roles and responsibilities of, and expectations of the chair are all influenced by differences in methodology and body of knowledge of specific academic disciplines" (Seagran, Creswell, & Wheeler, 1993:2). Middlehurst (1993:132) makes a similar point on the boundary parameters of departmental leaders in terms of their roles and responsibilities by stating that,

> across universities, the formal responsibilities of departmental heads are broadly similar, although the size, subject-base, traditions and culture of the basic units are likely to produce different interpretations of how these responsibilities should be implemented.

The researcher focuses on the roles and responsibilities of departmental leaders as outlined by Lucas (1994). To add more reasoning to the explanation of the traditional roles and responsibilities of departmental leaders, the researcher looks at the role identities of (departmental) leaders. A departmental leader could be a departmental developer, a scholar, a leader or a manager. Departmental leaders are regarded as the leaders of the most important organisational units in higher education. They stand in the middle of the demands made by the university's top structure and the demands

insofar as it concerns teaching and research. In order to be effective leaders, departmental leaders must be able to influence their superiors and earn the respect of their followers. The departmental leader occupies a key position in the hierarchy of higher education for it is he/she who "must supervise the translation of institutional policies and goals into academic practice" (Tucker, 1984: xiii). Departmental leaders represent the central administration to department members at the same time that they articulate the needs of the department members to the administration (Hecht, Higgerson, Gmelch &Tucker, 1999).

The theoretical framework employed in this research has as it aim the development of a model that could serve as a point of departure for explaining departmental leader roles and responsibilities in the academic department at higher education institutions. Different components are used to explain the roles and responsibilities of a departmental leader. Each component has its own objective. The theoretical framework is grounded in five components. These components should not be seen as following a chronological order, but rather as a set of interrelated parts that are employed to explain the roles and responsibilities of departmental leaders.

The first part of the theoretical framework commences with a review of the relevant literature on leadership. The discussion on leadership theories is important, as academic leaders do not function in isolation but also draw on the dynamics of leadership theory to lead their departments, given the ambiguity surrounding their job. The second component of the theoretical framework has to do with the leadership readiness of departmental leaders. This is followed by the third component of the theoretical framework, which has to do with the different role identities of departmental leaders. These role identities are important, as they distinguish the assumed dominant role and the back-up roles of departmental leaders. The fourth part of the theoretical framework is the job analysis – that is, a systematic gathering of information regarding the job of the departmental leader. In the final part of the theoretical framework, the researcher uses leadership matrices to discuss different dimensions of the nine departmental roles and responsibilities as outlined by Lucas (1994).

2.2. MAJOR LEADERSHIP THEORIES/PARADIGMS

It is important to understand the different paradigm shifts through which leadership has moved throughout different periods. This section reviews the most important paradigms in leadership theory, such as those concerning trait, behaviour, situation, power and influence, and a combination of theories or approaches.

The first dominant approach to leadership is the trait theory. The trait theory emerged during the 1930s and 1940s when leadership theorists attempted to discover what personal leadership attributes and traits were necessary for organisational success. The trait approach moved from the assumption that leaders were born naturally. In other words, a person possesses certain characteristics and skills that effectively qualify him/her as a leader. As this is the earliest theory on leadership, much has been written on it. Middlehurst (1993:13) states that the trait paradigm is based on several assumptions:

- leadership is a characteristic (personal quality);
- certain qualities set leaders apart from individuals;
- these influences enable leaders to exert personal power over people's actions; and
- isolation of these characteristics could help identify potential leaders.

The trait theories search for exact ingredients that leaders should exhibit in an attempt to prove that people are born leaders (Ricketts, 1996:9), and they examine an individual's ability, skills, personality and social background. Arnold and Friedman (1986:123) support this approach by stating that "an understanding of leadership requires the identification and measurement of those personal characteristics or traits that differentiate leaders from followers". Adair (1983) in Thompson (1988:316) enlarge on this by saying that "leaders need certain qualities such as charisma, integrity, enthusiasm, fairness and possibly a sense of humour". However, Adair (1983) contends that the possession of these characteristics by successful leaders depends on the circumstances within which leaders lead.

As the trait theory grew in popularity, the characteristics that constitute good leaders and separate them from their followers diminished up to a certain point. Smith (1988:4) points out that

> personality variables account for only a minor proportion of variance in leadership behaviour … a person does not become a leader by virtue of the possession of some combination of traits, but the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities and goals of the follower.

Ricketts (1996:9) also criticises the trait approach by pointing out that although certain traits increase the likelihood that a leader will be effective, they do not guarantee effectiveness. Bennis (1984:14-19) identifies four common traits shared by leaders in a study of leaders and their subordinates. These are:

- the ability to communicate a sense of outcome/direction that attracts followers;
- the ability to communicate meaning with clarity and understanding;
- the ability to be reliable and consistent; and
- the ability to know oneself and to use one's skills within the limits of personal boundaries.

The inability of the trait theory to explain leadership effectiveness was because the theory paid little attention to the fact that leaders do not possess the same characteristics all the time and that the circumstances under which leaders operate do not remain constant.

The behavioural leadership theory attempted to make clear that leadership effectiveness cannot be explained in terms of the personal characteristics of the leader alone. Having noticed that the successful organisation cannot be linked to the possession of certain personal traits, leadership theorists started to pay closer attention to what the leader actually does on the job and how the behaviour of leaders can contribute to the success of leaders and organisations. This theory emerged during the 1950s. It is the behaviour and style of the leader that contribute to leader effectiveness. Style is defined as a continuum with **authoritarian** and **democratic** as the two extremes. What are known as behavioural theories of leadership "effectively focus upon leader behaviour and seek to understand the relationship between what the leader

does, and how subordinates react emotionally and behaviourally" (Arnold & Friedman, 1986:121).

The shift to the behavioural approach did not altogether discount personal characteristics. The shift emphasises the important point that the possession of certain personal characteristics should be used and must be combined with appropriate behaviour to earn the respect of subordinates. The task facing leadership theorists under the behavioural pattern was to explain firstly, patterns of behaviour and secondly, what patterns of leadership behaviour lead to increased performance of subordinates. The Ohio State University Leadership Studies (OSULS) identified leadership behaviour along two categories: consideration, and initiating structure. The OSULS argued that "an effective leader would be one who behaved towards others in a considerate manner, but who nonetheless provided appropriate structures to enable the tasks to be done" (Smith, 1988:8). The consideration continuum refers to how concerned leaders are about their relationship with their subordinates, while the initiating structure refers to the optimal use of resources (including staff) to achieve organisational goals. The initiating structure includes activities such as directing, coordinating, planning and problem solving while the behaviours under consideration include supportive, friendly and consultative. In an attempt to find the most appropriate point along the continuum, researchers assumed that the most effective method by which to identify such styles (along the continuum) was the development of a range of questionnaires upon which subordinates would record their perceptions of the leader's behaviour (Smith, 1988).

The University of Michigan studies were also developed at approximately the same time as the OSULS. Yukl (1989:52) summarised the results from the studies and found that three types of leadership behaviour differentiated between effective and ineffective leaders:

- task-oriented behaviour;
- relationship-oriented behaviour; and
- change-oriented behaviour.

A task-oriented leader focuses on the tasks of planning, scheduling, controlling, organising and coordinating. The successful execution of these tasks differentiates effective leaders from ineffective leaders. A relationship-oriented leader does not disregard his/her followers at the expense of a healthy relationship with his/her followers. Followers are treated in a considerate and friendly manner. A change-oriented leader involves subordinates in the process of change and exhibits a participative leadership behaviour.

The University of Michigan studies argued that effective managers (i.e. leaders) show extremely high concern, both for the maximising of task performance and for those with whom they work, rather than trading off one dimension against the other (Blake & Mouton, 1964). These dimensions include task, relationship and change. The saturation of leadership theories in terms of personal characteristics, behaviour and style necessitated a new approach to leadership that would be based on a unique situation for each leadership context.

The contingency (situational) model emerged because of the fact that no single effective leadership style existed. The failure of the trait and behavioural approaches to explain leadership's contribution to organisational effectiveness and having to cope with environmental uncertainty, gave rise to the emergence of a number of contingency theories during the late 1960s. According to the contingency framework, each situation requires a unique approach of leadership. The approach is therefore a function of different types of tasks, different types of subordinates, and the environment within which the organisation operates: "Leaders can change their style to meet the needs of followers in a particular situation" (Ricketts, 1996:12). This means that if the leader is someone who prefers participation but the subordinates are characteristically anti-participatory, then the leader must change according to the situation. Under the contingency theory, the performance of a group or organisation depends not only on the leader, but also on the situation (Wright & Taylor, 1993). The situational paradigm encompasses trait and behavioural theories because certain situations require different personal characteristics and behaviours to deal effectively with each situation.

Hersey & Blanchard (1982) mention that the focus has been on designated leaders of organisations. They point out that one of the major shortcomings of the situational model is that little attention is paid to leader-follower interaction or follower influences on leadership. Several contingency theories such as Fiedler's contingency theory, House's path-goal theory, Hersey and Blanchard's situational leadership model and the Vroom-Yetton decision-making model, have been developed over the years.

According to Fielder's contingency model, "managerial situations can be classified on a continuum ranging from situations that are unfavourable to situations that are favourable to the leader" (Arnold & Friedman, 1986:124). A situation is classified as favourable to the leader to the extent that the situation gives the leader influence and control over subordinate performance (Arnold & Friedman, 1986:124). The degree of leader-subordinate relations, the nature of the task structure and the position power of the leader determine how favourable any situation is for the leader. Hersey and Blanchard (1982) have developed a model based on the concept that "good managers need to modify their styles of leadership if they are to meet effectively the needs and characteristics of different situations and the different people they work with" (Thompson, 1990:316). In essence, they argue that leaders adjust their style with the view of meeting the needs of subordinates. This is done through adapting the leadership style from telling to selling to participating and finally to delegating (Thompson, 1990:316).

The path-goal model is moving from the premise that an individual's motivation depends on his or her expectation of reward (Stoner & Wankel, 1986:458). It attempts to predict how different leadership styles affect the motivation, performance, and satisfaction of subordinates (Stoner & Wankel, 1986:458). The basic premise of the approach is based on rewards, linking the rewards with the attainment of performance goals and helping followers to attain the goals for which they will be rewarded. The Vroom-Yetton contingency model attempts to help managers decide when and to what extent they should involve subordinates in solving a particular problem (Stoner & Wankel, (1988:159). This model acknowledges the important role of decision-making in the leadership process. Situational theories are lacking in the consideration that they have for the changing nature of organisations and more importantly the uncertain macro-environment within which organisations operate. The researcher believes that

many leaders are so occupied with achieving organisational goals that they simply do not have the time to analyse and assess each unique and specific situation.

The contingency theory is still as applicable today as it was 60 years ago, because the basic underlying premise is that each situation requires an alternative form of leadership. It represents perhaps the most encompassing leadership paradigm taking into consideration traits, styles and behaviours of leaders.

The power and influence leadership theories "explain leadership effectiveness in terms of the amount of power possessed by the leader, the types of power and how power is exercised" (Ricketts, 1996:10). The power and influence leadership theories emerged at about the same time as the contingency theories. Whereas the contingency approach took into consideration the situation and context in which the leader operates, the power and influence paradigm explains leadership effectiveness in terms of power, and how the power is exercised. Hollander and Offerman (1993:33) argue that "power and influence are not the same but at times they are used as virtual synonyms". According to Hollander (1985:489) "(P)ower is considered to be the ability to exert some degree of control over other persons ... and it is associated with authority relationships." Influence, on the other hand, involves more persuasion with the recipient having latitude for a free choice (Hollander, 1985:489).

One of the key elements of the leadership definition is the influence leaders have on their followers – that is to influence subordinates to follow. Middlehurst (1993:29) clarifies the terms *power* and *influence* by elaborating on the work of Handy (1985). According to Middlehurst (1993:30),

> influence is the process through which one individual modifies the attitudes or behaviour of another and where power is the force that enables him or her to do so ... influence is therefore the use of power and power is the source behind it.

Ricketts (1996:12) distinguishes between power ("raw power") and influence:

> when you exercise raw power, you foresee the group to submit perhaps against its will ... when you influence others, you show them why an idea, a decision, or a means of achieving a goal is superior in such a way that they follow your lead of their own free will.

There are many sources and types of power, namely formal authority, reward power, coercive power, control over information, situational engineering, expertise power, friendship and loyalty, charisma and political power. The possession of power is not sufficient to influence subordinates to work towards a common goal. Rather, creating an atmosphere that is conducive to change and shared goal and vision formulation where followers are willing participants, became the order of the day with the emergence of transformational theory.

Contemporary leadership theory suggests a combination of previous leadership paradigms. One specific theory under the combination paradigm is the transformational theory. The idea of transformational leadership was first developed by McGregor and Burns in 1978, and later extended by Bass as well as others (Balster, 1992). The theory gained momentum during the 1980s. The emergence of this theory has its roots in changes taking place in the external and internal environs of organisations. The second reason, as Stoner and Wankel (1986:163) suggest, is that leadership theory is losing sight of the leader. Transformational leadership means transforming followers. Northouse (2001:131) defines transformational leadership as follows:

> Transformational leadership is an encompassing approach that can be used to describe a wide range of leadership, from very specific attempts to influence followers on a one-to-one level to very broad attempts to influence whole organizations and even entire cultures.

He argues that transformational leadership is a "process whereby an individual engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower" (Northouse, 2001:131). Roueche, Baker and Rose (1989:22) cite Hersey and Blanchard (1982) and state that Hersey and Blanchard's view of leadership provides an excellent foundation for transformational leadership:

> influence is more powerful in situations where followers (1) are expected to act contingent on their maturity and (2) are then empowered to lead others within a framework provided by those above them in the organisational hierarchy.

Like the other leadership theories, transformational leadership has certain goals. Leithwood (1990) finds that transformational leaders pursue three fundamental goals. Firstly, transformational leaders help their staff to develop and maintain a collaborative and professional environment. This means that the leader and his/her subordinates plan, observe and critique changes in the organisational environment together. Secondly, transformational leaders engage in the fostering of staff development. Thirdly, transformational leaders help staff to solve problems more effectively. Leithwood (1990) also outlines the strategies that transformational leaders use in order to achieve the goals as outlined by transformational leadership theory. Leithwood (1990) draws his strategies from the work conducted by Poplin (1992) and Sagor (1992) and emphasises that transformational leaders in an educational environment:

- visit their staff every day;
- involve the whole staff in deliberating on academic unit goals;
- use action research teams;
- publicly recognise the good work done by staff;
- survey the staff about their needs and wants;
- let staff experiment with new ideas;
- bring workshops to the academic unit where it is comfortable for staff to participate;
- hire new staff on the premise that they participate in the decision-making process; and
- have high expectations for both staff and students.

April et al. (2000:47) summarise the strategies as outlined in Leithwood (1990) and suggest that transformational leadership has four components. These components refer to the example that the transformational leader must set for his other followers. The components are:

- idealised influence – having a clear vision and sense of purpose – which means that the transformational leader must be a role model of personal values to subordinates;

- individual consideration – paying attention to the needs and potential for development or their individual followers – i.e., mentoring and coaching of followers;

- intellectual stimulation – actively soliciting new ideas and new ways of doing things – the transformational leaders' actions must challenge the followers to expand their abilities; and

- inspiration – motivating people, generating enthusiasm, setting an example, being seen to share the load – the mission and vision of the organisation must provide a catalyst to the follower to provide meaning and challenge to their work.

The component of actively soliciting new ideas and new ways of doing things in essence imply a degree of interdependence between leader and follower. It then becomes a matter of mutual trust between leader and follower. As April et al. (2000:46) explain, this trust leads to sharing information, sharing experiences, sharing joy and pain, depending on others, empowering others, and working towards getting the relationship towards a higher level. Bass (1985) in Northouse (2001:135) extends the views of April et al. (2000) when he argues that

> transformational leadership motivates followers to do more than the expected by doing the following: (a) raising followers' level of consciousness about the importance and value of specified and idealized goals, (b) getting followers to transcend their own self-interest for the sake of the team or organization, (c) and moving followers to address higher-level needs.

Bennis and Nanus (1985) in Roueche et al., (1989:26) identify four major themes of successful transformational leaders:

- attention through vision;

- meaning through communication;

- trust through positioning; and

- the deployment of self through positive self-regard.

Tichy and Devanna (1986) regard transformational leaders as those who are change agents, courageous, believe in people, driven by a strong set of values, are life-long learners, able to handle complexity, uncertainty and ambiguity and are visionaries. "Leadership in the transformational sense is more about fostering change. It is about revitalising declining institutions and helping individuals find meaning and excitement in their works and lives" (Stoner & Wankel, 1986). It is evident that the transformational leadership approach cannot be interpreted without reference to the preceding leadership theories. A transformational leader possesses certain personal characteristics and changes his/her style of leading to fit the context, which could be an institution under transformation.

2.3. ROLE AMBIGUITY AND CONFLICT

Any discussion of the roles and responsibilities of the departmental leader must be preceded by a referral to the ambiguity and conflict surrounding the position of the departmental leader. Role ambiguity and role conflict arise mainly because of behaviour of individuals that is inconsistent with what is generally required or expected, and when the information defining an organisational position is insufficient to enable an individual to perform his/her duties effectively. Role ambiguity is attributed to the lack of clearly defined position descriptions for leaders who find themselves "caught in the middle" between faculty members and the university administration (Lucas, 1994). Role conflict arises from being caught up between fighting for the department as head and giving up certain things for the good of the department. It also comes from the fact that as middle-level managers, departmental leaders serve more than one group of people, a fact that requires departmental leaders to assume multiple roles (Hecht et al., 1999).

It is not surprising that the challenges faced by departmental leaders can sometimes not be categorised in the traditional role categories of departmental leaders. For example, requests from departmental members can sometimes be of such a nature that the departmental leader would have problems in solving it, or addressing the impractical nature thereof. These requests fall into the different role categories of the departmental leader in higher education institutions. In an impractical sense, the departmental leader could be approached for unreasonable requests for which departmental members can later blame the head if they are unsuccessful. Such unrealistic requests are usually made by those who oppose the head. Consequently, many departmental leaders feel a sense of ambiguity and conflict surrounding the job of running their departments.

Baker (1992:4) argues that the departmental leader functions in an organisational culture that is essentially democratic from the bottom up and bureaucratic from the top down. This type of organisational culture creates fertile soil for conflict and disputes. Conflict within this organisational culture can come to the fore when academics at the bottom compete for the limited resources available in the department and the departmental leader at the top sees the resource allocation process as part of his/her job. The departmental leader is, amongst others, responsible for the handling of disputes within the department. These disputes can be between members of the department, between students and department members or between students of the department. In most instances, the eventual solutions to the disputes lie not with the departmental head, but with the university administration. Although the head is seen as the centre of the department, his role as head is sometimes more on the periphery or boundary of the department. Baker (1992:4) makes the point that,

> academic staff members expect the department chair to be a buffer for them from external pressure from above, while leadership above the chair level expect the department chair to control the behaviour of the professional body ... the chair is caught in the crossfire of administrative control versus faculty freedom.

The work done by Lucas (1994) also elaborates on role ambiguity. According to Lucas, many departmental leaders with whom she has worked have never participated in any formal goal setting. It is also the contention of Lucas (1994) that many heads in their tenure are never evaluated on their performance. Thus Lucas (1994:27) points out that "this lack of feedback increases role ambiguity for chairs, who often feel uncertain

about how others perceive their performance and unsure about how far to go on their own in determining departmental direction".

The signs of role ambiguity are evident in the case of newly appointed departmental leaders. As soon as many departmental leaders are appointed, they are caught up in scheduling and attending meetings, keeping themselves busy with scholarly work, and managing the day-to-day activities of the department. This could detrimentally affect the leadership role that the departmental leaders must perform as they find it difficult to detach themselves from keeping up with managing the department. Role ambiguity and its accompanying role conflict remain two of the primary issues surrounding the position of the departmental leader. The ambiguity remains present because proper job analysis is seldom conducted for the departmental leader to gather enough information regarding the job of the departmental leader. The role conflict can only be managed if the position of the departmental leader in the department and in the faculty is defined more clearly.

2.4. ROLES AND RESPONSIBILITIES OF THE DEPARTMENTAL LEADER

The departmental leader performs many roles in his/her capacity as head of the academic department. The role ambiguity as discussed in the previous section necessitates a discussion on the specific roles of the departmental leader to find out if any generic roles and responsibilities exist for the leader of the academic department. This section focuses on the roles, responsibilities, and role identities of departmental leaders.

2.4.1. Introduction

The departmental leader possesses many unique personal characteristics that are usually interpersonal and conceptual in nature. Three characteristics (not necessarily personal in nature) become clear in an environment under transition. Tucker (1984:xi) outlines these three characteristics. Firstly, as institutions and the environment in which departmental leaders operate become complex and uncertain, the departmental leader is compelled to make more decisions that were previously made by institutional

administrators. This shift in decision-making is caused by the fact that the academic unit is the place where most of the academic activities, such as teaching, research and service, take place. Secondly, the departmental leader has traditionally been selected because of his/her academic qualifications or achievements as a scholar, while little consideration was given to his/her accomplishments as an academic administrator. With the lack of administrative skills, the departmental leader has found it difficult to handle the complex array of challenges. Thirdly, some departmental leaders will continue their role of administrator at the end of their current tenure while others will take up their previous faculty positions. A solid grounding in skills and knowledge gained during the tenure period goes a long way in addressing further departmental challenges. It would be worthwhile at this point to mention some of the components of dynamic leadership. Miller (1999:199) lists three components of dynamic leadership: effective leadership (which includes academic leadership) uses information effectively; fiscal resources are applied and controlled capably; and power and influences are exercised which enable the leader to establish amongst others, task forces, study committees, evaluation studies, and planning efforts.

What then are the typical roles and responsibilities of academic departmental leaders? Departmental leaders are responsible for matters such as curriculum development, departmental funding and issues relating to the promotion of departmental staff. The main role of the departmental leader must be to provide academic and administrative leadership to the department, within the context of the institution's rules and regulations. The next discussion focuses on the specific roles and responsibilities of the departmental leader.

"Academic leaders assume different roles in their academic units … these roles or behaviours emanate from the expectations of superiors and subordinates or from self-interest or personal orientation toward the job" (Bragg, 1981) in Kinnick (1994:13). Middlehurst (1993:137) emphasises that headship (being a departmental leader) involves "a combination of day-to-day administrative routine with long-term planning; a balance of leadership and management responsibilities and an internal as well as external orientation". According to Kinnick (1994:7), "chairpersons supervise daily departmental operations, are actively involved in hiring and promotion and tenure issues, and prepare budgets and long-range plans".

Lucas (1994) lists nine responsibilities of departmental leaders:

- leading the department;

- motivating academic staff to enhance productivity;

- motivating academic staff to teach effectively;

- handling department evaluation and feedback;

- motivating academic staff to increase scholarship;

- motivating academic staff to increase service;

- creating a supportive communication climate; and

- managing conflict and developing chair (departmental leader) survival skills.

In addition to these leadership roles and responsibilities, departmental leaders must also perform administrative duties. "Academic staff must be treated equitably, care given to secretarial and staff needs, and sufficient time and respect given to student requirements" (Lucas, 1994:28). Middlehurst (1993:132) points out that the duties and tasks (similar to roles and responsibilities) of the departmental leader include:

> the setting and maintenance of academic standards and monitoring of academic quality across the department; the organisation of teaching and research; the acquisition and management of resources (finance, space, personnel, equipment); the implementation of university policy; internal liaison, public relations, marketing and representation; student and staff welfare, relations and development.

Tucker (1984:2-3) regards "departmental governance, instruction, faculty affairs, student affairs, external communication, budget and resources, office management and professional development as the variety of tasks and duties faced by the department chairperson". Departmental governance includes "conducting department meetings, establishing department committees ... and encouraging academic staff members to communicate ideas for improving the department" (Tucker 1984: 2-3).

Ramsden (1998:134) lists four responsibilities of academic departmental leaders. These responsibilities are not limited to the department, but extend across the broad spectrum of the academic institution. His roles include amongst others (1) vision, strategic action, planning and managing resources; (2) enabling, inspiring, motivating and directing; (3) recognising, developing, and assessing performance; and (4) learning to lead and improving university leadership. The first role emphasises forward thinking

to position the academic work unit (the department) within the university. Forward thinking encompasses all levels of planning and has as its goals the improvement in teaching and research performance, and motivating staff to work towards a common vision. The second role places the emphasis on collaborative leadership and team building whereby departmental leaders support research and teaching effectiveness. Feedback to staff and the monitoring of departmental performance form the basis of the third role. The emphasis here is on mentoring and motivating departmental staff as academics and leaders. The final role is an all-encompassing one, whereby the departmental leaders continuously acquire survival skills, thereby becoming lifelong learners.

Table 2.1 represents a comparison of the departmental leadership roles as outlined by Middlehurst (1993), Lucas (1994); Tucker (1984) and Ramsden (1998). This comparison is helpful in that it assists the researcher in making a decision on which framework to choose in discussing departmental leadership roles and responsibilities.

Table 2.1. Comparison of departmental leadership roles

Middlehurst (1993)	Lucas (1994)	Tucker (1984)	Ramsden (1998)
○ the setting and maintenance of academic standards; ○ the organisation of teaching and research; ○ the acquisition and management of resources; ○ implementation of university policy; ○ internal liaison; ○ public relations; ○ marketing and representation; ○ student and staff welfare; and ○ relations and development.	○ leading the department; ○ motivating academic staff to enhance productivity; ○ motivating academic staff to teach effectively; ○ handling department evaluation and feedback; ○ motivating academic staff to increase scholarship; ○ motivating academic staff to increase service; ○ creating a supportive communication climate; ○ managing conflict; and ○ developing chair survival skills.	○ departmental governance; ○ instruction; ○ faculty affairs; ○ student affairs; ○ external communication; ○ budget and resources; and ○ office management and professional development.	○ vision, strategic action, planning and managing resources; ○ enabling, inspiring, motivating and directing; ○ recognising, developing, and assessing performance; and ○ learning to lead and improving university leadership.

It is a difficult task to produce criteria to use or conditions that must be satisfied in order to select the most appropriate way of explaining departmental roles and responsibilities. A point of departure could be that the chosen departmental roles and responsibilities should be of such a nature that they minimise both role ambiguity and role conflict. In other words, the roles and responsibilities that the researcher chooses to use in the discussion should be those roles and responsibilities that strive to minimise both of the above. Another way of choosing departmental leadership roles and responsibilities would be to divide the given roles and responsibilities into two categories, namely management and leadership tasks. A departmental leader should both manage (resources) and lead. In the process of deciding which of the roles and responsibilities to choose, the researcher should not altogether disregard those that are not selected. The roles and responsibilities as outlined by Lucas (1994) are chosen because they link up with both the mission of the SBU and the institution as a whole, that is, research, teaching and service. The management and leadership tasks of the departmental leader are also thus taken into consideration. Managing resources, creating a supportive communication climate and managing conflict are regarded as management tasks, while leading the department and motivating academic staff are regarded as leadership tasks.

In the next section, the discussion focuses on an elaboration of Lucas's (1994) nine roles and responsibilities (see 2.4.1).

Lucas (1994) regards **developing chair survival skills** as one of the nine roles and responsibilities of departmental leaders. The purpose of the next section is to discuss the roles and responsibilities of the departmental leader in terms of his/her contribution to departmental effectiveness and efficiency.

The researcher believes that all departmental leaders must have survival skills and that it is necessary to possess these skills in order to fulfil the other eight roles. The researcher therefore disregarded this "role" in the discussion of the roles and responsibilities of departmental leaders. However, it has been included as a role in Appendix D.

2.4.2. Specific roles

This section outlines the roles and responsibilities of an academic departmental leader. The researcher uses the roles and responsibilities (compare Lucas, 1994) as a basis for the elaborations in this section. In explaining the roles and responsibilities of departmental leaders, the researcher does not always use the same terminology as that used by Lucas (1994) in describing departmental roles and responsibilities. For example, planning and managing resources are added to the list of Lucas's roles and responsibilities and productivity, scholarship, teaching and service are discussed under the role of motivation.

2.4.2.1. Departmental development and evaluation

The whole existence of the department as an academic unit depends on its development and subsequent evaluation of the various aspects within the department. These aspects include students, staff, resources (both physical and financial), scholarly activities and community outreach. Evaluation is a process that is encompassing in nature. Evaluation here does not refer to a performance appraisal of academic staff in an academic department. A departmental leader engages in departmental development by recognising the strengths and contributions of each academic staff member. Departmental development further implies that the departmental leader must create enough opportunities for academic staff to meet their professional goals. The departmental leader can also play a role in departmental development in one or a combination of the following ways:

- help academic staff members to identify specific areas for growth;
- recognise differences in departmental staff; and
- help the academic staff member to understand his/her role in the department.

It is the role of the departmental leader to handle departmental evaluation and feedback. The process of evaluation is a periodic process whereby the departmental leader compares the actual achievement of departmental goals and objectives with the planned outcomes (formulated goals and objectives). The timing of the evaluation depends on the type of goal and objective, since not all goals and objectives have the same time frame. Evaluation further involves comparing actual with planned outcomes. After comparing the actual with the planned outcomes, the departmental leader can take corrective action if the deviation between the two is negative; that is, if the actual outcomes were not achieved as laid down by the planned outcomes. This corrective action forms the basis for developing academic staff and students and for working towards better resource allocation and utilisation.

2.4.2.2. Planning

Planning is regarded as one of the key tasks of leaders. The departmental leader is regarded as the chief planner of the department. Planning in the academic department in higher education has its roots in basic management planning principles and is based on planning models as outlined by Miller (1999:202). In the most common planning model, the departmental leader should focus in his/her planning role on the following: goals and objectives of the department, human and material resources needed for moving towards desired ends, strategies for implementation, timing, unpredictable and uncontrollable variables, and evaluation. The planning process as a task of leadership needs evaluation to establish how what has been achieved differs from that which was planned. A negative deviation in the outcome calls for action that is developmental in nature.

It is very important to note that the departmental leader is in fact part of middle management, tasked with implementing the plans of top management. This is confirmed by the departmental leader's position within the higher education hierarchy. The researcher believes that departmental leaders play a role in strategic planning in the form of inputs on mission and vision for the institution and the department. In the hierarchy of the department, the departmental leader is part of top management – but the question then is: Who represents middle and lower levels of management in the

academic department? One could argue that in an autonomous academic unit, the departmental leader is responsible for strategic planning.

The following is a summary of the researcher' argument in terms of the position of departmental leaders in relation to planning. Firstly, the departmental leader represents the top management of the department and secondly, the departmental leader is regarded as part of middle management within the academic institution system. The researcher's focus is the department, and specifically the role of the departmental leader insofar as it concerns planning, and specifically long-term strategic planning. Strategic planning by departmental leaders involves the following:

- In doing strategic long-term planning in the department, the departmental leader sets the direction for the department. This direction-setting action involves vision setting.

- Planning for the long term involves team building as the departmental leader encourages academic staff members to discuss and debate aspects of planning openly.

- Through long-term strategic planning, the departmental leader involves each academic staff member in the planning process so that the academic staff members can manage the potential conflict between being involved with planning, and neglecting the duties of research and teaching.

2.4.2.3. External relations and communication

The departmental leader, as the link between the department and the rest of the academic institution, is responsible for the department's **external relations** or **communications**. This role is important, for it involves regular interaction with all the important stakeholders in departmental development. It further implies that the departmental leader will

> seek new student markets, look for opportunities to combine academic interests with business or industrial interests, monitor external grant opportunities, search for developments outside their units that affect the departments or units, and represent the unit in off-campus constituents (Gmelch & Miskin, 1993, in Kinnick, 1994:13).

The departmental leader is firstly responsible for communicating the needs of the department to the next level of authority (the dean) and also to the top structure of the academic institution. Secondly, the departmental leader is responsible for maintaining the department's image and reputation within the wider community and the immediate academic institution community. Communication can therefore be regarded as a key skill of every departmental leader. One could say that the ability to communicate is not only a sufficient condition for successful departmental leadership, but also a necessary condition. In communicating the department's message to the outside world, the departmental leader is in fact marketing the department. For this reason it is important that the departmental leader must know and understand the composition and the mission and goals of the department. The departmental leader must be well informed of the programmes offered by his/her department, the importance of such programmes and the value that such programmes add to the department, the faculty and the institution. Communication with external stakeholders helps the departmental leader to position the department strategically to set it apart from other departments.

Communicating effectively is therefore an important responsibility of any departmental leader. It is the task of the departmental leader to create a supportive communication climate. Communication is at the heart of any successful organisation. It entails communicating messages to all the different stakeholders, both internal and external to the academic unit. The process of communication is important in that it provides stakeholders with details on goal setting and goal achievement in the department.

2.4.2.4. Managing resources

Given their position as change agents, departmental leaders can play an important role in addressing the problem of declining resources. It is primarily the job of the departmental leader to manage departmental resources in order to achieve the specific objectives of the department and, to a certain extent, of the academic institution. An important precondition for managing resources (which include people) is that the departmental leader should "create and maintain a working environment which is stimulating, progressive, exciting, flexible, personally rewarding and good humoured" (MacDonald, 1997) in Bolton (2000:27). The management of the allocation of

resources is what Ramsden (1998:148) calls resource management, which links up with planning for "first, the amount of resources available, and the extent to which you can exert control over them". Ramsden (1998) limits the departmental leader to what he/she can do in the department. The second reason for the importance of resource planning is that the outcomes of resource planning can be monitored and evaluated. It is the role of the departmental leader to ensure that budget requests for resources from the academic staff come in the form of proposals.

Once proposals have been received, the departmental leader must prioritise each proposal with reference to what is important to the department. Budgeting is at the heart of the process of managing resources. It includes not only budgeting to meet the day-to-day expenses/income of the department, but also budgeting for capital requirements. The departmental leader's budgetary responsibilities include budget preparation, being transparent with regard to sharing budget information and allocating resources optimally (Gmelch & Miskin, 1993).

2.4.2.5. Motivating departmental members

The departmental leader has as one of its responsibilities, the motivation of academic staff to increase their productivity, to teach more effectively, to increase their research output, and to engage in more service activities, both external and internal to the department. The responsibility of motivating academic staff to increase their overall performance is part of the professional development of the academic staff member.

(a) Productivity
Productivity means producing a product or delivering a service with fewer inputs than before. It can also be interpreted as producing more product units with fewer production inputs. The concept of productivity also applies to the delivery of services. The concept of productivity and working towards higher productivity in the academic department should have as its starting point the setting of productivity goals by the departmental leader. These goals should be set in collaboration with academic staff members. Productivity feedback and progress reports on productivity are also the responsibility of the departmental leader.

The departmental leader should pay special attention to specific groupings insofar as it concerns their productivity. These people are mid-career academic staff (that is, staff who have reached a stage in their academic career where they do not really know where to go or what to do next in their academic career) and difficult academic staff (that is, staff members who are seen as being at the centre of conflict in the department, and who find it difficult to contribute successfully to the department). It is the responsibility of the departmental leader to question unsatisfactory productivity and to take action if he/she believes that with fewer resources the department will increase productivity. This is of particular relevance to academic staff who continuously under-perform in the execution of their teaching and research duties.

(b) Teaching

In many academic departments, the role of motivating academic staff to improve teaching is a secondary agenda for the departmental leader. The departmental leaders in such departments are of the opinion that academic staff members have the skills and knowledge to teach effectively. However, in other departments, the departmental leader must motivate staff to teach effectively. This could be the case where the academic staff consists of a large percentage of young academics and a student population with diverse academic backgrounds. It could also be a department that does not have much of a research function, or a department that offers courses that have large student intakes. The departmental leader's job in terms of motivating academic staff to teach effectively starts with developing a framework for teaching effectiveness which takes note of critical outcomes such as diversity, relevance and student involvement.

These critical outcomes take into account the complex nature of academic life in South Africa today in terms of diversity and the socio-economic backgrounds of students. The process of motivating staff to improve their teaching effectiveness is dependent on a set of activities as determined by the departmental leader. It starts with evaluating teaching performance periodically both by students and the staff members' peers. A necessary precondition for improved teaching and subsequent evaluation is that the academic staff member must have sufficient teaching resources. The departmental leader should also use teaching excellence as a criterion in promoting academic staff.

(c) Scholarship

In its most basic form, scholarship means the act of contributing to a discipline's knowledge base. This is not limited to research, but could also include contributing to teaching excellence and improving the qualifications of young departmental staff members. The type of scholarship in which the academic staff member is engaged depends on the nature and size of the academic department. Rice (1991) in Lucas (1994) refers to different types of scholarship. Scholarship can be of discovery; it can be of integration, of application and of teaching. Boyer (1990) developed the original concepts. The scholarship of integration crosses disciplinary boundaries and is therefore multidisciplinary in nature. The scholarship of application has to do with researching problems and applying the results to defined problems. The scholarship of teaching in essence refers to a process whereby better teaching methods are researched and employed to enhance teaching and learning. The scholarship of discovery charts new ground in order to make a contribution to society and the institution.

The departmental leader can promote scholarship in at least four areas. Moses and Roe (1985) in Middlehurst (1993:136) outline these areas. It is the view of Moses and Roe (1985) that the departmental leader can use the following in promoting scholarship: generation of funds, optimal distribution of funds, providing facilities for improving scholarship and encouraging scholarly activities.

The four areas can also be seen as the responsibility of the departmental leader in terms of managing resources. These four areas are not in a specific order. The important point is that the departmental leader should first create an environment that is conducive to the establishment and maintenance of a scholarly culture. This entails establishing the current status of scholarly work first, and then defining the movement from there. In an established department, preference should be given to young up and coming staff members in the distribution of resources for scholarly advancement.

(d) Service

Higher education institutions and their academic departments should be involved in the practical and macro-environmental concerns of the societies in which they function. The role of the departmental leader in motivating academic staff to increase service starts within the academic department. Lucas (1994:130) believes that "taking

adequate responsibility for completing the work of the department is the first aspect of service…". Service extends beyond the boundaries of the academic department. The departmental leader should motivate staff to get involved in service delivery at institutional, regional, national and international levels. On all the tiers, the academic staff can be motivated to perform different services. Lucas (1994:170) mentions a number of services:

<u>For the good of the department and the institution</u>:

- o generating funds;
- o writing proposals; and
- o serving on various institutional committees.

<u>Services that advance the profession</u>:

- o serving on national and international advisory boards; and
- o serving on national and international professional organisations.

<u>Services that reach out to various communities</u>:

- o organising community events;
- o facilitating workshops;
- o serving on community organisations; and
- o serving on community advisory committees.

Within the context of the above-mentioned services, it becomes the role of the departmental leader to encourage staff "to assume the roles of consultant, mentor, leader, adviser, or departmental or disciplinary representative…" (Lucas, 1994:27). The meaning of this is that the departmental leader has the responsibility of servicing the department through the role of heading the department. It is the responsibility of the departmental leader to engage new academic staff members in service activities but at the same time not overburdening them.

In this section, the researcher outlined the motivatory role of the departmental leader. Motivation is not a traditional leadership element or task of a leader. It is rather an additional element, since the basic elements such as control, organising, directing and planning must first be in place before followers can be motivated. The different

components of the academic department's mission statement point to the areas in which academic staff should be motivated.

