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LEADERSHIP AND ADULT DEVELOPMENT:
A STUDY OF HIGHER EDUCATION ACADEMIC ADMINISTRATORS

by
Anna R. Newton

A dissertation submitted in partial fulfillment
of the requirements for the degree of

Doctor of Education

University of San Diego

1987

Dissertation Committee

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A STUDY OF HIGHER EDUCATION ADMINISTRATORS

NEWTON, ANNA R., Ed.D. University of San Diego, 1987.

Director: Joseph C. Rost, Ph.D.

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Leadership studies have been subject to increasing criticism. At the same time, many groups and institutions are claiming that leaders are needed in today's world, more than ever before. More specifically, higher education institutions and their critics are attempting to identify the leaders and leadership behaviors that will benefit colleges and universities. A recurring comment about leadership studies is that they often cannot be understood or applied by the leadership practitioners. Is there an aspect of leadership and the human experience that can yield information to improve practitioners' understanding of leadership?

This exploratory study used survey research methods, first to select a population sample and then to look for interrelationships between leaders' adult development activities and their ratings of leader behaviors. Participants in the study were academic administrators from a large, multicampus state university system. Eighty-six leaders were identified from 1,260 requests

for nominations sent to academic administrators at all levels of the universities. Sixty-two persons, male and female, responded to three survey instruments in which they rated ideal and personal leader behaviors and also identified one paragraph summaries of adult development activities as accurately describing previous and/or current stages of career-related development.

The study concluded that the academic administrators identified as leaders did recognize Burns's transactional model of leadership as both an ideal model and as a preferred operational model they actually used in their day-to-day leadership activities. Secondly, the study found little support for an overall relationship between adult development and leadership behavior; however, a few relationships were identified and their significance established. The researcher believes that further exploratory studies need to be undertaken in order to identify additional relationships and, as a result, expand a leadership model to include the personal growth and development that leaders experience.

DEDICATION

To Virginia, Robert, Barbara, Leslie

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I wish to acknowledge the support and the prodding of my dissertation committee.

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CHAPTER ONE

INTRODUCTION AND STATEMENT OF PURPOSE

Statement of Issue

Introduction

Leadership study has followed many different directions since its inception. A major area of emphasis over many years has been the investigation of leaders' behaviors (Bass, 1985; Gibb, 1972; Stogdill, 1957). This attention to leader behaviors has evolved currently into studying leadership as it is actually practiced (Bennis & Nanus, 1985; Peters & Waterman, 1982). Many different models for leadership behavior have been proposed by leadership researchers (Heyn, 1977; Kellerman, 1984); the leadership behavior model used in this study is based on Burns's (1978) writings on transactional leadership because of his focus on the individual as a leader.

James McGregor Burns, a pioneer in the field of leadership, focused on the role of the individual leader and specific indicators of leadership. According to Burns (1978), leadership is made up of processes "linked to collective purpose, judged by actual social change" (p. 3). He assumed that leaders "are neither 'born' nor 'made,'" and used "concepts that emphasize the evolving structure

of motivations, values and goals [to] identify distinctive leadership roles and qualities" (p. 4). His model states that leaders are not designated solely by title and that there are specific behavioral characteristics that are necessary to being a leader. Burns is specific in detailing the necessary behaviors to be a transactional leader. Burns, as well as other writers, has also been emphatic about stating that leaders must conform to a model of leadership without compromise, because anything less is an absence of leadership (Burns, 1978; Pullias, 1984).

Leadership studies from Burns explain at great length what the qualities and behaviors are for a leader. Little has been written about whether an individual who is pursuing leadership or has chosen a position with some leadership potential is aware of and constantly strives to use the leader behaviors of a leadership model. There seems to be an assumption that a level of leader talent and leader skill simply only need be channeled or guided in order to lead effectively.

Leadership behaviors have been described as tools to implement leadership. With an understanding of the leadership theory and the practice of leader behaviors, leadership will emerge (Peters & Waterman, 1982). More recent leadership writings, complementary to Burns, advocate strategies or guiding principles rather than specific behaviors (Bass, 1985; Bennis & Nanus, 1985).

Nowhere do the studies indicate any rhythm or flexibility in this practice of recommended behaviors. Behavior equals practice, without modifications of intensity, perseverance, or recognition of the leaders' individual differences.

Studying people who are larger than life (i.e., Gandhi, Roosevelt) implies that leaders are leading all of the time. That is to say that their performance in their leadership role is constant. I feel strongly that people who are leaders are not leading all the time. Based on my observations and studies, individual leaders modify leadership behaviors during their lives. This fluctuating aspect of leaders' behaviors exists throughout their adult lives. Leaders do not lead the same way all of the time.

This author feels that the tasks of adult development as identified by Hennig and Jardin (1977), Levinson (1978), and Smelser and Erikson (1980) have a strong influence on an individual's leadership behaviors. Human development researchers have recently given wide attention to adult development. Research on adult development has revealed complex patterns and sequences of growth and maturation that give new depth to the study of adults (Gould, 1978; Levinson, 1978). While there is much variety in the classification of these processes, these adult development scholars agree that the notion of progressing through

phases or cycles is an important part of one's development as an adult. Developing adults make decisions about the degree of their self-satisfaction in their current surroundings. These decisions undergo modifications as adults mature. The behaviors that exemplify these modified decisions are an expression of changing values (Gilligan, 1982; Hultsch & Deutsch, 1981; Neugarten, 1968; Smelser & Erikson, 1980).

Life values with varying priorities are part of developmental cycles and can be compared to leaders' life values. Burns's (1978) model discusses changing values in human development (i.e., Maslow, Adler, Piaget) and the leader's role in moving followers up through the levels (p. 428). His transactional leader model advocates modal values. "The chief monitors of transactional leadership are modal values, that is, values of means--honesty, responsibility, fairness, the honoring of commitments--without which transactional leadership could not work" (Burns, 1978, p. 426). These leadership behavior values are not described as flexible or changeable. Over a lifespan, incongruence between developmental life values and leadership behavior values may have an effect on an individual who is a leader, since individuals exist within themselves and in the world. Levinson (1978) referred to this co-existence as a life structure. "This structure is viable to the extent that it works in the world" (p. 54).

Tasks of adult development and their accompanying values may be at odds with or distracting to the behaviors that are part of leadership. An individual may have to adapt her/his leadership behaviors to accommodate changing life values or risk not being a leader at all. Therefore, this congruence or incongruence of life structure values and leadership behaviors must be recognized and dealt with by individuals who want to be, or are already, leaders.

The leadership behaviors used in this study are taken from Burns's (1978) discussion of transactional leadership which, he stated, takes "exceptional political skill, a good hand at bargaining," persuading, reciprocating, the ability to exploit power resources, the ability to be adaptable, and "relationships dominated by quick calculations of cost-benefits" (p. 169). The priorities of leadership identified by Burns are that the leader must win (p. 170). Leaders must also evaluate means and ends in an atmosphere of free communication and open criticism, valuing honor, integrity, equality, justice, and the well-being of others (p. 430). Burns also stated that transactional leadership emphasizes "modal values such as honesty, responsibility, courage, and simple fairness" (p. 429).

These behaviors and values identified by Burns (1978) require a leader to be very aware of her/his environment, to assess the political, social, and interpersonal dynamics

of the leadership setting. This awareness is outer-directed, that is, outside the individual. A leader must keep in mind her/his moral goals of leadership and continually assess how the followers are meeting those goals under her/his direction. This outer awareness requires a high sensitivity to group and follower wants and needs and external reflection and a lower priority for self awareness and self reflection.

Adult development life structures have varying degrees of satisfaction for individuals (Levinson, 1978, p. 53). The process of development requires time and attention, an inner awareness that can be very demanding at times (Levinson, 1978, p. 54). This awareness affects many aspects of adult behavior. Hodgkinson (1974) has suggested that there is a cycle, or an ebb and flow, to the practice of leadership that is connected to these stages of adult development. Bass (1985) has indicated that leaders use different types of leadership behaviors, but he offers no suggestions as to why.

This study will look more closely at a possible ebb and flow in the leadership behaviors of a specific population sample. By selecting subjects from higher education, an institution that has an established history of promoting from within from entry-level to retirement, a wide range of adult development cycles or life structures will be available for study. The practice of leadership

will be studied by comparing the choices of leaders for certain behaviors that are part of Burns's transactional leadership model. This comparison will involve looking for changes in chosen leadership behaviors among leaders in different phases or cycles of adult development. There may be changes that are specific to certain developmental phases or cycles.

Expanding leadership study to include research on the development of adult leaders may introduce the idea that the behaviors of leaders change on the basis of certain developmental cycles. If that is the case, such research would bring the leadership theorists more closely in touch with the leadership practitioners. Mintzberg (1982) has called for the wisdom of such a closer relationship.

Statement of the Problem

A significant and productive analysis of leadership comes from studying what leaders actually do. The leadership literature of Burns has described specifics of leader behaviors and listed required skills for leadership. While functioning as a leader, an individual is also developing as an adult. Adult development phases or cycles include psychological growth tasks that require an individual's time, energy and attention so that she/he may continue to mature and develop as a satisfied adult.

The problem to be investigated in this study is: Are

there significant influences on a leader as a result of her/his development as an adult so that the leader's choices of certain behaviors will change at various times even though the leader has an ideal model of leadership behavior in mind to put into operation?

Research Questions

The research questions that arise from this statement of the problem are as follows.

1. Can a relationship be identified between the respondent's involvement in the tasks of gender specific adult development and the respondent's description of an ideal leader's behaviors?
2. Can a relationship be identified between the respondent's involvement in the tasks of gender specific adult development and the respondent's description of her/his own leadership behaviors?
3. Can a relationship be identified between the respondent's involvement in the tasks of gender specific adult development and the respondent's description of both ideal and personal leader behaviors combined?
4. Can a relationship be identified between the respondent's involvement in the tasks of gender specific adult development and her/his reputational identification as an academic administrative leader?
5. Are there exploratory factors related to the

respondents' administrator settings that also affect the respondents' choices of ideal or self behaviors?

Relevance of Topic to Leaders

Leadership studies have focused on defining what leadership is and not on the differences in behavior choices of people who engage in leadership. An undiscussed assumption of leadership study is that the leaders are highly motivated to develop their vision as leaders and constantly move toward that vision with their followers, and that they will do what is necessary when it is necessary in order to accomplish their vision. By investigating a fluctuation in choices of leadership behaviors, scholars may consider the human, developmental aspects of leaders in their leadership study. Understanding the dynamics of persons who are leaders will enrich our understanding of leadership.

The tasks of adult development cannot be ignored. Accomplishing these tasks is a part of daily life and requires time, energy, and reflection. Most adults are involved in the process of their own development as human beings. Adults who are leaders must also meet the requirements of adult development tasks. If it can be demonstrated that involvement in these development tasks influences the leaders' choices of specific leadership behaviors, then a richer understanding of leadership

behavior may develop. Leadership scholars are missing an understanding of leaders as developing adults; leadership studies have not dealt with leaders as individuals who have essential personal growth requirements that must be met during their adult professional career years. What is needed is more information on the normal, everyday ebb and flow of the behavior of leaders.

Definition of Terms

Leader. An individual in an academic administrative position who through a relationship of influence has followers who support her/his cause or vision. Leaders compete for followers in an institutional setting, and leaders gain and lose followers as mutual goals are pursued and achieved. The leader's vision is the cause, the purpose in life, for which she/he is willing to expend enormous amounts of energy. It is the leader's intellectual frame of reference and the internal locus of control (Rost, 1985).

Leadership behaviors. Leadership, as described by Burns (1978), requires leaders to exercise the following behaviors: exceptional political skills; persuading; reciprocating; ability to exploit power; ability to be adaptable; winning; evaluating means and ends in an

atmosphere of free communication and open criticism; valuing honor, integrity, equality, justice and the well-being of others; having the time, determination, conviction and skill to draw followers to higher purposes and principles (p. 429). Risk-taking, tolerance of failure, use of conflict to achieve objectives, intuition, tolerance of ambiguity, acting on the organizational culture, and creating through the entrepreneurial spirit are additional transactional leadership behaviors.

Adult development phases or cycles. The self-satisfaction fluctuating adults experience when individual values, goals, and aspirations change as family, social and career events occur during part of the adult development life span.

Explanatory factors related to administrators' settings. Size of institution, administrative position, academic discipline, time in administration, time in teaching, time at an institution are the selected factors that this research studies as possibly influencing leaders' preferences for certain leadership behaviors rather than others.

