

Leadership and Adaptability styles of Deans at Public Jordanian Universities

أنماط القيادة والتكيف لدى العمداء في الجامعات الأردنية العامة

Aieman Al-Omari, Ahmad Qablan, Samer Khasawneh, & Aman Khasawneh

أيمن العمري، وأحمد قبلان، وسامر خصاونة، وأمان خصاونه

Department of Educational Foundations and Administration, Faculty of Educational Sciences, Hashemite University. Jordan

E-mail: aieman66@hu.edu.jo.

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Abstract

The objective of this study is to identify leadership styles and adaptability levels of (21) deans at three of Public Jordanian universities. LEAD Self-scale used in this study. To answer the questions of this study: (1) how do deans perceive their leadership styles? (2) what is the style adaptability level among deans? (3) Are there significant differences in deans' perceptions of their leadership styles according to their disciplines, and experiences in current position? And (4) Are there significant differences in deans' perceptions of their style adaptability levels according to their disciplines, and experiences in current position? Means, Standard Deviations, Frequencies, Percentages and χ^2 computed. With regard to leadership style, deans selected *selling* as their primary leadership style, and selected *participating* as their secondary style. Regarding style adaptability, deans indicate a pronounced primary leadership style with less flexibility into the secondary styles.

Key words: Academic Deans, Leadership, leadership styles, higher education, Jordan.

ملخص

هدفت الدراسة الى التعرف على النمط القيادي السائد وأنماط التكيف لدى العمداء في ثلاث جامعات حكومية أردنية، وتكونت عينة الدراسة من (٢١) عميد كلية. وكانت أداة الدراسة عبارة عن وصف النمط والتكيف القيادي LEAD-Self. وتم استخراج المتوسطات الحسابية والانحرافات المعيارية والتكرارات واختبار كاي تربيع للإجابة عن أسئلة الدراسة التالية: (١) كيف يتصور عمداء الكليات أنماطهم القيادية؟ (٢) ما مستوى التكيف بين العمداء؟ (٣) هل توجد فروق ذات دلالة في تصورات العمداء لأنماطهم القيادية باختلاف نوع الكلية والخبرة في المركز الحالي؟ (٤) هل توجد فروق ذات دلالة في تصورات العمداء لمدى التكيف باختلاف نوع الكلية والخبرة في المركز الحالي؟ وأسفرت نتائج الدراسة عن أن العمداء اختاروا النمط القيادي البائع كنمط قيادي رئيسي، والنمط القيادي المشارك كنمط قيادي ثانوي. أما مدى التكيف فقد جاء ضمن المدى المتوسط.

الكلمات المفتاحية: القيادة، أنماط القيادة، عمداء الكليات، التعليم العالي.

Introduction

Leaders are one of the crucial factors who have responsibility for and form success or failure of organization. In addition, leaders are the key direction to lead subordinates to perform in order to achieve organizational goals. Because higher education will be different in the future, its leaders will also need to behave differently and assume different philosophies about leading. Specifically, they need to know and remain true to their personal and professional values as they make decisions and as they work to clarify, affirm, and regenerate values for their organizations at large.

Understanding the principles of leadership is an important element in the success of all components within an institution and thus to the institution itself (Leubsdorf, 2006). To achieve efficient performance, there is requiring expanding the empirical research base addressing superior's leadership style. By measuring these perceptions of deans, leadership style could significantly provide the accurate results. To realize and understand Jordanian public higher academic professional leadership and their leadership style adaptability, this research could help the performance of leadership and the outcome of the superiors to be enhanced.

This study focuses on deans' leadership practices in three public institutions of higher education in Jordan. The importance of an educated population emphasized for a long time in Jordan. Milestones Acts (Education Act 1964, 1994, and 2004, Higher Education Act 1980 and 1985) passed to ensure widespread access to higher education among citizens. The first public Jordanian university, the University of Jordan, established in 1962. Yarmouk University followed in 1976, and eight more universities that are public established in different parts of the Kingdom since that date. In 1989, the Council of Higher Education endorsed the first policy document authorizing the establishment of private universities. Amman University, the first Jordanian private university established in 1990. An impressive number of twelve more private universities founded since that date in Jordan (Altal, 1998).

At present, there are ten public and fourteen private universities in Jordan. The public Universities and the private ones offer programs towards degrees. Never the less, the public universities are the ones to offer the Masters and Doctorate degrees. The exception to the rule is the Amman Arab University for the Graduate studies, which offers the Masters and doctorate degrees (Ministry of Higher Education and Scientific Research, 2007).