2.4.2.6. Managing conflict

The academic department is the subject of potential conflict between different groupings of people. The negative consequences of conflict are that "the entire work unit's efficiency can be injured as people take sides, avoid communication, work for themselves alone and not for the good of the team, and suffer stress-related absences" (Ramsden, 1998:220). Conflict between people may come to the fore because of the way teaching hours have been allocated and the (un)availability and unequal distribution of resources. It is the responsibility of the departmental leader to manage conflict. In particular, it is the responsibility of the departmental leader to manage both constructive and destructive conflict (Ramsden, 1998). If constructive conflict is managed effectively, it can lead to an increase in the department's output. The management of destructive conflict involves participation of difficult and mid-career staff in vision-setting and departmental decision-making input. The departmental leader should make it clear that destructive conflict has negative consequences to the department. In managing the department, the departmental leader should ensure that departmental policy regarding conflict management is applied equally.

2.4.2.7. Leading the department

In leading the department, the departmental leader should be capable of fulfilling all the above-mentioned roles. The departmental leader provides academic and administrative leadership and vision to the department in order to improve departmental quality and to raise overall standards. In leading a group of academics, the departmental leader as leader, should constantly engage in forward thinking. Forward thinking is important since the role of the departmental leader requires of him/her to position the department within the broader university context. An academic leader creates a shared vision through which not only departmental goals are achieved, but also institution-wide goals. These departmental goals are grounded in the pillars of teaching, research and outreach. In leading the department, the departmental leader's role can be summarised as follows:

- to express the goals of the department, both internal and external to the department;
- to express the department's actions or requests in working towards the achievement of these goals; and
- to maintain a climate that is conducive to departmental advancement at all times.

This section outlined the different roles and responsibilities of departmental leaders. The outline of Lucas (1994) was used as a basis for the discussions in this section. The researcher decided on this approach for two reasons: Lucas's description of the departmental head's roles and responsibilities satisfies the conditions of minimising role ambiguity and role conflict, while his elaboration also provides a clear distinction between management and leadership tasks.

2.5. ROLE IDENTITIES OF DEPARTMENTAL LEADERS

Another way to approach the academic leadership position and its accompanying activities at departmental level is to examine the various roles assumed by departmental leaders. In the context of the departmental leader's job, a *role* refers to a standard set of activities or behaviours that define the departmental leader's job description. A departmental leader can assume the following role identities: figurehead, spokesperson, negotiator, coach, team builder, team player, technical problem solver, entrepreneur and strategic planner. Shiriberg (2002) lists the following as identities of the leader: manager, leader, liaisor, monitor, disseminator, spokesperson, entrepreneur, disturbance handler, resource allocator and negotiator. In the literature on departmental roles and responsibilities, Gmelch and Miskin (1993:12) list the leader, scholar, staff developer and manager as typical roles assumed by the departmental leader. Gmelch and Miskin (1993) refer to a *faculty developer* and not a *staff developer*. In the discussions that follow, the researcher uses Gmelch and Miskin's (1993) definition of these roles as the basis for explaining the afore-mentioned identities.

2.5.1. The departmental leader as leader

Caroll and Gmelch (1992) in Lucas (1994:25) outline the roles of the departmental leader as role identity. The role of leader involves soliciting ideas to improve the department, conducting departmental meetings, and informing the academic staff about department, college, and academic institutional concerns (Gmelch & Miskin, 1993). It further involves "providing long-term direction and vision for the department" (Gmelch & Miskin, 1993:12). Academic leaders are responsible for interacting with academic staff members and for motivating and assisting them in their development. They also provide training opportunities for their followers. The departmental leader in his/her capacity as leader "emphasises the social-emotional and people-orientated side of leadership and de-emphasises task activities, which are more often incorporated into the decisional roles"(Shiriberg, 2002:45).

According to Gmelch and Miskin (1993:10), departmental leaders

> coordinate departmental activities with constituents, plan and evaluate curriculum development, solicit ideas to improve the department, represent the department at professional meetings, provide informal faculty leadership and develop and initiate long-range vision and departmental goals.

One can therefore conclude that the role identity of *leader* is an all-encompassing role, incorporating all the major roles of the departmental leader. As the leader of the department, the departmental leader actively engages in improving the image of the department to the outside world and at the same time performs the basic tasks of a manager with the aim of achieving departmental goals.

2.5.2. The departmental leader as manager

The main tasks of the departmental leader as *manager* of the department are to plan, organise, coordinate and control. These are the traditional management functions. Managers plan activities that are usually supported by subordinates' input. Specific activities in the role of manager include "setting a direction for the organisation, helping the organisation deal with the external environment, and helping to develop organisational policies" (Shiriberg, 2002:46). Setting a direction for the academic department means formulating aims, gathering information, analysing the information,

developing action plans, executing choice and implementing action plans – this represents planning. It means that the departmental leader engages in different levels of planning related to different time frames.

The manager "prepares and proposes budgets, plans and conducts department meetings, manages department resources (finances, facilities and equipment), assures the maintenance of accurate department records, manages non-academic staff, assigns teaching, research and other related duties to academic staff members" (Gmelch & Miskin, 1993). In addition to these tasks, the departmental leader as manager makes decisions and delegates specific tasks to subordinates. The departmental leader as manager is in a sense isolated from the academic side of the department. His/her tasks are mainly administrative in nature and staff members do the real academic work as determined by the manager.

2.5.3. The departmental leader as departmental developer and scholar

The last two role identities of *scholar* and *departmental developer* are interlinked. As a scholar, the departmental leader seeks funds and uses the available funds for scholarly activities. These activities are not limited to research, but also include the application of funds to increase teaching effectiveness and the academic qualifications of academic staff members.

In their role as departmental developers, departmental leaders "encourage professional development efforts of academic staff members, encourage departmental research and publication, recruit and select academic staff… evaluate academic staff performance and represent the department to administration" (Gmelch & Miskin, 1993:12). The role identity of the departmental leader as staff developer is particularly aimed at improving overall departmental effectiveness. The whole development process, which commences with an evaluation of the status quo in the department, is handled by the departmental developer.

2.6. CONCLUSION

This chapter outlined the major paradigms in the leadership literature, starting as far back as the trait theory. It is obvious that the emergence of a new paradigm was prompted by certain weaknesses in a theory. The researcher's argument remains that the contingency theory of the late 1960s is still the most applicable and appropriate today. However, the move in leadership circles is more towards an inclusive way of leading where followers are influenced and encouraged to work towards a common goal and vision.

The section on role ambiguity and role conflict highlighted the conflicting position of the departmental leader who is caught between the demands of top management and the demands of academic staff members. The roles and responsibilities of the departmental leader focused on those outlined by Lucas (1994). Lucas's (1994) outline provides an excellent foundation for departmental leadership roles and responsibilities, and guides the departmental leader in leading the academic department effectively.

The section on departmental leader role identities provided the framework for determining the category into which a departmental leader falls. This will later serve as a basis for discussing the dominant and back-up role orientations of departmental leaders.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

The main aim of this chapter is to provide the methodological framework in which the research took place. The first section, which discusses the type of research that was done, focuses specifically on the nature of mixed research methods, particularly the Qual-quan research approach (Morse, 2003). The second section focuses on the target population of the research. Section 3 focuses on instrumentation. This involves discussions on the four questionnaires that were used in the research and the design of the measuring instruments. The data collection method forms the basis of the discussion in Section 4. These discussions are followed by a section on the presentation, analysis and interpretation of research results. This section focuses on how the research results were presented, analysed and interpreted. The chapter concludes with a referral to the ethics involved in the research, the validity and reliability of the research, and the issues underlying the pilot study that preceded the actual research.

3.2. THE NATURE OF THE RESEARCH

The research for this study was motivated by the researcher's personal involvement in higher education and his practical and research interest in leadership studies. The researcher's practical interest comes from his being part of an academic department as a tutor and lecturer at different career stages. During this time, the researcher observed the dynamics surrounding the position of the departmental leader in terms of role ambiguity and role conflict as discussed in Chapter 2 of this thesis. The researcher's interest in leadership motivated him to gain a better understanding of the roles and responsibilities of the departmental leader and of the reasons why the departmental leader's position poses such unique challenges.

The understanding of departmental leadership roles and responsibilities was, however, not possible through doing a review of the literature alone. It became necessary to employ measuring instruments such as questionnaires to elicit information from both departmental leaders and their followers with regard to departmental leadership roles and responsibilities. The use of questionnaires introduced a new dimension into the research in the form of a quantitative research approach. The researcher chose to employ what Morse (2003) calls a multi/mix research method/approach. Morse's multi/mix approach specifically mentions a method where the balance is shifted more in favour of qualitative than quantitative research. This is referred to as a *Qual-quan* approach. In this approach, the researcher predominantly uses an exploratory/interpretive approach to the research, and backs this up through employing questionnaires.

Blaxter, Hughes and Tight (2003:85) mention 11 ways to combine qualitative and quantitative research. In terms of the nature of this research, "quantitative and qualitative research is combined in order to provide a general picture". The dominance of qualitative research over quantitative research is chosen to close the gaps in the qualitative study. The gaps in this instance relate to the fact that the literature review cannot solely be used to explain departmental roles and responsibilities. A quantitative approach is further needed to investigate the domain of departmental leadership roles and responsibilities. Since the researcher makes use of both qualitative and quantitative approaches, it should not be assumed that the corresponding reasoning also applies to the overall research. Inductive reasoning is used, as the research attempts to explore the domain of departmental leadership roles and responsibilities.

A case study approach is used in the research to complement the Qual-quan research approach. The case study was deliberately chosen as complemented approach as it is an approach that draws data from the experiences of people and the environments within which they function. Welman and Kruger (1999:21) state that the objective of the case study is "…to investigate the dynamics of some single bounded system, typically of a social nature, such as a family, group, a community, participants in a project, or institution". In the case of this research, it investigates the roles and responsibilities of the departmental leader of an academic department.

The case study as a research approach has the distinct feature in that it focuses on only one case of the matter being research. Blaxter, Hughes and Tight (2003) make the point that there may be insights to be gained from looking at individual cases that can have wider implications, and importantly, that would not have come to light through the use of a research strategy that tried to cover a large number of instances – a survey approach. The aim as Blaxter, Hughes and Tight (2003) argue, is to clarify the general by looking at the particular. The case study provides a detailed description of amongst other the dynamics, relationships and experiences of people/subjects within the specific instance. It provides the researcher with the "opportunity to explain why certain outcomes might happen – more than just find out what those outcomes are" (Blaxter, Hughes and Tight, 2003:31). In this research for example, the researcher investigated the leadership readiness of departmental leaders, role identities of departmental leaders, job analysis of departmental leaders, and the expectations and perceptions of followers regarding departmental leaders (all outcomes) – the case study through the employment of questionnaires provides the researcher with explanations of why a departmental leader is not ready for the leadership challenge, why a departmental leader has a dominant role identity, which duties of the departmental leader needs to be prioritised, and why certain roles and responsibilities are located in specific quadrants.

In concluding this section, the researcher wants to motivate why the qualitative approach is so dominant within the Qual-quan approach. The research approach ("qualitative") was chosen because the problem statement is exploratory, interpretive and investigative in nature. The literature on the roles and responsibilities of departmental leaders at higher education institutions in South Africa are limited and sometimes non-existent. This limitation motivated the researcher to do an exploratory study to contribute to the literature. The desire and ability to work with people and to find out what they, the academic staff members, think about departmental leaders, further motivated and necessitated the qualitative approach. Finally, the researcher decided to opt for the qualitative approach in order to gather sufficient explanations and facts from respondents and then give the reasoning behind the conclusions.

3.3. THE TARGET POPULATION

The target population in this research were departmental leaders and their followers (academic staff members) at the Bellville Campus of the Cape Peninsula University of Technology. Welman and Kruger (1999:122) define target population as "the population to which the researcher ideally would like to generalise his/her results". From the target population was drawn a sample of departmental leaders and academic staff in the four academic departments of the Business Faculty of the Bellville Campus of the Cape Peninsula University of Technology. The four departments were:

·   Department of Accounting;

·   Department of Marketing;

·   Department of Public Management and Law; and

·   Department of Human Resources Management.

The selection of this sample from the target population was done using non-probability sampling procedures, more specifically convenience sampling. Convenience sampling is a non-probability sampling technique "that attempts to obtain a sample of convenient elements... the selection of sampling units is left primarily to the interviewer (researcher)" (Malhorta, 1996:366).

3.4.   INSTRUMENTATION

3.4.1.   Introduction

The data collection instrument used in this research was the questionnaire. Four questionnaires were used to elicit information from respondents. This section outlines the reasons why the questionnaire was chosen as the most suitable instrument, as well as the design of the questionnaires.

3.4.2.   The questionnaire(s)

Four questionnaires were used in this research to gather information from departmental leaders and academic staff members. The researcher believed that through the employment of the personal hand-delivery and collect procedure, the data collection

instruments would yield reliable and valid information. The use of the questionnaire in this research had the following objectives:

First, the researcher was of the opinion that the questionnaire would translate the information needed from the research through the employment of a specific set of questions that respondents should answer. The researcher was at first not completely confident that the desired information would be elicited from the respondents. However, through guaranteeing anonymity, the chances of getting reliable and desirable information were increased.

Second, it was hoped that the opportunity that the academic staff had to give their opinion of departmental leaders, and that departmental leaders' opportunity to get to know more about themselves, would motivate and encourage the respondents to complete the questionnaires. The researcher gave the respondents enough time to complete the questionnaires and thus effectively diminished boredom and respondent fatigue, thus minimising non-response and questionnaire incompleteness.

Finally, the researcher opted for the questionnaire to minimise the response error in recording, analysing and interpreting the data. The closed-ended nature of the questions allowed for a large amount of data to be recorded, analysed and interpreted. The uniformity of the questions, coupled with the expected interest that the respondents had in the topic, would further contribute to low response error.

3.4.3. The design of the instruments

The first questionnaire, the Leadership Self-Assessment Questionnaire (Appendix A), was aimed at obtaining a self-appraisal of the departmental leader. This questionnaire gave the departmental leader an indication of how ready he/she was for the leadership challenge. The questionnaire consisted of 10 statements on required leadership behaviours of academic departmental leaders. The departmental leader had the following alternatives under each required behaviour:

    (1) not at all applicable/appropriate   [0-19%]

    (2) limited applicability/appropriateness   [20-39%]

    (3) moderately applicable/appropriate   [40-59%]

    (4) somewhat applicable/appropriate   [60-79%]

    (5) applicable/appropriate   [80-100%]

Each of the above alternatives has a percentage range attached to it to make the response alternatives more understandable to the respondents.

The second questionnaire, the Leader-Type Identification Questionnaire (Appendix B), categorised departmental leaders according to a specific role identity. These identities were the departmental leader as a leader, scholar, manager and departmental developer. The responses in this questionnaire were based on a set of 24 statements based on a semantic differential scale, with 5 meaning a high regard for a duty, while 1 meant a low regard for the leadership duty. The semantic differential scale uses bipolar labels to denote the end points such as *weak* and *powerful, reliable* and *unreliable*, *modern* and *traditional*, and *high regard* and *low regard*. Responses were reported in the following way: Each departmental leader's responses were recorded on the diagram for departmental leader role orientations (Figure 3.1.). From this, the dominant and the back-up role orientations for each departmental leader were to be determined.

The third questionnaire, the Job Analysis Questionnaire (Appendix C), had as its main objective the completion of a process of job analysis of the departmental leader. Job analysis entails a systematic gathering of all the information regarding a specific job. The job analysis questionnaire consisted of statements/duties regarding the six domains of the departmental leader. These domains are leadership, management, interpersonal relations, communication, research/professional/community endeavours and quality of education. Both the departmental leader and his/her followers (academics in the department) had to complete the job analysis questionnaire. The respondent had the following alternatives:
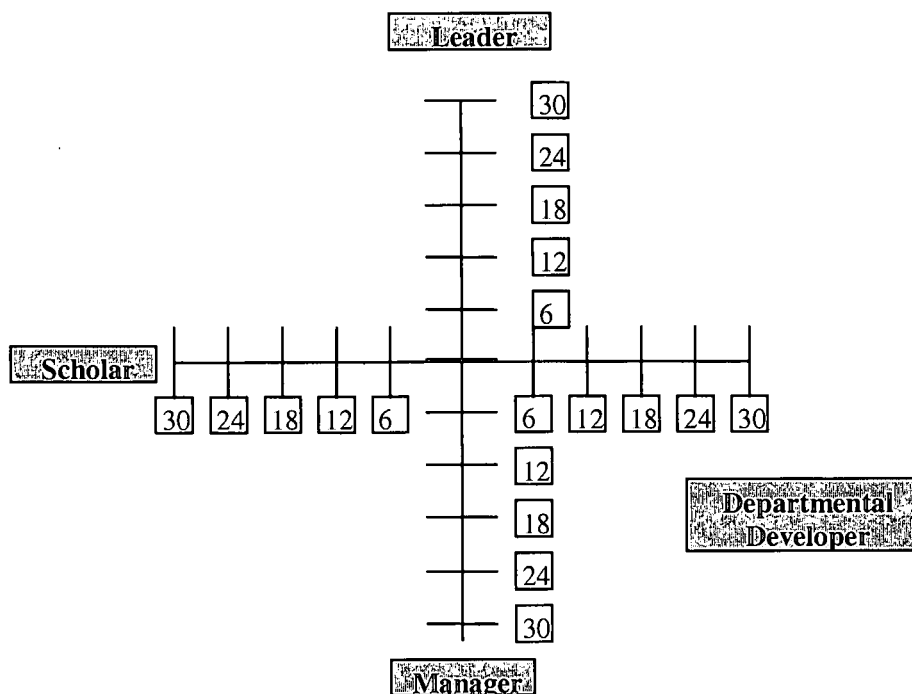
Figure 3.1: Departmental leader role orientation scoring (Gmelch & Miskin, 1993:13)

(1)	not important	[0 – 19%]
(2)	low importance	[20 - 39%]
(3)	reasonably important	[40 - 59%]
(4)	very important	[60 - 79%]
(5)	essential	[80 - 100%]

Each of the above alternatives had a percentage attached to it to make the response alternatives more understandable to the respondents.

The fourth questionnaire, the Leadership Matrix Questionnaire (Appendix D), was aimed at academic staff members. Academic staff members had to assess the departmental leader based on (1) the importance of each role and responsibility to the department, and (2) the academic staff members' the satisfaction regarding the level of skill development attained by the departmental leader in terms of his/her roles and responsibilities.

The first part of the leadership matrix (Figure 3.2.) aimed to rate the departmental leader in terms of the importance of each role and responsibility to the department. The respondent (academic staff member) rated departmental leaders on a Likert-type rating scale of 1-5 where each number has a percentage attached to it. The respondent had the following alternatives:

(1) not important   [0-19%]

(2) of little importance   [20-39%]

(3) moderately important   [40-59%]

(4) important   [60-79%]

(5) very important   [80-100%]

The second part of the matrix aimed to rate the departmental leader in terms of the level of skill development attained by the departmental leader. Respondents (academic staff members) in this instance expressed their satisfaction with regard to the level of skill development attained by the departmental leader. A Likert-type rating scale of 1-5 with a percentage was also employed in this instance. The respondent had the following alternatives:

(1) not satisfied   [0 – 19%]

(2) limited satisfaction   [20 – 39%]

(3) moderately satisfied   [40 – 59%]

(4) satisfied   [60 – 79%]

(5) very satisfied   [80 – 100%]

The responses of each academic staff member on (1) and (2) above were recorded on a leadership matrix (Figure 3.1). A single leadership matrix represents a summary of the plotted responses of all academics in a department to one leadership role. This matrix displays both the importance of each departmental leader role from the academics' point of view, and the degree of satisfaction of the academics in terms of the level of skill development achieved by the departmental leader in relation to the nine roles and responsibilities. Finally, 36 leadership matrices were drawn.

		A Opportunity for leadership development	B Savour success and maintain effectiveness
Importance	5 4		
to the	3	C Low priority for change	D Doing fine but limit time spent
Department	2 1		

     1   2   3   4   5

Satisfaction with skill development

Figure 3.2: The Leadership Matrix (Source: Lucas, 1994:33)

3.5. THE DATA COLLECTION METHOD: THE PERSONAL HAND-DELIVERY AND COLLECT METHOD

The data collection method used in the research was a personal hand-deliver and collect method. The employment of this method means that the researcher personally hand-delivers the questionnaires to research subjects and personally collects them after a specified period.

The data collection method of personal hand-delivery and collect is frequently used in research settings where the research subjects are located in a central setting, such as a faculty or department. Kotze and Dryer (2002) made use of this data collection method when they surveyed lecturers at the Potchefstroom University. Coetzee-Van Rooy (2002) also employed this method in a study conducted at the Vaal Triangle Technikon in 2001. Unfortunately, the research conducted by Coetzee-Van Rooy (2002) was characterised by a low response due to factors such as the poor timing of the research, workload of respondents at the time of the research, and the forgetfulness of the respondents.

A very important precondition for the success of employing this method was that the researcher had to communicate with the potential respondents prior to the delivery of

the measuring instruments. A respondent letter (Appendix F) was e-mailed to the potential participants. The researcher approached the assistant to the head of the faculty's research division to communicate the intent to do research in the faculty to the academic staff and departmental leaders.

The method of hand-delivery and collect, as employed in this research, entailed the following: The researcher personally hand-delivered the questionnaires to respondents and explained the purpose and importance of the research. Following this establishment of rapport with the respondents, the researcher gave the research subjects 10 working days to complete the questionnaires. Towards the middle of the 10 working-day period, the researcher made contact with the respondents through e-mail to remind them about the completion of the questionnaires. Following this communication, the researcher personally collected the completed questionnaires. The initial period of 10 working days was however not enough to allow for the collection of the completed questionnaires.

According to Dillman, Dolsen and Machlis (1995), the hand-delivery and collect method offers certain benefits to survey researchers. First, interview costs are eliminated because respondents complete the questionnaires in their own time. Second, certain respondents may prefer this method, and therefore this could increase cooperation. Finally, respondents can handle sensitive issues/questions privately in their own time.

Possible drawbacks of this method could include low response rates as a result of forgetfulness of respondents, and the incorrect timing for the handing out of questionnaires (e.g. at a time when respondents are very busy with important duties).

3.6.   PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

3.6.1. Introduction

Taking into account the question of anonymity, coupled with the sensitivity surrounding the topic of departmental leadership, the researcher opted for the use of codes in the presentation, analysis and interpretation of data. Table 3.1 provides an outline of the coding of departments, their departmental leaders and academic staff members:

Table 3.1: Departmental Coding Table

Department	Dept. Code	Dept. Leader Code
Academic Department A	A	AA
Academic Department B	B	BB
Academic Department C	C	CC
Academic Department D	D	DD

3.6.2. Leadership self-assessment questionnaire (Appendix A)

3.6.2.1. Presentation of data

The data collected from the Leadership Self-Assessment Questionnaire (departmental leadership scores) are presented in Table 3.2.

Table 3.2.: Total departmental leadership score summary

Departmental leader	Total Department Leadership Score
AA	
BB	
CC	
DD	

The responses of departmental leaders to the Leadership Self-Assessment Questionnaire were summarised in a table that shows how departmental leaders responded to each of the 10 required leadership behaviours. The table summarises how many departmental leaders responded the same to specific leadership behaviours. A more complete explanation of the derivation of the table is provided under paragraph

3.6.2.2. Analysis

The researcher added up (vertical summation in columns reflecting the different response alternatives) the number of responses from each category and then multiplied the sum of column 1 (response category 1 - not at all applicable/appropriate) by 1, the sum of column 2 (response category 2 - limited applicability/appropriateness) by 2, the sum of column 3 (response category 3 - moderately applicability/appropriate) by 3, the sum of column 4 (response category 4 - somewhat applicable/appropriate) by 4, and the sum of column 5 (response category 5 - applicable/appropriate) by 5. The sum of all categories was calculated to give the total department leadership score. This score was determined for each departmental leader.

In addition to the adding up of responses per category for each departmental leader, the researcher also established from the questionnaire the number of responses per response category per required leadership behaviour for the total of all departmental leaders. In other words, the researcher looked at each statement (required leadership behaviour) and ascertained how many respondents had selected each response category.

3.6.2.3. Interpretation

A score (i.e. a total department leadership score) of under 25 was interpreted as indicating a departmental leader who needed to set some improvement goals for him/herself in the future. A score of above 25 was interpreted as a situation where the departmental leader was regarded as being ready for the leadership challenge.

The summary of responses per required leadership behaviour assisted the researcher in making interpretations about which required leadership behaviour the departmental leader responded to, for example to *not at all applicable*. This summary gave an indication of how departmental leaders responded in aggregate to the 10 required leadership behaviours. This summary was also used to interpret how departmental leaders in the faculty responded to the required leadership behaviours.

3.6.3. Departmental leader-type identification questionnaire (Appendix B)

3.6.3.1. Presentation of data

The data collected from the departmental leader-type identification questionnaire was presented to all departmental leaders (Figure 3.2). The number of times a response to a statement in the Leader-Type Identification Questionnaire was chosen by respondents was represented in a table. The contents of this table were linked with those of Table 3.2 to show the dominant role orientations compared to departmental leadership scores. This comparison is summarised in Table 3.3. Table 3.3 links the departmental leadership score with the plotted responses on Figure 3.2. Through this the researcher was able to determine which departmental leader, given his/her back-up and dominant role orientations, needed to set improvement goals for him/herself.

Table 3.3.: Summary of departmental leadership score and departmental role orientations

Departmental Leader Code	Departmental Leader Score	Dominant Role Orientations	Back-up Role Orientations
AA			
BB			
CC			
DD			

3.6.3.2. Analysis

The collection of data from the Leader-Type Identification Questionnaire was based on the sum-total under each category in this questionnaire. The meaning (title) of each category in terms of role identity, was not revealed to the departmental leader. The departmental leader responded to the statements with responses varying between 1 – low and 5 – high. Each category consisted of six statements. The individual responses to each statement were added up to give the sub-total for each category.

In addition to the above analysis of research results, the researcher also added up the number of times respondents responded in the same manner to a statement under each category (role identity), specifically the duties reflected under each category. In other

words, the researcher added up how many times a specific number (response alternative) was chosen by respondents under each leader duty.

3.6.3.3. Interpretation

The sub-totals of each category (role identity) were plotted along the departmental leader role orientation scoring figure (Figure 3.1.) The following are the identities of the categories:

- o Category 1: leader (providing leadership in terms of long-term direction)
- o Category 2: scholar (acquisition and application of funds for the promotion of scholarly activities in teaching, research and service)
- o Category 3: departmental developer (encouraging and contributing to the increase in the effectiveness of departmental staff)
- o Category 4: manager (performing the basic tasks of management such as planning, organising, coordinating and control)

After plotting the subtotals of each category along the axis as represented in Figure 1.1., the points were connected with straight lines to show each departmental leader's dominant and back-up role orientations.

3.6.4. Job analysis questionnaire (Appendix C)

3.6.4.1. Presentation of data

The data collected from the Job Analysis Questionnaire were presented in the form of tables for both departmental leaders and the academic staff. The structure of Table 3.4 was used to summarise the responses of departmental leaders to the different domains of the Job Analysis Questionnaire. The table represents a summary of the responses of each departmental leader to the different statements/duties/tasks under each domain. The researcher uses the terms *duties, statements* and *tasks* interchangeably. Table 3.5 summarises the data in Table 3.4 to show how departmental leaders responded on the importance of each duty to the department. The researcher also constructed a table

similar to Table 3.4, with the added column for those duties of the departmental leader that needed to be prioritised.

Table 3.4. Summary of leadership domain responses of departmental leaders

	AA	BB	CC	DD
A Leadership				
1. Articulates vision, strategic goals and action plans.				
2. Creates atmosphere conducive to high performance.				
3. Emphasises teaching excellence.				
4. Emphasises research excellence.				
5. Emphasises service excellence.				
6. Encourages staff development.				
7. Encourages programme development.				
B. Management				
1. Allocates resources in a fair way.				
2. Manages change constructively.				
3. Delegates work effectively.				
4. Handles administrative tasks in a timely manner.				
5. Solves problems effectively.				
C. Interpersonal Relations				
1. Treats individuals fairly and with respect.				
2. Accessible to staff.				
3. Accessible to students.				
4. Demonstrates sensitivity to career and mentoring needs.				
D. Communication				
1.Effectively represents the department in the faculty/institution.				
2. Listens to and communicates with staff.				
3. Produces clear reports and correspondence.				
4. Listens to and communicates with external constituencies.				
E. Research/Professional/Community Endeavours				
1. Maintains an active research/scholarly agenda.				
2. Pursues professional growth opportunities.				
3. Contributes to professional organisations.				
4. Contributes to community and campus projects.				
F. Quality of Education				
1. Advances the department's programmes.				
2. Handles external accreditation reviews effectively.				
3. Recruits new staff or promotes recruitment skilfully.				
4. Demonstrates a commitment to ensuring a fair promotion process.				
5. Demonstrates a commitment to advancing and supporting diversity in the department.				

Table 3.5. Summary of Departmental Leader Responses to Leadership Domains (%'s)

	1	2	3	4	5
A Leadership					
1. Articulates vision, strategic goals and action plans.					
2. Creates atmosphere conducive to high performance.					
3. Emphasises teaching excellence.					
4. Emphasises research excellence.					
5. Emphasises service excellence.					
6. Encourages staff development.					
7. Encourages programme development.					
B. Management					
1. Allocates resources in a fair way.					
2. Manages change constructively.					
3. Delegates work effectively.					
4. Handles administrative tasks in a timely manner.					
5. Solves problems effectively.					
C. Interpersonal Relations					
1. Treats individuals fairly and with respect.					
2. Accessible to staff.					
3. Accessible to students.					
4.Demonstrates sensitivity to career and mentoring needs.					
D. Communication					
1. Effectively represents the department in the faculty/institution			.		
2. Listens to and communicates with staff.					
3. Produces clear reports and correspondence.					
4. Listens to and communicates with external constituencies.					
E. Research/Professional/Community Endeavours					
1. Maintains an active research/scholarly agenda.					
2. Pursues professional growth opportunities.					
3. Contributes to professional organisations.					
4. Contributes to community and campus projects.					
F. Quality of Education					
1. Advances the department's programmes.					
2. Handles external accreditation reviews effectively					
3. Recruits new staff or promotes recruitment skilfully.					
4.Demonstrates a commitment to a fair promotion process.					
5. Demonstrates a commitment to advancing and supporting diversity in the department.					

The responses of academic staff members to the job analysis questionnaire were also presented in the form of a table for the responses of academics in each of the four academic departments. In the different rows of the tables the different statements under each domain were provided, while the columns represented how academics responded within each department to the statements in the Job Analysis Questionnaire. The table also made provision in the form of a column for the way the departmental leader of the specific department responded to the different statements under each domain. In this way, the responses of academics and departmental leaders in terms of the importance that they attached to the different duties under each domain could be compared.

3.6.4.2. Analysis

Departmental leaders responded to the job analysis questionnaire. These responses were then compared to the responses of the academics in the various departments. The purpose of the comparison was to identify those duties that needed to be prioritised. A prioritised duty was seen as one where the majority of responses of academics were regarded as more important that how the specific departmental leader regarded the statement under the domain.

3.6.4.3. Interpretation

The comparison of the responses of departmental leaders enabled the researcher to establish which departmental leader attached the highest level of importance to the statements under each domain. The researcher also determined how many departmental leaders responded in the same way to a statement under each domain. The comparison of the responses of departmental leaders to the statements and those of the academic staff members to the same statements enabled the researcher to draw conclusions on which duties needed some prioritisation. A prioritised duty was one where the majority of academics in a department responded on a higher level of importance to a statement than the departmental leader did. The majority of academics represented the alternative that most academics had selected in their response to a statement under a domain.

3.6.5.   Leadership matrix (Appendix D)

3.6.5.1. Presentation of data

The data collected from the leadership matrix questionnaire were presented as a leadership matrix for each of the nine responsibilities of the departmental leader. All the responses of academics in one department to a specific role were plotted on one leadership matrix for that particular role. The end result was 36 leadership matrices and an additional four leadership matrices in which each matrix reflected the summary of all responses of all academics to all roles in one department. The response of each academic in each department with regard to the importance of each responsibility and in terms of the satisfaction with the level of skill development was also presented in a table. This table consisted of columns representing the number of academics in the particular department, and rows representing the two parts of the leadership matrix, namely the importance of the role and the satisfaction with the level of skill development attained by the departmental leader. Since there are nine roles and responsibilities and each role consists of two parts, the table comprised 18 rows.

3.6.5.2. Analysis

Each academic staff member responded twice to the follower questionnaire, first on the importance of each role, and second with regard to the satisfaction with the level of skill development achieved by the departmental leader. The academic staff member allocated a number to each role and responsibility under the importance to the department, and the satisfaction with skill development. The numbering varied from 1 – not important, to 5 – very important for the importance of each role, and 1 – not satisfied, to 5 – very satisfied for the satisfaction with the level of skill development attained by the departmental leader. After the researcher had obtained the responses from academic staff members, the process continued in the following way:

- For the first responsibility of the departmental leader, the researcher interpreted the results (number of the response) in terms of the importance of each responsibility and the level of satisfaction with the degree of skill development attained by the departmental leader, and plot and connect it on the leadership matrix;

- This resulted in the location of the response per responsibility of the academic staff member in a specific quadrant;
- This process was repeated for each of the next eight roles and responsibilities;
- The process was repeated for all academic staff members; and
- The end result was nine leadership matrices per department, with each leadership matrix reflecting the plotted responses of all academics in the specific department to one of the nine roles and responsibilities.

In addition to the above analysis of research responses, the researcher also plotted all the responses of all academics to all the roles and responsibilities in one department on a single leadership matrix. This gave an overall presentation of the concentration and dispersion of responses of academics in one department.

3.6.5.3. Interpretation

Based on the responses given by academic staff members to the importance of each role and responsibility, and the level of satisfaction with the degree of skill development attained by the departmental leaders, each academic staff member's responses were plotted on a leadership matrix and were subsequently located into a specific quadrant. (These quadrants were discussed in paragraph 1.7.3).

The interpretations of the leadership matrix depended on the location of the plotted responses per role and responsibility in a specific quadrant of the leadership matrix. In other words, how widely dispersed the responses of academic staff members were. For example, a dense dispersion of responses in the *savour success and maintain effectiveness* quadrant would be regarded as an ideal situation, as it indicated that academics regarded the role as important and that they had expressed their satisfaction with regard to the level of skill development attained by the departmental leader as particularly satisfied. A location of responses in the *opportunity for leadership development* quadrant would be seen as a situation which requires change – change in the form of identifying targeted areas of development, so that academics can increase their satisfaction with the level of skill development achieved by the departmental leader in relation to the nine roles.

3.7. ETHICAL CONSIDERATIONS IN THE RESEARCH

Welman and Kruger (1999) mention that ethical considerations come into play at three stages during the research process. These are when respondents are approached to participate in the research, during the actual survey, and at the presentation of the research results. To be ethical, the researcher guaranteed the anonymity of the respondents during all three stages of the research and presented the results in a number and letter format without identifying the respective academic departments.

3.8. VALIDITY AND RELIABILITY

The questionnaires employed in this study measured what they were supposed to measure. The fact that most of the components of the measuring instruments had been adopted from previous research studies minimised threats such as leading questions, closed-ended questions and short-answer questions which do not give respondents the opportunity to reveal their own meaning and perspectives.

The researcher acknowledges the fact that a combination of American, British and Australian measuring instruments were used in the research to elicit information on a South African research question. Cognisance was also taken of the fact that the measuring instruments were generally used in universities and not universities of technology. The researcher was, however, confident that the use of foreign measuring instruments would not impact on the research results. This belief can be attributed to the fact that higher educational institutions around the world are becoming more globalised in terms of research, teaching and linkages.

The validity of the research was further improved through the pilot study that had been conducted prior to the actual research. This pilot study resulted in the elimination of questions or parts thereof, the adjustment of questions, and the inclusion of questions that had become important and necessary to improve the validity of the instruments and the research.

The issue of reliability applies to replicating the research to a different research setting. The researcher believes that if the same data collection procedures were to be applied

to a different research setting, that is, a different higher education institution, faculty or department, then the results would be the same, but if the nature and size of departments differed, then differing research results would be expected.

3.9.   THE PILOT STUDY

The pilot study was designed as follows:

One set of questionnaires (the leadership self-assessment questionnaire and the departmental leader-type identification questionnaire) was delivered to an academic department in the Faculty of Education at the University of Stellenbosch. In addition to this, eight leadership matrix questionnaires were distributed to the academic staff members in the same department for completion. The pilot study helped the researcher to identify flaws, ambiguities and mistakes in the questions, as well as in the overall questionnaire construction. The recommendations made by the pilot department resulted in changes being made to the questionnaire.

3.10.   CONCLUSION

This chapter outlined the methodological framework under within the research was done. The researcher opted for a qualitative approach to explore the field of departmental leadership. The personal hand-deliver and collect method proved to be the best data collection method under the circumstances. The researcher believed that through ensuring the anonymity of respondents, the response rate of respondents would increase. The research is valid and reliable. The pilot study allowed the researcher to make some changes to the measuring instruments and in that way improving reliability and validity. The next chapter outlines the findings of the research conducted at the Bellville Campus of the Cape Peninsula University of Technology Business Faculty. The findings of the research are presented, analysed and interpreted using a combination of tables and figures as outlined in this chapter.

CHAPTER 4

PRESENTATION, ANALYSIS AND
INTERPRETATION OF FINDINGS

4.1. INTRODUCTION

The previous chapter outlined the research design and methodology. In this chapter, the results of the research are presented, analysed and interpreted. The target population in this research included departmental leaders and their followers (i.e. academic staff members) in the four academic departments of the Business Faculty at the Bellville Campus of the Cape Peninsula University of Technology.

The researcher conducted the research during the third term of the 2004 academic year. The total academic corps (including departmental leaders) in the Business Faculty at the time of the research counted 54. This total was split into four academic departments as indicated in Table 4.1.

Table 4.1. Breakdown of academic staff per department

Academic department	Number of academic staff members
Academic department A	16
Academic department B	14
Academic department C	12
Academic department D	12

Of the 54 questionnaires that were distributed, the researcher managed to receive back 36, which translated into a response rate of 67%. Response rates are of considerable importance in research. Low response rates could indicate serious shortcomings and biases in research findings. Babbie (1989) argues that a response rate of 50% is adequate for the analysis of responses, but a rate of 60% is good and 70% is very good.

The researcher encountered several problems in the collection of the completed questionnaires. Some of these included the following: total unwillingness on the part of some academic staff members to participate in the research; the timing of the

research being in conflict with lecturers being busy marking spring tests; some academics promising that they would respond (but failing to do so); and the completion of semester marks by academic staff members which did not allow them any time to complete the questionnaires or to participate in the research.

In this chapter the research results are presented in the following way: The reason for a specific question is established; the results are presented in the form of tables and figures; the results are analysed; and finally, the results are interpreted, in other words, they are translated into what they mean in terms of the research and how the results relate to the relevant literature.

The above-mentioned process was completed for questionnaires pertaining to the departmental leaders and the academic staff members. The researcher used the terms *academics* and *followers* interchangeably to refer to the academic staff component in the different departments. The first section focused on departmental leaders. This section focused on the responses of academics to the leadership self-assessment questionnaire, the departmental leader-type identification questionnaire, and the job analysis questionnaire. This is followed by a discussion of the duties of each departmental leader, which need to be prioritised.

The next section commenced with the academic staff member's job analysis. This section links up with the last part of the previous section to indicate the correlation between the departmental leader's responses to the job analysis and the academic staff members' responses to the job analysis questionnaire. Following this section, are a presentation, analysis and interpretation of the leadership matrices of academic staff members.