Assumptions of the Study

Given adequate participation of the selected sample, the assumptions are that:

1. Leader preferences for leadership behaviors can be measured using responses to a 17-item instrument that describes behaviors of a specific leadership model.
2. A person's relative position in the phases or cycles of adult development can be identified by responses to gender specific paragraphs describing three phases or cycles of development.
3. Leader choices of one or more leadership behaviors will change over a period of time in a leader's life.
4. Choices of one or more leadership behaviors will change when leaders go through the changes that are part of the phases or cycles of adult development.
5. Leadership behavior choices are related to the processes of adult development.
6. Specific antecedent or explanatory factors of academic administrative positions affecting choices of leadership behavior can be determined.

Limitations and Delimitations

This study has the following limitations.

1. All generalizations apply only to the academic administrators participating in the study.
2. The generalizations and implications of this study are dependent upon the willingness of individuals to respond truthfully and in a timely manner; and on the accuracy of the data provided in response to the surveys.

3. Face validity of the instruments was reviewed by only two adult development experts and only one leadership expert.

4. Test, re-test of pilot study was done only on one population sample.

5. Exploratory studies may present weaknesses of ex post facto research, that is, interpretations stated to fit around findings.

6. The analysis of qualitative data may present some subjectivity in analysis and deductions.

The study is delimited to the following:

1. The investigation includes the nineteen main campuses of the California State University system. Each of these campuses has individual academic administrative organizations and positions. Satellite centers are not included in the study.

2. The selection of the sample population to survey is limited to reputationally identified leaders currently in an academic administrative position on some of the university campuses.

3. The collection of data is limited to the Leadership Behaviors and Adult Development Survey.

CHAPTER TWO

REVIEW OF THE LITERATURE

Literature Review

The purpose of this review is to discuss relevant literature pertaining to the various topics under investigation. The review begins with analyses and critiques of leadership studies, followed by adult development theory, and concludes with higher education academic administration and leadership. The chapter ends with an integration of adult development theory and leadership studies.

Analyses and Critiques of Leadership Studies

Leadership scholars have attempted to make their theories practical and useful to leadership practitioners. This has been done with a variety of theoretical frameworks (Bass, 1981; Bennis, 1985; Burns, 1975; Kellerman, 1985). These frameworks are illustrated with examples of individual behaviors which are biographical or current situational demonstrations of leadership. This approach to explaining leadership theories is not successful for two reasons. The first reason is that this approach results in an unclear construction of leadership theory, and the second reason is a lack of

consideration for the leader's personal development.

According to some authors, the research on leadership has not been very helpful to people who want to be or who are leaders. It is restricted in its applicability unless, of course, you are the leader who is being studied. Many studies of leaders are brilliant in their hindsight and not very useful as a prescription. What of leadership studies can their students examine, apply, and refine for themselves?

Bass (1985), Halpin (1966), Karmel (1978), McCall and Lombardo (1978), and Mintzberg (1982) all believe that what we are studying, leadership, is not well explained. Halpin (1966) stated that leadership study "incorporates both descriptive and evaluative components" and has "burdened the concept with two connotations: the role and the behavior of the person in the role, and the evaluation of the individual's performance" (p. 287). Karmel (1978) cited "definitional confusions that result from the confounding effects of environmental factors," and she was critical of the "unrecognized and unacknowledged assumptions" which exist in leadership studies due to a lack of construct validity and scientific tests of alternative hypotheses (pp. 67-68). As a result, "the potential contribution of research on leadership to actual leadership in organizations has been and continues to be reduced" (McCall & Lombardo, 1978, p. 5).

Mintzberg (1982) found much fault with leadership research. "Methodology has been the problem in leadership research, because of the nature of this particular phenomenon. We need to study leadership simply, directly, and imaginatively" (p. 254). Mintzberg further stated that "effective leaders probably do exhibit certain traits or styles under certain conditions," and that "we know how fundamentally intuitive the job of leading is and how lacking in inherent structure" (p. 253). McCall and Lombardo (1978) also referred to an individual as a leader when they stated that few approaches to leadership "have considered the impact of self-expectation on leader behavior" (p. 159).

These statements point to the potential value of studying leadership theory and leaders' behaviors as an important contribution to leadership study. Stated another way, the individual leader does not manifest a constant or unyielding leadership capacity (Halpin, 1966).

There is an even more elusive aspect to leadership research that may address some of these theoretical shortcomings. This aspect is the individual leader's personal development and her/his recognition and manifestation of leader behaviors. "By conceptualizing leadership as an essentially innate capacity of the individual manifested with equal facility, regardless of the situation in which the leader finds himself"

(Halpin, 1966, p. 288), an individual leader's use of leader behaviors is assumed to be equal to leadership.

Lundberg (1978) included the leader's personal development in his list of six variables that have been neglected in leadership research. He pointed out that "the leader's own internal states are an important part of the leadership process. Non-trait internal states, states that can and often do change with environmental and structural changes, no doubt contribute to leadership behavior" (p. 84).

Looking at the aspect of leader behavior in another way, Lombardo (1978) stated that "leadership behavior has often been treated as an independent variable by researchers, as if increasing certain behaviors would increase the effectiveness of subordinates. Such an approach ignores the reality of organizations" (p. 35). Lombardo's statement reaffirms the shortcomings of leadership studies in these two main areas. By ignoring the realities of when and where leadership is studied, the applicability of leadership research findings is sharply limited. By ignoring the reality of the personal development of the leader, researchers are overlooking how practitioners may use, ignore, or abuse research findings.

There is also a syntactical confusion in leadership studies. Many of the theories from business, public administration and management literatures glibly interchange

the terms leader and manager in their discussions of leadership. This difference is discussed by Gardner (1986). "Most managers exhibit some leadership skills, and most leaders on occasion find themselves managing. Leadership and management are not the same thing, but they overlap. It makes sense to include managing in the list of tasks leaders perform" (p. 13). Rost (1985) delineated twelve points where leaders differ from managers in their organizational and individual behaviors. He stated that manager managers are never leaders, but that leaders may sometimes be leader managers. This approach to leadership describes a flexibility in leaders' behaviors; "we should not expect leaders to act as leaders every waking moment in an organization. Executive leaders may, therefore, act as leaders one moment and act as managers the next moment" (Rost, 1985, p. 10). Some of the literature that is included in other sections refers to managers. Since leadership may include managing, these management writings do hint at what may be true for leadership and are appropriate for inclusion.

In summary, leadership studies have shortcomings in the areas of clarity and applicability of theories, and the researcher's neglect of the individual leader's development. These shortcomings can be addressed in new directions to leadership studies. As McCall and Lombardo (1978) stated: "In leadership research particularly,

where there is little agreement on definitions and concepts, the emphasis should be on finding the right questions. Later, perhaps, the generalized answers can be found within hypothesis-testing paradigms" (p. 162). A right question for the improvement of leadership studies may be to look for an interrelation between leaders' personal development and leaders' choices for leadership behaviors.

Adult Development Theory

Parts of adult development theory are relatively new areas of study and are gradually being integrated into many areas of academic research. This integration both deepens the understanding of adult development and has the potential for new information in the areas of management and leadership. This section will discuss changes in life structure (stage theory for some scholars) and the accompanying stress. The idea of gender specific development issues is reviewed.

Theories of human development have focused on the subtleties of healthy adult development only in the last 45 years. A notable researcher, Neugarten (1968), stated in her volume, Middle Age and Aging, that "various factors combine to concentrate satisfaction and threats at particular periods of life" (p. 118). These various factors are grouped around changes in social relationships and changes in time perspectives which result in changes

in motivation patterns, build-up of unhappiness and anxiety and periods of serious self-appraisal (p. 118).

The salient issues of adulthood relate to the individual's use of experience: ways of dealing with work, love, time, death issues; changes in self-concept and changes in identity (Neugarten, 1968, p. 139). In addition, adults experience a "movement of energy away from an outer-world to an inner-world orientation" (p. 140).

Smelser (1980) used the term life countours to explain and describe "a series of programs or agendas for a person's life course that determine to some degree his life history or personal career" (p. 10). These agenda can vary across social and cultural norms and chronological sequences. Gould (1978, 1980) spoke of transformations in the workplace and the idea that "the workplace is not organized for human development and hence inevitably conflicts with the transformational process" (Gould, 1980, p. 225). Other theorists have expanded on the stage theory of adult development: Levinson (1978) who studied men, and Hennig and Jardin (1977) who studied women.

A common theoretical construct among these and similar works is the idea of developing adults coping with or moving through episodes of changing life perspectives. These episodes of development, these changes in people's perceptions of themselves and the

world and the resulting adjustments have an effect on their behavior as adults. Part of this effect is the move from an outer- to an inner-world orientation noted by Neugarten (1968). The changes are important and may not be ignored. As individual persons act upon and react to differing circumstances or contour expectations that "challenge their adjustive capacities and have the potential for creating intense psychological distress" (Pearlin, 1980, pp. 182-183), they cope with these changes to avoid being harmed by them. Smelser (1980) discussed other views of these changes: The changes, according to Erikson, are "a complex model of determinancy (or indeterminancy)" (p. 19); Gould says they are "a continuous challenge to and freeing from protective assumptions" (p. 20); and Levinson notes the changes are "phases of structure building and structure changing" (p. 21).

Coping with the stress of adjusting to developmental changes has been studied by a variety of scholars from many perspectives. One noted method of coping is an adult's rearrangement of priorities. By lessening the importance of areas wherein adjustments and the accompanying stress are occurring, the tension is reduced. This change in priorities "may take place within roles as well as between roles" (Pearlin, 1980, pp. 185-186). These changes within roles do include persons who are leaders and may specifically include their individual priorities as leaders.

Levinson (1978) described this adjustment to episodes of development as "making choices as life structures evolve" (p. 44). He believed that individuals must make choices and then build new life structures. Ignoring change has serious consequences. "This kind of surface stability marks the beginning of a long term decline unless new factors intervene . . . and enable him to form a more satisfactory life structure" (Levinson, 1978, p. 52). In another reference to the inexorable requirements of adult development, Levinson opined that "No matter how satisfactory a life structure is, in time its utility declines and its flaws generate conflict that leads to modification or transformation of the structure" (p. 54). We see that adult development includes a process of satisfaction, change, dissatisfaction and change in much of life experiences. The changes provoke dissatisfaction which causes stress that is significant enough to demand attention and adjustment from the individual. This attention to development and adjustment of priorities affects people professionally and personally. The effect on professional priorities and behaviors is likely to include leaders' priorities and behaviors.

Adult developmental issues differ for men and for women (Gilligan, 1982; Schlossberg, 1984). Neugarten (1968) stated that "important differences exist between men and women as they age" (p. 140). The differences of

gender have been studied in areas of value orientations, intimacy and intimate relationships, maturity, mastery and competence. Studies have discussed the differences between male and female subjects specifically as follows: for women, value orientations come from the family and home in addition to their career, whereas value orientations of men come from their careers; intimate relationships are more difficult for men to form and are not as much a mark of maturity as they are for women; mastery and competency for women become more important during midlife and less important for men after a midlife occupational peak (Gilligan, 1982, p. 163; Schlossberg, 1984, pp. 80-81). A bona fide study of adult development would have to include specific attention to such gender specific issues in the research.

Adult development theory has been integrated into other bodies of research that are valuable in this review. Writing on job satisfaction for workers and managers has looked at adult life cycle research for some answers. A second area related to job satisfaction is career development theory. Kets de Vries (1984) discussed worker/manager satisfaction as it was influenced by factors outside the job. He also commented that there was a dearth of studies correlating adult life cycle research and job satisfaction. "In particular, little has been made of the fact that perceptions, needs, levels

of fulfillment, and indeed, satisfaction with work and the firm changes as one moves through the life cycle" (Kets de Vries, 1984, p. 117). He suggested that a sequence of events usually takes place: (1) an initial disappointment on the job, followed by (2) increased satisfaction until a midlife crisis, and (3) reconciliation with one's job and increased satisfaction as the results of the person's life cycle readjustment impact on job satisfaction.

In the area of career development theory, Schlossberg (1984) presented a discussion of adult development and careers by Valliant, who referred to career consolidation as a time when individuals consider issues of commitment, contentment, and valuing of work, issues that come up periodically over the lifespan. "People are constantly starting over, constantly realizing that as their identity shifts, so does their career commitment. . . . Thus, issues of career commitment come and go, ebb and flow, and relate to that part of an individual's identity which is expressed through work" (Schlossberg, 1984, p. 27). For a summary of these issues, see Table 1. Adult development theory is seen as useful by scholars who are tangential to leadership studies.