Black & Porter (1991) show that different cultures have different effect upon leadership style, and different institutions practices different managerial and leadership styles. The objective of Al-Omari's (2007) study is to identify leadership styles and style adaptability of deans and department chairpersons as perceived by them at three institutions of higher education in Jordan. With regard to leadership style, both deans and department chairs selected *selling* as their primary leadership style, and selected *participating* as their secondary style. Regarding style adaptability, deans and department chairs fell in the middle range of scores. Scores in this range usually indicate a pronounced primary leadership style with less flexibility into the secondary styles.

Al-Omari's (2005) study designed to identify the leadership styles and style adaptability, of deans and department chairs at three of Public Doctoral Research Universities-Extensive in the northwest region of the

leadership situations. Whether a dean can manage these situations in an equal and effective manner given their own individual leadership style and background, may determine the amount of satisfaction deans garner from their position. The interaction of a dean leadership style with the group leadership situations within the faculty and administrative cabinet can greatly influence the success of the dean with these groups as well as with the institution.

The issue of leadership researched in different ways. The studies differ according to the researcher's methodology and his/ her views of leadership. Theories of leadership attempt to explain the factors involved either in the emergence of leadership or in the nature of leadership and its consequences (Bass, 1990). Most researchers deal with only one narrow aspect of leadership. Moreover, most of the studies fall into distinct lines of research. Most leadership research classify into one of the following four approaches: (1) trait approach, (2) behavior approach, (3) power-influence approach, and (4) situational approach (Yukl, 1994; House, 1997).

More than a quarter-century has passed since the exposition of Hersey and Blanchard's Situational Leadership Theory (SLT) of Leadership; more organizational leaders have been trained using SLT than any other leadership theory (Hersey & Blanchard, 1969). SLT focuses on only one situational variable (subordinate maturity) as a moderator of two leader behaviors (task and relationship) and leader effectiveness. Moreover, Hersey and Blanchard (1982) suggest that the task and relationship behavior operationalized in a manner that closely parallels existing operations of consideration and initiation of structure. SLT has a number of strengths, for example, it is straightforward, appealing, and easy to learn. Also, its focus on performance is primary; audit places the role of the situation in the center of all discussion.

Depends on the previous strengths, the situational leadership model developed by Hersey and Blanchard (1982) was used as the framework for this study. The Leadership Effectiveness and Adaptability Description (LEAD)-Self instrument, used in this study to investigate the leadership styles and style adaptability of deans and as perceived by them, and how

leadership style. Hence, style adaptability is the extent to which the leaders are able to vary their style in response to the demands of a particular situation or problem.

All leaders have a primary leadership style and that most leaders have a secondary leadership style. A leader's primary leadership style is defined as the behavior pattern used most often when attempting to influence the activities of others, for example, a preferred subordinate. A leader's secondary leadership style is the behavior pattern most often used only on occasion. Further, leaders have one primary leadership style, and they tend to use one of the four basic leadership styles described in Situational Leadership in most leadership situations. However, they may have no secondary leadership style or they may have up to three secondary styles (Hersey, Blanchard, & Johnson, 1996)

The studies addressing the leadership styles of deans are limited (Almgadi and Alnaji, 1994). Most of the researches focus on specific topics, such as their transition from research and teaching to academic management (Arter, 1981), their dilemmas and stress in leadership (Cleveland, 1960; Wolverson, Gmelch, Wolverson, & Sarros, 1999), their position of conflict (Feltner & Goodsell, 1972; Wolverson, Wolverson, & Gmelch, 1999), their management skills and mobility (Sagaria, 1988; Sagaria & Krotseng, 1986), and their role in governance and decision making (Baldrige, 1971). Given this limited research, there is a need to further study leadership styles and style adaptability of deans at three public universities in Jordan.

Purpose of the Study

The primary purpose of this study is to identify leadership styles and adaptability levels of deans as perceived by deans themselves at three public institutions of higher education in Jordan. This study attempts to answer the following three research questions:

1. How do deans perceive their leadership styles?
2. What is the style adaptability level among deans?

3. Are there significant differences in deans’ perceptions of their leadership styles according to their disciplines, and experiences in current position?
4. Are there significant differences in deans’ perceptions of their style adaptability levels according to their disciplines, and experiences in current position?

