

THE INFLUENCE OF MULTI-FRAME LEADERSHIP STYLE ON  
ORGANIZATIONAL CLIMATE IN A PRIVATE UNIVERSITY IN  
MALAYSIA: A CASE STUDY

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## **ABSTRACT**

This research examined the leadership style of the vice chancellor of a private university in Malaysia. There is pressure to improve efficiency and effectiveness as private universities experience increasing financial pressures from intense competition amongst institutions. The primary purpose of this case study is to examine the impact of multi-frame leadership style using Bolman and Deal's (2008) four-frame model on organizational effectiveness. Leaders are perceived to be effective if they practice multi-frame (three or more frames) leadership style. In this study, the independent variable is Bolman and Deal's four leadership frames, i.e. structural, human resource, political and symbolic. The dependent variable is the organizational climate of the university with four domains, i.e. consideration, intimacy, disengagement and production emphasis. The moderating (demographic) variables are gender, age, academic qualification, current position, number of years in current job and managerial experience. This study employed a mixed-method, where quantitative data was collected using Bolman and Deal's (1990) Leadership Orientation Survey (LOS) and Borrevik's (1972) Organization Climate Description Questionnaire for Higher Education (OCDQ-HE). A pilot study was conducted on one of the deans with 35 participants of the same private university giving a response rate of 94%. Internal consistency reliability coefficients for the constructs of the two instruments were in the range of .69 and .91. The main subject in this study is the vice chancellor with a strong corporate background, an impressive academic resume and a strong global presence. Fifty of the vice chancellor's direct reports participated in this study with a response rate of 88%. Descriptive

statistics such as mean, standard deviation and frequency were used to identify the frames used by the vice chancellor. One sample t-test was conducted to examine leadership effectiveness of the vice chancellor. Inferential statistics such as two independent sample t-test, analysis of variance tests, Pearson correlation tests, and regression analyses were used to examine the relationship between the variables. Results showed that the vice chancellor exhibited leadership style with two frames (structural and symbolic). Multiple regression analyses showed that the human resource frame is a significant predictor for the consideration domain, while the symbolic frame is a significant predictor for the intimacy and production emphasis domains. Demographic variables did not cause any significant differences in outcomes of the study. The qualitative data was collected using interviews, analysis of documents and observations, and data was transcribed and analyzed using the Atlas.ti software. A matrix was compiled with the four leadership frames as thematic codes; and content analysis was carried out. Qualitative results showed that the vice chancellor exhibited three frames (structural, human resource and symbolic), indicating multi-frame leadership. The qualitative data supports the quantitative data as the interviews with the vice chancellor's direct reports showed that the vice chancellor also exhibited the human resource frame. Findings from this study can be used to tailor individual development plans focused on leadership frames. Multi-frame leadership may be necessary criteria for appointment of future vice chancellors in universities, complementing the Government's plan for universities in meeting the country's development needs.

**PENGARUH GAYA KEPIMPINAN PELBAGAI BINGKAI TERHADAP IKLIM  
ORGANISASI DI SEBUAH UNIVERSITI SWASTA DI MALAYSIA: SATU  
KAJIAN KES**

**ABSTRAK**

Kajian ini meneliti gaya kepimpinan naib cancellor sebuah universiti swasta di Malaysia. Universiti swasta mengalami tekanan kewangan disebabkan meningkatnya persaingan sengit di kalangan institusi sedemikian. Ini mengakibatkan tekanan untuk meningkatkan kecekapan dan keberkesanan universiti tersebut. Tujuan utama kajian ini adalah untuk meneliti pengaruh gaya kepimpinan pelbagai bingkai pada keberkesanan organisasi menggunakan model empat bingkai Bolman dan Deal (2008). Pemimpin-pemimpin dianggap berkesan jika mereka mengamalkan gaya kepimpinan pelbagai bingkai (tiga atau lebih bingkai). Dalam kajian ini, pembolehubah bebas adalah empat bingkai kepimpinan Bolman dan Deal, iaitu struktur, sumber manusia, politik dan simbolik. Pembolehubah bersandar adalah iklim organisasi universiti dengan empat domain, iaitu pertimbangan, keintiman, pengunduran dan penekanan pengeluaran. Pembolehubah demografi ialah jantina, umur, kelayakan akademik, kedudukan semasa, tempoh pekerjaan dan pengalaman pengurusan. Kajian ini menggunakan kaedah campuran, di mana data kuantitatif telah dikumpulkan menggunakan instrumen "Leadership Orientation Survey" (LOS) Bolman dan Deal (1990) dan "Organization Climate Description Questionnaire for Higher Education" (OCDQ-HE) Borrevik (1972). Kajian rintis telah dijalankan ke atas salah satu daripada dekan dengan 35 peserta universiti

swasta yang sama, dengan kadar respons sebanyak 94%. Pekali kebolehpercayaan ketekalan dalaman untuk kedua-dua instrumen adalah dalam lingkungan .69 dan .91. Subjek utama dalam kajian ini adalah seorang naib cancellor dengan latar belakang korporat yang kuat, latar belakang akademik yang menarik dan pengaruh global yang kukuh. Lima puluh kakitangan naib cancellor yang melapor terus kepadanya mengambil bahagian dalam kajian ini dengan kadar respons sebanyak 88%. Statistik deskriptif seperti min, sisihan piawai dan kekerapan digunakan untuk mengenal pasti bingkai yang digunakan oleh naib cancellor itu. Ujian-t satu sampel dijalankan untuk mengkaji keberkesanan kepimpinan naib cancellor itu. Statistik inferensi seperti ujian-t dua sampel bebas, analisis ujian varians, ujian korelasi Pearson dan analisis regresi telah digunakan untuk mengkaji hubungan antara pembolehubah. Keputusan menunjukkan bahawa naib cancellor mempamerkan gaya kepimpinan dengan dua bingkai (struktur dan simbolik). Analisis regresi berganda menunjukkan bahawa bingkai sumber manusia adalah peramal yang signifikan bagi domain pertimbangan, manakala bingkai simbolik adalah peramal yang signifikan untuk domain keintiman dan penekanan pengeluaran. Pembolehubah demografi tidak menyebabkan apa-apa perbezaan ketara dalam hasil kajian. Data kualitatif dikumpulkan menggunakan kaedah temubual, analisis dokumen dan pemerhatian, dan data ditranskrip dan dianalisis menggunakan perisian Atlas.ti. Matriks disusun dengan empat bingkai kepimpinan sebagai kod tema dan analisis kandungan juga dilaksanakan. Keputusan kualitatif menunjukkan bahawa naib cancellor mempamerkan tiga bingkai (struktur, sumber manusia dan simbolik), iaitu kepimpinan pelbagai bingkai. Data kualitatif menyokong data kuantitatif di mana hasil temu bual bersama kakitangan naib cancellor yang melapor terus kepadanya

menunjukkan bahawa naib cancellor juga menunjukkan bingkai sumber manusia. Penemuan daripada kajian ini boleh digunakan untuk pelan pembangunan individu yang berfokus terhadap bingkai kepimpinan. Kepimpinan pelbagai bingkai mungkin kriteria yang diperlukan bagi pelantikan naib cancellor di universiti di masa depan. Ini melengkapkan rancangan kerajaan untuk semua universiti bagi memenuhi keperluan pembangunan negara.

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background**

One of the many indicators of successful organizations is its effective leadership. Private universities operate under the leadership and vision of their vice chancellors. Leading effectively requires competence, skill and suitable leadership styles. The climate of an organization may be linked to the leadership effectiveness of the vice chancellor.

Hoy and Miskel (2001) refer to leadership as the ability to support and enable a group of people to accomplish a common task. Yukl (2013) expresses the view of leadership as a societal process in which group members may influence the selection of goals, processes, and outcomes, and may even reshape the nature of power relationships within the organization.

Leadership has also been defined as “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (Yukl, 2013, p. 23). Yukl emphasizes that most definitions of leadership reflect the assumption that it involves a social influence process. Influence is inevitable whenever there is interaction among members in achieving a common aim. This influence is exerted over others to structure the activities and relationships in a group or organization.

Daft's (2011) definition of leadership is consistent with Yukl's when he defined leadership as an influence relationship among leaders and followers who intend real changes and outcomes that reflect its shared purpose.

Influence means that the relationship among people is not passive, but neither is it unidirectional nor coercive. Northouse (2010) defines leadership as a process whereby an individual influences a group of individuals to achieve a common goal. Similarly, Greenfield and Ribbins (1993) add that leadership begins with the character of leaders, expressed in terms of personal values, self-awareness and emotional and moral capability.

This study uses Bolman and Deal's (1984, 1991, 1997, 2003, 2008) framework to examine the leadership style of the vice chancellor of a private university in Malaysia. Leadership styles are approaches used by various leaders to guide people, and these vary according to the situation, leader, or task to be accomplished. Although there are numerous organizational theories, Bolman and Deal's four-frame model of leadership is suitable for this study because of its prevalent use in educational research, particularly research focused on higher education settings.

As private universities experience increasing financial pressures from intense competition due to other mushrooming institutions, there is pressure to improve efficiency and effectiveness. This can be studied by examining leadership effectiveness of the vice chancellor, where effective leaders are perceived to use three or more frames (multi-frames) of the Bolman and Deal framework.

A multi-frame leadership style means an ability to use a variety of different frames. Bolman and Deal's four-frame approach suggests that multi-framing makes leadership more effective. Bolman and Deal's (2008) leadership frame research describe leadership based on structural, human resource, political, and symbolic frames. They advocate the use of multiple frames if

leadership effectiveness was dependent on the ability to utilize the correct frame when needed.

Effective leaders use multiple frames to improve understanding of a certain issue (Bolman & Deal, 2008; Thompson, 2000). Multiple frames enable reframing, which means viewing the same thing from multiple perspectives. The ability to reframe experience enriches and broadens a leader's ability to think in more powerful and comprehensive ways about the opportunities in leading their organizations. Bolman and Deal (2008) explain how reframing can be such a powerful tool for organizations to look at situations from more than one angle, and for finding new opportunities in confusing and challenging organizational situations. Reframing helps "gain clarity, regain balance, generate new options and find strategies that make a difference" (Bolman & Deal, 2008, p. 22).

Leaders view their experience through a set of preconditioned lenses and filters. These lenses or filters are frames of reference that shape how situations are defined. The concept of frames has many synonyms - maps, images, schemata, perspectives, orientations, lenses and mindscapes (Bolman & Deal, 1991).

Bolman and Deal (1984) advocated reframing or looking at events from each of the four frames in order to have a better picture of what is happening in the organization and to make the best decisions possible. Leaders who can think and act using more than one frame, may be able to fulfill the multiple, and often conflicting, expectations of their leadership positions more skillfully than leaders who cannot differentiate among situational requirements (Bensimon, 1989).

Bolman and Deal (1991b) have conducted research on frame preference in relationship to leader effectiveness. They assert that managers often use only

one or two frames, but need to rely on all four to be fully effective as leaders. This model has proven how leaders' thinking relates to leadership effectiveness, and that a multi-frame orientation yields the most effective managers and leaders (Bolman & Deal, 1991b). Due to the complex and turbulent nature of organizations, it is essential that leaders develop a greater cognitive complexity to be truly effective leaders.

Bensimon (1989, p.6) described Bolman and Deal's model as "one of the most useful organizational typologies" for viewing and studying leadership. Bensimon (1989) suggested that the ability to use several frames and switch from one to another reflects a higher level of cognitive ability. Leaders who incorporate elements of several frames are likely to be more flexible in responding to different administrative tasks because they are able to enact different images of the organization and provide different interpretations of events.

According to Bensimon (1989), the display of complicated understanding through the use of multiple frames may be particularly important as the environment becomes more complex. The president who can think and act through more than one frame may be able to fulfill the many, and often conflicting, expectations of his office more skillfully than the president who is incapable of differentiating among situational requirements.

Thompson (2000) suggested that those who study leadership styles and effectiveness should focus their attention on the use of Bolman and Deal's (1984) four-frame leadership model. He explains how use of the multi-frame approach might be related to yielding the most effective leader in an organization. For those who aspire to become leaders of organizations, it

would be wise to recognize the use of a multi-frame approach to enhance and implement decision-making and strategic planning.

### **1.1.1 Bolman and Deal's Four-frame Model**

The four frames in Bolman and Deal's (1984) four-frame leadership theory are structural, human resource, political and symbolic. The structural frame emphasizes goals and efficiency. It assumes that leaders operate by defining clear, established goals. The organizations differentiate people into specific roles, and coordinate diverse activities through policies, rules, and chain of command. Structural leaders value analysis and data, keep their eye on the bottom line, set clear directions, hold people accountable for results, and try to solve organizational problems with either new policies and rules through restructuring (Bolman & Deal, 1991a).

The human resource frame focuses attention on human needs and assumes that organizations that meet basic needs will work better than those that do not. Human resource leaders value relationships and feelings and seek to lead through facilitation and empowerment. They tend to define problems in individual or interpersonal terms and look for ways to adjust the organization to fit people – or to adjust the people to fit the organization. When the 'fit' between the individual and the organization is poor, one or both will suffer, whereas a good fit between individual and organization benefits both (Bolman & Deal, 1991a, 1997).

The political frame assumes that organizations are coalitions composed of individuals and interest groups competing for scarce resources. There are enduring differences in the values and beliefs of groups and individuals and these differences lead to conflict. Conflict is seen as a normal by-product of

collective action. Political leaders spend much of their time networking, creating coalitions, building a power base, bargaining and negotiating compromises (Bolman & Deal, 1991a, 1997).

The symbolic frame sees a chaotic world in which meaning and predictability are social creations and facts are interpretative rather than objective. Organizations develop symbols and culture that shape human behavior unobtrusively and provide a shared sense of mission and identity. Symbols are created to reduce confusion. Myths, rituals, ceremonies and sagas help people to find meaning from their experience. Symbolic leaders instill a sense of enthusiasm and commitment through charisma and drama. They pay diligent attention to myth, ceremony, stories, and other symbolic forms (Bolman & Deal, 1991a).

Use of the four leadership behavior frames identifies effective leaders as “analysts and architects” (structural frame), “catalysts and servants” (human resource frame), “advocates and negotiators” (political frame), and “prophets and poets” (symbolic frame) (Bolman & Deal, 2003).

Each of the four leadership behavior frames is useful individually, but collectively, they make it possible to reframe or view the same situation from multiple perspectives (Bolman & Deal, 2003). The ability to reframe is required where leaders adapt their styles to the context in which they are operating. Research also suggests that leaders who integrate elements of the four leadership behavior frames are likely to have more flexible responses to different administrative tasks (Bensimon, 1989).

Modern organizations are so complex that they cannot be understood from a single-frame perspective; a single-frame perspective is likely to produce error and “self-imprisonment” for the leader (Bolman & Deal, 1984, p.4).



Furthermore, Bolman and Deal suggest that leaders who understand and use only one or two of the frames are like a highly specialized species: they may be well adapted to a very narrow environment but extremely vulnerable to changes in climate or competition.

Leaders fail when they take too narrow a view and unless they can see organizations from multiple angles, they will not be able to cope with the full range of issues they inevitably encounter (Bolman & Deal, 2008, p.437). The power to reframe is vital for modern leaders.

### **1.1.2 Organizational climate**

The concept of organizational climate was first described in the late 1950s. It is defined as the way in which organizational members perceive and characterize their environment (Denison, 1996; Moran & Volkwein, 1992; Verbeke, Volgering & Hessels, 1998). Organizational climate is the formal and informal shared perceptions of organizational policies, practices, and procedures (Schneider, 1975). In terms of relationships among organizational members, organizational climate focuses on its members' perceptions of the way things are. It is the employees' perceptions and attitudes toward their organization at any given time (Momeni, 2009).

One of the most widely accepted definitions is that of Litwin and Stringer (1968) who defined organizational climate as the set of measurable properties of the work environment that is either directly or indirectly perceived by the employees who work within the organizational environment that influences and motivates their behavior. They demonstrated that certain leadership styles produce a positive and stable organizational climate that makes an impact on motivation and performance.

Organizational climate results from routine organizational practices, which influence members' attitudes and behaviors. It is an important aspect of staff motivation, job satisfaction and productivity. It is also a means to examine the impact of leadership effectiveness in an organization. This is because leaders make a difference. Of all the things that influence climate, leaders have the biggest impact. Research has indicated that leadership is found to have an important influence on organizational climate (Allen, 2003; Volkwein & Zhou, 2003; Cameron & Smart, 1998; Litwin and Stringer, 1968). Effective leadership encourages a collaborative, synergetic, and creative work environment. In a positive organizational climate, employees have the confidence and stability they need to serve customers effectively.

Organizational climate is an important and influential aspect of institutional effectiveness and success in higher education. Numerous studies have found positive relationships between positive organizational climate and various measures of organizational success. Thompson (2005) noted that companies utilizing progressive human resource practices such as customer commitment, communication, empowerment, rewards and recognition, and teamwork outperformed organizations with less progressive practices. Denison (1996) found that an organizational climate that encourages employee involvement and empowerment in decision-making predicts the financial success of the organization. Schneider (1975) found that service and performance climates predict customer satisfaction.

In a study on organization climate in higher education, Borrevik (1972) suggested that there were four categories of organizational climate found in departments and institutions of higher education. The four climate domains are: (1) consideration, characterized by the chair's supportive role toward faculty; (2)

intimacy, which refers to a social-needs satisfaction not necessarily related to task accomplishments; (3) disengagement, related to fractionalization within the faculty; and (4) production emphasis, associated with close supervision of the faculty. This study uses Borrevik's Organizational Climate Description Questionnaire-Higher Education (OCDQ-HE) to measure the four climate domains in higher education. The organizational effectiveness of the university is measured by looking at the leadership frames of the vice chancellor within the organization.