The closest leadership scholars have come to adult development theory is the biographical approach to leadership research. Erikson (1969) and Burns (1978) used this approach in their biographies of leaders. The

Table 1

Developmental Episodes and Tasks Involved

Stage	Men	Career Women
Early Career Maturity	Work at advancement Progress on timetable Become own man Valued member of a valued world Anchor life to (re)defined marriage and home Break with mentor	Dream of achieving management position Develop competence over those above and below Secure mentor Reject marriage for career Advance to management level
Midlife Transition	Review and reappraise life and goals Deal with polarities: <ul style="list-style-type: none"> - young/old - destruction/creation - masculine/feminine - attachment/separateness 	Break with mentor Reappraise life, goals, and purpose Personal risk-taking Career drive declines
Late Career Maturity	Form new life structure in: <ul style="list-style-type: none"> - relationships with people - occupation - physical location - physical changes - satisfaction level determined 	Integrate polarities Renew career push Advance to top management Develop new skills in relationships Marriage

Based on Levinson (1978) for men; Hennig & Jardin (1977) for women.

biographies discussed the childhood and young adult development of these leaders but did not examine their development as mature adults. These leader studies were analyses of writings and outer-directed behavior, that is, the effects of Luther's and Gandhi's actions on others, such as families and followers (Burns, 1978, pp. 203-205; Gilligan, 1982, pp. 103-105). The studies did not connect any aspect of adult development issues to leader behaviors or writings. The individuals' lives are studied as an illustration of principles and values of leadership in particular settings.

During this literature research, there were very few writings that specifically related adult development to leadership behavior. One author hinted at a relationship and another writer described the relationship more specifically. Schott (1986) suggested that such a relationship may exist. He stated that in the past, rational, scientific solutions have been sought for organization and administrative behavior. Psychology has perhaps been ignored because it appeared to be irrational and intuitive. In fact, according to Schott, "the creation of a subfield of psychology of administration is potentially one of the richest explorations that younger scholars entering the field may undertake" (p. 658). Schott is writing for the field of public administration. He does refer to leadership as a specific theory. Referring to

Maccoby's (1981) writings on the characteristics of leaders, Schott stated, "The very attributes which Maccoby has discovered among this breed of executives appear to characterize those individuals who have weathered the mid-life transition and have successfully entered the phase of generativity in their organizations" (p. 666). In conclusion, Schott stated, "Lifespan research suggests that the particular life stage of an individual is an additional variable which can affect his or her relationship to the managerial and organizational environment" (p. 666).

One author supported Schott's (1986) suggestion when he wrote about adult development and how development stages may be observed among academic administrators. Hodgkinson (1974) discussed specifically adult development stages from Levinson (1978), beginning with the early twenties and one's dream and ending with retirement when people are 60 and over. In his discussion, he described how stages of adult development impact on a college administrator's personal and professional life.

In the early career stages, Hodgkinson (1974) referred to the problem of premature selection of administrators. "The person who takes a presidency before he is really ready for it, or takes the presidency of an institution (any institution) that he doesn't really like simply to accomplish the time goal, can be in real

trouble" (p. 269). In referring to the midlife crisis, Hodgkinson confirmed Levinson's findings "that if the midcareer crisis is avoided or put off from the forties to the fifties, it will come back with greater severity." Hodgkinson made the point that the midlife transition is the time when an administrator faces the issue that she/he has discovered how routine and dull administration can be, or the issue that she/he may never become president or dean (p. 271).

Restabilization and resolution of the midlife crisis and the subsequent move into late career maturity can be "some of the best years of life" (Hodgkinson, 1974, p. 271). Particularly, administrators tend to settle down in their own institution with a clearer understanding of what it really is. Also, "there is often a new confidence in the style and ability of the administrator" (p. 272). This discussion by Hodgkinson greatly overlaps with the career consolidation theories of Valliant.

In summary, this section of the review has looked at some of the theoretical bases of adult development. The subtleties of adult development, particularly during an active career, have been discussed. From the viewpoint of management research, some authors indicate an interest in adult development and wonder if there is a connection between the two research areas. Hodgkinson (1974) gets the closest to connecting the two subject areas, but

there still is not a developed thesis of the possible interaction between adult development activities and leader behaviors of an individual.

Higher Education Academic Administration and Leadership

College and university administration has become increasingly complex and bureaucratic as institutions have grown and developed. The uniqueness of the educational organization has created special needs for leadership. The needs include leadership that is desired at all levels of academic administration, not just at the top. The higher education institution is unique due to the role of faculty governance, wherein "virtually all of the vital processes (of most universities) are under faculty control: the curriculum; selection of faculty, chairs, and sometimes deans; promotion; appointment to tenure; often salaries of professors; and academic governance. The major goal of faculty governance, it would seem, is to render administration impotent--and generally it is successful" (Griffiths, 1986, p. 50).

The early 20th century era was one of expansion for universities, both in size and complexity. These years have seen the development of the multiversity and statewide university systems with another layer of bureaucracy in the system headquarters. A typical

university bureaucracy was developed and solidified and got larger and more complex. Perkins (1973) contended that "Since 1900 no radical departures have altered the form of university organization or changed in any substantial way its function" (p. 29). A description of the university as a bureaucracy with the president as the chief executive officer has been accurate through the mid 1960s. However, writings about higher education administration and its presidents since 1970 have indicated a great concern for the well-being of this bureaucratic structure and its leadership (Balderston, 1972; Baldrige, 1971; Morris, 1981).

The Commission on Strengthening Presidential Leadership, created in 1982 by the Association of Governing Boards of Universities and Colleges, and headed by Clark Kerr, has clearly articulated the concerns of our society about the quality of presidential leadership in higher education. "American colleges and universities are suffering from a pervasive lack of strong presidential leadership" (Jacobson, 1984, p. 1). "The overriding conclusion of the Commission and its chairman is that strengthening the presidential leadership is one of higher education's 'most urgent concerns'" (p. 26). Fisher (1984) echoed the same thought: "Presidential leadership, then, will be of vital importance during the immediate future of higher education" (p. 24). Although

the emphasis is on the position of the president (CEO), the task has special dimensions in a university not found in other organizations.

Leadership demands in academic administration are unique since the university has been cited as:

one of the most resistant organizations to change.

. . . When people are hired into academic life, they are hired on the basis of what they can contribute as individuals. They are chosen for their performance and for loyalty to a guild, and their loyalties are not confined to the institution. This is the constituency with which an administration must deal in trying to get the organization to change.

(Maeroff, 1980, p. 72)

The need for strong leadership is not confined to the role of the university president. As described by Gould (1968) and DeVane (1968), the role of academic dean is changing along with that of the president, and the new role carries with it an increasing emphasis on the importance of administrative leadership. As Griffiths (1986) points out, "The significant point for us in considering how to lead is that faculties are not to be thought of as employees, but as managers, equals, if you will, with deans. Leading equals is quite different from leading subordinates" (p. 51). These factors imply a need for leadership more than at the top.

Indeed, basic to some leadership theory is the idea that leaders can be identified at several levels of the organization. "It is believed that characteristics of the individual and demands of the situation interact in such a manner as to permit one, or perhaps a few, person(s) to rise to leadership status" (McElroy & Terry, 1983, p. 32). A need for leaders at many levels is not to be confused with "extreme democracy," as Griffiths (1986) uses the term. That situation of consultation at every level often results in administrative gridlock and results in the participants demanding to know who is in charge.

A comprehensive summary on the status of higher education administration comes from Dill (1984):

First, it is apparent that informal influence, negotiations, and networks of contacts are important aspects of academic administration as it is currently practiced. Second, the results of research on information-related behavior, decision making, and resource allocation provide some indication that academic management is still highly intuitive, tends to avoid the use of quantitative data or available management technology, and is subject to the political influence of various powerful groups and interests. Third, the traditions, beliefs, and values of individuals, disciplines, and institutions appear to play a more substantial role than is generally

acknowledged in the extant prescriptive literature on management. (p. 92)

Interestingly, this status statement uses phrases that are key to Burns's model of leadership: informal influence, negotiations, highly intuitive, subject to political influence, beliefs and values of individuals.

In summary, the growth and development of American universities have made it clear that leadership is necessary. Concern exists over whether or not that leadership is in place for many institutions. It is also not clear that current research can describe or explain what effective academic administration should be. According to Dill (1984), "The nature of academic organizations and of administration in these settings highlights the centrality of human behavior, beliefs, and values" (p. 94). This statement certainly directs the researcher to investigate the development of and the influences on individuals' behaviors, beliefs, and values.

Integration of Research

Leadership studies have explained and described much; they have concluded little. The studies fall into two categories: research of the leadership process and research of the individual leader (historical and contemporary).

These two categories have varied in prominence. Emphasis on the process supported the situational approach (management), contingency models (management), and the transactional approach (leadership). Emphasis on the leader supported the great man theory, trait approach, transformational model, and specific behavioral analyses (i.e., Ohio State studies). Some of this research has been decried and abandoned by current leadership scholars; some of it is getting increasing support. There is one thing that reviewers of leadership studies agree on--that there are currently no answers, or prescriptions, from leadership research that have created a consensus among scholars.

Adult development research has become an increasingly complex and diversified body of information. There is some agreement among scholars that there is a process, probably a sequential process, in adult development that individuals recognize. It is also generally recognized that there are gender-related nuances in the process (Gilligan, 1982; Neugarten, 1968; Schlossberg, 1984).

Generally, the scholars support widely differing explanations of what provokes the process movement, what are the markers of healthy development during the process, and what is an identifiable sequence of development. Most agree that the process cannot be ignored. Even with a variety of details, the process of adult development

has an impact on the behaviors of individuals. Certainly this impact includes the behaviors of leaders.

While behaviors of leaders have been studied by leadership scholars, the notion of developing and adapting humans with changing behaviors and life structures has not been a part of leadership research. Leading and developing are processes carried out simultaneously by most, if not all, leaders. Yet this overlap of life experience has not been studied by either leadership or adult development scholars. Thus, the purpose of this study is to explore the potential of an interactive relationship between these two processes.

The lack of utility in leadership studies may depend partly on ignoring the developmental aspect of a leader's growth and an inflexible description of leader behaviors. Part of the prescription for leadership and its scholars may be, "Know thyself."

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Design of the Study

The objectives of this exploratory study are to determine if there are significant relationships between adult development activities and the leadership behaviors of university administrators; to examine certain demographic variables to see if they influence their leadership behaviors; and to provide preliminary data for hypothesis testing and development of new research questions dealing with the potential relationships between adult development activities and choices of leadership behavior.

To achieve these objectives, a proposal was written that included a four part survey developed by this researcher. The proposal was approved in October, 1986 and a pilot study was conducted in December, 1986 and January, 1987 with a re-test of the pilot study participants in May, 1987 (Appendices A & B). The pilot study was done to test the participant selection process and the survey instruments. All persons at all levels of academic administration, except the president, were asked to name leaders. Re-named persons (by 25% of respondents) were identified for this study as leaders and were asked to

complete the survey. The participant selection in the pilot study was consistent; that is, several persons were frequently re-named as leaders in the university. The pilot study survey was administered. The survey was modified based on comments from respondents and missing answers. Some demographic variables and three leader behaviors were removed from the survey. The adult development part of the survey was discussed at length with an adult development researcher and revised after the pilot study.

In March, 1987 a survey of the administrators at the 19 universities involved in the main study was conducted. The administrators were asked to identify the leaders on their campuses. Some of the people named were consistently identified as leaders by the administrators. At least 25% of the respondents at each campus named the same people. These people were selected as participants for the main study. In April-May, 1987 the identified leaders received the survey instruments and completed them. A second mailing was made three weeks after the first to solicit more returns. Data were analyzed in June, 1987, and this study was written during summer of 1987.

Selection of Sites for Data Collection

Earliest California State Colleges began as normal schools, teacher training institutions which became the

California State College system in 1960 as a result of the Donahoe Act. Some of the colleges were re-named universities in the 1970s and 19 campuses now make up the California State University system. The Chancellor's office and central administration center are in Long Beach, California. The 19 campuses of the California State University system were selected as the sites for this study because of the number of campuses, the mix in size and locations of the campuses, and this researcher's access to directory and demographic information.

