

THE LEADERSHIP ROLE OF HEAD OF DEPARTMENT AT UNIVERSITY

by

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I declare that THE LEADERSHIP ROLE OF HEAD OF DEPARTMENT AT UNIVERSITY is my own work and that all the sources that I have used or quoted have been indicated or acknowledged by means of complete references.

Ms M LYONS

DATE

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To those who touch my life in ways that make my journey on earth an interesting, exciting and rewarding endeavour:

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EXECUTIVE SUMMARY

Leadership is a problematic topic at universities and it is therefore difficult to isolate a leadership theory that is applicable to Heads of Department (HODs). The manner in which HODs construe their leadership roles is the focus of this research project and the study is conducted from a constructivist perspective

The university context in which HODs lead is explored in the literature overview. Definitions of leadership, general leadership theories and leadership issues in academe are investigated.

The research findings are integrated into a leadership model for HODs, consisting of constructs (leadership behaviours, actions and values) and elements (leadership situations).

The following contributions are made by the study:

- The variety roles an HOD has to fulfil is confirmed by the study. However, this study indicates that leadership is interwoven with everything an HOD undertakes.
- HODs construct their roles uniquely, but in general terms most HODs consider academic and scholarly work (own and that of the department) as part of the leadership role they fulfil. Leadership at HOD level at university incorporates both managerial and leadership ideas.
- HODs consider their leadership environment to have qualities of the following known university environments: collegial, enterprise, bureaucratic and corporate.
- This study identifies eight leadership themes with reference to the leadership role of an HOD at university; *providing academic guidance, being a figurehead, determining the strategy and positioning the department, liaising with internal and external stakeholders, being a change agent, being a general manager, and being involved in student and staff relations*. The following leadership themes can be added to the current body of literature: *being a figurehead, own scholarly profile, as well as being involved in staff and student relations*.

Leadership at academic departments is at the heart of everything in which an HOD is involved. Leadership is thus becoming indispensable at academic departments at university.

Key terms

Leadership; academe; tertiary institutions; head of department; academic department; leadership model; the role of HODs; personal construct psychology; constructivism; repertory grid technique; leadership constructs and elements;

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CHAPTER 1: BACKGROUND AND SCIENTIFIC ORIENTATION

1.1 INTRODUCTION AND MOTIVATION FOR THE STUDY

There is an indication that leadership has become indispensable at universities (Middlehurst, 1993). However, heads of department (HODs) at universities are often part-time appointments, with Gmelch and Miskin (1993, p.4) remarking: “The time of amateur administration where professors temporarily step into the administrative role of Department Chair has lost its effectiveness. The call for leadership is real.” What this implies is not immediately evident.

In addition, heads of departments at universities are faced with momentous changes in their internal and external environments that affect their leadership roles and general functioning (Preston, 1994), including how they understand, interpret and construct their leadership roles.

However, it is difficult to isolate a leadership framework in the literature that is pertinent to HODs at universities and that in addition considers leadership from a constructivist perspective. The reason for this is that most leadership theories are based on research that has been done in the business and private-sector domains where leaders are considered to be ‘superhuman’. A leader is described there as having certain innate qualities, being a rational calculating expert, acting as the ‘father’ and being made of sterner stuff (Sjöstrand, Sandberg and Tyrstrup, 2002). Leadership has thus been considered as being ‘heroic’, i.e. intelligent, courageous, assertive, firm, and inspirational. This gallant approach to leadership is also confirmed in recent research studies that claim to be different from the superhuman approach (Ospina and Schall, 2005). For example, leadership theories that focus on influential leaders (those leadership actions and behaviours that effectively mobilise others) and on transformational leaders (how effective leaders recognise the value of cultural differences when they ‘transform’ subordinates to follow them) follow a heroic approach.

Furthermore, the media, academics, organisations, practitioners and institutions mostly portray leadership from a functionalistic perspective. As a result leaders are described as heroes with specific characteristics, virtues and behaviours that result in people wanting to follow them. In contrast, a university is considered to be an environment of equals, with a leader at university being “first among equals” (Tucker, 1984, p.4). This makes the application of the heroic view of leadership at universities problematic.

In an attempt to understand this unique leadership position of HODs, we assume that the truth is out there and it is therefore possible to gather objective facts about the phenomenon of leadership with the intention of predicting future leadership behaviour. However, since universities are undergoing a process of transformation, the focus of this study is more exploratory in nature, seeking to understand HODs’ perspectives about their leadership role in a changing university environment. In addition, the richness of HODs’ personal experiences in their leadership positions could assist us in understanding a complex human phenomenon within its natural setting – the academic department.

This is also an opportunity to understand what leadership is in an environment that does not necessarily define leadership in terms of leaders and followers. What is more, it would be advantageous to broaden this understanding by exploring the views and experiences of those who have to provide leadership at departmental level (the cornerstone of any university): the heads of department. The emphasis on how HODs understand their leadership role, including their feelings, experiences and observations, is in line with the notions embedded in constructivist theories (Denzin and Lincoln, 1998).

In conclusion, the focal point of this study is to understand the leadership frameworks that HODs apply when they function as leaders. A perspective that recognises that leadership is a phenomenon that emerges from the way it is constructed (the human lens from which leadership practices are looked at

by the very people who fulfil a leadership role in an academic department as head) forms the cornerstone of the study.

1.2 PROBLEM STATEMENT

In addition to the ideas that HODs are mainly temporary appointments and that most leadership theories portray leaders as idols, the concept of leadership at universities is problematic to some leaders in academe. The reason for this scepticism is that the leadership studies of the last fifty years have been done mainly in applied psychology. As a result leadership has been defined in terms of behaviours, relationships and activities that mainly relate to the business environment. Aspects such as traits, styles and contingency theories have dominated most of the research studies that establish 'what makes X a better leader than Y' in profit-driven organisations.

In addition, leadership theories are "management orientated, goal-achievement dominated, self interested and individualistic in outlook, male orientated (mostly white), utilitarian and materialistic in ethical perspective, rationalistic, technocratic, linear, quantitative and scientific in language and methodology" (Rost, 1993, p.7). Concepts such as rules, efficiency, clear boundaries between right and wrong, and functional and dysfunctional behaviours have been the main focus of leadership theories (Jancsary, 2005). This leads to views of leadership that are severely dichotomised into "perfect versus imperfect". Also, leadership theories in general reflect the values and assumptions of the industrial model that has dominated the 20th century and assumes that leadership is profit driven and -focussed. These business and profit-focussed leadership models are difficult to apply to universities.

This aforementioned functionalist approach is also in contrast to the values that define a post-industrial reality in accordance with the times we live in: "collaboration, common goals, diversity and pluralism in structures and participation, global concern, client orientation, freedom of expression, critical dialogue, qualitative language and methodologies and consensus-oriented policymaking processes" (Rost, 1993, p.181).

In addition, although studies and literature on leadership in higher education have increased considerably (Amaral, Meek and Larsen, 2003), leadership terminology and leadership theories have not been fully accepted in academe, as many academics question the appropriateness or legitimacy of the concept within the university context, for the following reasons:

(1) The traditional academic value system encompasses the ideals of academic freedom, critical reflection, rationality, democratic participation and autonomy (Middlehurst, 1993). Individual expertise (academic supremacy in a specific discipline) and professionalism (organising and shaping the nature of own academic activities without reference to a superior) do not fit the concepts in and terminology of the functionalist leadership theories.

Green (1990) is therefore of the opinion that faculty members need leadership until they get it. In addition, faculty members identify far more with their discipline than with their institution. As a result, any leadership study that portrays leadership as a unilateral, top-down, command and control action is contested in academe.

(2) Structural features such as the dual hierarchy of academic and administrative authority and activities, part-time decision makers and widely spread authority are unknown concepts in the current leadership theories (Middlehurst, 1993). The tension between the financial feasibility of an academic program and the academic freedom of an A-rated scientist is an example of the complexity of the dual hierarchy of decision makers in academe.

Furthermore, this dual system of control seems to have inconsistent patterns of structure and delegation (Birnbaum, 1988). This diffused authority is in sharp contrast with most leadership theories that assume authority is co-ordinated by the formal management hierarchy.

- (3) Academic decision makers such as the dean, head of department and committee members are part-time or temporary decision makers appointed for a term or on a rotating basis (Middlehurst, 1993). As a result academic governance is spread across the institution, which diffuses leadership authority. Leadership in academe is hence not a 'solo performance' as indicated in some of the leadership theories (most notably the trait and contingency theories).
- (4) Divergent interests and ambiguous goals at departmental and institutional levels in universities make it difficult to establish a common purpose, direction and meaning for the activities of the whole institution (Middlehurst, 1993). Leadership theories in general assume a shared vision for leaders and followers at all levels of the organisation. Corporate organisations have a shared goal, namely to make profit. Tertiary institutions, most markedly universities, have diverse, ambiguous and conflicting goals.
- (5) Leaders in higher education work in structures that rely much more on shared leadership than on authority and power (as portrayed in the trait and behaviour leadership models). Faculty members expect to be advised, or consulted, before the HOD makes a final decision on matters that affect them (Seagren, Creswell and Wheeler, 1993).
- (6) The notions of management and leadership do not enjoy a great deal of respect in academic institutions, as academics believe that their real work is scholarship, "not the adjudication of mindless budgetary battles" (Green, 1990, p.7).
- (7) Power, compliance and control postulated in leadership and management philosophies and theories pose a specific problem to academe, as the autonomous focus of "professional authority and the willingness of professionals to accept administrative authority" require different leadership approaches (Birnbaum, 1988, p.14).

- (8) There is a perceived weak link between the primary tasks of academic institutions, namely teaching and research, and the current proposed leadership models (Amaral et al., 2003), which in general focus more on financial indicators.
- (9) Most leadership theories are build on the premise that leaders have followers. Leadership in these theories can be understood only in the context of 'followership'. The relationship between those identified as leaders and those whom they presume to lead (followers) is problematic as universities are professional normative organisations (Birnbaum, 1988).
- (10) Universities do not have clear, well-articulated visions and missions as postulated in most leadership theories. As a result achievement at universities is difficult to measure in specific quantifiable measurements such as 'profitability', 'return on investment' or 'productivity'. It can therefore be argued that the processes, structures and systems for measuring leadership success in corporate organisations cannot be applied directly at universities (Middlehurst, 1993).
- (11) Decision makers at universities do not control the major 'production processes' in their institutions, which is considered as the key prerogative of managers and leaders in profit-driven business organisations (Amaral et al., 2003). The academic curriculum, teaching methods, research processes and community activities are not controlled by a centralised prescribed set of rules and procedures that has to be implemented and controlled by the leader, such as an HOD. The authority of leaders in academe, in particular that of heads of department, is as a result often unclear and contested by academics that have the academic freedom to control their own 'production processes'. Leadership theories and terminology do not make provision for the freedom that academics ('followers') have in pursuing their own scholarly interests and achievements.

(12) Leadership terminology and theories do not provide for “criticisms from employees shielded by the principles of academic freedom” (Birnbaum, 1988, p.28). Most leadership terminology and theories imply that subordinates or ‘followers’ expect to receive directives from superiors or ‘leaders’. This is not entirely true for all academic staff – they are typically self-driven and critical of actions aimed at controlling their scholarly endeavours.

These divergent interests that result in diffused authority could therefore lead to fragmentation, ambiguity and conflict at universities. Consequently, these particular issues pose difficulties for the concept of leadership insofar as leadership implies the establishment of a common purpose and direction for all in academic institutions. Also, there is an implicit danger that leadership practices that are imported from the business environment could silence the voices of HODs. Heads of department have to lead in highly specialised and complex academic institutions whose aims and objectives differ from those of profit-driven establishments. Understanding HODs’ views about and experiences in their leadership roles is an important first step in comprehending the vague concept of leadership at university.

There is no known theoretical model that depicts the leadership role of an HOD based on how it is constructed by the very people who have to fulfil this unique and challenging role.

The absence of a constructed leadership model for HODs makes it difficult to conceptualise their leadership role in a tertiary education environment that is rapidly changing. In turn, the absence of such a conceptual model makes it difficult to prepare HODs at university for their leadership roles.

1.3. RESEARCH QUESTIONS

A number of research questions are posed, on the basis of the problem definition of the research project:

- (1) What is the universities context or milieu? Are their there leadership challenges and opportunities?
- (2) How do HODs at university construct their general headship role versus their leadership role?
- (3) How do HODs experience their headship and leadership role?
- (4) What are the critical leadership elements and constructs that HODs apply to understand and give meaning to their leadership role and
- (5) How do these leadership elements and constructs compare with the available literature on leadership?

Some specific and general research objectives flow from these research questions.

1.4. RESEARCH OBJECTIVES

The objectives of this research are formulated in terms of general objectives and specific objectives.

1.4.1 General objective

The general objective of this research is to understand how heads of department at university construct their leadership role, with the aim of gaining insight into the leadership role that HODs perform.

Specific elements and constructs embedded in the HOD leadership role are identified. For the purpose of this study, 'role' is considered to be a "psychological process based upon the role player's construction of aspects of the construction systems of those with whom he attempts to join in social enterprise" (Kelly in Blowers and O'Connor, 1996, p.11).

This definition emphasises that the role that an individual takes on is a result of how he or she views the construction systems of others that he or she has to engage with. The role a person plays is consequently a reflection of the understanding he or she has of the frame of mind of others. This explanation emphasises the outlook of an individual, as opposed to the outlook of the people the individual is engaged with (Blowers and O' Connor, 1996).

1.4.2 Literature objectives

The literature objectives of the research project are:

- (1) To understand the context that HODs operate in by describing the history of universities and academic departments; to identify and describe the external and internal environments HODs operate in; and to recognise the leadership challenges facing universities and academic departments specifically.

Analysing the history of universities and academic departments as well as describing the challenges in the internal and external environment can assist in exploring the expectations embedded in the headship role.

- (2) To identify, analyse and describe the leadership activities and processes an HOD is involved in; and to highlight HODs experiences in their leadership role.

The exploration of the available literature on HODs' leadership activities and their experiences in this role can therefore assist in understanding what HODs expect from the role they have to fulfil.

1.4.3 Empirical study objectives

The objectives for the empirical study are:

- (1) To conduct an empirical investigation with the view to understand how heads of academic departments at university construct their leadership role.
- (2) To identify the constructs and elements in HOD's construction of their leadership role.
- (3) To draw conclusions on these findings by proposing an explorative leadership model and
- (4) To compare HODs' constructions of their leadership role with the identified elements and constructs in the literature study.

1.5. RESEARCH DOMAIN

The research is done in the domain of Psychology, specifically in the fields of Consulting Psychology and Organisational Development.

1.5.1 Scientific orientation

The study is designed and structured in terms of recognised scientific principles underlying this discipline. As such the research question and method are embedded in psychological knowledge through a comprehensive literature review, and an empirical study is conducted following research methodologies that are well established within the discipline.

1.5.2 Market of intellectual resources

The study taps into various fields of literature, namely topic-specific content, philosophy of science and research methodology. Views regarding challenges facing universities, theories of leadership and different schools of cognition are important themes to be considered. A constructionist approach is justified

from a philosophy-of-science perspective and a research-methodological perspective to support the design and methodology of the study.

1.6 RESEARCH DESIGN

The research consists of a literature review and an empirical study using heads of university academic departments as research participants.

The focus of the research study is to understand how HODs construct their leadership role and as a result the research is conducted from a constructivism perspective. The remainder of this chapter highlights the research type, the research design, the theories and models that are employed during the research, the ethical responsibilities and the flow process of the research project.

1.6.1 Research type

Each research participant is interviewed privately. An interview consists of the completion of an exercise based on Kelly's Personal Construct Theory and the repertory grid technique. "*A person's processes are psychologically channelized by the way in which he anticipates events*" (Kelly, 1955, p.46). Anticipatory processes are thus the source of psychological phenomena. People are considered to be personal scientists engaged in anticipating the world. The manner in which HODs anticipate and construe their leadership role is the focus of this research project.

1.6.2 Theories and models

An eclectic approach is followed during the research process, depicting ideas from a number of psychological theories, most notably those from the cognitive schools of thought.

1.6.2.1 Cognitive school of psychology

The following assumptions inferred from the cognitive school of thought are applied in the research project (Scott, 2007; Bergh and Theron, 2000):

- To understand human behaviour, it is necessary to comprehend how information is processed.
- Life consists of a continuous process of making decisions, of which most are made consciously, although some decisions are made outside of awareness.
- Behaviour is intelligently guided as humans actively gather relevant information to make decisions. Information from the environment comes in through the senses and is processed and coded for storage purposes in a systematic and hierarchical way for future use. Information is later decoded and united with other available information to guide action intelligently.
- Human behaviour is intrinsically goal directed or self-regulated (future orientated). People monitor their progress in a desired direction, called self-regulation.
- People organise information in their minds in an effort to make sense of the world they live in. 'Schemata' or cognitive structures describe how people perceive, organise and interpret information about themselves, other people, events and objects.
- People are part of their environment and they have the potential to influence the environment around them.

The empirical research focuses on a constructed leadership framework for HODs at university and as a result the research is conducted from a constructivist perspective.

1.6.2.2 *Constructivist perspective*

The constructivist perspective assumes a relativist ontology (multiple realities exist), a subjectivist epistemology (knower and subject create meaning) and a naturalistic (in the natural world) set of methodological events (Denzin and Lincoln, 1998).

Basic assumptions of the constructivist perspective are:

- Human knowledge is dependent on human perception and social experience.
- There is a constructed reality and not an ontological reality.
- Multiple perspectives and multiple representations of reality exist.
- Reality is created through the processes of meaning and knowledge construction, participation and reflection.
- Learning and development is a process of adjusting mental models to accommodate new experiences.
- A change in people's thinking facilitates a change in behaviour.

'Constructivist leadership' consists of processes that enable the construction of meaning, which lead towards common understanding of a concept.

In summary, Constructivism is concerned with the construction of meaning, and not with the measurement and prediction of behaviour. Constructivism is a valuable resource for understanding the leadership role of an HOD at university, as leadership is considered as a construct that emerges as people make sense of and create meaning in their everyday lives.

The focus of this study is thus to understand the embedded constructs involved in creating meaning about leadership at HOD-level at university.

1.6.3 Validity and reliability of the study

With regard to a research design, Mouton and Marais (1992) emphasise the importance of validity and reliability during the research process. Validity refers to the specific purpose of literature or data gathering and -analysis methods applied, while reliability refers to the consistency of the data cited or the consistency of the results generated by the data gathering and analysis methods.

To achieve a valid and reliable literature study, available and relevant literature relating to the dynamics of leadership at university, and specifically at departmental level, is analysed and commented on. The validity and reliability of the literature study in the study is further improved by:

- choosing models that support the literature study
- giving conceptual descriptions of concepts that are relevant to this research
- consulting literature that is mostly of recent and accredited nature
- collecting literature through a standardised and systematic procedure
- crosschecking experts verbatim on the literature findings, if the need arises.

Validity and reliability is achieved in the empirical study by (Silvermann, 2004):

- employing an empirical approach throughout the research project
- remaining open to elements that cannot be codified at the time of the study
- grounding the phenomena observed in the data analysis phase
- obtaining data from a sample that supports practical significance.

1.6.4 Ethical responsibility in the research

To ensure that the research is being conducted within an ethical framework, the following ethical issues are born in mind during the research project:

- Literature consulted is fully acknowledged and referenced
- Literature citing takes place without creating an opportunity for plagiarism
- Samples are not drawn without the university or HODs' informed consent
- HODs are informed about their rights and the uses to which the information will be put
- HODs and the university's image or interests are dealt with courteously, respectfully, and in an impartial manner
- Confidentiality is maintained and fair and reasonable practices are adhered to
- HODs and the university are informed that a final report will be made available for perusal.

1.6.5 Flow process of research method

The research consists of two phases. Phase 1 is the literature review and qualitative analysis of concepts prior to the empirical study. Phase 2 is the execution of the empirical study, the report of which contains the conclusions, recommendations and the limitations of the research. These phases are divided into different steps. The phases and steps are described in the following sections.

1.6.5.1 Phase 1: Literature review

The relevant steps of the literature review are listed as follows:

Step 1: Provide a general broad overview of leadership at university and in academic departments. This includes background on the origin, history and purpose of universities and academic departments, describing the external and internal environments in which universities operate, and identifying the changes that could possibly impact on the leadership role of an HOD. This is done with the aim of understanding what the leadership role of an HOD might

be and to identify what the possible impact of the identified changes are on the leadership role of HODs at universities.

Step 2: Discuss key areas covered in the literature. This comprises identifying, analysing and describing the leadership constructs and elements the available literature brings to the fore, including HODs' experiences in their leadership role.

1.6.5.2 Phase 2: Empirical investigation

The empirical investigation is the second phase of the research project. The following steps are envisaged:

Step 1: Agree on a research methodology and approach.

Step 2: Obtain permission from the university's executive to conduct the research and apply for ethical clearance at the Research and Ethical Committee of the university.

Step 3: Conduct the interviews.

Step 4: Analyse the information.

Step 5: Make inferences and report on the conclusions made.

Step 6: Summarise the findings (including criticism of the method).

Step 7: Give final recommendations.

1.7. CHAPTER LAYOUT

The chapters in this study are presented as follows:

Chapter 2: An outline of the history of universities and the university context

Chapter 3: The general role heads of academic departments (HODs) fulfil at universities

Chapter 4: The leadership role of HODs at universities

Chapter 5: HOD's experiences in their leadership role

Chapter 6: Research methodology and design

Chapter 7: Research data, analysis and interpretation

Chapter 8: Literature and empirical overviews, main findings limitations and recommendations

1.8 SUMMARY

This chapter highlights the fact that tertiary education institutions, especially universities and consequently academic departments, are faced by a number of changes that demand leadership. Most of the available literature on leadership and leadership theories in the academe are, however, based on studies that were done in applied business sciences. Leadership concepts are, as a result, a sticky issue for most academics and it is therefore difficult to isolate a leadership theory that is applicable to heads of departments at university, who, according to Gmelch (2004b), make 80% of all decisions in the institution.

This chapter also focused on the research question, research objectives, research domain and the research design that is employed to ascertain how heads of department (HODs) construct their leadership role. The study is conducted predominantly from a constructivist perspective and hence the Cognitive school of psychology primarily informs the research processes.

The next chapter positions the study by drawing attention to the historical background of universities and by analysing the university milieu. This overview can assist in clarifying the context in which HODs have to lead.

CHAPTER 2: AN OUTLINE OF THE HISTORY OF UNIVERSITIES AND THE UNIVERSITY CONTEXT

2.1 INTRODUCTION

To understand how HODs construct their leadership role it is necessary to conceptualise what universities were originally designed to resolve and achieve, since HODs play an important role in the achievement of these noble ideas. Comprehending the origin of universities and the role they play in society is a good starting point for understanding the leadership function that a head of department at university fulfils.

The reason is that the historical context in which such academic leaders operate cannot be separated from their leadership roles. According to Van Maurik (1997), leadership describes the context of work to be like an ocean with white-headed waves emerging from it. These waves are the leaders that stand out; as leaders never cease to be part of the overall context in which they function. Similarly, Kekäle (2005) states that leadership behaviours can be better understood against their historical patterns as these form part of the framework in which universities function.

Consequently, this chapter explores the environment in which universities operate; focuses on the origins of universities and academic departments; stresses the leadership challenges facing academic institutions, both internationally and nationally; and discovers how universities work.

2.2 AN OVERVIEW OF THE HISTORY OF UNIVERSITIES, ACADEMIC DEPARTMENTS AND HEADS OF DEPARTMENT

2.2.1 An overview of the history of universities

In the history of mankind, the medieval university stands out as one of the greatest political institutions of all time. It drew Western Europe out of the Dark Ages and invented cosmopolitan structures and norms that are still in operation today (Ehrenberg, 2004).

During the 12th and 13th centuries, institutional structures were shaped by being in conflict with their environment. Most notable was the University of Paris, where students came from all over Europe to hear Peter Abelard apply the scholastic method to questions of speculative theology. Questions such as whether bread and wine consumed during mass truly turned into the body and blood of Christ, or only in spirit, were explored. Exploration of theological issues during an age that was dominated by the church and religion were considered daring and students believed that the charismatic Abelard was onto something big. The church, however, considered any position outside of that defined by the church as heretical doctrine and heretics were burned at the stake (Ehrenberg, 2004).

Migration, boycott and violence advanced the cause of universities. The medieval university had no physical location – a faculty could leave for another city and take its students with. Mass migration turned out to be the mechanism that spread the idea of a university. Universities thus started out as an amorphous group of faculty and students, with few norms and no internal structures in place.

As conflicts were resolved, rights were awarded to some, entitlements to others, with the view to preventing future conflict, encouraging non-violent resolutions and for damage control. As a result of this, over the course of a century, more complex institutions emerged “brick by protective brick” (Ehrenberg, 2004, p.74). During a decentralised process planned by nobody, structures emerged that created space for scholarly inquiry and that would protect the inhabitants of the university from the outside world.

As scholarly inquiries became more intense, universities became more differentiated into schools and departments. Factions within schools and departments and factions within factions emerged. Internal conflict led to protective structures being created to separate departments and schools. Federalist structures with complex voting procedures emerged within faculties. Faculty infighting resulted in intricate internal organisational structures that protected faculties from one another.

In addition, bottom-up governance, complex voting procedures, decentralised federalist structures and institutionalised forms of conflict resolution became evident. These structures were considered to be intellectually vibrant but pliable in their application. However, this situation in reality created intellectual rigidity as conflict and differences of opinion on intellectual matters resulted in more protective structures and boundaries between departments and faculties being established.

The idea of a university was thus refined over eight centuries into a mixture of bottom-up and top-down decision-making structures. The rights and norms that manifested in these institutions were: the right to teach at any institution after graduating from one of them, open access, open information, and free inquiry (Ehrenberg, 2004).

It can be concluded that universities emerged to enable intellectual specialisation. The university structures that followed had to solve several problems – the university had to house deeply specialised scholars, protect scholars from one another and the outside world, pool and distribute their scholarly inquiries, and manage the conflict from within and outside its intellectual boundaries.

A number of constructs are highlighted in the above literature, namely:

- intellectual specialisation
- knowledge development
- internal and external conflict
- highly specialised scholars
- complex decision-making patterns
- pliability and rigidity
- freedom of inquiry (openness in respect of access and information)
- normative-driven institutions
- adversity
- differentiation and intellectual rigidity (clear and diffused boundaries)

Thus the structure of the early university evolved over time, fulfilling a particular role in society. The question arises as to how academic departments developed over time and how this evolution could have impacted on the way HODs construct their leadership role.

2.2.2 Historical perspectives on academic departments and the role of HODs/Chairs

The internal organisation and evolution of structures at universities in continental Europe, the Anglo-Saxon world and specifically the United States of America (USA) were very different (Moses and Roe, 1990).

In Europe the basic unit of a university was the Chair-holding professor, until well into the 20th century. These professors were powerful individuals, as they had their research institutes or seminar centres structured around them. The Chair-holder would typically head an institute from where 'his' research and teachings were done. The Chair's positional power was extended into the faculty and the broader university administration. Staff members associated with these institutes were, in their personal and professional capacities, completely dependent on the Chair-holding professor, not only for resources but also for their jobs. These powerful Chair-holding professors were often called "God professors" (Moses and Roe, 1990, p.2).

In Germany the *Ordinarius* (Chair) would negotiate directly with the ministry for resources (research and staff budgets, laboratory and library facilities). In every institute the power and leadership were located at the top and little or no sub-structures existed. *Habilitation* (scholars with higher doctorates) and *Assistenten* (scholars busy with their doctorates) had the right to lecture but without salary. These scholars were completely dependant on the Chair (*Ordinarius*). This structure existed till the late 1960s when students and *Assistenten* challenged the power of the *Ordinarius* (Chair).

A structure similar to the one in Germany existed in Italy and France, with a few notable differences. In Italy more junior staff was employed to do some of the teaching and research, as the Chair-holding professors' powerful roles in faculty, university, national committees, legislature and even government occupied much of their time. Involvement in a wide network of national committees brought power and privileges that extended into the Chair-holding professor's role in the wider university community.

In France the base unit of the university was also the Chair (*professeurs titulaires de chaires*), with the Chair-holding professors' power also extending into the whole national higher education system. It is interesting to note that these professors were the only teachers until late in the 19th century. Teaching and other supporting staff were subsequently brought in to assist the Chair-holding professors with their academic workload. Staff had similar formal rights, but the *professeurs titulaires de chaires* (Chair) received the highest salary and they alone were full members of the faculty, university and national decision-making bodies. The *professeurs titulaires de chaires* were not endowed with research funds as their German and Italian counterparts, so they needed funding from external sources. Their power was not in the control of research facilities, but in the influence they had to sponsor their students and staff's careers with funds raised externally.

The academic department was of little significance in Germany, Italy and France; power was embedded in a position (positional power) and not in a person (personal power). The expansion of the university system and its reliance on a strong hierarchical organisation led to chaos and, in some countries, to unrest during the 1960s and 1970s. Reforms have taken place and the powerful Chair-holding professor has since been replaced by an "Electoral College" structure in most of Western Europe, including Sweden (Moses and Roe, 1990, p.3).

Different organisational models were implemented in continental Europe and these brought about some changes. Decisions were based on the interests of constituent groups, namely full professors, junior staff, support staff and

students. Professorial status was given to other senior academics that were not Chair-holders and the once highly respected title that was associated with directorship of a research unit, now only indicated senior academic status.

Britain has had departmental structure at universities since their inception. A professor headed the department and several academic ranks (reader, senior lecturer and lecturer), which are still in existence, developed. Departments are still considered to be the home of academic staff, organised along a defined discipline, and also an administrative and governance unit where funds are allocated for staff, space, facilities and equipment. The departmental head is responsible for the allocation and use of funds and he/she serves ex-officio on committees such as the faculty board and the academic board. The authority of the head is derived from the expertise concentrated in his/her department and respect is as a result of the teaching and research that takes place in these basic academic units. British HODs never had the extreme authority of their German counterparts, and departments with several professors have since replaced the typical one-professor department. Rotating or elected headships emerged in the 1970s (Moses and Roe, 1990).

Universities in the USA at the turn of 20th century had a downward hierarchy of Trustee, President, Dean and Department Chair (or Head Professor). The position of Department Chair in American universities and colleges is over a hundred years old and it dates back to the 19th century (Bennett, 1983). It is also interesting to note that the title 'manager' did not exist in American universities before 1970 (Prichard, 2000).

However, academic departments in the USA are today considered as participative collegial units with the Chair in charge. Departmental staff is not seen to be dependent on their Chair as a rotating chairmanship is advocated in most departments. The academic department is the "central building block" in any American university" (Moses and Roe, 1990, p.5). Departments consist of faculty and support staff who are engaged in a varied of activities, for example providing courses, developing scholarly knowledge and providing

services to the campus and communities external to the university (Seagren et al., 1993).

The evolution of the HOD-role has not been without its problems. “In most tertiary institutions 20 years ago, few academic staff could expect to be heads of departments and most heads were experienced heads. Today, many staff can expect to serve a term as head and fewer heads are experienced” (Moses and Roe, 1989, p.5). Departments have been described as “clans of arrogant experts, accountable first to their own agendas, second to their discipline, and thirdly – largely as afterthought – to the institutions that house them” (Wolverton, Gmelch and Sorenson, 1998, p.203). Academic departments are seen to inhibit the growth of new fields of knowledge; helping professors to isolate by narrowing courses and to limit research by focussing only on specialised areas. Interdisciplinary efforts are resisted, resulting in resistance to change of the curriculum, requirements and instructional practices. Furthermore, some feel that departments fragment and divide the faculty of an institution of higher education (Seagren et al., 1993).

In comparison, advocates of academic departments indicate that they are vital structures in universities that provide a home for faculty members and students where knowledge is developed, preserved and transmitted. Departments provide an understandable and workable status system where faculty members can be oriented, professionally evaluated and developed (Seagren et al., 1993). “It is at the department level that the real institutional business gets conducted” (Bennett, 1983, p.1). Academic departments provide a useful structure for the day-to-day activities that shape faculty members’ attitudes, behaviours and performances (Seagren et al., 1993). However, heads of department need to serve as double agents, embracing service to both the discipline and the institution to counter fragmentation in academic institutions (Wolverton et al., 1998).

In summary it is evident that the role of the head of department at a university has evolved over time. Not only has the once positionally powerful head with seemingly unlimited authority made way for a personally powerful, respected

head with shared authority and responsibilities, but different interpretations of the role of a Head of Department/Chair exist in different parts of the world. As a result generalisations about the leadership role of a HOD are problematic. Academic departments are considered to be a 'home' to academic staff and students, but some observers comment that this arrangement could have a restraining influence on the creation of knowledge across the institution.

The changing role of universities in the 21st century may further influence the way in which the leadership role of a HOD is constructed. As a result this aspect is explored in the following section of the literature study.

2.3 THE ROLE OF UNIVERSITIES IN THE 21ST CENTURY

There seems to be a debate as to whether universities and other tertiary education institutions should fulfil a specialised or generalised role in society. There are generally contrasting perspectives on the roles that tertiary education institutions perform in contemporary society. Preston (1994, p.5) is of the opinion that these perspectives can be broadly categorised into 'narrow' or 'broad' roles. These contrasting ideas are depicted in Table 1 below. It can be expected (based on the findings depicted in Table 1), that these contrasting ideas on the role of tertiary education institutions in society could have an impact on the way HODs construct their leadership role. For example, some HODs may consider their leadership role to be that of educating specialised knowledgeable scholars, whilst others might consider their role to be that of educating reflective and adaptive team players.

Table 1

Contrasting perspectives on the role of tertiary education institutions

	Narrow	Broad
Product	Specialised and knowledgeable individuals who are equipped to play an economic role in society.	Reflective and adaptive team players equipped to respond creatively to all forms of change.
Task	Protection of skilled citizens to attain economic objectives	Lifelong development of 'responsible global citizens'
Research	Cutting-edge research to ensure sectoral or national competitive advantage	International collaboration focussed on sharing available research resources and information
The knowledge society	Tertiary education is an exportable commodity and a contributor towards economic goals.	Tertiary education renders services to society; therefore multiple partnerships facilitate knowledge distribution.

Source: adapted from Preston (2004, p.5).

Although there are contrasting views on what tertiary education institutions should accomplish, society still values a number of aspects of the role that universities fulfil in modern society: the production of original knowledge, the preservation of rigorous debate, and the embodiment of a "democracy of principles" (Preston, 2004, p.5). Also, high academic standards and independent social and intellectual critiques are all part and parcel of the make-up of a university. A number of authors (Preston, 2002; Prichard, 2000; Warner and Palfreyman, 1996) are however of the opinion that this role is under threat as a result of political and managerial control of universities as well as the commercialisation of higher education.

There thus seem to be divergent ideas about the role of a university in modern society. This in turn can have an effect on how the HODs construct their leadership roles. Against this background, it will be desirable to draw attention to the changes facing universities internationally and nationally. This may help to provide understanding of how HODs could interpret and construct their leadership role.

2.3.1 Changes in the higher education landscape

Momentous changes are taking place in higher education. There is generally more competition for scarce resources, stronger opposition from new providers and reduced public funding. There is also greater pressure to perform and to be accountable, to introduce new forms of teaching technologies and to implement new requirements for graduate competence (Ramsden, 1998).

Given the idea that leadership is context specific (see 2.1), it is necessary to explore whether changes facing universities internationally differ from the changes experienced nationally.

2.3.1.1 Changes in higher education internationally

Globally, leaders in academic institutions need to handle increasingly complex and varied issues. Data from empirical work done in the USA and Canada (Jansen, Habib, Gibbon, Parekh, 2001) highlight the following effects of globalisation on higher education: internationalisation, private-sector interaction, real-time communications, productivity, efficiency, external competition, restructuring, additional work load, state intervention, business partnerships, workforce training and commodification.

Other factors facing tertiary institutions internationally are: mass higher education, knowledge growth and differentiation, pressure from tax payers to become more accountable, reduced government funding, increased competition, more business-like principles and procedures, changes that

reduce the standing of academic work as an occupation, different views on the purpose of undergraduate education and encroachment from stakeholders on the content of the curriculum (Ramsden, 1998).

Given all the changes facing tertiary institutions internationally, one can conclude that the role of leaders at universities is constructed on an ongoing basis to ensure the survival of these institutions.

These changes in tertiary institutions internationally are not taking place in isolation. Tertiary institutions in South Africa are also confronted by a vast number of challenges. These national challenges and changes have an impact on the head of department's leadership role and should therefore be considered.

2.3.1.2 Changes in higher education nationally

The higher education system in South Africa is going through a process of fundamental change. The national objectives of the sector have been formulated in the National Plan for Higher Education and other policy documents released by the Department of Education and Ministry. These changes can be summarised briefly as follows (Melck, 2003):

- increased access to education and more participation by stakeholders in decision-making
- the attainment of equity for students and staff
- the provision of education that meets the needs of the economy
- the attainment of efficiency in the delivery of education, including improved success and graduation rates
- research that complies with international norms
- the development of inclusive institutional cultures

Several initiatives have been implemented to effect these changes. Most significant are the following:

- the restructuring of the higher education landscape through merging a number of institutions
- a review of all programmes offered by institutions in order to rationalise the activities of institutions within their regional contexts
- the development of a new subsidy formula to allow the ministry to steer the development of the sector to a greater degree and to encourage institutions to attain the transformational objectives stated above
- the establishment of a HEQC (Higher Education Quality Control) Unit that ensures quality in tertiary institutions.

However, tertiary institutions in South Africa are faced with more challenges than just new legislation. The following factors need to be taken into account when investigating leadership in this sector:

- The academic workforce is ageing. White males older than 55 years produce most of the published research output (Melck, 2003).
- There is a decline in the number of matriculants who qualify to study at universities, and hence an anticipated decline in future student enrolments (Cloete, Kulati and Phala, 2000).
- A re-composition of the student body is taking place. In some institutions the student composition changed from having fewer than 10% black students to more than 60% percent over a five-year period. In 1998 there were 40 000 fewer white students in the public higher education than in 1993 (Cloete et al., 2000). As a result the language of tuition, for example, is questioned on a number of campuses, as universities have to accommodate learners from different culture and language groupings.

Departmental heads have to make difficult decisions in their endeavours to steer their departments to achieve excellence in teaching and research. In addition to the aforementioned considerations, the following bipolar-type realities need to be balanced (Lourens, 1990):

- excellence (specialised education) or universal access (massification of education)
- equity or merit
- liberal arts or science and professions
- teaching or research
- producer (academic) needs or consumer (student) needs
- education for its own sake, or as an instrument of policy
- public or private funding
- autonomy or a central direction
- traditional or new technology
- management or administration

The role of academic institutions in society is therefore invariably affected by changes in the macro- and micro-environments in which the institutions operate. In turn, these changes affect leaders at all levels in tertiary institutions, in particular the departmental heads who ensure the quality of the core academic work at universities.

In addition to understanding the challenges facing universities, it is necessary to gain a perspective on the milieu in which universities, academic departments and HODs function.

2.4 THE PURPOSE, GOALS AND FUNCTIONING OF UNIVERSITIES

Academic departments operate in a university environment with aspects such as the purpose, goals, governance structures, decision-making models and special features of universities affecting the way in which HODs construct their leadership role. These aspects are explored in the following subsections. As the purpose of a university has a direct bearing on the way HODs construct their leadership role, it will be explored first.

2.4.1 Purpose of a university

It is not possible to deal with all the major arguments concerning the functions and purpose of a university here; this would require a chapter on its own and is not the primary focus of this research project. It is however necessary to understand the overall purpose of the institution in which HODs need to make contributions as leaders. To answer questions about the purpose of a university a definition of what a university is should first be considered.

The debate about what a university is is a fairly long-standing one (Warner et al., 1996). In 1852 Cardinal Newman published a book entitled *The idea of a university* in which he questioned the purpose and role of a university. Current literature is still filled with opposing views and controversies about this subject (Oshagbemi, 1988, p.148).

Ulyatt (1991, p.9) gives a simplistic explanation of a university's purpose: "a university's *raison d'être* ... is community service". Universities seem to serve two communities. Because of under- and post-graduate education, teaching and research, the *academic community* is served nationally and internationally. A further contribution to the academic community is the training and career development of the upper echelons of various professions.

A second community, the *broader community*, is served through courses required by or courses established specifically for the needs of this community. These two communities (academic and broader) do not function mutually exclusively, but interdependently.

Brown's (1990) description elaborates on the explanation of community service as it adds insight into what universities should deliver: "The purpose of a university should be to develop citizens and provide leaders for the next generation."

Following the line of thought, it can be concluded that universities and their academic departments need to have a clear understanding of their functioning

in all the communities they serve, and of what they have to deliver to these communities, if they want to make a worthwhile contribution. Failing to understand the communities in which they function and the contributions they need to make, can confront them with the following dilemma: “Education ... has produced a vast population able to read but unable to distinguish what is worth reading” (Ulliyatt, 1991, p.9). It can furthermore be concluded that the way in which universities construe their purpose will have an impact on how the leadership role of a HOD is interpreted.

Another way of considering what the purpose of a university should be is to consider different models that describe the focus of the institution. There appears to be four popular models (Oshagbemi, 1988, p.148):

2.4.1.1 The teaching model

This school of thought postulates that the purpose of a university, as an institution, is to disseminate knowledge. Research is associated with seclusion and this school argues that if the university goal were to be research, it cannot be understood why a university should have students.

2.4.1.2 The vocational model

This approach considers the university’s purpose to be a training and education centre for various vocations. Education is seen as a vehicle for economic take-off, as the university is seen as a supplier of competent labour in a particular field of need, which is of relevance to the nation.

2.4.1.3 The research model

This is perhaps the most popular model in describing the purpose of a university. This school of thought is of the opinion that a university should concern itself with the advancement of knowledge, and that a university cannot be an excellent teaching institution without excellent research results.

2.4.1.4 The societal model

This model sees the purpose of a university in terms of serving a particular society, its aims and aspirations. The thought is that universities must involve

themselves in their immediate societies, so the objectives of a university should reflect the needs and aspirations of the society in which they function.

Taking a partial view on the purpose of a university is troublesome as these models are complementary by nature. There is a symbiotic relationship between teaching and research. The application of knowledge is the test ground of the utility of research and a research study is useful when it can be applied beneficially in society. A pluralistic model is therefore proposed (Oshagbemi, 1988, p.151).

The idea and purpose of a university should also not be a fixed idea, but rather a fluid concept fit for the time in which it makes a contribution to the academic and broader communities in which it functions (Roussouw, 1993). In principle, a “university remains a social structure in the pursuit of a set of defining values centering on the search for truth, one that makes possible the enterprise of teaching and learning” (Glotzbach, 2004, p.48). To achieve this mission, universities must have clarity of purpose and sustain and nurture a high quality learning and research environment that is responsive to change (Smith, 1990).

It seems as if the purpose of a university is a fluid concept that needs examination and interpretation by those that lead the institution. HODs may therefore construct their leadership roles based on how they interpret the purpose of the institution they serve.

It is, however, questionable whether there has been alignment on the purpose of universities since their inception, as the Chancellor of the University of Paris remarked in 1213: “In the old days when ... the name of Universities was unknown, lectures ... were more frequent and there was more zeal for study. But now that you are invited into a University, lecturers are rare, things are hurried and little is learned, the time taken for lectures being spent in meetings and discussion” (Warner et al., 1996, p.6).

What is also clear in the literature overview is that leaders in academe, such as HODs, need to interpret their environments (Tucker, 1984). The section that follows seeks to understand the goals of a university that may impact on the way HODs construe their leadership role.

2.4.2 Goals of a university

The primary goals of a university are generally considered to be teaching and research (Moses and Roe, 1990). In an effort to establish what the goals of a university are, a study was done in which over one hundred academic leaders' views in Nigeria and Britain were obtained (Oshagbemi, 1988, p.152). In this specific project, research was rated consistently as the most important goal, followed by teaching (see Table 2). However, though there seems to be agreement that teaching and research are the main goals of a university, the relative importance of these goals is seems to be a bone of contention.

Table 2

Academic leaders' mean ratings of a university's goals

Goals	British	Nigerian
Research excellence	9.91*	9.47
Teaching excellence	8.57	8.83
Services to the community (Societal model)	6.62	7.69
Competence and skill in a particular field (Vocational model)	7.63	8.07
	N= 34	N= 75

Source: adapted from Oshagbemi (1988, p.153)

*The rating scale measures from 1 (signifying a low rating) to 10 (signifying a high rating).

Given these results, it can be expected that the leadership role of HODs would be constructed on the basis of how they interpret the general focus and purpose of their university, and on the relative importance of a variety of its goals.

The question arises as to how universities are structured to fulfil their purpose and to achieve their goals.

2.4.3 Governance structures: Authority models

Academic governance structures and procedures are complex, often in conflict and mostly on non-intersecting paths. The reason for this is that there are three distinct academic governance structures at universities (Smith, 1990), namely the:

- *Administrative hierarchy.* This line of communication goes from the individual academic staff member to the HOD, to the dean, to the vice-chancellor (or the deputy vice-chancellor).
- *Professorial or academic board or academic senate hierarchy.* This line of communication bypasses mid-level administrators as communication on these forums is directly with the vice-chancellor.
- *Academic hierarchy.* This hierarchy is the shadow government of the academic disciplines. The communication line goes from academic staff members, individually or in small groups, to leaders or mentors in often narrowly defined subject disciplines.

Authority is furthermore dispersed as higher education management systems that are based on traditional British models consist of four major units of institutional authority: a Council (consisting of a mix of internal and external stakeholder memberships), the university executive (the Vice-Chancellor and deputies), a Senate or academic board, and the Administration headed by the Registrar or a Secretary (Cloete et al., 2000).

In South Africa, the Higher Education Act goes as far as prescribing the powers of the following internal management structures at tertiary institutions:

- *Council:* governs the public higher education institution

- *Senate*: accountable to the council for academic and research functions
- *Principal/Vice-Chancellor*: responsible for the management and administration of the institution
- *Institutional forum*: advises the Council on issues affecting the institution (e.g. national education policy, equity policies, selection of senior management, codes of conduct and the institutional culture).

Therefore HODs may not be directly involved in all the decision-making bodies affecting their departments. Also, as a result of the different aims and objectives of the identified hierarchies, these forums could construct the leadership role of HODs in different ways. It thus seems that HODs in turn will construct their leadership roles on the expectations that these different governance structures have of them.

It is also important to analyse the basis on which decisions are made at universities if we are to understand the construction of the leadership role of HODs.

2.4.4 Governance structures: Decision-making models

Decision-making processes in tertiary institutions are unique to specific institutions and therefore seldom clear and understood by all. Cloete et al. (2000, p.31) postulate a decision-making model that is applied in higher education institutions. This model is constructed on the basis of clear or unclear goals and direction, versus transparent or ambiguous processes and technologies. It can be depicted as follows:

	Clear goals and direction	Unclear goals and direction
Clear and transparent technologies and processes	Rational	Political
Ambiguous processes or unclear technologies	Collegial	Anarchy

Figure 1 *Typology of decision-making models in higher education.*

Source: adapted from Ellström in Cloete et al (2000, p.33).

An explanation of Figure 1 may provide insight into and understanding of the decision-making environment that a head of department functions in.

2.4.4.1. Rational or bureaucratic model

Clarity about organisational goals exists and high levels of consensus about how these goals should be achieved are evident within the institution. Decision makers have access to adequate knowledge and the information to make decisions. “The general sense of the institution is about deliberate calculation and purposive choice” (Cloete et al., 2000, p.32).

The bureaucratic model is characterised by a network of social groups dedicated to limited goals and organised for maximum efficiency. A hierarchy ties social groups together and formal chains of command and systems of communication exist (Seagren et al., 1993).

2.4.4.2 Collegial model

This decision-making model is considered to be that of a ‘community of scholars’. The informal organisation is important and integration and co-ordination between different parts of the institution are achieved by a shared culture. Decision making takes place in the informal sections of the institution as well as in official structures and communication channels.

This model emphasises the professional authority of the faculty. Some authors predict the demise of this model as a result of bureaucratisation, collective bargaining, state control and centralisation (Seagren et al., 1993).

2.4.4.3 *Political model*

A diversity of interests exists within the institution. As a result the institution's members lack shared goals and a common vision. Decision making and problem solving is based on bargaining and compromise as different sectors and groups have different access to power and resources.

Kekäle (2005) highlights the following assumptions in viewing universities as political systems:

- Prevailing uncertainty and fluid participation in policy-making exist. Most people do not participate in policy-making decisions most of the time; they mostly become active when issues are of direct interest to them. Senior members of management will be involved in policy-making decisions most of the time and will thus influence decisions more directly.
- Those who persist and invest the necessary time in the decision-making process, generally make the decisions.
- Universities are fragmented into different interest groups with divergent goals and values. Interest groups will engage in minimal conflict when resources are abundant and the environment amicable. Then again, when resources are scarce, interest groups will mobilise and exchange blows to influence decisions in their favour.
- Conflict is normal and it may indicate that the academic community is healthy.
- Internal and external interest groups can generate political pressure on universities. These pressures can limit the formal authority system at universities.
- External interest groups wield a great deal of influence over the policy-making process.

2.4.4.4. Anarchistic model

This 'garbage can approach' resembles the following decision-making processes: "Problems, solutions, participants and opportunities are thrown together and shaken about until they adhere to each other, but nobody is precisely sure why a particular problem was attached to a particular solution or a particular person, with the result that at a next round of committee meetings at the next stage of the process, the players (who may well have changed) shake it all up again" (Cloete et al., 2000, p.32).

The inherent reality of any university is that decision-making processes and procedures are complex and seldom clear, and may therefore have an impact on how HODs construct their leadership role.

The question arises as to what makes universities unusual and more complex than other commercial and non-profit organisations.

2.4.5 Special features of universities as organisations

Universities are considered to be unique organisations with the following special features (Cloete et al., 2000; Moses et al., 1990):

2.4.5.1 Goal ambiguity

There is ambiguity about what a university's main focus and goals should be. Universities have multiple goals and therefore a number of functions to fulfil, such as teaching (undergraduate and postgraduate), research, community services and consultancy services. There seem to be internal and external conflicts about the relative weight given to each of these functions.

Universities serve a number of constituencies: students, staff, administration, the community, government, employers, and public and private enterprises. These constituencies generally do not agree on the relative importance of the different goals of a university.

It is also difficult to measure the overall success of a university. For example, the value added to an individual student by a university through teaching activities is not easy to measure. Performance indicators such as the number of research grants attracted and the number of publications are widely used to measure the success of a university.

The result of measuring only the so-called 'hard' indicators and not the 'soft' indicators contributes to the perception that the goals of universities are not clearly defined. It therefore appears that, in this area, universities differ from other types of organisations, where goals and performance measures are more clearly defined. This in turn can have an influence on how HODs construct their leadership role.

2.4.5.2. Multiple sets of clients

Universities serve a variety of clients: students (prospective, current, alumni), parents, employees, governing bodies, business and social partners, other tertiary institutions (external examination bodies, co-operative research projects, exchange programs, and so forth) and the broader community (tax payers, non-governmental organisations (NGOs), schools, and so forth).

Universities are in the public eye and are therefore continuously under scrutiny from multiple sets of stakeholders who could have divergent needs and expectations of universities.

2.4.5.3 Processes of converting inputs to outputs are vague

Any one person within the institution does not understand all the processes by which inputs are converted into outputs at universities. For example, there are no definite rules as to what a good teaching program consists of. There are also multiple perspectives on how cutting-edge research is generated. What quality is and how inputs are converted into quality outputs in teaching, research and community service are not in general clear to all relevant stakeholders.

2.4.5.4 High levels of professionalism and specialisation

Universities are characterised by high levels of professionalism and specialisation amongst their academic staff. Academic staff members tend to have dual alliances, with their loyalty being to their disciplines first rather than to the faculty or the wider university community.

Academic work is also characterised by autonomy, tensions between professional values versus bureaucratic expectations, and peer evaluations. Academic staff have autonomy in how they fulfil their different functions and what activities they emphasise in their roles. There is generally no direct supervision and the freedom and the flexibility that academic work offer, is one of the great attractions for professional staff to join a university (Moses et al., 1990).

2.4.5.5 Vulnerability to changes in the environment

Universities are vulnerable to changes in their environment, such as national funding mechanisms, political unrest, changes in student demographics, fluctuations in student fees and so forth.

Universities are in general dependent on government grants and subsidies and the power of interference from this source cannot be underestimated. Henkel (2002) is of the opinion that the restructuring of higher education in Britain, continental Europe and Australasia has been as a direct result of governments in these areas wielding their power.

2.4.5.6 High levels of autonomy of sub-units

Universities have been described as “organised anarchies”, “loosely coupled systems” and “bottom heavy” (Moses and Roe, 1993, p.11).

Whilst different departments in a university are in contact with another (e.g. through their participation in Senate), the various academic departments continue to preserve their own identity and separateness. A university is therefore characterised by the strength of its basic units – academic departments.

Communication across departments and disciplines can be poor as a result of this separateness. Individual and departmental goals that are not aligned with those of the institution may be pursued.

2.4.5.7 Undifferentiated functions

There is no career plan that strictly differentiates between job levels in academic departments. Lecturers and professors are expected to perform teaching duties, to do research, to be involved in administrative activities and to engage in professional development. The notion of a ‘community of scholars’ applies, as academics consider colleagues to be peers and not supervisors or juniors in terms of formal positions or job levels.

However, the ‘collegium’ or ‘community of scholars’ concept is being questioned as a result of the delicate balance between fragmentation and integration at universities. The assumptions of internal equality, co-operation, participation and democracy are moreover being challenged as a result of the bureaucratic governance styles being employed at universities. The growing tension between research and teaching functions are intensifying, which in turn leads to more fragmentation (Henkel, 2002).

2.4.5.8 Other unique factors

There are some other factors that are unique to universities:

- inflexibility, defence of the status quo and academics’ indifference to governance roles (Ulliyatt, 2001)

- the administration/academic divide: faculties thrive on autonomy and are rewarded for individual achievement, while administrators are driven by institutional needs (Ullyatt, 2001)
- where *de facto* control resides: the 'dualism of controls' (academic and administrative control systems) leads to complicated and often confused relationships (Birnbaum, 1988).
- dual systems (executive management roles and committees): the overlaps and conflicts between these are seldom resolved in a logical way (Henkel, 2002)
- academic managers are not prepared for their leadership and management roles (Blitzer and Strydom, 1986)
- inadequate compensation and incentive structures for academic leaders (Blitzer and Strydom, 1986)
- the inability of academic leaders to significantly influence the allocation of resources (inflexibility of resources).

On a positive note, in contrast to other occupational groups, working in academia is generally associated with higher levels of autonomy, freedom and independence, and a 'collegiate culture' which emphasises consensual decision-making and shared values (Tytherleigh, 2003).

The main constructs flowing from this literature review on the special characteristics of universities are ambiguity, multiple stakeholders, numerous conflicting perspectives, professionalism, specialisation, vulnerability, autonomy of sub-units, undifferentiated functions, fragmentation, inflexibility, academics indifference to governance, the administration/academic divide, dualism of controls, overlaps of and conflicts between roles, and leaders and managers who are unprepared for their positions.

HODs do navigate around these unique characteristics and features of a university and the way in which they do it will have an impact on how they construct their leadership role. Unique characteristics are not the only

difficulties an HOD has to cope with, as a number of leadership challenges are also facing universities.

2.5 LEADERSHIP CHALLENGES FACING UNIVERSITIES

Universities are progressively facing more leadership challenges. Some of these changes are so fundamental that some say the very idea of the university is being challenged.

2.5.1 Leadership challenges facing universities globally

Fewer resources, rapid change and turbulence in the higher education sector are highlighted in an electronic mail survey that was sent to 100 university leaders in Britain, Hong Kong, Singapore, New Zealand and Australia. The survey requested academic leaders to nominate up to three challenges they were expecting to face in the years 1997–2005 (Ramsden, 1998, Introduction). The results of this survey are depicted in Table 3.

It is evident from Table 3 that the most dominant challenges faced by academic leaders are 'more for less' and managing and leading staff through rapid change. These challenges require HODs to do financial management, balance teaching and research funds, generate income, achieve high quality research with reduced public funding, help and assist staff with change, develop new skills, set new goals, mentor young staff, assist staff with increased work loads, reward performance, and maintain motivation and morale at a time of declining public respect for the academic profession (Ramsden, 1998).

Table 3

Main leadership challenges that 100 university leaders expected in Britain, Hong Kong, Singapore, New Zealand and Australia for 1997–2005.

Leadership challenge	Frequency of mention
Maintaining quality with fewer resources; doing more with less; stretching and managing budgets	76
Managing and leading academic people at a time of rapid change	60
Turbulence and alteration in the higher education environment	35
Student numbers and responding to new types of students	33
Balancing own academic work with the demands of being an academic leader	15

Source: adapted from Ramsden (1998, pp.ii–iii).

In another study, the views of over one hundred academic leaders in Nigeria and Britain about the management and leadership challenges they face were obtained (Oshagbemi, 1988, p.154). Their responses, shown in Table 4, also indicate that more work has to be performed with fewer available resources. The rating scale in Table 4 ranges from 1 (a low rating) to 10 (a high rating).

Table 4

Management and leadership challenges faced by academic leaders in Britain and Nigeria

Nature of the leadership and management problems	British	Nigerian
Excessive work (lack of time)	7.94	8.12
Dwindling resources	7.67	8.57
Academic staff shortages	6.06	7.80
Communication problems	4.49	3.91
Colleagues do not co-operate	2.82	3.62
Subordinates are not effective	2.91	5.74
Students are troublesome	1.49	3.65
Sample size	34	75

Source: adapted from Oshagbemi (1988, p.154).

It is fascinating to take note of the similarities of changes occurring in a wide variety of nations with different social, political, historical and economic circumstances. An explanation for this phenomenon is that higher education finds itself in the position of “creator, interpreter and sufferer’ of globalisation processes” (Jansen et al., 2001, p.61). “Alien interventions perturbed the self-ordered harmony” of higher education (O’Neil, 1992, p.29).

The perception that “the only good management practices are from the private sector”, contributed to the adoption of managerialist language at universities, without considering the messages this sends to academic staff (Loots and Ross, 2004, p.19). Therefore evident are (O’Neil, 1992, pp.33–34):

- dissensions from within as a result of adopting a business approach to universities (“forsaking collegiality for managerialism”)
- amalgamation of universities with education colleges (“the university role is exhumed rather than defined”)
- implementation of multi-skilling and broadbanding (“making jobs less box-like so they [academic staff] undertake more functions”)

- fewer monetary and other financial rewards for academic staff (“blurring grades and associated salary partitions”).

As a result income maximisation is becoming an institutional imperative in order to deal with more restricted and conditional public funding (Henkel, 2002). Besides this, individual researchers’ autonomy and self-determination are affected by expectations that public-funded research should contribute to solving societal problems and wealth creation (Ernø-Kjølhede, Husted, Mønsted and Wennenberg, 2001). At the same time funds and grants for research are dwindling.

Additionally, diversity (increased access and changing demographics), fiscal pressures, accountability for quality, institutional mergers (Wolverton, Gmelch, Wolverton and Sarros, 1999a), casualisation of the workforce, declining pay and conditions of service, discriminatory employment practices, commodification and degradation of teaching and learning (Prichard, 2000), democratisation and ‘massification’ of tertiary institutions, the rise of the knowledge economy (knowledge is replacing physical resources) and competition for students and grants (The brains business ..., 2005) are some of the leadership challenges facing academic leaders.

The rise of science and technology at the expense of the humanities, campus entrepreneurship and the individual mobility of faculty members (Bennis and Movius, 2006), in addition to the above factors, make it hard to lead academic institutions, particularly academic departments.

Universities have undergone such profound changes that it can be argued that they have “very little in common with their 12th century ancestors” (Yielder and Codling, 2004, p.316). Mass education has contributed to institutional accountability, central bureaucratic interventions, and a loss of distinctiveness amongst universities, so the value of a university qualification is losing its exclusiveness. The new world of information technology has reduced the university’s monopoly on information and knowledge – research that used to

be the unquestioned responsibility of universities has been commodified and is dispersed across a variety of sectors of the economy.

Furthermore, the collegial approach of the traditional university may have given way to corporate management influences over the last twenty years, with increasing tension between both collegial and management practices, and individual academic freedom and personal accountability. Fundamental issues of institutional autonomy, academic freedom and accountability are now being challenged in tertiary institutions (Yielder and Codling, 2004).

In summary the main leadership challenges facing universities internationally, as highlighted in this literature review, are:

- doing more with less (fewer resources and an increased work load)
- dealing with turbulence in the tertiary education sector
- handling the diversity of students and staff
- balancing academic work with administrative demands
- managing the impact of globalisation
- resisting managerialism and protecting the collegial approach at universities
- losing research autonomy
- dealing with public accountability
- delivering quality outputs (as defined by external stakeholders)
- handling the casualisation of the work force as well as the declining conditions of service for academics
- coping with the democratisation, commodification and massification that is taking place at universities
- dealing with competition for students and grants
- handling the rise of science and technology at the expense of the humanities
- dealing with mergers
- managing the individual mobility of faculty members
- managing the view that the value of a university qualification has lost its exclusiveness.

In conclusion it seems that universities globally have many challenges to face. The very core of the university's existence seems to be questioned and challenged by internal and external stakeholders. This may well be a call for leadership.

It is valuable to discover whether the leadership challenges faced by South African universities in particular are similar to those experienced by their international counterparts. The similarities and differences are explored in the next section of this chapter.

2.5.2 Leadership challenges facing South African universities

South African universities and their academic leaders are generally facing similar challenges to universities abroad:

2.5.2.1 Change in the demographic profile of university students.

South Africa is emerging as one of the world's most exciting study destinations. During 2000 there were 31 000 foreign students studying in South Africa, equivalent to 5% of the total student intake. This number had risen to nearly 47 000 or 7% of all students by 2005, placing South Africa between the USA's 4% and Britain's 11% share of international students (www.studysa.co.za, 2005).

Research into the HIV/Aids pandemic in collaboration with international partners, the epidemiology of tropical diseases, urban renewal and area-based development, capacity building and entrepreneurial skills development, outcomes-based education, and agricultural and seed research are cited as important academic and research reasons for international students to study in South Africa.

The favourable exchange rate, South Africa's climate, natural beauty and mix of people (African, European and Asian cultures) are additional factors that attract students to study in South Africa.

More South Africans are participating in higher education programmes. Research by the Centre for Higher Education Transformation in March 2004 indicated the following (www.studysa.co.za, 2005):

- Student numbers at public institutions rose from 480 000 in 1993 to nearly 700 000 in 2002. Universities enrol two thirds and technicons one third of student public sector students.
- The proportion of African and coloured students grew from 46% in 1993 to 66% in 2002. The proportion of white students in public institutions fell from 47% to 27%.
- The proportion of female students increased from 43% in 1993 to 54% in 2002.
- The proportion of black (African, coloured and Indian) academics increased from 21% in 1988 to 34% in 2002, while that of black professional staff grew from 21% to 39%. The proportion of female academics remained steady at 39%.

The ways academic leaders and HODs manage universities and academic departments are affected by the changes in the demographic profiles of students and staff, including aspects such as language, cultural and gender differences, and different schooling backgrounds.

2.5.2.2 A market-driven higher education system

The growth of the commercial private higher education system is increasing the competition amongst institutions, particularly for students interested in 'lucrative' career-orientated programmes (Cloete et al., 2000).

2.5.2.3 *A changing higher education landscape in South Africa*

Higher education in South Africa has been transformed by a multitude of changes (Heijnen, De Groof and Jansen, 2003) in the:

- size and shape of higher education
- meaning of autonomy and accountability
- nature of higher education providers
- character of student distribution and characteristics
- organisation of university management and governance
- role of student politics and organisations
- model of delivery in higher education
- notion of higher education (between free trade and public good)
- focus of higher education (the rise of the economic sciences and the decline of the humanities)
- nature of the work place.

The question arises as to how leaders in tertiary institutions respond to these changes.

2.5.2.4 *A new institutional landscape in South Africa*

Leaders in tertiary institutions are responding differently to the challenges facing them. With respect to leadership actions, institutions can be categorised loosely as (Cloete et al., 2000):

- (a) *Entrepreneurial-expanding*. Institutions are making full use of the new opportunities by responding actively to the changing student demands. Strong, centralised strategic planning and access to resources assist these institutions to attract non-traditional students through distance education, telematics, and flexible programme offerings. Costs are directed through 'cost/business' centres that allow these institutions to cut

and redirect costs. The leadership style is entrepreneurial and the leadership sees and runs the institution as a business.

(b) *Traditional-élite*. These institutions retain a strong sense of their traditional mission, while changing the race and gender composition of their student bodies. They cater for 18–22-year-old residential students, with a strong focus on quality, postgraduate teaching and research. The leadership style and ethos has changed from the traditional collegial model to managerial.

(c) *Stable-emerging*. This is a mix of universities and technicons, from historically white to historically black institutions, all departing from a less privileged base than the first two groups. A strong leadership core that is charting new directions for their institutions distinguishes the leadership of these institutions. New programmes, new forms of delivery, new notions of co-operation and partnerships as well as new forms of management are visible in these institutions.

(d) *Unstable-uncertain*. Institutions in this category are often unstable due to struggles and disputes amongst different governance and stakeholder structures such as “council vs. management, student/staff vs. management, and transformation forums vs. management” (Cloete 2000, p.9). Leadership is often lacking and these institutions find it difficult to find a strategy that is supported by all stakeholders. Exceptional departments still exist in these institutions, although they are not always supported from the top. A loss of good students and staff can be observed in these institutions.

(e) *Crisis-ridden*. These institutions experienced sporadic crises even before 1994, but the situation has become more acute during the last few years. These institutions experience conflict between different governance structures and display a lack of confidence in leadership and poor financial management practices. There is generally a lack of student and staff confidence, with an inability to respond to new policy initiatives or to develop new directions (niches).

Management paralysis, a rise in managerialism and transformative governance are additional leadership responses to the increased demands experienced by tertiary institutions in South Africa.

Cloete et al (2000) postulate that the six pillars of an enabling institutional environment in South Africa should be: democracy, stability, continuity, availability of resources to manage innovatively, clarity about direction and priorities, and an enabling culture.

Jansen and Taylor (2003, p.17) are furthermore of the opinion that “the intellectual content of the public curriculum in higher education should be restored. Critical disposition, intellectual engagement and public dissent should be promoted beyond the constrictions of vocational competence”.

In summary, the challenges facing South African universities have been identified in this literature overview as:

- dealing with the changes in the demographic profiles of students and staff
- facing market-driven principles at universities
- handling changes in the tertiary education sector (mergers and amalgamations)
- incorporating a new institutional landscape.

The academic leadership role at South African universities needs to be defined and understood at all levels in the institution – in particular at HOD level – if the challenges outlined in this section are to be dealt with. HODs will need to choose their leadership response to the myriad of challenges facing universities and academic departments carefully.

2.5.3 Overcoming the leadership challenges facing universities

Disputes have been part of universities’ existence from their inception in the 12th century; they have survived these and are one of the oldest types of organisations. The challenges facing universities in the 21st century, as

outlined in the previous section of this chapter, will require an academic leader to be “a master manager of information, a kind of walking Internet with many nerve endings” (Penny, 1996, p.21).

As a result the 21st century academic leader will have to manage and enhance change, re-assert academic leadership, lead academic transformation, balance the university’s many and varied constituencies, raise increasing amounts of funds, find additional financial resources and respond to increasing demands for strict accountability by defending and promoting higher education (Penny, 1996). Despite this, it is reported that staff members working at universities have more job satisfaction and less frequent symptoms of physical ill-health from their work than staff in other job categories (Tytherleigh, 2003).

The quality of universities will depend on the quality of interpersonal relationships and how these are managed (Allies and Troquet, 2004). The establishment of a shared language and common purpose (Loots and Ross, 2004) is a tactic to ensure optimal participation by all relevant stakeholders.

Coping with increased complexity while maintaining the spirit of an academic environment will require academic leaders to do what they have been doing for centuries – managing their internal and external environments while protecting and enhancing the academic domain. It seems that the challenges might be different in the 21st century, but the call for leadership at universities remains real.

2.6 SUMMARY

To begin to understand how HODs construct their leadership role it is necessary to conceptualise what universities were originally designed to resolve and achieve. Consequently, this chapter explored the history of universities and academic departments as well as the historical role of HODs/Chairs in Europe, Britain and the USA. It is clear from the literature

overview that HODs historically fulfilled dissimilar roles in different parts of the world.

This chapter also focused on the role of universities in the 21st century, stressing the leadership challenges facing academic institutions internationally and nationally. A tug-of-war between governments and tertiary institutions nationally and internationally is challenging the fundamental issues embedded in universities: autonomy, academic freedom and individual accountability. As a result tensions are experienced within academic departments, with traditions such as collegiality and academic freedom being contested.

The university context in which HODs have to lead was studied in this chapter as well. The chapter therefore investigated how universities work and examined the purpose, goals and general functioning of universities, including their governance and decision-making structures. The general features of universities were highlighted and it became clear that the university context is complex and abstract. Leadership challenges facing universities nationally and internationally were also examined in an effort to understand how leaders, such as HODs, could construct their leadership roles.

It can be concluded from this literature review that the leadership role of a HOD needs to be understood in terms of the overall milieu in which a university operates. Included in this milieu is the history of the university, its general functioning and the leadership challenges faced at national and international levels.

The next chapter therefore covers the general role of heads of academic departments (HODs) at universities.

CHAPTER 3: THE GENERAL ROLE THAT HEADS OF ACADEMIC DEPARTMENTS (HODs) FULFIL AT UNIVERSITIES

3.1 INTRODUCTION

The HOD is considered to be the most important academic administrator, as this person is responsible for leading a fundamental academic unit at a university. Nearly 80% of all administrative decisions in higher education are made at the departmental level. In the USA alone, universities employ some 80 000 Department Chairs (Gmelch, 1991; Wolverton et al., 1999 (a)).

The position of HOD is best described by the following metaphor “a block of wood held in a vice for shaping ... the Chair is squeezed between the demands of upper administration and institutional expectations on the one side and the expectations of faculty, staff and students on the other, with both attempting to influence and shape the Chair” (Seagren et al., 1993, p. iii). The HOD is the only official on campus that has to interpret the department to the administration and administration to the faculty, otherwise referred to as the “swivel effect” (Seagren, 1993, p. iv).

This chapter deals in broad terms with the general role of an HOD. It focuses on the general views on the role of an HOD, the methods of choosing an HOD, the role and primary tasks of an HOD, roles of HODs in different types of academic departments and tertiary education institutions, the aspects and dimensions imbedded in the HOD’s role, and it finally highlights stakeholder expectations.

The subsequent section in this chapter deals with the general views that exist of HODs.

3.1.1 General views of HODs

HODs have virtually no preparation for their positions and they generally do not decide on a career in higher education with the purpose of becoming a Chair or an HOD. The following characteristics of HODs are identified (Hecht, Higginson, Gmelch and Tucker, 1999, p.7-p.8):

- they are drawn from faculty ranks
- they lack preparation for a change in professional roles
- they generally enjoy limited financial rewards
- they serve for a relatively short period of time (+/- six years). Sixty-five percent of HODs return to faculty status after their tenure as HOD (Carroll, 1991).

HODs have also been described as first amongst equals, a representative of the faculty to the administration and as a person who devotes a portion of his/her career in service to the department and the faculty. The HOD is, however, often viewed “as a faculty peer who sacrificially and temporarily subordinates primary professional responsibilities ... to serve his or her colleagues by performing essential departmental administrative tasks” (Carroll and Gmelch, 1995, p.3).

It is evident from the literature overview that people attach multiple identities to HODs during their headship terms. In their early career phases they are considered to be unprepared for the HOD position, while in the latter parts of their term appointments they are considered to be in service to the department. This is an interesting construction, as it seems stakeholders create the following expectation: Master your discipline so that you can serve our needs and the needs of the department as HOD!

The question arises of how faculty members are selected to become HODs.

3.1.2 Methods of choosing an HOD

The Chairperson or Department Chair (titles most often used in USA, European and Australian literature) or Department Head or Head of Department (titles most often used in British and South African literature) are appointed to their positions in a variety of ways (Moses and Roe, 1990):

- Heads can be elected by the optional preferential voting system. Full-time members of the teaching staff in the department/school who have been appointed for a term of not less than three years have the right to vote for the appointment of a head.
- Nomination by the tenured (permanent academic staff) and tenurable academic staff within the department/school, followed by the appointment by the university council.
- The Vice-Chancellor appoints heads of departments or schools after consultation with the professors, associate professors and readers (senior lectures) of the department.
- Heads of departments or schools are professorial appointments. Normally there is only one position of professor in each department and council appoints this professor as HOD.
- Vacant posts (term appointments) are advertised nationally and/or internationally. Faculty selection committees, (the Vice-Principal, Dean, Faculty Executive, HODs, senior academics from within the discipline residing within the specific faculty (also from other universities), and student and union representatives make a recommendation to Council on the appointability of a candidate. Council finally appoints the candidate.

Bennett (1983) is of the opinion that people should be carefully selected for the job of HOD on the basis of managerial experience and aptitude. Colleagues and deans, however, choose heads or chairs for very different reasons. Scholarly accomplishments and regional or national prestige are typically favoured by deans, whilst a pleasant and non-political demeanour and the 'right' political posture are factors that are considered by faculty when

a head is appointed. Customary considerations that it is an individual's turn to take the job, or the harsh reality that nobody else wants the job are other reasons considered when an HOD is appointed.

In summary, there are issues around the selection of HODs (Moses and Roe, 1990):

- whether a department or school should have the right to be consulted on the appointability of an HOD
- whether a department or school should have the right to nominate, or even elect an HOD
- whether the Vice-Chancellor is sufficiently in touch with the workings of a department to appoint a suitable person
- whether the selection committees know the department well enough to appoint the most appropriate candidate for the department.

Given these complexities in the appointment of an HOD, it will be of value to explore how the role of an HOD is constructed in the literature. The following section of the literature analyses the role and primary tasks of an HOD.

3.1.3 General role and primary tasks of an HOD

Despite a number of studies, the role and primary tasks of an HOD remain ambiguous and unclear. The higher/tertiary education system is a complex and a unique administrative domain: "the higher education system is fraught with inordinate and uncommon complexity" (Jones and Holdaway, 1995, p.189). It is therefore difficult to identify and pinpoint job related tasks and duties and to classify the position as either an academic or administrative position.

In the context of understanding the leadership role of HODs it is necessary to analyse the available literature in order to establish how the HOD roles are constructed. This is no easy task, as Hubbell and Homer (1997) suggest that an HOD has to cope with numerous roles and that HOD specific roles number

from ten to forty. The number of activities undertaken number from 97 (Wolverton et al., 1999(b), to 54 (Tucker, 1984), to 26 (Wolverton et al., 1998).

To establish a common understanding of the meaning of 'role' could therefore be an appropriate starting point. Role is defined as "behavioural should do's and expectations as institutionalised shared understandings of roles" (Jones and Holdaway, 1995, p.191). In a follow-up article the authors (Jones and Holdaway, 1996) proposed the following working definitions of role, function and activity:

- a role is a designation familiar to those in a given context
- a role is a pattern of behaviours characteristic in a given context
- a function is a category of behaviours within a role
- an activity is a specific behaviour that can be visible in different roles (e.g. planning, performance evaluation).

HODs have to fulfil a variety of roles. The following table draws attention to patterns of behaviours in certain categories (as per the definition of Jones and Holdaway, 1996) and it summarises the views of a number of researchers on the role of an HOD.

Table 5

Roles HODs have to fulfil

Roles	Author/s
Academic leader	Hare and Hare, 2002; Jones and Holdaway, 1995; Ulliyatt, 2001
Academic controller	Ulliyatt, 2001
Administrator	Moses and Roe, 1990; Seagren et al., 1993; Ulliyatt, 2001
Agent of change	Hubbell and Homer, 1997.
Anticipator	Tucker, 1984.
Advocator/ politician	Moses and Roe, 1989; Tucker, 1984.
Advisor-counsellor	Tucker, 1984.

Budget and resources manager	Green and McDade, 1991; Middlehurst, 1993; Moses and Roe, 1989; Seagren et al., 1993; Tucker 1984; Ulliyatt, 2001; Hubbell and Homer, 1997;
Building and maintaining morale	Moses and Roe, 1989
Communicator (internal and external)	Green and McDade, 1991; Seagren et al., 1993; Tucker, 1984; Ulliyatt, 2001
Committee membership roles	Moses and Roe, 1989; Ulliyatt, 2001
Conduit of information and policy	Carroll and Gmelch, 1995
Coordinator	Moses and Roe, 1990; Tucker, 1984
Curriculum manager	Seagren et al., 1993; Tucker, 1984.
Custodian of academic standards	Seagren et al., 1993
Decision maker	Moses and Roe, 1989; Seagren et al., 1993; Tucker, 1984.
Delegator	Moses and Roe, 1989; Tucker, 1984.
Departmental governance official	Tucker, 1984.
Departmental representative	Hubbell and Homer, 1997
Entrepreneur	Hubbell and Homer, 1997; Tucker 1984.
Evaluator	Seagren et al., 1993; Tucker, 1984.
Facilitator	Tucker, 1984.
Faculty affairs manager	Tucker, 1984.
Faculty developer	Green and McDade, 1991; Gmelch and Miskin, 1993
Faculty evaluation and development	Seagren et al., 1993
Financial role	Ulliyatt, 2001
Governing the department	Green and McDade, 1991; Middlehurst, 1993
Image builder	Seagren et al., 1993;
Implementer	Tucker, 1984.
Innovator	Tucker, 1984.
Intellectual leader	Moses and Roe, 1990.
Institutional manager	Hare and Hare, 2002.
Instruction giver	Green and McDade, 1991; Tucker, 1984
Link to external groups	Middlehurst, 1993

Leader	Hubbell and Homer, 1997; Gmelch and Miskin, 1993; Tucker 1984; Ulllyatt, 2001
Manager	Gmelch and Miskin, 1993; Hare and Hare, 2002; Tucker, 1984; Jones and Holdaway, 1995
Marketer	Ulllyatt, 2001
Mediator	Hubbell and Homer, 1997;
Mediator-negotiator	Tucker, 1984
Mentor	Hubbell and Homer, 1997; Tucker, 1984.
Motivator	Tucker, 1984.
Negotiator	Seagren et al., 1993
Office manager	Tucker, 1984
Organiser	Tucker, 1984.
Peacemaker	Tucker, 1984.
Peer-colleague	Tucker, 1984.
Performance monitor	Moses and Roe, 1989;
Personnel Administrator/ Manager	Green and McDade, 1991; Middlehurst, 1993; Moses and Roe, 1989; Moses and Roe, 1990; Seagren et al., 1993
Planner (medium and long term)	Hare and Hare, 2002; Moses and Roe, 1989; Tucker, 1984.
Politician/ advocate	Jones and Holdaway, 1995
Problem solver	Tucker, 1984.
Professional activities encourager	Moses and Roe, 1989
Professional developer	Tucker 1984; Ulllyatt, 2001
Programme developer	Seagren et al., 1993;
Promoting departmental development and creativity	Middlehurst, 1993
Promoting and encouraging excellence	Moses and Roe, 1989
Recommender	Tucker, 1984
Recruiter and selector	Seagren et al., 1993; Hubbell and Homer, 1997; Moses and Roe, 1989; Tucker 1984
Representative	Green and McDade, 1991; Middlehurst, 1993; Tucker, 1984; Moses and Roe, 1990.

Researcher	Moses and Roe, 1989; Tucker, 1984.
Resource mobiliser	Moses and Roe, 1990.
Rule interpreter	Hubbell and Homer, 1997
Scholar	Gmelch and Miskin, 1993
Staff supervisor/manager	Green and McDade, 1991; Moses and Roe, 1989; Tucker, 1984; Ulliyatt, 2001.
Student affairs administrator	Green and McDade, 1991; Middlehurst, 1993; Tucker, 1984.
Teacher/managing teaching	Middlehurst, 1993; Moses and Roe, 1989; Tucker, 1984; Ulliyatt, 2001
Time manager	Moses and Roe, 1989

The list in Table 5 seems never-ending and Moses and Roe (1990) therefore categorise an HODs' major roles into six categories: *academic leader, personnel manager, a source and distributor of resources, administrator, advocate and politician within the university and ambassador, lobbyist and negotiator outside the university*. Carroll and Gmelch (1995) moreover cluster the roles an HOD has to fulfil into the four widely accepted categories of *leader, scholar, faculty developer and manager*. Wolverton et al., 1999 (a) narrow these to *administrative roles and leadership roles*.

Regardless of these proposed clusters, the list of roles that an HOD has to fulfil (as depicted in Table 5) is daunting. By first emphasising and exploring the *key outcomes* (Table 6) of an academic department, the aforementioned list of roles that an HOD has to fulfil becomes clearer. Student learning, faculty achievement, academic processes, constituent relations and managing departmental resources are viewed as the key outcomes of an academic department at universities (Gmelch and Miskin, 1993).

Table 6

A list of key outcomes common to academic departments at university

<p>Student Learning</p> <ul style="list-style-type: none">• Curriculum development (knowledge and skills development)• Student assessments• Degree completions• Student placements• Alumni relations• Other student achievements <p>Faculty achievement</p> <ul style="list-style-type: none">• Research activity• Research results• Teaching methodology• Teaching effectiveness• University and faculty service• Community service <p>Academic process</p> <ul style="list-style-type: none">• Budget information• Budget and resource allocations• Planning systems• Student academic record system• Academic programmes• Evaluation and review of staff performance <p>Constituent relations</p> <ul style="list-style-type: none">• Potential employers• Student representatives• Professional organisations• Community organisations• Government bodies <p>Departmental resources</p> <ul style="list-style-type: none">• Effective utilisation of current resources• Negotiating additional support from the dean• Community partnership programmes• Extramural grant funding• Private development funds

Source: based on the work of Gmelch and Miskin, 1993.

The list of activities per departmental outcome in Table 6 indirectly highlights the number and variety of people in and outside the institution whom an HOD needs to relate to and make contact with. A possible list of the categories of people an HOD needs to make contact with is presented in Table 7.

Table 7

Categories of people HODs need to deal with inside and outside the institution

Inside the institution	Outside the institution
President/Chancellor	Alumni
Vice-President/ Vice-Chancellor/ Principal	Government officials
Vice-Principals	Civic/ community organisations
Deans	Professional boards and committees
Registrars	Schools
Directors	Parents
Personnel officers	Potential employers
Facilities and building personnel	Media personnel
Finance personnel	Personnel representing research grant institutions
Public relations and marketing personnel	HODs at other universities (nationally and internationally)
Faculty committees	Academic peers (nationally and internationally)
Student Administration	Sponsors/ Donors
Students (postgraduate and under- graduate)	Prospective staff members
Other HODs	
Departmental staff (academic and non-academic)	
Library personnel	
Student support personnel (counsellors, advisors, etc)	
Faculty colleagues	
Union representatives	
Student representatives	

When assuming the roles mentioned in Table 5 and the interactions with the variety of people indicated in Table 7, an HOD is involved in a number of *activities*. The work of Gmelch and Miskin (1993) summarises the list of

activities into workable chunks by grouping the activities common to an academic department under the *key outcomes* (student learning, faculty achievement, academic processes, constituent relations and departmental resources). The activities per key outcome are depicted in Table 8.

Table 8

HOD activities in key outcome areas

Student learning

- Encourage effective classroom learning
- Review and monitor student achievement
- Assess employer satisfaction with graduates
- Encourage student participation in academic programmes
- Counsel students
- Handle student discipline problems
- Support student organisations

Faculty Achievement

- Establish acceptance of diversity among faculty members
- Build a cooperative spirit among faculty members
- Involve faculty members in the achievement of department goals
- Provide adequate research support to faculty projects
- Call and conduct faculty meetings
- Provide feedback to faculty members
- Assign equitable teaching loads
- Organise service committee assignments
- Advise and counsel faculty
- Submit salary recommendations for staff members

Academic Process

- Establish departmental academic standards
- Establish departmental academic goals
- Invite new classroom offerings
- Seek additional budget resources
- Require job descriptions for all positions
- Approve the curriculum
- Coordinate summer school assignments
- Schedule classes
- Monitor enrolments

Constituent Relations

- Select advisory committees
- Interact regularly with advisory committees
- Make regular field visits to important constituents
- Invite relevant stakeholders to make campus visits
- Seek opportunities to recognise constituent groups

Department Resources

- Allocate limited resources
- Submit annual budgets
- Set standards for the allocation of resources
- Improve and manage facilities and
- Generate development funds

Source: based on the work of Gmelch and Miskin, 1993.

Tucker (1984) followed a different approach by not categorising the activities HODs are involved in per *key outcome*, but to categorise them per the *roles* HODs have to fulfil. The roles identified are: department governance, instruction, faculty affairs, student affairs, external communications, budget and resources, office management and professional development. The activities per role are depicted in Table 9.

Table 9

Roles and activities of HODs at university

- **Department governance**

- Conduct departmental meetings
- Establish departmental committees
- Use departmental committees effectively
- Develop long-range departmental programmes, plans and goals
- Determine what services the department should provide to the university, community and state
- Implement long-range department policies
- Prepare the department for accreditation and evaluation
- Serve as an advocate for the department
- Monitor library acquisitions
- Delegate some departmental administrative responsibilities to individuals and committees
- Encourage faculty members to communicate ideas for improving the department

- **Instruction**

- Schedule classes

- Supervise off-campus programmes
- Monitor dissertations, prospectuses and programmes of study for graduate students
- Supervise, schedule, monitor and grade department examinations
- Update department curriculum, courses and programmes
- **Faculty affairs**
 - Recruit and select faculty members
 - Assign faculty responsibilities, such as teaching, research and committee work
 - Monitor faculty service contribution
 - Evaluate faculty performance
 - Initiate promotion and tenure recommendations
 - Participate in grievance hearings
 - Make merit recommendations
 - Deal with unsatisfactory faculty and staff performance
 - Initiate termination of a staff member
 - Keep faculty members informed of department, college institutional plans, activities and expectations
 - Maintain morale
 - Reduce, resolve and prevent conflict among faculty members
 - Encourage faculty participation
- **Student affairs**
 - Recruit and select students
 - Advise and counsel students
 - Work with student government
- **External communications**
 - Communicate departmental needs to the dean and interact with upper-level administrators and managers
 - Improve and maintain the department's image and reputation
 - Coordinate activities with outside interest groups
 - Process departmental correspondence and requests for information
 - Complete forms and surveys
 - Initiate and maintain liaison with external agencies and institutions

- **Budget and resources**
 - Encourage faculty members to submit proposals for contracts and grants to government agencies and private foundations
 - Prepare and propose departmental budgets
 - Seek outside funding
 - Administer the department's budget
 - Set financial priorities
 - Prepare annual reports
- **Office management**
 - Manage the department's facilities and equipment, including maintenance and control of inventory
 - Monitor building security and maintenance
 - Supervise and evaluate the clerical and technical staff in the department
 - Maintain essential departmental records, including student records
- **Professional development**
 - Foster the development of each faculty member's special talents and interests
 - Stimulate faculty research and publications
 - Promote affirmative action
 - Encourage faculty members to participate in regional and national professional meetings
 - Represent the department at meetings of learned and professional societies

Source: based on the work of Tucker, 1984.

It can be concluded from tables 8 and 9 that the roles and contributions of an HOD are ambiguous, as Gmelch et al (1993) and Tucker (1984) listed the activities that HODs perform. Their views are, however, not totally comparable. Their outlooks share some roles and activities (in broad terms) and some divergences (Table 10). Teaching, student affairs, faculty involvement, resource management and external communication are highlighted in both research publications, whilst Gmelch et al., (1993) do not consider governance, office administration and professional development.

Another interesting observation in Table 10 is that Tucker (1984), Gmelch and Miskin (1993) do not indicate that HODs needed to fulfil a leadership role. The main construction of the HOD role in these two reported studies seems to be centred on teaching related matters, faculty issues, resource management and communication.

Table 10

Analysis of HOD activities, based on Tucker (1984) and Gmelch and Miskin's (1993) contributions

Tucker (1984): Approach followed – List activities per role	Gmelch and Miskin (1993): Approach followed – List activities per departmental outcome
Instruction	Student learning
Student affairs	Academic process
Faculty affairs	Faculty achievement
Budget and resources	Department resources
External communication	Constituent relations
Department governance	-
Office management	-
Professional development	-

Green and McDade (1991) provide possible reasons for the different interpretations of the HOD role. These authors are of the opinion that the following aspects determine the contribution an HOD makes:

- nature and length of an appointment
- size of the department
- departmental culture (Jones and Holdaway, 1995; Moses and Roe, 1989)
- scientific discipline
- method of selection.

The views expressed by Green and McDade (1991) could be justified, as there seems to be a difference of opinion expressed by HODs (depicted in

Table 11) on the importance of the roles and activities they have to fulfil. Table 11 indicates that different research projects yield different results on what HODs consider to be important aspects of their jobs. These results may point to the fact that generalisations about the role an HOD has to fulfil should be managed with great care, as multiple realities exist.

Table 11

HODs' ratings on the importance of the roles and activities they have to perform (in percentage)

<i>Jones and Holdaway, 1995 *</i>	<i>Moses and Roe, 1989*</i>
Salary and promotions (94%)	Selecting of staff members (96%)
Research (86%)	Maintaining morale (84%)
Curricular design and delivery (80%)	Developing long range plans (84%)
Budget control (79%)	

* The list is not complete – roles and activities that scored less than 79% are not depicted in the table

Source: based on the work of Jones and Holdaway, 1995 and Moses and Roe, 1989.

In addition, a recent study by Aziz, Mullins, Balzer, Grauer, Burnfield, Lodato and Cohen-Powless (2005) indicates that HODs observe that they have as many as eighteen different roles and that this “constellation of responsibilities can lead to perceptions of ambiguity and conflict regarding the many roles that make up the job, amongst other problems” (p.572).

The interpretation of the HOD role does not seem to be clear. Research by Gmelch (2004a) indicate that most HODs perceive themselves to have roles in both faculty and administration (52%); a sizeable portion (44%) view themselves as only having a faculty role; and 4% perceive themselves as being primarily administrators. The variety of views concerning the construction of an HOD's role could indicate that it is context, time and space specific.

