Leadership and Adaptability styles of Deans at Public Jordanian Universities

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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 $\chi^2$ 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.
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
United States. Both deans and department chairs selected selling as their primary leadership style. A significant difference does exist between delegating leadership style among deans based upon their discipline. Style adaptability of deans and department chairs fell into the moderate degree of adaptability.

The deans within the institutions of higher education are designate to lead and implement the initiatives set forth by the presidents and board of trustees. The success or failure of these programs is highly influenced by the deans. Therefore, the ability of the deans to lead effectively will weigh heavily on the eventual outcome of these senior level initiatives (Leftwich, 2001). They learn their skills in a “catch as catch can” manner and are generally self-taught (Damico, Gmelch, Hopkins & Mitchell, 2003).

Most deans in charge of academic units positioned without actual knowledge of managerial skills, or how to accomplish group goals. Formal training, instruction, or orientation positions are often non-existent for deans' positions (Bennett, 1982; Tucker, 1984). For that reason, recommendations for dean training and workshops found in the works of Bennett (1982) and Tucker (1984). As Redwood, Goldwasser, Street (1999) acknowledge, some leaders are born, but most need help.

Therefore, deans, especially those who are new to their positions, can confront their new challenges with fewer problems if they understand essential elements for developing a culture of proactive change. Deans are agents of change, college professionals, and mentors guiding faculty and staff through team building and professional development. These differing perceptions of the position place further multiple, conflicting, and consequential pressures upon deans (Gmelch, Wolverton, Wolverton, & Sarros, 1999; Kapel & Dejnozka, 1979).

As academic administrators, deans called upon to interact with and influence others in leading their faculty, and administrative cabinets. These two groups, the faculties and administrative cabinets, each with varied responsibilities, hierarchical relationships, educational backgrounds, attitudes, and personalities, present to deans differing
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
demographic variables (discipline, and experience in current position) influence leadership styles and style adaptability levels of deans at three Public Institutions of Higher Education in Jordan.

The situational leadership model as a framework of this study based on the interrelationships among three salient elements of group dynamics. First, amount of guidance and direction (i.e., task behavior) a leader provides to members of the organization. Second, amount of socio-emotional support (i.e., relationship behavior) a leader provides to members of the organization. And third, readiness levels (i.e., maturity levels) that followers exhibit in working on tasks necessary for the achievement of organizational goals. This concept provides leaders with some understanding of the relationship between an effective style of leadership and the level of readiness of their subordinates (Hersey, Blanchard, & Johnson, 1996).

Readiness in situational leadership defines as the extent to which a subordinate demonstrates the ability and willingness to accomplish a specific assigned task. Readiness is not a personal characteristic; it is not an evaluation of a person’s traits, values, or age. Readiness is how prepared a person may perform a particular task (Hersey, Blanchard, & Johnson, 1996).

According to the Situational Leadership model, leadership styles refer to four salient communication patterns the leader may use in talking to followers, which are telling, selling, participating, and delegating.

Effective leaders determine which leadership style is most appropriate for them by first assessing the readiness level of the subordinates, which is their ability and willingness to perform the task. The two major components of readiness are ability and willingness. Ability is the knowledge, experience, and skill that an individual or group brings to a particular task or activity. Willingness is the extent to which an individual or group has the confidence, commitment, and motivation to accomplish a specific task (Hersey, Blanchard, & Johnson, 1996).

After identifying the readiness level of the individual or group they are attempting to influence, the leader determines the most appropriate
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 define 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 researches focuses on specific topics, such as their transition from research and teaching to academic management (Arter, 1981), their dilemmas and stress in leadership (Cleveland, 1960; Wolverton, Gmelch, Wolverton, & Sarros, 1999), their position of conflict (Feltner & Goodsell, 1972; Wolverton, Wolverton, & 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>
<thead>
<tr>
<th>Quadrant Description</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quadrant 1, high task and low relationship behavior</td>
<td>1.43</td>
<td>1.99</td>
</tr>
<tr>
<td>(telling)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quadrant 2, high task and high relationship behavior</td>
<td>5.29</td>
<td>1.59</td>
</tr>
<tr>
<td>(selling)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quadrant 3, low task and high relationship behavior</td>
<td>4.76</td>
<td>1.70</td>
</tr>
<tr>
<td>(participating)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quadrant 4, low task and low relationship behavior</td>
<td>.52</td>
<td>.75</td>
</tr>
<tr>
<td>(delegating)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
**Question 3:**

Are there significant differences in deans’ perceptions of their leadership styles 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 leadership styles (Telling, Selling, Participating, and Delegating) differ regarding to their Disciplines (Scientific, and Humanistic).

**Table (2):** Frequencies, Percentages and $\chi^2$ of the perceptions of their style adaptability levels (Telling, Selling, Participating, and Delegating) regarding to their Disciplines.