Significance of the problem

The study of situational leadership has been and continues to be the focus of numerous academic research studies (e.g., Blank et al., 1990; Carew et al., 1986; Clothier, 1984; Coates, 1992; Cook, 1992; Goodson et al., 1989; Haley, 1983; Hall, 1968; Jacobsen, 1984; Kohut, 1983; Yukl, 1989; Zorn & Violanti, 1993) and so on.

According to the problem of this study, the significant aspect of the present study might provide support for the application of the Situational Leadership Theory in identifying effective leaders for Jordan organizations which in a non-western culture. In addition, findings of this study may assist higher academic leadership to acquire awareness of their own leadership styles as a step toward becoming effective academic professional leaders.

Moreover, a significant aspect of the present study is that the higher academic dean is a role model for his/ her faculties, exemplifying the standards of professional practice and effective styles to attain both organizational goals and student needs. Revealing the higher academic deans' leadership style help give direction to both themselves and the faculty in how to work and communicate with each other more effectively.

Furthermore, the significant aspect of the present study is utilizing the Leader Effectiveness & Adaptability Description (LEAD) instrument (LEAD-Self), which brings new challenging knowledge to the area of leadership research and provides a valuable database for further research study.

The findings might result in better methods for future decision-making processes of these organizations. This investigation would call attention to the ways that these administrative structures have operated up to now. By realizing a better understanding of the leadership style and style adaptability of the higher academic deans could provide valuable benefit. In addition to that, the result of this study will also help fill in the gap in the literature related to the lack of research in higher education and the contradictory results regarding the leadership styles and style adaptability levels among deans in Jordan.

Operational definitions

The following definitions operationalized for this study:

Leadership Style: The behavior pattern a person exhibits when attempting to influence the activities of others as measured by the used instrument (LEAD-Self) in this study.

Style 1 (*Telling*): This leadership style is characterized by above-average amounts of task behavior and below-average amounts of relationship behavior as measured by the used instrument (LEAD-Self) in this study.

Style 2 (*Selling*): This leadership style is characterized by above-average amounts of both task and relationship behavior as measured by the used instrument (LEAD-Self) in this study.

Style 3 (*Participating*): This style is characterized by above-average amounts of relationship behavior and below-average amounts of task behavior as measured by the used instrument (LEAD-Self) in this study.

Style 4 (*Delegating*): This style is characterized by below-average amounts of both relationship and task behavior as measured by the used instrument (LEAD-Self) in this study.

Style Adaptability: The degree to which leaders are able to vary their style according to the demands of a given situation as measured by the used instrument (LEAD-Self) in this study.

Boundaries of the Study

The following are limitations of the current study:

- The study is limited to the deans at three public Institutions of Higher Education in Jordan. Therefore, the study findings cannot be generalized to other areas of education or other administrative positions within or outside of the universities studied.
- Only predefined leadership styles were evaluated using the survey instrument. Therefore, findings of this study may not be inclusive of leadership styles that are personally unique or dependent upon the individual holding the position of dean.
- The results depend on the reliability and validity indices of the instrument used in this study.

Methodology

The Population and Sample of the Study

The population consisted of the deans of all ten public universities in Jordan. A stratified random sample chooses. Three universities were used, the Yarmouk University from the North, Hashemite University from the Middle, and Mu'tah University from the South. From the three selected institutions, academic deans choose. Specifically, deans in the disciplines of science and humanities considered for selection. The population in all three universities was (34) deans. The sample from the population takes as a purposive trial. A total of 34 survey packages were mailed and 21 responses were received, 62% of the total sample.

Research Design and Data Analysis

This quantitative and descriptive study designed to investigate the leadership styles and style adaptability of deans as by deans themselves, the study also determined significant differences in their perception due to variables.

Frequencies, percentages, means and standard deviations used to find the style adaptability level among deans. Chi-square tests was used to

determine whether deans leadership styles (*Telling, Selling, Participating, and Delegating*), and *Deans Adaptability levels* differ regarding to their *Disciplines and experience in current position*.

Instrumentation

Data are collect using the Leadership Effectiveness and Adaptability Description (LEAD)-Self Instrument. The LEAD-Self Instrument is use in this study to evaluate behaviors displayed by deans, as they perceive themselves.

The LEAD-Self Instrument consists of 12 management situations and four possible leadership style responses for each: 1) a high task–low relationship behavior; 2) a high task–high relationship behavior; 3) a high relationship–low task behavior; and 4) a low relationship–low task behavior. The respondent selects the answer that most closely matches how they think they would typically respond in a given situation.

