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ABSTRACT

The effect of environment factors in producing change in the management/personality styles of department chairpersons was examined in this study. The study group, consisting of department chairpersons at Valencia Community College (Florida), and a comparable control group, were administered pre-tests and post-tests on the Myers-Briggs Type Indicator and the Reddin 3-D Management Style Diagnosis Test. Additional information was obtained through interviews with the chairpersons. Treatment on the study group consisted of seven planned management training sessions. In addition, the effects of seven unplanned critical events (statewide budget cut, imposition of enrollment cap, etc.) on both the study group and control group were analyzed. Findings indicated that the training sessions and unplanned critical events had no effect on the department chairpersons' management/personality styles. Additional findings underscored the importance of role definition for department chairpersons and the effects of increased responsibilities. Recommendations were derived for the improvement of educational practices in three areas: training, involvement, and evaluation. Statistical data generated from the study are appended as is a document on the roles and responsibilities of department chairpersons at Valencia developed during one of the training sessions.
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Changes in Management/Personality Styles of
Department Chairpersons: A Case Study
at Valencia Community College

JAMES S. KELLERMAN

A MAJOR APPLIED RESEARCH PROJECT PRESENTED IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF EDUCATION

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Abstract of a Major Applied Research Project Presented to
Nova University in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education.

CHANGES IN MANAGEMENT/PERSONALITY STYLES OF
DEPARTMENT CHAIRPERSONS: A CASE STUDY
AT VALENCIA COMMUNITY COLLEGE

By
James S. Kellerman

December, 1975

The study examined the research question: Is there a change in the management/personality styles of department chairpersons as affected by environmental factors.

Environmental factors were defined as increased college emphasis on management and management training (treatments).

The methodology of the study involved a systematic case study at Valencia Community College where the department chairpersons had recently been assigned administrative appointments. Methodology within the study included the creation of a management/personality style profile through the use of the Myers-Briggs Type Indicator (MBTI) and the Reddin 3-D Theory Management Style Diagnosis Test (MSDT).

Two groups, the study group and the control group, were administered pre tests and posttests on both instruments. Two sets of interviews on an interview schedule were conducted with the department chairpersons to

identify additional sources of information.

The treatments consisted of planned training sessions or activities and seven identified unplanned critical events which may have had an effect on the management styles of the department chairpersons.

The findings of the study indicated that the treatment and the unplanned critical events had no effect on the department chairpersons management/personality styles, and the null hypothesis was not rejected. Additional findings underscored the importance of role definition for department chairpersons and the effects of increased responsibilities.

Ten propositions for additional research were identified which lend themselves to empirical testing in other institutions. Recommendations were presented for the improvement of educational practices in three categories: training, involvement, and evaluation.

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Chapter 1

STATEMENT OF THE PURPOSE, BACKGROUND, AND REVIEW OF THE GENERAL LITERATURE

This chapter states the purpose of the research, the background, and reviews relevant literature for the study. The review of relevant literature is integrated into sections dealing with background narrative which describes the significance of the research problem. Following chapters describe the research problem, research hypothesis, methodology, and findings. The final chapter summarizes the study and contains recommendations for additional research and management development.

PURPOSE OF THE STUDY

The purpose of the project was to analyze changes in management/personality styles of Valencia Community College department chairpersons resultant from increased faculty organization, potential collective bargaining, and an increased emphasis on the management role of department chairpersons. The problem is as follows:

In what ways and how are the management/personality styles of department chairpersons being changed by environmental factors affecting them.

The Research Hypothesis

Stated in the conventional null form, the hypothesis of the proposed study is as follows:

Hypothesis 1. There is no change in the management/personality style of department chairpersons as affected by environmental factors.

Alternative Hypothesis. There is a change in the management/personality styles of department chairpersons as affected by environmental factors.

BACKGROUND AND REVIEW OF LITERATURE

The statement of background and review of literature is presented under two major headings:

1. Local Environmental Factors Calling for the Study, and
2. Generalized Factors Affecting the Need for the Study.

Local Environmental Factors Calling for the Study

On July 1, 1973 Valencia Community College appointed all fourteen of its department chairpersons to the administrative ranks. The new administrators were issued annual contracts and were removed from faculty contractual status. Upon the administrative appointment, the Faculty Forum (Faculty governance organization) removed the chairpersons from the all-faculty organization; thus underscoring their acceptance and understanding of the distinction being made between faculty and administration (management).

The department chairpersons' roles and responsibilities did not drastically change as a result of the new

appointment. In fact, during the year 1973-74 the difference was more semantical than real. However, local conditions began to change in the 1974-75 academic year, and the distinctions between faculty and administration began to become more apparent and more crucial. Several factors contributed to the change:

Administrative expectations. The upper administration's expectations of the roles and responsibilities of department chairpersons increased and the directional expectation changed. Whereas the president and deans had previously expected the department chairpersons to serve as sounding boards for administration plans and to represent their faculty's views, the expectation became that chairpersons were administrators and were charged with the responsibility of implementing Board of Trustees policies and the directives of the administration. No longer was it appropriate to serve as department advocates. It was now appropriate and expected that chairpersons serve as administration spokesmen and as managers.

Faculty perceptions. Increasingly it appeared that faculty members began to perceive the department chairperson as a member of the college administration and as a manager. Whereas the chairperson had been a part of the teaching faculty and accessible on a peer level, it seemed now the chairperson had become distinctly different from teaching faculty. Therefore, faculty members hesitated to interact on a peer level with the chairpersons and were

oftentimes guarded in their conversations. In summary, the chairpersons' roles had changed from a member of the teaching faculty to a member of the administration. Old allegiances had given way to new responsibilities and expectations. The effects of these changes on management/personality styles of the chairpersons provided the focus for this study.

Generalized Factors Affecting the Need for the Study

Smith (1972) states that the lack of a clear definition of the chairperson's role appears to be a major problem confronting community colleges. Department chairpersons want and need role clarification. As managers of human and physical resources chairpersons are called upon to resolve conflicts between organizational levels, to direct their departmental subsystems, and to coordinate external departmental requirements and organizational resources and needs.

Community colleges in general have had a nebulous area between college management (administration) and teaching faculty. The area is best represented by the department chairperson who often held a faculty appointment and taught classes while administering the department on a part-time basis. The clear distinction between faculty and management occurred at the dean's level with the dean representing access to college decision making through the college's upper administrative hierarchy.

Lombardi (1974) suggests that the community college movement in the early twentieth century borrowed from its sister institution, the four year college, the traditional department (discipline) organization. Lombardi further points out that departmentalization is increasing and that it has negative effects on college cohesion and college governance.

Blomerley (1971) also recognized the impact that the department has on college governance; however, he saw the impact as positive since faculty members were able to interact and make decisions at the department level on matters that most affected them. The significance of the Lombardi and Blomerley positions for this study is that the department chairpersons must balance, often precariously, between department level faculty involvement and decision making, and administration expectations. The ability to effectively manage a department depends upon the chairperson being able to promote broad faculty involvement and participation while at the same time meeting the expectation of the college administration and the governing body.

Another aspect of the Department Chairpersons is the potential of compartmentalization of instruction. Morphet, Johns, and Keller (1959) claim that over the years departmental organization has been subjected to considerable criticism. It has contributed to the maintenance of instruction which was not sufficiently related to the stated purposes of the college. In some colleges it has separated

the staff into tight compartments, the members of which have little understanding of what other departments are doing. At times it has resulted in the neglect of needs of students who do not fit into the purposes of the respective departments.

Tillery (1970) indicates that across the nation about one-third of the colleges are organized on the basis of departments only. It is apparent, however, that traditional department structures are in for considerable change. In general, this apparent trend suggests either greater consolidation of the several fields of learning in community colleges or new efforts of coordination across existing departments by grouping them into larger divisions.

The number of instructional departments is clearly related to institutional size and by implication to the comprehensiveness of the educational program, but by no means exclusively so. Some small colleges have large numbers of departments and some very large colleges have few departments. The issue of how many instructional departments to have is increasingly a reflection of educational philosophy expressed at a local level.

Interestingly, Tillery (1970) in his study found that most presidents believe there would be a reduction in the degree of responsibility delegated to departments were their colleges to reorganize.

There appears to be two models of department chairperson performance: 1. the chairperson as

representative; and 2. the chairperson as administrator. Nicoll (1971) provides a good analysis of these two models. They are presented as follows in considerable detail since they represent the essence of the conflict that the department chairpersons at Valencia Community College have experienced. Therefore, the models have direct implications for the proposed study.

The Representative Chairperson. The ultimate representative of this model is the chairperson who is elected by his peers. This chairperson is the "most equal among equals." This model dominates in four year colleges and universities. The representative chairperson as described by Lombardi (1974) is charged to preside over collective decision making, to administer the department in the faculty's name, and to represent the department and their interest to the administration. In this model accountability is to the faculty and not to the administration.

Siever (1972) points out that the chairperson even in the representative model must simultaneously hold the values of the administration and the faculty to be successful. In essence the successful representative chairperson serves as a bridge between the interests of the faculty and the administration.

The effectiveness of the representative type of chairperson rests heavily with the style in which the duties and responsibilities are performed. However, if

responsibilities and tasks are poorly defined, confusion results because there is no common set of values accepted by the department faculty (Lombardi, 1974). Lombardi further points out that the chairperson may appear to be unresponsive to tasks because his value commitment is to another set of values, and he may be unable to accept an administrative assignment. Therefore, it is hard, if not impossible, for the administration to hold representative type of department chairperson accountable. This point is the ultimate conflict in the representative model, for the legitimacy of any administrative system rests on the degree to which administrators can be held accountable to their superiors (Lombardi, 1974).

The Chairperson as Administrator. As illustrated by Evans and Neagly (1973) the department chairperson serves as the link between the faculty and the Dean. The job is a difficult one because the chairperson is both a teaching faculty member and an administrator.

Welch (1974) aptly suggests the role of a first-line administrator is a nebulous one. In some institutions they are elected. In others, they are appointed by the administration. In some institutions they are classified-- and are, in fact, second line administrators. In others, they are little more than lead teachers.

Department chairpersons, as administrators, are appointed frequently on a year-to-year basis by the Board of Trustees. At Valencia the dean initiates the process by

recommendation to the campus provost and the provost upon recommendation to the president. The appointment is an assigned one, and a chairperson may resign his administrative assignment as chairperson without embarrassment and without prejudice to his future role as a full-time teaching faculty member.

In the chairperson as administrator model, Lombardi (1974) describes the chairperson as an administrator appointed by the college administration and directly accountable to the administration. For the performance of all duties and responsibilities performed. The chairperson as an administrator represents the administration to the department faculty rather than representing the faculty to the administration.

Chairpersons normally have the following responsibilities and characteristics. They should provide an effective liaison between the administration and the department faculty. They should be leaders in maintaining a vital and educationally sound department program. They should be models as teacher-scholars in a discipline, and they should be an effective and efficient administrator of the department machinery (Lombardi, 1974).

Evans and Neagley (1973) argue, the best department chairpersons are usually those persons with graduate work in administration and extensive teaching experience in a community college. The chairperson should be an integral part of the dean's team and participate in all decisions



regarding the instructional program and faculty planning. However, at Valencia Community College this may or may not be the case.