4.2.   LEADERSHIP SELF-ASSESSMENT QUESTIONNAIRE (APPENDIX A)

4.2.1. Purpose of the leadership self-assessment questionnaire

The purpose of this questionnaire was to find out how ready the departmental leader was for the leadership challenge. The questionnaire expected of the departmental

leader to express his/her honest appraisal regarding certain leadership behaviours. A score of above 35 was interpreted as a departmental leader having a strong foundation for leading the department. A score of below 25 was interpreted as a departmental leader showing need of some improvement, that is, setting some improvement goals.

4.2.2. Presentation of responses to the leadership self-assessment questionnaire

The results of the leadership self-assessment questionnaire are reported in Table 4.2. The first column in Table 4.2. represents the different departmental leader codes, AA, BB, CC and DD, and the second column gives the summarised scores of each departmental leader based on the leadership self-assessment questionnaire.

Table 4.2. Total departmental leadership score summary

Departmental leader	Total department leadership score
AA	47
BB	46
CC	33
DD	45

The vertical derivation of the scores from the leadership self-assessment questionnaire was as follows: the researcher added up the responses per category (category meaning, not at all applicable; limited applicability; moderate applicability; somewhat applicable and applicable) and then obtained the sum of each category through the vertical summation of responses. The sum of each category was then multiplied by the number of the category (number meaning, 1 – not at all applicable; 2 –limited applicability; 3 – moderate applicability; 4 – somewhat applicable; and 5 – applicable). The final score is the summation of all category scores.

Table 4.3. gave an indication of how all departmental leaders responded to the leadership self-assessment questionnaire. The required leadership behaviours (A to J) were taken from the leadership self-assessment questionnaire (Appendix A). The numbers 1 to 5 indicate the response alternatives available to departmental leaders, for example 1 meaning "not applicable" and 5 meaning "applicable".

Table 4.3. **Summary of responses for all departmental leaders as per leadership self-assessment questionnaire**

	1	2	3	4	5
Required leadership behaviours					
A			1 (25%)		3 (75%)
B				2 (50%)	2 (50%)
C	1 (25%)			1 (25%)	2 (50%)
D	1 (25%)			1 (25%)	2 (50%)
E			1 (25%)	3 (75%)	
F				4 (100%)	
G					4 (100%)
H				3 (75%)	1 (25%)
I				1 (25%)	3 (75%)
J			1 (25%)		3 (75%)

Table 4.3. summarises the number of times a specific response was chosen by departmental leaders from the ten (10) required leadership behaviours. For example, the interpretation of the required leadership behaviour "D" according to the leadership self-assessment questionnaire is that one departmental leader, which constitutes 25% of the total number of departmental leaders, regarded the statement "Able to direct attention and efforts toward departmental goals even at the expense of your own personal interest" as "not at all applicable/appropriate". Fifty percent (that is two departmental leaders) regarded it as "appropriate", and the other 25%, that is one departmental leader, regarded it as "somewhat applicable/appropriate".

4.2.3. Analysis of responses to the leadership self-assessment questionnaire

The researcher did the following (individually for each departmental leader) in the analysis of the leadership self-assessment questionnaire: The researcher added up the number of responses from each category (1-5) and then multiplied the sum of response category 1 by 1, the sum of response category 2 by 2, the sum of response category 3 by 3, the sum of response category 4 by 4, and the sum of response category 5 by 5. The sum of all categories (categories meaning the different response alternatives) was added up horizontally for each departmental leader to give his/her total departmental score. According to Table 4.2., departmental leader AA has the highest score with 47, with departmental leader CC the lowest with 33. Departmental leader CC obtained a

score of 33, which fall between the below 25 and above 35 parameters. A reason has to be found to explain the location of the score of 33.

Table 4.3. gave a summary of the number of times a specific response was chosen by departmental leaders per required leadership behaviour. From Table 4.3. it can be deduced that the majority of respondents responded predominantly in the upper response categories, i.e. "appropriate"/"applicable" to "somewhat appropriate"/"somewhat applicable", which translates into being in agreement or regarding the majority of statements as valid.

4.2.4. Interpretation of responses to leadership self-assessment questionnaire

The total departmental leadership scores indicated that one departmental leader (CC) needed to set some improvement goals for him/herself. The rule is that a score of above 35 means that the departmental leader has a strong foundation for leading an academic department. A score of below 25 means that the departmental leader would have to set some improvement goals for him/herself (Gmelch & Miskin, 1993). However, the departmental leader (CC) which has a score of 33 falls between 25 and 35. From Table 4.3. it can be seen that there were responses in the response categories "not at all appropriate". The two responses from Table 4.3. which fall into this category, came from departmental leader (CC) which resulted in the departmental score of 33. These two responses are: "able to put in considerably more work than other departmental members without feeling resentment" and "able to direct attention and efforts toward departmental goals even at the expense of your own personal interest". An improvement in the two behaviours would place the departmental leader in the above 35 grouping.

In addition, Table 4.3. shows that most of the responses fall within the upper response categories. Seventy-five percent of respondents showed a visible appropriateness to all the duties of a departmental leader. This seventy-five percent amounts to 3 out of 4 departmental leaders. Half the number of departmental leaders indicated that they would put in "a considerable amount of time to prepare for an upcoming departmental

meeting". The other half regarded the setting aside of extra time to prepare for a departmental meeting as "somewhat appropriate".

Half the number of departmental leaders responded appropriately to the statement that they "would put in more work than subordinates without feeling resentment". The response of the other half indicates that a quarter of respondents would indeed feel some kind of resentment if they put in more time than academic staff members. The responses to the behaviour "able to direct attention and efforts toward departmental goals even at the expense of our own personal interests" show the same division of responses as the previous statement. Departmental leaders in general responded positively to whether they will be able to recognise diverse perspectives. The recognition of diverse perspectives is coupled with a possibility of increasing conflict. In other words, where there are diverse perspectives, there is also a possibility of conflict, and if conflict already exists, the diverse perspectives could further fuel that conflict. Three-quarters of the respondents believed that the statement of "recognition of diverse perspectives, coupled with increasing conflict" is "somewhat applicable" to them. The other 25% responded "moderately applicable" to this required leadership behaviour, hence one can deduce that all departmental leaders place the recognition of diversity high on their agenda while at the same time recognising that diverse groupings could lead to increased conflict.

All the departmental leaders responded "somewhat appropriate" to the category "able to give direction when needed without taking over the functions of staff". Departmental leaders also responded "applicable"/"appropriate" to the statement "willing to give attention and praise to all departmental members whenever they are deserving". The 100% response was from the response category "appropriate"/"applicable". One of the four departmental leaders felt strongest in terms of applicability in the category "being concerned with each academic staff members' ability, goals and attitudes towards departmental success". The other three departmental leaders responded with "somewhat appropriate". This response reinforces the belief that departmental leaders take pride in the achievements of their academic staff.

Seventy-five percent of the departmental leaders felt that it was appropriate "to rely on academic staff in the advancement of the image of the department". The other 25% responded with "somewhat appropriate". Three of the four departmental leaders responded that it was appropriate for a departmental leader "to effectively guide academic staff in to new areas". The other 25% responded with "moderately applicable". Departmental leaders therefore felt that they have a responsibility towards their staff and the department in which they lead in order to shape the future of the department and its academic staff.

This section focused in the results of the leadership self-assessment questionnaire. The analysis and interpretation showed that departmental leader CC needed to improve in certain categories, notably focusing more on achieving departmental goals rather than personal goals. The high leadership scores obtained by departmental leaders are substantiated in the summary of responses through the location of the majority of responses in the high categories of "applicable" and "somewhat applicable". The next section focuses on the results of the leader-type identification questionnaire.

4.3. DEPARTMENTAL LEADER-TYPE IDENTIFICATION QUESTIONNAIRE (APPENDIX B)

4.3.1. Purpose of the departmental leader-type identification questionnaire

The purpose of the departmental leader-type identification questionnaire was to establish the dominant and back-up role orientations of departmental leaders. Departmental leaders responded to four categories (each category comprising six statements) in order to get to their leader-type identification. According to the leader-type identification questionnaire, the departmental leader can be regarded as a departmental developer, scholar, leader or manager. The ideal orientation would be a combination of the above roles, with the leader-role as dominant, backed up by the other three roles.

4.3.2. Presentation of responses to departmental leader-type identification questionnaire

Figures 4.1. to 4.4. represent the plotting of responses from the departmental leader-type identification questionnaire. The summary of responses to the leader-type identification questionnaire is shown in Table 4.4. Table 4.4. has on its horizontal side (columns) the different roles that a departmental leader can assume. The codes AA, BB, CC and DD, which are located on the vertical side (rows) of Table 4.4. indicate the departmental leaders in the different departments.

Table 4.4. represents the sum of the scores of the statements per category. For example, a score of 27 (leader) for departmental leader (AA) was derived from adding up the responses in the first category of the leader-type identification questionnaire.

Table 4.4.   Leader-type identification scores

	Leader	Scholar	Departmental developer	Manager
AA	27	24	27	28
BB	30	16	27	26
CC	22	21	20	12
DD	29	24	24	24

Figure 4.1. represents the plotting of the different responses from each category to give the dominant and back-up role orientations of departmental leader (BB)
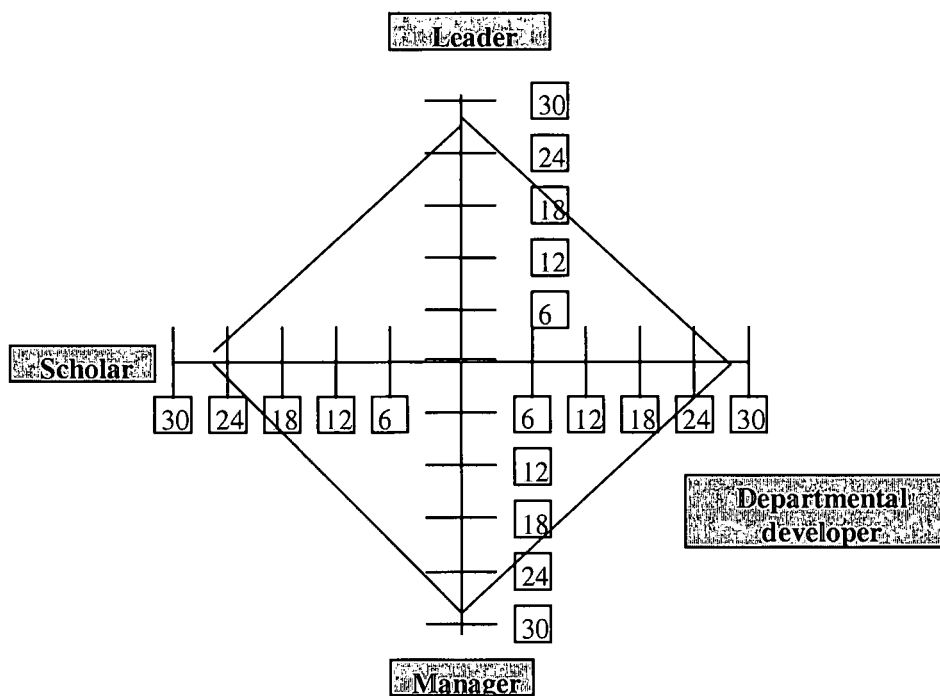
Figure 4.1.   **Dominant and back-up role orientations: Departmental leader (AA)**

Figure 4.2. represents the plotting of the different responses from each category to give the dominant and back-up role orientations of departmental leader (BB)
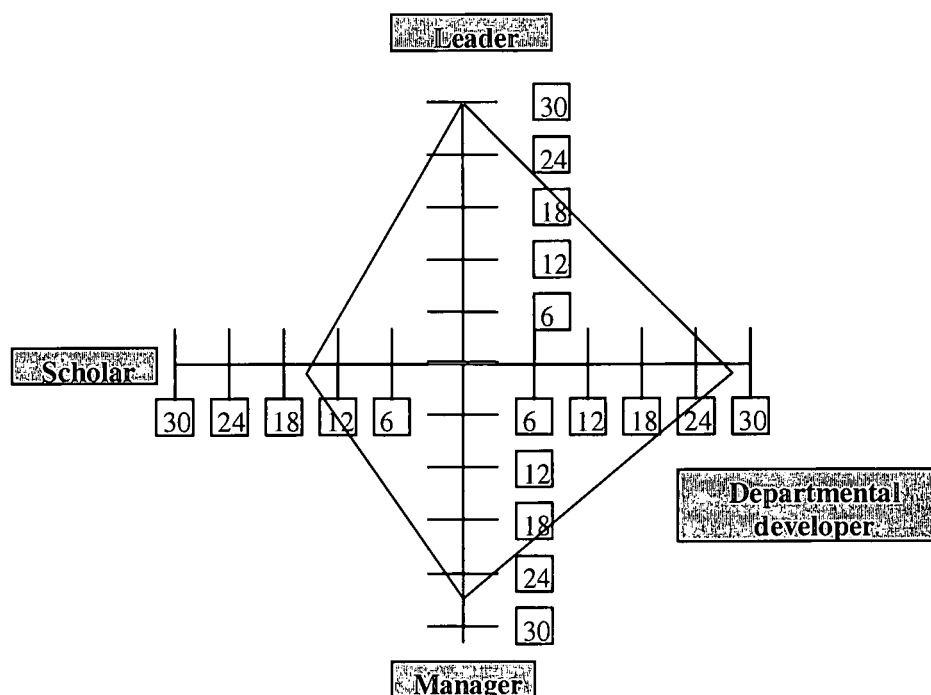
Figure 4.2.   **Dominant and back-up role orientations: Departmental leader (BB)**

Figure 4.3. gives a visual representation of the dominant and back-up role orientations of departmental leader (CC).
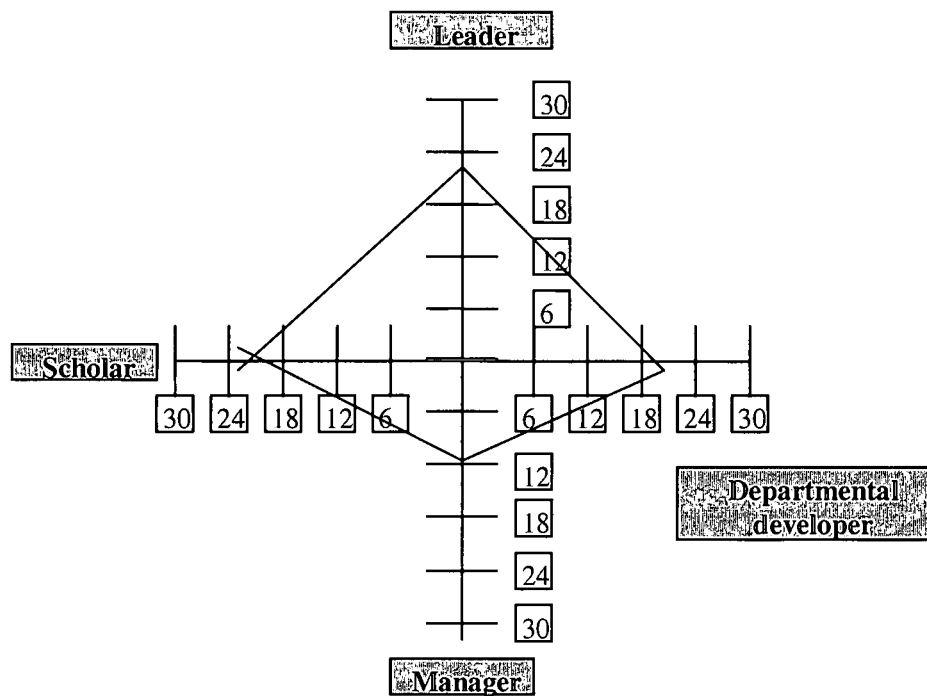
Figure 4.3. Dominant and back-up role orientations: Departmental leader (CC)

Figure 4.4. gives a visual representation of the dominant and back-up roles of the departmental leader (DD). The connection of the points comes from scores obtained from the Leader-Type Identification Questionnaire.
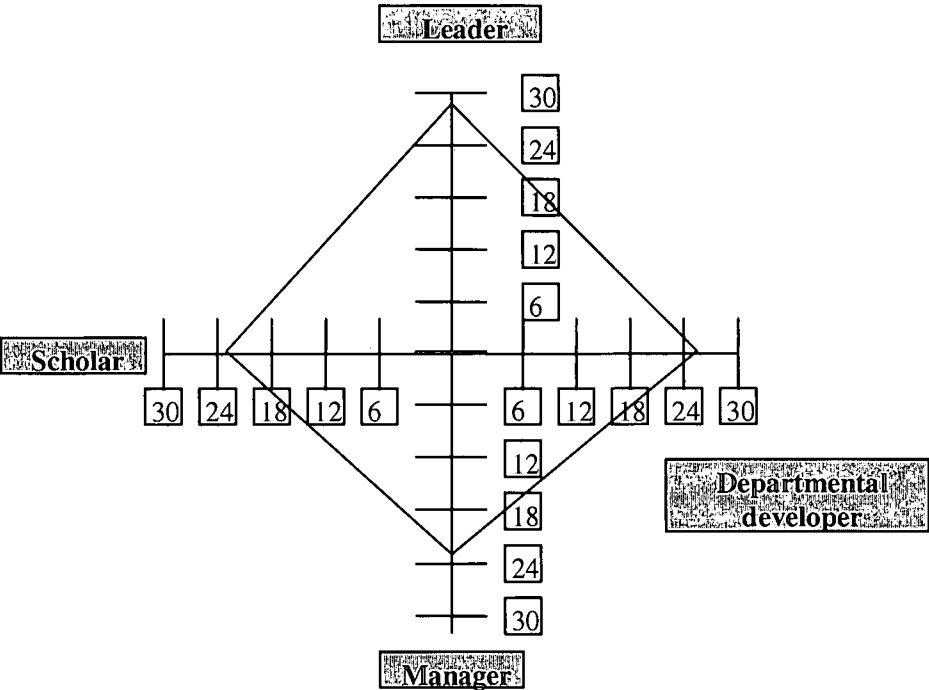
Figure 4.4. Dominant and back-up role orientations: Departmental leader (DD)

Table 4.5. is a combination of Table 4.2. and Table 4.4. The table summarises the departmental leadership score and the dominant and back-up role orientations of the four departmental leaders. Table 4.5. also includes possible areas of improvement based on the results of the leader-type identification and the leadership self-assessment questionnaires. The back-up role orientations refer to any role that follows the dominant role orientation in terms of scores obtained. The back-up role need not be all three remaining roles, but any role, which in score immediately follows the dominant role. In a sense, the back-up roles should not be seen as a substitute in case the dominant role fails, but rather as supporting roles for the dominant role orientation. Gmelch and Miskin (1993) drafted the idea of the departmental leader with dominant and back-up role orientations.

Table 4.5.   **Summary of departmental leadership scores and departmental role orientations**

Departmental leader code	Departmental leader score	Dominant role orientations	Back-up role orientations	Possible areas of improvement
AA	47	Manager	Departmental developer and leader	All the duties of the scholar
BB	46	Leader	Departmental developer	All the duties of the scholar
CC	33	Leader	Scholar	Management duties
DD	45	Leader	All remaining three	None

4.3.3. Analysis of responses to departmental leader-type identification questionnaire

The derivation of Figures 4.1. to 4.4. from the leader-type identification questionnaire was done by adding up the responses to the statements in each category. Category here refers to the departmental leader as leader, scholar, manager and departmental developer. After this, the researcher plotted the sum of each category along an axis, depending on where the specific role identity would be located. Each departmental leader would have four quadrants, i.e. one quadrant for the dominant role and one each for the three back-up roles. The points were then connected by straight lines to get a visual presentation of the dominant and back-up role orientations of the departmental leader. This process was repeated for the other three departmental leaders, resulting in Figures 4.1. to 4.4.

The summary of departmental leadership scores and leader-type role orientations gave an indication of how the readiness for the leadership challenge links up with the dominant and back-up role orientations of the departmental leaders. Through Table 4.5. the researcher wanted to establish a correlation between the setting of improvement goals and the different role orientations.

The summary of responses per leader-type identification questionnaire aimed to tabulate how many times a specific response was chosen by respondents. Such an

analysis assisted in establishing how many respondents responded in the same way to a specific statement.

4.3.4. Interpretation of responses to departmental leader-type identification questionnaire

Figure 4.1. showed that the dominant role orientations of departmental leader AA is that of manager, and the back-up role orientations that of departmental developer and leader. The adding up of responses from the leader-type identification questionnaire showed that the category of statements related to the role of manager, obtained the highest total compared with the other three categories, hence the dominant role of manager. It was also revealed that departmental leader AA had two back-up role orientations, namely that of departmental developer and that of leader. These two back-up roles arise from the departmental leader (AA) having two back-up role orientations with scores of 27 as based on Table 4.5. and Table 4.4. This means that the departmental leader depends strongly on his roles of leader and of departmental developer to manage his/her department.

Figure 4.2. showed that departmental leader BB has as its dominant role orientation that of leader, which is in the first instance backed up by his/her role as departmental developer. The role of departmental developer includes being involved with the provision and development of departmental staff. The leadership provided by the departmental developer enhances the professional development of academic staff.

According to Figure 4.3., departmental leader CC has leader and scholar as dominant and back-up role orientations respectively. Thus, departmental leader CC leads the department and is backed up in this role by staying active in research and obtaining funds for research activities amongst others.

Figure 4.4. provides a classical perspective of how a departmental leader has a dominant role and various back-up roles as head of a department. Departmental leader DD had as its dominant role orientation that of leader and this is backed up by the remaining roles of departmental developer, leader and manager. This comes from the

equal scores which departmental leader DD obtained in three role orientations according to Table 4.4 and Table 4.5.

The plotting of responses links up with the results of the leadership self-assessment questionnaire. The score of 33 of departmental leader CC was lower than that of the other departmental leaders according to the summarised results of the leadership self-assessment questionnaire. The scores of departmental leader CC according to the departmental leader-type identification questionnaire also lagged behind the scores of the other three departmental leaders. As mentioned earlier, the reason for the low 33 was that the departmental leader responded "not al all applicable" to two required leadership categories. An improvement in these two categories would place the departmental leader in the same grouping as the other three. Based on the scores in Table 4.4. the departmental leader (CC) would have to improve his/her performance in relation to his/her responsibilities in so far as it concerns the role orientation of manager. It is unacceptable that such a low score (12) would be able to provide suitable back-up for the departmental leader's dominant role as leader.

Table 4.6. provides a summary of responses of all departmental leaders from the leader-type identification questionnaire. Number 1 (horizontally across the columns) means not important, 2 means of little importance, 3 means moderately important, 4 means important, and 5 means very important. The duties on the vertical side (the rows) of the table come from the questionnaire as it is in Appendix B. Table 4.6. gives an indication of how for example departmental leaders responded to one statement. Although the questionnaire (Appendix B) makes mention of the numbers 1-5 to indicate the importance of a duty to a departmental head, the researcher opted to interpret the 1 to 5 response alternatives using the following scale: 1 – not important; 2 – of little importance; 3 – moderately important; 4 – important, and 5 – very important. This scale only applies to this particular section. The researcher also prioritises the duties at the end of each category explanation. Prioritisation here means looking at the duties, which yielded the following responses: not important, of little importance and moderately important.

Table 4.6.   Summary of responses as per leader-type identification
              questionnaire

	1	2	3	4	5
Category 1					
Coordinate departmental activities with constituents.				1 (25%)	3 (75%)
Plan and evaluate curriculum development.				1 (25%)	3 (75%)
Solicit ideas to improve the department.				1 (25%)	3 (75%)
Represent the department at professional meetings.		1 (25%)			3 (75%)
Provide informal departmental leadership.			1 (25%)	1 (25%)	2 (50%)
Develop and initiate long-range vision and departmental goals.			1 (25%)	1 (25%)	2 (50%)
Category 2					
Obtain resources for personal research.			2 (50%)	2 (50%)	
Maintain research programme and associated professional activities.			1 (25%)	3 (75%)	
Remain current within academic discipline.	1 (25%)		1 (25%)	2 (50%)	
Obtain and manage external funds (grants).	2 (50%)		1 (25%)	1 (25%)	
Select and supervise graduate students.				4 100%)	
Teach and advise students.			1 (25%)	2 (50%)	1 (25%)
Category 3					
Encourage professional development efforts of department.				1 (25%)	3 (75%)
Encourage departmental research and publication.			1 (25%)	2 (50%)	1 (25%)
Recruit and select departmental staff.		1 (25%)		2 (50%)	1 (25%)
Maintain conducive work climate, including reducing conflicts.			1 (25%)	1 (25%)	2 (50%)
Evaluate departmental performance.			1 (25%)	1 (25%)	2 (50%)
Represent department to administration.		1 (25%)		3 (75%)	
Category 4					
Prepare and propose budgets.		1 (25%)		2 (50%)	1 (25%)
Plan and conduct departmental meetings.		1 (25%)		1 (25%)	2 (50%)
Manage departmental resources.			1 (25%)	1 (25%)	2 (50%)
Assure the maintenance of accurate department records.	1 (25%)	1 (25%)		1 (25%)	1 (25%)
Manage non-academic staff.	1 (25%)	1 (25%)		2 (50%)	
Assign teaching, research and other related duties to academic staff			1 (25%)		3 (75%)

Category 1 represents the duties of the departmental leader as leader. Table 4.6.
revealed that 75% of respondents regarded the "coordination of departmental
activities, with constituents" as a "very important" departmental leader duty. The same
percentage (75%) of respondents believed that the process of planning and evaluation
of the curriculum is an "important" leadership duty. Of the four departmental leaders,
three (75%) was of the opinion that it is "very important" for a departmental leader to
solicit the ideas of others in order to improve the department. Seventy-five percent of
respondents indicated that it is "important" for a departmental leader to represent the
department at professional meetings. The other twenty-five percent (one departmental

leader) believed that it is "not important" for a departmental leader to represent its department at professional meetings.

The spread of the responses for the statement "provide informal leadership" was that half of the departmental leaders regarded it as "very important", while the other 50% regarded it as "important" and "moderately important". Two of the four departmental leaders regarded the "development of an initiation of long-term vision and departmental goals" as a "very important" duty of a departmental leader. The other two departmental leaders regarded it as "important" and "moderately important". The fact that most of the responses fall within the "important" to "very important" range, justifies the notion that the dominant role orientations of three of the four departmental leaders were that of "leader".

Category one described the role of the departmental leader as leader. In order for departmental leader AA to become more of a leader, i.e. to make his/her dominant role that of leader, three duties will have to become more important. First, the departmental leader would have to recognise that representing the department at professional meetings is an important duty of a departmental leader. Second, the duty of providing informal leadership should become more important as many academics function more effectively under informal leadership. Third, it is the role of the leader to initiate a long-term vision and to set departmental goals. Therefore, such a duty should be regarded as important.

Category two represents the duties of the departmental leader as scholar. The majority of responses to the statements in this category were located in the response options "moderately important" and "important". Half of the respondents indicated that it is "important" to obtain resources for personal research. The other half also responded with "moderately important". Three quarters of respondents indicated that it is "important" for a departmental leader to maintain a research programme in his/her departments. The response to the duty to "remain current within academic discipline" revealed that one departmental leader regarded this as "not important", while the other three departmental leaders were split between one departmental leader regarding it as "moderately important" and two departmental leaders regarding it as "important". Half of the departmental leaders in the department were of the opinion that to obtain and to

manage external funds were not an important duty of a departmental leader. The mixed responses to "remain current with academic discipline" and "obtain and manage external funds" came about through the nature of the different academic departments. In some academic departments, research is high on the agenda, while in other departments it is not the case.

All the departmental leaders regarded the supervision of post-graduate students as an "important" duty. The final duty in this category for the departmental leader as scholar revealed a spread of responses over options 3, 4 and 5. Thus, the conclusion can be reached that the duty of teaching and advising students ranges in importance from "moderately important" to "very important" to all departmental leaders.

Category 2 describes the role of the departmental leader as scholar. In order for the scholarly identity to be reflected better in the broader role identity of departmental leaders, the departmental leaders need to prioritise certain duties. Departmental leaders need to regard the duty to remain current within academic discipline as more important. It means staying abreast with developments in their various fields of specialisation. In addition, in order to do research and deliver scholarly work, departmental leaders need to become more serious in obtaining and managing external research grants. This links up with the low importance, which departmental leaders attached to the role to "obtain resources for personal research". In order to manage funds, the departmental leader needs to obtain such funds first, and this should be regarded as "very important".

Some departmental leaders need to regard the process/duty of advising (supervising) the research work of students also as more important. The researcher therefore prioritised the duties, which need to become more important in order for departmental leaders to increase the scholarly work as follows:
- obtain and manage external funds;
- remain current within academic discipline;
- obtain resources for personal use; and
- teach and advise students.

Category 3 comprises the departmental leader as departmental developer. On "encouraging professional development efforts of the department", the response was as follows: three quarters of respondents regarded the duty as "very important", while 25% regarded it as "important". The encouragement of departmental research and publication was regarded as "very important" by one departmental leader, "important" by two departmental leaders and "moderately important" by one departmental leader.

The recruitment and selection of academic staff is a task that is in some institutions performed by the human resources department in the administrative division. One departmental leader regarded the duty as "moderately important" while two departmental leaders were of the opinion that in terms of importance, the duty is "important". The other departmental leader regarded the duty as "very important".

The responses to the statements "maintain conducive work climate, including reducing conflict", and "evaluate departmental performance" were spread in terms of importance over response categories 3 to 5. To be specific, two departmental leaders regarded the duty as "very important" while the responses of the remaining two departmental leaders were split between "important" and moderately important". Finally, 75% of respondents believed that it is important to represent their departments to administration, while one departmental leader regarded this duty as "of little importance", thus possibly suggesting that the departmental leader could delegate to academic staff to represent the department at the administration. The location of responses on levels 4 to 5 substantiates the important back-up role that the departmental developer role orientation plays to the leader as dominant role.

Based on the responses and specifically the location of responses in the categories "moderately important" to "not important", the researcher prioritised the following duties of the departmental leader:
- recruit and select departmental staff; and
- represent the department to administration.

Category 4 represents the duties of the departmental leader as manager. The preparation and proposal of departmental budgets is regarded as an "important" duty

by 50% of departmental leaders, and as "very important" by one of the respondents. The other quarter, i.e. one departmental leader regarded this duty as "of little importance", suggesting that this duty should be performed elsewhere. Half of the total number of departmental leaders regarded chairing departmental meetings as a "very important" duty. One departmental leader regarded it as "of little importance" thus suggesting that it is not important for the departmental leader to chair departmental meetings. The other departmental leader responded "important".

Two departmental leaders responded "very important", one responded "important" and the other departmental leader responded "moderately important" to the statement that the departmental leader should manage departmental resources. Departmental resources should not be seen only as financial resources, but also human and capital resources. One of the departmental leaders regarded the assurance and maintenance of departmental records as a task that is "not important". This suggests that a non-academic staff member could possibly handle this duty. Another 25% of respondents responded "of little importance" to the duty, thus similarly suggesting the same line of thinking as the departmental leader who responded "not important".

On managing non-academic staff, 50% of respondents indicated that it is part of their duty to manage non-academic staff. Non-academic staff could include secretaries, faculty officers and cleaners. One of the four departmental leaders indicated that the duty is "not important". This could for example arise from the fact that cleaning staff is contracted outwards and is not managed by the departmental leader. The other departmental leader regarded the duty as one of "of little importance".

Departmental leaders indicated that it is "very important" for them to assign teaching and other related duties to the academic staff – three of the four departmental leaders regarded this as "very important", while one departmental leader regarded it as "moderately important".

The dominant response in this category to the upper levels of the importance scale was one reason why departmental leader AA's dominant role orientation is that of manager and that the manager as role orientation also occupies an important back-up role for the departmental leader DD.

In terms of prioritising the duties in the category of manager, the following points were concluded:

- Assure the maintenance of accurate departmental records;
- Manage non-academic staff;
- Plan and conduct departmental meetings; and
- Prepare and propose budgets.

This section revealed that a departmental leaders' dominant role orientation does not stand isolated from the other roles of the departmental leader. To have a dominant role orientation means that back-up roles are needed to maintain the dominant role. Alternatively, the back-up roles need to become stronger in order for a new dominant identity to arise. It is apparent from Table 4.4. that the scores (i.e. for the different back-up roles) from departmental leader AA, BB and DD, are very close, thus suggesting that a departmental leader has to employ different leadership attitudes and skills to be successful, hence the need for back-up roles to the dominant role.

The next section focuses on the presentation, analysis and interpretation of the job analysis of the four departmental leaders.

4.4. THE JOB ANALYSIS QUESTIONNAIRE (DEPARTMENTAL LEADERS) (APPENDIX C)

4.4.1. Purpose of the job analysis questionnaire (Departmental leaders)

The main objective of the departmental leader job analysis questionnaire is gathering of all information related to the specific duties and tasks of a job. Departmental leaders as well as each academic staff member were given the opportunity to respond to the different leadership domains. The leadership domains consist of statements describing the various duties or tasks of the departmental leader. The response that each departmental leader and academic staff member gave, was an indication of the importance of each duty or task under the domain, and not a ranking of how effective a departmental leader is.

4.4.2. Presentation of responses to the job analysis questionnaire (Departmental leaders)

Table 4.7. gives a summary of the responses to the various leadership domains by the four departmental leaders. Each column represents a department (AA to DD), while the rows represent the duties under each leadership domain.

Table 4.8. summarises the responses of Table 4.7. and gives an indication of how many departmental leaders responded in the same way to each duty under a leadership domain. The rows represent the different domains with the different duties of the departmental leaders, while the columns marked 1 to 5 represent the response categories available to the departmental leader when responding to the job analysis questionnaire. The response categories are: 1 – essential; 2 – very important; 3 – reasonably important; 4 – low importance; and 5 – not important.

4.4.3. Analysis of responses to the job analysis questionnaire (Departmental leaders)

The job analysis questionnaire related to the leadership domains was analysed as follows: the researcher analysed the contents of Table 4.8. by focusing on the grouped responses (with %s) of departmental leaders. The grouped response also focuses separately on each leadership domain with its various duties. Reference is made to the contents of Table 4.7 in the explanation (interpretation) of Table 4.8. At the end of the interpretation section, the researcher prioritises those duties that were not regarded as important by the departmental leader. Responses to duties in the next section also indicate the departmental leader code.

Table 4.7. Summary of leadership domain responses of departmental leaders

	AA	BB	CC	DD
A. (Leadership)				
1. Articulates vision, strategic goals and action plans.	4	5	5	5
2. Creates atmosphere conducive to high performance.	5	5	4	5
3. Emphasises teaching excellence.	4	5	4	4
4. Emphasises research excellence.	3	4	3	4
5. Emphasises service excellence.	5	5	5	4
6. Encourages staff development.	5	5	3	4
7. Encourages programme development.	4	5	3	4
B. Management				
1. Allocates resources in a fair way.	5	4	3	5
2. Manages change constructively.	4	5	4	5
3. Delegates work effectively.	5	4	4	5
4. Handles administrative tasks in a timely manner.	4	4	5	5
5. Solves problems effectively.	4	5	5	5
C. Interpersonal relations				
1. Treats individuals fairly and with respect.	5	5	5	5
2. Accessible to staff.	5	5	5	5
3. Accessible to students.	5	4	5	5
4. Demonstrates sensitivity to career and mentoring needs	4	4	5	5
D. Communication				
1. Effectively represents the department in the faculty/institution.	4	5	4	4
2. Listens to and communicates with staff.	5	5	5	4
3. Produces clear reports and correspondence.	5	4	5	4
4. Listens to and communicates with external constituencies.	5	4	5	5
E. Research/professional/community endeavours				
1. Maintains an active research/scholarly agenda.	3	5	5	5
2. Pursues professional growth opportunities.	5	5	5	5
3. Contributes to professional organisations.	5	4	5	5
4. Contributes to community and campus projects.	4	4	5	5
F. Quality of education				
1. Advances the department's programmes.	4	5	5	5
2. Handles external accreditation reviews effectively	4	4	5	5
3. Recruits new staff or promotes recruitment skilfully.	4	4	3	5
4. Demonstrate a commitment to ensuring a fair promotion process.	5	5	4	5
5. Demonstrates a commitment to advancing and supporting diversity in the department.	5	5	4	5

Table 4.8. Summary of departmental leader responses to leadership domains

	1	2	3	4	5
A. (Leadership)					
1. Articulates vision, strategic goals and action plans.				1 (25%)	3 (75%)
2. Creates atmosphere conducive to high performance.				1 (25%)	3 (75%)
3. Emphasises teaching excellence.				3 (75%)	1 (25%)
4. Emphasises research excellence.			2 (50%)	2 (50%)	
5. Emphasises service excellence.				1 (25%)	3 (75%)
6. Encourages staff development.			1 (25%)	1 (25%)	2 (50%)
7. Encourages programme development.			1 (25%)	2 (50%)	1 (25%)
B. Management					
1. Allocates resources in a fair way.			1 (25%)	1 (25%)	2 (50%)
2. Manages change constructively.				2 (50%)	2 (50%)
3. Delegates work effectively.				2 (50%)	2 (50%)
4. Handles administrative tasks in a timely manner.				2 (50%)	2 (50%)
5. Solves problems effectively.				1 (25%)	3 (75%)
C. Interpersonal relations					
1. Treats individuals fairly and with respect.					4 (100%)
2. Accessible to staff.					4 (100%)
3. Accessible to students.				1 (25%)	3 (75%)
4. Demonstrates sensitivity to career and mentoring needs.				2 (50%)	2 (50%)
D. Communication					
1. Effectively represents the department in the faculty/institution.				3 (75%)	1 (25%)
2. Listens to and communicates with staff.				1 (25%)	3 (75%)
3. Produces clear reports and correspondence.				2 (50%)	2 (50%)
4. Listens to and communicates with external constituencies.				1 (25%)	3 (75%)
E. Research/professional/community endeavours					
1. Maintains an active research/scholarly agenda.			1 (25%)		3 (75%)
2. Pursues professional growth opportunities.					4 (100%)
3. Contributes to professional organisations.				1 (25%)	3 (75%)
4. Contributes to community and campus projects.				2 (50%)	2 (50%)
F. Quality of education					
1. Advances the department's programmes.				1 (25%)	3 (75%)
2. Handles external accreditation reviews effectively				1 (25%)	3 (75%)
3. Recruits new staff or promotes recruitment skilfully.			1 (25%)	2 (50%)	1 (25%)
4. Demonstrate a commitment to a fair promotion process.				2 (50%)	2 (50%)
5. Demonstrates a commitment to advancing and supporting diversity in the department.				1 (25%)	3 (75%)

4.4.4. Interpretation of responses to the job analysis questionnaire (Departmental leaders)

4.4.4.1. Leadership

The responses in this domain were predominantly in the response category "essential". An "essential" response means that the highest level of importance is attached to a duty. One of the important tasks of a leader is to formulate a vision for its organisation. Three quarters of the total number of departmental leaders (AA, BB and CC) regarded the "articulation of vision, strategic goals and action plans" as an "essential" task of a

departmental leader. It is the task of any leader to create an atmosphere within which subordinates can perform to the best of their ability. Leaders expect subordinates to follow them and to strive towards a common goal. It becomes necessary for the departmental leader to create an atmosphere, which allows academic staff to perform on a high level. Three of the four departmental leaders (AA, BB and DD) regarded the *creation of an atmosphere conducive to high performance* as an "essential" task of the departmental leader. The other departmental leader (CC) responded "very important".

The mission statement of higher education institutions usually comprises three different aspects, namely, research, teaching and community outreach. It is expected of departmental leaders as heads of their units to implement the strategies formulated by top management in order to achieve the various objectives associated with teaching, research and outreach. Because they have to implement plans and strategies, one could therefore expect departmental leaders to respond positively to statements regarding issues related to teaching, research and service. Seventy-five percent of the departmental leaders (AA, CC and DD) regarded the statement of *emphasising teaching excellence* as "very important", while the other 25% (BB) responded "essential" to this duty. The response to the statement "emphasising research excellence" yielded a 50% (BB and DD) response in terms of "very important". The other 50% (AA and CC) responded "reasonably important". The conclusion that one can reach from such a split in the response is that departmental leaders BB and DD place research excellence in a category of higher importance than departmental leaders AA and CC.

