

1975

The perceived responsibility, authority and delegation of athletic administrators in Ontario universities.

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THE PERCEIVED RESPONSIBILITY, AUTHORITY AND DELEGATION
OF
ATHLETIC ADMINISTRATORS IN ONTARIO UNIVERSITIES

A Thesis
Submitted to the Faculty of Graduate Studies through the
Faculty of Human Kinetics in
Partial Fulfillment of the Requirements
for the degree of
Master of Physical Education at the
University of Windsor

by

Wayne Peter MacDonald

B.P.E., Dalhousie University, 1972

Windsor, Ontario, Canada

1975

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ABSTRACT

The purpose of the study was to investigate and analyze the responsibility, authority and delegation (RAD) behaviour of the athletic administrators of the Ontario universities. More specifically the study attempted to illustrate the differences in the perceptions of the RAD behaviour of the athletic administrator within the three levels of the universities' personnel in the varying organizational situation. In order to classify the institutions studied an Organizational Structure Form was used. In addition the RAD scales were used to categorize the responsibility, authority and delegation of the administrators within the varying situations.

Through the blending of administrative theory and practice concerning the behaviour of the athletic administrator and his situation, the following conclusions were brought forward:

1. The RAD behaviour of the athletic administrator as perceived by a superior, a subordinate and himself differed significantly;
2. The perceived authority behaviour of the athletic administrator varied significantly with each type of organizational situation;
3. The RAD behaviour of the athletic administrator varied significantly as perceived by each of the three levels of the educational hierarchies studied.

DEDICATION

-To Nancy-

ACKNOWLEDGEMENTS

The author is deeply grateful to Dr. Gordon Olafson who acted as chairman of the thesis committee and who provided guidance throughout his graduate study. Similarly, the author wishes to thank Dr. Richard Moriarty and Dr. Terry White for their assistance in adapting the theoretical framework to the practical setting.

Sincere appreciation is extended to Mrs. Louise Kimber for her assistance in producing the final draft.

Lastly, the author thanks the athletic administrators and their colleagues who made the study possible.

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Chapter 1

INTRODUCTION

In the administration of athletics at all institutional levels, the planning of facilities, programs and administrative policies operated mainly in the past on a "hit or miss" basis. Administrators functioned so informally that program successes often occurred in spite of rather than because of administrative behaviour.¹ Theoretically based research is slowly replacing the fact gathering studies of earlier research.² Programs might be more effective if they were managed by the theoretical, as well as the practical, aspects of administration.³ This would necessitate a more comprehensive blending of theoretical and practical research.

Among the first to cite the need for a more theoretical approach to the administration of physical education and athletics was Spaeth.⁴ In her dissertation, which dealt with a review of literature applied to a research paradigm concerning administration in physical education and athletics prior to 1967, she concluded there was very little observational data and the study of behaviour of the administrator was non-existent. Due to the impetus of her findings the focus of administrative research in athletics changed. Scholars are beginning to examine the leadership of the athletic administrator with respect to what is known about other administrators in similar fields.⁵

Researchers in other fields of administration such as Halpin⁶

and Thompson⁷ in education, Stogdill⁸ in the military, and Browne⁹ in industry made many advances to satisfy the need for a more empirical approach to research, the most noteworthy being within the area of leadership. To increase the understanding of leadership phenomena, they hypothesized that research "must concentrate upon an analysis of the behaviour of the leader."¹⁰ To simplify the study of leadership, they suggested the necessity of studying the officially appointed leaders. Other researchers also recommended investigating the role of the leader from all points of view;¹¹ and giving the situation primary consideration.^{12 13} Since the need has been established for studying the behaviour of the athletic administrator from a theoretical viewpoint and applying the research to the practical world, this thesis has therefore been directed towards blending theory and practice in the study of the athletic administrator.

Definition of Terms

The definition of terms necessary for the study were selected from texts generally accepted as rudimentary in the study of administrative theory. Golembiewski pointed out there is:

a need to find a common language in administrative theory and to employ operational definitions which have relevance for the practitioners.¹⁴

Hence, this study has employed definitions provided by the literature and has operationally defined others.

Administrator: the officially appointed leader of the group regardless of leadership style.¹⁵

Administration: may be conceived structurally as a hierarchy

of subordinate and superior relationships within a social system. This hierarchy of relationships functionally is the rationale for assigning roles, personnel and facilities in order to achieve the goals of the social system.¹⁶

Athletic Administrator: that individual appointed to administer the intercollegiate athletic program for men at the institution.

Authority: the area of freedom for decision and action exhibited by an organizational member.¹⁷ Operationally, authority will be considered the perceived level of action.¹⁸

Delegation: the process whereby the leaders give their authority to a subordinate to perform a task.¹⁹

Leadership: may be defined as the contribution of a given individual to group effectiveness, mediated through the direct efforts of others rather than himself.²⁰

Organization: an ensemble of individuals who perform distinct but inter-related and co-ordinated functions in order that one or more tasks can be completed.²¹

Perception: the patterns of how an individual interprets his environment and copes with it by breaking it down and putting it into meaningful patterns.²²

Responsibility: often called the functions of a position in the organization.²³ Operationally, responsibility will be considered the perceived level of obligation.²⁴

Situation: the aggregate of the biological, psychological and sociocultural factors acting on an individual to condition

4

behaviour patterns within the organization.²⁵

Structure: defined in connection with formal organization chart and with the responsibility and authority of leaders in different positions.²⁶

Subordinate: that member of the organization whose activities in the area of athletics bring him or her into a position under the athletic administrator within the organization structure.

Superior: that individual who holds the position of authority directly above the athletic administrator within the organization structure of the university.

Organization of Thesis

This thesis is divided into five chapters. Chapter 1 established a need for the study, consequently leading into the purpose of the study. Also included in the chapter were several definitions used to limit the study.

Chapter 2 presents administrative theory relevant to the study of leadership behaviour and responsibility, authority and delegation in organizations. From this review of literature the null hypotheses are postulated.

Chapter 3 outlines the methodological procedures undertaken in the study, and comprises an explanation of the research instruments and the analysis of data.

Throughout Chapter 4 findings are presented and analyzed. Simplification of the presentation and explanation is realized by the use of several graphs and charts.

The conclusions are discussed in Chapter 5. Recommendations

are suggested concerning future research into the behaviour of the athletic administrators.

The appendices contain the RAD scales, a complete bibliography, and a list of the raw scores.

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Chapter 2

REVIEW OF LITERATURE

Researchers and students of administration in physical education^{1 2 3} have been examining the behaviour of the leader within that particular field. Meanwhile, research into the administration of athletics has been concerned with the technical procedures such as methods of purchasing and maintaining athletic equipment.⁴ Nevertheless, since 1971, theoretically-based administrative research has begun to replace the technical studies which have dominated investigations concerning athletic administration.^{5 6 7 8 9}

Several approaches have been used to theoretically examine administration in athletics. To focus on the perceptions of the athletic administrator has been one technique. In studying the perceptions of the collegiate athletic administrator, Sprandel pointed out that:

. . . with no referent but his abstract notions about what leader behaviour should be like, through trial and error, he attempts to work toward [attaining the standards of leadership]¹⁰

Falusi proposed that lessening the misunderstanding concerning leader behaviour must be achieved by more accurate perceptions which would give a more reliable evaluation of the administrator's behaviour."

Sprandel also illustrated that:

. . . combining with the lack of a good referent for role behaviour was a climate in each athletic department

which seemed to induce less than an optimum press for exemplary leader performance.¹²

Scott in his research correspondingly concluded that:

... an important factor in the success of organization function is the degree to which members agree in their perceptions of their reciprocal relationships and responsibilities.¹³

To clarify this problem of differing perceptions within the athletic department, there would appear to be a need for a more basic level of research for administrative behaviour. Researchers in administration in physical education have emphasized this need in their field of administration.^{14 15 16 17 18}

Situational Nature of Leader Behaviour

Following the impetus of the Ohio State Leadership Studies, investigations have generally concentrated on observed leader behaviour rather than innate capabilities. Stogdill, who has been one of the major contributors in the development of the study of leadership, noted in his review of the literature that:

studies provide the strongest arguments for the situational nature of leadership also supply the strongest evidence that leadership patterns are persistent and relatively stable in similar situations.¹⁹

Halpin used a paradigm to investigate leader behaviour in a variety of situations and concluded that research should be centered upon the behaviour of the officially designated administrator when studying formal organizations.²⁰ In support of this contention, Spaeth concluded that the research completed in physical education and athletics did not examine the situational nature of leader behaviour. She hypothesized that the focus of the behaviour of the administrator:

. . . should be used . . . to study administration in physical education and athletics [example, through replication of studies involving leader behaviour . . .] in order to develop a more²¹ specific basis for professional preparation and practice.

Thompson emphasized the necessity of relating the administrator's behaviour to specific situations by pointing out that:

The administrator uses theory as a basis for deriving answers or approaches to specific situations: he seeks principles capable of guiding the application of general notions to specific situations.²²

Simon, in Administrative Behaviour, strengthened this approach by asserting:

The first task of Administrative Theory is to develop a set of concepts that will permit the description . . . of administrative situations.²³

Campbell, in support of this need to study situations, postulated that variables in one situation are often similar to²⁴ variables in other situations. Furthermore Stogdill stated that:

. . . leadership is not a unitary human trait but is rather a function of a complex of individual, group and organizational factors in interaction.²⁵

Scott supported the situational and behavioural nature of leadership by pointing out:

The functional aspect of leadership requires researchers to investigate how leadership activities are distributed in an organization. It requires further, a probe of the organizations power structure.²⁶

As one probes the power structure he is investigating the situation of the organization which is commonly interchanged with the concept of environment. This is the variable which gives an organization its uniqueness, similar to a human being's personality.²⁷ In studying a situation, such as an athletic department, investigating

the administrator's behaviour in that department would tend to minimize the complicated nature of examining the entire department. For as research has shown, the behaviour of an administrator is often related to the interaction of his organizational situation and his personality. This relationship frequently makes one organization different from another.

Educational administration has an uniqueness caused by the intimacy of operations and the person-to-person contact in the functioning of the institution.²⁸ This uniqueness has contributed to a "difference in purpose and structure from the military, entrepreneur and bureaucratic organizations."²⁹ Although this difference exists:

Research to date has revealed that human behaviour, as a result of organizational life, manifests similarities as one moves from hospital, to school, to retail store, to military unit.³⁰

According to Litchfield, this research did not achieve a level of generalization allowing it to categorize administrative phenomena which occur in related areas.³¹ Paton advanced this argument by stating

. . . as research crosses the lines of disciplines, the theories developed will explain a broader range of phenomena and become more generally accepted.³²

Therefore, even though athletic administration which may be a segment of educational administration because of their common goals relating to the development of student, is considered unique; an attempt must be made to form generalizations that will aid in the development of administrative theory.

In the past attempts were made to describe the relationship between the athletic department and the physical education department.^{33 34 35 36} The basic assumption made after studying the athletic and physical education departments was that the two were integrated

since:

A separate function between athletics and physical education is not economical because of the necessary duplication of facilities, staff and equipment.³⁷

Dannehl, in his study of the organizational climate was able to classify physical education administrative units into four categories:

1. The Physical Education Department is within the College of Education;
2. The Physical Education Department is within the administrative structure of the Faculty of Fine Arts;
3. Physical Education forms its own school with a head of the department;
4. There is a Faculty of Physical Education with a dean as the administrative head.³⁸

As a result of this study and the other three to be cited, researchers have achieved methods of categorizing the study of departments within an educational institution.