Administrative styles in higher education have roughly followed those of industry over the years. For this lay period of several decades, when industry was dominated by the empire builders and the captains of industry, these powerful men sitting as trustees, naturally selected men like themselves for the presidency and other administrative roles in colleges. If autocracy works in a factory, why not on campus? Thus, the faculty were often seen as hired hands, subordinate to the whims of the president and other administrators. The idea that management could be humane without drawing production was a revolutionary idea which moved into higher education more slowly than it moved into industry (Hodgkinson, 1971).

Description of the College. Valencia Junior College was organized in February 7, by the Orange County Board of Public Instruction and the State Board of Education under authority granted by the 1961 session of the Florida Legislature.

In the fall of 1967, the Charter Class, limited to freshman students, began classes in temporary facilities at 2908 West Oak Ridge Road.

In accordance with state law, the College Advisory Committee became the Valencia Junior College District Board of Trustees and replaced the Orange County Board of Public

Instruction as the governing body of the college on July 1, 1969.

The Southern Association of Colleges and Schools granted full accreditation to the college in the fall of 1969.

In line with the expanding role of the college in community education, the name of the college was changed to Valencia Community College on July 1, 1971.

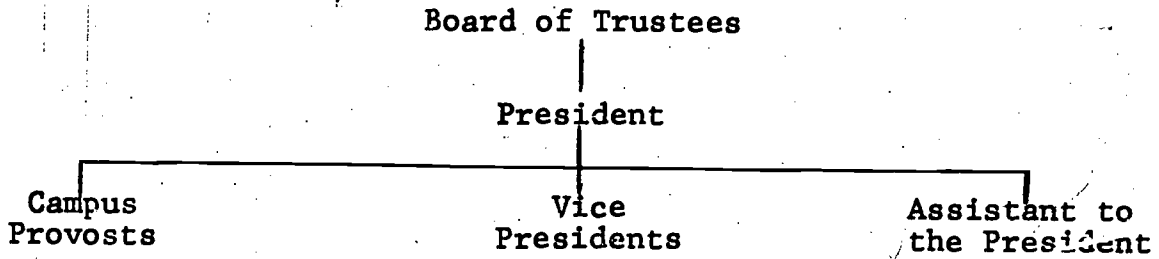
In September, 1971, the college moved to its first permanent campus of 185 acres, the West Campus, at 1800 South Kirkman Road, Orlando. The enrollment on this campus reached a peak of 6,542 credit students for the Winter session of 1974-75.

In July, 1974, the Open Campus was created. With its administrative offices located in the college's Downtown Center, at One West Church Street, the concept of the Open Campus is to bring needed courses to residents of the college district by offering a variety of courses and/or programs near their homes or places of employment. An additional 5,000 Central Florida residents were enrolled in non-credit continuing education courses during the 1974-75 college year through the Open Campus.

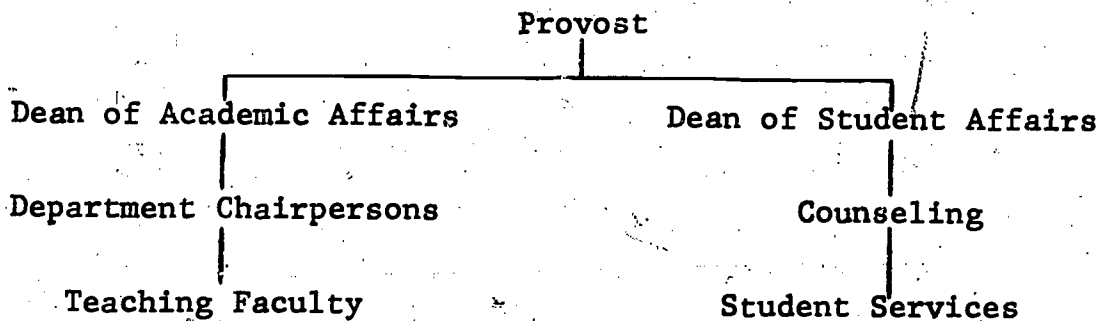
In September, 1975, the college opened its new East Campus located on an 80 acre site at 701 North Econlockhatchee Trail.

College-Wide and Campus Organizational Structures.

The college-wide organization structure is illustrated by the following chart:



Each of the three campuses of the college are somewhat autonomous and as a result are organized differently. The West campus organizational structure is as follows:



Profile of Department Chairpersons: There are 14 department chairpersons on the West campus of the college, 11 males and three females. Interestingly, all but one of the department chairpersons came up through the ranks. In other words, 13 were hired first as teaching faculty or in some other job category. There is considerable difference in the sizes of departments to be managed, ranging from 22 members to zero. Only one of the chairpersons has less than two years experience as a department manager and nine of them have been with the college as department chairpersons.

for five years or more.

Summary. In summary, the department chairperson may be a representative or an administrative chairperson. The essence of the difference between the two types is the accountability direction. In the representative model, the chairperson is accountable to the department faculty. In the administrative model, the chairperson is accountable to the administration.

At Valencia Community College, the paper organization recognizes the administrative model; however, in terms of behavior and in different degrees of transitions some of the chairpersons perceive the representative model as the ideal model. Consequently, conflicts and management personality style changes have been forced on some chairpersons because of local environment factors and generalized factors.

Additional Factors Influencing Management/Personality Styles

Additional factors affecting department chairpersons, which are both local environmental factors and generalized factors, include increasing faculty organization and the climate for collective bargaining.

In 1974 the Florida Legislature passed the Florida Public Employees Relations Act which extended collective bargaining rights to all public sector employees including teachers. While Valencia Community College does not presently have an active faculty union, the faculty are increasingly interested in the rights and perogatives of

faculty members. During 1974-1975, the faculty addressed themselves to the questions of collective bargaining by inviting representatives of various employee groups to speak to the faculty forum. Questionnaires and opinionnaires have been circulated among faculty by faculty forum leaders to determine the sentiment of the faculty toward collective bargaining.

Chairpersons are called upon to express the views of the administration toward collective bargaining. The collective bargaining issues would seem to have contributed to differences in role perceptions of the chairpersons and the faculty and highlight the conflicts within some chairpersons as to their role as managers or as faculty.

Within the state of Florida other community colleges are involved in union organizing efforts. A college near Valencia Community College presently is conducting a card signature campaign for recognition. The local school system has an active bargaining organization and has negotiated its first contract under the new Florida state law.

Definitions

The following definitions are necessary to underscore the complexity of the problem and to establish the semantical parameters for the following section on methodology.

Department Chairperson. An administrative employee appointed on an annual contract and charged to

implement board policies and administrative decisions. (Appendix A contains a performance base description of roles and responsibilities of department chairpersons.)

Management Styles. For purposes of this study, W.J. Reddin's Management Style Diagnosis Test (MSDT) was used (1970). Reddin's 3-D Theory of Management Style Effectiveness deals with relationship orientation, task orientation, and effectiveness.

Personality Styles. Personality types as defined by the Myers-Briggs Type Indicator (MBTI) were utilized. The Myers-Briggs Type Indicator and the Reddin 3-D Management Style Diagnosis Test (MSDT) are presented in greater detail in Chapter 3 in an analysis of the management styles of the research group.

Environmental Factors. Environmental factors are defined for purposes of this study as those situational and people-oriented factors which affect the management/personality style of the department chairpersons. The section on methodology describes the various situational factors which are both planned and unplanned for the study.

Assumptions

1. The instruments used measure management/personality styles.
2. The persons who completed the questionnaire and interview forms do so accurately in terms of real knowledge in their areas.

3. The management training activities involved addressed the same areas as covered by the survey instruments used.

4. The changes in management/personality styles are the result of the management training activities and not resultant from extraneous uncontrolled factors.

5. The measured differences in management/personality styles have implications for improving management techniques through internal analysis and evaluations.

SUMMARY

This chapter stated the purpose of the study: to analyze changes in management/personality styles of Valencia Community College department chairpersons resultant from increased faculty organization, potential collective bargaining, and an increased emphasis on the management role of department chairpersons.

The background and review of literature was presented under two major headings: Local Environmental Factors Calling for the Study, and Generalized Factors Affecting the Need for the Study.

Chapter 2

MAJOR ISSUES, PROBLEMS, RESEARCH QUESTIONS, AND METHODOLOGY

Chapter 2 presents the major issues, problems, research questions, and methodology of the study. Relevant literature is presented which elaborates the research problem of the study and establishes the research parameters for the study. Additional literature describes the rationale for the research methodologies of the study.

MAJOR ISSUES AND PROBLEMS OF THE PROPOSED STUDY

The new managers, department chairpersons, at Valencia Community College have been in a time period in which the values and acceptable modes of behavior were unclear and were changing. Although the tradition of administration at the college was young, the new managers had learned to behave within its parameters as faculty/department chairpersons. Rapid changes in faculty attitudes, possible collective bargaining processes, recent court decisions dealing with the due process rights of faculty, and new expected modes of behavior forced the college managers to reexamine personal roles in the college and the means of dealing with the faculty of the college.

In essence, the problem of this study, as noted in Chapter 1, is as follows:

In what ways and how are the management/personality styles of department chairpersons being changed by environmental factors affecting them.

The Research Hypothesis

Stated in the conventional null form, the hypothesis of the proposed study is as follows:

Hypothesis 1. There is no change in the management/personality style of department chairpersons as affected by environmental factors.

Alternative Hypothesis. There is a change in the management/personality styles of department chairpersons as affected by environmental factors.

METHODOLOGY AND SOURCES OF DATA

As an introduction to methodology and data sources, the following narrative describing research orientation and background is presented.

Quasi-Experimental and Experimental Research

Campbell and Stanley (1966) in a small monograph described quasi and experimental research designs. The thesis of their monograph was that experimentations in education was most often quasi-experimental since the studies were conducted in the human laboratory, and all variables could not be controlled. This study makes no

pretense of being experimental; however, it utilizes the rigors of the experimental method to control as far as possible the validity of the study. The study utilized the classic pretest/posttest approach with a control group. Schematically the research strategy appears as follows:

Group A	O	X	O	
Group B	O		O	
O	=	Measurement	Group A	= Study Group
X	=	Treatment	Group B	= Control Group

The classic pretest/posttest model is altered in this study since there is no single pretest, no single posttest, and no single treatment. The model as modified appears as follows:

Group A	O ₁	O ₂	O ₃	X ₁₋₅	X _{6-n}	O ₄	O ₅	O ₆
Group B	O ₁	O ₂			X _{6-n}	O ₄	O ₅	

Discussion. Group A consists of the subjects, department chairpersons. Group B consists of other comparable level administrators and faculty members. Both groups are approximate in size.

The premeasures consist of the Myers-Briggs Type Indicator (O₁ O₄) and the Management Style Diagnosis Test (O₂ & O₅). O₃ & O₆ consist of systematic interviews by the investigator on an interview schedule.

The treatment X₁₋₅ is the planned treatment. X_{6-n}

are the unplanned situational and personal relationships which were measured and which had an effect upon the management/personality styles of the administrators. The control group did not receive the planned treatment; however, unplanned treatments may have affected them.