Three of the four departmental leaders responded "essential" to the statement regarding *emphasising service excellence.* The other departmental leader (DD) responded "very important" to this statement.

The staff development role of the departmental leader commences with undertaking a needs analysis of the needs of staff and ends with the implementation of a staff developmental plan to address staff needs. Two of the four departmental leaders (AA and BB) regarded the *encouragement of staff development* as "essential" in terms of importance. Departmental leaders (CC) regarded the above statement as "reasonably important" while departmental leader (DD) regarded it as "very important".

The development of new programmes and the improvement of existing programmes are contributing factors to the development, growth and success of an academic department. This requires academic leadership always to be on the lookout for gaps insofar as the potential for offering new programmes is concerned. Half the number of departmental leaders (AA and DD) regarded programme development as "very important" while, departmental leader (BB) regarded it as "essential". The other departmental leader regarded it as "reasonably important".

4.4.4.2. Management

The main tasks of a manager are those regarding planning, organising, control and coordination. Each task as reflected by the statements under the management domains focuses on tasks such as problem solving, resource allocation, change management, time management and delegation.

Fifty percent of the departmental leaders (AA and DD) regarded the *allocation of resources for departmental usage in a fair way* as "essential". These departmental leaders felt strongest in terms of spending in a fair manner in their departments. The other two departmental leaders responded "very important" (departmental leader DD) and "reasonably important" (departmental leader CC).

The management of change requires of academic leaders, amongst others, to deal with the changing demographic profiles of the student population, issues surrounding institutional reform and management of diversity. A response of 50% "essential" could be interpreted as two departmental leaders (BB and DD) regarding the management of change as of the outmost importance. The other 50% of departmental leaders (AA and CC) responded "reasonably important", thus indicating that the management of change is not regarded on the same level of urgency as did the previous two departmental leaders.

The delegation of work means that the manager of a business unit transfers his/her duties and responsibilities, as well as his/her authority to a subordinate. Two of the four departmental leaders (AA and DD) felt that it is "essential" for departmental leaders to delegate work. The delegation of work becomes important as many

departmental leaders do not have the time to fulfil all their duties. Two of the departmental leaders regarded the delegation of tasks as an "essential" task of the management domain. The other two departmental leaders regarded the delegation of work as a "very important" task of the departmental leader.

The handling of administrative tasks in a timely manner translates into departmental leaders being able to exercise time management in the execution of their duties. Departmental leaders in two departments (A and B) regarded the timely execution of administration tasks as "essential" in terms of importance. The other two departmental leaders responded "very important" regarding the handling of administrative tasks as an important task of the management domain in leadership.

Problem solving comprises a process of first identifying problems and thereafter following a series of steps to solve the problems. The time it takes to solve problems depends on the nature of the problem. The timely identification of problems and the subsequent solving thereof, would result in leaders not wasting too much time to get the plans and strategies redirected towards the achievement of goals. It comes as no surprise that three of the four departmental leaders (BB, CC, and DD) regarded the *solving of problems effectively* as "essential" in terms of importance. The other departmental leader regarded it as "very important".

4.4.4.3. Interpersonal relations

The departmental leader as head of an academic department should possess interpersonal skills at a level similar to a business manager at middle level management. It is the norm that a manager at top-level management should possess conceptual skills, i.e. the skills necessary to see the business as a whole. Managers at middle management level and lower level management, because of their larger span of control, should possess a higher degree of interpersonal skills.

All the departmental leaders were of the opinion that departmental members should be treated fairly and with respect. Hence, the 100% "essential" response. Such a relationship of mutual respect between members of an academic department fits well into the overall goals of departmental development and growth. The departmental

members also agreed on the statement regarding being "accessible to staff". Being accessible to staff means being available to staff at specific times as agreed upon, but also having the means at your disposal to communicate with academic staff members.

Three of the four departmental leaders (AA, CC and DD) regarded *being accessible to students* as an "essential" task of the departmental leader. The remaining one departmental leader responded "very important", thus perhaps not placing very high importance on departmental leaders being accessible to students. This departmental leader could perhaps be of the opinion that the faculty officer should be more accessible to staff.

The statement regarding "demonstrating sensitivity to the career and mentoring needs of staff" pertained to departmental leaders conducting periodic assessments of staff needs. This is particularly important in the case of a department consisting of young and inexperienced academic staff. Departmental leaders may argue that the issue of career development is the individual responsibility of the academic. Other departmental leaders may argue that the departmental leader as head of the department should consult closely with staff as regards their career paths and assistance they might require. Two of the four departmental leaders (CC and DD) regarded *demonstrates sensitivity to career and mentoring needs of staff* as "essential in terms of importance. The other two departmental leaders regarded this as "very important".

4.4.4.4. Communication

In the hierarchy of higher education institutions, the departmental leader heads the academic department, with the academic departments constituting the academic faculty. As the departmental representative, it is the duty of the departmental leader to communicate with academic staff on faculty and institutional matters. Three of the four departmental leaders (AA, CC and DD) were of the opinion that the *effective representation of the department in the faculty/institution matters* is a "very important" task of leadership. The other departmental leader (BB) regarded the duty as "essential". The effective functioning of any business organisation depends on the existence of adequate media of communication.

Three of the departmental leaders (AA, BB and CC) regarded *listens to and communicates with staff members* as an "essential" task of the departmental leader in terms of importance. The other departmental leader responded "very important". The use of clear reports and regular correspondence is one way in which misunderstandings between superiors and subordinates can be avoided. Half the total number of the departmental leaders (AA and CC) regarded the duty as "essential", while the other half responded with "very important". The cooperation with external constituents forms an integral part of any academic department. The cooperation with external groups includes inter-institutional cooperation, cooperation with donors, and cooperation with business and other stakeholders, amongst others. Seventy-five percent of the departmental leaders (AA, CC and DD) regarded communication with external constituencies as an "essential" duty in terms of importance, while the other departmental leader regarded it as "very important".

4.4.4.5. Research/professional/community endeavours

The employment of academics who maintain an active research/scholarly agenda differs in nature from institution to institution and even between different types of institutions. Maintaining an active research agenda means staying abreast of new developments in the field of specialisation. Three of the four departmental leaders (BB, CC and DD) regarded *maintenance of an active research/scholarly agenda* as an "essential" task of the departmental leader. The other departmental leader (AA) regarded the duty as "reasonably important".

The departmental leader as academic and administrative head of the department is in many instances the person who does not have the time to progress academically and professionally in all aspects of his/her work. Progressing professionally and pursuing professional growth opportunities means improving on existing qualifications, delivering papers at academic conferences, attending short courses and contributing to departmental and faculty growth and development.

All the departmental leaders regarded the task of *pursuing professional growth opportunities* as "essential". The contribution made by departmental leaders to professional organisations can come in the form of being a member of a professional

body and serving on editorial boards of academic journals. Seventy-five percent of the departmental leaders (AA, CC and DD) regarded the duty of *contribution to professional organisations* as an "essential" task of departmental leaders. In other words, three of the four departmental leaders felt strongly in terms of the duty of contributing to professional organisations.

Community and campus projects involve issues regarding the community outreach sphere of the mission statements of many higher education institutions. The departmental leader could for example play a leading role in managing a community project. In the same way the departmental leader could also participate in campus projects on and off campus. Half the total number of departmental leaders regarded this duty as "essential", while the other half regarded it as "very important".

4.4.4.6. Quality of education

The quality of education is one of the most important indicators of departmental excellence. Any department should evaluate its academic programmes periodically to determine its academic relevance. The departmental leader should be in the forefront of such evaluative processes through having regular links with the outside world in terms of determining the needs of the labour market. Three of the four departmental leaders (BB, CC and DD) regarded the statement *advances the departments reviews effectively* as an "essential" task of the departmental leader. The other departmental leader rated the duty as "very important".

The departmental leader is sometimes called upon to handle external accreditation. External accreditation involves the accreditation of programmes and qualifications of outside institutions. This is not limited to academic institutions, but also includes business organisations. Three of the four departmental leaders (BB, CC and DD) regarded *the handling of external reviews* as "essential", while the remaining departmental leader regarded it as "very important".

The recruitment of staff and the promotion of staff in a skilful manner is another aspect of leadership, which can have positive spin-offs in terms of the quality of education offered. The administration of recruitment is a process conducted by the human

resources department of academic institutions. In academic departments where departmental excellence is described by the quality of education offered, the recruitment of new staff is done very selectively. It is usually the departmental leader, in consultation with senior departmental staff, who conducts needs assessments to help identify staff and skill shortages. The promotion of recruitment in a skilful manner involves choosing appropriate recruitment methods to appoint departmental staff. A departmental leader should therefore look beyond the rigid external forms of recruitment in recruiting staff. Half the total number of departmental leaders (AA and BB) regarded the duty as "very important", while the other two departmental leaders responded "essential" (DD) and "reasonably important" (CC).

The promotion of academic staff in the academic department is a function of many variables. Among these variables are: years of service in the department, academic qualifications and contributions made in the field of study. The departmental leader is instrumental in the promotion process as it is he/she who makes recommendations regarding academic staff eligible for promotion. This role requires fairness and transparency. In terms of the responses, two of the departmental leaders (AA and DD) regarded the duty as "essential", while the other two regarded it as "very important".

The internationalisation of higher education institutions, coupled with labour legislation, which is aimed at equal opportunities for all, resulted in academic departments becoming more diverse in the composition of its staff. Individuals who were not grouped together previously are now grouped together in one department. The departmental leader now has to manage a diverse group of individuals from different backgrounds. The recognition of diversity needs to be reflected in the composition of academic curricula, departmental circulars, and departmental reports. The departmental leader therefore needs to be equipped with the necessary skills to manage diversity. Three of the departmental leaders (AA, BB and DD) regarded the duty as "essential", while the remaining departmental leader regarded it as "very important".

The next section prioritises the duties of the departmental leaders in response to the findings of the job analysis questionnaire as completed by departmental leaders.

4.5.   PRIORITISATION OF DEPARTMENTAL LEADERSHIP DUTIES

An analysis of results such as in this research should be accompanied by a prioritisation of those duties that were not considered important by the departmental leader. Prioritisation as in the case with the findings of the job analysis questionnaire can be done in one of two ways. First, the researcher can identify all those departmental leader responses that were not regarded as "essential" by the departmental leaders. The duties to be prioritised will be those that were not regarded as "essential" by the departmental leader.

The second way to prioritise duties is to identify all the responses of departmental leaders and to compare the responses with the responses of the majority of academics in the department. If a departmental leader's response is of less importance than the response of the majority of academics, then those duties will be prioritised. The researcher opted for the use of the second approach in the prioritisation of duties. Table 4.9. gives a summary of the responses by departmental leaders regarding the various statements under each domain. The first column represents the different domains with the different tasks/duties of a departmental leader. The next four columns give a summary of the responses of departmental leaders to each duty in terms of its importance. The last column is derived from comparing the responses of the departmental leader to a duty, with the responses of the majority of academics in the department. If a response to a statement is regarded as of lower importance than that of the majority of academics in the department (according to Table 4.8.), then the departmental leader code will appear in the column – hence the duty of the departmental leader needs prioritisation..

Table 4.9. Summary of leadership domain responses and prioritised duties

	AA	BB	CC	DD	Duties to be prioritised
A. (Leadership)					
1. Articulates vision, strategic goals and action plans.	4	5	5	5	A
2. Creates atmosphere conducive to high performance.	5	5	4	5	C
3. Emphasises teaching excellence.	4	5	4	4	A
4. Emphasises research excellence.	3	4	3	4	C/D
5. Emphasises service excellence.	5	5	5	4	D
6. Encourages staff development.	5	5	3	4	C/D
7. Encourages programme development.	4	5	3	4	A/C/D
B. Management					
1. Allocates resources in a fair way.	5	4	3	5	B/C
2. Manages change constructively.	4	5	4	5	A
3. Delegates work effectively.	5	4	4	5	
4. Handles administrative tasks in a timely manner.	4	4	5	5	C
5. Solves problems effectively.	4	5	5	5	A
C. Interpersonal relations					
1. Treats individuals fairly and with respect.	5	5	5	5	B/C/D
2. Accessible to staff.	5	5	5	5	B/C
3. Accessible to students.	5	4	5	5	A/B/C
4. Demonstrates sensitivity to career and mentoring needs	4	4	5	5	A/C/D
D. Communication					
1. Effectively represents the department in the faculty/institution.	4	5	4	4	D
2. Listens to and communicates with staff.	5	5	5	4	D
3. Produces clear reports and correspondence.	5	4	5	4	C
4. Listens to and communicates with external constituencies.	5	4	5	5	A/B
E. Research/professional/community endeavours					
1. Maintains an active research/scholarly agenda.	3	5	5	5	A/C/D
2. Pursues professional growth opportunities.	5	5	5	5	A/D
3. Contributes to professional organisations.	5	4	5	5	A/D
4. Contributes to community and campus projects.	4	4	5	5	A/C/D
F. Quality of education					
1. Advances the department's programmes.	4	5	5	5	A
2. Handles external accreditation reviews effectively.	4	4	5	5	A
3. Recruits new staff/or promotes recruitment skilfully.	4	4	3	5	
4. Demonstrate a commitment to ensuring a fair promotion process.	5	5	4	5	A/B
5. Demonstrates a commitment to advancing and supporting diversity in the department.	5	5	4	5	B

4.5.1. Prioritisation of duties under the leadership domain

Departmental leader AA needs to prioritise the following duties under the leadership domain:

○ articulates vision, strategic goals and action plans;

○ emphasises teaching excellence; and

○ encourages programme development.

Departmental leader BB does not need to prioritise any duties under the leadership domain.

Departmental leader CC needs to prioritise the following duties under the leadership domain:

o creates an atmosphere conducive to high performance;

o emphasises research excellence; and

o encourages programme development and staff development.

Departmental leader DD needs to prioritise the following duties under the leadership domain:

o emphasises research excellence;

o encourages staff development; and

o encourages programme development.

The prioritisation of duties under the leadership domain reveals that departmental leader AA needs to prioritise three duties. The lower than "essential" importance that this departmental leader attaches to some duties under the leadership domain is confirmed by the back-up role of a leader according to the results of the leader-type identification questionnaire in Table 4.4.

Although departmental leader CC has as his dominant role that of leader, according to Table 4.4., there are still four duties, which the departmental leader needs to prioritise. Departmental leader DD needs to prioritise three of the seven duties under the leadership domain.

4.5.2. Prioritisation of duties under the management domain

Departmental leader AA needs to prioritise the following duties under the management domain:

o manages change constructively; and

o solves problems effectively.

Departmental leader BB needs to prioritise the following duty under the management domain:

○ allocates resources in a fair way.

Departmental leader CC needs to prioritise the following duties under the management domain:

○ allocates resources in a fair way;

○ handles administrative tasks in a timely manner; and

Departmental leader DD does not need to prioritise any duties under the management domain.

According to Table 4.4., the dominant role of departmental leader AA is that of manager. Despite this dominant role, this departmental leader still has to prioritise two duties under the management domain. Table 4.4. reveals that departmental leader CC has as its lowest score that of manager. This could be confirmed in the two duties in which the departmental leader needs to prioritise. An effective manager needs to allocate resources according to where the need for funds exists, i.e. fairly, while at the same time executing his/her duties in a timely manner.

4.5.3. Prioritisation of duties under the interpersonal domain

Departmental leader AA needs to prioritise the following duty under the domain of interpersonal relations:

○ demonstrates sensitivity to the career and mentoring needs of staff.

Departmental leader BB needs to prioritise the following duties under the domain of interpersonal relations:

○ accessible to staff;

○ accessible to students; and

○ demonstrates sensitivity to the career and mentoring needs of staff.

Departmental leader CC needs to prioritise the following duties under the domain of interpersonal relations:

o   accessible to staff;

o   accessible to students; and

o   demonstrates sensitivity to the career and mentoring needs of staff.

Departmental leader DD needs to prioritise the following duty under the domain of interpersonal relations:

o   accessible to staff.

The prioritisation of duties reveals that two duties occur three times:

o   accessible to staff; and

o   demonstrates sensitivity to the career and mentoring needs of staff.

4.5.4.   Prioritisation of duties under the communication domain

Departmental leader AA needs to prioritise the following duty under the communication domain:

o   effectively represents the department in faculty/institution matters.

Departmental leader BB does need not to prioritise any duties under the communication domain.

Departmental leader CC needs to prioritise the following duties under the communication domain:

o   effectively represents the department in faculty/institution matters; and

o   listens to and communicates with staff members.

Departmental leader DD needs to prioritise the following duties under the communication domain:

o   effectively represents the department in faculty/institution matters;

o   listens to and communicates with staff members; and

•   produces clear reports and correspondence.

The prioritisation of duties under the communication domain reveals that the representation of the department in faculty/institution matters by the departmental leader is regarded as a duty of lower importance than the way the majority of academics in the department regard it. The fact that three of the four departmental leaders did not regard this duty as "essential" raises questions regarding the representation of the majority of departmental leaders in faculty/institution matters. The duties of *listens to and communicates with staff* as well as *produces clear reports and correspondence* cannot be compromised, and as such, these duties should therefore be regarded as nothing but "essential" in terms of importance.

4.5.5. Prioritisation of duties under the research/professional/community endeavours domain

Departmental leader AA needs to prioritise the following duties under the research/professional/community endeavours domain:

- maintains an active research/scholarly agenda;
- pursues professional growth opportunities;
- contributes to professional organisations; and
- contributes to community and campus projects.

Departmental leader BB needs to prioritise the following duty under the research/professional/community endeavours domain:

- maintains an active research/scholarly agenda

Departmental leader CC needs to prioritise the following duties under the research/professional/community endeavours domain:

- maintains an active research/scholarly agenda; and
- contributes to community and campus projects.

Departmental leader DD needs to prioritise the following duties under the research/professional/community endeavours domain:

- pursues professional growth opportunities;
- contributes to professional organisations; and
- contributes to community and campus projects.

The prioritisation of duties under the research/professional/community endeavours domain reveals that departmental leader AA needs to regard all of the duties as more important. The lower than important rating in relation to the rating by the majority of academics, is clearly evident in the back-up role identity of scholar for departmental leader AA, according to Table 4.4. According to Table 4.4., departmental leader AA obtains the lowest score for that of scholar. The duties under the domain of research/professional/community endeavours resemble that of a scholar. The other departmental leaders need to regard the duty of *maintains an active research/scholarly agenda* as more important.

4.5.6. Prioritisation of duties under the quality of education domain

Departmental leader AA needs to prioritise the following duties under the quality of education domain:
- advances the department's programmes;
- handles external reviews effectively; and
- demonstrates a commitment to ensuring a fair promotion process.

Departmental leader BB needs to prioritise the following duties under the quality of education domain:
- demonstrates a commitment to ensuring a fair promotion process; and
- demonstrates a commitment to advancing and supporting diversity in the department.

Departmental leader CC and DD does not need to prioritise any duty under the quality of education domain.

The next section gives a presentation, analysis and interpretation of the job analysis questionnaire as completed by the academic staff members in the department.

4.6.   THE JOB ANALYSIS QUESTIONNAIRE (ACADEMIC STAFF MEMBERS) (APPENDIX C)

4.6.1. Purpose of the job analysis questionnaire (Academic staff members)

Academic staff in the different academic departments also completed the job analysis questionnaire. From their perspective, the purpose of the completion of the job analysis questionnaire was to establish how important each duty under the leadership domain of a departmental leader is. In other words, they rated the task of the departmental leader on the basis of the importance to the department.

4.6.2. Presentation of responses to the job analysis questionnaire (Academic staff members)

The researcher used the contents of Tables E1 to E4 (Appendix E) to analyse the responses of academic staff members to the job analysis questionnaire. Tables E1 to E4 summarise the same information as Table 4.8. The only difference is that Tables E1 to E4 represent the responses of academic staff members. The tables (Tables E1 to E4) have on their vertical side (as represented by the rows) the different duties under each leadership domain, while the columns represent the different response categories available to the academics. These response categories are: 1 – not important; 2 – low importance; 3 – reasonably important; 4 – very important; and 5 – essential. For each department, the contents of the columns represent how many academics responded in a specific way to a specific duty under a domain. The percentage of academics responding in a certain way to the specific duty is also provided in the table. The table also mentions the response of the departmental leader of that specific department to each duty – hence, a separate column for the response of the departmental leader. This column is abbreviated "DLR" which stands for "the departmental leader response".

4.6.3. Analysis of responses to the job analysis questionnaire (Academic staff members)

The analysis of the job analysis questionnaire related to the leadership domains by academic staff in the various academic departments was done as follows: the

researcher analysed the contents of Table E1 to E4 by focusing on grouped responses (with percentages) of academic staff members in the four different academic departments. The grouped response summarises the responses of all academics in one department in one table, that is, Tables E1 to E4 for the four departments. Tables E1 to E4 also indicate the response to the same statements (duties) by the departmental leaders. This comparison helped in finding out how the responses of departmental leaders differ from that of academic staff members. Responses to statements in the next section also indicate the departmental code.

The researcher focused only on the majority responses of academic staff members. Majority response means the response of the majority of academics to a statement under a domain or the highest percentage of academics responding to a statement. Minority responses were not used in drawing conclusions on the importance attached to different duties by academics. Whereas the previous section prioritised the duties of the departmental leader, an attempt is not made here to prioritise departmental leadership duties according the responses of academic staff members. In the case of the departmental leaders' rating of the importance of the different domains, it was important to prioritise those duties that were not considered "essential".

4.6.4. Interpretation of responses to the job analysis questionnaire (Academic staff members)

4.6.4.1. Academic department A

The researcher used the contents of Table E1 (see Appendix E) to report on the responses of academic staff in the department.

(a)   Leadership
The comparison between the responses of the departmental leader and the academic staff in the department (Table E1) revealed that conflict exists between the responses of the departmental leader and the academic staff regarding the responses to the job analysis questionnaire with specific reference to the leadership domain. Academics in this department felt stronger in terms of importance of the task of *articulates vision, strategic goals and action plans*. The majority of academics (62%) in this department

responded "essential" to this duty. They therefore regarded this duty on the highest level of importance for the departmental leader. This is in contrast to the departmental leader who responded "very important" to the same task. One can deduce from this that academic staff in the department regarded the duty on a higher level of importance than what the departmental leader regarded it.

The duty of *the creation of an atmosphere conducive to high performance* yielded the same response from the departmental leader and the majority of academics (62%) in the department. The majority of academics regarded the duty of *emphasising teaching excellence* as "essential", while the departmental leaders regarded it as "very important". Fifty-five percent of academics regarded the duty of *emphasising research excellence* as a duty of "reasonable importance". The departmental leaders also regarded the duty as "reasonably important". With regard to *emphasising service excellence*, the majority of academics responded "very important", while the departmental leader placed an "essential" level of importance on the duty.

The response to the duty *encourage staff development* yielded equal responses (31%) from academics across three response alternatives, namely, "essential", "very important" and "reasonably important". The departmental leader's response to this duty was "essential". The majority of academic staff members (55%), because of their everyday involvement with students and perhaps being the closest to identify the needs of students, regarded the duty of *encourages programme development* as an "essential" task of the departmental leader. The departmental leader did not place the same level of importance to this duty – the departmental leader instead regarded the duty as "very important".

(b)   Management
The majority of academic staff members (61%) regarded the duty of *allocating resources in a fair way* as an "essential" task of the departmental leader. The departmental leader also regarded the duty as "essential" in terms of importance as a task of the departmental leader.

Whereas the majority of academics (38%) regarded the duty of *manages change constructively* as "essential" in terms of importance, the departmental leader regarded

the duty as "very important" in terms of importance. This means that the majority of academics in the department felt that to manage change in a constructive and positive manner is "essential" and should be regarded by the departmental leader accordingly.

The delegation of work is a task that the departmental leader and academics in the department regarded as equally important. Thirty-eight per cent of academics regarded *delegating work effectively* as an "essential" task of the departmental leader in terms of importance. The departmental leader regarded the duty as "very important".

Academics (85%) were of the opinion that *the handling of administrative tasks in a timely manner* is a "very important" task of the departmental leader, while the departmental leader responded in the same way. The duty of *solves problems effectively* yielded a contradictory response. One would believe that a departmental leader should regard problem solving as an essential task, but instead the response in this instance yielded "very important", whilst the majority of academics (38%) in the department regarded the duty as "essential" in terms of importance for the departmental leader to perform.

(c)   Interpersonal relations

The majority of academic staff members (55%) responded "essential" to the duty of *treats individuals fairly and with respect*. This response was regarded as mutual by the departmental leader. The other academic staff members did not regard this statement as so important. This gave the researcher the impression that academic staff members may have misinterpreted the statement (duty) by giving a ranking instead of rating the importance of the duty of the departmental leader.

The majority of academics (62%) were of the opinion that *being accessible to staff* is a duty of "essential" importance. This response was also given by the departmental leader in relation to the above duty. *Being accessible to students* was regarded by departmental leaders as an "essential" task, while 62% of academics also regarded this duty as being "essential" in terms of importance.

The duty of *demonstrating sensitivity to the career and mentoring needs of staff* yielded a majority response (46%) from academics. This majority response regarded

last mentioned duty as "essential" in terms of importance. This means that the majority of academics believed that the departmental leader should be instrumental in identifying their (academics) career and mentoring needs. In addition to the majority response of "essential" to this duty, 38% of academics regarded this duty of the departmental leader as "very important", while the departmental leader also regarded the duty as "very important".

(d)   Communication

Whereas the departmental leader regarded the duty of *effectively represents the department in the faculty/institution,* as a task of "great importance" of the departmental leader, the majority of academics (46%) regarded this duty as "essential", thus concluding that most academics were of the opinion that there is only one person who should represent the department in faculty/institutional matters.

The duty of *listens to and communicates with staff* was regarded by 46% of academics in the department as "essential", while the departmental leader also regarded the duty as "essential". The provision of *clear reports and correspondence* stands at the cornerstone of effective communication. The majority of academics (62%) regarded this duty as "essential" and effectively agreed with the departmental leader who also regarded the duty as "essential" in terms of importance.

Whereas the departmental leader regarded the duty of *listens to and communicates with external constituencies* as "essential" in terms of importance, 46% of academics regarded the duty as "essential" and another 46% responded "very important" to the duty.

(e)   Research/professional/community endeavours

The responses in the domain of research/professional/community endeavours revealed that conflict exists between the responses of the departmental leader and the majority of academics in the department. *Maintaining an active research/scholarly agenda* is a task of the departmental leader that was regarded as "very important" by 46% of academic staff members. This is in contrast to the response of the departmental leader who regarded the task as "reasonably important", thus on a lower level of importance. Such a difference in response means that many academics in the department regarded

the task of *maintaining an active research/scholarly agenda* as a more important task of the departmental leader than the departmental leader regarded it.

The duty of *pursues professional growth opportunities* yielded a majority response of 38% in which academics regarded the duty as "very important". The response of the departmental leader was "essential", thus meaning that the departmental leader regarded the duty as more important than all the academics in the department. The duty of *contributes to professional organisations* yielded a majority response of 38% by academics. Academics in the majority regarded the duty as "very important", while the departmental leader responded "essential" to the duty. Whereas the departmental leader responded "very important" to the duty of *contributes to community and campus projects*, the response categories "very important" and "essential" both yielded a 31% response. This means that on aggregate, more academics regarded the duty as more important than the departmental leader did.

(f)   Quality of education

A comparison between the responses of the majority of academics in the department and the departmental leader revealed that there was a certain degree of conflict in the responses of the departmental leader and that of the majority of academics in the department with reference to the *quality of education* domain. The duty of *advances the department's programmes* yielded a majority response of 55% from academics in the "essential" category. This means that 55% of academic staff members in the department regarded this duty of the departmental leader as an "essential" duty in terms of importance. The fact that the departmental leader responded "very important" to the same duty could mean that the departmental leader potentially thought that the duty was partially his/hers, or that the academic staff members believed that it was an essential role of the departmental leader to advance the programmes of the department.

Forty-six percent of academic staff members in the department were of the opinion that the duty of *handles external accreditation* is an "essential" duty of the departmental leader. This is in contrast to the departmental leader's response of "very important" to the same duty. Forty-six percent of the academic staff component in the department responded the same as the departmental leader that the duty of *recruits new*

staff/or promotes recruitment skilfully is a "very important" duty in terms of importance of the departmental leader.

Whereas the departmental leader regarded the duty of *demonstrates a commitment to ensuring a fair promotion process* as "essential", the majority of academics (38%) regarded it as "very important", while a smaller percentage of academics (31%) regarded it as "essential". This means that the majority of academic staff in the department regarded the duty on a lower level of importance than the departmental leader.

On aggregate seventy-six percent of academics regarded the duty of *demonstrates commitment to advancing and supporting diversity in the department* as "very important" (38%) and "essential" (38%). The departmental leader responded "essential" to the duty.

4.6.4.2. Academic Department B

The researcher used the contents of Table E2 (see Appendix E) to report on the responses of academic staff in the department.

(a)   Leadership
Sixty percent of academics in the department responded "essential" to the duty of *articulates vision, strategic goals and action plans.* This response means that the majority of academics in the department feel that the departmental leader should take the lead in vision and strategy formulation. The departmental leader also responded "essential" in terms of importance to this duty.

All the academics in the department regarded *the creation of an atmosphere conducive to high performance* as an "essential" duty of the departmental leader. It could be argued that academics in this department regarded the creation of a certain atmosphere as a precondition for the deliverance of work of a high quality. The departmental leader regarded this duty as "essential" in terms of importance.

The majority of academics (80%) in the department believed that the departmental leader stands at the head of emphasising teaching excellence. Hence, the response to the duty *emphasises teaching excellence* yielded an "essential" response in terms of importance. The departmental leader also responded "essential" to the duty.

Both the departmental leader and 60% of the academics in the department regarded the duty of *emphasises research excellence* as "very important" in terms of importance. Such a response could be interpreted as academics and the departmental leader all regarding research excellence as very important but not important enough to be regarded as an "essential" duty.

All the academic staff in the department regarded the duty of *emphasises service excellence* as an "essential" duty of the departmental leader. The fact that they regarded it as such means that they themselves regarded service excellence as "essential" in their job description. The departmental leader also regarded the duty as "essential".

Eighty percent of academics responded "essential" to the duty of *encourages staff development*. Such a response means that the majority of academics in the department looked to the departmental leader in identifying their staff development needs. The departmental leader alike also regarded the duty as "essential" in terms of importance. Eighty percent of academics in the department regarded the duty of *encourages programme development* as an "essential" duty of the departmental leader. The departmental leader responded in the same way.

(b)   Management
The fact that 80% of academics in the department regarded the statement of *allocates resources in a fair way* as an "essential" duty of the departmental leader, underlines the importance that academics attach to resource allocation as a task of the departmental leader. It is, after all, they who will benefit from the way resources are allocated in the department. The importance that they attached to the task contradicts the importance that the departmental leader attaches to it. The departmental leader regarded the duty as "very important".

The management of change yielded a 40% majority response from academics in terms of "essential". Another 40% of academics responded "reasonably important". This means that between the continuums of "reasonably important" and "essential", 80% of academics regarded the duty as important. The departmental leader regarded the management of change as "essential" in terms of importance.

The departmental leader and academics in the department regarded the duty of *delegates work effectively* as a "very important" task of the departmental leader. In the same way, *handling of administrative tasks in a timely manner* yielded the same "very important" response from both the departmental leader and the academic staff members. Not all academic staff members responded to the duty *solves problems effectively*. All of those who responded regarded the duty as "essential"

(c)   Interpersonal relations

A sense of interpersonal and mutual respect can exist between academics and the departmental leader if both parties agree to emphasise the importance of such a relationship. Eighty percent of the academics in the department were of the opinion that the duty of *treats individuals fair and with respect* is an "essential" task of the departmental leader. The departmental leader responded in the same way.

Academics in the department (60%) were of the opinion that the accessibility of the departmental leader to staff is a "very important" duty of the departmental leader. The departmental leader responded "essential" to this duty. The departmental leader and academic staff responded the same to the duty of *being accessible to staff*. Forty percent of academics in the department responded "reasonably important" to the duty, while another 40% responded "very important". The departmental leader responded "very important" to the duty.

Academics (60%) in the department regarded the duty of *demonstrates sensitivity to the career and mentoring needs of staff* as "very important". This means that 60% of academics in the department felt that it is "very important for a departmental leader to be considerate of the career and mentoring needs of staff. The departmental leader regarded the duty as "very important" in terms of importance.

(d)   Communication

All the academics in the department believed that it is an "essential" task in terms of importance for the departmental leader to represent the department in faculty/institutional matters. This overwhelming reference of importance was substantiated by the fact that the departmental leader attached the same importance to the role.

The duty of *listens to and communicates clearly with staff* yielded a 60% response from academics in terms of "essential". It means that the majority of staff in the department regarded a clear-cut two-way communication between staff and the departmental leader as "essential". The departmental leader responded in the same way as the 60% of academics in the department.

The production of clear reports and correspondence by the departmental leader was regarded by 60% of academics as a "very important" task, while 40% regarded it as "reasonably important". Such a response means that 80% of academics in the department regarded the duty on a continuum of importance between "reasonable important" and "very important". The departmental leader responded "very important" to the duty.

Forty percent of academics in the department were of the opinion that *to listen to and to communicate with external constituencies* is a "very important" task of the departmental leader. Another 40% responded "reasonably important", while the departmental leader responded "very important".

(e)   Research/professional/community endeavours

The departmental leader regarded the *maintenance of an active research/scholarly agenda* as an "essential" task. However, in terms of rating the importance of the task by the academics with regard to the departmental leader, the majority (80%) of academics responded with "very important". Academics in this department therefore did not rate research/scholarly work for the departmental leader as highly as the departmental leader did.

It is not only necessary for the departmental leader to pursue professional growth opportunities, although in some instances academic staff expect the departmental leader to initiate such growth opportunities for them. The response to the duty *pursues professional growth opportunities* yielded a 40% response from academics in terms of "very important" and a 40% response in terms of "essential". The departmental leader responded "essential" to the duty.

Both academics (80%) and the departmental leader regarded the contribution of the departmental leader to professional organisations as "very important". In the same way the response to the duty *contributes to community and campus projects* yielded a 60% "very important" response, backed up by a "very important" response from the departmental leader.

(f)   Quality of education

Sixty percent of academics in the department regarded the duty of *advances the department's programmes* as "essential" in terms of importance. The departmental leader responded in the same way as the majority of academics in the department. More than half of the academic staff in the department (60%) regarded the departmental leaders' duty of *handles external accreditation review effectively* as "essential". The departmental leader also regarded this duty as "essential".

The *recruitment of new staff and the promotion of existing staff in a skilful manner* as a departmental leader's duty, was regarded by 80% of academics in the department as "very important". This response is as a direct consequence of academics being affected by recruitment and promotion policies of the institution. The departmental leader also responded "very important" to the duty.

As with the previous duty of the departmental leader, the duty of *demonstrates a commitment to ensuring a fair promotion process* is regarded by 80% of the academic staff in the department as "essential" The departmental leader considered the task to be "very important", thus not attaching the same degree of importance to the task. The departmental leader took cognisance of the fact that diversity needs to be advanced and supported in the department by labelling it as "essential", while academics (80%) regarded the duty as "very important".

4.6.4.3. Academic Department C

The researcher used the contents of Table E3 (see Appendix E) to report on the responses of academic staff in the department.

(a)   Leadership

Most of the duties under this domain yielded contradictory responses between that of the departmental leaders and the majority of academic staff members in the department. Two-thirds of the academic staff component in the department regarded the duty of *articulates vision, strategic goals and action plans* as an "essential" duty of the departmental leader. The departmental leader responded in the same way. Whereas the departmental leader was of the opinion that the creation of an atmosphere conducive to high performance was a "very important" duty of the leader, the academics (two-thirds) regarded the duty as "essential". Hence, academics believe that the creation of the right atmosphere by the departmental leader is a duty of essential importance.

Two of the traditional spheres of the mission statement of higher education institutions are teaching and research. Academic staff regarded the emphasis on teaching and research excellence as duties which are "essential" to the overall domain of the departmental leader. The departmental leader, on the other hand, regarded the duty of *emphasis on teaching excellence* as "very important" and *emphasis on research excellence* as "reasonably important".

Service excellence is regarded in many higher education institutions as the third tier in the mission statement of higher education institutions. Half of the academics in the department regarded the duty as "very important", while the other half regarded the duty as "essential". The departmental leader regarded the duty as "very important".

The duty of *encourages staff development* was regarded by the departmental leader as "reasonably important" while two-thirds of the academics regarded it as an "essential" task of the departmental leader. The majority of academics (83%) were of the opinion that the development of new programmes for the department is an initiative that should start and be taken forward by the departmental leader. Hence the fact that 85% of

academics regarded the duty of *encourages programme development* as an "essential" task of the departmental leader. The departmental leader regarded the task as "reasonably important".

(b)   Management

Academics (50%) were of the opinion that it is an "essential" task of the departmental leader to allocate resources in a fair way. The other 50% of the academic staff component were of the opinion that it is a "very important" task of the departmental leader to distribute resources fairly. The departmental leader regarded this task as "reasonably important".

The management of change was regarded by both the departmental leader and two-thirds of academics in the department as an "essential" task of the departmental leader. Half the number of the academics in the department were of the opinion that to delegate work to subordinates is a "very important" task of the departmental leader. One-third of the academics regarded the task as "essential", while the departmental leader regarded the task as "very important".

Half the number of academics in the department were of the opinion that *the handling of administrative tasks in a timely manner* is a "very important" task of the departmental leader, while one-third considered it to be "essential". The departmental leader regarded the task as being "essential". Two-thirds of academics in the department regarded the duty of *solves problems effectively* as "essential" in terms of importance, while the departmental leader also regarded the duty as "essential".

(c)   Interpersonal relations

All the responses in this domain revealed differences between that of the departmental leader and those of the majority of academics in the department. The domain of interpersonal relations yielded responses that did not indicate the same line of thinking in terms of importance for the departmental leader and academics. Academic staff in the majority and the departmental leader responded differently on all aspects under this domain.

Whereas half the number of academics regarded the duty of *treats individuals fairly and with respect* as "very important", the departmental leader regarded it as "essential". One-third of the academics staff component in the department regarded the duty as "essential". The duty of "accessible to staff" yielded exactly the same response as the previous duty under the interpersonal domain.

One *being accessible to students* as a task of the departmental leader, half the number of academics in the department regarded the duty as "reasonably important", while one-third regarded it as "very important". The departmental leader regarded the duty as "essential"

Two-thirds of the academic staff component in the department believed that the task of *demonstrates sensitivity to the career and mentoring needs of staff* is a "very important" task of the departmental leader, while one-third regarded it as "essential". The departmental leader regarded the duty as "essential".

(d)   Communication

Whereas the departmental leader was of the opinion that to represent the department at faculty/institutional matters was a "very important" task, the majority of academics in the department placed a higher emphasis on this duty. Two-thirds regarded the duty of *effectively represents the department in the faculty/institutional matters* as "essential" while one-third regarded it as "very important".

The majority of academics (80%) regarded the duty of *listens to and communicates with staff members* as "essential". The departmental leader also regarded this duty as "essential". One half of the total number of academics in the department were of the opinion that the production of clear reports and correspondence by the departmental leader is an "essential" task of the departmental leader. The other half of the academics in the department regarded the task as "very important". The departmental leader regarded the task as "essential".