From a survey of the pattern of administration and organization of physical education and athletics in forty selected American colleges, Woodbury concluded that ninety-one per cent of the sample utilized one of five categories. These classifications are as follows:

1. The athletic director is over the physical education department;
2. The head of physical education is over athletics;
3. The dean of the College of Education is over athletics and physical education;
4. There is a separate administration for athletics;
5. There is separate administration for physical education.³⁹

Employing Marshall's classification of the structural relationship between athletics and physical education five hundred and seventy respondents indicated no difficulty in describing their departments and

seven indicated some difficulty.⁴⁰ The four types of relationships are:

1. Athletics are a function of the Physical Education Department with the same person at the head of both;
2. The Athletic Department is a function of the Physical Education Department with a Director of Athletics responsible to the Director of Physical Education.
3. The Athletic Department is a separate and autonomous department with a co-ordinated relationship with the Physical Education Department, such as staffing, facilities, and equipment usage;
4. The Athletic Department is a separate and autonomous department with no ties to any other department within the university.⁴¹

Moriarty⁴² grouped the athletic departments of the Ontario Quebec Athletic Association (OQAA) using substantially the same four divisions as Marshall. His only change was in the last division where he considered universities having no physical education department but with totally autonomous athletic departments. This, the author felt, was a more accurate description of the Canadian situation. According to his findings, all universities were able to describe themselves according to one of the four types. Due to the development of physical education and athletics in the OQAA, Moriarty concluded,

The athletic directors of the OQAA reject Type 1 and Type 4, maintaining that the demands upon a single person serving as director of physical education and inter-collegiate athletics 'makes too big the single position, and that the complete separation of . . . [the two . . .] leads to 'too much duplication in personnel, facilities and equipment.' In addition several athletic directors rejected Type 4 because it suggested divided interests and objectives between physical education and athletics.⁴³

Generally these studies attempted to identify the variety of situations in athletic administration. Accordingly, as a result of previous inquiry, any effort to investigate the organizational situation of the

athletic departments in Ontario universities must adopt some form of continuum: represented by complete integration of physical education and athletics at one end, and complete segregation at the other extreme with some focus on authority.

Authority

Authority relationships are an integral component of organizational behaviour, for any organization has some structure of authority.⁴⁴ Authority seems to grow out of a dynamic reciprocal relationship between the leader and the subordinates, in which the perceptions and skills of the followers play a critical role in defining and legitimating the authority of the superior.⁴⁵ For as Newman pointed out,

Administrative organization, by very nature, creates superior-subordinate relationships, and it also creates a variety of departments that are intimately related.⁴⁶

Merton contended that in accordance with these relationships, authority is also based upon hierarchial office. To be specific,

Authority is the power of control [over the actions of subordinates] which derives from an acknowledged status, inherent in the office, and not in the particular person who performs the role.⁴⁷

Consequently, once a person becomes a member of an organization, he predisposes to accept orders given him by persons conceded as his superiors by their position in the formal organizational chart. As March and Simon pointed out, when a person becomes a subordinate within an organization,

. . . he accepts an authority relationship . . . he will accept as the premises of his behaviour, orders and instructions supplied to him by his superior.⁴⁸

According to Prethus, recognition of this authority rests essentially upon four interlocking bases:

. . . the technical expertise of the leader, his formal position in the organization hierarchy, his rapport with his subordinates . . . and the subordinates generalized deference toward authority.⁴⁹

Furthermore, Fiedler contended that these bases concerning the leader-follower relationships can be lumped into two categories:

position power and task structure. An individual's position power would be a result of his position in the hierarchy, while individuals performing a similar task will form their own hierarchial positions.⁵⁰

In the study of authority relationships, the position of the administrator within the organizational hierarchy must be known in order to allow comparisons between different organizations.

Persons who are an equal number of positions removed from the top of the hierarchy will be said to occupy the same level of authority. Thus different organizations have a varying number of levels of authority.⁵¹

Hence to compare individuals with the same level of authority, they must occupy a similar position in the hierarchial order of their organization. Theorists put forth that the presence of several levels of authority in an organization is a limitation on the number of different items to which any one person can give his attention at one time.^{52 53}

Golembiewski, in his examination of authority, used overlays to depict the authoritative relationships in an organization. The classical theory of authority was the basis for his overlay employing the simplified formal structure.⁵⁴ This classical theory of authority suggested that:

. . . to control, one must provide avenues through which it can function easily and directly. These avenues

we speak of as paths of authority. They pass from the administrators who determine policy, to the executives who are responsible for performance of the policy, and then to the employees who perform the actual operations. ⁵⁵

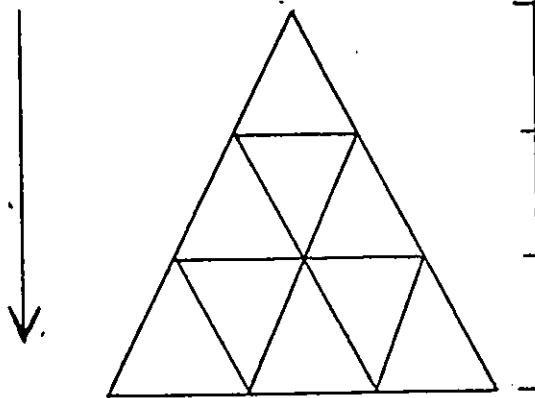
The central component of the overlay is the vertical relationships of formal authority designed to tie the superior and subordinate through an intermediate individual. A simple diagram aids in comprehension of the model. (Fig. 1). Though these lines of the authority hierarchy may be an important characteristic of a business organization, in institutions such as universities and colleges, they do not follow established lines because of privileges exemplified by academic freedom and tenure. Even though the members of one of the horizontal organization classes can not be said to conform to a certain pattern in every organization:

. . . they often have attitudes, values, and interests in common with their fellows [such as coaches] which vary from those of individuals either above or below them in the hierarchy. ⁵⁶

For in a university, although there are often no lines of authority because of privileges such as academic freedom and tenure, the individuals may have interests in common with others (coaches) which would place them similarly according to Fiedler's task structure. The lines of authority would then become lines of communication.

Hierarchial
dimension

Power, Prestige
and privilege
levels



Officer levels

Figure 1. Dimensions of Organizational Structure ⁵⁸

An explanation of the structures of the organization as it is formally defined has already been completed while the lines joining the superior to the athletic administrator and his subordinate must be regarded as lines of authority. (Fig. 1) Therefore, this study will attempt to illustrate differences in the position of the athletic administrator within the university hierarchy, when classified according to the four organizational situations applied by Marshall and Moriarty.

Responsibility.

Every echelon in a formal organization has position responsibilities,⁵⁹ which Barnard referred to as the functions of that capacity.⁶⁰ In the field of athletics, the practical responsibilities of the administrator were examined;^{61 62 63 64} but apparently, no research was undertaken at a more theoretical level.

Theorists in other areas of administration concluded that although a person can delegate authority, he is not able to delegate responsibility. The individual at the top of the hierarchy can give a subordinate authority to attempt a task but it is the former's responsibility that it be completed. Despite this fact being "one of the most recognized principles in organization," it was found that in accepting the authority to do a task, a subordinate will often intrinsically accept partial responsibility.⁶⁵ Consequently, due to the administrator's position in the hierarchy the variables of authority and of responsibility would appear as important measures in the explanation of the behaviour of the athletic administrator.

Delegation

Traditionally, delegation has been seen as a means of relieving administrators of prosaic details and as a means of developing subordinates for higher level positions.⁶⁶ Organizations must employ delegation because the activity that is required exceeds "the physical and mental capabilities of any one individual."⁶⁷ Decisions are more likely to be made at the appropriate time, more work will be completed, and subordinates will be given the opportunity to advance in the organization if the superior is willing to assume the practice of delegation.

Even though most administrators consider delegation a significant factor for effective administration, many do not completely comprehend the concept.⁶⁸ Several surveys suggested ineffective delegation ranks among the most common management problems.⁶⁹

Although there are only a few studies concerning the effects of delegation, some observations can be made. Shartle's research discovered the person at the top of the hierarchy to be the most important and influential in establishing and maintaining delegation.⁷⁰ Reillé supported this for the ratings of the superior were significant in the system's entire delegation patterns.⁷¹

Another general area of thought believes the efficient leader delegates as much as he can to his subordinates. Campbell⁷² and Stogdill and Scott⁷³ revealed the subordinates perceiving superiors who delegate freely to be better leaders than those who do not. Kahn and Katz, in their studies of managers, found those managers judged most effective by their superiors spent more time on planning and organizing, and delegated more nonmanagerial jobs to their subordinates.⁷⁴ That subordinates tend to avoid superiors who do not delegate

and to seek interaction with those who do was indicated by Stogdill and House's research.⁷⁵

Traylor, in his investigation of junior college chief administrators, found organizational size does not effect the delegatory patterns.⁷⁶ Mawdsley, on the other hand, found larger schools facilitated more delegation than a small school.⁷⁷ Another researcher, Jordan, illustrated that in an organization with a high degree of delegation, there was greater knowledge of the organization's structure.⁷⁸ Thus it would appear that delegation is related to the organizational structure in some manner.

The relationship in authority and delegation in an organization is the connection between superior and subordinate. For although delegation requires a willingness upon the part of the superior to grant power to someone else but to still remain largely accountable for the outcome, it also requires the inclination and ability of the subordinate to accept autonomy and accountability.⁸⁰

On the whole, studies in delegation have been theoretical and experimental in nature.⁸¹ Clearly an effort should be made to explicate some of the generalizations to the practical world.

The complaint that certain members have too much (or too little) authority in relation to their responsibilities is not confined to any one type of organization. The source of this complaint can be usually traced to the division of responsibility and authority by superiors. When superiors assign responsibilities but fail to delegate sufficient authority to act, subordinates are likely to complain that their 'hands are tied.'⁸²

Responsibility Authority Delegation (RAD) Scales

Stogdill and his colleagues hypothesized that the behaviour of a leader can be related to many variables, one of which is the responsibility--authority structure of the organization.⁸³ In their studies, they have concentrated upon the task of developing methods for determining what leaders do, and for measuring the relevant dimensions of organizations. As a result, a battery of research procedures has been developed for studies of leadership in the United States Navy. One of the major techniques now adopted has been the examination of RAD behaviour measured by the RAD scales.

In the scrutiny of RAD behaviour, there have been no studies performing RAD research in athletics or in examining each facet of this type of behaviour. The investigations that have been reported generally focus on school principals, the military and industry.

In these other areas of administration, theorists have been able to conclude that authority is a link between superior and subordinate,⁸⁴ inherent in all organizations.⁸⁵ The study of delegation is even more empirical. There has been a complete lack of uniformity in the collection of data. Researchers who used an interview procedure included Riellé,⁸⁶ Jordan,⁸⁷ and Mawdsley.⁸⁸ Traylor used a questionnaire for the collection of his data,⁸⁹ and Riellé also employed a questionnaire to check on the validity and reliability of his data.⁹⁰

In order to contribute to an expanding body of knowledge concerning administrative theory, the study of behaviour such as authority, responsibility and delegation must "become pragmatic in character."⁹¹

Within the field of athletic administration, there have been numerous episodic disconnected studies in the past, as cited above. A more practical study of authority, responsibility and delegation would blend the theoretical studies of other fields with the pragmatic studies of athletics to advance the systematic accumulation of research findings.⁹²

To satisfy this need, the RAD scales were chosen to enable the study of the athletic administrator's RAD behaviour to supplement the knowledge already amassed in other areas. As Browne pointed out,

. . . the factors measured by RAD scales are particularly important at the executive level and quantitative methods such as these should aid in the analysis and understanding of executive functioning and leadership.⁹³

PURPOSE OF THE STUDY

The behaviour of the administrator often varies in different situations. Most studies attempting to identify the variety of situations of administration in athletics have related the athletic department to the physical education department within the university. The rationale behind this relationship is to eliminate duplication of facility and personnel.

By studying the behaviour of the leader within an organization, researchers contended that the probing of the power structure is essential. When inquiring into the power structure or authority relationships of an organization, people occupying equal positions of power should be similar. Within the university, however, there would be little position power because of the relative freedom of the individual, but the task structure would be much stronger due to common interests,

such as coaching. Therefore, the study of lines of authority would be informative even though they would in fact be lines of communication. In a situation where there would be little position power, there would have to be much delegation of authority.