Selection of Survey Respondents

A two-step process to identify potential respondents was used for this study. The first step was to identify the general population of academic administrators in the CSU system and ask them to choose leaders from among themselves based on explained criteria. The second step was to tabulate these choices to identify campus leaders.

This selection process is based on the reputational method of identifying certain kinds of individuals. This research method has been used in political science and social psychology as a way to identify powerful and/or influential members of a community (D'Antonio & Erikson, 1962). This sampling method "begins with positional assumptions wherein the researcher constructs a list of the elite from informants and documents. The assumption

generally has been that those in power are in the best position to weigh contributions of others to the communities' welfare" (Haugh, 1980, p. 22). Leadership researchers have also commented on and utilized the reputational sampling method; the "reputational approach assumes the possibility of locating some individuals who unquestionably meet the criteria of leadership and who in turn will be able to name others not so visible to the outside observer" (Lassey & Fernandez, 1976, p. 322). Working from this theoretical base, concurrence was sought from among the administrators' choices on each campus. This concurrence (25% of respondents choosing a name) resulted in a list of persons who could be identified as leaders based on specified indicators of leadership. A recent study in higher education employed the same method of using nominated individuals to participate in a survey on effective college presidents' characteristics and behaviors (McMillen, 1986).

The names of the academic administrators surveyed to identify campus leaders were obtained from lists provided by the deans of faculty affairs at each campus. The lists named individuals who were in academic administrator positions (i.e., department chairs, assistant and associate academic deans, academic deans, assistant and associate academic vice presidents, academic vice presidents, academic program/project directors) in the 1986-87 academic year. The names of the chairpersons of each faculty senate

were also solicited.

An explanatory letter was sent to 1,260 academic administrators in the 19 campus CSU system (Appendices C & D). The letter used three key phrases from Burns's transactional leadership model and requested the administrators to name other administrators on campus they considered to be leaders according to the three criteria from Burns. The three key indicators were: (a) a clearly articulated vision of the potential of the administrative unit, (b) goals that support the mission of the university, and (c) demonstrated commitment and support of followers. Four hundred forty-five administrators replied, and there was consistent renaming of nominated leaders at each campus. The leaders renamed by 25% of the questionnaire participants on each campus were selected as participants for this study. These selection procedures resulted in 86 identified leaders, with participants at each campus. There were 17 women and 49 men (20% and 80% distribution) identified as leaders. These individuals received the survey with the cover letter and a supporting letter (Appendices E & F).

Instrumentation

A four-part survey instrument was constructed for this study. The four parts are the: (a) Demographic Survey, (b) Ideal Leader Behaviors Scale, (c) Self Perception

Leadership Behaviors Scale, and (d) Adult Development Activities List.

The Demographic Survey (Appendix G) required the respondents to indicate personal data that describes their campus (for population information), their administrative position, academic rank, academic/teaching background, and number of years spent in university administration and teaching.

The Ideal Leader Behaviors Scale (Appendix H) required the participants to give a scale value to 17 leader behaviors that may be demonstrated by an ideal leader they have in mind while completing the scale.

The Self Perception Leadership Behaviors Scale (Appendix I) asked the participants to give a scale value to the same 17 leader behaviors based on their recollections of how they carry out their current responsibilities.

The Adult Development Activities List (Appendices J & K) requested that the participants read and respond to three paragraphs that describe three different phases or cycles of adult development activities and reflections. The paragraphs were gender specific to each respondent. The respondents could indicate whether any, all, or none of the paragraphs apply to them, either now or in the past.

Demographic Survey

Before developing this survey, this researcher

reviewed leader and manager behavior research instruments, leader and manager literature, and consulted with several academic administrators in San Diego. The demographic data that could possibly influence leader behaviors were summarized as: size of campus, job title, academic rank, academic/teaching discipline, time at an institution, and length of experience in university teaching and university administration (current and previous institutions). These were incorporated into the survey.

Ideal Leader Behaviors Scale and Self Perception

Leader Behaviors Scale

Leadership study and research have yielded many different models of leadership. Some of these models include leader behaviors appropriate to their model (Bennis & Nanus, 1985; Burns, 1978; Maccoby, 1981; Peters & Waterman, 1982). This study focused on reputationally identified leaders, not simply persons who are in administrative positions. Therefore, the items chosen for the two leader behavior scales were taken from a recognized leader behavior model. The model used was Burns's transactional leader model, and the behaviors were those that Burns ascribes to leaders in that model.

Leaders were asked to rate how well each of the behaviors described their ideal of a leader, and, on a second page, how well each of the same behaviors described

their behaviors in carrying out their current responsibilities on a Stapel scale from not at all (1) to always (7). The Stapel scale was chosen as an effective way to measure and compare responses between real and ideal descriptions. "If several topics and/or an 'ideal' entity are rated, using more than one Stapel scale, profiles among real entities and between real and ideal can be compared" (Alrick & Settle, 1985). This approach was used to determine if the identified leaders had an intuitive understanding of a model of leadership and leader behaviors and to determine if they viewed their own behaviors as leader behaviors.

Validity. A pilot study was conducted to validate the items on the leader behaviors scales. The scales were administered to reputationally identified leaders at the University of San Diego. All the respondents gave scaled responses to all but one item. This item was removed in subsequent versions. These leaders perceived this leadership model as applicable to their choices of behaviors on both scales.

Reliability. Reliability was confirmed using a test-retest procedure. Seven pilot subjects answered the survey; six of these pilot subjects responded again six months later. Ranking on both the test and retest followed similar patterns.

Adult Development Activities List

Adult development research has depended greatly on information from field studies, case studies, and interviews to create and confirm paradigms of adult development (Gilligan, 1982; Gould, 1978; Hennig & Jardin, 1977; Levinson, 1978). For this study, respondents were asked to choose among three phases of adult development activities the phase that applied to them either now or in the past. No such instrument existed at the time of this study.

The Adult Development Activities List is based on specific criteria so as to maximize the respondents' participation. The descriptions developed for the Adult Development Activities List had to: (a) be gender specific; (b) focus on issues for career women rather than full-time mothers with re-entry or late entry careers; and (c) be limited to early career, mid-life and late career maturity adult development cycles or phases.

The validity of gender-specific developmental tasks is achieving greater notice, especially for career women. Earlier research on development tasks either focused exclusively on men (Levinson, 1978) or grouped men and women together in discussing broad developmental issues (Gould, 1978; Neugarten, 1978; Smelser & Erikson, 1980). Women's rights and the increase in numbers of professional women encouraged study of developmental processes and issues for career women (Baruch, 1983; Fiske, 1980; Hennig

& Jardin, 1977). Gilligan (1982) was a pioneer in her synthesis of women's developmental and psychological theory.

Leadership study and adult development research that are biographical can successfully cover a wide span of adult development. The method of using a one-time survey requires that the span of adult development being studied is limited. This study focused on the early, middle and late career phases of adult development activities. The limitation of time span is used to encourage the participants' thoughtful and accurate responses.

The Adult Development Activities List was designed as a self-reported check list to determine if the respondents were aware of current or past developmental issues for themselves. This type of inquiry was an attempt to measure developmental self-awareness in a non-interview format.

Validity. A pilot study at the University of San Diego was conducted to validate the descriptions on the self-report instrument. Six of seven respondents indicated awareness of present or past developmental issues by responding to the gender specific descriptions. The descriptions were then reviewed and revised extensively in consultation with two adult development researchers.

Reliability. Reliability was confirmed using a test-

retest procedure. Seven pilot subjects answered the survey; six of these pilot subjects responded again six months later. Rankings on both the test and retest followed similar patterns.

Data Collection

The participant selection procedure was accomplished in April, 1987. The four-part survey was sent to the 86 administrators identified as campus leaders. A letter with instructions was included by the researcher explaining how they were selected, the purpose of the study, and the procedures to be followed. A letter was also included from the research committee chair, who is a leadership scholar. Each respondent was provided with a postage paid, return addressed envelope.

A second mailing was sent to those who did not respond to the first request within a two week period (Appendix L). Sixty-two academic administrators responded to the survey. This sample represents 73% of the 86 reputationally identified campus leaders.

Confidentiality

Following recognized standards of research, the study's design included provisions to ensure confidentiality of the participants. Respondents were assured in the letter requesting their participation that their responses would be anonymous. While it was necessary to identify

each leader at each university through coding in order to do a follow-up mailing, information specifically identifying any leader and the employing university does not appear in the study.

Hypotheses

Five hypotheses were developed from the research questions and were formulated as follows.

- H₁: There will be no relationship identified between the respondents' involvement in the tasks of gender specific adult development phases or cycles and the respondents' description of an ideal leader's behavior.
- H₂: There will be no relationship identified between the respondents' involvement in the tasks of gender specific adult development stages or cycles and the respondents' description of their own leadership behaviors.
- H₃: There will be no significant differences among phases or cycles of adult development on respondents' scores on both leader behaviors scales.
- H₄: There will be no relationship identified between the respondents' involvement in the tasks of gender specific adult development phases or cycles and their reputational identification as

an academic administrative leader.

H₅: There will be no effect from the antecedents or explanatory factors that are part of the respondents' administrative positions on the respondents' choices of ideal or self leader behaviors.

The areas that are investigated in this study, adult development awareness and ratings of leader behaviors, have not, according to my review of the literature, been integrated in any other research. Leadership study and adult development research are active fields of inquiry, but true to the specialized nature of most research they have not been studied in an interdisciplinary research approach. Looking for influences between these two areas has required developing instruments where none existed.

The framework of exploratory research is the most effective structure for combining these fields in research. "Exploratory studies have three purposes: to discover significant variables in the field situation, to discover relations among variables, and to lay the groundwork for later, more systematic and rigorous testing of hypotheses" (Kerlinger, 1978, p. 406).

CHAPTER FOUR

ANALYSIS OF THE DATA

The purpose of this study is to examine academic administrators' ratings of leader behaviors and their choices of adult development activities to determine if the two factors are interrelated. The sample was obtained from recommendations of leaders among academic administrators in the California State University system. The identified leaders were surveyed in April and May, 1987. Seventy-three percent of the surveyed leaders responded by late May, 1987.

Presentation of the Data

Of the 86 surveys mailed, 63 were completed and returned. One of the surveys was returned very late and was eliminated from the study. The remaining 62 surveys were filled out as requested and were scorable. The response rate is 73%. This is worth noting "since mail surveys with a response rate over 30 percent are rare," according to Alreck and Settle (1985, p. 45).

Demographic Analysis of the Sample

The identified leaders responding to the survey were distributed throughout the 19 campuses of the California

State University system. The distribution ranged from one to seven leaders per campus, and the average number of leaders was 3.3 per campus. The size of campus ranged from 3,800 to 34,000 with an average of 16,525 (see Table 2).

Sixty respondents were full professors (96%); two respondents have other academic ranks. This distribution across academic ranks did not contribute to the study analysis.

The leaders were distributed among the academic disciplines as follows: 3 in agriculture, 11 in arts and letters, 5 in business administration, 8 in education, 1 in engineering, 1 in environmental studies, 2 in law, 4 in life science, 3 in math, 1 in oceanography, 1 in physics, 2 in professional studies and fine arts, 1 in public health, 1 in religious studies, and 18 in the social and behavioral studies (see Table 3).

Among the administrators' positions, 8 were academic vice presidents, 11 were assistant/associate academic vice presidents, 34 were academic deans, 1 was an assistant/associate academic dean, 6 were department chairs, 1 was a program director, and 1 was a university president (see Table 4).

Eleven of the respondents were women (18%) and 51 (82%) were men (see Table 5). The women were distributed proportionally (18%) among the administrative positions.