Whereas half the number of academics in the department regarded the duty of *listens to and communicates with external constituencies* as "very important" and one-third

considered it to be "essential", the departmental leader regarded the duty as "essential".

(e)   Research/professional/community endeavours

Half of the academics in the department were of the opinion that despite the administrative workload of the departmental leader, he/she should maintain an active research/scholarly agenda. The half regarded *the maintaining of an active research/scholarly agenda* as an "essential" task of the departmental leader. The departmental leader also responded "essential" to the duty.

Whereas 50% of academics in the department regarded the duty of *pursuing professional growth opportunities* as "very important", the departmental leader regarded the duty as "essential". The departmental leader regarded the duty of his/her *contribution to professional organisations* as "essential". The response of the academic staff revealed that one-third of academics regarded the task as "essential" and one-third as "very important". The "contribution by academics to community and campus projects is a task regarded by half the number of academics in the department as "very important" and by one-third as "essential" The departmental leader regarded the task as "essential".

(f)   Quality of education

The results of the domain *quality of education* revealed almost no conflict in the responses between that of the departmental leader and that of the majority of staff in the department. The majority of academics (87%) regarded the duty of *advances the department's programmes* as "essential". The departmental leader also regarded the duty as "essential".

The *handling of external accreditation reviews* by departmental leaders is a duty regarded by two-thirds of academics as "essential". The departmental leader responded in the same way. Whereas half the number of academics in the department regarded the duty of *recruits new staff /or promotes recruitment skilfully* as "essential", the departmental leader regarded the duty as "reasonably important". This "reasonably important" response was shared by one-third of academics in the department.

Half of the academics in the department regarded the duty of *demonstrates a commitment to ensuring a fair promotion process* as an "essential" duty of the departmental leader. One-third regarded the duty as "very important", while the departmental leader also responded "very important" to the duty. The departmental leader regarded a commitment to advancing and supporting diversity in the department as a "very important" duty of the departmental leader. Half the number of academics in the department responded the same as the departmental leader, while one-third regarded the duty as "essential".

4.6.4.4. Academic Department D

The researcher used the contents of Table E4 (see Appendix E) to report on the responses of academic staff in the department.

(a)   Leadership

The majority of academics (86%) in this department regarded the duty of *articulates vision, strategic goals and action plans* as an "essential" task of the departmental leader. The departmental leader also regarded the duty as "essential" Academics were of the opinion that the creation of an atmosphere conducive to high performance is important for strategic success. It is for this reason that academics (71%) regarded the duty of *creates an atmosphere conducive to high performance* as an "essential" task of the departmental leader. The departmental leader also regarded this duty as "essential".

Teaching excellence and the encouragement thereof is part of the mission statement of an institution and its various functional units. More than half (57%) of the academic staff component regarded the duty of *emphasises teaching excellence* as "essential", while the departmental leader regarded the duty as "very important".

Whereas 71% of academics regarded *emphasises research excellence* as an "essential" duty of the departmental leader, the departmental leader placed a lesser emphasis on it in terms of importance. The departmental leader regarded the duty as "very important".

Emphasises service excellence as a duty of the departmental leader yielded an 86% response in terms of "essential" from the academics in the department. The

departmental leader responded "very important" to the duty. The *encouragement of staff development programmes* as a task of the departmental leader was seen by academics (57%) as an "essential" task, while the departmental leader regarded the task as "very important".

The development of new programmes in the department was regarded by 57% of academics as an "essential" task of the departmental leader. The departmental leader regarded the task as "very important". It is clear from the results of the departmental leader leadership domain that certain duties were regarded as more important by academic staff members than by departmental leaders.

(b) Management

The management domain of the departmental leader yielded no conflicting responses between the departmental leader and the responses of the majority of academic staff in the department. The majority of academics (86%) believed that the allocation of resources in a fair way is an "essential" task of the departmental leader. The departmental leader responded likewise.

The management of change is regarded by 57% of academics as an "essential" task of the departmental leader. The departmental leader also regarded this duty as "essential" The delegation of work is a task that 71% of the academics in the department regarded as "essential" for a departmental leader. In other words, more than two-thirds of the academics believed that the delegation of work by the departmental leader is an "essential" duty that should be performed by the leader. The departmental leader regarded the duty as "essential". The majority of academics (71%) were of the opinion that the duty *handles administrative tasks in a timely manner* is an "essential" task of the departmental leader. The departmental leader also regarded the duty as "essential".

The solving of problems was regarded by the majority of academics (57%) as an "essential" duty of the departmental leader, while 29% regarded it as "very important". The departmental leader regarded the duty as "essential".

(c)   Interpersonal relations

There appears to be conflict in the responses between the departmental leader and the responses of the majority of academics in the department regarding the domain of interpersonal relations. The only duty where the departmental leader and the majority of academics were in agreement, was that of *treats individuals fairly and with respect.*

Although the departmental leader regarded the duty of *being accessible to staff* as "essential", the response of the academics yielded a majority response (42%) of "very important". The response of academics to the duty of being "accessible to students" was also split between 43% "essential" and 29% "very important". The departmental leader regarded the duty as "essential".

Only 43% of academics believed that the duty of *demonstrates sensitivity to the career and mentoring needs of staff* is a duty of very importance. Another section of the academic staff component (29%) in the department regarded the duty as "essential". The departmental leader regarded the duty as "essential".

(d)   Communication

The domain of communication yielded conflicting responses between that of the departmental leader and the response of the majority of academics in the department. Academics (57%) regarded the duty of *effectively represents the department in faculty/institutional matters* as "essential", while the departmental leader placed a lower emphasis in terms of importance on the duty – the departmental leader regarded the duty as "very important".

The majority of academics (71%) in the department regarded the duty of *listens to and communicates with staff members* as an "essential" duty. The departmental leader responded "very important" to this duty. Academics (71%) in the department expected from the departmental leader to deliver clear reports and correspondence. From there the 71% "essential" response by academics to the statement *produces clear reports and correspondence.* The departmental leader regarded the duty as "very important".

The departmental leader and the majority of academics (86%) in the department responded the same ("essential") to the duty of *listens to and communicate with external constituencies.*

(e)   Research/professional/community endeavours

The responses to the duties under this domain yielded more conflicting responses than responses that are the same between departmental leaders and the majority of academic staff members. Academic staff members (43%) believed that it is "essential" for a departmental leader to have an active research/scholarly agenda. The same percentage of academics (43%) believed that it is "very important" for the departmental leader to engage in research/scholarly work. The departmental leader responded "essential" to the duty of *maintains an active research/scholarly agenda.*

Whereas 43% of academics in the department regarded the duty of *pursues professional growth* as "very important", the departmental leader regarded the duty as "essential". A certain percentage of the academic component (29%) also regarded the duty as "essential".

The majority of academics (58%) in the department believed that the contribution that the departmental leader makes to professional organisations should be regarded as "very important" The departmental leader places a higher emphasis on this duty regarding it as "essential".

Most of the academics (43%) in the department regarded the duty of *contributes to campus and community projects* as "reasonably important". Approximately 29% regarded the duty as "very important", while 14% responded "essential" to the duty. The departmental leader responded "essential" to the duty.

(f)   Quality of education

All the duties under this domain yielded the same response from departmental leaders and the majority of academics in the department. There were no conflicting responses between most of the academics and the departmental leader.

The majority of academics (57%) regarded the duty of *advances the department's programmes* as an "essential" task of the departmental leader. The departmental leader also responded "essential" to this duty. The departmental leader regarded the duty of *handles external accreditation reviews* as an "essential" task. This was supported by the majority response by academics (86%) in the department, who also regarded the duty as "essential"

The "recruitment of new staff and the promotion of recruitment in a skilful manner" was regarded by 42% of academics as an "essential" duty of the departmental leader. The departmental leader also responded "essential" to the duty.

The response to the duty of *demonstrates a commitment to ensuring a fair promotion process* yielded a split response on the side of the academics staff component. Forty-three percent of academics in the department regarded the duty as "essential" in terms of importance, while another forty-three percent regarded the duty as "very important". The departmental leader regarded the duty as "essential" in terms of importance".

The duty of *demonstrates a commitment to advancing and supporting diversity in the department* yielded exactly the same response as the duty of *demonstrates a commitment to ensuring a fair promotion process*. Whereas the departmental leader regarded the duty as "essential", the response of the academic staff component to the duty was split between 43% "essential" and 43% "very important".

It appears from the analysis and interpretation of the job analysis questionnaire that conflict existed in certain duties of the different domains. Notably in Academic Department A, the responses of the departmental leader and the majority of academics do not correspond in the domains of leadership, research/professional/community endeavours, and quality of education.

There appears to be no conflict in the responses between the departmental leader and the majority of academics in Academic Department B. In Academic Department C, the domains where the responses between the departmental leader and the majority of academic staff in the department were different, were as follows: *leadership* and *interpersonal relations.*

In academic department D, conflict existed between the responses of the departmental leader and the majority of academic staff in the department in the following domains: *leadership, communication* and *interpersonal relations.*

The next section focuses on the presentation, analysis and interpretation of the results of the follower questionnaire, whose responses are plotted on leadership matrices. The follower questionnaire was completed by academics in the four departments.

4.7.   THE LEADERSHIP MATRIX QUESTIONNAIRE (APPENDIX D)

4.7.1. Purpose of the leadership matrix questionnaire

The purpose of the follower questionnaire (Appendix D) (also referred to as the leadership matrix questionnaire), which culminated in the plotting of responses on the leadership matrix, was for the academic staff component to rate the departmental leader responsibilities in terms of their importance to the department. Furthermore, the purpose was to indicate how satisfied each academic was with regard to the level of skill development achieved by the departmental leader in relation to the nine departmental leader roles and responsibilities. The nine departmental leadership roles and responsibilities are:

- leading the department;
- motivating academic staff to enhance productivity;
- motivating academic staff to teach effectively;
- handling department evaluation and feedback;
- motivating academic staff to increase scholarship;
- motivating academic staff to increase service;
- creating a supportive communication climate;
- managing conflict; and
- developing departmental leader survival skills.

The follower questionnaire shares a similarity with the job analysis questionnaire in that it also rates the importance of a departmental leader duty. However, the follower questionnaire also aimed to establish how satisfied academics were with regard to the

level of skill development achieved by the departmental leader in relation to the nine responsibilities. In other words, it also ranked how satisfied academics were with the performance of the departmental leader in terms of his/her responsibilities.

4.7.2. Presentation of responses to the leadership matrix questionnaire

The researcher presents the results of the follower questionnaire in a series of tables. Table E5 (see Appendix E) represents the responses of each academic in academic department A to the two parts of the leadership matrix questionnaire (follower questionnaire). The two parts are the importance of each role to the department, and the satisfaction that the followers had regarding the level of skill development achieved by the departmental leader in terms of the nine roles and responsibilities. Tables E6 to E8 (see Appendix E) serve the same purpose as Table E5, except that each table represents the responses of academics in the other three academic departments. The columns represent the responses to the two parts of the follower questionnaire. The numbers 1-13 at the top of Table E5 represent the number of academics who responded in the specific department. In this instance, the numbers refer to the 13 respondents in academic department A. The numbering at the top end of the tables varies according to the number of academics who responded in each department. The rows (i) to (ix) represent the nine responsibilities. Each roman numeral has two spaces, one for each part of the follower questionnaire.

The results of the questionnaire helped the researcher in plotting the responses on the leadership matrices. The researcher plotted the responses of all academics in a department to a single responsibility on one leadership matrix. This means that the researcher came up with 36 leadership matrices. The plotting of responses on the leadership matrix is indicated with an X. The X refers to the number of academics (respondents) who responded the same to a departmental responsibility in terms of importance of the responsibility to the department, and the satisfaction with the level of skill development achieved by the departmental leader regarding the nine roles and responsibilities. In other words, X4 would indicate that four followers responded in the same manner. The number of Xs located in a leadership matrix represent the number of academics who responded to the specific responsibility in terms of its two parts. Therefore, X1, X4, X5 and X3 would be interpreted as 13 academics in academic

department A responding in a certain way. An individually plotted response is at the point where the response of a follower in terms of the importance of the responsibility of say 5 (which means "very important") (vertical axis) is connected with the response of the follower in terms of the satisfaction with the level of skill development attained by the departmental leader in relation to the responsibility of say 1 (which means "not satisfied") (horizontal axis).

4.7.3. Analysis of responses to the leadership matrix questionnaire

The researcher used the responses of academics in Table E5 to E8 (see Appendix E) to draw up leadership matrices for departmental leaders. It was not the aim of the researcher to go into discussions on the contents of Tables E5 to E8. The aim was merely to plot the contents of Tables E5 to E8, that is the responses of academic staff members to a responsibility on one leadership matrix. Each matrix represents the two parts of the follower questionnaire. The two parts are *importance of the responsibility to the department*, and *the satisfaction with the level of skill development achieved by the departmental leader in relation to the nine responsibilities*. The leadership matrices give an indication into which quadrant a departmental leader falls. Based on which quadrant the responses were plotted, the researcher makes decisions on the possible areas of improvement. The four quadrants are: *savour success and maintain effectiveness, opportunity for leadership development, low priority for change* and *doing fine but limited time spend* (see Figure 1.1.).

4.7.4. Interpretation of responses to the leadership matrix questionnaire

4.7.4.1. Academic Department A

The responses of followers in this department resulted in the plotting of research results in the upper right quadrant of the leadership matrix (Figure E1) (see Appendix E). Figure E1, like all the other leadership matrices, has on its vertical axis the importance of a responsibility to the department, and on the horizontal axis the satisfaction that the followers have with regard to the level of skill development achieved by the departmental leader in relation to the nine responsibilities. In other words, followers express how satisfied they are with the job done by the departmental leader in terms of the responsibility. Responsibility 1 is that of leading the department.

The responses of academics to the responsibility are represented in the first leadership matrix of Figure E1. The concentration of responses in the upper right quadrant means that the followers in the department regarded the responsibility of leading the department as important to very important and was at the same time satisfied to very satisfied with the level of skill development achieved by the departmental leader in terms of the responsibility. Four followers (as indicated by X4) expressed their satisfaction with regard to the level of skill development attained by the departmental leader as "moderately satisfied".

The responses to responsibility 2 (motivating academic staff to increase productivity) resulted in the plotting of the majority of responses in the upper right quadrant of the leadership matrix as represented by Figure E2 (see Appendix E). Two of the academics in the department were of the opinion that the responsibility of *motivating academic staff to increase productivity* was "very important", but they were "moderately satisfied" with the level of skill development achieved by the departmental leader in term of the responsibility. Another three followers' response to the importance of the responsibility to the department was "moderately important". This "moderately important" response had different responses with regard to the level of skill development. The three followers expressed their levels of satisfaction as "limited satisfaction", moderately satisfied" and "satisfied".

Responsibility 3 (motivating academic staff to teach effectively) resulted in the plotting of responses of which the majority were in the upper right quadrant of the leadership matrix (Figure E3) (Appendix E). Such a location of responses means that followers in the majority considered the responsibility as "important" to "very important", and that they regarded the satisfaction on a level of "satisfied" to "very satisfied" in terms of the level of skill development achieved by the departmental leader in terms of the responsibility. One of the plotted responses is located in the lower left quadrant *low priority for change*. This means that the follower was of the opinion that the responsibility did not enjoy the importance it should enjoy and that the follower was not satisfied with the level of skill development achieved by the departmental leader in relation to the responsibility.

The responses to Responsibility 4 (handling academic staff evaluation) resulted in the plotting of the majority of responses in the upper right quadrant of *savour success and*

maintain effectiveness. This means that the majority of academics in the department regarded the responsibility as important to very important and at the same time expressed their satisfaction with the level of skill development on a level of satisfied to very satisfied. The responses to this responsibility are represented in Figure E4 (see Appendix E). One of the follower responses was plotted in the quadrant *low priority for change.* This means that the follower was of the opinion that the departmental leader did not regard the responsibility as important to the department. This follower was "not satisfied" with the level of skill development achieved by the departmental leader in terms of the responsibility. The responses to Responsibility 5 (motivating academic staff to increase scholarship) resulted in the plotting of responses over a more dispersed area than the previously plotted responses as indicated by Figure E5 (see Appendix E). Although the responses of the majority of followers in the department were located in the upper right quadrant, five followers responded differently. Three follower responses were plotted in the lower left quadrant. This means that these followers fall in the *low priority for change* quadrant. It further means that these academics did not regard the responsibility as important to the department, and were "not satisfied" with the level of skill development achieved by the departmental leader in terms of the responsibility.

Another follower's response was plotted in the upper left quadrant – *opportunity for leadership development.* This follower regarded the responsibility as "important" to the department, but had a "limited satisfaction" with the level of skill development achieved by the departmental leader in terms of the responsibility. The other followers who responded differently from the majority of the followers regarded the responsibility as "of little importance" and were "moderately satisfied" with the level of skill development achieved by the departmental leader.

The responsibility of *motivating academic staff to increase service* yielded a plotting of the majority of responses in the upper right quadrant of the leadership matrix (Figure E6) (see Appendix E). Thus, the responses were plotted in the quadrant *savour success and maintain effectiveness.* This means that the majority of academics in the department regarded the responsibility as "important" to "very important" to the department and that they were satisfied with the level of skill development achieved by the departmental leader in terms of the responsibility. Two followers responded

differently from their colleagues. The follower responses were plotted in the quadrant that represents the lowest point in the leadership matrix. The two followers were of the opinion that the responsibility is "not important" to the department and that they were "not satisfied" with the level of skill development achieved by the departmental leader in terms of responsibility.

All but two of the responses to the responsibility of *creating a supportive communication climate* were plotted in the upper right quadrant *savour success and maintain effectiveness* as represented by Figure E7 (see Appendix E). The two responses were plotted in the centre of the leadership matrix, which means that the two followers regarded the responsibility as "moderately important" to the department, and at the same time expressed their satisfaction with regard to the level of skill satisfaction as "moderately satisfied". On *managing conflict*, the majority of the followers responded in the upper right quadrant of Figure E8 (see Appendix E). One follower responded differently from the majority of academics to the responsibility. The follower regarded the responsibility as "of little importance" to the department and had a "limited satisfaction" with the level of skill development achieved by the departmental leader in terms of the responsibility.

The final responsibility, *developing chair survival skills*, yielded a plotting of responses, the majority of which are located in the upper right quadrant of the leadership matrix (Figure E9) (see Appendix E). This means that the majority of academics regarded the responsibility as "important" to "very important" to the department, and that they were "satisfied" to "very satisfied" with the level of skill development achieved by the departmental leader. One respondent's response was plotted in the quadrant that represents the lowest point in the leadership matrix – *low priority for change*. This follower was of the opinion that the responsibility is "not important" to the department, and was "not satisfied" with the level of skill development achieved by the departmental leader in terms of responsibility.

Academic Department B

The responses of all the followers in department to the responsibility of *leading the department* were plotted in the upper right quadrant of the leadership matrix (Figure E10) (see Appendix E). This implied a response in the quadrant *savour success and maintain effectiveness.* It means that all followers in the department regarded the responsibility of *leading the department* as "important" to "very important" to the department and that they were satisfied to very satisfied with the level of skill development attained by the departmental leader in terms of the responsibility.

Whilst the majority of followers responded the same to the second responsibility, *motivating academic staff to increase productivity*, one follower responded completely differently, resulting in the plotting of a response in the centre of the leadership matrix (Figure E11) (see Appendix E). This means that the follower regarded the responsibility as "moderately important" to the department and was also "moderately satisfied" with the level of skill development achieved by the departmental leader in terms of the responsibility.

With regard to *motivating academic staff to teach effectively*, the responses were mostly plotted in the quadrant *savour success and maintain effectiveness* as represented by Figure E12 (see Appendix E). One follower regarded the responsibility as "moderately important" to the department, and expressed satisfaction in terms of the level of skill development achieved by the departmental leader as one of "limited satisfaction".

The majority of followers responded with "important" to "very important" and "satisfied" to "very satisfied" to the responsibility of *handling academic staff evaluation*. One follower had a plotted response which was interpreted from the leadership matrix (Figure E13) (see Appendix E) as the follower regarding the responsibility as "moderately important" to the department, and in terms of satisfaction having "limited satisfaction" with the level of skill development achieved by the departmental leader. The remaining follower responses were plotted in the quadrant that represents the lowest point in the leadership matrix. The response means that academic staff member regarded the responsibility as one of "little importance" and

that the follower regarded his/her satisfaction with regard to the level of skill development achieved by the departmental leader as one of "limited satisfaction".

According to Figure E14 (see Appendix E), the responses of two followers were plotted in the quadrant *savour success and maintain effectiveness*. With regard to the responsibility of *motivating academic staff to increase scholarship*, the other three follower responses were interpreted as followers having "limited satisfaction" with regard to the level of skill development achieved by the departmental leader, and regarding the responsibility as "moderately important" to the department.

The responsibility of *motivating academic staff to increase service* yielded a plotting of responses of which the majority was located in the upper right quadrant of the leadership matrix as represented by Figure E15 (see Appendix E). The majority of responses represented three followers. One of the two other academic responses was plotted in the *opportunity for leadership development* quadrant. The interpretation of this plotted response was that the follower regarded the responsibility as important to the department, but showed "limited satisfaction" with the level of skill development achieved by the departmental leader in terms of the responsibility. The remaining follower response was plotted as being "moderately satisfied" with the level of skill development achieved by the departmental leader, and regarding the responsibility as "moderately important" to the department, hence the plotting of the response at the centre of the leadership matrix.

On *creating a supportive communication climate* two follower responses were plotted in the *savour success and maintain effectiveness* quadrant of Figure E16 (see Appendix E). Two followers regarded the responsibility as "very important" to the department, and interpreted the satisfaction with regard to the level of skill development achieved by the departmental leader as one of "limited satisfaction".

The responsibility of *managing conflict* yielded a plotting of responses of the majority of respondents in the quadrant *savour success and maintain effectiveness* of the leadership matrix as represented by Figure E17 (see Appendix E). One follower had a response that was plotted in the upper left quadrant – *opportunity for leadership development*. The plotted response means that the follower regarded the responsibility

as "very important" to the department, and at the same time had "limited satisfaction" with the level of skill development achieved by the departmental leader.

The responsibility *developing chair survival skills* yielded a plotting of responses of two followers in the quadrant *savour success and maintain effectiveness* of the leadership matrix in Figure E18 (see Appendix E). Another follower response was plotted in the *opportunity for leadership development* quadrant and is interpreted as the follower regarding the responsibility as important to the department and having a "limited satisfaction" with the level of skill development achieved by the departmental leader in terms of the responsibility. The other follower response yielded a response that is interpreted as regarding the responsibility as "important" to the department, and having a "moderate satisfaction" with regard to the level of skill development achieved by the departmental leader in terms of the responsibility.

4.7.4.3. Academic Department C

The responses of the majority of academics in the department were located in the *savour success and maintain effectiveness* quadrant of the leadership matrix in Figure E19 (see Appendix E). Only one follower had a response that did not fall completely in the *savour success and maintain effectiveness* quadrant. This follower regarded the responsibility of *leading the department* as "important" to the department and expressed his/her satisfaction as "moderately satisfied" with regard to the level of skill development achieved by the departmental leader in terms of *leading the department.*

Of the six academics in the department, three had responses that were located in the *savour success and maintain effectiveness* quadrant of the leadership matrix in Figure E20 (see Appendix E). One respondent regarded the responsibility of *motivating academic staff to enhance productivity* as "very important" to the department, while the follower had "limited satisfaction" with regard to the level of skill development attained by the departmental leader in terms of the responsibility – hence the plotting of the follower response in the quadrant *opportunity for leadership development.* The remaining two academics in the department expressed their satisfaction as one of "moderately satisfied", while the one follower regarded the responsibility as "very important" and the other follower regarded it as "moderately important" in terms of

importance to the department. The majority of followers in the department had a plotting of responses in the quadrant *savour success and maintain effectiveness* with regard to the responsibility of *motivating academic staff to teach effectively*. The plotted responses to the responsibility are represented in Figure E21 (see Appendix E). Two followers regarded the responsibility of *motivating academic staff to teach effectively* as "important" to the department, while they expressed their satisfaction with the level of skill development achieved by the departmental leader in relation to the responsibility as one of "moderately satisfied". Another follower regarded the responsibility as "moderately important" and was "moderately satisfied with the level of skill development achieved by the departmental leader in terms of the responsibility, hence the location of this plotted response in the centre of the leadership matrix.

The *handling of staff evaluation* as a responsibility of the departmental leader yielded a plotting of responses of which all were located in the *savour success and maintain effectiveness* quadrant as represented by the leadership matrix in Figure E22 (see Appendix E). On *motivating academic staff to increase scholarship* the majority of follower responses were plotted in the upper right quadrant of Figure E23 (see Appendix E). Two of the followers regarded the responsibility as "moderately important" to the department, while the one follower expressed satisfaction with regard to the level of skill development achieved by the departmental leader in terms of the responsibility as "not satisfied" and the other follower as one of "limited satisfaction". The remaining follower in the department regarded the responsibility as "not important" to the department but expressed "very satisfied" with regard to the level of skill development achieved by the departmental leader – hence the location of the follower response in the quadrant *doing fine but limited time spent*. This follower was therefore satisfied with the level of skill development attained by the departmental leader in terms of the responsibility but did not regard the responsibility as important to the department.

The majority of the followers in the department responded to the responsibility of *motivating staff to increase service* in such a way that responses were plotted in the *savour success and maintain effectiveness* quadrant of Figure E24 (see Appendix E). One follower responded for a plotting of its response in the quadrant *opportunity for leadership development*. This response indicates that the follower regarded the

responsibility of *motivating staff to increase service* as "very important" to the department, while expressing satisfaction with the level of skill development achieved by the departmental leader regarding the responsibility as "not satisfied".

The responses to the responsibility of *creating a supportive communication climate* yielded a plotting of responses of which were all located in the quadrant *savour success and maintain effectiveness* as represented by Figure E25 (see Appendix E).

On *managing conflict*, the followers responded for a location of responses primarily in the *savour success and maintain effectiveness* quadrant of Figure E26 (see Appendix E). One follower responded for a plotting of responses in the *opportunity for leadership development* quadrant. The follower regarded the responsibility as "very important" to the department, but expressed "limited satisfaction" with the level of skill development achieved by the departmental leader in terms of the responsibility. Two followers were "moderately satisfied" with the level of skill development attained by the departmental leader, but differed in terms of the importance they attached to the responsibility – one follower regarded the responsibility of *managing conflict* as "very important" to the department, while the other follower responded "important".

The final responsibility, *developing chair survival skills*, yielded responses that were located in the *savour success and maintain effectiveness* quadrant of the leadership matrix as represented by Figure E27 (see Appendix E). One follower had a plotting of responses in the centre of the leadership matrix, which if interpreted, means that the follower regarded the responsibility as "moderately important" to the department, and expressed satisfaction in terms of the level of skill development achieved by the departmental leader as "moderately satisfied".

4.7.4.4. Academic Department D

The responses to the responsibility of *leading the department* yielded a plotting of responses that was primarily located in the *savour success and maintain effectiveness* quadrant of Figure E28 (see Appendix E). Two of the followers expressed their satisfaction with the level of skill development achieved by the departmental leader as "moderately satisfied", and regarded the responsibility as "important" to "very

important" to the department. Six of the seven respondents in this department regarded the responsibility of *leading the department* as "very important". On the responsibility of *motivating academic staff to increase productivity*, the followers responded "moderately important" to "very important" in terms of the importance of the responsibility to the department. This is according to the plotting of responses in Figure E29 (see Appendix E). This response was supported by an expression of satisfaction of the level of skill development achieved by the departmental leader ranging from "moderately satisfied" to "very satisfied".

The third responsibility yielded a plotting of responses of which the majority were located in the quadrant *savour success and maintain effectiveness* according to Figure E30 (see Appendix E). One follower regarded the responsibility of *motivating academic staff to teach effectively* as "moderately important" to the department, while being "moderately satisfied" with the level of skill development achieved by the departmental leader in terms of the responsibility of the departmental leader – hence the plotting of this follower response in the centre of the leadership matrix. Another follower in the department regarded the responsibility as of little importance to the department, while being "not satisfied" in terms of the level of skill development achieved by the departmental leader in terms of the responsibility – hence the location of the response in the *low priority for change* quadrant.

All the responses to the responsibility of *handling academic staff evaluation* are located in the quadrant *savour success and maintain effectiveness* of Figure E31 (see Appendix E), which means that followers regarded the responsibility as important to the department. At the same time they expressed their satisfaction with the level of skill development achieved by the departmental leader as "moderately satisfied" to "very satisfied".

On *motivating academic staff to increase scholarship*, the responses are primarily dispersed over the upper quadrants of the leadership matrix (Figure E32) (see Appendix E). This means that the majority of followers expressed their satisfaction with regard to the level of skill development regarding the responsibility as a response ranging from "limited satisfaction" to "satisfied". Two followers had their responses plotted in the *opportunity for leadership development* quadrant. This is interpreted as

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two followers regarding the responsibility as ranging from "important" to "very important", and their satisfaction with the level of skill development as being one of "limited satisfaction". Another follower has his response plotted in the *low priority for change* quadrant. This means that this follower regarded the responsibility as "of little importance" to the department and the satisfaction with the level of skill development achieved by the departmental leader as "not satisfied" in terms of the responsibility of the departmental leader.

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The responsibility of *motivating academic staff to increase service* yielded a plotting of responses which was predominantly located in the upper right quadrant – the *savour success and maintain effectiveness* quadrant of Figure E33 (see Appendix E). However, one follower had the response plotted in the *low priority for change* quadrant and another follower's response was plotted in the *opportunity for leadership development* quadrant. The follower whose response was located in the *low priority for change* quadrant regarded the responsibility as "of little importance" to the department, and described his satisfaction with the level of skill development as "not satisfied". In terms of the follower response which is located in the *opportunity for leadership development* quadrant, the follower regarded the responsibility as "very important" to the department, but was at the same time "not satisfied" with the level of skill development achieved by the departmental leader in terms of the responsibility.

All the follower responses to the responsibility *creating a supportive communication climate* resulted in the location of responses in the upper right quadrant, that is the *savour success and maintain effectiveness* quadrant of the leadership matrix as represented by Figure E34 (see Appendix E).

The plotting of responses to the responsibility of *managing conflict* yielded a plotting of responses in the same quadrant as the responses to the previous responsibility. The only difference was that one follower expressed hiss satisfaction with the level of skill development as "moderately satisfied" in terms of the responsibility of the departmental leader. All the followers in the department regarded this responsibility as "very important" to the department. This is represented in Figure E35 (see Appendix E).

The final responsibility of *developing chair survival skills* resulted in the plotting of responses of which the satisfaction with the level of skill development in terms of the responsibility of the departmental leader was expressed by all followers as "moderately satisfied". The follower responses in terms of the importance of the responsibility to the department ranged from "moderately important" to "very important" to the department. Two of the followers in the department had their responses plotted in the *savour success and maintain effectiveness* quadrant of Figure E36 (see Appendix E). These two followers expressed their satisfaction with the level of skill development of the departmental leader regarding the responsibility as "satisfied". They supported this by the "very important" response they attached to the importance of the responsibility to the department.

The next section gives an overview of the way in which the responses of academics in the departments were scattered across the leadership matrix for the specific department. The purpose of the section is to show how academics responded in the aggregate to the nine responsibilities, and to indicate which quadrant was the most prominent in the different the departments.

4.8.   SUMMARY OF ACADEMIC DEPARTMENT RESPONSES

Figure E37 (see Appendix E) represents a summary of the plotted responses of all academics in academic department A. It is evident that the majority of responses in the department are located in the upper two quadrants of the leadership matrix, that is *opportunity for leadership development* and *savour success and maintain effectiveness*. This means that most responsibilities were regarded by the majority of followers as ranging from "important" to "very important". It also means that these academics expressed their satisfaction with the level of skill development on a scale ranging from "moderately satisfied" to "very satisfied". This means that the majority of the academics regarded most of the responses of the departmental leader as important to the department, but that they showed varying degrees of satisfaction with regard to the level of skill development attained by the departmental leader in relation to the responsibilities. However, there is a larger tendency towards the upper continuum of the satisfaction scale.

The dispersion of responses across the leadership matrix also reveals a plotting of responses in the quadrant *low priority for change*. The location of the responses in this quadrant was caused by the fact that some followers did not regard the following responsibilities as important to the department:

- motivating academic staff to teach effectively;
- handling academic staff evaluation;
- motivating academic staff to increase scholarship;
- managing conflict; and
- developing chair survival skills.

In other words, it was the opinion of the academics whose responses were plotted in the *low priority for change* quadrant, that the departmental leader should not regard the above-mentioned duties as important.

Figure E38 (see Appendix E) gives a summary of the responses of academics to the nine responsibilities in academic department B. The location of the majority of responses are in the quadrant *savour success and maintain effectiveness*. This means that the majority of followers regarded most of the responsibilities of the departmental leader as ranging from "important" to "very important". The fact that the plotted responses that indicate the level of importance are dispersed over the two upper quadrants of the leadership matrix means that the satisfaction with regard to the level of skill development ranges in this instance from "limited satisfaction" to "very satisfied". One response was plotted in the quadrant *low priority for change*. The responsibility that resulted in the plotting of the response in this category was that of *handling academic staff evaluation*.

Most of the responses to the responsibilities in academic department C were plotted in the upper quadrants of the leadership matrix (Figure E39) (see Appendix E). This means that the majority of respondents regarded most of the responsibilities as ranging from "important" to "very important" to the department. Such a plotting of responses means that followers also expressed their satisfaction to most of the responsibilities as ranging in this instance from "limited satisfaction" to "very satisfied".

One respondent responded for a plotting of responses in the *doing fine, but limited time spent* quadrant. This means that the respondent attached low importance to the importance of the responsibility to the department, but expressed his/her satisfaction with regard to the level of skill development as "very satisfied". In other words, the follower was "very satisfied" with the level of skill development of the departmental leader in relation to the responsibility, but in his/her personal capacity did not regard the responsibility as important to the department.

Figure E40 (see Appendix E) represents a summary of the responses of academic staff members in academic department D to the nine responsibilities of the departmental leader. It is evident from Figure 4.40 that the majority of plotted responses are dispersed over the upper quadrants of the leadership matrix, more specifically the *savour success and maintain effectiveness* quadrant. If this is translated, it means that most of the academic staff members regarded most of the responsibilities as "very important" to the department.

Three followers responded in the quadrant *opportunity for leadership development,* which translates into these followers regarding the responsibilities as "important" to "very important". They expressed their satisfaction with regard to the level of skill development attained by the departmental leader in relation to the responsibility as "not satisfied". They therefore felt that the departmental leader needed to improve his/her skills regarding the responsibility. The summarised plotting of responses also revealed that three followers regarded certain responsibilities as of "little importance" to the department. These responses were plotted in the quadrant *low priority for change*. The responsibilities that were regarded as "not important" to of "little importance" in academic department D were:

- motivating academic staff to teach effectively;
- motivating academic staff to increase scholarship; and
- motivating academic staff to increase service.

4.9. CONCLUSION

This chapter gave a presentation, analysis and interpretation of the results of the various questionnaires employed in the research. The first questionnaire, the Leadership Self-Assessment questionnaire, revealed that one departmental leader (CC) needed to set some improvement goals for him/herself. The reason for the setting of improvement goals originates from the low score the departmental leader obtained from responding to the statements in this questionnaire. It can specifically be attributed to the departmental leader responding "not at all appropriate" to certain questions of the Leadership Self-Assessment questionnaire.

The results of the second questionnaire, the Leader-Type Identification questionnaire, revealed that all except one departmental leader had the role identity of leader as dominant role orientation. The other departmental leader had the role identity of manager as dominant role.

The third questionnaire had as its main purpose to find out how important different tasks were under each domain of a departmental leader. Those duties that were not regarded on the same level of importance that the majority of followers regarded them (followers also completed the job analysis questionnaire), were identified as duties which needed to be prioritised.

Followers also completed the job analysis questionnaire. The results of this questionnaire revealed that there was conflict between the responses of the majority of academics to the statements under each domain of the job analysis questionnaire, and those of the departmental leaders of the different departments.

The final questionnaire revealed that the majority of academics (followers) responded with "important" to "very important". This means that academics regarded most of the nine responsibilities of the departmental leader as "important" to "very important" to the department, and expressed their satisfaction with the level of skill development with regard to the responsibilities of the departmental leader as mostly "moderately satisfied" to "very satisfied". Hence the location of the majority of response across the quadrants *savour success and maintain effectiveness* and *opportunity for leadership*

development. The opportunities for leadership development manifested themselves in the form of the nine roles and responsibilities of the departmental leader. It means that any response that resulted in a plotting of that response in the *opportunities for leadership development* quadrant needs attention in terms of development. From the plotting of responses, the generic responsibility of motivating academic staff needs to be developed, whether it is in terms of improved teaching, enhancing scholarship, increased service and/or increasing productivity.

The next chapter uses the results as presented, analysed and interpreted in this chapter and the literature discussed in Chapter 2, to make recommendations on departmental leadership roles and responsibilities.

CHAPTER 5

SYNTHESIS, CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

This chapter consists of four sections. The first section provides a synthesis of the literature review and the research results. This synthesis represents summaries of the main points and results as written up in Chapters 2 and 4 of the research, that is, firstly of the literature review and, secondly of the results as obtained from the data collection instruments. The synthesis of the research results focuses on the responses of the research subjects. Following this is a section in which the researcher draws conclusions from the research findings. In the next section, recommendations are made based on the conclusions and findings from the researched data. In the final section, the researcher returns to the research problem to ascertain whether it was addressed in the research.

5.2. SYNTHESIS OF THE LITERATURE REVIEW AND RESEARCH RESULTS

This section focuses on what the researcher has reviewed with reference to the relevant literature on the research topic. It also focuses on the data gathered through the employment of the various data collection instruments.

5.2.1. Literature review

This section is a synthesis of the literature review that was done in Paragraph 2.2.

Modern leadership theory first emerged in the 1930s and 1940s. At that time, the success of an organisation was measured partly in terms of the personal attributes of the leadership of those organisations. The shortcomings of the trait theory as it was called, notably the fact that the personal characteristics of leaders change and that the circumstances under which leaders operate do not remain constant, gave rise to the

behavioural leadership theory. This theory went out from the assumption that it is the behaviour of a leader that contributes to organisational effectiveness. The theory did not discount the personal traits and characteristics of leaders. In fact, it argued for a combination of certain personal attributes and appropriate behaviour as a point of departure for organisational success.

The 1960s saw a saturation of previous leadership theories. In other words, the leadership theories that had been prominent in the previous decades, namely the trait and behavioural theories, began to fail to explain leadership's contribution to organisational effectiveness in light of the macro-economic influences that became more apparent. This gave rise to the emergence of a number of contingency theories, namely Fiedler's contingency theory and the Path-Goal model. Contingency theories probably represent the most appropriate leadership theory in an environment characterised by uncertainty. These theories are suited to environments in which organisations go through different stages of development, and where each stage requires a different/unique style of leadership. It is also all-encompassing of the trait and behavioural theories, as the personal characteristics and behaviours of leaders need to be different for each leadership situation.

The power and influence leadership theories explained leadership in terms of the extent and type of power possessed by the leader. Contemporary leadership theory refers to a combination of leadership theories. It refers to the current leadership paradigm as a combination of the historical paradigms. Contemporary leadership theory manifests itself in the concept of transformational leadership. Transformational leadership looks beyond the influencing of followers only, but includes influencing and changing whole organisations and cultures. Leithwood (1990), Poplin (1992), Sagor (1992), April et al. (2000) and Bennis and Nanus (1985) all elaborated extensively on this new paradigm in leadership theory.