Based upon the review of the literature just completed, the purpose of this study is to demonstrate that the behaviour of the athletic administrator is influenced by the organizational situation of his department. More specifically, this study will illustrate the differences in the perception of the RAD behaviour of the athletic administrator from three levels of the organizations' personnel, in the four different organizational situations of the Ontario University Athletic Association (OUAA).

HYPOTHESIS

The hypotheses, formulated following the review of the relevant literature, deal with the dependent variables, the perceptions of the responsibility, authority and delegation behaviour by the superior, the subordinate and the athletic administrator against the independent variable, the organizational situation.

More specifically, the following null hypotheses are:

1. There will be no significant difference in the perceived responsibility, authority, and delegation behaviour of athletic administrators when classified according to organizational situation;
2. There will be no significant difference in the perceived responsibility, authority, and delegation behaviour of the athletic administrator whether classified by his superior, himself or his subordinates;
3. There will be no significant difference in the perceived responsibility, authority, and delegation behaviour of

the athletic administrator within each organizational situation.

Hypothesis one, concerning the situational nature of RAD behaviour was derived from Stogdill's review of the literature dealing with leadership prior to 1949.⁹⁴ Shartle also shared this conclusion⁹⁵ and in amending Morris' and Seaman's model for the study of leadership,⁹⁶ he cited situation patterns of an organization as an independent variable and leader behaviour dimensions as a dependent variable.

Oslund's work found that delegation could be positively or negatively affected by the authority structure of an organization.⁹⁷ Conversely, Mawdsley concluded that organization structure did not affect the delegation patterns of the leader.⁹⁸ In his investigation of physical education department chairmen of universities and junior colleges, Olafson discovered that the perceived leader behaviour differed in the two organizational types.⁹⁹ Schroeder too cited organization structure as affecting the leader's behaviour.¹⁰⁰

Scott, in his work on leadership and perception of organizations, gave impetus for the second hypothesis, since he hypothesized the immediate superior tended to be a reference point for the identification of organizational relationships (responsibility, authority, delegation). He thus concluded that perceptions of the leader's behaviour follow the lines of authority and responsibility unique to his organization.¹⁰¹

Jaynes, however, deduced there was very few differences between the perceptions of a leader by others in his organization.¹⁰² His work also related to the first hypothesis as his conclusions found variance in performance by the leader to be closely related to the type of organization in which his position was located.

The third hypothesis was formulated from many studies pertaining to the perceptions of superiors and subordinates. Scott in the military,¹⁰³ Browne in industry,¹⁰⁴ and Olafson¹⁰⁵ and Bondy¹⁰⁶ in physical education were able to conclude that the perceptions of a leader's behaviour by his subordinates differed from those of his superior.

LIMITATIONS

The study employed a field survey research method resulting in the recognition of several limitations. The study was confined to an analysis of perceived RAD behaviour of athletic directors, as described by themselves, their immediate superior and by staff members within their department. The descriptions were limited to a particular situation, at a certain point in time. The study attempted to control for the frankness of the respondents by appealing for honest responses, assuring the anonymity of the respondents, and by emphasizing the importance and usefulness of the research.

The fact that there are sixteen universities in Ontario was also a limitation (Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, McMaster University, University of Ottawa, Queens University, Royal Military College, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfred Laurier University, University of Windsor, York University). Even though this could be seen as an advantage, Stogdill asserted that any study containing an "N" of less than twenty-five must be considered inconsequential. According to his rationale, a researcher truncates his range of scores by using an

instrument such as a scale and utilizing a small sample further restricts the scores, giving a non-representative survey.¹⁰⁷ However, in this case the population of sixteen institutions is not a sample but is rather the entire population.

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Chapter 3

METHODOLOGY

The Responsibility, Authority and Delegation (RAD) scales constitute one segment of a body of procedures developed by the Bureau of Business Research at Ohio State University.¹ The RAD scales were designed to measure the phenomena as perceived by the person being evaluated, or as perceived by another who knows him well enough in an occupational setting, such as an immediate superior or subordinate. The instrument consists of six scales, each containing eight statements. Scales I and IV are used to measure the perceived level of responsibility; scales II and V are for the measurement of perceived level of authority; and scales III and VI measure the perceived level of delegation. See Appendix A for the instrument.

A synopsis of the development and historical background of the instrument can be found in Appendix K. With research instruments such as the RAD scales, no claim can be made for validity because the responses to the scales merely represent what the subject is willing to declare about the behaviour being measured. One way of ensuring this honesty of response is by making all responses anonymous. Even if some perceptions are distortions of the actual situation, they are at least a measure of the preception as the individual expects it should be.²

Survey Procedure

At the annual meeting of the Ontario University Athletic Association (OUAA) Athletic Directors held in April of 1973, each athletic administrator was given the following: a research prospectus (Appendix B); a Request-Return Form (Appendix C); an Organizational-Situational Form (Appendix D); and a Superior-Subordinate Form (Appendix E) together with a stamped self-addressed envelope. Any administrator who failed to return the material after two weeks was sent a second letter inquiring about his intentions. (Appendix F).

Using the Superior-Subordinate Form, the individuals listed as coaches, including the athletic administrator, were sent a letter (Appendix G); a prospectus (Appendix H); a copy of the RAD scales (Appendix A); and a self-addressed stamped envelope. This material was then returned to a confederate who had agreed to act as an anonymous recorder. If the scales were not received after three weeks, a postcard (Appendix I) was sent as a reminder, by the anonymous recorder.

Classification of the Universities

Using the Organizational-Situational Form (Appendix D), each athletic department was categorized according to its relationship with the physical education department within the university. This classification was completed by the athletic administrator (Table II).

TABLE II

Organizational Situation: the relationship between
Athletics and Physical Education as perceived
by the Athletic Administrator

Name of University	Organizational Situation (OS)			
	OS I	OS II	OS III	OS IV
Brock University		X		
Carleton University				X*
University of Guelph			X	
Lakehead University			X	
Laurentian University		X		
McMaster University		X		
University of Ottawa		X		
Queens University		X		
Royal Military College				X*
University of Toronto			X	
Trent University				X
University of Waterloo		X		
University of Western Ontario		X		
Wilfred Laurier University			X	
University of Windsor		X		
York University			X	
Total	0	8	5	3
Percentage		50.0	31.3	18.7

Selection of Respondents

The individual on the Superior-Subordinate Form (Appendix E) identified by the athletic administrator as being directly above him was considered the superior for the purpose of the study.

Initially, the head coaches of the hockey, basketball, football, swimming, and track and field teams were to be considered as the subordinates. However, in many of the member institutions of the OUAA some of these sports were not part of the athletic program. Upon consulting the Blue Book of College Athletics³ all the intercollegiate sports played by men at each institution were assigned numbers, and then five numbers were selected from a table of random numbers. The coaches of the sports corresponding to these numbers were considered the subordinates for the purpose of the study.

In the research completed in the Ohio State Leadership Studies, the experimenters have been able to conclude that the subordinate's perceptions of a leader's behaviour are more reliable than those of his superior.⁴ They were able to hypothesize this on the assumption that a subordinate would be more directly involved with the behaviour of the leader. It is for this reason that the respondents consisted of one superior, plus five subordinate perceptions, and a self-perception of the RAD behaviour of the administrator. The setting of the number of subordinates at five was not a random choice, but was felt to be a sample size large enough to give standard findings.^{5 6} A total of 106 respondents completed the information (Table III).⁷

ANALYSIS OF DATA

Scoring the Instrument

The scoring key was the same for each of the six RAD scales. The scores for each item can be found in Appendix L. The score for responsibility was the sum of the four items checked in Scales I and IV and divided by four. An example being:

$$R = \frac{\text{Scale I (2 items)} + \text{Scale IV (2 items)}}{4}$$

The same procedure was used to compute the A and D scores.

TABLE III

Number and Percentage of Respondents
Who completed RAD Scales

TYPE OF RESPONDENT	TOTAL NUMBER OF RESPONDENTS POSSIBLE	NUMBER OF RESPONDENTS EMPLOYED IN STUDY	PERCENTAGE
Subordinates	80	75	93.7
Athletic Administrator	16	16	100.0
Superior	16	15	93.7
Total of respondents	112	106	94.1

Transposition of Data

Once all the tabulated scores were computed, they were manually punched onto IBM computer cards. The identification of the respondents and the total number of scores for each scale were also transposed onto a set of IBM computer cards and fed into an IBM 360-75 computer. A complete record of the raw scores can be found in Appendix J.

Statistical Analysis

A two-way analysis of variance, which accounted for the unequal number of observations in each cell, was employed to test for main effects.⁸ To determine whether a least square or unweighted main effect solution was to be carried out a test for nonadditivity was performed in the analysis of variance.⁹ The Scheffé multiple comparison test¹⁰ was utilized to locate the source of variance when significant F ratios were determined.¹¹

Conventionally, the alpha level has been set at .05 and .01 level, based on the notion that the Type 1 error is undesirable and should be avoided. However, in the "behavioural sciences both types of error may be equally important in exploratory work."¹² For example, concluding that an experimental effect is not significant may result in an experimenter discontinuing a promising line of research, whereas a Type 1 error would mean further exploration down a futile path. Usually this has been solved by falling back on accepted conventions ($\alpha = .05$ or $.01$) instead of decision rules which best fit the purpose of the study.¹³ For these reasons the alpha level for this study could be set tentatively much higher ($\alpha = .10$) than convention because the beta error is more important here due to the exploratory nature of

the study. Another aspect that must be considered when establishing the alpha level is the size of the sample, which in this case is quite small ($N = 16$) although it is in fact the entire population. Thus, the alpha level will be set at .05. Although the RAD Scales have been checked for reliability, areas of studies such as educational institutions are not pure scientific research laboratories and the significance of data should not be rejected because it does not fit the norms of the laboratory.

FOOTNOTES

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Chapter 4

RESULTS

As previously mentioned, the sample consisted of one hundred and six respondents. Six subjects failed to complete the scales; one superior from organizational situation (OS) II and five subordinates, two each from (OS) II and (OS) III and one from (OS) IV. All sixteen institutions which have playing privileges in the OUAA were included in the research analysis. The analysis involved determining significant differences caused by the independent variable, the organizational situation, on the dependent variable the RAD behaviour of the administrator. The presentation will be divided into two sections corresponding to the hypotheses postulated for the study. The results will be summarized at the end of the chapter.

RAD Behaviour and Organizational Situation

An analysis of variance (ANOVA) with a (3X3) design was employed to determine if significant differences existed in the overall perceptions of RAD behaviour when the athletic administrators were grouped for analysis according to organizational situation. The Authority Scale was found to be significantly different among each of the organizational situations at the .05 level of significance (TABLE IV). The Scheffé multiple comparison test identified the fourth organizational situation as the major source of variance for the authority variable (TABLE V). The perceptions of the RAD behaviour of the athletic administrator for each of the different situations are represented in Figure 2.