### **1.1.3 Private universities in Malaysia**

In Malaysia, the private education industry started as businesses run to offer academic programmes for profit. In the 60s, private colleges were set up to provide local pathways through Australian, British, Canadian and American Pre-University programmes as these were cheaper than going overseas before entering a degree programme.

Then these same colleges began to meet a greater need, which was to offer twinning programmes, which is very unique to Malaysia. And even further down, there was the additional option of "3+0" (or franchised) degree programmes, where an overseas degree could be completed through a local private college.

The above group of colleges that have matured and grown over the years were accorded an upgraded status to "university-college", and most recently a number of these same colleges were also further upgraded to full-fledged private university status.

One of the most important issues relating to the way these institutions have grown and how they will now continue to grow as a private university is the

issue of leadership. The leader, the vice chancellor, is going to be the person to steer the private university through its academic-driven and business-profit goals.

The mission of a business enterprise is primarily to maximize profits. In a business corporation, there is always one quantifiable measure of performance – the rate of earnings on the capital invested. The top line and bottom lines are scrutinized carefully. Because profits are both the objective of the activity and the measure of performance, the operation of a company is keyed to accountability for the profit achieved (Besse, 1973).

On the other hand, the mission of a university, whether public or private, is to provide education for its students. A university measures its performance by the quality of academic performance, percentage of student enrolment, the percentage of students who graduate, get employed, who participate in corporate social responsibility, and the strength of its alumni.

Business corporations and private universities are organizations with mission statements, employees, management systems, and physical assets. Although they share many characteristics, they behave quite differently. Businesses usually have professional managers who pride themselves on their market sensitivity, customer orientation, innovativeness, and productivity. Private universities frequently have leaders who were formerly academicians who have received on-the-job-training as amateur managers.

This also leads to deeper issues of where these private universities are going to find their vice chancellors from (internal promotion or external appointment), whether these vice chancellors will be able to balance both academia and commercial expectations, and if these vice chancellors are not Malaysians there is also the cultural hurdles, and most importantly of all

whether these vice chancellors are going to be academicians or businessmen (preferably both but that is going to be a hard combination to find).

Although some have suggested that higher education institutions could be managed more like a business, this has proved to be almost impossible to do in larger and more complex organizations (Birnbaum, 1988). As universities become larger and more complex, areas of specialized expertise are needed to accomplish various administrative tasks. Faculty and administrators fill different roles, encounter and are influenced by different aspects of the environment. Lack of clarity and agreement on institutional goals and mission in a private higher education setting which places importance on both profits as well performance of its students create issues and complicate governance.

In private higher education institutions, leadership is important and the study of leadership is even more pertinent compared to business organizations. Academic institutions require leaders who have a high level of technical competence, an understanding of the nature of higher education in general and the culture of the individual institution in particular, and skills required to effectively socialize with external parties. Vice chancellors must not only be doing the right things, but they must also be seen doing things right.

In summary, the differences between universities and business firms are significant enough that systems of coordination and control effective in one may not be so in the other. Businesses focus on the bottom line, while universities focus on the academics. Hence, one of the areas of greatest challenges to private universities is to tread the balance between offering quality academic programmes while keeping an eye on the business 'bottom-line'. This simply means that it might be expected that universities and businesses may require different approaches to leadership. Using the Bolman and Deal (1984) four-

frame model, the leadership of the vice chancellor of a private university will be examined, giving an insight as to how the vice chancellor is able to balance academic standards and business priorities equally well.

## **1.2 Statement of the problem**

Previous studies have shown inconsistent findings on the association between the leadership style and organizational climate. Some studies showed a clear relationship (Mosser & Walls, 2002; Scott, 1999; Litwin & Stringer, 1968) while others showed inconsistent results (Allen, 2003; Volkwein & Zhou, 2003; Cameron & Smart, 1998). Therefore, research needs to be done to identify this relationship. Besides that, previous findings on the relationship between demographic variables with leadership style and organizational climate are inconsistent and insufficient (Thompson, 2000). Research needs to be carried out to identify this relationship especially in the context of Malaysian universities.

Much of the research carried out using the Bolman and Deal four-frame model (1984, 1991, 1997, 2003 & 2008) has been concentrated in universities within the United States. There is very limited literature on research carried out in private universities in Malaysia using this model. This research will be able to fill the gap found in the existing research and literature on leadership within private universities in Malaysia.

This research makes use of Bolman and Deal's four-frame model to examine the leadership orientations of the vice chancellor of a private university in Malaysia. The vice chancellor of the subject private university has had a successful background in the corporate world, moved to the world of academia as a personal calling, and is passionate about all things in higher education.

This case study will give an insight as to how the vice chancellor with a strong corporate and academic background is able to balance academic standards and the organizational climate to lead the private university to greater heights during his tenure.

Private universities are experiencing increasing financial pressures from an increasing number of similar institutions throughout the country thus creating intense competition, as well as the challenge of the rising cost of running such a full-campus institution. Such challenges exert pressure on institutions to improve efficiency and effectiveness. This research aims to examine the impact of multi-frame leadership on organizational climate in a private university in Malaysia. Organizational climate matters because it can affect performance in the workplace. In a positive climate, team members are focused and work to the best of their ability. In a negative climate, team members lack focus and lose the feeling of engagement, which inhibits their effort and performance.

Thompson (2005) states that organizational success is associated with four-frame related factors such as teamwork (human resource), guidance (structural), trust (symbolic), and autonomy (political). In an organizational climate where multi-frame leadership is expressed, the expected impact of leadership effectiveness would be organizational success and satisfaction. These expectations were also confirmed in the findings of Mosser and Walls (2002) and Scott (1999). It is therefore essential that leaders develop a multi-frame orientation to facilitate the growth and maintenance of dedicated and satisfied employees, as well as to enhance and implement decision-making and strategic planning in the university. However, no study has been done on the relationship between leadership style and organizational climate in private universities in Malaysia. Therefore, a study needs to be carried out.

This research aims to study leadership effectiveness of the vice chancellor. Using the Bolman & Deal model, this study investigates how many frames are used by the vice chancellor. Past research conducted on frame preference in relationship to leadership effectiveness by Bolman and Deal (1991b) show that managers often use only one or two frames, but effective leaders use three or more frames (multi-frames). This model has proven how leaders' thinking relates to leadership effectiveness, and that a multi-frame orientation yields the most effective leaders.

This is supported by Bensimon (1989) who suggested that the ability to use several frames and switch from one to another may reflect a higher level of cognitive ability. Bensimon (1989) also suggested that leaders who integrate elements of the four leadership behavior frames are likely to have more flexible responses to different administrative tasks. In addition, Thompson (2000) suggested that those who study leadership effectiveness should focus their attention on the use of Bolman and Deal's four-frame leadership model. He explains how use of the multi-frame approach might be related to yielding the most effective leader in an organization.

Much of the research carried out in the past has only utilized Bolman and Deal's (1990) Leadership Orientation Survey (LOS-self) instrument or the LOS-other instrument. The validity of self-ratings is generally low when using only the self-section of the instrument (Bolman, 2003). This is because the LOS-self can be subject to bias and the results obtained from one leader rating himself are not as valid. In the present study, both the LOS-self and LOS-other instruments are used in parallel to evaluate the leadership orientations of the vice chancellor to increase the validity of the research.



Lastly, most past research conducted using the Bolman and Deal four-frame model would have used either the quantitative (Thompson, 2000; Thompson, 2005; King, 2006; Beck-Frazier, White & McFadden, 2007; Mohammed Sani Ibrahim, 2011; Mohanan & Shah, 2011) or qualitative methodology (Bensimon, 1989; Lin & Shouse, 2006; Kezar et.al, 2008; Cherian & Daniel, 2008; Carr, 2012). In this research, the mixed method approach is used. In mixed methods research, the combination of qualitative and quantitative data provides a more complete picture by noting in-depth knowledge of participants' perspectives. Creswell and Plano Clark (2007) deem mixed-methods research as the preferred design when only one approach (quantitative or qualitative) is inadequate. According to Creswell, mixed methods research provides "strengths that offset the weaknesses of both quantitative and qualitative research" as well as "a more comprehensive evidence for studying a research problem than either quantitative or qualitative research alone" (Creswell & Plano Clark, 2007, p.9). Additionally, Creswell notes that mixed methods research is "practical" in that the researcher is free to use all the methods possible to address a research problem, where both numbers and words are used, combining inductive and deductive thinking.

In summary, this research makes use of Bolman and Deal's four-frame model to examine the leadership orientations of the vice chancellor of a private university in Malaysia. This can be studied by examining leadership effectiveness of the vice chancellor, where effective leaders are perceived to use three or more frames (multi-frames) of the Bolman and Deal framework. The influence of multi-frame leadership on organizational climate of this university is examined. Both the LOS-self and LOS-other instruments are used in this study to evaluate the leadership orientations of the vice chancellor to

increase the validity of the research. Mixed-methods research will be used in this case study to provide a more complete picture by noting in-depth knowledge of participants' perspectives.

### **1.3 Purpose of the study**

The purpose of this case study is to examine the impact of multi-frame leadership style on the organizational climate of a private university in Malaysia.

The research objectives in my study are to examine:

1. which frames are linked to the perceived leadership effectiveness of the vice chancellor
2. the relationship between demographic variables and leadership effectiveness in the university
3. the organizational climate of the university under the vice-chancellor's leadership
4. the relationship between demographic variables and organizational climate in the university
5. how leadership effectiveness impacts organizational climate
6. the moderating effects of demographic variables on leadership effectiveness and organizational climate.

### **1.4 Rationale**

The rationale behind this study is that in order for vice chancellors to choose optimal leadership frames for any given situation, they must acquire a broad understanding of leadership frame use. Bolman and Deal (1984, 1991, 1997, 2003, 2008) advocate the use of multiple frames if leadership effectiveness was dependent on the ability to utilize the correct frame when

needed. Vice chancellors lead the effort to help their universities grow and respond to significant changes within the system of higher education as a whole. As the vision and mission of a new private university is being shaped, the vice chancellor will need to respond to each situation with appropriate flexibility and responsiveness to change with a multi-frame perspective. As the student population grows and issues arising become more complex, there is a greater need to employ multi-faceted leadership styles.

Leaders must deal with multiple internal and external constituencies over a vast array of challenges and opportunities. Successful leaders require more comprehensive perspectives. They need multiple lenses and skills in reframing—looking at old problems in a new light, as well as confronting new challenges with different tools and reactions. Reframing expands understanding, responses, timing, and styles that leaders apply to problems. It helps them translate good intentions into effective action (Gallos, 2006).

## **1.5 Research Questions**

The research questions in my study are:

1. Which frames are linked to the perceived leadership effectiveness of the vice chancellor?
2. What is the relationship between demographic variables and leadership effectiveness in the university?
3. What is the organizational climate of the university under the vice-chancellor's leadership?
4. What is the relationship between demographic variables and organizational climate in the university?
5. How does leadership effectiveness impact organizational climate?

6. By controlling the demographic variables (moderators), how does leadership effectiveness impact organizational climate in the university?

## **1.6 Conceptual framework**

This research is conducted based on the design of the conceptual framework as shown in Fig.1.1. Previous studies indicated that there is a relationship between leadership style and organizational climate (Chu & Kuo, 2012; Allen, 2003; Volkwein & Zhou, 2003; Cameron & Smart, 1998; Litwin and Stringer, 1968). Leadership style is associated with demographic variables such as gender, age, academic qualification and years of managerial experience (Greenwood, 2008; Thompson, 2000; Bolman & Deal, 1992). Demographic item is a factor of organizational climate (Mosser & Walls, 2002; Scott, 1999). Based on the evidence and theory, the conceptual framework was established.

The independent variable uses Bolman and Deal's (1984) four leadership frames: structural, human resource, political and symbolic. If three or more frames are expressed, leadership effectiveness is perceived.

The dependent variable is the organizational climate of the university. This is measured using Borrevik's (1972) Organization Climate Description Questionnaire for Higher Education (OCDQ-HE) with four categories: consideration, intimacy, disengagement and production emphasis.

The moderating variables are demographic variables such as gender of the respondents, age of the respondents, academic qualification, academic or non-academic, the number of years spent in their current job and their managerial experience.

In this study, leadership effectiveness, reflected by the leadership style of the vice chancellor, will be examined using Bolman and Deal's (1990) Leadership Orientation Survey - self and other. Organizational climate of the university will be examined using Borrevik's (1972) OCDQ-HE. Both the instruments were suitable for use without much modification. The rationale is that the items in the instruments were applicable in the Malaysian private higher education setting even though the instruments had been designed in foreign education contexts.

The impact of the multi-frame orientation is then examined by looking at the organizational climate of the university. The relationship between demographic variables and leadership effectiveness and between demographic variables and organizational climate is analyzed. Finally, the moderating effects of demographic variables on leadership effectiveness and organizational climate are also analyzed.

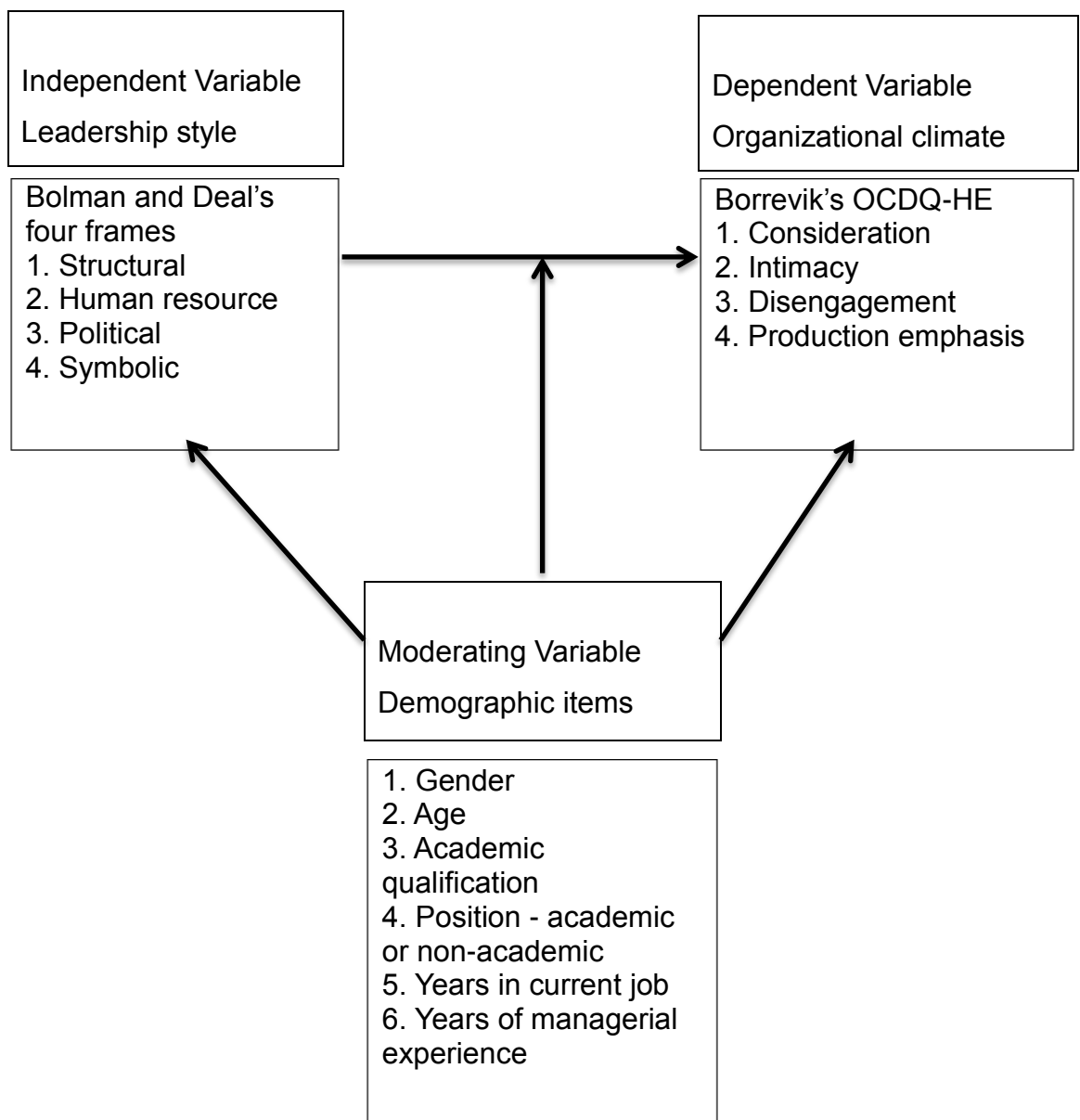


Fig. 1.1 Conceptual framework of the study

### **1.7 Significance of the study**

This study is significant not only to one private university to help its stakeholders know more about what type of leadership they have and what type of leadership they need, but also to the various other recently upgraded private universities in Malaysia to learn more about styles and frames of leadership to assess their own vice chancellors. This is because much of the research carried out using the Bolman and Deal four-frame model (1984) is concentrated in universities within the United States. There is very limited literature on research carried out in the Malaysian private higher education context using this four-frame model.

In Malaysia, private higher education is expanding very rapidly. Private universities are popping up all over the region creating new “for profit” markets. The demand for places in private higher education institutions have increased significantly as the government pushes for a knowledge-based economy before the year 2020. This has been an area that has not received much attention and awareness in the research of leadership, and yet it is a most crucial area for study especially in the countries that are developing and upgrading their private colleges to the status of new private universities. The findings of this study can therefore help to provide a broader direction to leadership in private higher education in this country.

Private universities are experiencing increasing financial pressures from an increasing number of similar institutions throughout the country thus creating intense competition, as well as the challenge of the rising cost of running such a full-campus institution. Such challenges exert pressure on institutions to improve efficiency and effectiveness. As such, leadership effectiveness is critical to move the institution forward.