Planned Treatment

Five specific training and change strategies were utilized during the study to upgrade management effectiveness of department chairpersons. The training program involved the following major components: Roles and Responsibilities of Department Chairpersons; Management Styles of Department Chairpersons; Legal Responsibilities of Department Chairpersons; Human Relations and Effective Management; and Management in a Legalistic Environment. Each of the training components are discussed below:

Roles and Responsibilities of Department Chairpersons: As an initial activity in management development with the chairpersons, a description of the roles and responsibilities of the chairpersons was developed. Although the description was not specifically modeled after an MBO system, it did lend itself to that format. The development of the document included a committee of chairpersons and was accepted by the total group. The document represented the first attempt at the college to systematically define roles and responsibilities of department chairpersons. The document is included in

Appendix A.

Management Styles of Department Chairpersons. The training activities in this component were primarily self analysis of styles with discussion with peer chairpersons, the dean of academic affairs and the campus provost. To assist the staff in understanding their existing management styles, two instruments were used: the Myers-Briggs Type Indicator (MBTI) and the 3-D Theory Management Style Diagnosis Test (MSDT). Both instruments were self-administered. The Management Style Diagnosis Test was self-graded, while the Myers-Briggs were computer graded at the University of Florida.

Legal Responsibilities of Department Chairpersons. Department chairpersons were oriented to the legal responsibilities and implications of first line administrators. The training was conducted by the vice president for administration in a series of presentations and discussions in a classroom setting. Content in the training program included due process procedures, management in a collective-bargaining environment, and decision making in terms of legal ramifications. Recent court cases dealing with faculty and student due process and affirmative action cases were of particular interest.

Human Relations and Effective Management. A human relations training session was conducted by the Dean of Academic Affairs and the Chairman of the Equal Access/Equal Opportunity College Committee. The focus of the

training sessions was on developing meaningful relationships between administrators and minority employees, majority employees and students, and the role of the department chairpersons in promoting good relationships within the department staff. The state-wide Equal Access/Equal Opportunity Report served as an initial focus for the training in these activities.

Management in a Legalistic Setting. This training activity was conducted by a trained specialist in labor/management relationships. The training consisted of a one day session designed to cover the role of the department chairperson in a unionized situation and the changing roles and responsibilities of chairpersons. It oriented the department chairpersons to their legal and effective management roles in the present environment.

Critical Events (Treatments X_{6-n})

Seven unplanned treatments which occurred during study were identified as being relevant and important in the management development of the chairpersons. Although the concept, critical event, is used to describe the situations which occurred, the situations occurred over several weeks or even months. Therefore each critical event actually represents a series of events and circumstances which culminated in an impact on department chairpersons and affected their roles as department chairpersons.

Narrative descriptions were developed which

described the critical events and which provide insights into the impact of the event on the department chairpersons as individuals and the department chairpersons as a group. In September the dean of academic affairs who serves as the direct supervisor of department chairpersons and the campus provost independently rate the effectiveness of the chairpersons in each of the seven critical events. The independent ratings made on a scale of one to five (five = most effective) were averaged to provide a quantifiable measure of the effectiveness of chairpersons as individuals and as a group in terms of the critical events. The results of the ratings are presented in Chapter Three.

Since the critical events contributed to the overall management environment which developed at Valencia Community College as well as the planned treatments, a brief description of each of the seven unplanned critical events (treatments) follows:

Critical Event 1, Statewide Budget Cut. Early in the second session of the school year, the college, as were all state agencies, was instructed by the State Division of Community Colleges to reduce its operating budget by 3.3%. The reduction at Valencia Community College amounted to \$161,000. Since a high percentage of the college's budget was in fixed costs such as salaries and utilities, department chairpersons were instructed to reduce department budgets by 25% in order to achieve the \$161,000 budget reduction.

In terms of past practice chairpersons have been

administratively responsible for department budgets; however, expenditure overruns by individual departments had been absorbed by the total college. An overall characterization of past practices in budget management was benevolence and paternalism by the Finance Office in assisting chairpersons in the management of department budgets. Therefore when instructed by the campuses' new administrative head to reduce budgets by 25% in a manner that would be least detrimental to the department's instructional program, the chairpersons were placed in a situation that was different from their previous experience at the institution.

Chairpersons were requested to involve their faculty in making decisions as to what portions of the department budget's would be reduced. The effectiveness of the chairpersons varied from active implementation of the directive to inaction requiring the dean to make the decisions for the chairpersons. Examples of problems which emerged from the situation included action by the faculty forum, campus organization, questioning total college expenditure practices to department faculty making recommendation as to how maintenance and ground crews could be reduced to reduce budgets. The role of the chairperson in this critical event seems to have centered on leadership in directing the attention of the department faculty to dealing with reductions within their instructional areas and in communicating that all areas of the college were reducing their budgets. Consequently in the effectiveness rating on

this critical event, the role of the faculty in the department was an important factor in assessing the effectiveness of the chairpersons in leadership.

Critical Event 2, 1975-76 Budget Preparation. The preparation of the 1975-76 budgets by chairpersons was unusual for two reasons. The first and perhaps most important, was the drastic limitations in funding by the state legislature. A second reason was the active involvement of the campus provost and dean in reviewing and participating in budget preparation. The involvement of the dean and provost was different, for in the past chairpersons had either worked directly with the Finance Office or had received a prepared budget from the Office with limited participation by the chairpersons. The '75-76 budget preparation also marked the first time that the concept of multicampus had meaning, for college funds which had traditionally been allocated to one campus were now being appropriated to three campuses.

Instructions to chairpersons in terms of faculty involvement at the department level followed a similar format to the budget reduction. Chairpersons were asked to meaningfully involve all faculty in developing the instructional budgets. Overall the chairpersons were extremely effective in involving their faculties, and the general spirit of the campus faculty was supportive of the budget process in terms of the instructional budgets, especially when the reduced available funds was considered.

A situation which complicated the budgeting process was the lack of involvement of the faculty in the total college budget which included faculty salaries, benefits, and other college-wide concerns. Consequently whereas the faculty received the opportunities for input and review in department budgets and received feedback as to final budget levels, they did not receive feedback in the college-wide budget, which included salaries, until one hour prior to its approval by the Board of Trustees.

Chairpersons and other campus administrators were immediately faced with a situation which had turned from positive feeling about instruction budget preparation to extremely negative feeling on the personnel area of the total college-wide budget. Faculty members and the faculty forum reacted negatively to the total budget, and the critical event emerged as one of the major rallying points for union organization on the campus. Consequently chairpersons were placed in a situation of having to defend a college-wide budget from their position of administrators while they as individuals may have shared the same frustrations of the faculty in the process which had occurred.

In terms of rating the effectiveness of chairpersons in this critical event, criteria such as involvement of faculty in the preparation of the instructional budgets, the planning and organizing the budget for presentation to the dean, and the understanding of the total college position with regard to the reduction of

state funds was used in assessing the effectiveness of the chairpersons.

Critical Event 3, Multi-Campus Relationships.

This event is actually a succession of developments throughout the study which provide insight in the development of chairpersons as instructional managers with the organization of a single campus within a multicampus organization. During the study period, the East Campus was under construction, and the Open Campus and the West Campus were functioning campuses. The Open Campus operated a campus in the community taking instructional programs to numbers of centers throughout the service district.

Chairpersons were involved in assigning instructors to teach in the Open Campus in cooperation with the Open Campus administration.

Several conflicts developed in the area of multi-campus relationships. Some chairpersons questioned the concept of the Open Campus and the instructional quality of programs operating in different parts of the district. Small enrollments in off campus classes bothered chairpersons who did not allow small classes to run on the campus. Chairpersons felt that a double standard existed in which the Open Campus could take some instructional management liberties that were unavailable to the campus-based chairpersons.

In an effort to reduce conflicts and problems, the chairpersons developed a Cross-Campus Coordination document early in the school year to clearly define areas of

responsibility between the Open and the West Campuses. The document provides guidance for both campuses and reduced areas of conflict.

Another area of cross campus concern was in advising the East Campus provost concerning the instructional programs of the East Campus. The East Campus provost actively sought and received the assistance of the chairpersons in drawing educational specifications, determining equipment, and planning curricula offering. In terms of development, chairpersons were forced to the realization that although they were actively used as consultants, they could not actually make decisions as to the direction in which the East Campus instructional programs would develop. Consequently this posed conflict problems for some of the chairpersons who felt that the East Campus was actually an extension of the existing campus and that the instructional programs of the campus should be modeled after the department's programs on the West Campus.

In terms of assessing the development and effectiveness of chairpersons in a multicampus environment, areas of interest and criteria included the degree to which the chairpersons accepted the philosophy of a multicampus organization and the degree to which they cooperated in the development of the multicampus structure. An additional interest area was the image portrayed to faculty by the chairperson as a supporter of the multicampus concept. For as administrators chairpersons were expected to be supportive

of the concept and to effectively communicate with faculty members concerning the development of the college into a multicampus institution.

Critical Event 4, Word Processing System. Early in the school year, the West Campus began exploring the feasibility of implementing a word processing system on the campus to increase secretarial support to faculty and administrators. Departments had grown in size and additional support was needed primarily in typing support for teaching faculty members. The Word Processing Feasibility Study involved two distinct phases: an initial survey of staff needs in terms of typing and administrative support and an in-depth study of actual present support practices.

As a result of the studies the West Campus committed itself to implement a word processing system and the system of support was designed. In essence the system involved the grouping of secretarial support and placing supervision of secretarial support under a word processing manager. This system was opposite of the traditional practice of one secretary to each administrator.

As a result of word processing, the department chairpersons were pleased with the potential of increased support for teaching faculty; however some chairpersons as well as other campus administrators objected to losing their own secretary and to losing supervision responsibility over the secretary.

Faculty members reactions to word processing seem to reflect the attitude taken by the department chairperson in each department. Consequently effectiveness in this critical event centered around not only the leadership and support of the chairperson, but also the attitudes expressed by the department faculty.

Critical Event 5, Space Utilization Study. Early in the school year, chairpersons were asked to make recommendations for space to be rennovated upon the completion of two additional buildings on campus. Faculty recommendations were solicited by chairpersons and recommendations were prepared for presentation to the academic affairs staff (chairpersons and the dean of academic affairs).

This event served as a catalyst in the development of the chairpersons for after presenting department recommendations, they as a group were asked to list in priority order the department recommendations and develop a staff recommendation for the provost. Consequently chairpersons were forced to move beyond a department perspective to a campus wide perspective.

Critical Event 6, 1975-76 Enrollment Caps. Due to the funding level for the 1975-76 school year, the college was restricted on the number of students that could be served during the school year 1975-76. Consequently department chairpersons were required to prepare the Session I schedule (1975-76) in the spring based on

assigned FTE within discipline categories. The enrollment cap required the college to turn away students who applied for admission after the cap has been reached, and it also required the chairpersons to make instructional decisions as to course priorities.

Therefore chairpersons were faced with problems arising from faculty members' vested interest in selected courses, faculty and student dissatisfaction with increased class sizes, demands by students for admission to classes needed for graduation, and a reduced number of opportunities for adjunct instructors to teach and for full time instructors to teach overloads.

As a result of these pressures, chairpersons were forced to deal with many different types of concerns and to defend their position and the college's position. On a personal level chairpersons may have resented the directives which allowed occupational areas to grow while the traditional transfer program was decreased; however they were not allowed to share these feelings since their role as administrators required their support of college practices. Consequently the enrollment cap surfaced concerns of chairpersons and tested some commitments to the comprehensive community college open door concept.

In terms of rating effectiveness, the manner in which chairpersons were able to schedule classes within the enrollment cap, the manner in which they were able to deal with students, faculty, and staff, and the manner in which

they related to fellow chairpersons and the dean of academic affairs provide the basis for effectiveness rating.