TABLE IV
RAD Behaviour Scales Analysis of Variance:
(Type of Organizational Situation of University)

SCALES	D F	MEAN SQUARES	F RATIO	F LESS THAN
Responsibility	2	.898	1.263	.287
Authority	2	3.208	5.654 *	.005
Delegation	2	1.440	1.138	.325

* Significant at less than .05 level

TABLE V

Scheffé Multiple Comparison Test:
 Significant Differences in Organizational Situation
 of Athletic Department in the University
 (1) Organizational Situation II
 (2) Organizational Situation III
 (3) Organizational Situation IV

SCALES	SOURCE	F RATIO	PROBABILITY
Responsibility	1-2	0.548	0.579
	1-3	0.329	0.721
	2-3	1.216	0.301
Authority	1-2	0.252	0.778
	1-3	5.593*	0.005
	2-3	3.099*	0.049
Delegation	1-2	8.191	0.921
	1-3	0.788	0.457
	2-3	1.079	0.344

* Significant at less than .05 level

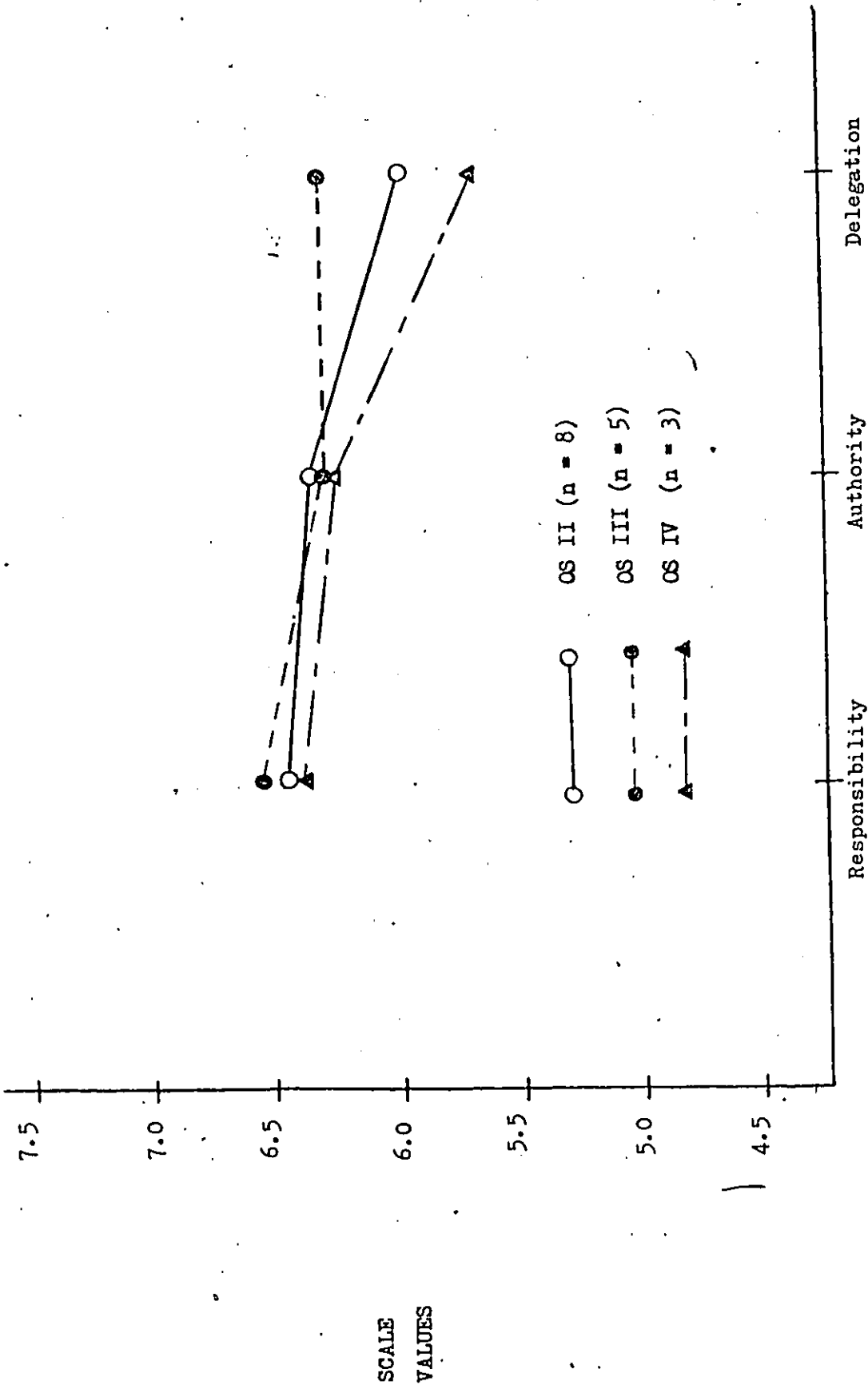


Figure 2. Overall Perceptions according to Organizational Situation

Self, Subordinate, and Superior Perceptions of RAD Behaviour

In the second part of the analysis, significant F ratios were determined among the superior (SS), the athletic administrator (AA), and the subordinates (ss) in each of the RAD scales (TABLE VI). The Scheffé multiple comparison test located a source of significant variance between the self-perceptions of AA and the perceptions of his SS and ss. The test also identified differences between the perceptions of the SS and ss on all aspects of the scale (TABLE VII). Figure 3 presents the perceptions of the RAD behaviour of the three levels of investigation; athletic administrator; superior and subordinate. The perceptions of each level of the organizational hierarchy as they vary in the different organizational situations are presented in Figures 4, 5 and 6.

The self-perception of the athletic administrators, and the perceptions of the superior, and subordinate groups within each type of organizational situation are represented in Figures 7, 8 and 9.

TABLE VI

RAD Behaviour Scales Analysis of Variance:
Athletic Administrator, Superior, Subordinate

SCALES	D F	\bar{X} MEAN SQUARES	F RATIO	P LESS THAN
Responsibility	2	20.541	28.875*	0.000
Authority	2	24.117	42.506*	0.000
Delegation	2	28.602	22.772*	0.002

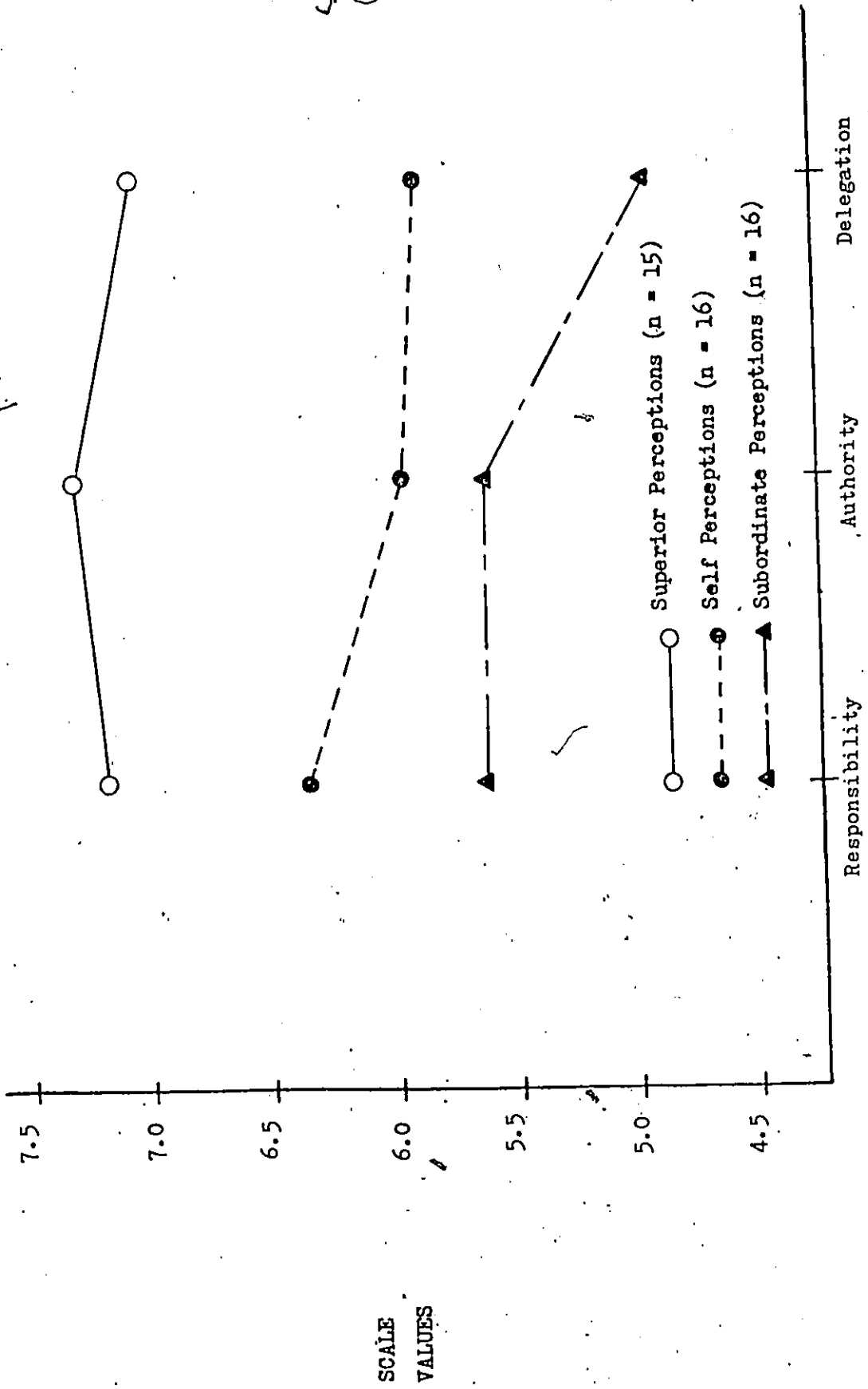
*Significant at less than .05 level

TABLE VII

Scheffé Multiple Comparison Test:
 Perceptions of Athletic Administrator (AA),
 Superior (SS) and Subordinate (ss) for each
 Organizational Situation .

SCALES	SOURCE	F RATIO	PROBABILITY
Responsibility	ss-AA	3.671*	.029
	ss-SS	27.828*	.000
	AA-SS	7.222*	.001
Authority	ss-AA	3.987*	.022
	ss-SS	41.698*	.000
	AA-SS	12.647*	.000015
Delegation	ss-AA	3.571*	.032
	ss-SS	21.646*	.000001
	AA-SS	4.969*	.009

* Significant at less than .05 level



RAD BEHAVIOUR SCALES

Figure 3. Perceptions of the Athletic Administrator.