Table 2

Demographic Variables

Campus Size (per semester/quarter enrollment)	No. of Leaders Identified	No. of Leaders Responded
3,800	3	2
4,300	7	5
5,500	6	3
6,200	2	2
6,500	5	5
7,600	4	4
12,200	5	4
14,700	5	5
16,100	6	5
16,900	1	1
17,200	7	4
20,500	5	3
23,300	4	2
23,400	5	5
25,100	3	2
25,200	5	3
28,900	7	3
32,500	2	1
34,000	<u>4</u>	<u>3</u>
TOTAL	86	62

Table 3

Academic Discipline of Respondents

Discipline	No. of Respondents	Percent
Agriculture	3	5%
Arts and letters	11	18%
Business administration	5	8%
Education	8	13%
Engineering	1	2%
Environmental studies	1	2%
Law	2	3%
Life science	4	6%
Math	3	5%
Oceanography	1	2%
Physics	1	2%
Professional studies and fine arts	2	3%
Public health	1	2%
Religious studies	1	2%
Social and behavioral sciences	18	29%
	<hr/>	<hr/>
TOTAL	62	100%

Table 4

Administrator Position of Respondents

Position	No. of Respondents	Percent
Academic vice president	8	13%
Assist/assoc academic vice president	11	18%
Academic dean	34	56%
Assist/assoc academic dean	1	2%
Department chair	6	10%
Program director	1	2%
President	1	2%
	<hr/>	<hr/>
TOTAL	62	100%

Table 5

Gender of Respondents

Gender	No. of Respondents	Percent
Women	11	18%
Men	51	82%
	<hr/>	<hr/>
TOTAL	62	100%

The years in college administration ranged from 1 to 31, with an average of 10 years (see Table 6). The years in teaching ranged from 6 to 30, with an average of 17 years (see Table 7).

Descriptive Statistics

The respondents in this study were asked to rate 17 leader behaviors, on a scale from 1 (not at all) to 7 (always), as to how well each statement describes the behaviors of their ideal of a leader (Appendix H). The respondents were then asked to rate the same behaviors, using the same scale, to describe their own leader behaviors (Appendix I). These 17 leader behaviors, taken from Burns's model of transactional leadership, are numbered and listed on Table 8. The variables will be referred to by number for the data analysis. The details of content of the leader behaviors will be discussed in Chapter Five.

Using a seven point scale generates a mid-point value of 4. Ratings on the variable above 5.0 are considered high ratings and indicate that the respondents concur with Burns's behavioral description of a transactional leader as their personal description of a leader--either their ideal leader or themselves as leaders. A high concurrence, evidenced by ratings over 5.0, shows that in addition to being identified as leaders by

Table 6

Years of Experience in Administration

<u>At Current Institution</u>			<u>At All Institutions</u>		
Years	Respondents	Average	Years	Respondents	Average
1	5	12.3	1	2	9.0
2	9		2	4	
3	2		3	2	
4	3		4	2	
5	3		5	3	
6	4		6	4	
7	3		7	5	
8	7		8	8	
9	3		9	4	
10	4		10	4	
11	2		11	1	
12	6		12	5	
14	2		13	1	
17	6		14	3	
18	1		15	1	
19	1		16	1	
20	1		17	1	
			20	2	
			23	1	
			26	1	
			27	1	
			31	1	

Table 7

Years of Experience in Teaching

<u>At Current Institution</u>			<u>At All Institutions</u>		
Years	Respondents	Average	Years	Respondents	Average
0	7	11.4	0	1	17.3
1	3		6	3	
2	2		7	2	
3	1		9	4	
4	5		10	2	
7	3		11	4	
9	1		13	5	
10	3		14	3	
11	3		15	4	
12	2		16	3	
13	4		17	3	
14	1		18	5	
15	6		19	1	
16	1		20	3	
17	2		21	2	
18	6		22	2	
19	2		23	1	
20	1		24	2	
22	2		25	3	
23	1		26	1	
24	2		27	4	
25	2		28	3	
27	1		30	2	
missing	1				

Table 8

Leader Behavior Variables

Variable No.	Variable Description
1	Takes initiative in contacting others
2	Has shrewd eye for opportunity
3	Uses successful negotiation
4	Reciprocates in negotiations with peers and followers
5	Offers mutual support and promises to peers
6	Has free, open communication with followers and peers
7	Is open to criticism from peers and followers
8	Expend much time and energy
9	Develops and articulates goals
10	Assesses followers' wants and needs
11	Relies on self significantly
12	Tolerates ambiguity in peers and followers
13	Acts and thinks intuitively
14	Views power as relationship with followers, not control of followers
15	Is able to comprehend many roles
16	Uses moral leadership to achieve goals
17	Realizes the need to win

their peers, these respondents have an understanding of what leadership behavior is and whether they use leader behaviors.

On the Ideal Leader Behavior Scale (ILBS), the 17 variables average generated by the women had a mean of 5.85 with a standard deviation of .62; the average generated by the men on this scale was 5.61, with a standard deviation of .39. The average scores on 15 of the 17 variables are above 5.0 for the women; the men averaged above 5.0 for 14 out of the 17 variables (see Table 9). Low scores on two of the variables, acts and thinks intuitively (13) and realizes need to win (17), may be due to the setting of higher education institutions and leader behaviors that are not used frequently in that setting. In terms of leader behaviors described on the scale, the recognition of Burns's leadership model as a personal ideal of leader behavior is very high among the leader respondents in this research sample.

The Self Perception Leader Behavior Scale (SPLBS) asked the respondents to rate themselves on the same items and scale as the Ideal Leader Behavior Scale (ILBS). The 17 item average generated by women on the Self Perception Leader Behaviors Scale had an average of 5.75 with a standard deviation of .41; for men, the average generated on this scale was 5.45 with a standard deviation of .48. Again, the scores on 15 of these variables were also above

Table 9

Ideal Leader Behavior Scale Scores

Variable	Women		Men	
	Mean	Standard Deviation	Mean	Standard Deviation
1	6.00	.77	5.86	.90
2	6.00	1.00	6.00	.82
3	6.27	.78	6.13	.82
4	6.20	.78	6.00	.94
5	5.87	.83	5.70	1.09
6	6.45	.68	6.47	.70
7	5.90	1.04	6.17	.81
8	5.63	1.02	5.45	.96
9	6.45	.68	5.98	1.06
10	6.18	.98	5.88	1.01
11	5.00	1.54	4.74	1.16
12	5.27	.90	5.07	1.71
13	4.81	1.47	4.62	1.31
14	6.45	.68	6.00	1.06
15	6.36	.67	6.25	.84
16	6.18	1.07	5.40	1.39
17	4.40	1.42	3.82	1.49
AVERAGE	5.85	.62	5.61	.39

5.0 (see Table 10). Low scores on two of the variables, acts and thinks intuitively (13) and realizes need to win (17), again may be due to the higher education setting. The low scores overlapped on the ILBS and the SPLBS for variable 17. Apparently, the leaders in this sample value the need to win less than what leadership scholars predicted. The scores on 14 of the 17 variables are 5.0 or higher for both the women and men. In terms of leader behaviors described on the scale, the recognition of Burns's leadership model as a personal description of currently used leader behaviors among these leaders is very high.

The Adult Development Activities List is gender specific. Each participant received a form for women (Appendix K) or a form for men (Appendix J) based on the participant's name. When gender was not clear for three of the names, both forms were sent. There are five items for a response on the Adult Development Activities List. These five items are in two main parts: Items 1 and 2, and Items 3-5. Items 1 and 2 were designed so the respondent could indicate that none of the paragraphs (Items 3-5) described them either currently or in the past. If a respondent checked either Item 1 or 2, the researcher assumed that the adult development activities were not accurate descriptions of her/his current or past adult development, or that the respondent was unaware of specific details of her/his current or past adult

Table 10

Self Perception Leader Behavior Scale Scores

Variable	Women		Men	
	Mean	Standard Deviation	Mean	Standard Deviation
1	5.72	.64	5.48	.84
2	5.36	.92	5.24	1.17
3	5.72	1.10	5.72	.90
4	5.80	.91	5.81	.86
5	6.20	.78	5.61	1.09
6	6.18	.75	6.06	.81
7	5.45	.93	5.80	.85
8	6.36	.80	6.16	.81
9	6.00	.77	5.14	1.30
10	5.81	.87	5.16	.99
11	5.63	.80	5.42	1.12
12	4.90	1.22	5.26	1.72
13	5.00	1.54	4.82	1.25
14	6.54	.52	5.96	.98
15	6.27	.78	6.10	.83
16	6.00	.89	5.10	1.49
17	4.90	.99	3.95	1.56
AVERAGE	5.75	.41	5.45	.48

development. As shown in Table 11, 50 respondents (men and women) left Items 1 and 2 blank, and 12 men checked some combination of Items 1 and 2. This response indicates that the Adult Development Activities List (ADAL) was an accurate description of adult development activities for 80% of the respondents. The 20% who checked Items 1 and/or 2 felt that the paragraphs did not describe their adult development activities, either currently or in the past.

Items 3 through 5 on the ADAL were gender specific descriptions of career-related adult development activities (see Tables 12 and 13). The paragraphs were arranged in random order to avoid the presumption of a chronological order by the respondents. The respondents were asked to indicate whether each paragraph described them now (N), in the past (P), or not at all (blank). As shown in Table 14, 43 respondents (34 male, 9 female) checked Item 3 (LCM) as a self-description now, 4 respondents (4 male, 0 female) checked Item 3 (LCM) as a self-description in the past; 2 respondents (2 male, 0 female) checked Item 4 (ECM) as a self-description now, 28 respondents (25 male, 3 female) checked this item as a self-description in the past; and 16 respondents (16 male, 0 female) checked Item 5 (MCM) as a self-description now, 8 respondents (7 male, 1 female) checked this item as a self-description in the past. There are few differences among the responses of the women and men to Items 3-5. Therefore, a high

Table 11

Adult Development Activities List: Items 1 & 2

Response	No. of Women	No. of Men	Total %
Left blank	11	39	80.0%
Not descriptive now	0	2	3.3%
Not descriptive in past	0	7	11.8%
Not descriptive now or in past	0	3	4.9%

Table 12

Adult Development Activities List:Items 3-5 for Women

Item No.	Description
3	<p data-bbox="429 591 903 628">Late Career Maturity (LCM)</p> <p data-bbox="429 657 1268 875">I feel that I am a successful professional and I am satisfied with my personal relationships. I am working toward my highest career achievement goals. I understand my work environment better than I ever have and I am willing to lead and guide others. I think about who will be doing my job after me.</p>
4	<p data-bbox="429 904 921 941">Early Career Maturity (ECM)</p> <p data-bbox="429 969 1320 1312">This is a time when it is important to develop a personal and career dream, to achieve significant responsibility. It is time for me to gain great competence in my career and begin to make contributions. If I am not already married, I am considering postponing marriage in favor of my in-depth career pursuit. I think about the balance in my life between cooperation with others and competition with them. Friendships are becoming more important; I may be looking for a mentor.</p>
5	<p data-bbox="429 1340 884 1378">Mid Career Maturity (MCM)</p> <p data-bbox="429 1406 1251 1716">This is a time when my career push declines. My focus is shifting from my career to other areas in my life. My social priorities tend to take precedence over career priorities. I wonder about ever having children, if I don't have them by now. I am reappraising my goals and deciding about taking new risks in my personal life. This self-absorption is concerned with deciding about new ways to be a productive and caring person.</p>

Table 13

Adult Development Activities List:Items 3-5 for Men

Item No.	Description
3	<p data-bbox="424 563 900 598">Late Career Maturity (LCM)</p> <p data-bbox="424 628 1290 847">I feel that I am a successful professional and I am satisfied with my personal relationships. I am working toward my highest career achievement goals. I understand my work environment better than I have and I am willing to lead and guide others. I think about who will be doing my job after me.</p>
4	<p data-bbox="424 875 918 910">Early Career Maturity (ECM)</p> <p data-bbox="424 941 1290 1225">This is a time when it is important to begin my career climb, to start the move toward realization of my personal and professional dream. I am working to begin to achieve status at work and in the community. My home life is stable; I am comfortable with my single or married status. I think about the balance in my life between cooperation with others and competition with them. I may be looking for a mentor.</p>
5	<p data-bbox="424 1247 882 1282">Mid Career Maturity (MCM)</p> <p data-bbox="424 1312 1306 1563">This is a time when I see that I am close to middle age. I'm beginning to feel a sense of mortality and I'm trying to determine my priorities for my career and personal life that is remaining. I must make some crucial choices now about my personal commitments and decide on a revised life plan. I am concerned about my physical fitness and how much job stress I have.</p>

Table 14

Adult Development Activities List:Choices for Items 3-5

Item	<u>Women</u>		<u>Men</u>	
	Describe Now	Describe Past	Describe Now	Describe Past
3 LCM	9	0	34	4
4 ECM	0	3	2	25
5 MCM	0	1	16	7

percentage of the respondents selected Item 3 as a self-description now and Items 4 and/or 5 as a self-description in the past. A smaller, but significant, group selected Item 5 as self-descriptive now and Item 4 as a self-description in the past. This may indicate that most of the identified leaders in this sample see themselves currently involved in late career maturity development activities with a significant minority currently involved in mid-career maturity development activities.