The LEAD-Self Instrument is design to measure self-perceptions of three dimensions of leadership behavior: 1) style; 2) style range; and 3) style adaptability. Scores in four quadrants of the situational leadership model indicate style and style range: quadrant 1, high task and low relationship behavior; quadrant 2, high task and high relationship behavior; quadrant 3, high relationship and low task behavior; and quadrant 4, low relationship and low task behavior. The dominant leadership style of a respondent defines as the quadrant with the most responses on the LEAD-Self Instrument; the minimum to maximum score range for each quadrant is 0-12. A respondent's supporting style (or styles) defines as a style they might apply on occasion. At least two responses in a quadrant are required for a style to consider as a supporting style.

The degree to which an individual's leadership behavior is appropriate to the demands of a given situation identified as *style adaptability*. Hersey and Blanchard (Center for Leadership Studies, 2002) developed guidelines for interpreting style adaptability scores:

- The lower range of scores, 0 to 23, indicates a need to develop the ability to diagnose task readiness, (i.e., the situation, and to use an appropriate leadership style in response to that situation).
- The middle range of scores, 24 to 29, reflects a moderate degree of adaptability.
- Lastly, the upper range of scores, 30 to 36, indicates that the leader can accurately diagnose the ability and willingness of followers in a particular situation and adjust their leadership style accordingly.

The stability of the LEAD-Self Instrument, according to Greene (1980), is moderately strong. For example, in two administrations separated by a six-week interval, 75 percent of managers maintained their dominant style, and 71 percent maintained their supporting styles. Pre- and post- correlations for both the dominant and supporting styles were .71, and each was significant ($p < .01$) (Greene, 1980).

The researchers revisited the Arabic version of LEAD Self that translated by Almgadi and Alnaji (1994), and the reliability was (0.791). For this study, the original English version of LEAD-Self instrument translated. The questionnaire first translated from English to Arabic, and then back-translation from Arabic to English carried out. Next, the Arabic version presented to Arabic speaking experts to determine validity. Adjustments were done..

The validity of the LEAD-Self instrument (Arabic version) was established through content and face validity, and the instrument was standardized on the response of 6 experts of Administration and Leadership studies at Jordanian universities. Those experts were asked to comment on and discuss any part of the instrument they might consider to be ambiguous.

Reliability of the instrument was determined through a pilot study; sample of 18 faculty members who occupied administrative positions at public Jordanian Universities other than those of the study sample. The reliability coefficient was (0.77) and it seemed to be reliable for use a Jordanian population.

Results

Question 1:

How do deans perceive their leadership styles?

Table (1): Means and Standard Deviations for Deans' LEAD-Self Quadrant Scores.

	Deans (N = 21)	
	Mean	S.D.
Quadrant 1, high task and low relationship behavior (<i>telling</i>)	1.43	1.99
Quadrant 2, high task and high relationship behavior (<i>selling</i>)	5.29	1.59
Quadrant 3, low task and high relationship behavior (<i>participating</i>)	4.76	1.70
Quadrant 4, low task and low relationship behavior (<i>delegating</i>)	.52	.75

Table (1) shows that deans selected *selling* (high task/ high relationship) as their primary leadership style (mean = 5.29). Additionally, deans rank *participating* as their secondary leadership style (mean = 4.76).

Question 2:

What is the style adaptability level among deans?

The means and standard deviations for the deans' style adaptability scores on the LEAD-Self Instrument computed. The deans had a mean score of 26.71 and standard deviation score of 4.85. Based on guidelines for interpreting style adaptability scores suggested by Hersey, Blanchard (Center for Leadership Studies, Inc., 2002), it appears that, overall, the deans are in the middle range of scores, yet very close to the upper range.

Table (3): Frequencies, Percentages and χ^2 of the perceptions of their style adaptability levels (Telling, Selling, Participating, and Delegating) regarding to their Experiences in Current Position.