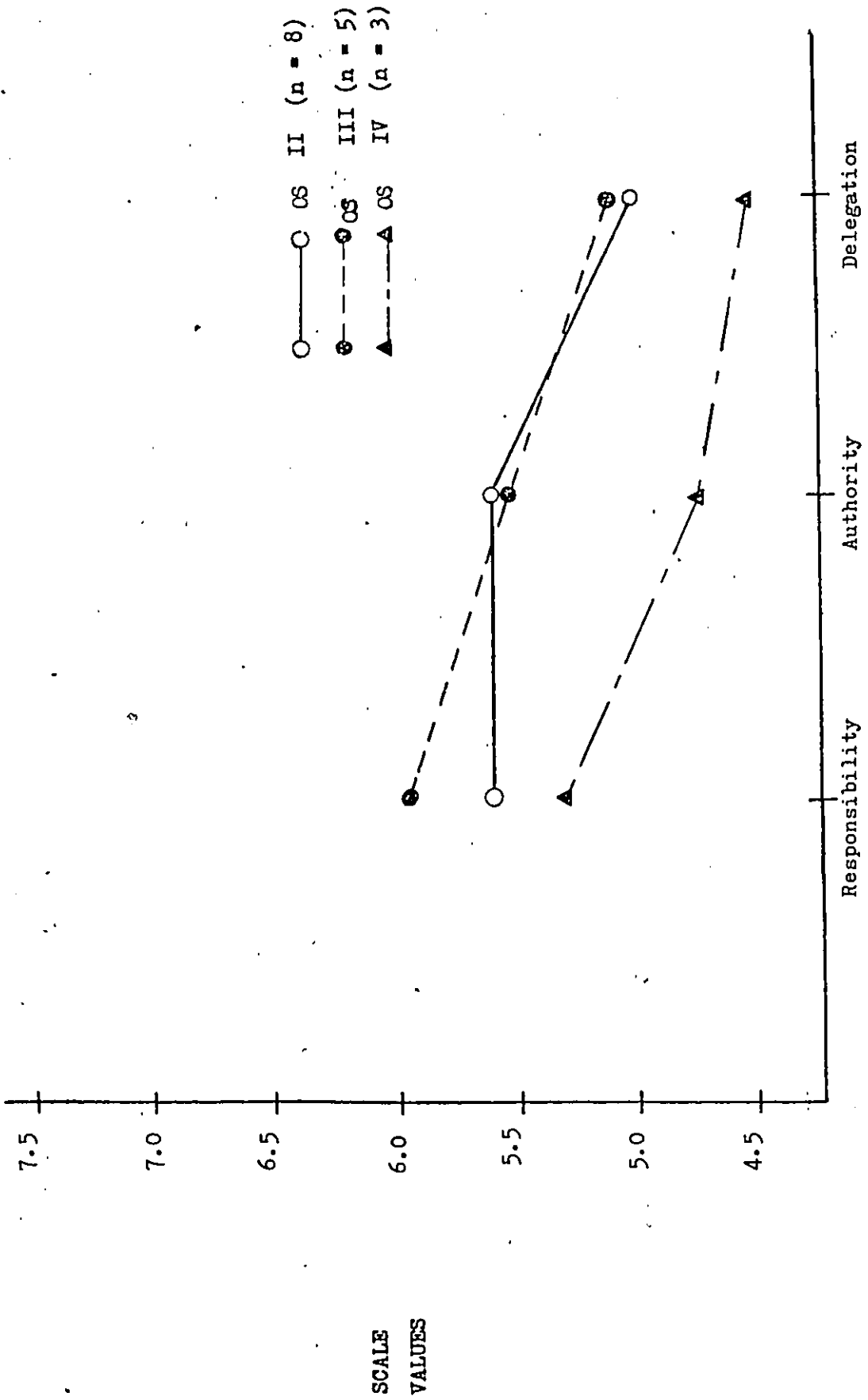


Figure 4. Subordinate Perceptions of Athletic Administrator

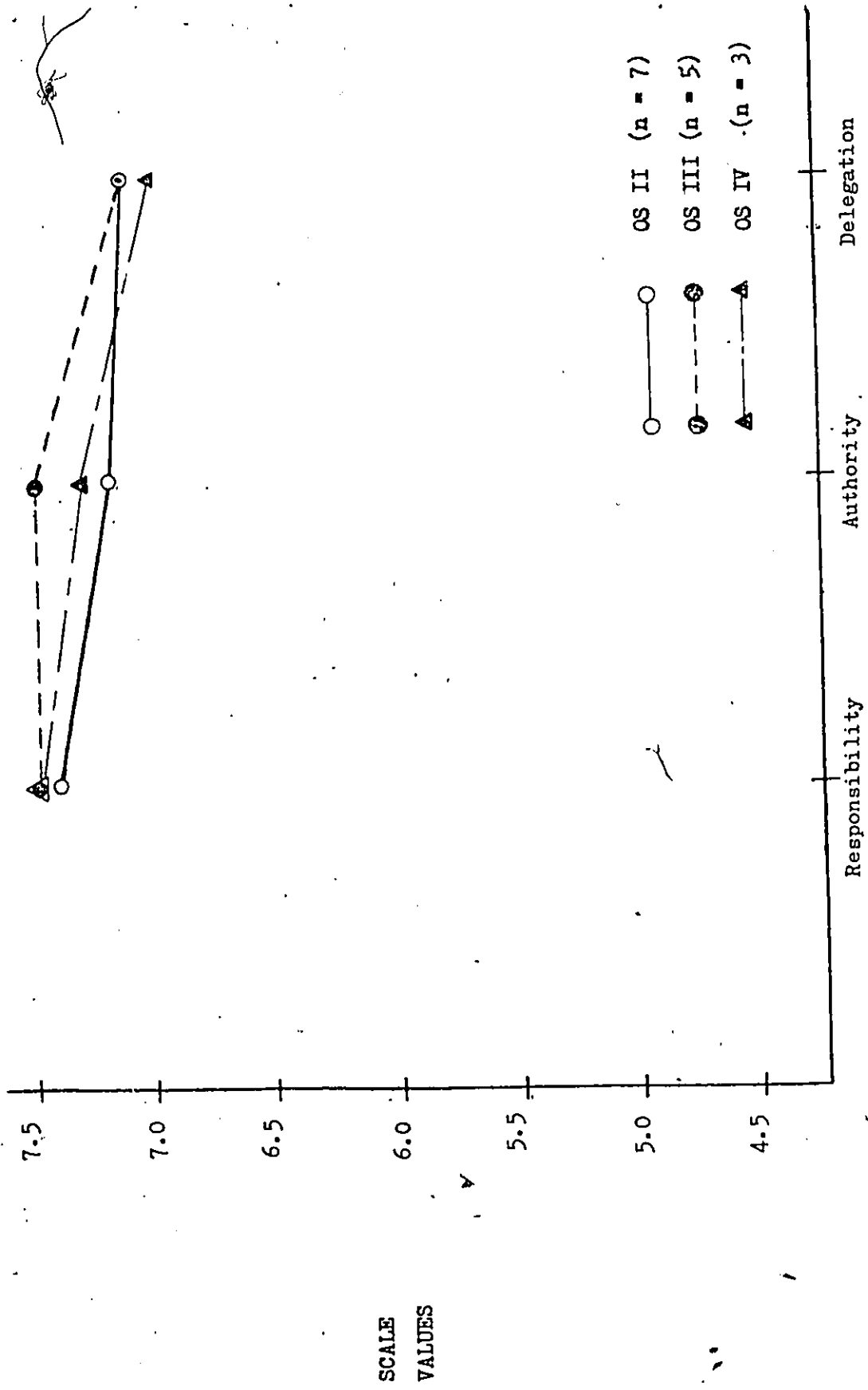


Figure 5. Superior Perceptions of Athletic Administrator

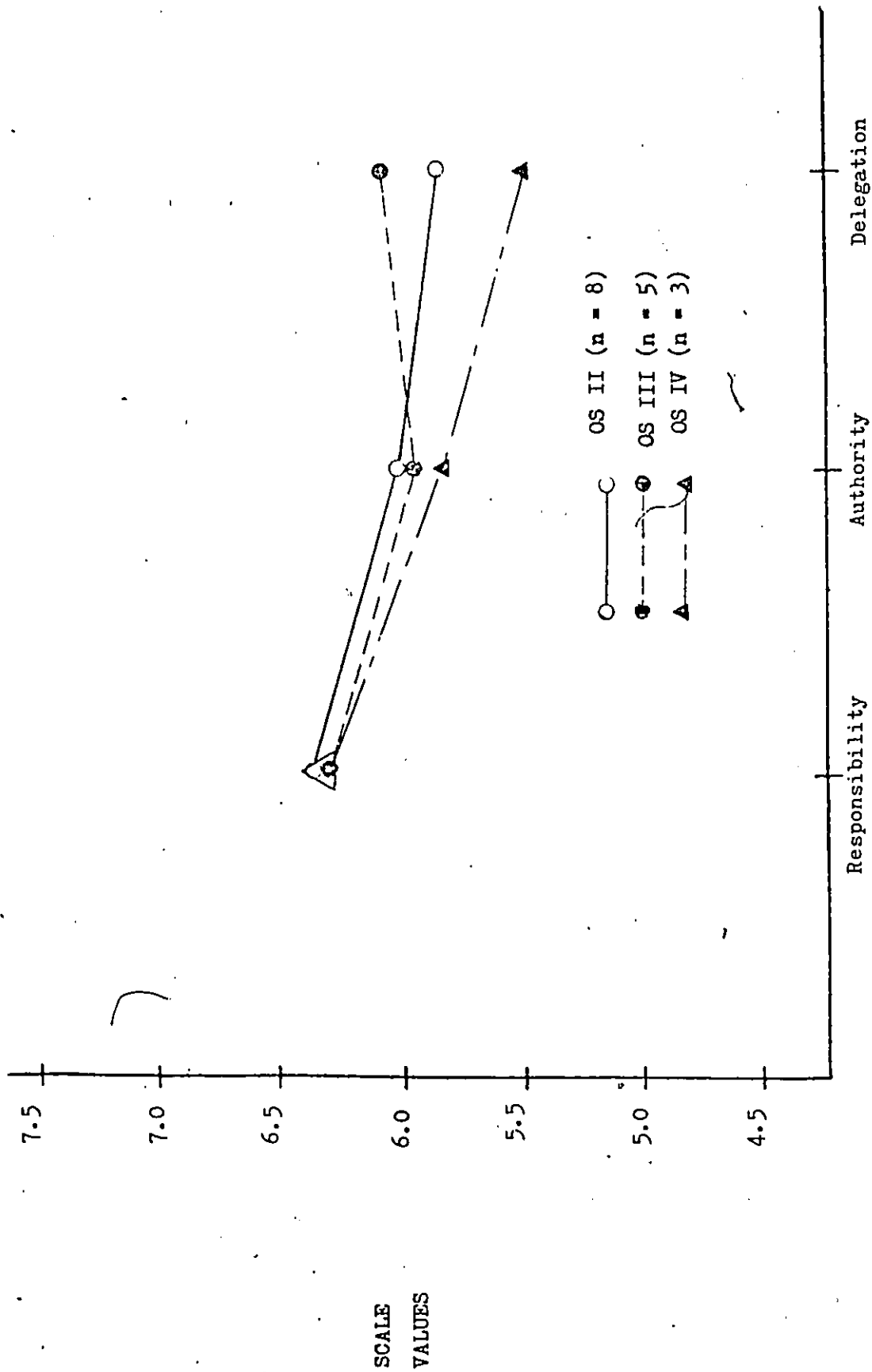
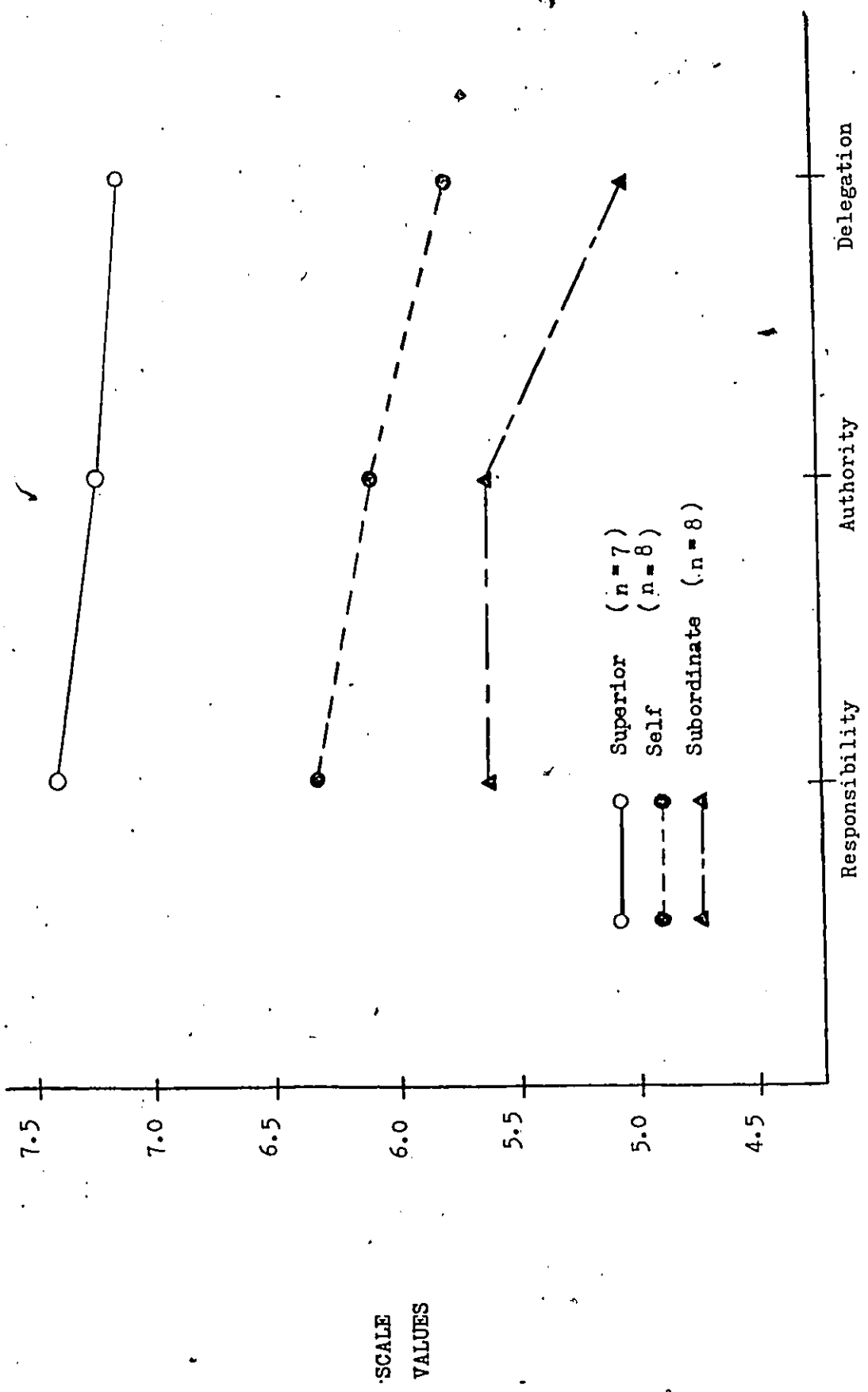