Critical Event 7, Transfer of Faculty to the East Campus. Although decisions as to what faculty members would be transferred to the new campus occurred in the spring of 1975, the actual transfer did not take place until late August of 1975. This transfer and the events leading to it is listed as a separate critical incident since it provided further insights into the chairpersons development in terms of administration in a multicampus college. Concerns ranging from allowing transfer faculty to have copies of department examinations to a fear that the new campus would take budget funds away from the West Campus existed among some chairpersons. Additionally some chairpersons continued to try to exercise administrative supervision over the transferred faculty and their programs.

Effectiveness rating was done on the basis of support extended to transfer faculty and the new East campus administration while recognizing that supervision was no longer appropriate for chairpersons.

Summary. The unplanned treatments combined with the planned treatments reinforced the changing emphasis in the role of the department chairpersons and provided further impetus for the study.

Experimental and Correlational
Approaches to the Study
of Behavior

In terms of further elaboration and defense of the study and methodology, the following discussion is provided. Frederiksen, Jensen, and Beaton (1972) published a book titled Prediction of Organizational Behavior. The focus of the book was on how to predict behavior of organizations and individuals within organizations under different situations or circumstances. The book served as an excellent guide to the study in terms of methodology and rationale.

Briefly, two main schools of psychological research are posited: one school is the experiential school and the second is the correlational school. The experiential approach involves controlled laboratory settings in which the situations are altered and the effects on the subjects are measured. Obviously, in the human laboratory this method is oftentimes impossible to achieve since the subject itself may be the source of error. In correlational psychology the researcher is interested in variables in which there are individual differences. Therefore, what is the source of error in the experiential school is the source of study in the correlational school (1972).

The study of changes in management/personality styles involved correlational analysis. The unplanned treatments involved critical situations or critical events. The manner in which the department chairpersons as individuals related to the situation was correlated with their

management/personality styles.

The effects of the planned treatments was measured against group means and individual means and tested with the t test for significance of measured changes. The correlations between management styles and situations/events was determined by using the Pearson product-moment correlation coefficient.

Schematically, the statistical testing appears as follows:

O_1	O_2	X_{1-5}	O_4	O_5	t test of mean differences
					$\mathcal{P} .05$
O_3		X_{6-n}	O_6		Pearson product-moment correlation coefficient

Procedural Methods

The following procedural methods were completed in order to address the research hypothesis:

1. Development of a Management/Personality Style Profile. In January, the Myers-Briggs and the Management Style Tests were administered to Group A and B. A profile was developed combining the two tests. The profile was both descriptive and numerical for correlational purposes.
2. Conducted the first round of interviews prior to the initiation of treatment.
3. Initiate treatment.
4. Maintained narrative log of critical situations and events.

5. Rated the effectiveness of each chairperson under common critical events and circumstances, unplanned treatments, and analyze through correlational analysis.

6. Administered measurement instruments to determine affects of treatment.

Time Line. The following time line describes schematically the chronological progression of the study.

Group A	O ₁	O ₂	O ₃	X _{1-5, 6-n}	O ₄	O ₅	O ₆	(Analysis and report Writing)
Group B	O ₁	O ₂		X _{6-n}	O ₄	O ₅		(Analysis and report Writing)

Jan. 1975 Feb. Mar. Apr. Aug. Sept. Oct.

Interviews. Department chairpersons participated in two rounds of interviewing. The first interview occurred at the initiation of the study and the second round occurred at the conclusion of the study. Each chairperson was interviewed from an established interview schedule which called for responses to six open ended questions which were as follows:

1. Has your role changed at Valencia Community College in the last two years? (Six months for the second interview.)
2. Has your perception of yourself changed in the past two years? (Six months for second interview.)
3. Do you consider Valencia Community College's emphasis on administration management to be positive or



negative:

- a. in terms of faculty;
 - b. in terms of students;
 - c. in terms of other administrators.
4. What major problems do you see at Valencia Community College in terms of first line managers?
 5. Do you consider your input into decision making to be effective and meaningful?
 6. What do you think your job will be like in two years?

Each interview was conducted in the department chairperson's office and was taped with the permission of the chairperson. After the interview a transcription was made of the entire interview. The transcription was organized to enable the responses of each person to each question to be analyzed in terms of the total group and to allow the identification of common responses and common concerns. The same technique was used in the second round of interviewing to allow analysis of responses in terms of changes between the first and second interviews.

SUMMARY

Chapter 2 has presented the major issues of the study, the research questions, the research hypothesis, and the methodology of the study. Additionally the research group, control group, instruments, and testing procedures were presented.

Chapter 3

PRESENTATION AND ANALYSIS OF FINDINGS

As described in the methodology section of Chapter 2, sources of data to determine the effect of environmental factors on the management/personality styles of Valencia Community College Department Chairpersons included the use of inventory instruments: The Myers-Briggs Type Indicator (MBTI) and the Reddin 3-D Theory of Management Style Diagnosis Test (MSDT), pre and post interviews with the department chair persons, and rating of the effectiveness of the chairpersons on each of the unplanned treatments (critical events). Consequently the data collected consisted of transcribed narratives of interviews with each of the chairpersons, pre and post measures on the Myers-Briggs Type Indicator and the Reddin 3-D Theory Management Style Diagnosis Test, narrative descriptions of critical events, a summary effectiveness rating by the Dean of Academic Affairs and the Provost, and narrative notes describing critical events and other factors which might have effected the management/personality styles of department chairpersons.

The diverse and substantial data collected to analyze changes in management styles is organized for

presentation in this chapter to provide a conceptual framework for understanding the impact that environmental and generalized factors have had on department chairpersons. As such, the chapter contains narrative description to illustrate the appropriateness of the data to support the summary and conclusions of the study as presented in Chapter 4.

The chapter is organized into the following sections: Changes as Identified by Department Chairpersons, Analysis of Changes using the MBTI and MSDT, Impact of Management Training as Measured by MBTI and MSDT, and Effectiveness of Department Chairperson Management. Each section serves as a major division of the chapter and contains descriptive material to demonstrate the significance of the study. Where appropriate statistical testing is reported. A final section, Hypothesis Testing, restates the research hypothesis and presents the diverse data calling for its acceptance or its rejection.

CHANGES AS IDENTIFIED BY DEPARTMENT CHAIRPERSONS

As a result of the interviews several changes were identified by the chairpersons and are presented as follows:

Change One: Change in Role Definition

Twelve of the 14 chairpersons perceived the most

drastic change at Valencia Community College as the definitional change in the role of the department chairperson from a faculty member with administrative duties to an administrator with teaching duties.

Examples of the change in role definition as perceived by chairpersons are illustrated with direct quotes from the interview transcription:

In my case it has been a gradual shift over probably about seven years, but I can look over the last two or three years and see more recent things. There has been a general increase of responsibility through somewhat of an effort to let department chairman assume some responsibilities.

Yes, my role has changed. Several reasons for this---the change in positive administration at the top of the administrative level. Our roles have been much more clearly identified in the entire administrative structures.

I see my role changed significantly in the past two years from the primary role of instructor to the role of administrator and instructor.

...we have been moved up to administration officially and before we were neither fish nor fowl.

I have the feeling now that I am more of an administrator than I was before. There is more emphasis on our job of administration than before.

It has changed completely. Because two years ago, I became a department chairperson. So I went from an instructor to an administrator and although I was an area coordinator I was actually still in the role of faculty so it meant a lot of new experiences, a lot of watching other people, a lot of listening, and taking a whole new role.

The change in role definition occurred when all chairpersons were officially made administrators in 1973. Prior to this change, department chairpersons had served as faculty members and part-time administrators, but on a

faculty contract and eligible to participate in all faculty affairs. As a result of the appointment to administration, the chairpersons became ineligible to participate in the Faculty Forum which sharpened the distinction between chairpersons and the teaching faculty.

The identification of this role change by the department chairpersons is extremely significant for it underscores the acceptance on their part of the responsibilities and duties expected by the college. Although this perception on the part of chairpersons does not lend itself to quantification and in turn to statistical documentation, it serves as a major underpinning of the findings and conclusion of the study, for without this recognition on the part of the study group the management development of the college would be severely curtailed.

Whereas the department chairpersons as a group perceived themselves in a new role, individual differences were observable in terms of dealing with different situations as will be discussed later and the adjustment to the new role also had variation.

In the second round of interviewing department chairpersons addressed themselves to role changes in the last six months. As a group the responses underscore the chairpersons' perception of themselves as administrators. For example, the following direct quotations illustrate the changes:

I think to the extent that the administrative side of instruction and the management has become heavier and heavier and this takes more of my time. I see myself a little further away from my people in planning over my shoulder and planning through them. The emphasis has been shifting a little more toward the administrative side.

Yes, due to the fact that the emphasis has been on the chairperson to think of himself as a front line administrator. I've probably started thinking a lot more in terms of an administrator than in terms of being an instructor. Always before, six or eight months ago, when the term "occupation" came up, I always put down "teacher". Now, I have to try and think a bit because of the relationship, but more than just a teacher all the way, think along the lines of an administrator.

I believe we as administrators have been forced to be a little more cautious, to separate ourselves almost totally from instructors although we all are instructors, our main role has been that of administrator. That is the basic change that has taken place.

...I think I am continually growing and there are a lot of administration aspects I am still very much in the dark about but am constantly amazed that I can grasp it as well as I have. When you move from an instructor into an administrative position, there is a lot to be found out primarily one of growing experience.

With the change in role perception, department chairpersons became more cognizant of increased responsibilities and expectation by the college. Consequently the second major change is the area of increased responsibility.

Change Two: Increased Role Responsibility and Expectations

A second area of major change as identified by department chairpersons is increased role responsibility and increased administrative expectations. Prior to becoming

administrative officers, chairpersons did not have budget responsibilities, supervision responsibilities except in a suggestive vein, hiring responsibilities, and responsibilities in insuring that college policies and procedures were followed. After their administrative appointments, chairpersons not only were given these responsibilities, but they also became accountable for their actions. Additionally chairpersons when they were on a faculty appointment served a liaison function between the Dean of Academic Affairs and the faculty and seldom were in a decision making capacity such as adding additional classes to the course schedule, cancelling classes with low enrollments, and regulating the expenditure of funds to support a department's total instructional budget.

Changes in role responsibility and role expectation is best illustrated by quotes from chairpersons dealing with the areas of decision making and participation in administrative affairs:

I think possibly the role has changed in the fact that I have responsibility of seeing that the faculty carry out the college policies and to ensure that for the most part we as a faculty and myself as chairman support college philosophy and implement the policies. As an instructor I just had the responsibility, individually, of doing this but as department chairman I have the role of making the attempt of seeing that the department as a body embraces those policies.

...my role was to see that certain things were done that I didn't want to do, but it was still an administrator carrying out the policies of the college with a little more severity to it.

I have the feeling now that I am more of an administrator than I was before. There is more emphasis on our job of administration than before. I have more responsibility of being a liaison between the higher administration and the teachers. I always have idea of going to the teachers and tell them we have done this, we have decided this, not that the administration has decided. I feel that I have something to say--to do with the policy making.