	Experiences in Current Position			
	Short (less 5 years)	Middle (5-10 years)	Long (over 10 years)	
Style 1 (Telling)	N=3 f=14.3%	-	N=1 f=4.8%	$\chi^2=.475$ $p=.50$
Style 2(Selling)	N=3 f=14.3%	N=3 F=14.3%	N=3 F=14.3%	
Style 3 (Participating)	N=3 F=14.3%	-	N=3 F=14.3%	
Style 4 (delegating)	N=1 F=4.8%	-	N=1 F=4.8%	

Table 3 show the value of chi-square test is non-significant, $\chi^2=.475$, $p=.50$. Overall, this result suggests those deans' perceptions of their leadership styles (*Telling, Selling, Participating, and Delegating*) do not affected by their *Experiences in Current Position*.

Question 4:

Are there significant differences in deans' perceptions of their style adaptability levels according to their disciplines, and experiences in current position?

Frequencies, percentages were computed and chi-square test was used to determine whether deans perceptions of their style adaptability levels differ regarding to their *Disciplines* (Scientific, and Humanistic).

Table 4 reveals the Frequencies, Percentages and χ^2 of the Deans' perceptions of their style adaptability levels regarding to their *Disciplines* (Scientific, and Humanistic).

Discussion and Conclusions

The reputation of an organization is reliant on those who work to produce the result, but the element that holds the organization together lays midway between workforce and its perceived leadership (Wolverton, et al., 2001). Despite strong scholarly credentials, academic deans often find themselves under prepared to deal with situations that require balancing the agendas of executive administration, external constituents and the faculty that they manage and represent (Wolverton, et al., 2001; Leftwich, 2001). Research suggests that deans serve in a leadership role that has strong political and social ramifications (Gmelch, Wolverton, Wolverton, & Sarros, 1999).

With regard to leadership style, deans selected *selling* (high task/high relationship behavior) as their primary leadership style, and selected *participating* as their secondary style, that agrees with results of Al-Omari (2007) and Al-Omari (2005) studies. With *selling* as the main category of leadership style, deans appear to acquire the acceptance of their faculty and staff and carryout the behaviors most wanted or needed by them. According to the Center for Leadership Studies, Inc. (2002), the followers in this of style are confident and willing to take responsibility but are unable to do because of a lack of expertise.

Based upon the findings of this study, it concluded that leadership styles of deans are not significantly affect by demographic factors. There was insufficient evidence to show that a significant difference exists for leadership styles of deans as perceived by them and their discipline, their experience in current position.

In spite of the fact that leadership adaptability is not easy, the results of this study suggest that deans' style adaptability level were in the upper middle range that agrees with results of Al-Omari (2007) and Al-Omari (2005) studies. According to the Center for Leadership Studies, Inc. (2002), the middle range reflects "...a moderate degree of adaptability. Scores in this range usually indicate a pronounced primary leadership style with less flexibility into the secondary styles".

Further research may be conducted to determine whether there are differences between the leadership styles of male and female deans at public Jordanian universities. There is a need to explore the relationship of leadership styles and style adaptability between private and public institutions with different groups.

Administrators of higher education institutions should establish a university-based center that educates deans of their leadership styles and the weaknesses and strengths associated with their style. It can use the center to help them choose the right style in the right time and place based on the situations needs.

Those who lead an institution must realize the context in which an institution operates. They must understand the need for sequential leadership and use institutional resources to ensure the proper preparation of its leadership. In addition to that, clarifying relationships and consistencies between the individual's goals and objectives of the institution are crucial. Related is the compatibility of the individual's leadership style and skills with those of the position and institution.

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بسم الله الرحمن الرحيم

ملحق

السلام عليكم ورحمة الله وبركاته،،

بين أيديكم إستبانة تهدف إلى التعرف على النمط القيادي الذي تتبعونه في تعاملكم اليومي مع مرؤوسيكم (أعضاء هيئة التدريس، الإداريين، الطلبة.. الخ) في جامعتكم الموقرة.
يرجى تعاونكم في الإجابة على مفردات الاستبانة والتي تحتوي على اثنتي عشرة حالة، وإذا أردتم معرفة نمطكم الإداري فسوف نزودكم به، علما بأن إجاباتكم ستنقى سرية.

وتفضلوا بقبول خالص التحية

الباحثون

بيانات عامة:

- عدد سنوات الخدمة في المركز الوظيفي الحالي:
() أقل من ٥ سنوات () ٥ - ١٠ سنوات () أكثر من ١٠ سنوات
- نوع الكلية:
() انسانية () علمية

وصف فاعلية وتكيف القائد

تعليمات:

أفترض أنك تواجه كل من الحالات الأثني عشرة التالية، كل حالة يمكن معالجتها بواحد من أربعة تصرفات. اقرأ كل حالة بعناية مركزة، فكر فيما تفعل إزاء كل حالة، ثم ضع دائرة حول رمز الحل الذي تراه مناسباً لتصرفك في مثل هذه الحالات.