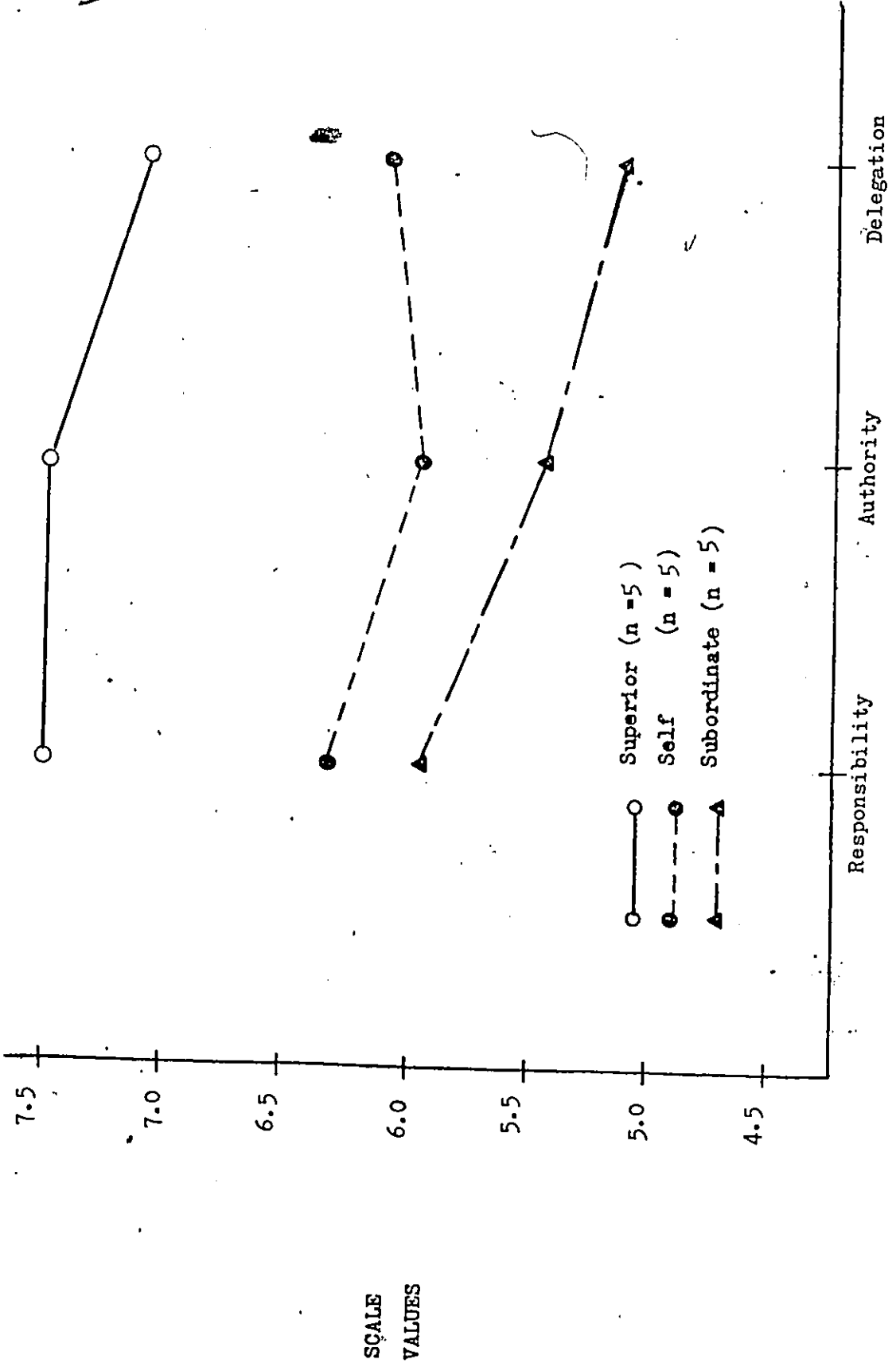
Figure 6. Self Perceptions of Athletic Administrator

RAD BEHAVIOUR SCALES



RAD BEHAVIOUR SCALES

Figure 7. Perceptions within Organizational Situation II.



RAD BEHAVIOUR SCALES

Figure 8. Perceptions within Organizational Situation III.

SUMMARY

Hypothesis #1: The analysis of the organizational situational differences determined a significant F ratio on the authority variable (TABLE IV). The source of variance located by the Scheffé test was the third organizational situation where the athletic department is separate and autonomous department with co-ordinated relationships with the physical education department. These findings supported the partial rejection of the Null Hypothesis.

Hypothesis #2: In the analysis of the differences of the RAD behaviour as perceived by the three levels of the organizational hierarchy, significant F ratios were found for each of the three RAD scales. Scheffé's test found all the contrasts to be significant and thus the Null Hypothesis was rejected.

Hypothesis #3: The analysis of the differences in perception associated with the level of the organizational hierarchy found significant F ratios between the perceptions of self, superior and subordinate, causing the rejection of the Null Hypothesis (TABLE VI).

Chapter 5

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

The blending of the theoretical aspects of responsibility, authority, and delegation with its applied function in the workaday world has been the focus of this research into the administration of athletics in Ontario universities. Investigators have empirically examined the administrative roles in education by employing the concept of the perceived behaviour of the leader; while scant research has been completed dealing with behaviour at a more basic level such as authority, responsibility and delegation relationship. The present study has attempted to examine the perceived RAD behaviour of the head of the athletic department within varying educational hierarchies (i.e. the varying types of relationships between physical education and athletics) of the university, and thereby contribute to the body of knowledge, which is currently developing in the area of administration in physical education and athletics.

CONCLUSIONS

The collected data, when analyzed, provided information which emphasized contrasts associated with the role of the athletic administrator within the athletic department. Based on these findings, and in relation to the hypotheses posed for the study, the following conclusions have been postulated:

1. The RAD behaviour of the athletic administrator as perceived

- by a superior, a subordinate and himself differ significantly;
2. The perceived authority behaviour of the athletic administrator varies significantly with each type of organizational situation;
 3. The RAD behaviour of the athletic administrator varies significantly as perceived by each of the three levels of the educational hierarchies studied.

DISCUSSION

In focusing on a more theoretical basis, administrative researchers in athletics have recognized a need for a more general approach in the study of athletic administration. In doing this, they have examined the methods of other related fields of study, the most noteworthy being the study of leadership. An understanding of leadership or the behaviour of the leader in different organizational situations is necessary to accumulate empirical knowledge in the science of administration.

In general, different situations require varying types of leadership and authority behaviour; since they form an influence syndrome in organizations which makes the separation of the two impossible in a real life situation.¹ The RAD behaviour was perceived to be different in the three different organizational situations (Figure 2). Although only the authority behaviour was found to be significant, similar trends were observed in the perceptions of responsibility and delegation behaviour; and of course, an increase in the size of the population would improve the probability of finding more significant results. A more sophisticated procedure, such as an organizational audit or an indepth study, would better compare the effects of situation on the perceived RAD behaviour.

A successful leader is aware of the wide spectrum of relevant variables and is able to help achieve the goals of the organization.² The officially appointed leader or administrator must form lines of authority with his subordinates in order to have control within the organization.³ An effective leader also realizes that once necessary activity exceeds the capabilities of one individual there must be delegation.⁴ As the athletic administrator delegates more authority to his subordinates, he must grant them accountability and in turn they must accept autonomy and accountability.⁵

The needs of the athletic administrator today include assistance in establishing a professional frame of reference developed through an understanding of the philosophies of his profession.⁶ He is often in a position bombarded by many viewpoints. An example could be intercollegiate football; expenses have inflated rapidly,⁷ the professional ranks are of a higher calibre, the university's administrator set limits, the CIAU has its restrictions and the alumni have their expectations. Theoretically, some format should be established for the practical resolution of these conflicts.

Examining the results of the study, it was found that the main source of variance on the authority variable was the third organizational setting in which the athletic department was a separate and autonomous department. In varying from the other situations which listed the athletic department as a function of the physical education department or vice versa, the differences could be caused by one of many reasons. In a situation such as an autonomous athletic department, goals such as winning could be so important that the organization would tend toward a business type of organization (where profit is the

goal) rather than the mutual benefit type of organization such as a university where a service is provided. If this were the case, the administrator could possibly restrict his delegation of authority because of his fear of failure by his subordinates or by himself which is supported by Oslund's conclusions.⁸ In a situation where the "win at all cost" attitude would prevail, an administrator would have difficulty attempting to meet the need satisfactions of his subordinates as far as delegation of authority were concerned. The necessity of meeting the goals of the organization would facilitate only a very bureaucratic type of authority.

Effective leadership is said to exist when the members at all levels of the organization are making the maximum contribution in carrying out their tasks essential to the success of the enterprise.⁹ In making this maximum contribution, subordinates must have an adequate scope of action (authority) delegated by the superior.¹⁰ There were significant differences in the perceived RAD behaviour among the three levels of the educational hierarchy; administrator, superior, and subordinate. The superior and subordinate descriptions of the RAD behaviour were consistent with previous studies.^{11 12 13 14} The superior perceptions were much higher than those of subordinates on each of the responsibility authority and delegation scales. The reason for the contrast could be that the superior is not directly affected by the RAD behaviour of the administrator and thus can not be expected to present an accurate description of the behaviour. However, the subordinates who are the focus of this behaviour would be expected to perceive the RAD behaviour practices of the administrator more accurately

because demographically they are much closer to the administrator than the superior would be.

The administrator's view of their actual RAD behaviour consistently varied from the perceptions of their subordinates indicating some lack of communication between the two levels of the organization. Another reason for this discrepancy in descriptions might be a misunderstanding of the delegatory processes by the administrator. A general rule seems to be the larger the department the greater the possibility of delegation due to the physical limitations of one person within the organization. If the administrator didn't understand this, he would reason he was effectively delegating his authority while in fact the perceptions of his subordinates would indicate an inefficient leadership style with little delegation of authority. By limiting this delegation of authority, the administrator is depriving his subordinate of maximally contributing to the effectiveness of the organization.