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Science</th>
<th>Humanities</th>
<th>$\chi^2$=5.743</th>
<th>p=.125</th>
</tr>
</thead>
<tbody>
<tr>
<td>Style 1 (Telling)</td>
<td>N=3</td>
<td>N=1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>f=30%</td>
<td>f=9.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style 2 (Selling)</td>
<td>N=2</td>
<td>N=7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>f=20%</td>
<td>F=63.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style 3 (Participating)</td>
<td>N=3</td>
<td>N=3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F=30%</td>
<td>F=30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style 4 (Delegating)</td>
<td>N=2</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F=20%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 show the value of chi-square test is non-significant, $\chi^2=.5.743$, p=.125. Overall, this result suggests that deans’ perceptions of their leadership styles (Telling, Selling, Participating, and Delegating) are not affected by their Disciplines.

Frequencies, percentages were computed and chi-square test was used to determine whether deans perceptions of their leadership styles (Telling, Selling, Participating, and Delegating) differs regarding to their Experiences in Current Position (low –less than 5 years, medium – 5-10 years, and high – more than 10 years).
Table (3): Frequencies, Percentages and $\chi^2$ of the perceptions of their style adaptability levels (Telling, Selling, Participating, and Delegating) regarding to their Experiences in Current Position.

<table>
<thead>
<tr>
<th>Experiences in Current Position</th>
<th>Short (less 5 years)</th>
<th>Middle (5-10 years)</th>
<th>Long (over 10 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Style 1 (Telling)</td>
<td>N=3 f=14.3%</td>
<td>-</td>
<td>N=1 f=4.8%</td>
</tr>
<tr>
<td>Style 2 (Selling)</td>
<td>N=3 f=14.3%</td>
<td>N=3 F=14.3%</td>
<td>N=3 F=14.3%</td>
</tr>
<tr>
<td>Style 3 (Participating)</td>
<td>N=3 F=14.3%</td>
<td>-</td>
<td>N=3 F=14.3%</td>
</tr>
<tr>
<td>Style 4 (delegating)</td>
<td>N=1 F=4.8%</td>
<td>-</td>
<td>N=1 F=4.8%</td>
</tr>
</tbody>
</table>

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 $\chi^2$ of the Deans’ perceptions of their style adaptability levels regarding to their Disciplines (Scientific, and Humanistic).
Table (4): Frequencies, Percentages and $\chi^2$ of the Deans’ perceptions of their style adaptability levels regarding to their Disciplines.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Science</th>
<th>Humanities</th>
<th>$\chi^2$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$Deans’$ $Style$ $Adaptability$ $Level$</td>
<td>N= 10</td>
<td>N=11</td>
<td>0.538</td>
<td>.463</td>
</tr>
<tr>
<td></td>
<td>f=47.6%</td>
<td>f=52.4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 show the value of chi-square test is non-significant, $\chi^2=.538$, $p=.463$. Overall, this result suggests that Deans’ perceptions of their style adaptability levels do not affected by their discipline.

Frequencies, percentages were computed and chi-square test was used to determine whether deans perceptions of their style adaptability levels differ regarding to their Experiences in Current Position.

Table 5 reveals the Frequencies, Percentages and $\chi^2$ of the Deans’ perceptions of their style adaptability levels regarding to their Experiences in Current Position.

Table (5): Frequencies, Percentages and $\chi^2$ of the Deans’ perceptions of their style adaptability levels regarding their Experiences in Current Position

<table>
<thead>
<tr>
<th>Experiences in Current Position</th>
<th>Short (less 5 years)</th>
<th>Middle (5-10 years)</th>
<th>Long (over 10 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$Deans’$ $Style$ $Adaptability$ $Level$</td>
<td>N= 10</td>
<td>N=3</td>
<td>N=8</td>
</tr>
<tr>
<td></td>
<td>f=47.6%</td>
<td>f=14.3%</td>
<td>f=38.1%</td>
</tr>
</tbody>
</table>

Table 5 show the value of chi-square test is non-significant, $\chi^2=7.875$, $p=.156$. Overall, this result suggests that Deans’ perceptions of their style adaptability levels do not affected by their Experiences in Current Position.

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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”.

Universities expect their deans to lead effectively, and as such, have a role to play in ensuring that their deans lead well (Wolverton, Gmelch, Montez, & Nies, 2001). Style adaptability levels of deans for this study are not significantly affected by their discipline. In addition to that, a significant difference does not exist between style adaptability levels among deans regarding their experience in their current position.

Based upon Gmelch, Wolverton, Wolverton, & Sarros (1999); Kapel & Dejnozka (1979); and Bolton and Boyer’s (1972) studies, professional and organizational development in academic colleges helped deans improve their capabilities to address at their own level the broad problem that faces developing their leadership style and style adaptability, developing educational plans, improving teaching effectiveness, and improving relationships among faculty, staff, and students. Therefore, deans, especially those new to their positions, can confront their new challenges with fewer problems if they understand essential elements for developing a culture of proactive change.