Each of Bolman and Deal's (2003) four frames is useful individually: academic institutions require a solid organizational architecture – rules, roles, policies, procedures, technologies, coordinating mechanisms, environmental linkages – that channel resources and human talents to support institutional goals and purpose. Workplace relations and campus environments that motivate and foster high levels of productivity, cooperation and satisfaction are equally needed. Political dynamics must be balanced to avoid misunderstandings, disagreements and power struggle. Culture is necessary to align values with collective efforts while at the same time inspiring individuals in the organization (Bolman & Gallos, 2011). Collectively, these four frames make it possible to reframe or view the same situation from multiple perspectives. Research suggests that leaders who integrate elements of the four leadership frames are likely to have more flexible responses to different administrative tasks because they are able to enact different images of the organization and provide different interpretations of events (Quinn, 1988; Bensimon, 1989). Multi-frame thinking in leaders is necessary because higher education institutions in the 21<sup>st</sup> century are more demanding and move at a very much faster pace. This require from their leaders simultaneous attention to vastly different sets of needs.

In an organizational climate context, there are benefits of a multi-frame orientation of leadership. It is important for a leader to demonstrate the ability to encompass cognitive complexity in the decision-making process to reconcile the competing demands between responsibility (structural), avoiding conflict (political), emphasizing camaraderie and harmony within the work environment (human resource), while maintaining loyalty and enthusiasm (symbolic). A multi-frame leader is able to acknowledge, understand and give due consideration



within the working environment, and thus yield greater levels of empowerment and employee satisfaction. Employee motivation, performance and satisfaction are related to retention, loyalty and commitment. Therefore, the impact of multi-frame leadership in organizational climate could be the saving of resources expended in the recruitment and retention of quality personnel. Those who aspire to become effective leaders should recognize the impact of using a multi-frame orientation on organizational climate.

The study will be useful to leaders in understanding how their leadership orientation relates to leadership effectiveness and which styles correlate most closely with effective outcomes. Findings can be used to tailor individual development plans focused on leadership styles. Leadership training in organizations should therefore be a priority as there is a requirement for leaders to develop multi-frame approach in leadership. Climate may be useful for organizational development efforts. Leaders need to be able to carry out effective situational analysis to show that they are able to adapt their approaches to a specific context.

This study may also be important to the Malaysian Department of Higher Education as they strategize and plan for higher level training programmes for all of the country's vice chancellors, and in succession planning by identifying and developing faculty for the vice chancellor role. Additionally, it may also be important to other emerging South East Asian countries who are looking towards Malaysia to gauge the success of its private higher education industry and the way it complements the Government's plan of private and public institutions working side by side to meet the country's development needs.

## **1.8 Limitations of the study**

In this study, based on Bolman and Deal's (1984) four-frame model, if three or more frames are expressed, leadership effectiveness is perceived. The four frames are structural, human resource, political, and symbolic. Use of multi-frame orientation is linked to perceived leadership effectiveness. Bolman and Deal's framework is an analytical tool. Using this framework, the researcher is making some association to examine the leadership orientations of one vice chancellor of a private university in Malaysia.

As the researcher is an employee in this private university, researcher's biases also need to be addressed in this study. A researcher should examine and carefully scrutinize her/his own familiarity with the topic and its source for a possible bias (Creswell, 2008). All higher education researchers share the problem of being insiders within their area of research. The interviewers and interviewees may be working in the same field and very often know each other. As much as possible, the researcher is interpreting data and making conclusions from a researcher's stance and not as an employee of this university. The aim was, as much as possible, to benefit from inside knowledge and, as much as possible, minimize the bias of studying one's own university.

## **1.9 Delimitations**

This case study is carried out within the context of one private university in Malaysia. As such, the findings shall be limited and applied only to specific contexts of private universities in Malaysia.

## **1.10 Operational definitions**

For the purpose of clarity, this study utilizes the following operational definitions:

### **1) Multi-frame leadership**

In this study, multi-frame leadership is shown when a leader uses three or more frames, based on Bolman and Deal's (1984) four frames of leadership. The four frames are structural, human resource, political, and symbolic. The structural frame emphasizes rules, roles, goals, policies, strategy, and chain of command. The human resource frame focuses attention on human needs and relationships through collaboration, facilitation and empowerment. The political frame assumes that organizations are coalitions competing for scarce resources, leading to conflict, networking, building power bases, bargaining and negotiating compromises. The symbolic frame involves culture, rituals, ceremonies and stories to help people find meaning from their experience, whilst instilling inspiration, enthusiasm and commitment.

### **2) Leadership Effectiveness**

In this study, use of multi-frame orientation is linked to perceived leadership effectiveness (Bolman and Deal, 1991b), based on the response from the subjects of the study. If the subject expressed multi-frame orientation (expressing three or four frames), the leadership is perceived to be effective.

### **3) Organizational climate**

Organizational climate is a means to examine the impact of leadership effectiveness in an organization. In this study, it is measured using Borrevik's (1972) Organizational Climate Description Questionnaire - Higher Education

(OCDQ-HE), which include four climate domains in higher education. The four climate domains are: (1) consideration, characterized by the vice chancellor's supportive role toward faculty; (2) intimacy, which refers to a social-needs satisfaction not necessarily related to task accomplishments; (3) disengagement, related to fractionalization within the faculty; and (4) production emphasis, associated with close supervision of the faculty.

#### 4) Demographic items

The demographic items refer to the demographic details of the respondents who reported directly to the vice chancellor, also known as his direct reports. The demographic variables that are examined consist of gender of the respondents, age of the respondents, highest level of academic qualification whether it is bachelor, masters or PhD holder, their position whether academic or non-academic, the number of years spent in their current job and their years of managerial experience.

### **1.11 Summary**

This chapter presents the statement of the problem, research objective and research questions. It also discussed the significance of the study, rationale, conceptual framework, limitations, delimitations and operational definitions. Chapter 2 will present the literature review of this study.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The first section of this chapter examines the previous research carried out on leadership in higher education especially using the Bolman and Deal four-frame model (Bolman and Deal, 1991, 1997, 2003, 2008). It is divided into the following sections:

1. Bolman and Deal's four frame approach
2. Leadership and Bolman and Deal's approach in overseas universities
3. Leadership and Bolman and Deal's approach in Malaysian universities

The second section examines previous research carried out on leadership styles and organizational climate. The relationship between leadership effectiveness using the Bolman and Deal's four-frame leadership approach with organizational climate is reviewed.

The third section examines the relationship between leadership style and demographic variables. This chapter also briefly analyzes some literature written about the various leadership models and leadership theories. Some literature on the difference between leadership and management, and the leadership role of the vice chancellor in higher education is also introduced. This chapter concludes with the delicate balance between business and academia.

#### **2.2 Bolman and Deal's four-frame approach**

The four frames that Bolman and Deal present in their book 'Reframing Organizations' (1991, 1997, 2003, 2008) are the structural, human resource,

political and symbolic frames. Each frame gives a different image of the leader in the organization (Table 2.1).

Table 2.1 Bolman and Deal's four-frame summary

Description	Structural frame	Human Resource Frame	Political Frame	Symbolic Frame
Metaphor for organization	Factory	Family	Jungle	Theater
Central concepts	Rules, roles, goals, policies, technology, environment	Needs, skills, relationships	Power, conflict, competition, organizational politics	Culture, meaning, metaphor, ritual, ceremony, stories, heroes
Image of leadership	Social architecture	Empowerment	Advocacy	Inspiration
Basic leadership challenges	Attune structure to task, technology, environment	Align organizational and human needs	Develop agenda and power base	Create faith, beauty, meaning

*From Bolman & Deal (2008). Reframing organizations: Artistry, choice and leadership*

The structural frame views organizations as lines of authority and communication with its people holding distinct organizational roles and positions. It focuses on how the institution is organized through goals, mission statement, organizational charts, plans, the relationship among units, and the rules and policies that organizations follow, identifying structure as the critical

element for organizational operations and functioning. Leaders within the structural frame tend to use structural solutions to address leadership challenges.

The human resource frame focuses on people as central to organizational operations and functioning. Core concepts include interpersonal dynamics, employees' needs and desires, participation, teamwork, training and development, and other organizational processes aimed at inclusion and helping individuals within the organization to be the best they can be. Leaders using the human relations plans are likely to see working with people and shaping relationships as critical to successfully enacting leadership.

The political frame suggests that organizations are largely political arenas in which various groups with their own agenda attempt to have their needs met. It focuses on resolving conflict, negotiation and bargaining, power dynamics, and competition for scarce resources. Leaders within the political framework see their role as mediating and managing conflict, at the same time helping to develop an agenda for key issues they think are important.

The symbolic frame understands organizations as systems of shared meaning. Organizations comprise of core values, beliefs, and assumptions that make up a distinctive culture in which people work. Within the symbolic frame leaders use rituals, ceremonies, and storytelling in order to inspire and create better organizational functioning (Bolman & Deal, 1991, 1997, 2003, 2008).

From the leadership perspective, Bolman and Deal (1991, 1997, 2003, 2008) have developed one of the most useful organizational typologies for viewing and studying leadership (Bensimon, et al., 1989). They synthesized theories of leadership and organizations into these four frames – structural, human resource, political and symbolic.

Jesser's (1993) review of Bolman and Deal's four frames affirms that there is more than one frame from which to view organizational relationships and the wrong decision is never the only choice a leader had, in retrospect. The right approach to handling a problem is more likely to be identified if the leader analyzes the situation through different frames, each of which yields different types of information relevant in the decision-making context.

The structural frame takes a functional view of organizations in their search for the most suitable combination of differentiation and co-ordination to serve a particular purpose. This frame ranges from organizational design to group interaction, emphasizing that structure must ultimately reflect what the business is all about

The human resource frame considers the 'individual-organization' fit. Here the authors discuss how the theories of motivation, interpersonal and group dynamics, and various human resource management techniques are employed by a leader to influence behavior in the work place.

The political frame looks at the circumstances under which interests coalesce for the betterment or to the detriment of the organization. At the individual level, the authors consider the use and abuse of various forms of power and influence, while at the organizational level they discuss how organizations function as opposed to how they pretend to function. Jesser (1993) warns that politics without ethics is both sordid and destructive. He further enthused that this is a section guaranteed to deepen the cynicism of those without power, and to sharpen the intellect of those who wish to promote change.

The symbolic frame looks at organizational "myths" and the wider system of values and beliefs that shape an organization and the actions of its members.



Although myths may convey significant truths, much organizational behavior may be little more than symbolic ritual. The durability of organizational myths helps to explain why it is so hard to get real change in many organizations (Jesser, 1993).

The authors conclude with a discussion of the integration of organization theories and leadership choices based on the perspectives provided by the four frames. Jesser (1993) summarizes that the leader who begins to apply the four-frame approach to his or her own work situation should find great value.

### **2.2.1 Leadership and Bolman and Deal's approach in overseas universities**

In a study conducted by Thompson (2000), the theoretical models of Bolman & Deal and Quinn according to three dimensions were examined - gender, leadership orientations and leadership effectiveness. Thompson examined the differences in gender in orientations of leadership, leadership characteristics, and the perceived effectiveness of educational leaders through subordinate responses in the context of Bolman and Deal's (1991, 1997, 2003, 2008) four-frame leadership theory.

Thompson's methodology was quantitative in nature. He used Bolman and Deal's Leadership Orientations Survey (1990) and Quinn's Leadership Performance Survey (1988). The sample consisted of 57 educational leaders (males=31; females=26) with 535 (males=265; females=270) subordinate participants (direct subordinates), with an overall response rate of 93.8%. Perceived leadership styles based on Bolman and Deal's Leadership Orientations Survey (1990) and leadership effectiveness based on Quinn's Leadership Performance Survey (1988) were studied.

Thompson (2000) divided the results into three leadership categories - fully balanced (leaders scored above the mean on all four frames), moderately balanced (leaders scored above the mean on any three out of four frames) and unbalanced (leaders scored above the mean on only 1 or 2 out of 4 frames).

The Leadership Orientations Survey (LOS; Bolman and Deal, 1990) was used to obtain perceptions of the leadership frames. The 32-item instrument was briefly described (Thompson, 2000). Multivariate analysis of variance (MANOVA) was used to determine any differences in perceived leadership effectiveness of the leaders.

The results of the study showed that there were no significant differences between perceived effective leadership and gender. This indicates that male and female leaders are seen to be equally effective despite any differences in leadership styles. The findings also suggest those who use three or more leadership frames tend to be more effective leaders. This means that successful leaders are those who understand and utilize a multi-frame orientation of thinking in assessing situational and environmental characteristics. This corroborates the evidence supporting the use of Bolman and Deal's theories in understanding the cognitive complexity of leadership.

In this study, Thompson (2000) used multiple raters and subjects from the same geographical location. This approach does not allow generalizability of the study to leaders in general. Nevertheless, the results of the study were supported by Bensimon (1989), Denison et al. (1995), Hart and Quinn (1993) and Hooijberg (1996) whose research emphasize that leaders must possess the ability to use multiple leadership frames in order to become effective.

In another study, Bensimon (1989) examined the cognitive frames of 32 college presidents and the extent to which these college presidents incorporate single or multiple frames in their descriptions of the meaning of good leadership. The research was based on Birnbaum (1988) who adapted Bolman and Deal's (1991, 1997, 2003, 2008) four-frame model to better understand organizational leadership. Birnbaum (1988) suggests that administrators must recognize the interactions between the frames that are present in all institutions at all times if they are to be effective.

According to Bensimon (1989), a frame represents a distinctive cognitive lens that helps the president of a college to determine what is important and what can be safely ignored. Cognitive frames determine what questions might get asked, the information that is collected, how problems are defined, and what courses of action should be taken (Bolman & Deal, 1984; Goleman, 1985). Frames influence what leaders see and what they do.

Bensimon's (1989) four frames for understanding organizations and effective leadership behavior were bureaucratic, collegial, political and symbolic frames. The bureaucratic frame views organizations as mechanistic with clear organizational goals, a closed system insulated from external interference, with a top down approach where planners have the power to execute their decisions. The collegial frame views organizations as collectives with the emphasis on human needs and how organizations can be tailored to meet them. Emphasis is on participative decision-making, interpersonal skills, the ability to motivate others, and putting the interests of the institution ahead of oneself.

The political frame views organizations as composed of groups vying for power to control the allocation of scarce resources. Decisions are made through

bargaining, influence, and coalition. Conflict, not salient in the two previous frames, is now seen as a central feature of organizational life. The president is the mediator and negotiator between shifting power blocs, and must assemble a winning or dominant coalition that will support proposed actions. In Blue Ocean Strategy terminology, these are the “kingpins” (Kim and Mauborgne, 2005). The symbolic frame views organizations as cultural systems of shared meanings and beliefs in which organizational structures and processes are invented. Culture is managed by sustaining symbols and myths, maintaining and enhancing organizational sagas.

There is therefore much similarity in Bensimon’s (1989) and Birnbaum’s (1988) studies to Bolman and Deal’s four-frame model, as seen below:

1. Collegial institution, which talks about sharing power and values in a community of equals, is comparable to Bolman and Deal’s human resource frame
2. Bureaucratic institution, which rationalizes structure and decision-making, is akin to Bolman and Deal’s structural frame
3. Political institution, which sees competition for power and resources, is equivalent to Bolman and Deal’s political frame
4. Symbolic institution, where finding meaning in a community of autonomous actors is synonymous with Bolman and Deal’s symbolic frame.

Bensimon (1989) used qualitative research method to examine the interview data of 32 university presidents. This allowed the identification of their cognitive frames that reflected their espoused theories of leadership. Data was abstracted from the total interview transcript, based on their ability to respond to the following analytic question: How does President X define good presidential leadership?

Content analysis was used to code references to elements of the four frames. Two distinct components were analyzed - the process of providing direction for the institution and the leadership tactics used. Presidents were considered to use a frame if their responses contained at least two references to that particular frame. Presidents could thus depict themselves as espousing from one to four frames.

Frame analysis resulted in a three-part classification: presidents who espoused a single-frame, those who combined two frames, and those with multi-frame orientations. Of the 32 presidents, thirteen (41%) espoused single frame, eleven (34%) espoused two frames, seven (22%) espoused three frames, and one (3%) espoused four frames. In the first part the three frame categories using excerpts from the interviews were described. Single-frame, paired-frame and multi-frame theories were analyzed in-depth based on the interview responses.

The findings show that multi-frame orientations may be infrequent in presidents. Espousing a four-frame orientation is probably exceptional because few individuals display the cognitive complexity implied by this orientation. Bensimon concluded that new presidents cluster in the single frame category while the more experienced presidents clustered in multi-frame categories. Eleven out of 16 the experienced presidents espoused theories classified as paired or multi-frame. In contrast, half of the new presidents were clustered in the single-frame category. This could suggest that the more experienced presidents were able to shift among frames with greater ease. Espousing a multi-frame theory implies the ability to shift frames in response to circumstances. Bolman and Deal (1984) and Birnbaum (1988) suggest that

there will be qualitative differences among leaders who have a single versus a multi-frame perspective.

In a study by Bolman and Deal (1991a) on images of leadership, they examined how many frames leaders use and which frames they use. The research questions were: 1) Are there common patterns in the images or lenses they employ? 2) Do leaders adjust their lenses to fit the circumstance or do they shape the situation to fit their preferred conception? 3) Are leaders with multi-frames more effective than those with a singular focus? 4) Under what conditions can leaders learn to be more flexible in defining situations accurately?

The methodology employed is a combination of qualitative and quantitative methods “because each has different advantages in studying leaders’ world views” (Bolman & Deal, 1991a). Qualitative methods are particularly effective in getting at the subtleties of how leaders think and how they frame their experience. This focuses on the frames embedded in narratives that leaders provide about their experience, answering two questions: a) how many frames do leaders use? b) which frames do they use?