One explanation for this could be a misunderstanding as to the role of the subordinate. Many coaches within the universities of Ontario are hired on a part-time basis. The athletic administrator tries to limit their responsibilities to help them in their position as a part-time employee but they expect to have more authority; thus there is role conflict.¹⁵

This study has investigated the RAD behaviour within the university athletic hierarchy. Morris,¹⁶ Dennis,¹⁷ and Sprandel¹⁸ investigated leader behaviour in two types of educational hierarchy. There is a need to continue examining the role of the administrator and to begin to research the behaviour at a more basic level; for the theory

derived from this research can then be used by the administrator as a basis for deriving answers or approaches to specific situations.¹⁹

If this review of the literature is indicative of the needs of the desirable administrator, how can a high standard of leadership be advanced in athletics?

1. There is a need to make practitioners and students more aware of the theoretical processes of administration. The lack of delegatory behaviour exemplifies this need.

2. To reduce the conflict within the role of athletic administrator, there is a need to study and compare specific situations to aid the administrator in developing more accurate perceptions of behaviour.

3. The renewed public interest in collegiate athletics necessitates a study of the benefits of an integrated athletic and physical education program versus a separate athletic and physical education program.

4. There is a need to survey current practices regarding the professional preparation of an athletic administrator and provide the best possible training.

5. There is a need to survey and describe what is taking place in the leadership of athletics at all levels of the educational hierarchy. As an exploratory tool, the field survey method of research is ideal as it can be used to generate information, and in exposing the instrument to the respondents it can be used to create an interest and an understanding of the administrative processes.

6. There is a need to link studies completed in the past by attempting a longitudinal examination of behaviour of the administrator in his organizational situation.

RECOMMENDATIONS

As a result of this inquiry the following recommendations are offered for future research:

1. A replication of this study in which a larger sample of administrators is obtained using the five Canadian Intercollegiate Athletic Unions;
2. A comparative study of the perceptions of the RAD behaviour of Athletic Administrators between various levels of the educational hierarchy;
3. A comparative study of the RAD behaviour of Athletic Administrators between institutions varying in cost expenditures (United States versus Canadian Athletic Administrators);
4. A replication of this study in which a larger number of variables are used (e.g. age, experience, size of department, expenditures);
5. A replication of the study in which the perceptions of the RAD behaviour of Athletic Administrators are compared in a longitudinal time study.

FOOTNOTES

¹W. G. Scott, Organization Theory (Homewood, Illinois: Richard D. Irwin, Inc.), p. 200.

²W. R. Nord, "Leadership: A Current Perspective," in Concepts and Controversy in Organizational Behaviour, ed. W. R. Nord (Pacific Palisades, California: Goodyear Publishing Company, Inc., 1972), p. 543.

³R. T. Golembiewski, "Authority as a Problem in Overlays: A Concept for Action and Analysis," Administrative Science Quarterly, 9 June, 1964), p. 28.

⁴P. E. Torgerson, A Concept of Organizations (New York: Van Nostrand-Reinhold, 1969), p. 119.

⁵W. H. Newman, Administrative Action (Englewood Cliffs, New Jersey: Prentice Hall, 1963), p. 182.

⁶D. S. Sprandel, "How Leaders Behave: The College Athletic Director," Canadian Association for Health, Physical Education and Recreation Journal, 40 (1974), p. 46.

⁷A. W. Mathews, Report on Athletics in Canadian Universities (Ottawa: Joint Canadian Intercollegiate Athletic Union and Association of Universities and Colleges of Canada Publication, 1975).

⁸M. G. Osluid, "Elements of Organized Behaviour. A Study of Delegation" (unpublished Ph.D. dissertation, University of Southern California, 1963).

⁹R. M. Stogdill and C. L. Shartle, Methods in the Study of Administrative Leadership (Columbus: Ohio State University Press, 1955), p. 89.

¹⁰Ibid.

¹¹D. H. Bondy, "Perceived Leader Behaviour of Physical Education Department Heads Associated with Situational Variables in Secondary Schools" (unpublished MPE thesis, University of Windsor, 1972).

¹²M. E. Lumley, "Achievement Motivation and Leader Behaviour of Physical Education Administrators" (unpublished M.Sc. thesis, University of Western Ontario, 1971).

¹³G. A. Olafson, "Leader Behaviour of Junior College and University Physical Education Administrators" (unpublished Ph.D. dissertation, University of Illinois, 1969).

14 D. S. Sprandel, "Leader Behaviour: An Analysis of the Athletic Director in Colleges of a Selected Mid-Western Athletic Conference" (unpublished Ph.D. dissertation, Michigan State University, 1973).

15 Personal interview with Doug. Hargreaves, Feb. 17, 1974.

16 L. E. Morris, "The High School Athletic Director: A Comparative Study of Behaviour" (unpublished Ph.D. dissertation, University of Utah, 1971).

17 J. M. Dennis, "Administrative Behaviour of Successful and Unsuccessful Athletic Directors in Small Colleges and Universities" (unpublished Ph.D. dissertation, University of Southern California, 1971).

18 D. S. Sprandel, "How Leaders Behave: The College Athletic Director," CAHPER Journal, 40 (1974: March-April); p. 43.

19 B. M. Gross, The Managing of Organizations (London: Collier-MacMillan Ltd., 1964), p. 284.

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Moriarty, R. J. "Recommended Organizational Relationships Between Intercollegiate Athletics and Physical Education in the Universities of the OQAA." Unpublished paper, Ohio State University, 1969.

E. DIRECTORIES AND REPORTS

Dissertation Abstracts International. University Microfilms, A Xerox Education Company.

The Blue Book of College Athletics for 1972-73. Cleveland, The Rohrich Company, 1972.

Mathews, A. W. Report on Athletics in Canadian Universities. Ottawa, A Joint Publication of the Canadian Intercollegiate Union and the Association of Universities and Colleges of Canada, 1975.

F. INTERVIEWS

Hargreaves, Doug. Coordinator of Men's Intercollegiate Sports, Dalhousie University. Personal taped interview in his office, February 17, 1974.

PREVIOUSLY COPYRIGHTED MATERIAL,
IN APPENDIX A, LEAVES 75-78,
NOT MICROFILMED.

"The RAD Scales", by Ralph M. Stogdill,
Bureau of Business Research, The Ohio
State University. Copyright 1957.

APPENDIX B

PROSPECTUS

The proposed research will provide a description of the athletic administrator's behaviour in the Ontario Universities' Athletic Association (OUAA). This explication will involve the Responsibility, Authority and Delegation (RAD) behaviour as perceived by respondents at three levels in the organization: the superior, the athletic administrator himself, and a group of subordinates. When the data is collected, the results will be analyzed in an attempt to establish relationships between RAD behaviour of the administrator and the organizational structure of his department. Data of this type does not require right or wrong answers but attempts to establish trends from the responses.

Research of overall leader behaviour or specific types of behaviour is relatively new in physical education and athletics. Other academic areas such as business administration, educational administration, and social psychology have employed research of this type to illustrate the effect of organizations situation on behaviour.

Several technical aspects of the proposed research will be presented. First, it should be noted that all the athletic departments in the OUAA will be asked to participate in the study. To illustrate the generalized trends, a majority of the responses from the different universities will be necessary. When consent to the proposal is given,

the administrator will be asked to mark the appropriate item on the enclosed REQUEST FORM. The administrator is also asked to complete the SUPERIOR-SUBORDINATE FORM and the ORGANIZATIONAL SITUATIONAL FORM.

When these forms are returned, the survey instrument, the Responsibility, Authority and Delegation (RAD) Scales will be employed. Each potential respondent will be mailed the RAD Scales which will be used to describe the perceived RAD behaviour of the administrator. An unbiased recorder will be used to ensure the anonymity of the information.

At present the role of the administrator of an athletic program requires a leader who has experience and understands the place of sport and athletics in the educational institution. The proposed research will provide information which may be used in the preparation of these administrators. Thus, the results will contribute to the development of Administrative Theory in physical education and athletics.

Thank you for the time you have spent considering this request, and for completing the enclosed forms.

Sincerely yours

Wayne P. MacDonald

APPENDIX C

REQUEST RETURN FORM

Name of Administrator _____

Title _____

Name of Institute _____

Address of Institution _____

WILL CONSENT

WILL NOT CONSENT

APPENDIX D

ORGANIZATIONAL SITUATIONAL FORM

PLEASE CHECK THE MOST APPROPRIATE BOX (CHECK ONLY ONE TYPE)

TYPE I

In this situation, the Athletic Department is considered a function of the Physical Education Department with one person at the head of both.

TYPE II

The Athletic Department is considered a function of the Physical Education Department with an Administrator of Athletics responsible to the Director of Physical Education.

TYPE III

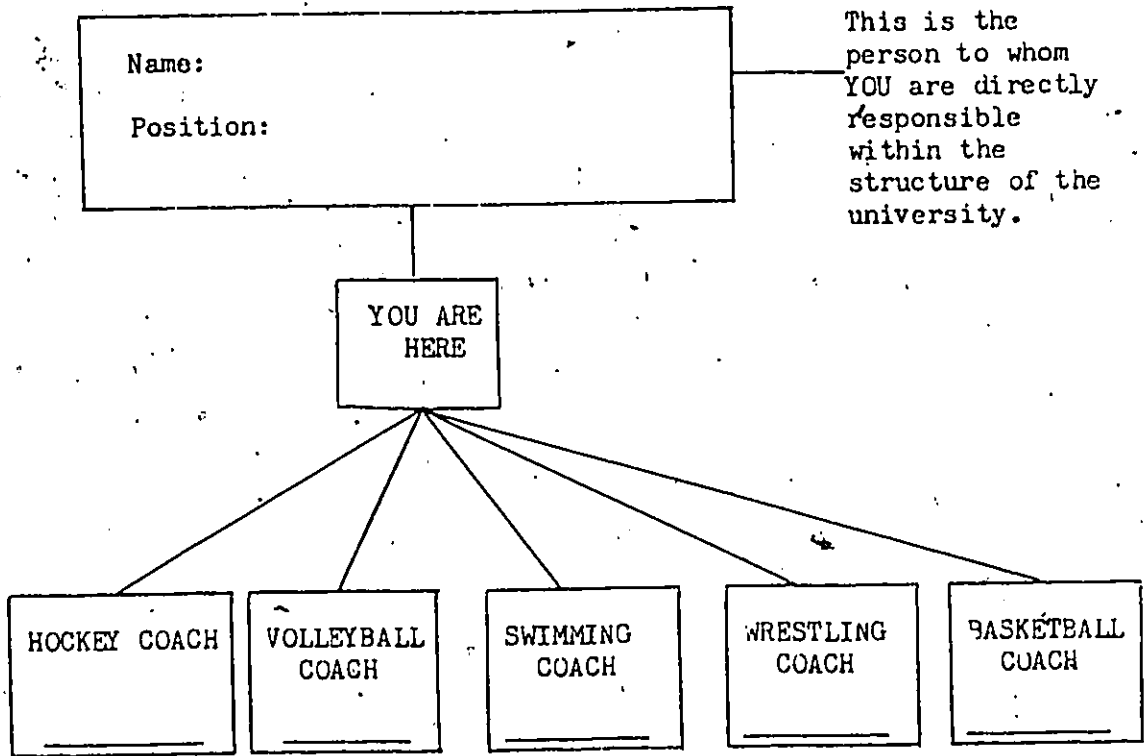
The Athletic Department is organized as a separate and autonomous department with coordinated relationships with the Physical Education Department (i.e. staff, facilities, etc.).

TYPE IV

The Athletic Department is completely separate and autonomous with no administrative relationships to any other department.

APPENDIX E

SUPERIOR-SUBORDINATE FORM



These people are directly responsible to YOU within the structure of your Department.

APPENDIX F

FOLLOW-UP LETTER TO ATHLETIC ADMINISTRATOR

Wayne MacDonald
Faculty of Physical
and Health Education
University of Windsor
Windsor 11, Ontario

Dear Sir:

I am a graduate student at the University of Windsor and am working in the area of leader behaviour.