Discussion of Hypotheses

A general summary of the resulting statistical analyses follows with specific results for each hypothesis. Significance was set at the .05 level.

Hypothesis One

H₁: There will be no relationship identified between the respondents' involvement in the tasks of gender specific adult development phases or cycles and the respondents' description of an ideal leader's behavior.

Independent t tests were used to see whether a participant's involvement in particular adult development activities would yield a statistically significant difference in average scores on the Ideal Leader Behaviors Scale. The t tests measured each of the 17 items on the scale and the 17 item average across the two levels

(involved in adult development activity now or in the past) of the Adult Development Activities List as stratified for women and men. This results in 108 tests.

For the women, the null hypothesis was retained for all variables due to the small number of respondents. For the men, the null hypothesis was rejected at the .05 level for 4 of the 17 ideal leader behaviors. Two behaviors (reciprocates in negotiations and expends much time and energy) were significantly correlated with late career maturity development activities, and two additional behaviors (reciprocates in negotiation and uses moral leadership) were significantly correlated with early career maturity development activities (see Table 15). The specific ratings on the variables were as follows: Men gave a higher ranking to reciprocal negotiating behavior and a lower ranking to expending much time and energy behavior if they are currently involved in late career maturity activities. They gave a lower ranking to reciprocal negotiating behavior and moral leadership behavior if they are currently involved in early career maturity activities.

Four leader behaviors on the Ideal Leader Behaviors Scale were related to the adult development activities of the respondents. This is a few number of correlations when considering all of the potential correlations. Since this is an exploratory study, this result may be

Table 15

Hypothesis One: Significant Items for Men

(Ideal) Leader Behaviors	by	Development Activities	Sig.	$\bar{x}$ now	$\bar{x}$ past
Var. 4		LCM	*.000	6.18	4.50
Var. 5		LCM	.062	5.78	4.75
Var. 8		LCM	*.020	5.35	6.50
Var. 1		ECM	.079	5.00	6.04
Var. 3		ECM	.079	5.00	6.16
Var. 4		ECM	*.045	5.00	6.28
Var. 16		ECM	*.019	4.00	5.87

*Sig. at .05 level

considered an indicator of a direction for further study.

Hypothesis Two

H₂: There will be no relationship identified between the respondents' involvement in the tasks of gender specific adult development stages or cycles and the respondents' description of their own leadership behaviors.

Independent t tests were used to determine whether a participant's involvement in particular adult development activities would yield a statistically significant difference in average scores on the Self Perception Leader Behaviors Scale. The t tests measured each of the 17 items on the scale and the 17 item average across the two levels (involved in adult development activity now or in the past) of the Adult Development Activities List as stratified for women and men. This results in 108 tests.

For the women, the null hypothesis was retained for all variables due to the small number of respondents. For the men, the null hypothesis was rejected at the .05 level for 2 of the 17 self perception leader behaviors. One behavior (expends much time and energy) was correlated with late career maturity activity, and one behavior (uses successful negotiation) was correlated with mid career maturity development activities (see Table 16). That is, men gave a lower ranking to expending much time and energy

Table 16

Hypothesis Two: Significant Items for Men

(Self) Leader Behaviors	by	Development Activities	Sig.	$\bar{x}$ now	$\bar{x}$ past
Var. 8		LCM	*.032	6.09	7.00
Var. 16		ECM	.056	4.00	5.56
Var. 3		MCM	*.010	6.20	5.14

*Sig. at .05 level

behavior if they are currently involved in late career maturity activities and a higher ranking to using successful negotiation behavior if they are currently involved in mid career maturity activities. There was isolated significant consistency in the value given to few self perception leader behaviors depending on the choices of present and past adult development activities.

Two leader behaviors on the Self Perception Leader Behaviors Scale were related to the adult development activities of the respondents. This is a few number of correlations when considering all of the potential correlations. Since this is an exploratory study, this result may be considered an indicator of a direction for further study.

Hypothesis Three

H₃: There will be no significant differences among phases or cycles of adult development on respondents' scores on both leader behaviors scales.

Independent t tests were used to see whether a participant's involvement in particular adult development activities would yield a statistically significant difference in average scores on both the Ideal and Self Perception Leader Behaviors Scales. The t tests measured a grand average of leader behaviors in two levels (involved

in activities now or in the past) of the Adult Development Activities List and were not stratified for women and men. This results in six tests.

Overall, there were no significant items when ideal and self perception leader behaviors values were combined across each choice (late, early, mid) of career maturity development activities. The number of significant variables was low on Hypothesis One (4) and Hypothesis Two (3); and there was not an overlap between the variables on Hypotheses One and Two. Thus, when the correlations were combined on the two leader behavior scales, the significant items averaged each other out. These exploratory study findings are not frequent and need to be developed further before such a grand average is attempted.

Hypothesis Four

H₄: There will be no relationship identified between the respondents' involvement in the tasks of gender specific adult development phases or cycles and their reputational identification as an academic administrative leader.

A binomial test was used to see whether the respondents' participation in adult development activities was distributed in a statistically significant manner.

For the women, the choice of current adult development

activities was significant at the .002 level. The significant choice was late career maturity to describe their present development involvement. The choice of past adult development involvement was not significant for either early or mid career maturity activities.

For the men, the rate of choice for current adult development involvement was significantly higher (at .001 level) for late career maturity; and for past development activities, the rate of choice was significantly higher (at .001 level) for early career maturity involvement and at .05 level for mid career maturity activities (see Table 17).

The women and men respondents saw themselves as currently involved in late career maturity development activities. Their choice of late career maturity was statistically very significant, much higher than chance. This population sample, academic administrative leaders, is significantly grouped in a particular current adult development activity. Perhaps this finding is related to the fact that they are leaders, as Schott (1986) indicated when he connected the writings of Maccoby to Adult Development Theory: "Leaders sound like successfully developing adults" (p. 666).

Hypothesis Five

H₅: There will be no effect from the antecedents

Table 17

Test for Random Choice on Adult DevelopmentActivities List

<u>Women</u>		
Item		Sig.
3 (LCM)		*,002
4 (ECM)	(numbers too small to be sig.)	
5 (MCM)	(numbers too small to be sig.)	
<u>Men</u>		
Item		Sig.
3 (LCM)		*,001
4 (ECM)		*,001
5 (MCM)		*,047

*Sig. at .05 level

or explanatory factors that are part of the respondents' administrative positions on the respondents' choices of ideal or self leader behaviors.

A 1-way ANOVA F-test was used to determine whether antecedent factors related to administrators will yield a statistically significant average when compared with the respondents' scores on either the Ideal or Self Perception Leader Behaviors Scales. The antecedent factors are: (1) size of institution, (2) administrative position, (3) academic discipline, (4) time in administration, (5) time in teaching, and (6) time at current institution. The ANOVA F-test was done with each of the 17 items on each scale and with an average score on each scale. This analysis was not stratified for women and men and this resulted in 216 tests. T tests were used on variables (4) and (6), due to only two categories for each of these tests.

For Factor 1, size of institution, the null hypothesis was rejected at the .05 level for four ideal leader behaviors. The null hypothesis was retained for ideal and self perception leader behaviors averaged. That is, respondents at institutions of less than 10,000, 10-22,000, and greater than 22,000 students gave significantly different average ratings on 4 of 17 ideal leader behaviors: initiative, self-reliance, intuitive behavior, and moral leadership (see Table 18). Initiative was rated higher

Table 18

Antecedent Factors: Institution Size

Leader Behaviors	by Institution Size	Significance
Ideal:	Var. 1	*.017
	Var. 11	*.043
	Var. 13	*.021
	Var. 16	*.039
Ideal $\bar{x}$:		not significant
Self:	Var. 11	.087
	Var. 16	.060
Self $\bar{x}$:		not significant

*Sig. at .05 level

at small institutions than at medium and large institutions; self reliance was rated higher at large institutions than at small and medium institutions; intuitive behavior was rated higher at large institutions than at small and medium institutions.

For Factor 2, administrative position, the null hypothesis was rejected for only one of 17 ideal leader behaviors, has shrewd eye for opportunity. Department chairs and project directors rated this behavior lower than all other levels of administrator. Respondents gave a significantly different average rating on one ideal leader behavior across academic positions (see Table 19).

For Factor 3, academic discipline, the null hypothesis was rejected for three ideal leader behaviors (reciprocation, mutual support, winning) and one self perception leader behavior (open to criticism). Respondents gave significantly different average ratings on 3 of 17 ideal leader behaviors and one of 17 self perception leader behaviors across academic disciplines. Business administration leaders rated reciprocation lower than all other disciplines. Arts and letters leaders rated mutual support higher than all other disciplines. Professional studies and fine arts leaders rated winning much higher than all other disciplines, and engineering leaders rated an eye for opportunity higher than all other disciplines. There were four different behaviors that were significant (see Table 20).

Table 19

Antecedent Factors: Administrative Position

Leader Behaviors	by Administrative Position	Sig.	$\bar{x}$	sd
Ideal:	Var. 2	*.036	6.00	.84
	Var. 11	.087	4.79	1.23
Self:	Var. 6	.058	6.08	.80

*Sig. at .05 level

Table 20

Antecedent Factors: Academic Discipline

Leader Behaviors	by Academic Discipline	Sig.	$\bar{x}$	sd
Ideal:	Var. 2	.062	6.00	.84
	Var. 4	*.033	6.03	.92
	Var. 5	*.042	5.72	1.05
	Var. 17	*.007	3.91	1.48
Self:	Var. 4	.086	5.81	.86
	Var. 7	*.050	5.73	.87
	Var. 17	.056	4.11	1.52

*Sig. at .05 level

For Factor 4, total years in higher education administration, the null hypothesis was rejected for three of 17 ideal leader behaviors (initiative, assessing needs and wants of followers, and self-reliance). It was retained for all self perception leader behaviors. Leaders with less than ten years experience rated initiative higher than those with ten or more years. Leaders with less than ten years experience rated assessing followers' needs and wants and self-reliance lower than those leaders with ten or more years of experience (see Table 21).

For Factor 5, total years teaching in higher education, the null hypothesis was rejected for one ideal leader behavior (assessing followers' needs and wants) and two self perception leader behaviors (mutual support and assessing followers' needs and wants). Leaders with over 25 years of teaching experience gave assessing followers' needs and wants a lower rating for an ideal leader than leaders with less than 25 years experience. Leaders with 10-25 years teaching experience rated mutual support higher for self-perception leader behavior than leaders with less than 10 years or more than 25 years of teaching experience. Leaders with over 25 years of teaching experience rated assessing followers' wants and needs much lower as a self-perception leader behavior than leaders with less than 25 years experience. Also, the mean on all self-perception leader behaviors was lower for leaders with more than 25

Table 21

Antecedent Factors: Years in Administration

Leader Behaviors by Total years in Administration		Sig.	$\bar{x} < 10$	$\bar{x} \geq 10$
Ideal:	Var. 1	*.009	6.15	5.57
	Var. 7	.090	5.29	5.71
	Var. 11	*.023	4.47	5.17
	Var. 12	*.026	4.70	5.60
Self:	No significant items			

*Sig. at .05 level

years teaching experience than for leaders with less than 25 years teaching experience (see Table 22).

For Factor 6, years teaching at the current institution was used to approximate years at the current institution since 60 out of 62 respondents indicated that they taught while they were administrators. The null hypothesis was retained for all leader behaviors (see Table 23).

As in Hypotheses One and Two, the significant relationships were scattered among all the leader behaviors (variables 1-17) on both scales (Ideal Leader Behaviors Scale and Self Perception Leader Behaviors Scale). There was no pattern to the findings. Of 16 significant relationships, only two behaviors (reciprocates in negotiation and expends much time and energy) were renamed; 14 of 216 tests were significant. This type of result is not unusual in an exploratory study, since the purpose of such a study is to explore many possible relationships for further study.