The samples were from three sources of study: (1) Bensimon’s (1989) qualitative study on 32 college presidents, (2) 75 senior administrators in higher education from the Institute for Educational Management, and (3) 15 central office administrators from school districts in a mid-western state.

The results of all three samples showed that leaders rarely use more than two frames and almost no one uses four frames: in every sample the percentage of leaders who use more than two frames was less than 25%, and the number who used four frames were 1% or less. The results also suggest

that the presidents most frequently used the human resource frame, and were least likely to use the structural frame. Almost half of the presidents also used the symbolic frame compared to 11% of the other sample of higher education administrators and only 5% of the school administrators.

Bolman and Deal (1991, 1997, 2003, 2008) and Bensimon (1989) have investigated how leaders use frames through a combination of both qualitative and quantitative methods. In qualitative studies that sampled college presidents, senior administrators in higher education including department chairs, and school district administrators, results revealed that leaders rarely used more than two frames and almost no one used four frames. The percentage of leaders who used more than two frames was less than 25 percent in every sample. In all three populations, the symbolic frame appeared in fewer than 20 percent of the cases while the structural frame appeared in 60 percent. The three groups varied widely in their use of the political and human resource frames (Bolman & Deal, 1991a).

A number of other studies have been conducted based on Bolman and Deal's frames of leadership theory in higher education (Bensimon, 1989; Redman, 1991; Gilson, 1994; Cantu, 1997; Scott, 1999).

Bolman and Deal (1991a) explained that quantitative methods are particularly useful in examining the relationship between the frames of leaders and their constituents. The quantitative part employed the "Leadership Orientations Survey" (1990), an instrument designed to measure eight separate dimensions of leadership, two for each frame. The eight dimensions are:

#### 1. Structural Dimensions

- a) Analytic: thinks clearly and logically; approaches problems with facts and attends to detail

- b) Organized: develops clear goals and policies; hold people accountable for results

## 2. Human Resource Dimensions

- a) Supportive: concerned about the feelings of others; supportive and responsive
- b) Participative: fosters participation and involvement; listens and is open to new ideas

## 3. Political Dimensions

- a) Powerful: persuasive, high level of ability to mobilize people and resources; effective at building alliances and support
- b) Adroit: politically sensitive and skillful; a skillful negotiator in the face of conflict and opposition

## 4. Symbolic Dimensions

- a) Inspirational: inspires others to loyalty and enthusiasm; communicates a strong sense of vision
- b) Charismatic: imaginative, emphasizes culture and values; is highly charismatic

The survey consisted of four sections. The first section was made up of thirty-two questions on a Likert-like five-option scale. The scoring was done based on perceived behaviors displayed that fall into the categories of “never” (1), “occasionally” (2), “sometimes” (3), “often” (4), and “always” (5). Each frame was represented by 8 of the 32 items respectively. If a respondent scored an average of 4.0 or greater on the eight questions to determine the usage of a frame, they were active users of that frame. The second section required responses on a scale of 1 to 4. There were six items that required mandatory



answers of forced choices where the same scale could not be repeated. Each of the four items in this section corresponded to one frame. For example, all “a” items represent the structural frame. The third was a self-reporting section with two items that required the participants to rate themselves as effective leaders and managers. The final section required the participants to provide information regarding the number of years spent in their current job and their managerial experience.

Bolman and Deal’s (1990) instrument has two parallel forms: one for individuals to rate themselves (LOS-self), and another in which their colleagues (superiors, peers, subordinates, etc.) can rate them (LOS-other). The LOS-self instrument measures self-perception of leadership orientations and exhibited behaviors. Bolman and Deal assert that the internal reliability is very high with Cronbach’s (1951) alpha for the frame measures ranges between .91 and .93. However, the validity of self-ratings is generally low when using only the self-section of the instrument. It would therefore be better to use both the LOS-self and LOS-other instruments for more accurate findings.

In the second part of Bolman and Deal’s (1991a) study, data was collected from respondents in schools, higher education, government and the private sector, to address and present evidence on these questions:

1. How well do the frames capture administrators’ thinking?
2. How well do the frames predict administrators’ effectiveness?
3. How does gender relate to leadership orientations?

Factor analysis was conducted for both the LOS-self and LOS-other instrument. Factors associated with the four frames consistently emerged from the data, and the factors were usually very clean. When items did bleed across

frames, it was usually due to overlaps between the symbolic and the human resource or political frames. The political frame showed little overlap with the human resource frame and none of the frames overlapped with the structural frame.

Two separate regression analyses were conducted to explore the link between the frames and effectiveness as leader or manager (Bolman & Deal, 1991b). The results indicated that the structural frame is the best indicator of managerial effectiveness but the worst predictor of leadership effectiveness. The symbolic frame, however, showed the opposite results – it was consistently the worst predictor of managerial effectiveness but the best predictor of leadership effectiveness. The political frame and the human resource frame are positively related to both leadership and managerial effectiveness, with the political frame being the better predictor of the two.

From this study, Bolman and Deal (1991b) concluded that the structural and human resource frames are related to managerial effectiveness, while the political and symbolic frames are related to leadership effectiveness. They assert that managers often use only one or two frames, but need to rely on all four to be fully effective as leaders.

In Bolman and Deal's judgment, modern organizations are so complex that they cannot be understood from a single-frame perspective; moreover, they assert that a single-frame perspective "is likely to produce error and self-imprisonment" for the leader. Furthermore, they suggest that leaders who understand and use only one or two of the frames are like a highly specialized species: they may be well adapted to a very narrow environment but extremely vulnerable to changes in climate or competition.

In a recent study, Mohanan and Shah (2011) examined the leadership frames of university presidents using the Bolman and Deal framework. They further emphasize that leaders who analyze problems from a variety of perspectives were able to solve more complex problems. The research questions in Mohanan and Shah's (2011) study were: 1. what are the demographic characteristics of the university presidents? 2. what frames were used by these presidents? 3. what leadership styles were utilized?

The methodology was quantitative research to determine the leadership styles and frames of 494 presidents. The survey used was the 1990 Bolman and Deal Leadership Orientations Survey (Self).

The subjects for the study comprised of all the 494 presidents of Masters I institutions as determined by the Carnegie Foundation (Shulman, 2001). These institutions annually award more than 40 Masters Degrees in three or more disciplines. Data was solicited by way of a survey mailed simultaneously to all potential participants. If after three weeks, the returns were below 50%, a reminder notification was sent to participants who had not responded. If returns were still under 50%, a final reminder was sent. A total of 254 usable surveys were received yielding a return rate of 51.4 percent.

Respondents in the study were predominantly married, Caucasian, males, over the age of 50, who were in their first presidency with at least six years' experience and were formally academic vice-presidents. Results of the study showed that the mean responses for all four-frame styles were consistently high. The results ranged from 3.842 for the political frame to 4.149 for the human resources frame. Standard deviations revealed both modest and consistent results as the standard deviations ranged from .482 for the human resources frame to .550 for the symbolic frame, which means respondents

consistently rated their behavior on the Likert scale questionnaire. Overall, the frames employed in descending order were: human resources (30.7%), structural (22.5%), political (22.5%), symbolic (18.8%) and the absence of the any particular frame (5.5%).

Those who used the single frame (20.9%) most utilized the human resource-frame (12.6%). The paired-frame style was utilized by the same percentage of respondents (22.4%). Within the paired-frame style, the structural-human resources-frame was used most frequently (10.2%). The frame with the highest usage was the multi-frame style (43.7%). Interestingly, the four- frame approach accounted for over 26% of the responses.

The finding from this study supports the contention of Bolman and Deal (1991a) that given the complex nature of the contemporary presidency, the use of at least three frames is critical to effectively lead the organization.

A suggestion for further work for Mohanan and Shah's (2011) study is possibly to include the Bolman and Deal (1990) Leadership Orientations Survey (Other) besides the Leadership Orientations Survey (Self) used. This could then be used to survey executive staff that may be members of the president's direct reports to ascertain if their view of the president's leadership style is related to what the president perceives as being employed.

Another suggestion for further research that could be studied is the turnover and appointment of new senior officers with a new president. This research would be of value since presidents can have a great impact on the future of their institutions through the staff selections they make. Relationships between leadership style and turnover of executive team could then be explored.

The results of this study by Mohanan and Shah (2011) support Echols Tobe's (1999) findings where over three-fourths of African American presidents in this study utilized multi-frame leadership. In addition, the results of Mohanan and Shah's (2011) study also support Becker and Lewis's (1994) contention that the human resources frame can be viewed as an investment in its employees. Finally, this study supports the findings of Cantu (1997), Travis (1996), Kane (2001), Wolf (1998), Borden (2000), Russell (2000), Mosser (2002), Turley (2002) , and Small (2002) where it was identified that the human resources frame was the most utilized.

In contrast to the multi-frame use seen in Mohanan and Shah's (2011) results, King's (2006) findings showed more single frame usage. King (2006) compared the extent to which leadership behavior of principals differs in schools at risk for reconstitution and in schools judged as meeting state standards, found that the human resource frame was the frame favored by principals of schools making adequate progress.

In her study, King (2006) determined the extent to which principals in these schools employ frame utilization strategies for school improvement as designed by Bolman and Deal (1992). The three research questions in King's study were: "To what extent are there differences in principals' frame utilization (structural, human resource, political and symbolic orientations) in schools labeled "at risk" and in schools "making adequate progress" as judged by state standards from the perspective of i) the principals ii) the immediate supervisors of the principals iii) School Improvement Team members?"

Ten schools were selected to participate in the study: five schools labeled "at risk" and five schools "making adequate progress." The Leadership

Orientation Survey designed by Bolman and Deal (1990) was distributed to principals, immediate supervisors of the principals, teachers, parents, and community representatives who serve on the School Improvement Team in each school. The survey measured the extent to which leaders use four frames of leadership: structural, human resource, political, and symbolic.

The results of the statistical analysis of the three research questions using independent t-tests indicated that for principals, supervisors, teachers, parents, and community representatives, there were almost no statistically significant differences in the use of the four frames for the schools making adequate progress or for the schools at risk. All of the means indicated that the principals were judged to often use the different frames. The only exception was where there were a statistically significant number of principals in the schools making adequate progress who favored using the human resource frame.

The researcher's conclusion is that the principal of a school considered at risk is viewed as more uncertain about his/her ability to use the four frames of the Bolman and Deal survey. Possibly too, their actual frame orientation differs based on the decisions they are called to make in their different schools. The kind of decisions a principal faces in a school making adequate progress perhaps allows him or her to be more concerned with being an instructional leader. On the other hand, the principal of a school at risk may have to spend considerably more of his or her time and energy on trying to help the students, teachers, and parents meet the expected goals of the state program.

There is a need for caution in this study in drawing a firm conclusion since it was based on responses from only a few principals. As the number in any one of the groups was quite small, it was much more difficult to find statistically significant differences. Only descriptive statistics were used to

answer the research questions. A suitable follow-up to King's work would be to carry out a mixed-methods study using quantitative and qualitative measures that examine the complexities of principals' decision-making styles with more depth.

In another study whose findings were similar to King's, Johns (2002) examined the leadership approaches of 126 elementary and secondary public school principals. The primary purpose of the study was to investigate the leadership practices, preferences, preparedness and performance of these principals. The study also sought to determine the areas of competency and weakness in their leadership approaches. The sample consisted of 85 elementary principals, 21 middle school principals, 2 junior high school principals, 2 identified themselves as k-12 principals and 16 were high school principals. There were 59 male and 67 female participants.

The methodology used was quantitative and the instrument was the Leadership Orientation Survey (self) by Bolman and Deal (1990). The human resource frame was the most frequently used frame as it had the highest mean with a total score of 4.29 out of a highest score of 5.0. The second frequently used frame was the structural frame with a mean of 3.91. The symbolic frame emerged as the third highest frame utilized with a mean of 3.82. The political frame is the least used with a mean of 3.74.

The elementary and middle school principals showed a similar trend in the usage of the four different frames when compared to the remaining participants. However, the high school principals listed a higher mean for its political frame as it was ranked third as compared to the elementary, junior high, and middle school principals.

The ability to use multiple frames for effective leadership is important. Multiple frames refer to usage of 3 or 4 frames. Twenty-three of the participants were reported as not using the frames in a consistent and collaborative way. Thirty participants used a single frame approach while 22 used the two-frame approach. The remainder 51 participants were reported to be using multiple frames, with 24 using three frames and 27 using four frames. Among those who used 3 frames, the structural/human/political and the structural/human/symbolic combinations were favored with 9 out of 24 participants or 10 out of 24 participants respectively, compared to the human/political/symbolic combination with only 5 out of the 24 participants.

These findings were consistent with the research results of Bensimon (1989), Bolman and Deal (1991, 1992), Durocher (1996), Harlow (1994), Miro (1993), Pavan and Reid (1991), Redman (1991), Rivers (1996) and Suzuki (1994).

For further work, it is recommended that the Leadership Orientations Survey (Other) should also be used. Additionally this study could be enhanced with the addition of qualitative research techniques. This study could also be replicated 5-7 years down if a professional development program had been put in place for administrators. The program is aimed at developing the use of the political and symbolic frames that are related to leadership skills.

Similar to King's and John's findings, Beck-Frazier, White and McFadden (2007) investigated the leadership behavior of deans of education, who are mid-level administrators, that addresses an important aspect of leadership – leadership is created when there is alignment between the organizational



leadership behaviors needed by the institution and the leadership behaviors provided by the organizational leader.

Beck-Frazier, White and McFadden's (2007) work examined differences in leadership frames of deans based on Bolman and Deal's (1990) Leadership Orientation Survey (Self). A survey of a selected group of deans of education from 35 institutions addressed the questions: "what do deans self-identify as their prominent leadership behavior and to what extent do deans use multiple leadership behaviors?" The research of Bolman and Deal (1984) provided the frames for analysis: structural, human resource, political, and symbolic frames.

In order to measure the four leadership behavior frames, the Leadership Orientation Survey (Self) developed by Bolman and Deal (1990) was selected for use in this study. The primary leadership behavior is determined by identifying the highest mean among the four leadership behavior frames. Additional statistical analysis included calculating means, standard deviations and correlations between the four leadership education frames.

The study by Beck-Frazier, White and McFadden's (2007) received a response rate of 50%. Descriptive statistics were used to organize and summarize the data that were then reported in frequency distributions with means and standard deviations. To determine how many frames each dean used, all means above 4.0 was counted. A mean of 4.0 or above represented use of the frame as "often" or "always." Use of a particular frame is considered consistent with a mean score of 4.0 or greater. This scoring scale is consistent with other studies (Durocher, 1996; Harlow, 1994; Peasley, 1992; Strickland, 1992) that utilized Bolman and Deal's (1990) Leadership Orientation Instrument.

The findings of the study by Beck-Frazier, White and McFadden (2007) indicated that the majority of respondents perceived their primary leadership

behavior as most closely matching the human resource frame. Results also indicated that a majority of respondents did not perceive that they exhibited multiple leadership behavior frames simultaneously in their leadership behaviors.

Analysis of the four leadership behavior frames revealed that the primary leadership orientation for the deans is the human resource leadership behavior frame followed by the structural, political and symbolic leadership behavior frames.

This is in agreement to the findings of other studies involving higher education administrators (Bolman & Deal, 1991a; Burks, 1992; Cantu, 1997; Gilson, 1994). One of the important aspects of Bolman and Deal's theory on leadership is that the use of more than one leadership behavior frame increases the individual's ability to make clear judgments and to act effectively (Bolman & Deal, 1991, 1997, 2003, 2008). The findings in this study show that collectively, deans did exhibit characteristics of multiple leadership behavior frame perspectives in their leadership behavior.

While limited in scope, Beck-Frazier, White and McFadden's (2007) results indicate deans of education colleges or schools could benefit from more intense analytical leadership development programs. These leadership programs can enhance their understanding of the concepts of leadership behavior frames of Bolman and Deal (1984) and the use of multiple leadership frames.

The development of leadership training and development programs that address these issues will help to increase the leaders' knowledge of leadership behaviors and their personal capabilities as leaders in higher education. The ability to reframe is important for effective leadership. Organizations should

provide opportunities for leaders to think more intensely and analytically about leadership. This knowledge and experience has the potential to empower leaders to work more effectively with different stakeholders in the complex situations they face.

In a recent study, Sypawka, Mallet, and McFadden (2010) investigated the leadership styles of 340 academic deans within the 58 community colleges in North Carolina, using Bolman and Deal's (1984) four frame model of leadership. Of the 340, 132 responded, for a 39% return rate.

Bolman and Deal's (1990) Leadership Orientations Survey instrument was used to identify leadership styles and categorizing those styles into four distinct frames (structural, human resource, political and symbolic). This study aimed to discover the academic deans' primary leadership frame with a focus on how data may be used to address positive management outcomes.

The participants were divided based on their highest educational level achieved (bachelors, masters, professional and doctoral degree). The findings showed the human resource frame is the perceived primary frame with the highest mean, followed by the structural frame in all group categories.

Secondly, the participants were also divided based on the number of years of prior business experience (0-5, 6-10, 11-15, 16-20, 21-plus). The findings also showed that human resource frame is the perceived primary frame with the highest mean, followed by the structural frame in all group categories.

Thirdly, the participants were also divided based on the number of years served as academic dean (0-5, 6-10, 11-15, 16-20, 21-plus). The findings indicate majority (54.5%) of the respondents have been in the dean's position less than six years. The findings also showed that human resource frame is the

perceived primary frame with the highest mean, followed by the structural frame in all group categories.

In my opinion, these findings of the use of primarily the human resource frame are consistent with results in other research (Aggestam, 2004; Yim, 2003; Burks, 1992; Cantu, 1997). The lack of multi-frame use suggests the need for deans to have a heightened awareness of the frames and how to use them in daily activities. As such, community colleges could integrate an emerging leadership program to mentor promising personnel within their system. They could also facilitate development of leadership skills in multi-frame orientations.