With regard to time and context, a study (Holdaway and Jones, 1995) aimed at establishing how HODs are socialised in their roles reports that the transmission of expectations is effected by the shift from the formal to the

informal socialisation phases (for example job description to peer attitudes). The discovery of these peer attitudes (of which not all are overt) could be of value in future research into the understanding of how HODs construct their leadership roles.

In summary, the HOD's job is difficult, complex and open to interpretation. Tucker (1984) puts this complexity in perspective by reminding the reader that "A brilliant university or college administration with inept chairpersons cannot survive; an inept administration with the help of a group of brilliant chairpersons, usually can" (p. 4). Tucker continues by emphasising the fact that "it is the chairperson who must supervise the translation of institutional goals and policies into academic practice". Jones and Holdaway (1996, p.10) agree with Tucker as they simply state that HODs are "indispensable because they are situated precisely where the academic mission of the institution is implemented".

In addition, Ulliyatt's (2001, p.126) research results indicate that the primary task of an HOD is "furthering the discipline in their department through meaningful research, good teaching and community service related to the academic discipline".

Finally, Moses and Roe (1990, p.5) provide a synopsis of the complexity and ambiguity of HOD's roles by using metaphors and humour to depict the situation. The metaphors and behaviours depicted in Table 12 are employed by the authors to construct an HOD's role.

Table 12

Metaphors and behaviours that describe and construct an HOD's role

Metaphor	Behaviours
Militarist	Uses power, authority, resources, and endorsement to command
Disgruntled	Who delegates, postpones, decides slowly and acts defensively
Masochist	Who begs others to get tasks done
Mediator	Who flatters, appeases, rewards and complicates matters
Messiah	Who urges, inspires and embarrasses
Mentor	Who leads with maturity, wisdom and skill

Source: based on the work of Moses and Roe, 1993, p.5.

This section of the literature overview attempts to clarify the role, functions and activities of an HOD in general terms. The picture that emerges from this literature review is that the role of an HOD is not clear as HODs are involved in a variety of activities and actions involving different stakeholders and constituency interests, requiring both a leadership and management orientation.

This interpretation may indicate that the realities of the role of an HOD are local and specifically constructed within a specific time, space, culture and other contexts. Multiple subjective realities co-exist and an interpretation of these contexts is needed to fully understand how the HOD role is construed on an ongoing basis.

The following section of this chapter focuses on a specific context (types of institutions in the tertiary education sector) and it highlights similarities and differences between the roles HODs have to fulfil in different institutions.

3.2 ROLES OF HODs IN DIFFERENT TYPES OF TERTIARY EDUCATION INSTITUTIONS

The role of and functions fulfilled by HODs are influenced by the type of institution in which an HOD functions, the leadership approach of the institution and the academic discipline in which he/she specialises (Moses and Roe, 1990). Smith's (2005) research results furthermore indicate that two university departments of the same academic discipline, in chartered and statutory universities, have different cultures, organisational structures and approaches to leadership and management.

To analyse whether HODs in different tertiary education institutions construe their roles in the same way, a community college (n=35), a technical institute (n=50) and a university (n=75) participated in a research project that studied the job expectations held for heads of academic departments (N=160). HODs at university indicated that research, writing, salary and promotion committees were very important and essential roles of an HOD, while HODs at colleges and institutes ranked these particular roles as important but not essential (Jones and Holdaway, 1995).

Table 13 summarises the results of this research study by summarising the aggregate percentages of 'very important' and 'essential' ratings of selected HOD activities. For ease of reading, rankings (1= highest ranking, 3=lowest ranking) are added.

Table 13

Ratings and rankings of job expectations held for heads of academic departments in different tertiary education settings

Roles and activities	College	Institute	University
	Rankings and aggregate percentages of 'very important' and 'essential' ratings		
Managerial role:			
<i>Financial management</i>			
Budget development	2 (77%)*	1 (98%)	3 (76%)
Budget control	2 (79%)	1 (96%)	2 (79%)
<i>Operations management</i>			
Monitoring	3 (65%)	1 (82%)	2 (66%)
Scheduling	1 (91%)	2 (63%)	3 (51%)
Information dissemination	1 (94%)	2 (90%)	3 (60%)
Academic leadership role:			
<i>Program activities</i>			
Curricular (design and delivery)	1 (89%)	3 (64%)	2 (80%)
<i>Personal academic activities</i>			
Teaching	1 (94%)	3 (58%)	2 (70%)
Research	2 (33%)	3 (28%)	1 (86%)
Writing	3 (46%)	2 (35%)	1 (76%)
Consulting	2 (48%)	1 (50%)	3 (30%)
Professional affiliations	1 (82%)	2 (67%)	3 (4%)
Politician advocate role:			
<i>Public relations activities</i>			
Business community	2 (59%)	1 (92%)	3 (33%)
<i>Internal committee activities</i>			
Collective bargaining	2 (48%)	1 (58%)	3 (19%)
Salary and promotion	2 (65%)	3 (61%)	1 (94%)
<i>External activities</i>			
Professional associations	1 (90%)	2 (75%)	3 (51%)
Government programmes	2 (45%)	1 (76%)	3 (40%)
Corporate initiatives	2 (50%)	1 (71%)	3 (36%)

Note: *Jones and Holdaway (1995) only reported substantial differences in percentages reported (15% or greater)

These results indicate that the role of an HOD is constructed in different ways in different institutions in the tertiary education sector.

Thus far, the roles and functions of HODs have been explored and analysed in general terms and in different educational settings in the tertiary/post-secondary educational sector. The next section will explore aspects and dimensions inherent to the HOD role at university.

3.3 ASPECTS AND DIMENSIONS IMBEDDED IN THE HOD'S ROLE AND POSITION AT UNIVERSITIES

This section of the chapter focuses on the covert aspects of the HOD role – authority, power and politics.

3.3.1 Authority and power

Issues of governance in any administrative position at a university, in particular authority and power, are clouded, as “there is no center of authority analogous to the owners of the corporation, to the cabinet member, governor or mayor” (Birnbaum, 1988, p.28). The nature of the scattered power at universities makes it a difficult and uncertain environment to operate in.

To add to the issues of ambiguity and complexity, Anderson (1997) states that HODs have great responsibility with little power. Hubbell and Homer (1997), note that department chairs ranked lowest in power amongst college administrators, lower even than faculty members. The author furthermore notes that for chairs “authority is circumscribed and what he achieves he does primarily by listening and cajoling” (p.210). These factors contribute to the perception by many in the tertiary education that “the Chair's job ... is the most difficult and complex on campus” (Anderson, 1997, p.12).

However, the word 'power' is, according to Tucker (1984), an intimidating word in the academic community, as government, military and business organisations rely on power to achieve objectives. Birnbaum (1988) supports

Tucker's view when he states that reward power and coercive power have no place at a university.

In addition to Tucker and Birnbaum's views, Anderson (1997) states that business models of organisation, reporting, planning and assessment have been superimposed on academic institutions whose principles of governance, responsibility and authority are unique. As a result, academics "feel that our professional and intellectual integrity, our academic autonomy, and our system of self-governance are misunderstood, under-valued and under attack" (p.13).

The literature is thus inconclusive on whether an HOD has too little or too much power, as some authors state that HODs have too little power, while other authors are of the opinion that the power imbedded in the HOD's role has negatively impacted on academic freedom. In understanding the leadership role of HODs it will be of value to unpack the word 'power' and to distinguish between the different constructs of power at HOD level.

Power is the ability of an individual to effect a change in someone's behaviour – a change that might not otherwise occur (Tucker, 1984). This changed behaviour is typically unintended and a person will most likely act in accordance with the leader's preferences. Birnbaum (1988) indicates that without interdependence there can be no politics and no power. Only when individuals have to rely on others for some of their resources they become interested in the activities and behaviours of others. The power of any party depends on the value of that party's contribution to the political community. If Birnbaum's view is applied to a university, one can expect that an academic department that makes valuable contributions to the wider internal community will have more power than those departments that are seemingly not contributing on equal terms. This view holds important perceptions on how the leadership role of an HOD is constructed. It will also be of value to look at the different types of power in which HODs are involved:

3.3.1.1 *Power from formal authority*

This form of power is officially granted to HODs from higher levels in the hierarchy. It gives an HOD the right to command resources and enforce policies and procedures. This delegated power and authority allow an HOD to make final decisions and firm commitments without consultation.

Tucker (1984) states that deans and HODs generally have more perceived authority than real formal authority. This is an interesting construction about the nature of power at dean and HOD level.

3.3.1.2 *Positional power*

This form of power is gained by having a specific title or being in a position of power. This power can also extend to people outside a university over whom an HOD has no authority or jurisdiction. A typical example would be when an HOD offers a view on a specific academic related matter in the media.

Within a university, HODs have the power to recommend salary increases, promotions, merits, and so forth. Positional power furthermore enables an HOD to assist members in the faculty with developing a professional network, nominating them for executive positions in professional bodies, obtaining research funds, and so forth. HODs normally use positional power to obtain resources or to create opportunities for students and staff.

The question arises as to whether positional and formal powers are the only powers an HOD can use to achieve departmental objectives.

3.3.1.3 *Personal power*

The faculty members, based on how they perceive and experience the HOD informally as an individual and formally as a professional, grant personal power to an HOD. This type of power is earned and cannot be delegated to an HOD.

Tucker (1984) is of the opinion that the following HOD behaviours can earn respect from faculty members:

- national and international reputation
- fairness and even-handedness in dealings with people
- good interpersonal skills
- expertise in some area of knowledge
- influence with the dean
- ability and willingness to assist faculty members with their professional development
- ability to obtain resources for the department
- highly regarded by upper levels in the hierarchy
- knowledgeable about the functioning of the institution
- privy to the aspirations, plans and hidden agendas of the decision makers in the institution and
- the ability to manage the department effectively and efficiently.

Although personal power is highlighted in this section, it is important to know about the differences between power *over* others that come from the position itself and power *with* others that comes from an HOD's personal resources. The reason for this statement is highlighted by research that was done to determine the relationship between a need for power and the choice of occupation. These research results indicated that HODs paralleled managerial groups in commerce in their need for power. The need for power should be carefully managed by HODs as research results indicate (Jones et al., 1996) that shared authority typically inspired faculty members more than any other form of authority. The implications of these results are that HODs will have to rely more on personal than formal and positional power to fulfil their leadership roles. However, the dualistic view in this argument on power as being either personal or positional could be considered to have a functionalistic outlook on the issue of power at HOD level.

In addition to personal power, Hubbell and Homer, 1997 state: "Effective department Chairs compensate for their perceived formal power deficit through political adeptness" (p.210). The following section covers the political dimension imbedded in the HOD role.

3.3.2 Political dimension of the HOD role

Fulfilling a political role is “an inescapable fact of life” for heads of departments (Seagren et al., 1993). Scarce resources, ambiguous goals and teaching methods, and research processes that cannot be described precisely support the view that the university environment displays a high degree of uncertainty. Uncertainty provides an environment in which political behaviour is likely to be used to influence the behaviour of others.

In professional organisations political activity is a much more likely response to scarce resources and academic disputes than in other type of organisation (Seagren et al., 1993). Defending one’s turf in higher education creates coalitions and ‘party lines’ of politics which factions must adhere to (Green et al., 1991).

HODs must therefore be seen to be politically active and employing political processes that are morally positive: “employing acceptable means to gain beneficial ends” (Seagren et al., 1993). According to academic staff members, the role of serving as an advocate for the department is an HOD’s most important role. Advocacy is likely to involve confrontation, directly or by implication, and a bid for allies. In these interactions the HOD acts as representative or guardian of the department’s interests (Moses and Roe, 1990).

Knowledge of the different political strategies and specific political skills could have a impact on how HODs construct their political leadership role. Therefore, in fulfilling a political role, an HOD can employ a number of **strategies** (Seagren et al., 1993):

3.3.2.1 *Push strategies*

The HOD uses pressure to achieve objectives. Relying on positional power, withdrawing, imposing delays or showdowns, and using disaffected faculty and social activities could be some of the tactics employed. These tactics

should be employed with care, as Seagren et al warn that these actions can create counterproductive outcomes such as conflict, disaffection or alienation – even if the HOD wins (1993).

3.3.2.2 *Pull strategies*

Incentives are used to motivate actions that are favourable to the HOD's objectives. Symbolic rewards, like titles and honorary appointments are tactics that can be employed by an HOD.

3.3.2.3 *Persuasion strategies*

Involvement, arousal and the use of persuasive language are tactics that can be employed. Other options of persuasion open to an HOD include persuasive papers, lobbying with faculty leaders, the media and outside experts.

3.3.2.4 *Preventative strategies*

Control of the department's agenda and knowledge of the departmental members' political behaviours are tactics to employ in the execution of this strategy. Directly suppressing information or blatantly using procedural methods to circumvent issues can be used. It remains a dangerous ploy, but the capacity to control whom gets to know what and when can be used tactically to prevent a situation from becoming an issue in a department.

3.3.2.5 *Preparatory strategies*

A well prepared set of strategies to contain or neutralise pockets of resistance can be achieved by being prepared. Carefully selecting meeting locations, planning seating arrangements, managing agenda points, preparing position papers and presenting a list of options can be used to guide discussions along the lines acceptable to an HOD.

HODs cannot avoid being political strategists – it comes with the academic territory in which they find themselves (Middlehurst, 1993).

3.3.3 Skills HODs need to enter the political arena

The **skills** necessary to apply political strategies are broadly defined into the following categories (Moses and Roe, 1990):

3.3.3.1 Managing impressions

HODs are continuously evaluated by peers, superiors, staff, students and the external community. They therefore need to manage the identities that people assign to them, if they want to survive and prosper under this continuous scrutiny.

3.3.3.2 Being competent

Competence is the basis of expert power. Perceptions of competence are assigned or not assigned to an HOD based on the judgement of faculty and others, on the competence an HOD projects in his/her interactions with all stakeholders.

3.3.3.3 Curry favour

Presenting a warm, friendly and accepting image can facilitate popularity of the HOD. Loyalty and positive relations with departmental staff can furthermore enhance this image.

3.3.3.4 Exemplify

The projection of an image of dedication, discipline and selflessness will enable the HOD to perform the difficult task of standing in judgment of others' work.

3.3.3.5 Intimidate

This is the most difficult self-presentation of them all. The projection of credible threats without resorting to official and formal power is not a simple accomplishment, but a necessary skill to have if and when needed.

3.3.3.6 *Setting the agenda*

The skills needed here are careful listening, assessing and compromising without abandoning the vision and goals of the department.

3.3.3.7 *Networking and gathering support*

The HOD needs to ascertain who can assist in implementing the vision of the Department and how to establish supportive relationships.

The internal network targets typically include departmental opinion leaders and group members, senate, centres or institutes, councils, trustees, senior executives, advisors, and so forth. Outside network targets include legislators, professional associations and accrediting agencies among others.

Skills needed include bargaining, creating obligations, making alliances, manipulating expectations, and conferring prestige.

3.3.3.8 *Negotiation and bargaining*

As conflict is inherent in a university setting, an HOD needs to understand the processes and activities imbedded in the negotiation process. 'Principled bargaining' is most appropriate in the tertiary education sector and it is based on the following principles (Moses and Roe, 1990):

- separate people from the problem
- focus on interests, not positions
- invent options for mutual gains
- insist on objective criteria.

The skills embedded in these principles are: endless patience, active listening, the ability to differentiate between aspirations and real wants, the ability to resist other parties appropriately, to build good interpersonal relationships with relevant stakeholders, to be aware of own capacities and limitations, and not to be easily moved from a position, but also be able to accept compromise if and when necessary.

In summary, the power of HODs is construed in the literature along the lines of how HODs deal with forces supportive of, and against the agenda of the department. The literature distinguishes between strategies employed by HODs and on specific skills such as listening, gathering information, identifying key role players, and dealing with pockets of resistance and support. Certain political strategies and skills seem to be the main constructs in the literature.

Stakeholder expectations are important contributors in understanding the role of an HOD. The next section focuses on what stakeholders expect from HODs.

3.4 STAKEHOLDER EXPECTATIONS

It is evident from the literature study that HODs interact with a variety of stakeholders on a continuous basis. This section will focus on the expectations of academic staff members, deans and the wider community have of the HOD.

3.4.1 Lecturers' and staff members' expectations of HODs

Academics are essentially a “cosmopolitan occupational group whose loyalties lie outside the organisation as well as within it” (Ramsden, 1998, p.36). Academics are mainly driven by an interest in what they do. The intrinsic interests of their academic related work motivate eight out of ten academic staff. Affiliation with an academic discipline is important to 93% of British academics and 94% of Australian academics. Autonomy and determining their own priorities are, as a result, important matters to academic staff. Departments fulfil the intellectual, affective and social needs of academic staff (Ramsden, 1998).

In a survey done by Moses and Roe (1990) academic staff considered the most important functions of an HOD as being an advocate for the department and considering their points of view (See Table 14).

Table 14

Headship functions considered as being of great importance by academic staff members

Being an advocate for the department	86%
Considering staff's points of views	81%
Developing long-term plans for the department	79%
Consulting and encouraging staff to communicate on departmental issues	78%
Encouraging excellence in teaching	76%
Implementing long-term plans for the department	74%
Trusting staff's abilities	74%
Dealing with unsatisfactory staff performance	73%
Maintaining morale	73%
Stimulating research and publication	73%
Supporting staff when they are unfairly criticised or treated	72%
Encouraging staff to perform at a high standard	72%
Supporting delegated decisions	72%
Providing strong leadership	71%
Treating staff equally	70%
Being decisive	70%

Source: research results published by Moses and Roe, 1990.

It is interesting to note that the same study (see Table 14) reported that academic staff members do not consider an HOD's ability to do budgets and resource allocations, and the HOD's own academic activities and professional attributes to be extremely important. Academic staff members furthermore do not consider teaching and teaching activities (as HOD functions) to be of great importance. An HOD's research ability (measured by the quality of

publications) is more important to staff than having an HOD who is actively involved in research during his/her headship period.

A small-scale British study involving four departments at a provincial university found that academic staff members consider the following eight areas of an HOD's functions to be of significance to them: teaching, research, administration, departmental decision making, general relationships between the HOD and staff members, appointments, promotions, and the relationship between the department and the university (Middlehurst, 1993).

From these reported results it seems that academic staff members are more concerned with how well HODs perform their leadership/managerial roles, than being academically prominent in their discipline. These results are in contrast with the views of Tucker (1984) and Gmelch et al (1993), who postulate that an HOD generally fulfils an academic and a managerial/leadership role (discussed in 3.1.3).

In addition, academic staff and HODs have different expectations of the importance of the identified HOD functions (Table 15). Academic staff members expect of an HOD to firstly be an advocate for the department, to consult them and involve them in planning the department's future, and to encourage teaching excellence. HODs, on the other hand, consider maintaining morale, developing and implementing long-term plans and stimulating research and publication as their top four priorities. HODs and academic staff are thus in agreement that the long-term planning function entrenched in an HOD's role is an important function to fulfil.

Table 15

Headship functions rated in order of importance by academic staff and HODs

HOD functions (rated by academic staff and HODs)	Academic staffs' ratings	HODs' ratings
Being an advocate for the department	1*	6
Considering staff's points of views	2	-
Developing long-term plans for the department	3	3
Consulting and encouraging staff to communicate on departmental issues	4	11
Encouraging excellence in teaching	5	9
Implementing long-term plans for the department	6	4
Trusting staff's abilities	7	-
Dealing with unsatisfactory staff performance	8	12**
Maintaining morale	9	2
Stimulating research and publication	10	5
Supporting staff when they are unfairly criticised or treated	11	8
Encouraging staff to perform at a high standard	12	10

Source: research results published by Moses and Roe, 1989, p.64.

* 1= the highest ranking

** 12 = the lowest ranking

The same study reports that academic staff members attach little importance to the HOD's role in selecting staff and evaluating staff members' performance. In rating the performance of HODs, heads were rated lowest on dealing with unsatisfactory staff performance, reducing, resolving and preventing conflict among staff members, maintaining morale, and developing and implementing long-range plans (Moses and Roe, 1989).

These reported results may indicate that academic staff members expect an HOD to set the direction for the department collaboratively, to remove

obstacles internally, to assist staff in reaching departmental objectives in the wider academic community, and to encourage and recognise performance. Academic staff therefore expects HODs to be orientated towards structure (such as departmental objectives) and relationships (Seagren et al., 1993).

The relationship with the dean is considered to be of importance for HODs. The following section explores what deans and the wider community expect of HODs.

3.4.2 What deans and the wider academic community expect of HODs

There is inherent conflict and divided loyalty in the relationship of an HOD with the Dean, as the HOD staff members expect him/her to be loyal to departmental interests, while deans expect HODs to be loyal to wider faculty initiatives. This conflict is similar to the competing interests of management and labour (Hubbell and Homer, 1997).

Deans expect HODs to fulfil roles related to the faculty, the broader institution and related communication processes. Deans therefore expect HODs to fulfil the following roles (Seagren et al., 1993):

- communicate to departmental staff that the dean is accessible, a dependable source of information and a partner with faculty and staff
- relay information efficiently and effectively to departmental members
- communicate departmental information clearly, correctly and timely to the dean
- communicate to staff the institution's mission and objectives
- plan and assess objectives for the department and staff members
- "biting the bullet" on difficult decisions and issues, rather than rely on the dean to do so (p.10).

HODs are thus expected to fulfil a number of roles in a specific way to a variety of stakeholders. Departmental staff, deans and the wider academic community's expectations were specifically analysed in this section. It can be

concluded that different stakeholders construct the role of an HOD in a variety of ways and that a vast array of realities exists.

3.5 SUMMARY

The literature overview indicates that the role of an HOD consists of a myriad of duties and tasks. The reason is that academic departments have a variety of stakeholders that require different outcomes at different times. It therefore seems as if the HOD role is context, time and space specific, as the reported studies also describe different HOD responsibilities in different educational settings. Generalisations about the leadership role of an HOD need to be handled with care.

In addition, HODs have to be adept at influencing the environment in which they operate, as the environment is at irregular intervals reliant on power, authority and political astuteness.

As this study focuses on the leadership role of an HOD the next section will focus on a definition of leadership, general leadership theories, leadership images and dimensions at universities, and specific leadership issues in academe.

CHAPTER 4: THE LEADERSHIP ROLE OF HODs AT UNIVERSITIES

4.1 INTRODUCTION

The variety of roles of an HOD has been identified in the preceding literature overview. This section of the literature study will deal exclusively with one of the identified roles – the leadership role of an HOD. Aspects such as general definitions of leadership, leadership theories and leadership in the university context (images, characteristics and issues) will be explored.

4.2 GENERAL DEFINITION/S OF LEADERSHIP

There are as many definitions of leadership as the number of authors who have written about the topic. Leadership studies are therefore contradictory and inconclusive (Gmelch, 1991). Defining and understanding leadership may end up in frustration: “It is like studying Michelangelo or Shakespeare: You can imitate, emulate, but there is no connect-the-dots formula to Michelangelo’s David or Shakespeare’s Hamlet” (Pandya and Shell, 2005). “Analysing leadership is like studying the Abominable Snowman: you see foot-prints, but never the thing itself. Leadership is also like electricity. You can’t see it, but you can’t miss its effect. Yet this elusive intangible thing we call leadership might very well be the most essential ingredient in personal and organisational success” (Flanagan and Finger, 2003, p.39).

Leadership is much like the words happiness, love, respect and success. Although individuals intuitively know what is meant by such words, these words have different meanings for different people. Leadership is therefore difficult and complex to capture. “As soon as we try to define leadership, we immediately discover that leadership has many different meanings” (Northouse, 2001).

As a result there is not much consensus on the essence of leadership, or the means by which it can be identified, achieved or measured. A possible explanation for this phenomenon is that the existence or absence of leadership is dependent on the subjective judgement of observers and researchers who have different interests and perspectives (Middlehurst, 1993). This view is further supported by the fact that a search on the World Wide Web on 16 March 2006 revealed no less than 43,2 million possible interpretations

[http://www.google.com/search?hl=en&q=leadership+definition&btnG=Google+ Search](http://www.google.com/search?hl=en&q=leadership+definition&btnG=Google+Search)). This could imply that leadership is constructed in a variety of ways, depending on the context from which it is defined.

Given the focus of this study on the leadership role of an HOD, the following definitions from the literature are considered (chosen by author to represent in same way the variety of perspectives that exist on the topic; “leadership”):

- “People are leaders because they choose to lead. The heart of leadership is as simple as that: It is a matter of choice and determination ... no two leaders are exactly alike” (Pandya and Shell, 2005, xiii-xiv).
- “Leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers” (Lowman, 2002, p.371).
- “What is required of leadership is that it transcends the expectations inherent in the leader’s authority” (Bowman and Richard, 2002, p.158).
- “A process of influence exercised when institutional, political, psychological, and other resources are used to arouse, engage and satisfy the motives of followers” (Cummings and Worley, 2001, p.673).

- "...the leader serves to create new aims, tweak old ones, or initiate new courses of action. The leader challenges the status quo, in the most positive and diplomatic of ways, in order to continuously improve" (Caroselli, 2000, p.3).
- "Leadership is always dependent on the context, but the context is established by the relationships we value" (Wheatly, 1992, p.144).
- "Leadership is influence" and therefore "leadership is the ability to obtain followers" (Maxwell, 1993, p.1).
- "A leader is an individual who directs and guides the organization to its highest level of achievement" (Seagren et al., 1993, p.17).
- "Leadership's unique function is to bring the best out of people and to orientate them towards the future" (Ramsden, 1998, p.120).
- "The art of leadership is to convince the participants to modify their goals so that they conform to those of the total organisation and to put their efforts in helping the total organisation achieve its goals" (Green and MacDade, 1991. p.4).
- "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2001. p.3).
- "... a leader is one who shows fellow travellers the way by walking ahead" (De Vries, 2006, p.2).
- "...managerial leadership ... is constructed as a relational, ongoing process of social construction" (Sjöstrand, Sandberg and Tyrstrup, 2002, p. xiii).

A number of concepts emerge from these quoted definitions. "Leadership", according to the quotes (admittedly only a selective view), includes and focuses on the following:

- being in charge
- determining direction
- influencing and guiding outcomes
- commanding a following
- being flexible in applying a style suitable to the situation
- making a difference
- transforming
- creating value
- optimising change
- being context specific and
- being a relational and ongoing socially constructed process.

This list of leadership definitions and concepts seems endless. To overcome the problem of multiple definitions 65 different classification systems have been developed over the past fifty years to define the dimensions of leadership. Bass's classification system considers leadership definitions in the following categories (Northouse, 2001):

- leadership as the *focus of group processes*
- leadership from a *personality* perspective
- leadership as an *act or behaviour*
- leadership in terms of a *power* relationship
- leadership as an instrument of *goal achievement*.

Besides this classification system, Middlehurst (1993) is of the opinion that the concept of leadership can also be clarified by focussing on the three dominant characteristics embedded in the concept of 'leadership' in everyday life:

- *Leadership is an active process.* Different actions, styles of behaviours, relationships and interactions with others are present in the leadership process.

- *Leadership is a role or a function.* This perspective highlights leadership as a formal role or a function: “the leadership – within which a particular mantle of responsibility is worn by those who are designated leaders” (p.11.).
- *Leadership is symbolic.* Leadership includes intangible elements such as power and excellence and concrete aspects such as representation and public visibility. Particular attributes such as charisma, technical expertise and gravitas are often associated with symbolic and functional leadership.

According to Taylor (1999), however, most of the proposed leadership definitions and classification systems in the literature are based on the idea that leadership is ‘patriarchal’ (leaders are primarily responsible for decision making) and ‘paternalistic’ (leaders are responsible for the well-being of followers). The leader-follower relationships imbedded and proposed in the majority of the definitions about leadership stand in sharp contrast with the academic traditions of collegiality and autonomy.

As a result, a working definition of leadership at universities is needed. For the purpose of this study the following definition will form the *basis* of the definition:

“Leadership is the undertaking of any initiative, large or small, that enriches the university community and advances the institution’s goals. Leadership may be demonstrated in a moment, or it may be the work of a lifetime in careers marked by a constant vision, innovation and risk-taking on the institution’s behalf. Leadership, which may be either conspicuous or quiet, can come from any member or any corner of the university community” (Pauly, 1992).

As the focus of this study is on how HODs construct their leadership role, the following definition will be considered as a working definition of leadership as it considers the university context:

Leadership is the undertaking of any initiative, large or small, that enriches the university community and advances the institution's goals. Leadership may be demonstrated in a moment, or it may be the work of a lifetime. Leadership, which may be either conspicuous or quiet, can come from any member or any corner of the university community and it is constructed on an ongoing basis.

The preceding literature section highlighted the vast number of leadership definitions in the literature. One of the reasons for this phenomenon could be that a number of leadership theories exist which define leadership. The next section is this chapter deals with general leadership theories.

4.3 GENERAL LEADERSHIP THEORIES

A number of leadership theories exist consisting of limitless and confusing bodies of arguments and concepts. To describe the different leadership theories in detail may require a research study on its own, whereas this is not the focus of the study. Table 16 provides a brief summary of the main leadership theories.

Table 16
Summary of the main theories of leadership

Leadership: Classification of theories	Authors
Trait theory; innate qualities and great man theories	Bergh and Theron, 2000; Middlehurst, 1993; Northouse, 2001; Kekäle, 2005; Robbins, 2001 and Storey, 2004
Behavioural theories: task and relationship related behaviours and leadership style theories	Bergh and Theron, 2000; 1999; Kekäle, 2005; Middlehurst, 1993; Northouse, 2001; Robbins, 2001; Tucker 1984 and Storey, 2004
Situational and contingency theory;	Bergh and Theron, 2000; Middlehurst,

repertoire of styles and expectancy theory	1993; Northouse, 2001; Robbins, 2001 and Storey, 2004
Exchange and path-goal models (relationship between leader and followers as a series of trades)	Bergh and Theron, 2000; Middlehurst, 1993; Northouse, 2001; Robbins, 2001 and Storey, 2004
Power and influence leadership theories Social power approaches and social exchange theories	Birnbaum, 1988; Kekäle, 2005; Middlehurst, 1993; Northouse 2001; Tucker, 1993
Cognitive, cultural and symbolic theories	Birnbaum, 1988; Kekäle, 2005 and Middlehurst, 1993
'New Leadership': charismatic and visionary leadership; transformational leadership	Bergh and Theron, 2000; Middlehurst, 1993; Northouse, 2001, Robbins, 2001 and Storey, 2004
Constructivist, social constructionist theory	Kezar, 2004; Sjöstrand, Sanberg, and Tyrstrup, 2002 and Storey, 2004
Leadership within learning organisations: Leadership as a creative and collective process; distributed leadership	Northouse, 2001; Senge, 1990 and Storey, 2004
Post-charismatic and post-transformational leadership theory and the Emergence of ethical/spiritual leadership theories	Sanders, Hopkins and Geroy, 2003 and Storey, 2004

The traits, behavioural and contingency leadership models (older leadership theories) focus on the ability or earned right to be in charge, to command a following, to influence a group's direction or the achievement of a group's

task. Leadership is explained with reference to the qualities of an individual leader, to individual leadership styles and behaviours, or to the fit between context, situation and the leader's character and style. These leadership theories furthermore emerged from a frame of reference that leadership could be discovered through rational and objective analysis of leaders' behaviours, actions and styles. As a result the context is lost, as leader-follower interactions, leadership at different levels in the organisation and followers' influence on leaders are omitted (Middlehurst, 1993).

Newer leadership theories (power and influence, cognitive, cultural and symbolic approaches) include features such as the use of power within leadership, the impact of organisational culture on leadership, the connection between leadership and change (at individual and organisational levels), leadership and vision, and the nature of charisma in relation to leadership (Middlehurst, 1993).

The traditional styles of leadership seem to make way for "servant leadership styles" (Spears, 1996). Servant leadership is characterised by teamwork, participative decision-making, ethical and caring behaviours, enhancing the growth of people and improving the quality of work in many institutions as it encourages leaders and followers to balance leading and serving in their own lives.

On the other hand, the 21st century leadership theories focus on the spiritual and ethical principles that underpin leadership at all levels in organisations. Leadership comes from within; humans have access to limitless capacity, creativity and inner resources to turn adversity into an advantage. Transcendental leadership goes beyond the defined limits of human knowledge, experience and reason to break limits by helping others to redefine their own possibilities (Sanders, Hopkins and Geroy, 2003).

Most of the leadership theories that have been highlighted and discussed in this chapter share some of the following traits (Seagren et al., 1993):

- leader need to develop and maintain effective relationships in the group

- leaders need to know and understand those with whom they work
- leaders need to gather and use information inside and outside the organisation
- leaders need to know how to create and maintain open lines of communication
- leaders need to involve those that are affected by the decision/s in the decision making process
- leaders have to influence by motivating, winning followers' support and inspiring others
- leaders need to learn a clearly defined set of skills and techniques
- leaders need to have the capacity to articulate a vision or goal/s for the future and the tenacity to make the vision a reality.

Kezar (2004) is of the opinion that leadership studies fall into two perspectives: *essentialism* (one best way) or *non-essentialism* (context and interpretation focussed or subjective interpretation). A basic definition of essentialism is: "members of a category have a property or attribute (*essence*) that determines their identity" (Kezar, 2004, p.112). With regards to leadership universal laws are identified in terms of traits, behaviours and power/influence strategies. Leadership is understood as a belief in the real essence of things, which defines the 'whatness' of an entity (p.113). Therefore certain behaviours, styles and actions (what good and bad leaders do) are proposed by essentialist scholars.

Non-essentialist scholars postulate that leadership is a complex system of cultural, social, psychological as well as historical events and happenings that constitute a specific human phenomenon. Leadership is developed through people's interpretation and understanding of their worlds. Idealised realities (*essence*) are denied by non-essentialist scholars and, as a result, these leadership theories are more complex and multi-faceted than originally envisaged. Social constructionists, for example, take the view that leadership is shaped by individual backgrounds/experiences and circumstances (p.117). Therefore generalised theories about leadership are often not possible.

Essentialist scholars are of the opinion that non-essentialist scholars are wasting people's time as their focus is on subjective matters such as context and culture. Non-essentialist scholars are concerned about the reductionist and simplistic ways employed by essentialist scholars who do not allow for the role of interpretation and local conditions. Underlying these two perspectives are fundamentally different epistemological (theory of knowledge) and ontological (views of reality and phenomena) assumptions.

The preceding literature overview highlights a number of general leadership theories that are rooted in either the essentialist or non-essentialist paradigms. The following section does not explore different types of leadership theories, but focuses specifically on leadership at universities and academic departments.

4.4 LEADERSHIP AT UNIVERSITIES AND ACADEMIC DEPARTMENTS

The search for solutions to the leadership dilemma at universities has spawned thousands of leadership studies, most of which are inconclusive and contradictory. "Leaders are born, not made; possess distinctive traits – no special traits at all; must use power and influence – merely manage symbols and the academic culture" (Gmelch, 1991).

This section of the literature overview deals with particular leadership issues at university, characteristics of academic leaders and leadership in academic departments.

4.4.1 Specific leadership issues in academe

4.4.1.1 The leadership versus management role of academic leaders at university



A heated debate exists about the meaning and relationship between leadership and management, not only in the tertiary education landscape but also in private and public enterprises.

A common thread in these debates seems to be centred on either task or relationship related actions. The conclusion is often reached that managers are responsible for tasks such as general management and operational tasks, including human resources management, facilities and buildings, finances, administration, marketing and so forth, while leaders are responsible for the people side or relationships in organisations. According to this view point a manager's focus is typically centred on activities such as planning, organising, controlling, staffing and budgeting (order and consistency), while a leader's focus is on visioning, strategising, aligning and inspiring people (proposing direction, motivating and aligning change initiatives).

The debate on the difference between management and leadership has been a longstanding one. The popular idea that a manager gets *things* done, whilst a leader gets *things done through and with people* seems to be supported by Kotter (1990b) in Table 17. It is interesting to note that Kotter (1990b) is of the opinion that managers create order whilst leaders produce change, as Birnbaum (1989) suggests that universities are successful because they are poorly managed. If this view is correct it can be considered (based on Kotter's distinction between management and leadership and on Birnbaum's view that universities are poorly managed), that universities are well led and that they therefore produce change.

Table 17

Comparing the tasks of management and leadership

	Managers	Leaders
Create an agenda	Plan and budget	Set direction
Develop a human network	Organise staff	Align people and groups
Execute the agenda	Control and solve problems	Motivate and inspire
		
Impact	Create order	Produce change

Source: Kotter (1990, b) p. 139.

Overt reference to ‘managers’ in universities is a relatively new trend that developed at universities in the Western world around the 1980s (Birnbaum, 1988). Academics generally shy away from the word management, as it interferes with the idea of academic freedom and autonomy. An interesting dichotomy is Kekäle’s (2005) view that the *management* of creativity is considered as one of the most important leadership problems facing universities.

In addition, managers and leaders can be distinguished by focussing on the main activities in which managers and leaders get involved. The themes identified by Kotter (1990a) in Table 16 seem to be in line with the views of Storey (2004) depicted in Table 18. Managers’ main focus is on the short-term by implementing current policies and procedures in a controlled and monitored way, whilst leaders focus on the longer term strategies by challenging the status quo and empowering people by enabling their environments. The leadership focus as a result seems to be on alignment (strategic direction) and ‘attunement’ (inspiring and empowering people).

Table 18

Dichotomy: Managers versus leaders

Managers	Leaders
Are transactional	Are transformational
Seek to operate and maintain current systems	Seek to challenge and change systems
Accept given objectives and meanings	Create new visions and new meanings
Control and monitor	Empower
Trade on exchange relationships	Seek to inspire and transcend
Have a short-term focus	Have a long-term focus
Focus on detail and procedure	Focus on the strategic big picture

Source: Storey 2004, p.7

The danger of classifying management and leadership actions into specific categories could give the impression that reductionist thinking has taken place and as a result complex constructs could have been oversimplified. Kotter (1990a) therefore states that leadership and management are two distinctive

and complementary systems of action. Both are necessary as *management* is about coping with complexity and *leadership* by contrast is about coping with change. In other words, “leadership complements management; it does not replace it” (p.39).

Van Wart (2005, p.25) supports this view by postulating that “all good managers must occasionally be leaders (in any of the narrower meanings), and all good leaders had better be good managers (even in the most prosaic sense) at least some of the time if they are not to be brought down by technical snafu or organisational messiness”.

Prewitt (2004) proposes that integral leadership theories are needed for the 21st century. It is proposed in this regard that management and leadership principles should be applied in a ‘both/and’ way and not in a dualistic ‘either/or’ manner. An integral leadership approach that focuses on management practices serving leadership goals is depicted in Table 19.

Table 19

Management, leadership and integral leadership

	Management	Leadership	Integrated Leadership
Dynamics	Transact	Transform	Collaborate
Relational assumptions	In control	In charge	In dialogue
Organisational focus	Efficiency	Followers	Systems
Purpose	Predictability	Culture	Social intelligence
Serves	Stability	Change	Adaptability
Impacts	Resource distribution	Beliefs, values and motivation	Responsiveness to change
Operation	Resources	People	Holistic
Needs satisfied	Extrinsic	Intrinsic	Mind-body-spirit
Motivator	Rewards and punishments	Inspiration	Sustainability

Source: Prewitt, 2004, p.330

Leadership and management functions have been closely integrated at departmental level at universities (Middlehurst, 1993). However, it seems that management and leadership have been incorporated at faculty and administrative levels to such an extent that it is difficult to separate management from leadership practices. As a result the roles of managers and leaders at universities are often poorly differentiated at an operational level (Yielder and Codling, 2004).

As a result, role confusion and overlap between functions, including those of administrators, often cause conflicts of interest, inequities in workload and inappropriately applied expertise. The role confusion could in part also be caused by the fact that faculty thrives on autonomy and is rewarded for individual achievement, while administration is driven primarily by institutional needs. In an attempt to balance this dichotomy, universities are over managed and under-led: “many academic leaders have gravitated into managerial roles at the expense of any real leadership” (Yielder and Codling, 2004, p. 330).

Management and leadership are often considered as two separate constructs. In the preceding sections of the literature study it was highlighted that universities are either poorly managed and well led (Birnbaum, 1989) or over managed and poorly led (Yielder, et al., 2004). These different views could be a result of either/or thinking while what is needed in a complex environment, such as a university, is both/and thinking. An integrated leadership approach is proposed (Kotter, 1990a; Prewitt, 2004) which considers management and leadership as inseparable and complimentary constructs.

4.4.1.2 Characteristics of academic leaders

The literature on leadership in higher education is mainly derived from the more general theories of leadership, usually highlighting the behaviours, traits and styles of academic leaders (based on the essentialist perspective). The following section of the literature overview provides an overview on reported studies that focus on leadership traits and behaviours of academic leaders.

(a) Leadership traits and behaviours of academic leaders

Successful academic leaders display characteristics or traits such as professionalism, credibility, vigour, decisiveness and a willingness to take chances. They can articulate a vision and create focus and direction for the organisation. They are able to persuade others to share their vision and they can translate future intentions into reality (Seagren et al., 1993).

Integrity, initiative, influence, inspiration and imagination (the five 'Is' – including both aspects of leadership and management) are cited as qualities and behaviours of academic leaders (Middlehurst, 1993).

Ramsden (1998, p.87) reports the results of a research project that focuses on academic leadership behaviours. The research project (n=20), questioned leaders (junior lecturer to the pro vice-chancellor) on what they thought 'good' as well as 'bad' academic leaders do.

In general 'good' academic leaders are innovative, change orientated, inspirational, visionary, conflict managers, participative, empowering, flexible, adaptable, people and stakeholder orientated, resources managers, strategists, motivators, team players, planners, results driven, enablers and masters of their own destinies (See Table 20).

Table 20

Good university leadership behaviour from the perspective of 20 academic leaders and proposed leadership themes

Identified good academic leadership behaviours (Ramsden, 1998, p.87)	Proposed leadership themes for the purpose of this study
Being innovative and orientated towards change	Innovative and change orientated
Wanting one's department to be a major force	Inspirational/ Driven
Knowing how to compromise, and how to	Negotiator/ Conflict handler

accommodate dissenters	
Asking what we are trying to do, and why our methods for doing it may not be as successful as they should be	Change agents/ Challenging the status quo
Focusing on students	Academic leader
Questioning 'sacred cows' (for example, traditional teaching methods)	Change agents/ Challenging the status quo
Doing things differently (for example, employers participating more in course design)	Innovative
Giving people freedom so that new ideas can surface	Democratic
Being able to change your leadership style when necessary (from 'consultative' to 'coercive', for example)	Flexible and adaptable
Building a small group that thinks like you do in order to launch new ideas	Networking
Being an example to one's colleagues	Personal mastery
Being a person who networks and knows what's going on	Networking
Relating to people in a congenial way	People orientated
Understanding where people are coming from	People orientated
Getting feedback from your constituents	Stakeholder involvement
Knowing the boundaries of what you can achieve	Personal mastery
Having a clear vision which is flexible and open	Visionary
Being a good manager of resources	Resource manager
Being strategic and knowing about the wider system	Strategist
Being able to talk people into doing things (especially the case in academic leadership, because academic culture gives people a lot of hiding places)	Motivator
Working in teams	Team player
Having good planning skills and a strong sense of direction	Focussed planner

Planning ahead, not just being reactive	Pro- active
Being determined, but not rigid	Focussed and flexible
Being skilled at motivating and enabling people through identifying their needs and fears	Motivator
Creating mechanisms for implementation informally before making it happen formally	Change agent
Fighting complacency	Results driven/ Challenging the status quo
Finding out what people want to achieve, and helping them achieve it	Motivator/ Enabler
Acknowledging people's work	Motivator
Helping staff learn and develop	Enabler/ Developer of people
Learning from your own mistakes	Personal mastery

Source: Ramsden (1998)

'Bad' academic leaders (Ramsden, 1998; Table 21) according to the perspective of 20 academic leaders (including junior lecturers to the pro-vice chancellor), were in general **not** visionary leaders, people orientated, participative, firm, open for feedback, fair, competent resource managers, principled, ethical, informed change agents, communicators, sensitive to the environment, aware of own limitations, credible, creative, and interdependent (See Table 21).

Table 21

Poor university leadership from the perspective of 20 academic leaders and proposed leadership themes

Identified poor leadership behaviours (Ramsden, 1998, p.88)	Proposed leadership themes for the purpose of this study
Being unclear about what you want to achieve	Not being visionary/ Unfocussed
Not listening to people	Not being people oriented
Being authoritarian	Not being participative
Being weak and defensive	Not being firm and open for

	feedback
Not having a interest in people	Not being people oriented
Not thinking about what you do, bending too many rules without consultation	Not being participative/ Unfocussed/ Maverick
Favouring one area to the exclusion of others	Not being fair
Trying to push things forward without resources	Not being a manager of resources
Doing deals behind the scenes without regard for equity and values	Not being principled/ ethical
Not looking into what worked and what didn't work on previous occasions before doing something new	Not being an informed change agent
Being dictatorial	Not being participative
Being too self-interested	Not being people oriented
Communicating poorly	Not communicating
Giving directives with no explanation	Not being participative
Staying in the job too long	Not being sensitive to the environment and self
Not being able to admit your mistakes	Not being honest about own limitations
Not having the respect of your colleagues because you don't have academic credibility	Not being credible
Staying hidden in your office	Not being people oriented
Following rules because you are insecure in your ability to do things independently	Not being creative and interdependent
Being unable or unwilling to delegate	Not being participative

Source: Ramsden (1998)

The research results reported in Table 20 and 21 may indicate that the academic environment expects academic leaders to be visionary and people orientated leaders who, through their ethical, participative and innovative styles co-create the necessary changes in which academic staff can prosper. However, these results are reported as dualistic truths (good versus bad) that could exclude the possibility of multiple truths in a variety of contexts.

(b) Cognitive, cultural and symbolic leadership styles

Other research studies as a result focussed on how leaders adapt their leadership styles to the environmental context (for example culture) of tertiary institutions. These contexts can vary significantly from one institution to another institution. Successful leaders recognise the type or style of an institution (for example bureaucratic versus collegial) and adapt their leadership style accordingly (Seagren et al., 1993).

McCaffery (2004) depicts the different leadership styles at universities in a four-quadrant model (Figure 2). The model highlights policy definition (loose and tight) on the Y-axis and the control of implementation (loose and tight) on the X-axis. The four leadership environments in which universities may find themselves are defined as Collegium, Bureaucracy, Corporation and Enterprise. These leadership environments are depicted in Figure 2.

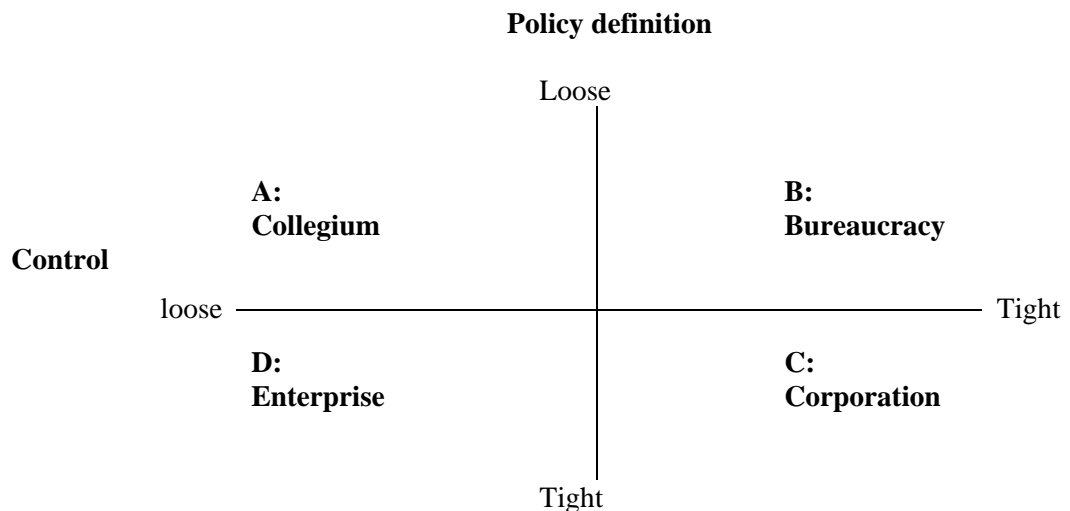


Figure 2: Four university models depicting different leadership styles
Source: McNay's model published in McCaffery (2004)

The leadership culture of the different types of environments at universities is depicted in Figure 3. The model does assist in understanding academic leadership in a specific context, but the leadership styles are defined by only two concepts (policy formulation and policy implementation). This, however,

may oversimplify the concept of leadership as it is considered as an 'either or' construct that applies to all situations and actions at universities.

The preceding literature overview focussed on the culture of the different types of leadership environments at universities and it highlighted behaviours and actions of leaders in academe.

The question arises as to whether leadership at universities differ from leadership in private and corporate organisations. The statement, "The qualities identified in the leadership literature as effective ones are applicable to leadership in the university" (Ramsden, 1998, p.120) will be explored in the next section of the literature overview.

Policy control and definition (ends)

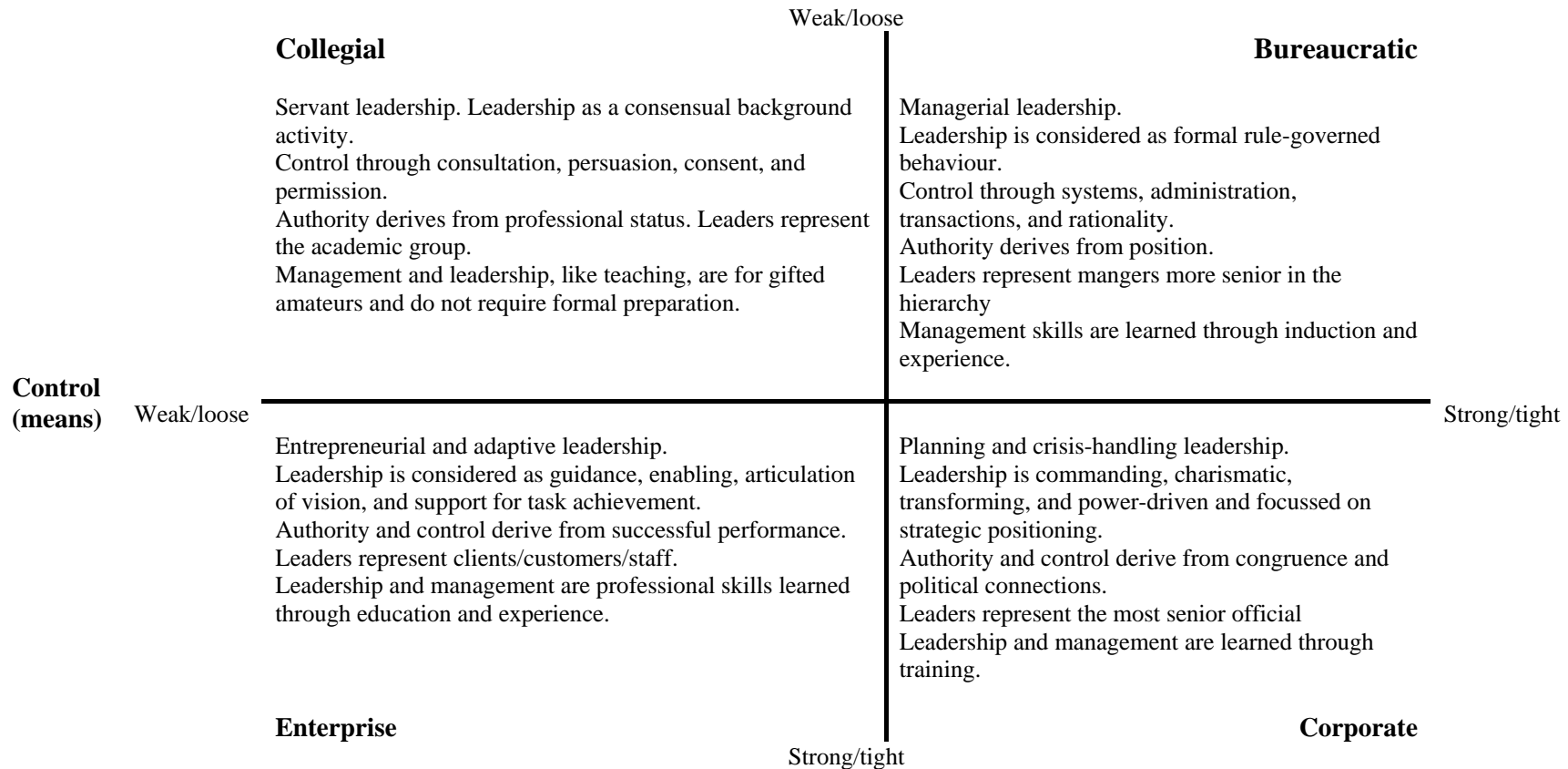


Figure 3: Academic leadership in different environments
 Source: Derived from McNay and published in McCaffery 2004

4.4.1.3 Differences and similarities between leadership at universities and corporate organisations

An analysis which identifies the similarities between effective leadership in universities, corporate organisations and high schools emphasises the following corresponding leadership qualities (Ramsden, 1998):

- honesty and integrity
- competence
- visionary
- challenging the status quo
- enabling others to act
- inspirational and enthusiastic
- being a role- model
- knowing followers and
- listening and communicating.

Although there are some correlations between leadership behaviours in academe and other organisations there are also distinct differences. The main difference is that an academic leader is considered to be **an authority** (the leadership is vested in a person); while a corporate leader is **in a position of authority** (the leadership is vested in the position). The differences between leadership in academe and business are depicted in Table 22 (Yielder and Codling, 2004).

Table 22

Characteristics of leaders in academe and corporate environments

Leadership: Academe	Leadership: Corporate
A leader is ‘ an ’ authority based on:	A leader is ‘ in ’ authority based on:
<ul style="list-style-type: none"> • Discipline knowledge 	<ul style="list-style-type: none"> • Position in the hierarchy
<ul style="list-style-type: none"> • Experience 	<ul style="list-style-type: none"> • Job responsibilities (e.g. financial management, human

	resources, marketing, etc)
• Peer and professional recognition	• Control (e.g. budgets and resources)
• Personal qualities	• Delegated authority
• Expertise- teaching, research, programme development	• Power
• Leadership context: collegial	• Leadership context: corporate
• Formalisation: bestowed from below	• Formalisation: appointed from above
Leadership is vested in the PERSON, because of personal characteristics and expertise	Leadership is vested in the POSITION, and the person may or may not have the capabilities to exercise leadership

* This table is based on the work of Yelder and Coding (2004, p.322)

The next section will focus on the leadership qualities that are needed by and identified for leaders in academic departments at universities.

4.4.2 Leadership in academic departments

“Little has been added to the literature focused on leadership by department Chairs since Tucker’s *Chairing the Academic Department* first appeared” (Seagren et al., 1993, p.17). The following section will, however, attempt to highlight the images, actions and behaviours of HODs as leaders.

4.4.2.1 Leadership images in an academic department

Leading an academic department is “similar to leading a jazz band to its full potential... A jazz bandleader works with an eclectic group of individuals, experts in their own right, determined to make their own mark. ...the jazz band leader’s draws on the individual strengths and talents of band members, providing each with the space and time needed to add something special to the ensemble. In this way, the leader accommodates improvisation – the

creative contributions and untried responses of band members. Although such collective creation requires a set of rules and it is not without order, the rules are not so stringent that they prohibit thinking in a way counter to traditional music theory. Jazz improvisation may initially sound discordant, but over time it leads to a synergistic creativity among band members.” (Wolverton et al., 1998, p.204 - p.205).

This quote indicates that HODs need to stay clear of autocratic leadership styles and that they should rather apply collaborative and flexible leadership styles. “Institutions of higher education differ from many organizations... requiring leadership to be a more shared phenomenon than in most profit-focussed enterprises...departmental leadership requires greater emphasis on empowering activities. The Chair, in concert with the faculty, must develop a vision beyond the immediate tasks and employ strategies that develop the faculty’s commitment to that vision” (Seagren et al., 1993, p.iv).

4.4.2.2 Leadership actions, behaviours and styles of effective HODs

Factors to consider in academic departments are the complexities involved in defining and handling the different leadership roles in these units. As an example, an academic staff member can be an international expert in a specific field or discipline and could therefore be considered as a leader in his/her field and hence be regarded as an informal leader. Such informal leaders will want to pursue specific academic or research interests, while formal leaders such as HODs may want to emphasise institutional goals and specific financial realities.

Informal and formal leaders, who often have different agendas, have to provide leadership in an academic department. These informal leaders seem to perform better when HODs empower, rather than control them (Seagren et al., 1993).

(a) Leadership behaviours and actions of HODs

The literature provides an endless list of leadership behaviours and actions of effective HODs. The main constructs seem to be constituted around relations with members of the department, interpersonal skills, task related skills, HOD's own academic careers and building networks outside the department and university.

An HOD who is both an effective leader and an efficient facilitator demonstrates many of the following characteristics (Tucker, 1984):

- good interpersonal skills; ability to work well with faculty members, staff, students, deans, etc.
- ability to identify and resolve problems in a manner acceptable to faculty members
- ability to adapt leadership styles to fit different situations
- setting and achieving departmental goals
- maximise available power to achieve departmental goals and objectives
- active participation in own profession.

Wu (2004) also reports in an article titled "How to be an effective leader: One Department Chair's guiding principles" on the leadership principles that were followed to turn around a troubled Department of Computer Sciences at the University of Vermont. The following leadership guidelines are cited:

- be a role model in terms of solid research and excellent teaching
- have a vision for the department that academic staff members support
- be a strong advocate for the department and a caring leader
- be a good politician, a doer and not just a talker
- be patient and have interpersonal skills
- be open-minded and seek common ground
- communicate with the faculty, staff and students
- delegate, trust and verify
- make informed and authoritative decisions.

In addition, the following aspects were emphasised in an interview with the *Administrator* about successful leadership at departmental level (Gmelch (b), 2004):

- *Conceptually understand the institution.* Universities are loosely coupled systems and therefore interpersonal influence rather than command and control is needed. It is more about personal than institutional power. The source of leadership is who you are, rather than being in charge and using rewards and punishments to move people forward.
- *Have skills to build bridges.* Building teams and networks are important aspects of leadership. Make connections and build a support team. Influencing skills and personal credibility are more important aspects than command and control behaviours. Manage relationships upward, laterally and downward.
- *Be credible and work collaboratively.* Resolve conflict from principle rather than from a power base. Staff members need to believe in and trust the HOD. Integrity is earned and it takes a long time to build.
- *Manage conflict and communication.* Co-create a vision for the department and do not impose it. This will ensure buy-in and support.
- *Apply reflective practices and find a confidant or mentor.* HODs need time to reflect on who they are, what their core values are, on what they do well and not so well, why certain actions did not work out and what they can do differently the next time to be more successful. To reflect in the presence of a mentor or confidant can improve understanding and build support.
- *Be prepared for the symbolic role you have to fulfil as leader.* A leader's time schedule is not his/her own; their time is controlled by the needs of other people. A leader's actions shift from doing rewarding tasks to the rewards of symbolic leadership. Showing up at the right place at the right time to show that you value other peoples' contributions, is an important leadership function.
- *Manage your boss (the dean).* Keep them informed and talk things through with them.

- *Prioritise*. Distinguish between urgent versus important and high pay-off versus low pay-off matters. A high pay-off is personnel – 94% of budget is in personnel. Caring and nurturing of people is important. Communicate values through actions – what HODs and deans pay attention to, people will think are important matters.

Wolverton, et al., 1999 (a) furthermore indicate that leadership behaviours in academic departments will need to change to meet the changing needs of a variety of stakeholders. The following improvements are suggested:

- enhanced and better communication and interpersonal skills
- acquire change management skills
- serve an apprenticeship under an experienced chair in another department
- become comfortable with team-based approaches to leadership and decision making
- ensure that old values such as providing quality education, and new values such as diversity, coexist and complement each other.

Academic leaders, and in particular HODs should create an environment in which faculty members' motivation flourish. The reason for this is that academic leaders cannot motivate faculty, they can only create an environment that motivates faculty members. Middlehurst (1993) supports this view by stating that the work of academics has traditionally been regarded as intrinsically motivating, not requiring the external influences of leadership to encourage exceptional performance. "At its best, academic leadership can inspire lecturers to achieve more than they ever thought they could." (Ramsden, 1998, p.104).

Also, providing opportunities through which faculty can achieve personal satisfaction and professional growth, recognising that faculty members are individuals and therefore have different motivational needs that change over time, establishing strategically aligned policies, and increasing formal and informal recognition opportunities are motivational leadership strategies that

can be employed by academic leaders. Middlehurst (1993) is furthermore of the opinion that the symbolic aspects of leadership which are concerned with creating a culture and climate conducive to productive work and relationships may be more important than the face-to-face inspirational elements emphasised in transformational leadership theories.

Effective academic leaders, including HODs, develop and cultivate relationships, called networking. These leaders realise that the scope and complexity of their leadership roles demand expertise and skills that are beyond that of a single person. HODs should build relationships inside and outside their department. Other academic leaders, faculty support staff, current and former academic leaders, alumni, professional committees, etc. can become part of an HOD's network (Shattock, 2003).

The leadership constructs pertaining to HODs in the preceding literature review are depicted in Table 23.

Table 23

HOD leadership constructs depicted in the literature from a behaviouristic and trait perspective

Constructs				
1. Relations with members of the department	2. Interpersonal skills	3. Task related skills	4. Own academic careers	5. Building networks
Empower members of the department	Facilitation	Achieve set goals	Active in own professional career	Networks inside and outside the university
Be a role	Networking	Be a doer	Researcher	

model				
Ensure participative decision-making	Advocating the department	Make informed authoritative decisions	Teacher	
Be a caring leader	Change management	Understand the institution	Employ reflective practises	
Have patience	Participative decision making	Prioritise	Have a mentor	
Be open minded	Conflict management		Prepared to learn	
Seek common ground	Problem solving			
Communicate	Influence and power			
Delegate				
Trust				
Verify				
Be credible				
Collaborate				
Resolve conflict				
Manage the dean				
Recognise performance				
Provide feedback				

In summary it seems (see Table 23), as if the research results and opinions about leadership at HOD level mostly emphasise the importance of the relations an HOD has with the department's members of staff.

The following section of the literature study deals with the different leadership styles HODs employ in dealing with their staff members.

(b) Leadership styles of HODs

Considering HODs leadership styles, a web-based research study involving 86 faculty members from 65 leadership higher education programmes aimed at identifying the relationship between Chair's communication and leadership styles and their perceived effectiveness (in their leader, scholar, faculty developer and managerial role), the following is reported (Knight and Holen, 1985):

- None of the respondents indicate that their departmental Chair has a *supportive leadership* style (friendly, approachable, taking care of the needs and well-being of subordinates).
- Chairs who rank high in the *achievement-orientated* style (challenge subordinates to work at the highest level, establish high standards of excellence and demonstrate confidence in subordinates to accomplish difficult goals) and the *directive* style (give subordinates instructions about the what, the how and the time-line involved in tasks) are perceived as effective.
- Only 18% of the Chairs are considered to be *participative* leaders.
- Most of the respondents consider their Chairs to have dominant communication styles.
- No relationships between the demographic variables (gender, rank, and tenure status) leadership styles, communication styles and Chairs' perceived effectiveness are reported.

These research results may indicate that faculty members perceive effective HODs as achievement orientated and directive leaders who grant faculty members a considerable degree of autonomy (Knight and Holen, 1985). It is interesting to note that effective leaders in this study were not considered to be supporting and caring leaders.

(c) Cognitive, cultural and symbolic leadership at HOD level

From a cognitive, cultural and symbolic leadership perspective an HOD can use four frames to create symbolic meaning and to transform an academic department (Seagren et al., 1993):

- *Human resources frame*; emphasise new skills, provide opportunities for involvement and render support. Understanding the individual needs of important role players, decision makers and constituents will benefit HODs with their leadership endeavours.
- *Structural frame*; study the formal structure of the institution, its bureaucracy, officers, goals, objectives, how positions are coordinated, who has authority for what decisions and the rules and policies of the institution. Academic leaders who want to influence the future need to know how their institutions are managed. Clarifying institutional roles and responsibilities, understanding the most important policies and important committees and their agenda items will benefit HODs who want to make a difference as leaders.
- *Political frame*; focus on the creation of agendas so issues can be negotiated pro-actively. Understanding the make-up of coalitions and the interests of those coalitions, will assist HODs in their leadership roles. Knowing who has power, whom is willing to barter and the needs of those with whom you negotiate, can be of benefit to HODs.
- *Symbolic frame*; in times of uncertainty, humans look for meaning in events, rituals and myths. HODs have to interpret and re-interpret events to move to a new level of understanding. HODs have to know what holds

symbolic value for different constituencies, what gives meaning, purpose and passion.

(d) Power and influence leadership actions at HOD level

From the power and influence perspective, Bowman and Richard (2002, p.158) are of the opinion that “the real work of a department chair ... is to ... transcend the expectations inherent in the leader’s authority.” HODs have formal power and authority and according to Middlehurst (1993), leadership itself is the medium through which power and authority is channelled. Within the academic context, autonomy has traditionally been high and therefore the notion of shared power and authority are important leadership concepts.

A leadership action an HOD can rely on to transcend issues of power and authority imbedded in his/her role, is to create conditions in the department that enable staff members to adapt to changes by allowing them to participate in solving the problems that face the department. In the culture of dispersed leadership, HODs must solicit the truth by asking probing questions to uncover problems that can threaten the existence of a department. This demands courage, curiosity, empathy and active listening with the view to framing challenges and identifying opportunities.

When HODs focus on structures, policies and paperwork they function as managers. When they focus on the culture, mission and vision of the department, are engaged with faculty members, establish a common purpose, build on colleagues’ strengths and manage change, they are busy leading (Bowman and Richard, 2002).

4.5 Summary

Chapter 4 highlighted the definitions of leadership, general theories of leadership, leadership in tertiary education institutions and leadership in academic departments.

The literature study indicates that there are numerous definitions of and theories about leadership, but that most leadership studies are reported from the applied business science domain. There is furthermore evidence in the literature that management and leadership should not be considered as distinctively different constructs, but that they should rather be considered as complementary ideas. Although there are some relationships between leadership behaviours in academe and business organisations, there are also distinct differences. The main difference is that academic leaders are considered to be an authority (the leadership is vested in a person); whilst corporate leaders are in positions of authority (the leadership is vested in the position).

The leadership studies done at universities mostly focus on the behaviours, actions and styles of academic leaders (essentialist view).

The following chapter will explore and investigate HODs' experiences with their leadership role.

CHAPTER 5: HODs' EXPERIENCES IN THEIR LEADERSHIP ROLE

5.1 INTRODUCTION

The roles that HODs fulfil have changed substantially from the 1960s and 1970s as a result of adjustments in universities' mandates, stakeholder expectations, funding formulas and student demographics. As a result, there are competing demands for resources at departmental level (Ramsden, 1998).

"Important? Definitely. Overworked? Probably. Prepared for the job? Rarely. This is the typical academic department chairperson" (Bennett 1983, p.1). "Chairs, like the god Janus, have two faces: an administrator and a faculty member (Seagren et al., 1993, p.11). "A schizophrenic manager has appeared who gets along two tracks: one being a financial survival track and the other the educationalist track" (Prichard, 2000, p.12).

This chapter focuses on the transition from being an academic to being an HOD, types of HODs, dilemmas, problems, conflicts and stressors HODs experience, what HODs consider as being important functions of their position, what they enjoy and don't enjoy of their headship role, the impact of headship on HODs' academic activities, rewards and trade-offs for HODs, the effectiveness of HODs, and what can be done to increase HODs' effectiveness.

The next section deals with the transitions that an HOD has to undergo from being an academic member of staff to being an HOD.

5.2 TRANSITIONS TO THE HOD POSITION

"They come to the position without leadership training; without prior administrative experience; without a clear understanding of the ambiguity and

complexity of their role; without recognition of the metamorphic changes that occur as one 'transforms' from a professor to a chair; and without an awareness of the cost to their academic careers and personal lives" (Gmelch, 1991, p.45).

In an article titled "Learning to be a department head" the author (Dennis, 2003, p.3) is of the opinion that "orientation for new administrators involves reams of handouts you'll never read, jargon you'll learn to speak, and go-to people you'll need to know to survive". In addition, the quote: " I have thought I had worked diligently as an academic, but the workload of being an academic leader and the constant oscillation between different types of problems during a normal day, took my breath away. I had no conception of the processes of budgeting, strategic planning, managing staff and allocating workloads" (Ramsden, 1998).

It seems an HOD has to adjust to at least three major and rather abrupt transitions: a shift from a specialist to a generalist, a shift from being an individualist to running a collective and a transition from being loyal to one's discipline to being loyal to the institution (Bennett, 1983). The transition from an academic position to a leadership position involves adapting to different work styles. This transition is, illustrated in Figure 4 (Gmelch, 2004(a), p.76).

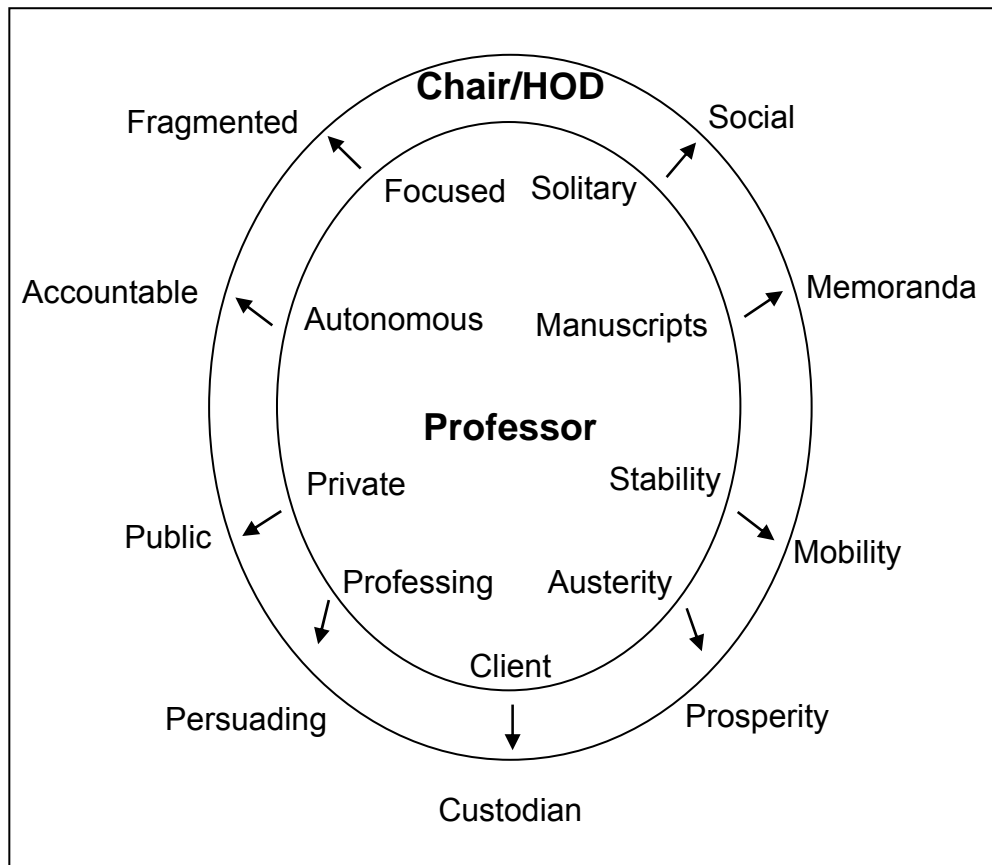


Fig 4: The transformation from professor to chair/ HOD

Source: Gmelch, 2004(a), p.76

The work styles of HODs differ from the styles they employed while being academic members of staff. The following changes in work styles are reported (Gmelch and Miskin, 1993):

- *Solitary to social*

Professors often work alone. Doing research, preparing a lecture, reading manuscripts and writing reports are examples of activities that can be performed without the involvement of others. As HOD, the work style shifts to that of getting work done through and with other staff members.

- *Focussed to fragmented*

Professors get work done by having long periods of uninterrupted time available to focus on their scholarly pursuits. HODs' work activities are typically varied and fragmented, which leads to frequent interruptions.

- *Autonomy to accountability*

Professors typically have more control over their time and activities than administrators. HODs are accountable to the upper echelons and the faculty for their time and availability in the office and for their actions and activities.

- *Manuscripts to memoranda*

Academics as scholars and researchers labour for many hours to produce an academic manuscript. HODs have to persuade others by preparing and distributing well worded memos and/or electronic mail.

- *Private to public*

A professor can work behind closed doors on scholarly work, while HODs have an obligation to be accessible to a variety of stakeholders. As a result, HODs have to subscribe to an open door policy.

- *Professing to persuading*

A professor disseminates information in a manner that will meet learning objectives, whilst HODs practice the art of persuasion and compromise.

- *Stability to mobility*

Academics generally experience movement within the stability of a discipline. An HOD has to be mobile in the wider university structure to be more visible and politically active. This will ensure that an HOD is seen to be an advocate for the department.

- *Client to custodian*

Academics are generally considered as clients as they request and expect resources to be available to them for conducting classes and research purposes. HODs become the custodians and dispensers of departmental resources.

- *Austerity to prosperity*

HODs are perceived to be more prosperous as they have greater control over departmental resources as the other academic staff in the department.

The views of Storey (2004), depicted in Table 24, support those of Gmelch et al (1993). The transformation from being focussed on own academic interests (individual interests) to being focussed on the collateral interests of departmental members (common interests) are evident.

Table 24

Changes an HOD faces from being an academic member of staff to becoming a manager/leader

<i>Academic</i>	<i>Head of Academic Department</i>
Autonomy	‣ Accountability
Focused tasks	‣ Fragmented, short, variable tasks
Solitary or small team work	‣ Social and large team work
Explaining and professing	‣ Persuading and influencing
Private	‣ Public
Freedom	‣ Restriction
Little control over resources	‣ Considerable control over resources
Little administrative support	‣ More administrative support
Working without a secretary	‣ Working with a secretary
Being supervised/self-supervised	‣ Supervising others
Thinking	‣ Doing
Writing papers	‣ Writing memos
Little internal power	‣ More internal power
Considerable control over time	‣ Very limited control over time
Looking out for oneself	‣ Responsible for others
Specialist academic	‣ Generalist manager and leader

Source: Storey, 2004, p.14

The transformation from being an academic to being a manger/leader could be overpowering and could come rather unexpectedly to HODs. Reasons for these transformations are: it is often a call without leadership training, without administrative experience, without understanding role conflict and role

ambiguity, and without recognition of the metamorphic changes they will undergo. As a result newly appointed HODs often feel misunderstood, unappreciated, inadequate, frustrated, and discouraged (Raines and Alberg, 2003).

The transitions an HOD will undergo from of being an academic member of staff to that of heading up a department are apparent in section 5.2. On a simplistic, generalised level, it seems from this literature overview that HODs move from constructing their academic and life experiences from 'I' to 'we'. This may not be true for all HODs therefore the following section concentrates on the different types of HODs employed at universities.

5.3 TYPES OF HODs AT UNIVERSITIES

This literature study describes the university environment as being complex, uncertain and highly specialised. The following section in the literature study aims to explore whether HODs apply different styles in response to the diverse environments in which they find themselves.

A study involving 39 HODs from nine colleges within a university focussed on how HODs learn about their roles through socialising experiences. It reports that HODs tend to focus mostly on one specific role. The study identifies the following types of HODs, based on the role an HOD considers to be his/her primary responsibility (Seagren et al., 1993):

- *Faculty orientated Heads*: their primary responsibilities include recruiting, developing and evaluating faculty members, facilitating the work of the faculty and reducing interdepartmental conflict to improve morale.
- *Externally orientated Heads*: they describe their primary role as representers, brokers, negotiators and grantsmen.

- *Management orientated Heads*: these Heads primarily focus on the administrative responsibilities of the department.
- *Programme orientated Heads*: the primary responsibility of a Head is considered to be academic curriculum and programme development.

In another study using 24 different criteria for job characteristics and applying a hierarchical technique, five distinct groups of HODs were identified. Administrator Type I and II, Educational Leaders Type I and II and Research Leaders were recognised. Table 25 summarises the activities that the different types of HODs, as identified in this research study, consider to be of importance (Oshagbemi, 1988).

Table 25

Types of HODs as reported by academic leaders in Britain and Nigeria

Highest percentage time spent on:	Administrators Type I	Administrators Type II	Educational Leaders Type I	Educational Leaders Type II	Research Leaders
Administration and management	√	√			X
Members of staff	√				
Working long hours	√	√			√
Deskwork at the office and at home	√				
Deskwork at the office		√			
Research	√	X			

Teaching	X	√	√		
Working alone		√			
Fleeting contacts and interruptions		√			X
Scheduled meetings	X			√	
Unscheduled meetings			√		X
Short term duration activities			√	X	
Variety of activities			√	X	
Shortest number of hours				√	
Time with students and colleagues				√	X
Long duration activities					√
Other organisations					√
Small groups of people who are non-members of the university					√
Groups of 6 or more people	X		X	√	

Research and consulting functions		X			√
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Source: Oshagbemi, 1988

These reported studies indicate that HODs do not interpret their roles in the same way and as a result different types of HODs emerge at universities. This could indicate that the type of roles HODs fulfil is dependent on the way they construct their roles, which in turn could be dependent on the context from which it is constructed.

In an effort to establish how HODs use their time, the following section in the literature study will explore how HODs utilise their time and prioritise tasks. This analysis could share light on how HODs construct their headship role, with particular reference to their leadership role.

5.4 HODs' TIME UTILISATION

A survey of 1 198 HODs at 38 state universities, focussing on what HODs spend their time on and what they enjoy most, indicated that HODs fulfil three important roles in a department, namely *academic, leadership and administrative* roles. HODs report they feel most comfortable with their academic roles, but they derive little enjoyment from their administrative roles. Time spent on the leadership role is related to the size of the department and most enjoyment is derived from leadership related activities (Seagren et al., 1993).

Another research study (Seedorf, 1993) focuses on how the use of time changes after becoming Head and HODs' attitudes towards these changes. Questionnaires were sent to 808 department Chairs from 101 universities classified as Research I and II and Doctorate granting I and II institutions by the Carnegie Council in the USA. Questionnaires were mailed to a stratified sample of HODs representing all eight classifications of academic disciplines.

A variety factors such as academic disciplines, ethnicity, gender and length of time in the office were included in the stratified sample.

The results of this study indicate that professors use their time notably differently after becoming Heads and that these changes affect both the professional and personal areas of their lives. A detailed analysis of the results (Table 26), indicates that the appointment of a professor to the position of HOD impacted negatively on time available for research and writing, keeping current in their fields, teaching activities, contact with students, leisure activities, and for family and friends.

Table 26

Chairs' utilisation of time in the professional and personal areas of their lives after becoming Chair and their feelings about these changes.

Area where change occurred	Academic function	More time (↑)/ less time (↓) spent on function	Satisfied (☺)/ Dissatisfied with the change (●)
Professional life	Research and writing	↓ 88% report less time	☺ 11% satisfied ● 75% dissatisfied
	Keeping current in their field	↓ 82% report less time	☺ <5% satisfied ● 75% dissatisfied
	Teaching	↓ 78% report less time	☺ 35% satisfied ● 43% dissatisfied
	Contact with students	↓ 49% report less time	☺ 11% satisfied ● 37% dissatisfied
	Outside contacts (friends and colleagues)	= Remained more or less the same	☺ Less than 5% satisfied ● 34% dissatisfied
	Service	= Remained more or less the same	☺ 11% satisfied ● 12% dissatisfied
	Inside	= Remained more or	☺ Less than 5%

	contacts (friends and colleagues)	less the same	satisfied ● 19% dissatisfied
Personal life	Leisure	↓ 77% report less time	☺ 15% satisfied ● 62% dissatisfied
	Family	↓ 65% report less time	☺ 9% satisfied ● 59% dissatisfied
	Friends	↓ 65% report less time	☺ 9% satisfied ● 50% dissatisfied
	Civic activities	= Remained more or less the same	☺ 15% satisfied ● 22% dissatisfied
	Spiritual activities	= Remained more or less the same	☺ 5% satisfied ● 29% dissatisfied

Source: research results published by Seedorf, 1993

An interesting observation from the results in Table 26 is that HODs report having less time available for activities in their professional and personal lives, but the reason is not evident in the published results. The construction therefore seems to be that HODs have less time available for activities that are known (teaching and research), but what is done in the 'additional' time is not considered or reported (moving from the known to the unknown in a rather undefined manner). This may indicate that HODs' time available to fulfil the headship – and particularly the leadership role – is merely considered as time taken away from him/her. This is an interesting construction as HODs construe their roles on the basis of what they do not have time for, for example what has been taken away from them in their professorial roles. This interpretation creates the impression that HODs in this reported study consider themselves to be academics firstly and foremostly.

Although this researcher does not comment on how dissatisfied HODs are with the time available for activities in their personal and professional lives, it is important to take note of the overall dissatisfaction HODs report with regard to time utilisation (Table 26, column 4). It can be deduced that methods need

to be considered that could free up time for HODs in their personal and private lives.

Another research study (Gmelch, 2001 and 2004(a)), in which hundreds of department Chairs in the Centre for the Study of Department Chairs were asked whether they had spent more, the same or less time in the professional and personal spheres of their lives since becoming Chair, reports similar results as those reported by Seedorf (1993). Chairs report spending less time on research and writing (88%), keeping current in their disciplines (82%) and teaching (78%). With regards to their personal lives, less time is spent with family (65%), friends (56%) and leisure (77%). In this study 44% of the Chairs report excessive stress from trying to balance their personal and professional lives. In trying to balance their lives, Chairs who report excessive stress indicate that 70% of their reported stress is a result of their aiming to be administrators as well as productive academics.

These reported studies may indicate that HODs do not have the same interpretation of their leadership roles and as a result they spend their time differently on a variety of activities. The reasons for the different interpretations are not explained nor explored in the reported studies. Generalised conclusions about the way HODs spend their time, based on the content of these reported studies, are therefore limited.

It will be however important to make provision for different interpretations of the HOD role in the empirical phase of this research project, as this section of the literature overview indicates that a variety of interpretations exists. The range of interpretations seems to cause stress for HOD's who have to balance the demands that are inherent to the HOD position.

5.5 DILEMMAS, PROBLEMS, CONFLICTS AND STRESSORS THAT HODs EXPERIENCE IN THEIR LEADERSHIP ROLES

Despite an increase in the number of challenges that leaders have to face in the tertiary education sector, academic institutions have a tendency to

implement trial-and-error academic administration and management processes. Academic leaders often find themselves in situations in which they report that their leadership style is one of figuring it out for themselves. ‘I-just-have-to-figure-it-out-for-myself’ actions and decisions can leave academic leaders under the impression that had they known more, different and better decisions and actions could have been taken. Critics of leadership in higher education claim it is the “last bastion of amateur management”. This criticism is based on the observation that academic leaders add to their management experience on a “need to know” basis (Ferren and Stanton, 2004).

5.5.1. Preparation for the HOD position

Although charged with running large operations, few academic leaders have formal training to assist them in fulfilling their headship roles. Most academic leaders emerge from campus experience based on teaching, learning and research. The shift to an academic leadership portfolio brings, to mention a few, the running of budgets, allocating resources and planning over the short, medium and long term. As one academic leader expresses it, “I had to put away my library card and pick up my calculator”.

In their role as faculty members, strengths such as analytical thinking, organisation and the ability to make persuasive presentations are developed. However, faculty members seldom develop competencies such as financial management, human resource management, networking across multiple constituencies, managing change, and leadership.

Leadership is seldom included in HODs’ job descriptions. Job descriptions typically include a daunting range of academic responsibilities, for example strengthening the curriculum quality, increasing student satisfaction and retention, improving the cost-effectiveness of academic programmes, streamlining the operation of academic affairs, promoting diversity, and supporting an atmosphere of collegiality, trust and open communication (Ferren and Stanton, 2004).

Very few HODs receive training to prepare them for leadership and maintain their leadership skills. “Perhaps the most striking theme in the literature ... is the need for greater preparation and training of Chairs” (Gmelch and Miskin, 1993, p.65). In one study, 82% of all Chairs received no training or orientation for their jobs. Another study involving 200 Chairs at 70 universities reports that there is considerable concern amongst Chairs about the task of learning to become a Chair. Most institutions in this study report that they do not have a formal process in place to prepare professors for headship functions.

Areas in which HODs indicate their greatest need for training are (Gmelch and Miskin, 1993):

- evaluating performance
- maintaining a conducive working environment (reducing conflict amongst faculty members)
- obtaining and managing external funds (for example grants and contracts)
- preparing and proposing budgets
- developing and initiating long-term departmental goals
- managing departmental resources (finances, facilities, equipment)
- encouraging professional development of faculty members
- managing non-academic staff
- planning and evaluating curriculum development
- providing informal leadership
- assuring the maintenance of departmental records
- recruiting and selecting faculty.

It is evident from this literature overview that HODs are seldom well prepared for their headship roles and that there is a dire need amongst HODs to be better prepared for their roles. The uncertainty that accompanies the HOD position is explored in the next section.

5.5.2 Role uncertainty

The variety of roles HODs have to perform in circumstances beyond their control (for example government policies, economic pressures, democratic decision making, frequent changes of Heads and demands for “accountability” from within and outside the department and the institution) make the Headship function complex and difficult (Moses and Roe, 1989).

The ambiguity of the role (Bennett, 1983) causes problems for HODs: “Rooted in the faculty like no other administrator but tied to the administration like no other faculty member, he or she has both an excess and a deficiency of identity.” (p.11). Seagren (1993) also supports this view with the following: “Chairs, like the god Janus have two faces: an administrator and as faculty member” (p.11). These quotes may indicate that the HOD has to resolve issues horizontally (for the department) and vertically (for the institution).

This in-between status raises questions and uncertainties about how HODs should act and function in their leadership roles. At departmental level they operate in a peer-controlled decision making environment and in the faculty and wider institution in a top-down decision making environment.

It can thus be considered that HODs face a number of dilemmas in their headship roles. A task force at Buffalo State College investigated the roles of Department Chairs and they reported to the State College Planning Council (Academic Leader, 2005), that Chairs:

- experienced time pressures
- were unclear about their duties
- would like to have more responsibility with regard to decision making at institutional level
- experienced too much paperwork and
- had few opportunities to share best practices with other Chairs.

The variety of leadership roles of HODs, the isolation of the position and the inherent ambiguity in the role cause uncertainty and stress. The following section deals with specific stressors in the HOD's leadership role.

5.5.3 Stressors in the HOD leadership role

Beliefs that HODs are academics as well as managers/leaders create tension and conflicting demands, such as individual versus collective concerns, hierarchy versus community, control versus support, and change versus continuity. Conflicting needs are created in three areas of work which involve HODs:

- academic versus administrative work
- operational demands and short term crises versus strategic responsibilities and
- the need to nurture individuals against the need to change the department (Henkel, 2002).

In addition, becoming an HOD can create a disturbance of values and self-esteem, as managerial concepts such as profitability and the departments' bottom-line are added to the vocabulary of an academic becoming an HOD. This shift in focus can imply a reconstruction of identity as the appointment to the position of Head entails that a professor is becoming a 'manager'. The majority of HODs feel ambivalent about this reconstruction, as there is opposition between managers and academics at most universities (Henkel, 2002).

In addition to reconstructing their identities, management responsibilities take up more than 50% of an HOD's available time, leaving them with limited time for research and other related academic endeavours. HODs are often not consulted by top management on issues that matter and they do not have the power to take decisions on issues that effect their departments directly (Henkel, 2002). This could be a stressful situation for most HODs.

Wolverton (1999a) examined Chair stress as a multidimensional construct with links to multiple variables involving a sample of 800 department Chairs in the USA and 1 680 in Australia with a response rate of 66%. The study reports that variables that loaded most consistently on each stress dimension remained constant for both countries. Six factors, namely administrative tasks, administrative relationships, human relations, fulfilling an academic role, and external pressures on time explained nearly 50% of stress experienced by Australian (46.8%) and Chairs in the USA (45.2%).

An on-line survey in the USA in 2002 (n=275) reported that during tough fiscal periods (e.g. budget cuts), Chairs experienced challenges in recruiting and retaining faculty members, maintaining academic quality, using financial resources wisely, maintaining morale, finding new resources, doing professional development, and meeting students' expectations and instructional needs (Graham, 2007).

The complexity of bridging the managerial and academic cores of the university seems to be a major stressor for HODs, as academic and managerial systems are organised and operated differently at different universities. The academic core of teaching and research operate freely and independently in loosely coupled systems, whilst the managerial core is mechanistically operated in tightly coupled systems (Gmelch and Burns, 1993).

However, "the stress accruing from a situation is based in large parts on the way the affected subject perceives it" (Carroll and Gmelch, 1995, p.12). Perceptions such as being a 'double agent' and providing a service to both the discipline and the institution lead to fragmentation in academic departments (Wolverton et al., 1998). HODs feel trapped between the demands and pressures of performing an administrative role and being a productive faculty member. As a result HODs report this double role as the most serious stressor they face. Six out of ten Chairs report heavy workloads as a result of this double pressure, in comparison to four out of ten professors who only have faculty responsibilities (Gmelch, 1991).

The HOD role also embodies contradictory demands that in turn lead to divided loyalties. On the one hand HODs are expected to be managers and to be loyal to wider faculty and institutional initiatives. On the other hand, members of academic departments expect HODs to represent their views to the dean and executive management (Hubbell et al., 1997).

HODs perceive themselves to perform the classic person-in-the-middle role; their academic future lies in the academic department, but their effectiveness in representing the department relates to the quality of their relationships with the dean and senior administrators in the institution. The perceived dichotomous nature of the position, resulting in conflicting expectations, is a source of stress for HODs.

The aforementioned duality of the HOD role is confirmed in a study that determined the perceived sources of occupational stress in the HOD's position at university. The study was conducted in the USA at all research doctorate granting I and II academic institutions. Of the 237 institutions, 100 were randomly selected for the sample. Each academic discipline was equally represented in the sample, resulting in 800 department Chairs sampled for the study. A 66% response rate, or 524 usable surveys were reported in this research project. The following results are reported in this comprehensive study (Wolverton et al., 1999a):

- Out of 41 possible items, having insufficient *time to stay current in their academic disciplines* is considered to be the greatest stress factor for Chairs. This is followed by stress factors such as trying to gain financial support for departmental programmes, evaluating faculty and staff performance, attending meetings that take up too much time, having too heavy a workload, and believing that their academic career progress is not what it should be.
- Five stress factors emerge from the factor analysis: *faculty role stress, administrative relationship stress, role ambiguity stress, perceived*

expectation stress, and *administrative task stress*. These six identified factors account for 45,4% of the total variance and HODs experience that most of their stress relate to the faculty role stress factor.