Recommendations

By examining and discussing situations in which leaders have used novel problem-solving techniques, these same administrators might be able to move beyond comfortable responses and routines and envision new ways of working and leading. Ideally, the glimpses that leadership case study discussions provide into others’ strategies will help both current and future academic leaders test new perspectives on a particular problem or dilemma and expand their own repertoires of administrative skills and abilities.

Due to the university complexity, training about the issues confronting higher education leaders poses special challenges. LEAD-Self provide the means to obtain pre-assessments that can be used to identify training topics. Universities are very complex, multilayered organizations in which numerous constituents—students, faculty members, administrators, staff members, trustees, and alumni—interact with one another over a broad spectrum of issues in order to advance the goals of higher education.
Further research may 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.

المراجع العربية والأجنبية


________________________________________  An - Najah Univ. J. Res. (H. Sc.). Vol. 22(6) 2008
1940 ———————————————————— “Leadership and Adaptability styles of Deans at ……”


Center for Leadership Studies, Inc. (2002). *LEAD Directions: Directions for self-scoring and analysis.*


بسم الله الرحمن الرحيم

ملحق

السلام عليكم ورحمة الله وبركاته،

بين أيديكم استيابه تهدف إلى التعرف على النمط التدريسي الذي تتبعونه في تعاملكم اليومي مع مروءكم (أعضاء هيئة التدريس، الأداريين، الطلبة). الخ) في جامعتكم المفتوحة.

يرجى تعاونكم في الإجابة على مفردات الاستيابة والتي تحتوي على الثاني عشرة حالة، وإذا أردتم معرفة نمطكم الإداري فسوف نزودكم به، علماً بأن إجاباتكم ستبقى سرية.

وتفضلوا بقبول خالص التحية

الباحثون

بيانات عامة:

- عدد سنوات الخدمة في المركز الوظيفي الحالي:
  ( ) أقل من 5 سنوات ( ) 5-10 سنوات ( ) أكثر من 10 سنوات

- نوع الكلية:
  ( ) الإنسانية ( ) علمية

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**leadership and adaptability styles of deans at ……**

**وصف فاعلية وتكيف القادة**

**تعليقات:**

أفرض أنك تواجه كل من الحالات الآتية عشية الدراسة، وكل حالة يمكن معالجتها وحدها من فترات التصرفات.

1. أرأك حالة بناءة مركز، فكر فيما فعل إزاء كل حالة، ثم نص قناعات حول رمز الحالة تُراعي مناسبة تصرفك في مثل هذه الحالات.

<table>
<thead>
<tr>
<th>الأسلوب المستخدم</th>
<th>حالات</th>
</tr>
</thead>
</table>
| أ. أوقعت استخدام إجراءات محدودة، وعلى ضرورة إنجاز المهمة. | أ. الملاحظ أن إجراءات مروسيك في أثواب، وأنَّ لا تزال تحل لائحة من أن مروسيك يتصرف في مسؤولياتها، كما يتصرف مستوى الإنجازات الفعلية مما يدرك مسئولياتها، كما يتصرف مستوى الآداء المثبود.
| ب. أوضح استعداد للاتصال، ولكن لا أرضي نفسية عليهم، أوANGE مركزي مع الأهداف. | ب. أذكر أن إجراءات مروسيك في آثواب، وأن لا تزال تحل لائحة من أن مروسيك يتصرف في مسؤولياتها، كما يتصرف مستوى الإنجازات الفعلية مما يدرك مسئولياتها، كما يتصرف مستوى الآداء المثبود.
| ج. أتكلم مع مروسي، وأهداف يعد تلك الأهداف. | ج. أذكر أن إجراءات مروسيك في آثواب، وأن لا تزال تحل لائحة من أن مروسيك يتصرف في مسؤولياتها، كما يتصرف مستوى الإنجازات الفعلية مما يدرك مسئولياتها، كما يتصرف مستوى الآداء المثبود.
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- أوقعت على أهمية المهمة والوقت المحدد لإعدادها.
- أوقعت على مروسي، وتشتراك مع في حل المشكلات.
- أوقعت مع مروسي، وتشتراك مع في حل المشكلات.
- أوقعت مع مروسي، وتشتراك مع في حل المشكلات.
- أوقعت مع مروسي، وتشتراك مع في حل المشكلات.