Previous research using the Bolman and Deal model showed that the human resource frame and structural frame are the two most widely used leadership frames (Gamblin, 2007; Ward, 2006). Of these two frames, the human resource frame was the more prevalent leadership frame (Defrank-Cole, 2003; Gamblin, 2007).

Turley's (2004) study examined radiation therapy program directors' leadership approaches using Bolman and Deal's four-frame theory. The Leadership Orientations Survey (LOS-self) was mailed to 69 radiation therapy program directors and 59 returned the completed surveys. More than 80% of the participants have more than 5 years' experience as therapists. The participants were chosen from different institutions such as hospitals, community colleges, and 4-year institutions with radiation therapy programs that have been accredited.

Results indicated that 73% of program directors consistently used the human resource frame, 70% the structural frame, 41% the symbolic frame and only 32% the political frame. Fewer than half of respondents (44%)

demonstrated multi-frame leadership, 22% used two frames, 18.6% used one frame, and 15.3% did not use any frame consistently.

Turley's (2004) study suggested that leaders would benefit from further leadership development programmes to expand the perspectives from which they view events, situations and organizations. Effective leadership is most associated with use of a multi-frame approach. The ability to reframe, or adapt leadership patterns to the demands of varying situations, is essential if leaders are to lead effectively (Turley, 2004).

In a similar study by Tull and Freeman (2011), the preferred leadership frames and locus of control from which 478 student affairs administrators approach their work were examined. Administrator responses were examined to identify leadership frames most commonly used and their preference order. Locus of control most commonly used and the relationship between leadership frames and locus of control with administrator characteristics were also investigated.

Research questions were: 1. What leadership frames are in use by student affairs administrators; 2. What locus of control is in use by student affairs administrators; and 3. What is the relationship between leadership frames and locus of control for student affairs administrators based on specific characteristics.

The results revealed that administrators surveyed had a high preference for the human resource frame. The high selection of human resource as the predominant leadership frame appears logical after a review of the literature related to student affairs work. Administrators who prefer the human resource frame work with others to achieve results regardless of position within the

organization (Love & Estanek, 2004). Their selection of this frame describes the collaborative spirit that is shared by many who work in student affairs.

The results indicated that the second highest preference was the structural frame. A structural frame orientation by student affairs administrators is becoming more important as most departments are required to have clearly defined missions and goals and have stringent policies and procedures that guide their work. Those administrators with a keen sense of the structural frame will be best prepared to use data in decision making and manage resources (Bolman & Deal, 1997, 2003; Sample & Yopp, 2004).

The fact that the political frame is rarely a frame of focus for administrators is also of concern. Only 1.8% of the participants have it as a preferred frame of reference and only 16.8% of the participants even utilized the political frame of reference in their top two frames of choice in looking at decision-making. This notion is consistent with the literature (Love & Estanek, 2004). Failure to understand and make decisions that take into consideration political ramifications can negatively impact the administrator and the organization. However, a sample of student affairs administrators cannot be compared with corporate university models.

These results presented new knowledge on the leadership frames and locus of control predominantly used by student affairs administrators in formulating their perceptions, attitudes, and ultimately behaviors and decisions. Through knowledge of preferred leadership frames and locus of control, student affairs supervisors can understand the lens through which their staff views situations and their influence on others. This knowledge helps supervisors anticipate responses to situations and provides understanding when a new or different leadership frame or locus of control may be appropriate for addressing

issues. Administrators who possess knowledge of the preferred leadership frames and locus of control in use by others within their organizations can use this knowledge when engaged in the decision-making process. This knowledge will help administrators see issues through multiple lenses and help promote a more comprehensive decision-making process.

In a study by McArdle (2008), presidents of community colleges in the United States and the administrators who reported directly to them were the subjects for this study based on Bolman and Deal's (2003) four-frame leadership theory. The purpose of this study was to determine (a) the usage of leadership frames from both groups; presidents and their administrative teams, (b) if gender or years of experience in their current positions were factors in leadership frame usage in each group, and (c) if there was a relationship between a president's frame usage and the frame usage of the members of the direct report team. The Leadership Orientation Survey (LOS)-self was mailed to 169 community college presidents and administrators in the presidents' direct report teams. The final usable response rate to the survey was 69.82%. In addition, the subjects were asked to write about the most difficult challenge they had faced in their current position and how they handled that challenge.

The major findings were that the human resource frame was the dominant frame used. The remaining three frames (political, symbolic, and structural) were used less frequently by the presidents; however, the presidents used these three frames almost equally, indicating that these presidents' leadership behaviors were most 'often' related to the human resource frame and that they used the other three frames as secondary perspectives. These presidents may be leaders who are comfortable with multi-framing, the ability to

see things from more than one of the four leadership frames. The scores also indicated that the presidents were using all of the remaining three frames interchangeably.

Findings also showed that there were no statistically significant differences with respect to frame usage for presidents or direct report administrators with respect to frame usage based on gender or years of experience in the position. The review of the literature of frame analysis with respect to gender and longevity supported this finding (Bolman & Deal, 1992; Borden, 2000; DeFrank-Cole, 2003).

A third finding was a lack of a significant relationship between the frame usage of the presidents and the frame usage of their administrators in the analysis of the quantitative data and the similarities identified in the qualitative analysis. However, it was interesting to note that the four presidents whose central theme was political had administrators who also framed their critical leadership challenge as political.

In McArdle's (2008) study, the respondents demonstrated their ability to use multiple frames more frequently in the quantitative section of this study than in the narratives from the qualitative section. The majority of the quantitative research results, as captured by the LOS, indicated that the respondents were able to use multiple frames nearly half the time. There was, however, disagreement in the ability to multi-frame when using qualitative data, where only 5 of 30 scenario statements showed paired frames being used as central frames.

A review of the literature that used quantitative data for the analysis is consistent with the finding from the quantitative analysis in this study. In Bensimon's (1989) interviews of college presidents, in which they provided their



definition of good leadership, showed that only eight presidents (25%) used multiple frames. The remaining 75% of the presidents used paired frames (34%) or single frames (41%). However, radiation therapy directors in Turley's (2002) study showed more of the ability to multi-frame in their narratives (60%) than in their responses to the LOS (44.1%).

A recent study by Stephens (2011) examined leadership orientations of designated institutional officials (DIOs) who were responsible for graduate medical education and institution effectiveness.

The study was based on Bolman and Deal's (1990) leadership orientations framework. Data for the study were obtained by distributing Bolman and Deal's Leadership Orientation Survey (LOS-self) to DIOs at 228 institutions in the United States accredited by the Accreditation Council for Graduate Medical Education. Demographic questions were added to the survey to gather data for descriptive purposes. Responses were received from 146 DIOs, a response rate of 64.03%.

The purpose of Stephen's (2011) study was threefold: the first purpose was to describe the personal and professional demographic characteristics of DIOs; the second purpose was to identify the leadership orientations of DIOs; and the third purpose was to compare the relationship between leadership orientations and characteristics of DIOs at institutions with maximum accreditation status to leadership orientations and characteristics of DIOs at institutions with minimum accreditation status.

Major leadership orientation findings were: 1) the most frequently found frame usage was the use of multiple (three or four) frames (33.79%), 2) the use of all four frames was the most common combination (21.4%), and 3) the

structural frame was used most frequently (66.2%). Major demographic findings were: the largest age group was within ten years of retirement (55-64 years, 47.18%), and almost two-thirds of DIOs are male (n=94, 66.20%). Stephen's (2011) findings can be used to guide further research as well as to influence leadership development programs for current DIOs and the selection of future DIOs.

A study by Kolb (2009) examined gender differences in the leadership styles of Texas public school superintendents. Bolman and Deal's (1990) Leadership Orientation Survey (LOS-other) was used in this study, where 484 high ranking school administrators in 198 schools in Texas assessed their superintendents' use of the four leadership frames.

The research questions in this study were: to what extent do Texas male and female public school superintendents differ in their use of Bolman and Deal's four leadership frames as perceived by their high-ranking administrative subordinates; when controls are introduced, do the perceived gender differences of superintendents persist; and, to what extent are the perceived differences of the superintendents' use of the four leadership frames related to the gender of their subordinates?

One-way ANOVAs revealed that female superintendents were rated significantly higher than male superintendents in the use of all four frames. Two-way ANOVAs revealed that when the main effect of tenure was added to the model, the significant findings persisted for all four frames; when the main effect of qualification was added, the significant findings persisted for the human resource, political and symbolic frames; and when the main effect of age was added, the significant findings disappeared.

Previous researchers have found perceived leadership effectiveness to be dependent on leadership style and unrelated to gender, especially in situations where the leader uses multiple frames (Bolman & Deal, 1991b; Thompson, 2000). When they use all four frames, leaders are perceived to be more effective, regardless of gender (Thompson, 2000). This study by Kolb was unique in that the main respondents rated their female superintendents more highly than they rated the male superintendents in all four frames. Specifically, this study found that female superintendents were perceived to display the behaviors associated with effective leadership more than male superintendents.

Another study by Greenwood (2008) examined leadership frame alignment within the office of the chief academic officer in the Massachusetts community college system. The chief academic officer of a community college level typically held the position of vice president of academic affairs, who is responsible for ensuring academic standards of an institution's educational mission.

Research questions in this study were: do academic department chairs, deans, and chief academic officers differ in how they describe themselves in terms of leadership frames, and, do chief academic officers describe themselves in terms of leadership frames differently from the way they are described by deans and academic department chairs?

Greenwood (2008) collected and analyzed data relevant to determining the leadership frames, and their use through participant questionnaires. A population of 432 was surveyed, of which 194 participated in the survey, giving a total response rate of 44.9%. Bolman and Deal's (1990) Leadership

Orientation Survey was used by the chief academic officers, deans, and faculty chairs to describe their perception of the leaders' use of leadership frames.

Greenwood's (2008) study revealed that the deans' and chairs' perception of the leaders' leadership frame use differed significantly from the chief academic officers' description of their own leadership frame use. On this basis there were significant differences on two of the four frames: chief academic officers differed significantly from the deans on the structural frame, whereas the deans differed significantly from the chairs on the symbolic frame on the basis of how chairs and deans viewed their chief academic officers' frame use. This study also confirmed that academic division, years in higher education and years in position have no significant influence on an individual's leadership frame use.

This study recommended that chief academic officers should examine the appropriate use of leadership frames as such information will be valuable in helping them involve deans and faculty in the many day-to-day decisions that must be made. Chief academic officers should also consider the bias for a particular frame use revealed in this study and the subsequent potential for misalignment with deans. If the chief academic officers and deans could find a way to align their leadership frame use with their team, then they can make good decisions for implementation and follow-up.

The findings in Greenwood's (2008) study will shape understanding of the use and alignment of leadership frames to ensure a productive and aligned organization. Greenwood (2008) recommended that future research should take another step by comparing and contrasting leadership frame alignment with organizational climate or job satisfaction.

In another study by Kezar *et al.* (2008), who also adopted the four frames outlined by Bolman and Deal, presidential leadership essential to advancing campus diversity efforts was examined. The authors investigated leadership strategies for advancing campus-wide diversity efforts and how presidents can facilitate the advancement of diversity initiatives through the development and expansion of webs within the organization (Kezar *et al.*, 2008).

The research questions in Kezar's (2008) study included 1. What is the role of the college president in advancing a diversity agenda? 2. What strategies do presidents identify as important to facilitating a diversity agenda?

Kezar *et al.* (2008) used qualitative methodology with phone interviews and coding. His sample was 27 presidents who 1. had significant presidential experience as defined above and made significant progress advancing a diversity agenda (as identified by national experts on diversity in higher education), 2. represented different institutional types or sectors in a variety of settings (rural, urban and suburban), 3. had a reputation for being reflective about their leadership strategies.

Kezar *et al.* (2008) used Boyatzis' (1998) thematic analysis, which involved both deductive and inductive coding. Examples of deductive codes include mission, vision, strategic planning and these were reviewed in the literature section of the paper. Inductive codes include the strategies that emerged that had not been identified in previous literature such as working closely with students, partnering with student affairs professionals, and obtaining board support. Criteria used to identify themes for improving performance were the number of different individuals who brought up the

theme, and the amount of time they discussed the concept and level of significance they placed on a theme.

Some of Kezar's (2008) findings were that specific strategies are best represented through a web metaphor. Key people that serve as key nodes on a web were crucial to enhancing and deepening the web which involved developing an internal network - hiring, mentoring, partnering with faculty on the curriculum, supporting student affairs staff, working directly with and learning from students, and establishing external networks. Interestingly, these key people mentioned by Kezar *et al.* (2008) are equivalent to the kingpins described in Blue Ocean Strategy terminology (Kim and Mauborgne, 2005).

Using Bolman and Deal's four-frame approach, Kezar *et al.* (2008) noted that the human resource frame was particularly important to presidents in moving a diversity agenda forward.

While this paper highlighted human resources strategies, the political and symbolic strategies need to be better integrated into presidential leadership as well. Future research is needed to better understand the perspectives of individuals throughout a campus. Doing more in-depth case studies of each campus to explore the themes would have added important depth and richness to this study.

In another study by Lamar (2008), the relationship between presidential leadership and organizational effectiveness in the Technical College System of Georgia was examined. This study examined whether one or more of the four leadership frames had a significant relationship to organizational effectiveness specifically graduation, retention, and job placement rates.

This research answered the following three research questions: 1. to what extent do Georgia's technical colleges vary in terms of their effectiveness as measured by graduation rates, retention rates, and job placement rates, 2. to what extent do the differences in Georgia's technical colleges' effectiveness relate to presidential leadership behavior, and 3. to what extent does the relationship between presidential leadership and organizational effectiveness gauged by the three accountability measures (graduation rate, retention rate, and job placement rate) depend on institutional size and demographic characteristics.

Bolman and Deal's (1990) Leadership Orientations Survey (Other) instrument was used to collect perception data. Data collected from 67 vice presidents representative of each technical college was analyzed using descriptive procedures to examine question one, Pearson's  $r$  to explore question two, and the one-way analysis of variance,  $t$ -tests and post hoc testing to examine data related to the independent variables of gender, tenure, college size and state-wide ranking in question three.

Based on the perceptions of the vice presidents and in agreement with Bolman and Deal's leadership research, the findings from this study indicated effective technical college presidents were more likely to use multiple-frame leadership approaches and were perceived to be both effective managers and leaders. Of the seven (10.45%) vice presidents who perceived their president to use a multi-framed leadership style, two classified their presidents as using structural-human resource-symbolic frames (28.57%). Results of overall effectiveness as a manager or a leader indicate vice presidents perceived technical college presidents more as a manager ( $M=3.84$ ,  $SD = .67$ ,  $n=67$ ) than a leader ( $M=3.73$ ,  $SD= .79$ ,  $n=67$ ).

In my opinion, the findings of this study may benefit future presidential search committees to evaluate the type of president that would be the most effective by examining the leadership frames he or she exhibits. Further investigation will need to be done on leadership styles of college presidents.

In a comparative study, Bolman and Deal (1992) examined the relationship between management and leadership for school administrators in the United States and in Singapore, differentiating cognitive patterns that lead to effective leadership and effective management. This study is guided by two general hypotheses, 1) the capacity to reframe is critical to success as both manager and leader, and 2) leadership is contextual where different situations require different patterns of thinking. Bolman and Deal (1992) used both the LOS-self and LOS-other to measure overall perceived effectiveness as leader or manager. The samples were 50 principals and 90 school administrators from the US and 274 school administrators (mostly principals) from Singapore.

Bolman and Deal's (1992) investigation combined qualitative and quantitative methods as both have advantages in studying leaders' worldviews. Qualitative methods uncover the subtleties of how leaders think and how they frame their experience. Quantitative methods are particularly useful in examining the relationship between the frames of leaders and their constituents in different settings, even measuring the impact of different frames on leadership and managerial effectiveness.

The qualitative work focused on answering these two questions: "How many frames do leaders use?" "Which frames do they use?" Bolman and Deal (1992) used indicators for coding narrative accounts of critical incidents, which are not comprehensive enough as qualitative analysis but does allow some



form of judgment about the absence or presence of each of the frames. The narratives were collected from samples of principals from Florida and Singapore.

The findings from the qualitative work suggest that leaders in both samples rarely use more than two frames and almost never use all four. In each sample, majority of the administrators used two frames with Florida administrators at 58% of instances and Singapore administrators at 55%.

As for answering the second question 'Which frames do they use?' institutional and cultural differences were detected and the researchers examined how contextual differences between samples in Florida and Singapore would affect issues that principals saw as important. Bolman and Deal (1992) found that in both Florida and Singapore, the human resource frame was dominant (86% in Florida cases and 98% in Singapore cases). The structural frame was the second most common, appearing in 60% of the cases in both places. The third most common was the political frame but was more prominent in cases in Florida (50%) compared to Singapore (21%). In both samples, the symbolic frame was the least often brought up, although they were noticeably more frequent in Singapore. Some of the limitations in Bolman and Deal's (1992) study were that the accounts from the participants were relatively brief and the coding system could be further refined.

The quantitative investigations employed Bolman and Deal's (1990) Leadership Orientations Survey instrument (LOS-self and LOS-other). The first part used the 5-point rating scale while the second contains a series of forced-choice items. The rating scale and forced-choice measure each has different advantages and disadvantages. The rating scale can measure *effectiveness* in using each frame, but is subject to a "halo effect". The correlations among the

frames tend to be high, producing a colinearity problem in regression analyses. The forced-choice measure produces sharper differentiation among the frames because it does not permit rating someone high on everything.

Some of the questions that were explored in this quantitative section were: “How well do frames capture administrators’ thinking?” and “How do cognitive orientations relate to effectiveness as a leader and a manager?”