- Within each factor the following specific results are reported:
 - The highest loading factor in the *faculty role* stress factor is the item referring to preparing manuscripts for publication.
 - The highest loading factor in the *administrative relationship* role stress factor is the item referring to not knowing how the dean evaluates their performance.
 - The highest loading factor in the *role ambiguity* stress factor is the item indicating that HODs are not adequately trained to handle their jobs.
 - The highest loading factor in the *perceived expectations* stress factor is the item referring to the amount of travel inherent in the job.
 - The highest loading factor in the *administrative task* stress factor is the item referring to the amount of report and other paperwork deadlines.
- Soft Applied Life Discipline Chairs experience significantly more perceived expectation stress than the Hard Applied Non-Life Discipline Chairs. Considering the various academic disciplines, a remarkable consistency is reported in the identification of stress factors.
- No significant differences are reported in the mean stress scores determined by the size of the departments, though a consistent pattern is identified between the scores. This pattern suggests that HODs in very small and very large departments experience more stress than HODs in medium and large departments.
- When HODs' career orientation is considered as an independent variable, it is reported that HODs that regard their careers to be that of faculty members **and** administrators, experience significantly more stress in the faculty role factor. Administratively orientated HODs reported the least stress in this specific factor.
- More than 95% of HODs identify their role as being a faculty member and less than 5% as being an administrator. This data may indicate that HODs tend to consider their administrative role as being of lesser importance.

- HODs who have been in the position between one and three years experience more stress in the faculty role stress factor than new (less than a year), senior HODs (between 3.1 and seven years) and veteran HODs (more than seven years).

Promotion and tenure decisions can also be the course of conflict in academic departments and for HODs (Hearn, 2004).

The conflicts and ambiguities embedded in the HOD's position, covered in the aforementioned literature overview, can be grouped and summarised under the following categories: multiple stakeholder expectations, ambiguous mandates, unclear roles of authority, reconstruction of academic identity, the academic and administrative divide, and fulfilling a dual role of being an academic and an administrator.

The subsequent section of the literature review will explore what HODs consider as important, enjoyable and unpleasant activities of their roles.

5.6 WHAT HODs CONSIDER AS BEING IMPORTANT FUNCTIONS OF THEIR POSITIONS, WHAT THEY ENJOY AND DON'T ENJOY OF THEIR HEADSHIP ROLES

Moses and Roe (1990) report a study in eight Australian universities in which information on HODs' perceptions towards specific headship functions are reviewed. The study involved structured questionnaires (n=178; which represent a 60% response rate) and follow-up interviews (n=100).

The most important reported HOD-functions are: selecting staff members, maintaining staff morale and developing long-range plans (Table 27). Staff and student affairs, the professional development of staff, administration, own academic activities, and budget and resource related activities are regarded to be of **great importance** by 60% of the HODs in this study.

In analysing what HODs **enjoyed** in the abovementioned reported study, it seems that student and staff affairs, the professional development of staff, their own academic activities and administration are the most satisfying aspects for HODs. Fifty percent or more of the HODs enjoyed 15 items on the list of 40 identified HOD functions. Most of these items are clustered in the administrative, staff and student affairs categories, but none are from the budget and resource categories.

The most **disliked** functions (reported by 20% or more of the respondents), are clustered in the administrative, staff and student affairs categories. These results are rather contradictory as HODs report that activities from the administrative, staff and student affairs categories are both liked and disliked by HODs.

A closer analysis of the results in Table 27 may furthermore indicate that HODs in general dislike the routine administrative aspects of their jobs, but enjoy the professional development of staff, developing and implementing long-range plans, and dealing with student and staff affairs.

It is interesting to note that the top four functions in the 'enjoyed' column nearly match the top four in the 'needed more time for' column. This may indicate that HODs do not find the time to do what they mostly enjoy – they might be sacrificing their own needs and interests in favour of those of the academic department.

In general terms it can be concluded from this study that most HODs both like and dislike some of the functions they have to perform.

Table 27

HODs' perceptions of specific headship functions (in rank order)

Rank order	Of great importance	Enjoyed	Disliked	Needed more time for
1	Selecting staff	Own research	Dealing with	Own research

	members		unsatisfactory staff performance	
2	Maintaining morale	Supervising postgraduate students	Time-tabling of classes	Supervising postgraduate students
3	Developing long-range plans	Commending achievements	Supervising departmental examination procedures	Developing long-range plans
4	Implementing long-range plans	Stimulating research and publications	Processing departmental correspondence	Stimulating research and publications
5	Stimulating research and publications	Developing long-range plans for the department	Participating in university committees	Seeking outside funding
6	Serving as an advocate for the department	Teaching seminars	Organising research grants for themselves	Implementing long-range plans
7	Evaluating staff's performance	Encouraging all staff to perform at a high standard	Seeking outside funding	
8	Supporting staff subjected to unfair criticism or treatment	Encouraging good teaching in the department	Managing conflict	
9	Encouraging good teaching	Consulting staff and encouraging	Evaluating staff performance	

		them to communicate ideas on departmental matters		
10	Encouraging all staff to perform at a high standard	Implementing long-range plans		
11		Selecting staff members		

Source: Moses and Roe (1990)

Newly appointed HODs often have to find the balance between clarity and ambiguity, hierarchy and community, and academic and managerial responsibilities. This search for balance often leads to a reconstruction of an HOD's identity (Henkel, 2002). Newly appointed HODs report feelings of ambivalence and distraction as a result of having less time for scholarly endeavours. Therefore tensions, conflicts and danger areas for HODs are (Moses and Roe, 1990):

- selection and other staff related problems
- insufficient resources
- dealing with unsatisfactory staff performance
- research
- administration
- resolving conflict amongst staff.

The results from these quoted research studies indicate that HODs construe as important and enjoyable aspects of their positions the involvement with non-administrative duties that relate to students and staff. They also seem to regard as important and enjoy long-range planning and their academic activities. The following part of the literature study discusses how headship impacts on an HOD's academic activities.

5.7 THE IMPACT OF HEADSHIP ON AN HOD'S ACADEMIC ACTIVITIES

Newly appointed HODs can expect interference with their academic and research work (Moses and Roe, 1990). An appointment to HOD is usually a temporary shift from teaching and research to an administrative function, rather than a stepping-stone to other administrative positions. As a result, professors appointed to the position of HOD experience a decrease in research productivity during and after his/her term of appointment (Moore, Newman and Turnbull, 2003).

Not all appointments to HOD are counterproductive, as the academic productivity of Australian HODs seems to be significantly higher than those of their counterparts in the USA after they had been appointed as HODs. More books were published (.56 to .90), more articles published (5.9 to 11.6), more papers presented (2 to 3) and more professional meetings attended (2.8 to 5.6). These achievements do not come without a price as Australian HODs report significantly more stress than Chairs in the USA (Wolverton et al., 1999 (a)).

The call to head up an academic department without awareness of the potential cost to scholarship and the ambivalence that comes along with the reconstruction of their identities can be a disappointing career move for academics.

5.8 REWARDS AND TRADE-OFFS FOR HODs

There seems to be divergent ideas on whether HODs consider headship as a rewarding experience. "A scholar is not expected to seek or enjoy the position of Chair" (Gmelch and Miskin, 1993, p.82). Most Chairs return to the position of regular faculty member after their terms (Moore, et al., 2003). However, Moses and Roe (1990) report that only 6% of Chairs stated in a survey that they are "not at all interested" in serving a second term.

On the rewarding side of the argument, interviews conducted with nearly 100 HODs from nine Australian universities highlighted the following gratifying aspects of the HOD position:

- a sense of achievement of a personal nature, satisfaction of ego needs
- a sense of power and exercising that power in directing the department
- a sense of achievement derived primarily from the successes of the department
- altruistic rewards, e.g. providing opportunities for others, seeing other succeed etc.
- personal growth, e.g. learning new skills and bettering oneself.

Gmelch and Miskin (1993) conducted research involving workshops, surveys and interviews through the Centre for the Study of the Department Chair at Washington State University in which 1 600 Chairs from 150 colleges and universities were involved. A response rate of 70% was achieved in two national surveys from which it was reported that there are intrinsic (an altruistic need to help the department, personal reasons such as needing a new challenge, wanting administrative experience as part of a career plan and a need to be more in control) as well as extrinsic factors (approached by the dean or peers and/or no other alternatives were present the faculty at the time) motivating people to accept the position as HOD (see Table 28). It is also interesting to note from Table 28 that 25% of the HODs indicated that they had decided to serve as HOD for an intrinsic reason (personal growth); while nearly 20% indicated that the dean or peers had drafted them into the position (an extrinsic reason).

Table 28

Reasons why faculty members become HODs

Reason for serving	No of HODs
For personal development	321
Drafted by the dean or colleagues	251
Out of necessity (lack of alternative candidates)	196

To be more in control of the environment	161
Out of sense of duty	133
For financial gain	117
An opportunity to relocate to a new institution	101

Source: Centre for the Study of the Department Chair, Washington State University, in Gmelch and Miskin (1993, p.6).

There could, however, be an opportunity cost to both the department and the academic who acts as HOD. The reason cited for this opportunity cost is a drop in the research productivity of the specific individual during and after his/her term as HOD, and also of the department as a whole (Gmelch, 1991).

Research results indicate that a premium is paid to HODs to compensate for lost research productivity (Moore, et al., 2003). In a research study involving economic departments in eight large public universities, involving 87 associate and full professors (of whom 27 are current and former HODs), it is reported that HODs received less than 2% premium on their salaries for each year of service. The average duration of a term in this sample was 5.63 years, which calculates to a 9.7% premium for a term. The authors are of the opinion that other research studies reported similar premiums. The reason for the premium is not always stated clearly, but the authors are of the opinion that a premium is paid to HODs for enhancing teaching and research productivity, obtaining resources for the department and performing a difficult or dissatisfying job.

It seems that HODs construe the rewards and pay-offs inherent to the HOD position differently and as a result they may be drawn to the position for a variety of intrinsic and extrinsic reasons. Nevertheless, the reasons for becoming an HOD do not predict effectiveness. The following section of the literature overview attempts to explore what could be done to ensure that HODs are effective in their headship and leadership roles.

5.9 WHAT CAN BE DONE TO ENSURE THAT HODs ARE EFFECTIVE IN THEIR HEADSHIP AND LEADERSHIP ROLES?

Institutional leaders can make the position of HOD more attractive by helping HODs to maintain their research interest, training them for their leadership experience, reducing requests for administrative reports ('administrivial' requests) and by providing ample support (Gmelch, 1991).

In addition, the following balancing strategies could be considered (Gmelch and Burns, 1993; Gmelch and Miskin, 1993 and Wolverton et al., 1999 (a)):

- Restructure the position – consider appointing a research assistant who could assist in handling some of the research administration.
- Get rid off unnecessary administration – concentrate on high pay-off administrative duties.
- Reverse the hierarchy – be pro-active and timeously seek help from the dean. Also serve the faculty as the faculty serves the students.
- Protect scholarship interests – block time for own scholarly pursuits.
- Appoint a qualified office manager to the department
- Assign a research assistant to assistant the HOD to assist in keeping him/her current in his or her discipline.
- Restructure the HOD's position to make it a $\frac{1}{2}$ or $\frac{3}{4}$ time position. This will allow the HOD to develop academically and professionally.
- Get trained – managerial and leadership skills are needed to meet the challenges of an academic department.

However, there is a perceived resistance towards leadership development at universities. This resistance could be as a result of certain myths about leadership development at universities. In the book "Today's myths and tomorrow's realities" (Millard, 1991) myths are specified as beliefs, attitudes, or assumptions about the tertiary education sector that have evolved over time. These myths may contain some insights about the sector, but at the same time inhibit effective actions in meeting the current and emerging challenges that face the tertiary education sector. The following specific myths

about leadership development at universities are identified (Green and McDade, 1991):

- the return on investment in leadership development is not worth it
- leadership is an act, and therefore not teachable ("leaders are born, not made")
- anyone can be an administrator and therefore no additional skills are needed for administrative leadership
- hiring good people is sufficient
- if institutions invest in people, they lose them to better jobs
- it's too expensive
- there is no need for an overall institutional leadership development plan; leadership development programmes take place on an *ad hoc* basis.

Referring to leadership development at universities, two approaches are followed in the literature. None of the approaches focuses on the whole spectrum of leadership development as the one approach is considered to be the *descriptive approach/normal* approach (seeking to 'help' leaders) and the other approach seeks to explain, challenge or criticise problems and situations experienced by the leaders at universities – *the contra approach* (Prichard, 2000). The descriptive approach lacks critical discussion of the conditions and processes that gave rise to a specific leadership problem, whilst the contra approach fails to give answers to specific leadership problems. These approaches seem to steer away from the notion that leaders and followers construct appropriate leadership development processes.

Given the complexity and ambiguity inherent in the HOD role it is not evident how HODs should be developed for their constructed leadership roles.

5.10 SUMMARY

Given the changes universities and academic departments face and the impact these have on the leadership role of an HOD, this chapter emphasises the transition HODs face, the types of HODs at university, HOD's time

utilisation, stressors in the HOD leadership role, important and enjoyable aspects of an HOD's leadership roles, the impact of headship on academic activities, rewards and trade-offs, and the steps that could be taken to ensure that HODs are effective in their leadership roles.

It is evident from this literature overview that HODs are seldom well prepared for their headship roles and that a need exists amongst HODs to be better prepared for the HOD position. It is also clear from the literature overview that the transition to a leadership role is complex and ambiguous. As a result, HODs construct their roles rather uniquely and spend their time accordingly. The position seem to be filled with stressors, most notably being unprepared for the position, role uncertainty and administrative overload. Some HODs report a decline in research outputs while others report an increase in scholarly related activities. This may again indicate that HODs construct their leadership roles in unique and unusual ways. There are definite rewards for becoming an HOD, but much more need to be done to improve the effectiveness of HODs in their uniquely constructed leadership roles.

The following chapter deals with the research methodology that will be employed during the empirical phase of this project – investigating how HODs at university construct their leadership role.

CHAPTER 6: RESEARCH METHODOLOGY AND DESIGN

6.1 INTRODUCTION

The purpose of this research project is to understand how HODs at university construct their leadership roles. The nature of the research project is not to predict specific leadership behaviour and styles, but to explore and comprehend how HODs piece together their ideas about the phenomenon 'leadership' as part of their headship function.

The research methodology for this study is therefore based on the notions and ideas imbedded in constructivism and as a result this chapter focuses on an introduction to cognitive psychology, the main assumptions of cognitive psychology, the basic view of human nature from the Cognitive School of Psychology, the interpretation of some psychological concepts from a Cognitive School of Psychology perspective, the Personal Construct Theory and the Repertory Grid Technique.

The chapter also highlights the research process and methods that are employed during the empirical phase of this study.

6.2 AN OVERVIEW ON COGNITIVE PSYCHOLOGY, PERSONAL CONSTRUCT PSYCHOLOGY AND CONSTRUCTIVISM

Cognitive psychology as a sub-field of psychology was established in the early 1960s (Meyer, Moore and Viljoen, 1988). This field of psychology focuses on conscious processes in answering certain questions about human functioning. Cognitive psychology is concerned with questions about how knowledge is acquired, retained, used and represented in an effort to understand how humans construe their worlds (Bergh and Theron, 2003).

Since cognition accordingly refers to the process of knowing, how knowledge is acquired, retained, used and represented, it covers the full range of mental functions as depicted in figure 5.

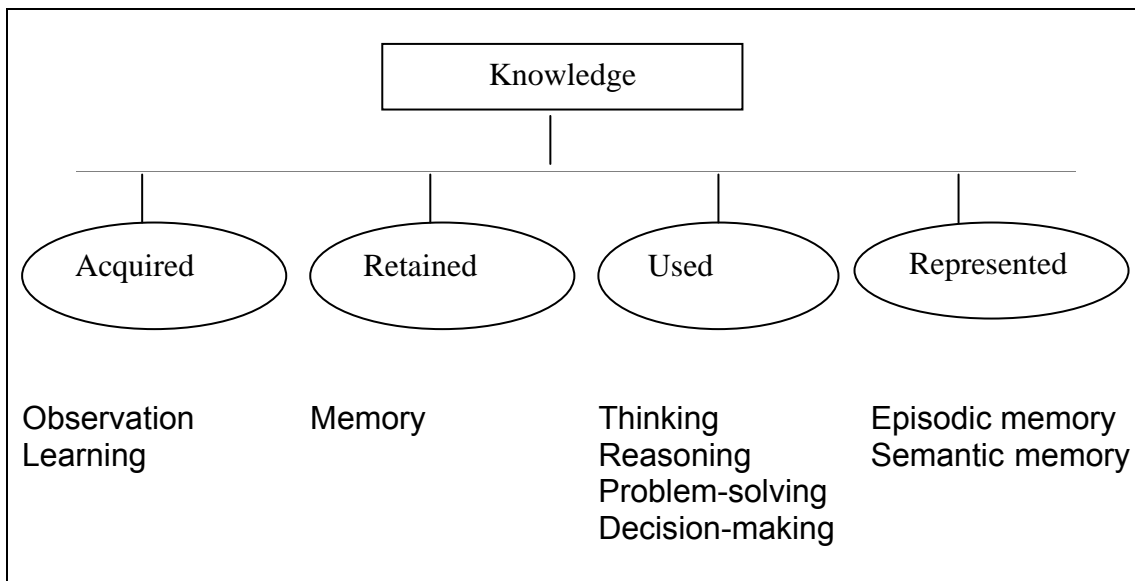


Figure 5 Processes of cognitive psychology (Bergh et al., 2000, p.418)

The *first* question about how knowledge is acquired involves two psychological processes, namely perception and learning (as illustrated in figure 5). The *second* question deals with how knowledge is retained and it therefore focuses on memory. The *third* question deals with how knowledge is used and processes such as thinking, reasoning, problem solving and decision-making are investigated. The *fourth* question is on how knowledge is represented internally. Two categories are identified: episodic memory (visual or auditory images) and semantic memory (abstract representation such as grammar and mathematics). In addition, Fransella and Thomas (1988) are of the opinion that in modern cognitive psychology all psychological phenomenon rest on symbolic representation in the mind, including not only perceiving, learning, thinking and remembering, but also desire and feelings as these are also connected to cognitions.

However, George Kelly, a psychologist and clinician considered as the founder of personal construct psychology, expressed the view that psychology as it was practised during the 1930s did not meet the objective of helping clients to understand themselves better. The problems Kelly identified with

other schools of thoughts at the time can be grouped under the headings the numbers game, observer bias and the role of the expert (Stewart and Stewart, 1990).

- The numbers game

Psychologists during the 1930s wanted psychology as a scientific field of interest to have the same respectability and methodology as the physical sciences. As a result, research endeavours were focussed on producing laws that could predict human behaviour. Research samples included hundreds of thousands of respondents and it was often the work of a lifetime to make any predictions about human behaviour. In addition, studies of masses of people did not assist a psychologist to make any predictions about a single client.

Kelly wished to make predictions about individual people so that the clinical problems of patients could be measured and re-measured in a therapeutic context. Kelly was of the opinion that what you cannot measure, you cannot control.

- Observer bias

Consciously or unconsciously humans resemble what they already know. Our backgrounds, experiences and history give us a set of expectations about the world we live in. As a result we recognise familiar things and twist and turn less familiar ones until they match what we already know. Psychologists refer to this phenomenon as observer bias.

Kelly wanted a technique that could assist clinicians to interview patients in detail and that could extract a lot of detail about the person in a way that would reduce observer bias to a minimum. Kelly called this the repertory grid technique, which will be discussed in detail under point 6.6 of this chapter.

- The role of the expert

Kelly was also concerned about the fact that patients became dependent on the psychologist or clinician to solve their problems. Kelly's view was that if

you want to learn what is wrong with someone ask them, and they will probably tell you. Kelly viewed people as intelligent and adult enough to know what their problems are and to take the responsibility for the solution. The role of the psychologist is to assist clients to confront problems they would prefer to avoid and to guide them to understand the problem at a deeper level.

Consequently, George Kelly developed a comprehensive meta-theory of cognition with the view to understand how people make sense of themselves and the world they live in. He presented his theory in: *The Psychology of Personal Constructs*. The primary focus of his theory is to develop an understanding of the way in which people interpret their life experiences (Ryle, 1975).

Constructivism however, is a theory within cognitive psychology that primarily focuses on knowledge and learning. It therefore covers most of the psychological processes (how knowledge is acquired, retained and used) that are depicted in figure 5. However, Hruby (2001) postulates that constructivism goes beyond the point of how the brain stores and retrieves information and has a stronger focus on how individuals make meaning of their experiences. Gergen (1999) furthermore defines constructivism as a view in which an individual mind constructs reality, but within a systematic relationship to the external world. It thus seems that constructivism is more involved with the process of learning than with what is learned (how the brain stores and retrieves information).

Constructivism stems from a long and respected tradition in cognitive psychology, especially in the writings of Dewey, Vygotski and Piaget. Constructivism explains both what 'knowing' is and how one 'comes to know'. Knowledge is regarded as temporary, developmental, non-objective, internally constructed and socially as well as culturally instituted (Fosnot, 1996). Regarding the nature of knowledge, constructivism assumes that knowledge is a hypothetical (i.e. precautionary) construction. It differs from the objectivist approach that considers knowledge as an internalised view of reality (Botella,

2007). Also, “the post-modern/constructivist era stresses the viability, as opposed to the validity of knowledge claims” (Raskin, 2002, p.2).

The subsequent section deals with the main assumptions of cognitive psychology and constructivism.

6.3 MAIN ASSUMPTIONS OF COGNITIVE PSYCHOLOGY AND CONSTRUCTIVISM

The focus of this part of the literature study is to explore the assumptions embedded in cognitive psychology. This section not only highlights assumptions of cognitive psychology but it also looks at what constructivism is and how it is related to cognitive psychology.

As an introduction it is necessary to consider the following broad assumptions to which cognitive theorists subscribe (Bergh et al., 2003):

- (1) To understand human behaviour, it is necessary to comprehend how information is processed.
- (2) Life consists of a continuous process of making decisions, of which most are made consciously, although some decisions are made outside of awareness.
- (3) Behaviour is intelligently guided as humans actively gather relevant information to make decisions. Information from the environment comes in through the senses and it is processed and coded for storage purposes in a systematic and hierarchical way for future use. Information is later decoded and united with other available information to guide action intelligently.
- (4) Human behaviour is intrinsically goal directed or self-regulated (future orientated). People monitor their progress in a desired direction, called self-regulation.
- (5) People organise information in their minds in an effort to make sense of the world they live in. 'Schemata' or cognitive structures describe how

people perceive, organise and interpret information about themselves, other people, events and objects.

With regards to constructivism there are slight, but unique differences between constructivism and constructionism. The following descriptions are presented (Hruby, 2001):

Constructivism is considered as a theory (or sets of theory) that focuses on how individuals structure knowledge, rather than receive it. Constructivism is the psychological description of knowledge that deals with knowledge formulation in the head of individuals. Individuals are continuously involved in constructing personal meaning and understanding from their life experiences.

Cognitive constructivism (associated with the work of Piaget and researchers in cognitive psychology) considers how individuals process and structure knowledge either metacognitively or unconsciously.

Social constructivism (associated with the work of Vygotsky and the Soviet activity theory) centres more on social surroundings (social support systems and frameworks) that influence knowledge processes and structures of individuals.

Constructionism deals with the sociological description of knowledge and the formation thereof outside the heads of participants in a social relationship and/or community.

Social constructionism focuses on knowledge processes outside the head of individuals in social interaction and it therefore aims to explore shared understandings, discourses and narratives.

The question may well be raised as to how personal construct psychology and constructivism are related? Mahoney, during 1988, was the first scientist to unambiguously link personal construct psychology and constructivism. The

International Journal of Personal Construct Psychology then also changed its title to the *Journal of Constructivist Psychology* during 1994 (Botella, 2007).

The focus of this research project consequently is to explore how HODs construct their leadership role from a constructivism perspective within the Cognitive Psychology School of Thought. Given the explanation of the difference between social and cognitive constructivism, the research will be conducted from a cognitive constructivism perspective, as the focus of the study is on how HODs process and structure knowledge meta-cognitively.

As cognitive constructivism is considered to form part of cognitive psychology, the next part of the literature overview will discuss how human nature is perceived from the viewpoint of the Cognitive School of Thought.

6.4 THE PERSON AS A SCIENTIST: A BASIC VIEW OF HUMAN NATURE FROM THE COGNITIVE SCHOOL OF PSYCHOLOGY

A central theme of Cognitive Psychology is that all men and women are **scientists** – each human being has their own personal ideas, philosophies and theories about the world. Like professional scientist, humans want to understand the world they live in. They therefore develop hypotheses, test them, revise them and develop theories to make sense of their experiences (Meyer et al., 1988). Humans are therefore considered as constructivists who take a lively and interpretative view of their worlds (Blowers and O'Connor, 1996).

The human as scientist interprets events, predicts a certain outcome and controls his/her environment by creating a conceptual system (construct system) from which events are classified, interpreted and predicted. Humans thus come to understand the world they live in by establishing a personally organised system of interpretations (or constructs) of experienced events (Beail, 1985). This system is personalised as humans make their own interpretations of their life experiences.

Each interpretation (construct) is a thought that includes a specific experience or event or set of experiences of which a person is aware. Constructs allow humans to distinguish between similarity and difference and it is therefore considered as a tool that humans can employ to discriminate between experiences (Beail, 1985). Human evolution is therefore the result of elaboration and differentiation of construct systems (Fransella and Thomas, 1988).

Humans, according to Kelly, apply constructs in a bipolar way so that experiences are affirmed and negated at the same time. Constructs are furthermore hypotheses or filters through which humans view the world (Bergh et al., 2000).

In summary, the Cognitive School of Psychology postulates that humans are scientists who are consciously predicting events in their environment. As a result, they are continuously improving their cognitive systems from which predictions are made.

The following section compares the interpretation of basic psychological concepts from a cognitive psychology perspective.

6.5 THE INTERPRETATION OF SOME PSYCHOLOGICAL CONCEPTS FROM THE COGNITIVE SCHOOL OF THOUGHT

The Cognitive School of Thought perspectives on the basic functioning of human beings is further explained in this section by comparing it with some of the views employed by other schools of thought in psychology (behaviourism and psychoanalysis). The cognitive psychology viewpoint on some primary psychological notions will also be explored in this section.

6.5.1 Cognition and the behaviourist/learning perspective

Traditional behaviourist/learning theories focus on stimulus-response (S-R) reactions. Cognitive theories reject the behaviourist's view that humans react

passively to stimuli, as cognitive theories also focus on the cognitive processing that takes place. Cognitive theorists therefore changed the S-R formula to the Stimulus-Processing-Response (S-P-R) formula (Bergh et al., 2000).

6.5.2 Cognition and psychoanalytical concepts

In contrast to psychoanalytical concepts, cognitive psychology focuses on the conscious (rationality). As such, the psychological concepts of ego, motivation, reinforcement and drive, the unconscious, and needs are not considered separately in cognitive psychology. Cognitive processes control these psychological concepts in cognitive psychology (Bergh et al., 2000).

Also inherent in Kelly's notion of choice is the rejection of a hedonistic view of human motivation. Human's choices are directed towards maximising the degree to which the world can be predicted and not towards exploiting his or her level of pleasure (Winter, 1992).

6.5.3 Cognitive Psychology's viewpoints on some primary psychological notions

Psychological concepts embedded in the Cognitive School such as self-construct, motivating factors, the unconscious and defence mechanisms will be explored next (Bergh et al., 2003):

6.5.3.1 *Self-construct*

Kelly is of the opinion that there is one personal construct found in practically every system: 'self versus others' (Bergh et al., 2000, p.421). When the concept of 'self' is superior to constructs that involve important interactions with 'others', the resulting sub-system is considered to be a core role.

Core roles are considered to be relevant to the sense of self (individual's belief about how others perceive their core constructs) and *peripheral constructs* are those that have less relevance to an individual's sense of self.

6.5.3.2 *Motivating factors*

Cognitive psychology postulates that humans interpret current events so that they can better predict future events. Verification and contradictions of one's predictions have more psychological meaning than rewards and punishments.

This view is in sharp contrast with Freud's views that instincts and wishes motivate behaviour.

6.5.3.3 *Unconscious*

Kelly's cognitive theory does not focus on the unconscious, but acknowledges that some unconscious constructs are, not without some effort, made conscious. The following three constructs meet these criteria (Bergh et al., 2003):

- Preverbal constructs

These constructs are difficult to identify as they are formed before a person can attach a verbal label to it.

- Submerged constructs

These constructs are the poles of personal constructs that are intolerable to individuals, and they are therefore less aware of these ideas.

- Suspended constructs

Suspended constructs are similar to the concept of repression (pleasant and unpleasant experiences), but the focus here is remembering what was structured and forgetting what was unstructured.

The Cognitive School's perspectives on the basic functioning of human beings indicate that there are different points of view with regards to self-construct, motivating factors, the unconscious and defence mechanisms in psychology. As the study focuses primarily on HODs' knowledge schemata with regard to their leadership role, the subsequent section explores knowledge from the perspective of cognitive psychology. The section therefore analyses the principles that underpin the Cognitive School of Thought ideas on knowledge.

6.6 COGNITIVE PSYCHOLOGY'S VIEWS ON KNOWLEDGE

To understand Kelly's Cognitive Theory it is necessary to explore the principles that underpin the nature and purpose of knowledge in his theory. The underlying philosophies of Kelly's knowledge theories are constructive alternativism, pragmatism and phenomenology (Meyer et al., 1988).

6.6.1 Constructive alternativism

The main point of the Personal Construct Theory is that a person perceives the world in terms of the meaning a person applies to it. In addition, Kelly is of the opinion that there is not one correct way of interpreting the world (Raskin, 2002). The world can be interpreted in many ways and in Kelly's terminology the world can be constructed in more than one manner. This view has the following implications:

- The basic motive of any human being is to understand and predict the world they live in. There is not such a concept as the correct prediction, as true knowledge does not exist.
- No human being is a victim of the way they interpret their world, as there are always alternatives available to reconstruct interpretations.

Kelly acknowledges the existence of an objective reality, but denies that humans know reality as it truly represents itself. Reality is what humans interpret and it consists of a number of constructs that are organised into a system. These constructs are linked, related and integrated into a complex hierarchical structure containing many sub-structures that are employed by humans as guidelines for living (Beail, 1985). Constructs, as a result, are used to predict and control the world we live in.

6.6.2 Pragmatism

Kelly's view is that the merit of a theory should be judged by the practical values it holds. This view has the following implications (Raskin, 2002):

- The basic motive of a human being is to predict and control his/her world. To achieve this objective, human beings are continuously busy developing a construct system that is effective and workable for specific situations.
- Human beings will change their construct systems if they do not work properly in specific situations.

6.6.3 Phenomenology

It is not so important to find out what the 'real' world consists of. It is far more important to discover how humans experience and see their worlds, as this is the reality of every individual.

The following section explores Kelly's theory of understanding human behaviour – the Personal Construct Theory.

6.7 PERSONAL CONSTRUCT PSYCHOLOGY (PCP) THEORY

The PCP theory focuses on the ways in which people construct experiences, whether in the role of theorist and scientist or as common people seeking to understand their daily lives. The theory regards the person as an inquisitive living being that survives, grows, and develops by constructing personal experiences into individually unique systems of personal understanding. They amend these personal meaning making systems in the light of continuing experience (Banister, Burman, Parker, Taylor and Tindall, 2002).

However, PCT is not well established in psychology, as it is being regarded as a minor personality theory. Many would argue that this is because its status as an epistemology – as a theory of knowledge and how knowledge is created – has been misunderstood, or simply not appreciated by mainstream psychologists whose thinking is dominated by the assumption that knowledge is developed by a process of discovery (an uncovering of 'truths'). In contrast, PCT postulates that knowledge development involves a process of invention consistent with experience. As a result, personal construct psychology is also referred to as personal constructivism (Raskin, 2002).

In addition to considering knowledge development as a process of personal constructivism, Kelly's central question was about how people consciously or unconsciously construe their worlds. His findings, published during 1955 in a two-volume work, *Psychology of Personal Constructs*, are presented in an unusual manner as they are precise and detailed to the extent that they can be compared with an engineer's drawing. It starts with a fundamental postulate that is further elaborated by eleven corollaries (inferences following directly from a proposition already proved).

Another interesting fact is that the theory has no extensive bibliography, but seems to support the basic philosophies generated by physics. This could be as a result of Kelly's tertiary education, as he did a degree in physics and mathematics at the time when Einstein was revolutionising those disciplines (Fransella and Thomas, 1988).

There seems to be divergent views on whether the Personal Construct Theory is an approach or a theory. Since Kelly himself was undecided, he used three dissimilar terms when referring to his contribution. In his introduction to the Personal Construct Theory, he refers to it not as a theory but as being a theory and a meta-theory. Fransella and Thomas (1988) postulate that the Personal Construct Theory is an approach as well as a theory. It provides a systematic model of man as an active construer of his universe, and also is a research and clinical tool (the Repertory Grid Technique) that is used to explore how individuals interpret their worlds (Blowers and O'Connor, 1996).

This next section will focus on the fundamental contentions of the Personal Construct Theory, types of constructs, characteristics of constructs, and the creation of constructs.

6.7.1 The fundamental claim of the Personal Construct Theory

The fundamental postulate imbedded in the Personal Construct Theory is based on the idea that a person's processes are psychologically channelled by ways in which he or she anticipates events (Blowers and O'Connor, 1996).

Humans are **scientists** who develop, test, modify or discard hypotheses and in doing so establish a network of personal constructs or templates of reality that is employed to predict and control their life experiences. Constructs are continuously tested against reality and retained, modified or rejected. The validity of a personal construct is tested in terms of its predictive efficiency (Bergh et al., 2000; Beail, 1985; Meyer et al., 1988; Ryle, 1975; and Stewart and Stewart, 1990).

A person's network of hypotheses thus reflects his/her experiences of the world and it also influences and conditions his/her life experiences. A person's expectation of the world forms what he or she experiences in it (Stewart and Stewart, 1990). People, as active interpreters of their worlds, are therefore inherent to the Personal Construct Theory (Fransella and Thomas, 1988).

Construing takes place in a specific sequence: first, a flow of events takes place that it is noted and deciphered, then a blueprint or duplication is noted and finally, a structure is awarded and events experienced are given meaning (Blowers and O' Connor, 1996).

Therefore, constructs seem to be like a pair of spectacles through which you get information and that also conditions what you see and how you see it. This phenomenon leads to the formation of different types of constructs.

6.7.2 Types of constructs

A construct "is a way in which two or more things are alike and thereby different from a third or more things" (Fransella, Bell and Bannister, 2004, p.7). Constructs therefore can assist with understanding what people expect from others, events and the world they live in. Kelly also projected that a number of constructs exist, namely a pre-emptive construct, a constellation construct and a prepositional construct (Bergh et al., 2000; Fransella and Bannister, 1977).

- A *pre-emptive construct* excludes its elements to belong to any other construct, for example, ethnic labelling, or if this is a lie it is nothing but a lie.
- A *constellation construct* establishes ways in which other constructs relate to its elements, for example stereotyped thinking, or if this is a lie, it is also unfair and punishable.
- A *prepositional construct* leaves its elements open to alternative interpretations, for example lateral and flexible thinking or this may be considered, as if it were, among other things, a lie.

Although certain types of constructs have been established, it will also be necessary to identify characteristics that are shared by constructs and that are unique to constructs.

6.7.3 Characteristics of constructs

To understand the functioning of constructs it is useful to discuss the characteristics of constructs. Constructs have certain features in common, but also differ in certain ways (Meyer et al., 1988).

6.7.3.1 Characteristics that are shared by all constructs

All constructs are basically bipolar in nature (e.g. clever-stupid, attractive-ugly, male-female and so forth) to make it easier to interpret and understand events. Kelly argues that humans cannot affirm something without simultaneously denying something (Fransella et al., 2004).

The bipolar nature of personal constructs is similar to that of hypotheses, just as the null hypothesis is directly opposite the scientific hypotheses.

6.7.3.2 Differences between constructs

Individuals have many different constructs in their construct systems. It is therefore necessary to analyse how these constructs differ from one another (Meyer et al., 1988).

- Verbal or non-verbal

Verbal constructs describe actions by using words (for example motivate others), whilst non-verbal constructs describe non-verbal manners (for example inspirational tone of voice).

- Significant or incidental

Significant constructs are more wide-ranging (for example good leaders or bad leaders), whilst incidental constructs are narrower in nature (for example autocratic leaders or a democratic leaders).

- Central or peripheral

This construct plays an important role in an individual's construct system, as it relates to a number of other constructs in the person's construct system. It is therefore called a central or core-construct (for example things I will do as a leader versus things I will never do as a leader).

A peripheral construct (for example an autocratic versus a democratic leader) does not relate to as many constructs in a construct system as a core construct (for example effective leaders versus ineffective leaders). As a result it is more difficult to change a core construct, as it will affect many other sub-constructs in the construct system.

- Superordinate or subordinate

A superordinate construct includes other constructs as elements, known as subordinate constructs. A staff member can, for example, be classified as academic or non-academic (superordinate constructs). This classification can lead to a number of subordinate constructs such as intelligent versus stupid, important versus less important, pro-active versus re-active, broad-minded versus narrow-minded.

The superordinate construct therefore has a direct impact on how subordinate constructs are interpreted.

- Permeable or impermeable

A permeable construct has changeable boundaries (it does allow new elements to cross its boundaries), whilst impermeable constructs have fixed boundaries (new experiences does not change the constellation of the construct system).

- Tight or loose

Bergh et al., (2000) are of the opinion that some constructs are tight (clear and unambiguous predictions); whilst others are loose (varying predictions).

It is important to understand how constructs are created and this will be explored in the subsequent section of the literature overview.

6.7.4 The creation of constructs

Humans form impressions about people, objects and events by retaining certain relevant dimensions of these – referred to as *constructs*. Constructs represent a dependable way for individuals to make sense of some aspect of reality in terms of similarities and differences between people, objects and events. Constructs give order and structure to humans' perceptions that assist individuals to act in a focused way (Blowers and O'Connor, 1996).

It is important to note that all constructs are bi-polar in nature. The *emergent pole* indicates how two elements are similar in nature, while the *implicit pole* indicates how a third element differs from the other two elements in a triad.

The creation of a formal personal construct system is based on the assumptions inherit in the following eleven corollaries (Bergh et al., 2000; Blowers and O'Connor, 1996):

(1) Construction corollary

The construction corollary highlights resemblances in repeated events. To predict the future, humans construe previous experiences in their lives and pinpoint similarities and differences between them. On the basis of these

similarities and differences between experiences, humans are able to make predictions about future events in their lives. Humans therefore anticipate events by interpreting a duplication of a similar event in future.

(2) Individuality corollary

Individuals interpret events differently as they perceive and experience situations differently.

(3) Organisation corollary

Relationships between constructs exist and constructs are organised in a hierarchical structure. Constructs are placed on various levels in this hierarchy and some constructs are considered more important and influential (superordinate constructs) than others (subordinate constructs). This hierarchical structure is not fixed and it can change according to its predictive efficiency.

People not only differ in terms of the number of constructs they have in their systems, but also in the way these constructs are organised in a specific hierarchical system.

(4) Dichotomy corollary

All constructs are bipolar or dichotomous (for example bad/good, clever/stupid) in nature and these opposite poles differ from one individual to the next. The opposite poles of a construct provide predictive value. A person's construct system comprise of a limited number of dichotomous constructs.

Kelly is of the opinion that there should be at least three elements to form a construct. Two of the elements should be considered as similar to each other (the emergent or similarity pole of the construction dimension), whilst a third element should be perceived as being different form the two similar elements (the implicit or contrast pole of the construct dimension).

To understand an individual, his or her system of constructs needs to be discovered by comparing similar and dissimilar elements in a triad.

(5) Choice corollary

The choice corollary indicates that individuals have the freedom to choose their personal constructs from which they want to predict future events. Individuals choose the bi-polar alternatives in any given construct from which they anticipate events in the future.

There are two ways in which individuals can choose to do so. Individuals can either narrow their construct systems for the sake of safety, or broaden their construct systems by being more adventurous. The narrowing of construct systems has higher predictive efficiency, whilst the broadening of construct systems has lower predictive efficiency.

(6) Range corollary

To understand an individual it is necessary to know what is included and excluded in the range of convenience of a specific construct. The range of convenience is a finite range that includes all the events to which the construct is applicable.

(7) Experience corollary

New experiences can change a personal construct system. In an ever-changing world realities are frequently revised in an effort to cope with continuous change. A person's construct system alters as he or she repeatedly interprets the duplication of actions.

(8) Modulation corollary

The modulation corollary refers to the adaptation of constructs in the light of new experiences. A permeable construct is open to new construing, while an impermeable construct remains closed to a different interpretation of events.

(9) Fragmentation corollary

The fragmentation corollary refers to the rivalry between constructs. The same individual can employ contradictory subsystems of constructs at different times. This may be created when an individual's impermeable constructs are undergoing change. As a result a person may use a variety of construct systems that are contrary to one another.

(10) Commonality corollary

This refers to how culture is formed, for example people have similar predictions that certain events will follow or unfold. The ability to share and communicate with others is based on the fact that they share similar personal constructs. It can thus be expected that individuals who employ the same construct systems may have similar psychological processes.

(11) Sociality corollary

This corollary explains interpersonal relationships as it involves mutual understanding of another person's view on life.

Thus far in the chapter the focus has been on the cognitive psychology, personal construct psychology (PCP) and a number of psychological concepts. The question therefore arises whether PCP is applied in organisations.

6.7.5 Application of the Personal Construct Theory and the Repertory Grid Technique in organisations

Kelly's Personal Construct Theory and the use of the Repertory Grid Technique are widely applied in organisations (counselling, needs analysis, quality control, person specifications, market research, role analysis, competency profiling, team building and so forth). Stewart and Stewart (1990) highlight the following important aspects of the Personal Construct Theory when it is applied in business:

- Perceptions influence expectations and expectations influence perceptions.
- The medium through which this is channelled is considered to be construct systems.
- Construct systems change over time as new information is incorporated.
- Construct systems are unique to every individual.
- The more similar the construct systems of people are, the more likely it is they will understand one another without effort.
- The more two people can mimic one another's construct systems, the greater are the changes that they will understand each other better.

Thus far the main focus in this chapter has been on knowledge formation, the principles and philosophies to which cognitive psychology and the Personal Construct Theory subscribe to. This is done with the view of understanding how HODs at university form ideas and create knowledge about their leadership role from a constructivist perspective.

The subsequent sections of the chapter focus to a large extent on the research project by firstly focussing on the research instrument, the repertory grid technique.

6.8 RESEARCH INSTRUMENT

The following section of the literature overview discusses how constructs are verified or revealed in a scientific way by focusing on the Repertory Grid Technique. The subsequent sections therefore give an overview of the Repertory Grid Technique by concentrating on how constructs are elicited, elements chosen and grids completed and analysed.

6.8.1 Overview of the Repertory Grid Technique

George Kelly's research designs are an integral part of his Personal Construct Psychology Theory (Raskin, 2002). Therefore, Kelly invented the Role

Construct Repertory Test (Rep Test) from which the Repertory Grid Technique originates. The Repertory Grid Technique is a method and not a test. It is rather a structured interview that elicits personal construct systems from people (Winter, 1992). The Repertory Grid Technique is, as a result, the methodological component of the Personal Construct Theory.

In addition, Kelly devised a grid as a method for analysing personal construct systems. The grid facilitates the process of eliciting constructs and examining the relationships between them within a specific domain. A single grid, however, cannot elicit the entire personal construct system of an individual.

The Repertory Grid Technique can therefore be considered as a form of interview with a skeletal structure that brings forth responses that are plotted on a grid. The technique has three main components (Beail, 1985):

- 'elements' define the area of what is to be explored
- 'constructs' are the ways that a person clusters and distinguishes between the elements
- 'linking mechanisms' that indicate how each element is judged on each construct.

The purpose of repertory grids is therefore to indicate how a system of personal constructs is evolving, as well as its limitations and its possibilities in a specific domain of life. "It is a way of standing in the shoes of others, to see the world from their point of view, to understand their situations, their concerns" (p. 2).

Repertory grids have a flexible methodology and all grids are designed so that statistical tests can be applied to a set of comparisons each individual makes. Although the Repertory Grid Technique has a flexible methodology, the administration thereof proceeds in five stages (Beail, 1985):

- Stage 1: Eliciting the elements
- Stage 2: Eliciting constructs

- Stage 3: Completing the grid
- Stage 4: Analysis
- Stage 5: Interpretation

Stewart and Stewart (1990) propose a similar approach in administering a repertory grid, but add an important stage, namely the preparation stage to the administration process.

- The first step is to decide on the *purpose* of administering the repertory grid. Questions such as why, for whom and with what expected action should firstly be answered.
- The second step is to decide on the *mode* (interviewer-guided, interactive, interviewee-guided or shared amongst a group).
- The final step in the preparation phase is to decide on how the information will be *analysed* (computer aided, manually, content driven or structure driven).

The administration phases of a repertory grid will be discussed in more detail in the subsequent sections of this literature review.

6.8.2 Choosing elements

Elements help to define the nature of the interview and therefore have to be aligned with the purpose of the research project. Elements are chosen to represent the domain in which the construing is to be investigated. The domain can be relationships with significant people, radio programmes, occupations, holiday destinations and so forth. The elements therefore define the focus of the grid (Beail, 1985; Stewart and Stewart, 1990). Elements should also be chosen with a specific purpose in mind, otherwise there could be statistical noise (Winter, 1992).

6.8.2.1 Principles and rules for selecting and choosing elements

The following principles and rules are proposed in choosing elements (Stewart and Stewart, 1990):

(1) Introductory principles

- The more specific and precise the better.
- A rough coverage of the domain is acceptable. It is not necessary to strive for evenly distributed elements in a specific domain; it is more important to adequately cover the domain.
- Borders between elements indicate that both the elements separated by the border in a specific domain should be included.

(2) Elements should be discrete

Elements most often used are specific people, objects, events and activities (nouns and verbs). Abstract nouns ('a leader's thinking style') and loose descriptions (such as 'thinking or negotiating') should be avoided.

(3) Elements should be homogeneous

People should not be mixed with things or things with activities. Nouns and verbs should not be mixed either.

(4) Elements should not be sub-sets of other elements

Comparing elements will become difficult if a sub-set of an element is contrasted with a specific element in the same domain (writing reports versus writing reports for the dean). The reason for this rule is that the smaller element will contain features similar to the larger element.

(5) Elements should not be evaluative

Element descriptions should not include evaluative statements such as 'successfully motivating staff', 'powerfully leading the team' and so forth. Evaluative statements will make it difficult to conduct the interview, as implicit evaluations are by nature ambiguous.

Clichés and textbook terminology should not be chosen as elements, as they typically do not have much personal relevance to the interview. Winter (1992) is furthermore of the opinion that elements chosen without a clear research purpose in mind will simply produce statistical noise.

6.8.2.2 *Strategies for eliciting elements*

Elements can be generated in three ways (Stewart and Stewart, 1990). The investigator can *supply* the elements (examples are role descriptions, situational descriptions and different occupations and so forth). The *interviewee is requested to provide elements* in a specific domain or *the interviewer prepares a list* of questions relating to the domain of investigating that will prompt the interviewee to list the elements.

These strategies should be carefully considered as they have certain advantages and disadvantages. Elements that are provided by the interviewer may be unfamiliar to the interviewee and could lead to a lack of ownership by the interviewee. Elements that are provided by the interviewee could lead to certain biases, as the interviewee may have specific likes and dislikes that could be regarded as socially unacceptable responses by the interviewer. Fears of being rejected, evaluated, criticised and labelled by the interviewer may cause the interviewee to provide elements that are socially acceptable responses.

The third strategy involves carefully prepared questions that will elicit elements during the interview. Stewart and Stewart (1990) suggest that element-eliciting questions will often be used in pairs, for example:

- one you like and one you do not like
- a frequently used one and an infrequently used one
- a successful one and an unsuccessful one
- a happy one and sad one
- one you can plan for and an unexpected one
- a new one and an old one
- a demanding one and an easy one.

A mixed strategy could also be considered to ensure 'interviewer-bias-free interviewing procedures' (Stewart and Stewart, 1990, p.35). The structure to follow is to start by eliciting free responses, to then move on to free responses

and finally to provide certain elements to the interviewee. It is also advisable to start with nouns, as these are more precise and concrete than verbs.

Also of importance is that the focus and domain of the research project are determined by the *elements* (the subject matter) in the repertory grid, while the *constructs* in a repertory grid are personal reflections of how the interviewee sees the world.

6.8.3 Construct elicitation

The process of getting constructs from elements is called construct elicitation. This is achieved by asking the interviewee to put two elements together and to separate them with a third element. It is, however, important to mention that a construct is not the same as a verbal label. A construct is used to *discriminate* between elements (Fransella and Bannister, 1977).

Kelly's view is that constructs are formed as humans primarily notice similarities and differences between experiences and objects. A bipolar construct is interpreted as one that is employed to predict future experiences. A minimum of three elements are needed so that two experiences can be grouped as being similar and the third as being different.

To illustrate this phenomenon an example of a person who has never seen objects such as those depicted in Figure 6, will be used (based on Meyer et al., 1990). Kelly postulates that a person who is presented with objects A and B will not be in a position to form a construct, unless object C is also presented. At the point where a third element is provided, the person will construe two of the objects as being similar (A and C have straight lines), and one as being different (B has curved lines). Objects A and C, in this example, form the *similarity* pole, while B forms the *contrasting* pole.

It is therefore possible, for example, in Figure 6 to distinguish the oval-shaped object from the triangular shaped objects because straight lines are

contrasted with curved lines. Straight lines only get meaning when they are compared with something that is opposite, namely curved lines.

On a similar note, a person can construe a bi-polar construct such as 'big and small' when all the elements in Figure 6 are presented to him/her. Elements B and C on their own will not elicit the construct 'big and small'.

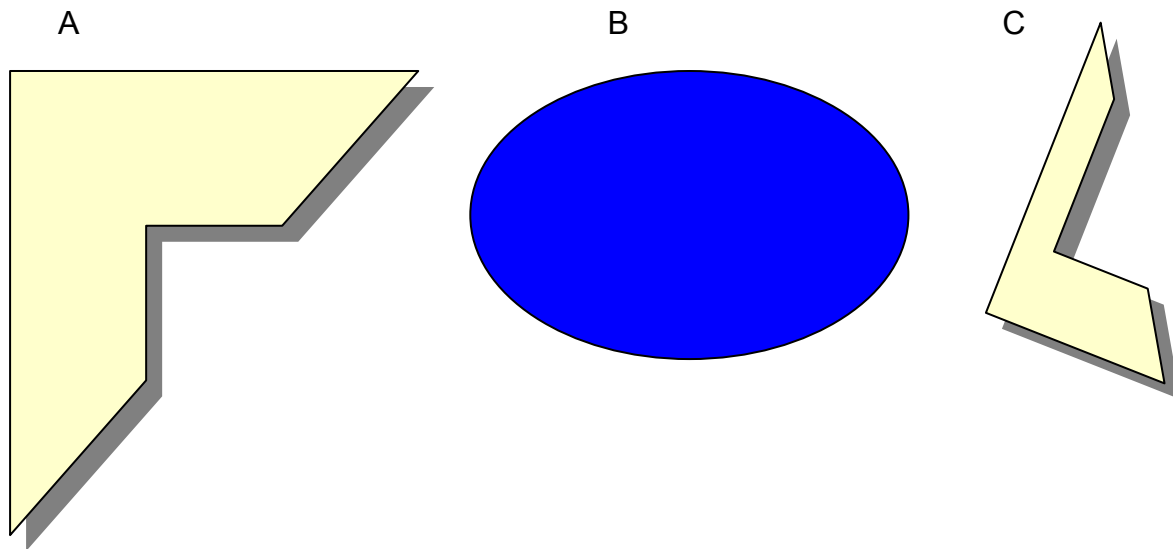


Figure 6 Objects that explain the development of constructs (see text in 6.6.3).

Kelly is also of the opinion that it is often the opposite pole of a personal construct system that gives *clear* meaning to a specific construct. Humans make sense of the world by simultaneously noticing likeness and differences (Fransella et al., 2004).

6.8.4 Completing a grid

The repertory grid is a method that makes it possible to analyse relationships between constructs and elements. A repertory grid has a list of elements along the top and constructs down the side.

The next step in this method is to organise the elements in terms of the constructs. The following methods exist (Beail, 1985; Winter, 1992):

(1) Dichotomising

The interviewee is requested to identify which element has a specific characteristic by placing a tick in the appropriate space. See, for example, the diagram below:

	Chair	Dean	Faculty Admin	Faculty Executive	Academic Members Of Staff	Students	
Supportive (√)	√	√	X	√	X	X	Unsupportive (X)
Competent (√)	√	X	√	√	√	√	Incompetent (X)

Figure 7 Example of a completed repertory grid, using dichotomising as a method

Kelly is of the opinion that people would distribute their views equally between the two poles of a construct. This does not always seem to be the case, as the distribution could be lop-sided or skewed. Kelly proposes that these skewed or lob-sided constructs should be excluded from the analysis.

Another difficulty with this method is that it does not allow for grey areas (you are either supportive or unsupportive), whilst it is possible to be anywhere along a construct dimension.

As a variation the split-half method can also be employed. The subject is instructed to split the elements in half between the end poles of a construct. This may, however, constrain the subject and it could be considered as being too forceful.

(2) Rank ordering

Rank ordering was introduced to remove the problem of skewed distributions. Rank ordering entails placing the elements in order between two construct

poles (positioning elements from the highest to the lowest between two construct ends).

	Chair	Dean	Faculty Admin	Faculty Executive	Academic Members Of Staff	Students	
Supportive (6)	6	3	2	4	1	5	Unsupportive (1)

Figure 8 Example of a completed repertory grid, using rank ordering as a method

This method allows for more discrimination, but it could also force the subject to make choices between elements that do not really exist. Subjects tend to give more consideration to one pole of the construct and the method becomes increasingly difficult as the number of elements increase.

(3) Rating scales

This is a popular method of completing grids as each element is rated on a scale defined by the two construct poles. The scales are usually five or seven-point scales. The higher rating is typically indicated on the left-hand pole of a construct and elements can have the same ratings on a specific scale.

	Chair	Dean	Faculty Admin	Faculty Executive	Academic Members Of Staff	Students	
Supportive (5)	5	5	2	4	3	1	Unsupportive (1)

Figure 9 Example of a completed repertory grid, using rating scales as a method

The advantages of this method are that it allows the subject more freedom when classifying constructs and it does not force the subject to make distinctions between constructs that do not exist.

(4) Implications grids

These grids do not include elements such as those described in the other methods. This method examines the meaning each construct has for the subject in terms of the other constructs. Constructs are indicated on the top and down the side of the repertory grid.

This furthermore involves asking as subject, "if a person is x, will they also be y?" A three-point scale is used where 1 means 'very unlikely', 2 'may or may be not' and 3 'very likely'.

	Honest	Fair	Loyal	Competent	Intelligent	
Supportive	2	2	3	3	1	Unsupportive

Figure 10 Example of completed repertory grid, using an implication grid as a method

This method can become rather cumbersome and needs to be used with care.

(5) Computer elicitation of repertory grids

A number of computer programs exist that could be employed to elicit elements and constructs for example PEGASUS, BELLEROPHON (Beail, 1985). WEBGRID and SPSS are programs that are also mentioned (Jankowicz, 2004). The computer programs available seem endless and the website <http://www.pcp-net.de/info/index.htm> lists most available programs (Fransella et al., 2004).

6.8.5 Analysis of grid data

The end result of a Repertory Grid Technique procedure may be a matrix of ticks, crosses and numbers, but the primary purpose of a repertory grid is to develop an understanding of the way in which people interpret their life experiences (Beail, 1985). In analysing the information presented in a

Repertory Grid, it is important to do this within the framework of Personal Construct Theory (PCT). Key points to consider are:

- each individual has his/her ideas, philosophies and theories about the world
- based on our life experiences, like professional scientists, hypotheses are formed, tested out, revised and developed
- the channel through which this takes place is called a personal construct system. Personal theories are formed from which people interpret their life experiences and these theories become guidelines for living
- construct systems are unique to individuals and these develop the whole time with the view to predict and control the world of individuals
- constructs are not a chaotic clutter, they are organised into a system
- constructs are linked, connected and incorporated into a multifaceted hierarchical system that contains a number of sub-systems.

A variety of methods of analysis (Jankowicz, 2004), may therefore be relevant and *content analysis* (a descriptive analysis), as well as *structure analysis* (analysing relationships within a grid) are explored in the subsequent sections of the literature study

6.8.5.1 *Descriptive analysis of a repertory grid*

The purpose of grids is to inform us about personal construct systems, how they evolve, their limitations and possibilities. Descriptive analysis chiefly focuses on what and how the interviewee thinks (Jankowicz, 2004) and a number of analyses can be utilised to ascertain this.

(a) Process analysis

The focus of analysis is taking account of what took place during the interview. Reflection should be done on how the respondent reacted to the topic, elements, constructs and the ratings during the interview. Emotional

responses, comments, resistance, eagerness and so forth should be considered.

(b) Eyeball analysis

This technique focuses on the reading of the grid as a whole without focussing too much on the detail presented in the grid. Aspects considered include what the interviewee thinks, how he/she presents the topic, how the elements are rated (mainly mid-point, high or low scores) and whether any elements have been omitted. The eyeball analysis thus focuses in general terms on the constructs the interviewee has formed on the topic.

(c) Construct characterisation

At a glance, a completed repertory grid may provide the following information on the characteristics of constructs:

- the *permeability* of a construct may be indicated by its repetition with different elements.
- *ambivalence* may be indicated by two or more constructs sharing the same contrast pole (Winter, 1992).

Jankowicz (2004) suggests that constructs can furthermore be characterised by analysing whether constructs are core or peripheral, propositional or constellatory and propositional or pre-emptive.

- Core or peripheral

Core constructs inform the person and the researcher on matters that are really important to an individual. Core constructs are central to an individual and it therefore indicates what a person values in his/her life – it could be considered as being essential to the interviewee personally.

Peripheral constructs summarise the feelings, understandings and knowledge an individual has about a specific topic.

- Propositional or constellatory

Propositional constructs are often peripheral constructs that provide simple and superficial descriptions of elements (for example male/female, tall/short).

Constellatory constructs are often easier to offer and these may indicate how an element positions itself in relation to other constructs in the grid. A construct such as 'residential university' has a number of ideas attached to it (e.g. attending lectures, having access to hostels, a rich student life and so forth). 'Distance education' is fairly constellatory for most students as it is associated with self-study, studying from home, and not being much involved in student life. As a result, constellatory constructs are often associated with stereotyped thinking (Jankowicz, 2004).

A grid that contains a number of propositional or constellatory constructs may indicate that the interview was too superficial and that the interviewee was not encouraged to express meaningful and distinctive constructs.

- Propositional or pre-emptive

Propositional constructs have a narrow range of convenience and it is difficult to indicate how these relate to other constructs in the grid.

Pre-emptive constructs typically do not have relationships with other constructs as these types of constructs exclude the possibility of other constructs. An interviewee can consider a person a being autocratic and nothing but autocratic. As a result, the ratings of other constructs that may follow are determined by the fixed view a person has on a specific construct. The presence of certain constructs may also prevent other constructs from being presented.

(d) Distribution statistics

Measures of central tendency (mean or median) and the standard deviation can be used to provide information about the range of convenience (Fransella et al., 2004) between the poles of identified constructs in a grid.

Thus far the literature highlighted the *content analysis* (a descriptive analysis) of a grid. *Structure analysis* (analysing relationships within a grid) is explored in the next section of the literature study.

6.8.5.2 Analysing relationships within a grid

More systematic techniques are available to analyse relationships or the structure of a grid (simple relationships between elements and constructs, cluster analysis and principal component analysis).

(a) Simple relationships between elements

The difference in ratings between elements per constructs is calculated for the entire grid. The sums of difference between all pairs of elements are calculated to establish which elements are construed more in the same way (smallest sum of difference), and which elements are construed as most unrelated (largest sum of difference). These similarities and differences between elements are often expressed in a percentage similarity score to understand 'what' the interviewee is saying about the different elements.

(b) Simple relationships between constructs

In the analysis of a grid it is also necessary to consider 'how' the interviewee talks about the elements. This could be achieved by analysing the relationship between constructs. The difference in ratings per element across all pairs of constructs is calculated for the entire grid. The sums of difference between all pairs of constructs are calculated to establish which constructs are construed more or less in the in the same way (smallest sum of difference), and which constructs are construed as being most unrelated (largest sum of difference).

Correlation coefficients can also be used to provide an index for association between constructs (Fransella et al., 2004).

(c) Cluster analysis

Cluster analysis could be calculated by hand or by using software programs. Cluster analysis highlights all the relationships between elements and

constructs in a grid at a glance. Percentage similarity scores for adjacent elements and constructs are provided in the form of a dendrogram or a tree structure. Clusters or dendograms may indicate shared meaning between constructs and/or elements.

(d) Principal component analysis

Principal component analysis focuses on the distinct patterns of variability in a grid – ways in which the values of the ratings vary. Correlations between each row and each other row are calculated to establish distinct patterns. An iterative process is followed whereby patterns that account for the largest amount of variability are systematically recognised and identified. These patterns of variability are called components and these are typically reported in a variance table. It is advisable to analyse the components that account for 80% of the variance (Jankowicz, 2004).

Graphs are used to depict how elements and rows are arranged in relation to the principal components and as a result patterns of similarity can be identified. These patterns of similarity can be employed to indicate shared meanings amongst constructs.

The research instrument that is employed during the research project, as well as the analysis thereof, has been discussed so far. The following section of the chapter deals with the research process itself.

6.9 RESEARCH PROCESS

6.9.1 Study population and participants

A South African university was formally requested to participate in the research process. Permission and ethical clearance were granted to undertake the research, provided the following principles were adhered to:

- The identity of the university, together with those of heads of department that participate in the research project and their academic disciplines must not be revealed.

- The researcher must approach all the deans in writing and request them to ask for volunteers in their faculty.
- Participants must formally indicate that they are prepared to participate in the research, by signing a letter of informed consent.
- Participation must be voluntary and respondents have the right to withdraw from the research project at any time.
- The research report must be made available to the institution and the respondents on request.
- The research data must be stored electronically for fifteen years.

6.9.2 Sampling technique

A non-probability, purposive sample was selected from HODs at a South African university using selection criteria to ensure representation of type of academic department (for example size of department and faculty). This ensured that diversity was included and that key constituencies that were of relevance to the subject matter were included as far as possible (Ritchie and Lewis, 2003). HODs were in addition selected on the basis of availability (convenience sampling) and HODs who made themselves available during October and November 2007 were included in the sample. Sampling was terminated when the information obtained from the individual interviews reached a saturation point.

Given the intensity of the research method (individual interviewing), it was foreseen that not more than twenty HODs would be interviewed.

6.9.3 Data collection, analysis and interpretation

A selection of HODs was interviewed and the data was collected, analysed and interpreted by applying the Repgrid IV-technology. Background information on the instrument includes:

- The Centre for Person-Computer Studies (CPCS) was established in 1968 in the UK to ensure the comprehension and application of Personal

Construct Psychology. It relocated to Canada in 1982 and it still makes constructivist psychological tools and techniques widely available to researchers, scholars, organisations and individuals.

- The University of Calgary has been making the repertory grid techniques and tools (construct elicitation and -analysis) available for the last decade by means of an interactive web service – *Webgrid* (<http://tiger.cpsc.ucalgary.ca>). A number of applications are available on *Webgrid*:
 - Personal Version (for personal use)
 - RepGrid (for research purposes)
- The RepGrid tool is the most recent instrument on *Webgrid*, allowing for conversational interactions with personal computers on a variety of research topics. RepGrid is consequently widely used in research studies in education, psychology and management studies. This server has been used by thousands of people world-wide and numerous graduate theses, research projects and personal studies have been completed as a result of the support provided by *Webgrid*. Jankowicz (2004, p.95) is of the opinion that *Rep IV* is a “remarkable achievement” as it is easily accessible across the globe, saves research data securely on a server and is cost-effective.

The *Research* version of *Rep IV* is employed in the research project. : The reason for this decision is that the *Rep IV* is a; “powerful open architecture tool for defining, developing, editing and applying” research information that is based on George Kelly’s Personal Construct Psychology theory. It provides conversational tools for constructing and analysing grids (<http://repgrid.com/RepIV/ReIVManual/m.1.html>).

In addition, a principal component analysis (a structural map representing a construct system) can be performed on the *Rep IV* system. Principal Component Analysis (PCA) is a mathematical procedure that translates a number of variables (elements and constructs) into a lesser number of

hypothetical uncorrelated variables (components), which explain the maximum possible variance in the data. The first hypothetical variable (component) is derived on the basis of it accounting for the maximum variance in the data set. The criteria for extracting the second component are that it accounts for maximum variance in the data and it is uncorrelated to the first component. This iterative process is complete when all the variance in the data is accounted for.

The first two components are plotted on orthogonal (at 90°) axes, and constructs and elements are plotted on these axes by using their component loadings as co-ordinates. This provides a two-dimensional plot that displays relations between constructs and elements. The remaining identified components (3 and 4, 5 and 6 and so forth) are plotted in diagrams in the same way as described for components 1 and 2 (Beail, 1985).

Furthermore, the following statistics and data are available per respondent on the Repgrid IV (Rep IV: Manual):

- descriptive statistics (ratings, average, mean and standard deviation)
- correlations (correlation coefficients)
- matches (these scores are based on the sum of the absolute differences between the rating values, expressed as a percentage of the maximum score possible and subtracted from 100%. The construct matrix also include diagonal and below matches. Matches are calculated with absolute and reversed constructs. Matches less than 80% seem to be meaningless (B. Gaines, personal communication, November 08, 2007)
- focus plot (brings closely matching constructs and elements together – these are depicted in a dendogram)
- links (link-data corresponds to the clusters in the Focus-plot)
- sort (sort-data indicates how the algorithm has sorted the grid data to produce the focus-plot).

The following section covers how elements and constructs are elicited during the empirical phase.

6.9.4 Element and construct elicitation

One-on-one interviews were scheduled with HODs who made themselves available to take part in the research. At the start of the interview they were informed that the purpose of the interview was to understand how they individually constructed their leadership role as head of the department.

Initially element elicitation was achieved by asking a HOD to name situations/incidents/actions in which he/she assumed a leadership role. Participating HODs were furthermore requested to name at least three such situations. The leadership related situations were then captured on the RepGrid IV program.

Constructs were elicited by asking the respondent in what way two of the leadership situations were alike (implicit pole), that made them different from the third (contrast pole). An iterative process was followed whereby HODs identified elements and constructs that related to their leadership role. HODs were furthermore requested to rate the constructs on a rating scale. Each element was rated on a 5-point scale, defined by the two construct poles.

6.10 SUMMARY

This chapter gives an overview of the methodology and design of this research project. It highlights and expands on the theoretical concepts imbedded in cognitive psychology, personal construct psychology (PCP) and Constructivism. It furthermore describes cognitive psychology view on knowledge and it underlines types of constructs, characteristics of constructs, and the creation of constructs.

The research instrument (repertory grid technique), the research process (study population, participants, sampling techniques) and data collection, analysis and interpretation are discussed.

The following chapter deals with the research data and the analysis and interpretation thereof.

CHAPTER 7: RESEARCH DATA, ANALYSIS AND INTERPRETATION

7.1 INTRODUCTION

This chapter reports on the research data as well as on the analysis and the interpretation of the results obtained from 14 HODs. Convenience sampling was done and sampling came to an end when the information obtained from the interviews reached a saturation point. Saturation, for the purpose of sampling, was considered achieved when new constructions did not surface from the interviews. This point was reached after 11 respondents had been interviewed. An additional three interviews took place to ensure that the saturation point had been reached. However, HOD 14 was only prepared to briefly unpack his role, as he felt that the research technique would limit his ideas. HOD 14's results are therefore not reported. All the interviews lasted between 60 and 90 minutes per respondent.

For ease of reading, the research data and the analysis thereof are presented per respondent in the following sequence:

1. Descriptive analysis of the data in the repertory grid (content analysis)

An analysis of the interview process and an eye-ball examination of the results are provided.

2. Analysing relationships between data in the repertory grid (structural analysis)

- (i) Constructs

- correlations
- links and matches
- highest links and matches

(ii) Elements (leadership situations)

- highest links and matches

3. Principal component analysis

- element loadings per construct
- construct loadings per construct

The chapter also integrates the research findings and a leadership framework for HODs at university is proposed.

7.2 ANALYSIS AND INTERPRETATION OF HODs' DATA

7.2.1 HOD 1 (Appendix A)

7.2.1.1 Descriptive analysis of the data in the repertory grid (content analysis)

(i) Process analysis

The HOD commented that she looked forward to the interview, but indicated that she was not entirely sure what to expect. She was willing to provide input and was inquisitive about the process that was followed to elicit her responses on her leadership role as HOD. She was emotionally very involved and provided much support during the interview. She commented after an hour that she was getting tired and requested that we do not continue with the interview as she was exhausted.

The HOD provided a variety of situations (11) in which she takes the lead, and highlights four bi-polar type leadership qualities. It thus seems as if her range of leadership actions and qualities are fewer in relationship to the number of situations in which she takes the lead. The mean score on the constructs is

centred around the midpoint, which may indicate that her construct system does not include extreme viewpoints on the topic of leadership.

In interpreting the data it seems, at a glance, as if the HOD considers her leadership role as leading the way for others and being an academic leader in her field of expertise. In addition, it seems as if she wishes to achieve overall academic excellence for the department by co-operatively engaging with members of staff from a specific value system (understand and respect where people come from). Respect, understanding and excellence are the core constructs in HOD 1's construct system.

7.2.1.2 Analysing relationships between data in the repertory grid (structural analysis)

(i) Constructs

- *Correlations*

Construct 2 (Professional bargaining power – Demonstrating what I expect of others) and construct 4 (Academic excellence – Understand and respect where people come from and align with academic challenges) are the *highest positively correlated* (0.33) constructs in HOD 1's construct system. This correlation may indicate that HOD 1 is of the opinion that academic excellence is related to the bargaining power of an HOD. Also, leadership actions such as demonstrating what is expected from others and understanding and respecting where people come from, assist her as leader to align departmental staff with the academic challenges facing the department.

Construct 3 (Operate from a specific value system – Operate from a specific knowledge and competency base) and Construct 4 (Academic excellence – Understand and respect where people come from and align with academic

challenges) are the *highest negatively correlated constructs* (-0.59). An interpretation of this may be that this HOD experiences that operating from a specific value system helps her to understand and respect where people come from. Also, to ensure academic excellence she has to operate from a specific knowledge and competency base.

- *Links and matches*

- *Constructs: Highest links and matches*

Construct 4 (Academic excellence – Understand and respect where people come from and align with academic challenges) and Construct 3R or 3 Reverse (Operate from a specific value system – Operate from a specific knowledge and competency base) are linked 72.7%. This link may indicate that to lead her department, this HOD has the view that academic excellence is achieved by operating from a specific knowledge and competency base. In addition, as leader she experiences that when she understands and respects where people come from, it assists her with aligning staff with the academic challenges facing the department.

Construct 2 (Professional bargaining power and negotiation – Demonstrating what I expect of others) and Construct 3 (Operate from a specific value system – Operate from a specific knowledge and competency base) are linked 70.5%. This link may indicate that to lead her department this HOD has the view that her bargaining power and negotiation ability may be based on a certain value system. Also, demonstrating to others what is expected of them requires of her to operate from a specific knowledge and competency base.

(ii) *Elements*

- *Elements: Highest links and matches*

Element 9 (Create opportunities to be a co-partner in student's learning) and Element 10 (Facilitate shared responsibilities in the department) are linked 100%. This link may indicate that to lead her department, this HOD has the view that student's learning is related to how responsibilities are co-operatively shared and facilitated in her department

Element 4 (Creating a culture of learning, development and research) and Element 9 (Create opportunities to be a co-partner in student's learning) are linked 94 %. This HOD indicates that as a leader she is a co-partner in students' learning and that this leadership action may create a culture of learning, development and research.

Element 2 (Being a recognised scholar in my professional field) and Element 6 (Positioning the department nationally and internationally) are linked 87.5%. This may indicate that the HOD positions the department nationally and internationally based on her own academic and research profile.

The following elements are linked at an 82% level:

- ✓ Element 1 (Being a mentor and a role model for students) and Element 10 (Facilitate shared responsibilities in the department)
- ✓ Element 4 (Creating a culture of learning, development and research) and Element 11 (Negotiate, advocate and bargain the position of the department in the faculty)
- ✓ Element 8 (Strategic focus and priorities of the department) and Element 11 (Negotiate, advocate and bargain the position of the department in the faculty)

Based on these three links, it seems that HOD 1 constructs her leadership role to be that of negotiating, advocating and bargaining the position of the department in the faculty. Closely aligned other leadership activities are being a mentor and role model for students, strategically focussing the department, creating a culture of learning, development, and research and facilitating shared responsibilities in the department.

7.2.1.3 *Principal component analysis*

Component 1 (47%), 2(27%) and 3 (17%) contribute to 91. 29% of the variance in the data (See appendix A).

(i) Component 1: PrinGrid 1 (Accounts for 47% of the variance)

- Element loadings

1

1	0.80	Being a mentor and a role model for students
2	-1.40	Being a recognised scholar in my professional field
3	1.22	Being an example in the utilisation of resources
4	0.89	Creating a culture of learning, development and research
5	-1.10	Ensuring academic standards in the learning programmes
6	-1.48	Positioning the department nationally and internationally
7	-0.17	Staff development
8	-0.48	Strategic focus and priorities of the department
9	0.71	Create opportunities to be a co-partner in student's learning
10	0.71	Facilitate shared responsibilities in the department
11	0.28	Negotiate, advocate and bargain the position of the department in the faculty

- Construct loadings

1

1 0.25 Self initiated--Co-operative

2 1.08 Demonstrating what I expect of others --Professional bargaining power and negotiation--

3 -1.50 Operate from a specific knowledge and competency base--Operate from a specific value system

4 2.48 Understand and respect where people come from and align with academic challenges--Academic excellence

The emergent pole of Component 1 indicates that HOD 1 constructs her leadership role on the basis of it being a self-initiated action that is based on a specific value system – the scholarly standing of the HOD in the academic community. A leader should put across what is expected of others by being an example in the utilisation of resources and being a role model to students and staff. In addition, academic staff and students should be understood and respected and responsibilities facilitated, if academic challenges are to be conquered and a learning- and research culture is to be established.

The contrasting pole of Component 1 indicates that HOD 1 constructs her leadership role as follows: operate from a specific knowledge and competency base that ensures academic standards in the learning programmes. Also, the strategic focus and priorities of the department, the position of the department nationally and internationally and being a recognised scholar are all linked to an HOD's knowledge and competence. Staff development is interconnected with an HOD's professional knowledge and competence.

The emergent and contrasting poles of component 1 indicates that HOD 1, in broad terms, distinguishes between her leadership responsibilities by drawing a distinction between (see PrinGrid 1 in Appendix A):

- self-initiated actions, or co-operative and facilitate activities (myself or involving members of the department or faculty)
- operate from a value basis or from a knowledge and competence base
- demonstrate what is expected or negotiate and bargain with staff to achieve expected outcomes
- drive academic excellence or understand where people come from
- task (academic excellence and national or international standing of the department) or people (recognising where people come from and aligning this insight with the academic challenges facing the department).

(ii) *Component 2: PrinGrid 1 (Accounts for 27% of the variance)*

- Element loadings

2

- | | | |
|----|-------|---|
| 1 | 0.16 | Being a mentor and a role model for students |
| 2 | 1.18 | Being a recognised scholar in my professional field |
| 3 | 0.66 | Being an example in the utilisation of resources |
| 4 | -0.30 | Creating a culture of learning, development and research |
| 5 | -1.50 | Ensuring academic standards in the learning programmes |
| 6 | 0.29 | Positioning the department nationally and internationally |
| 7 | -0.93 | Staff development |
| 8 | 0.56 | Strategic focus and priorities of the department |
| 9 | -0.10 | Create opportunities to be a co-partner in student's learning |
| 10 | -0.10 | Facilitate shared responsibilities in the department |
| 11 | 0.06 | Negotiate, advocate and bargain the position of the department in the faculty |

- Construct loadings

2

- | | | |
|---|-------|---|
| 1 | 2.08 | Self initiated – Co-operative |
| 2 | -0.92 | Professional bargaining power and negotiation – Demonstrating |

what I expect of others

3 -0.54 Operate from a specific value system – Operate from a specific knowledge and competency base

4 -0.13 Understand and respect where people come from and align with academic challenges – Academic excellence

The element and construct loading on the emerging pole of Component 2 indicates in broad terms that HOD 1 considers her leadership role to be ensuring academic excellence through self-initiated academic related actions. The department's national and international profile, the HOD's scholarly achievements, being an example as well as a mentor and role-model all contribute to the strategic direction and achievement of departmental objectives.

With reference to the contrasting pole of Component 2, it seems that HOD 1 links co-operative leadership actions with creating a learning environment. She demonstrates what is expected by operating from a specific value system and by relying on professional knowledge and her own competence. In addition, she creates a learning environment by facilitating staff development and being empathetic.

The emergent and contrasting poles of component 2 indicate that HOD 1 makes a distinction between her leadership responsibilities by highlighting the difference between (see PrinGrid 1 in Appendix A):

- personally driving academic excellence or co-operatively creating an environment that facilitates learning
- driving own scholarly achievements or the department's national and international academic profile and reputation.

(iii) *Component 3: PrinGrid 2 (Accounts for 17% of the variance)*

- Element loadings

3

1	-0.53	Being a mentor and a role model for students
2	-0.21	Being a recognised scholar in my professional field
3	0.72	Being an example in the utilisation of resources
4	-0.01	Creating a culture of learning, development and research
5	0.75	Ensuring academic standards in the learning programmes
6	-0.63	Positioning the department nationally and internationally
7	-0.58	Staff development
8	0.92	Strategic focus and priorities of the department
9	-0.43	Create opportunities to be a co-partner in student's learning
10	-0.43	Facilitate shared responsibilities in the department
11	0.44	Negotiate, advocate and bargain the position of the department in the faculty

- Construct loadings

3

1	0.78	Self initiated--Co-operative
2	1.58	Professional bargaining power and negotiation – Demonstrating what I expect of others
3	0.44	Operate from a specific value system Operate – from a specific knowledge and competency base
4	-0.50	Understand and respect where people come from and align with academic challenges – Academic excellence

The emergent pole of Component 3 indicates that for HOD 1 leadership also has to do with determining the strategic focus and priorities for the department, ensuring academic standards, being an example in the utilisation of resources, and negotiating and bargaining the position of the department in the faculty.

Self-initiated leadership actions such as negotiating and bargaining for resources will ensure academic excellence (set as a strategy and priority by the department).

The contrasting pole of Component 3 points to leadership being a mentor and a role model for students. Being a recognised scholar, creating a culture of learning, development and research, positioning the department nationally and internationally, developing staff, as well as creating opportunities to be a co-partner in students' learning are highlighted.

The emergent and contrasting poles of component 3 indicate that HOD 1 makes a distinction between her leadership responsibilities by highlighting the difference between (see PrinGrid 2 in Appendix A):

- Strategically determining the future direction, priorities and resources for the department or operationalising the strategy that ensures academic excellence.

7.2.1.4 Other observations

The PrinGrids in Appendix 1 highlights the following interesting leadership constructions:

- setting an example and mentoring others require of her as HOD to operate from a specific value system
- creating a culture of learning, development and research, being a co-partner in students' learning and facilitating shared responsibilities in the department require of her as HOD to understand and respect where people come from and to demonstrate in her own actions what she expects of others

- staff development and academic excellence is a more co-operative leadership action that also requires of her as HOD to operate from a specific knowledge and competency base
- academic excellence may position the department nationally and internationally, but it seems as if her own scholarly achievements play an important role in the reputation of the department. Bargaining power and negotiations skills are needed to determine the strategic focus and priorities of the department.

7.2.2 HOD 2 (Appendix B)

7.2.2.1 Descriptive analysis of the data in the repertory grid (content analysis)

(i) Process analysis

The HOD commented that he was looking forward to the interview, as he enjoys investigating new concepts. He was very willing to provide input and was inquisitive as well as excited about the process that was followed to elicit the leadership constructs embedded in his HOD role. He was very involved during the interview, looked relaxed and he seemed to be enjoying the process.

The HOD provides six situations in which he takes the lead, and highlights five bipolar type leadership qualities/actions/behaviours. The mean score on the constructs is centred around the midpoint, which may indicate that his construct system does not include extreme viewpoints on the topic of leadership.

In interpreting the data it seems, at a glance, that the HOD constructs his leadership role to be “passionately paint an inspirational future for the department that depicts what can be gained”. In addition, it seems as if he uses story telling, the minds of others in the department and a bit of tenacity to fight the system in achieving this ideal future for his department.

7.2.2.2 *Analysing relationships between data in the repertory grid (structural analysis)*

(i) Constructs

- *Correlations*

Construct 2 (Create options and stimulate imagination – Get passionate about ideas and start selling the future) and construct 4 (Invite people to explore new possibilities – Show what can be gained) are the *highest positively correlated* (0.75) constructs in HOD 2's construct system. This may indicate that HOD 2 is of the opinion that an HOD as leader has to stimulate the imagination of staff members to explore new possibilities for the future. These new future possibilities could be created by passionately selling the future and by indicating what can be gained.

Construct 1 (Firm and assertive – Story telling and painting a picture) and Construct 3 (Inspirational – Break rules) are the *highest negatively correlated constructs* (-0.76). An interpretation of this may be that the HOD experiences that firm and assertive behaviour imply breaking the rules, whilst story telling and painting a picture of an ideal future is more inspirational.

- *Links and matches*

- *Constructs: Highest links and matches*

Construct 3 (Inspirational – Break rules) and Construct 1R (Firm and assertive – Story telling and painting a picture) are linked 83%. This link may indicate that to lead his department, this HOD's view is that story telling inspires and breaking the rules requires a leader to be firm and assertive.

Construct 2 (Create options and stimulate imagination – Get passionate about ideas and start selling the future) and Construct 4 (Invite people to explore new possibilities – Show what can be gained and share previous experiences where it was successful) are linked 79%. This link may indicate that to lead his department, this HOD's view is that when he invites people too co-operatively co-create the future, these co-discovered gains may create passion (especially if the leader can indicate where previous similar actions paid off).

Construct 3 (Inspirational – Break rules) and Construct 5 (Bring minds together and refuse to succumb – Take a firm personal stance and fix it) are linked 75%. This link may indicate that this HOD's view is that a leader who brings minds together inspires others. Also, breaking the rules ensures that a leader does not succumb to the current system.

Construct 3 (Inspirational – Break rules) seems to be a permeable construct as it is related to a number of other constructs (construct 1 and 5). This leadership construction may indicate that this HOD's believes that he needs to inspire people and that he should eradicate anything that negatively impacts on his passion about an ideal future for the department.

Construct 1 (Firm and assertive – Story telling and painting a picture) and Construct 4 (Invite people to explore new possibilities – Show what can be gained and share previous experiences where it was successful) are linked 67%. This link may indicate that to lead his department this HOD's view is that firm and assertive leadership behaviours and actions could be appropriate when people are invited to explore new possibilities. In addition, story telling is a leadership action that could be employed to demonstrate what can be gained in an ideal future.

(ii) *Elements*

- *Elements: Highest links and matches*

The following elements are linked at a 70% level:

- ✓ Element 1 (Conceptualising of new possible dispensations for the department) and Element 5 (When people need aspiration and motivation to commit to the desired state)
- ✓ Element 2 (To address the discrepancies between current practice and the desired future state) and Element 5 (When people need aspiration and motivation to commit to the desired state)
- ✓ Element 4 (In cases where normal solutions do not work) and Element 6 (When people get stuck in ambiguity and paralysis)

The reported links between these elements indicate that this HOD constructs his leadership role about three issues. These leadership situations in general terms relate to an ideal future, a current reality and the tension and challenges between these states.

7.2.2.3 Principal component analysis

Component 1(59.92%) and 2(23.28%) contribute to 94.75% of the variance in the data.

(a) *Component 1: PrinGrid 1 (Accounts for 60 % of the variance)*

- Element loadings

1

- 1 1.17 Conceptualising of new possible dispensations for the department
- 2 0.78 To address the discrepancies between current practice and the desired future state
- 3 -2.00 When policies and procedure frustrate fair or creative behaviour
- 4 -1.08 In cases where normal solutions do not work
- 5 2.01 When people need inspiration and motivation to commit the desired state
- 6 -0.89 When people get stuck in ambiguity and paralysis

- Construct loadings

1

- 1 1.43 Story telling and painting a picture – Firm and assertive
- 2 1.21 Get passionate about ideas and start selling the future – Create options and stimulate imagination
- 3 -1.64 Break rules – Inspirational
- 4 2.12 Show what can be gained (and share previous experiences where it was successful) – Invite people to explore new possibilities
- 5 -1.14 Take a firm personal stance and fix it – Bring minds together and refuse to succumb

The emergent pole of Component 1 points to leadership being constructed as conceptualising new possible dispensations for the department, addressing discrepancies between current practice and the desired future state, inspiring and motivating people to commit the desired state, telling stories, painting a picture about the future, getting passionate about ideas, selling the future, showing what can be gained, bringing minds together, and refusing to succumb.

The emergent pole of Component 1 may be renamed to: Leadership entails being a co-creator of an inspirational future for the department. This happens if the leader paints a picture (using story telling) of the ideal future, motivates and inspires staff by indicating what could be gained.

The contrasting pole of Component 1 constructs leadership as dealing with the current reality in an effort to achieve the ideal future dispensation for the department. Issues such as addressing policies and procedure that frustrate staff or inhibit fair or creative behaviour, dealing with people who are stuck in ambiguity and paralysis, breaking rules in situations where normal situations do not work, and taking a firm personal stance in fixing things that are standing in the way of a better future, are highlighted.

The emergent and contrasting poles of component 1 indicate that HOD 2 makes a distinction between his leadership responsibilities by highlighting the difference between (see PrinGrid in Appendix B):

- working towards and ideal future or dealing with the current reality
- personally deals with concerns or inspire and motivate others to co-operatively engage with the design of an ideal future
- being assertive and firm or passionate and creative.

(b) Component 2: PrinGrid 1 (Accounts for 23 % of the variance)

- Element loadings

2

- | | | |
|---|-------|---|
| 1 | -1.25 | Conceptualising of new possible dispensations for the department |
| 2 | 1.29 | Too address the discrepancies between current practice and the desired future state |
| 3 | 0.75 | When policies and procedure frustrate fair or creative behaviour |
| 4 | -0.58 | In cases where normal solutions do not work |

5 0.40 When people need aspiration and motivation to commit to the desired state

6 -0.61 When people get stuck in ambiguity and paralysis

- Construct loadings

2

1 -1.20 Story telling and painting a picture – Firm and assertive

2 1.44 Get passionate about ideas and start selling the future – Create options and stimulate imagination

3 0.45 Break rules – Inspirational

4 0.69 Show what can be gained (and share previous experiences where it was successful) – Invite people to explore new possibilities

5 0.67 Take a firm personal stance and fix it – Bring minds together and refuse to succumb

The element and construct loading on the emergent pole of component 2 may indicate that the HOD considers his leadership role to be that of being passionate and motivated about a better future and addressing stickiness in the system that stand in the way of this ideal future state.

The loadings on the contrast pole of component 2 points to leadership being constructed along the lines of bringing minds together when people get stuck in ambiguity and paralysis and creatively conceptualising the future state of the department.

The emergent and contrasting poles of component 2 indicate that HOD 2 makes a distinction between his leadership responsibilities by highlighting the difference between (see PrinGrid in Appendix B):

- Personally deal with issues in a firm, assertive and motivated fashion or invite people to explore new possibilities

7.2.2.4 Other observations

The PrinGrid in Appendix 2 highlights the following interesting leadership constructions:

- when policies and procedures frustrate fair and creative behaviour, the HOD considers himself to be more firm, assertive, getting personally involved and breaking the rules
- when people need inspiration he sees himself being passionate about the future by bringing minds together and conceptualising a new dispensation for the department. In addition, he addresses the discrepancies that stand in the way of the ideal future and focuses on what can be gained by such a new dispensation
- where normal solutions do not work and people get stuck, he invites and motivates people to explore new possibilities
- telling stories and painting a picture as well as being inspirational seem to be his leadership behaviours when he brings minds together to conceptualise a new dispensation for the department.

7.2.3 HOD 3 (Appendix C)

7.2.3.1 Descriptive analysis of the data in the repertory grid (content analysis)

(i) Process analysis

The HOD commented that he was nervous about participating in the interview as he was uncertain as to what was expected of him. He commented that he had never received any training as HOD and, as a result, he considered himself not to be well versed in the subject of leadership. He proposed that we discuss and explore the topic before anything was captured on the laptop. We agreed to this and he went ahead enthusiastically, providing rich descriptions of his leadership

role. He agreed at the end of this exploration phase that he was comfortable to have his ideas captured. He participated wholeheartedly and was more than willing to offer his ideas and experiences with regards to his leadership role.

The HOD provides six situations in which he takes the lead, and highlights five bipolar type leadership qualities. Most of the construct scores are centred around the mean, which may indicate that his construct system does not include extreme viewpoints on the topic of leadership.

In interpreting the data, it seems at a glance as if this HOD considers his leadership role to be to co-operatively manage activities with the view to fulfil the academic role of the department.

7.2.3.2 Analysing relationships between data in the repertory grid (structural analysis)

(i) Constructs

- *Correlations*

Construct 2 (Concrete, hands-on and day-to-day actions – Medium to long term and more abstract activities) and construct 3 (Internally focussed – Externally focused) are the *highest positively correlated* (0.74) constructs in HOD 3's construct system. This may indicate that HOD 3 is of the opinion that internally focussed activities are more concrete and therefore require a greater hands-on approach. Externally focussed leadership activities are more abstract and therefore require a medium to long-term approach.