Summary

The analyses of the respondents' surveys revealed some significant relationships and were fairly productive for this exploratory study. The surveys appeared to measure what they were intended to measure. This was apparent from the respondents' high ratings on the two leader behavior scales. The leader had a clear idea of

Table 22

Antecedent Factors: Years in Teaching

Leader Behaviors	by	Total Years in Teaching	Significance
Ideal:		Var. 10	*.010
		Var. 13	.067
Ideal $\bar{x}$:			not significant
Self:		Var. 5	*.046
		Var. 10	*.000
Self $\bar{x}$:			*.025

*Sig. at .05 level

Table 23

Antecedent Factors: Years at Current Institution

Leader Behaviors	by	Years at Current Institution	Sig.	$\bar{x} < 10$	$\bar{x} \geq 10$
Ideal:		Var. 12	.056	4.22	4.90
Self:		Var. 3	.076	5.42	5.87

*Sig. at .05 level

what constituted a model of leadership and saw themselves as practicing that leadership at a slightly lower level than their ideal leader. That perception, of course, is how it should be since there is supposed to be a difference between ideal and practice.

Internal validity also accounted for the highly consistent distribution of choices among the adult development activities. A high percentage of respondents were able to respond to the check list as personally accurate. These people also grouped themselves in one particular adult development activity at a high frequency.

When the leader behaviors were isolated and compared to choices of adult development activities and factors of administrator settings, the consistency of relationships became scattered and isolated. As a result of correlational analysis, no specific patterns emerged.

In this exploratory study, these results may point out areas of leadership study and adult development that may yield more consistent or significant findings. What may be the significance of fluctuations in leader behaviors and what may be the range of adult development influences? It is also apparent that this type of research may yield more information if the population sample is stratified along some of the factors of administrator settings, especially size of institution, academic discipline and years of teaching.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

The purpose of this study is to examine the ratings that postsecondary administrators give to leaders' behaviors and their choices of adult development activities to determine if these two factors are interrelated.

The review of the literature analyzes and criticizes leadership studies as having two significant shortcomings. The first is that leadership research has not been useful to the people who want and need it. The second criticism is the neglect of adult development factors in writings and research about leadership. Thus, this researcher and other critics of leadership research are calling for a more useful and responsive approach to leadership studies. This exploratory study may be the first of several to examine these new approaches.

Adult development theorists state that adults experience many changes in their life structure and in their satisfaction with existing circumstances. These changes require adjustments from adults, usually including rearrangement of behavioral priorities. These modifications, which differ for women and for men, affect most aspects of

an adult person's life. Perhaps leadership behaviors are also affected.

The review of the literature also examines leadership in higher education academic administration. University administration became increasingly complex in the 1900s. Writings about higher education administration have indicated a concern for the well-being of this bureaucratic organization and its leadership. Critics have discussed the need for leaders throughout the university structure as well as the need for leadership by the university president.

This study is designed to identify influences on leader behaviors using a population sample of academic administrators who were noted for their leadership. These nominated leaders were asked to rate ideal leader behaviors as well as their own current behaviors as leaders. In addition, these leaders were asked to indicate their choices of adult development activities. The intent of this study is to add to the research on leadership by including adult development as an influential factor in leaders' behaviors and the implementation of leadership theory.

The procedure used was the survey research method, administered in two steps. The first step used the reputational method to identify leaders (using Burns's transactional model behaviors) among California State

University academic administrators. These identified leaders received a four-part survey. From 1,260 administrators, 86 leaders were named; 62 responded to the survey.

The respondents gave demographic data about the size of their campus, their administrative position, academic rank, academic discipline, and number of years spent in teaching and administration at any higher education institution. They then rated 17 leader behaviors based on their perception of an ideal leader and their perception of their own behavior as a leader. They also indicated whether they had engaged in particular (early, mid or late career maturity) adult development activities either currently or in the past.

Through a series of tests, comparisons among data were made. The researcher also analyzed the data to identify the descriptive elements and to identify potential relationships between leader behavior ratings and adult development activity choices.

The results of the study center on the relationships among certain adult development activities (see Table 2), specified leader behaviors (see Table 8), and administrator demographics (see Table 3).

Conclusions

Based on the results of this study, the researcher

makes the following conclusions. The significant results were infrequent and do not apply to the women in the sample since their numbers were too small. The specific findings were as follows.

1. Particular adult development activities did have some influence on a few of the ratings of ideal leaders' behaviors from the university leaders in this study. Specifically, three of 17 selected behaviors varied in their ratings as follows: (1) "reciprocates in negotiations" and (2) "expends much time and energy" were higher during late career maturity, and (3) "uses moral leadership" was lower during early career maturity. Adult development processes may be so interwoven into everyday living that the process may influence selected examples of leader behavioral perceptions. Ratings of some ideal leader behaviors described in Burns's transactional leadership model fluctuated with changing adult development involvement.

2. Particular adult development activities did have some influence on identified leaders' ratings of their own leader behaviors. Based on the data, leaders who identified themselves as involved in late career maturity development activities rated expends much time and energy lower than leaders in other career development phases. Leaders who identified themselves as involved in mid career maturity development rated uses successful negotiation higher than leaders in other career development phases. Ratings of

some personal leader behaviors from Burns's transactional model fluctuate with changing adult development involvement perhaps because changes in career maturity slightly modify personal leader behaviors.

3. Although a few statistically significant relationships existed between some adult development activities and some leader behaviors, comparing ideal leader behaviors ratings and personal leader behaviors ratings to each other did not provide new information. Since there was no pattern to the statistical significances, when ideal ratings and personal ratings were compared, there were no significant relationships across both categories of behavior ratings simultaneously.

4. Respondents in this study tended to choose late career maturity as their current development involvement and early or mid career maturity as a past development involvement. There were some commonalities among the respondents that may explain the particular similarities of the current and previous adult development involvement. All the respondents as adults had worked in university teaching and administration, had achieved tenured, full professor rank at their institution, and had been administrators at their institutions an average of 12 years. This career history may account for the distribution of responses of late career maturity.

5. Certain factors of administrator settings in

higher education did influence some of the leaders' ratings of ideal leader behaviors and their ratings of personal leader behaviors. Size of institution, academic discipline and the number of years experience in teaching and administration did modify the rated importance of some leader behaviors, notably: use of initiative, self-reliance, intuitive acting and thinking and use of moral leadership. Leaders at small institutions (less than 10,000 students) tended to value initiative higher than the average rating; leaders at the large institutions (greater than 22,000 students) tended to value self-reliance, intuition and moral leadership higher than the average rating.

Academic discipline was also an influential factor in some behavior ratings. The institutional status of each discipline, reflected in funding and program support, may be the basis for differing leader behaviors across academic disciplines. That is, leaders in business administration and professional studies tended to value reciprocal negotiating and mutual support much lower than the average ratings of the total sample. Again, leaders in business administration and professional studies tended to value the need to win higher than the average, with leaders in education and social/behavioral sciences valuing the need to win lower than the average.

The amount of teaching and administrative experience among these leaders somewhat modified the importance of

a few of their leader behaviors. Leaders with the greatest number of years in teaching (greater than 25) valued assessing followers' wants and needs lower than the average rating of the sample. Leaders with more than ten years in administration valued self-reliance and tolerance of ambiguity higher than the average rating, and leaders with less than ten years in administration valued taking initiative higher than the average rating.

Implications

The following implications may be of value to leadership scholars and leaders in academic administration.

The data from this study indicate that some relationship exists between ratings of a few leader behaviors and the rater's involvement in adult development activities. This tenuous relationship may provide information about the practice of specific isolated leader behaviors. There may also be implications for the scholarly practice of explaining leadership in terms of leader behaviors.

Much of the objection to the reliability of leadership studies focuses on the collection of little pieces of information and advice with no cohesion or grand design. Leadership scholars reply either that there is no general theory because they don't have the pieces in place yet to complete the jigsaw puzzle, or that each person must

develop his/her own cohesive approach to being a leader, which is to say that there never will be a grand design. Leadership researchers other than Burns have not been able to resolve the confusion over the nature of leadership and until that happens the reliability of the studies will always be questionable.

The results of this study indicate that the ratings of some leader behaviors may be modified because of varying adult developmental circumstances. If this is so, then some additional information could possibly accrue to the study of leadership from looking at the development of the individual leaders.

Leadership and the practice of leadership model behaviors may be more useful and meaningful to leaders if adult development theory issues and individual developmental awareness are included in the leadership model as influential factors.

Recommendations for Further Study

Since this research was an exploratory study, the recommendations are methodological and theoretical. Further study to modify the instrument may give a new direction to the exploration. These technical recommendations (1-4) are followed by theoretical suggestions.

1. The validity of the instruments received review

only from one leadership scholar and two adult development scholars. A more extensive examination of face validity among 10-15 scholars in their respective areas may result in suggestions to improve the validity of the instruments.

2. The test-retest reliability study for this instrument was carried out among higher education academic administrators only. The reliability may differ when tested among samples of leaders from other populations such as business, service professionals, politicians, and many other groups. The reliability should be tested with some of these other groups.

3. A larger proportion of female respondents would make it possible to investigate whether gender is a significant variable across leader behavior ratings. This will be possible when more women are identified as leaders in university administration.

4. This quantitative research may be greatly augmented by a qualitative approach with the same sample. Presurvey interviews to check survey responses against, or postsurvey interviews to validate or raise questions about the survey data, could provide added depth to the research findings.

5. The selection of adult development activities to be studied could be modified. Rather than examining only aspects of career maturity, it might be more productive to look at other key issues of adult development such as

physiological development, sociocultural development, and psychological development. Any one or a combination of these factors may have a great impact on leader behaviors and lead to the consideration of more aspects of adult development.

6. Adult development involvement and its effects on leadership were measured only by differences in leader behavior ratings. The study may benefit from an expanded approach to the leadership identifiers. These identifiers may be: the leader's assessment of progress toward a goal (for self and followers), the degree of support for stated vision or goal, the followers' assessment of progress toward goal. Thus, it is recommended that other studies include leadership measures in addition to rankings of leadership behaviors.

7. The leadership model used could be expanded from Burns's transactional model to Burns's transformational model. The modified goals and processes may be even more (or less) influenced by the leader's involvement in adult development.

Concluding Remarks

This research began as an exploratory study combining the fields of leadership and adult development. These fields were combined initially from a belief that leadership studies had shortcomings; information seemed

to be missing in the scholars' descriptions of leadership. Experience as a counselor of adults, especially in the area of personal and career transitions, focused attention on the possible importance of these developmental changes for leaders. The researcher felt that the role of individual development with its changing attitudes, feelings and priorities was a key part of the missing information. These important factors most likely have an effect on a leader's commitment to her leadership. What if the leader didn't want to lead in a certain way on a particular day or on a recurring number of days? What would be the short-term effect of not "being a leader" sometimes? And how could she function as a leader when her priorities moved away from previously held standards? If the motivation for modification of leadership behaviors originated from the individual, and this motivation was fluctuating, was she still a leader? Theory often has the leader examining the ideals, not the practice.

This study was an attempt to examine an individual as a changing leader. In this study, some leaders see themselves as currently involved in adult development activities that are substantially different from adult development activities they had considered important in the past. While this change is going on, these individuals know what their ideal leader was like, and they see themselves using these leader behaviors. The reality of

this leading and developing is that these leaders felt differently about some leader behaviors according to their acknowledged involvement in differing adult development activities. These leaders were putting some individual flexibility into a model of leadership and its accompanying behaviors.

For instance, first the leader must be acquainted with her/himself in terms of her/his development as an adult. The leader must be aware of past life structures and the accompanying frustrations and modifications. The leader must know, as clearly as possible, her/his current development structures and decide if these arrangements are satisfactory or need changing. The leader must also have some ideas of hopes and dreams for the future, some notion of what may come next in her/his personal development.

Second, the leader must know what the process of leadership is, and have a clear idea of her/his intended leadership change. The leader must have some ideas about what behaviors are most effective in her/his leading. The leader must be aware of prevailing standards within the organization and within society regarding ethics, communications, followership and individual commitment. The leader must have a clear idea of her/his own standards of ethics, communications, followership and personal commitment.

Third, the leader should practice leadership with

the clear understanding that she/he will implement the model with individual developmental flexibility. That is, the leader's use of behaviors to accomplish her/his leadership would be adjusted according to developmental emphasis and/or personal valuing of these behaviors.

This conclusion suggests that two major points need to be developed by leadership scholars and put into operation by practicing leaders: (1) the importance of the continuous personal development of leaders as they mature in their personal and professional lives and the effect of this development on leadership processes; and (2) the importance of development-based flexibility in a model of leadership and leader behaviors.