Change Three: Change in the
Accountability Referent

As presented in the review of literature in Chapter 2, department chairpersons tend to follow one of two accountability models: the representative chairperson who is accountable to the faculty or the administrative model where the chairperson is accountable to the college administration. Although all of Valencia Community College's chairpersons were appointed by the college administration, several of them reflect the representative chairperson model in their dealings with their faculty and with other administrators. Three of the 14 chairpersons appear to follow the representative model while the remaining 11 follow the administrative model. Examples of the different orientations to the accountability referent are illustrated with the following interview data:

Typical responses of chairpersons who follow the representative model are as follows:

I see myself as more of a buffer between administration and faculty where as before these types of things did not seem to matter as much as being concerned with classroom instruction, etc., rather than the department as a whole.

I am first a teacher. Besides that, I believe I can be a good administrator. I can handle my faculty, and I can relate to the administration, and I can handle the communications things between the two different areas. I see more and more my role as a department chairman as just that -- the role of communications. I enjoy my experiences with the students, seeing them grow, and I enjoy getting things through -- the sense of accomplishment.

Whereas three of the 14 chairpersons have been identified as following the representative model, all of the chairpersons exhibited some of these characteristics in some fashion over the study period. However, all of the chairpersons verbalized their perceptions of themselves as being administration oriented as discussed in change 1.

In contrast to the representative model, the following quotes are presented:

The emphasis I give has changed a bit in away from instructor-student close relationship and association to a management-working relationship with the instructors.

Yes, I used to think of myself as a teacher--not an administrator. Started here with the school and with the _____ department. I wanted the department to run with ideas I've had all my life. Wanted it to run properly and that's why I applied for the position. What I had in mind originally, I've certainly changed some of my ideas. All teachers don't operate as I do. They all want to take responsibility to do things and I cannot turn everything over to them. In the beginning, I believe I gave my instructors more freedom than I have lately. The department is still free--the decisions are mine, the department knows they are mine.

It has been defined for us what an administrator is, the function being carefully spelled out in the legal implications so that rather than one who is representing his or her peers you are instead representing the administrative point of view whether it is from middle administration or



cabinet point of view. We have to do this, with the dictates of this memo or ruling or whatever, and that automatically changed from the more traditional concept of the chairman from one elected from his peers into one who represents a little different attitude. You still have the same concerns since you are still a teacher while being responsible for your department. There is a legal distinction but there is also the kind of two part business where your responsibilities are defined within the management structure.

The change in orientation from representative to administration is a significant change especially when it is considered that 12 of the 14 chairpersons first served as faculty/department chairpersons until 1973. Only two chairpersons in the study group were employed from outside of the college, the remaining 12 were first faculty members, then representative chairpersons, and then in 1973 administrators.

Change Four: Changes in Understanding
the Administrative and Management
Process

Whereas, the first three changes evolved over several years, the changes in understanding the administrative and management process appear to have been a result of the treatments and experiences during the study period. The changes occurred in terms of increased understanding of the complexities of administrative requirements and parameters and increased appreciation for management skills in dealing with faculty members and involving personnel in decision making and in management.

For example some of the chairpersons responded as follows:

I've come to value what consistency means because I've been more concerned with that aspect of administration now, and before I became a chairman I was putting people in a fishbowl, examining them, giving them latitude and yet at the same time hoping they maintained consistency so that I could depend on them and maintain a feeling of security knowing that whatever the faculty did I could depend on them.

Some of the federal considerations I became aware of that we're having to work under with the hiring, which I was never aware of before... One thing strikes me from the management idea is the, again outside of what my role is specifically, the legalistic focus that education is having to operate within. I have never been so aware of it and it has been interesting.

I think my thinking is more in line with what I perceive is an administrator, to give a certain amount of direction but not orders. I've learned to subordinate my own feelings as to what should be done but remaining extremely objective when presenting the material I am to present. This sometimes throws the department into a loop so that I can get as much response from the department itself because if indeed I indicate rather strongly a point of view, they have the tendency to close one eye and give me a beady-eye stare to try to find out what they are supposed to agree with me on or clam up completely because they have decided the decision has already been made. Some of our faculty feel they are not involved in decision making--most of these are active in faculty forum. If I read my faculty right, one of the accomplishments I've made in the past two years has been to gain their trust because of my consistency. I am more open, more confident.

Chairpersons appear to have become aware of the legal implications of the position of department chairpersons during the six month study period. The increased awareness was probably a direct result of the management training sessions dealing with legal parameters of measurement and the implications and constraints of working in a potential

collective bargaining environment.

Another interesting development in this area of change was found in the relationships of chairpersons to other administrators such as administrators in the financial affairs of the college, facilities, registration, and counseling. In response to the interview dealing with the perception of management by other administrators, the following comments were typical:

I cannot see that it is anything but positive. From the president right on down, and we see more of him and he is certainly positive about everything about administrative decisions and policies.

I think top administrators have emphasized our part in recommending policy, etc. I feel personally much more secure in making comments and in no way feel threatened and feel comfortable in suggesting changes. I feel part of the team and pretty secure.

I have to feel positive if the administrators above me think of me as being a part of their group. Whereas before, the chairperson was more in the group of a faculty person since we still had teaching responsibilities.

The chairpersons have more to say--the Academic Affairs staff meetings have really improved things without being so formal as the Curriculum and Instruction Committee. This is run extremely well and the arguments we have do clear the air and we can communicate better back at the department.

In summary, chairpersons appear to have developed a sense of comradeship and teamwork with other administrators of the college. This identification further underscores the department chairpersons perception of themselves as administrators within the college.

ANALYSIS OF CHANGES USING THE MYERS-BRIGGS TYPE
INDICATOR AND THE REDDIN 3-D MANAGEMENT
STYLE DIAGNOSIS TEST

The following section describes the findings as identified by the MBTI and the MSDT. The data is presented with narrative description to illustrate the possible relationships in changes in management/personality styles to the changes as identified by the department chairpersons and the study.

The data presented is based on the posttest measures of both the Myers-Briggs Type Indicator (MBTI) and the Reddin 3-D Management Style Diagnosis Test (MSDT). Data on the pre and post test is presented in the final section of the chapter dealing with hypothesis testing.

Presentation and Analysis of
MBTI Data

Myers (1970) explains that the Myers-Briggs Type Indicator is concerned with the valuable differences in personality that result from the way people perceive and the way they judge. People have two opposite ways in which they become aware of things--through the senses/and through intuition. They also have two opposite ways of judging things,--by thinking and by feeling. All persons use all these processes, but not equally. Most persons tend to like one process best, use it most, grow most expert at it, and acquire traits that result from it. The department chairpersons at Valencia are no exceptions.

Eight out of the 14 department chairpersons indicated on the MBTI posttest that their personality types followed mainly the extraversion type (Table 2). Four of these eight are extraverted feeling types.

As described by Myers (1970) the characteristics and effects of the extravert preference in work situations is as follows:

Like variety and action.

Tend to be faster, dislike complicated procedures.

Are often good at greeting people.

Are often impatient with long slow jobs.

Are interested in the results of their job, in getting it done and in how other people do it.

Often don't mind the interruption of answering the telephone.

Often act quickly, sometimes without thinking.

Like to have people around.

Usually communicate well.

Table 1
 MBTI TYPE TABLE - POSTTEST
 VALENCIA DEPARTMENT CHAIRPERSONS
 (Study Group)
 N = 14

	SENSING TYPES		INTUITIVE TYPES	
	With THINKING	With FEELING	With FEELING	With THINKING
I N T R O V E R T . T Y P E S	ISTJ	ISFJ	INFJ	INTJ
	N = 0	N = 1	N = 0	N = 3
	% = 0.0	% = 7.14	% = 0.0	% = 21.43
		*		* * *
	ISTP	ISFP	INFP	INTP
	N = 0	N = 0	N = 1	N = 1
	% = 0.0	% = 0.0	% = 7.14	% = 7.14
			*	*
E X T R A V E R T . T Y P E S	ESTP	ESFP	ENFP	ENTP
	N = 0	N = 1	N = 0	N = 0
	% = 0.0	% = 7.14	% = 0.0	% = 0.0
		*		
	ESTJ	ESFJ	ENFJ	ENTJ
	N = 2	N = 2	N = 2	N = 1
	% = 14.29	% = 14.29	% = 14.29	% = 7.14
	* *	* *	* *	*

NOTE: * indicated one department chairperson

The extraverted feeling type, (ESFJ and ENFJ) according to Myers (1970), is concerned chiefly with people. These types radiate fellowship, valuing harmonious human contacts above all things. They are friendly, tactful, sympathetic, and always able to express the correct feeling. They are particularly warmed by approval and bothered by indifference. This type gets much of their security from others' warmth of feeling, and is therefore ready to conform to their views within reasonable limits. They try to live up to their ideals and are loyal to a respected person, institution or cause. They have a tendency to idealize whatever they admire.

They are at their best in jobs that deal with people: selling, some kinds of direct supervision, teaching, preaching, face-to-face cooperative work, etc. They think best when talking with people, and enjoy talk; they have to make a special effort if they are to be brief and business-like and not let sociability slow them down on the job.

As judging types, they like to have matters decided or settled, but do not need or want always to settle them themselves. They have many definite "shoulds" and "should nots" and may express them freely. They are preserving, conscientious, orderly even in small matters, and inclined to insist that others be the same.

If their perception is underdeveloped or not allowed to influence their judgement, they will jump to conclusions. For lack of first-hand knowledge of a person

or situation, they will act upon assumptions, and while they mean well, their actions may go wide of the mark. When faced with a disagreeable fact or a criticism that hurts, they may be unable to admit its truth and may seek somehow to escape the issue.

In the majority (78.5 percent) of department chairpersons responses to the Myers-Briggs Type Indicator the judgment type (J) was preferred (Table 2). Myers (1970) list the judging type characteristics as follows:

Best when they can plan their work and follow the plan.

Like to get things settled and wrapped up.

May decide things too quickly.

May dislike to interrupt the project they are on for a more urgent one.

May not notice new things that need to be done.

Want only the essentials needed to get on with it.

Tend to be satisfied once they reach a judgment on a thing, situation or person.

It was interesting to discover that only one fifth (21.4 percent) or three of the department chairpersons indicated the perceptive preference on the posttest of the (MBTI) (Table 2). Myers (1970) describes the perceptive characteristics as:

Tend to be good at adapting to changing situations.

Don't mind leaving things open for alterations.

May have trouble making decisions.

May start too many projects and have difficulty in finishing them.

May postpone unpleasant jobs.

Want to know all about a new job.

Tend to be curious and welcome new light on a thing, situation or person.

An important point for the department chairpersons and others at Valencia Community College to understand is that success for any enterprise demands a variety of types, each in the right place.

Isabel Briggs Myers (1970) suggests that when extreme opposites must work and live together, an understanding of type (MBTI) does much to lesson friction. Opposite types can be tremendously useful to each other.

Presentation and Analysis of MSDT Data

Reddin (1970) explains that the eight managerial styles represent four basic styles of managerial behavior. Any of these four basic styles of behavior could be effective in certain situations and not effective in others. None are more or less effective in themselves. Their effectiveness depends on the situation in which they are used. This means that each one of the four basic styles has a less effective equivalent and a more effective equivalent, resulting in eight managerial styles:

<u>Basic Style</u>	<u>Less Effective Managerial Style</u>	<u>More Effective Managing Style</u>
Integrated	Compromiser	Executive
Dedicated	Autocrat	Benevolent Autocrat
Related	Missionary	Developer
Separated	Deserter	Bureaucrat

Reddin (1970) illustrates the basic style indicators as follows:

Integrated (Compromiser - Executive)

Derives authority from aims--ideals--goals--policies.