Construct 4 (People focused – Academically focused) and construct 3 (Internally focussed – Externally focused) are also *highly positively correlated* (0.71) constructs in HOD 3's construct system. This may indicate that HOD 3 is of the

opinion that internally focussed leadership activities are more people focussed, whilst externally focussed leadership activities are more academically focussed.

Construct 1 (Active personal involvement – Co-operative style) and Construct 3 (Internally focussed – Externally focused) are *highly negatively correlated* constructs (-0.42). An interpretation of this may be that this HOD experiences that his internally focussed leadership style is more co-operative, whilst his external leadership style and focus involve active personal involvement.

- *Links and matches*

- *Constructs: Highest links and matches*

Construct 2 (Concrete, hands-on and day-to-day actions – Medium to long term and more abstract activities) and Construct 3 (Internally focussed – Externally focused) are linked 83%. This link confirms the earlier reported high correlation (0.74) between these two constructs. Internally focussed activities are more concrete and hands-on; they therefore entail more day-to-day involvement than medium to long-term, externally focussed activities.

Construct 2 (Concrete, hands-on and day-to-day actions – Medium to long term and more abstract activities) and Construct 4 (People focused – Academically focused) are linked 75%. This link confirms the earlier reported high correlation (0.71) between these two constructs. It indicates that day-to-day actions require a greater people focussed leadership style than medium to long-term abstract activities that call for an academically focussed leadership style.

(ii) *Elements*

- *Links and matches*

- Elements: Highest links and matches

Element 5 (Motivating staff) and Element 6 (Co-ordinating School activities) are linked 80%. This link may indicate that to lead his department, this HOD is of the opinion that to co-ordinate the activities of the school, he needs to motivate his staff.

Element 1 (Interpreting the external environment) and Element 3 (Fulfilling an academic leadership role) are linked 75%. This HOD indicates that as a leader he needs to interpret the external environment if he wants to fulfil his academic leadership role.

Element 1 (Interpreting the external environment) and Element 4 (Interacting with professional bodies) are linked 70%. This may point out that HOD 3 considers interacting with professional bodies as a vehicle to interpret the external environment.

7.2.3.3 Principal component analysis

Component 1(58.15%), 2(16.74%) and 3(15.34%) contribute to 90.22% of the variance in the data (see Appendix C).

(a) Component 1: PrinGrid 1(Accounts for 58 % of the variance)

- Element loadings

	1	
1	1.68	Interpreting the external environment
2	-1.54	Operationalising the strategy
3	1.24	Fulfilling an academic leadership role
4	0.98	Interacting with professional bodies
5	-1.07	Motivating staff

6 -1.30 Co-ordinating School activities

- Construct loadings

1

- 1 -0.95 Co-operative style – Active personal involvement
- 2 1.76 Medium to long term and more abstract activities – Concrete, hands-on and day-to-day actions
- 3 2.02 Externally focused – Internally focussed
- 4 1.50 Academically focused – People focused
- 5 0.37 Lead people – Manage activities

The element and construct loadings on the emergent pole of Component 1 point towards leadership being defined as fulfilling an academic leadership role. This is achieved by interpreting the external environment, interacting with professional bodies, having a medium-to-long-term focus, being personally involved, and leading people.

In comparison, the element and construct loadings on the emergent pole of Component 1 indicate that HOD 3 considers his leadership role to be that of operationalising the strategy. A leader chiefly achieves this by being internally focussed, people orientated (motivating staff and co-operatively involving others), hands-on, focussed on day-to-day activities and involved in co-ordinating school activities.

The emergent and contrasting poles of Component 1 indicate that HOD 3 makes a distinction between his leadership responsibilities by highlighting the difference between (see PrinGrid 1 in Appendix C):

- Being externally or internally focussed
- Day-to-day activities or medium to long-term strategies
- Managing activities or leading people

- Personal or co-operative involvement

(b) *Component 2: PrinGrid 1 (Accounts for 17 % of the variance)*

- Element loadings

2

1	0.31	Interpreting the external environment
2	0.56	Operationalising the strategy
3	0.47	Fulfilling an academic leadership role
4	-0.94	Interacting with professional bodies
5	0.64	Motivating staff
6	-1.05	Co-ordinating School activities

- Construct loadings

2

1	0.65	Co-operative style-- Active personal involvement
2	0.49	Medium to long term and more abstract activities-Concrete, hands-on and day-to-day actions
3	-0.45	Externally focused-- Internally focussed
4	0.07	Academically focused --People focused
5	1.46	Lead people--Manage activities

The element and construct loading on the emergent pole of Component 2 may signify that HOD 3 considers his leadership role to be leading and motivating staff in a co-operative way to ensure that the department's academic strategy is internally implemented. This is achieved by interpreting the external environment, fulfilling an academic leadership role and being academically focussed.

In comparison, the element and construct loading on the contrast pole of Component 2 may point to the idea that HOD 3 considers his leadership role being actively involved with people outside the department (for example

members of the school and professional bodies). These interactions are more hands-on and they require of him to co-ordinate day-to-day activities.

The emergent and contrasting poles of Component 2 indicate that HOD 3 makes a distinction between his leadership responsibilities by highlighting the difference between (see PrinGrid 1 in Appendix C):

- academic leadership or managerial activities
- internal departmental focus or external people focus.

(b) Component 3: PrinGrid 2 (Accounts for 15 % of the variance)

- Element loadings

3

1	-0.18	Interpreting the external environment
2	1.16	Operationalising the strategy
3	0.06	Fulfilling an academic leadership role
4	0.39	Interacting with professional bodies
5	-1.04	Motivating staff
6	-0.39	Co-ordinating School activities

- Construct loadings

3

1	1.39	Co-operative style – Active personal involvement
2	-0.04	Medium to long term and more abstract activities – concrete, hands-on and day-to-day actions
3	0.29	Externally focused – Internally focussed
4	0.67	Academically focused – People focused
5	-0.55	Lead people – Manage activities

The element and construct loading on the emergent pole of Component 3 indicates that the HOD constructs his leadership role as follows: A co-operative leadership style is necessary to manage departmental activities, a leader incorporates external demands by interacting with professional bodies, is academically focused, and he operationalises the academic strategy by being hands-on and having a concrete day-to-day focus.

The contrast pole of Component 3 points to the idea that HOD 3 considers his leadership role as being actively and internally involved in the department. This requires of him to have a focus on people and to therefore lead and motivate staff. This can be achieved if he interprets the external environment and co-ordinates the school activities.

The emergent and contrasting poles of Component 3 indicate that HOD 3 makes a distinction between his leadership responsibilities by highlighting the difference between (see PrinGrid 2 in Appendix C):

- people issues or academic matters
- the department or professional bodies and the school
- concrete short-term actions or abstract long-term activities.

7.2.3.4 Other observations

The PrinGrids in Appendix 3 highlights the following interesting leadership constructions:

- when operationalising the strategy, HOD 3 becomes internally focussed, acts co-operatively and motivates his staff
- when the HOD interprets the external environment, he is more academically focussed and considers himself to be an academic leader who puts the spotlight on the medium to long-term interests of the department

- the HOD is actively and personally involved in external interactions with professional bodies
- when school activities are co-ordinated, the HOD considers himself to be managing hands-on, day-to-day activities that are focussed on people issues.

7.2.4 HOD 4 (Appendix D)

7.2.4.1 Descriptive analysis of the data in the repertory grid (content analysis)

(i) Process analysis

The HOD commented that he looked forward to the interview, as he was interested in the outcome of the process. The HOD was very involved and relaxed during the interview; he offered his views freely and was uninhibited.

This HOD provides (eight) situations in which he takes the lead, and highlights six bi-polar type leadership qualities/actions/behaviours. Most of the scores on the constructs have a mean around 2. However, construct 5 (Matching academic's personal interests with the main foci of the department – Matching staff with teaching programme's content) has an average of 3.4 This indicates that HOD 4, in his leadership role, places a high premium on matching staff with the teaching programme's content.

In interpreting the data, it seems at a glance as if the HOD considers his leadership role to be “matching staffs’ academic interests with the academic foci of the department and ensuring that the key academic focus areas of the department are operationally functional”.

7.2.4.2 Analysing relationships between data in the repertory grid (structural analysis)

(i) Constructs

- Correlations

Construct 3 (Innovative, contemporary programme design and development – Manage staff to achieve programme and research outputs) and construct 6 (Allocating work to staff – Measure the outputs of staff members) are the *highest positively correlated* (0.95) constructs in HOD 4's construct system. This may indicate that HOD 4 believes innovative contemporary programme development and design are closely correlated to the way work is allocated to staff members. He also indicates that programme and research outputs are achieved if staff members' successes in these areas are measured.

Construct 6 (Allocating work to staff – Measure the outputs of staff members) and Construct 5 (Matching academic's personal interests with the main foci of the department – Matching staff with teaching programme's content) are the *highest negatively correlated constructs* (-0.26). Although this is a relatively low correlation, it is an interesting construction to comment on as 'matching' seems to be a core construct in HOD 4's construct system. It seems as if this HOD associates work allocation with that of matching staff with the teaching programme's content. Also, measuring staff's outputs is closely related to matching staff's academic interests with the main foci of the department.

- *Links and matches*

- *Constructs: Highest links and matches*

Construct 3 (Innovative, contemporary programme design and development – Manage staff to achieve programme and research outputs) and Construct 6 (Allocating work to staff – Measure the outputs of staff members – the achievement on a programme) are linked 93.8%. This link may indicate that this HOD has the view that innovative and contemporary academic programme design is linked to the person the leader allocates to an academic programme. An additional, construct flowing from this is that measurement of staff achievements on teaching and research indicates that the leader is managing his/her staff.

Construct 2 (Academic leadership in establishing the research foci for the department – Identification and management of research projects) and Construct 3 (Innovative, contemporary programme design and development – Manage staff to achieve programme and research outputs) are linked 84.4%. This link may indicate that to lead his department, this HOD is of the opinion that contemporary innovative programme design and development are closely linked to the research foci of the department. Also, the identification and achievement of research results are closely linked to the way staff is managed.

Construct 1 (Scholarly activity – Community building) and Construct 2 (Academic leadership in establishing the research foci for the department – Identification and management of research projects) are linked 81.2%. This link may indicate that this HOD's view is that as a leader he has to identify and manage research projects, as these leadership actions build communities. Furthermore, scholarly related leadership initiatives are closely aligned with the identification and management of research projects.

(ii) Elements

- Elements: Highest links and matches

The following elements are linked at an 83.3% level:

- ✓ Element 1 (Academic leadership focus – contemporary, relevant academic content) and Element 8 (Teaching programmes that will ensure students become scholars)
- ✓ Element 2 (Research focus) and Element 5 (Own academic scholarly role)
- ✓ Element 7 (Staff and student relations) and Element 8 (Teaching programmes that will ensure students become scholars)

The following leadership construction is achievable: The content of academic programmes and the focus of research endeavours have an impact on student and staff relations. In addition, an HOD's own academic scholarly role impacts on teaching programmes to the extent that it equips students to become scholars.

The following elements are linked at a level of 75.0%

- ✓ Element 1 (Academic leadership focus – contemporary, relevant academic content) and Element 2 (Research focus)
- ✓ Element 4 (Administrative duties) and Element 5 (Own academic scholarly role)

An academic leadership focus requires of a leaders to do administrative duties. The construction here is that academic leadership can not be separated from

doing administrative tasks. Also, an HOD's scholarly role is related to his/her research focus.

7.2.4.3 Principal component analysis

Component 1 (43.61%) and 2 (38.17%) contribute to 92.67 % of the variance in the data (See Appendix D).

(a) Component 1: (Accounts for 44% of the variance)

- Element loadings

	1	
1	0.97	Academic leadership focus (contemporary, relevant academic content)
2	0.71	Research focus
3	-1.71	Community involvement
4	-0.47	Administrative duties
5	0.02	Own academic scholarly role
6	-1.84	Performance management and coaching (capacity building)
7	1.25	Staff and student relations
8	1.07	Teaching programmes that will ensure students become scholars

- Construct loadings

	1	
1	-0.48	Community building – Scholarly activity
2	-1.47	Identification and management of research projects – Academic leadership in establishing the research foci for the dept
3	-1.90	Manage staff to achieve programme and research outputs – Innovative, contemporary programme design and development

4 0.30 Managing conflict – Managing academic programmes considering the academic capability and focus of staff

5 0.83 Matching staff with teaching programme's content (personal interest and strength) – Matching academic's personal interests with the main foci of the department

6 -1.98 Measure the outputs of staff members (the achievement on a programme) – Allocating work to staff

The emergent pole of Component 1 may indicate that this HOD constructs his leadership role on the basis of aligning and matching staff with the academic and research foci of the department. These actions ensure contemporary and innovative programme design. These identified leadership actions may cause conflict, but academic programme design and identified research foci impact on the scholarly achievements of students, which in turn have an important impact on staff and student relations.

The contrast pole of Component 1 points to leadership being constructed along the lines of community involvement and building, performing administrative duties, performance management and coaching (capacity building), managing research projects, supervising staff to achieve programme and research outputs, and measuring the outputs of staff members.

The emergent and contrasting poles of Component 1 indicate that HOD 4 makes a distinction between his leadership responsibilities by highlighting the difference between (see PrinGrid in Appendix D):

- allocating work or measuring outputs
- community involvement or staff and student relations
- scholarly activities or managerial functions
- determining research foci or managing performance against identified departmental research foci
- relationship building or academic tasks

(b) *Component 2: (Accounts for 38% of the variance)*

- Element loadings

2

1	0.08	Academic leadership focus (contemporary, relevant academic content)
2	-1.48	Research focus
3	1.79	Community involvement
4	0.23	Administrative duties
5	-0.99	Own academic scholarly role
6	-1.23	Performance management and coaching (capacity building)
7	1.07	Staff and student relations
8	0.52	Teaching programmes that will ensure students become scholars

- Construct loadings

2

1	1.77	Community building – Scholarly activity
2	0.89	Identification and management of research projects – Academic leadership in establishing the research foci for the dept
3	0.00	Innovative, contemporary programme design and development – Manage staff to achieve programme and research outputs
4	0.84	Managing conflict – Managing academic programmes considering the academic capability and focus of staff
5	2.18	Matching staff with teaching programme's content (personal interest and strength) – Matching academic's personal interests with the main foci of the department
6	-0.05	Measure the outputs of staff members (the achievement on a programme) – Allocating work to staff

The element and construct loading on the emergent pole of Component 2 indicates that HOD 4 also considers his leadership role to be; matching staff (their interest and strength) with the content of teaching programmes. There is a spin-off in community involvement, as these leaders actions assist with the identification of research projects. Also, the management of these identified research projects build the community at large and it has administrative duties attached to it.

The element and construct loading on the contrast pole of Component 2 indicates that HOD 4 defines his leadership role along the lines of a clear research focus, own academic scholarly role, performance management, coaching, capacity building, and measuring the outputs of staff members.

The element and construct loading on the contrast pole of Component 2 indicates that HOD 4 in addition defines his leadership role as: An academic leader is a scholar and therefore has a clear research focus. In addition, the academic department he leads should have identified research foci and his/her research performance, as well as that of other colleagues in the department, should be measured. Leadership techniques such as coaching and capacity building could be employed to ensure that research objectives are met.

The emergent and contrasting poles of Component 2 indicate that HOD 4 makes a distinction between his leadership responsibilities by highlighting the difference between (see PrinGrid in Appendix D):

- community development through programme design or community development through research initiatives
- own scholarly achievements or administrative duties
- matching staff with academic programmes or aligning staff with research foci of the department

- matching and aligning staff members with key foci of the department or managing staff's performance and enabling them to achieve set objectives.

7.2.4.4 Other observations

The PrinGrid in Appendix D highlights the following interesting leadership constructions:

- the HOD sees himself managing conflict when he allocates work to staff members and when he becomes involved in student and staff relations
- innovative programme design implies that it is relevant, contemporary and it develops students into scholars
- the HOD's scholarly activities have an impact on the research focus of the department
- as HOD he matches staff's academic interest with the main foci of the department. Academic outputs are also related to how staff members are managed and it is therefore necessary to measure performance. In addition, he considers performance management as an intervention that builds capacity
- community involvement necessitates administrative duties. Community work assist with identifying research projects that help to build communities.

7.2.5 HOD 5 (Appendix E)

7.2.5.1 Descriptive analysis of the data in the repertory grid (content analysis)

(i) Process analysis

This HOD reported that she had been on study leave for an extended period of time and that she had not thought about her leadership role for a while. She was, however, committed to the interview and was willing to participate and provide input.

The respondent provides a variety of situations (11) in which she takes the lead, and highlights six bi-polar type leadership qualities/actions/behaviours. The mean score of most of the constructs is centred around the midpoint, which may indicate that her construct system does not include extreme viewpoints on the topic of leadership. The only construct that deviates from the reported mean score is construct 5 (Operational versus inspirational and motivational) with a mean score of 3.6. At glance, this indicates that HOD 5 constructs her leadership role more along the lines of being inspirational and motivational as being operationally involved with activities in the department.

In interpreting the data it seems as if the respondent considers her leadership role to be “providing emotional support to students, staff and peers in an effort to achieve academic and research excellence”.

7.2.5.2 Analysing relationships between data in the repertory grid (structural analysis)

(i) Constructs

- *Correlations*

Construct 2 (Creating an image of excellence and team cohesion – Wisdom, listening skills and tact) and construct 6 (Operational – Inspirational and motivational) are the *highest positively correlated* (0.85) constructs in HOD 5’s construct system. This may indicate that HOD 5 is of the opinion that a leader creates an image of excellence if the operational side of the department is functional. In addition wisdom, listening skills and tact are needed if a leader wishes to inspire and motivate others.

Construct 4 (People skills – Research skills) and Construct 6 (Operational – Inspirational and motivational) are the *highest negatively correlated* (-0.64) constructs. An interpretation of this may be that HOD 5 experiences in her leadership role that research skills are related to operational activities and processes, whilst people skills are closely related to being an inspirational and motivational leader.

The high correlation between Construct 2 (Creating an image of excellence and team cohesion – Wisdom, listening skills and tact) and Construct 6 (Operational – Inspirational and motivational), indicate that inherent qualities such as wisdom, tact, excellence and harmony are the core constructs in HOD's 5 construct system.

- *Links and matches*

- *Constructs: Highest links and matches*

Construct 2 (Creating an image of excellence and team cohesion – Wisdom, listening skills and tact) and Construct 6 (Operational – Inspirational and motivational) are linked 81.8%. This link may indicate that to lead her department, this respondent views excellence as being closely related to operational activities and that wisdom, tact and listening skills are needed to inspire and motivate others.

Construct 6 (Operational – Inspirational and motivational) and Construct 3R (Being a scholar – Drive efficiency and effectiveness) are linked 77.3%. This link may indicate that in fulfilling her leadership role as scholar she needs to be operationally involved in the department. In order to drive efficiency and effectiveness she needs to be an inspirational and motivational leader.

Construct 2 (Creating an image of excellence and team cohesion – Wisdom, listening skills and tact) and Construct 5 (Authority role – Facilitator) are linked 77.3%. This link indicates that leading her department implies creating and image of excellence. Relying on her authority assists her to achieve this image, whilst in her facilitator role she needs to listen and be wise as well as tactful.

(ii) Elements

- *Elements: Highest links and matches*

The following elements are linked at a 91.7% level:

- ✓ Element 1 (Staff members) and Element 5 (Personal situations of staff members).
- ✓ Element 1 (Staff members) and Element 6 (Student motivation and guidance).
- ✓ Element 4 Mentor (Interpersonal) and Element 5 (Personal situations of staff members).
- ✓ Element 8 (Future employers of students) and Element 9 (Postgraduate students expect the HOD to lead).

The HOD constructs her leadership role on the basis of being personally involved with a variety of people (staff members, students, future employers and postgraduate students). In these interpersonal related leadership situations she mentors, motivates and fulfils the role of a figurehead.

The following elements are linked at an 87.5 % level:

- ✓ Element 7 (Figure Head role-doing what is expected from an HOD) and Element 11 (Peers – other HODs).

- ✓ Element 10 (Dean and other management structures) and Element 11 (Peers – other HODs).

This HOD constructs her leadership role to that of being a figure- head. This construction seems to relate to the official leadership role she fulfils when she interacts with the dean, other management structures in the university and her peers.

The following elements are linked at a 75 % level:

- ✓ Element 3 (Discipline knowledge – Professional Technical) and Element 8 (Future employers of students)

- ✓ Element 7 (Figure Head role – doing what is expected from an HOD) and Element 9 (Postgraduate students expect the HOD to lead)

In addition, future employers and postgraduate students expect of her in her figurehead role to be a leader in terms of her discipline and professional technical knowledge.

7.2.5.3 Principal component analysis

Component 1 (58.84%), 2 (15.36%) and 3 (12.49%) contribute to 86.68% of the variance in the data (See Appendix 5).

(i) *Component 1: PrinGrid 1 (Accounts for 59% of the variance)*

- Element loadings

1

- 1 1.53 Staff members
- 2 1.03 Research
- 3 -0.47 Discipline knowledge (Professional Technical)
- 4 1.49 Mentor (Interpersonal)
- 5 1.84 Personal situations of staff members
- 6 1.23 Student motivation and guidance
- 7 -1.36 Figure Head role-doing what is expected from an HOD
- 8 -1.27 Future employers of students
- 9 -0.84 Postgraduate students expect the HOD to lead
- 10 -1.81 Dean and other management structures
- 11 -1.37 Peers (other HODs)

- Construct loadings

1

- 1 -1.59 Clinical expertise – Emotional support
- 2 2.96 Wisdom, listening skills and tact – Creating an image of excellence and team cohesion
- 3 -0.82 Drive efficiency and effectiveness – Being a scholar
- 4 -0.95 Research skills – People skills
- 5 1.38 Facilitator – Authority role
- 6 2.30 Inspirational and motivational – Operational

The emergent pole of Component 1 indicates that this HOD constructs her leadership role on the basis of being a mentor and motivator of students and staff. These leadership actions involve providing emotional support in respect of academic or personal matters. For research to be done in the department, it is necessary for the HOD to be a scholar of note. Also, fulfilling a facilitating,

motivating and mentoring role inspires others to do research. Wisdom, listening skills and tact are key components of an HOD's leadership role.

The contrasting pole of Component 1 points to the idea that leadership at HOD level involves projecting an image of excellence and of team cohesion to people outside the department. This image is created in interactions with peers, the dean and other managers at the university. In addition, operational efficiency is related to how an HOD acts as a figurehead and uses his/her authority. Discipline knowledge, clinical expertise and research skills are needed to relate to post-graduate students and future employers of students.

The emergent and contrasting poles of Component 1 indicate that HOD 5 makes a distinction between her leadership responsibilities by highlighting the difference between (see PrinGrid 1 in Appendix E):

- Internal departmental affairs or external image
- Research and scholarly matters or operational issues
- Staff members and students or future employers and postgraduate students
- Research related matters or discipline (clinical) related issues
- Facilitation or authority
- Emotional support or clinical expertise
- Inspiring and motivating people or focussing on scholarly activities
- Being a figurehead or motivating and inspiring staff as well as students

(ii) *Component 2: PrinGrid 1 (Accounts for 15% of the variance)*

- Element loadings

2

- 1 -0.47 Staff members
- 2 0.51 Research
- 3 1.43 Discipline knowledge (Professional Technical)
- 4 0.27 Mentor (interpersonal)

- 5 -0.41 Personal situations of staff members
- 6 -0.53 Student motivation and guidance
- 7 -0.60 Figure Head role-doing what is expected from an HOD
- 8 0.65 Future employers of students
- 9 0.51 Postgraduate students expect the HOD to lead
- 10 -1.03 Dean and other management structures
- 11 -1.37 Peers (other HODs)

- Construct loadings

2

- 1 1.54 Clinical expertise – Emotional support
- 2 -0.04 Wisdom, listening skills and tact – Creating an image of excellence and team cohesion
- 3 -1.17 Drive efficiency and effectiveness – Being a scholar
- 4 0.78 Research skills – People skills
- 5 0.15 Facilitator – Authority role
- 6 0.93 Inspirational and motivational – Operational

The element and construct loadings on the emergent pole of Component 2 indicate that HOD 5 considers her leadership role as being an academic leader and scholar who has discipline knowledge, clinical expertise and research skills. Also, an HOD as leader interacts with future employees, mentors postgraduate students and creates an image of excellence. A leader facilitates, inspires and motivates in these aforementioned roles.

The element and construct loadings on the contrast pole of Component 2 indicate that HOD 5 also considers her leadership role to be providing emotional support to staff and students and driving efficiency and effectiveness in her figurehead and authority roles. She chiefly achieves this by focussing on operational matters and interacting with the dean, other HODs and managers.

The emergent and contrasting poles of Component 2 indicate that HOD 5 makes a distinction between her leadership responsibilities by highlighting the difference between (see PrinGrid 1 in Appendix E):

- academic and research topics or operational matters
- staff, students and operational issues, or postgraduate and future employers and research and discipline related topics
- creating an image of excellence and driving efficiency and effectiveness
- people skills and research skills.

(iii) *Component 3: PrinGrid 2 (Accounts for 12.5% of the variance)*

- Element loadings

3

- 1 -0.25 Staff members
- 2 1.60 Research
- 3 0.12 Discipline knowledge (Professional Technical)
- 4 -0.52 Mentor (interpersonal)
- 5 -0.05 Personal situations of staff members
- 6 -0.45 Student motivation and guidance
- 7 0.55 Figure Head role-doing what is expected from an HOD
- 8 -0.71 Future employers of students
- 9 -0.55 Postgraduate students expect the HOD to lead
- 10 0.09 Dean and other management structures
- 11 0.17 Peers (other HODs)

- Construct loadings

3

- 1 -0.96 Clinical expertise – Emotional support
- 2 -0.01 Wisdom, listening skills and tact – Creating an image of excellence and team cohesion

- 3 -0.31 Drive efficiency and effectiveness – Being a scholar
- 4 1.73 Research skills – People skills
- 5 0.41 Facilitator – Authority role
- 6 -0.30 Inspirational and motivational – Operational

The element and construct loading on the emergent pole of Component 3 indicates that HOD 5 describes her leadership role as follows: Leadership implies fulfilling a figurehead role by doing what is expected from an HOD by peers, the dean and other management structures. This role points to creating an image of excellence, an HOD as leader therefore needs research and facilitation skills, as well as discipline knowledge. In addition, an HOD has to be a scholar, be involved in research and provide emotional support to the dean and other managers in the faculty and university.

The element and construct loading on the contrast pole of Component 3 indicates that HOD 5 describes her leadership role as driving efficiency and effectiveness in the department by being focussed on staff and students. She therefore deals with personal situations of staff members, motivates and guides students, mentors postgraduate students, and interacts with future employers. For people related activities (especially involving students and staff) she needs people skills, wisdom, tact and listening abilities. Postgraduate students and future employers need more mentoring, inspiration and motivation and for these interactions she relies on her clinical expertise.

The emergent and contrasting poles of Component 2 indicate that HOD 5 makes a distinction between her leadership responsibilities by highlighting the difference between (see PrinGrid 2 in Appendix E):

- emotional support or applying clinical expertise
- people internal to the department or people outside the department

- staff and undergraduate students or postgraduate students and future employers.

7.2.5.4 Other observations

The PrinGrids in Appendix 5 highlights the following interesting leadership constructions:

- in fulfilling the figure head-role, emotional support is provided to peers, the dean and other management structures to ensure operational matters are seen to.
- postgraduate employees and postgraduate students want to be inspired and motivated by the leader's clinical expertise
- as an HOD is in a position of authority, people skills are needed for a variety of interpersonal interventions involving students and staff.

7.2.6 HOD 6 (Appendix F)

7.2.6.1 Descriptive analysis of the data in the repertory grid (content analysis)

(i) Process analysis

The HOD commented that he was looking forward to the interview, although he was not entirely sure what to expect as he has never been on any HOD related training programmes. He was, however, more than willing to provide input and was emotionally very involved during the interview. He provided a lot of support during the interview and commented that he had enjoyed the process.

The respondent provides a variety of situations (15) in which he takes the lead, and highlights five bi-polar type leadership qualities/actions/behaviours. It thus seems as if his range of leadership actions and qualities are fewer in relation to

the number of situations in which he takes the lead. The mean score of most of the constructs is centred around the midpoint, which may indicate that his construct system does not include extreme viewpoints on the topic of leadership. However, construct 1 (Firm, assertive and unpopular – Personal involvement) with an average of 3.5 and construct 5 (Time management – Courage) with an average of 3.6 deviate from the reported mean score. This indicates that a leader who gets personally involved needs courage.

In interpreting the data it seems, at a glance, as if the respondent constructs his leadership role as, “being available and actively supporting students, staff and peers to achieve academic excellence and at the same time being a recognised scholar in your discipline”.

7.2.6.2 Analysing relationships between data in the repertory grid (structural analysis)

(i) Constructs

- *Correlations*

There are no highly positively correlated constructs to report on. However, Construct 1 (Firm, assertive and unpopular – Personal involvement) and Construct 4 (People focus – Academic focus) are negatively correlated (-0.52%). This may indicate that he considers firm, assertive and unpopular behaviours to be linked with academic matters, whilst a people-focussed leadership style and personal involvement seem be interrelated.

- *Links and matches*

- *Constructs: Highest links and matches*

As there are no highly correlated constructs (80% and above), there are no construct matches to report on.

However, Construct 2 (Rely on personal experience – Rely on faculty experience) and Construct 3 (Care and concern for people – Care and concern for the academic endeavour) are linked 78.3%. This link may indicate that to lead his department, this HOD has the view that personal experience assists a leader to care and show concern for people, whilst faculty experience is needed to support academic endeavours.

Construct 3 (Care and concern for people – Care and concern for the academic endeavour) and Construct 4 (People focus – Academic focus) are linked 78.3 %. This link indicates that this HOD constructs his leadership role round people and academic related issues. Also, care and concern seem to be the core constructs in the construct system of HOD 6.

In addition, Construct 4 (People focus – Academic focus) and Construct 1R (Personal involvement – Firm, assertive and unpopular) are linked 76.7%. This link indicates that in fulfilling his leadership role, people involvement implies personal involvement, whilst an academic focus requires firm, assertive and unpopular actions or behaviours.

Construct 5 (Time management – Courage) and Construct 1R (Personal involvement – Firm, assertive and unpopular) are linked 66.7%. This link indicates that personal involvement requires time management, whilst it takes courage to be firm, assertive and unpopular.

(ii) Elements

- *Elements: Highest links and matches*

The following elements are linked at a 95% level:

- ✓ Element 1 (Personal example in academic achievements) and Element 8 (Giving recognition and motivating staff).
- ✓ Element 4 (Support peers with difficult academic situations) and Element 11 (Assisting with staff's personal problems).
- ✓ Element 10 (Coaching students and staff) and Element 12 (Respecting culture differences).

The HOD constructs his leadership role as setting a personal example in his academic achievements as well as recognising, motivating, supporting, assisting and coaching students, staff and peers whilst respecting culture differences.

The following elements are linked at a 90% level:

- ✓ Element 4 (Support peers with difficult academic situations) and Element 6 (Personal example (role model) for students).
- ✓ Element 8 (Giving recognition and motivating staff) and Element 11 (Assisting with staff's personal problems).
- ✓ Element 9 (Driving research outputs) and Element 13 (Being available).
- ✓ Element 10 (Coaching students and staff) and Element 15 (Co-operative decisions that affect the department (for example attending international conferences)).

- ✓ Element 14 (Follow-up and monitor progress) and Element 15 (Co-operative decisions that affect the department (for example attending international conferences)).

Furthermore, when driving research outputs this HOD supports peers, gives recognition and motivates staff. He coaches students and staff and follows up on and monitors progress. In addition, by being available co-operative decisions can be made, he can act as a role model and be able to assist staff with personal problems.

The following elements are linked at an 85% level:

- ✓ Element 1 (Personal example in academic achievements) and Element 12 (Respecting culture differences).
- ✓ Element 7 (Personally drive sticky administrative issues) and Element 13 (Being available).

This HOD moreover constructs his leadership role as follows: “If you set an example in academic achievements as leader, you have to personally drive sticky administrative issues. In addition, respect for culture differences is related to how available you are as a leader”.

- ✓ Element 2 (Confronting 'holy cows' to protect the academic environment) and Element 7 (Personally drive sticky administrative issues) are linked 80%. Moreover, HOD 6 is of the opinion that ‘holy cows’ are similar to sticky administrative issues and that a leader should personally get involved in these matters.

7.2.6.3 Principal component analysis

Component 1 (44.68%), 2 (17.34%), 3 (16.42%) and 4 (13.13%) contribute to 91.57% of the variance in the data.

(j) Component 1: PrinGrid 1 (Accounts for 45% of the variance)

- Element loadings

1

- 1 * 1.00 Personal example in academic achievements
- 2 *-1.38 Confronting 'holy cows' to protect the academic environment
- 3 *-1.74 Making unpopular decisions
- 4 * 0.98 Support peers with difficult academic situations
- 5 * 0.38 Being a mentor for faculty members
- 6 * 0.58 Personal example (role model) for students
- 7 *-1.26 Personally drive sticky administrative issues
- 8 * 0.71 Giving recognition and motivating staff
- 9 * 0.03 Driving research outputs
- 10 * 0.10 Coaching students and staff
- 11 * 1.16 Assisting with staff's personal problems
- 12 * 0.30 Respecting culture differences
- 13 *-0.45 Being available
- 14 *-0.03 Follow-up and monitor progress
- 15 *-0.39 Co-operative decisions that affect the department (for example attending international conferences)

- Construct loadings

1

- 1 1.98 Personal involvement – Firm, assertive and unpopular
- 2 -1.31 Rely on faculty experience – Rely on personal experience

3 -1.37 Care and concern for the academic endeavour – Care and concern for people

4 -1.52 Academic focus – People focus

5 -1.19 Courage – Time management

The element and construct loadings on the emergent pole of Component 1 indicate that HOD 6 constructs his leadership role on the basis of it being an action that continuously requires personal involvement. Situations that require of a leader to be actively involved are his/her own academic achievements as well as mentoring and assisting staff, students and peers with personal and academic related matters. Also, during these interactions a leader motivates, inspires, assists and respects culture differences.

The element and construct loadings on the contrast pole of Component 1 indicate that HOD 6 considers his leadership role to be setting a personal example with regards to his academic achievements, driving research outputs and supporting peers with difficult academic decisions. An HOD as leader achieves these by being a mentor for faculty members, setting a personal example or being a role model for students, giving recognition, motivating staff, coaching students as well as staff, assisting staff with personal problems, respecting culture differences, being personally involved, relying on personal experience, showing care and concern for people, having a people focus, and managing time.

The emergent and contrasting poles of Component 1 indicate that HOD 6 makes a distinction between his leadership responsibilities by highlighting the difference between (see PrinGrid 1 in Appendix F):

- supporting and caring for others (staff, students and colleagues) or driving academic issues
- being empathetic or firm and unpopular
- coaching for performance or monitoring staff's performance

- popular or unpopular leadership actions
- people issues or task related activities
- personal involvement or co-operative decisions
- confronting holy cows and sticky administrative issues or mentoring and coaching students as well as staff.

(ii) *Component 2: PrinGrid 1 (Accounts for 17% of the variance)*

- Element loadings

2

1	0.47	personal example in academic achievements
2	0.87	confronting 'holy cows' to protect the academic environment
3	-0.11	making unpopular decisions
4	0.43	support peers with difficult academic situations
5	-1.28	being a mentor for faculty members
6	0.12	personal example (role model) for students
7	0.29	personally drive sticky administrative issues
8	0.56	giving recognition and motivating staff
9	-0.36	driving research outputs
10	-0.13	coaching students and staff
11	0.21	assisting with staff's personal problems
12	0.25	respecting culture differences
13	-0.05	being available
14	-0.86	follow-up and monitor progress
15	-0.41	co-operative decisions that affect the department (for example attending international conferences)

- Construct loadings

2

1	-0.35	Personal involvement – Firm, assertive and unpopular
2	-1.55	Rely on faculty experience – Rely on personal experience

- 3 -0.65 Care and concern for the academic endeavour – Care and concern for people
- 4 0.73 Academic focus – People focus
- 5 0.94 Courage – Time management

The element and construct loading on the emergent pole of Component 2 indicates that HOD 6 considers his leadership role as having the courage to personally confront 'holy cows' in the academic environment. This leadership action ensures an academic focus and requires firm, assertive and unpopular behaviour. A leader is people focussed, gives recognition to staff, manages time, sets a personal example to students as well as staff, supports peers, respects cultural differences, and relies on personal experience.

The element and construct loading on the contrast pole of Component 2 indicates that HOD 6 constructs his leadership role as follows: An HOD as leader demonstrates care and concern for the academic efforts in his/her department. This is achieved by being personally involved with students, staff and faculty members. This people focus includes leadership actions such as coaching, mentoring and monitoring. A leader that cares about the academic endeavour drives research outputs, is available and manages time. Unpopular decisions as well as co-operative decisions are made from time to time, and a leader relies on faculty experience to guide him/her.

The emergent and contrasting poles of Component 1 indicate that HOD 6 makes a distinction between his leadership responsibilities by highlighting the difference between (see PrinGrid 1 in Appendix F):

- faculty or personal experience
- sticky administrative tasks or research outputs
- courage or available time.

(iii) *Component 3: PrinGrid 2 (Accounts for 16 % of the variance)*

- Element loadings

3

1	-0.20	Personal example in academic achievements
2	-1.13	Confronting 'holy cows' to protect the academic environment
3	0.77	Making unpopular decisions
4	-0.06	Support peers with difficult academic situations
5	-1.00	Being a mentor for faculty members
6	0.79	Personal example (role model) for students
7	-0.10	Personally drive sticky administrative issues
8	-0.28	Giving recognition and motivating staff
9	0.20	Driving research outputs
10	0.34	Coaching students and staff
11	-0.08	Assisting with staff's personal problems
12	0.57	Respecting culture differences
13	0.15	Being available
14	-0.01	Follow-up and monitor progress
15	0.03	Co-operative decisions that affect the department (for example attending international conferences)

- Construct loadings

3

1	0.31	Personal involvement – Firm, assertive and unpopular
2	-0.94	Rely on faculty experience – Rely on personal experience
3	1.73	Care and concern for the academic endeavour – Care and concern for people
4	-0.41	Academic focus – People focus
5	0.08	Courage – Time management

The element and construct loading on emergent pole of Component 3 indicates that the HOD is of the opinion that as leader he has to care about and demonstrate concern for the academic endeavour by having a focus on people. This, however, requires personal involvement, making unpopular decisions, driving research results, and having courage. A leader also has to set a personal example for students, whilst respecting culture differences, and rely on personal experiences to manoeuvre academic undertakings.

The element and construct loading on contrast pole of Component 3 indicates that HOD 6 defines his leadership role as having an impact on the academic environment in which the department operates by chiefly relying on the leader's experience in the faculty. To achieve this, the HOD confronts sticky administrative issues, demonstrates that he cares about people outside his department by supporting peers, mentoring faculty members and assisting staff with personal problems. At the same time he has to ensure that the department achieves its academic objectives. This is attained by being firm, assertive, making unpopular decisions, setting a personal example and managing time.

The emergent and contrasting poles of Component 3 indicate that HOD 6 makes a distinction between his leadership responsibilities by highlighting the difference between (see PrinGrid 2 in Appendix F):

- supporting people inside the department or supporting people within the faculty
- academic endeavours in the department or academic activities within the faculty.

(iv) Component 4: PrinGrid 2 (Accounts for 13 % of the variance)

- Element loadings

4

1	-0.37	Personal example in academic achievements
2	-0.12	Confronting 'holy cows' to protect the academic environment
3	0.33	Making unpopular decisions
4	0.62	Support peers with difficult academic situations
5	0.62	Being a mentor for faculty members
6	0.54	Personal example (role model) for students
7	0.12	Personally drive sticky administrative issues
8	-0.38	Giving recognition and motivating staff
9	0.11	Driving research outputs
10	-0.38	Coaching students and staff
11	0.25	Assisting with staff's personal problems
12	-0.47	Respecting culture differences
13	0.47	Being available
14	-1.05	Follow-up and monitor progress
15	-0.30	Co-operative decisions that affect the department (for example attending international conferences)

- Construct loadings

4

1	0.05	Personal involvement -- Firm, assertive and unpopular
2	0.34	Rely on faculty experience – Rely on personal experience
3	-0.16	Care and concern for the academic endeavour – Care and concern for people
4	-1.14	Academic focus – People focus
5	0.08	Courage – Time management

The element and construct loadings on the emergent pole of Component 4 indicate that this HOD considers his leadership role to primarily be supporting and encouraging people by making himself available, but at the same time driving research results. A people focus requires personal involvement, whilst research outputs call for unpopular decisions along with setting a personal example, as well as solving difficult administrative issues based on the HOD's faculty experience.

The element and construct loadings on the contrast pole of Component 4 indicate that this HOD defines his leadership role as follows: An academic focus requires of an HOD to affirm (recognise and motivate) staff, to be firm, assertive as well as unpopular, and to set a personal example. Personal experience, coaching of students and staff, monitoring progress, respecting cultural differences, and making co-operative decisions all contribute to demonstrate care and concern for academic endeavours.

The emergent and contrasting poles of Component 3 indicate that HOD 6 makes a distinction between his leadership responsibilities by highlighting the difference between (see PrinGrid 2 in Appendix F):

- personal example or personal experience
- academic activities or research
- assisting and supporting people or driving research outputs.

7.2.6.4 Other observations

The PrinGrids in Appendix 6 highlights the following additional leadership constructions:

- an academic focus requires courage to personally and firmly drive sticky administrative issues (PrinGrid 1)

- research outputs are closely related to the leader's personal involvement with staff. This entails being available, to have a people focus as well as courage, to set an example and to make unpopular decisions (PrinGrid 2)
- a people focus includes making unpopular decisions (having a 'tough love approach').

7.2.7 HOD 7 (Appendix G)

7.2.7.1 Descriptive analysis of the data in the repertory grid (content analysis)

(i) Process analysis

The HOD commented that she looked forward to the interview, although she was not sure what to expect. She was willing to provide input and was very involved during the interview. She provided a lot of support during the interview and commented that she somehow enjoyed the process.

The respondent provides a variety of situations (12) in which she takes the lead, and highlights eight bi-polar type leadership qualities/actions/behaviours. The mean score of half of the constructs are centred on the midpoint. However, Construct 1 (Listen to inputs and ultimately make the final decision – Seeing the bigger picture and setting the parameters), 4 (People orientated – Task orientated), 5 (Managing programme quality – Ensuring optimal functioning of the department) and 6 (Professional occupational focus – -Academic specialisation knowledge), deviate from the reported mean score. The higher scores on constructs 1, 4, 5 and 6 indicate that HOD 7 constructs her leadership role on seeing the bigger picture, setting the parameters and managing specialised academic-related operational tasks.

In interpreting the data it seems, at a glance, as if the respondent considers her leadership role to be ensuring the optimal functioning of the department by

seeing the big picture and setting parameters. In addition, a task focus and academic specialisation knowledge are needed to lead an academic department.

7.2.7.2 Analysing relationships between data in the repertory grid (structural analysis)

(i) Constructs

- *Correlations*

Construct 3 (Insight into staff functioning, work load and the objectives of the department – Meeting the needs of the community through professional training) and construct 8 (General organisational and business knowledge – Specific subject and discipline knowledge) are the *highest positively correlated* (0.84) constructs in HOD 7's construct system. This correlation indicates that HOD 7 is of the opinion that a leader needs to have general organisational and business related knowledge to meet the objectives of the department, manage the work load and demonstrate insight into staff's functioning. Also, subject knowledge is needed to meet the needs of the community through professional training.

Construct 5 (Managing programme quality – Ensuring optimal functioning of the department) and Construct 7 (Departmental development focus – Student development focus) are the *highest negatively correlated* (-0.87) constructs. This can be interpreted that HOD 7 experiences in her leadership role that managing programme quality ensures a student development focus. Also, ensuring the optimal functioning of the department guarantees a departmental development focus.

- *Links and matches*

- *Constructs: Highest links and matches*

Construct 3 (Insight into staff functioning, work load and the objectives of the department – Meeting the needs of the community through professional training) and Construct 8 (General organisational and business knowledge – Specific subject and discipline) are linked 87.5%. This link indicates that this HOD has the view on leadership that a leader needs to have general organisational and business knowledge to meet the objectives of the department, manage the work load and have insight into staff's functioning. Also, subject knowledge is needed to meet the needs of the community through professional training.

Construct 5 R (Managing programme quality – Ensuring optimal functioning of the department) and Construct 7 (Departmental development focus – Student development focus) are linked 85.4%. This link indicates this HOD considers the optimal functioning of the department to be closely related to having a departmental developmental focus.

Construct 5 R (Managing programme quality – Ensuring optimal functioning of the department) and Construct 8 (General organisational and business knowledge – Specific subject and discipline) are linked 77.1%. This link indicates general organisational and business knowledge is needed to ensure the optimal functioning of the department. Managing the quality of academic programmes is closely related to having specific subject and discipline knowledge.

Construct 1R (Listen to inputs and ultimately make the final decision – Seeing the bigger picture and setting the parameters) and Construct 2 (Providing input – Making demands on staff) are linked 72.9%. This link indicates that in fulfilling her leadership role she assists staff to see the bigger picture by providing inputs and setting the parameters for the department. In addition, her experience indicates that making demands on staff implies that she listens to input and ultimately takes the final decision.

Construct 1R (Listen to inputs and ultimately make the final decision – Seeing the bigger picture and setting the parameters) and Construct 7 (Departmental development focus – Student development focus) are linked 70.8%. This link highlights that seeing the bigger picture and setting parameters for the department require of her as a leader to have a developmental focus. Also, a student developmental focus demands of an HOD to listen to inputs before taking the final decision.

(ii) Elements

- *Elements: Highest links and matches*

- ✓ Element 1 (Strategic planning) and Element 4 (Work allocation) are linked 87.5%.

The HOD in her leadership role considers strategic planning and work allocation to be closed related activities.

The following elements are linked at an 81.2% level:

- ✓ Element 2 (Day to day operational management) and Element 3 (Running meetings). Operational management involves running meeting.
- ✓ Element 4 (Work allocation) and Element 12 (Financial and resources management). Work allocation is related to financial and other resources management.
- ✓ Element 5 (Counselling staff) and Element 11 (Performance management). Performance management. As a leader this HOD considers performance management as an opportunity to counsel staff.

- ✓ This HOD views her leadership to counsel staff on issues related to the management of finances and resources, as the following elements are linked at a 78.1 % level; Element 5 (Counselling staff) and Element 12 (Financial and resources management).

The following elements are linked at a 75.0 % level:

- ✓ Element 1 (Strategic planning) and Element 3 (Running meetings).
- ✓ Element 6 (Ensuring students achieve programme outcomes) and Element 7 (Student support and motivation).
- ✓ Element 7 (Ensuring students achieve programme outcomes) and Element 10 (Support departmental community service projects).
- ✓ Element 8 (Inputs at the National Tertiary Training Institution level) and Element 9 (Figure head and represent the department in professional bodies).
- ✓ Element 8 (Inputs at the National Tertiary Training Institution level) and Element 10 (Support departmental community service projects).

This HOD is of the opinion that inputs at a National Tertiary Training Institution have an impact on strategic planning and it therefore ensures that students achieve programme outcomes. To support departmental community service projects she has to run meetings, support and motivate students and fulfil her figurehead role.

7.2.7.3 Principal component analysis

Component 1 (35.68%), 2 (27.09%) and 3 (17.39%) contribute to 80.16% of the variance in the data.

(j) *Component 1: PrinGrid 1 (Accounts for 36% of the variance)*

- Element loadings

1

1	-0.12	Strategic planning
2	-1.57	Day to day operational management
3	-0.52	Running meetings
4	-0.60	Work allocation
5	-0.89	Counselling staff
6	-0.39	Ensuring students achieve programme outcomes
7	0.56	Student support and motivation
8	2.45	Inputs at the National Tertiary Training Institution level
9	2.04	Figure head and represent the department in professional bodies
10	1.27	Support departmental community service projects
11	-1.46	Performance management
12	-0.79	Financial and resources management

- Construct loadings

1

1	0.78	Seeing the bigger picture and setting the parameters (lonely) – Listen to inputs and ultimately make the final decision
2	-1.90	Making demands on staff – Providing input
3	2.66	Meeting the needs of the community through professional training – Insight into staff functioning, work load and the objectives of the department
4	0.97	Task orientated – People orientated
5	-0.61	Ensuring optimal functioning of the department – Managing programme quality
6	0.07	Academic specialisation knowledge – Professional occupational focus
7	0.77	Student development focus – Departmental development focus

8 2.40 Specific subject and discipline knowledge – General organisational and business knowledge.

The element and construct loadings on the emergent pole of Component 1 may indicate that this HOD constructs her leadership role on the basis of it being a position in which an HOD has to make academic contributions as figurehead at the National Tertiary Institution level and at the professional bodies. These strategic interventions will ensure that the HOD sees the bigger picture, sets the parameters for student development and that the needs of the community are met through professional training. These HOD-related leadership actions are more task-orientated, as they call for specific subject and discipline knowledge as well as for managing programme quality and for providing input.

The element and construct loadings on the contrast pole of Component 1 point to the idea that HOD 7 constructs her leadership role on the basis of ensuring the optimal functioning of the department. She is of the opinion that this action is more people-orientated as she runs meetings, makes demands on staff, ensures programme outcomes are achieved, and manages the department's workload. She also supervises the performance of staff, counsel staff, carries out performance management, does strategic planning, deals with finances, and has a professional occupational focus in all her dealings. She indicates that knowledge of business and general management are necessary to run the department effectively and efficiently.

The emergent and contrasting poles of Component 1 indicate that HOD 7 makes a distinction between his leadership responsibilities by highlighting the difference between (see PrinGrid 1 in Appendix G):

- task or people orientation
- student and community development or departmental operations management

- subject and discipline or business and general management knowledge
- support the achievement of quality or demand quality
- listens to input or provides input
- day to day operations or bigger picture parameters.

(ii) *Component 2: PrinGrid 1 (Accounts for 27 % of the variance)*

- Element loadings

2

1	-1.21	Strategic planning
2	0.46	Day to day operational management
3	0.33	Running meetings
4	-0.64	Work allocation
5	-0.40	Counselling staff
6	2.61	Ensuring students achieve programme outcomes
7	1.52	Student support and motivation
8	-0.15	Inputs at the National Tertiary Training Institution level
9	-0.93	Figure head and represent the department in professional bodies
10	0.33	Support departmental community service projects
11	-0.79	Performance management
12	-1.14	Financial and resources management

- Construct loadings

2

1	-1.91	Seeing the bigger picture and setting the parameters (lonely) – Listen to inputs and ultimately make the final decision
2	1.01	Making demands on staff – Providing input
3	-0.15	Meeting the needs of the community through professional training – Insight into staff functioning, work load and the objectives of the department
4	-0.52	Task orientated – People orientated

- 5 -1.79 Ensuring optimal functioning of the department – Managing programme quality
- 6 0.97 Academic specialisation knowledge – Professional occupational focus
- 7 2.22 Student development focus – Departmental development focus
- 8 0.61 Specific subject and discipline knowledge – General organisational and business knowledge.

The element and construct loading on the emergent pole of Component 2 indicates that the HOD considers her leadership role to be: Ensure student development takes place by ensuring that students achieve the programme outcomes. An HOD as leader therefore supports and motivates for departmental community service projects to ensure there is a student development focus in the department. To achieve this as leader, an HOD becomes focussed on people and he/she also relies on academic competencies (subject matter and discipline knowledge), and general management tools and techniques (day to day operational management, running meetings and making demands on staff).

The element and construct loading on the contrast pole of Component 2 indicates that HOD 7 constructs her leadership role as follows: Align the department's strategy with the needs of the community as well as with that of the National Tertiary Training Institution and operationalise this strategic direction. This is a task-focussed activity that could make an HOD feel somewhat lonely. In order to achieve this alignment an HOD needs general management and business-related knowledge (financial management, work allocation, performance management, strategic planning and counselling skills) and have a professional occupational focus.

The emergent and contrasting poles of Component 2 indicate that HOD 7 makes a distinction between her leadership responsibilities by primarily highlighting the difference between (see PrinGrid 1 in Appendix G):

- academic or business and general management related
- operationalising and strategising inside the department or aligning the departmental strategic focus with stakeholders outside the department.

(iii) *Component 3: PrinGrid 2 (Accounts for 17 % of the variance)*

- Element loadings

3

- | | | |
|----|-------|---|
| 1 | 1.27 | Strategic planning |
| 2 | 0.71 | Day to day operational management |
| 3 | 1.32 | Running meetings |
| 4 | 0.81 | Work allocation |
| 5 | -1.02 | Counselling staff |
| 6 | -0.30 | Ensuring students achieve programme outcomes |
| 7 | -0.52 | Student support and motivation |
| 8 | 0.65 | Inputs at the National Tertiary Training Institution level |
| 9 | -1.01 | Figure head and represent the department in professional bodies |
| 10 | -0.08 | Support departmental community service projects |
| 11 | -1.23 | Performance management |
| 12 | -0.59 | Financial and resources management |

- Construct loadings

3

- | | | |
|---|-------|--|
| 1 | -0.34 | Seeing the bigger picture and setting the parameters (- lonely) –
Listen to inputs and ultimately make the final decision |
| 2 | -0.30 | Making demands on staff – Providing input |
| 3 | -0.16 | Meeting the needs of the community through professional training –
Insight into staff functioning, work load and the objectives of the department |
| 4 | 1.76 | Task orientated – People orientated |
| 5 | 0.39 | Ensuring optimal functioning of the department – Managing
programme quality |

- 6 2.32 Academic specialisation knowledge – Professional occupational focus
- 7 -0.30 Student development focus – Departmental development focus
- 8 -0.53 Specific subject and discipline knowledge – General organisational and business knowledge

The element and construct loading on the emergent pole of Component 3 indicates that HOD 7 considers her leadership role to be ensuring the optimal functioning of the department by aligning strategic initiatives with operational activities. An HOD as leader achieves this by having a departmental development focus and by being task orientated. Leadership activities include strategic planning (considering the inputs that are made at national level), running meetings, allocating work, and doing the day to day operational management of the department. An HOD provides inputs and relies on business and organisational knowledge to achieve these outcomes.

The element and construct loading on the contrast pole of Component 3 indicates that HOD 7 considers her leadership role to be ensuring that student development takes places. This is mainly achieved by focussing on staff (counselling, performance management, making demands on staff), students (ensuring students achieve programme outcomes, supporting and motivating students and having a student development focus), professional bodies (representing the department as the figurehead), community service (supporting development project and meeting the needs of the community through professional training), and resources management (financial and other resources). Specific subject and discipline knowledge, seeing the bigger picture, as well as setting the parameters for the department are all deemed necessary to be a leader.

The emergent and contrasting poles of Component 3 indicate that HOD 7 makes a distinction between her leadership responsibilities by primarily highlighting the difference between (see PrinGrid 2 in Appendix G):

- The optimal functioning of the department or student development.

7.2.7.4 Other observations

The PrinGrids in Appendix 7 highlights the following interesting leadership constructions:

- in the construction of her leadership role she considers herself to be 'people orientated' when she makes demands on staff, chairs meetings, gets insight into their work load and does the day-to-day operational management of the department (PrinGrid 1)
- she considers herself to be 'task orientated' when she makes input at national and professional bodies (PrinGrid 2).

7.2.8 HOD 8 (Appendix H)

7.2.8.1 Descriptive analysis of the data in the repertory grid (content analysis)

(i) Process analysis

The HOD remarked that he was eager to participate in the process, as he had been on an HOD-related leadership training course. He commented that he always learns from interventions such as these and he was therefore willing to provide input. He was also involved and committed to the interview. He did, however, challenge the interview process. He was of the opinion that he had to think very hard about something that is quite simple and straightforward.

The respondent provides a variety of situations (6) in which he takes the lead, and he highlights six bi-polar type leadership qualities/actions/behaviours. The mean score of most of the constructs are centred on the midpoint. Construct 1

(Rely on discipline-, subject knowledge and experience – Self discipline (1.8) deviates most from the reported mean score. This creates the impression that HOD 8 constructs his leadership role primarily on his discipline and subject knowledge as well as on his experience in an academic department.

In interpreting the data it seems, at a glance, as if the respondent considers his leadership role to be the setting of a personal example by being self-disciplined as well as relying on subject knowledge and discipline.

7.2.8.2 Analysing relationships between data in the repertory grid (structural analysis)

(i) Constructs

- *Correlations*

Construct 3 (Liaising with people (inside and outside the university) – Individual activity – needs self-motivation and focus) and construct 4 (Liaising with external stakeholders (industry and organisational leaders) – Being clever in your discipline and subject (wisdom)) are the *highest positively correlated* (0.74) constructs in HOD 8's construct system. This indicates that HOD 8 is of the opinion that a leader needs to liaise inside and outside the university with key stakeholders. Also, a leader needs self-motivation, be focussed, be clever in his/her discipline, and have wisdom.

Construct 2 (Doing things in the interest of the department – To do what is expected of the head - not much choice) and Construct 4 (Liaising with external stakeholders - industry and organisational leaders) – Being clever in your discipline and subject wisdom are the *highest negatively correlated* (-0.59) constructs. An interpretation may be that HOD 8 experiences in his leadership role that liaison with external stakeholders is something that is expected of a

HOD. In addition, he does consider subject wisdom as something that is in the interest of the department. He commented during the interview that all academics should be clever in their discipline and that: “Brightness come with the territory, a leader needs wisdom!”

- *Links and matches*

- *Constructs: Highest links and matches*

The following constructs are linked at a 79.2% level.

- ✓ Construct 1 (Rely on discipline, subject knowledge and experience – Self discipline) and construct 2 (Doing things in the interest of the department – To do what is expected of the Head-not much choice)
- ✓ Construct 3 (Liaising with people inside and outside the university) – Individual activity needs self-motivation and focus) and construct 4 (Liaising with external stakeholders – industry and organisational leaders) – Being clever in your discipline and subject wisdom)

This link indicates that the HOD’s view on leadership is that a leader needs to rely on discipline, subject knowledge and experience to execute activities that are in the interest of the department. Also, an HOD in his leadership role needs self-discipline to do those things that are expected of an HOD. An HOD often does not have much choice as to whether he/she wants to get involved in these figurehead related activities.

The following constructs are linked at a 70.8% level:

- ✓ Construct 4 (Liaising with external stakeholders – industry and organisational leaders) – Being clever in your discipline and subject- wisdom) and construct 2R (Doing things in the interest of the department – To do what is expected of the Head – not much choice).

- ✓ Construct 6 (Staff focussed – Spending extended hours on research (not visible by staff) and construct 5R (Ability to generate research funds – Ability to empathise with people). The HOD considers having a staff focus to be closely related to having empathy with people. The extended hours that he spends on research (which he considers as not being visible to staff), generates research income for the department.

(ii) *Elements*

- *Elements: Highest links and matches*
- ✓ Element 1 (Setting an example in lecturing) and Element 5 (Empowering staff (creating conditions for self development) are linked 79.2%.

The HOD in his leadership role therefore considers empowerment to be closely related to the personal example he sets in lecturing.

- ✓ Element 4 (Dealing with professional bodies and institutes) and Element 6 (Industry liaison – consultation and short courses) are linked 79.2%.

The link indicates that leadership-related interactions and dealings (liaison) with professional bodies and institutes create consultation opportunities and opportunities for the department to present short courses.

The following elements are linked at a 70.8 % level:

- ✓ Element 5 (Empowering staff – creating conditions for self development) and Element 6 (Industry liaison – consultation and short courses). In addition, industry liaison creates opportunities to empower and develop his staff as they get involved in consultation and short courses.

7.2.8.3 Principal component analysis

Component 1 (41.51%), 2 (31.42%) and 3 (20.83%) contribute to 93.76% of the variance in the data.

(i) Component 1: PrinGrid 1 (Accounts for 42% of the variance)

- Element loadings

1

- 1 * -1.57 Setting an example in lecturing
- 2 * -1.52 Setting an example in research
- 3 * 0.30 Setting a personal example
- 4 * 1.96 Dealing with professional bodies and institutes
- 5 * -0.17 Empowering staff (creating conditions for self development)
- 6 * 1.01 Industry liaison (consultation and short courses)

- Construct loadings

1

- 1 * 0.50 Self discipline – Rely on discipline, subject knowledge and experience
- 2 * 1.35 To do what is expected of the head (not much choice) – Doing things in the interest of the department
- 3 * -1.59 Individual activity (needs self-motivation and focus) – Liaising with people (inside and outside the university)
- 4 * -1.99 Being clever in your discipline and subject (wisdom) – Liaising with external stakeholders (industry and organisational leaders)
- 5 * -0.97 Ability to empathise with people – Ability to generate research funds
- 6 * -0.50 Spending extended hours on research (Focussed hard work which is often not seen by staff) – Staff focussed

The construct and element loadings on the emergent pole of Component 1 indicate that HOD 8 constructs his leadership role on the basis of it being; do what is expected of the Head! This relates to liaisons with internal and external stakeholders and industry as well as dealing with professional bodies and institutes. These leadership actions generate research funds and provide opportunities for the department to present short- course. It seems as if the HOD is of the opinion that these figurehead related leadership actions require self-discipline as the HOD needs to set an example for staff.

The construct and element loadings on the contrast pole of Component 1 indicate that HOD 8 considers his leadership role to be setting an example in research. This leadership action is an individual activity as it requires self-motivation, focus, being clever in your discipline and subject, spending extended hours on research, and having wisdom. At the same time, an HOD has to set an example in lecturing. This is achieved through staff empowerment as a leader creates conditions for staff development. The ability to empathise with people is needed to set and example as lecturer.

The emergent and contrasting poles of Component 1 indicate that HOD 8 makes a distinction between his leadership responsibilities by primarily highlighting the difference between (see PrinGrid 1 in Appendix H):

- research or lecturing
- generating funds or empathising with people
- do what is expected of a leader and liaise with internal and external stakeholders or be an academic who does research and lectures
- visible activities (liaison with stakeholders) or invisible activities (extended hours on research)
- being clever in your discipline or liaising with key stakeholders.

(ii) *Component 2: PrinGrid 1 (Accounts for 31 % of the variance)*

- Element loadings

2

- 1 -0.86 Setting an example in lecturing
- 2 1.88 Setting an example in research
- 3 -1.12 Setting a personal example
- 4 0.50 Dealing with professional bodies and institutes
- 5 -1.07 Empowering staff (creating conditions for self development)
- 6 0.67 Industry liaison (consultation and short courses)

- Construct loadings

2

- 1 -0.73 Self discipline – Rely on discipline knowledge, subject knowledge and experience
- 2 -0.04 To do what is expected of the head (not much choice) – Doing things in the interest of the department
- 3 0.29 Individual activity (needs self-motivation and focus) – Liaising with people (inside and outside the university)
- 4 0.15 Being clever in your discipline and subject (wisdom) – Liaising with external stakeholders (industry and organisational leaders)
- 5 -2.04 Ability to empathise with people – Ability to generate research funds
- 6 1.60 Spending extended hours on research (Focussed hard work which is often not seen by staff) – Staff focussed

The construct and element loading on the emergent pole of Component 2 seem to indicate that HOD 8 places a high premium on research when constructing his leadership role. Therefore, leadership involves active research by an HOD. These research activities require additional time from an HOD and these efforts are often not visible to staff. In addition, an HOD has to do things in the interest of

the department, which requires of a leader to liaise with industry and professional bodies.

The construct and element loading on the contrast pole of Component 2 highlight the idea that HOD 8 constructs his leadership role as setting a personal example in lecturing and thereby empower staff. In addition, an HOD has to do what is expected of leader, including focusing on staff and liaising with key stakeholders. These leadership actions require self discipline and setting an example.

The emergent and contrasting poles of Component 2 indicate that HOD 8 makes a distinction between his leadership responsibilities by primarily highlighting the difference between (see PrinGrid 1 in Appendix H):

- external liaison and internal empowerment
- being a discipline expert or liaison specialist

(iii) Component 3 (Accounts for 21 % of the variance)

- Element loadings

3

- 1 -0.24 Setting an example in lecturing
- 2 0.43 Setting an example in research
- 3 1.56 Setting a personal example
- 4 0.29 Dealing with professional bodies and institutes
- 5 -1.12 Empowering staff (creating conditions for self development)
- 6 -0.92 Industry liaison (consultation and short courses)

- Construct loadings

3

- 1 1.48 Self discipline – Rely on discipline knowledge, subject knowledge and experience

2 0.97 To do what is expected of the head (not much choice) – Doing things in the interest of the department

3 1.29 Individual activity (needs self-motivation and focus) – Liaising with people (inside and outside the university)

4 0.02 Being clever in your discipline and subject (wisdom) – Liaising with external stakeholders (industry and organisational leaders)

5 -0.17 Ability to generate research funds – Ability to empathise with people

6 0.25 Spending extended hours on research (Focussed hard work which is often not seen by staff) – Being clever in your discipline and subject (wisdom)

The element and construct loading on the emergent pole of Component 3 indicates that the HOD considers his leadership role to be setting a personal example in research. This requires self discipline, motivation, focus, wisdom and time. In his view setting a personal example is something that is expected of an HOD – there is not much choice in this.

The element and construct loading on the emergent pole of Component 3 indicates that the HOD considers his leadership role to be setting a personal example in lecturing and doing things that are in the interest of the department. These are achieved by empowering staff, creating conditions for the development of staff, empathising with people, liaising with industry, and thereby creating opportunities for consulting and the production of short courses. Liaising with people inside and outside the university requires of an HOD to have discipline and subject knowledge as well as experience.

The emergent and contrasting poles of Component 3 indicate that HOD 8 makes a distinction between his leadership responsibilities by primarily highlighting the difference between (see PrinGrid 1 in Appendix H):

- setting an example or doing things in the interest of the department
- Own agenda or the department's agenda

7.2.8.4 Other observations

The PrinGrids in Appendix 8 highlights the following interesting leadership constructions:

- PrinGrid 1

- research funds are closely related to industry liaison and dealings with professional bodies and institutes
- setting a personal example relates to liaisons with external and internal stakeholders. It is also staff-focussed and requires self-discipline.

- PrinGrid 2

- lecturing is related to having empathy for people and setting an example as a lecturer.

7.2.9 HOD 9 (Appendix I)

7.2.9.1 Descriptive analysis of the data in the repertory grid (content analysis)

(i) Process analysis

The HOD commented that she looked forward to the interview and that she was eager to participate. She was well prepared for the interview and provided a document that described her leadership role. She gave a lot of input and support during the interview and commented she that she had enjoyed the process.

The HOD provides a variety of situations (13) in which she takes the lead, and highlights nine bi-polar type leadership qualities/actions/behaviours. The mean score of most of the constructs are centred on the midpoint. It therefore seems as

if HOD 9 does not have extreme views on the topic of leadership. However, constructs 2 (Mentoring, coaching staff on performance – Mentoring on the discipline), 5 (Staff focussed – Students and student administration focussed), and 8 (Figures and thus more concrete – Human elements present and thus more abstract) are slighted above average. These indicate that HOD 9 constructs her leadership role round mentoring students on the discipline, being involved with student administration and other abstract human related elements.

7.2.9.2 Analysing relationships between data in the repertory grid (structural analysis)

(i) Constructs

- *Correlations*

Construct 1 (Curriculum design and quality control – Create opportunities for staff to partake in writing of scholarly work and completion of their studies) and construct 3 (Make time available and it is predictable – Unpredictable and difficult to plan time ahead) are the *highest positively correlated* (0.70) constructs in HOD 9's construct system. This indicates that curriculum design and quality control are predictable, whilst creating opportunities for staff to write scholarly work and complete their studies are more unpredictable. It is therefore difficult to plan time ahead for these types of activities.

Construct 2 (Mentoring, coaching staff on performance – Mentoring on the discipline and construct 4 (Vision, dealing with complexities and capacity building – Subject knowledge) are the second *highest positively correlated* (0.68) constructs in HOD 9's construct system. This indicates that HOD 9 is of the opinion that a leader who mentors and coaches staff on performance is busy with capacity building, as he/she deals with the complexities imbedded in the

department's vision. Also, an HOD in his/her leadership role needs subject knowledge to achieve on these abstract and complex issues.

Construct 6 (Covering more than one discipline – Prescribed procedures) and Construct 7 (Discipline and general management focus – Student empowerment) are the *highest negatively correlated* (-0.54) constructs. An interpretation of this is that HOD 9 experiences in her leadership role that covering more than one discipline empowers students, whilst a specific discipline and general management focus necessitate following prescribed procedures.

- *Links and matches*

- *Constructs: Highest links and matches*

Construct 2 (Mentoring, coaching staff on performance – Mentoring on the discipline) and Construct 4 (Vision, dealing with complexities and capacity building – Subject knowledge) are linked 80.8%. This link indicates that this HOD's view on leadership is that a leader needs to mentor and coach staff on their performance in an effort to realise the department's vision and, in doing so, builds capacity. Also, a leader needs subject knowledge if he/she has to mentor others on the content of the discipline.

Construct 1 (Curriculum design and quality control – Create opportunities for staff to partake in writing of scholarly work and completion of their studies) and Construct 3 (Make time available and it is predictable – Unpredictable and difficult to plan time) are linked 78.8%. This link indicates that this HOD's view on leadership is that curriculum design and quality control are predictable leadership activities for which time should be planned in advance. Creating opportunities for staff to engage with scholarly activities are less predictable and it is therefore more difficult to plan ahead for that type of leadership actions.

Construct 1 (Curriculum design and quality control – Create opportunities for staff to partake in writing of scholarly work and completion of their studies) and Construct 2 (Mentoring, coaching staff on performance – Mentoring on the discipline) are linked 75%. This link indicates that this HOD is of the opinion that as leader she needs to mentor, coach and quality control the work of academic staff when they design the curriculum. In addition, when she mentors staff on the discipline she creates opportunities for staff to partake in the writing of scholarly work and to complete their postgraduate studies.

Construct 4 (Vision, dealing with complexities and capacity building – Subject knowledge) and Construct 5 (Staff focussed – Students and student administration focussed) are linked 75%. This HOD is of the opinion that her efforts as leader to create a vision, to deal with complexities and to build capacity are more staff focussed activities, whilst student and student administration activities are focussed on subject knowledge.

The following constructs are linked at a 71.2% level:

- ✓ Construct 8 (Figures and thus more concrete – Human elements present and thus more abstract) and construct 6R (Covering more than one discipline – Prescribed procedures). In this leader's view prescribed procedures involve figures and are thus more concrete leadership-related activities. Covering more than one discipline indicates that more human elements are present and it is therefore more abstract.
- ✓ Construct 9 (Predictable – Unpredictable) and construct 8 (Figures and thus more concrete – Human elements present and thus more abstract). This construction indicates that concrete matters (such as figures) are more predictable than abstract activities (human interactions).

(ii) Elements

- *Elements: Highest links and matches*
- ✓ Element 5 (Supervising postgraduate students) and Element 8 (Internationalisation) are linked 88.9%.

The HOD in her leadership role considers postgraduate supervision to be closely related to internationalisation.

The following elements are linked at an 80.6% level:

- ✓ Element 3 (Research) and Element 8 (Internationalisation).
- ✓ Element 6 (Departmental performance management) and Element 10 (Student affairs).
- ✓ Element 9 (Human resources management) and Element 12 (Risk and Crisis management).

Departmental performance management and human resources management are closely related to research. It therefore seems that in her leadership role she manages people in the department to get research done. Student affairs, risk and crisis management impact on the department's internationalisation efforts.

The following elements are linked at a 77.8% level:

- ✓ Element 1 (Teaching – undergraduate) and Element 2 (Teaching – postgraduate).
- ✓ Element 7 (Finance and budget control) and Element 10 (Student affairs).

- ✓ Element 7 (Finance and budget control) and Element 11 (General management of Buros, Institutes and Centres).

This leader is of the opinion that undergraduate teaching is closely related to finance and budget control. Teaching postgraduate students is more related to student affairs and the management of buros, institutes and centres. A reason for this construction could be the research role buros, institutes and centres fulfil at this particular university.

Element 1 (Teaching – undergraduate) and Element 11 (General management of Buros, Institutes and Centres) are linked 75%. In her leadership role this HOD considers the teaching of undergraduate students to be closely related to the management of buros, institutes and centres. Also, considering the reported close match between finance, budget control and undergraduate teaching in the previous paragraph, it seems as if general management knowledge and skills are needed for undergraduate teaching, buros, institutes, and centres.

The following elements are linked 72.2%.

- ✓ Element 2 (Teaching – postgraduate) and Element 13 (Staff performance).
- ✓ Element 4 (Administration) and Element 9 (Human resources management).

The leadership construction for this HOD is that teaching of postgraduate students involves administration, whilst staff performance implies involvement in human resources management.

7.2.9.3 Principal component analysis

Component 1 (41.7%), 2 (21.84%), 3 (11.86%) and 4 (8.26%) contribute to 83.66% of the variance in the data.

(i) Component 1: PrinGrid 1 (Accounts for 42% of the variance)

- Element loadings

1

- 1 * -0.34 Teaching (undergraduate)
- 2 * 0.93 Teaching (postgraduate)
- 3 * 1.51 Research
- 4 * -1.79 Administration
- 5 * 2.29 Supervision (postgraduate students)
- 6 * -1.37 Departmental performance management
- 7 * -1.11 Finance and budget control
- 8 * 2.52 Internationalisation
- 9 * -0.22 Human resources management
- 10 * -1.03 Student affairs
- 11 * -0.72 General management of Buros, Institutes and Centres
- 12 * -0.05 Risk and Crisis management
- 13 * -0.62 Staff performance

- Construct loadings

1

- 1 * 1.59 Create opportunities for staff to partake in writing of scholarly work and completion of their studies – Curriculum design and quality control
- 2 * 2.40 Mentoring on the discipline – Mentoring, coaching staff on performance
- 3 * 1.91 Unpredictable and difficult to plan time ahead – Make time available and it is predictable

- 4 * 2.32 Subject knowledge – Vision, dealing with complexities and capacity building
- 5 * 1.92 Students and student administration focussed – Staff focussed
- 6 * -1.01 Prescribed procedures – Covering more than one discipline
- 7 * 0.74 Student empowerment – Discipline and general management focus
- 8 * 0.72 Human elements present and thus more abstract – Figures and thus more concrete
- 9 * -0.40 Unpredictable – Predictable

The element and construct loadings on the emergent pole of Component 1 indicate that HOD 9 constructs her leadership role as follows: An HOD is involved in postgraduate and research-related activities. The department's internationalisation efforts are interwoven with research and postgraduate activities. These leadership actions are driven by subject knowledge and are human focussed, as a leader mentors and empowers staff as well as students. Research and postgraduate studies are more abstract leadership activities and she therefore finds it difficult to plan time in advance for these. However, teaching and supervising postgraduate students are more predictable activities.

The element and construct loadings on the contrast pole of Component 1 indicate that HOD 9 considers her leadership role to be 'managing' the department. This includes, doing general administration, managing the department's performance, performing finance and budget control, managing human resources, student affairs, buros, institutes and centres, risks and crises, staff performance, the curriculum design, and quality control. In addition, she has to mentor and coach staff on their performance, make time available to determine the vision, deal with complexities and build capacity. These leadership actions require of her to be focussed, to follow prescribed procedures, to have a discipline and general management focus, and to work with figures that are more concrete in nature.

The emergent and contrasting poles of Component 1 indicate that HOD 9 makes a distinction between her leadership responsibilities by primarily highlighting the difference between (see PrinGrid 1 in Appendix G):

- being involved in postgraduate and research related work or teach undergraduates and manage the department
- discipline and subject knowledge or general management orientation
- managing or mentoring.

(ii) Component 2: PrinGrid 1 (Accounts for 22 % of the variance)

- Element loadings

2

1	-1.85	Teaching (undergraduate)
2	-1.84	Teaching (postgraduate)
3	1.10	Research
4	0.74	Administration
5	-0.02	Supervision (postgraduate students)
6	0.65	Departmental performance management
7	-0.03	Finance and budget control
8	0.45	Internationalisation
9	1.07	Human resources management
10	0.07	Student affairs
11	-0.62	General management of Buros, Institutes and Centres
12	0.97	Risk and Crisis management
13	-0.69	Staff performance

- Construct loadings

2

1 1.39 Create opportunities for staff to partake in writing of scholarly work and completion of their studies – Curriculum design and quality control

- 2 -0.63 Mentoring on the discipline – Mentoring, coaching staff on performance
- 3 1.85 Unpredictable and difficult to plan time ahead – Make time available and it is predictable
- 4 -1.08 Subject knowledge – Vision, dealing with complexities and capacity building
- 5 0.49 Students and student administration focussed – Staff focussed
- 6 1.59 Prescribed procedures – Covering more than one discipline
- 7 -1.33 Discipline and general management focus – Student empowerment
- 8 0.35 Human elements present and thus more abstract – Figures and thus more concrete
- 9 0.77 Unpredictable – Predictable

The element and construct loading on the emergent pole of component 2 indicates that HOD 9 considers her leadership role as being chiefly involved in research, administration, departmental performance management, human resources management, and risk and crisis management. An HOD moreover has to create opportunities for staff to partake in writing of scholarly work and to complete their studies. In addition, this leadership related activities require of an HOD to focus on staff, students, student administration and general administration. These leadership actions are rather unpredictable and hence it is difficult to plan time ahead for these activities.

In the construction of her leadership role she also points out that prescribed procedures have to be followed and applied to issues that include human elements that are more abstract and unpredictable. The high loading on risk and crisis management may be explained by the fact that she finds herself in a risk and crisis management mode when she has to apply concrete prescribed procedures to actions that are more abstract and unpredictable of nature.

The element and construct loading on the contrast pole of component 2 indicates that HOD 9 believes her leadership is to be supervising postgraduate students, to

be teaching undergraduate and postgraduate students, to be staff focussed, and to empower students. The management of buros, institutes and centres is closely related to finances and budgets which are more related to figures. It is therefore a more concrete and thus more predictable leadership action for which an HOD must make time available.

The emergent and contrasting poles of Component 2 indicate that HOD 9 makes a distinction between her leadership responsibilities by primarily highlighting the difference between (see PrinGrid 1 in Appendix G):

- concrete actions (predictable as well as unpredictable) and abstract activities (predictable as well as unpredictable)
- supervision and teaching or research
- buros, institutes and centres or department.

(iii) Component 3: PrinGrid 2 (Accounts for 12 % of the variance)

- Element loadings
- | | |
|----|---|
| 3 | |
| 1 | 0.19 Teaching (undergraduate) |
| 2 | 0.63 Teaching (postgraduate) |
| 3 | -0.94 Research |
| 4 | 0.77 Administration |
| 5 | 0.14 Supervision (postgraduate students) |
| 6 | -0.85 Departmental performance management |
| 7 | -0.84 Finance and budget control |
| 8 | -0.29 Internationalisation |
| 9 | 1.05 Human resources management |
| 10 | -0.41 Student affairs |
| 11 | -0.67 General management of Buros, Institutes and Centres |
| 12 | 1.19 Risk and Crisis management |

13 0.03 Staff performance

- Construct loadings

3

1 -1.00 Create opportunities for staff to partake in writing of scholarly work and completion of their studies – Curriculum design and quality control

2 -0.24 Mentoring on the discipline – Mentoring, coaching staff on performance

3 0.39 Unpredictable and difficult to plan time ahead – Make time available and it is predictable

4 -0.16 Subject knowledge – Vision, dealing with complexities and capacity building

5 0.90 Students and student administration focussed – Staff focussed

6 -0.43 Prescribed procedures – Covering more than one discipline

7 0.67 Student empowerment – Discipline and general management focus

8 -0.13 Figures and thus more concrete – Human elements present and thus more abstract

9 1.98 Unpredictable – Predictable

The element and construct loading on the emergent pole of component 3 indicates that the HOD considers her leadership role to be involvement with people (students and staff). This involvement includes teaching (undergraduate and postgraduate), supervising postgraduate students, monitoring staff's performance and doing administration. Dealings with students are more concrete leadership actions, but they are unpredictable of nature and it is therefore difficult to proactively plan time ahead for these situations.

The element and construct loading on the contrast pole of component 3 indicates that HOD 9 also considers her leadership role to be involvement with predictable abstract activities. These (to mention a few), include following procedures,

managing finances and budgets, mentoring others, doing research, mentoring and coaching staff, and managing the quality of the curriculum.

The emergent and contrasting poles of Component 3 indicate that HOD 9 makes a distinction between her leadership responsibilities by primarily highlighting the difference between (see PrinGrid 2 in Appendix G):

- concrete unpredictable actions or abstract predictable activities
- human elements or discipline specific issues.

7.2.10 HOD 10 (Appendix J)

7.2.10.1 Descriptive analysis of the data in the repertory grid (content analysis)

(i) Process analysis

The HOD commented that he looked forward to the interview as he might have a different view on the leadership role of an HOD, as he fundamentally believes that universities are not corporate institutions. He indicated that a university should focus on teaching and research and he therefore does not support the current trend at South African universities where tertiary institutions are managed as business enterprises. He was very involved during the interview and he provided input freely and in an uninhibited fashion.

The respondent provides six situations in which he takes the lead, and highlights six bi-polar type leadership qualities/actions/behaviours. The mean score of most of the constructs is centred on the midpoint. This may indicate that his construct system does not include extreme viewpoints on the topic of leadership. However, construct 6 (Fundamental – Pragmatic) has a lower average (2.0) and construct 4 (Broad, formal and abstract parameters – Concrete parameters) a higher

average of 3.2. This indicates that HOD 10 primarily constructs his leadership role around fundamental and concrete academic related issues.

In interpreting the data it seems, at a glance, as if the respondent considers his leadership role to be that of “protecting and enhancing the academic discipline”.

7.2.10.2 Analysing relationships between data in the repertory grid (structural analysis)

(i) Constructs

- *Correlations*

Construct 1 (Technically executing fundamental academic predispositions – Present a draft to colleagues and collectively agree on the parameters on which the department operates – fundamental and organisational) and construct 3 (Establishment of policy – Application of policy) are the *highest positively correlated* (0.58) constructs in HOD 10’s construct system. HOD 10 is of the opinion that his leadership role includes the establishment of policy and that these policies should technically execute fundamental academic predispositions.

Construct 1 (Technically executing fundamental academic predispositions – Present a draft to colleagues and collectively agree on the parameters on which the department operates – fundamental and organisational) and Construct 6 (Fundamental – Pragmatic) are the *highest negatively correlated* (-0.53) constructs. An interpretation of this is that HOD 10 experiences in his leadership role that the technical execution of a fundamental academic predisposition is pragmatic, whilst collectively agreeing on the parameters from which the department should operate is more a fundamentally based leadership action.

- *Links and matches*

- *Constructs: Highest links and matches*

Construct 3 (Establishment of policy – Application of policy) and Construct 4 (Broad, formal and abstract parameters – Concrete parameters) are linked 83.3%. This link may indicate that in order to lead his department, this respondent views the establishment of policy as requiring broad, formal and abstract parameters, whilst the application of policy is based on concrete parameters.

Construct 1R (Technically executing fundamental academic predispositions – Present a draft to colleagues and collectively agree on the parameters on which the department operates – fundamental and organisational) and Construct 6 (Fundamental – Pragmatic) are linked 75.0%. This link may indicate that in fulfilling his leadership role he experiences that the execution of policy is pragmatic, whilst collectively agreeing with colleagues on the parameters (fundamental and organisational) on which the department should operate is a more fundamental leadership action (this view correlates with the reported high negative correlation between constructs 1 and 6).

Construct 1R (Technically executing fundamental academic predispositions – Present a draft to colleagues and collectively agree on the parameters on which the department operates – fundamental and organisational) and Construct 3 (Establishment of policy – Application of policy) are linked 70.8%. This link indicates that in fulfilling his leadership role, the establishment of policy is done collectively based on the fundamental and organisational parameters on which the department runs. The application of policy is therefore considered to be the technical execution of fundamental academic predispositions.

(ii) *Elements*

- *Elements: Highest links and matches*

Element 5 (Participation in faculty committees) and element 6 (Representing the faculty on professional board) are linked at a 79.2% level. The HOD considers participating in faculty committees to be closely related to the leadership role he fulfils when he represents faculty at the professional board.

Element 1 (Organisation of departmental activities) and element 2 (Curriculum development) are linked at a 70.8% level. This HOD moreover considers the organisation of departmental activities to be closely involved with curriculum development.

7.2.10.3 *Principal component analysis*

Component 1 (45.8%), 2 (26.26%) and 3 (17.15%) contribute to 89.24% of the variance in the data.

(j) *Component 1: PrinGrid 1 (Accounts for 46% of the variance)*

- Element loadings

1

- 1 * 2.35 Organisation of departmental activities
- 2 * 1.14 Curriculum development
- 3 * -1.24 Establishing departmental policy
- 4 * -0.03 Establishing alignment with the vision and mission of the university
- 5 * -1.17 Participation in faculty committees
- 6 * -1.05 Representing the faculty on professional board

- Construct loadings

1

- 1 * -1.45 Present a draft to colleagues and collectively agree on the parameters on which the department operates (fundamental and organisational)
– Technically executing fundamental academic predispositions
- 2 * 0.15 Participate in Senate and faculty board – Representing the discipline and the practically consider the needs of the Faculty
- 3 * 1.78 Application of policy – Establishment of policy
- 4 * 1.57 Concrete – Broad, formal and abstract parameters
- 5 * -1.36 Faculty focus – Departmental focus
- 6 * 1.11 Fundamental – Pragmatic

The emergent pole of Component 1 indicates that HOD 10 constructs his leadership role on the basis of it being a concrete pragmatic action since a leader applies fundamental parameters in the application of policy, organisation of his department, development of the curriculum, and in his/her participation in senate.

The contrast pole of Component 1 indicates that HOD 10 applies the following thinking in respect of his leadership role: A leader has a university, or a faculty focus when he/she establishes and aligns the department's vision and procedures. Broad, formal, fundamental, and abstract parameters are applied when a leader interacts with faculty or professional boards.

The emergent and contrasting poles of Component 1 indicate that HOD 10 makes a distinction between his leadership responsibilities by primarily highlighting the difference between (see PrinGrid 1 in Appendix J):

- concrete pragmatic subjects or broad, abstract, formal and fundamental issues
- department or faculty and university
- representing a discipline or executing an academic predisposition
- establishing or applying policy

(ii) *Component 2: Pringrid 1 (Accounts for 26% of the variance)*

- Element loadings

2

- 1 -0.35 Organisation of departmental activities
- 2 -0.53 Curriculum development
- 3 -0.29 Establishing departmental policy
- 4 2.23 Establishing alignment with the vision and mission of the university
- 5 -0.24 Participation in faculty committees
- 6 -0.81 Representing the faculty on professional board

- Construct loadings

2

- 1 1.14 Present a draft to colleagues and collectively agree on the parameters on which the department operates (fundamental and organisational) – Technically executing fundamental academic predispositions
- 2 1.66 Participate in Senate and faculty board – Representing the discipline and the practically consider the needs of the Faculty
- 3 0.58 Application of policy – Establishment of policy
- 4 1.09 Concrete – Broad, formal and abstract parameters
- 5 0.50 Faculty focus – Departmental focus
- 6 -0.61 Pragmatic –Fundamental

The element and construct loading on the emergent pole of Component 2 indicates that HOD 10 considers his leadership role to be establishing alignment with the vision and mission of the university. A leader chiefly achieves this by having a faculty focus, by presenting a draft proposal to departmental colleagues and by getting them to collectively agree on the parameters (fundamental and organisational) from which the department should operate. An HOD's participation in senate and the faculty board assists him/her to have a university

and faculty focus in the aforementioned leadership actions. Leadership initiatives that ensure alignment with the university and the faculty are considered to be concrete and fundamental of nature.

The element and construct loading on the contrast pole of Component 2 indicates that HOD 10 views his leadership role as follows: The departmental leader has a pragmatic focus when organising departmental activities and a fundamental predisposition when he/she technically executes curriculum development. When establishing policy he/she represents the department in faculty committees or at the professional board. He/she also has to consider broader faculty needs when departmental policy is established. The parameters from which policy is established may be broad, formal and abstract.

The emergent and contrasting poles of Component 2 indicate that HOD 10 makes a distinction between his leadership responsibilities by primarily highlighting the difference between (see PrinGrid 1 in Appendix J):

- aligning departmental efforts or executing an academic predisposition
- participating in establishing policy or applying policy
- establish policy based on broad abstract parameters or apply concrete procedures
- represent the department or participate in senate.

(iii) Component 3: PrinGrid 2 (Accounts for 17 % of the variance)

- Element loadings

3

- 1 -0.25 Organisation of departmental activities
- 2 0.55 Curriculum development
- 3 1.50 Establishing departmental policy
- 4 -0.14 Establishing alignment with the vision and mission of the university

- 5 -0.71 Participation in faculty committees
- 6 -0.95 Representing the faculty on professional board

- Construct loadings

3

- 1 0.53 Technically executing fundamental academic predispositions – Present a draft to colleagues and collectively agree on the parameters on which the department operates (fundamental and organisational)
- 2 0.18 Representing the discipline and the practically consider the needs of the Faculty – Participate in Senate and faculty board
- 3 -0.18 Application of policy – Establishment of policy
- 4 -0.33 Concrete – Broad, formal and abstract parameters
- 5 -1.75 Faculty focus – Departmental focus
- 6 -0.72 Fundamental – Pragmatic

The element and construct loading on the emergent pole of Component 3 indicates that this HOD considers his leadership role to be the establishment of departmental policy with specific reference to curriculum development. In achieving this, a leader technically executes fundamental academic predispositions, represents the discipline and practically considers the needs of the faculty.

The element and construct loading on the contrast pole of Component 3 indicates that HOD 10 considers his leadership role to be making a contribution in the faculty and senate. He considers fundamental concrete issues when he aligns the department's future direction with the vision and mission of the university and the faculty.

The emergent and contrasting poles of Component 3 indicate that HOD 10 makes a distinction between his leadership responsibilities by primarily highlighting the difference between (see PrinGrid 2 in Appendix J):

- internal departmental issues or external faculty and university considerations.