The nine departmental leadership roles and responsibilities as outlined by Lucas (1994) were used as a basis for explaining specific duties/tasks of a departmental leader of an academic department. The nine roles and responsibilities are:

- leading the department;
- motivating academic staff to enhance productivity;
- motivating academic staff to teach effectively;
- handling departmental evaluation and feedback;
- motivating academic staff to increase scholarship;
- motivating academic staff to increase service;
- creating a supportive communication climate;
- managing conflict; and
- developing chair survival skills.

In the discussion of the roles and responsibilities of departmental leaders, the researcher deviated slightly from the nine roles as outlined by Lucas (1994), and instead adopted a more generic approach (see 2.4.2.) to elaborate on each role and responsibility of the departmental leader. The generic approach uses a narrower definition to categorise roles – fewer roles altogether, but in some instances many roles categorised under one group of roles.

Departmental development and evaluation were regarded as the first specific role of the departmental leader. Departmental development involves the creation of opportunities by the departmental leader for academic staff in order to achieve departmental goals as well as to help individual staff to achieve their professional goals. Evaluation was seen as a process of comparing actual outcomes with planned outcomes and using the deviation between the two as a basis for taking corrective action.

Planning was seen as the second specific role of the departmental leader. The planning role entails the positioning of the departmental leader, firstly in terms of what planning (strategic, tactical or operational) he/she is responsible for in the department, and secondly in terms of the position of the departmental leader in the planning hierarchy

in the faculty. The planning role of the departmental leader is a function of the two situations mentioned above.

Communication was regarded as the third specific role of the departmental leader. Communication as a departmental leader role entails creating a supportive communication climate in which all stakeholders are provided with details on goal-setting and goal achievement.

The management of resources was regarded as the fourth specific role of the departmental leader. In this role, the departmental leader allocates resources to the various aspects/needy areas in his/her department, based on an analysis of where the need for funds exists, or where a departmental goal needs to be achieved.

The fifth specific role of the departmental leader was divided into four sub-roles. The specific role entails the role of the departmental leader in motivating academic staff. Motivating academic staff to increase/enhance productivity involves focusing attention on those individuals whose output over a certain period requires the use of the same or more resources. The role of motivating academic staff to increase scholarship does not only refer to the departmental leader motivating academic staff to engage in more research activities. It also means developing better ways of teaching. The role, which entails that the departmental leader will motivate academic staff to increase service, starts in the department and extends beyond its boundaries. The final motivatory role of the departmental leader is motivating academic staff to teach effectively. The discussion of this role commences with a framework for teaching effectiveness.

The sixth specific role of the departmental leader was seen to be that of managing conflict. Conflict management is successful if it leads to increased departmental output. The final specific role of the departmental leader was leading the department. Leading the department is a role that encompasses of all the previous specific roles. Through leading the department, the departmental leader creates a shared vision that is necessary to achieve departmental goals.

The academic departmental leader can take on various role identities. These roles are referred to as role identities and are the following: leader, manager, departmental

developer and scholar. In the execution of his/her duties, the departmental leader can take on any of these identities (see 2.5.). One identity is always dominant and backed up by the other three role identities.

5.2.2. Review of the research results

This section provides a synthesis of the research results as obtained from the responses of both departmental leaders and their followers. The researcher employed four questionnaires in the research, namely the Leadership Self-Assessment Questionnaire, the Leader-Type Identification Questionnaire, the Job Analysis Questionnaire and the Leadership Matrix Questionnaire.

5.2.2.1.Leadership self-assessment questionnaire (Appendix A)

The purpose of the Leadership Self-Assessment Questionnaire was to determine the leadership readiness of departmental leaders. Leadership readiness was determined in terms of the responses of departmental leaders to 10 required leadership behaviours. The results of this questionnaire revealed that three departmental leaders had obtained departmental leadership scores of above 35. A score of above 35 means that the departmental leader has a strong foundation for the leadership role. One departmental leader had a score of under 35, but above 25. Such a situation calls for the departmental leader to set some improvement goals for him/herself. The lower total departmental leadership score came as a result of departmental leader CC responding "not at all applicable/appropriate" to two statements in the Leadership Self-Assessment Questionnaire. These statements were, "able to put in considerable more work than other departmental members without feeling resentment" and "able to direct attention and efforts toward departmental goals even at the expense of your own personal interests". Departmental leader CC is the only departmental leader to have obtained a score that indicated the setting of improvement goals. The responses of the other departmental leaders to the 10 required leadership behaviours indicates readiness for the leadership role.

5.2.2.2.Leader type-identification questionnaire (Appendix B)

The purpose of the Leader-Type Identification Questionnaire was to determine the dominant and back-up role orientations of departmental leaders. In terms of the dominant and back-up role orientations, the departmental leader, in his/her capacity as head of the academic department, can take on four different role identities. These identities are leader, manager, scholar and departmental developer. One role identity is the dominant role and the others are the back-up roles.

The results of the Leader-Type Identification Questionnaire indicated that in all but one academic department (Academic Department A), the dominant role identity of the departmental leaders was that of leader. Departmental leader AA had the identity of manager as dominant role. The fact that three of the departmental leaders had *leader* as their dominant role identity means that these departmental leaders regarded the statements in category 1 of Appendix B highly in relation to the statements in the other categories. In other words, they considered them more important than the statements in the other categories. In the same way, the departmental leader (AA), whose dominant role identity is that of manager, regarded the statements that are represented under the manager role identity category highly in relation to the statements in the other categories.

5.2.2.3. Job analysis questionnaire (Appendix C)

The purpose of the Job Analysis Questionnaire was to rate the importance of a duty under each domain of the job of the departmental leader. Job analysis means a systematic gathering of all the information regarding a specific job. The job of a departmental leader is divided into different domains with each domain having duties/tasks/statements arranged under it. These domains are *leadership, management, interpersonal relations, communication, research/ professional/community endeavours* and *quality of education.*

The departmental leader had to rate the importance of each duty to the department. The responses to the statements as expressed by departmental leaders revealed that certain

duties needed to be prioritised. The prioritisation of duties (tasks) were necessary for all the domains although certain departmental leaders needed to prioritise only certain duties. In other words, instances also existed where it was not necessary for certain departmental leaders to prioritise any duties. This situation existed where a departmental leader regarded a duty under a domain as more important than the majority of followers in that specific department regarded that same duty.

The academic staff in the four academic departments also completed the Job Analysis Questionnaire. The purpose here was also to rate the importance of each duty to the department and not to provide a ranking of the departmental leader. A presentation, analysis and interpretation of research results were completed for each academic department. The responses of the academics in the department enabled the researcher to determine the differences/conflict that existed between the responses of the majority of academics in the department to duties/tasks/statements, and the response of the departmental leader of the specific department to the same duty/task/statement. If the response of the majority of academics in the department indicated that they saw a specific duty as more important to the department than the departmental leader regarded it, then such a situation required prioritisation.

The research results were presented in two parts. firstly, the researcher presented the responses of the departmental leaders to the Job Analysis Questionnaire. The summary of results from Table 4.7 shows that in all domains, the lowest rating by the departmental leaders to the duties/tasks/statements under the different domains was one of "reasonably important". The contents of Table 4.9 provided more insight into which duties needed to be prioritised. Based on the contents of Table 4.9, all the departmental leaders needed to prioritise duties under the Leadership domain. In the case of the responses to the duties/tasks/statements under the Management domain, all the departmental leaders except departmental leader DD needed to prioritise certain duties under this domain. All the departmental leaders needed to prioritise certain duties under the Interpersonal domain. The responses to the duties/tasks/statements under the Communication domain reveal that all the departmental leaders except departmental leader BB needed to prioritise certain duties under this domain. Under the Research/Professional/Community endeavour domain, the responses of departmental leaders indicated that all four departmental leaders needed to prioritise

certain duties under this domain. The responses to the duties/tasks/statements under the Quality of Education domain indicated that only departmental leaders AA and BB needed to prioritise duties under this domain. Departmental leader CC and DD did not need to prioritise any duties under the Quality of Education domain.

Secondly, the responses of followers to the duties/tasks/statements under each domain were also presented. The resulted were presented and interpreted in the aggregate and the responses of the majority of followers to duties/tasks/statements were compared to those of the departmental leaders of the different departments. The main aim of the Job Analysis Questionnaire was the systematic gathering of information regarding the job of the departmental leader. In this regard, the responses of the followers in terms of their importance rating and comparing this with how the departmental leaders responded, helped the researcher in prioritising the duties of the departmental leader.

5.2.2.4. The leadership matrix questionnaire (Appendix D)

The final questionnaire employed in the research was the Leadership Matrix Questionnaire. The main purpose of the questionnaire was for academics (followers) first to rate the importance of a role and then to show their satisfaction with regard to the level of skill development achieved by the departmental leader in relation to the attainment of a role. The responses of each academic staff member to the two sections of the questionnaire were plotted on a leadership matrix. The result was that responses were plotted on 36 leadership matrices – nine leadership matrices per academic department – where each leadership matrix represented one of the nine departmental leader roles.

In an attempt to make more sense of the grouped responses of all academics in the departments, the researcher also plotted the responses of all academics in one department on a single departmental leadership matrix. This enabled the researcher to determine in which quadrant the highest concentration of responses was located. From the leadership matrices (Figures E37 to E40 in Appendix E), the following became evident:
- Academic Department A: The majority of responses were primarily located in the *savour success and maintain effectiveness* quadrant with a considerable

number of responses plotted in the *low priority for change* quadrant. (The *low priority for change* quadrant is the lowest point in the leadership matrix. It represents the attitudes of followers who were not satisfied at all with the level of skill development of the departmental leader and the importance that the departmental leader attached to the role in managing the department.)

- Academic Department B: The majority of responses were primarily located in the *savour success and maintain effectiveness* quadrant with one response plotted in the *doing fine but limited time spent* quadrant. (The *savour success and maintain effectiveness* quadrant represents the highest level in the leadership matrix. It is the quadrant where the followers regarded all nine roles and responsibilities as important to the department. The followers were also satisfied with the level of skill development that the departmental leader had achieved in terms of the nine roles and responsibilities. The *doing fine but limited time spent* quadrant represents the quadrant where followers were satisfied with the level of skill development of the departmental leader but not satisfied with the importance that the departmental leader attached to the nine roles and responsibilities.)

- Academic Department C: The majority of responses were primarily located in the *savour success and maintain effectiveness* quadrant.

- Academic Department D: The majority of responses were primarily located in the *savour success and maintain effectiveness* quadrant with three responses plotted in the *low priority for change* quadrant.

The fact that the responses in all four departments were located primarily in the *savour success and maintain effectiveness* quadrant should not be interpreted as the other plotted responses in the other quadrants not being important or not warranting attention. Plotted responses in the other quadrants provided important information as to which roles needed to be prioritised and the importance attached to roles by followers. These responses also provided information on the degree of satisfaction the followers had reached in terms of the level of skill development achieved by the departmental leader in conducting his/her roles.

The next section draws conclusions from the literature review and the research results as presented in this section.

5.3.   CONCLUSIONS

The conclusions in this section emanate from the major theories of leadership and the way in which contemporary transformational leadership theory provides the foundation for leadership today. Conclusions are drawn from the synthesis of the major aspects of the research results.

5.3.1.   Conclusions based on the literature review

The conclusions presented in this section are based on the literature review that was provided in Chapter 2.

Current leadership theory associates itself with a type of transformational leadership where leadership is an all-encompassing task – on the one hand influencing followers and on the other hand influencing organisations/cultures. Because transformational leadership theory represents an all-encompassing summary of previous leadership theories, contemporary leaders should take cognisance of its elements in leading their organisations. These elements are:

- idealised influence (being a role model of personal values and influence to subordinates);
- individual consideration (taking consideration of the needs of followers, and mentoring and coaching followers);
- intellectual stimulation (seeking new ways of doing things and through these actions stimulating followers to function optimally); and
- inspiration (motivating followers).

It can therefore be concluded that the organisational leader today is an individual who possesses the value system that takes into account the needs of followers. The modern leader does not assume things as given, but always investigates alternative ways of doing things – to sum up the situation. The success of the modern leader and ultimately

the holistic effectiveness of the organisation, depends largely on the motivation he/she instils in his/her followers.

Academic leadership follows an approach for leading an academic department based largely on focusing on the roles and responsibilities of the departmental leader. The approach focuses on specific roles that the departmental leader must perform in his/her duty as head of the academic department. If these specific roles are correctly categorised/grouped together, they could form the basis for identifying the specific role identities of a departmental leader. Therefore, since the roles of the departmental leader can be described in so many ways, it would make more sense to use role identities as a point of departure in explaining the specific roles of the departmental leader. There are two reasons why the researcher uses the role identities as a point of departure for outlining the roles and responsibilities of the departmental leader. Firstly, the role identities allow a departmental leader to choose which position or identity he/she wants to assume, and secondly, once the role identity has been chosen, the departmental leader can employ a job analysis to find out all the necessary information about the identity.

5.3.2. Conclusions based on the findings of the research

The following conclusions emanate from the results obtained by using the various measuring instruments.

5.3.2.1.Conclusions based on the findings of the leadership self-assessment questionnaire

The conclusions presented in this section are based on the findings of the leadership self-assessment questionnaire as presented in Paragraph 4.2.4.

The responses to the statements that form part of the Leadership Self-Assessment Questionnaire revealed the attitudes of departmental leaders regarding openness, recognition, diverse perspectives and departmental development. The attitudes towards these aspects provided information on the readiness of the departmental leader for the leadership challenge. Departmental leader CC's score was below 35, which implied

that some improvement needed to take place. The attitude of the particular departmental leader to two required leadership behaviours, namely "able to put in considerable more work than other departmental members without feeling resentment" and "able to direct attention and efforts toward departmental goals even at the expense of your own personal interests", needs to be changed.

5.3.2.2. Conclusions based on the findings of the leader-type identification questionnaire

The conclusions presented in this section are based on the findings of the leader-type questionnaire provided in Paragraph 4.3.4.

The results of the Leader-Type Identification Questionnaire do not correlate with the results of the leadership self-assessment questionnaire. Whereas departmental leader AA obtained the highest score in terms of leadership readiness, the dominant role for this departmental leader was that of manager. It can thus be concluded that this departmental leader uses his/her dominant role of manager to lead his/her academic department. In other words, the departmental leader's dominant role identity is all-inclusive of all other duties (identities). Such an approach assumes the traditional management definition that leading is an element of the management function.

5.3.2.3. Conclusions based on the findings of the job analysis questionnaire

The conclusions presented in this section are based on the findings of the job analysis questionnaire as presented in Paragraphs 4.4.4 and 4.6.4.

The results of the job analysis questionnaire as completed by departmental leaders probably provided the researcher with the most valuable information regarding which aspects a specific departmental leader needs to focus on more. The prioritisation of duties under each domain for each departmental leader provided details of which task (duty) under each domain needed to be regarded on a higher level of importance to the department, as well as details explaining previous conclusions on leadership readiness and role identities.

Most of these aspects have been addressed in the previous chapter. However, concerning details of previous conclusions on leadership readiness and role identities, the following can be further concluded:

- Departmental leader AA needs to prioritise three duties under the leadership domain to shift its dominant role from manager to leader (see 4.5.1).
- Departmental leader CC needs to prioritise several tasks under the leadership domain to bring its score for the dominant and back-up roles comparatively closer to the other departmental leaders (see 4.5.1).
- Departmental leader CC also needs to prioritise several tasks under the leadership domain to improve its leadership score. The prioritisation in this regard should come in the form of improvement goals (see 4.5.1).

5.3.2.4. Conclusions based on the findings of the leadership matrix questionnaire

The conclusions presented in this section are based on the findings of the leadership matrix questionnaire (see 4.7.4.1., 4.7.4.2., 4.7.4.3. and 4.7.4.4.).

The responses of academic staff to the importance of each of the nine roles and responsibilities of departmental leaders and the satisfaction that they, the academic staff, have regarding the level of skill development attained by the departmental leaders in relation to the nine roles and responsibilities, provided insight on where a departmental leader is located on a leadership matrix. The conclusion from this is that in all four academic departments, based on the responses of academic staff, the largest concentration of summarised responses was located in the quadrant *savour success and maintain effectiveness* (see Figures E37 to E40).

The quadrant to the left of the *savour success and maintain effectiveness* quadrant, the *opportunity for leadership development* quadrant, provides insight on which roles are regarded as important by followers. It also provides details of the roles with which they (the followers) are not satisfied as far as the level of skill development achieved by the departmental leader is concerned. To have a response located in the *opportunity for leadership development* quadrant means that a follower regards that specific role as

particularly important to the department. The followers are however not satisfied with the level of skill development of the departmental leader in terms of the execution of his/her roles and responsibilities. In each department, there were responses located in this specific quadrant. The plotted responses in this quadrant represent the targeted areas of development for departmental leaders as identified by the academics. The responses reflect the following roles:

- Academic Department A
  - motivating academic staff to increase service
- Academic Department B
  - motivating academic staff to increase service
  - managing conflict
  - developing chair survival skills
- Academic Department C
  - motivating academic staff to increase productivity
  - motivating academic staff to increase service
- Academic Department D
  - motivating academic staff to increase service
  - motivating academic staff to increase scholarship

It can be concluded that all the roles in the *opportunity for leadership development* quadrant have to do with the specific role of motivating academic staff in one way or another. In all four departments, the role of motivating academic staff to increase service is located in the *opportunity for leadership development* quadrant. The responses (roles) located in this quadrant require of departmental leaders to establish and prioritise aims to facilitate change –change meaning a move to the *savour success and maintain effectiveness* quadrant.

5.4.   RECOMMENDATIONS

The recommendations pertaining to the conclusions that have been drawn from the research data are presented below.

5.4.1.   Recommendations regarding the conclusions drawn from the leadership self-assessment questionnaire

The conclusions drawn from the leadership self-assessment questionnaire are presented in Paragraph 5.3.1.

- A change in attitude is required for certain behaviours as reflected under the Leadership Self-Assessment Questionnaire for departmental leader CC. It is recommended that a change in terms of placing the behaviours in higher regard, will increase the leadership score and hence the leadership readiness of the departmental leader, thus making the leader more willing to accept his/her leadership roles and responsibilities and so to earn greater respect from his/her subordinates.

5.4.2.   Recommendations regarding the conclusions drawn from the leader-type identification questionnaire (see Paragraph 5.3.2.)

- Departmental leaders cannot have all role identities as dominant identities. A situation such as this cannot exist, because departmental leaders are unable to divide their time and resources equally between the four different role identities. It is recommended that departmental leaders should have their dominant role identity aligned with the nature and the scope of their academic departments, and with the direction in which the departmental leader wants to steer his/her department.

5.4.3.   Recommendations regarding the conclusions drawn from the job analysis questionnaire (see Paragraph 5.3.3.)

- All the domains of the departmental leader job analysis should be regarded as essential to the department. It is recommended that domains such as "interpersonal relations" and "communication" should be considered building blocks for setting improvement goals for the departmental leader. In other words, all the responses in those two domains should be considered as "essential".

5.4.4. Recommendations regarding the conclusions drawn from the leadership matrices (see Paragraph 5.3.4)

- Recommendations regarding the conclusions drawn from the leadership matrices are threefold:

  - It is recommended that the responses (roles) that are located in the *opportunity for leadership development* quadrant should be relocated to the *savour success and maintain effectiveness* quadrant. By this the researcher means that ultimately the roles should reflect a situation where they are regarded as important by followers and where the followers are satisfied with the level of skill development achieved by the departmental leader in terms of the fulfilment of their roles. This can only happen if departmental leaders, through their leadership, regard all nine roles as particularly important. Once this is achieved, it is hoped that academics will increase their levels of satisfaction in relation to the nine roles.

  - The roles located in the *low priority for change* quadrant indicate that followers regarded those roles as of little importance or as not important. The recommendation here is that departmental leaders should regard these roles as targeted areas of development.

  - Since the majority of roles located in the *opportunity for leadership development* quadrant have to do with the motivation of followers, it is recommended that the departmental leader should inspire followers more towards achieving maximum output in the job regarding the different tiers of the departmental mission statement.

5.5.   CONCLUSION

Academic leadership at the departmental level at higher educational institutions remains an area of research characterised by ambiguity surrounding the position and roles of the departmental leader. In terms of the statement of the research problem, the following points are highlighted:

- This research emphasised the fact that some departmental leaders are not ready for their departmental leadership roles.

- The roles that departmental leaders regard as important are not necessarily regarded as equally important by academics and vice versa.

- Each departmental leader has a dominant role that is backed up by supporting role identities. It is important for departmental leaders to have a dominant role identity, as it provides the foundations for departmental leadership, that is, in terms of the type of departmental leader the department has, and how the remaining three role identities support the dominant role.

Since there are many ways to explain the roles and responsibilities of departmental leaders, it becomes necessary to expand definitions of a framework within which the duties of a departmental leader can be explained. A simple model consisting of categories could serve as a point of departure under which to group individual roles. The categories are:

- forward thinking (where the departmental leader is responsible for all the strategic and tactical planning in the department, drawing up of a departmental mission statement and setting a common vision);

- research, teaching and service effectiveness (where the departmental leader encourages the enhancement of the main tiers of the department's mission statement);

- monitoring and feedback (a crucial role, as it measures performance and compares it with planned outcomes); and

- skills acquisition (always willing to acquire new skills to lead the department more effectively).

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This categorisation of roles will help to facilitate leadership readiness, as it will provide directions for improvement goals – in other words, in which category goals should be formulated. It will also assist the departmental leader as all four of the above categories could be applied to the different role identities of departmental developer, leader, manager and scholar. It is hoped that a type of departmental leadership will emerge which will not only influence followers, but also change academic departments and reduce and ultimately eliminate the role ambiguity surrounding the job of the departmental leader.

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APPENDIX A

Leadership Self-Assessment Questionnaire (Source: Gmelch & Miskin, 1993:19) (to be completed by departmental leaders)

This questionnaire is an honest appraisal of your management and leadership style and can help in determining how ready you are for the leadership challenge. It will help you in expressing your current attitude in terms of openness, recognition, diverse perspectives, and departmental development, and you will discover your readiness to enjoy your role as departmental leader.

Please select (X) the most appropriate alternative in response to the ten (10) statements in the questionnaire. You can choose from the following five (5) responses:

(1) not at all applicable/appropriate	[0 – 19%]
(2) limited applicability/appropriateness	[20 – 39%]
(3) moderately applicable/appropriate	[40 – 59%]
(4) somewhat applicable/appropriate	[60 – 79%]
(5) applicable/appropriate	[80 – 100%]

	Required Leadership Behaviours	1	2	3	4	5
A.	Able to show visible enthusiasm for almost all duties of the departmental leader.					
B.	Willing to put in significant extra time if necessary to prepare for an upcoming departmental meeting.					
C.	Able to put in considerably more work than other departmental members without feeling resentful.					
D.	Able to direct attention and efforts toward departmental goals even at the expense of your own personal interests.					
E.	Able to recognise the benefit of diverse perspectives and participation even if it means increased conflict.					
F.	Able to give direction when needed without taking over (dominating) the functions of the staff.					
G.	Willing to give attention and praise to all departmental members whenever they are deserving.					
H.	Concerned with each departmental member's current abilities, goals, and attitudes toward department success.					
I.	Willing to rely on the achievements of departmental staff for your own recognition from higher management.					
J.	Able to guide all departmental staff members effectively in new areas.					
	Subtotal					
		X1	X2	X3	X4	X5
	Total Department Leadership Score					

Not to be completed by respondents

APPENDIX B

Departmental leader-type identification questionnaire (Source: Gmelch & Miskin, 1993:12) (To be completed by departmental leaders)

The following questionnaire consists of four categories. The categories represent typical duties or tasks of departmental leaders. Each category consists of six statements/questions. The main aim of the questionnaire is to identify your back-up and dominant head orientations. Each category represents a type of departmental leader. Which category representing which type of departmental leader is not revealed.

Please answer the following questions for each of the duties listed below:

How important to you is each departmental leader duty?	low				high
Category 1					
Coordinate departmental activities with constituents.	1	2	3	4	5
Plan and evaluate curriculum development.	1	2	3	4	5
Solicit ideas to improve the department.	1	2	3	4	5
Represent the department at professional meetings.	1	2	3	4	5
Provide informal departmental leadership.	1	2	3	4	5
Develop and initiate long-range vision and departmental goals.	1	2	3	4	5
Category 2					
Obtain resources for personal research.	1	2	3	4	5
Maintain research programme and associated professional activities.	1	2	3	4	5
Remain current within academic discipline.	1	2	3	4	5
Obtain and manage external funds (grants).	1	2	3	4	5
Select and supervise graduate students.	1	2	3	4	5
Teach and advise students.	1	2	3	4	5

Category 3					
Encourage professional development efforts of department.	1	2	3	4	5
Encourage departmental research and publication.	1	2	3	4	5
Recruit and select departmental staff.	1	2	3	4	5
Maintain conductive work climate, including reducing conflicts.	1	2	3	4	5
Evaluate departmental performance.	1	2	3	4	5
Represent department to administration.	1	2	3	4	5
Category 4					
Prepare and propose budgets.	1	2	3	4	5
Plan and conduct departmental meetings.	1	2	3	4	5
Manage departmental resources.	1	2	3	4	5
Assure the maintenance of accurate department records.	1	2	3	4	5
Manage non-academic staff.	1	2	3	4	5
Assign teaching, research and other related duties to faculty.	1	2	3	4	5

APPENDIX C

The Job Analysis Questionnaire (Source: Kapp, 2004) (to be completed by both departmental leaders and academic staff members)

1. Please indicate if you are:

    Head of department

    Member of department

2. If you are a head of department, indicate your years of experience as a head of department:

3. Please complete the following twenty-nine statements regarding the leadership domains of a head of a department. This is not a rating of how effective the head of department is functioning regarding this domain, it is about rating the importance. Using the 5-point scale provided, please rate each of the following leadership domains of a head of a department.

5	-	essential	[top 20% - 81 – 100%]
4	-	very important	[between 61 – 80%]
3	-	reasonably important	[between 41 – 60%]
2	-	low importance	[between 21 – 40%]
1	-	not important	[between 0 – 20%]

A.   Leadership   1   2   3   4   5

A1. Articulates vision, strategic goals and action plans.

A2. Creates atmosphere conducive to high performance.

A3. Emphasises teaching excellence.

A4. Emphasises research excellence.

A5. Emphasises service excellence.

A6. Encourages staff development.

A7. Encourages programme development.

B.   Management   1   2   3   4   5

B1.   Allocates resources in a fair way.

B2.   Manages change constructively.

B3.   Delegates work effectively.

B4.   Handles administrative tasks in a timely manner.

B5.   Solves problems effectively.

C.   Interpersonal relations

C1.   Treats individuals fairly and with respect.

C2.   Accessible to staff.

C3.   Accessible to students.

C4.   Demonstrates sensitivity to career and mentoring

       needs

D.   Communication

D1.   Effectively represents the department in the

       faculty/technikon.

D2.   Listens to and communicates with staff.

D3.   Produces clear reports and correspondence.

D4.   Listens to and communicates with external

       constituencies.

E.   Research/professional/community endeavours

E1.   Maintains an active research agenda.

E2.   Pursues professional growth opportunities.

E3.   Contributes to professional organisations.

E4.   Contributes to community and campus projects.

F.   Quality of education

F1.   Advances the department's programmes.

F2.   Handles external accreditation reviews effectively.

F3.   Recruits new staff/promotes recruitment skilfully.

F4.   Demonstrates a commitment to ensuring a fair

       promotion process.

F5.   Demonstrates a commitment to advancing and

       supporting diversity in the department

Thank you for your participation!

APPENDIX D

The leadership matrix (follower) questionnaire (Source: Lucas, 1999) (To be completed by academic staff members)

In your experience, please rate the following departmental leader responsibilities firstly in terms of the importance to the department, and secondly in terms of how satisfied you as an academic staff member are with the level of skill development of the departmental leader in terms of the nine roles and responsibilities. Please make use of the numbers to rate the departmental leader and not the interpretation of the numbers or the % ranges. The purpose of the % ranges is to make the rating more understandable.

Ranking is as follows:
Rate the departmental leader's responsibilities in terms of the importance of to the department:

(1)   not important   [0-19%]

(2)   of little importance   [20-39%]

(3)   moderately important   [40-59%]

(4)   important   [60-70%]

(5)   very important   [80-100%]

Rate the departmental leader's level of skill development in terms of the nine responsibilities of departmental leaders:

(1)   not satisfied   [0-19%]

(2)   limited satisfaction   [20-39%]

(3)   moderately satisfied   [40-59%]

(4)   satisfied   [60-70%]

(5)   very satisfied   [80-100%]

Departmental position:

Professor:...........   Senior Lecturer:.........   Lecturer:.................
Other (specify):.............

Responsibilities

Column A   [Importance to the department]
Column B   [Satisfaction with the level of skill development]

		A	B
i)	leading the department	---------	---------
ii)	motivating academic staff to enhance productivity	---------	---------
iii)	motivating academic staff to teach effectively	---------	---------
iv)	handling academic staff evaluation	---------	---------
v)	motivating academic staff to increase scholarship	---------	---------
vi)	motivating academic staff to increase service	---------	---------
vii)	creating a supportive communication climate	---------	---------
viii)	managing conflict	---------	---------
ix)	developing departmental (chair) survival skills	---------	---------

APPENDIX E

Table E1: Summary of responses of academic staff to leadership domains of the job analysis questionnaire (Academic Department A)

	DRL	1	2	3	4	5
A. Leadership						
1. Articulates vision, strategic goals and action plans.	4	1 (7%)			4 (31%)	8 (62%)
2. Creates atmosphere conducive to high performance.	5		1 (7%)	2 (15%)	2 (15%)	8 (62%)
3. Emphasises teaching excellence.	4	1 (7%)		2 (15%)	4 (31%)	6 (47%)
4. Emphasises research excellence.	3	1 (7%)	1 (7%)	7 (55%)	2 (15%)	2 (15%)
5. Emphasises service excellence.	5	2 (15%)		2 (15%)	5 (38%)	4 (31%)
6. Encourages staff development.	5	1 (7%)		4 (31%)	4 (31%)	4 (31%)
7. Encourages programme development.	4		1 (7%)	1 (7%)	4 (31%)	7 (55%)
B. Management						
1. Allocates resources in a fair way.	5	1 (7%)		1 (7%)	2 (15%)	9 (61%)
2. Manages change constructively.	4		1 (7%)	3 (23%)	3 (23%)	9 (38%)
3. Delegates work effectively	5		2 (15%)	3 (23%)	3 (23%)	5 (38%)
4. Handles administrative tasks in a timely manner.	4		1 (7%)	2 (15%)	7 (55%)	3 (23%)
5. Solves problems effectively.	4	1 (7%)		1 (7%)	5 (38%)	5 (38%)
C. Interpersonal Relations						
1. Treats individuals fairly and with respect.	5	1 (7%)			5 (38%)	7 (55%)
2. Accessible to staff.	5	1 (7%)			4 (31%)	8 (62%)
3. Accessible to students.	5		1 (7%)	1 (7%)	3(23%)	8 (62%)
4. Demonstrates sensitivity to career and mentoring needs	4		1 (7%)	1 (7%)	5 (38%)	6 (46%)
D. Communication						
1. Effectively represents the department in the faculty/technikon.	4	1 (7%)	1 (7%)		6 (46%)	5 (38%)
2. Listens to and communicates with staff.	5	1 (7%)		1 (7%)	3 (23%)	8 (62%)
3. Produces clear reports and correspondence.	5	1 (7%)	1 (7%)		3 (23%)	8 (62%)
4. Listens to and communicates with external constituencies.	5		1 (7%)		6 (46%)	6 (46%)
E. Research/Professional/Community Endeavours						
1. Maintains an active research/scholarly agenda.	3	1 (7%)	1 (7%)	5 (38%)	5 (38%)	6 (46%)
2. Pursues professional growth opportunities.	5		1 (7%)	4 (31%)	5 (38%)	3 (23%)
3. Contributes to professional organisations.	5		1 (7%)	3 (23%)	5 (38%)	4 (31%)
4. Contributes to community and campus projects.	4		1 (7%)	3 (23%)	4 (31%)	4 (31%)
F. Quality of Education						
1. Advances the department's programmes.	4	1 (7%)		2 (15%)	3 (23%)	7 (55%)
2. Handles external accreditation reviews effectively	4	1 (7%)		1 (7%)	5 (38%)	6 (46%)
3. Recruits new staff/promotes recruitment skilfully.	4	1 (7%)		3 (23%)	6 (46%)	3 (23%)
4. Demonstrates a commitment to ensuring a fair promotion process.	5	2 (15%)	1 (7%)	1 (7%)	5 (38%)	4 (31%)
5. Demonstrates a commitment to advancing and supporting diversity in the department.	5			3 (23%)	5 (38%)	5 (38%)

Table E2: Summary of responses of academic staff to leadership domains of the job analysis questionnaire (Academic Department B)

	DRL	1	2	3	4	5
A Leadership						
1. Articulates vision, strategic goals and action plans.	5				2 (40%)	3 (60%)
2. Creates atmosphere conducive to high performance.	5				2 (15%)	5 (100%)
3. Emphasises teaching excellence.	5				1 (20%)	4 (80%)
4. Emphasises research excellence.	4				3 (60%)	2 (40%)
5. Emphasis service excellence.	5				5 (38%)	5 (100%)
6. Encourages staff development.	5				1 (20%)	4 (80%)
7. Encourages programme development.	5				1 (20%)	4 (80%)
B. Management						
1. Allocates resources in a fair way.	4			1 (20%)	1 (20%)	3 (60%)
2. Manages change constructively.	5			2 (40%)	1 (20%)	2 (40%)
3. Delegates work effectively.	4			1 (20%)	2 (40%)	2 (40%)
4. Handles administrative tasks in a timely manner.	4			1 (20%)	2 (40%)	2 (40%)
5. Solves problems effectively.	5					3 (60%)
C. Interpersonal Relations						
1. Treats individuals fairly and with respect.	5				1 (20%)	4 (80%)
2. Accessible to staff.	5			1 (20%)	3 (60%)	1 (20%)
3. Accessible to students.	4			2 (40)	2(40%)	1 (20%)
4. Demonstrates sensitivity to career and mentoring needs	4			1 (20%)	3 (60%)	1 (20%)
D. Communication						
1. Effectively represents the department in the faculty/technikon.	5					5 (100%)
2. Listens to and communicates with staff.	5				2 (40%)	3 (60%)
3. Produces clear reports and correspondence.	4			1 (20%)	2 (40%)	2 (40%)
4. Listens to and communicates with external constituencies.	4			1 (20%)	4 (80%)	
E. Research/Professional/Community Endeavours						
1. Maintains an active research/scholarly agenda.	5			1 (20%)	4 (80%)	
2. Pursues professional growth opportunities.	5			1 (20%)	2 (40%)	2 (40%)
3. Contributes to professional organisations.	4			1 (20%)	4 (80%)	
4. Contributes to community and campus projects.	4			1 (20%)	3 (60%)	1 (20%)
F. Quality of Education						
1. Advances the department's programmes.	5				2 (40%)	3 (60%)
2. Handles external accreditation reviews effectively	4			2 (40%)	1 (20%)	2 (40%)
3. Recruits new staff/promotes recruitment skilfully.	4			1 (20%)	2 (40%)	2 (40%)
4. Demonstrates a commitment to ensuring a fair promotion process.	5			1 (20%)		4 (80%)
5. Demonstrates a commitment to advancing and supporting diversity in the department.	5				4 (80%)	1 (20%)

Table E3: Summary of responses of academic staff to leadership domains of job analysis questionnaire (Academic Department C)

	DRL	1	2	3	4	5
A. Leadership						
1.Articulates vision, strategic goals and action plans.	5				2 (33%)	4 (67%)
2. Creates atmosphere conducive to high performance.	4				2 (33%)	4 (67%)
3. Emphasises teaching excellence.	4			1 (17%)	2 (33%)	3 (50%)
4. Emphasises research excellence.	3		1 (17%)	1 (17%)	1 (17%)	3 (50%)
5. Emphasises service excellence.	5				3 (50%)	3 (50%)
6. Encourages staff development.	3		1 (17%)		1 (17%)	4 (67%)
7. Encourages programme development.	3				1 (17%)	5 (83%)
B. Management						
1. Allocates resources in a fair way.	3				3 (50%)	3 (50%)
2. Manages change constructively.	4			1 (17%)	4 (67%)	1 (17%)
3. Delegates work effectively.	4			1 (17%)	3 (50%)	2 (33%)
4.Handles administrative tasks in a timely manner.	5			1 (17%)	3 (50%)	2 (33%)
5. Solves problems effectively.	5				2 (33%)	4 (67%)
C. Interpersonal Relations						
1. Treats individuals fairly and with respect.	5			1 (17%)	3 (50%)	2 (33%)
2. Accessible to staff.	5			1 (17%)	3 (50%)	2 (33%)
3. Accessible to students.	5			3 (50%)	2 (33%)	1 (17%)
4.Demonstrates sensitivity to career and mentoring needs	5				4 (67%)	2 (33%)
D. Communication						
1. Effectively represents the department in the faculty/technikon.	4				2 (33%)	4 (67%)
2. Listens to and communicates with staff.	5				1 (17%)	5 (83%)
3. Produces clear reports and correspondence.	5				3 (50%)	3 (50%)
4 Listens to and communicates with external constituencies.	5			1 (17%)	3 (50%)	2 (33%)
E Research/Professional/Community Endeavours						
1. Maintains an active research/scholarly agenda.	5			1 (17%)	2 (33%)	3 (50%)
2. Pursues professional growth opportunities.	5			2 (33%)	3 (50%)	1 (17%)
3. Contributes to professional organisations.	5		1 (17%)	1 (17%)	2 (33%)	2 (33%)
4. Contributes to community and campus projects.	5			1 (17%)	3 (50%)	2 (33%)
F. Quality of Education						
1. Advances the department's programmes.	5				1 (17%)	5 (83%)
2.Handles external accreditation reviews effectively	5				2 (33%)	4 (67%)
3. Recruits new staff/promotes recruitment skilfully.	3			2 (33%)	1 (17%)	3 (50%)
4. Demonstrates a commitment to ensuring a fair promotion process.	4			1 (17%)	2 (33%)	3 (50%)
5. Demonstrates a commitment to advancing and supporting diversity in the department.	4			1 (17%)	3 (50%)	2 (33%)

Table E4: Summary of responses of academic staff to leadership domains of job analysis questionnaire (Academic Department D)