Participating administrators rated themselves using the LOS-self instrument and they were also rated by one or more groups of colleagues as well using the LOS-other instrument. Each administrator was promised a confidential feedback report summarizing both self and colleague ratings. Using factor analysis, it was interesting to note that for the American sample, the political and symbolic orientations clustered together probably because American principals recognized the use of symbols as a likely route to influence and power.

A comparison between the cognitive orientations of school administrators in the US and Singapore showed that the structural frame was the dominant frame for Singapore principals, whereas the human resource frame was the dominant frame for the Americans. Both groups scored the lowest in the political frame, with the Americans scoring equally low in both political and symbolic frames.

It is interesting to note that similar studies (Bolman and Deal, 1991b, Thompson, 2000) have shown that leadership effectiveness is related to the symbolic and political frames whereas managerial effectiveness is related to the structural and human resource frames. Thus, the results of this study suggest that current preparatory programs for school administrators may be focusing on

management rather than leadership training, with little attention given to the political and symbolic dimensions that are critical to success.

Vuori (2009) investigated the leadership orientations of program heads in Finnish universities of applied sciences in Finland using Bolman and Deal's (2003) theory of leadership frames as a theoretical framework. The research questions were 1) do program heads use the four leadership frames presented by Bolman and Deal?, and 2) are they capable of multi-framing?. This study used qualitative research methods. The data was collected by conducting open-ended interviews with 15 program heads or professionals in equivalent leadership positions in Finnish universities of applied sciences. Program heads studied were in middle management positions acting as line-managers for teaching staff. The interview material was coded and analyzed using content analysis for the four leadership frames. Results showed that all the interviewed heads used both the structural leadership and the human resource frame. Three leadership frames were used by 11 of the program heads and all four leadership frames were used by four program heads, which means 73% indicated the use of at least three leadership frames.

The amount of multi-framers was thus significantly higher than previous qualitative Bolman and Deal studies (Bolman & Deal, 1992; Bensimon, 1989). The likely explanation for this is the data collection methods: the in-depth interviews yielded information that is not comparable with previous data collection methods. Also, some of the coding rules in this study were that that it was possible to code the same content into several codes if considered appropriate, which could then give rise to double counting of a particular frame.

Another coding rule in this study was that a minimum of two frame-related action codings in the frame-related action group was sufficient to classify the interviewee as a user of a particular frame. This may not accurately reflect multi-framing in the wider context.

The reframing theory suggests that effective leadership is achieved if a manager is able to multi-frame, i.e. to use three or four leadership frames. The recommendation of this study is that the work of a program director, or anyone in a similar position, should be thoroughly discussed and supported. The emphasis on multi-framing leadership might be one of the solutions to support its capacity for change.

Winton and Pollock (2013) explored how principals in Ontario, Canada may need political skills in teaching, learning, relationships, governance, and reform efforts in their schools. Other studies that examined principal preparation in Canada were Smith (2010) and Zaretsky (2003). Political strategies can be used to achieve various goals. There is a need for principal preparation programs to develop aspiring leaders' political skills. One of the "key skills" of effective leaders described by Bolman and Deal (2008) is agenda setting. Agenda setting involves developing a change agenda and a plan for achieving it. Bolman and Deal (2008) also identified the ability to build networks and coalitions and to bargain as two important political skills of organizational leaders. Developing coalitions requires developing relationships with others who can help leaders achieve their goals.

Mäntykangas' (2012) introductory paper is on the position of library directors in Sweden using the four Bolman and Deal leadership frames. The

research questions were: how are library directors positioned in this modern information landscape, and what types of requirements are attached to this position. This paper took an exploratory approach to three vacancy announcements published in Sweden in 2012.

The method employed was to examine the recruitment advertisements from frames based on Hernon (2011) and Helgesson (2011), and on the Bolman and Deal's model of leadership (1997). One of the questions Hernon posed was what kind of leadership did the successful candidates think the organization needed, in terms of a four-framework model. Hernon applied the theoretical framework of the four leadership styles defined by Bolman and Deal, whose model approached leadership through four different frames: structural, human resource, political and symbolic.

The factors that influenced the recruitment advertisements were the persons who created the announcement (the client, the writers, the designers) and the readers (job-seekers, employed persons, customers). A relationship of mutual courtesy exists between these two groups. The vacancy advertisements were analyzed for the four frames. The three positions were for unit director, chief librarian and faculty librarian.

Coding of the four frames was carried out on the contents of the advertisements. The first position (unit director) included all four frames. The second position (chief librarian) and third position (faculty librarian) were from the context of higher education. The second position focused more on the political and symbolic frames for leadership. The third position focused on leading a change process (relocation, resources). While the structural frame was emphasized, so was the need for political skills. The profile of the ideal library director appears to be not only that of the bureaucrat (structural frame)

and democrat (human resource frame), but also that of the politician (political frame) and the visionary (symbolic frame).

In another study comparing leadership in the east with leadership in the west, Lin and Shouse (2006) interviewed fifteen elementary and junior high school principals in Taiwan. According to Lin and Shouse, “leadership” is generally conceived as the ability of individuals to influence the way others think or behave with respect to organizational goals, policies and actions. A few other authors who define leadership with reference to shared vision were quoted:

Hoy and Miskel (2001) refer to leadership as the ability to support and enable a group of people to accomplish a common task. Yukl (1998) expresses the view of leadership as “a social process” in which group members may influence the selection of goals, processes, and outcomes, and may even reshape the nature of power relationships within the organization. Gardner (1990) states that leadership is the process people use to persuade others to pursue goals that are held or shared by various organizational actors.

Western theories, according to Lin and Shouse (2006), seem to promote leadership over management. These ideas are different from Asian understanding where the heads (administrators) in an organization are often viewed as leaders, because of their status and positions. However, Taiwanese principals usually take pride in being viewed as good managers, probably because Taiwan’s Ministry of Education provides uniform standards and goals for all schools.

Bolman and Deal (2002, 2003) highlight the skill of using symbols as one of their four major conceptual frames for understanding organizational effectiveness. The symbolic frame suggests that symbols and meanings give people direction, hope, and faith and generally help people resolve confusion, to help people find purpose and motivation in their work.

The purpose of this study was to examine what leadership really means within the context of change from a rigid hierarchical setting to one more dependent on distributive collegial authority. The authors also examined what these principals perceive as the most profound or fundamental challenges they've had to face in the wake of school reform, to what extent they find meaning in Western concepts of leadership, and adopted these in attempting to implement the mandated reforms.

The fifteen elementary and junior high school principals in Taiwan were interviewed over several months. Qualitative methods using semi-structure interviews and observation were used to collect the data. Criterion based purposeful sampling was used to increase general representativeness of participants and settings. Interview protocols were designed to get the principals' views of leadership and education reform, as well as their perceptions about teachers, parents and students' concern (Lin & Shouse, 2006).

For data analysis, the whole text and material were read through, notes were made, and initial codes were formed (open coding). Then Lin and Shouse identified themes and grouped statements into units (axial coding) by hand and by computer. Additionally, the responses of the principals were organized into two ways, one by participants and one by research questions. For data interpretation, the researchers developed a description of leadership concepts and challenges principals faced for implementing school reform.

The findings showed that the interviewed principals recognized the importance of principal leadership but they were increasingly influenced by western theories of vision building, symbolic leadership, and a focus on task

and relationship. Education reform has caused principals to rethink and even change their leadership practice (Lin & Shouse, 2006).

In transformational leadership, vision building and culture building were important tasks the principals faced. In symbolic leadership, where symbol and ceremony is built into its everyday culture, principals attach great importance to school events like anniversaries or birthdays, to build relationships and cohesion amongst staff and students. In distributive leadership, these principals invite greater participation from their teachers, very much like those typically advocated in western culture.

In general, the principals are open to Western models of leadership and a more flexible model of shared vision and shared leadership. In my opinion, more than a Western model of organizations and leadership is needed, given the importance of private universities in developing countries.

In another study by Anand *et al.* (2013), the relationship between top management's peripheral vision, leadership orientations and employees' organizational identification as perceived by knowledge workers in Bangalore, India, was explored. This study used Bolman and Deal's (2003) four frames in the corporate context in coping with environmental uncertainty. Bolman and Deal's (2003) four frames function as windows that bring in the perspective of the world and as a lens that focuses on its relevant issues.

Leadership orientation influences employees' behavior patterns and their consequent identification profiles. When the management adopts a predominantly structural and political leadership orientation, employees are more likely to feel that the organization is unresponsive and insensitive to their aspirations, and there is no justice in how they are treated. If the management



emphasizes the human resource and symbolic leadership orientations, the organization is seen as a caring place to work for, where the management inspires people (Anand *et. al.*, 2013).

In this study, a survey was conducted by sending the web-enabled questionnaire to the intended participants from the strategic business unit. 244 respondents belonging to a single strategic business unit (divided into 10 project groups) of an Indian conglomerate's information technology business responded to the questionnaire.

Stepwise multiple linear regression analysis was carried out with Bolman and Deal's (2003) leadership frames as the independent variables and organizational identification as the dependent variables. Results showed that the political frame explained about 4.5 per cent of the outcome variable of positive identification, with very strong significance. Human resource frame explained the outcome variable dis-identification by about 7.5 per cent; they were negatively associated. The predictor variable structural frame explained about 14.4 per cent of the outcome variable ambivalent identification; they were negatively associated. The predictor variable symbolic frame explained about 8.3 per cent of the outcome variable neutral identification. The variable symbolic frame was found to be negatively associated.

The regression of Bolman and Deal's (2003) leadership orientations with facets of organizational identification yielded some interesting and valuable insights. The results indicated that a strong political frame led to positive identification. Similarly, it was observed that the higher the human resource frame exhibited by the senior leadership, the lower the dis-identification. The study also indicated that a high level of structural frame by the senior leadership resulted in lower ambivalent identification among the knowledge workers.

Lastly, the study highlighted that strong symbolic frame exhibited by the senior leadership greatly reduced the neutral identification among knowledge workers.

Anand's (2013) study indicated the strong association of managerial foresight and culture (comprising values, beliefs and behavior) with the leadership frames. The aspect of culture had a positive association on all the four leadership frames, with very strong significance. This suggests that organizations, and their senior and top management, must not ignore these intangibles while leading their knowledge workers. The study points to the direction and areas that need prioritization, which the organization's top and senior managers would need to focus on.

## Summary

This section has presented literature of leadership style studies based on the Bolman and Deal four-frame approach. Most of the studies found that the human resource frame is the most utilized, followed by the structural frame, and the symbolic frame. The frame least utilized is the political frame.

### **2.2.2 Leadership and Bolman and Deal's approach in Malaysian universities**

There are only three studies using Bolman and Deal's four-frame approach in Malaysian universities. The studies were conducted by Ibrahim (2011), Tan (2006), and Yasin and Tahir (2013),

In the first study, Mohammed Sani Ibrahim (2011) wanted to determine if a lecturer's work commitment was affected by multi-dimensional leadership orientation of heads of department in Malaysian polytechnics. The objectives of

this study were to identify the leadership orientations by the head of academic departments and the relationship between multi-dimensional leadership with lecturer's work commitment. He also explored the mediating effect of leadership effectiveness and lecturer's work commitment.

Mohammed Sani Ibrahim (2011) incorporated Bolman and Deal's (1991) Leadership Orientation Survey and Sergiovanni's (1984) Hierarchy of Leadership Forces Model to explore leadership orientation of academic department heads in polytechnics based on 5 leadership dimensions: structural, human resource, political, cultural and educational.

The methodology was quantitative in nature where questionnaires were used with multi-stage cluster sampling and proportional stratified sampling. The sample selected to participate was 96 department heads and 1044 lecturers from 24 polytechnics. He obtained 79.2% participation from the department heads and 80.5% participation from the lecturers, from which 83% were analyzed.

A 35-item instrument adapted from the Leadership Orientation Survey (Bolman and Deal, 1991) and Sergiovanni's Transformational Leadership Forces Model (1984) was used, with a 5-point Likert scale (1=never to 5=always). The scores of each dimension were compared to the mean of all scores to determine the use of leadership dimension.

In this study by Mohammed Sani Ibrahim (2011), leadership orientations were categorized into three leadership types similar to Thompson's (2000), using Bolman and Deal's four frames (structural, human resource, political and symbolic) with a fifth dimension added (educational). The three types were balanced, moderately balanced and unbalanced.

The findings were the department heads used multi-dimensional leadership orientations in their administrative duties with at least four leadership orientations, with human resource leadership as the predominant leadership orientation employed. The structural, human resource, political and symbolic leadership dimension was scored highly by lecturers, whereas, head of departments seemed to prefer structural, educational, political, human resource and cultural leadership.

The lecturers' level of work commitment was due largely to the leadership orientations of the department heads. Specifically, the findings of this research proved that activities and programmes carried out by department heads affected lecturer commitment and encouraged the lecturers to work towards achieving the aims of the polytechnic, the profession and the students.

Mohammed Sani Ibrahim (2011) combined two instruments (Bolman and Deal, 1991 and Sergiovanni, 1984) for five dimensions instead of just four frames, adding the educational frame. Also, he used similar categorization of leadership types as found in Thompson (2000a) but added a fifth educational dimension.

However, he did not include the modified instrument, which means the fifth education component added could not be critically evaluated. Also, it was not specified if Bolman and Deal's Leadership Orientation Survey (LOS, 1990) used by the lecturers was the LOS-self or LOS-other.

Interestingly, while more recent studies (Mohammed Sani Ibrahim, 2011, Mohanan and Shah, 2011) found the majority of the respondents employed the full four-frame style, older studies (Bensimon, 1989, Bolman and Deal, 1991a) found limited usage of the full four-frame model. One possible reason would be that after two decades, the myriad of environment issues encountered today

have possibly created more of a need for presidents to utilize multi-frame leadership.

Another possibility is that as the student population grows and issues arising become more complex, there is a greater need to employ multi-faceted leadership styles. Leaders must deal with multiple internal and external constituencies over a vast array of challenges and opportunities.

In my opinion, presidents must be able to examine and address problems from multiple vantage points to lead effectively. By doing so, they will have an opportunity to see problems from various stakeholders' perspectives. The ability to reframe issues to structural, human resource, political and symbolic vantage points allows leaders to step away from viewing problems from their safe, favored perspective which may be inappropriate to solve the problem. A leader's capacity and talent to reframe their experiences enhances and expands a leader's range (Bolman and Deal, 2003).

In another localized study by Tan (2006), multiple leadership approaches of administrators in private higher education were investigated. The study emphasized the way these administrators manage their work, the people they supervise, and the way they perceive themselves as leaders. The primary focus was to explore the multiple ways leaders view leadership and the practices currently in place within the own workplace. Bolman and Deal (1984) advocated for the usage of multiple frames where leadership effectiveness is dependent on the ability to utilize the correct frame when it is needed. The guiding question for this study was "How is leadership perceived by private higher education administrations?" Research questions include 1. Which frame was the most utilized by the administrators and what does it imply? 2. Which frame was the

least used approach employed by the administrators and what does it imply? 3. What are the administrators' self-perceptions regarding their leadership approaches? 4. How many frames do the administrators consistently use?

The methodology used was quantitative and the instrument was the Leadership Orientation Survey (Self). The survey was given to 36 participants from a single private higher institution in Malaysia, 18 male and 18 female participants. The consistency of the usage of frames was defined as "often" or "always" in the Likert scale. The percentage and the mean of the usage of each of the four frames were calculated to determine the frame least and most utilized.

The results showed that the human resource frame was used most frequently as indicated by 80% of the participants. The political frame was the least used with a 66% usage. The results from Section Two (forced ranking) of the survey revealed the highest mean was found in the structural frame followed by the human resource frame, the symbolic frame, and lastly, the political frame. The utility of one frame is the highest with 12 of the administrators who favored either the structural or human resource frame. There were 7 administrators who reported using three frames as compared to 5 using two frames. Only 2 of the administrators have consistently utilized four frames (Tan, 2006).

The highly utilized human resource frame with a marginal difference from the structural frame in utility is consistent with the study conducted by King (2006), Johns (2002) and Beck-Frazier *et.al* (2007). The context of work within an educational institution that is student-centered with a mission of educating youths to be future leaders may have shaped the way these administrators approach their thoughts about their mandated job requirements (Tan, 2006).

The mean for the structural frame was the second highest with a slight difference from the human resource frame. This shows that management is an important part of the administrators' job functions. Close attention to procedures, details of decision making situations, follow up on projects, and reporting to supervisors based on clear reporting lines that are expected for one to perform well on the job may have contributed to this high mean.

The least used frame, political, by 66% of the administrators indicate that many may not be comfortable with "power" or conflict issues within the organization that is usually linked with misuse and abuse of authority in the arena of micro-politics. The symbolic frame was utilized by 68% of the participants. This may indicate attempts by the administrators to ensure that the development of colleagues supervised by the former is a focused and conscientious effort.

The frames-approach of leadership suggests that effective leadership is present when the four frames are used. The low number of two of the administrators using all four frames consistently indicate that effective leadership is not necessarily present as compared to effective management as many one-frame users falling in the structural frame category. The focus on procedures, attention to details, and strong analytical skills reflect the administrators' perceptions regarding the importance of a well-managed department as a strong structure within the organization. Tan (2006) concludes that the administrators may benefit from programs designed to provide the knowledge and skills related to the existence and utilization of all the frames or a related approach perspective to leadership.

In Malmuzzammil Yasin and Lokman Mohd Tahir (2013)'s recent study on strategic leadership and successful leaders in Malaysian and American universities, Pisapia's (2009) Strategic Leadership theory was used. Pisapia (2009) believed that to successfully use these strategies, leaders must use a multifaceted action sets: managerial-transformational, and political-ethical. He hypothesized that these combinations enables leaders to be successful in many different contexts and under ambiguous, complex and chaotic environments.