7.2.10.4 Other observations

The PrinGrids in Appendix 10 highlights the following interesting leadership constructions:

- fundamental considerations impact on the focus of the faculty and on the HOD's efforts to align the department with the university's vision and mission. HOD 10 presents a draft of his interpretations to his departmental colleagues who collectively agree on the fundamental and organisational parameters that guide the department
- the establishment of policy requires broad, formal and abstract parameters. The HOD in his leadership role therefore needs to participate in faculty committees, he represents the faculty at the professional board and considers the needs of the faculty in relation to the specific discipline he represents.

7.2.11 HOD 11 (Appendix K)

7.2.11.1 Descriptive analysis of the data in the repertory grid (content analysis)

(i) Process analysis

The HOD was more than willing to provide input and she was emotionally and cognitively involved during the interview. She provided support during the interview and she commented that the process required of her to think differently about her leadership role as HOD.

The respondent provides a variety of situations (10) in which she takes the lead, and highlights eight bi-polar type leadership qualities/actions/behaviours. The

mean score of half of the constructs is centred on the midpoint, whilst four constructs are either slightly above or slightly below the average. This may indicate that HOD 11's construct system does not include extreme viewpoints on the topic of leadership. Constructs 2 (People engagement – Activities and processes to ensure effective utilisation of human energy), 5 (Ensuring staff contentment during performance management – Ensuring the attainment of departmental goals), 7 (Ensuring practicability of departmental activities – Smooth running of the department) and 8 (Unplanned and unpredictable – Good organisation and advance planning) deviate most from the reported mean score. This HOD's leadership actions therefore indicate that the HOD considers her leadership role to be engaging with people, attaining departmental goals, ensuring the smooth running of the department, undertaking good organisation, and planning in advance (See Appendix 11: Descriptive statistics).

In interpreting the data it seems, at a glance, as if the respondent considers her leadership role to be ensuring the smooth and practical running of the department by being fair and following an even-handed approach.

7.2.11.2 Analysing relationships between data in the repertory grid (structural analysis)

(i) Constructs

- *Correlations*

Construct 4 (Ensuring staff contentment – Ensuring the smooth practical running of Departmental activities) and construct 6 (Job fulfilment – Departmental goals) are the *highest positively correlated* (0.85) constructs in HOD 11's construct system. This may indicate that HOD 11 is of the opinion that job fulfilment and staff contentment are closely related (in other words, happy staff members enjoy

their work). The smooth practical running of the departmental activities ensures the achievement of departmental goals.

Construct 5 (To ensure staff contentment during performance management – Ensuring the attainment of departmental goals) and Construct 8 (Unplanned and unpredictable – Good organisation and advance planning) are the *highest negatively correlated* (-0.39) constructs. An interpretation of this may be that this HOD experiences in her leadership role that unplanned and unpredictable performance management activities do ensure the attainment of departmental goals. In addition, she is of the opinion that leadership actions such as advance planning and good organisation ensure staff contentment.

- *Links and matches*

- *Constructs: Highest links and matches*

Construct 4 (Ensuring staff contentment – Ensuring the smooth practical running of Departmental activities) and Construct 6 (Job fulfilment – Departmental goals) are linked 85.0%. This link is explained by the reported high correlations between these constructs in the previous paragraph.

Construct 2 (People engagement – Activities and processes to ensure effective utilisation of human energy) and Construct 3 (Draw on personal experience, inner resources and values – Apply sound management principles) are linked 75%. This link indicates that in fulfilling her leadership role she engages with people by relying on her personal experience, inner resources and values. Also, sound management principles ensure the effective utilisation of human energy.

Construct 3 (Draw on personal experience, inner resources and values – Apply sound management principles) and Construct 8 (Unplanned and unpredictable – Good organisation and advance planning) are linked 75%. This link indicates that

HOD 11 draws on personal experience, inner resources and values when she leads in situations that are unplanned and unpredictable.

Construct 2 (People engagement – Activities and processes to ensure effective utilisation of human energy) and Construct 4 (Ensuring staff contentment – Ensuring the smooth practical running of Departmental activities) are linked 72.5%. This link indicates that in fulfilling her leadership role she experiences that engagement with people is closely related to staff contentment. Leadership activities and processes that ensure the effective utilisation of human energy contribute to the smooth practical running of departmental activities.

Construct 5 (To ensure staff contentment during performance management – Ensuring the attainment of departmental goals) and Construct 6 (Job fulfilment – Departmental goals) are linked 70.0%. This link indicates that the respondent is of the view that job fulfilment, staff contentment and performance management are closely related leadership concepts. In addition, goal setting and attainment are interwoven leadership actions.

Construct 8 (Unplanned and unpredictable – Good organisation and advance planning) and Construct 1R (Fairness and even-handedness – Courage and firmness) are linked 70.0%. This link indicates this HOD is of the opinion that unplanned and unpredictable situations require of her as leader to be fair and even-handed in her actions.

(ii) Elements

- *Elements: Highest links and matches*

Element 5 (Creating a positive interpersonal climate and maintain an atmosphere of goodwill) and element 7 (Being accessible to students, staff and parents) are linked at an 87.5% level. The HOD constructs her leadership role on the basis of

creating a positive interpersonal climate and maintaining an atmosphere of goodwill by being accessible to students, staff and parents.

The following elements are linked at a 78.1% level:

- ✓ Element 1 (Protecting staff members against injustice) and Element 3 (Managing conflict).

- ✓ Element 6 (Organising the departmental activities and administration) and Element 8 (Financial and budget management).

HOD 11 also constructs her leadership role on the basis of protecting staff members against injustice by organising departmental activities and administrative issues. As leader she manages conflict by means of managing the finances and the budget.

The following elements are linked at a 75% level:

- ✓ Element 1 (Protecting staff members against injustice) and Element 5 (Creating a positive interpersonal climate and maintain an atmosphere of goodwill). As leader she protecting staff members against injustice by creating a positive interpersonal climate and by maintaining an atmosphere of goodwill.

- ✓ Element 4 (Creating and nurturing an appropriate academic culture (for example research culture) and Element 6 (Organising the departmental activities and administration). Creating and nurturing an appropriate academic culture (for example research culture) can be achieved by a leader who organises departmental activities and issues related to administration.

7.2.11.3 Principal component analysis

Components 1 (43,7%), 2 (23,8%) and 3 (16,5%) contribute to 83,9% of the variance in the data.

(i) Component 1: PrinGrid 1 (Accounts for 44% of the variance)

- Element loadings

1

- 1 * -1.29 Protecting staff members against injustice
- 2 * 0.68 Ensuring equal distribution of work and responsibilities
- 3 * -1.32 Managing conflict
- 4 * 0.79 Creating and nurturing an appropriate academic culture (for example research culture)
- 5 * -1.88 Creating a positive interpersonal climate and maintain an atmosphere of goodwill
- 6 * 2.32 Organising the departmental activities and administration
- 7 * -1.22 Being accessible to students, staff and parents
- 8 * 2.34 Financial and budget management
- 9 * -0.94 Career planning, recognition and affirmation of staff
- 10 * 0.53 Career advancement of staff

- Construct loadings

1

- 1 * -0.17 Courage and firmness – Fairness and even-handedness
- 2 * 1.90 Activities and processes to ensure effective utilisation of human energy – People engagement
- 3 * 1.90 Apply sound management principles – Draw on personal experience, inner resources and values
- 4 * 2.20 Ensuring the smooth practical running of Departmental activities — Ensuring staff contentment

5 * 0.30 Ensuring the attainment of departmental goals – To ensure staff contentment during performance management

6 * 2.05 Departmental goals — Job fulfilment

7 * 0.42 Smooth running of the department – Ensuring practicability of departmental activities

8 * 2.23 Good organisation and advance planning – Unplanned and unpredictable

The emergent pole of Component 1 indicates that HOD 11 constructs her leadership role as follows: A good manager ensures departmental goals are attainment. Applying sound management principles ensures the effective utilisation of human energy. These principles include planning, organising and monitoring departmental activities, nurturing staff as well as students, equally distributing work and responsibilities, being practical, and overseeing the career advancement of staff.

The contrast pole of Component 1 indicates that HOD 11 constructs her leadership role as follows: A leader has to create a positive interpersonal climate and maintain an atmosphere of goodwill in the department. This is achieved by engaging with people, ensuring the practical running of the department, making sure staff members are content and experience job fulfilment, doing career planning with staff, affirming staff, and doing constructive performance management. A leader therefore has to have courage, be firm and accessible, manage conflict, and protect staff members against injustice. A leader can achieve this by drawing on personal experience and inner resources.

The emergent and contrasting poles of Component 1 indicate that HOD 11 makes a distinction between her leadership responsibilities by primarily highlighting the difference between (see PrinGrid 1 in Appendix J):

- attainment of departmental goals or ensuring staff contentment

- interpersonal climate or operational efficiency
- management principles or personal experience, inner resources and values
- equal distribution or courage and firmness.

(ii) *Component 2: PrinGrid 1 (Accounts for 24 % of the variance)*

- Element loadings

2

- | | | |
|----|-------|---|
| 1 | 0.10 | Protecting staff members against injustice |
| 2 | -1.20 | Ensuring equal distribution of work and responsibilities |
| 3 | 1.43 | Managing conflict |
| 4 | 1.36 | Creating and nurturing an appropriate academic culture (for example research culture) |
| 5 | 0.35 | Creating a positive interpersonal climate and maintain an atmosphere of goodwill |
| 6 | 0.66 | Organising the departmental activities and administration |
| 7 | 0.46 | Being accessible to students, staff and parents |
| 8 | 0.16 | Financial and budget management |
| 9 | -1.91 | Career planning, recognition and affirmation of staff |
| 10 | -1.41 | Career advancement of staff |

- Construct loadings

2

- | | | |
|---|-------|---|
| 1 | 1.26 | Courage and firmness – Fairness and even-handedness |
| 2 | 0.11 | Activities and processes to ensure effective utilisation of human energy – People engagement |
| 3 | -0.85 | Apply sound management principles – Draw on personal experience, inner resources and values |
| 4 | 0.99 | Ensuring the smooth practical running of Departmental activities – Ensuring staff contentment |

5 2.20 Ensuring the attainment of departmental goals –To ensure staff contentment during performance management

6 1.01 Departmental goals – Job fulfilment

7 0.40 Smooth running of the department – Ensuring practicability of departmental activities

8 -1.55 Good organisation and advance planning –Unplanned and unpredictable

The element and construct loadings on the emergent pole of Component 2 indicate that the HOD considers her leadership role to be; the attainment of departmental goals by creating and nurturing an appropriate academic culture. An HOD chiefly achieves this by ensuring the smooth practical running of departmental activities, being accessible to students, staff and parents, organising the departmental activities and administration, managing conflict, and being firm as well as courageous. In addition, these activities seem to be rather unpredictable and it is therefore difficult to plan ahead for these departmental activities.

The element and construct loadings on the contrast pole of Component 2 indicate that the HOD considers her leadership role to be that of applying sound management principles when ensuring the equal distribution of work and responsibilities. These principles include fairness, even-handedness, organisation, and planning. At the same time, a leader has to take care of the career advancement of staff. This is achieved by doing career planning, giving recognition and affirming staff. Also, a leader who engages with people ensures that the department's activities are practical. These leadership actions ensure job fulfilment and staff contentment.

The emergent and contrasting poles of Component 2 indicate that HOD 11 makes a distinction between her leadership responsibilities by primarily highlighting the difference between (see PrinGrid 1 in Appendix J):

- attaining departmental goals or plan staff member's careers
- managing things or engaging with people
- courage and firmness or fairness and even-handedness.

(iii) *Component 3: PrinGrid 2 (Accounts for 16% of the variance)*

- Element loadings

3

- 1 0.78 Protecting staff members against injustice
- 2 0.99 Ensuring equal distribution of work and responsibilities
- 3 1.01 Managing conflict
- 4 0.52 Creating and nurturing an appropriate academic culture (for example research culture)
- 5 -1.11 Creating a positive interpersonal climate and maintain an atmosphere of goodwill
- 6 0.50 Organising the departmental activities and administration
- 7 -1.29 Being accessible to students, staff and parents
- 8 -1.43 Financial and budget management
- 9 0.17 Career planning, recognition and affirmation of staff
- 10 -0.13 Career advancement of staff

- Construct loadings

3

- 1 0.28 Courage and firmness – Fairness and even-handedness
- 2 -0.05 Activities and processes to ensure effective utilisation of human energy –People engagement
- 3 -0.17 Apply sound management principles – Draw on personal experience, inner resources and values
- 4 -0.79 Ensuring the smooth practical running of Departmental activities – Ensuring staff contentment

5 -0.28 Ensuring the attainment of departmental goals – To ensure staff contentment during performance management

6 0.28 Departmental goals – Job fulfilment

7 2.68 Smooth running of the department – Ensuring practicability of departmental activities

8 0.27 Good organisation and advance planning – Unplanned and unpredictable

The element and construct loadings on the emergent pole of Component 3 indicate that the HOD considers her leadership role to be the equal distribution of work and responsibilities that ensure the smooth running of the department. These activities require of a leader to manage conflict and have courage and to be firm. In addition, it takes courage and firmness to manage the conflict that comes with these leadership activities. Staff contentment is possible if a leader engages with people. For people interactions a leader has to draw on personal experience, inner resources and his/her values.

The element and construct loadings on the contrast pole of Component 3 indicate that the HOD defines her leadership as follows: Create a positive interpersonal climate, maintain an atmosphere of goodwill, be accessible to students, staff and parents, take care of the career advancement of staff, and be fair and even-handed. These leadership activities and processes ensure effective utilisation of human energy. The application of sound management principles ensures the attainment of departmental goals.

The emergent and contrasting poles of Component 3 indicate that HOD 11 makes a distinction between her leadership responsibilities by primarily highlighting the difference between (see PrinGrid 2 in Appendix J):

- creating an environment based on personal experience, inner resources and values or acting in an environment based on sound management principles.

7.2.11.4 Other observations

- HOD 11 acts fairly, even-handedly and applies sound management principles when she distributes work and does career planning for staff
- unplanned and unpredictable situations lead to conflict during which a leader has to demonstrate courage and firmness
- people engagement, the practical running of the department, job fulfilment and job contentment are closely related leadership constructs
- creating a positive interpersonal climate involves of her as leader to be accessible to students, staff and parents as well as doing financial and budget management (PrinGrid 2)
- organising and achieving departmental objectives are closely related to managing conflict.

7.2.12 HOD 12 (Appendix L)

7.2.12.1 Descriptive analysis of the data in the repertory grid (content analysis)

(i) Process analysis

This HOD commented that he was not entirely sure what to expect from the interview. He was, however, more than willing to provide input and he was very involved during the interview. He explained, before the interview started, that he is of the opinion that the history of a department influences the leadership style of an HOD.

He provides a variety of situations (8) in which he takes the lead, and highlights six bi-polar type leadership qualities/actions/behaviours. The mean score of most of the constructs is centred around the midpoint, which may indicate that his construct system does not include extreme viewpoints on the topic of leadership.

Construct 6 (Employ staff to assist – Providing academic support – preparing abstracts and encouraging research), deviates most (3.5) from the reported mean scores. This may indicate that HOD 12 considers the provision of academic support to be an important aspect of his leadership role as HOD.

In interpreting the data it seems, at a glance, as if the respondent considers his leadership role to be: "Creating an ambience in which academic staff and students can grow".

7.2.12.2 Analysing relationships between data in the repertory grid (structural analysis)

(i) Constructs

- *Correlations*

Construct 2 (Staff report back and share academic experiences – Celebrate achievements – personal and academic) and construct 5 (Academic assistance – Interpersonal activities) are the *highest positively correlated* (0.53) constructs in HOD 12's construct system. This may indicate that HOD 12 is of the opinion that a leader provides assistance to staff when he creates opportunities for them to report back and share academic experiences. In addition, the celebration of personal or academic achievements is considered to be an important interpersonal related leadership activity.

Construct 1 (Respect everybody's individuality as a person and as an academic – Inspire, motivate and demonstrate knowledge in the different disciplines) and Construct 2 (Staff report back and share academic experiences – Celebrate achievements – personal and academic) are the *highest negatively correlated* (-0.71) constructs. An interpretation of this may be that this HOD experiences in his leadership role that staff report back sessions (during which academic

achievements are shared) inspire and motivate staff. Also, everybody is respected as an individual and as an academic when achievements (personal as well as academic) are celebrated.

- *Links and matches*

- *Constructs: Highest links and matches*

Construct 2 (Staff report back and share academic experiences – Celebrate achievements (personal and academic)) and Construct 5 (Academic assistance – Interpersonal activities) are linked 75.0%. This link is related to the high correlation that is reported between construct 2 and 4 in the aforementioned paragraph.

Construct 5 (Academic assistance – Interpersonal activities) and Construct 1R (Respect everybody's individuality as a person and as an academic – Inspire, motivate and demonstrate knowledge in the different disciplines) are linked 75.0%. This link may indicate that in fulfilling his leadership role HOD 12 constructs academic assistance to be related to his inspiring and motivating staff members as well as demonstrating his knowledge in the different disciplines. Interpersonal activities are constructed as respecting everybody's individuality as a person and as an academic.

Construct 3 (Wisdom, objectivity, consistency and insight into staff's personalities – Listen and look for strategies for future behaviours) and Construct 4 (People related – Academic related) are linked 71.9%. This link may indicate that in fulfilling his leadership role people related leadership activities are considered to be wisdom, objectivity, consistency and insight into staff's personalities. Academic activities are considered to be listening and looking for strategies for future behaviours.

(ii) *Elements*

- *Elements: Highest links and matches*

Element 5 (When people need academic opportunities for example conference attendance and study leave) and element 7 (Increasing human resources for example tutorials and teaching assistance) are linked at a 75% level. The HOD constructs his leadership role on creating academic opportunities for staff (for example conference attendance and study leave) and increasing human resources (for example tutorials and teaching assistance) in the department.

The following elements are linked at a 70.8% level:

- ✓ Element 4 (When people need affirmation) and Element 5 (When people need academic opportunities for example conference attendance and study leave).
- ✓ Element 4 (When people need affirmation) and Element 6 (Creating opportunities for departmental staff to socialise).
- ✓ Element 6 (Creating opportunities for departmental staff to socialise) and Element 8 (Creating the ambiance for successful work in the department).

The HOD moreover constructs his leadership role on creating an ambiance for successful work in the department. He chiefly achieves this (based on the reported links between elements 4, 5, 6 and 8), by affirming staff, creating academic opportunities for staff and generating opportunities for staff to socialise.

7.2.12.3 Principal component analysis

Component 1 (39.19%), 2 (31.98%) and 3 (13.45%) contribute to 84.6% of the variance in the data.

(i) Component 1: PrinGrid 1 (Accounts for 39% of the variance)

- Element loadings

1

1 * -0.11 Meld lectures in the different disciplines together as a departmental unit

2 * 2.23 Take the lead in academic, teaching, lecturing and research activities (for example student related activities)

3 * -0.89 Conflict situations

4 * -0.33 When people need affirmation

5 * 1.30 When people need academic opportunities (for example conference attendance and study leave)

6 * -1.93 Creating opportunities for departmental staff to socialise

7 * 0.73 Increasing human resources (for example tutorials and teaching assistance)

8 * -1.00 Creating the ambiance for successful work in the department

- Construct loadings

1

1 * 2.23 Inspire, motivate and demonstrate knowledge in the different disciplines – Respect everybody's individuality as a person and as an academic

2 * -1.46 Celebrate achievements (personal and academic) – Staff report back and share academic experiences

3 * 0.75 Listen and look for strategies for future behaviours – Wisdom, objectivity, consistency and insight into staff's personalities

4 * 1.28 Academic related – People related

5 * -1.70 Interpersonal activities – Academic assistance

6 * 0.78 Providing academic support (preparing abstracts, encouraging research) – Employ staff to assist

The element and construct loadings on the emergent pole of Component 1 indicate that this HOD constructs his leadership role on the basis of taking the lead in academic, teaching, lecturing and research activities (for example student and academic related activities) and devising strategies for future behaviours. These include creating academic opportunities for staff (for example conference attendance and study leave) and increasing human resources (for example tutorials and teaching assistance). A leader moreover offers academic support (prepares abstracts and encourages research) and provides academic related assistance by increasing the human resources in the department. An HOD inspires and motivates others by demonstrating knowledge in the different disciplines that are housed in a department.

The element and construct loadings on the contrast pole of Component 1 indicate that HOD 12 constructs his leadership roles as follows: Create the ambiance for successful work in the department. This is achieved by melding lectures in the different disciplines together as a departmental unit and creating opportunities for departmental staff to socialise in the department. This is done when people need affirmation or when conflict situations arise. It is important for a leader to respect everybody's individuality as a person and as an academic when staff report back and share their academic experiences. A leader needs wisdom, objectivity, and insight into staff's personalities if he/she is involved in people-related interpersonal activities. A leader has to be consistent and employ staff to assist in department if and when necessary.

The emergent and contrasting poles of Component 1 indicate that HOD 12 makes a distinction between his leadership responsibilities by primarily highlighting the difference between (see PrinGrid 1 in Appendix L):

- providing academic assistance or interpersonal support
- inspiring and motivating as leader or melding lectures together as a departmental unit.

(ii) *Component 2: PrinGrid 1 (Accounts for 32% of the variance)*

- Element loadings

2

- 1 0.88 Meld lectures in the different disciplines together as a departmental unit
- 2 1.22 Take the lead in academic, teaching, lecturing and research activities (for example student related activities)
- 3 1.79 Conflict situations
- 4 -0.61 When people need affirmation
- 5 -0.67 When people need academic opportunities (for example conference attendance and study leave)
- 6 0.24 Creating opportunities for departmental staff to socialise
- 7 -1.59 Increasing human resources (for example tutorials and teaching assistance)
- 8 -1.26 Creating the ambiance for successful work in the department

- Construct loadings

2

- 1 -0.49 Inspire, motivate and demonstrate knowledge in the different disciplines – Respect everybody's individuality as a person and as an academic
- 2 0.58 Celebrate achievements (personal and academic) – Staff report back and share academic experiences
- 3 1.86 Listen and look for strategies for future behaviours – Wisdom, objectivity, consistency and insight into staff's personalities
- 4 1.69 Academic related – People related
- 5 1.34 Interpersonal activities – -Academic assistance
- 6 1.88 Providing academic support (preparing abstracts, encouraging research) – Employ staff to assist

The element and construct loading on the emergent pole of Component 2 indicates that the HOD considers his leadership role to be taking the lead in academic, teaching, lecturing and research activities. These actions do not come without conflict, therefore a leader melds lectures in the different disciplines together as a departmental unit. A leader furthermore inspires, motivates, and demonstrates knowledge in the different disciplines. Also, a leader organises staff report back sessions where academic experiences are shared and where a leader listens for ideas and considers strategies for future academic related endeavours.

The element and construct loading on the emergent pole of Component 2 indicates that HOD 12 defines his leadership role as follows: A leader provides assistance to people and supports academic related activities. Assisting people involves affirming people when they need it by creating academic opportunities (for example conference attendance and study leave) for them. It could also entail increasing human resources (for example tutorials and teaching assistance), employing staff to assist and creating the ambiance for successful work in the department by organising report back sessions where staff can share their academic experiences. However, a leader needs wisdom and insight into the personalities of staff members in order to perform during people related leadership activities to ensure consistency.

The emergent and contrasting poles of Component 2 indicate that HOD 12 makes a distinction between his leadership responsibilities by primarily highlighting the difference between (see PrinGrid 1 in Appendix L):

- leading others or assisting people
- melding staff together or employing staff
- sharing academic experiences or demonstrating discipline knowledge.

(iii) Component 3: PrinGrid 2 (Accounts for 13% of the variance)

- Element loadings

3

- 1 1.45 Meld lectures in the different disciplines together as a departmental unit
- 2 0.32 Take the lead in academic, teaching, lecturing activities and research (for example student related activities)
- 3 -1.05 Conflict situations
- 4 -0.49 When people need affirmation
- 5 -0.79 When people need academic opportunities (for example conference attendance and study leave)
- 6 0.07 Creating opportunities for departmental staff to socialise
- 7 0.00 Increasing human resources (for example tutorials and teaching assistance)
- 8 0.49 Creating the ambiance for successful work in the department

- Construct loadings

3

- 1 -0.56 Inspire, motivate and demonstrate knowledge in the different disciplines – Respect everybody's individuality as a person and as an academic
- 2 0.68 Celebrate achievements (personal and academic) – Staff report back and share academic experiences
- 3 -0.70 Listen and look for strategies for future behaviours – Wisdom, objectivity, consistency and insight into staff's personalities
- 4 1.69 Academic related – People related
- 5 -0.48 Interpersonal activities – Academic assistance
- 6 -0.26 Providing academic support (preparing abstracts, encouraging research) – Employ staff to assist

The element and construct loading on the emergent pole of Component 3 indicates that the HOD constructs his leadership role as follows: Creating the

ambiance for successful academic related work in the department. This is chiefly achieved by melding lectures in the different disciplines together as a departmental unit, celebrating achievements (personal and academic) and creating opportunities for staff to socialise. In addition, a leader respects people as individuals and provides academic assistance by taking the lead in teaching and research. Also a leader creates an ambiance for successful work by employing staff (teaching assistants) and increasing available human capacity through the introduction of tutorials.

The element and construct loading on the contrast pole of Component 3 indicates that the HOD constructs his leadership role along the lines of people and interpersonal related activities. These cover managing conflict situations, affirming people, creating academic opportunities (for example conference attendance and study leave) for staff and providing academic support (preparing abstracts and encouraging research). A leader therefore inspires, motivates and demonstrates knowledge in the different disciplines by organising staff report back sessions where academic experiences are shared. However wisdom, objectivity, consistency and insight into staff's personalities are needed if a leader wants to make an impact.

The emergent and contrasting poles of Component 3 indicate that HOD 12 makes a distinction between his leadership responsibilities by primarily highlighting the difference between (see PrinGrid 2 in Appendix L):

- academic related or people related
- affirming staff or employing and increasing human resources
- providing support or respecting staff members as individuals
- inspire and motivate or create opportunities to share.

7.2.12.4 Other observations

The PrinGrids in Appendix 12 highlights the following interesting leadership constructions:

- conflict situations are closely related to a leader looking for future strategies. These strategies include melding the different disciplines together as a departmental unit, respecting everybody's individuality (as a person and an academic), and creating opportunities for staff to socialise (PrinGrid 1)
- creating an ambiance for successful work in the department include affirming people, having wisdom, objectivity, insight into staff's personalities and employing staff to assist in the department (PrinGrid 1)
- academic leadership entails taking the lead in academic related activities, providing academic support to colleagues, listening and looking for future strategies (PrinGrid 1)
- academic assistance involves inspiring, motivating and demonstrating knowledge in the different disciplines. It also, entails creating academic opportunities for staff, organising staff report back sessions and increasing the available human resources (PrinGrid 2).

7.2.13 HOD 13 (Appendix M)

7.2.13.1 Descriptive analysis of the data in the repertory grid (content analysis)

(i) Process analysis

The HOD commented that he was not entirely sure what to expect from the interview. He was, however, more than willing to provide input and he also appeared occupied during the interview. He remarked that he worked in the private sector before he took up a position at the university and as a result he might have a different perspective on the topic of leadership.

The respondent provides six situations in which he takes the lead, and he also highlights six bi-polar type leadership qualities/actions/behaviours. The mean score of most of the constructs is centred around the midpoint, which may indicate that his construct system does not include extreme viewpoints on the topic of leadership. Constructs 1 (3.2) and 6 (3.5) deviate most from the reported mean score. The fact that HOD 13 rated these constructs higher; construct 1 (To identify key stakeholders and to proactively liaise – Understanding the challenges and opportunities in the macro competitive and market environments) and construct 6 (Prepare students as good scholars and citizens – Ensuring optimal operational efficiency), indicates that he constructs his leadership role around the issues of understanding the challenges and opportunities in the macro competitive as well as market environments. These insights assist him as leader to ensure optimal operational efficiency in his department. He therefore primarily constructs his leadership role as interpreting the external environment and applying this insight into the department by ensuring the department is operationally efficient.

7.2.13.2 Analysing relationships between data in the repertory grid (structural analysis)

(i) Constructs

- *Correlations*

Construct 1 (To identify key stakeholders and to proactively liaise – Understanding the challenges and opportunities in the macro competitive and market environments) and Construct 3 (Interacting with people – Understanding the environment and implications for the discipline) are the *highest positively correlated* (0.59) constructs. An interpretation of this is that HOD 13 experiences in his leadership role that identification and pro-active liaisons with key

stakeholders primarily involve interactions with people. Also, understanding the challenges and opportunities in the macro competitive environment is closely related to comprehending the implications it holds for the discipline. It therefore seems as if HOD 13 considers his leadership role to be that of being a pro-active interpreter of the environment in which his department operates.

Construct 4 (Participative approach, strategic focus – Inspiring and motivating staff) and construct 5 (Internal focus – External focus) are the *highest negatively correlated* (-0.69) constructs in HOD 13's construct system. This high negative correlation indicates that HOD 13 is of the opinion that a participative strategically focussed leadership approach is externally focussed, whilst an internally focussed leadership approach inspires and motivates staff.

- *Links and matches*

- *Constructs: Highest links and matches*

The following constructs are linked at a 75% level:

√ Construct 3 (Interacting with people – Understanding the environment and implications for the discipline) and Construct 5 (Internal focus – External focus)

√ Construct 4 (Participative approach, strategic focus – Inspiring and motivating staff) and Construct 5 (Internal focus – External focus)

√ Construct 1 (To identify key stakeholders and to proactively liaise – Understanding the challenges and opportunities in the macro competitive and market environments) and Construct 6 (Prepare students as good scholars and citizens – Ensuring optimal operational efficiency)

These links may indicate that in fulfilling his leadership role he considers his interactions with key stakeholders to be primarily internally focussed. This internally focused approach is more participative of nature and also relates to preparing students to be good scholars and citizens. Ensuring optimal operational efficiency, according to HOD 13, is more closely related to having an external focus as a leader as it is in this case necessary to understand and manage the challenges as well as the opportunities in the macro environment at departmental level.

The following constructs are linked at a 70.8% level:

√ Construct 1 (To identify key stakeholders and to proactively liaise – Understanding the challenges and opportunities in the macro competitive and market environments) and Construct 3 (Interacting with people – Understanding the environment and implications for the discipline)

√ Construct 2 (Understanding the environment, understanding needs and expectations of staff and students – Ensuring exposure to cutting edge research opportunities) and Construct 6 (Prepare students as good scholars and citizens – Ensuring optimal operational efficiency).

These links may indicate that in fulfilling his leadership role the identification and pro-active liaison with key stakeholders are closely related with interacting with people, understanding the environment, understanding needs and expectations of staff and students, as well as preparing students to be good scholars and citizens. Interaction with stakeholders therefore seems to be an important part of HOD 13's construction of his leadership role.

(ii) *Elements*

- *Elements: Highest links and matches*

None of the elements are linked higher than 70%. This indicates that HOD 13 considers the leadership situations he is involved in to be rather independent of one another.

7.2.13.3 *Principal component analysis*

Component 1 (42.71%), 2 (29.88%) and 3 (19.50%) contribute to 92.08% of the variance in the data.

(i) *Component 1 (Accounts for 43% of the variance)*

- *Element loadings*

1

1 * 1.89 Provide strategic direction i.e. the focus of the department

2 * 1.31 Interface with key stakeholders and publics

3 * -0.83 Interface with internal stakeholders

4 * 0.53 Creating an enabling environment for staff to operate in

5 * -1.37 Ensure a student driven focus (students are the key focus, needs and expectations are addressed)

6 * -1.53 Establishing a research culture

- *Construct loadings*

1

1 * 0.09 Understanding the challenges and opportunities in the macro competitive and market environments – To identify key stakeholders and to proactively liaise

2 * 0.05 Ensuring exposure to cutting edge research opportunities –

Understanding the environment, understanding needs and expectations of staff and students

3* 1.33 Understanding the environment and implications for the discipline – Interacting with people

4 * -1.96 Inspiring and motivating staff – Participative approach, strategic focus

5 * 1.98 External focus – Internal focus

6* 0.97 Ensuring optimal operational efficiency – Prepare students as good scholars and citizens

The emergent pole of Component 1 indicates that HOD 13 constructs his leadership role on the basis of understanding the external environment in which the department operates by analysing the challenges and opportunities in the macro competitive environment. These externally focussed leadership actions assist a leader with providing strategic direction, determining the focus of the department and identifying research opportunities. Understanding the environment in which the department operates requires a leader to interact with key stakeholders and publics. A leader has to create an enabling environment for staff. This will ensure optimal operational efficiency – a participative approach with a strategic focus assists with this leadership endeavour.

The contrast pole of Component 1 points to the idea that HOD 13 constructs his leadership role as follows: Interact with key stakeholders in the internal environment to ensure a student-driven focus that prepares students as good scholars and citizens. It is also necessary for a leader to establish a research culture in the department. To achieve the aforementioned it is necessary for a leader to identify and interact with internal key stakeholders and to proactively liaise to have the needs and expectations of students and staff met. These leadership actions inspire and motivate staff.

The emergent and contrasting poles of Component 1 indicate that HOD 13 makes a distinction between his leadership responsibilities by primarily highlighting the difference between (see PrinGrid 1 in Appendix M):

- external or internal stakeholders
- external public enterprises or internal students and staff
- a participative approach or inspiring and motivating staff
- determine a strategic direction or establish a research focus
- Understand or create.

(ii) Component 2 (Accounts for 30% of the variance)

- Element loadings

2

- 1 -1.39 Provide strategic direction i.e. the focus of the department
- 2 1.39 Interface with key stakeholders and publics
- 3 1.45 Interface with internal stakeholders
- 4 -0.00 Creating an enabling environment for staff to operate in
- 5 -1.14 Ensure a student driven focus (students are the key focus, needs and expectations are addressed)
- 6 -0.30 Establishing a research culture

- Construct loadings

2

- 1 -1.98 Understanding the challenges and opportunities in the macro competitive and market environments – To identify key stakeholders and to proactively liaise
- 2 -0.22 Ensuring exposure to cutting edge research opportunities – Understanding the environment, understanding needs and expectations of staff and students
- 3 -1.03 Understanding the environment and implications for the discipline –

Interacting with people

4 -0.05 Inspiring and motivating staff – Participative approach, strategic focus

5 -0.01 External focus – Internal focus

6 1.52 Ensuring optimal operational efficiency – Prepare students as good scholars and citizens

The element and construct loading on the emergent pole of Component 2 indicates that the HOD considers his leadership role as understanding the environment the department operates in by understanding the needs and expectations of staff as well as of students. This requires of a leader to identify key internal stakeholders and to proactively liaise and interface with key stakeholders and publics. This implies that a leader has to interact with people, follow a participative approach and have as strategic focus that ensures optimal operational efficiency.

The element and construct loading on the contrast pole of Component 2 indicates that the HOD defines his leadership as follows: Understand the challenges and opportunities in the macro competitive and market environments and the implications these hold for the discipline. A leader has to provide strategic direction (the focus of the department), create an enabling environment for staff to operate in, establish a research culture, and ensure a student driven focus (students are the key focus – their needs and expectations are met). These externally focused leadership actions inspire and motivate staff and prepare students to be good scholars and citizens.

The emergent and contrasting poles of Component 2 indicate that HOD 13 makes a distinction between his leadership responsibilities by primarily highlighting the difference between (see PrinGrid 1 in Appendix M):

- understand the environment you operate in or create an environment you work in

- a participative internal approach or an inspiring and motivating external approach.

(iii) Component 3 (Accounts for 20% of the variance)

- Element loadings

3

- 1 0.31 Provide strategic direction i.e. the focus of the department
- 2 0.80 Interface with key stakeholders and publics
- 3 -0.55 Interface with internal stakeholders
- 4 -1.39 Creating an enabling environment for staff to operate in
- 5 -0.44 Ensure a student driven focus (students are the key focus, needs and expectations are addressed)
- 6 1.28 Establishing a research culture

- Construct loadings

3

- 1 -0.49 Understanding the challenges and opportunities in the macro competitive and market environments – To identify key stakeholders and to proactively liaise
- 2 1.67 Ensuring exposure to cutting edge research opportunities – Understanding the environment, understanding needs and expectations of staff and students
- 3 -0.35 Understanding the environment and implications for the discipline – Interacting with people
- 4 0.49 Inspiring and motivating staff – Participative approach, strategic focus
- 5 1.01 External focus – Internal focus
- 6 -0.61 Ensuring optimal operational efficiency – Prepare students as good scholars and citizens

The element and construct loading on the emergent pole of Component 3 indicates that the HOD considers his leadership role to be establishing a research culture that provides the focus for the department. This requires a leader to interface with key stakeholders. To achieve this research focus he has to ensure exposure to cutting edge research opportunities by having an external focus and inspiring and motivating staff. These interactions with people ensure students are prepared to be good scholars and citizens.

The element and construct loading on the contrast pole of Component 3 indicates that HOD 13 defines his leadership role as follows: Understand the environment you operate in by having an internal focus. This requires a leader to interface with internal stakeholders, to create an enabling environment for staff to operate in and to ensure a student driven focus (students are the key focus, needs and expectations are addressed). A participative approach is required to understand the internal environment as well as the needs and expectations of staff and students.

In addition, an understanding of the challenges and opportunities in the macro competitive and market environments assists a leader with developing a strategic focus and this ensures optimal operational efficiency.

The emergent and contrasting poles of Component 3 indicate that HOD 13 makes a distinction between his leadership responsibilities by primarily highlighting the difference between (see PrinGrid 2 in Appendix M):

- interact with or understand key stakeholders
- a research focus and culture or operational efficiency
- understand the environment or understand people.

7.2.13.4 Other observations

The PrinGrids in Appendix M highlights the following interesting leadership constructions:

- a student driven culture is achieved if the leader is focussed on the needs and expectations of students
- a research culture is established if staff members are inspired and motivated
- interactions with key stakeholders assist with understanding the internal and external environments in which an academic department operates.

7.3 SUMMARY OF THE RESEARCH RESULTS

A variety of elements and constructs have been identified in the preceding section of the chapter. This part of the chapter endeavours to compare and integrate the results of the HODs that partook in the study. To achieve the integration, a short synopsis of every HOD's leadership constructions is presented. These constructions are primarily based on the components that were identified by the Principal Component Analysis (PCA) and that contributed to 80% or more of the variance in the data. The reason for using the PCA results is that it integrates correlations coefficients, matches and links between constructs and elements by plotting them on and around the X- and Y-axis of a graph. It is indeed a summary of the results and it is therefore easier to determine the emergent and contrast poles of two components on a single graph.

7.3.1 Summary: HOD 1

- Leadership is a self-initiated action that is based on a specific value system – the scholarly standing of the HOD in the academic community. A leader should put across what is expected of others by being an example in the utilisation of resources and being a role model to students and staff. In

addition, academic staff and students should be understood and respected and responsibilities facilitated if academic challenges are to be conquered and a learning- and research culture is to be established.

- A leader operates from a specific knowledge and competency base that ensures academic standards in the learning programs. Also, the strategic focus and priorities of the department, the position of the department nationally and internationally and being a recognised scholar are all linked to an HOD's knowledge and competence. Staff development is interconnected with an HOD's professional knowledge and competence.
- Leadership is ensuring academic excellence through self-initiated academic related actions. The department's national and international profile, the HOD's scholarly achievements, being an example as well as a mentor and role-model, all contribute to the strategic direction and achievement of departmental objectives.
- Leadership is determining the strategic focus and priorities of the department, ensuring academic standards, being an example in the utilisation of resources, and negotiating and bargaining the position of the department in the faculty. Self initiated leadership actions such as negotiating and bargaining for resources will ensure academic excellence (set as a strategy and priority by the department).
- Leadership is being a mentor and a role model for students and a recognised scholar. A leader also creates a culture of learning, development and research, positions the department nationally and internationally, develops staff and creates opportunities to be a co-partner in students' learning.

7.3.2 Summary: HOD 2

- Leadership entails conceptualising new possible dispensations for the department, addressing discrepancies between current practice and the desired future state, inspiring and motivating people to commit to the desired state, telling stories, painting a picture about the future, getting passionate

about ideas, selling the future, showing what can be gained, bringing minds together, and refusing to succumb.

- Leadership is about dealing with the current reality in an effort to achieve the ideal future dispensation. Issues such as addressing policies and procedure that frustrate staff or inhibit fair or creative behaviour, dealing with people who are stuck in ambiguity and paralysis, breaking rules in situations where normal situations do not work, and taking a firm personal stance in fixing things that are standing in the way of a better future are considered.
- Leadership is being passionate and motivated about a better future and addressing stickiness in the system that stands in the way of this ideal future state.
- A leader brings minds together when people get stuck in ambiguity and paralysis and he/she creatively conceptualises the future state of the department.

7.3.3 Summary: HOD 3

- Leadership entails fulfilling an academic leadership role. This is achieved by interpreting the external environment, interacting with professional bodies, having a medium to long-term focus, being personally involved and leading people.
- Leadership is about operationalising the strategy. A leader chiefly achieves this by being internally focussed, people orientated (motivating staff and co-operatively involving others), hands-on, focussed on day to day activities and involved in co-ordinating school activities.
- Leadership is leading and motivating staff in a co-operative way to ensure the department's academic strategy is implemented internally. This is achieved by interpreting the external environment, fulfilling an academic leadership role and being academically focussed.
- Leadership is being actively involved with people outside the department (for example members of the school and professional bodies). These interactions

are more hands-on and they require of a leader to co-ordinate day to day activities.

- A co-operative leadership style is necessary to manage departmental activities. A leader incorporates external demands by interacting with professional bodies, being academically focused, operationalising the academic strategy, being hands-on, and having a concrete day to day focus.
- Leadership is being actively and internally involved in the department. This requires of an HOD to have a focus on people and lead and motivate staff. This can be achieved if he/she interprets the external environment and co-ordinates the school activities.

7.3.4 Summary: HOD 4

- Leadership is aligning and matching staff with the academic and research foci of the department – these actions ensure contemporary and innovative programme design. These identified leadership actions may cause conflict, but academic programme design and identified research foci impact on the scholarly achievements of students, which in turn have an important impact on staff and student relations.
- Leadership is about community involvement and building, performing administrative duties, performance management and coaching (capacity building), managing research projects, managing staff to achieve programme and research outputs, and measuring the outputs of staff members.
- Leadership entails matching staff (their interests and strengths) with the content of teaching programmes. There is a spin-off in community involvement, as these leaders' actions assist with the identification of research projects. Also, the management of these identified research projects builds the community at large, and has administrative duties attached to it.
- An academic leader is a scholar and therefore has a clear research focus. In addition, the academic department he/she leads should have identified research foci. His/her research performance and that of other colleagues in

the department should be measured. Leadership techniques such as coaching and capacity building could be employed to ensure that research objectives are met.

7.3.5 Summary: HOD 5

- Leadership is driving efficiency and effectiveness in the department by being focussed on staff and students. A leader therefore deals with personal situations of staff members, motivates and guides students, mentors postgraduate students, and interacts with future employers. For people related activities (especially those involving students and staff) a leader requires people skills, wisdom, tact, and listening abilities. Postgraduate students and future employers need more mentoring, inspiration and motivation and for these interactions a leader relies on his/her clinical expertise.
- Leadership implies fulfilling a figurehead role by doing what is expected from an HOD by peers, the dean and other management structures. This role points to creating an image of excellence. An HOD as leader therefore needs research and facilitation skills, as well as discipline knowledge. An HOD has to be scholar, be involved in research and provide emotional support to the dean and other managers in the faculty and university.
- Leadership entails providing emotional support to staff and students and driving efficiency and effectiveness in the HOD figurehead and authority roles. A leader chiefly achieves this by focussing on operational matters and by interacting with the dean, other HODs and managers.
- Leadership implies being an academic leader and scholar who has discipline knowledge, clinical expertise and research skills. An HOD as leader interacts with future employees, mentors postgraduate students and creates an image of excellence. A leader facilitates, inspires and motivates in these aforementioned roles.

- Leadership is about projecting an image of excellence and team cohesion to people outside the department. This image is created in interactions with peers, the dean and other managers at the university. In addition, operational efficiency is related to how an HOD acts as a figurehead and uses his/her authority. Discipline knowledge, clinical expertise and research skills are needed to relate to post-graduate students and future employers of students.
- Leadership implies being a mentor and motivator of students and staff. These leadership actions involve providing emotional support in respect of academic or personal matters. For research to be done in the department, it is necessary for the HOD to be a scholar of note. Fulfilling a facilitating, motivating and mentoring role inspires others to do research. Wisdom, listening skills and tact are key components of an HOD's leadership role.

7.3.6 Summary: HOD 6

- Leadership is an action that requires an academic focus. An HOD therefore has to affirm (recognise and motivate) staff, be firm, assertive as well as unpopular if he/she wants to set a personal example. Personal experience, coaching students and staff, monitoring progress, respecting cultural differences and making co-operative decisions all contribute to demonstrate care and concern for academic activities.
- Leadership is about supporting and encouraging people by being available, but at the same driving research results. A people focus requires personal involvement, whilst research outputs call for unpopular decisions along with setting a personal example. A leader also has to solve difficult administrative issues based on the HOD's faculty experience.
- Leadership is about having an impact on the academic environment in which the department operates. A leader achieves this by chiefly relying on the faculty experience of the HOD. An HOD also confronts sticky administrative issues, demonstrates that he cares about people outside his department by supporting peers, mentoring faculty members and assisting staff with personal

problems. At the same time an HOD has to ensure that the department achieves its academic objectives. This is attained by being firm, assertive, making unpopular decisions, setting a personal example, and managing time.

- A leader has to care about and demonstrate concern for academic endeavours by having a focus on people. This, however, requires personal involvement, making unpopular decisions, driving research results and having courage. A leader has to set a personal example for students, whilst respecting culture differences, and has to rely on personal experiences to manoeuvre academic undertakings.
- An HOD as leader demonstrates care and concern for the academic efforts in his/her department. This is achieved by being personally involved with students, staff and faculty members. This people focus includes leadership actions such as coaching, mentoring and monitoring. A leader who cares about the academic endeavour drives research outputs is available and manages time. Unpopular decisions as well as co-operative decisions are made from time to time and a leader relies on faculty experience to guide him/her.
- Leadership is having the courage to personally confront 'holy cows' in the academic environment. This leadership action ensures an academic focus and requires firm, assertive and unpopular behaviour. A leader is people focussed, gives recognition to staff, manages time, sets a personal example to students as well as staff, supports peers, respects cultural differences, and relies on personal experience.
- Leadership is setting a personal example with regards to the leader's academic achievements. A leader therefore drives research outputs and supports peers with difficult academic decisions. An HOD as leader achieves these by being a mentor for faculty members, setting a personal example or being a role model for students, giving recognition, motivating staff, coaching students as well as staff, assisting with staff's personal problems, respecting culture differences, being personally involved, relying on personal experience,

showing care and concern for people, having a people focus, and managing time.

- Leadership is an action that continuously requires personal involvement. Situations that require of a leader to be actively involved are his/her own academic achievements as well as mentoring and assisting staff, students and peers with personal and academic related matters. During these interactions a leader motivates, inspires, assists and respects culture differences.

7.3.7 Summary: HOD 7

- Leadership is a position in which an HOD has to make academic contributions as figurehead at the National Tertiary Institution level and at the professional bodies. These strategic interventions will ensure that the HOD sees the bigger picture, sets the parameters for student development and that the needs of the community are met through professional training. These HOD related leadership actions are more task-orientated, as they call for specific subject and discipline knowledge and for managing programme quality and providing input.
- Leadership is ensuring that student development takes place. This is mainly achieved by focussing on staff (counselling, performance management, being demanding), students (ensuring students achieve programme outcomes, supporting and motivating students and having a student development focus), professional bodies (represent the department as the figurehead), community service (supporting development projects and meeting the needs of the community through professional training), and resources management (financial and other resources). Specific subject and discipline knowledge, seeing the bigger picture as well as setting the parameters for the department are all deemed necessary for a leader who is focussed on student development.

- Leadership is ensuring the optimal functioning of the department by aligning strategic initiatives with operational activities. An HOD as leader achieves this by having a departmental development focus and by being task orientated. Leadership activities include strategic planning (considering the inputs that are made at national level), running meetings, allocating work and managing the department operationally from day to day. An HOD provides inputs and relies on business and organisational knowledge to achieve these outcomes.
- Leadership is about aligning the department's strategy with the needs of the community as well as with that of the National Tertiary Training Institution and to then operationalise the strategic direction. This is a task focussed activity that could make an HOD feel somewhat lonely. To achieve this alignment, an HOD needs general management and business related knowledge (financial management, work allocation, performance management, strategic planning, and counselling skills) and a professional occupational focus.
- Leadership is ensuring the department is operationally functional. This action is more people-orientated as a leader runs meetings, makes demands on staff, ensures programme outcomes are achieved, and manages the departmental workload. A leader manages staff's performance, counsels staff, carries out performance management, does strategic planning, deals with finances and has a professional occupational focus in all her/his dealings. Business and general management knowledge are necessary to run the department effectively and efficiently.

7.3.8 Summary: HOD 8

- Leadership is simply to do what is expected of the HOD! This relates to liaisons with internal and external stakeholders and industry as well as dealing with professional bodies and institutes. These leadership actions generate research funds and provide opportunities for the department to present short courses. These figurehead related leadership actions require self-discipline as the HOD needs to set an example to staff.

- Leadership is setting an example in research. This leadership action is an individual activity as it requires self-motivation, focus, being clever in your discipline and subject, spending extended hours on research, and having wisdom. At the same time, an HOD has to set an example in lecturing. This is achieved through staff empowerment as a leader creates conditions for staff development. The ability to empathise with people is needed to set an example as lecturer.
- Leadership involves active research by an HOD. These research activities require additional time from an HOD and these efforts are often not visible to staff. An HOD has to act in the interest of the department, which requires of a leader to liaise with industry and professional bodies.
- Leadership is setting a personal example in lecturing and thereby acting in the interest of the department. This is achieved by empowering staff, creating conditions for staff development, empathising with people, liaising with industry and thereby creating opportunities for consulting and the production of short courses. Liaising with people inside and outside the university requires of an HOD to have discipline and subject knowledge and experience.
- Leadership is setting a personal example in research. This requires self-discipline, motivation, focus, wisdom, and time. Setting a personal example is expected of an HOD – there is not much choice in this.
- Leadership is setting a personal example in lecturing and thereby empowering staff. This are achieved by empowering staff, creating conditions for staff development, empathising with people, liaising with industry, and thereby creating opportunities for consulting and the production of short courses. Liaising with people inside and outside the university requires of an HOD to have discipline and subject knowledge as well as experience.

7.3.9 Summary: HOD 9

- An HOD as leader is involved in postgraduate and research related activities. The department's efforts to internalise are interwoven with research and postgraduate activities. These leadership actions are driven by subject knowledge and are human focussed, as a leader mentors and empowers staff as well as students. Research and postgraduate studies are abstract leadership activities and are therefore difficult to plan time for in advance. However, teaching and supervising postgraduate students are more 'predictable activities'.
- An HOD as leader is involved in 'managing' the department. This includes general administration, managing the department's performance, performing finance and budget control, managing human resources, student affairs, buros, institutes and centres, risk management, staff performance, the curriculum design, and quality control. In addition a leader has to mentor and coach staff on their performance, make time available to determine the vision, deal with complexities, and build capacity. These leadership actions require focus,, following prescribed procedures, being disciplined, focus on general management, and the ability to work with figures that are more concrete in nature.
- A leader is involved in research, administration, departmental performance management, human resources management, risk and crisis management. An HOD has to create opportunities for staff to participate in the writing of scholarly work and to complete their studies. These leadership related activities require of an HOD to focus on staff, students, student administration and general administration. These leadership actions are rather unpredictable which makes it difficult to plan time ahead for these activities.
- Leadership at HOD level entails supervising postgraduate students, teaching undergraduate and postgraduate students, having a staff focus, and empowering students. The management of buros, institutes and centres are closely related to finances and budgets which concern figures. It is therefore a

more concrete and thus more predictable leadership action for which an HOD must make time.

- Leadership means involvement with people (students and staff). This involvement includes teaching (undergraduate and postgraduate), supervising postgraduate students, monitoring staff performance, and doing administration. Dealings with students are more concrete leadership actions, but there are unpredictable of nature and it is therefore difficult to proactively plan time ahead for these situations.
- Leadership entails being involved with predictable abstract activities. These (to mention a few), include following procedures, managing finances and budgets, mentoring others, doing research, mentoring and coaching staff, and managing the quality of the curriculum.

7.3.10 Summary: HOD 10

- Leadership is a concrete pragmatic action as a leader applies fundamental parameters in the application of policy when organising the department, developing the curriculum and when he/she participates in senate.
- A leader focuses on the university, and faculty when he/she establishes and aligns the department's vision and procedures. Broad, formal, fundamental and abstract parameters are applied when a leader interacts with faculty or professional boards.
- Leadership entails establishing alignment with the vision and mission of the university. A leader achieves this by having a 'faculty focus', by presenting a draft proposal to departmental colleagues and by getting them to collectively agree on the parameters (fundamental and organisational) from which the department should operate. An HOD's participation in senate and the faculty board assists him/her to have a 'university and faculty focus' in the leadership actions mentioned. Leadership initiatives that ensure alignment with the university and the faculty are considered to be concrete and fundamental of nature.

- A departmental leader has a pragmatic focus when organising departmental activities and a fundamental predisposition when he/she technically executes curriculum development. When establishing policy, a leader represents the department in faculty committees or at the professional board. A leader has to consider broader faculty needs when departmental policy is established. The parameters from which policy are established may be broad, formal and abstract.
- Leadership entails the establishment of departmental policy with specific reference to curriculum development. In achieving this, a leader technically executes fundamental academic predispositions, represents the discipline and practically considers the needs of the faculty.
- Leadership entails making a contribution to the faculty and senate. A leader considers fundamental, concrete issues when he/she aligns the department's future direction with the vision and mission of those of the university and the faculty.

7.3.11 Summary: HOD 11

- A leader is a good manager who ensures departmental goals are attained. The application of sound management principles guarantees the effective utilisation of human energy. These principles include planning, organising and monitoring departmental activities, nurturing staff and students, equally distributing work and responsibilities, being practical, and overseeing the career advancement of staff.
- A leader has to create a positive interpersonal climate and maintain an atmosphere of goodwill in the department. This is achieved by engaging with people, ensuring the practical running of the department, ensuring staff members are content and experience job fulfilment, doing career planning with staff, affirming staff, and doing constructive performance management. A leader has to have courage, be firm and accessible, manage conflict and

protect staff members from injustices. A leader can achieve this by drawing on personal experience and inner resources.

- A leader ensures the attainment of departmental goals by creating and nurturing an appropriate academic culture. An HOD chiefly achieves this by ensuring the smooth practical running of departmental activities, being accessible to students, staff and parents, organising the departmental activities and administration, managing conflict, and being firm as well as courageous. These activities are rather unpredictable and it is therefore difficult to plan ahead for these departmental activities.
- A leader applies sound management principles when ensuring the equal distribution of the workload and responsibilities. These principles include fairness, even-handedness, good organisation and planning. A leader has to take care of the career advancement of staff. This is achieved by doing career planning, giving recognition and affirming staff. A leader who engages with people ensures that the department's activities are practical. These leadership actions ensure job fulfilment and staff contentment.
- A leader ensures that work and responsibilities are distributed equally, which guarantees the smooth running of the department. These activities require of a leader to manage conflict, to have courage and to be firm. It takes courage and firmness to manage the conflict that accompanies these leadership activities. Staff contentment is possible if a leader engages with people. A leader has to draw on personal experience, inner resources and his/her values for his/her interactions with people.
- A leader creates a positive interpersonal climate, maintains an atmosphere of goodwill, is accessible to students, staff and parents, takes care of the career advancement of staff, and is fair and even-handed. These leadership activities and processes ensure the effective utilisation of human energy. The application of sound management principles ensures the attainment of departmental goals.

7.3.12 Summary: HOD 12

- Leadership is about taking the lead in academic, teaching, lecturing, and research activities (for example student and academic related activities) and devising strategies for future behaviours. These include creating academic opportunities for staff (for example conference attendance and study leave) and increasing human resources (for example tutorials and teaching assistance). A leader offers academic support (prepares abstracts and encourages research) and provides academic related assistance by increasing the human resources in the department. An HOD inspires and motivates others by demonstrating knowledge in the different disciplines housed in a department.
- A leader creates the ambiance for successful work in the department. This is achieved by melding lectures in the different disciplines as a departmental unit and creating opportunities for departmental staff to socialise in the department. This is done when people need affirmation or when conflict situations arise. It is important for a leader to respect everyone's individuality as a person and as an academic when staff report back and share their academic experiences. A leader needs wisdom, objectivity and insight into personalities of staff members if he/she is involved in interpersonal activities. A leader has to be consistent and employ staff to assist in the department if and when necessary.
- Leadership entails taking the lead in academic, teaching, lecturing and research activities. These actions do not come without conflict; therefore a leader melds lectures in the different disciplines as a departmental unit, inspires, motivates and demonstrates knowledge in the different disciplines. A leader organises staff report back session where academic experiences are shared and where a leader listens for ideas and considers strategies for future academic related endeavours.
- A leader provides assistance to people and supports academic related activities. Assisting people involves affirming people when necessary by

creating academic opportunities (for example conference attendance and study leave) for them. It could also entail increasing human resources (for example with tutorials and teaching assistance), employing staff to assist and creating the ambiance for successful work in the department by organising report back sessions where staff can share their academic experiences. However, to ensure consistency a leader needs wisdom and insight into the personalities of staff members to perform well during people related leadership activities.

- Leadership entails creating the ambiance for successful academic related work in the department. This is chiefly achieved by melding lectures in the different disciplines, celebrating achievements (personal and academic) and creating opportunities for staff to socialise. A leader respects people as individuals and provides academic assistance by taking the lead in teaching and research. A leader creates an ambiance for successful work by employing staff (teaching assistants) and increasing the available human capacity through the introduction of tutorials.
- Leadership requires skills concerning people and interpersonal activities. These cover managing conflict situations, affirming people, creating academic opportunities (for example conference attendance and study leave) for staff, and providing academic support (preparing abstracts and encouraging research). A leader therefore inspires, motivates and demonstrates knowledge in the different disciplines by organising staff report back sessions where academic experiences are shared. Wisdom, objectivity, consistency and insight into staff's personalities are needed if a leader wants to make an impact.

7.3.13 Summary: HOD 13

- Leadership entails understanding the external environment in which the department operates. This is achieved by analysing the challenges and opportunities in the macro competitive environment. These externally

focussed leadership actions assist a leader with providing strategic direction, determining the focus of the department and identifying research opportunities. Understanding the environment in which the department operates requires a leader to interact with key stakeholders and publics. A leader moreover has to create an enabling environment for staff. This will ensure optimal operational efficiency – a participative approach with a strategic focus assists with this leadership endeavour.

- A leader interacts with key stakeholders in the internal environment to ensure a student driven focus that prepares students for their role as good scholars and citizens. It is also necessary for to establish a research culture in the department. To achieve this, it is necessary to identify and interact with internal key stakeholders and to proactively liaise to meet the needs and expectations of students and staff. These leadership actions inspire and motivate staff.
- Leadership is about understanding the environment in which the department operates by comprehending the needs and expectations of staff and students. This requires a leader to identify key internal stakeholders and to proactively liaise and interface with key stakeholders and publics. This implies interaction with people, following a participative approach and having a strategic focus that ensures optimal operational efficiency.
- A leader understands the challenges and opportunities in the macro competitive and market environments and the implications these hold for the discipline. A leader has to provide strategic direction (the focus of the department), create an enabling environment for staff in which to operate, establish a research culture and ensure a student driven focus (students are the key focus – their needs and expectations are met). These externally focused leadership actions inspire and motivate staff and prepare students to be good scholars and citizens.
- Leadership entails the establishment of a research culture that provides the focus for the department. This requires interface with key stakeholders. To achieve this research focus, a leader has to ensure exposure to cutting edge

research opportunities by having an external focus and by inspiring and motivating staff. These interactions with people ensure students are prepared to be good scholars and citizens.

- Leadership is about understanding the environment in which an HOD operates by having an internal focus. This requires a leader to interface with internal stakeholders, to create an enabling environment for staff in which to operate and to ensure a student driven focus (students are the key focus, their needs and expectations are to be met). A participative approach is required to understand the internal environment and the needs and expectations of staff and students.

Summaries of the respondents' results highlight the following:

1. The psychological processes which HODs use to construe meaning about the concept 'leadership' are unique to each HOD. HODs have different experiences with their leadership roles; as a result they have different attitudes, beliefs, values and impressions about their leadership responsibilities. They therefore apply different rules when interpreting their leadership tasks. It can be concluded that HODs have different personal theories about the concept of leadership.
2. HODs in this study share certain constructions of their leadership roles and this shared meaning seems to be centred on academic and research excellence.
3. The main constructs (ways of distinguishing similarities from differences) identified in this study indicate that HODs consider their own scholarly role and research achievement to be on one end of the bi-polar scale. The other end of the scale is centred on the department's academic and research profile. This is a unique leadership construction, as it indicates that a leader at a university is mainly recognised by the HODs and the department's academic and research achievements. Self and group achievement bring to

light that leadership at departmental level at university is construed around the leader's achievement in relation to that of the department.

This notion is in contrast with the trait, behavioural and contingency leadership theories that postulate that leadership is mainly defined in terms of followership. Leadership, according to these schools of thought, is based on a leader's character and style. Therefore, a leader is charismatic, commands a following, has the ability or earned right to be in charge and influences a team's direction.

Authors such as Taylor (1999), support the view that leadership at university is in contrast with trait, behavioural and contingency leadership theories. The main reason for this view is that most leadership theories are in contrast with the academic traditions of collegiality and autonomy. The proposed leadership definitions and classification systems in the literature are based on the idea that leadership is "patriarchal" (leaders are primarily responsible for decision making) and "paternalistic" (leaders are responsible for the well-being of followers).

Consequently, the constructs identified in this study define leadership mostly in terms of co-creating and co-leading the department. This does not leave the impression that leadership at department level is patriarchal or paternalistic.

7.4 INTEGRATING THE RESEARCH RESULTS

Based on the assumption that the HODs who participated in the study can contribute a perspective on leadership at departmental level that is founded on their unique individual experiences with this role, it is could be meaningful to propose an exploratory leadership model for HODs at university.

It could be argued that an exploratory model may lead to generalisations about the leadership role of HOD's at university. This is clearly not the intention, as the sample size of this research project limits the validity of such a collated model. However, the sample exhausted the constructs and elements imbedded in the leadership role of a HOD and in addition the results (largely) exhausted the results reported in the literature. For these reasons, an explorative leadership model for HOD's at university can be justified.

The workings of the model will be created primarily along the lines of the main components (generated by the elements and constructs loadings), as identified by the Principal Component Analysis. The reason for this decision is that the components derived at are uncorrelated and they account for the maximum variance in the data. A summary of the identified components are reported in 7.2.2 of this chapter.

To start the assembly of such an explorative model, a table (Table 29) is proposed and presented that extrapolates from the summaries *what* HODs do (elements) and *how* they do it (leadership qualities, actions, behaviours and values). The elements are furthermore grouped into themes in an effort to simplify the model. It is important to note that in this analysis 'values' (as identified constructs) are separated from leadership qualities, actions and behaviours, as values typically inform behaviours and actions.

HOD 1's summary will be used as an example to explain the abovementioned process:

Step 1

Scan the summaries and highlight situations, elements and values. For ease of understanding use colours to highlight elements (blue), constructs (green) and values (red).

Summary: HOD 1

- Leadership is a **self-initiated** action that is based on a **specific value system** – the **scholarly standing** of the HOD in the academic community. A leader should put across what is expected of others by being a personal **example** in the utilisation of resources and being a **role model** to students and staff. In addition, academic staff and students should be **understood and respected** and responsibilities **facilitated** if academic challenges are to be conquered and a **learning and research** culture is to be established.
- A leader operates from a specific knowledge and competency base that ensures **academic standards** in the learning programs. Also, the **strategic focus and priorities** of the department, the **position of the department nationally and internationally** and being a **recognised scholar** are all linked to an HOD's knowledge and competence. **Staff development** is interconnected with an HOD's professional knowledge and **competence**.
- Leadership is ensuring academic excellence through self-initiated academic related actions. The **department's national and international profile**, the HOD's **scholarly achievements**, being an **example** as well as a **mentor and role-model**, all contribute to the strategic direction and achievement of departmental objectives.
- Leadership is determining the **strategic focus and priorities of the department**, **ensuring academic standards**, being an example in the utilisation of resources, and **negotiating and bargaining** the position of the department in the faculty. Self initiated leadership actions such as **negotiating and bargaining** for resources will ensure academic excellence (set as a strategy and priority by the department).
- Leadership is being a **mentor and a role model** for students and a **recognised scholar**. A leader also **creates a culture of learning**.

development and research, positions the department nationally and internationally, develops staff and creates opportunities to be a co-partner in students' learning.

Step 2

For ease of reading, categorise elements (situations), based on logic and experience into specific themes. For example, setting the strategic focus, the strategic direction and determining the strategic priorities form a specific theme; 'strategy'. The different themes relating to the elements then become the building blocks of the explorative model.

Step 3

The different leadership behaviours and actions as well as the identified values are also presented as building blocks in the proposed model.

It is important to highlight that the model does not aim to predict leadership behaviour; it merely assists the understanding of how HODs construct their leadership role and it therefore has a more interpretive nature.

Table 29

Summary of the elements, constructs and the values identified in the principal component analysis

HOD	Elements or situations that require leadership (What?)	Element themes	Constructs (leadership behaviours or actions) (How?)	Values identified within the constructs
1	Being a role model and a mentor, a recognised scholar, setting the strategic focus, direction and priorities, positioning the department in the faculty as well as nationally and internationally, development of staff and ensuring academic excellence	Strategy, positioning the department, staff development and being a recognised scholar	Demonstrating what is expected, mentoring, facilitating, self initiating, using professional bargaining power, establishing a learning culture, having specific discipline and professional knowledge, negotiating, advocating, bargaining as well as being competent	Respect, understanding, setting a personal example and prescribing to a specific value system
2	Conceptualising an ideal future for the department, addressing 'sticky issues', dealing with discrepancies between the ideal future and current reality (be a change agent), addressing policies and procedures that frustrate	Strategy and change agent	Being a motivator, co-creator of an ideal department, an inspirational painter of an ideal future by telling stories, bringing minds together, refusing to succumb, dealing with people who are stuck in	Passion

	or inhibit creative behaviour		ambiguity and paralysis, breaking rules, taking a firm personal stance and fixing things that inhibit the department	
3	Fulfilling an academic leadership role, interpreting the external environment, interacting with professional bodies, operationalise the strategy	Academic guidance, external environment, strategy, general management	Having a medium to long-term focus, motivating, leading co-operatively, having a medium to long-term focus, being internally focussed on people, being hands on, focussing on and co-ordinating concrete day-to-day activities, being involved in activities outside the department (school and professional board activities)	
4	Providing academic leadership, being a scholar, identifying a research focus, ensuring contemporary and relevant programme content, ensuring students become scholars, student and	Academic guidance, general management, staff and students relations, community involvement and being a recognised scholar	Aligning and matching staff with foci and key objectives of the department, managing conflict, performing administrative duties and managing staff's performance	

	staff relations and community involvement			
5	Being a figurehead, interacting with future employees, mentoring post-graduate students, motivating and guiding students, providing emotional support to staff, maintaining relationships with the Dean, other HOD's as well as managers in the university structures	Academic guidance, liaising with internal as well as external stakeholders, staff and student relations and being a figurehead	Being a recognised scholar, being operational in driving efficiency and effectiveness, creating an image of excellence and team cohesion, having discipline knowledge, having clinical expertise and research skills. mentoring, motivating, facilitating, listening as well as inspiring others and using authority	Wisdom, tact
6	Ensuring own academic achievements, being available, setting a personal example by being personally involved, confronting 'holy cows', supporting and assisting faculty members and peers with personal and difficult academic issues, recognising, motivating and inspiring staff, being a mentor for faculty	Being a recognised scholar, academic guidance, change agent, student and staff relations, liaising with internal and external stakeholders and general management	Showing care and concern for people and the academic endeavour, relying on personal- and faculty experience, being firm, assertive, unpopular, managing time as well as monitoring progress	Respect cultural differences and have courage

	members, a role model for students, coaching students and staff and making co-operative decisions			
7	Doing strategic planning and allocating work, managing the day-to-day operations, running meetings, being a figurehead, focussing on own academic contributions, interacting with professional bodies and national tertiary institutions, , supporting community projects, counselling staff, ensuring academic programme outputs are achieved and managing the finances and resources as well as staff's performance	Academic guidance, internal and external liaisons, general management, strategic planning, being a figurehead	Seeing the bigger picture and setting the parameters, having an academic and people focus, being task or people orientated, providing input , making demands on staff, ensuring student development, having subject and discipline knowledge as well as general management competencies	
8	Setting a personal example in teaching and research, liaising with professional bodies, institutes and industry, being a figurehead and empowering and	External and internal liaisons, being a figurehead, providing academic guidance and being a recognised scholar	Relying on discipline, subject knowledge as well as experience, doing things in the interest of the department, generating funds (doing research	Personal example, self-discipline

	developing staff		and presenting short courses), liaising, managing time, being people focussed (motivating and empathetic), determining the academic focus, being clever, spending extended hours on research	
9	Steering research, supervising post-graduate students, teaching postgraduate and undergraduates, driving internationalisation, general management (administration, human resources management, performance management, risk and crisis management), focussing on own scholarly work, having an academic focus, managing Buros, Centres and Institutes, curriculum design and quality control as well as	Academic guidance, liaison with internal and external stakeholders, general management, being a scholar	Having subject knowledge, mentoring and coaching staff, empowering students, managing time, interacting with staff, students and administration (general and student administration), managing the department, determining the vision, dealing with complexities, building capacity by creating academic opportunities for staff, dealing with concrete and abstract ideas,	Focus

	finances and the budget, performance management, human resources management and risk and crisis management		following prescribed procedures	
10	Developing and applying departmental policy, organising departmental activities, dealing with the professional board, aligning departmental vision with university vision, participating in senate and faculty board, developing the curriculum	General management, internal and external stakeholders, strategy, figurehead, academic guidance	Collectively agree on the parameters the department operates, considering the needs of the faculty, being pragmatic and fundamental in the design and execution of policy and considers the department and the faculty	
11	Organising and running departmental activities and administration, creating an academic culture and positive interpersonal climate, managing conflict, protecting staff members, ensuring equal distribution of work, being accessible to students and staff, financial and budget control, career	Academic guidance, general management, staff and student relations	Applying management principles (plan, organise and allocate work), engaging with people, ensuring effective utilisation of human energy and staff contentment, making certain the smooth practical running of the department, attaining department's goals, dealing with unplanned	Fairness, equality and courage

	advancement of staff		and unpredictable situations	
12	Being an academic leader (lecturing, teaching and research), managing human resources, melding lectures in the different disciplines, devising future strategies, creating an academic ambiance and creating academic opportunities for staff	Academic guidance, staff and students relations and strategy	Creating opportunities for staff, inspiring, motivating, affirming, demonstrating own knowledge, organising staff report back sessions, listening, celebrating achievements, providing academic support and focussing on interpersonal activities	
13	Providing strategic direction, interacting with key internal and external stakeholders, creating an enabling academic environment, running the operation, and ensuring a student driven departmental focus	Strategy, internal and external stakeholders, staff and student relations as well as general management and academic environment	Inspiring, motivating, being operationally efficient, ensuring exposure to cutting edge research, preparing students to become good scholars as well as citizens, understanding the challenges and opportunities in the external environment as well as having an internal participative approach	

The identified elements and constructs (Table 29) are presented in a model depicted in Figure 12. The model highlights the elements (situations) that require an HOD to take up his/her leadership role and the constructs (leadership behaviours and actions) that HODs employ to fulfil their leadership role.

It seems from Figure 12 that the leadership role of an HOD is mainly construed on the following elements (leadership situations): *providing academic guidance, being a figurehead, determining the strategy and position of the department, liaising internally and externally, being a change agent, being involved in the general management of the department, and being focussed on student and staff relations.*

The leadership role is moreover constructed along a variety of leadership qualities, behaviours, actions and values that depict *management* (human resources management, performance management, finances, budget, general administration, running meetings, risk, crisis management, and so forth) and *leadership* activities (inspire, motivate, setting the strategy, liaising with key stakeholders, aligning the department with the university's strategy, and so forth).

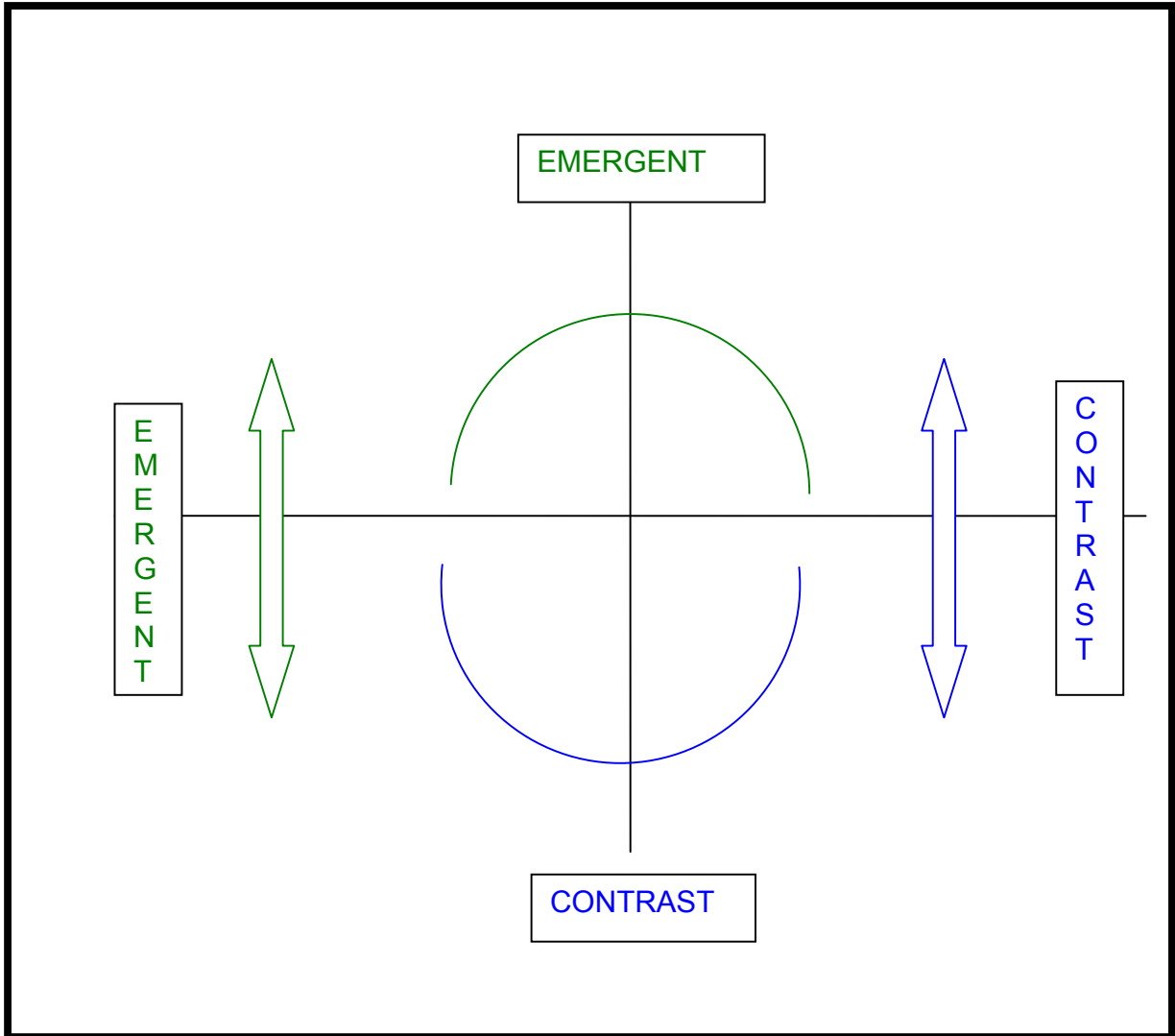
It is of importance that Birnbaum (1988) considers universities as professional normative organisations. It is therefore expected that professional autonomy, intrinsic motivation (esteem, prestige and appreciation), extrinsic motivation (provision of resources, for example. budgets), few rules and procedures and risk taking will demarcate the leadership domain of an HOD. The proposed leadership model in Figure 12 does include many features of a professional normative (specialist knowledge and skills) organisation, but it is of interest to note that characteristics of operative organisations are visible. Managing operations, applying rules and procedures, allocating work, managing quality, and planning and organising departmental activities allude to activities that are traditionally associated with operative corporate organisations. The deduction can therefore be made that the leadership sphere of an HOD at university

includes activities that relate to professional and operative organisations. This finding (that leadership is an assimilated concept that consists of both managerial and leadership ideas) supports Prewitt's (2004) view that leadership is an integrated approach and should be considered as such.

The preceding section in the chapter provides summaries of 13 HODs' leadership constructions and a leadership framework is presented. Leadership situations and actions that are closely related, and the way in which HODs distinguish between their leadership responsibilities (see Table 30) need to be explored further. This is in line with the view of Kelly (1955) and Fransella et al (2004) that humans make sense of the world by simultaneously noticing likeness and differences.

Table 30 provides a synopsis of closely related leadership situations and actions (80% and higher links or matches), as well the factors HODs use to distinguish between these leadership responsibilities. Appendix A to Appendix M contain the information referring to the construct links and matches, whilst Table 30 highlights the differences between the leadership responsibilities (derived from the PrinGrids' contrast and emergent poles that are based on the results of the Principal Component Analysis, also depicted in Appendix A to Appendix M).

It is imperative to take note that the names given to the emergent and contrast poles of each component rests on an interpretation of the shared meaning of the underlying fundamentals. The procedure followed here is similar to that applied in factor analysis – the name given to a factor depends on the loadings of a number of variables on a specific factor. In PCA (Principal Component Analysis) the way in which constructs and elements scatter around the X and Y-axis (emergent and contrast poles) guides the researcher with labelling the different poles. For ease of understanding, note that the X and Y-axis has an emergent and contrast poles (Figure 11), as constructs are bi-polar of nature (Jankowicz, 2004; Slater, 1977).



*Figure 11
The emergent and contrast poles as applied in PCA (Principal Component Analysis)*

The information presented Table 30 is further analysed in Figure 13 to Figure 20. Colour is used to assist the reader with associating closely related constructs (leadership actions and behaviours) and elements (leadership situations) with the key themes (derived from the summaries in Table 29 and depicted in Figure 12). This format depicts leadership situations, actions and behaviours jointly. This ultimately helps to simply the information relating to the leadership role of an HOD at university into digestible chunks.

Table 30

A summary of closely related leadership situations and actions and of the factors HODs employ to distinguish between different leadership responsibilities

HOD	Closely related* (=) leadership actions/ behaviours (constructs)	Closely related * (=) leadership situations (elements)	Factors HOD's employ to distinguish between their leadership responsibilities
1	<ul style="list-style-type: none"> ○ Bargaining power and a specific value system =* academic excellence ○ Demonstrating what is expected, knowledge and competence = understanding and respecting where people come from and aligning these with academic challenges 	<ul style="list-style-type: none"> ▪ Facilitating shared responsibilities =* creates opportunities to be a co-partner in student's learning ▪ A recognised scholar = positioning the department nationally and internationally ▪ Being a mentor and role model for students = strategic focus and priorities of the department ▪ A culture of learning = negotiate and bargain the position of the department in the faculty 	<ul style="list-style-type: none"> ❖ Self-initiated actions or co-operative and facilitate activities. ❖ Operate from a value basis or from a knowledge and competence base. ❖ Demonstrate what is expected or negotiate and bargain to achieve expected outcomes. ❖ Drive academic excellence or understand where people come from

			<ul style="list-style-type: none">❖ Task (academic excellence and national or international standing of the department) or people (recognising where people come from and aligning this insight with the academic challenges facing the department).❖ Personally drive academic excellence or co-operatively create an environment that facilitates learning.❖ Own scholarly achievements or the department's national and international profile and reputation.
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			❖ Strategy or operations
2	<ul style="list-style-type: none"> ○ None 	<ul style="list-style-type: none"> ▪ New options = Invite people to explore ▪ Passion about the future = show what can be gained ▪ Firm and assertive = Inspirational ▪ Story telling and painting a picture of the future = Breaking the rules 	<ul style="list-style-type: none"> ❖ Working towards and ideal future or dealing with the current reality ❖ Personally deals with concerns or inspire and motivate others to co-operatively engage with the design of an ideal future ❖ Being assertive and firm or passionate and creative ❖ Personally deal with issues in a firm, assertive and motivated fashion or invite people to explore new possibilities
3	<ul style="list-style-type: none"> ○ Concrete, hands-on day-to-day actions = Internally focussed 	<ul style="list-style-type: none"> ▪ Motivating staff = Co-ordinating school activities 	<ul style="list-style-type: none"> ❖ Being externally or internally focussed

	<ul style="list-style-type: none"> ○ Medium to long-term = Externally focussed 		<ul style="list-style-type: none"> ❖ Day-to-day activities or medium to long-term strategies ❖ Managing activities or leading people ❖ Personal or co-operative involvement ❖ Academic leadership or managerial activities. ❖ Internal departmental focus or external people focus ❖ People issues or academic matters ❖ The department or professional bodies and the School ❖ Concrete short-term actions or abstract long-term activities
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4	<ul style="list-style-type: none"> ○ Matching staff's interests with department's foci = Matching staff with teaching programmes ○ Innovative program development = Allocating work to staff ○ Managing staff = Measuring staff's outputs 	<ul style="list-style-type: none"> ▪ Academic leadership= Contemporary relevant teaching programme's ▪ Own scholarly role = Research focus ▪ Staff and student relations = Teaching programmes that ensure students become scholars 	<ul style="list-style-type: none"> ❖ Allocating work or measuring outputs ❖ Community involvement or staff and student relations ❖ Scholarly activities or managerial functions ❖ Determining research foci or managing performance ❖ Relationship building or academic tasks ❖ Community development through programme design or community development in the course of research initiatives. ❖ Own scholarly achievements or
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			<p>administrative duties.</p> <ul style="list-style-type: none"> ❖ Matching staff with academic programmes or aligning staff with research foci of the department. ❖ Matching and aligning staff members with key foci of the department or managing staff's performance
5	<ul style="list-style-type: none"> ○ Being operational = People skills, driving efficiency, effectiveness, excellence and team cohesion ○ Wisdom, listening, tact and research skills = Inspiration, motivation and facilitation ○ Creating an image of excellence and team cohesion = Authority role 	<ul style="list-style-type: none"> ▪ Staff members = Staff's personal situations, student motivation and guidance ▪ Personal situations of staff = Interpersonal situations ▪ Future employers = Postgraduate students ▪ Figurehead role (doing what is expected of an HOD) = 	<ul style="list-style-type: none"> ❖ Internal departmental affairs or external image ❖ Research and scholarly matters or operational issues ❖ Staff members and students or future employers and postgraduate students

		<p>Interactions with the dean, other HODs and managers.</p>	<ul style="list-style-type: none"> ❖ Research related matters or discipline (clinical) related issues ❖ Facilitation or authority ❖ Emotional support or clinical expertise ❖ Inspiring and motivating people or focussing on scholarly activities ❖ Being a figurehead or motivating and inspiring staff as well as students ❖ Academic and research topics or operational matters. ❖ Staff, students and operational issues or postgraduate and future employers as well as research and discipline
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			<p>related topics.</p> <ul style="list-style-type: none"> ❖ Creating an image of excellence or driving efficiency and effectiveness. ❖ People skills or research skills. ❖ Emotional support or clinical expertise. ❖ People internal to the department or people outside the department. ❖ Staff and undergraduate students or post-graduate students and future employers.
6	<ul style="list-style-type: none"> ○ Time management = Being firm assertive and unpopular ○ Personal involvement = Courage ○ Care and concern for people = 	<ul style="list-style-type: none"> ▪ Personal example = Giving recognition and motivating staff, respecting cultural differences 	<ul style="list-style-type: none"> ❖ Supporting and caring for others (staff, students and colleagues) or driving academic issues.