	DRL	1	2	3	4	5
A. Leadership						
1. Articulates vision, strategic goals and action plans.	5				1 (14%)	6 (86%)
2.Creates atmosphere conducive to high performance.	5				2 (29%)	5 (71%)
3. Emphasises teaching excellence.	4				3 (43%)	4 (58%)
4. Emphasises research excellence.	4			1 (14%)	1 (14%)	5 (71%)
5. Emphasises service excellence.	4				1 (14%)	6 (86%)
6. Encourages staff development.	4			1 (14%)	2 (29%)	4 (58%)
7. Encourages programme development.	4			1 (14%)	2 (29%)	4 (58%)
B. Management						
1. Allocates resources in a fair way.	5				1 (14%)	6 (86%)
2. Manages change constructively.	5				3 (43%)	4 (58%)
3. Delegates work effectively.	5				2 (29%)	5 (71%)
4.Handles administrative tasks in a timely manner.	5				2 (29%)	5 (71%)
5. Solves problems effectively.	5				2 (29%)	5 (71%)
C. Interpersonal Relations						
1. Treats individuals fairly and with respect.	5				2 (29%)	5 (71%)
2. Accessible to staff.	5			2 (29%)	3 (43%)	2 (29%)
3. Accessible to students.	5	1 (14%)	1 (14%)		2 (29%)	3 (43%)
4.Demonstrates sensitivity to career and mentoring needs	5		1 (14%)	1 (14%)	3 (43%)	2 (29%)
D. Communication						
1. Effectively represents the department in the faculty/technikon.	4				2 (29%)	5 (71%)
2. Listens to and communicates with staff.	4		1 (14%)	1 (14%)	1 (14%)	4 (58%)
3. Produces clear reports and correspondence.	4				2 (29%)	5 (71%)
4. Listens to and communicates with external constituencies.	5				1 (14%)	6 (86%)
E. Research/Professional/Community Endeavours						
1. Maintains an active research/scholarly agenda.	5			1 (14%)	3 (43%)	3 (43%)
2. Pursues professional growth opportunities.	5		1 (14%)	1 (14%)	3 (43%)	2 (29%)
3. Contributes to professional organisations.	5		1 (14%)	1 (14%)	4 (58%)	1 (14%)
4.Contributes to community and campus projects.	5		1 (14%)	4 (43%)	2 (29%)	
F. Quality of Education						
1. Advances the department's programmes.	5				3 (43%)	4 (58%)
2 Handles external accreditation reviews effectively	5				1 (14%)	6 (86%)
3. Recruits new staff/promotes recruitment skilfully.	5			2 (29%)	2 (29%)	3 (43%)
4. Demonstrates a commitment to ensuring a fair promotion process.	5			1 (14%)	3 (43%)	3 (43%)
5. Demonstrates a commitment to advancing and supporting diversity in the department.	5			1 (14%)	3 (43%)	3 (43%)

Table E5: Summary of follower responses (Academic Department A)

	1	2	3	4	5	6	7	8	9	10	11	12	13
Responsibility i (Importance of each role)	5	4	5	5	5	4	5	5	4	5	5	5	5
(Satisfaction with the level of skill development)	5	3	3	3	3	4	5	5	5	4	4	4	4
Responsibility ii (Importance of each role)	4	5	5	4	5	3	3	3	5	4	3	5	5
(Satisfaction with the level of skill development)	5	3	4	4	3	4	2	3	5	3	2	4	4
Responsibility iii (Importance of each role)	5	5	2	5	4	4	5	5	4	5	3	5	5
(Satisfaction with the level of skill development)	5	3	1	4	3	3	4	4	4	4	2	4	4
Responsibility iv (Importance of each role)	4	3	2	4	4	3	5	4	5	4	2	5	5
(Satisfaction with the level of skill development)	5	4	1	4	3	4	4	3	5	3	3	4	4
Responsibility v (Importance of each role)	4	4	2	3	4	3	3	1	3	4	2	4	1
(Satisfaction with the level of skill development)	4	3	1	3	3	3	5	1	3	2	3	3	1
Responsibility vi (Importance of each role)	4	4	4	4	4	4	4	1	5	4	3	4	1
(Satisfaction with the level of skill development)	5	3	4	4	3	4	3	1	5	3	4	4	1
Responsibility vii (Importance of each role)	5	4	5	4	4	3	5	5	5	5	4	5	5
(Satisfaction with the level of skill development)	5	3	4	4	3	3	5	4	4	4	3	4	4
Responsibility viii (Importance of each role)	4	4	5	4	4	4	5	5	5	4	3	5	5
(Satisfaction with the level of skill development)	5	3	5	4	3	4	3	4	5	3	2	4	4
Responsibility ix (Importance of each role)	3	3	5	4	4	3	4	4	5	4	2	5	5
(Satisfaction with the level of skill development)	4	4	5	4	3	3	4	3	3	3	1	4	4

Table E6: Summary of follower responses (Academic Department B)

	1	2	3	4	5
Responsibility i (Importance of each role)	5	5	4	5	5
(Satisfaction with the level of skill development)	3	4	4	4	4
Responsibility ii (Importance of each role)	4	3	4	5	5
(Satisfaction with the level of skill development)	3	3	4	5	3
Responsibility iii (Importance of each role)	3	3	5	5	5
(Satisfaction with the level of skill development)	4	2	4	5	4
Responsibility iv (Importance of each role)	3	2	4	5	4
(Satisfaction with the level of skill development)	2	1	4	5	5
Responsibility v (Importance of each role)	3	3	4	4	3
(Satisfaction with the level of skill development)	2	2	4	4	2
Responsibility vi (Importance of each role)	4	4	4	5	5
(Satisfaction with the level of skill development)	2	2	4	5	4
Responsibility vii (Importance of each role)	5	5	5	5	5
(Satisfaction with the level of skill development)	4	4	4	3	3
Responsibility viii (Importance of each role)	5	5	4	4	5
(Satisfaction with the level of skill development)	2	2	4	3	4
Responsibility ix (Importance of each role)	4	4	5	5	5
(Satisfaction with the level of skill development)	2	2	4	5	3

Table E7: Summary of follower responses (Academic Department C)

	1	2	3	4	5	6	7
Responsibility i (Importance of each role)	4	5	5	N	5	4	5
(Satisfaction with the level of skill development)	3	5	4		5	4	4
Responsibility ii (Importance of each role)	5	5	5	O	4	4	4
(Satisfaction with the level of skill development)	3	5	2		3	4	4
Responsibility iii (Importance of each role)	3	5	5	R	5	4	5
(Satisfaction with the level of skill development)	3	5	4		3	4	3
Responsibility iv (Importance of each role)	4	5	5	E	4	4	4
(Satisfaction with the level of skill development)	3	5	3		3	4	4
Responsibility v (Importance of each role)	3	1	3	S	4	4	5
(Satisfaction with the level of skill development)	2	5	1		4	4	3
Responsibility vi (Importance of each role)	4	3	5	P	5	4	5
(Satisfaction with the level of skill development)	3	5	1		4	4	4
Responsibility vii (Importance of each role)	5	5	5	O	4	4	5
(Satisfaction with the level of skill development)	3	5	4		3	4	3
Responsibility viii (Importance of each role)	5	5	5	N	3	4	5
(Satisfaction with the level of skill development)	3	5	2		3	4	4
Responsibility ix (Importance of each role)	5	3	5	S	5	4	3
(Satisfaction with the level of skill development)	3	5	3		4	4	3
				E			

Table E8: Summary of follower responses (Academic Department D)

	1	2	3	4	5	6	7
Responsibility i (Importance of each role)	5	5	5	4	5	5	5
(Satisfaction with the level of skill development)	5	5	4	3	3	3	4
Responsibility ii (Importance of each role)	5	5	5	4	3	4	5
(Satisfaction with the level of skill development)	4	5	3	3	4	4	4
Responsibility iii (Importance of each role)	2	5	5	4	3	5	4
(Satisfaction with the level of skill development)	1	5	3	3	3	4	3
Responsibility iv (Importance of each role)	5	5	5	3	4	4	5
(Satisfaction with the level of skill development)	3	4	3	3	4	4	5
Responsibility v (Importance of each role)	2	5	5	4	4	4	4
(Satisfaction with the level of skill development)	1	2	2	4	4	2	3
Responsibility vi (Importance of each role)	2	5	5	4	4	5	5
(Satisfaction with the level of skill development)	1	3	1	4	5	4	3
Responsibility vii (Importance of each role)	5	5	5	4	5	5	5
(Satisfaction with the level of skill development)	5	5	5	5	5	5	5
Responsibility viii (Importance of each role)	5	5	5	5	5	5	5
(Satisfaction with the level of skill development)	5	4	4	4	4	3	5
Responsibility ix (Importance of each role)	5	5	5	4	3	5	3
(Satisfaction with the level of skill development)	4	4	3	3	3	3	3

Figure E1: Leading the department (Academic department A)
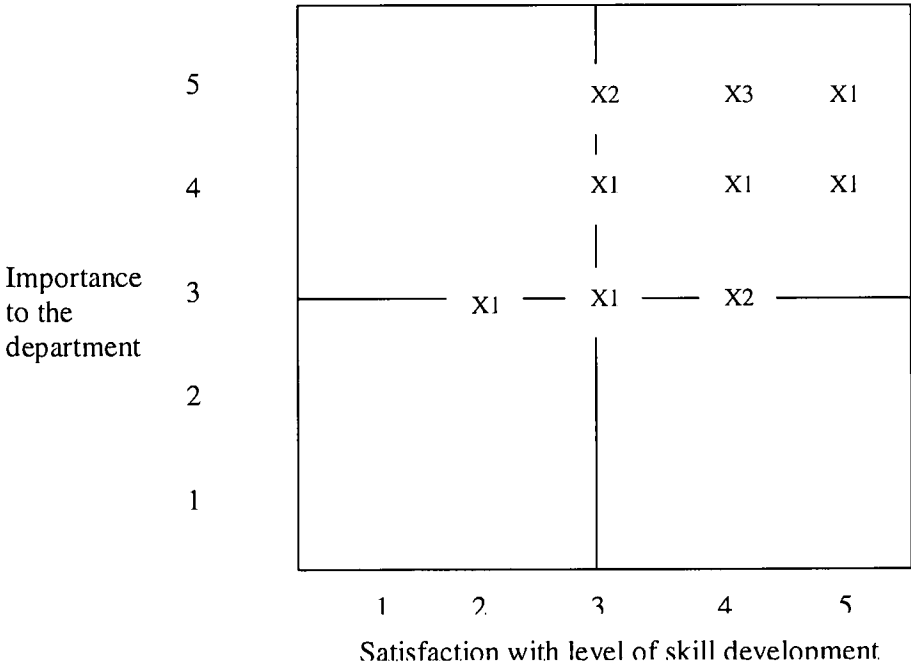
Figure E2: Motivating academic staff to increase productivity (Academic Department A)
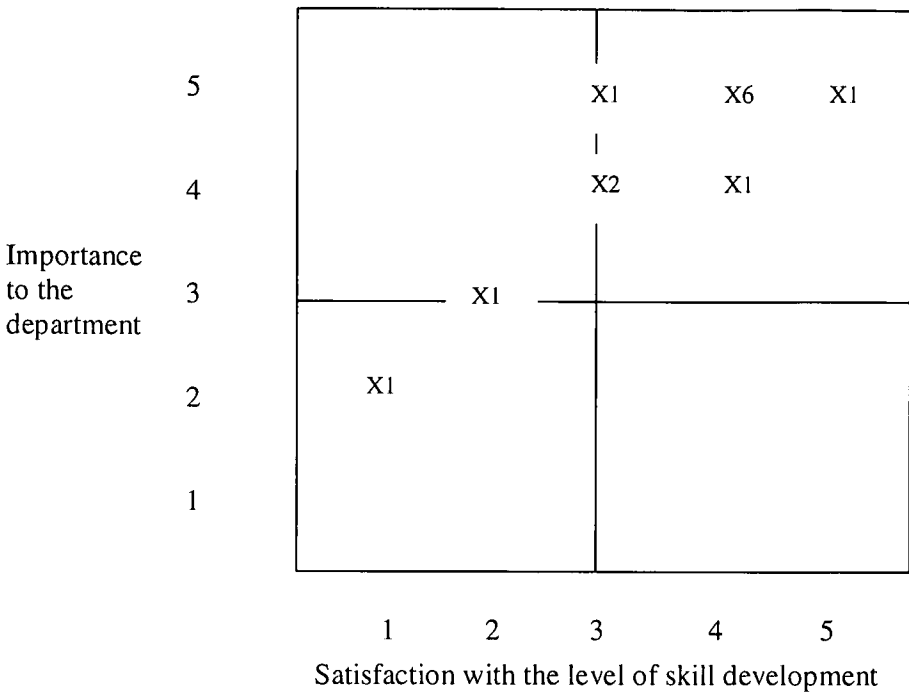
Figure E3: Motivating academic staff to teach effectively (Academic Department A)
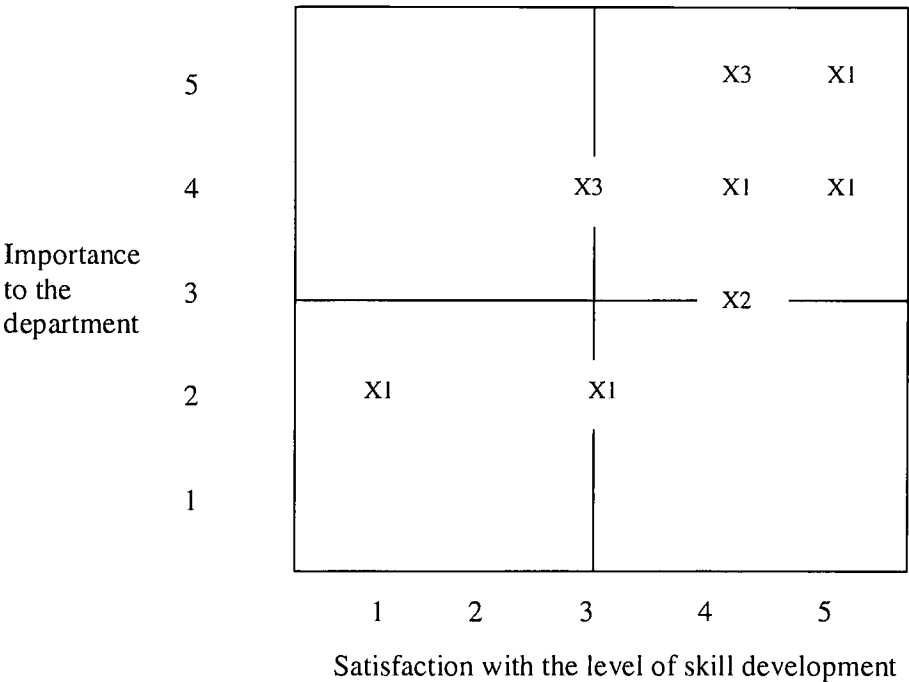
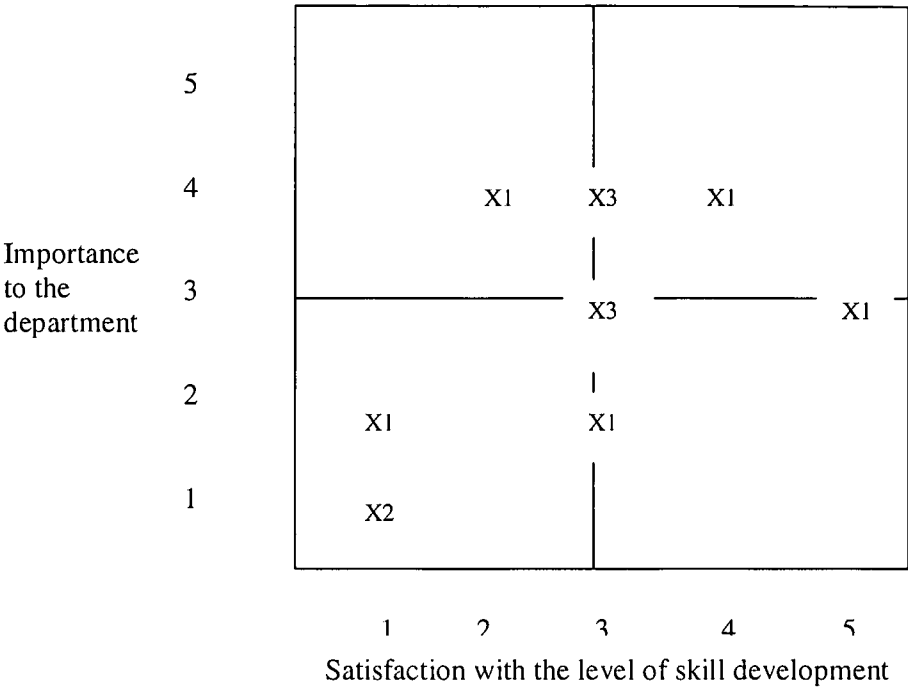**Figure E4: Handling academic staff evaluation (Academic Department A)**

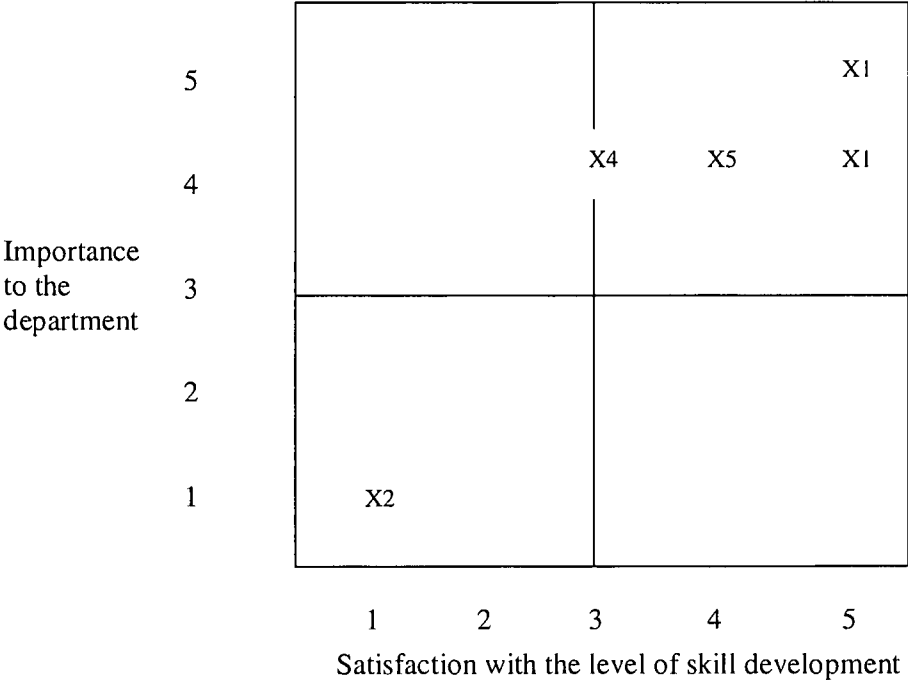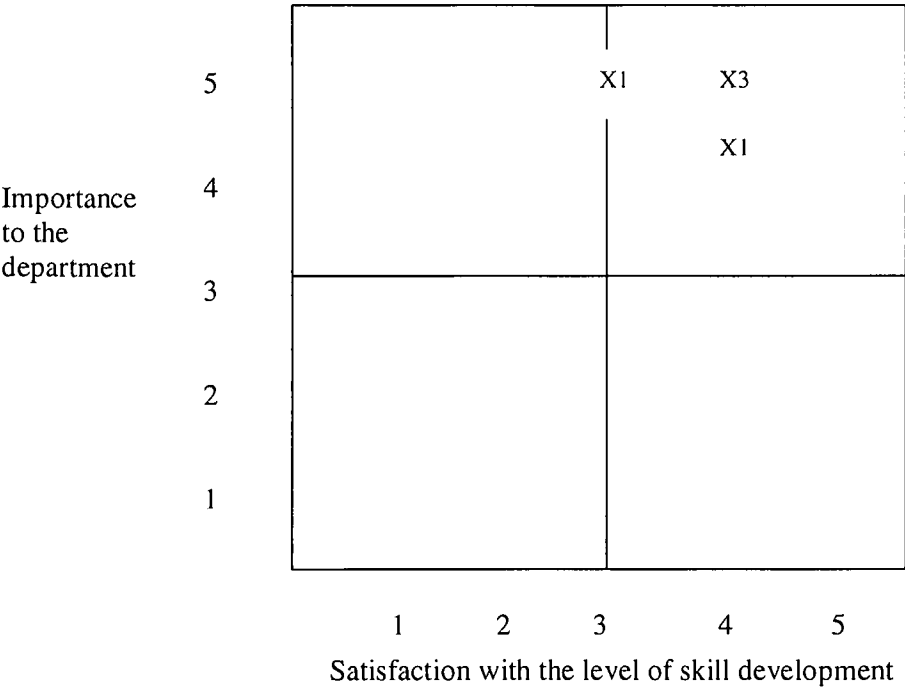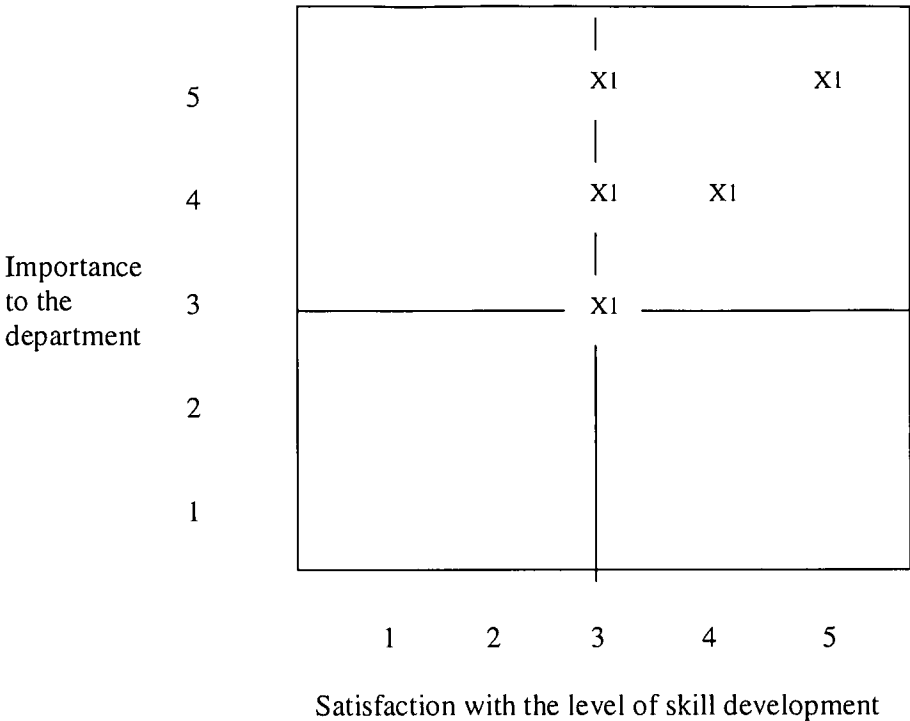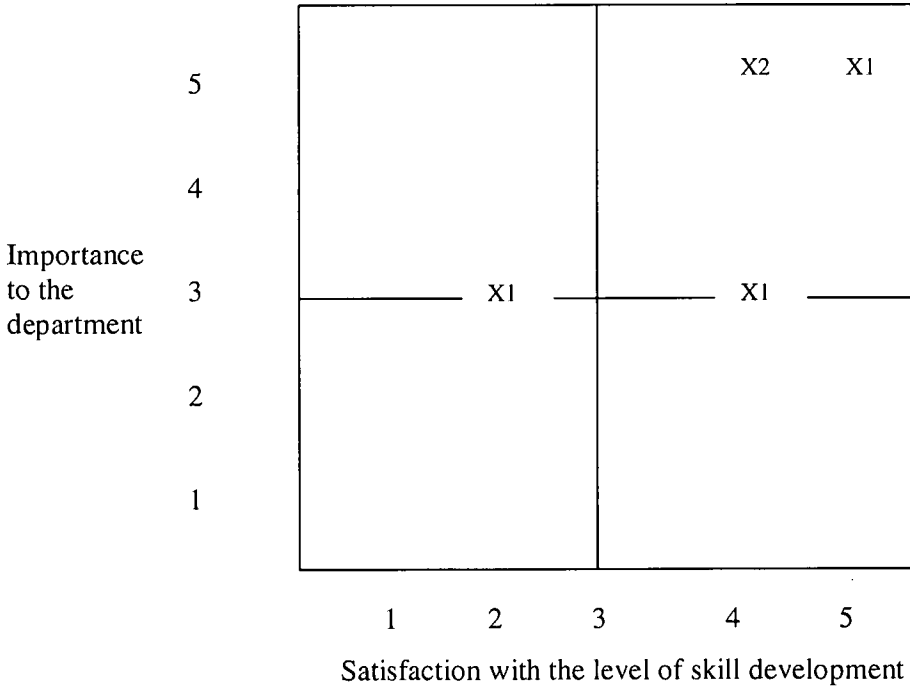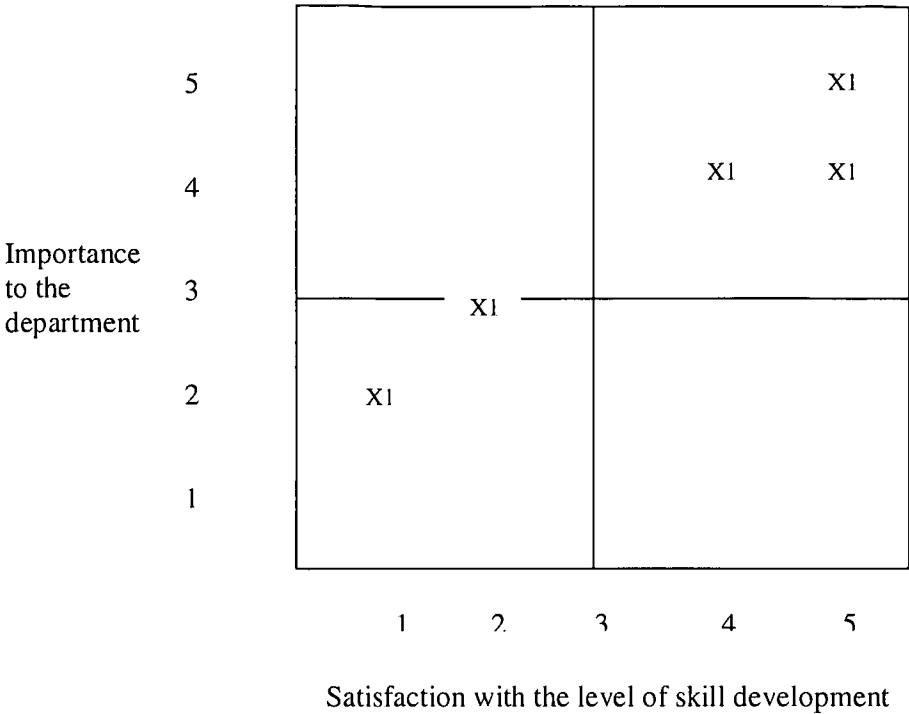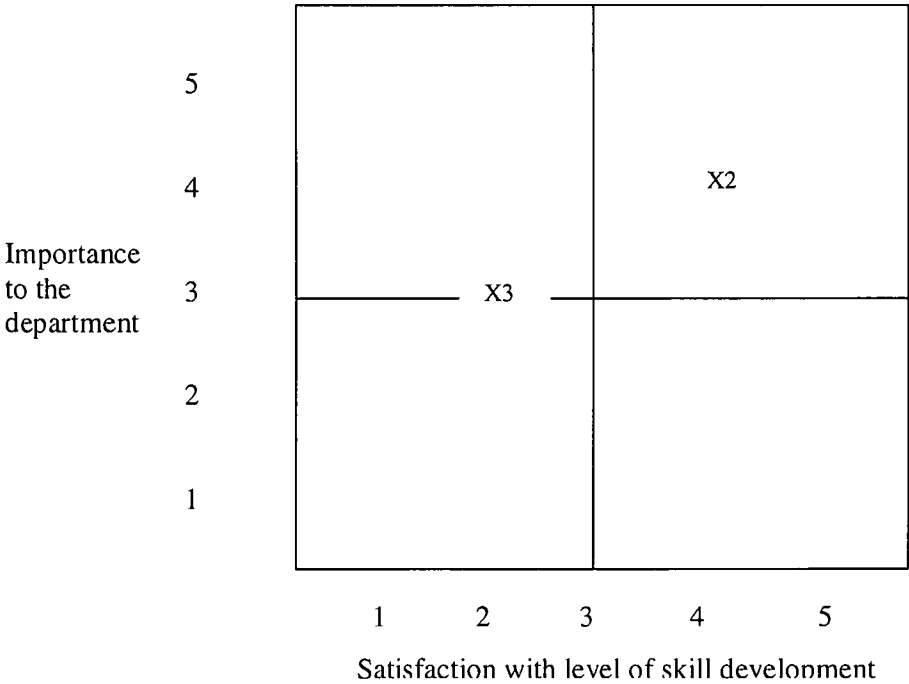**Figure E5: Motivating academic staff to increase scholarship (Academic Department A)**

Figure E6: Motivating academic staff to increase service (Academic Department A)
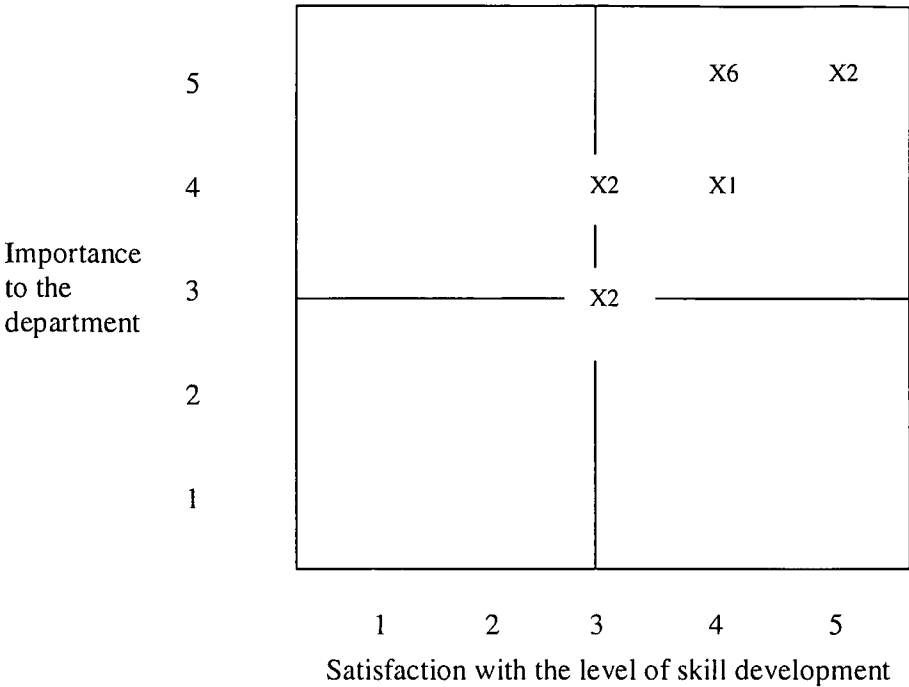
Figure E7: Creating a supportive communication climate (Academic Department A)
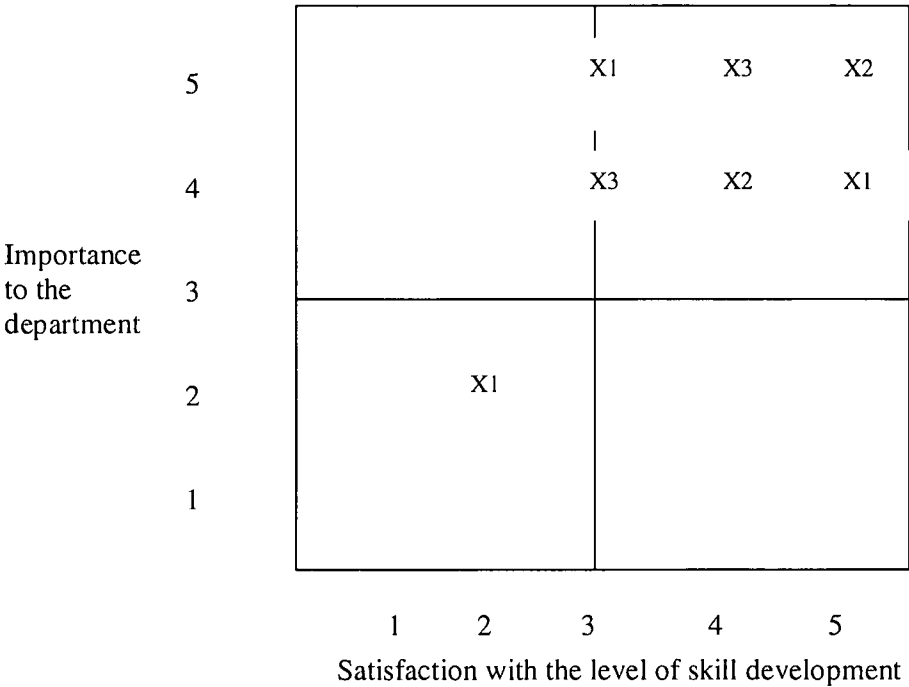
Figure E8: Managing conflict (Academic Department A)
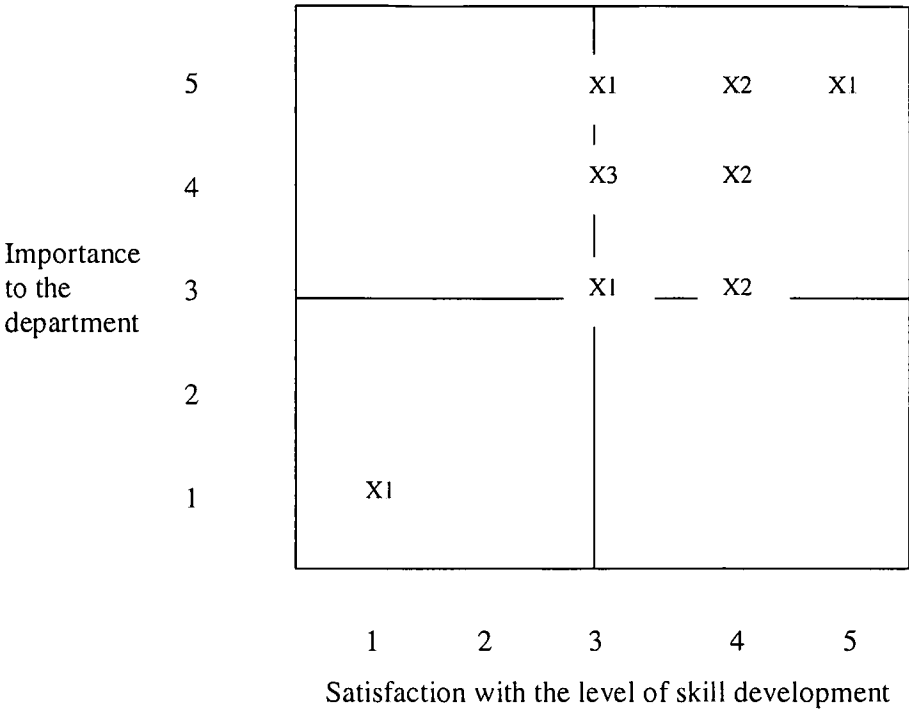
Figure E9: Developing chair survival skills (Academic Department A)

Figure E10: Leading the department (Academic Department B)

Importance
to the
department

Satisfaction with the level of skill development

**Figure E11: Motivating academic staff to increase productivity (Academic
Department B)**

Importance
to the
department

Satisfaction with the level of skill development

**Figure E12: Motivating academic staff to teach effectively (Academic
Department B)**

Importance to the department

Satisfaction with the level of skill development

Figure E13: Handling academic staff evaluation (Academic Department B)

Importance to the department

Satisfaction with level of skill development

Figure E14: Motivating academic staff to increase scholarship (Academic Department B)

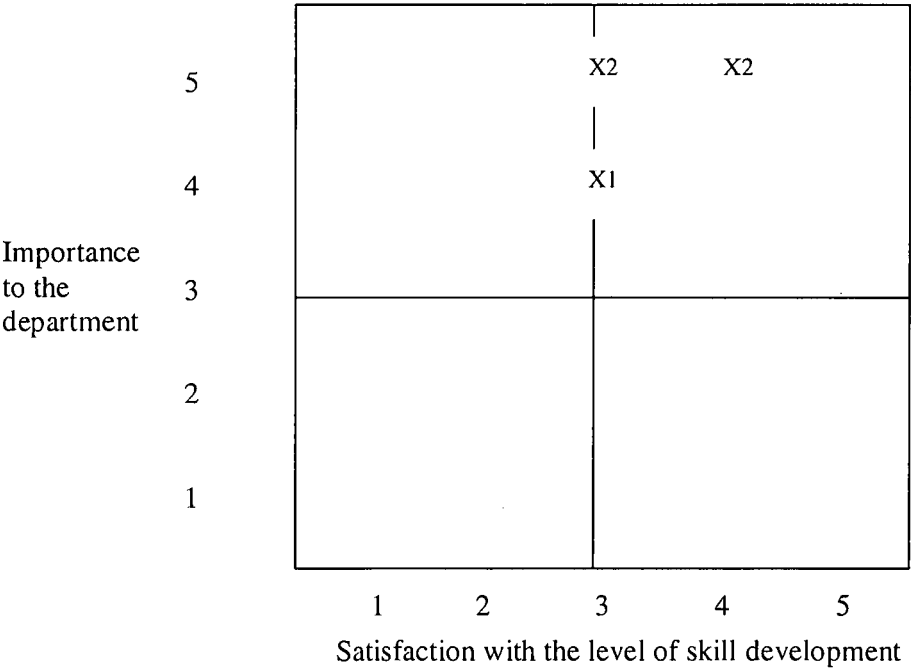**Figure E15: Motivating academic staff to increase service (Academic Department B)**

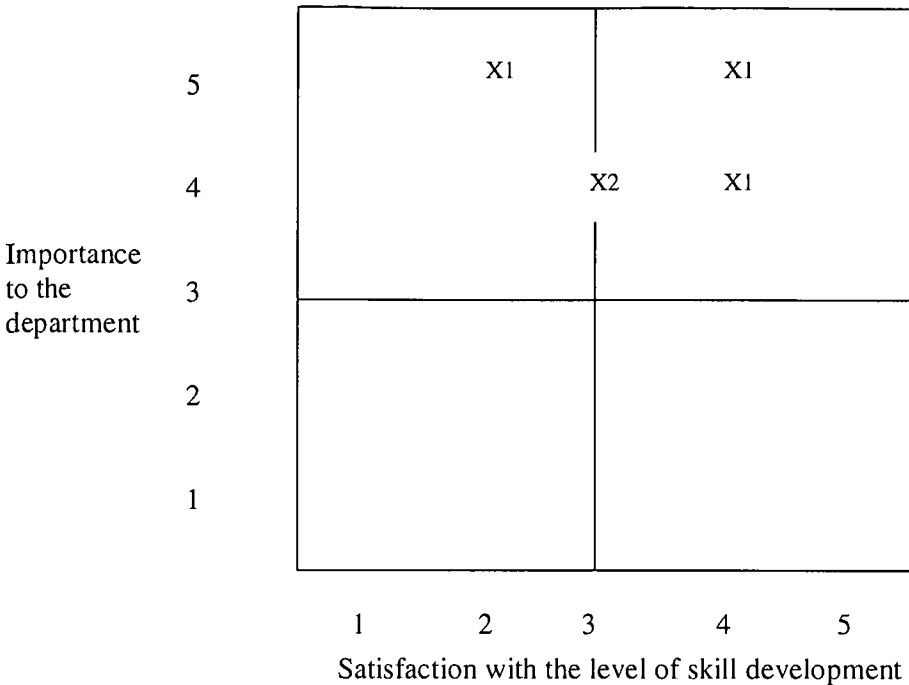**Figure E16: Creating a supporting communication climate (Academic Department B)**

197

Importance to the department

Satisfaction with the level of skill development

Figure E17: Managing conflict (Academic Department B)