Along with the managerial-transformational actions, Pisapia (2009) also recognized that human organizations also have needs for power and moral approaches. This is the same argument made by Bolman and Deal (2001, 2008), and Sergiovanni (1996) that in any organization, conflicts, competition, power dynamics and organizational politics always exist, and leaders should acknowledge and deal with this reality instead of ignoring it.

Successful leaders according to Luthans (1988) refers to "those who have been promoted relatively quickly," while effective leaders as "those who have satisfied committed subordinates, and high performing work units" (p. 137). Leader success in this study is measured based on followers' perception of their leaders.

The purpose of this study was to determine if successful university deans in complex environments use a more multifaceted set of leaders' actions than less successful deans in similar environments.

Research questions in this study included investigating any significant relationship between the leaders' use of transformational, managerial, political and ethical action sets and the leaders' success, and is there any significant difference between the array of action sets used by successful deans in



Malaysian and American universities and the array of action sets used by less successful deans in Malaysian and American universities.

The instrument used in this research is the Strategic Leadership Questionnaire (SLQ) to investigate the four leadership factors: transformational, managerial, ethical, and political action sets.

The respondents in this research were selected among university professors from 23 colleges in two public universities in Malaysia, and eight colleges from a public university in South Florida. 186 professors of these three institutions were sampled with an overall return rate of 67 percent.

The data collected was analyzed through multiple regression and correlation techniques. Results showed that the leaders' average score on transformational, managerial, ethical, and political actions were correlated with the leaders' average score on success. There was a significant relationship between leaders' use of transformational, managerial, ethical, and political actions and the leaders' success ( $p < .05$ ). The study found that successful leaders use a wider array of leadership strategies than less successful leaders.

Two levels of success were created: (a) less successful deans, and (b) successful deans, by grouping scores that fell above the mean (of the success items) and scores that fell below the mean. A regression analysis was conducted to see the difference between the two groups in predicting the array set of actions use by the leaders. The results showed that the successful deans in Malaysian and American universities have higher (.485 units higher) array scores than the less successful deans in Malaysian and American universities. The regression was a moderate fit ( $R^2_{adj} = .210$ ), and the overall relationship was significant ( $F(1, 20) = 6.570$ ,  $p < .05$ ) with a medium effect size of .247. Thus, there was a significant difference between the array of action sets used by the

successful deans in Malaysian and American universities, and the array of action sets used by less successful deans in Malaysian and American universities.

This study supported Pisapia's (2009) assumption of strategic leadership that successful leaders are able to use a multifaceted set of leader actions. These findings are supportive of Bolman and Deal's (1991, 1997, 2003, 2008) model of multi-frame leadership style for organizational effectiveness. Pisapia (2009) says that leaders often fail because they are trained in and rely upon a linearity of thinking mindset. Bolman and Deal say that leaders often fail when they take too narrow a view and unless they can see organizations from multiple angles, they will not be able to cope with the full range of issues they inevitably encounter (Bolman & Deal, 2008, p.437). Malmuzzammil Yasin and Lokman Mohd Tahir (2013) affirm that a multifaceted set of strategic leadership actions is crucial especially in situations characterized by ambiguity and complexity that requires leaders to be flexible and change oriented.

## Summary

This section presented literature of leadership style studies based on Bolman and Deal's four-frame approach in universities in Malaysia. Only a few studies were conducted in the Malaysian context, therefore, there is a need to further study on Bolman and Deal's leadership frames to provide more information on the impact of multi-frame leadership style on organizational effectiveness.

### **2.3 Leadership style and organizational climate**

Research has indicated that leadership is found to have an important influence on organizational climate (Allen, 2003; Volkwein & Zhou, 2003; Cameron & Smart, 1998; Litwin and Stringer, 1968).

Litwin and Stringer (1968) defined organizational climate as the set of measurable properties of the work environment that is either directly or indirectly perceived by the employees who work within the organizational environment that influences and motivates their behavior. They examined the relationship between leadership styles and organizational climate, which is a perception of how things are in the organizational environment, composed of a variety of elements or dimensions. Climate is measured by asking employees to rate their perceptions of how they are treated on six dimensions. These are: 1. how much compliance with rules is expected; 2. the amount of responsibility given; 3. the emphasis on quality and standards; 4. how far rewards exceed criticism for mistakes; 5. how clear are goals and objectives; and 6. how warm and supportive the organization feels, team spirit.

Litwin and Stringer (1968) demonstrated how leadership styles impact these climate dimensions and influence employee performance. Three different simulated working environments were designed to create a particular climate and discover its consequences. The director of each organization adopted a distinctive leadership style, intended to evoke one of the three core motives believed to influence everyone's behavior at work. The three core motives were the need for power, designed as the need to control or influence others and to control the means of influencing others; the need for affiliation, designed as the need for close interpersonal relationships and friendships with other people;

and the need for achievement, designed as the need for success in relation to an internalized standard of excellence.

The findings suggest that leaders are prompted to adopt certain leadership styles by their workplace motives. These styles have stable, consistent and predictable outcomes for the workplace 'climate' for employees, strongly influencing their ability to perform well. To improve organizational climate and performance, leaders must learn how to use appropriate styles to motivate the workforce.

Litwin and Stringer concluded that distinct organizational climates can be created by varying leadership styles, implying that the *how* of leadership is the neglected dimension influencing organizational performance. If leadership styles directly correlate with workplace motivation, then there is a great opportunity for effective leaders to improve their institutions. The experiment seems to confirm the common sense perception that a leader's personal qualities and actions have a decisive impact on others.

According to Litwin and Stringer (1968), leadership style is a critical factor of the quality of any organizational climate. They studied the behavior of leaders and concluded that there are six leadership styles – coercive, authoritative, democratic, pace setter, coaching, affiliative. Similarly, Goleman (2000) also identified the same six leadership styles: coercive, authoritative, affiliative, democratic, pacesetting and coaching. Goleman studied the relationship between leadership style and organizational climate. He analyzed a database from a random sample of 3,871 executives from the consulting firm Hay/McBer. Two of the six styles negatively affected climate and performance. These were the coercive style and the pacesetting style. All four of the other styles had a significant positive impact on climate and performance. Goleman's

conclusion was “leaders who have mastered four or more – especially the authoritative, democratic, affiliative, and coaching styles – have the best climate and performance” (Goleman, 2000, p. 87).

In another study, Thompson (2005) examined organizational climate perception and job satisfaction in a mid-western college in the United States using Bolman and Deal’s (1984) four-frame model. He also noted that the structural and human resource frames are related to management, while the political and symbolic frames are related to leadership. The theory assumes that these four organizational frames shape how organizational leadership perceive and therefore manage situations effectively.

The methodology used was quantitative in nature. Six hundred administrative and support staff participants from all administrative division at the college were sampled via electronic and campus mail invitation. Two hundred and eighty responded, resulting in an overall response rate of 46.6%.

The instrument used was a modified version of Bolman and Deal’s (1990) Leadership Orientation Survey. The modified Leadership Orientation Survey yielded information on the extent behaviors and characteristics of an organization exhibit the four frames. Where the institution was perceived to encompass at least three of the four frames, it is said to be a balanced climate type. Where the institution was perceived to encompass no more than two of the four frames, it is said to be an unbalanced climate type. Administrative and support staff classified the organizational climate of the college according to the two climate types – balanced and unbalanced.

The statistical analysis used was the multivariate analysis of variance (MANOVA). The extent to which there were differences in the level of

satisfaction with departmental and college-wide colleagues and management, as well as work and overall experience of the staff were assessed.

The independent variables in the MANOVA design were the two organizational climate types – balanced and unbalanced. The dependent variables were the six job element items (departmental management, college-wide management, departmental colleagues, college-wide colleagues, work experience, overall experience).

The results showed significant differences ( $F = 32.50$ ;  $df = 6, 256$ ,  $p < .001$ ) in the levels of job element satisfaction of those administrative and support staff perceiving the college as having a balanced or unbalanced organizational climate. Administrative and support staff who perceived the college as possessing the characteristics of three or four organizational frames (balanced) have greater satisfaction than those employees who perceived the college as “unbalanced” in the following job elements: departmental management; college-wide management; departmental colleagues; college-wide colleagues; work experience; and overall experience.

The results of the study are also consistent with the evidence asserting the benefits of a multi-frame orientation, whether in an organizational climate or leadership context. Multi-frame orientation of an organization promotes organizational success and job-satisfaction amongst staff. Thompson (2005) identified four-frame related factors associated with organizational success and job satisfaction. These factors were confirmed in the findings of Mosser and Walls (2002) who explored leadership frames of chairs in nursing departments, and Scott (1999) whose study was in intercollegiate athletics.

In summary, the perceived balance of the organizational climate is linked to the use of multiple frames. A balanced organizational climate yielded a more

satisfied organizational community than those who perceived the college as having an unbalanced organizational climate. If employee satisfaction is related to issues of retention, loyalty and commitment, it makes sense to address such factors on an organizational level. This could save resources expended in the recruitment and retention of quality personnel.

Those who aspire to become leaders and managers of organizations should recognize the advantages of using a multi-frame orientation in developing, and later assessing, a behavior repertoire. Due to the complex and turbulent nature of organizations, it is essential that organizational leadership develop a greater cognitive complexity to facilitate the growth and maintenance of dedicated and satisfied workers, as well as to enhance and implement decision-making and strategic planning.

Mosser and Walls (2002) examined the use of leadership behaviors by nursing chairpersons and the relationship of these behaviors to the organizational climate of nursing departments as perceived by the faculty. Three research questions were posed:

1. Which leadership frames do nursing faculty members perceive that nursing chairpersons use?
2. What are the relationships between single leadership frame use by nursing chairpersons and the organizational climate domains of consideration, intimacy, disengagement, and production emphasis as perceived by the nursing faculty?
3. What are the relationships between the use of combinations of leadership frames by nursing chairpersons and the organizational climate domains as perceived by the faculty?

A descriptive study design was used to survey the nursing faculty, in which leadership frame use by nursing chairpersons was examined in relation to organizational climate. Seventy chairpersons with 60 schools of baccalaureate nursing programs in the American Association of Colleges of Nursing (AACN) North Atlantic Region provided the names of 605 faculty members.

Bolman and Deal's leadership theory of frame analysis was used as the theoretical framework. This theory separates leadership behaviors into four frames (structural, human resource, political, and symbolic). Findings indicated that 60.5% of the chairpersons were perceived by faculty members to demonstrate or use the behaviors as described in one or more of the leadership frames. Faculty members perceived their chairpersons to use the human resource frame most frequently (49.8%), followed by the structural frame (43.5%), the symbolic frame (32.4%), and the political frame (32.0%).

Borrevik's Organizational Climate Description Questionnaire-Higher Education (OCDQ-HE) was also administered to examine the relationship between leadership frames and the organizational climate domains. The OCDQ-HE assesses the organizational climate of academic departments in institutions of higher learning. The 42-item form of the OCDQ-HE contains four subsets addressing the climate domains: consideration, intimacy, disengagement, and production emphasis.

The strongest relationships occurred for (a) the human resource leadership frame with the organizational climate domain of consideration, (b) the structural frame with the production emphasis domain, and (c) the political frame and the symbolic frame with the consideration domain. The use of combinations of leadership frames (all four frames, multi-frame, and paired



frames) by chairpersons was most associated with the organizational climate domains of consideration, intimacy, and production emphasis, as opposed to no frame or single frame use.

Mosser and Walls' (2002) study proposed that the leadership theory of frame analysis should be included in graduate programs that educate nurses to assume leadership roles. In addition, the findings may prove useful to search committees when selecting new department chairpersons.

Some of the results of this study contrasted with Bolman and Deal's (1991b) findings. In this investigation, 31.3% of the respondents perceived their chairs to use more than two frames as opposed to less than 25% in Bolman and Deal's study, and 22% were perceived to use all four frames as opposed to about 5% in Bolman and Deal's research. The structural frame was perceived to be used less in this study (43.5%) as compared to Bolman and Deal's (60%), while the symbolic frame was perceived to be used 32.4% of the time, as opposed to less than 20% in Bolman and Deal's study. These findings also differed from Bensimon's (1989) findings that leaders rarely used more than two frames (<25%) and almost never used all four frames; while Mosser's (2000) investigation found 31% reported their chairs used more than two frames. These differences might be attributed to the fact that the overwhelming percentage of nursing chairpersons and faculty members are women, who may use frames differently.

Additionally, Mosser and Walls (2002) found 39% reported their chairs used no leadership frame as opposed to Bensimon (1989) and Bolman and Deal (1991b) who found that most college presidents, department chairs, and school district administrators used at least one or two leadership frames.

Mosser and Walls (2002) contended the difference may be the lack of leadership skills held by the chairpersons.

Scott (1999) examined athletic director leadership and its influence on organizational climate in intercollegiate athletic departments using the multiframe organizational theory of Bolman and Deal (1984). Most organizational researchers acknowledge that there is no simple approach to examining leadership and its effectiveness, or the extent to which a leader's behavior may influence the climate of an organization. Bolman and Deal's (1984) model was used because of its perceived relevance to administrative leadership, the idea that a multiframe perspective can be used to examine the difference between "leadership" and "management", and the possibility that the four frames can be identified in organizational climates in intercollegiate athletics.

Scott (1999) used an "appreciative inquiry" approach which focused on identifying the successful aspects of an organization to ensure a better future. The study was designed to gain preliminary insight into multiframe perspective for understanding leadership and organizational behavior in an athletic context. It was not intended to identify the cause-effect relationship between leadership behaviors and organizational success.

Scott's study uses Bolman and Deal's (1990) Leadership Orientation Survey (LOS-self and LOS-other) and the Frames of Reference Questionnaire (Sashkin & Morris, 1987), which is based entirely on the multiframe organizational theory of Bolman and Deal (1984). The sample was the top-5 finalist athletic departments from four collegiate divisions making up the 1995-1996 Sears Directors' Cup award. Participants included the athletic directors

(analysis using LOS-self) and head coaches (analysis using LOS-other and Frames of reference questionnaire).

Descriptive statistics including frequencies, percentages, and grouped means were used to report perceived leadership and climate characteristics. MANOVA was used to analyze mean differences in frame-by-frame leadership and climate comparisons. Welch's t-test for unequal sample sizes (Glass & Hopkins, 1996) were used to determine if differences existed in leadership and climate perception between the athletic directors and head coaches, as well as to analyze gender differences. Multiple regression analysis was used to determine what organizational frames best predict managerial and leadership effectiveness. Response rate was 61.9% from the athletic directors and 41.3% from the head coaches.

Scott's findings showed that the human resource frame achieved the highest mean score ( $M=4.09$ ,  $SD=0.40$ ) in the athletic directors' self-ratings, while the head coaches perceived that the structural frame was most descriptive of the athletic directors' leader behavior ( $M=3.75$ ,  $SD=0.83$ ). This indicates that the athletic directors and head coaches differed significantly in their perceptions of the frames best describing athletic director leadership. Results indicated that the political frame was the least descriptive and there were also evidence of strong agreement on perceptions of climate. Multiple regression analysis revealed that the structural and political frames were dominant for managerial effectiveness, while the human resource and symbolic frames were significant for leadership effectiveness.

This last set of finding seems to contradict other research by Bolman and Deal (1991) which has the structural and human resource frames as dominant for managerial effectiveness, whilst the political and symbolic frames were

significant for leadership effectiveness. Based on the overall low reliability values of the 'frames of reference' instrument, this study is deemed preliminary. The author recognized that there were possible limitations hence the need to be cautious when interpreting results.

A study by Chu and Kuo (2012) aimed at investigating the impacts of leadership style of university presidents and institutional climate on faculty psychological contract (PC). Due to recent educational reforms in Taiwan, there has been an increase in the number of private universities. This inevitably increases the competition amongst universities, especially on recruiting and retaining qualified faculty. As such, the environment of higher education has become more complicated, competitive and business-like. The president is not only expected to effectively enhance academic development but also to work as a professional manager who is able to effectively manage and motivate staff and faculty in order to keep the competitiveness.

Two hundred questionnaires were distributed to the faculty members at a private university in Taiwan with a valid return rate of 74.5%. The Ohio State University's "Leadership Behavior Description Questionnaire (LBDQ)" (Stogdill, 1974) was adopted and translated into Chinese Mandarin to measure the dominant leadership style of the president of a private university. The Organizational Climate Descriptive Questionnaire (Halpin & Croft, 1963; Litwin & Stringer, 1968) was adapted and revised to measure faculty perceptions of the institutional climate.

The study results indicated that both leadership style and institutional climate had impacts on faculty's psychological contract (PC). Supporting the existing literature, high consideration/high initiating structure leadership

behavior was found the most favorable in creating relational and satisfied PC. It is worth to note that low consideration/low initiating structure leadership behavior was perceived the second favorable in creating faculty's relational PC, which is inconsistent with the literature that this type of leadership style generally leads to dissatisfied subordinates and the lowest productivity among group members. It is concluded that in a highly motivated team such as college faculty with a homogeneous level of expertise, this hands-off leadership style may be more effective than high consideration/low initiating structure leadership.

## Summary

Most of the studies found a relationship between leadership style and organizational climate, but the findings were inconsistent in some aspects. Therefore, further studies need to be conducted to establish the relationship, especially in the local context.

## **2.4 Relationship between leadership style and demographic variables**

Previous studies on the Bolman and Deal leadership framework had also looked at the relationship between leadership style and demographic variables. Thompson (2000) used Bolman & Deal's instrument to examine leadership characteristics of educational leaders in institutions as well as the relationship between gender and leadership styles and leadership effectiveness. 57 educational leaders (males=31; females=26) with 535 (males=265; females=270) subordinate participants (direct subordinates), with an overall response rate of 93.8%, participated in the study. The study revealed that there

were no significant differences between effectiveness, perceived or otherwise, with the gender of the leader, and that despite any differences in leadership style, men and women were equally effective.