| أخذت جميع مروسي على التركيز في تطوير التغيير مع عدم المغالطة في التوجيه. | أخذت جميع مروسي على التركيز في تطوير التغيير مع عدم المغالطة في التوجيه.
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<th><strong>اللغة</strong></th>
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<tbody>
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<td><strong>أ.</strong> أوقعت استخدام إجراءات محدودة، وعلى ضرورة إنجاز المهمة.</td>
<td><strong>١.</strong></td>
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<td><strong>ب.</strong> أوضح استعداد للاتصال، ولكن لا أرضي نفسية عليهم، أوANGE مركزي مع الأهداف.</td>
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<td><strong>ج.</strong> أوقعت مع مروسي، وتشتراك مع في حل المشكلات.</td>
<td><strong>٧.</strong></td>
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<td><strong>د.</strong> أوقعت مع مروسي، وتشتراك مع في حل المشكلات.</td>
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<tr>
<th>الرقم</th>
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<th>الحالة</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6</td>
<td>أيمن عثمان يطرأ بموضوعة تتغير بكفاءة عالمية، كانت قريباً السابقة شديدة ودورة أن تحافظ على البيئة الإستراتيجية إلى تعزية العلاقة الإدارية داخل إطار المؤسسة الإدارية.</td>
<td>أتم المهام بالوقت المحدد للإدراج الجماعي.</td>
</tr>
<tr>
<td>1.7</td>
<td>تود إجراء تغيير في تنظيم المؤسسة، والتي سوف تكون شكياً جديداً على مراقبة مجمع الاتصالات التي تهدف إلى تغيير المطلوب، أما أن يكون التغيير بالإنتاجية والمكون في العمل.</td>
<td>أتم التغيير والشرف عليه بناء.</td>
</tr>
<tr>
<td>1.8</td>
<td>أن يكون مرجوعاً جيداً ولكن هناك بعض الشواعري يوجد تقصي في توجيه إطار المؤسسة، وثمة التوجيه والتموقع مع مراقبة، وبعد ذلك أن يكون اللائحة التغيير.</td>
<td>أتم المراجعة بالمشروع.</td>
</tr>
<tr>
<td>1.9</td>
<td>المراجعة تتغير في تنظيم المشاكلة مع عدم المبالغة في التوجيه.</td>
<td>أتم مراقبة يحولون مشكلاتهم بالنفس.</td>
</tr>
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<td>1.10</td>
<td>على الرغم من أن مراقبة معرفة پن خلفهم على تحمل المسؤولية، إلا أنهم لم يتجاوزوا مع تشكيلية الخاصة تحدي معيار جديد لمستوى الإنتاج المطلوب.</td>
<td>أتم المراجعات النهائية.</td>
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<td>2</td>
<td>أن يكون مرجوعاً جيداً ولكن هناك بعض الشواعري يوجد تقصي في توجيه إطار المؤسسة، وثمة التوجيه والتموقع مع مراقبة، وبعد ذلك أن يكون اللائحة التغيير.</td>
<td>أتم المراجعة بالمشروع.</td>
</tr>
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<td>3</td>
<td>اتكيل رياض على رأس مجموعة عمل كان قد فشل في إعداد الوثائق المطلوبة للطائر في الوقت المحدد، حيث إن مراقبة لا يعرفون أهدافهم ووصوا، ولكن حاولوا للجلسة ضمها، وألحانهم أصبحت مساعدة من مناصبهم اجتماعية، فيما أن لديهم المواهب التي تساعد في الإنجاز المهمة.</td>
<td>أتم مراقبة يحولون مشكلاتهم بالنفس.</td>
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<td>أن يكون مرجوعاً جيداً ولكن هناك بعض الشواعري يوجد تقصي في توجيه إطار المؤسسة، وثمة التوجيه والتموقع مع مراقبة، وبعد ذلك أن يكون اللائحة التغيير.</td>
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<td>أتم المراجعات النهائية.</td>
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</tbody>
</table>

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أ. حصلت على ترقية في وظيفة جديدة، وكانشرف السابق لا يتدخل في شؤون مروئسي، وعلى الرغم من ذلك استطاعوا السيطرة على مهامهم واتجاهاتهم والعلاقات الشخصية فيما بينهم في حالة جيدة.

ب. أشارت الملاحظات الحديثة عن وجود بعض الصعوبات الداخلية بين مروئسي، مما تسبب في أن تصل إلى إنجازهم الفعال وحفظهم فعالية على أهداف المؤسسة بعيدة المدى، وأنهم كانوا يعملون معاً جنبًا إلى جنب، السنة الماضية وجميعهم مهتمون بالقيام بالمهام.

ج. أحاول عرض حل على مروئسي ثم أخبر الحاجة إلى تطبيق إجراء جديد. أدعو مروئسي يحللون مشكلاتهم بنفسهم.

د. أصف بسرعة ويعزم تقصي المؤشرات، وتبني التوجيهات.

أشارك في المناقشة المشتركة مع مروئسي مع تقديم الدعم لهم.