Integrates individual with organization.

Wants participation--low power differences.

Prefers shared objectives--responsibilities.

Interested in motivational techniques.

Dedicated (Autocrat - Benevolent Autocrat)

Determined--aggressive--confident.

Busy--driving--initiating.

Sets individual tasks--responsibilities--standards.

Self-reliant--independent--ambitious.

Uses rewards--punishments--controls.

Tasks comes first.

Related (Missionary - Developer)

People come first.

Emphasizes personal development.

Informal--quiet--unnoticed.

Long conversations.

Sympathetic--approving--accepting--friendly.

Creates secure atmosphere.

Separated (Deserter - Bureaucrat)

Cautious--careful--conservative--orderly.

Prefers paper work--procedures--facts.

Looks for established principles.

Accurate--precise--correct--perfectionist.

Steady--deliberate--patient.

Calm--modest--discreet.

As seen in Table 2 which follows, approximately forty-three percent (43%) of the department chairpersons fall within the integrated basic style (Table 2). Reddin (1970) claims the integrated style is close to the ideal management style. Five (5) of the chairpersons or thirty-six percent (36%) show a related basic style of managerial behavior. The related manager, according to Reddin (1970), is more sensitive to the demands of the technical system. As long as directions are not needed and personal subordinate involvement is essential, the style can be an effective one.

Table 2

MBTI STYLE SYNTHESIS - POSTTEST
VALENCIA DEPARTMENT CHAIRPERSONS
(Study Group)
N = 14

Less Effective Styles			
Relationships	High	Missionary	Compromiser
		N = 3 * * *	N = 4 * * * * *
		% = 21.43	% = 28.57
		Deserter	Autocrat
		N = 1 *	N = 1 *
	Low	% = 7.14	% = 7.14
		Low	Task High
More Effective Styles			
Relationships	High	Developer	Executive
		N = 2 **	N = 2 **
		% = 14.29	% = 14.29
		Bureaucrat	Benevolent Autocrat
		N = 1 *	N = 0
	Low	% = 7.14	% = 0.0
		Low	Task High

Note: * indicates one department chairperson

EFFECTIVENESS OF DEPARTMENT CHAIRPERSONS MANAGEMENT

Two techniques were used to measure the effectiveness of department chairpersons as managers. The first technique involved the use of one of the components of the Reddin 3-D Theory of Management Style Diagnosis Test--the Effectiveness Component. The second technique involved rating the performance of the department chairpersons on the seven critical events (unplanned treatments). The rating was conducted by the Dean of Academic Affairs and the Campus Provost independently. The two independent ratings were averaged into an effectiveness measure for each chairperson on each critical event.

The ratings are presented in Table 3. The columns represent the seven critical events and the rows represent the department chairpersons. Means and standard deviations were computed by critical events and by chairpersons.

Table 3

Means and Standard Deviation of Rated Effectiveness
by Chairpersons and by Critical Events

	#1	#2	#3	#4	#5	#6	#7	\bar{X}	s
1.	3	3	3	3	3.5	3.5	2.5	3.0714	.3450
2.	3	3	4.5	3.5	3.5	3.5	3.5	3.5	.50
3.	2	3	2.5	3.5	3.5	2.5	3.5	2.5	1.0408
4.	3	3	4.5	4	3	3	3.5	3.0714	1.2724
5.	3	3.5	1.5	4.5	2.5	1.5	2.5	2.7143	1.0746
6.	4	4	4	5	4.5	3.5	4	4.1429	.4756
7.	3.5	4	2.5	5	3.5	3.5	3.5	3.0238	1.1802
8.	3	2	3	4	4	3	2.5	2.7857	1.2199
9.	3	2.5	2.5	2.5	2.5	1.5	2.5	1.8571	1.0293
10.	2.5	2.5	3	3	3	2.5	2.5	2.0476	1.0307
11.	3	3.5	3	4	3.5	3.5	2.5	3.2857	.4880
12.	2	3.5	2	3.5	4.5	4	2.5	3.1429	.9880
13.	3	3	2.5	1	3	1.5	3.5	2.50	.9129
14.	3.5	2	1.5	3	3.5	3.5	3.5	2.8571	.8018
\bar{X} =	2.9643	3.1071	2.8929	3.4286	3.3929	2.8929	3.0357	<u>2.8929</u>	
s=	.5358	.5609	.9025	1.1744	.6257	.9589	.5706	.5798	

It is interesting to note in Table 4, Distribution of Effectiveness Ratings of Chairpersons that 11 of the 14 group mean effectiveness rating. One chairperson is two standard deviations beyond the mean while two chairpersons' effectiveness rating approaches the second standard deviation. Consequently the perceptions of the homogeneous effective group of chairpersons is reinforced by this analysis of the effectiveness rating.

Table 4
Distribution of Effectiveness Rating of Chairpersons

-2s	-1s	\bar{x}	+1s	+2s
1.7333	2.3131	2.8929	3.4727	4.0525

The Reddin MSDT provided a second measure of effectiveness on each chairperson. The Reddin instrument is a self administered instrument; consequently it reports the individuals assessment of his own management style and effectiveness. The effective measure is reported on a scale of zero to four.

To analyze the Reddin measure, the rated effectiveness measures were correlated against the MSDT measure as presented in Table 5, Analysis of Rated Effectiveness and Effectiveness as Measured by MSDT (Pearson product-moment correlation coefficient).

Table 5

Analysis of Rated Effectiveness and
Effectiveness As Measured By MSDT
(Pearson Product-moment
Correlation Coefficient)

MSDT Effectiveness (Posttest)	Rated Effectiveness
1. .6	3.0714
2. 0	3.5
3. 3.0	2.5
4. 1.8	3.0714
5. 1.2	2.7143
6. 0	4.1429
7. 3.0	3.0238
8. 3.0	2.7857
9. 1.2	1.8571
10. .6	2.0476
11. .6	3.2857
12. 4.0	3.1429
13. 3.6	2.5
14. 1.8	2.8571
$r = -.2825$	
$Sy.x = .5359$	

The correlation coefficient produced a small negative correlation which indicated no significant correlation between the two measures. Therefore, either the Reddin (MSDT) instrument failed to measure effectiveness in the same manner as did the rated effectiveness by critical events, or there is no correlation between effectiveness as defined by the instrument and educator's definitions of effectiveness in terms of college management.

HYPOTHESIS TESTING

The null hypothesis of the study was as follows:

There is no change in the management/
personality style of department chairpersons
as affected by environmental factors.

In terms of statistical testing, three tests were employed to test the hypothesis. The three tests were the t test for differences in means for the Myers-Briggs Type Indicator and the Reddin 3-D Theory of Management Diagnosis for chairpersons and the summed management/personality profile.

In testing the MBTI, the four compents of the examination were summed to provide a single measure on the pretest and on the posttest. The following table, Myers-Briggs Type Indicator, Style Synthesis Value Analysis, present the summed paired measures and the t value.

Table 6

Myers-Briggs Type Indicator
Style Synthesis Value Analysis*

t Statistic for Difference in Means (Paired Observations)		
	Pretest	Posttest
1.	- 57	- 47
2.	116	96
3.	45	5
4.	- 84	- 88
5.	-146	-148
6.	106	117
7.	12	- 16
8.	51	32
9.	44	29
10.	- 47	16
11.	38	2
12.	17	23
13.	52	63
14.	1	46

t = .1651

* Style synthesis equals summed values of four components.

The nonsignificant t indicates that there was no difference in the means that could not be attributed to sample error variation; consequently the t test for difference in means supports the null hypothesis.

The second t test used to test the research hypothesis measured the difference in means for paired measures on the pre and posttest of the MSDT. The values were derived through a summation process of the test's three components.

The following table, Management Style Diagnosis Test, Style Synthesis Value Analysis, presents the paired observations and the t value. The nonsignificant t value supports the null hypothesis.

Table 7

Management Style Diagnosis Test
Style Synthesis Value Analysis*

t Statistic for Difference in Means (Paired Observations)		
	Pretest	Posttest
1.	9	6.6
2.	6.4	4.2
3.	8.4	7.6
4.	6.4	5.8
5.	6.4	5.8
6.	6.4	1.4
7.	8.0	9.4
8.	7.8	10.2
9.	7.6	7.8
10.	9.0	6.6
11.	7.0	7.8
12.	9.4	4.6
13.	8.2	8.2
14.	7.6	7.6

t = 1.7393

* Style Synthesis equals summed value of three components.

The third t test measured the difference in means for a combined management/personality profile. The profile was developed by summing the measures on the two instruments to develop a quantifiable measure of the management/personality profile for the pre and posttest.

The following table, Table 8, Management/Personality Profile Synthesis presents the paired observation and the t value. The nonsignificant t supports the null hypothesis that there is no difference in the management/personality styles of department chairpersons.

After Table 8, the following four tables present simple correlation coefficients for components of the MBTI and the MSDT for the study group and the control group. The MBTI had a significant correlation level greater than the .01 level for all components in both the study and the control group. Correlation for the MSDT was more erratic than the MBTI and shows significant correlations for two components for the study group and for one component of the control group at the .05 level of significance.

The correlation tables provide additional evidence for the acceptance of the null hypothesis. The MBTI had an overall higher level of reliability than the Reddin 3-D test and fluctuations in component correlation is attributed to low test reliability.

Table 8

Management/Personality Profile Synthesis
(t statistic for difference in means)

Profile Synthesis Value Analysis*		
	Pretest	Posttest
1.	- 48	- 40.4
2.	122.4	100.2
3.	53.4	12.6
4.	- 77.6	- 82.2
5.	-139.6	-142.2
6.	112.4	118.4
7.	20	- 6.6
8.	58.8	42.2
9.	51.6	36.8
10.	- 38.0	22.2
11.	45.0	9.8
12.	26.4	27.6
13.	60.	71.2
14.	8.6	53.6

t = .3059

* Profile Synthesis equals summed value of MBTI and MSDT components combined.