Importance to the department

Satisfaction with the level of skill development
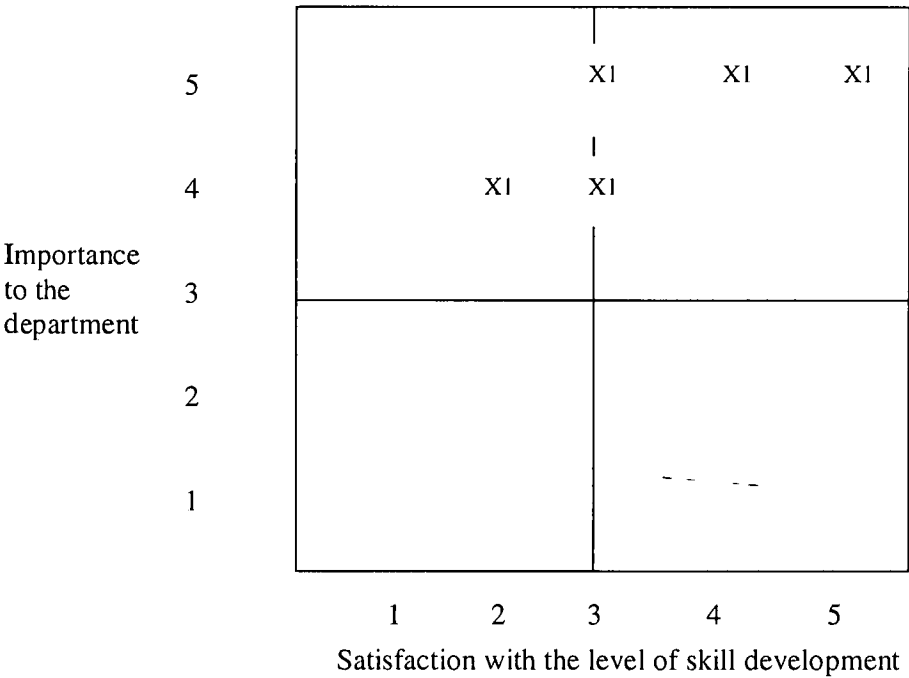
Figure E18: Developing chair survival skills (Academic Department B)

198

Importance
to the
department

5   X2   X2

4   X1   X1

3

2

1

1 2 3 4 5

Satisfaction with the level of skill development
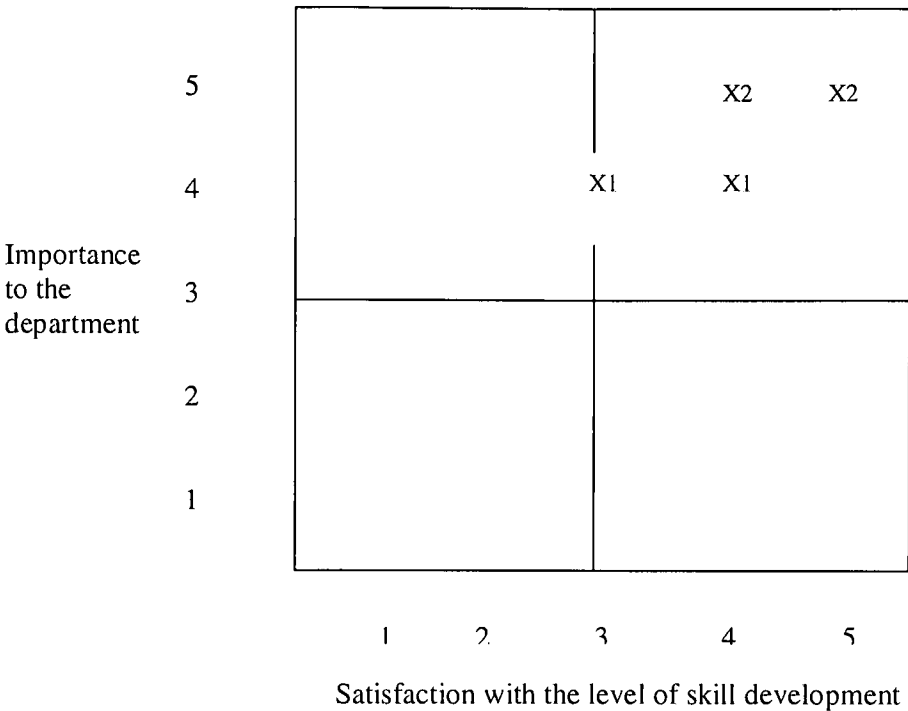
Figure E19: Leading the department (Academic Department C)

Importance
to the
department

5   X1 X1   X1

4   X2

3   X1

2

1

1 2 3 4 5

Satisfaction with the level of skill development

Figure E20: Motivating academic staff to increase productivity (Academic Department C)
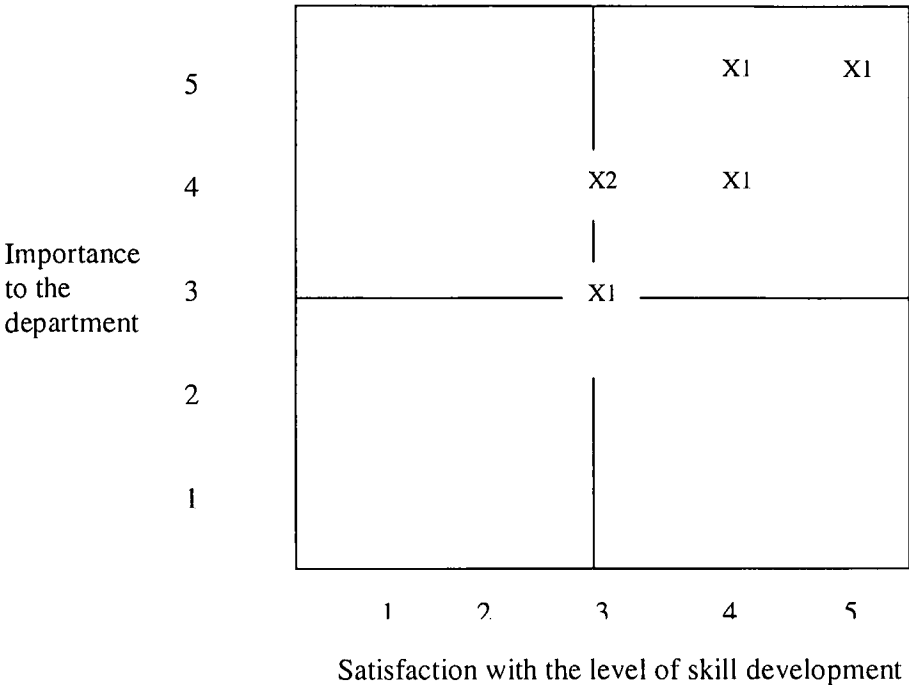
Figure E21: Motivating academic staff to teach effectively (Academic Department C)

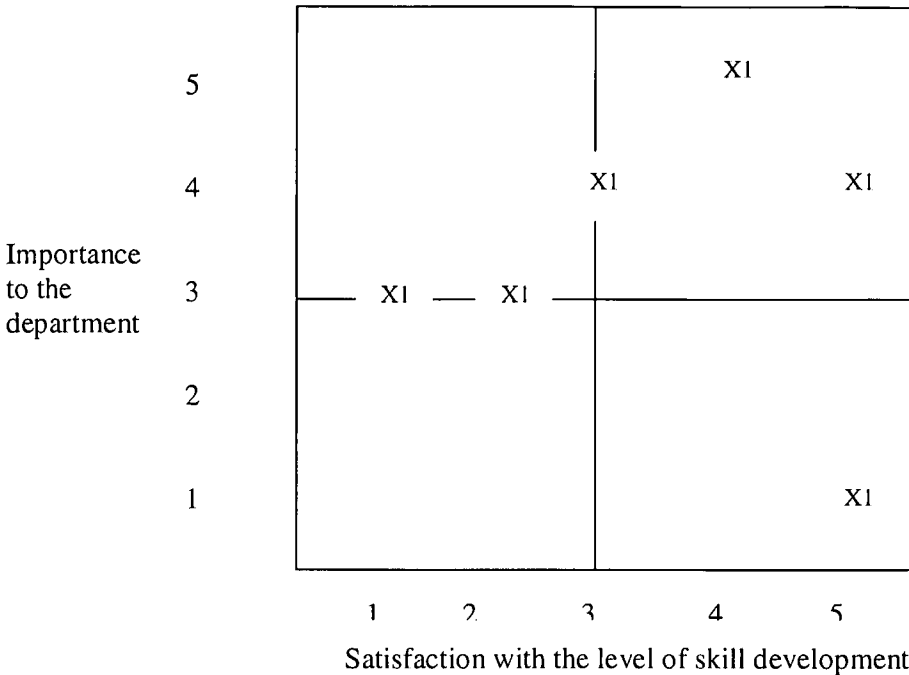**Figure E22: Handling academic staff evaluation (Academic Department C)**

Figure E23: Motivating academic staff to increase scholarship (Academic Department C)
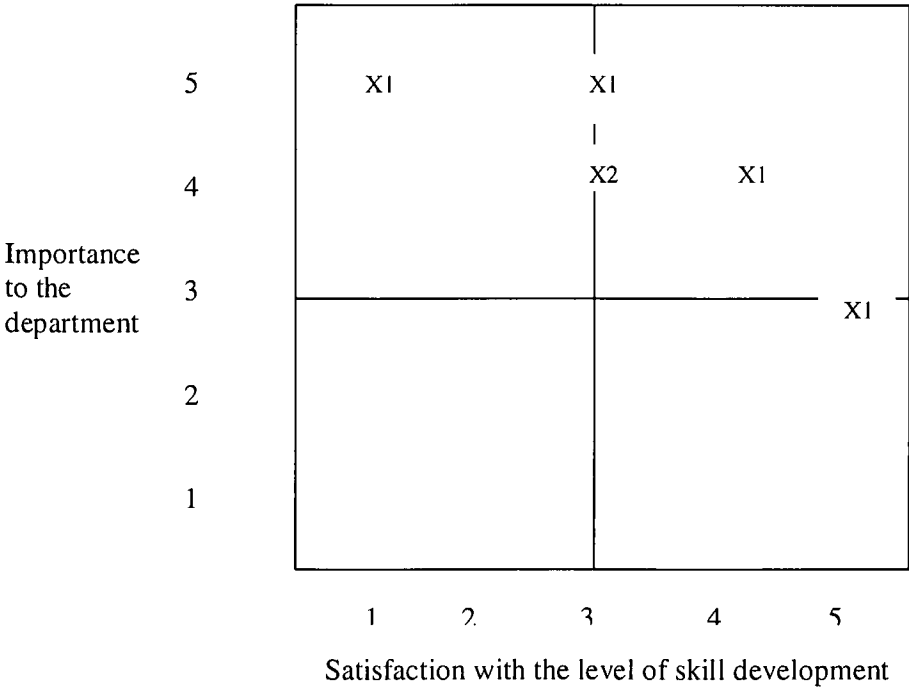

Figure E24: Motivating academic staff to increase service (Academic Department C)
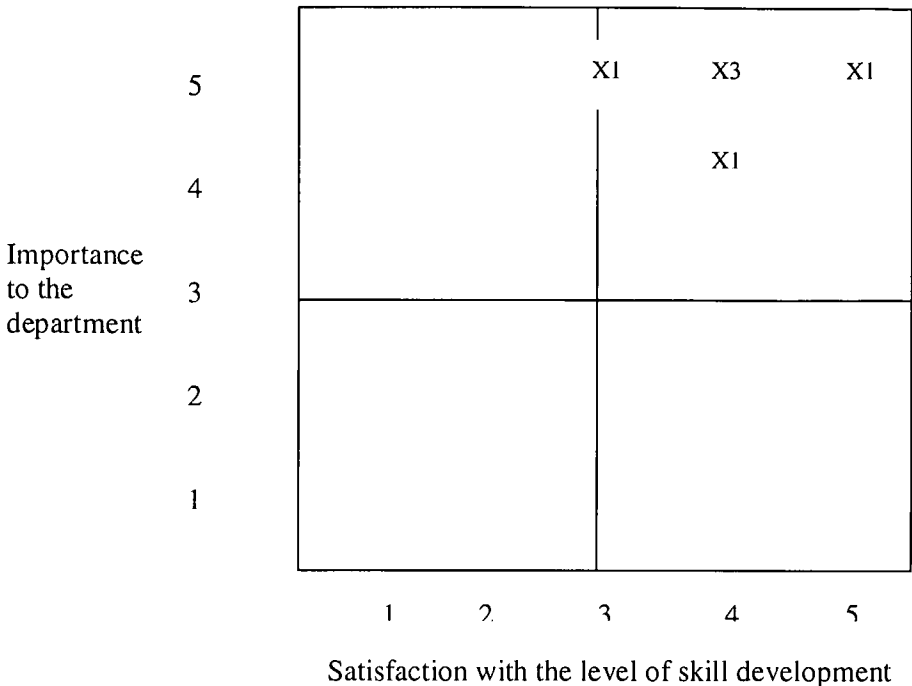
Figure E25: Creating a supportive communication climate (Academic Department C)

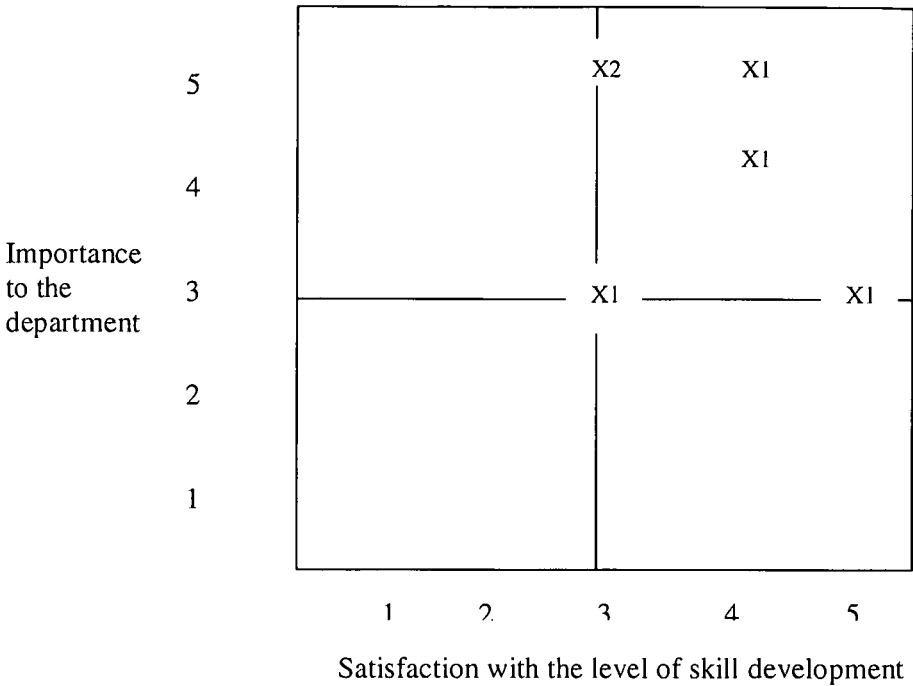**Figure E26: Managing conflict (Academic Department C)**

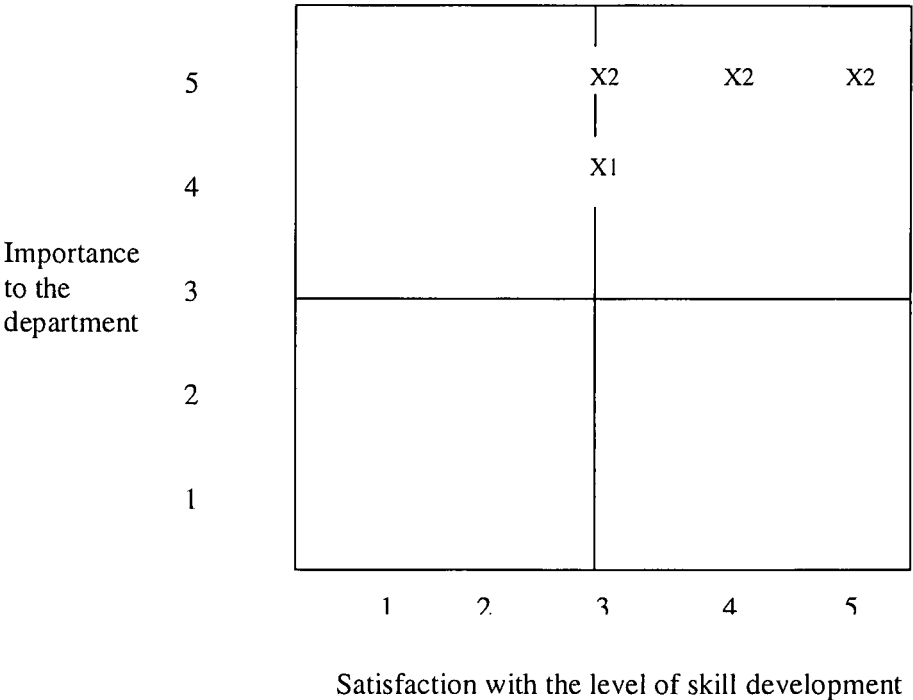Figure E27: Developing chair survival skills (Academic Department C)

Figure E28: Leading the department (Academic Department D)

Importance
to the
department

Satisfaction with the level of skill development

Figure E29: Motivating academic staff to enhance productivity (Academic Department D)

Importance
to the
department

Satisfaction with the level of skill development

Figure E30: Motivating academic staff to teach effectively (Academic Department D)

Importance
to the
department

Satisfaction with the level of skill development
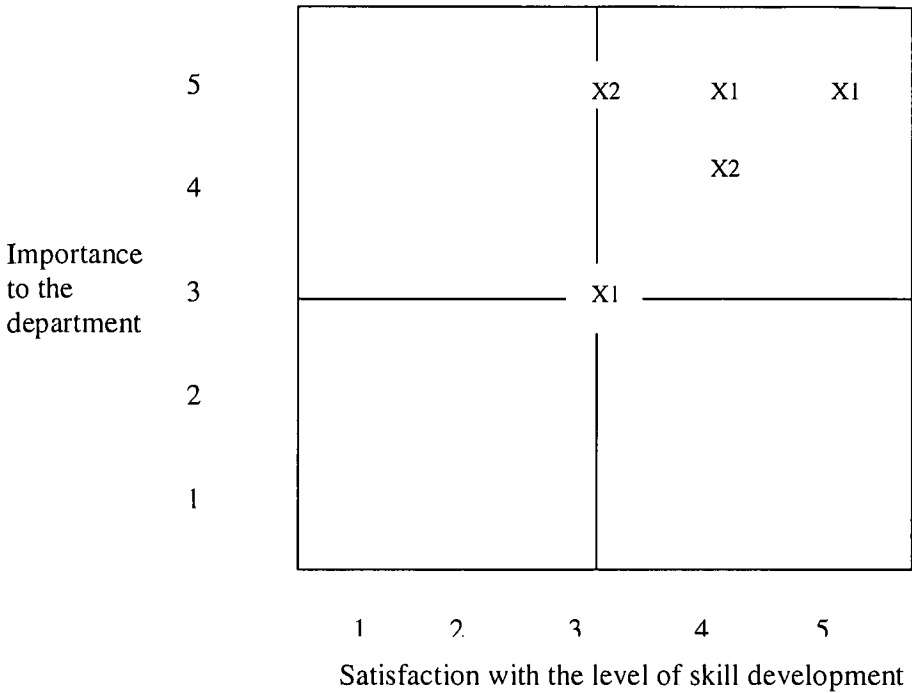
Figure E31: Handling academic staff evaluation (Academic Department D)

Importance
to the
department

Satisfaction with the level of skill development
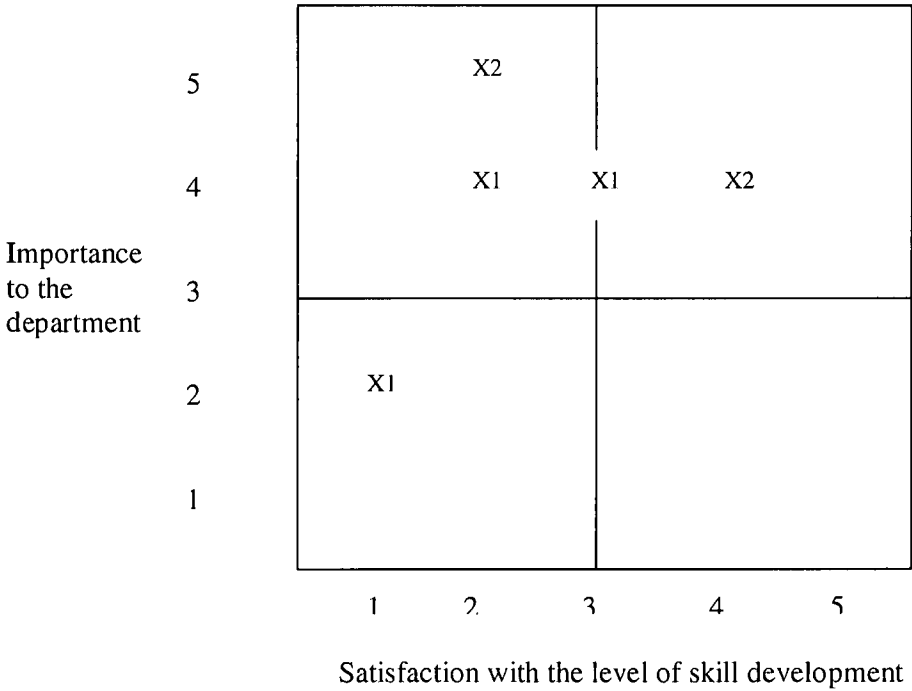
Figure E32: Motivating academic staff to increase scholarship (Academic Department D)

205

Importance
to the   3
department

Satisfaction with the level of skill development
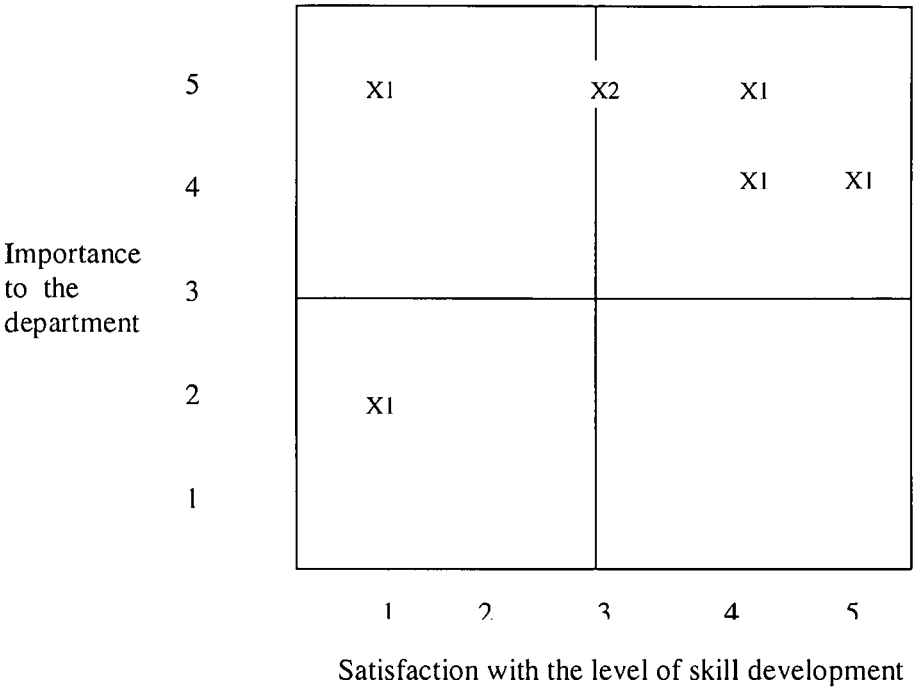
Figure E33: Motivating academic staff to increase service (Academic Department D)

Importance
to the   3
department

Satisfaction with the level of skill development
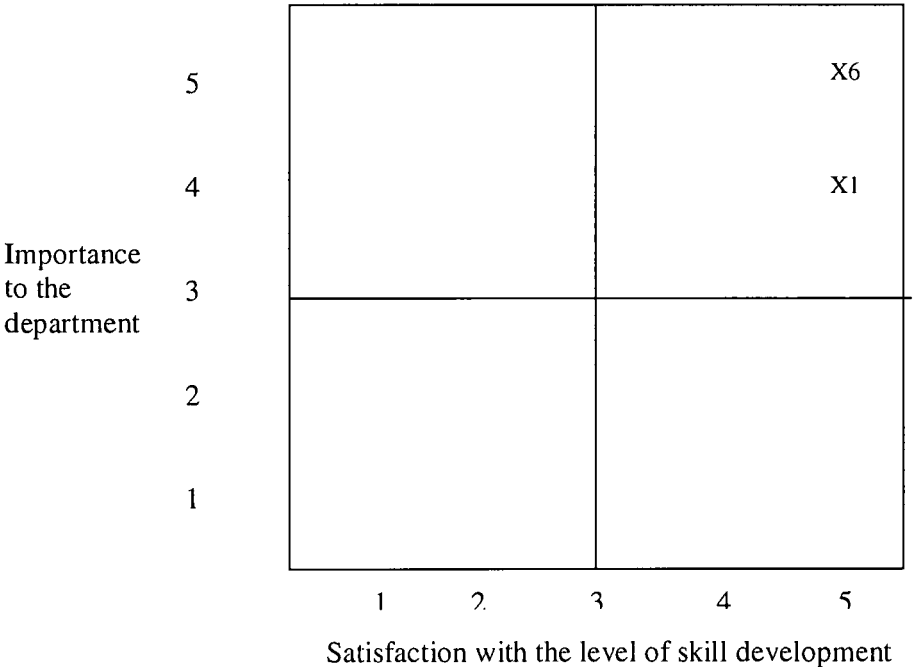
Figure E34: Creating a supportive communication climate (Academic Department D)

Importance
to the
department

5   X1   X4   X2

4

3

2

1

1   2   3   4   5

Satisfaction with the level of skill development
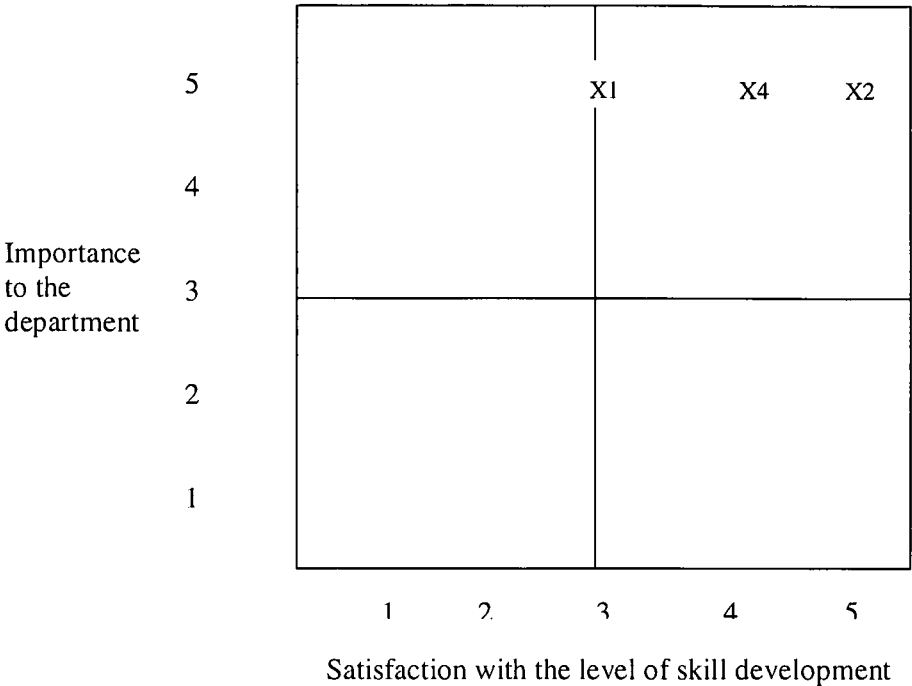
Figure E35: Managing conflict (Academic Department D)

Importance
to the
department

5   X2   X2

4   X1

3   X2

2

1

1   2   3   4   5

Satisfaction with the level of skill development
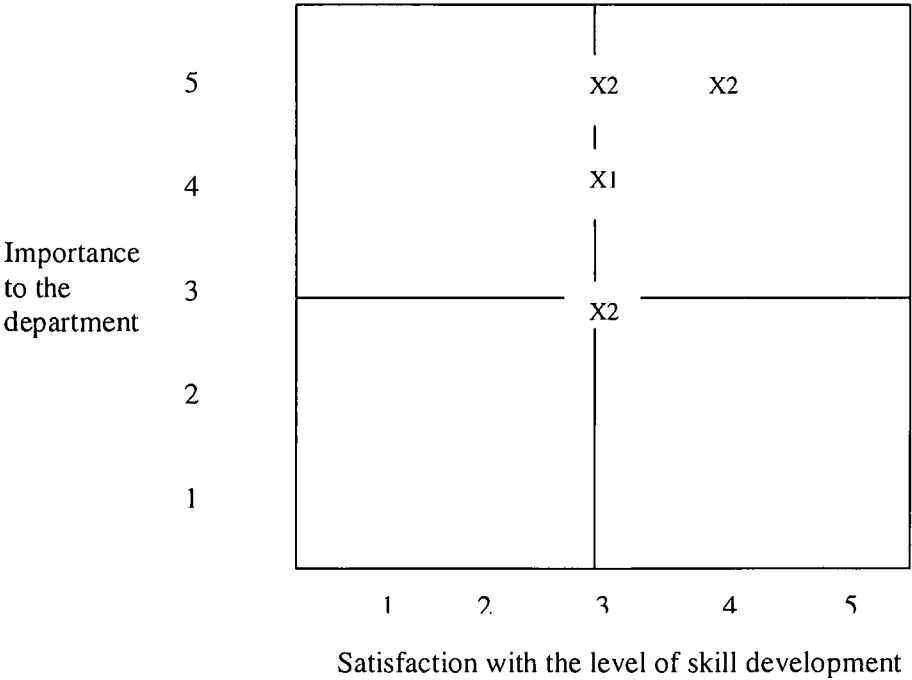
Figure E36: Developing chair survival skills (Academic Department D)

Importance to the department

5			X8	X27	X12
4		X1	X22	X15	X5
3		X3	X7	X5	X1
2	X3	X1	X2		
1	X5				

| 1 | 2 | 3 | 4 | 5 |

Satisfaction with the level of skill development
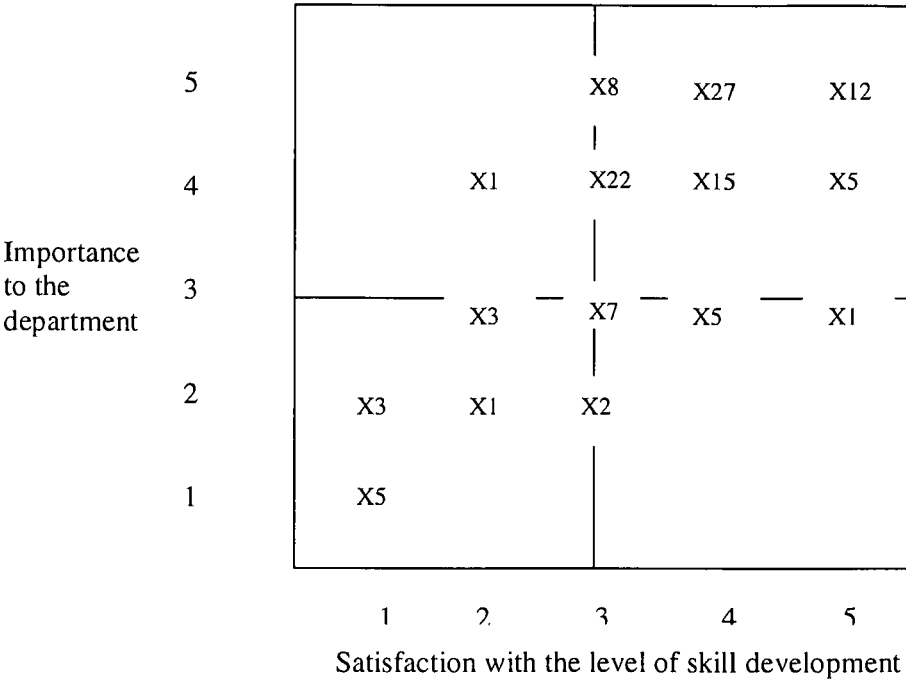
Figure E37: Summary of Academic Department A responses

Importance to the department

5		X1	X5	X10	X5
4		X2	X5	X7	X1
3		X5	X2	X1	
2	X1				
1					

| 1 | 2 | 3 | 4 | 5 |

Satisfaction with the level of skill development
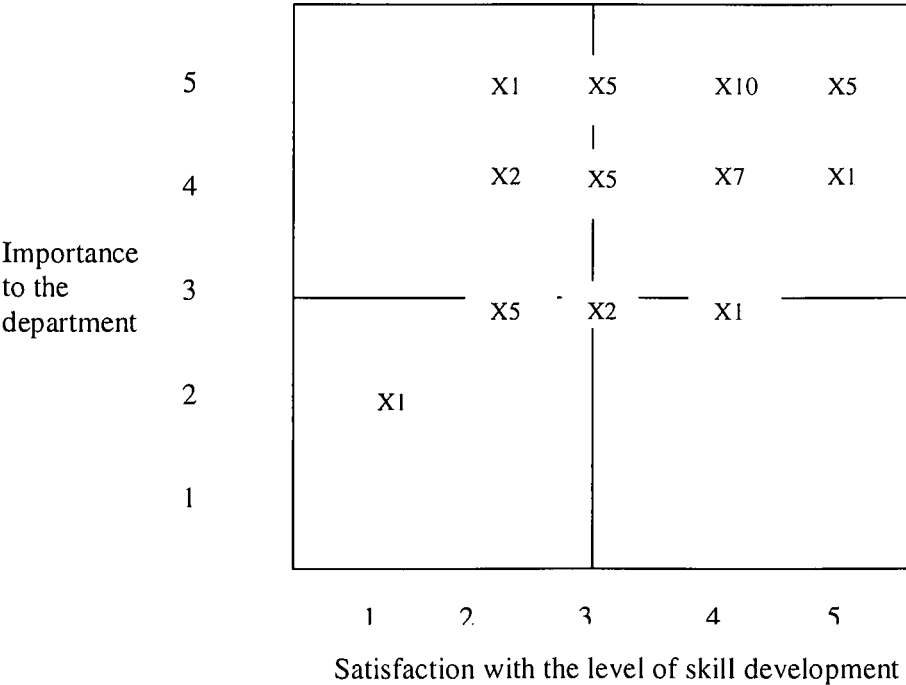
Figure E38: Summary of Academic Department B responses

Importance to the department

5	X1	X2	X8	X8	X7
4			X9	X10	X1
3	X1	X1	X3		X2
2					
1					X1

1   2   3   4   5

Satisfaction with the level of skill development
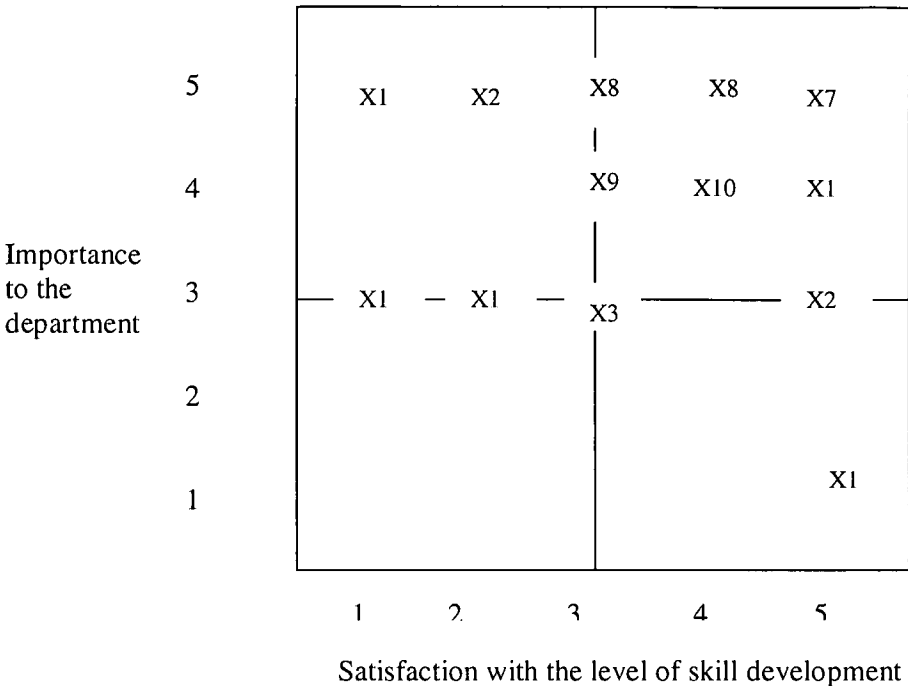
Figure E39: Summary of Academic Department C responses

Importance to the department

5		X3	X11	X13	X13
4		X1	X6	X6	X2
3			X4	X1	
2	X3				
1					

1   2   3   4   5

Satisfaction with the level of skill development
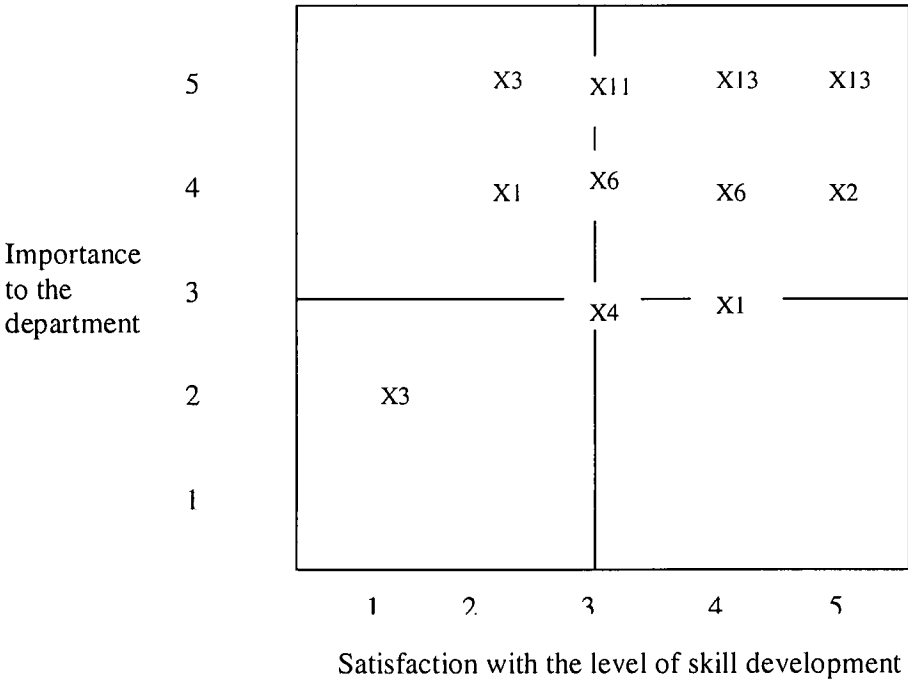
Figure E40: Summary of Academic Department D responses

APPENDIX F

Respondent letter

Thesis title	:	Departmental leadership roles and responsibilities: a case study
Student no.	:	13220209
Researcher	:	Witbooi, Moses. J.S.

Dear Respondent

I am a registered M.Phil. (Higher Education) student at the University of Stellenbosch. My research topic is entitled "Departmental leadership roles and responsibilities: a case study". I am using this opportunity to invite you to participate in the study.

Your participation in the research will require approximately 15 minutes of your precious time. On completion of the questionnaire(s), it will be required of you to retain the completed questionnaires until such time that I personally collect the questionnaires. The information on the questionnaire, i.e. your personal responses, will be kept confidential. No reference will be made verbally or through written reports that could in any way link you personally to the results of the study. If you have any questions, please do not hesitate to contact me on my cell phone 0834128182 or by e-mail at 13220209@sun.ac.za.

Please remember that your participation is voluntary. Non-participation would be interpreted as a non-return of the questionnaire(s).

Thanking you

Witbooi, MJS (Mr.)