What could be the importance of acknowledged personal development of the leader? When a leader understands that satisfaction with life situations is changing over a period of time and then adjusts personal priorities, the leader may be willing to adjust leader behaviors to use new sources of personal energy. This shift in personal priorities may effect a change in leader behavior priorities. Leadership is maintained at a high level of effectiveness when leader behaviors can adjust to more accurately reflect personal development and use the new focus of energy. In addition, when a leader acknowledges personal changes, there is also the understanding that colleagues and followers are also changing. This realization

would encourage a leader to adjust leader behaviors to maintain highly effective communication and relationships with peers and followers. This dynamic also affects the leadership goals of a leader. When a leader understands that some modification of leader behaviors within a leadership setting is based on the common human experience of growth and development, then the leader also understands that there may be a wide range of behaviors to use to achieve leadership goals.

What could be the importance of development-based flexibility in a model of leadership and leader behaviors? This flexibility is an expansion of Burns's leadership model and behaviors since it is a discussion of the individual practice of leadership and not only the theoretical ideals of leadership. By adding the factor of individual development to the theory, Burns's leadership model becomes responsive to the leader-practitioner as well as to the leadership scholar. When a theory of leadership and accompanying behaviors are personalized in a way that does not devalue or limit the theory itself, then the theory may be better implemented by individuals. With this understanding, the practitioner can better use the theory and thus begin to appreciate the work of the theoretician.

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APPENDICES

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APPENDIX A

COVER LETTER - PILOT STUDY

Dear

I am preparing to gather data for my doctoral dissertation at the University of San Diego, the topic of which is a study of academic administrative leaders and their attitudes about leadership behavior. To complete the first part of the study, this letter is being sent to all academic deans and associate academic deans on the USD campus as a pilot study. The first step in this research is to identify subjects.

To learn about educational leadership, it is necessary to study educational leaders. In academic administration, most leadership studies have focused on university presidents. This study presumes that there are leaders among all levels of academic administration.

Your assistance is requested in identifying academic leaders at your institution. Please list on the following page the name and title of individuals (at your institution) whom you feel demonstrate academic administrative leadership by: a clearly articulated vision of the potential for their administrative unit, goals that support the mission of the university, and demonstrated commitment and support of their followers. Please consider individuals from department chair positions to academic vice presidents and project directors, including yourself. Some of these individuals identified by you and by your colleagues will be asked to fill out a survey on their ideas about specific leadership behaviors. Confidentiality of your recommendations will be protected. Your return of this recommendation list will indicate your informed consent and willingness to participate in this research.

Thank you for your time and interest. Results of the study will be available at the conclusion.

Sincerely,

Anna R. Newton

APPENDIX B

COVER LETTER - PILOT STUDY SURVEY

Dear

I am gathering data for my doctoral dissertation at the University of San Diego, the topic of which is a study of academic administrative leaders and their ideas about leadership behavior. The pilot study for this research is being conducted at USD.

The selection of participants was based on recommendations by academic administrators at all levels on the USD campus. You have been named by colleagues at your university as an academic administrator who is a leader in her/his position.

Your cooperation in filling out this brief survey (10-15 minutes) will be greatly appreciated. The data will be used to study the range of leadership behaviors used by individuals who are specially recognized academic administrators. Individual data will be anonymous and confidentiality will be protected. Your return of this survey will indicate your informed consent and willingness to participate in this research.

Thank you for your time and attention. Results of this study will be available at the conclusion.

Sincerely,

Anna R. Newton

APPENDIX C

COVER LETTER - RESEARCH STUDY

Dear

I am preparing to gather data for my doctoral dissertation at the University of San Diego, the topic of which is a study of academic administrative leaders and their attitudes about leadership behavior. To complete the first part of the study, this letter is being sent to all academic deans and associate academic deans on the nineteen California State University campuses. The first step in this research is to identify subjects.

To learn about educational leadership, it is necessary to study educational leaders. In academic administration, most leadership studies have focused on university presidents. This study presumes that there are leaders among all levels of academic administration.

Your assistance is requested in identifying academic leaders at your institution. Please list on the following page the name and title of individuals (at your institution) whom you feel demonstrate academic administrative leadership by: a clearly articulated vision of the potential for their administrative unit, goals that support the mission of the university, and demonstrated commitment and support of their followers. Please consider individuals from department chair positions to academic vice presidents and project directors, including yourself. Some of these individuals identified by you and by your colleagues will be asked to fill out a survey on their ideas about specific leadership behaviors. Confidentiality of your recommendations will be protected. Your return of this recommendation list will indicate your informed consent and willingness to participate in this research.

Thank you for your time and interest. Results of the study will be available at the conclusion.

Sincerely,

Anna R. Newton

APPENDIX D
RECOMMENDATION LIST

Name of Institution: _____

Here are the recommended names of academic administrative
leaders from this institution for your study:

Name	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Place in the enclosed return envelope.

Thank you

APPENDIX E

COVER LETTER - RESEARCH STUDY SURVEY

Dear

I am gathering data for my doctoral dissertation at the University of San Diego, the topic of which is a study of academic administrative leaders and their ideas about leadership behavior.

The selection of participants was based on recommendations by academic administrators at all levels on each California State University campus. You have been named by colleagues at your university as an academic administrator who is a leader in her/his position.

Your cooperation in filling out this brief survey (10-15 minutes) will be greatly appreciated. The data will be used to study the range of leadership behaviors used by individuals who are specially recognized academic administrators. Individual data will be anonymous and confidentiality will be protected. Your return of this survey will indicate your informed consent and willingness to participate in this research.

Thank you for your time and attention. Results of this study will be available at the conclusion.

Sincerely,

Anna R. Newton

University of San Diego

School of Education

Division of Leadership and Administration

May 15, 1987

Dear Colleague:

Anna R. Newton is a doctoral student at the University of San Diego who is doing her dissertation research in higher education.

As her dissertation director, I would like to encourage you to respond thoughtfully to the enclosed survey. With a large response, I believe that Ms. Newton can make a significant contribution to leadership research.

Thanks for your help and participation.

Sincerely,

(JOSEPH ROST / Ph.D.
Associate Professor
Leadership & Administration

JR:ngs

APPENDIX G

DEMOGRAPHIC SURVEY

Please answer the following questions.

Name of your college/university _____

What is your present position at this college/university (check one):

_____ Vice President	_____ Department Chair
_____ Assist/Assoc Vice President	_____ Director (Program Director)
_____ Dean	_____ Other _____
_____ Assist/Assoc Dean	

Rank: _____ Full professor

_____ Associate professor

_____ Assistant professor

_____ Instructor

_____ Lecturer

What is your academic discipline, teaching and/or education?

_____ Arts (_____)

_____ Business administration/management

_____ Education

_____ Engineering

_____ Nursing/health professions

_____ Professional studies/fine arts

_____ Social and behavioral sciences

_____ Other _____

How many years in college/university administration? _____

at this institution _____ any other institution _____

How many years in college/university teaching? _____

at this institution _____ any other institution _____

APPENDIX H

IDEAL LEADER BEHAVIORS SCALE

How well does each of these phrases describe your ideal of a leader and leadership behaviors? Give your own interpretation to the phrases below.

Using the scale of 1 to 7 with the values indicated, score each phrase according to your perception of what an ideal leader and leadership behaviors would be.

Scale

Not at all 1 2 3 4 5 6 7 Always

- _____ Takes initiative in contacting others
- _____ Has shrewd eye for opportunity
- _____ Uses successful negotiation
- _____ Reciprocates in negotiations with peers and followers
- _____ Offers mutual support and promises to peers
- _____ Has free, open communication with followers and peers
- _____ Is open to criticism from peers and followers
- _____ Expends much time and energy
- _____ Develops and articulates goals
- _____ Assesses followers' wants and needs
- _____ Relies on self significantly
- _____ Tolerates ambiguity in peers and followers
- _____ Acts and thinks intuitively
- _____ Views power as relationship with followers, not as control of followers
- _____ Is able to comprehend many roles
- _____ Uses moral leadership to achieve goals
- _____ Realizes the need to win

APPENDIX I

SELF PERCEPTION LEADER BEHAVIORS SCALE

How well does each of these phrases describe the behaviors you use in carrying out your current responsibilities? Give your own interpretation to the words and phrases below.

Using a scale of 1 to 7 with the values indicated, score each phrase according to your perception of yourself as a leader and your own leadership behaviors.

	Scale								
	Not at all	1	2	3	4	5	6	7	Always
_____	Takes initiative in contacting others								
_____	Has shrewd eye for opportunity								
_____	Uses successful negotiation								
_____	Reciprocates in negotiations with peers and followers								
_____	Offers mutual support and promises to peers								
_____	Has free, open communication with followers and peers								
_____	Is open to criticism from peers and followers								
_____	Expend much time and energy								
_____	Develops and articulates goals								
_____	Assesses followers' wants and needs								
_____	Relies on self significantly								
_____	Tolerates ambiguity in peers and followers								
_____	Acts and thinks intuitively								
_____	Views power as relationship with followers, not as control of followers								
_____	Is able to comprehend many roles								
_____	Uses moral leadership to achieve goals								
_____	Realizes the need to win								

APPENDIX J

ADULT DEVELOPMENT ACTIVITIES LIST

118

TO BE COMPLETED BY MEN

Developing adults have made some decisions about their level of self-satisfaction in their present surroundings. These decisions undergo modifications as adults mature; and the accompanying actions identify a sequence of development, according to adult development researchers.

Please mark which paragraph best describes the personal decisions and degree of self-satisfaction you are experiencing NOW.

(mark with the letter N)

Could one of these paragraphs have described you in the PAST?

(mark with the letter P)

(1) None of these paragraphs describes me now. _____

(2) None of these paragraphs describes me in the past. _____

(3) Paragraph 1: _____

I feel that I am a successful professional and I am satisfied with my personal relationships. I am working toward my highest career achievement goals. I understand my work environment better than I have and I am willing to lead and guide others. I think about who will be doing my job after me.

(4) Paragraph 2: _____

This is a time when it is important to begin my career climb, to start the move toward realization of my personal and professional dream. I am working to begin to achieve status at work and in the community. My home life is stable; I am comfortable with my single or married status. I think about the balance in my life between cooperation with others and competition with them. I may be looking for a mentor.

(5) Paragraph 3: _____

This is a time when I see that I am close to middle age. I'm beginning to feel a sense of mortality and I'm trying to determine my priorities for my career and personal life that is remaining. I must make some crucial choices now about my personal commitments and decide on a revised life plan. I am concerned about my physical fitness and how much job stress I have.

APPENDIX K

ADULT DEVELOPMENT ACTIVITIES LIST

119

TO BE COMPLETED BY WOMEN

Developing adults have made some decisions about their level of self-satisfaction in their present surroundings. These decisions undergo modifications as adults mature; and the accompanying actions identify a sequence of development, according to adult development researchers.

Please mark which paragraph best describes the personal decisions and degree of self-satisfaction you are experiencing NOW.

(mark with the letter N)

Could one of these paragraphs have described you in the PAST?

(mark with the letter P)

(1) None of these paragraphs describes me now. _____

(2) None of these paragraphs describes me in the past. _____

(3) Paragraph 1: _____

I feel that I am a successful professional and I am satisfied with my personal relationships. I am working toward my highest career achievement goals. I understand my work environment better than I ever have and I am willing to lead and guide others. I think about who will be doing my job after me.

(4) Paragraph 2: _____

This is a time when it is important to develop a personal and career dream, to achieve significant responsibility. It is time for me to gain great competence in my career and begin to make contributions. If I am not already married, I am considering postponing marriage in favor of my in-depth career pursuit. I think about the balance in my life between cooperation with others and competition with them. Friendships are becoming more important; I may be looking for a mentor.

(5) Paragraph 3: _____

This is a time when my career push declines. My focus is shifting from my career to other areas in my life. My social priorities tend to take precedence over career priorities. I wonder about ever having children, if I don't have them by now. I am reappraising my goals and deciding about taking new risks in my personal life. This self-absorption is concerned with deciding about new ways to be a productive and caring person.

APPENDIX L
FOLLOW-UP LETTER

May 31, 1987

Dear

This letter is a reminder of a survey I sent to you a few weeks ago. My dissertation research is in leadership and higher education and you have been identified as a higher education leader in the California State University system.

I realize your time is at a premium; however, your insights are valuable to this research and the results may be of interest to you as well.

A second questionnaire is enclosed, just in case the first was mislaid. Please take ten minutes to complete the form, and there is a stamped envelope for your convenience in returning your response.

PLEASE RESPOND BY JUNE 10, 1987.

Sincerely,

Anna R. Newton