Table 9
 Myers-Briggs Type Indicator Correlation by Components
 (Paired Observations)
 Study Group
 N = 14

	Extravert-Introvert Components		Sensing-Intuitive Components		Thinking-Feeling Components		Judging-Perceptive Components	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
1.	9	31	7	5	-44	-29	-29	-54
2.	31	27	17	7	21	11	47	51
3.	31	27	7	- 7	-24	-34	31	19
4.	-27	-41	-37	- 47	7	19	-27	-19
5.	-34	-41	-51	- 19	-37	-39	-24	-19
6.	7	27	27	19	41	44	31	27
7.	-29	24	-11	- 14	31	5	21	17
8.	11	17	- 2	- 37	- 5	5	47	47
9.	29	37	- 2	2	-27	-27	44	17
10.	2	- 2	-47	- 47	-19	34	17	31
11.	- 2	-17	-24	- 27	27	27	37	19
12.	- 7	5	24	11	-24	-14	24	21
13.	5	- 9	29	49	- 9	-14	27	37
14.	47	47	-14	- 17	-27	- 5	- 5	21
r =	.9133*		.9074*		.7646*		.8566*	
Sy.x =	11.3381		11.6504		16.3386		14.0566	

* Significant at the .01 level

Table 10

Myers-Briggs Type Indicator Correlation by Components
(Paired Observations)
Control Group
N = 15

	Extravert-Introvert Components		Sensing-Intuition Components		Thinking-Feeling Components		Judging-Perception Components	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
1.	37	47	-11	- 2	31	- 2	27	9
2.	-41	-29	-39	-47	7	- 7	- 7	-47
3.	47	41	27	37	29	29	54	54
4.	31	17	31	-41	-24	14	7	-47
5.	41	37	27	41	37	41	47	47
6.	- 5	7	59	51	- 5	7	41	44
7.	51	39	-11	-14	11	17	5	29
8.	- 5	14	29	29	17	27	41	47
9.	24	7	9	-14	- 9	-19	14	14
10.	-11	-27	54	41	-21	- 9	47	57
11.	47	41	17	9	39	24	47	39
12.	- 7	5	5	-21	-27	- 2	- 7	-24
13.	37	17	11	7	9	27	- 7	-17
14.	31	37	-17	- 2	2	27	2	14
15.	14	11	11	-31	24	2	27	17
r =	.8846*		.6941*		.5258*		.8470*	
Sy.x =	10.6133		21.8907		14.3293		18.0076	

* Significant at the .01 level

Table 11
 Management Style Diagnostic Test Correlation
 by Component (Paired Observations)
 Study Group
 N = 14

	Task Orientation		Relationship Orientation		Effectiveness	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
1.	3.0	3.0	3.0	3.0	3.0	.6
2.	1.2	.6	4	3.6	1.2	0
3.	3.0	.6	1.8	4.0	3.6	3.0
4.	4.0	4.0	0	0	2.4	1.8
5.	0	.6	4.0	4.0	2.4	1.2
6.	.6	1.8	4.0	.6	1.8	0
7.	0	2.4	4.0	4.0	4.0	3.0
8.	3.6	3.6	3.0	3.6	1.2	3.0
9.	.6	3.6	4.0	3.0	3.0	1.2
10.	3.0	3.0	3.0	3.0	3.0	.6
11.	3.0	3.6	4.0	3.6	0	.6
12.	3.0	.6	2.4	0	4.0	4.0
13.	.6	.6	4.0	4.0	3.6	3.6
14.	1.2	1.8	4.0	4.0	2.4	1.8
r =	.4317		.5515*		.5839*	
Sy.x =	1.1684		1.2141		1.0602	

* Significant at the .05 level

Table 12

Management Style Diagnostic Test Correlation
by Components (Paired Observations)
Control Group
N = 15

	Task Orientation		Relationship Orientation		Effectiveness	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
1.	2.4	1.8	3.0	4.0	2.4	1.8
2.	2.4	3.6	4.0	3.0	2.4	3.6
3.	4.0	3.6	.6	2.4	2.4	3.6
4.	3.0	3.6	4.0	4.0	.6	.6
5.	1.8	0	1.8	0	2.4	.6
6.	2.4	2.4	3.6	2.4	2.4	.6
7.	.6	3.6	4.0	4.0	0	.6
8.	3.6	1.8	3.6	4.0	1.8	1.2
9.	0	3.6	4.0	4.0	3.6	1.2
10.	.6	0	4.0	4.0	3.6	1.8
11.	4.0	2.4	1.2	2.4	3.6	2.4
12.	0	.6	2.4	1.2	1.8	2.4
13.	2.4	4.0	4.0	3.6	2.4	3.6
14.	3.0	3.6	3.6	3.6	1.8	1.2
15.	1.2	4.0	4.0	1.2	1.2	1.8
r =	.2412		.5247*		.3066	
Sy.x =	1.3444		1.0584		1.0271	

* Significant at the .05 level

In summary, the instruments identified and the statistical tests used to identify changes in the management/personality styles of department chairperson indicate that no change occurred and supported the null hypothesis. However, the interview data and the perceptions of the investigator indicate that changes did occur and these changes and the need for additional research are presented in the following chapter.

Chapter 4

SUMMARY, CONCLUSIONS, PROPOSITIONS, AND RECOMMENDATIONS EMERGENT FROM THE STUDY

This final chapter summarizes the major findings of the study, the apparent conclusions, and presents major areas for additional research identified as propositions. The Chapter is organized into the following sections: Summary of the Statistical Findings, Effectiveness of Management Training as Perceived by the Department Chairpersons and the Researcher, Critique of the Study, and Propositions Emergent from the study.

Summary of Statistical Findings

As reported in Chapter Three, t tests between means were used to determine the effects of the treatment on the management/personality styles of Valencia Community College department chairpersons. Data from two instruments: the Myers-Briggs Type Indicator and the Reddin 3-D Theory Management Style Diagnosis Test were tested on matched pair observations (pre and posttest) to determine if a significant difference existed. The t test when applied to both sets of data produced an insignificant t; consequently the statistical data called for the acceptance of the null hypothesis that there is no difference in the management/

personality styles of department chairpersons as a result of the training activities.

An analysis of the distributed rated effectiveness of department chairpersons by the investigator and the dean of academic affairs demonstrated a homogeneous relationship among the chairpersons as to the perceived effectiveness of the department chairpersons. A simple correlation was run between the rated effectiveness and effectiveness as measured by the Reddin MSDT. The result was a low nonsignificant relationship.

In summary, the statistical data supported the null hypothesis or at best was inconclusive. The statistical data further appeared to be inconclusive when the perceptions of the researcher and the interviews of the department chairpersons are taken into consideration.

Effectiveness of Management Focus
by the College as Perceived by
Department Chairpersons

In the interview schedule, department chairpersons were asked to state their perceptions of the effectiveness of the College's focus and emphasis on management. Responses to the question portrayed a general positive reaction to the management focus of the college and the development of the department chairpersons as managers. The following direct quotes indicate the perceptions of the chairpersons.

I believe the responsibilities the college has asked us to assume have been very positive. The college places responsibilities with us asking us to work as well as we can so I feel

this is positive--getting a chance to get involved with decision making. I feel good about this. Also, about working with the people on the East Campus, I appreciate that opportunity. The experience is good--since at one time we were the only campus--this is a positive experience.

Positive because of the support given to Chairpersons by the top administrators. When I attended meetings with faculty I know the guidelines developed in our own academic staff, and I can speak quite positively and explain with a reasonable rationale why we go this route. Then in turn I'm a great believer in communication if it can be done verbally I prefer to do it this way. The faculty listens to what I say, and if we can make changes we do; therefore, there is a free-flow of ideas this past year or so in my relationship with the faculty and mainly because my role has been defined. There are a few weak areas in terms of communication but these are being worked out.

I think this is because of growth--more and more people--and I think people are looking around to other community colleges and seeing what others are doing and of course some are leaning toward collective bargaining. I think it is just an awareness, I'm not sure of any trouble, but people are just asserting themselves, I believe.

I feel it can be looked in both fashion if you've been organized in managerial or administrative group, the person in the teaching ranks could think now here we're being ganged up on, but I have to think that we, as front line administrators or chairpersons, are aware of our responsibilities, then I have to think that in a positive fashion we're able to help carry through ideas in both directions to the faculty and to administrators above us and from administrators to the faculty member below us. In the past, we had unsure lines about how a faculty could go about expressing viewpoints or dissatisfaction at the school, I think now the lines are more defined. At least now we know where we stand. You can go to the chairperson and explain what is going on and then if this is carried through, your desires are expressed. If not, you have the option of going to the next person whereas before there may have become more

clear which way to go. Lines are more defined.

Subjectively, through observation and the interview process, the positive perceptions of the department chairpersons concerning the focus on management and management development have been reinforced. Throughout the study period, chairpersons sought out other campus administrators to state their reactions to the management training and the focus on college management by the upper administration. Faculty members also responded positively to the more open communication since department chairpersons had access to more information from the administrative sphere of the college and appeared to be committed to involving the department in more open communication.

In summary, it appears that the department chairpersons as a group and as individuals accepted the distinction placed on them in their new role as college managers and liked the additional responsibilities as well as the additional recognition.

Critique of the Study

The study had both positive and negative aspects as to the organization of the study, the methodology, the selection of the measurement instruments, and the conceptualization of the total research problem.

In terms of positive aspects, the interview data and the personal research techniques employed enable the researcher to gather data that would not have been

available through either quantitative methods or through an outside researcher. The research design also enabled the investigator to modify the research focus of the study, as unplanned treatments and critical events materialized.

The organization of the methodology proved to be a demanding format requiring the investigator to gather data throughout the six month period. Additionally, the influence of any one planned training activity or any of the unplanned treatments were not measurable and confidence could not be established on making judgemental decisions about the effects or the lack of effects on any of the training activities.

A further problem with the study was the measurement instruments. The Myers-Briggs Type Indicator proved to be the most reliable of the two instruments; however its reliability may have proved to be one of its major problems for it appeared to be insensitive to changes in style which may have occurred over the study period.

The second instrument, the Reddin 3-D Theory Management Style Diagnosis Test proved to be a poor instrument in terms of reliability and in terms of measuring changes. A positive benefit of this instrument was that it provided a conceptual framework for department chairpersons to analyze their management styles and to discuss means of improving their department management.

As a research methodology, the interviews were valuable data sources. A weakness in the interview

technique was the lack of quantitative data which could be used to analyze relationships.

In summary, the study organization itself possessed both positive and negative aspects; however, the overriding positive nature of the study was that it enabled a college to examine its department management styles in a period of time which can not be replicated at another point in time or location.

Needs for Additional Research

This section of the chapter presents the needs for additional research under a propositions format. A proposition is a statement which can be written in a quasi-hypothesis form and which lends itself to empirical testing. One of the major benefits of a case study technique such as the one employed in thesis study is the identification of areas for further study. The propositions are presented, not necessarily in priority order as follows:

Proposition 1. As measured by the Myers-Briggs Type Indicator, extroverted personality styles are the expected dominant styles of first-line college managers.

Eight of the 14 department chairpersons were extroverted personality styles, while in the study group ten of the 15 persons had extroverted styles. Since the extroverted style possess traits related to people-to-people relationships such as people oriented, the expected style for other first line or similar position administrators

would be expected to be extroverted.

Proposition 2. As measured by the Myers-Briggs Type Indicator, first line college managers styles would be expected to be judging types whether the overall style is extraverted or introverted.

Seventy-eight percent of the department chairpersons were judging types in their personality style preference. The judging types include characteristics such as planning, moving toward closure on problems, and decision making ability. These characteristics appear to be expected in most management situations and their applicability to college managers lends itself to empirical testing.

Proposition 3. As measured by the Myers-Briggs Type Indicator, newly employed faculty members or college managers' dominant personality style will reflect the dominant personality style of the person who employs the new faculty member or first line managers.

This proposition was outside of the concern of this study; however the homogeneity of the Valencia Community College department chairpersons indicates that as individuals their styles were attractive to the college administrator who employed them, and that a relationship might exist between the personality preference of the employer and the personality styles of the persons employed.

Proposition 4. Role definition is the most important factor in management development.

This proposition, while appearing to be dogmatic,

is called for by the finding of this study. Nearly all of the study group members at some point in the study either in interviews or in small group sessions stressed the importance of understanding their role as department managers. The document developed by the staff which describes the responsibilities of department chairpersons and repeatedly was referred to by department chairpersons when discussing their positions as department chairpersons. Additionally the definition of roles and role responsibilities enables an organization to focus on training needs to correct weaknesses in the management effectiveness of the organization.