الرقم	الحالة	الأسلوب المستخدم
١-	في الأونة الأخيرة لم يعد مرؤوسوك متجاوبين لمحاادثاتك الودية معهم واهتمامك الواضح برفاهيتهم، وأصبح إنتاجهم متدنياً بشكل مطرد.	أ- أؤكد على استخدام إجراءات محددة، وعلى ضرورة إنجاز المهمة. ب- أوضح استعدادي للمناقشة، ولكن لا أفرض نفسي عليهم. ج- أتكلم مع مرؤوسي، وأحدد بعد ذلك الأهداف. د- أتعمد ألا أتدخل في شؤون مرؤوسي.
٢-	الملاحظ أن إنجازات مرؤوسيك في ازدياد، وأنت لا تزال تعمل لتتأكد من أن كل مرؤوسيك يدركون مسؤولياتهم، كما يدركون مستوى الأداء المنشود.	أ- أكون علاقة صداقة مع مرؤوسي للاستمرار في التأكد من أنهم يدركون مسؤولياتهم، كما يدركون مستوى الإنتاج المتوقع منهم. ب- لا أخذ أي إجراء محدد. ج- أعمل كل ما أستطيع لأجعل المرؤوسين يشعرون بأهميتهم وأهمية مشاركتهم. د- أؤكد على أهمية المهمة والوقت المحدد لإنجازها.
٣-	مرؤوسوك غير قادرين على حل المشكلات بأنفسهم، وبطبيعة الحال تركت لهم الأمر، ومع ذلك لا تزال علاقتهم الشخصية وإنتاجيتهم في مستوى جيد.	أ- أعمل مع مرؤوسي، ونشترك معا في حل المشكلات. ب- أدع مرؤوسي يحلون مشكلاتهم بأنفسهم. ج- أعمل بسرعة وبحزم لتوجيه وتصحيح الوضع. د- أشجع مرؤوسي على العمل على حل المشكلات، وأدعم مجهوداتهم.
٤-	لديك النية في إجراء بعض التغيير، سجل مرؤوسيك بشير إلى جودة إنجازهم، ومع ذلك هم يحترمون مبدأ التغيير.	أ- أدع جميع مرؤوسي يشاركون في تطوير التغيير مع عدم المبالغة في التوجيهات. ب- أعلن عن التغيير ثم أعمل على تنفيذه والإشراف عليه عن قرب. ج- أدع مرؤوسي يقومون بتحديد اتجاهاتهم. د- أخذ بعين الاعتبار اقتراحات مرؤوسي، على أن أوجه التغيير بنفسني.
٥-	خلال الأشهر القليلة الماضية، تدنى مستوى أداء مرؤوسيك وأصبحوا غير مهتمين بتحقيق الأهداف، وكانت إعادة تحديد المسؤوليات والمهام قد ساعدت بشكل كبير في الفترة الماضية. فمرؤوسيك ما زالوا بحاجة إلى التذكير بصورة مستمرة لإنجاز مهماتهم في الوقت المحدد.	أ- أدع مرؤوسي يحددون اتجاهاتهم. ب- أخذ بعين الاعتبار اقتراحات مرؤوسي، ولكن أتأكد من تحقيق الأهداف. ج- أعيد تعريف المهام والمسؤوليات ثم أشرف على ذلك بعناية. د- أدع مرؤوسي يشاركون في تحديد الأدوار والمسؤوليات، مع عدم المبالغة في التوجيهات.