Dr. R. Moriarty, the Athletic Director at the University of Windsor, circulated a prospectus of the proposed research and several accompanying forms at the O.U.A.A. meetings held in April.

The majority of the material was returned but some are still outstanding. Realizing that this is a busy and hectic time of year, I have enclosed another prospectus and Request Return Form, Organizational Structure Form, and Superior-Subordinate Form as well as a self-addressed stamped envelope.

Thank you for your time in considering this request and completing the material.

Sincerely yours,

Wayne P. MacDonald

APPENDIX G

INTRODUCTORY LETTER TO ALL RESPONDENTS

Apt. 1013, 5885 Cunard St.
Halifax
Nova Scotia
B3K 1E3

Dear Sir:

I am a graduate student at the University of Windsor and am attempting to carry out survey research within the university athletic departments of Ontario.

In the accompanying material you will find: a) a prospectus of the research I would like to perform: b) a copy of the survey instrument: and c) a self-addressed stamped envelope.

The prospectus will provide a general outline of the purpose and methodology of the proposed research. Please read the prospectus and complete the survey instrument. The Responsibility Authority and Delegation Scales will be employed to describe the behaviour of your Athletic Director. The intent of the research is to provide a description of the decision making and communicating behaviour of the athletic administrator. I would like to assure you at this time, that a precaution will be taken during the research, which will not permit the author to identify your specific university or department. Please be assured that the information collected will in no way discredit or injure the department head or the athletic program at your school. My thesis presentation will consider only the generalizations which could be made about the athletic administrators of the Ontario universities.

Thank you for the amount of time you have spent considering this request and completing the questionnaire.

Sincerely yours,

Wayne P. MacDonald

APPENDIX H

PROSPECTUS

The proposed research will provide a description of the athletic administrator's behaviour in the Ontario Universities Athletic Association (OUAA). This explication will involve the Responsibility, Authority, and Delegation (RAD) behaviour as perceived by respondents at three levels in the organization: the superior, the athletic administrator himself, and a group of subordinates. Then the data is collected, the results will be analyzed in an attempt to establish relationships between RAD behaviour of the administrator and the organizational structure of his department. Data of this type does not require right or wrong answers but attempts to establish trends from the responses.

Research of overall leader behaviour or specific types of behaviour is relatively new in physical education and athletics. Other academic areas, such as business administration, educational administration, and social psychology have employed research of this type to illustrate the effect of organizational situation or behaviour.

Several technical aspects of the proposed research will now be presented. First, it should be noted that all the athletic departments in the OUAA will be asked to participate in the study. To illustrate the generalized trends, a majority of the responses from the different universities will be necessary. The athletic administrator has already completed a Superior-Subordinate Form and an Organizational Structure

Form. The individuals listed in the latter will be considered as respondents for the survey. Each potential respondent will be mailed the RAD Scales which will be used to describe the perceived RAD behaviour of the administrator. An unbiased recorder will be used to ensure the anonymity of the information.

At present the role of the administrator of an athletic program requires a leader who has experience and understands the place of sport and athletics in the educational institution. The proposed research will provide information which may establish behaviour trends of the athletic administrators. Thus, the results will contribute to the development of Administrative Theory in physical education and athletics.

Thank you for the time you have spent considering this request and for completing the scale.

Sincerely yours

Wayne P. MacDonald

APPENDIX I

POSTCARD: REMINDER TO RESPONDENTS

5885 Cunard Street,
Apt. 1013,
Halifax, Nova Scotia.

Dear Sir:

In February you received a prospectus of proposed research to be attempted on leadership behaviour of athletic directors in the OUAA. Accompanying this material was a copy of the RAD Scales. Most of this data has been returned but a few are still outstanding. Realizing that in your position you are very busy. I am sending this as a brief reminder.

Thank you again for your time and trouble.

Yours truly,

Wayne P. MacDonald

APPENDIX J

RAW SCORES

	R	A	D
12*	6.00	5.25	5.50
12	6.00	5.00	6.25
12	5.50	6.25	4.50
12	6.00	5.00	6.25
12	5.50	6.25	4.50
12	6.75	5.50	5.00
12	6.00	5.25	5.50
12	6.50	5.50	5.00
12	6.75	5.50	5.00
12	6.00	5.00	6.25
12	5.50	6.25	4.50
12	5.50	6.25	4.50
12	6.00	5.25	5.50
12	5.50	6.25	4.50
12	6.00	5.00	6.25
12	4.00	4.00	2.75
12	6.75	5.50	5.00
22	7.50	6.50	6.50
22	6.00	6.00	5.75
22	6.00	6.00	5.75
22	6.00	5.75	6.25
22	6.00	5.50	6.25
32	7.50	7.50	7.00
32	7.50	7.50	7.00
32	7.50	7.50	7.00
32	7.50	7.50	7.00
32	7.50	7.50	7.50
13	5.50	5.25	4.50
13	4.75	5.50	4.50
13	7.00	6.50	5.75
13	6.50	4.50	6.00
13	4.50	4.00	4.50
13	5.50	6.25	4.50
13	5.25	3.75	4.50
13	4.75	5.50	5.25
13	6.50	4.50	5.75
13	5.00	4.00	4.50
13	4.75	5.25	5.25
13	5.00	4.00	5.50

13	5.00	4.00	6.00
23	6.50	6.00	5.25
23	6.00	5.50	5.50
23	6.50	6.00	5.75
33	7.50	7.00	6.00
33	7.50	7.50	7.50
33	7.50	7.50	7.50
11	5.25	5.00	6.00
11	5.25	6.25	4.75
11	5.00	4.75	4.50
11	3.50	5.50	4.00
11	7.50	7.50	4.50
11	7.00	6.25	7.25
11	7.00	5.75	7.00
11	7.50	6.50	7.25
11	5.50	5.25	5.25
11	4.00	3.50	7.00
11	5.00	4.50	3.00
11	4.75	4.50	6.75
11	6.00	5.50	7.00
11	5.00	5.50	5.00
11	5.75	5.50	2.50
11	6.75	6.25	3.50
11	4.75	4.50	6.75
11	5.50	5.25	5.25
11	6.00	5.50	7.00
11	6.00	5.50	7.00
11	5.00	4.75	4.50
11	5.00	5.50	5.00
11	5.00	5.50	5.00
11	6.75	6.25	3.50
11	5.25	6.25	4.75
11	6.75	6.25	3.50
11	5.25	6.25	4.75
11	6.75	6.50	3.50
11	4.75	4.50	6.75
11	6.00	4.50	6.75
11	5.50	5.25	5.25
11	5.25	6.50	4.75
11	4.50	4.50	4.50
11	7.50	7.50	4.50
11	6.75	6.75	6.50
11	3.50	5.50	4.00
11	7.50	7.50	7.50
11	5.25	6.25	4.75
11	5.00	5.55	5.00
11	5.75	5.50	2.50
21	6.75	6.75	6.50
21	4.75	5.50	4.50
21	4.50	5.50	4.50
21	7.50	5.50	5.75
21	7.50	6.00	6.25

APPENDIX K

THE HISTORICAL DEVELOPMENT OF THE RAD SCALES¹

In the initial construction of the RAD Scales, a large number of items were collected describing different degrees or levels of responsibility (R). A second set of items described authority (A) and a third set described delegation (D). More than twenty-six hundred items were collected from staff members of the Personnel Research Board, businessmen, military personnel and graduate students in Industrial Psychology. After the items were edited, separate sets of items were prepared for measuring RA and D. Each item in these sets was then rated on a 0 to 8 scale, with the item describing the highest degree of responsibility (authority or delegation) being given scale values of 8. Items describing the lowest degree of the behaviour were assigned a scale value of 0; with all other items assigned intermediate scale values, and 4 representing a neutral description (neither high nor low).

A modification of Thurstone's method of equal appearing intervals was used to compute the average scale values. In a Thurstone-type scale, an arbitrarily selected extreme of the scale is assumed to represent a 0 point on the continuum. For the RAD scales it cannot be assumed that the zero points of any two scales, even though they measure the same continuum (that is, responsibility), occupy the same point in

¹taken from RAD Scales Manual.

21	5.75	6.50	6.25
21	7.00	6.50	6.00
21	6.75	6.75	6.50
31	7.50	7.50	7.50
31	7:00	6.00	5.00
31	7.50	7.50	7.50
31	7.50	7.50	7.50
31	7.50	7.50	7.50
31	7.50	7.50	7.50
31	7.50	7.50	7.50
12	6.00	5.25	5.50
12	6.75	5.50	5.00
12	6.00	5.00	6.25
12	5.50	6.25	4.50

- * 11 The perceptions of a subordinate in Organizational Situation (OS) II
- 21 The self perceptions of an athletic administrator in OS II
- 31 The perceptions of a superior in OS II
- 12 The perceptions of a subordinate in OS III
- 22 The self perceptions of an athletic administrator in OS III
- 32 The perceptions of a superior in OS III
- 13 The perceptions of a subordinate in OS IV
- 23 The self perceptions of an athletic administrator in OS IV
- 33 The perceptions of a superior in OS IV

a universe of such scales. Thus, a scale of 6.5 on one scale can not be regarded as necessarily equivalent to a score of 6.5 on the other scale.

By ordering the items on a continuum, the scaling method merely separated them by somewhat less than one full scale step on the average. The numbers 1 to 8 replaced the computed scale values of the items in order to avoid the appearance of a degree of accuracy and refined which was not present in the scales. The correlation between scales obtained with the substitute scale values and scores obtained with the computed scale values was .99+ for two different samples.

The RAD scales were revised nine different times in order to improve reliability. In the final forms, the maximum possible range of scores was from 1.5 to 7.5. Since higher scale values tend to be checked by subjects, the range of scores is further reduced. With scores so markedly attenuated, it is difficult to obtain high reliability coefficients. The Reliability Coefficients (corrected by the Spearman Brown Formula) when the average of two items checked in Scale I (R) is correlated with the average of the two items checked in Scale IV (R), and similarly for the A and D Scales, are shown in TABLE I.

Another source of evidence relative to the Scales' reliability was provided by organizations which were studied on two separate occasions. A Naval Command Staff was studied twice, with one month between tests. The test-retest correlations for the thirty-two officers who completed the scales on both occasions were .62 for R, .55 for A and .73 for D. The researchers felt it was probable that the correlations had been lowered by changes in the organization.

TABLE I

Reliability Coefficients for RAD Scales*

TYPE OF ORGANIZATION	NUMBER OF SUBJECTS	RELIABILITY COEFFICIENTS		
		RESPONSIBILITY SCALES I vs. IV	AUTHORITY SCALES II vs. V	DELEGATION SCALES III vs. VI
Air Station	39	.83	.72	.73
Submarine	69	.60	.57	.83
Command Staff	22	.70	.75	.79
District Staff I	34	.73	.82	.60
District Staff II	33	.70	.68	.90
School Principals	73	.88	.81	.78

* Chart taken from RAD Scales Manual.

APPENDIX L

SCORING KEY

Item Number	Scale Value
1	8
2	7
3	6
4	5
5	4
6	3
7	2
8	1

VITA

NAME

WAYNE PETER MACDONALD

BIOGRAPHICAL DATA

Place and Date of Birth: Sudbury, Ontario
July 23, 1948.

Education: B.P.ed. Dalhousie University, 1972
M.P.E. University of Windsor, 1975

TEACHING EXPERIENCE

1973 to present: Physical Educator, Oxford School, Halifax, Nova Scotia
1972-73 Teaching Assistant, Faculty of Physical and
Health Education, University of Windsor, Ontario

PROFESSIONAL EXPERIENCE

1973 Research Assistant, Faculty of Physical and
Health Education, University of Windsor, Ontario

MEMBERSHIPS

1973 to present: Nova Scotia Teachers' Association for Physical
Education

1975 Member of CAHPER

HONORS AND AWARDS

1968 Lord Strathcona Scholarship