	<p>focussing on people, personal experience</p> <ul style="list-style-type: none"> ○ Care and concern for the academic endeavour = Faculty experience, academic focus 	<ul style="list-style-type: none"> ▪ Supporting peers = Assisting with personal problems and being a role model ▪ Coaching students and staff = Respecting cultural differences ▪ Research outputs, driving sticky administrative issues and confronting holy cows = Being available ▪ Follow-up and monitor progress = Co-operative decisions 	<ul style="list-style-type: none"> ❖ Being empathetic or firm and unpopular ❖ Coaching for performance or monitoring staff's performance ❖ Popular or unpopular leadership actions ❖ People issues or task related activities ❖ Personal involvement or co-operative decisions ❖ Confronting holy cows and sticky administrative issues or mentoring and coaching students as well as staff. ❖ Faculty or personal experience. ❖ Sticky administrative
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			<p>tasks or research outputs.</p> <ul style="list-style-type: none"> ❖ Courage or available time. ❖ Supporting people inside the department or supporting people within the faculty. ❖ Academic endeavours in the department or academic activities within the faculty
7	<ul style="list-style-type: none"> ○ Providing input = Seeing the bigger picture and setting the parameters ○ Making demands on staff = Listens and make the final decision ○ Organisational and business knowledge and providing input = Insight into staff's functioning, work load and meeting the objectives of 	<ul style="list-style-type: none"> ▪ Strategic planning = Work allocation ▪ Day-to-day operational management = Running meetings ▪ Work allocation = Financial and resources management ▪ Counselling staff = 	<ul style="list-style-type: none"> ❖ Task or people orientation. ❖ Student and community development or departmental operations management. ❖ Subject and discipline or business and general

	<p>the department</p> <ul style="list-style-type: none"> ○ Making demands on staff and having subject and discipline knowledge = Meeting the needs of the community ○ Student development focus = Managing programme quality and having specific subject and discipline knowledge ○ Departmental development, business and organisational knowledge = Optimal functioning of the department 	<p>Performance management</p>	<p>management knowledge.</p> <ul style="list-style-type: none"> ❖ Support the achievement of quality or demand quality ❖ Listens to input or provides input ❖ Day-to-day operations or bigger picture parameters ❖ Academic or business and general management related ❖ Operationalising and strategising inside the department or aligning the departmental strategic focus with stakeholders outside the department
8	<ul style="list-style-type: none"> ○ Liaising with people inside and 	<ul style="list-style-type: none"> ▪ Setting an example in lecturing 	<ul style="list-style-type: none"> ❖ Research or lecturing

	<p>outside the university = Individual activity – needs self-motivation, discipline knowledge and wisdom</p> <ul style="list-style-type: none"> ○ Doing things in the interest of the department = Liaising with external stakeholders and relying on discipline knowledge ○ Do what is expected of the HOD = Discipline as well as subject knowledge, wisdom, self-motivation and focus 	<p>= Empowering staff by creating conditions for self development</p> <ul style="list-style-type: none"> ▪ Dealings with professional bodies = Creating opportunities for consulting and short courses 	<ul style="list-style-type: none"> ❖ Generating funds or empathising with people ❖ Do what is expected of a leader and liaise with internal and external stakeholders or be an academic who does research and lectures ❖ Visible activities (liaison with stakeholders) or invisible activities (extended hours on research) ❖ Being clever in your discipline or liaising with key stakeholders ❖ External liaison and internal empowerment ❖ Being a discipline expert or liaison specialist
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			<ul style="list-style-type: none"> ❖ Setting an example or doing things in the interest of the department ❖ Own agenda or the department's agenda
9	<ul style="list-style-type: none"> ○ Mentoring and coaching staff on performance = Dealing with the vision, complexities and building capacity ○ Mentoring on the discipline = Subject knowledge ○ Covering more than one discipline = Discipline and a general management focus ○ Student empowerment = Following prescribed procedures ○ Curriculum design and quality control = Make time available for this predictable activity, mentor and coach staff on performance 	<ul style="list-style-type: none"> ▪ Supervising post-graduate students and research = Internationalisation ▪ Departmental performance management = Student affairs ▪ Human resources management = crisis and risk management 	<ul style="list-style-type: none"> ❖ Be involved in postgraduate and research related work or teach undergraduates and manage the department ❖ Discipline and subject knowledge or general management orientation. ❖ Managing or mentoring ❖ Concrete actions and abstract activities ❖ Supervision and teaching or research ❖ Buros, Institutes and

	<ul style="list-style-type: none"> ○ Creating opportunities for staff to partake in the writing of scholarly work and complete their studies = Unpredictable activity and difficult to plan time, mentor staff on the discipline ○ Vision, dealing with complexity and capacity building = Staff focussed ○ Subject knowledge = Student and student administration focussed 		<p>Centres or Department</p> <ul style="list-style-type: none"> ❖ Concrete unpredictable actions or abstract predictable activities ❖ Human elements or discipline specific issues
10	<ul style="list-style-type: none"> ○ Technically executing fundamental academic predispositions that are broad, formal and abstract = Establishment of policy ○ Presenting a draft to colleagues and collectively agree on the parameters one which the department operates = Concrete pragmatic application of policy 	<ul style="list-style-type: none"> ▪ Participating in faculty committees = Representing the faculty on the professional board ▪ Organisation of departmental activities = Curriculum development 	<ul style="list-style-type: none"> ❖ Concrete pragmatic subjects or broad, abstract, formal and fundamental issues ❖ Department or faculty and university ❖ Represent a discipline or execute an academic predisposition

			<ul style="list-style-type: none"> ❖ Establish or apply policy ❖ Aligning departmental efforts or executing an academic predisposition ❖ Participating in establishing policy or applying policy ❖ Establish policy based on broad abstract parameters or apply concrete procedures ❖ Represent the department or participate in Senate ❖ Internal departmental issues or external faculty and university considerations
11	<ul style="list-style-type: none"> ○ Staff contentment = Job fulfilment ○ Departmental goals = Ensuring the 	<ul style="list-style-type: none"> ▪ Managing conflict = Protecting staff members against injustice 	<ul style="list-style-type: none"> ❖ Attainment of departmental goals or

	<p>smooth practical running of the department</p> <ul style="list-style-type: none"> ○ Staff contentment during performance management = Unplanned and unpredictable ○ Ensuring the attainment of departmental goals = Good organisation and advance planning ○ People engagement= Drawing on personal, experience inner resources as well as values- ensure staff contentment ○ Practices and processes that ensure effective utilisation of human energy = Apply sound management principles that ensure the smooth practical running of the department. ○ Drawing on personal experience, inner resources and values = Unplanned and unpredictable 	<p>as well as creating a positive interpersonal climate and maintaining the goodwill</p> <ul style="list-style-type: none"> ▪ Organising departmental activities and administration = Financial and budget management as well as creating and nurturing an appropriate academic culture 	<p>ensuring staff contentment</p> <ul style="list-style-type: none"> ❖ Interpersonal climate or operational efficiency ❖ Management principles or personal experience, inner resources and values ❖ Equal distribution or courage and firmness. ❖ Attain departmental goals or plan staff member's careers ❖ Managing things or engaging with people ❖ Courage and firmness or fairness and even-handedness ❖ Create an environment based on personal
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	<ul style="list-style-type: none"> ○ Organisation and advance planning = Sound management principles 		<p>experience, inner resources and values or acting in an environment based on sound management principles</p>
12	<ul style="list-style-type: none"> ○ Academic assistance = Staff report back and share achievements, everybody is respected as an individual (as a person and as an academic) ○ Celebrate achievements = Interpersonal activities that inspire and motivate as knowledge in the different disciplines are demonstrated ○ People related activities = Wisdom, objectivity, consistency and insight ○ Academic related activities – Listen and look for future strategies 	<ul style="list-style-type: none"> ▪ When people need academic opportunities = Increase human resources ▪ People need affirmation = people need academic prospects ▪ Creating opportunities for departmental staff to socialise = Creating an ambiance for successful work 	<ul style="list-style-type: none"> ❖ Providing academic assistance or interpersonal support ❖ Inspire and motivate as leader or meld lectures together as a departmental unit ❖ Leading others or assisting people. ❖ Melding staff together or employing staff. ❖ Sharing academic experiences or demonstrating discipline

			<p>knowledge</p> <ul style="list-style-type: none"> ❖ Academic related or people related ❖ Affirming staff or employing and increasing human resources ❖ Providing support or respecting staff members as individuals ❖ Inspire and motivate or create opportunities to share
13	<ul style="list-style-type: none"> ○ Interacting with people = Identifying and proactively liaising with key stakeholders as well as having a participative internally focussed strategic approach ○ Understanding the challenges and opportunities in the macro environment = Understanding the 	<ul style="list-style-type: none"> ▪ None 	<ul style="list-style-type: none"> ❖ External or internal stakeholders ❖ External public enterprises or internal students and staff ❖ A participative approach or inspiring and motivating staff

	<p>environment and the implications on the discipline</p> <ul style="list-style-type: none"> ○ Inspiring and motivating staff = External focus ○ Operational efficiency = Preparing students as good scholars and citizens 		<ul style="list-style-type: none"> ❖ Determine a strategic direction or establish a research focus ❖ Understand or create. Understand the environment you operate in or create an environment you work in ❖ A participative internal approach or an inspiring and motivating external approach ❖ Interact with or understand key stakeholders ❖ A research focus and culture or operational efficiency ❖ Understand the environment or
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			understand people
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Elements (Situations in which HODs take the lead)

Providing academic guidance

- Doing research
- Determining the research focus
- Setting academic standards
- Mentoring post-graduates
- Doing quality control on academic outputs
- Driving academic outputs
- Being the discipline expert
- Creating an enabling academic culture
- Determining the academic culture
- Ensuring academic excellence
- Overseeing student administration
- Being involved in community development
- Creating an academic ambience
- Designing the curriculum
- Teaching under- and post graduates
- Ensuring a student driven focus

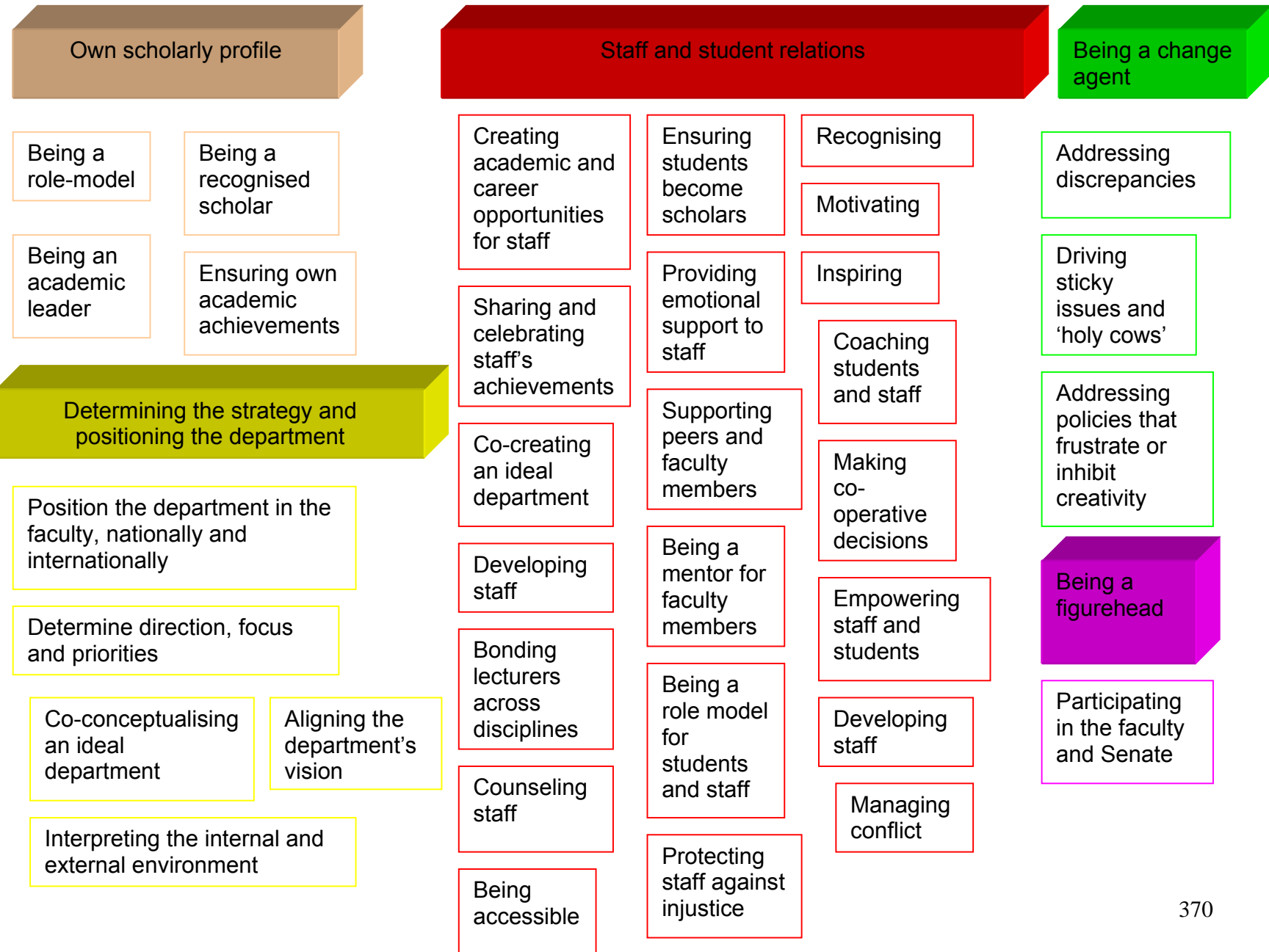
Liaising: External and internal stakeholders

- Professional bodies and institutes
- Other managers
- Student administration
- General administration
- Tertiary institutions
- International institutions
- Dean
- Parents
- Future employers
- Other HODs

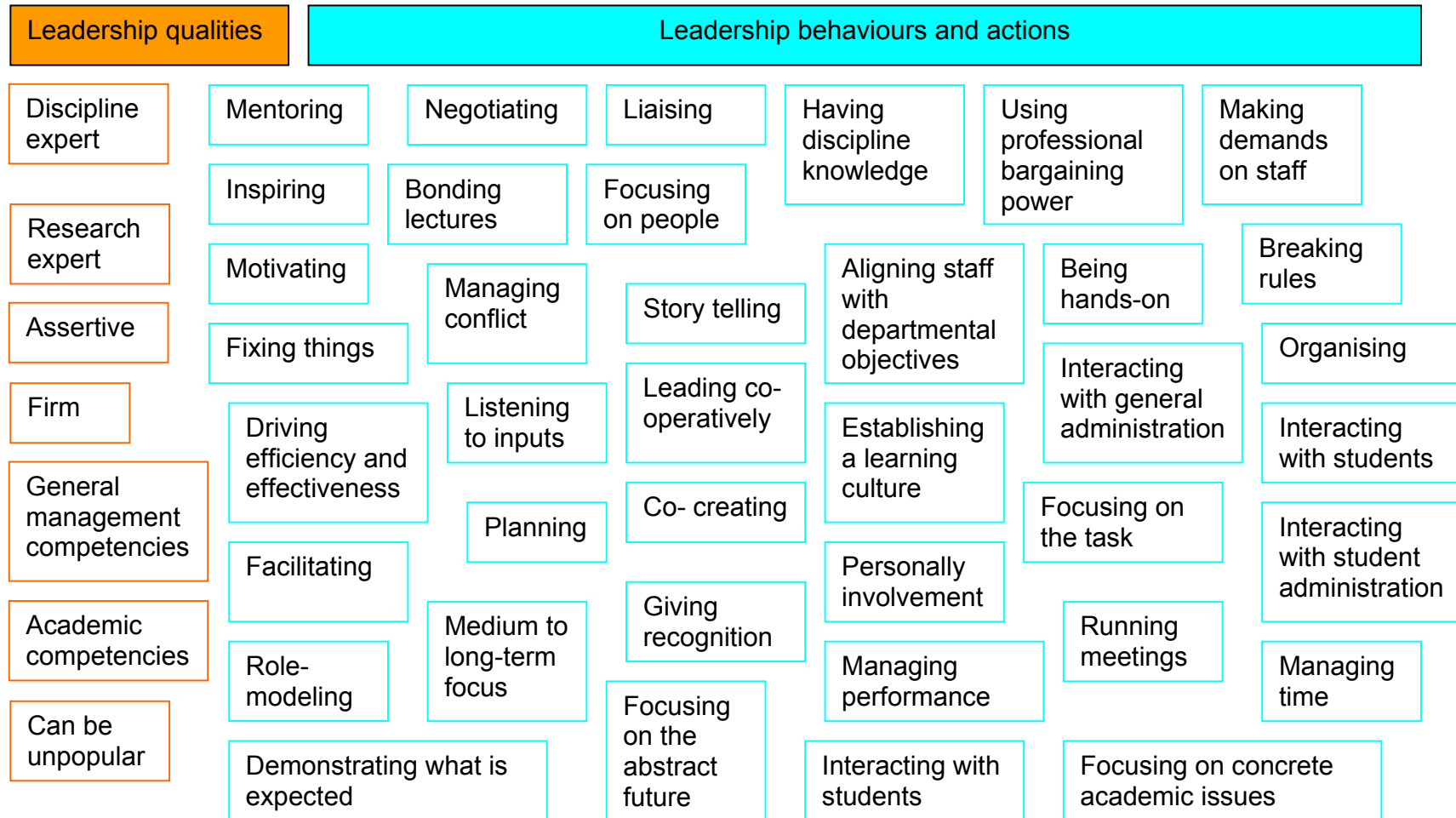
General management

- Managing risks and crises
- Establishing departmental policy
- Operationalising the strategy
- Allocating work
- Managing performance
- Doing resource negotiations
- Running the dept
- Managing human resources
- Controlling the finances and the budget
- Organising departmental activities
- Doing administration
- Applying general management principles

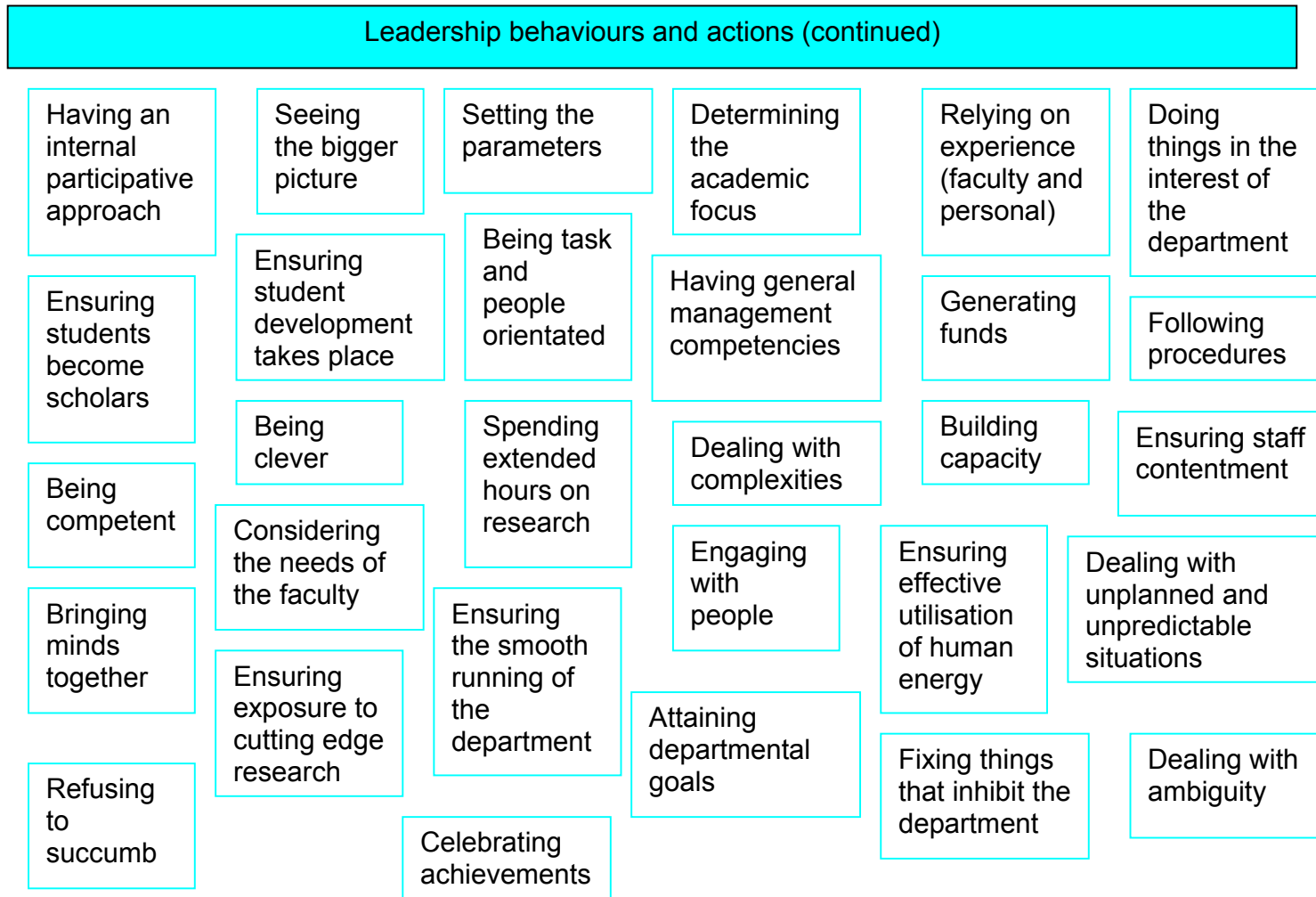
Elements (situations in which HODs take the lead continued)



Constructs (Leadership qualities, behaviours and actions of HODs)



Constructs (Leadership qualities, behaviours and actions of HODs) continued



Personal values:

Respect (for individuals and their culture), understanding, setting a personal example, self-discipline, passion, wisdom, tact, courage, fairness, equality and courage

Figure 12 (p.369 - p.372)

An explorative model that depicts how HODs construct their leadership role (based on the elements and constructs identified in applying the repertory grid technique)

Providing academic guidance

Constructs (Leadership actions/behaviours)

- ❑ Academic excellence = Bargaining power and a specific value system
- ❑ Demonstrating what is expected and having knowledge and competence = Understanding and respecting where people come from and aligning these with academic challenges
- ❑ Matching staff's interests with department's foci = Matching staff with teaching programmes
- ❑ Innovative program development = Allocating work to staff
- ❑ Mentoring on the discipline = Subject knowledge
- ❑ Covering more than one discipline = Discipline and a general management focus
- ❑ Care and concern for the academic endeavour = Faculty experience, academic focus
- ❑ Making demands on staff and having subject and discipline knowledge = Meeting the needs of the community
- ❑ Student development focus = Managing programme quality and having specific subject and discipline knowledge
- ❑ Curriculum design and quality control = Make time available for this predictable activity, mentor and coach staff on performance
- ❑ Creating opportunities for staff to partake in the writing of scholarly work and complete their studies = Unpredictable activity and difficult to plan time head as well as for mentoring staff on the discipline
- ❑ Subject knowledge= Student and student administration focussed
- ❑ Academic related activities = Identifying and proactively liaising with key stakeholders as well as having a participative internally focussed strategic approach
- ❑ Academic assistance = Staff report back and share achievements, everybody is respected as an individual (as a person and as an academic)
- ❑ Technically executing fundamental academic predispositions that are broad, formal and abstract = Establishment of policy
- ❑ Academic related activities = Identifying and proactively liaising with key stakeholders as well as having a participative internally focussed strategic approach
- ❑ Preparing students as good scholars and citizens = Operational efficiency

Providing academic guidance (continued)

Elements (Leadership situations)

- Facilitating shared responsibilities = Creates opportunities to be a co-partner in students learning
- Being a mentor and a role model for students = Strategic focus
- A culture of learning = Negotiate and bargain the position of the department in the faculty
- Academic leadership = Contemporary relevant teaching programme's
- Teaching programmes that ensure students become scholars = Staff and students relations

Figure 13

Closely related leadership actions, behaviours and situations relating to providing academic guidance

Determining the strategy and positioning the department

Constructs (leadership actions/behaviours)

- Providing strategic input = Seeing the bigger picture and setting the parameters
- Vision, dealing with complexity and capacity building = Staff focussed
- Understanding the challenges and opportunities in the macro environment = Understanding the environment and the implications on the discipline
- Dealing with the vision, complexities and building capacity = Mentoring and coaching staff on performance
- Listen and look for future strategies = Academic related strategies

Elements (leadership situations)

- Positioning the department nationally and internationally = A recognised scholar
- Strategic focus and priorities of the department = Being a role model and mentor for students
- New options = Invite people to explore
- Passion about the future = Show people what can be gained

Figure 14

Closely related leadership actions, behaviours and situations relating to determining the strategy and positioning the department

Liaising with internal and external stakeholders

Constructs (Leadership actions/behaviours)

- Liaising with people inside and outside the university = Individual activity – needs self-motivation, discipline knowledge and wisdom
- Engaging with students and staff = Liaising internally
- Concrete, hands-on day-to-day actions = Internally focussed
- Medium-to-long term = Externally focussed
- Identifying and pro-actively liaising with key stakeholders as well as having a participative internally focussed strategic approach = Interacting with people
- Liaising with external stakeholders and relying on discipline knowledge = Doing things in the interest of the department

Elements (Leadership situations)

- Future employers = Postgraduate students
- Strategic planning = Work allocation
- Dealings with professional bodies = Creating opportunities for counselling and short courses

Figure 15

Closely related leadership actions, behaviours and situations relating to liaising with internal and external stakeholders

General management

Constructs (Leadership actions/behaviours)

- Managing staff = Measuring staff's outputs
- Being operational = People skills, driving efficiency, effectiveness, excellence and team cohesion
- Time management = Being firm assertive and unpopular
- Making demands on staff = Listens and make the final decision
- Organisational and business knowledge = Insight into staff's functioning, work load and meeting the objectives of the department
- Departmental development, business and organisational knowledge = Optimal functioning of the department
- Staff contentment = Job fulfilment
- Departmental goals = Ensuring the smooth practical running of the department
- Staff contentment during performance management = Unplanned and unpredictable
- Ensuring the attainment of departmental goals = Good organisation and advance planning
- Practices and processes that ensure effective utilisation of human energy = Apply sound management principles that ensure the smooth practical running of the department.
- Organisation and advance planning = Sound management principles
- Presenting a draft to colleagues and collectively agree on the parameters one which the department operates = Concrete pragmatic application of policy
- Operational efficiency = Preparing students as good scholars and citizens

Elements (Leadership situations)

- Follow- up and monitor progress = Co-operative decisions
- Work allocation = Strategic planning
- Day-tot-day operational management = Running meetings
- Work allocation = Financial and resources management
- Performance management = Counselling staff
- Departmental performance management = Student affairs
- Human resources management = Crisis and risk management
- Organising departmental activities and administration = Financial and budget management as well as creating and nurturing and appropriate academic culture
- Increase human resources = When people (staff) need academic opportunities

Figure 16
Closely related leadership actions, behaviours and situations relating to general management activities

Staff and student relations

Constructs (Leadership actions/ behaviours)

- ◆ Wisdom, listening, tact and research skills = Inspiration, motivation and facilitation
- ◆ Personal involvement = Courage
- ◆ Student empowerment = Following prescribed procedures
- ◆ Care and concern for people = focussing on people, personal experience
- ◆ Making demands on staff = Listens and make the final decision
- ◆ People engagement = Drawing on personal, experience inner resources as well as values that ensure staff contentment
- ◆ Celebrate achievements = Interpersonal activities that inspire and motivate as knowledge in the different disciplines are demonstrated
- ◆ People related activities = Wisdom, objectivity, consistency and insight
- ◆ Motivating staff = Co-ordinating school activities
- ◆ Academic assistance = Staff report back and share achievements, everybody is respected as an individual (as a person and as an academic)
- ◆ Mentoring and coaching staff on performance = Dealing with the vision, complexities and building capacity
- ◆ Drawing on personal experience, inner resources and values = Unplanned and unpredictable
- ◆ Inspiring and motivating people = External focus

Staff and student relations (cont.)

Elements (Leadership situations)

- ✚ Inspirational = Firm and assertive
- ✚ Staff and student relations = Teaching programmes that ensure students become scholars
- ✚ Staff members = Staff's personal situations, student motivation and guidance
- ✚ Personal situations of staff = Interpersonal situations
- ✚ Giving recognition, motivating staff, respecting cultural differences = Setting a personal example
- ✚ Coaching students and staff = Respecting cultural differences
- ✚ Counselling staff = Performance management
- ✚ Empowering staff by creating conditions for self development = Setting an example in lecturing
- ✚ Managing conflict = Protecting staff members against injustice as well as creating a positive interpersonal climate and maintaining goodwill
- ✚ People affirmation = People need academic prospects
- ✚ Creating opportunities for staff to socialise = Creating an ambiance for successful work

Figure 17

Closely related leadership actions, behaviours and situations relating to staff and student relations

Being a figurehead

Constructs (Leadership actions/ behaviours)

- Creating an image of excellence and team cohesion = Authority role
- Doing things in the interest of the department = Liaising with external stakeholders and relying on discipline knowledge
- Do what is expected of the HOD = Discipline as well as subject knowledge, wisdom, self- motivation and focus

Elements (Leadership situations)

- ✓ Figurehead role (doing what is expected of the Head) = Interactions with the dean, other HODs and managers
- ✓ Setting a personal example = Giving recognition, motivating staff, respecting cultural differences
- ✓ Supporting peers = Assisting with personal problems and being a role model
- ✓ Setting and example in lecturing = Empowering staff by creating conditions for self-development
- ✓ Participating in faculty committees = Representing the faculty on professional boards

Figure 18

Closely related leadership actions, behaviours and situations relating to being a figurehead

Being a change agent

Elements (Leadership situations)

- ◆ Story telling and painting a picture of the future = Breaking the rules
- ◆ Research outputs, driving sticky administrative issues and confronting holy cows = Being available

Figure 19

Closely related leadership situations relating to being a change agent

Own scholarly profile

Elements (leadership situations)

- ✓ A recognised scholar = Positioning the department nationally and internationally
- ✓ Own scholarly role = Research focus

Figure 20

Closely related leadership situations relating to being a figurehead

Factors HODs employ to distinguish between their leadership responsibilities

- ⇔ Self-initiated actions or co-operative and facilitate activities.
- ⇔ Operate from a value basis or from a knowledge and competence base.
- ⇔ Demonstrate what is expected or negotiate and bargain to achieve expected outcomes.
- ⇔ Drive academic excellence or understand where people come from
- ⇔ Task (academic excellence and national or international standing of the department) or people (recognising where people come from and aligning this insight with the academic challenges facing the department).
- ⇔ Personally drive academic excellence or co-operatively create an environment that facilitates learning.
- ⇔ Own scholarly achievements or the department's national and international profile and reputation.
- ⇔ Focussing on strategy or operations
- ⇔ Working towards and ideal future or dealing with the current reality.
- ⇔ Personally deals with concerns or inspire and motivate others to co-operatively engage with the design of an ideal future.
- ⇔ Being assertive and firm or passionate and creative
- ⇔ Personally deal with issues in a firm, assertive and motivated fashion or invite people to explore new possibilities

- ⇔ Being externally or internally focussed
- ⇔ Day-to-day activities or medium to long-term strategies
- ⇔ Managing activities or leading people
- ⇔ Personal or co-operative involvement
- ⇔ Academic leadership or managerial activities.
- ⇔ Internal departmental focus or external people focus
- ⇔ People issues or academic matters
- ⇔ The department or professional bodies, institutes and the School
- ⇔ Concrete short-term actions or abstract long-term activities
- ⇔ Allocating work or measuring outputs
- ⇔ Community involvement or staff and student relations
- ⇔ Scholarly activities or managerial functions
- ⇔ Determining research foci or managing performance
- ⇔ Relationship building or academic tasks
- ⇔ Community development through programme design or community development during the course of research initiatives.
- ⇔ Own scholarly achievements or administrative duties.
- ⇔ Matching staff with academic programmes or aligning staff with research foci of the department.
- ⇔ Matching and aligning staff members with key foci of the department or managing staff's performance
- ⇔ Internal departmental affairs or external image
- ⇔ Research and scholarly matters or operational issues
- ⇔ Staff members and students or future employers and postgraduate students
- ⇔ Research related matters or discipline (clinical) related issues
- ⇔ Facilitation or authority
- ⇔ Emotional support or clinical expertise
- ⇔ Inspiring and motivating people or focussing on scholarly activities

- ⇔ Being a figurehead or motivating and inspiring staff as well as students
- ⇔ Academic and research topics or operational matters.
- ⇔ Staff, students and operational issues or postgraduate and future employers and research and discipline related topics.
- ⇔ Creating an image of excellence or driving efficiency and effectiveness.
- ⇔ People skills or research skills.
- ⇔ Emotional support or clinical expertise.
- ⇔ People internal to the department or people outside the department.
- ⇔ Staff and undergraduate students or postgraduate students and future employers.
- ⇔ Supporting and caring for others (staff, students and colleagues) or driving academic issues.
- ⇔ Being empathetic or firm and unpopular
- ⇔ Coaching for performance or monitoring staff's performance
- ⇔ Popular or unpopular leadership actions
- ⇔ People issues or task related activities
- ⇔ Personal involvement or co-operative decisions
- ⇔ Confronting holy cows and sticky administrative issues or mentoring and coaching students as well as staff.
- ⇔ Faculty or personal experience.
- ⇔ Sticky administrative tasks or research outputs.
- ⇔ Courage or available time.
- ⇔ Supporting people inside the department or supporting people within the faculty.
- ⇔ Academic endeavours in the department or academic activities within the faculty
- ⇔ Task or people orientation.
- ⇔ Student and community development or departmental operations management.
- ⇔ Subject and discipline or business and general management knowledge.
- ⇔ Support the achievement of quality or demand quality.
- ⇔ Listens to input or provides input.

- ⇔ Day-to-day operations or bigger picture parameters.
- ⇔ Academic or business and general management related matters
- ⇔ Operationalising and strategising inside the department or aligning the departmental strategic focus with stakeholders outside the department.
- ⇔ Research or lecturing
- ⇔ Generating funds or empathising with people.
- ⇔ Do what is expected of a leader and liaise with internal and external stakeholders or be an academic who does research and lectures.
- ⇔ Visible activities (liaison with stakeholders) or invisible activities (extended hours on research).
- ⇔ Being clever in your discipline or liaising with key stakeholders.
- ⇔ External liaison and internal empowerment
- ⇔ Being a discipline expert or liaison specialist
- ⇔ Setting an example or doing things in the interest of the department
- ⇔ Own agenda or the department's agenda
- ⇔ Be involved in postgraduate and research related work or teach undergraduates and manage the department.
- ⇔ Discipline and subject knowledge or general management orientation.
- ⇔ Managing or mentoring
- ⇔ Concrete actions or abstract activities
- ⇔ Supervision and teaching or research
- ⇔ Buros, Institutes and Centres or Department
- ⇔ Concrete unpredictable actions or abstract predictable activities
- ⇔ Human elements or discipline specific issues.
- ⇔ Concrete pragmatic subjects or broad, abstract, formal and fundamental issues
- ⇔ Department or faculty and university
- ⇔ Represent a discipline or execute an academic predisposition
- ⇔ Establish or apply policy
- ⇔ Aligning departmental efforts or executing an academic predisposition.

- ⇔ Participating in establishing policy or applying policy.
- ⇔ Establish policy based on broad abstract parameters or apply concrete procedures.
- ⇔ Represent the department or participate in Senate.
- ⇔ Internal departmental issues or external faculty and university considerations
- ⇔ Attainment of departmental goals or ensuring staff contentment
- ⇔ Interpersonal climate or operational efficiency
- ⇔ Management principles or personal experience, inner resources and values
- ⇔ Equal distribution or courage and firmness.
- ⇔ Attain departmental goals or plan staff member's careers
- ⇔ Managing things or engaging with people
- ⇔ Courage and firmness or fairness and even-handedness
- ⇔ Create an environment based on personal experience, inner resources and values or acting in an environment based on sound management principles
- ⇔ Providing academic assistance or interpersonal support
- ⇔ Inspire and motivate as leader or meld lectures together as a departmental unit
- ⇔ Leading others or assisting people.
- ⇔ Melding staff together or employing staff.
- ⇔ Sharing academic experiences or demonstrating discipline knowledge.
- ⇔ Academic related or people related.
- ⇔ Affirming staff or employing and increasing human resources.
- ⇔ Providing support or respecting staff members as individuals.
- ⇔ Inspire and motivate or create opportunities to share
- ⇔ External or internal stakeholders.
- ⇔ External public enterprises or internal students and staff.
- ⇔ A participative approach or inspiring and motivating staff.

- ⇔ Determine a strategic direction or establish a research focus.
- ⇔ Understand or create. Understand the environment you operate in or create an environment you work in.
- ⇔ A participative internal approach or an inspiring and motivating external approach
- ⇔ Interact with or understand key stakeholders.
- ⇔ A research focus and culture or operational efficiency.
- ⇔ Understand the environment or understand people.

Figure 21

Factors HODs employ to distinguish between their leadership responsibilities (p380 - p.385)

The information presented in Figure 12 clearly indicates that HODs are involved in a myriad of situations in which they can take up a leadership position. These situations are interwoven with leadership actions and behaviours. The variety of leadership situations, behaviours and action are grouped under a leadership theme in Figures 13 to 20. It is clear from these figures that most of the HODs' constructions pertain to "providing academic guidance", "being involved in general management" and "student and staff relations".

It is also interesting to note that the leadership themes "being a change agent" and "own scholarly position" only have leadership situations attached to them. HODs did not connect any specific leadership actions or behaviours (constructs) with these leadership roles (i.e. more than 80% link or match). This may indicate that these two leadership roles are unique to HODs who participated in this study, as they did not connect these leadership roles with any of the other identified leadership themes.

In addition, when considering the dichotomous nature of construct formation, a number of observations are made when analysing the content of Figure 21. It seems as if HODs oscillate in their leadership role between:

- own academic profile or the department's academic achievements
- abstract future ideas or concrete day-to-day activities
- operate from a value basis or from a knowledge base
- drive academic excellence or understand where people come from.
- current reality or an ideal future
- academic related work and competencies or general management related work and competencies
- internal stakeholders or external stakeholders
- department's interest or the faculty and university interests
- co-creating and participating or making demands on staff
- people focus or task focus

- teaching or research
- own time needed for academic work or others demands on a HOD's time
- co-operative and facilitate or self-initiate actions
- negotiating and facilitating or demanding
- administration or lecturing and research
- running meetings or attending meetings
- fundamental academic matters or financial and budget issues
- leading or managing
- people skills or academic skills
- internal or external liaisons
- strategy or operations
- academic needs or student's and staff's needs

This section of the chapter captures the essence of the research results obtained. *Firstly*, results presented in Table 29 contain the main elements, constructs and valued that are identified in the research project. *Secondly*, these identified elements and constructs are assembled into a model (Figure 12) that depicts how HODs construct their leadership role. *Thirdly*, closely related leadership situations, actions and behaviours are grouped together with the factors HODs employ to distinguish between their leadership functions (Table 30 and Figures 13 to 20) and *fourthly*, a list of the distinguishing factors is presented.

7.5 SUMMARY

The research data as well as an analysis and interpretation thereof are presented in this chapter. A content analysis (descriptive data) and structural analysis (looking at the relationships between data in the repertory grid) per HOD are provided.

With reference to construct and element identification, correlations, links and matches, and the highest links and matches are reported. Principal Component

Analysis (PCA) also indicates the element and construct loadings per uncorrelated components.

In addition, the chapter integrates the research findings into a leadership model consisting of constructs and elements for HODs at university. Dichotomous constructions are highlighted and some the findings are compared with the literature.

CHAPTER 8: LITERATURE AND EMPIRICAL OVERVIEWS, MAIN FINDINGS, LIMITATIONS AND RECOMMENDATIONS

8.1 INTRODUCTION

Leadership has become crucial at universities (Middlehurst, 1993) and the call for leadership is real (Gmelch and Miskin, 1993). It is not apparent from the literature what is understood under 'leadership' at departmental level at universities in South Africa (that are facing changes in the internal and external environments). Most leadership theories are based on research results that predominantly apply to corporate and business institutions. These reported leadership theories do not make provision for the uniqueness of leadership at universities. This uniqueness centres around issues such as specialised scholars with academic freedom, critical reflection, rationality, democratic participation, autonomy, a dual hierarchy of academic and administrative authority, part-time or temporary decision makers, divergent interests and ambiguous goals at departmental as well as at institutional level. The uniqueness of universities makes it difficult for academic leaders to establish a common purpose and direction and to command a following. The majority of leadership theories often portray these initiatives as the essence of leadership.

The purpose of this study is therefore to explore how the phenomenon 'leadership' is understood by HODs at a university in South Africa. To gain this understanding, the study focuses on how HODs construct their leadership role. It is therefore of an interpretive nature. The study is, in addition, conducted from a constructivist perspective and relies on the ideas and thoughts imbedded in the Personal Construct Theory (PCT) of Kelly (1955). This study employs the research methodology associated with PCT and uses the repertory grid, which is both a qualitative and a quantitative technique, as the research instrument. The repertory grid in this study emphasises elements (situations in which HODs have to lead) and constructs (leadership qualities, behaviours and actions necessary to lead), from which a model is created.

In order to bring these findings into perspective, the remainder of the chapter focuses on comparing the literature with the main findings of the research, identifying limitations, making recommendations and drawing conclusions.

8.2 COMPARING THE LITERATURE WITH THE RESEARCH RESULTS

The literature overview indicates that universities have rich and interesting histories. Universities stand out as some of the greatest political institutions of all time. However, being in conflict with their environment (internal and external) seems to be a trademark of universities. The main reason for this conflict could be that the key purpose of a university is intellectual specialisation. This noble purpose has been achieved by specialised scholars who support the ideas of autonomy, freedom of inquiry and openness. As a result, amorphous, decentralised structures with complex voting systems that protect universities from the outside world (or faculties and departments from one another) have been in operation. The head of department had therefore in most parts of the world been a powerful position, controlling all the resources in the department. Academic staff members were therefore reliant on the powerful head who had seemingly unlimited power and access to resources. However, during the 1960s and 1970s this dependant relationship changed when HODs became more participative (sharing authority and responsibilities) and, as a result, became personally respected (Moss and Roe, 1990).

The research results obtained indicate that HODs currently are indeed more participative than HODs who ruled before the 1960s and 1970s. The results indicate that HODs consider their leadership role to be of a participative nature. Figure 12 indicates that HODs construct their leadership roles as “bringing minds together”, “doing things in the interest of the department”, “having an internal participative approach”, “facilitating”, “leading co-operatively”, “co-creating an ideal department”, “bonding lectures across disciplines”, “making co-operative

decisions”, and “empowering staff and students”. There is, however, also an indication that some of the HODs who participated in the research project consider their leadership to be more authoritative of nature. Constructions such as “making demands on staff”, “using professional bargaining power” and “being the discipline expert” point in this direction. The perception that a university environment requires an HOD to manage conflict is evident in the research results. Constructs such as “protecting staff against injustice” and “managing conflict” support this observation.

The literature moreover highlights a number of leadership constructs that could be applied to better understand universities against their historical patterns. These are identified in the literature as intellectual specialisation, knowledge development, liaising with internal and external stakeholders, dealing with highly specialised scholars, operating in complex decisions making structures, being pliable and rigid, operating in an environment where there is freedom of inquiry, adversity and differentiation, and intellectual rigidity. The research results obtained in this study indicate that the leadership constructs that relate to universities’ rich and colourful history are all still in operation today. Most notably is the idea that leadership at HOD level is about ensuring academic excellence. This finding supports the idea that the primary goals of a university are to do research and teach students.

In the overall context of leadership, it is interesting to highlight the observation that a leader has to be ‘technically’ mindful (for a university this translates to being academically sound). Most leadership theories focus on behaviours, situations and exchanges that take place between leaders and followers. This research study indicates that an HOD as leader needs to have a scholarly standing in the national and international academic community that is detached from his/her interactions with staff.

The literature overview also highlights that universities are confronted by momentous transformation in their internal and external environments. The following changes are emphasised: more competition for scarce resources, stronger opposition from new providers, reduced public funding, greater pressures to perform, to be accountable, and to introduce new forms of teaching technologies, implementing new requirements for graduate competence, internationalisation, private sector interaction, real time communications, productivity, efficiency, external competition, restructuring, additional work load, state intervention, business partnerships, workforce training, commodification, mass higher education, knowledge growth and differentiation, pressure from tax payers to become more accountable, reduced government funding, more business like principles and procedures, changes that reduce the standing of academic work as an occupation, different views on the purpose of undergraduate education, encroachment from stakeholders on the content of the curriculum, increased access to education, and more participation by stakeholders in decision making.

With specific reference to South Africa, the following changes are mentioned in the literature: the attainment of equity at student and staff level, the provision of education that meets the needs of the economy, the attainment of efficiency in the delivery of education, improved success and graduation rates, research that complies with international norms, and the development of inclusive institutional cultures.

The identified changes in the internal and external environments in which HODs have to lead are in general terms supported by the results of this study. The leadership theme “being a change agent” and constructs such as “setting academic standards”, “doing quality control on academic outputs”, “controlling the finances and the budget”, “applying general management principles”, “doing resource negotiations”, “positioning the department in the faculty, nationally and internationally”, “determining direction, focus and priorities”, “aligning the

department's vision", "interpreting the internal and external environment", "driving efficiency and effectiveness", "ensuring exposure to cutting edge research" "respecting cultural differences", "ensuring an enabling academic culture", and "focusing on the abstract future issues" point to the idea that HODs are dealing with most of the changes facing universities nationally and internationally. Leadership challenges identified, such as mergers, mass education, competition from other providers, encroachment from stakeholders on the content of the curriculum, the introduction of new forms of teaching technologies, commodification, and dealing with state interventions did not surface in this study.

The literature indicates that universities are complex as they are loosely coupled systems, have fluid decision making structures, comprise of ambiguous goals, embrace unclear technology, and is anarchical. A number of conflicts and ambiguities are also entrenched in the HOD position: multiple stakeholder expectations, ambiguous mandates, unclear roles of authority, the reconstruction of an HOD's academic identity, the academic and administrative divide, and fulfilling a dual role of being an academic and an administrator. The results obtained in this study show that HODs construe some of their leadership responsibilities along the same lines as indicated in the literature. With reference to universities being anarchical, Figure 12 indicates that "breaking the rules" and "refusing to succumb" are leadership options for some HODs.

A leadership reality HODs have to face in their leadership role is multiple stakeholders. Not only are internal stakeholders (staff members, students, the dean, other HODs, faculty members and managers, student and general administration) a focal point for HODs, but liaisons with a variety of external stakeholders are identified. External stakeholders include parents, prospective employees, professional bodies and institutes, other universities (nationally and internationally), and the academic and broader communities a university serves.

The literature overview also indicates that the purpose of a university is a fluid concept. According to Oshagbemi (1988), the purposes of a university are identified as teaching, vocational training, research and serving society. The results of this study indicate that all the purposes identified in the literature are achieved indirectly, as HODs identify in their leadership role that they provide academic assistance in teaching, research and community involvement. These tasks include, to mention a few, “setting academic standards”, “teaching under and postgraduate students”, “ensuring a student driven focus”, “ensuring students become scholars”, “determining the research focus”, “ensuring exposure to cutting edge research”, and “being involved in community involvement” (see Figure 12 for more detail). These results indicate that HODs lead their departments by not focusing on only one of the identified purposes, but by focussing on **all** of the purposes identified in the literature. This finding supports the idea that universities are multi-faceted institutions that require HODs to take the lead in a multitude of difficult circumstances.

The idea that universities are complex and ambiguous institutions in which HODs have to take the lead are further supported in the research. Constructs such as “dealing with complexities”, “dealing with ambiguity” and “dealing with unplanned and unpredictable situations” support this statement.

However, the literature overview indicates that HODs consider it important and enjoyable to be involved in non-administrative duties relating to students and staff, long range planning, as well as their academic activities. Constructs such as “teaching”, “mentoring postgraduate students”, “celebrating achievements”, “determining the strategy”, “positioning the department”, “own scholarly profile” and “relations with students and staff” indicate that these activities are present in the professional lives of the HODs who participated in this study.

The literature overview also indicates that leadership at universities is construed differently from the way in which it is construed at corporate institutions. The

reasons cited for the different interpretations of the phenomenon of leadership are chiefly based on the idea that universities are professional normative organisations (highly educated staff operating in an environment that thrives on specialisation, autonomy, freedom, critical inquiry, self-motivation, and having few rules, regulations and processes that prescribe how academic outputs should be achieved). As a result the literature indicates that academic staff members are highly specialised, autonomous and self-driven people who prefer to work independently. Therefore, Yelder et al (2004) propose that leadership at university is construed as; *an authority* (based on discipline knowledge, experience, peer and professional recognition). Consequently, leadership is vested in the person, because of personal characteristics and expertise. In contrast, at corporate institutions a leader is considered to be; *in authority* (a position in the hierarchy with job responsibilities such as financial management, human resources, control) attached. Leadership at corporate institutions is therefore often considered to be a delegated position in the corporate hierarchy. However, the results from this study do not distinguish between leadership being *an authority* and leadership being *in authority*. The model in Figure 12 indicates that both these concepts are included in the HODs' construction of their leadership role, as HODs' scholarly achievements (being an authority) as well as general management activities (being in authority) are represented in the model.

This finding can be explained by the fact that HODs who participated in the research study are appointed in a formal position in the university hierarchy. Also, faculty selection committees (consisting of peers, deans and vice-principals) make a recommendation to the executive who finally appoints an HOD. Leadership at this university, according to Yelder's (2004) construction of leadership, is bestowed from above and below resulting in, a leader being *an authority* and being *in* a position of authority. This finding highlights the importance of connecting research results with the context from which it is reported.

The literature also indicates that the general role an HOD has to fulfil is ambiguous and unclear. Beside these observations, HODs are considered to be the most important administrators at university, as nearly 80% of all administrative decisions are made by heads of department (Gmelch, 1991; Wolverton et al., 1999 (a)). However, there are complexities (Moss and Roe, 1990) in the appointment of HODs, such as who decides, when to decide, the period of an appointment, and on what conditions). HODs still have to fulfil a number and variety roles on which a number of authors do not agree. Moses and Roe (1990) identify six roles: *academic leader, personnel manager, a source and distributor of resources, administrator, advocate and politician within the university and ambassador, lobbyist and negotiator outside the university*. Carroll and Gmelch (1995) identify four roles: *leader, scholar, faculty developer and manager*. Wolverton et al., 1999 (a) narrow these identified roles down to *administrative and leadership* roles.

The following themes are highlighted in this study with regards to the construction of HODs' leadership roles: "own scholarly profile", "determining the strategy and positioning the department", "staff and student relations", "being a change agent", "providing academic guidance", "liaising with external and internal stakeholders", "being a figure-head", and "general management". The findings of this research study support and add to the identified roles in the literature review. In other words, there is agreement that an HOD is an academic leader, personnel manager, a source and distributor of resources, administrator, advocate and politician within the university and an ambassador, lobbyist and negotiator outside the university, as well as a leader, scholar, faculty developer and manager. This study (with a specific leadership focus), adds the leadership constructs: "determining the strategy and positioning the department", "being a figure-head" and "being a change agent".

The literature indicates that HODs fulfil a dissimilar role in different tertiary institutions and that generalisations about the role should be handled with care. It

therefore seems that the HOD role is context, time and space specific. This statement is supported by the fact that the core strategic objectives of the university where this research was conducted are present in the construction of leadership roles of the HODs who participated in the study. These strategic objectives can not be identified, as that would make it possible to identify the university where the research was conducted.

The literature furthermore indicates that authority, power and politics play a visible role in the life of an HOD and that HODs therefore have to be adept at influencing the environment in which they operate. This is supported by the findings of this study as HODs indicated that they “use professional bargaining power”, “have an internal participative approach”, “create an enabling environment”, “liaise with internal and external stakeholders”, “create an impression of excellence and team cohesion”, “being competent”, “focus on student and staff relations” and “rely on authority”.

With specific reference to leadership, the literature indicates there are many definitions of leadership that often are contradictory and inconclusive (Gmelch, 1991). Moreover, the leader-follower relationships embedded and proposed in the majority of the definitions are in contrast with the academic traditions of collegiality and autonomy (Taylor, 1999). HODs as ‘managers’ and ‘leaders’ is a relatively new trend that has developed at universities in the Western world around the 1980s (Birnbaum, 1988). In addition, Kotter (1990a) states that leadership and management are two distinctive and complementary systems of action and should be considered as such at universities. Therefore, Kotter (1990a) and Prewitt (2004) propose an integrated leadership approach which considers management and leadership as inseparable and complimentary constructs.

There does, however, seem to be a difference in the literature between leadership at university and leadership at other organisations (private and public).

The main difference (Yielder and Codling, 2004) seems to be that an academic leader is considered to be ***an authority*** (the leadership is vested in a person); whilst a corporate leader is ***in positions of authority*** (the leadership is vested in the position). The literature furthermore indicates that most HOD leadership constructs are depicted from the behaviouristic and trait perspectives (the essentialist school of thought that distinguishes between 'bad' and 'good' leaders). This often results in reducing a very complex phenomenon into digestible chunks of 'do's' and 'don'ts' that are often separated from the reported context. A variety of interpretations therefore exists with regards to the leadership role of an HOD and HODs as a result spend their time differently on a variety of activities. Still, the literature indicates that HODs have to balance the demands that are inherent to the HOD position and they are seldom well prepared for their headship roles. The literature also indicates that a need exist amongst HODs to be better prepared and trained to fully take up their roles. The literature furthermore indicates that the isolation of the position and the inherent ambiguity in the role cause uncertainty and stress. Major and rather abrupt transitions await a newly appointed HOD – a shift from a specialist to a generalist, a shift from being an individualist to running a collective and a transition from being loyal to one's discipline to being loyal to the institution (Bennett, 1983).

With regards to the idea that there are many definitions of leadership that are often inconclusive, this study reports that each HOD construes his/her leadership role in a distinctive manner. These individual constructions may be regarded as inconclusive and being full of loopholes. But, constructivism points to the idea that constructions (such as that of leadership roles) are unique to each individual. Each HOD has different experiences with and expectations of his/her leadership role and this does not make their constructions inconclusive. This study considers these unique constructions as valuable, as they all contribute to the understanding of the individual pieces of an unfolding puzzle.

With reference to the identified leadership traits and behaviours of HODs mentioned in the available literature (Seagren et al 1993; Middlehurst, 1993 and Ramsden, 1998), this study confirms the following leadership behaviours (directly or indirectly): develop and maintain effective relationships, understand those with whom you work, gather and use information, create and maintain open lines of communication, involve those who are affected by decisions, motivate, inspire, innovate, use specific skills and techniques, articulate a vision, be professional, persuade others, have integrity, initiative, influence and do networking. Behaviours and traits such as being results driven, innovative, flexible, adaptable, people and stakeholder orientated, a resource manager, a strategist, a negotiator, an enabler, a team player, a master of your own destiny, a planner as well a change and conflict manager are all supported by the findings of this research study (see figure 12; Constructs – leadership qualities behaviours and actions). This research study, however, adds a number of *additional* leadership traits and behaviours to the list: using authority, being unpopular, being personally involved, spending extended hours on research, being competent, demonstrating what is expected, being available, being a role-model, ensuring students become scholars, being clever, aligning staff with the departmental objectives, celebrating staff's achievements, building capacity, creating career opportunities for staff, melding lectures, being a mentor for faculty members, providing emotional support to staff, coaching staff, empowering staff, managing staff performance, making demands on staff, ensuring staff contentment, establishing a learning culture, and engaging with students and staff, . The additional behaviours and traits listed seem to refer to three situations in which an HOD takes up a leadership role: being a figure-head, own scholarly profile, and staff and student relations.

Another interesting leadership notion portrayed in the literature is that leaders at university adapt their leadership styles to the organisational culture of the academic institution in which they work. McCaffery (2004) depicts these organisational cultures as collegial, enterprising, corporate, and bureaucratic.

The findings in this research project indicate that HODs operate in all four these environments. Leadership behaviours, actions and situations identified in the study (Figure 12) support the view that HODs adapt their leadership styles to the following environments:

- Bureaucratic – *Being a general manager, applying general management principles, using authority, doing quality control, supporting the dean, peers and other managers, and developing and applying policies.*
- Collegial – *Co-creating and ideal future, leading co-operatively, supporting faculty members, being a mentor to faculty members, taking co-operative decisions, providing emotional support to staff, bonding with lecturers, protecting staff against injustice, and celebrating achievements.*
- Enterprise – *Being flexible and adaptable, generating funds, driving efficiency and effectiveness, determining the strategy and positioning the department, determining direction, focus and priorities.*
- Corporate – *Planning, managing crises and risks, using professional bargaining power, making demands on staff, liaising with internal and external stakeholders, and aligning the department's vision with that of the faculty and the university.*

This study indicates that the abrupt shift for an HOD from being a specialist to becoming a generalist is not an 'either or' situation, but rather being both – a scholar **and** a manager. The study supports the idea portrayed in the literature that HODs need to be better prepared for their leadership role, as HODs indicated that they do tasks related to general management functions. The researcher is of the opinion that these general management tasks require training and education, as this career path differs from a scholar's. The question arises if this statement is not correct, why universities would have faculties of management sciences and business schools?

The call to head up an academic department without knowledge of the potential cost to scholarship and the ambivalence that comes along with the reconstruction of work identities can be a let down for academics who take up the position. It also seems from the literature that HODs consider the rewards and pay-offs inherent to the HOD position differently. As a result they may be drawn to the position for a variety of intrinsic and extrinsic reasons. Given the complexity and ambiguity inherent to the HOD role, the literature indicates that it is not apparent what development interventions HODs should undergo before they take up their leadership roles. It seems as if there is a natural resistance at universities to train and develop HODs. However, during the interviews a number of HODs indicated that they had never received any training before taking up the HOD position. It therefore seems that HODs are aware of their shortcomings, but more research is needed to establish what training they need and whether universities are willing to support the development of HODs.

With reference to the roles that HODs have to fulfil, it appears as if most of the items on the list presented in Table 5 (a summary of the available literature), is confirmed by the research results depicted in figure 12. Roles such as being an entrepreneur and marketer are, however, not supported by the research results depicted in figure 12. It is of interest to observe that the concept 'leadership' in this study entails all the roles an HOD has to fulfil (Table 5 and figure 12). The view of Van Maurik (1997) that leadership describes the context of work like an ocean with white waves (the observable white waves are the leaders who stand out, as leaders never stop to be part of the overall context in which they function), is substantiated. This statement is based on the observation that HODs consider leadership to be part of everything that happens in an academic department.

It seems the top five reported headship functions that are considered to be of great importance to academic staff members (Table 14) are accounted for in this study. These functions are: being an advocate for the department, considering staff member's points of views, developing long-term plans for the department,

consulting and encouraging staff to communicate on departmental issues, and encouraging excellence in teaching (Moses and Roe, 1990).

However, the notion that a leader is a charismatic person who inspires others to follow unreservedly ('Pied Piper concept'), is not strongly supported by the findings reported in this study. It rather seems that leadership at departmental level is based on setting a personal example with regards to scholarly accomplishments ('survival of the fittest concept'). In the HOD leadership role, a head has to position himself in the department, position the department in the faculty as well as in the university, and position the department nationally and internationally. For a number of HODs who participated in this study, their own scholarly profile equates to that of the department. It is therefore not surprising that HODs consider their leadership role as being lonely (HOD 6), doing work that is not visible to staff (HOD 8), planning ahead being unpredictable and difficult (HOD 9).

In conclusion, the research results from this study indicate that HODs lead in complex and changing environments. There is no distinction at university between leadership being *an* authority and leadership being *in* authority. Both these concepts are included in HODs' constructions of their leadership roles. The idea of 'followership' in respect of leadership at university is not strongly supported in the literature, neither in the obtained research results. The variety of roles of HODs depicted in the literature is verified.

8.3 EMPIRICAL OVERVIEW

A non-probability purposive sample of HODs was selected at a university in South Africa. Selection criteria that ensured representation of the types of academic departments (for example size of department and faculty it is located in), were employed. Convenience sampling was done and sampling was

terminated when the information obtained from the interviews reached a saturation point. This point was reached after 14 respondents were interviewed.

The repertory grid techniques were applied and the results indicated that HODs constructed their leadership roles uniquely. This finding is in line with Personal Construct Psychology which claims that experiences in life have an impact on how phenomena are construed and therefore interpreted. Based on these constructions, HODs form a 'theory' about their leadership roles and, like scientists they use these theories to anticipate their leadership roles.

HODs uniquely construed leadership roles were presented and discussed. Based on the idea that Personal Construct Psychology is a theory of individual and group psychological processes, an integration of the HODs' individual constructions were discussed and presented.

The integrated empirical results of the study were portrayed in a leadership model that depicts leadership elements and constructs as construed by HODs at a specific university in South Africa. The model indicates that the majority of leadership situations (elements) in which HODs involve themselves are broadly categorised into the following themes: *providing academic guidance, being a figure-head, determining the strategy and positioning the department, liaising with internal and external stakeholders, being a change agent, being a general manager, and being involved in student and staff relations*. The leadership role is also interpreted along a number of leadership qualities, behaviours, actions and values that represent *management* (human resources management, performance management, finances, budgets, general administration, running meetings, risk and crisis management, and so forth) and *leadership* activities (inspire, motivate, setting the strategy, liaising with key stakeholders, aligning the department with the university's strategy, and so forth). HODs thus view leadership as an integrated phenomenon and they do not construe management and leadership as separate and uncorrelated ideas. This study indicates that the

following behaviours and traits can be added to the current available literature: being a figure-head, realising own scholarly profile as well as being involved in staff and student relations.

In addition, the model indicates that the leadership domain of an HOD consists of characteristics that describe activities that relate to professional and operative corporate organisations.

The leadership model also shows that HODs subscribe to a number of values when they fulfil their leadership roles. The identified values are considered to be: respect (for individuals and their culture), understanding, setting a personal example, self-discipline, passion, wisdom, tact, courage, fairness, and equality.

8.4 MAIN FINDINGS

The following findings are considered of importance:

- The variety of roles an HOD has to fulfil, as described in the literature, is confirmed by the results of the study. However, this study indicates that leadership is integrated with all the identified HOD roles in the literature. Leadership is therefore considered to be interwoven with everything an HOD undertakes.
- HODs construe their roles uniquely, but in general terms most HODs consider academic and scholarly work (own and that of the department) as part of the leadership role they fulfil.
- Leadership at HOD level at university incorporates both managerial and leadership ideas. Leadership is therefore an integrated approach and should be regarded as such at academic departments at university.
- The leadership domain of an HOD at university includes activities that relate to professional and operative organisations.

- HODs consider their leadership environment to share some qualities of known university environments such as being collegial, enterprising, bureaucratic and corporate.
- This study identifies eight leadership themes with reference to the leadership role of an HOD at university, namely: *providing academic guidance, being a figure-head, determining the strategy and positioning the department, liaising with internal and external stakeholders, being a change agent, being a general manager, and being involved in student and staff relations.*
- The following leadership themes can be added to current body of literature that deals with leadership at HOD level: *being a figure-head, own scholarly profile, and being involved in staff and student relations.*
- Additional behaviours and traits are identified which belong to three situations HODs encounter in their leadership role: *being a figure-head, own scholarly profile, and staff and student relations.*

8.5 LIMITATIONS OF THE PRESENT STUDY

In general terms, the following should be considered as possible limitations of the present study:

- The repertory grid technique is based on bi-polar response. This could have inhibited some of the participants' replies to the questions posed because people are not used to analysing their thoughts and ideas in this manner. However, there is a substantial body of literature in psychology and philosophy that supports the notion that formation of constructs is a bipolar process – i.e. that constructs are formed in relation to their opposites. Thus, although participants may not have had the opportunity to provide a free flowing discursive text, the interview technique nevertheless ensured a high level of focus and content directedness.
- The repertory grid technique is a taxing process. One participant indicated that she was getting tired, another that it is too laborious and a third that it

was limiting his thinking. These responses could indicate that the resource potential of participants may not have been tapped in full. However, most constructs were illicit during the beginning stages of the interview, with the latter stages working towards refinement. The interviews of these participants still offered valuable information.

- The study was conducted at a single university. Because it is not clear how institutional policy may influence the way in which HODs construct their leadership roles one should be careful not to generalise the findings of the present study without consideration of institutional differences. However, despite the fact that the constructions reflect institutional strategic objectives one of the major findings of the study is the uniqueness of role construction reflected in substantial variation among the role descriptions. Furthermore, the descriptions did reach saturation, and also exhausted the content tabled through literature. One could therefore expect to see similar issues being raised in different settings, but one cannot conclude that the results of the present study exhaust all possible constructions of HOD leadership roles.
- The present study focussed on the construction of the HOD's leadership role. The constructivist approach precluded any criterion-related comparison. Each construction of the role had to be considered equally valid. Thus it is not possible to differentiate and compare the various points of view in terms of objective qualities. For example, it is not possible to extrapolate the present findings to good or bad leadership, or to consider the various constructions of the role in terms of effectiveness and/or efficiency of leadership.

8.6 RECOMMENDATIONS

Considering the shortcomings of the research project, the following is proposed:

- The research results need to be confirmed by a wider audience. The application of a less time consuming research methodology is proposed for this venture.
- The dichotomy imbedded in the constructs can be confirmed. This can be achieved by using the elements identified in the model as supplied elements in follow-up research.
- To generalise the findings of the research, more universities need to be involved. The socio-grid application of the RepGrid, allows for Internet based participation across the globe.
- The explorative model can be used as a “road map” by organisational consultants at universities in the training, development and coaching of HODs.

8.7 SUMMARY

Universities play an important role in society – however, they are complex organisations to manage and lead. Academic departments’ house highly specialised scholars with lots of perceived autonomy, who often resist the idea of management and leadership in the academic domain in which they function. In addition, universities have intricate decision-making structures. Participation is fluid and often unpredictable. Therefore, it is difficult to establish a common purpose, direction and focus.

Universities are moreover faced by changes in their internal and external environments that call for leadership. The call is real, and HODs construe their leadership roles along the lines of: *providing academic guidance, being a figure-head, determining the strategy and positioning the department, liaising with internal and external stakeholders, being a change agent, being a general manager, and being involved in student and staff relations*. The leadership role is also constructed along a variety of behaviours, actions and values that depict a *management and leadership* orientation.

Leadership is not considered to be a stand-alone function that needs to be executed by an HOD. Leadership at academic departments is at the heart of everything in which an HOD is involved. Leadership is therefore becoming an indispensable commodity at academic departments at universities.

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APPENDIX A

Statistics for Respondent 1

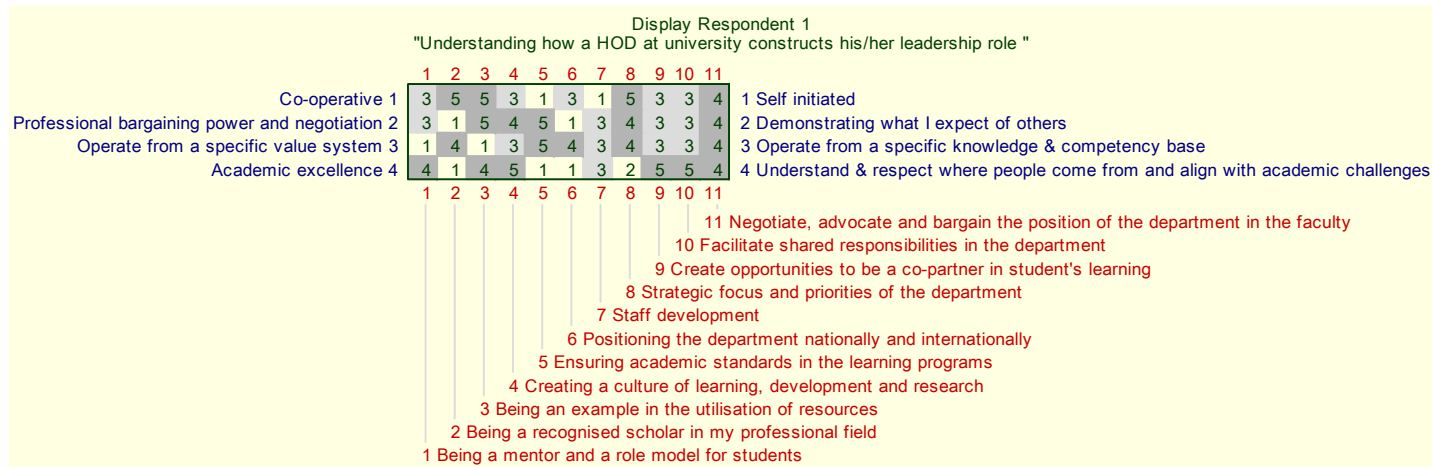
1. DESCRIPTIVE STATISTICS (CONTENT ANALYSIS)

Statistics for Respondent 1

11 Elements (Situations) 4 Constructs (Qualities)

Construct Statistics

	Range	Min	Max	Mean	S.D.	Construct
1:	1 5	1	5	3.3	1.4	Co-operative--Self initiated
2:	1 5	1	5	3.3	1.3	Professional bargaining power and negotiation--Demonstrating what I expect of others
3:	1 5	1	5	3.2	1.2	Operate from a specific value system--Operate from a specific knowledge & competency base
4:	1 5	1	5	3.2	1.6	Academic excellence--Understand & respect where people come from and align with academic challenges



2. RELATIONSHIPS WITHIN THE GRID

2.1 Correlations, matches and links

Construct Correlations

	1	2	3	4	
1	1.00	-0.09	-0.20	0.02	Co-operative--Self initiated
2	-0.09	1.00	-0.15	0.33	Professional bargaining power and negotiation--Demonstrating what I expect of others
3	-0.20	-0.15	1.00	-0.59	Operate from a specific value system--Operate from a specific knowledge & competency base
4	0.02	0.33	-0.59	1.00	Academic excellence--Understand & respect where people come from and align with academic challenges

Construct Matches (reverse match on diagonal & below)

	1	2	3	4	
1	50	68	66	57	Co-operative--Self initiated

- 2 68 50 70 70 Professional bargaining power and negotiation--Demonstrating what I expect of others
- 3 70 70 55 45 Operate from a specific value system--Operate from a specific knowledge & competency base
- 4 52 52 73 27 Academic excellence--Understand & respect where people come from and align with academic challenges

Construct Matches (at least 80%)

None

Construct Links

4 3 R 72.7
 2 3 70.5
 1 2 68.2

Construct Sort

1 2 3 4R

Element Matches

	1	2	3	4	5	6	7	8	9	10	11	

1	100	38	75	75	31	50	69	50	81	81	69	Being a mentor and a role model for students
2	38	100	38	38	44	88	44	75	44	44	56	Being a recognised scholar in my professional field
3	75	38	100	62	31	25	44	62	56	56	69	Being an example in the utilisation of resources
4	75	38	62	100	44	50	69	62	94	94	81	Creating a culture of learning, development and research
5	31	44	31	44	100	56	62	56	38	38	50	Ensuring academic standards in the learning programs
6	50	88	25	50	56	100	56	62	56	56	56	Positioning the department nationally and internationally
7	69	44	44	69	62	56	100	56	75	75	62	Staff development
8	50	75	62	62	56	62	56	100	56	56	81	Strategic focus and priorities of the department
9	81	44	56	94	38	56	75	56	100	100	75	Create opportunities to be a co-partner in student's learning
10	81	44	56	94	38	56	75	56	100	100	75	Facilitate shared responsibilities in the department
11	69	56	69	81	50	56	62	81	75	75	100	Negotiate, advocate and bargain the position of the department in the

faculty

Element Matches (at least 80%)

100.0%

Create opportunities to be a co-partner in student's learning
Facilitate shared responsibilities in the department

93.8%

Creating a culture of learning, development and research
Facilitate shared responsibilities in the department

Creating a culture of learning, development and research
Create opportunities to be a co-partner in student's learning

87.5%

Being a recognised scholar in my professional field
Positioning the department nationally and internationally

81.2%

Being a mentor and a role model for students
Facilitate shared responsibilities in the department

Creating a culture of learning, development and research
Negotiate, advocate and bargain the position of the department in the faculty

Strategic focus and priorities of the department

Negotiate, advocate and bargain the position of the department in the faculty

Being a mentor and a role model for students

Create opportunities to be a co-partner in student's learning

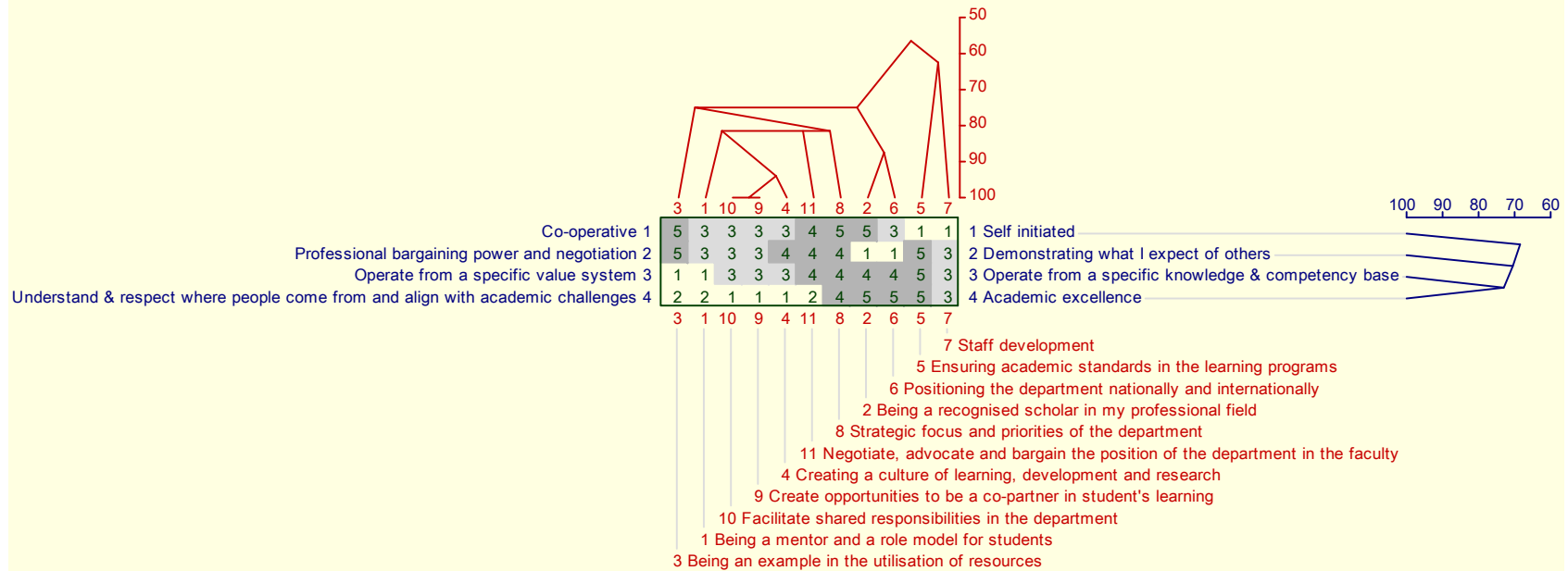
Element Links

9	10	100
4	9	93.8
2	6	87.5
1	10	81.2
4	11	81.2
8	11	81.2
1	3	75.0
2	8	75.0
5	7	62.5
5	6	56.2

Element Sort

3 1 10 9 4 11 8 2 6 5 7

Focus Respondent 1
 "Understanding how a HOD at university constructs his/her leadership role "



2.2 Principal Component analysis

Percentage Variance in Each Component

	1	2	3	4	
	47.07	26.80	17.42	8.71	%
	47.07	73.87	91.29	100.00	Cumulative %

Element Loadings on Each Component

	1	2	3	4	

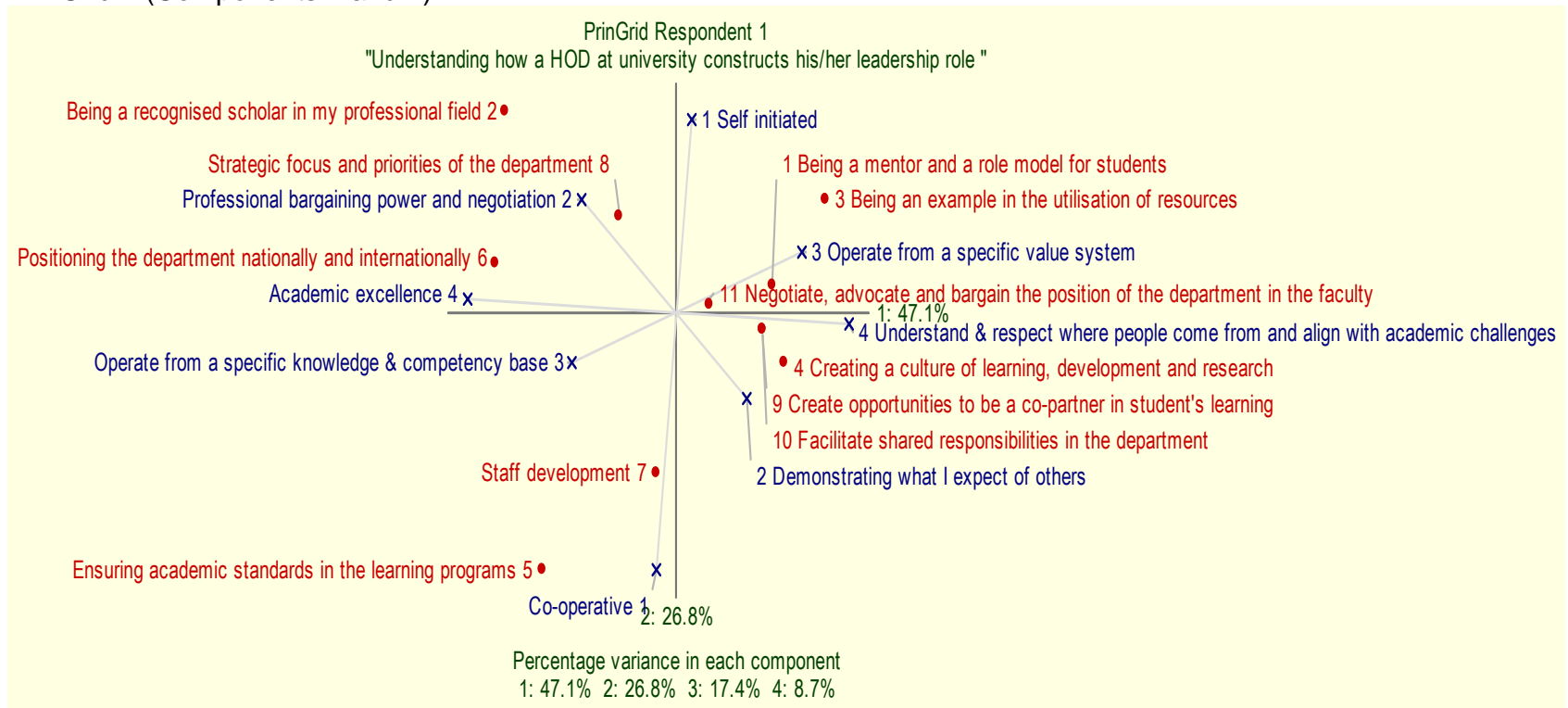
1	0.80	0.16	-0.53	-0.67	Being a mentor and a role model for students
2	-1.40	1.18	-0.21	0.07	Being a recognised scholar in my professional field
3	1.22	0.66	0.72	-0.63	Being an example in the utilisation of resources
4	0.89	-0.30	-0.01	0.34	Creating a culture of learning, development and research
5	-1.10	-1.50	0.75	-0.18	Ensuring academic standards in the learning programs
6	-1.48	0.29	-0.63	-0.11	Positioning the department nationally and internationally
7	-0.17	-0.93	-0.58	-0.31	Staff development
8	-0.48	0.56	0.92	0.12	Strategic focus and priorities of the department
9	0.71	-0.10	-0.43	0.41	Create opportunities to be a co-partner in student's learning
10	0.71	-0.10	-0.43	0.41	Facilitate shared responsibilities in the department
11	0.28	0.06	0.44	0.56	Negotiate, advocate and bargain the position of the department in the faculty

Construct Loadings on Each Component

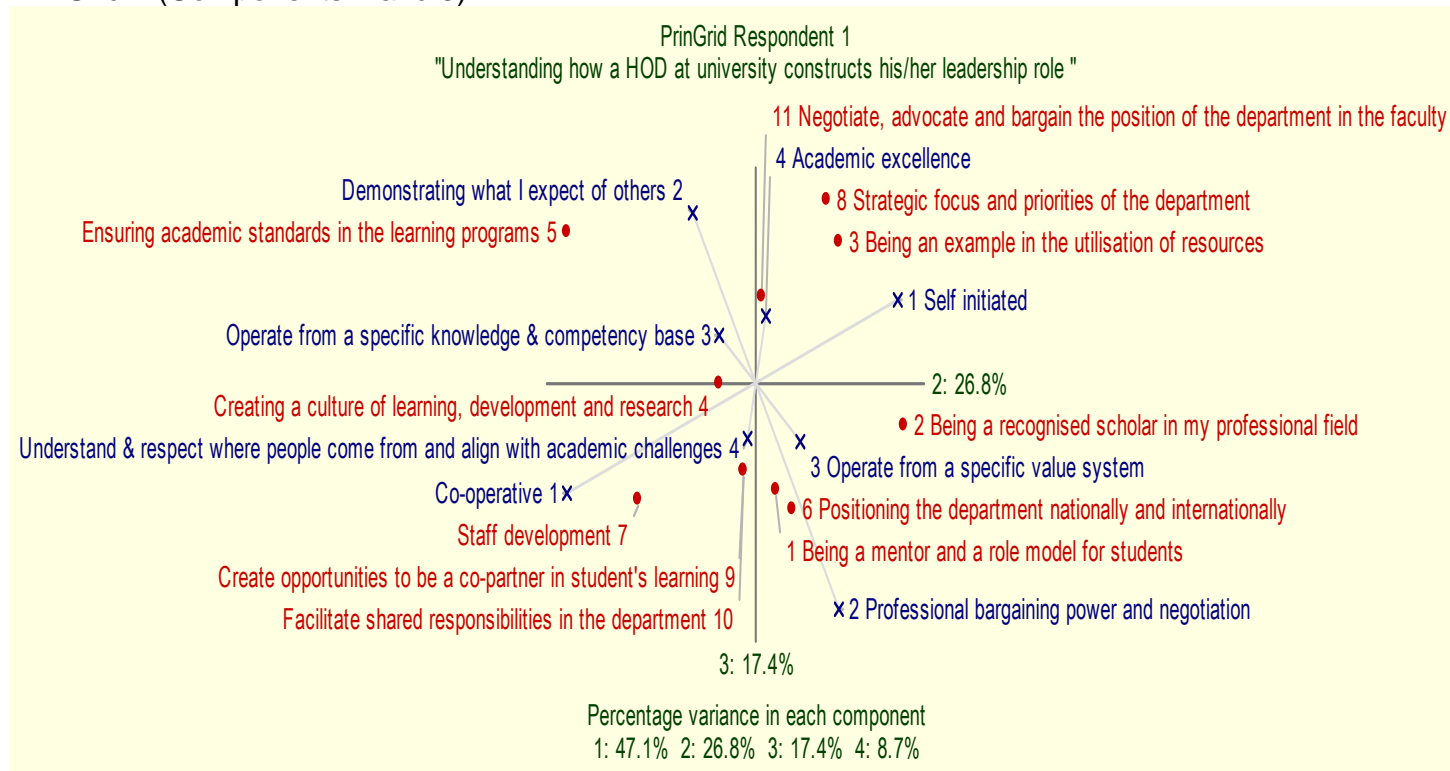
	1	2	3	4	

1	0.25	2.08	0.78	0.24	Co-operative--Self initiated
2	1.08	-0.92	1.58	-0.19	Professional bargaining power and negotiation--Demonstrating what I expect of others
3	-1.50	-0.54	0.44	1.08	Operate from a specific value system--Operate from a specific knowledge & competency base
4	2.48	-0.13	-0.50	0.72	Academic excellence--Understand & respect where people come from and align with academic challenges

PrinGrid 1 (Components 1 and 2)



PrinGrid 2 (Components 2 and 3)



APPENDIX B

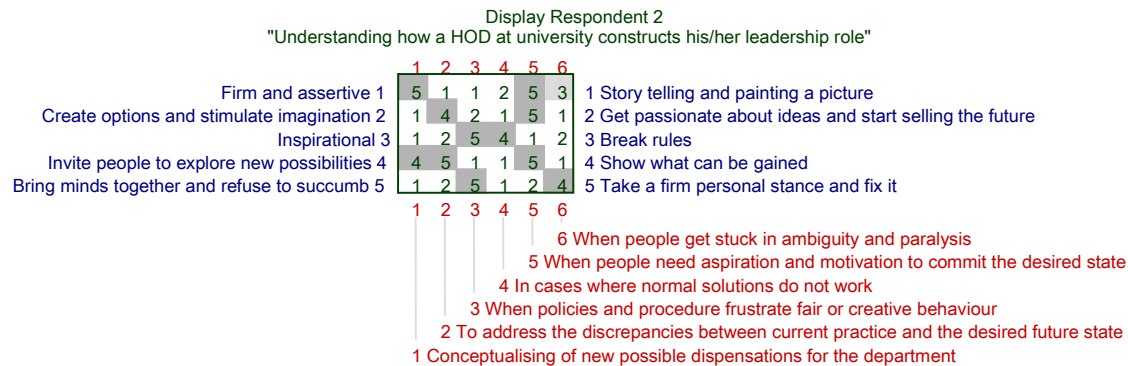
Statistics for Respondent 2

1. DESCRIPTIVE STATISTICS (CONTENT ANALYSIS)

6 Elements (Situations) 5 Constructs (Leadership qualities, behaviours, actions)

Construct Statistics

Range	Min	Max	Mean	S.D.	Construct
1: 1 5	1	5	2.8	1.7	Firm and assertive--Story telling and painting a picture
2: 1 5	1	5	2.3	1.6	Create options and stimulate imagination--Get passionate about ideas and start selling the future
3: 1 5	1	5	2.5	1.5	Inspirational--Break rules
4: 1 5	1	5	2.8	1.9	Invite people to explore new possibilities--Show what can be gained
5: 1 5	1	5	2.5	1.5	Bring minds together and refuse to succumb--Take a firm personal stance and fix it



2. RELATIONSHIPS WITHIN THE GRID

2.1 Correlations, matches and links

Construct Correlations

	1	2	3	4	5	
1	1.00	0.08	-0.76	0.42	-0.43	Firm and assertive--Story telling and painting a picture
2	0.08	1.00	-0.35	0.75	-0.07	Create options and stimulate imagination--Get passionate about ideas and start selling the future
3	-0.76	-0.35	1.00	-0.75	0.48	Inspirational--Break rules
4	0.42	0.75	-0.75	1.00	-0.51	Invite people to explore new possibilities--Show what can be gained
5	-0.43	-0.07	0.48	-0.51	1.00	Bring minds together and refuse to succumb--Take a firm personal stance and fix it

Construct Matches (reverse match on diagonal & below)

	1	2	3	4	5	
1	25	54	33	67	42	Firm and assertive--Story telling and painting a picture
2	46	17	46	79	54	Create options and stimulate imagination--Get passionate about ideas and start selling the future

- 3 83 62 25 25 75 Inspirational--Break rules
- 4 33 21 75 8 33 Invite people to explore new possibilities--Show what can be gained (and share previous experiences where it was successful)
- 5 67 54 42 67 25 Bring minds together and refuse to succumb--Take a firm personal stance and fix it

Construct Matches (at least 80%)

83.3%

- 1 Firm and assertive--Story telling and painting a picture
- 3 R Break rules--Inspirational

Construct Links

- 3 1R 83.3
- 2 4 79.2
- 3 5 75.0
- 1 4 66.7

Construct Sort

2 4 1 3R 5R

Element Matches

1 2 3 4 5 6

- 1 100 50 20 55 70 55 Conceptualising of new possible dispensations for the department
- 2 50 100 40 45 70 45 To address the discrepancies between current practice and the desired future state
- 3 20 40 100 65 10 65 When policies and procedure frustrate fair or creative behaviour
- 4 55 45 65 100 25 70 In cases where normal solutions do not work
- 5 70 70 10 25 100 35 When people need aspiration and motivation to commit the desired state

6 55 45 65 70 35 100 When people get stuck in ambiguity and paralysis

No Element Matches (at least 80%)

Element Links

1 5 70.0

2 5 70.0

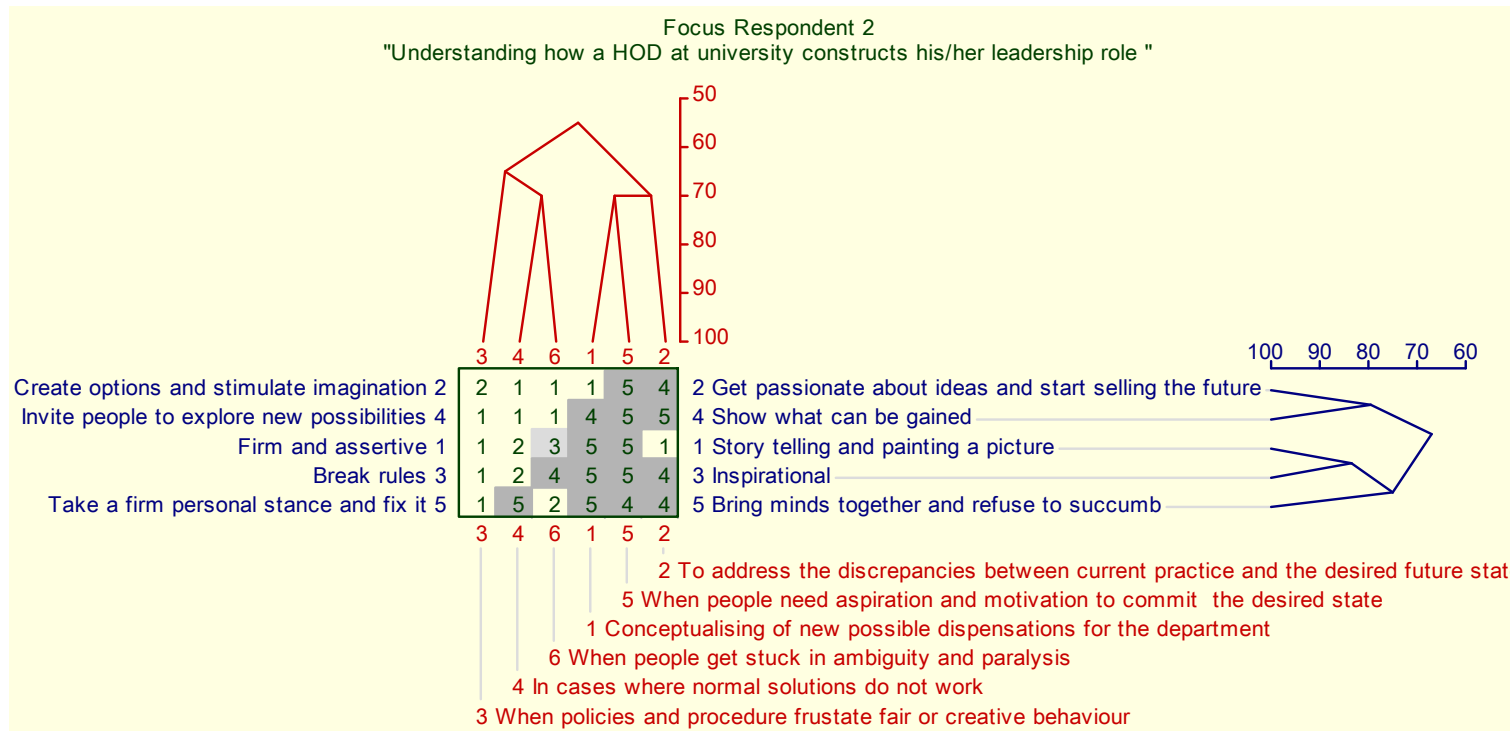
4 6 70.0

3 4 65.0

1 6 55.0

Element Sort

3 4 6 1 5 2



2.2 Principal Component Analysis

Percentage Variance in Each Component

1	2	3	4	5	
59.92	23.28	11.55	3.93	1.32	%
59.92	83.20	94.75	98.68	100.00	Cumulative %

Element Loadings on Each Component

1	2	3	4	5
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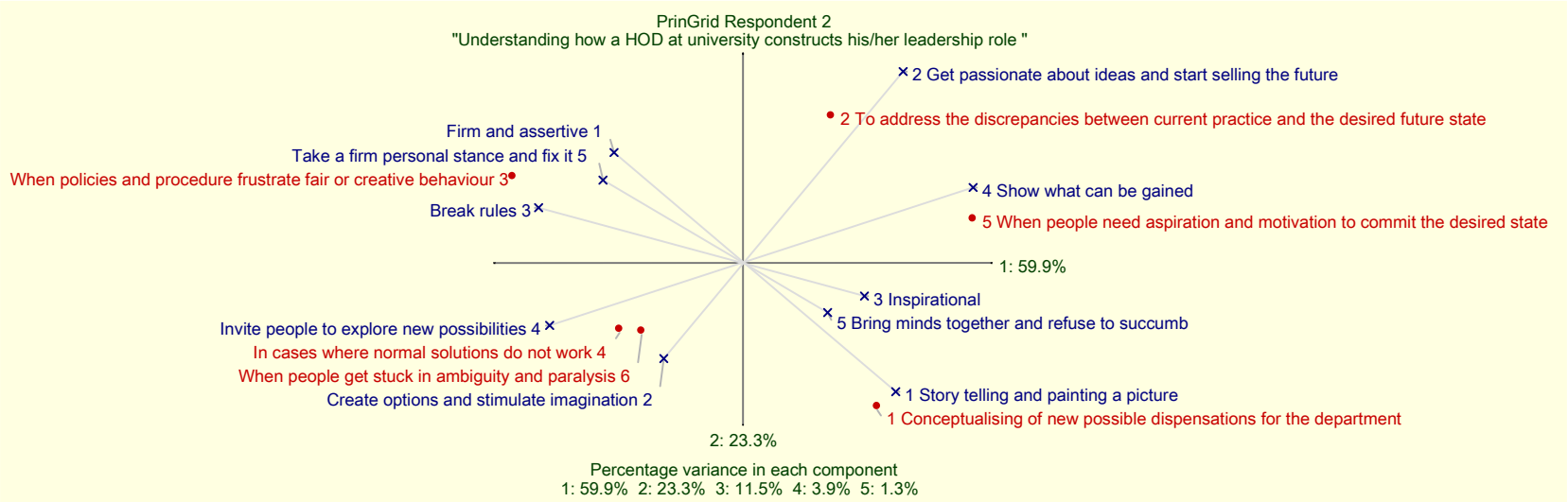
- 1 1.17 -1.25 -0.12 0.22 0.29 Conceptualising of new possible dispensations for the department
- 2 0.78 1.29 -0.60 0.45 -0.05 To address the discrepancies between current practice and the desired future state
- 3 -2.00 0.75 0.41 -0.15 0.27 When policies and procedure frustrate fair or creative behaviour
- 4 -1.08 -0.58 -0.96 -0.37 -0.15 In cases where normal solutions do not work
- 5 2.01 0.40 0.53 -0.50 -0.08 When people need aspiration and motivation to commit the desired state
- 6 -0.89 -0.61 0.75 0.35 -0.28 When people get stuck in ambiguity and paralysis

Construct Loadings on Each Component

1 2 3 4 5

- 1 1.43 -1.20 0.71 -0.44 0.12 Firm and assertive--Story telling and painting a picture
- 2 1.21 1.44 0.23 -0.44 -0.21 Create options and stimulate imagination--Get passionate about ideas and start selling the future
- 3 -1.64 0.45 -0.36 -0.52 0.29 Inspirational--Break rules
- 4 2.12 0.69 -0.22 0.27 0.33 Invite people to explore new possibilities--Show what can be gained (and share previous experiences where it was successful)
- 5 -1.14 0.67 1.25 0.23 0.11 Bring minds together and refuse to succumb--Take a firm personal stance and fix it

PrinGrid 1 (Components 1 and 2)