الرقم	الحالة	الأسلوب المستخدم
٦-	تم التحاقك بمؤسسة تسير بكفاءة عالية، كان مديرها السابق شديدا وحازما، تود أن تحافظ على البيئة المنتجة بالإضافة إلى تحسين العلاقة الإنسانية داخل إطار المؤسسة	أ- أعمل ما أستطيع لأجعل مرؤوسي يشعرون بأهميتهم وأهمية مشاركتهم. ب- أؤكد على أهمية المهمة والوقت المحدد لإنجازها. ج- أتعمد أن لا أتدخل في شؤون مرؤوسي. د- أشرك مرؤوسي في اتخاذ القرارات، وأتأكد من تحقيق الأهداف.
٧-	تود إجراء تغيير في تنظيم المؤسسة، والذي سوف يكون شيئا جديدا على مرؤوسي مجموعتك الذين ساهموا ببعض الاقتراحات التي تهدف إلى التغيير المطلوب، علما بأنهم يمتازون بالإنتاجية والمرونة في العمل.	أ- أعدد التغيير وأشرف عليه بعناية. ب- أشرك مرؤوسي في تطوير إجراءات التغيير، وأدع لهم الحرية في عملية التنفيذ. ج- أستعد لعمل التغييرات كما اقترحت، ولكن أحافظ على السيطرة إلى عملية التنفيذ. د- أتجنب المواجهة، وأدع الأمور تجري بشكل طبيعي.
٨-	إنتاجية مرؤوسيك وعلاقتهم الشخصية جيدة ولكن لديك بعض الشعور بوجود نقص في توجيه مرؤوسيك.	أ- أدع مرؤوسي دون تدخل من جانبي. ب- أناقش الموقف مع مرؤوسي، وبعد ذلك أتخذ الإجراءات اللازمة للتغيير. ج- أتخذ الخطوات اللازمة لتوجيه مرؤوسي للعمل بطريقة واضحة ودقيقة. د- أساند مرؤوسي في مناقشة المشكلة مع عدم المبالغة في التوجيهات.
٩-	عينك رئيسك على رأس مجموعة عمل، كانت قد فشلت في إعداد التوصيات المطلوبة للتغيير في الوقت المحدد، حيث إن مرؤوسيك لا يعرفون أهدافهم بوضوح، وكان حضورهم للجلسات ضعيفا، واجتماعاتهم أصبحت عبارة عن مناسبات اجتماعية، علما أن لديهم المواهب التي تساعد في إنجاز المهمة.	أ- أدع مرؤوسي يحلون مشكلاتهم بأنفسهم. ب- أخذ بعين الاعتبار توصيات مرؤوسي، وأتأكد من تحقيق الأهداف. ج- أعيد تحديد الأهداف، وأشرف عليها بعناية. د- أدع مرؤوسي يشاركون في تحديد الأهداف بحرية.
١٠-	على الرغم من أن مرؤوسيك معروفون بقدرتهم على تحمل المسؤولية، إلا أنهم لم يتجاوبوا مع تعليماتك الخاصة بتحديد معيار جديد لمستوى الإنجاز المطلوب.	أ- أدع مرؤوسي يشاركون في تحديد المواصفات بدون رقابة. ب- أعيد تحديد مستوى الإنجاز وأشرف عليه بعناية. ج- أتجنب المواجهة من خلال عدم ممارسة الضغوط على مرؤوسي وأترك الموقف بدون تدخل. د- أخذ بعين الاعتبار توصيات مرؤوسي وأتأكد من تحقيق المواصفات الجديدة.

أ- أخذ الخطوات اللازمة لتوجيه مرؤوسي للعمل بطريقة واضحة ودقيقة.	١١- حصلت على ترقية في وظيفة جديدة، وكان المشرف السابق لا يتدخل في شؤون مرؤوسيه، وعلى الرغم من ذلك استطاعوا السيطرة على مهامهم واتجاهاتهم والعلاقات الشخصية فيما بينهم في حالة جيدة.
ب- أشرك مرؤوسي في اتخاذ القرارات وأشجع المشاركة الجيدة.	
ج- ناقش وضع الإنجاز في الماضي مع مرؤوسي، ثم اختبر الحاجة إلى تطبيق إجراء جديد.	
د- أستمر في ترك مرؤوسي دون تدخل من جانبي.	
أ- أحاول عرض حلّي على مرؤوسي ثم أختبر الحاجة إلى تطبيق إجراء جديد.	١٢- أفادت المعلومات الحديثة عن وجود بعض الصعوبات الداخلية بين مرؤوسيك، علماً بأن سجلاتهم تشير إلى إنجازهم العالي وحفاظهم بفاعلية على أهداف المؤسسة بعيدية المدى، وأنهم كانوا يعملون معا بانسجام خلال السنة الماضية وجميعهم مؤهلون للقيام بالمهمة.
ب- أدع مرؤوسي يحلون مشكلاتهم بأنفسهم.	
ج- أتصرف بسرعة وبحزم لتصحيح الموقف، وتبني التوجيهات.	
د- أشارك في مناقشة المشكلة مع مرؤوسي مع تقديم الدعم لهم.	