Proposition 5. Movement from a single campus organization to a multicampus organization increases the importance of first line managers in the administration of the college.

This proposition emerges from the increased need for communications which has become evident at Valencia Community College since a new and separate campus has opened. Department chairpersons as a group have more contact with faculty and other staff members than any level of college administration; consequently communication flows through department chairpersons.

Proposition 6. Increased organizational vertones of college management increases the importance of department chairpersons as college administrators.

With increased faculty interest in collective

bargaining and increased litigation dealing with student rights and due process procedures department chairpersons are in a critical and precarious position in terms of the overall effectiveness of the college in dealing with potential legal problems. Consequently it is expected that colleges will begin placing more emphasis on management development for community college department managers.

Proposition 7. Administrative department chairpersons are more effective college managers than are representative department chairpersons.

As developed in the review of the literature in Chapter 1, there appears to be two basic types of chairperson: representative and administrative. The representative chairperson is usually elected by the department faculty, and the administrative chairperson is normally appointed by the college administration. The accountability referent for the two types are different. One is directed toward the faculty, while the other is directed toward the administration of the college.

Proposition 7 calls for the investigation of the effectiveness of the two types of chairpersons. At Valencia all chairpersons are administrative by appointment; however, orientation to representative chairperson is still present and raises the question of effectiveness.

Proposition 8. Management styles which are effective in collegiate environments may be different from effective management styles in adversarial environments.

Since, at this point in time, adversarial relationships between the faculty and the administration as characterized in collective bargaining situations do not exist, this proposition could not be examined at Valencia Community College. However, with the increased emphasis on organization by the faculty nation wide and with the focus of management becoming implementation of negotiated contracts, investigation is needed as to changes in management style and style effectiveness under the two situations.

Proposition 9. Community college department chairpersons will become more highly specialized in management orientation and in management training

Most college administrators have been promoted into administration with little or no training in administration or in management. With the increased emphasis on management demanded by the legalistic environment and the economy as well as the general movement toward accountability in education, it is predicted that existing college administration will be more trained through in-service programs and new college administration will have had preservice training.

Proposition 10. With increased emphasis on college management, there will be a tendency to overlook first line college managers in faculty-administration governance processes.

First line college managers will benefit from

increased emphasis on management through additional communications and involvements. However a potential negative aspect will be a tendency to overlook department chairpersons for membership on faculty/administrative governance committees. First line managers will be fully involved in administrative decision making; however, in policy making through college governance processes higher ranking administrators will probably serve on the policy making committees.

RECOMMENDATIONS

As a result of this study, several recommendations are appropriate to improve the management/administration development at Valencia Community College. The recommendations fall within three large categories: training, involvement, and evaluation.

Recommendations Related to Training

As presented in the interview data and in discussions on role ambiguities, department chairpersons learned their appropriate roles as department chairpersons after they were appointed. Consequently the following recommendations would probably assist the college in more adequately preparing individuals to perform duties of department chairpersons:

1. A continuing system for assessing training needs of department chairpersons needs to be used to insure that chairpersons as individuals and as a college staff are able to request and receive assistance in particular areas.

2. Training needs to be conducted which is both specific to the roles and responsibilities of chairpersons, and general to the roles and responsibilities of other college administrators.

3. Department chairpersons need to take the lead in developing need surveys among themselves and be involved in determining appropriate training programs.

Recommendations Related to Involvement

As discussed in the propositions department chairpersons are expected to involve their faculty in departmental matters as an effective management technique; however, department chairpersons themselves, either as individuals or as a group, may be excluded from involvement in governance committees of the college and in decision making outside of the instructional area. Therefore the following recommendations are made to assist in promoting the involvement of chairpersons:

1. Chairpersons should be included in the membership of governance committees of the college.
2. Chairpersons should be included in all meetings of the total college administrative staff.
3. Other college administrators should be aware of the roles and responsibilities of department chairpersons in order to develop an appreciation for the tasks, workload, and responsibilities of chairpersons.

Recommendations Related to Evaluation

Evaluation as used in this section is a broad concept which includes goal setting, training, and measurement of performance against set criteria and goals. The recommendations are as follows:

1. The Roles and Responsibilities of Department Chairpersons Document, Appendix A, should be continually revised and updated to serve as an accurate description of a chairperson's job.
2. Individual goals for development should be included in each department chairperson's evaluation.
3. Chairpersons should be assisted in meeting their development goals by supervising administrators.
4. Chairpersons as a group should be involved in evaluating and revising the college-wide evaluation system.

SUMMARY

The final chapter has summarized the major findings of the study, critiqued the study in terms of its positive and negative aspects, presented propositions which call for additional research in the management styles of first line college administrators, and made recommendations for the improvement of educational practices at Valencia Community College.

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APPENDIX A

ROLES AND RESPONSIBILITIES OF DEPARTMENT CHAIRPERSONS
VALENCIA COMMUNITY COLLEGE - WEST CAMPUS
WINTER, 1975

Instructional Management

The department chairperson is a professional within the teaching area of the instructional department as well as the professional instructional manager of the department. As such, the chairperson is concerned and responsible for instruction within the department, professional growth of the department faculty, department service to the students and the community, and for building a strong instructional program throughout the college. Specifically, the department chairperson:

1. Develops with faculty cooperation, a department class schedule each semester within the parameters as specified by the Dean of Academic Affairs within the time frame as specified by the Registrar that includes a faculty workload for each faculty member in the department and represents a balanced department offering based on student course needs.
2. Orders textbooks and reviews instructional material to insure that adequate instructional materials are available for each class in the department each semester.

Textbooks are ordered on a time frame as specified by the Bookstore Manager and within the guidelines of college policies.

3. Works with department faculty in developing course materials which include clearly stated student goals, procedures, and methods to help insure student success in completing the course.

4. Evaluates faculty in the department within the parameters established by the Dean of Academic Affairs and college policies and within the time frame as specified by the Dean and college policies.

5. Cooperates with open campus personnel, consulting with them on planned course offerings and assigning instructors to open campus classes, providing instructional support for open campus classes in terms of teacher evaluation, course outlines and objectives, etc.

6. Attends to teacher and student problems and/or concerns as they arise within the department and resolves the problems and/or concerns within the chairperson's resources or refers them to the Dean of Academic Affairs or the Dean of Student Affairs.

7. Participates in the registration process and is responsible for maintaining department representation at registration, making decisions concerning the adding or cancelling of classes, and reassigning faculty when class schedules are adjusted due to registration processes.

8. Monitors class size for cost effectiveness in

terms of level of funding per F.T.E., F.T.E. produced, supply and support monies expended and recommends to the Dean of Academic Affairs ways of increasing cost effectiveness.

Curriculum Management

The department chairperson has a direct responsibility to the total campus/college curriculum. In the individual department, the chairperson is responsible for curriculum evaluation, review, and revision.

Specifically, the department chairperson:

1. Recommends curriculum changes based upon faculty review to the Dean of Academic Affairs for review by the Committee on Curriculum and Instruction.
2. Develops in association with department faculty, and presented new course offerings to the Dean of Academic Affairs for review by the Committee on Curriculum and Instruction.
3. Conducts surveys to determine program needs and develops curriculum to meet needs as approved by the Dean of Academic Affairs and the Committee on Curriculum and Instruction process.
4. Serves on the Committee on Curriculum and Instruction and reviews educational programs and courses in terms of the department and total campus/college instructional program.
5. Monitors the college catalog to insure

accurate description of instructional programs and courses in the departments and inputs catalog changes for new programs, courses and description changes through the Dean of Academic Affairs.

Personnel Management

The chairperson is charged with conducting personnel practices in a manner conducive to good management and human relations, in accord with Board policies, legal parameters, and State Department Rules and Regulations. The chairperson administers the department in a democratic manner, giving full recognition to the professional status and role of teaching faculty, and actively encourages maximum faculty participation in departmental affairs. Specifically, the department chairperson:

1. Assesses instructional needs in terms of personnel in the department and recommends positions to the Dean of Academic Affairs.
2. Recruits in cooperation with the personnel department applicants for positions within the department who meet the position qualifications as approved by the Dean of Academic Affairs.
3. Recommends applicants to the Dean of Academic Affairs for employment.
4. Maintains accurate monthly attendance reports for each employee in the department and submits monthly

status reports via the Dean of Academic Affairs to the Finance Office each month.

5. Prepares personnel action papers for each part-time and over-load faculty within the department for each class taught each semester and submits the papers via the Dean of Academic Affairs to the Personnel Office.

6. Conducts annual evaluation of personnel within the department as outlined by college policies and recommends faculty for annual contract or continuing contract to the Dean of Academic Affairs in accordance with Board policies and State Department Rules and Regulations.

7. Administers the personnel policies of the college in an equitable manner for each employee within the division, solves problems within the authority of the department, and refers problems to the Dean of Academic Affairs for assistance as needed.

8. Orients employees to college policies and procedures and provides intra-department opportunities for employees to progress in terms of career development, such as committee service, leadership activities (area coordinators), community involvement, and other opportunities.

9. Informs faculty of college activities and actions on a regularly scheduled basis.

Professional Development

The department chairperson serves as a model of

professional development within the department and is concerned with personal development and with development of faculty within the department. Specifically, the department chairperson:

1. Maintains liaisons with community colleges, universities, and professional organizations within the discipline(s) area of the department to stay abreast of current developments in community college instruction generally and trends within the specific field of the department.

2. Promotes faculty development through additional education, staff and program development activities, professional organizations, college visitation and other activities.

3. Utilizes Staff and Program Development Funds to assist the professional development of the faculty through careful planning in allocating travel resources and developmental activities.

Community-Institutional Articulation

The department chairperson is often called upon to meet with various community groups and represent the college. The chairperson is expected to be community-based in perspective for service to the community and its students. Specifically, the chairperson:

1. Serves on community-based advisory groups as needed and as outlined by college policies.

2. Serves as guest speaker, lecturer, and/or resource person for community groups as requested and as schedule permits. Reports such activities to the Dean of Academic Affairs.

Fiscal Management

The department chairperson is the first line administrator in planning, managing, and controlling department budgets. As the first line administrator, the department chairperson is responsible and accountable in insuring that fiscal practices within the department are in line with Board policies and State Department Rules and Regulations. Specifically, the department chairperson performs the following tasks in fiscal management:

1. Assesses needs within the department and requests through the budgeting processes resources to meet the needs.
2. Develops a department line item budget(s) within the parameters as specified by the Dean of Academic Affairs and within the time frame as specified by the Assistant to the President for Business Affairs.
3. Develops interdepartment procedures to control the expenditure of budget funds to meet department needs.
4. Expends funds from department budgets according to Board policies and State Department Rules and Regulations.
5. Evaluates budget limitations and indicates the

impac on the instructional program to the Dean of Academic Affairs.

Academic Affairs Participation

The department chairperson serves as a member of the Academic Affairs staff. As such, the chairperson is concerned with bringing problems of a general nature to staff, acting on staff problems, and participating in academic affairs decision making. Specifically, the chairperson:

1. Participates in academic affairs meetings as schedules by the Dean of Academic Affairs.
2. Serves on study groups and committees as directed by the Dean of Academic Affairs.
3. Participates in academic affairs training programs in management development and instructional leadership.

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