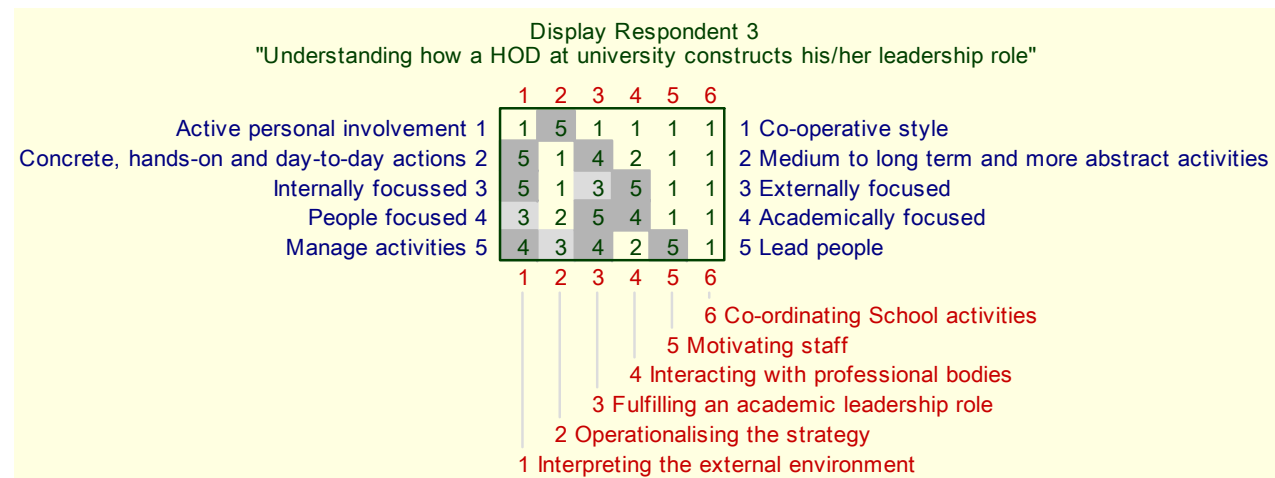
APPENDIX C Statistics for Respondent 3

1. DESCRIPTIVE STATISTICS (CONTENT ANALYSIS)

6 Elements (Situations) 5 Constructs (Leadership qualities, behaviours and actions)

Construct Statistics

Range	Min	Max	Mean	S.D.	Construct
1: 1 5	1	5	1.7	1.5	Active personal involvement--Co-operative style
2: 1 5	1	5	2.3	1.6	Concrete, hands-on and day-to-day actions--Medium to long term and more abstract activities
3: 1 5	1	5	2.7	1.8	Internally focussed--Externally focused
4: 1 5	1	5	2.7	1.5	People focused--Academically focused
5: 1 5	1	5	3.2	1.3	Manage activities--Lead people



2. RELATIONSHIPS WITHIN THE GRID

2.1 Correlations, matches and links

Construct Correlations

*	1	2	3	4	5	
1 *	1.00	-0.37	-0.42	-0.20	-0.06	Active personal involvement--Co-operative style
2 *	-0.37	1.00	0.74	0.68	0.36	Concrete, hands-on and day-to-day actions--Medium to long term and more abstract activities
3 *	-0.42	0.74	1.00	0.71	0.02	Internally focussed--Externally focused
4 *	-0.20	0.68	0.71	1.00	0.11	People focused--Academically focused
5 *	-0.06	0.36	0.02	0.11	1.00	Manage activities—Lead people

Construct Matches (reverse match on diagonal & below)

	1	2	3	4	5	

1	0	50	42	50	46	Active personal involvement--Co-operative style
2	50	17	83	75	71	Concrete, hands-on and day-to-day actions--Medium to long term and more abstract activities
3	58	25	17	75	54	Internally focussed--Externally focused
4	50	33	25	33	62	People focused--Academically focused
5	54	46	54	62	42	Manage activities--Lead people

Construct Matches (at least 80%)

83.3%

- 2 Concrete, hands-on and day-to-day actions--Medium to long term and more abstract activities
- 3 Internally focussed--Externally focused

Construct Links

2 3 83.3
2 4 75.0
4 5 62.5
3 1 R 58.3

Construct Sort

5 4 2 3 1R

Element Matches

1 2 3 4 5 6

1 100 30 75 70 45 35 Interpreting the external environment
2 30 100 35 40 65 65 Operationalising the strategy
3 75 35 100 65 50 40 Fulfilling an academic leadership role
4 70 40 65 100 45 55 Interacting with professional bodies
5 45 65 50 45 100 80 Motivating staff
6 35 65 40 55 80 100 Co-ordinating School activities

Element Matches (at least 80%)

80.0%

5 Motivating staff
6 Co-ordinating School activities

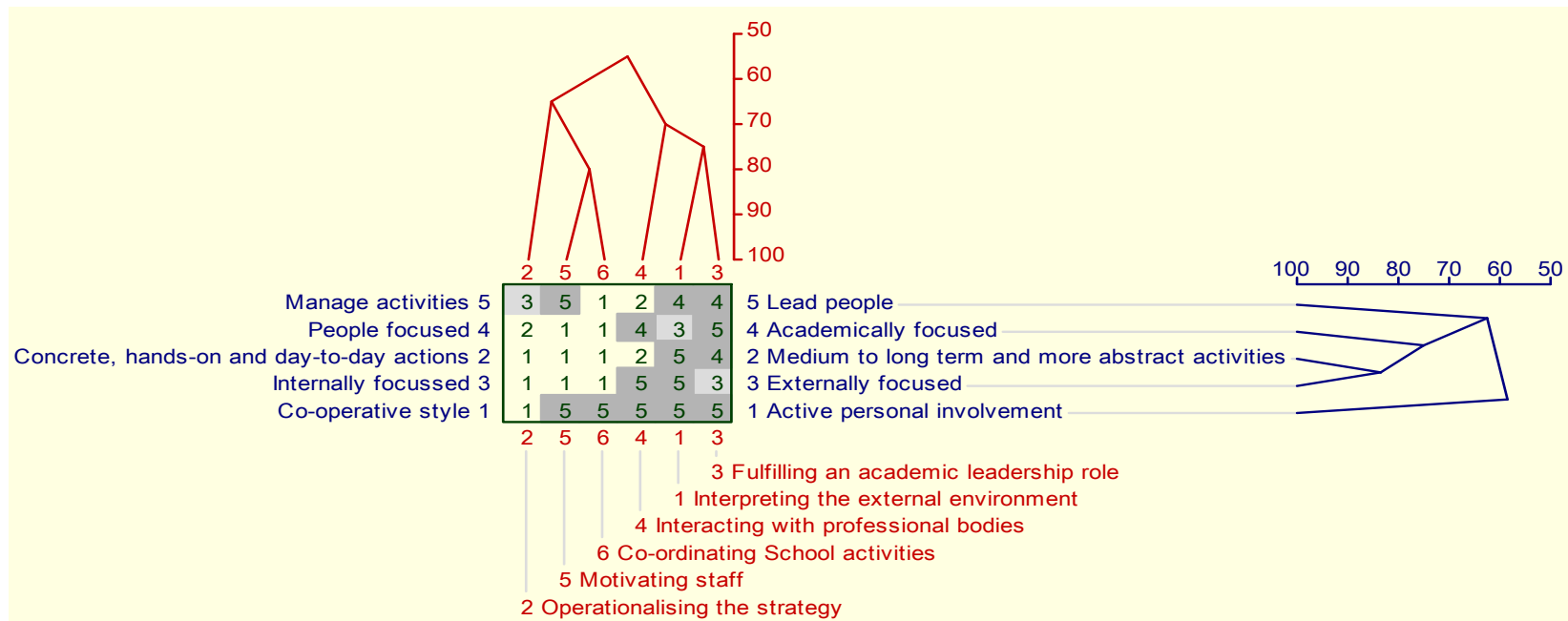
Element Links

5 6 80.0
1 3 75.0

1 4 70.0
 2 5 65.0
 4 6 55.0

Element Sort

2 5 6 4 1 3



2.2 Principal Component Analysis

Percentage Variance in Each Component

	1	2	3	4	5	
	58.15	16.74	15.34	5.62	4.16	%
	58.15	74.88	90.22	95.84	100.00	Cumulative %

Element Loadings on Each Component

	1	2	3	4	5	

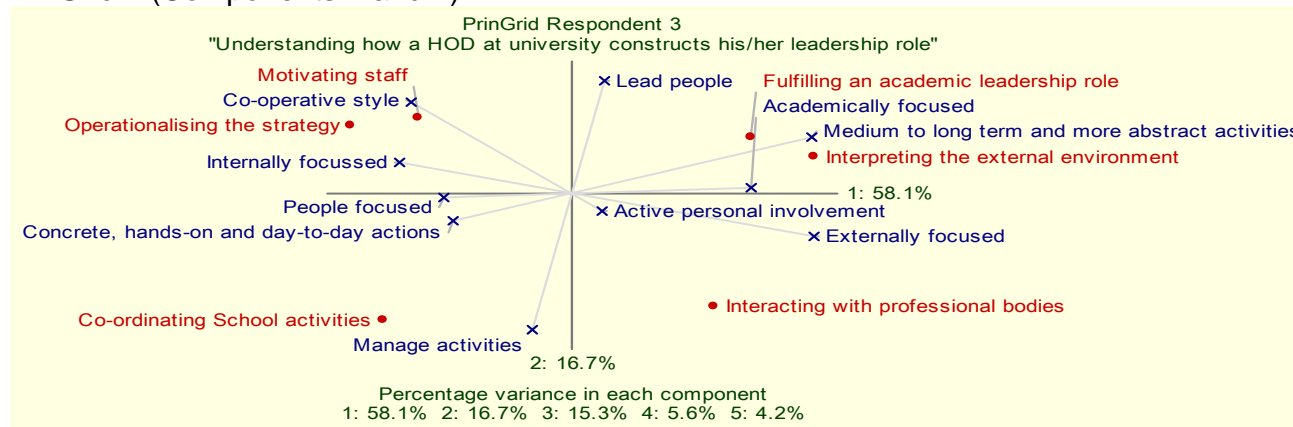
1	1.68	0.31	-0.18	-0.68	-0.22	Interpreting the external environment
2	-1.54	0.56	1.16	-0.14	-0.00	Operationalising the strategy
3	1.24	0.47	0.06	0.73	-0.26	Fulfilling an academic leadership role
4	0.98	-0.94	0.39	0.06	0.54	Interacting with professional bodies
5	-1.07	0.64	-1.04	0.02	0.38	Motivating staff
6	-1.30	-1.05	-0.39	0.01	-0.44	Co-ordinating School activities

Construct Loadings on Each Component

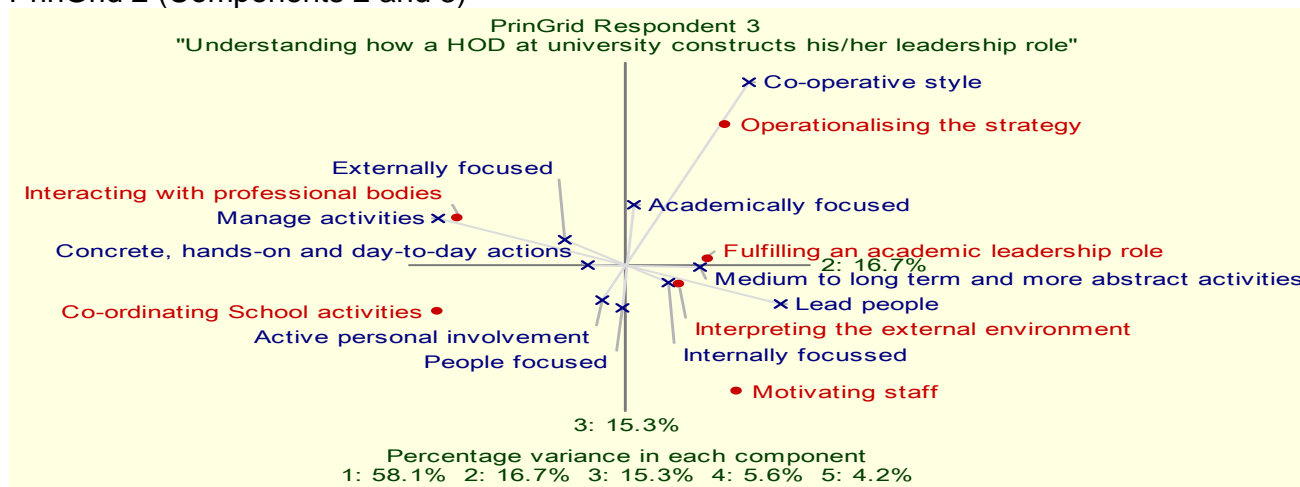
	1	2	3	4	5	

1	-0.95	0.65	1.39	-0.27	-0.01	Active personal involvement--Co-operative style
2	1.76	0.49	-0.04	-0.24	-0.65	Concrete, hands-on and day-to-day actions--Medium to long term and more abstract activities
3	2.02	-0.45	0.29	-0.51	0.44	Internally focussed--Externally focused
4	1.50	0.07	0.67	0.79	0.08	People focused--Academically focused
5	0.37	1.46	-0.55	0.01	0.36	Manage activities--Lead people

PrinGrid 1 (Components 1 and 2)



PrinGrid 2 (Components 2 and 3)



APPENDIX D

Statistics for Respondent 4

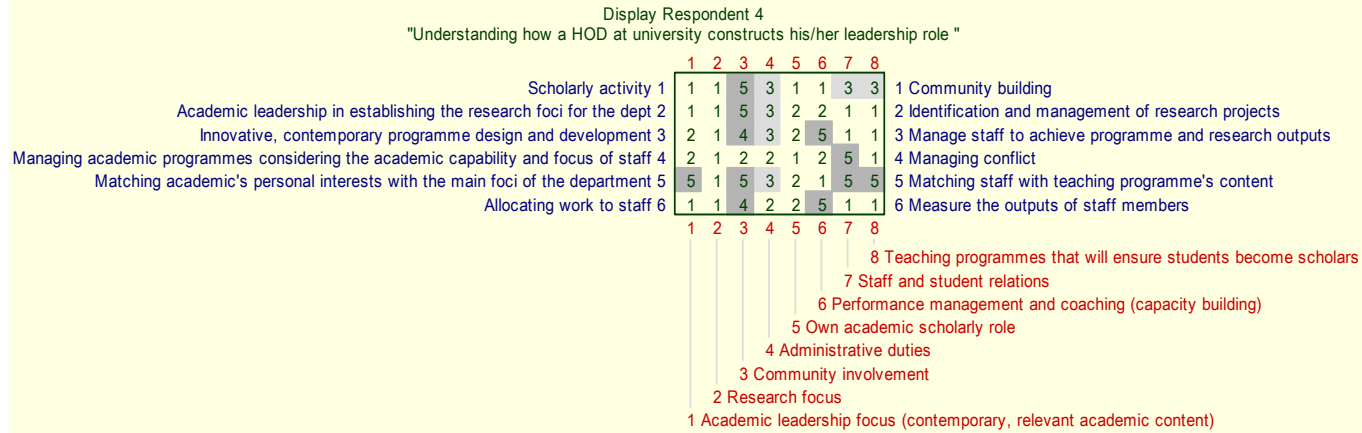
1. DESCRIPTIVE STATISTICS (CONTENT ANALYSIS)

8 Elements (Situations) 6 Constructs (Leadership qualities, behaviours and actions)

Construct Statistics

	Range	Min	Max	Mean	S.D.	Construct
1:	1 5	1	5	2.2	1.4	Scholarly activity--Community building
2:	1 5	1	5	2.0	1.3	Academic leadership in establishing the research foci for the dept--Identification and management of research projects
3:	1 5	1	5	2.4	1.4	Innovative, contemporary programme design and development--Manage staff to achieve programme and research outputs
4:	1 5	1	5	2.0	1.2	Managing academic programmes considering the academic capability and focus of staff--Managing conflict
5:	1 5	1	5	3.4	1.7	Matching academic's personal interests with the main foci of the department--Matching staff with teaching programme's content

6: 1 5 1 5 2.1 1.5 Allocating work to staff--Measure the outputs of staff members



2. RELATIONSHIPS WITHIN THE GRID

2.1 Correlations, matches and links

Construct Correlations

	1	2	3	4	5	6	
1	1.00	0.68	0.14	0.29	0.64	0.17	Scholarly activity--Community building
2	0.68	1.00	0.67	-0.08	0.11	0.65	Academic leadership in establishing the research foci for the dept--Identification and management of research projects
3	0.14	0.67	1.00	-0.07	-0.26	0.95	Innovative, contemporary programme design and development--Manage staff to achieve programme and research outputs
4	0.29	-0.08	-0.07	1.00	0.41	-0.07	Managing academic programmes considering the academic capability and focus of staff--Managing conflict
5	0.64	0.11	-0.26	0.41	1.00	-0.32	Matching academic's personal interests with the main foci of the department--Matching staff with teaching programme's content
6	0.17	0.65	0.95	-0.07	-0.32	1.00	Allocating work to staff--Measure the outputs of staff members

Element Matches

	1	2	3	4	5	6	7	8	
	100	75	46	67	75	50	75	83	Academic leadership focus (contemporary, relevant academic content)
2	75	100	21	58	83	58	58	75	Research focus
3	46	21	100	62	38	46	38	46	Community involvement
4	67	58	62	100	75	58	58	67	Administrative duties
5	75	83	38	75	100	67	50	67	Own academic scholarly role
6	50	58	46	58	67	100	25	33	Performance management and coaching (capacity building)
7	75	58	38	58	50	25	100	83	Staff and student relations
8	83	75	46	67	67	33	83	100	Teaching programmes that will ensure students become scholars

Construct Matches (reverse match on diagonal & below)

	1	2	3	4	5	6	
	38	81	66	69	72	66	Scholarly activity--Community building
2	31	25	84	69	59	84	Academic leadership in establishing the research foci for the dept--Identification and management of research projects
3	47	34	31	66	50	94	Innovative, contemporary programme design and development--Manage staff to achieve programme and research outputs
4	38	44	53	25	59	66	Managing academic programmes considering the academic capability and focus of staff--Managing conflict
5	41	59	69	47	19	44	Matching academic's personal interests with the main foci of the department--Matching staff with teaching programme's content (personal interest and strength)
6	41	28	25	47	69	19	Allocating work to staff--Measure the outputs of staff members (the achievement on a programme)

Element Links

1 8 83.3

2 5 83.3
7 8 83.3
1 2 75.0
4 5 75.0
3 4 62.5
3 6 45.8

Construct Links

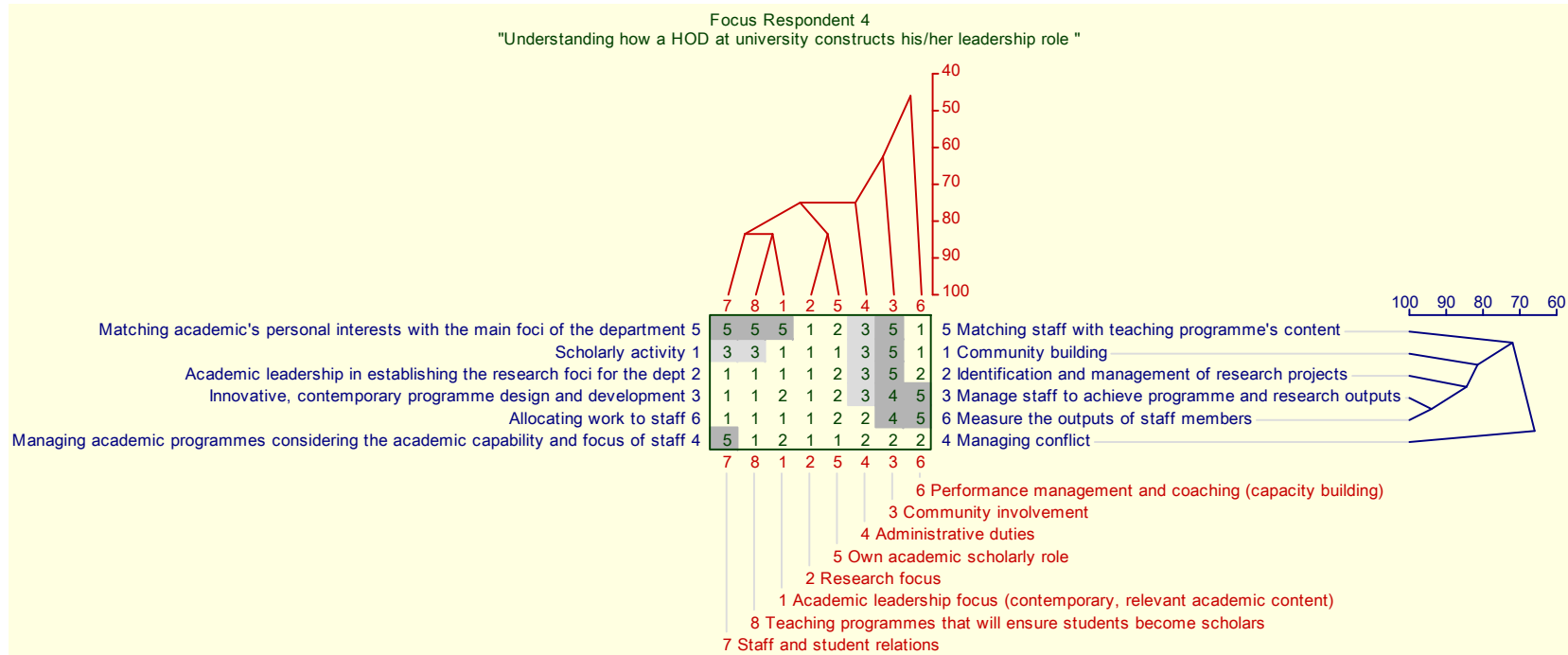
3 6 93.8
2 3 84.4
1 2 81.2
1 5 71.9
4 6 65.6

Element Sort

7 8 1 2 5 4 3 6

Construct Sort

5 1 2 3 6 4



2. Principal Component Analysis

Percentage Variance in Each Component

1	2	3	4	5	
43.61	38.17	10.88	5.36	1.53	%
43.61	81.78	92.67	98.03	99.56	Cumulative %

Element Loadings on Each Component

1 2 3 4 5

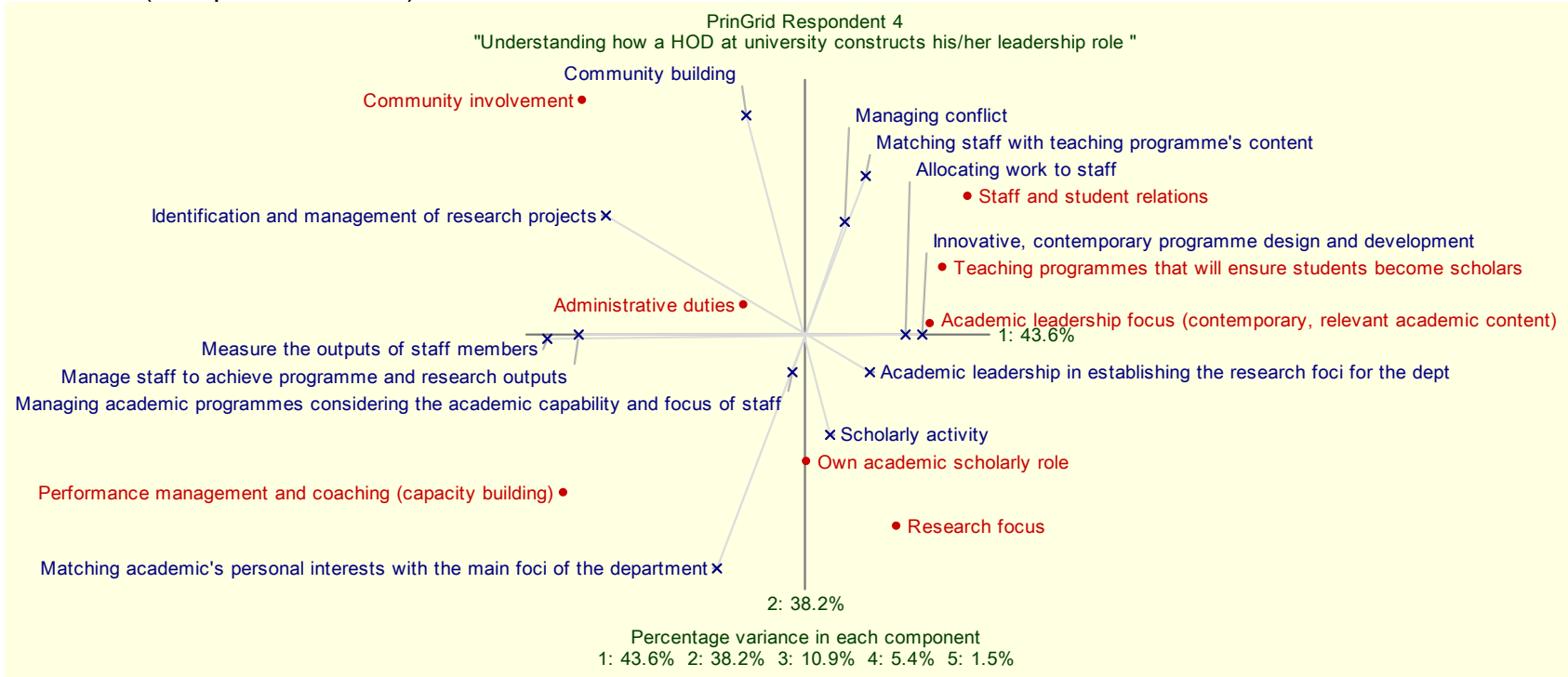
1	0.97	0.08	0.12	0.77	0.30	Academic leadership focus (contemporary, relevant academic content)
2	0.71	-1.48	-0.37	-0.50	-0.04	Research focus
3	-1.71	1.79	-0.43	-0.09	0.03	Community involvement
4	-0.47	0.23	-0.19	-0.34	0.20	Administrative duties
5	0.02	-0.99	-0.33	-0.06	0.18	Own academic scholarly role
6	-1.84	-1.23	0.75	0.30	-0.21	Performance management and coaching (capacity building)
7	1.25	1.07	1.10	-0.39	-0.05	Staff and student relations
8	1.07	0.52	-0.64	0.31	-0.41	Teaching programmes that will ensure students become scholars

Construct Loadings on Each Component

	1	2	3	4	5	
	1	2	3	4	5	

1	-0.48	1.77	-0.37	-0.53	-0.32	Scholarly activity--Community building
2	-1.47	0.89	-0.52	-0.35	0.40	Academic leadership in establishing the research foci for the dept--Identification and management of research projects
3	-1.90	0.00	0.33	0.42	0.12	Innovative, contemporary programme design and development--Manage staff to achieve programme and research outputs
4	0.30	0.84	1.42	-0.40	0.11	Managing academic programmes considering the academic capability and focus of staff--Managing conflict
5	0.83	2.18	-0.04	0.73	0.05	Matching academic's personal interests with the main foci of the department--Matching staff with teaching programme's content (personal interest and strength)
6	-1.98	-0.05	0.35	0.23	-0.29	Allocating work to staff--Measure the outputs of staff members (the achievement on a programme)

PrinGrid 1 (Component 1 and 2)



APPENDIX E

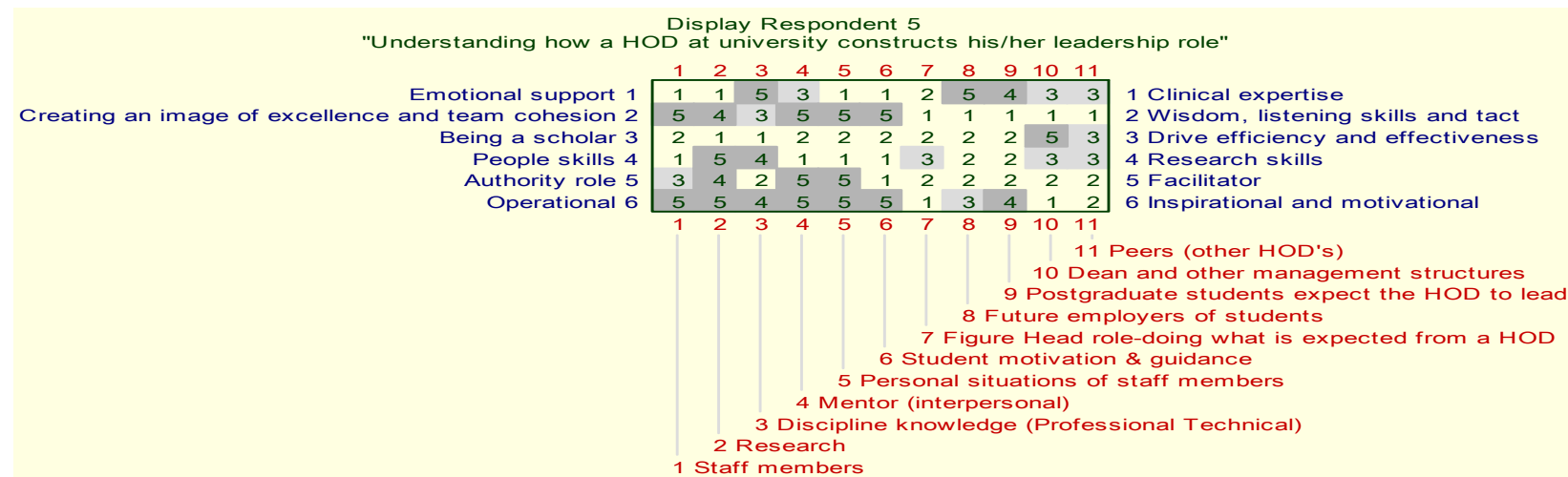
Statistics for Respondent 5

1. DESCRIPTIVE STATISTICS (CONTENT ANALYSIS)

11 Elements (Situations) 6 Constructs (Leadership qualities, behaviours and actions)

Construct Statistics

	Range	Min	Max	Mean	S.D.	Construct
1:	1 5	1	5	2.6	1.5	Emotional support--Clinical expertise
2:	1 5	1	5	2.9	1.8	Creating an image of excellence and team cohesion--Wisdom, listening skills and tact
3:	1 5	1	5	2.2	1.0	Being a scholar--Drive efficiency and effectiveness
4:	1 5	1	5	2.4	1.3	People skills--Research skills
5:	1 5	1	5	2.7	1.3	Authority role--Facilitator
6:	1 5	1	5	3.6	1.6	Operational--Inspirational and motivational



2. RELATIONSHIPS WITHIN THE GRID

2.1 Correlations, matches and links

Construct Correlations

	1	2	3	4	5	6	
1	1.00	-0.61	0.04	0.21	-0.34	-0.33	Emotional support--Clinical expertise
2	-0.61	1.00	-0.43	-0.41	0.57	0.85	Creating an image of excellence and team cohesion--Wisdom, listening skills and tact
3	0.04	-0.43	1.00	-0.12	-0.24	-0.64	Being a scholar--Drive efficiency and effectiveness
4	0.21	-0.41	-0.12	1.00	-0.16	-0.34	People skills--Research skills
5	-0.34	0.57	-0.24	-0.16	1.00	0.50	Authority role--Facilitator
6	-0.33	0.85	-0.64	-0.34	0.50	1.00	Operational--Inspirational and motivational

Construct Matches (reverse match on diagonal & below)

	1	2	3	4	5	6	
1	36	30	66	70	52	43	Emotional support--Clinical expertise
2	70	14	41	41	73	82	Creating an image of excellence and team cohesion--Wisdom, listening skills and tact
3	57	59	41	68	64	36	Being a scholar--Drive efficiency and effectiveness
4	57	64	55	41	64	45	People skills--Research skills
5	66	36	59	64	41	68	Authority role--Facilitator
6	66	23	77	73	50	23	Operational--Inspirational and motivational

Construct Matches (at least 80%)

81.8%

2 Creating an image of excellence and team cohesion--Wisdom, listening skills and tact

6 Operational--Inspirational and motivational

Construct Links

2 6 81.8
 6 3 R 77.3
 2 5 72.7
 1 4 70.5
 3 4 68.2

Construct Sort

1 4 3 6R 2R 5R

Element Matches

	1	2	3	4	5	6	7	8	9	10	11	

1	100	71	50	83	92	92	50	50	58	33	46	Staff members
2	71	100	62	62	71	62	46	38	46	29	42	Research
3	50	62	100	50	42	50	58	75	75	50	62	Discipline knowledge (Professional Technical)
4	83	62	50	100	92	75	42	50	58	33	46	Mentor (interpersonal)
5	92	71	42	92	100	83	42	42	50	25	38	Personal situations of staff members
6	92	62	50	75	83	100	50	50	58	33	46	Student motivation & guidance
7	50	46	58	42	42	50	100	75	75	83	88	Figure Head role-doing what is expected from a HOD
8	50	38	75	50	42	50	75	100	92	67	79	Future employers of students
9	58	46	75	58	50	58	75	92	100	67	79	Postgraduate students expect the HOD to lead
10	33	29	50	33	25	33	83	67	67	100	88	Dean and other management structures
11	46	42	62	46	38	46	88	79	79	88	100	Peers (other HOD's)

Element Matches (at least 80%)

91.7%

8 Future employers of students
9 Postgraduate students expect the HOD to lead

1 Staff members
5 Personal situations of staff members

1 Staff members
6 Student motivation & guidance

4 Mentor (interpersonal)
5 Personal situations of staff members

87.5%

10 Dean and other management structures
11 Peers (other HOD's)

7 Figure Head role-doing what is expected from a HOD
11 Peers (other HOD's)

83.3%

7 Figure Head role-doing what is expected from a HOD
10 Dean and other management structures

5 Personal situations of staff members
6 Student motivation & guidance

1 Staff members
4 Mentor (interpersonal)

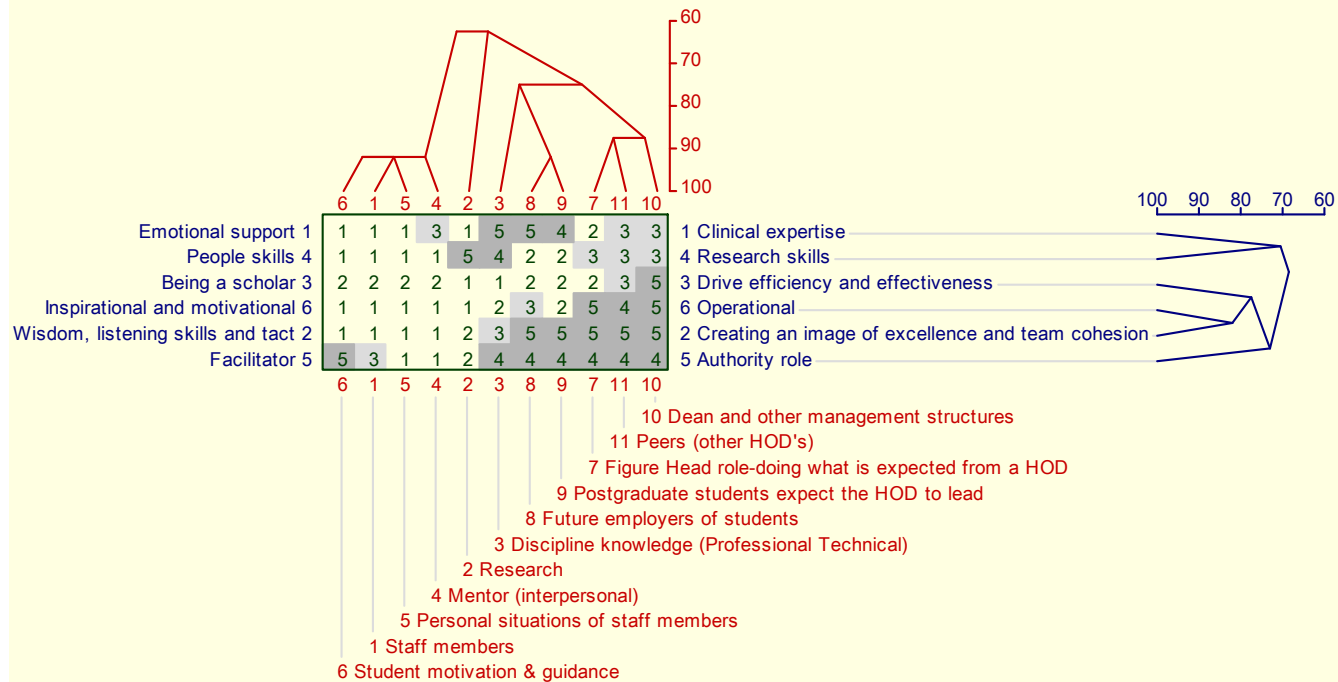
Element Links

1	5	91.7
1	6	91.7
4	5	91.7
8	9	91.7
7	11	87.5
10	11	87.5
3	8	75.0
7	9	75.0
2	3	62.5
2	4	62.5

Element Sort

6 1 5 4 2 3 8 9 7 11 10

Focus Respondent 5
 "Understanding how a HOD at university constructs his/her leadership role"



2. Principal Component analysis

Percentage Variance in Each Component

	1	2	3	4	5	6	
	58.84	15.36	12.49	8.58	3.13	1.61	%
	58.84	74.19	86.68	95.26	98.39	100.00	Cumulative %

Element Loadings on Each Component

	1	2	3	4	5	6	

1	1.53	-0.47	-0.25	-0.29	-0.02	0.00	Staff members
2	1.03	0.51	1.60	-0.03	0.01	-0.24	Research
3	-0.47	1.43	0.12	-0.28	0.38	0.29	Discipline knowledge (Professional Technical)
4	1.49	0.27	-0.52	0.87	0.12	0.17	Mentor (interpersonal)
5	1.84	-0.41	-0.05	0.62	-0.20	-0.02	Personal situations of staff members
6	1.23	-0.53	-0.45	-1.20	0.17	0.02	Student motivation & guidance
7	-1.36	-0.60	0.55	-0.12	-0.56	0.39	Figure Head role-doing what is expected from a HOD
8	-1.27	0.65	-0.71	0.10	-0.19	0.00	Future employers of students
9	-0.84	0.51	-0.55	-0.11	-0.32	-0.45	Postgraduate students expect the HOD to lead
10	-1.81	-1.03	0.09	0.39	0.62	-0.10	Dean and other management structures
11	-1.37	-0.32	0.17	0.04	-0.02	-0.07	Peers (other HOD's)

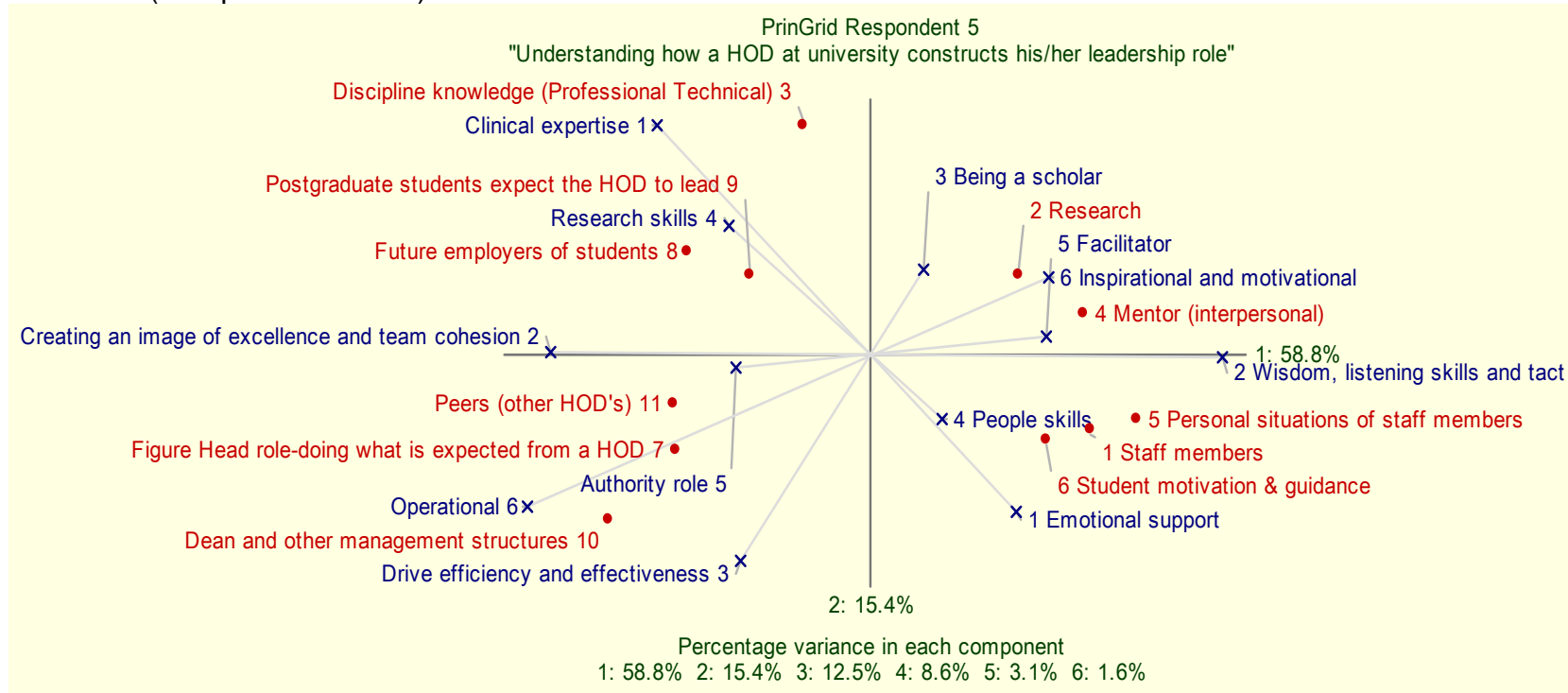
Construct Loadings on Each Component

	1	2	3	4	5	6	

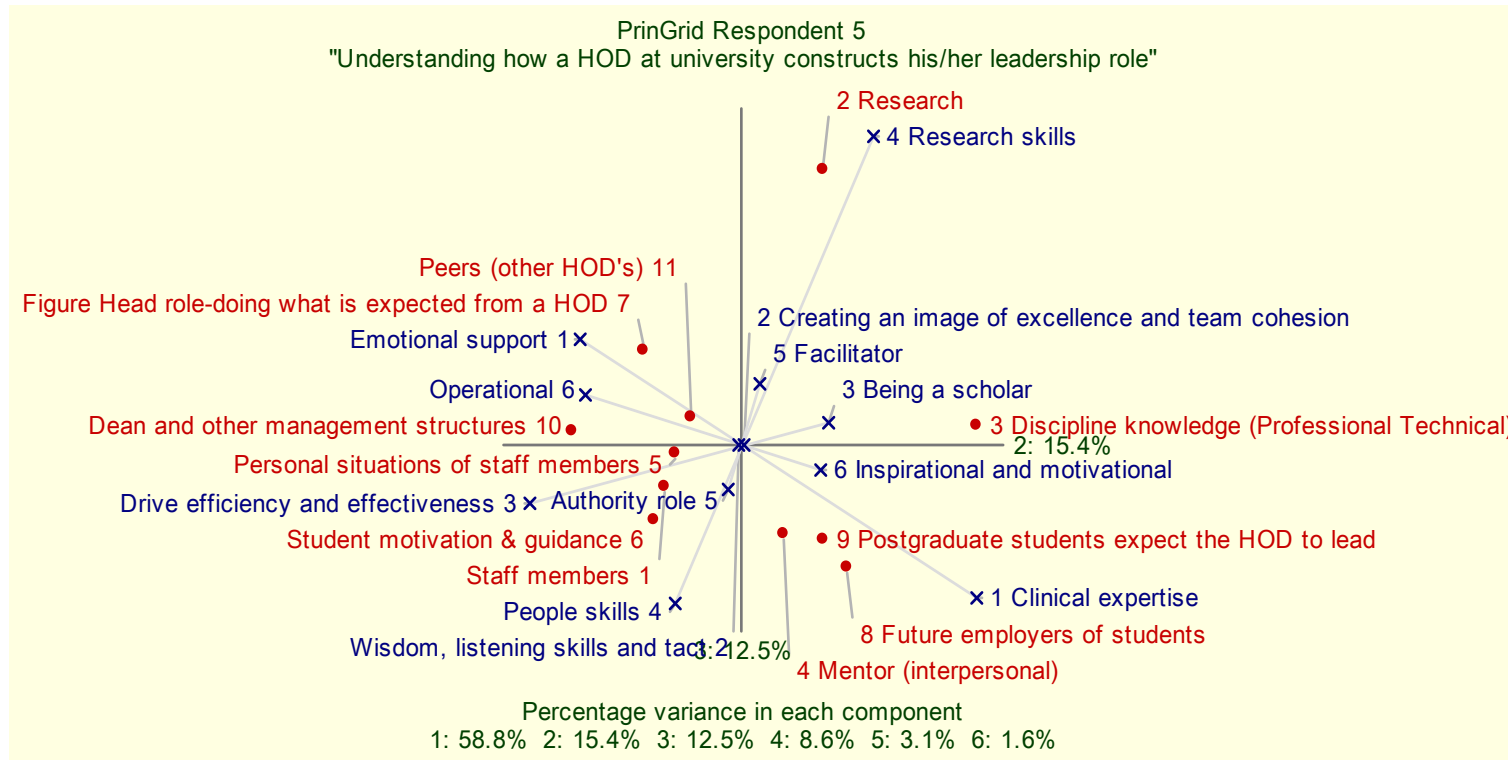
1	-1.59	1.54	-0.96	0.42	0.34	0.14	Emotional support--Clinical expertise
2	2.96	-0.04	-0.01	-0.18	0.53	0.40	Creating an image of excellence and team cohesion--Wisdom, listening skills and tact
3	-0.82	-1.17	-0.31	0.45	0.70	-0.29	Being a scholar--Drive efficiency and effectiveness
4	-0.95	0.78	1.73	-0.10	0.37	-0.06	People skills--Research skills
5	1.38	0.15	0.41	1.56	-0.19	-0.01	Authority role--Facilitator

6 2.30 0.93 -0.30 -0.30 0.07 -0.53 Operational--Inspirational and motivational

PrinGrid 1 (Component 1 and 2)



PrinGrid 2 (Component 2 and 3)



APPENDIX F

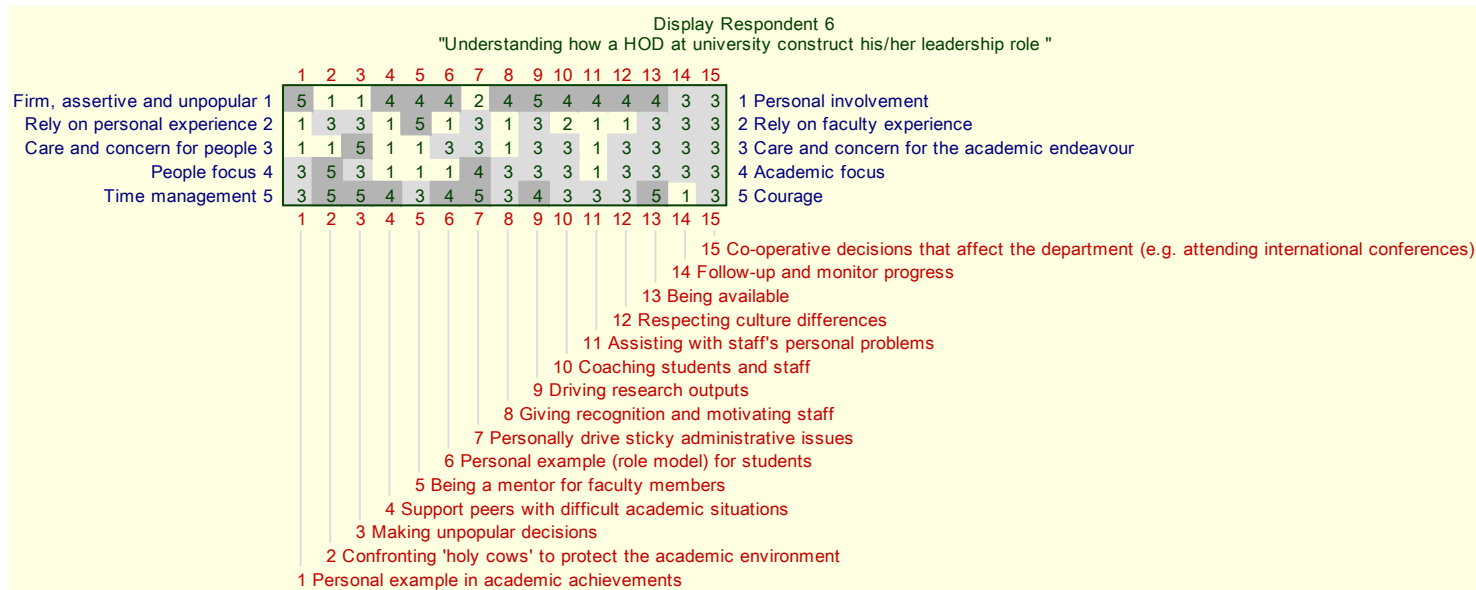
Statistics for Respondent 6

1. DESCRIPTIVE STATISTICS (CONTENT ANALYSIS)

15 Elements (Situations) and 5 Constructs (Leadership qualities, behaviours and actions)

Construct Statistics

	Range	Min	Max	Mean	S.D.	Construct
1:	1 5	1	5	3.5	1.2	Firm, assertive and unpopular--Personal involvement
2:	1 5	1	5	2.3	1.2	Rely on personal experience--Rely on faculty experience
3:	1 5	1	5	2.3	1.2	Care and concern for people--Care and concern for the academic endeavour
4:	1 5	1	5	2.7	1.1	People focus--Academic focus
5:	1 5	1	5	3.6	1.1	Time management--Courage



2. RELATIONSHIPS WITHIN THE GRID

2.1 Correlations, matches and links

Construct Correlations

	1	2	3	4	5	
1	1.00	-0.37	-0.34	-0.52	-0.42	Firm, assertive and unpopular--Personal involvement
2	-0.37	1.00	0.22	0.22	0.14	Rely on personal experience--Rely on faculty experience
3	-0.34	0.22	1.00	0.23	0.21	Care and concern for people--Care and concern for the academic endeavour
4	-0.52	0.22	0.23	1.00	0.27	People focus--Academic focus
5	-0.42	0.14	0.21	0.27	1.00	Time management--Courage

Construct Matches (reverse match on diagonal & below)

1 2 3 4 5

1	43	50	55	53	63	Firm, assertive and unpopular--Personal involvement
2	73	50	78	77	53	Rely on personal experience--Rely on faculty experience
3	75	58	53	78	62	Care and concern for people--Care and concern for the academic endeavour
4	77	63	65	63	70	People focus--Academic focus
5	67	60	65	67	57	Time management--Courage

Construct Matches (at least 80%)

None

Construct Links

2	3	78.3
3	4	78.3
4	1 R	76.7
5	1 R	66.7

Construct Sort

2 3 4 1R 5

Element Matches

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

1	100	50	40	80	65	70	50	95	75	80	85	85	65	60	70	Personal example in academic achievements
2	50	100	70	50	45	40	80	55	55	50	45	45	65	50	60	Confronting 'holy cows' to protect the academic environment
3	40	70	100	40	35	50	80	45	65	60	35	55	75	60	70	Making unpopular decisions
4	80	50	40	100	75	90	50	85	65	70	95	75	65	50	60	Support peers with difficult academic situations
5	65	45	35	75	100	65	45	70	60	65	80	60	60	55	65	Being a mentor for faculty members
6	70	40	50	90	65	100	60	75	75	80	85	85	75	60	70	Personal example (role model) for students
7	50	80	80	50	45	60	100	55	75	70	45	65	85	70	80	Personally drive sticky administrative issues
8	95	55	45	85	70	75	55	100	70	85	90	90	70	65	75	Giving recognition and motivating staff
9	75	55	65	65	60	75	75	70	100	85	60	80	90	75	85	Driving research outputs
10	80	50	60	70	65	80	70	85	85	100	75	95	85	80	90	Coaching students and staff
11	85	45	35	95	80	85	45	90	60	75	100	80	60	55	65	Assisting with staff's personal problems
12	85	45	55	75	60	85	65	90	80	95	80	100	80	75	85	Respecting culture differences
13	65	65	75	65	60	75	85	70	90	85	60	80	100	75	85	Being available
14	60	50	60	50	55	60	70	65	75	80	55	75	75	100	90	Follow-up and monitor progress
15	70	60	70	60	65	70	80	75	85	90	65	85	85	90	100	Co-operative decisions that affect the department (e.g. attending international conferences)

Element Matches (at least 80%)

95.0%

- 10 Coaching students and staff
- 12 Respecting culture differences

- 1 Personal example in academic achievements
- 8 Giving recognition and motivating staff

- 4 Support peers with difficult academic situations
- 11 Assisting with staff's personal problems

90.0%

- 8 Giving recognition and motivating staff
- 12 Respecting culture differences

- 8 Giving recognition and motivating staff
- 11 Assisting with staff's personal problems

- 10 Coaching students and staff
- 15 Co-operative decisions that affect the department (e.g. attending international conferences)

- 9 Driving research outputs
- 13 Being available

- 4 Support peers with difficult academic situations
- 6 Personal example (role model) for students

- 14 Follow-up and monitor progress
- 15 Co-operative decisions that affect the department (e.g. attending international conferences)

85.0%

- 4 Support peers with difficult academic situations
- 8 Giving recognition and motivating staff

- 9 Driving research outputs
- 15 Co-operative decisions that affect the department (e.g. attending international conferences)

12 Respecting culture differences
15 Co-operative decisions that affect the department (e.g. attending international conferences)

6 Personal example (role model) for students
11 Assisting with staff's personal problems

6 Personal example (role model) for students
12 Respecting culture differences

7 Personally drive sticky administrative issues
13 Being available

13 Being available
15 Co-operative decisions that affect the department (e.g. attending international conferences)

8 Giving recognition and motivating staff
10 Coaching students and staff

1 Personal example in academic achievements
12 Respecting culture differences

1 Personal example in academic achievements
11 Assisting with staff's personal problems

9 Driving research outputs
10 Coaching students and staff

10 Coaching students and staff
13 Being available

80.0%

7 Personally drive sticky administrative issues
15 Co-operative decisions that affect the department (e.g. attending international conferences)

5 Being a mentor for faculty members
11 Assisting with staff's personal problems

3 Making unpopular decisions
7 Personally drive sticky administrative issues

9 Driving research outputs
12 Respecting culture differences

10 Coaching students and staff
14 Follow-up and monitor progress

6 Personal example (role model) for students
10 Coaching students and staff

11 Assisting with staff's personal problems
12 Respecting culture differences

12 Respecting culture differences
13 Being available

2 Confronting 'holy cows' to protect the academic environment
7 Personally drive sticky administrative issues

1 Personal example in academic achievements
10 Coaching students and staff

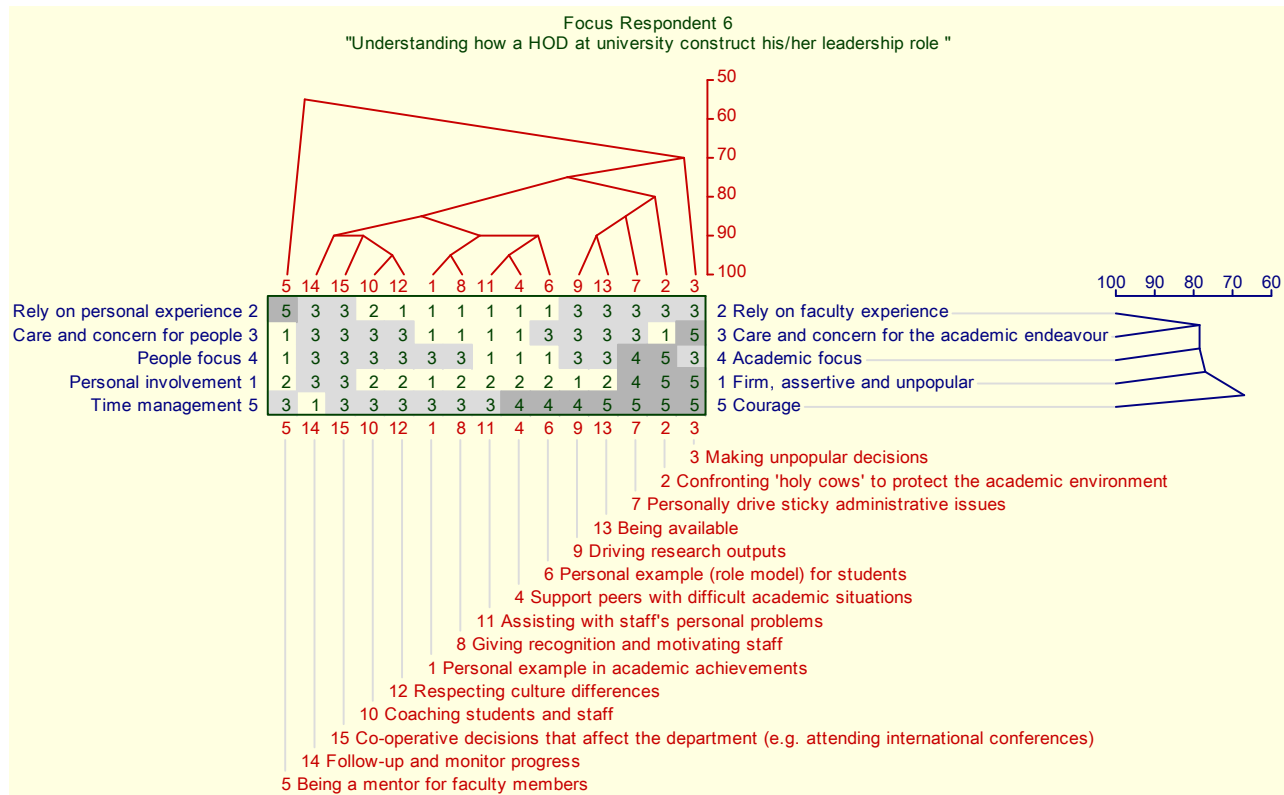
- 1 Personal example in academic achievements
- 4 Support peers with difficult academic situations

Element Links

1	8	95.0
4	11	95.0
10	12	95.0
4	6	90.0
8	11	90.0
9	13	90.0
10	15	90.0
14	15	90.0
1	12	85.0
7	13	85.0
2	7	80.0
6	9	75.0
2	3	70.0
5	14	55.0

Element Sort

5 14 15 10 12 1 8 11 4 6 9 13 7 2 3



2. Principal Component Analysis

Percentage Variance in Each Component

1	2	3	4	5	
44.68	17.34	16.42	13.13	8.43	%
44.68	62.02	78.44	91.57	100.00	Cumulative %

Element Loadings on Each Component

*	1	2	3	4	5	

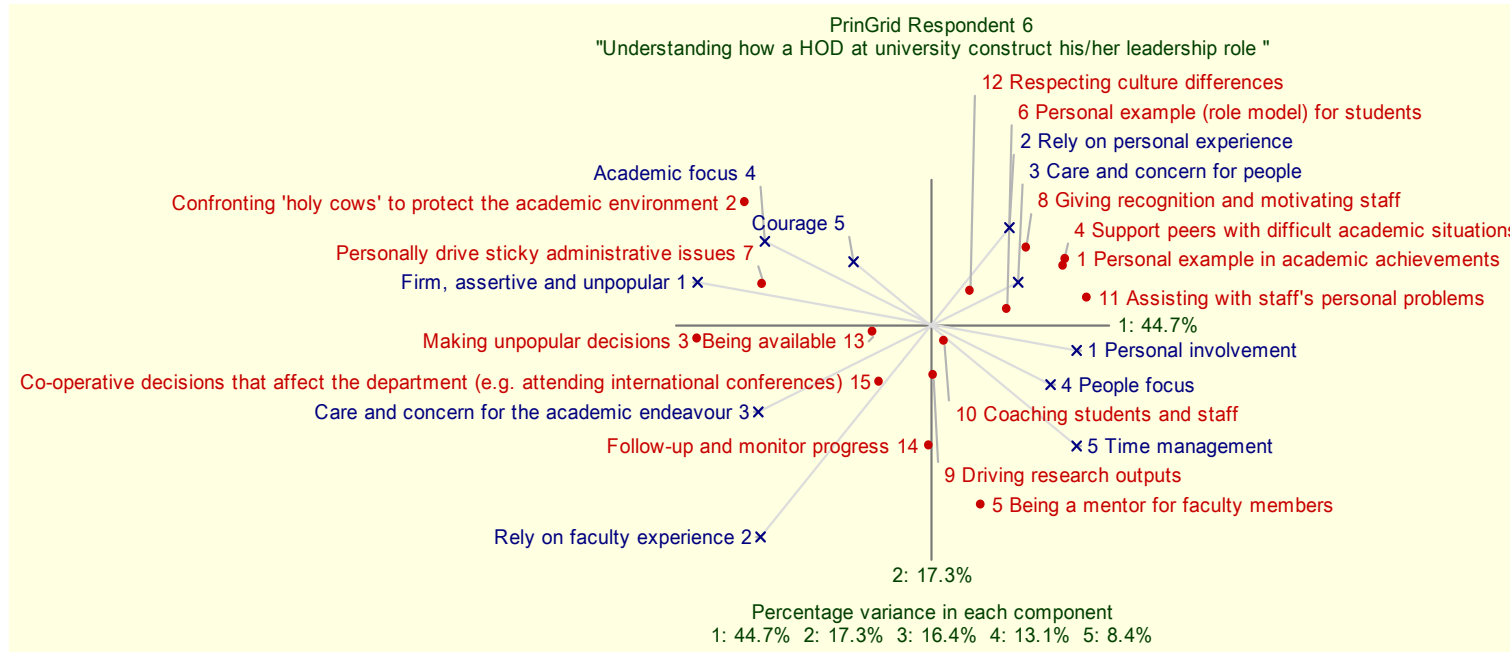
1	* 1.00	0.47	-0.20	-0.37	0.38	Personal example in academic achievements
2	* -1.38	0.87	-1.13	-0.12	-0.13	Confronting 'holy cows' to protect the academic environment
3	* -1.74	-0.11	0.77	0.33	-0.45	Making unpopular decisions
4	* 0.98	0.43	-0.06	0.62	-0.33	Support peers with difficult academic situations
5	* 0.38	-1.28	-1.00	0.62	-0.05	Being a mentor for faculty members
6	* 0.58	0.12	0.79	0.54	-0.24	Personal example (role model) for students
7	* -1.26	0.29	-0.10	0.12	0.10	Personally drive sticky administrative issues
8	* 0.71	0.56	-0.28	-0.38	-0.01	Giving recognition and motivating staff
9	* 0.03	-0.36	0.20	0.11	0.85	Driving research outputs
10	* 0.10	-0.13	0.34	-0.38	0.19	Coaching students and staff
11	* 1.16	0.21	-0.08	0.25	-0.49	Assisting with staff's personal problems
12	* 0.30	0.25	0.57	-0.47	0.08	Respecting culture differences
13	* -0.45	-0.05	0.15	0.47	0.63	Being available
14	* -0.03	-0.86	-0.01	-1.05	-0.42	Follow-up and monitor progress
15	* -0.39	-0.41	0.03	-0.30	-0.09	Co-operative decisions that affect the department (e.g. attending international conferences)

Construct Loadings on Each Component

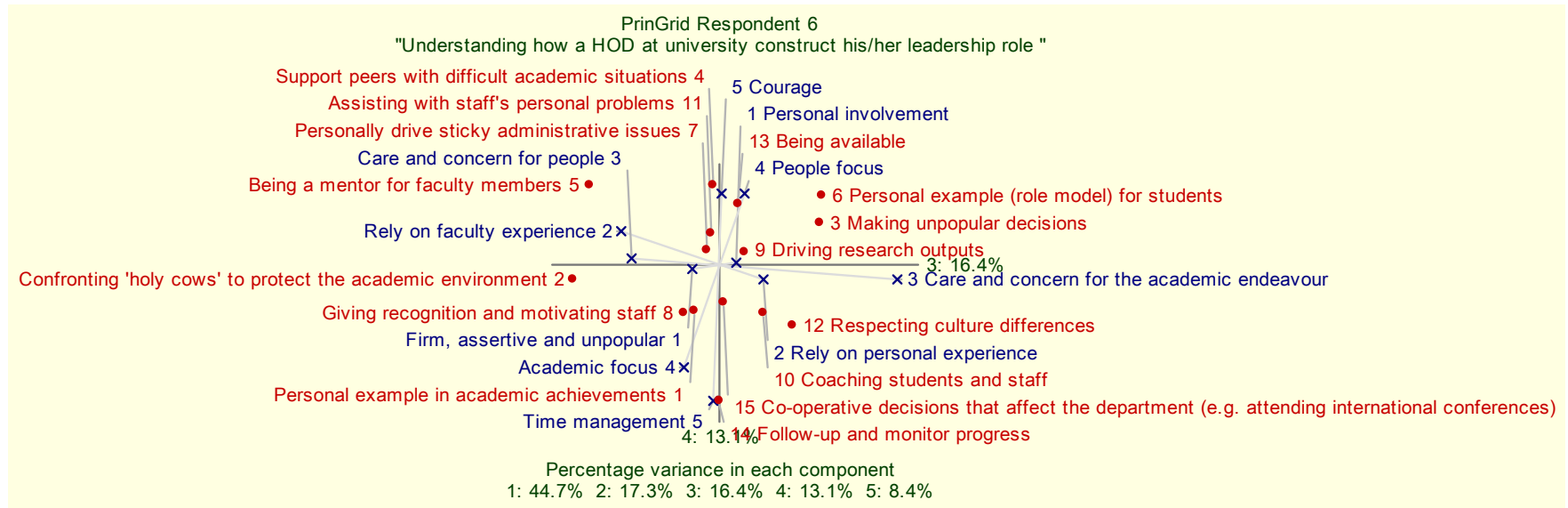
	1	2	3	4	5	

1	1.98	-0.35	0.31	0.05	1.13	Firm, assertive and unpopular--Personal involvement
2	-1.31	-1.55	-0.94	0.34	0.32	Rely on personal experience--Rely on faculty experience
3	-1.37	-0.65	1.73	-0.16	0.12	Care and concern for people--Care and concern for the academic endeavour
4	-1.52	0.73	-0.41	-1.14	0.71	People focus--Academic focus
5	-1.19	0.94	0.08	1.36	0.48	Time management--Courage

PrinGrid 1



PrinGrid 2



APPENDIX G

Statistics for Respondent 7

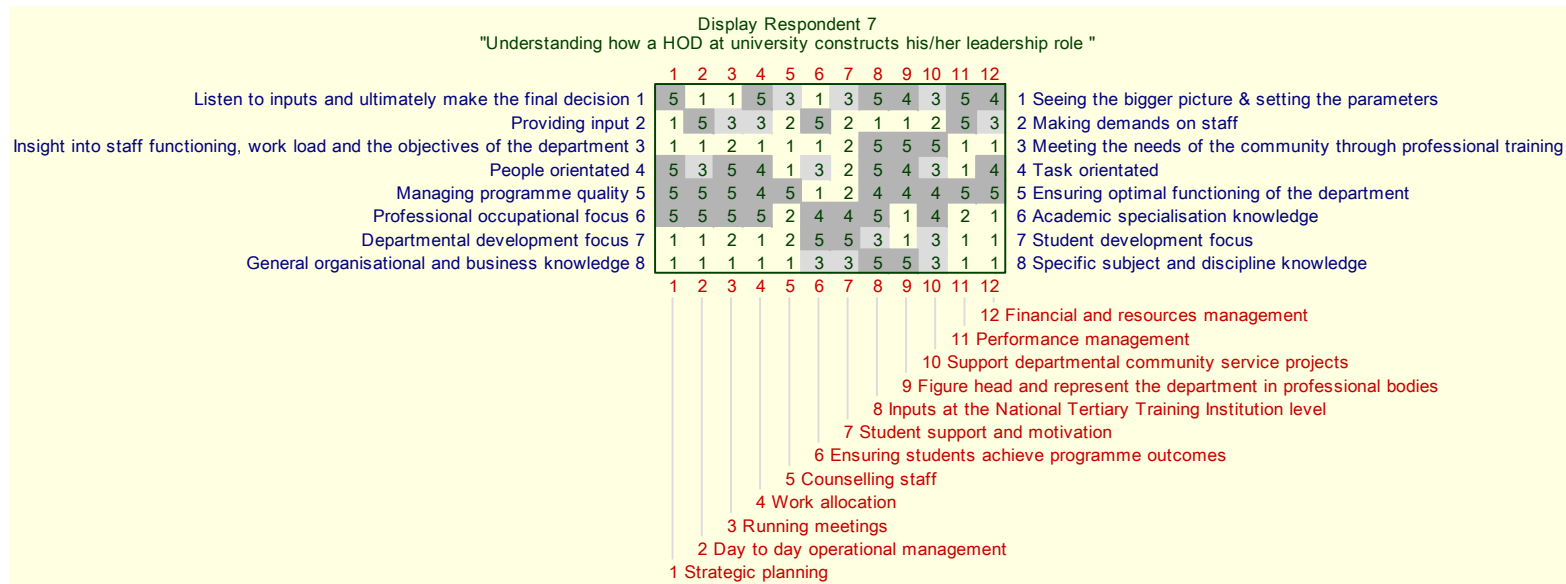
1. DESCRIPTIVE STATISTICS (CONTENT ANALYSIS)

Statistics for Respondent 7

12 Elements (Situations) 8 Constructs (Leadership qualities, behaviours and actions)

Construct Statistics

	Range	Min	Max	Mean	S.D.	Construct
1:	1 5	1	5	3.3	1.5	Listen to inputs and ultimately make the final decision--Seeing the bigger picture & setting the parameters
2:	1 5	1	5	2.8	1.5	Providing input--Making demands on staff
3:	1 5	1	5	2.2	1.7	Insight into staff functioning, work load and the objectives of the department--Meeting the needs of the community through professional training
4:	1 5	1	5	3.3	1.4	People orientated--Task orientated
5:	1 5	1	5	4.1	1.3	Managing programme quality--Ensuring optimal functioning of the department
6:	1 5	1	5	3.6	1.6	Professional occupational focus--Academic specialisation knowledge
7:	1 5	1	5	2.2	1.5	Departmental development focus--Student development focus
8:	1 5	1	5	2.2	1.5	General organisational and business knowledge--Specific subject and discipline knowledge



2. RELATIONSHIPS WITHIN THE GRID

2.1 Correlations, matches and links

Construct Correlations

*	1	2	3	4	5	6	7	8	
1 *	1.00	-0.47	0.17	0.10	0.29	-0.22	-0.39	0.12	Listen to inputs and ultimately make the final decision--Seeing the bigger picture & setting the parameters
2 *	-0.47	1.00	-0.59	-0.41	-0.12	0.03	0.02	-0.46	Providing input--Making demands on staff
3 *	0.17	-0.59	1.00	0.30	-0.09	-0.04	0.16	0.84	Insight into staff functioning, work load and the objectives of the department--Meeting the needs of the community through professional training
4 *	0.10	-0.41	0.30	1.00	0.13	0.42	-0.19	0.21	People orientated--Task orientated

5 * 0.29 -0.12 -0.09 0.13 1.00 -0.15 -0.87 -0.49 Managing programme quality--Ensuring optimal functioning of the department
 6 * -0.22 0.03 -0.04 0.42 -0.15 1.00 0.25 -0.08 Professional occupational focus--Academic specialisation knowledge
 7 * -0.39 0.02 0.16 -0.19 -0.87 0.25 1.00 0.44 Departmental development focus--Student development focus
 8 * 0.12 -0.46 0.84 0.21 -0.49 -0.08 0.44 1.00 General organisational and business knowledge--Specific subject and discipline knowledge

Construct Matches (reverse match on diagonal & below)

*	1	2	3	4	5	6	7	8	

1 * 33 44 54 67 69 52 42 58 Listen to inputs and ultimately make the final decision--Seeing the bigger picture & setting the parameters (- lonely)
 2 * 73 38 40 48 50 54 60 44 Providing input--Making demands on staff
 3 * 50 69 8 58 40 44 67 88 Insight into staff functioning, work load and the objectives of the department--Meeting the needs of the community through professional training
 4 * 54 69 46 42 69 69 46 62 People orientated--Task orientated
 5 * 44 62 65 48 21 58 23 31 Managing programme quality--Ensuring optimal functioning of the department
 6 * 60 58 60 44 50 21 56 48 Professional occupational focus--Academic specialisation knowledge
 7 * 71 52 38 62 85 52 25 75 Departmental development focus--Student development focus
 8 * 58 65 17 58 77 65 33 25 General organisational and business knowledge--Specific subject and discipline knowledge

Construct Matches (at least 80%)

87.5%

- 3 Insight into staff functioning, work load and the objectives of the department--Meeting the needs of the community through professional training
- 8 General organisational and business knowledge--Specific subject and discipline knowledge

85.4%

5 Managing programme quality--Ensuring optimal functioning of the department
7 Student development focus--Departmental development focus

Construct Links

3 8 87.5
7 5 R 85.4
8 5 R 77.1
2 1 R 72.9
7 1 R 70.8
4 2 R 68.8
4 6 68.8

Construct Sort

6 4 2R 1 7R 5 8R 3R

Element Matches

* 1 2 3 4 5 6 7 8 9 10 11 12

1 * 100 69 75 88 66 34 47 66 53 53 66 75 Strategic planning
2 * 69 100 81 75 66 66 47 34 34 53 72 69 Day to day operational management
3 * 75 81 100 75 66 53 53 53 41 59 53 69 Running meetings
4 * 88 75 75 100 66 47 53 59 53 59 72 81 Work allocation
5 * 66 66 66 66 100 44 62 38 50 62 81 78 Counselling staff
6 * 34 66 53 47 44 100 75 31 25 56 44 41 Ensuring students achieve programme outcomes
7 * 47 47 53 53 62 75 100 50 44 75 44 47 Student support and motivation
8 * 66 34 53 59 38 31 50 100 75 75 31 41 Inputs at the National Tertiary Training Institution level

9 * 53 34 41 53 50 25 44 75 100 69 44 66 Figure head and represent the department in professional bodies
 10 * 53 53 59 59 62 56 75 75 69 100 44 53 Support departmental community service projects
 11 * 66 72 53 72 81 44 44 31 44 44 100 78 Performance management
 12 * 75 69 69 81 78 41 47 41 66 53 78 100 Financial and resources management

Element Matches (at least 80%)

87.5%

- 1 Strategic planning
- 4 Work allocation

81.2%

- 2 Day to day operational management
- 3 Running meetings
- 4 Work allocation
- 12 Financial and resources management
- 5 Counselling staff
- 11 Performance management

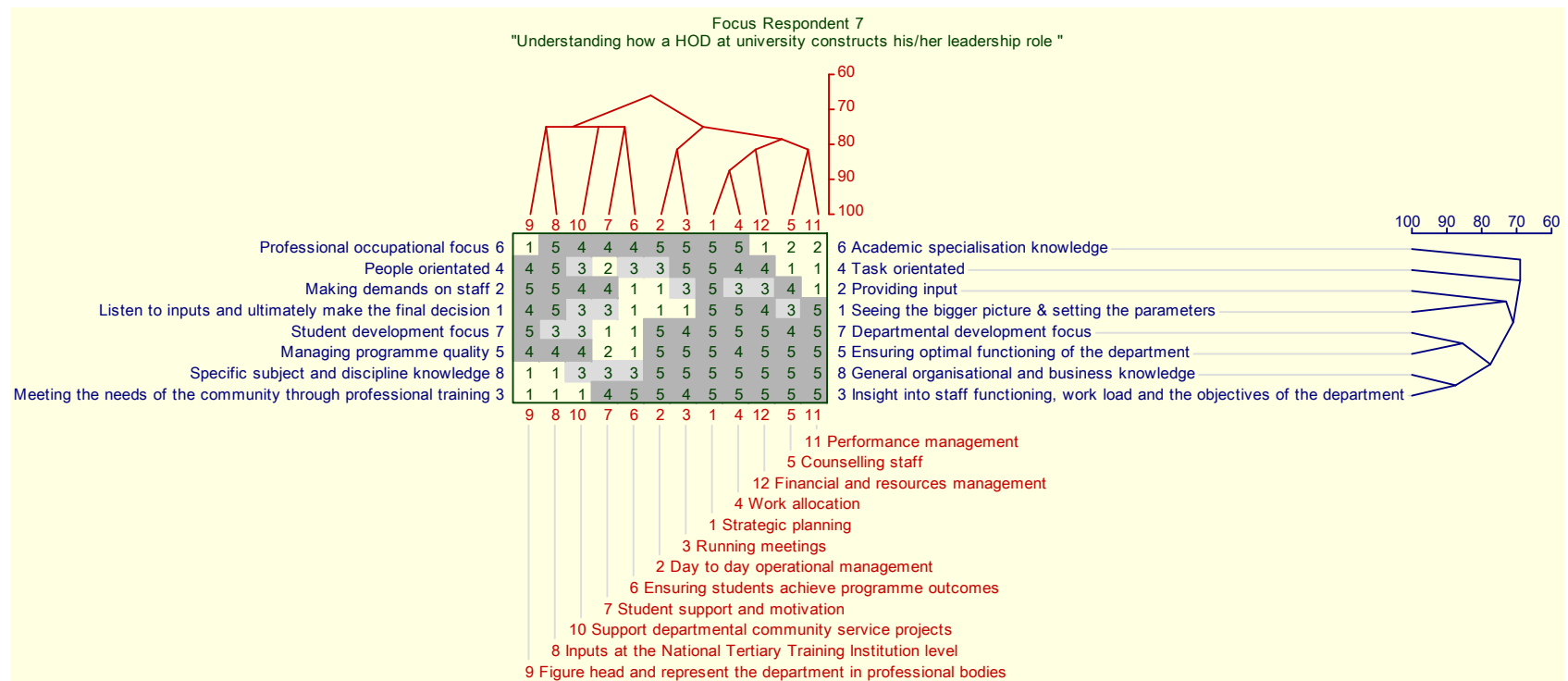
Element Links

1 4 87.5
 2 3 81.2
 4 12 81.2
 5 11 81.2
 5 12 78.1
 1 3 75.0
 6 7 75.0

7 10 75.0
 8 9 75.0
 8 10 75.0
 2 6 65.6

Element Sort

9 8 10 7 6 2 3 1 4 12 5 11



2. Principal Component Analysis

Percentage Variance in Each Component

	1	2	3	4	5	6	
	35.68	27.09	17.39	8.90	4.84	4.65	%
	35.68	62.77	80.16	89.06	93.89	98.54	Cumulative %

Element Loadings on Each Component

*	1	2	3	4	5	6	

1 *	-0.12	-1.21	1.27	-0.78	-0.36	0.20	Strategic planning
2 *	-1.57	0.46	0.71	0.92	0.34	-0.36	Day to day operational management
3 *	-0.52	0.33	1.32	0.90	-0.40	0.08	Running meetings
4 *	-0.60	-0.64	0.81	-0.80	0.44	0.07	Work allocation
5 *	-0.89	-0.40	-1.02	-0.07	-0.90	-0.45	Counselling staff
6 *	-0.39	2.61	-0.30	-0.12	0.30	0.66	Ensuring students achieve programme outcomes
7 *	0.56	1.52	-0.52	-0.89	-0.48	-0.15	Student support and motivation
8 *	2.45	-0.15	0.65	-0.28	0.42	-0.19	Inputs at the National Tertiary Training Institution level
9 *	2.04	-0.93	-1.01	0.79	0.09	0.44	Figure head and represent the department in professional bodies
10 *	1.27	0.33	-0.08	0.42	-0.05	-0.72	Support departmental community service projects
11 *	-1.46	-0.79	-1.23	-0.29	0.79	-0.42	Performance management
12 *	-0.79	-1.14	-0.59	0.20	-0.17	0.84	Financial and resources management

Construct Loadings on Each Component

*	1	2	3	4	5	6	

1 *	0.78	-1.91	-0.34	-1.55	0.63	-0.05	Listen to inputs and ultimately make the final decision--Seeing the bigger picture & setting the parameters (- lonely)
2 *	-1.90	1.01	-0.30	0.48	1.25	0.06	Providing input--Making demands on staff
3 *	2.66	-0.15	-0.16	0.86	0.29	-0.61	Insight into staff functioning, work load and the objectives of the department--

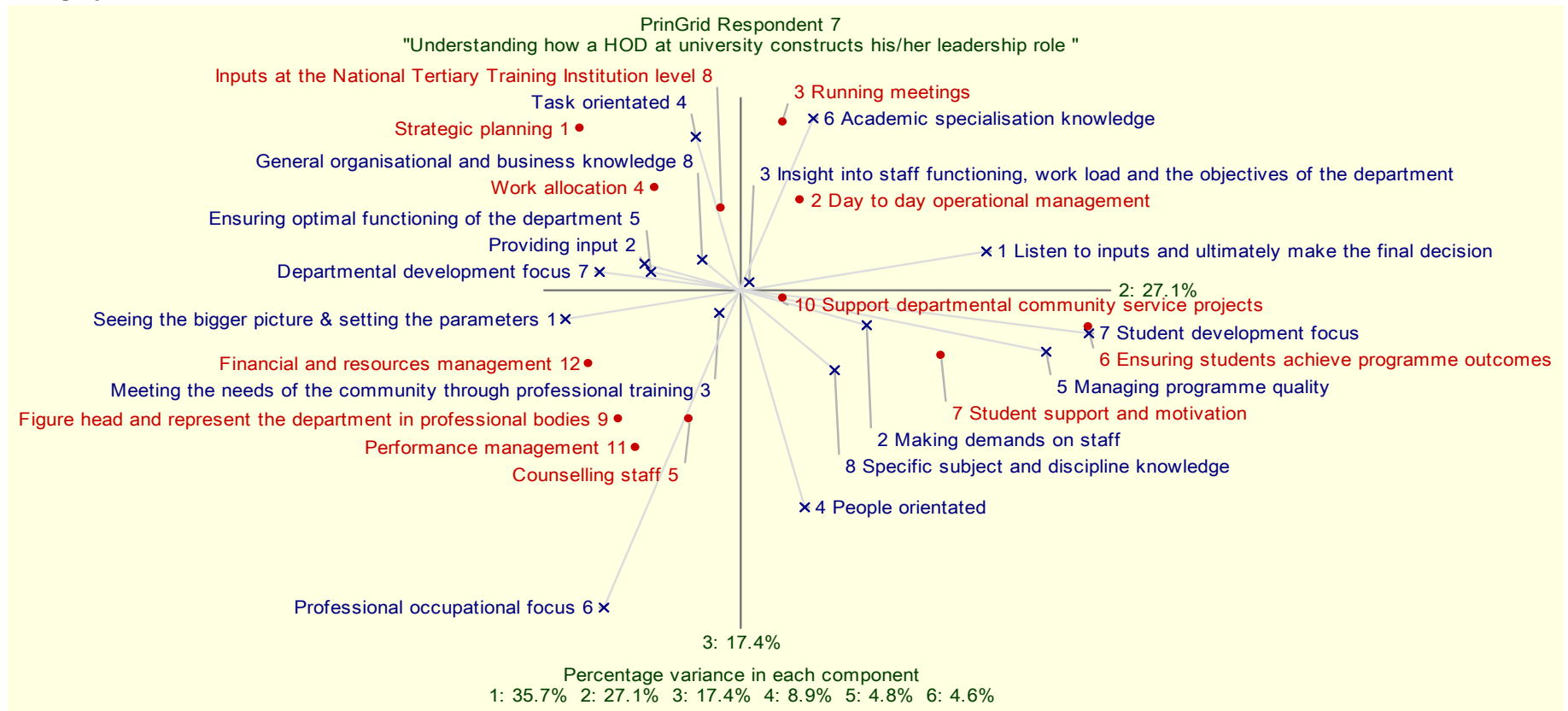
Meeting the needs of the community through professional training

- 4 * 0.97 -0.52 1.76 0.34 0.11 1.09 People orientated--Task orientated
- 5 * -0.61 -1.79 0.39 0.70 -0.20 -0.57 Managing programme quality--Ensuring optimal functioning of the department
- 6 * 0.07 0.97 2.32 -0.52 0.28 -0.73 Professional occupational focus--Academic specialisation knowledge
- 7 * 0.77 2.22 -0.30 -0.67 -0.40 -0.05 Departmental development focus--Student development focus
- 8 * 2.40 0.61 -0.53 0.20 0.48 0.19 General organisational and business knowledge--Specific subject and discipline knowledge

PrinGrid 1



PrinGrid 2



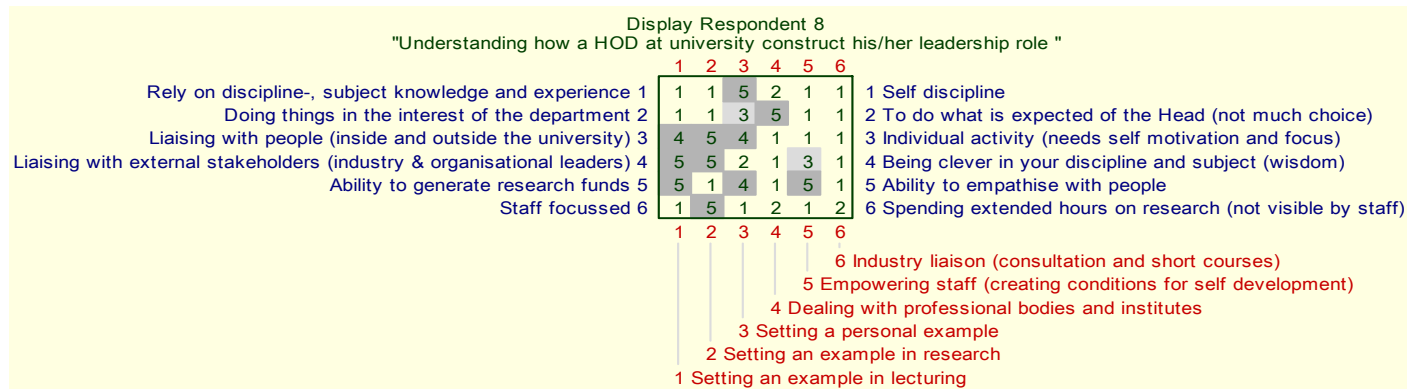
APPENDIX H
Statistics for Respondent 8

1. DESCRIPTIVE STATISTICS (CONTENT ANALYSIS)

6 Elements (Situations) 6 Constructs (Leadership qualities, behaviours and actions)

Construct Statistics

	Range	Min	Max	Mean	S.D.	Construct
1:	1 5	1	5	1.8	1.5	Rely on discipline-, subject knowledge and experience--Self discipline
2:	1 5	1	5	2.0	1.5	Doing things in the interest of the department--To do what is expected of the Head (not much choice)
3:	1 5	1	5	2.7	1.7	Liaising with people (inside and outside the university)--Individual activity (needs self motivation and focus)
4:	1 5	1	5	2.8	1.7	Liaising with external stakeholders (industry & organisational leaders)--Being clever in your discipline and subject (wisdom)
5:	1 5	1	5	2.8	1.9	Ability to generate research funds--Ability to empathise with people
6:	1 5	1	5	2.0	1.4	Staff focussed--Spending extended hours on research (not visible by staff)



2. RELATIONSHIPS WITHIN THE GRID

2.1 Correlations, matches and links

Construct Correlations

*	1	2	3	4	5	6	

1 *	1.00	0.52	0.25	-0.35	0.17	-0.32	Rely on discipline-, subject knowledge and experience--Self discipline
2 *	0.52	1.00	-0.26	-0.59	-0.29	-0.15	Doing things in the interest of the department--To do what is expected of the Head (not much choice)
3 *	0.25	-0.26	1.00	0.74	0.14	0.42	Liaising with people (inside and outside the university)--Individual activity (needs self motivation and focus)
4 *	-0.35	-0.59	0.74	1.00	0.36	0.35	Liaising with external stakeholders (industry & organisational leaders)--Being clever in your discipline and subject (wisdom)
5 *	0.17	-0.29	0.14	0.36	1.00	-0.70	Ability to generate research funds--Ability to empathise with people
6 *	-0.32	-0.15	0.42	0.35	-0.70	1.00	Staff focussed--Spending extended hours on research (not visible by staff)

Construct Matches (reverse match on diagonal & below)

* 1 2 3 4 5 6

- 1 * 8 79 62 42 58 62 Rely on discipline-, subject knowledge and experience--Self discipline
- 2 * 21 17 50 38 46 58 Doing things in the interest of the department--To do what is expected of the Head (not much choice)
- 3 * 38 58 17 79 62 67 Liaising with people (inside and outside the university)--Individual activity (needs self motivation and focus)
- 4 * 58 71 29 25 67 62 Liaising with external stakeholders (industry & organisational leaders)--Being clever in your discipline and subject (wisdom)
- 5 * 42 62 46 42 8 29 Ability to generate research funds--Ability to empathise with people
- 6 * 46 42 33 38 71 17 Staff focussed--Spending extended hours on research (not visible by staff) ((Focussed hard work which is often not seen by staff))

Construct Matches (at least 80%)

None

Construct Links

1 2 79.2
 3 4 79.2
 4 2 R 70.8
 6 5 R 70.8
 3 6 66.7

Construct Sort

5R 6 3 4 2R 1R

Element Matches

* 1 2 3 4 5 6

- 1 * 100 62 58 29 79 50 Setting an example in lecturing
- 2 * 62 100 29 33 42 54 Setting an example in research
- 3 * 58 29 100 46 54 42 Setting a personal example
- 4 * 29 33 46 100 50 79 Dealing with professional bodies and institutes
- 5 * 79 42 54 50 100 71 Empowering staff (creating conditions for self development)
- 6 * 50 54 42 79 71 100 Industry liaison (consultation and short courses)

Element Matches (at least 80%)

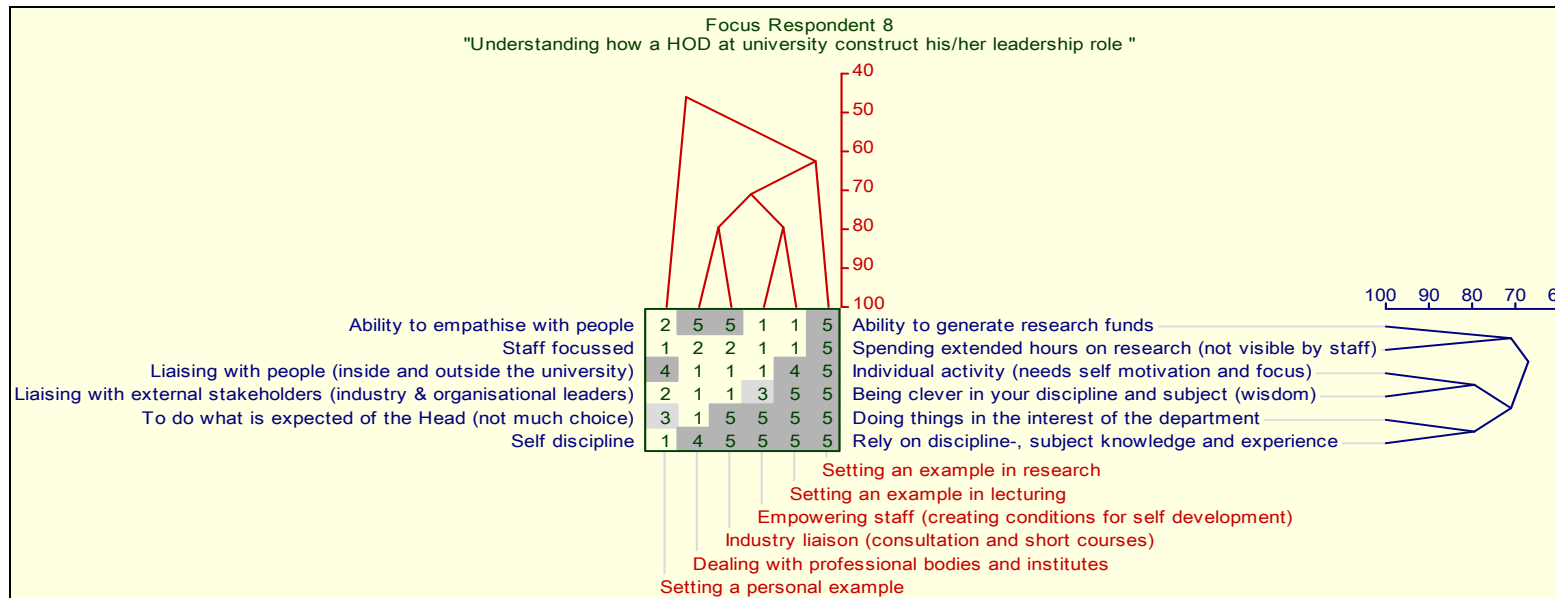
None

Element Links

- 1 5 79.2
- 4 6 79.2
- 5 6 70.8
- 1 2 62.5
- 3 4 45.8

Element Sort

3 4 6 5 1 2



2. Principal Component Analysis

Percentage Variance in Each Component

	1	2	3	4	5	
	41.51	31.42	20.83	5.21	1.03	%
	41.51	72.93	93.76	98.97	100.00	Cumulative %

Element Loadings on Each Component

*	1	2	3	4	5	

1 *	-1.57	-0.86	-0.24	-0.34	-0.30	Setting an example in lecturing

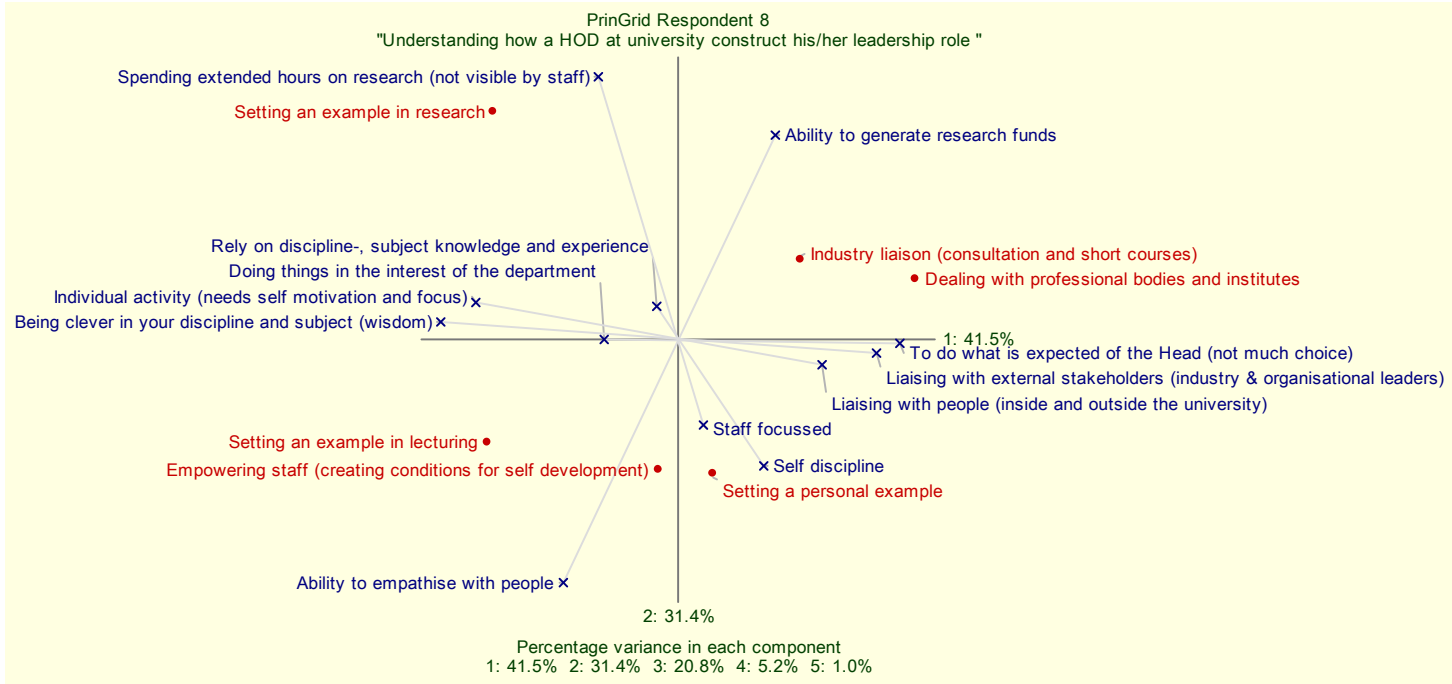
2 * -1.52 1.88 0.43 0.00 0.14 Setting an example in research
 3 * 0.30 -1.12 1.56 0.42 0.04 Setting a personal example
 4 * 1.96 0.50 0.29 -0.69 -0.02 Dealing with professional bodies and institutes
 5 * -0.17 -1.07 -1.12 -0.06 0.32 Empowering staff (creating conditions for self development)
 6 * 1.01 0.67 -0.92 0.67 -0.18 Industry liaison (consultation and short courses)

Construct Loadings on Each Component

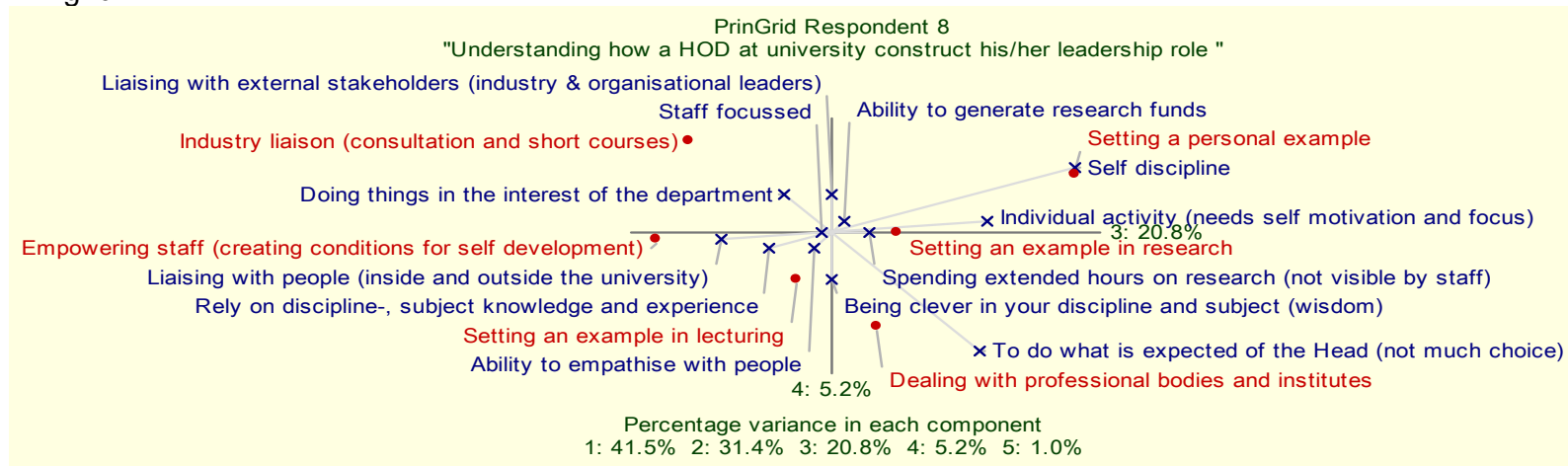
*	1	2	3	4	5	

1 *	0.50	-0.73	1.48	0.45	0.16	Rely on discipline-, subject knowledge and experience--Self discipline
2 *	1.35	-0.04	0.97	-0.86	-0.00	Doing things in the interest of the department--To do what is expected of the Head (not much choice)
3 *	-1.59	0.29	1.29	0.11	-0.22	Liaising with people (inside and outside the university)--Individual activity (needs self motivation and focus)
4 *	-1.99	0.15	0.02	-0.48	0.03	Liaising with external stakeholders (industry & organisational leaders)--Being clever in your discipline and subject (wisdom)
5 *	-0.97	-2.04	-0.17	-0.16	0.20	Ability to generate research funds--Ability to empathise with people
6 *	-0.50	1.60	0.25	-0.00	0.36	Staff focussed--Spending extended hours on research (not visible by staff) ((Focussed hard work which is often not seen by staff))

PrinGrid 1



Pringrid 2



APPENDIX I
Statistics for Respondent 9

1. DESCRIPTIVE STATISTICS (CONTENT ANALYSIS)

13 Elements (Situations) 9 Constructs (Leadership qualities, behaviours and actions)

Construct Statistics

	Range	Min	Max	Mean	S.D.	Construct
1:	1 5	1	5	2.5	1.3	Curriculum design & quality control--Create opportunities for staff to partake in writing of scholarly work & completion of their studies
2:	1 5	1	5	3.0	1.6	Mentoring, coaching staff on performance--Mentoring on the discipline
3:	1 5	1	5	2.7	1.6	Make time available and it is predictable--Unpredictable and difficult to plan time ahead
4:	1 5	1	5	2.5	1.5	Vision, dealing with complexities and capacity building--Subject knowledge
5:	1 5	1	5	3.1	1.4	Staff focussed--Students and student administration focussed
6:	1 5	1	5	2.5	1.3	Covering more than one discipline--Prescribed procedures
7:	1 5	1	5	2.5	1.2	Discipline and general management focus--Student empowerment
8:	1 5	1	5	3.3	1.0	Figures and thus more concrete--Human elements present and thus more abstract
9:	1 5	1	5	2.6	1.3	Predictable—Unpredictable



2. RELATIONSHIPS WITHIN THE GRID

2.1 Correlations, matches and links

Construct Correlations

* 1 2 3 4 5 6 7 8 9

1 * 1.00 0.39 0.70 0.40 0.48 0.23 -0.19 0.42 -0.26 Curriculum design & quality control--Create opportunities for staff to partake in writing of scholarly work & completion of their studies

2 * 0.39 1.00 0.29 0.68 0.55 -0.39 0.25 0.34 -0.19 Mentoring, coaching staff on performance--Mentoring on the discipline

3 * 0.70 0.29 1.00 0.25 0.55 -0.04 -0.05 0.39 0.13 Make time available and it is predictable--Unpredictable and

difficult to plan time ahead

4 * 0.40 0.68 0.25 1.00 0.55 -0.45 0.59 0.14 -0.28 Vision, dealing with complexities and capacity building--Subject knowledge

5 * 0.48 0.55 0.55 0.55 1.00 -0.19 0.17 0.09 0.19 Staff focussed--Students and student administration focussed

6 * 0.23 -0.39 -0.04 -0.45 -0.19 1.00 -0.54 -0.22 0.24 Covering more than one discipline--Prescribed procedures

7 * -0.19 0.25 -0.05 0.59 0.17 -0.54 1.00 0.01 -0.04 Discipline and general management focus--Student empowerment

8 * 0.42 0.34 0.39 0.14 0.09 -0.22 0.01 1.00 0.03 Figures and thus more concrete--Human elements present and thus more abstract

9 * -0.26 -0.19 0.13 -0.28 0.19 0.24 -0.04 0.03 1.00 Predictable--Unpredictable

Construct Matches (reverse match on diagonal & below)

* 1 2 3 4 5 6 7 8 9

1 * 35 75 79 75 69 69 67 54 Curriculum design & quality control--Create opportunities for staff to partake in writing of scholarly work & completion of their studies

2 * 44 23 65 81 75 48 67 65 52 Mentoring, coaching staff on performance--Mentoring on the discipline

3 * 37 46 23 65 71 60 60 65 63 Make time available and it is predictable--Unpredictable and difficult to plan time ahead

4 * 40 35 42 23 75 48 75 62 48 Vision, dealing with complexities and capacity building--Subject knowledge

5 * 46 40 37 44 42 54 65 67 62 Staff focussed--Students and student administration focussed

6 * 50 67 60 63 62 35 58 56 69 Covering more than one discipline--Prescribed procedures

7 * 58 48 56 37 54 69 42 63 65 Discipline and general management focus--Student empowerment

8 * 56 54 50 58 63 71 67 62 63 Figures and thus more concrete--Human elements present and thus more abstract

9 * 62 60 52 63 54 54 62 71 42 Predictable--Unpredictable

Construct Matches (at least 80%)

80.8%

2 Mentoring, coaching staff on performance--Mentoring on the discipline

4 Vision, dealing with complexities and capacity building--Subject knowledge

Construct Links

2 4 80.8
 1 3 78.8
 1 2 75.0
 4 5 75.0
 8 6 R 71.2
 9 8 R 71.2
 7 6 R 69.2
 5 7 65.4

Construct Sort

3 1 2 4 5 7 6R 8 9R

Element Matches

*	1	2	3	4	5	6	7	8	9	10	11	12	13	

1 *	100	78	44	53	58	56	64	47	53	69	75	56	67	Teaching (undergraduate)
2 *	78	100	56	47	69	39	47	64	53	53	64	50	72	Teaching (postgraduate)
3 *	44	56	100	42	75	56	53	81	58	53	53	56	56	Research
4 *	53	47	42	100	28	69	72	28	72	67	67	69	64	Administration
5 *	58	69	75	28	100	42	39	89	56	50	50	58	53	Supervision (post-graduate students)
6 *	56	39	56	69	42	100	75	42	64	81	64	61	67	Departmental performance management
7 *	64	47	53	72	39	75	100	39	67	78	78	64	64	Finance & budget control
8 *	47	64	81	28	89	42	39	100	56	50	44	58	53	Internationalisation
9 *	53	53	58	72	56	64	67	56	100	78	67	81	64	Human resources management
10 *	69	53	53	67	50	81	78	50	78	100	78	75	75	Student affairs
11 *	75	64	53	67	50	64	78	44	67	78	100	69	69	General management of Buros, Institutes and Centres

12 * 56 50 56 69 58 61 64 58 81 75 69 100 67 Risk & Crisis management
 13 * 67 72 56 64 53 67 64 53 64 75 69 67 100 Staff performance

Element Matches (at least 80%)

88.9%

5 Supervision (post-graduate students)
 8 Internationalisation

80.6%

3 Research
 8 Internationalisation

6 Departmental performance management
 10 Student affairs

9 Human resources management
 12 Risk & Crisis management

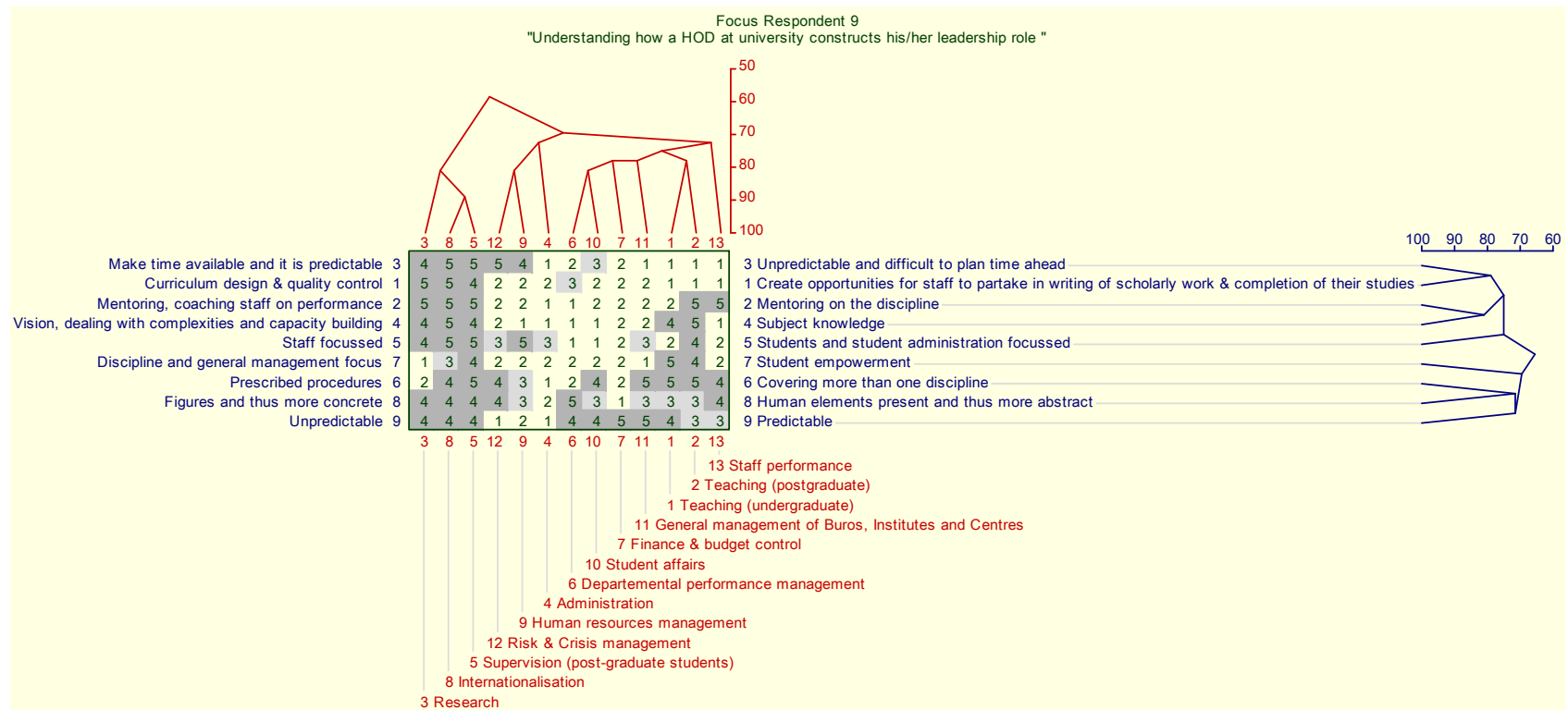
Element Links

5 8 88.9
 3 8 80.6
 6 10 80.6
 9 12 80.6
 1 2 77.8
 7 10 77.8
 7 11 77.8
 1 11 75.0

2 13 72.2
 4 9 72.2
 4 6 69.4
 5 12 58.3

Element Sort

3 8 5 12 9 4 6 10 7 11 1 2 13



2. Principal Component Analysis

Percentage Variance in Each Component

	1	2	3	4	5	6	7	8	
	41.70	21.84	11.86	8.26	7.02	4.78	2.61	1.53	%
	41.70	63.54	75.40	83.66	90.68	95.46	98.07	99.60	Cumulative %

Element Loadings on Each Component

*	1	2	3	4	5	6	7	8	

1 *	-0.34	-1.85	0.19	-0.30	0.83	0.47	0.04	-0.02	Teaching (undergraduate)
2 *	0.93	-1.84	0.63	0.63	-0.25	0.14	0.05	0.19	Teaching (postgraduate)
3 *	1.51	1.10	-0.94	0.66	-0.38	0.24	0.03	0.28	Research
4 *	-1.79	0.74	0.77	1.14	0.18	0.35	0.14	-0.04	Administration
5 *	2.29	-0.02	0.14	-0.42	0.21	-0.12	-0.12	-0.44	Supervision (post-graduate students)
6 *	-1.37	0.65	-0.85	-0.57	0.01	0.87	0.36	-0.23	Departmental performance management
7 *	-1.11	-0.03	-0.84	0.65	0.66	-0.47	-0.62	-0.00	Finance & budget control
8 *	2.52	0.45	-0.29	0.07	0.28	0.11	0.07	0.03	Internationalisation
9 *	-0.22	1.07	1.05	0.07	0.11	-0.60	0.16	-0.37	Human resources management
10 *	-1.03	0.07	-0.41	-0.83	0.02	-0.21	-0.46	0.11	Student affairs
11 *	-0.72	-0.62	-0.67	-0.22	-0.11	-0.91	0.75	0.18	General management of Buros, Institutes and Centres
12 *	-0.05	0.97	1.19	-0.83	-0.00	0.09	-0.13	0.52	Risk & Crisis management
13 *	-0.62	-0.69	0.03	-0.06	-1.55	0.04	-0.29	-0.21	Staff performance

Construct Loadings on Each Component

*	1	2	3	4	5	6	7	8	

1 *	1.59	1.39	-1.00	0.12	0.28	0.31	0.25	-0.07	Curriculum design & quality control--Create opportunities for staff to partake in writing of scholarly work & completion of their studies
2 *	2.40	-0.63	-0.24	0.49	-1.34	-0.00	-0.52	-0.10	Mentoring, coaching staff on performance--Mentoring on the discipline

3 * 1.91 1.85 0.39 -0.96 0.46 -0.24 -0.54 0.09 Make time available and it is predictable--Unpredictable and difficult to plan time ahead

4 * 2.32 -1.08 -0.16 0.52 0.66 0.44 0.15 0.55 Vision, dealing with complexities and capacity building--Subject knowledge

5 * 1.92 0.49 0.90 0.76 0.14 -0.68 0.57 -0.34 Staff focussed--Students and student administration focussed

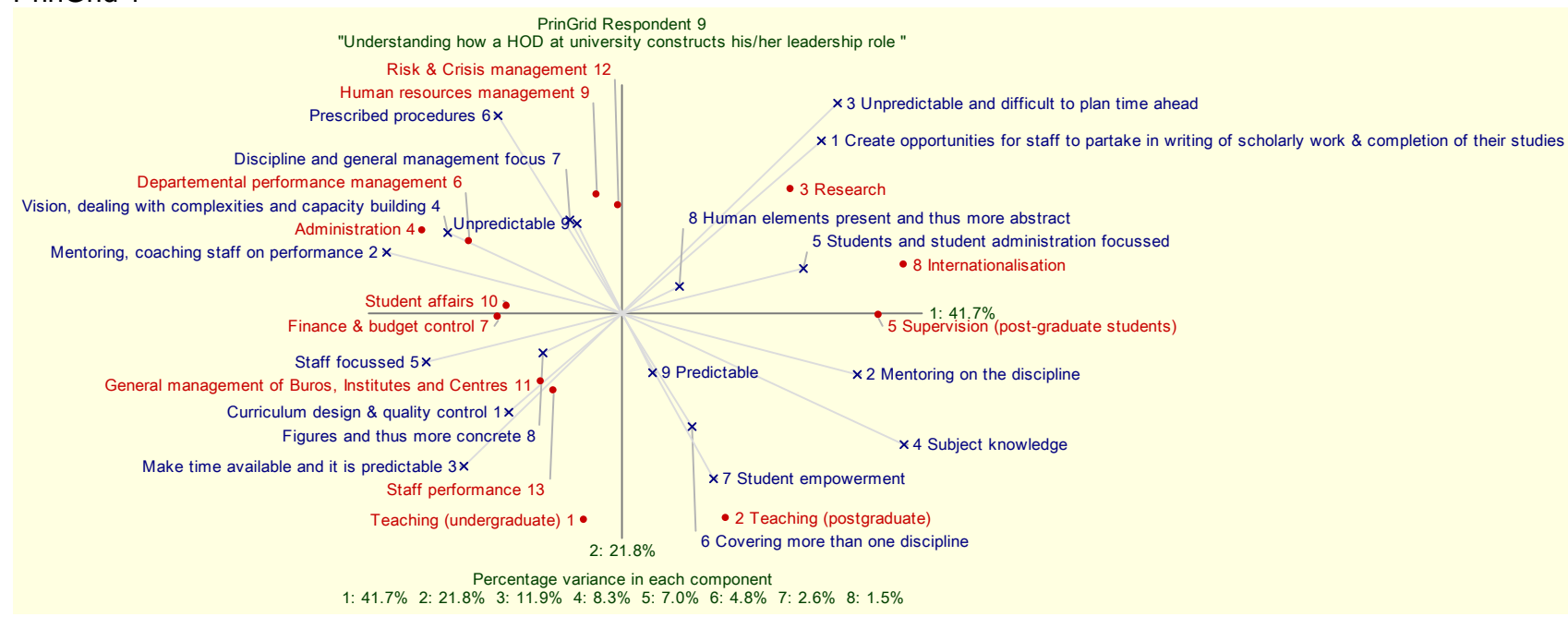
6 * -1.01 1.59 -0.43 1.23 0.14 0.66 -0.25 -0.16 Covering more than one discipline--Prescribed procedures

7 * 0.74 -1.33 0.67 -0.20 0.80 0.68 -0.29 -0.54 Discipline and general management focus--Student empowerment

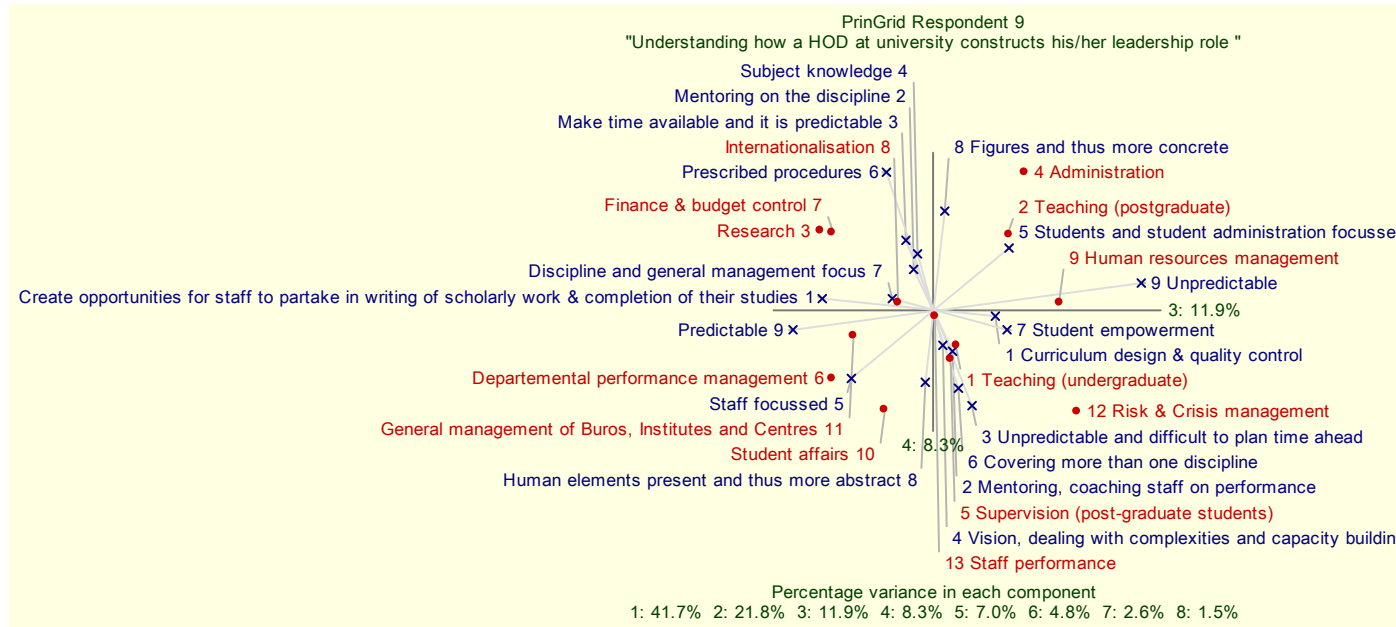
8 * 0.72 0.35 -0.13 -0.97 -0.74 0.82 0.57 -0.12 Figures and thus more concrete--Human elements present and thus more abstract

9 * -0.40 0.77 1.98 0.28 -0.41 0.51 0.01 0.27 Predictable--Unpredictable

PrinGrid 1



PrinGrid 2



APPENDIX J

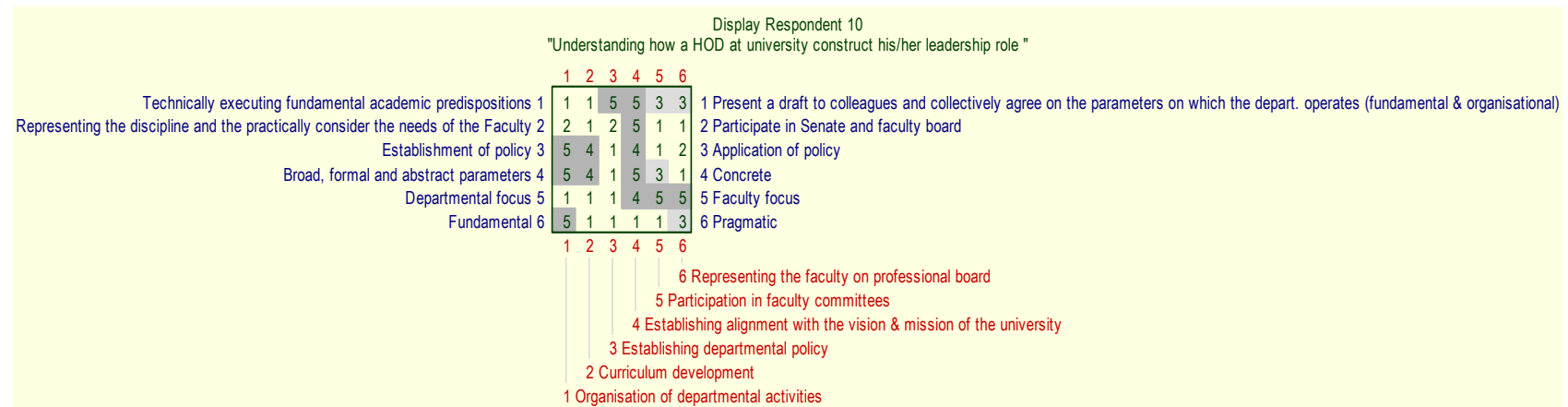
Statistics for Respondent 10

1. DESCRIPTIVE STATISTICS (CONTENT ANALYSIS)

6 Elements (Situations) 6 Constructs (Leadership qualities, behaviours and actions)

Construct Statistics

Range	Min	Max	Mean	S.D.	Construct
1:	1	5	1	5	3.0 1.6 Technically executing fundamental academic predispositions--Present a draft to colleagues and collectively agree on the parameters on which the department operates (fundamental & organisational)
2:	1	5	1	5	2.0 1.4 Representing the discipline and the practically consider the needs of the Faculty-- Participate in Senate and faculty board
3:	1	5	1	5	2.8 1.6 Establishment of policy--Application of policy
4:	1	5	1	5	3.2 1.7 Broad, formal and abstract parameters—Concrete parameters
5:	1	5	1	5	2.8 1.9 Departmental focus--Faculty focus
6:	1	5	1	5	2.0 1.5 Fundamental--Pragmatic



2. RELATIONSHIPS WITHIN THE GRID

2.1 Correlations, matches and links

Construct Correlations

*	1	2	3	4	5	6	

1 *	1.00	0.58	-0.52	-0.37	0.33	-0.53	Technically executing fundamental academic predispositions--Present a draft to colleagues and collectively agree on the parameters on which the department operates (fundamental & organisational)
2 *	0.58	1.00	0.37	0.49	0.06	-0.15	Representing the discipline and the practically consider the needs of the Faculty--Participate in Senate and faculty board
3 *	-0.52	0.37	1.00	0.83	-0.41	0.49	Establishment of policy--Application of policy
4 *	-0.37	0.49	0.83	1.00	-0.20	0.20	Broad, formal and abstract parameters--Concrete
5 *	0.33	0.06	-0.41	-0.20	1.00	-0.18	Departmental focus--Faculty focus
6 *	-0.53	-0.15	0.49	0.20	-0.18	1.00	Fundamental—Pragmatic

Construct Matches (reverse match on diagonal & below)

*	1	2	3	4	5	6	

1 *	33	67	38	46	62	42	Technically executing fundamental academic predispositions--Present a draft to colleagues and collectively agree on the parameters on which the department operates (fundamental & organisational)
2 *	33	17	62	62	54	58	Representing the discipline and the practically consider the needs of the Faculty--Participate in Senate and faculty board
3 *	71	38	25	83	42	71	Establishment of policy--Application of policy
4 *	71	38	25	25	42	54	Broad, formal and abstract parameters--Concrete
5 *	38	46	67	58	8	46	Departmental focus--Faculty focus
6 *	75	42	38	46	54	17	Fundamental--Pragmatic

Construct Matches (at least 80%)

83.3%

- 3 Establishment of policy--Application of policy
- 4 Broad, formal and abstract parameters--Concrete

Construct Links

3 4 83.3
6 1 R 75.0
3 1 R 70.8
2 4 62.5
2 5 54.2

Construct Sort

5 2 4 3 1R 6

Element Matches

* 1 2 3 4 5 6

- 1 * 100 71 33 38 29 33 Organisation of departmental activities
- 2 * 71 100 54 50 58 46 Curriculum development
- 3 * 33 54 100 46 62 58 Establishing departmental policy
- 4 * 38 50 46 100 50 38 Establishing alignment with the vision & mission of the university
- 5 * 29 58 62 50 100 79 Participation in faculty committees
- 6 * 33 46 58 38 79 100 Representing the faculty on professional board

Element Matches (at least 80%)

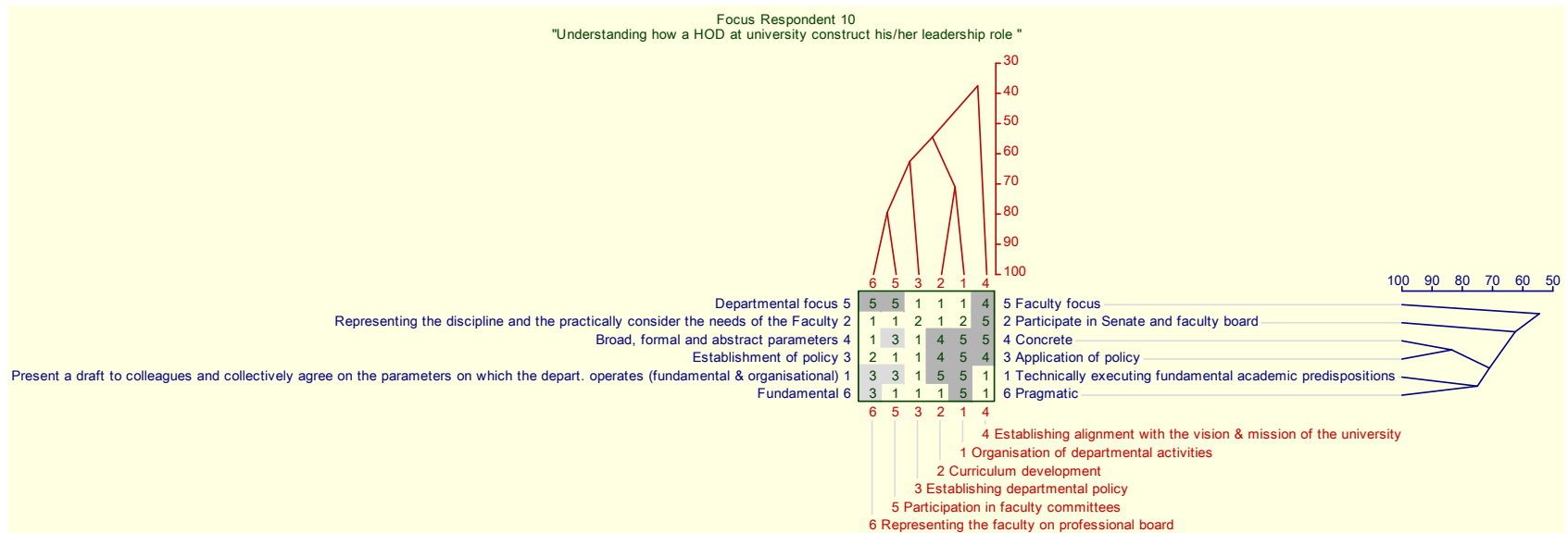
None

Element Links

- 5 6 79.2
- 1 2 70.8
- 3 5 62.5
- 2 3 54.2
- 1 4 37.5

Element Sort

6 5 3 2 1 4



2. Principal Component Analysis

Percentage Variance in Each Component

	1	2	3	4	5	
	45.83	26.26	17.15	9.23	1.53	%
	45.83	72.09	89.24	98.47	100.00	Cumulative %

Element Loadings on Each Component

*	1	2	3	4	5	

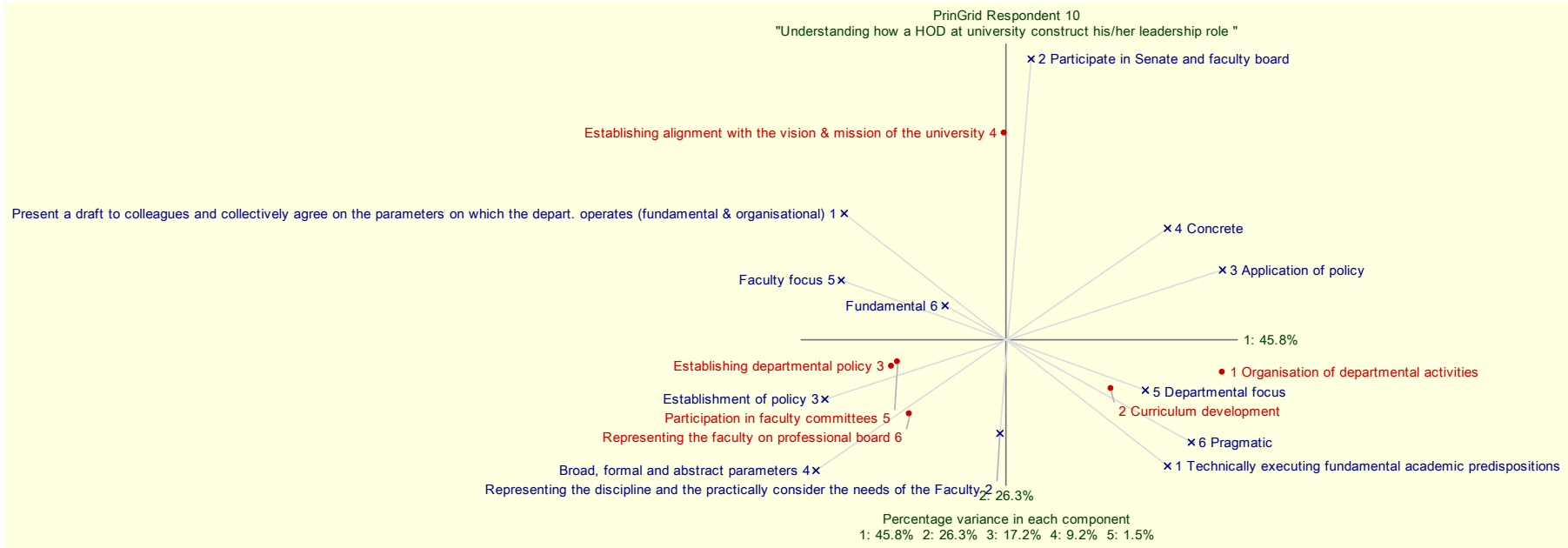
1 *	2.35	-0.35	-0.25	-0.60	-0.21	Organisation of departmental activities
2 *	1.14	-0.53	0.55	0.95	0.26	Curriculum development
3 *	-1.24	-0.29	1.50	-0.46	-0.09	Establishing departmental policy
4 *	-0.03	2.23	-0.14	-0.04	0.09	Establishing alignment with the vision & mission of the university
5 *	-1.17	-0.24	-0.71	0.67	-0.37	Participation in faculty committees
6 *	-1.05	-0.81	-0.95	-0.51	0.32	Representing the faculty on professional board

Construct Loadings on Each Component

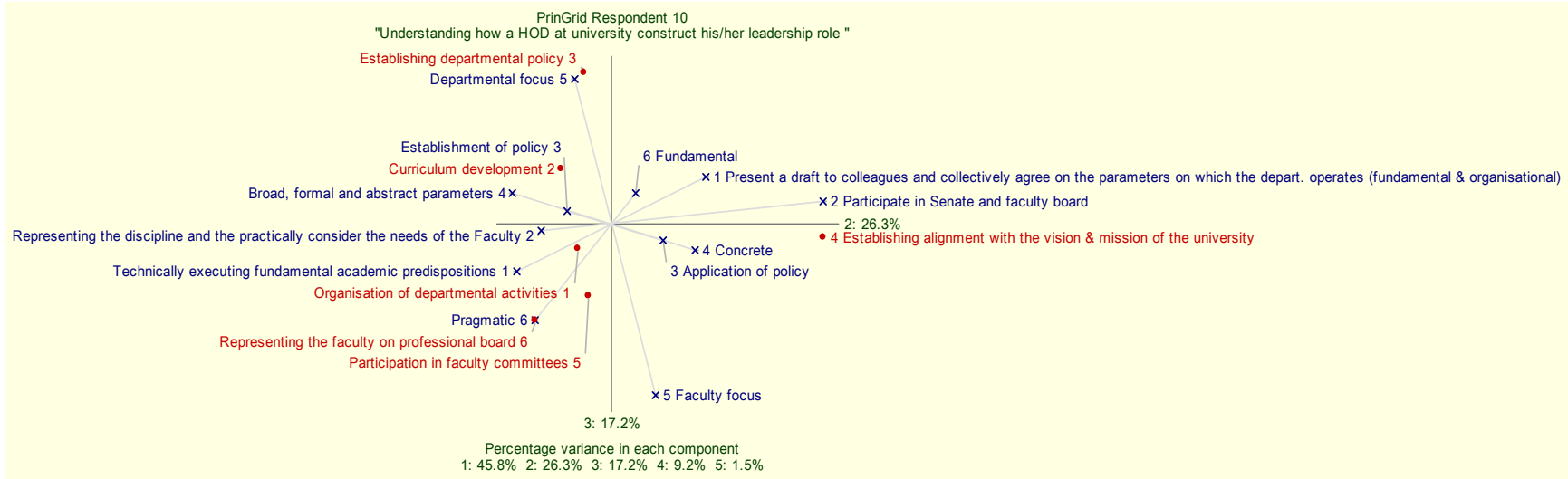
*	1	2	3	4	5	

1 *	-1.45	1.14	0.53	-0.58	-0.07	Technically executing fundamental academic predispositions--Present a draft to colleagues and collectively agree on the parameters on which the department operates (fundamental & organisational)
2 *	0.15	1.66	0.18	-0.42	0.05	Representing the discipline and the practically consider the needs of the Faculty--Participate in Senate and faculty board
3 *	1.78	0.58	-0.18	-0.06	0.43	Establishment of policy--Application of policy
4 *	1.57	1.09	-0.33	0.55	-0.37	Broad, formal and abstract parameters--Concrete
5 *	-1.36	0.50	-1.75	0.17	0.08	Departmental focus--Faculty focus
6 *	1.11	-0.61	-0.72	-1.16	-0.17	Fundamental--Pragmatic

PrinGrid 1



PrinGrid 2



APPENDIX K

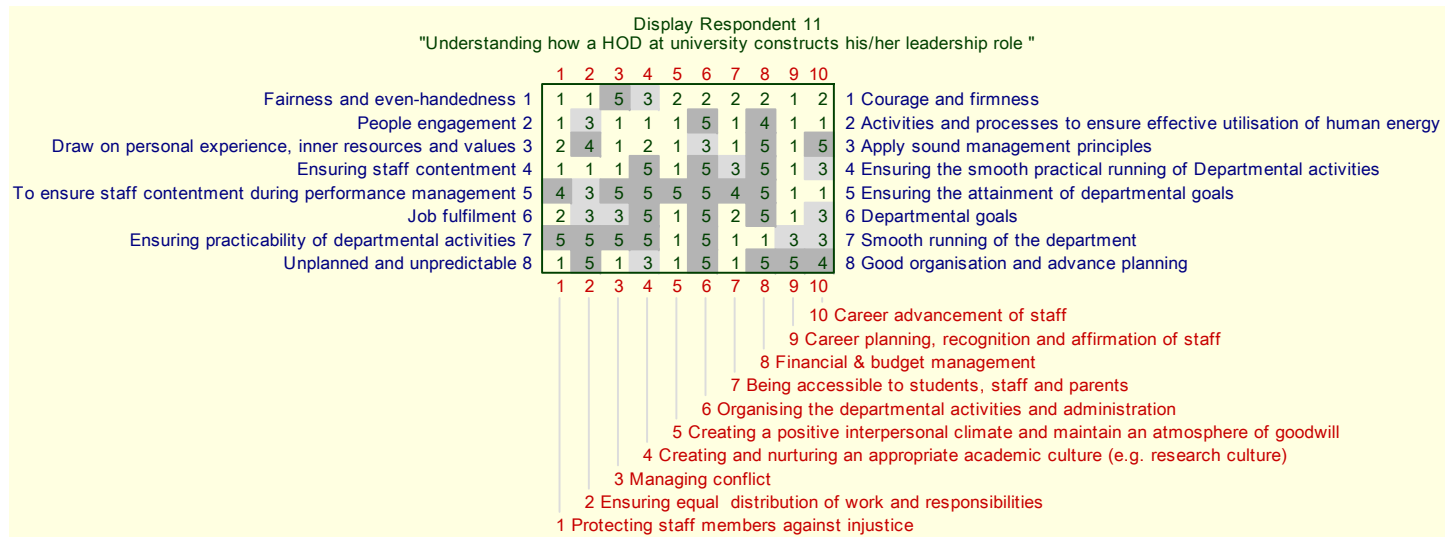
Statistics for Respondent 11

1. DESCRIPTIVE STATISTICS

10 Elements (Situations) and 8 Constructs (Leadership qualities, behaviours and actions)

Construct Statistics

	Range	Min	Max	Mean	S.D.	Construct
1:	1 5	1	5	2.1	1.1	Fairness and even-handedness--Courage and firmness
2:	1 5	1	5	1.9	1.4	People engagement--Activities and processes to ensure effective utilisation of human energy
3:	1 5	1	5	2.5	1.6	Draw on personal experience, inner resources and values--Apply sound management principles
4:	1 5	1	5	2.6	1.7	Ensuring staff contentment--Ensuring the smooth practical running of Departmental activities
5:	1 5	1	5	3.8	1.5	Ensuring staff contentment during performance management--Ensuring the attainment of departmental goals
6:	1 5	1	5	3.0	1.5	Job fulfilment--Departmental goals
7:	1 5	1	5	3.4	1.7	Ensuring practicability of departmental activities--Smooth running of the department
8:	1 5	1	5	3.1	1.8	Unplanned and unpredictable--Good organisation and advance planning



2. RELATIONSHIPS WITHIN THE GRID

2.1 Correlations, matches and links

Construct Correlations

*	1	2	3	4	5	6	7	8	

1 *	1.00	-0.18	-0.25	0.12	0.47	0.30	0.18	-0.39	Fairness and even-handedness--Courage and firmness
2 *	-0.18	1.00	0.55	0.54	0.31	0.65	0.10	0.65	People engagement--Activities and processes to ensure effective utilisation of human energy
3 *	-0.25	0.55	1.00	0.44	-0.21	0.56	0.00	0.65	Draw on personal experience, inner resources and values--Apply sound management principles
4 *	0.12	0.54	0.44	1.00	0.34	0.85	-0.08	0.39	Ensuring staff contentment--Ensuring the smooth practical running of Departmental activities
5 *	0.47	0.31	-0.21	0.34	1.00	0.44	0.03	-0.39	To ensure staff contentment during performance management--Ensuring the attainment of departmental goals

6 * 0.30 0.65 0.56 0.85 0.44 1.00 0.31 0.45 Job fulfilment--Departmental goals
 7 * 0.18 0.10 0.00 -0.08 0.03 0.31 1.00 0.11 Ensuring practicability of departmental activities--Smooth running of the department
 8 * -0.39 0.65 0.65 0.39 -0.39 0.45 0.11 1.00 Unplanned and unpredictable--Good organisation and advance planning

Construct Matches (reverse match on diagonal & below)

* 1 2 3 4 5 6 7 8

 1 * 35 60 55 62 52 62 52 45 Fairness and even-handedness--Courage and firmness
 2 * 45 15 75 72 52 72 48 70 People engagement--Activities and processes to ensure effective utilisation of human energy
 3 * 55 30 25 68 42 72 48 75 Draw on personal experience, inner resources and values--Apply sound management principles
 4 * 48 28 32 20 60 85 50 68 Ensuring staff contentment--Ensuring the smooth practical running of Departmental activities
 5 * 52 58 68 45 20 70 55 38 Too ensure staff contentment during performance management--Ensuring the attainment of departmental goals
 6 * 48 38 38 30 50 40 65 68 Job fulfilment--Departmental goals
 7 * 52 52 52 60 45 45 20 58 Ensuring practicability of departmental activities--Smooth running of the department
 8 * 70 30 30 38 62 38 48 15 Unplanned and unpredictable--Good organisation and advance planning

Construct Matches (at least 80%)

85.0%

- 4 Ensuring staff contentment--Ensuring the smooth practical running of Departmental activities
- 6 Job fulfilment--Departmental goals

Construct Links

4	6	85.0
2	3	75.0
3	8	75.0
2	4	72.5
5	6	70.0
8	1 R	70.0
5	7	55.0

Construct Sort

1R 8 3 2 4 6 5 7

Element Matches

*	1	2	3	4	5	6	7	8	9	10	

1 *	100	69	78	62	75	44	75	28	66	53	Protecting staff members against injustice
2 *	69	100	53	50	44	62	44	53	66	66	Ensuring equal distribution of work and responsibilities
3 *	78	53	100	66	72	41	66	25	50	44	Managing conflict
4 *	62	50	66	100	50	75	56	59	41	53	Creating and nurturing an appropriate academic culture (e.g. research culture)
5 *	75	44	72	50	100	31	88	41	66	47	Creating a positive interpersonal climate and maintain an atmosphere of goodwill
6 *	44	62	41	75	31	100	38	78	34	47	Organising the departmental activities and administration
7 *	75	44	66	56	88	38	100	47	59	59	Being accessible to students, staff and parents
8 *	28	53	25	59	41	78	47	100	31	56	Financial & budget management
9 *	66	66	50	41	66	34	59	31	100	69	Career planning, recognition and affirmation of staff
10 *	53	66	44	53	47	47	59	56	69	100	Career advancement of staff

Element Matches (at least 80%)

87.5%

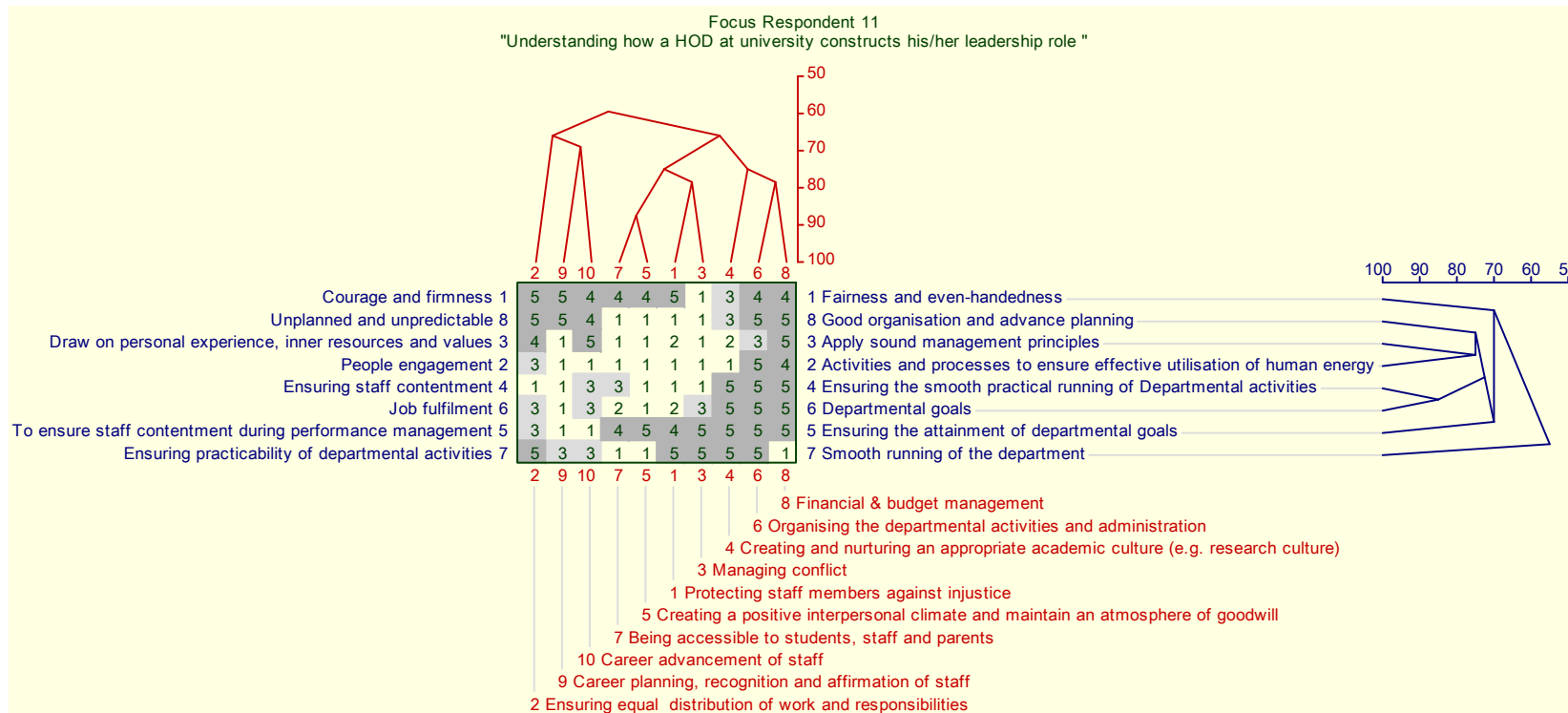
- 5 Creating a positive interpersonal climate and maintain an atmosphere of goodwill
- 7 Being accessible to students, staff and parents

Element Links

5	7	87.5
1	3	78.1
6	8	78.1
1	5	75.0
4	6	75.0
9	10	68.8
2	9	65.6
3	4	65.6
7	10	59.4

Element Sort

2 9 10 7 5 1 3 4 6 8



2. Principal Component Analysis

Percentage Variance in Each Component

1	2	3	4	5	6	
43.66	23.80	16.47	6.90	4.96	3.34	%
43.66	67.46	83.93	90.83	95.79	99.13	Cumulative %

Element Loadings on Each Component

*	1	2	3	4	5	6	

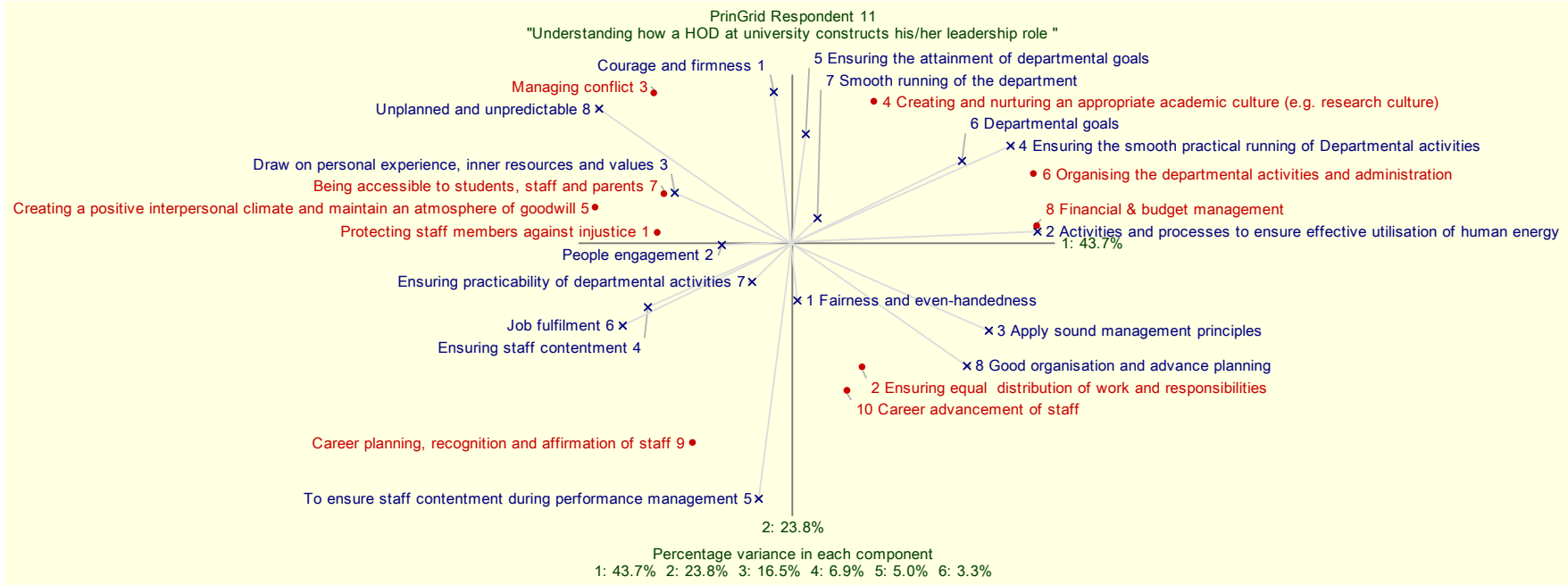
1 *	-1.29	0.10	0.78	-0.27	0.42	-0.82	Protecting staff members against injustice
2 *	0.68	-1.20	0.99	-0.62	0.47	0.04	Ensuring equal distribution of work and responsibilities
3 *	-1.32	1.43	1.01	0.21	0.30	0.82	Managing conflict
4 *	0.79	1.36	0.52	0.82	-0.54	-0.30	Creating and nurturing an appropriate academic culture (e.g. research culture)
5 *	-1.88	0.35	-1.11	-0.57	0.18	0.07	Creating a positive interpersonal climate and maintain an atmosphere of goodwill
6 *	2.32	0.66	0.50	-0.66	-0.45	-0.07	Organising the departmental activities and administration
7 *	-1.22	0.46	-1.29	0.15	-0.29	-0.25	Being accessible to students, staff and parents
8 *	2.34	0.16	-1.43	-0.17	0.38	0.23	Financial & budget management
9 *	-0.94	-1.91	0.17	-0.08	-0.97	0.29	Career planning, recognition and affirmation of staff
10 *	0.53	-1.41	-0.13	1.19	0.51	-0.02	Career advancement of staff

Construct Loadings on Each Component

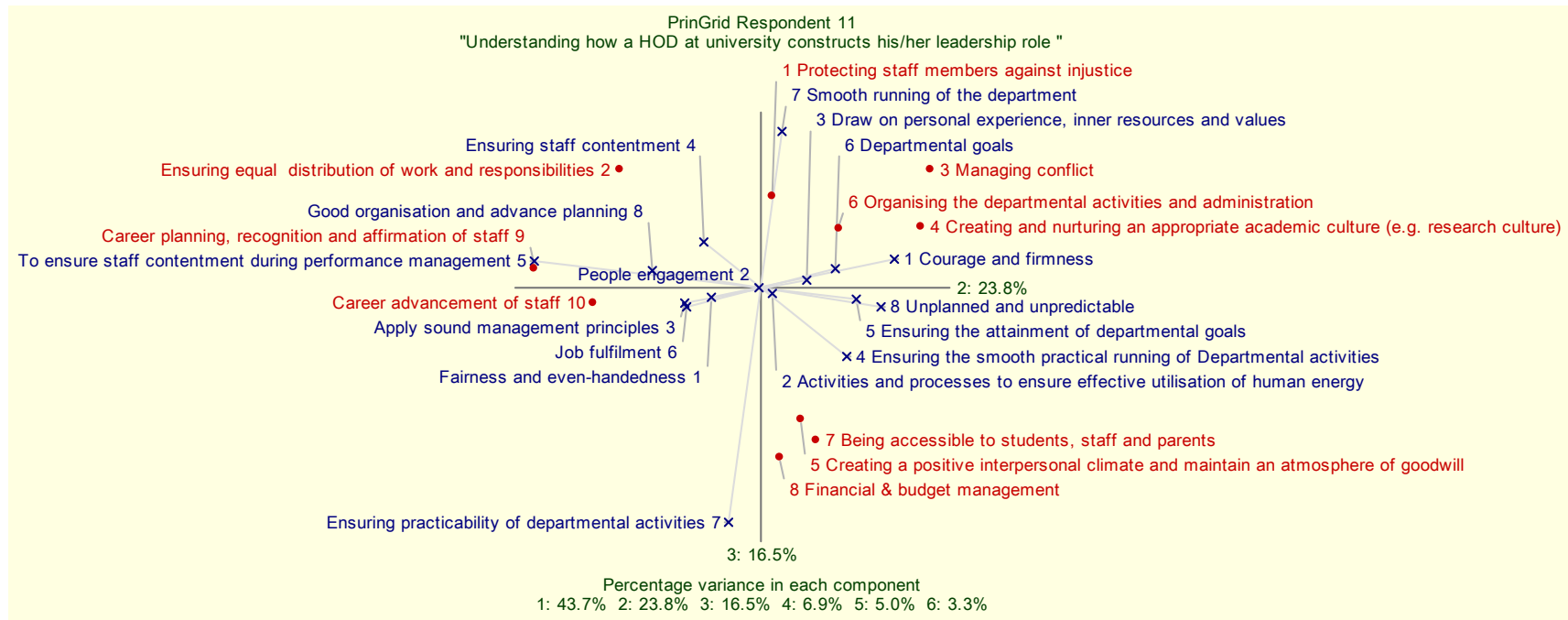
*	1	2	3	4	5	6	

1 *	-0.17	1.26	0.28	0.65	0.14	1.03	Fairness and even-handedness--Courage and firmness
2 *	1.90	0.11	-0.05	-1.18	0.08	0.19	People engagement--Activities and processes to ensure effective utilisation of human energy
3 *	1.90	-0.85	-0.17	0.40	1.26	-0.12	Draw on personal experience, inner resources and values--Apply sound management principles
4 *	2.20	0.99	-0.79	0.72	-0.65	-0.44	Ensuring staff contentment--Ensuring the smooth practical running of Departmental activities
5 *	0.30	2.20	-0.28	-0.84	0.25	-0.04	Too ensure staff contentment during performance management--Ensuring the attainment of departmental goals
6 *	2.05	1.01	0.28	0.38	0.07	0.01	Job fulfilment--Departmental goals
7 *	0.42	0.40	2.68	0.04	-0.05	-0.30	Ensuring practicability of departmental activities--Smooth running of the department
8 *	2.23	-1.55	0.27	-0.24	-0.59	0.50	Unplanned and unpredictable--Good organisation and advance planning

PrinGrid 1



PrinGrid 2



APPENDIX L

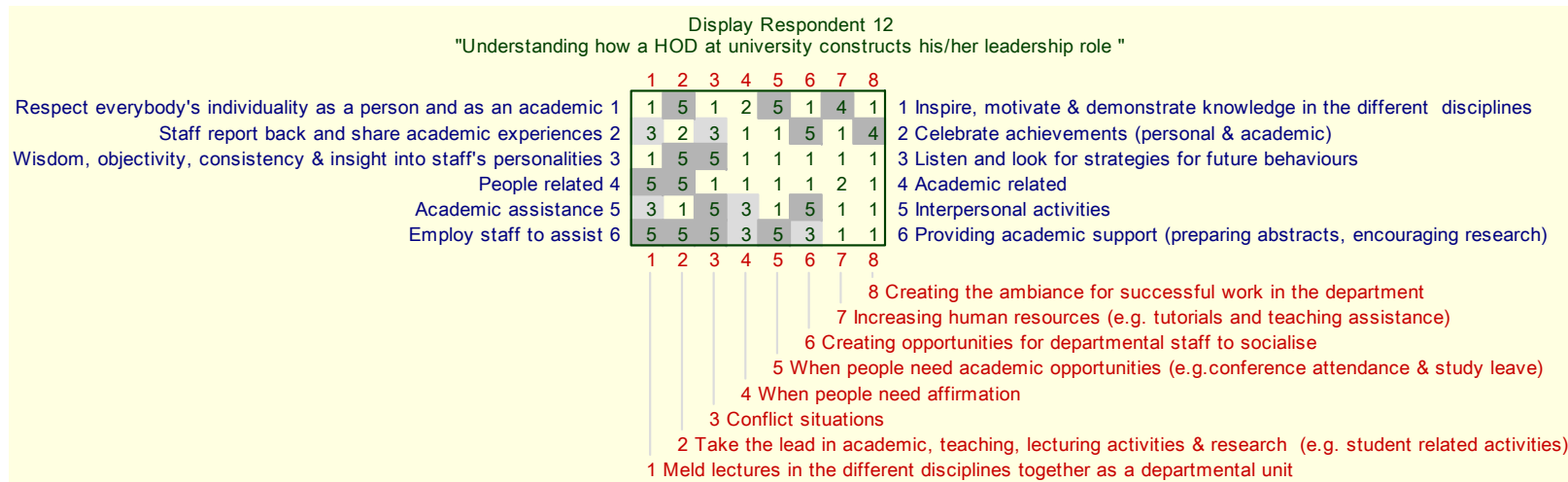
Statistics for Respondent 12

1. DESCRIPTIVE STATISTICS

8 Elements (Situations) 6 Constructs (Leadership qualities, behaviours and actions)

Construct Statistics

	Range,	Min	Max,	Mean,	S.D.	Construct
1:	1 5	1	5	2.5	1.7	Respect everybody's individuality as a person and as an academic--Inspire, motivate & demonstrate knowledge in the different disciplines
2:	1 5	1	5	2.5	1.4	Staff report back and share academic experiences--Celebrate achievements (personal & academic)
3:	1 5	1	5	2.0	1.7	Wisdom, objectivity, consistency & insight into staff's personalities--Listen and look for strategies for future behaviours
4:	1 5	1	5	2.1	1.7	People related--Academic related
5:	1 5	1	5	2.5	1.7	Academic assistance--Interpersonal activities
6:	1 5	1	5	3.5	1.7	Employ staff to assist--Providing academic support (preparing abstracts, encouraging research)



2. RELATIONSHIPS WITHIN THE GRID

2.1 Correlations, matches and links

Construct Correlations

*	1	2	3	4	5	6	

1 *	1.00	-0.71	0.17	0.23	-0.70	0.17	Respect everybody's individuality as a person and as an academic--Inspire, motivate & demonstrate knowledge in the different disciplines
2 *	-0.71	1.00	0.00	-0.08	0.53	-0.11	Staff report back and share academic experiences--Celebrate achievements (personal & academic)
3 *	0.17	0.00	1.00	0.30	0.17	0.52	Wisdom, objectivity, consistency & insight into staff's personalities--Listen and look for strategies for future behaviours
4 *	0.23	-0.08	0.30	1.00	-0.25	0.42	People related--Academic related
5 *	-0.70	0.53	0.17	-0.25	1.00	0.27	Academic assistance--Interpersonal activities

6 * 0.17 -0.11 0.52 0.42 0.27 1.00 Employ staff to assist--Providing academic support (preparing abstracts, encouraging research)

Construct Matches (reverse match on diagonal & below)

```

* 1 2 3 4 5 6
*****
1 * 12 31 62 66 31 56 Respect everybody's individuality as a person and as an academic--Inspire, motivate &
demonstrate knowledge in the different disciplines
2 * 69 38 56 53 75 44 Staff report back and share academic experiences--Celebrate achievements (personal &
academic)
3 * 38 44 0 72 62 62 Wisdom, objectivity, consistency & insight into staff's personalities--Listen and look for
strategies for future behaviours
4 * 41 47 28 6 47 59 People related--Academic related
5 * 75 38 38 53 25 62 Academic assistance--Interpersonal activities
6 * 50 56 38 41 50 25 Employ staff to assist--Providing academic support (preparing abstracts, encouraging
research)

```

Construct Matches (at least 80%)

No Construct Matches (at least 80%)

Construct Links

```

2 5 75.0
5 1 R 75.0
3 4 71.9
1 4 65.6
3 6 62.5

```

Construct Sort

2R 5R 1 4 3 6

Element Matches

* 1 2 3 4 5 6 7 8

- 1 * 100 54 58 62 50 58 42 54 Meld lectures in the different disciplines together as a departmental unit
- 2 * 54 100 46 33 62 12 46 25 Take the lead in academic-, teaching-, lecturing - and research activities (e.g. student related activities)
- 3 * 58 46 100 54 42 67 25 46 Conflict situations
- 4 * 62 33 54 100 71 71 71 67 When people need affirmation
- 5 * 50 62 42 71 100 42 75 54 When people need academic opportunities (e.g. conference attendance & study leave)
- 6 * 58 12 67 71 42 100 42 71 Creating opportunities for departmental staff to socialise
- 7 * 42 46 25 71 75 42 100 71 Increasing human resources (e.g. tutorials and teaching assistance)
- 8 * 54 25 46 67 54 71 71 100 Creating the ambiance for successful work in the department

Element Matches (at least 80%)

No Element Matches (at least 80%)

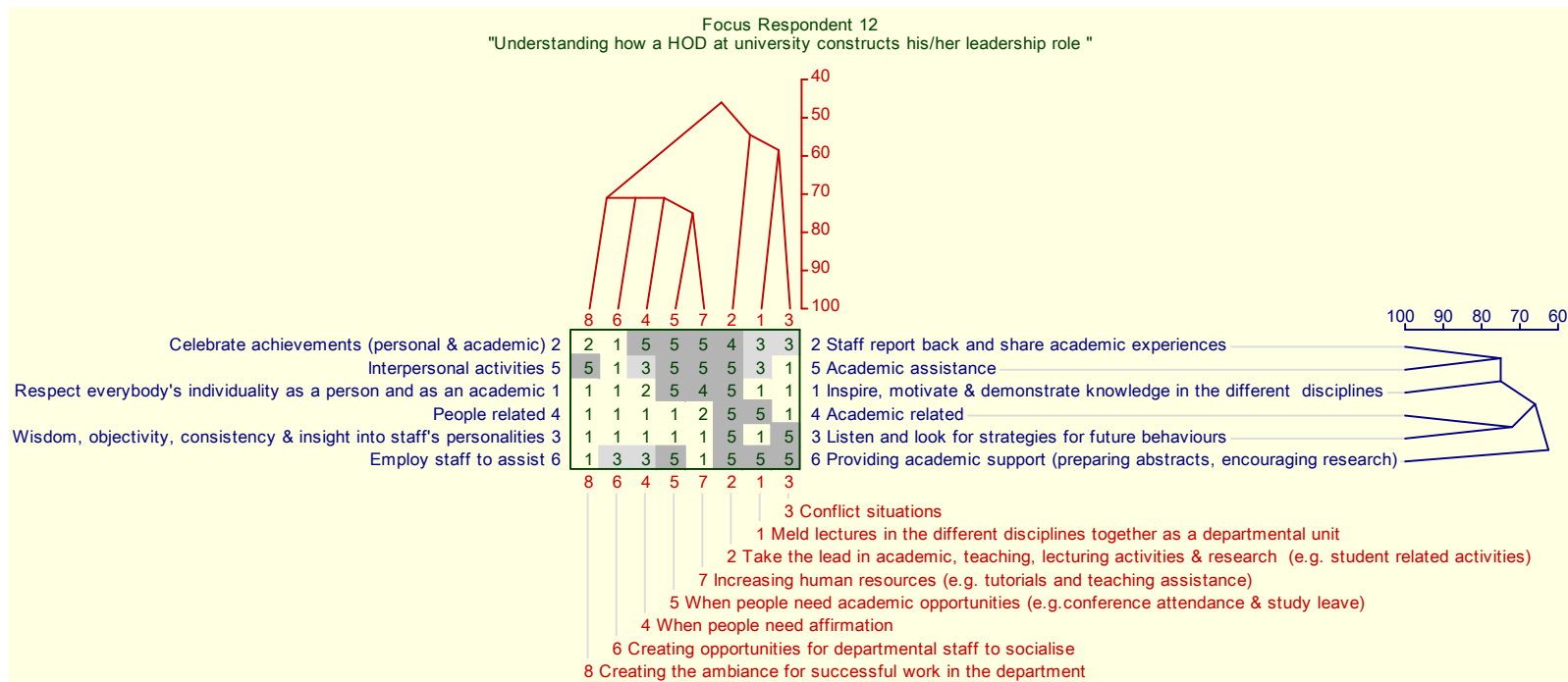
Element Links

- 5 7 75.0
- 4 5 70.8
- 4 6 70.8
- 6 8 70.8
- 1 3 58.3

1 2 54.2
 2 7 45.8

Element Sort

8 6 4 5 7 2 1 3



2. Principal Component Analysis

Percentage Variance in Each Component

1	2	3	4	5	6	
39.19	31.98	13.45	9.17	3.95	2.26	%
39.19	71.16	84.62	93.79	97.74	100.00	Cumulative %

Element Loadings on Each Component

*	1	2	3	4	5	6	

1 *	-0.11	0.88	1.45	0.79	0.21	-0.14	Meld lectures in the different disciplines together as a departmental unit
2 *	2.23	1.22	0.32	-0.68	-0.15	0.14	Take the lead in academic-, teaching-, lecturing - and research activities (e.g. student related activities)
3 *	-0.89	1.79	-1.05	-0.36	0.24	-0.18	Conflict situations
4 *	-0.33	-0.61	-0.49	0.49	0.60	-0.06	When people need affirmation
5 *	1.30	-0.67	-0.79	0.84	-0.57	-0.18	When people need academic opportunities (e.g. conference attendance & study leave)
6 *	-1.93	0.24	0.07	0.12	-0.49	0.52	Creating opportunities for departmental staff to socialise
7 *	0.73	-1.59	0.00	-0.35	0.42	0.38	Increasing human resources (e.g. tutorials and teaching assistance)
8 *	-1.00	-1.26	0.49	-0.85	-0.26	-0.47	Creating the ambiance for successful work in the department

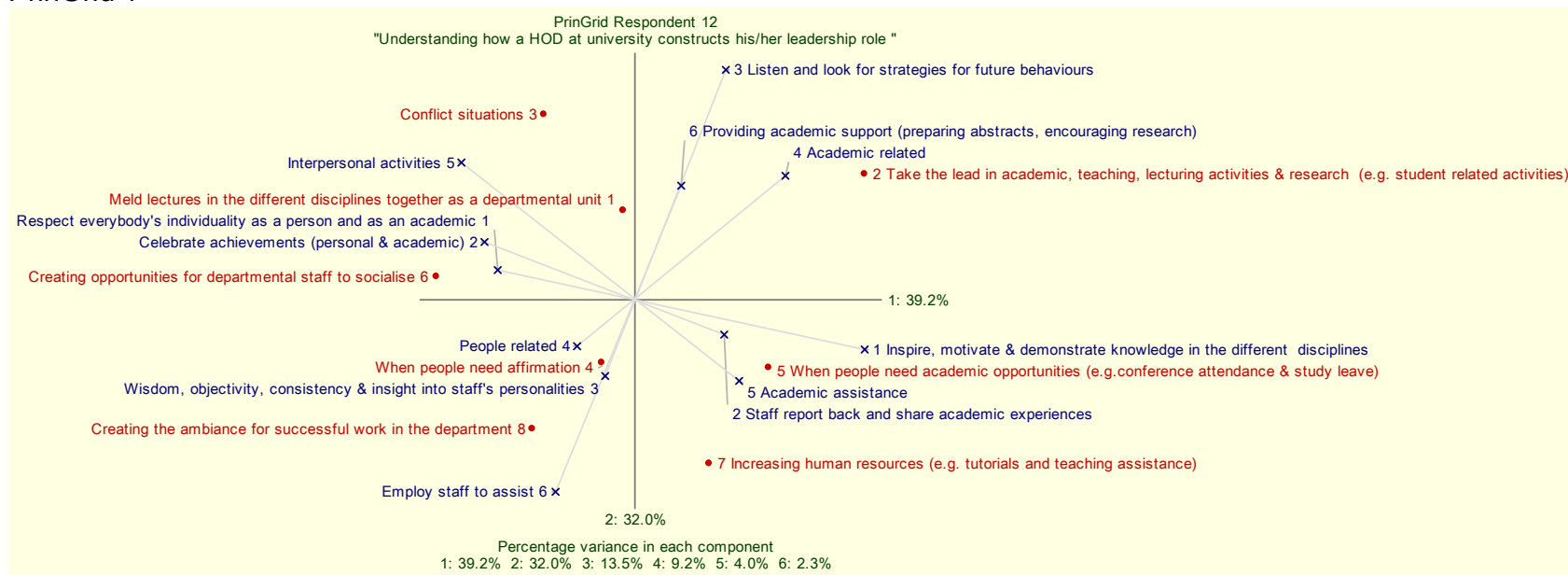
Construct Loadings on Each Component

*	1	2	3	4	5	6	

1 *	2.23	-0.49	-0.56	0.02	-0.45	0.52	Respect everybody's individuality as a person and as an academic--Inspire, motivate & demonstrate knowledge in the different disciplines
2 *	-1.46	0.58	0.68	-0.55	-0.87	0.10	Staff report back and share academic experiences--Celebrate achievements (personal & academic)

3 * 0.75 1.86 -0.70 -1.20 0.17 -0.09 Wisdom, objectivity, consistency & insight into staff's personalities--Listen and look for strategies for future behaviours
 4 * 1.28 1.05 1.69 0.02 0.29 0.20 People related--Academic related
 5 * -1.70 1.34 -0.48 0.46 0.28 0.56 Academic assistance--Interpersonal activities
 6 * 0.78 1.88 -0.26 1.03 -0.38 -0.32 Employ staff to assist--Providing academic support (preparing abstracts, encouraging research)

PrinGrid 1



PrinGrid 2



APPENDIX M

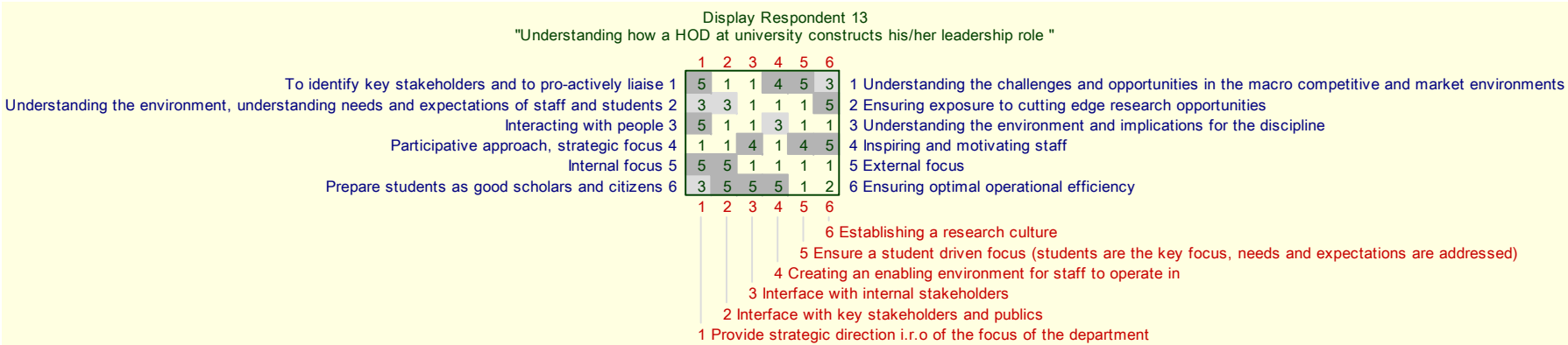
Statistics for Respondent 13

1. DESCRIPTIVE STATISTICS

6 Elements (Situations) 6 Constructs (Leadership qualities, behaviours and actions)

Construct Statistics

	Range	Min	Max	Mean	S.D.	Construct
1:	1 5	1	5	3.2	1.7	To identify key stakeholders and to pro-actively liaise--Understanding the challenges and opportunities in the macro competitive and market environments
2:	1 5	1	5	2.3	1.5	Understanding the environment, understanding needs and expectations of staff and students--Ensuring exposure to cutting edge research opportunities
3:	1 5	1	5	2.0	1.5	Interacting with people--Understanding the environment and implications for the discipline
4:	1 5	1	5	2.7	1.7	Participative approach, strategic focus--Inspiring and motivating staff
5:	1 5	1	5	2.3	1.9	Internal focus--External focus
6:	1 5	1	5	3.5	1.6	Prepare students as good scholars and citizens--Ensuring optimal operational efficiency



2. RELATIONSHIPS WITHIN THE GRID

2.1 Correlations, matches and links

Construct Correlations

*	1	2	3	4	5	6	
1 *	1.00	-0.09	0.59	-0.10	-0.07	-0.65	To identify key stakeholders and to pro-actively liaise--Understanding the challenges and opportunities in the macro competitive and market environments
2 *	-0.09	1.00	-0.00	0.18	0.32	-0.28	Understanding the environment, understanding needs and expectations of staff and students--Ensuring exposure to cutting edge research opportunities
3 *	0.59	-0.00	1.00	-0.64	0.46	0.07	Interacting with people--Understanding the environment and implications for the discipline
4 *	-0.10	0.18	-0.64	1.00	-0.69	-0.55	Participative approach, strategic focus--Inspiring and motivating staff
5 *	-0.07	0.32	0.46	-0.69	1.00	0.22	Internal focus--External focus
6 *	-0.65	-0.28	0.07	-0.55	0.22	1.00	Prepare students as good scholars and citizens--Ensuring optimal operational

efficiency

Construct Matches (reverse match on diagonal & below)

```
* 1 2 3 4 5 6
*****
1 * 25 46 71 46 46 33 To identify key stakeholders and to pro-actively liaise--Understanding the challenges and
opportunities in the macro competitive and market environments
2 * 54 33 58 58 67 46 Understanding the environment, understanding needs and expectations of staff and students--
Ensuring exposure to cutting edge research opportunities
3 * 38 42 17 33 75 46 Interacting with people--Understanding the environment and implications for the discipline
4 * 54 42 67 17 25 29 Participative approach, strategic focus--Inspiring and motivating staff
5 * 54 33 25 75 0 54 Internal focus--External focus
6 * 75 71 54 71 46 25 Prepare students as good scholars and citizens--Ensuring optimal operational efficiency
```

Construct Matches (at least 80%)

No Construct matches (at least 80%)

Construct Links

```
3 5 75.0
5 4 R 75.0
6 1 R 75.0
1 3 70.8
6 2 R 70.8
```

Construct Sort

```
2 6R 1 3 5 4R
```

Element Matches

* 1 2 3 4 5 6

1 * 100 58 21 54 38 29 Provide strategic direction i.r.o the focus of the department
2 * 58 100 62 54 29 38 Interface with key stakeholders and publics
3 * 21 62 100 67 67 58 Interface with internal stakeholders
4 * 54 54 67 100 58 42 Creating an enabling environment for staff to operate in
5 * 38 29 67 58 100 67 Ensure a student driven focus (students are the key focus, needs and expectations are addressed)
6 * 29 38 58 42 67 100 Establishing a research culture

Element Matches (at least 80%)

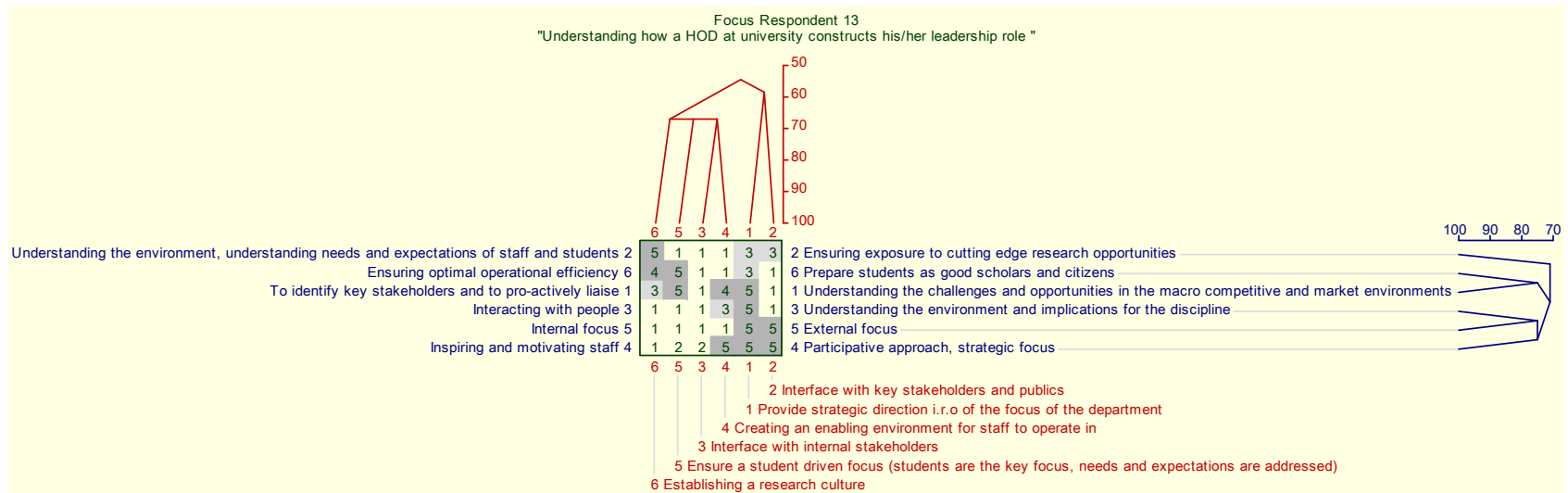
No Element matches (at least 80%)

Element Links

3 4 66.7
3 5 66.7
5 6 66.7
1 2 58.3
1 4 54.2

Element Sort

6 5 3 4 1 2



2. Principal Component Analysis

Percentage Variance in Each Component

	1	2	3	4	5	
	42.71	29.88	19.50	5.74	2.18	%
	42.71	72.58	92.08	97.82	100.00	Cumulative %

Element Loadings on Each Component

*	1	2	3	4	5	

1 *	1.89	-1.39	0.31	-0.12	-0.33	Provide strategic direction i.r.o of the focus of the department
2 *	1.31	1.39	0.80	0.48	0.25	Interface with key stakeholders and publics
3 *	-0.83	1.45	-0.55	-0.08	-0.47	Interface with internal stakeholders

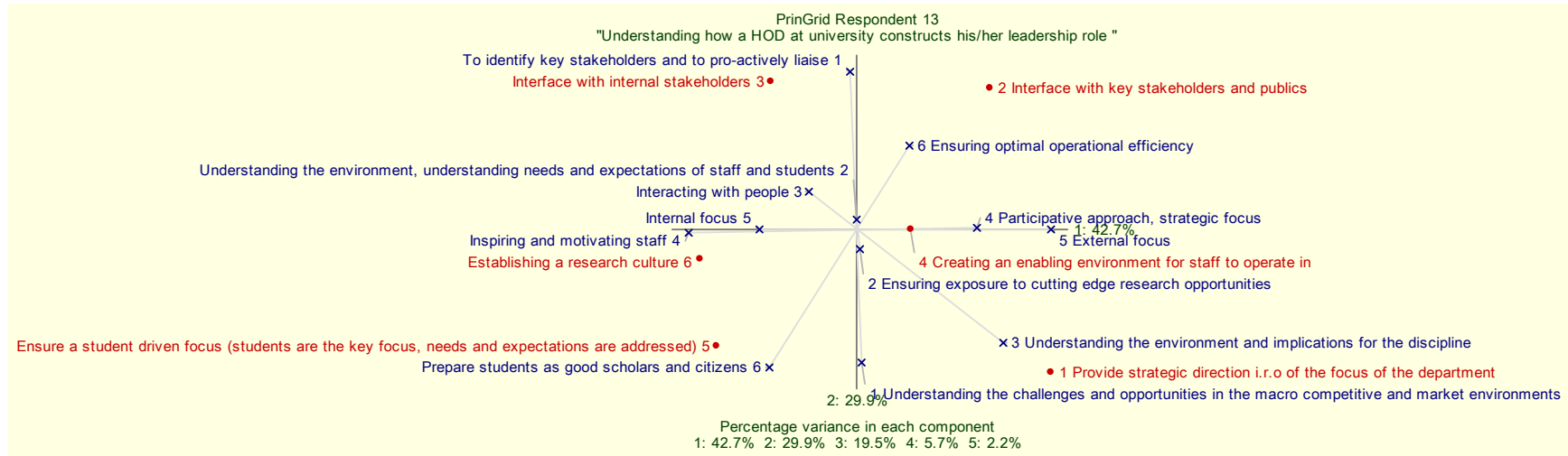
4 * 0.53 -0.00 -1.39 -0.49 0.35 Creating an enabling environment for staff to operate in
 5 * -1.37 -1.14 -0.44 0.78 0.07 Ensure a student driven focus (students are the key focus, needs and expectations are addressed)
 6 * -1.53 -0.30 1.28 -0.56 0.13 Establishing a research culture

Construct Loadings on Each Component

	1	2	3	4	5	

1 *	0.09	-1.98	-0.49	0.01	0.20	To identify key stakeholders and to pro-actively liaise--Understanding the challenges and opportunities in the macro competitive and market environments
2 *	0.05	-0.22	1.67	-0.65	0.24	Understanding the environment, understanding needs and expectations of staff and students--Ensuring exposure to cutting edge research opportunities
3 *	1.33	-1.03	-0.35	-0.61	-0.41	Interacting with people--Understanding the environment and implications for the discipline
4 *	-1.96	-0.05	0.49	-0.07	-0.48	Participative approach, strategic focus--Inspiring and motivating staff
5 *	1.98	-0.01	1.01	0.60	-0.22	Internal focus--External focus
6 *	0.97	1.52	-0.61	-0.50	-0.00	Prepare students as good scholars and citizens--Ensuring optimal operational efficiency

PrinGrid 1



PrinGrid 2