In Bolman and Deal's (1991a) study with 76 female and 111 male administrators, one of the research questions was how gender related to leadership orientations amongst the administrators in private and public universities. Their study showed that gender showed very little relationship to any of the variables of leadership frames. Stereotypically, they thought that women administrators would exhibit more of the human resource frame and less of the political frame; however, results showed otherwise. Women did not consistently rate themselves higher or lower on any of the frames. In Bolman and Deal's (1991a) study, men were rated slightly lower on every frame except the structural frame, but the correlations were weak. There were also no differences between men and women in how they were rated by colleagues on effectiveness as both manager and leader.

In Tan's (2006) study using the Bolman and Deal framework, the demographic profiles included 18 male and 18 female participants, and were broadly divided into two major groups, academic and non-academic personnel. The years of experience varied from new recruits to those with more than 27 years of working experience. However, there was no indication of how demographic factors affected the outcome of the study of the choice of frames used by the administrators. Similarly, in Johns' (2002) study with school principals in Iowa (US), with 59 male and 67 female participants, there was no indication of how demographic factors affected the choice of frames used by the principals. Very few studies had been done on the relationship between

leadership style and demographic variables in Malaysia. Therefore, a study needs to be done on the relationship.

## **2.5 Leadership models and theories**

Leadership has been of interest to historians and philosophers for many centuries, but scientific studies on leadership and many of the leadership theories really only began in the twentieth century.

### **2.5.1 Leadership models**

Many scholars have been associated with the study of leadership through their research work and some of these have been highlighted here (Sergiovanni, 1984; Bolman & Deal, 1984; Kouzes & Posner, 1987; Covey, 1989; Bennis, 1995).

Among these, Sergiovanni (1984) identifies five leadership forces: technical, human, educational, symbolic and cultural. The force mentioned is the “strength or energy brought to bear on a situation to start or stop motion or change” (p.7). In comparison, the four frames in Bolman and Deal’s (1984) four-frame leadership theory are structural, human resource, political and symbolic. These frames form the foundations for human thought and action in organizations. They are visible in leadership behavior suggesting that leaders use the four lenses to interpret what is going on, decide what to do and to interpret the results of their action (Bolman & Deal, 1991).

Sergiovanni’s (1984) five leadership forces show some similarities to Bolman and Deal’s (1984) four-frame model. Sergiovanni’s *technical* force is similar to Bolman and Deal’s structural frame. The second, *human*, is similar to

Bolman and Deal's human resource frame and links to both participative and interpersonal leadership. The third, *educational* force, is not reflected in Bolman and Deal's model but is closely aligned with instructional leadership. The fourth, *symbolic*, is similar to Bolman and Deal's symbolic frame. This links to overall definitions of leadership and has certain similarities to transformational leadership. The fifth, *cultural*, incorporates bits of Bolman and Deal's symbolic frame, as it seeks to define, strengthen and articulate those enduring values, beliefs and cultural strands, and links specifically to moral leadership.

Another perspective on leadership comes from Kouzes and Posner (1987) who postulate that leaders are at their best when they participate at a heart level in five key areas of exemplary leadership. These five key areas include modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. Further, embedded in the five key areas of effective leadership are ten behaviors that serve as the basis for learning to lead. The ability of people in positions of authority to get others to willingly follow any path of development or change because of who they are as compared to their referent power can be considered as leaders (Kouzes & Posner, 1995).

Meanwhile, Covey (1989) states that highly effective leaders are proactive, seeking first to understand themselves and others, and take initiative and assume responsibility for their actions. Covey's famous seven habits are: to be proactive, to begin with the end in mind, to put first things first, to think win-win, to seek first to understand then to be understood, to synergize, and finally to sharpen the saw. These seven habits are simple and accessible enough for leaders to follow successfully today.



The last example comes from Bennis (1995) who argues that a compelling vision is the key ingredient of leadership in the excellent organizations he studied. Bennis further elaborates that effective leadership can move organizations from current to future states, create visions of potential opportunities for organizations, instill within employees commitment to change and instill new cultures and strategies in organizations that mobilize and focus energy and resources.

### **2.5.2 Leadership theories**

There have also been many theories written on leadership and some of the more popular ones are trait theory, power and influence theory, behavioral theory, contingency theory, change theory, and cognitive theory. Each of these theories offers a different perspective on leadership. Bolman and Deal (1984) noted that effective leaders should be aware of different leadership models and theories in order to develop multiple approaches to use. They used aspects of these theories to develop four distinct frames, or orientations, that leaders use in responding to issues and situations.

Trait theories attempt to identify specific personal characteristics that contribute to a person's ability to assume, and successfully function in, positions of leadership. Northouse (2010) described trait theories as those that attribute leadership to innate abilities. Particular traits or characteristics, such as intelligence, initiative, intuition or energy were distinguished, for possible identification or training of leaders.

Power and influence theories consider leadership in terms of the source and the amount of charismatic power available to leaders, and the way that leaders exercise that power over followers. It could also refer to leadership

influence based on the qualities and charismatic personality of the leader. An example of a person with this type of leadership would be Martin Luther King, Jr., who led the civil rights movement in the United States in the mid 1950s till his assassination in 1968.

Behavioral theories are different from trait theories in that it assumes that leadership capability can be learned, rather than being inherent. Behavior theories examine the leaders' patterns of activity, roles and categories of behavior. They focused on what leaders actually do on the job, such as various management activities, roles and responsibilities. An example of behavioral theory is McGregor's (1960) Theory X and Theory Y. Theory X assumes that most people dislike work and will avoid it to the extent possible, therefore they must be continually coerced, controlled, and threatened to get the work done. Theory Y suggests that people are self-motivated to obtain mastery over their world and to experience feelings of self-respect, self-fulfillment and self-actualization in the work that they do.

Contingency theories emphasize the importance of situational factors, where the contextual and situational variables that influence leadership effectiveness, are considered. The idea is that leaders can analyze their situation and tailor their decisions accordingly. An example of contingency theories is Fiedler's (1967) LPC Model, where he developed the Least Preferred Coworker (LPC) scale to measure and score leaders as either relationship motivated or task motivated. Other examples are the Path-Goal theory, and Hersey-Blanchard's (1977) Situational Leadership theory.

Change theories suggest that leaders seek to produce organizational change as the external environment becomes more dynamic and uncertain. Kotter (1996), who is famous for his eight-stage change process, stresses that

leadership skills are critical to drive change. His argument, using Bolman and Deal's frame approach, is that change agents too often rely on only the structural frame and by ignoring the remaining frames, have difficulty bringing all the organizational parts along through change. Johnson (1998) notes that change is inevitable in his famous book "*Who moved my cheese?*" He explains that leaders will do better when they keep things simple, using the analogy of the mice that found the cheese quickly. This is compared to the "little people" who are more complex and could not adapt fast enough when their supply of cheese dwindled. Johnson (1998) concludes that leaders must anticipate and be ready for change all the time. Meanwhile, Fullan (2001) shows how leaders in all types of organizations can accomplish their goals and become exceptional leaders by leading in a culture of change. He advises that a vital quality of all leaders is to understand the change process.

Cognitive theories attempt to explain human behavior by understanding the thought processes. The assumption is that humans are logical beings that make the choices that make the most sense to them. Bolman and Deal's (1984) four-frame leadership model shows some similarity to cognitive theory. Since greater cognitive complexity is demanded in a turbulent organizational world, leaders need to identify situations with multiple frames and know how to use them in day-to-day activities. The ability to use more than one frame increases an individual's ability to make clear judgments and to act effectively (Bolman & Deal, 1991b).

With the many leadership theories described here, there are aspects of each leadership theory that are found in Bolman and Deal's four-frame model, which is the framework used in this study. Besides the cognitive theory, Bolman and Deal's (1984) reframing approach shows similarity to the contingency

theory which emphasize that successful leaders may need to operate within most or all of these frameworks depending on circumstances. The effective leader will need multiple tools, the skill to use each of them, and the wisdom to match frames to situations. The ability to reframe is required where leaders adapt their styles to the context in which they are operating.

## **2.6 Leadership and management**

It is interesting to note that in Bolman and Deal's (1984) four-frame approach, the structural and human resource frames are linked to management effectiveness, whereas the symbolic and political frames are linked to leadership effectiveness. Leadership is a political activity, bringing people with conflicting points of view together to work out their differences so that the organization can be productive. Additionally, leadership is also symbolic where cultures, values, and vision play an important role. Effective leaders see the importance of symbols and recognize their responsibility in articulating vision and values that give purpose, direction and meaning to an organization (Bolman & Deal, 1984).

This brings to question what is the difference between leadership and management? Some researchers contend that leadership and management are mutually exclusive (Zaleznik, 1977; Cuban, 1988; Kotter, 1999; Bennis, 1995; Daft, 2011).

Zaleznik (1977) argued that leadership is different from management because leaders incorporate essential elements of inspiration, vision, and human passion in driving corporate success, while managers seek order, control and rapid resolution to problems. Zaleznik further reiterates that leaders

and managers differ in motivation, personal history, and in how they think and act. Managers tend to adopt impersonal attitudes towards goals while leaders adopt a personal and active attitude towards goals.

On the other hand, Cuban (1988) links leadership with change while sharing Zaleznik's (1977) view that management is a maintenance activity. He noted that leaders are people who shape the goals, motivations, and actions of others. Leaders initiate change to reach existing and new goals. Leadership takes much ingenuity, energy and skill. On the other hand, managing is maintaining current organizational arrangements efficiently. While managing often exhibits leadership skills, the overall function is toward maintenance rather than change. Hence, leadership is geared towards change while management is geared towards improving the status quo. Both leadership and management are important dimensions of organizational activity.

Kotter (1999) expanded on the debate that Zaleznik (1997) started. Kotter delineated the primary task of the manager as promoting stability, while leaders press for change. However, he also stressed that while management and leadership are different but complementary, one cannot function without the other in a rapidly changing world. His key point is that only organizations that embrace both sides of that contradiction can thrive in turbulent times.

Management is about coping with complexity. Without good management, complex enterprises tend to become chaotic in ways that threaten their very existence. Good management brings a degree of order and consistency to key dimensions like the quality and profitability of products.

Leadership, by contrast, is about coping with change. Part of the reason it has become so important in recent years is that the business world has become more competitive and more volatile. The net result is that doing what was done yesterday, or doing it five percent better, is no longer a formula for success. Major changes are more and more necessary to survive and compete effectively in this new environment. More change always demands more leadership. (Kotter, 1999, p. 4)

According to Bennis (1995), managers are people who do things right, and leaders are people who do the right thing. He sums this up in a simple manner: the difference between leaders and managers is the manager asks how and when, while the leader asks what and why (Bennis, 1995).

Daft (2011) differentiated the two by defining leadership as an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes, whereas management is the attainment of organizational goals in an effective and efficient manner through planning, organizing, staffing, directing, and controlling organizational resources

In summary, leadership, which is related to Bolman and Deal's (1984) political and symbolic frames, is about building visions, networks and relationships. It is linked to change in a competitive and dynamic environment. Management, which is related to Bolman and Deal's (1984) structural and human resource frames, is about goals, structures, organizing, procedures and control. It is linked to maintenance activity or improving the status quo. While there is a difference between leadership and management, both are important and necessary in any organization to succeed in today's competitive yet chaotic world.

## **2.7 The leadership role of the vice chancellor**

In the Malaysian context, the vice chancellor of a university is equivalent in position, stature and power to the president in an American college or university. The vice chancellor is the "chief and almost the sole administrative officer of the university with an immense list of office duties" (Moodie & Eustace,

1974, p.128) . Simultaneously, the vice chancellor is also expected to act as the academic leader in the university.

Each new president / vice chancellor appointed by a university will lead differently, bringing his own experiences, training and expertise to the table. To be successful, the leader must be able to assess the organization and the situations he faces from multiple perspectives, so that he can get the real picture. He has to balance what he has been told with what his experiences tell him, and what he discovers with his beliefs and values to come to conclusions about the institution (Bolman & Deal, 2003).

The literature on presidential leadership is deeper and more conceptually diverse than the literature describing the role of leaders. There exists numerous studies drawing upon a structural perspective - leaders setting institutional direction, creating the vision and developing and monitoring the change processes through resource allocation and evaluation (Fischer & Koch, 1996; Kerr & Gade, 1986).

The many studies on presidential leadership suggests the need for a more expansive understanding of the leadership strategies that focus on relationship building, meaning making and interpretation, as well as power and influence (Kezar, 2001).

Symbolic theories of leadership suggest the key role of leaders is creating shared meaning and embodying key institutional values through invoking symbols (Birnbaum, 2000). These are essential academic leadership strategies because the administrative/structural prerogatives of academic leaders are constrained (Birnbaum & Eckel, 2005) as compared to other types of organizations. Presidents should spend time and energy managing meaning,

listening and being influenced by others, and balancing conflicting ideas, and interpreting ambiguous situations (Birnbaum, 2000).

From a political perspective (Baldrige, 1971), academic leaders depend upon negotiated agreements with a variety of organizational actors to get things done because independently each is unable to exert adequate influence. Such negotiation is particularly important in academic organizations because they consist of a dual authority structures that reflect administrative and academic authority wielded by different sets of individuals (Birnbaum, 1988; Mintzberg, 1985). This diffused power suggests that presidents thus do not have adequate power simply based upon position to “flex administrative muscle” to get work done (Walker, 1979). Instead, they must continually negotiate with constantly changing coalitions both inside and out of the institution.

Birnbaum and Eckel (2005) states that the role of the president has always been a demanding one, which includes providing leadership, direction, coherence, and progress in an organization with conflicting authority structures, multiple social systems, and contested goals.

Viewing the university as comparable to a business firm, the president is also made responsible for increasing enrollment, capital, and reputation, while controlling costs. The popular view of the role may identify the president as a larger-than-life heroic leader, whose wise decisions and forceful administration solve problems and advance the institution's fortunes. Balancing the conflicting expectations of these roles has made it more and more difficult, making it virtually impossible for most presidents to provide the leadership that is expected.

According to Birnbaum (1988) presidents should understand the importance of both transactional and transformational leadership (p. 204). A



leader needs to regularly seek out perspectives and insights of others in the organization, gathering data from multiple sources, to provide support for the day-to-day operation of the institution, as well as allow the members to adapt to challenges and changes offered by new leadership and directions (Kezar, 2001).

Constraints within institutions arise due to involvement by faculties in academic and personal decisions, faculty collective bargaining, goal ambiguity, fractionation of the campus into interest groups, leading to a lack of consensus and community, greater involvement by board of trustees into campus operations, and increased bureaucracy and specialization among campus administrators.

There are problems assessing effectiveness of the president due to problematic goals, an unclear technology, and fluid participation in decision-making process. Birnbaum calls this process the “garbage-can decision making.” Problems, solutions, and participants form steady streams, flowing through the organization as if they were poured into a large can. Since “garbage” is in the eye of the beholder, it is possible for almost any two issues to be seen as connected and for any problem to become coupled to any decision.

The ambiguities of institutional life are intensified by the absence in universities of accepted and valid indicators of effectiveness. Successful presidents can have an impact on the institution if they focus on a few limited objectives and devote extraordinary energy to them. Presidents who try to do too many things, either on their own initiative or in response to perceived environmental demands, often end up accomplishing none of them (p. 337).

Birnbaum (1988) defines effective presidents as those that understand the culture of their institution and the symbolic aspects of their positions. Recognizing that effectiveness as leaders depend upon the willingness of highly trained professionals to be followers, they avoid actions that would violate culture and academic norms and thereby diminish their own status.

Birnbaum also insists that effective presidents should spend a great deal of time in understanding their institutional culture and climate. They should go out of their way to walk around their campuses to see and be seen, to confer with other campus leaders for opinions and advice, to learn institutional histories, and to understand the expectations others have of presidential behavior. They also recognize that as a symbolic leader they must consistently articulate the core values of the institution and relate them to all aspects on institutional life in order to sustain and reinvigorate the myths that create a common reality.

According to Birnbaum, effective presidents see the presidency role as one that can give primary attention to the needs of the institution rather than of themselves. This makes it possible for them to accept that, sometimes, the greatest service a president can perform is to leave office, because the survival of the president is not the goal. The leader is temporary and, if necessary, expendable in service to the potential value of the institution (p. 341).

Presidents who view their obligations as part of a role are able to enjoy the roller coaster of the presidency during its initial phases and then leave without regret. They are able to see themselves as an important but replaceable component in a large, cybernetic organization, and they are able to cope by perceiving exit as a symbolic, political act of a pluralistic democratic organization, not as a threat to managerial competence (Birnbaum, 1988).

Birnbaum concludes that effective presidents are able to come to terms with the impossible nature of their jobs. They are able to make peace with their positions by bringing to it an understanding of the peculiar nature of their organizations and of their roles within them. Their goal is a peaceful balance of institutional interests within which they can make marginal improvements in a limited number of areas (p. 341).

In summary, the vice chancellor's role in the university is such a diverse role that requires leadership strategies that focus on organizational structure, human relationships, power and influence, as well as meaning and interpretation. As such, there is a need to understand and utilize a multi-frame leadership style in order to lead the university forward.

## **2.8 Leadership in business and academia**

Birnbaum (2000) explains that business corporations and universities are organizations with mission statements, employees, management systems, and physical assets. Although they share many characteristics, they behave quite differently.

Businesses usually have professional managers who pride themselves on their market sensitivity, customer orientation, innovativeness, and productivity. Universities frequently have professional scholars who have received on-the-job-training as amateur managers. Businesses always focus on the bottom line while universities focus on the academics. However, private higher education institutions are forced to focus on the bottom line as well, and

hence, the need to find the balance to offer its customers a bargain and yet at the same time provide high returns on investment.

According to Carr (2012) leadership is the common ground shared by business and educational leaders for the identification of leadership characteristics, where skills required to run a corporation are similar to the skills needed to oversee and operate an education institution. The identification of the similar skills provides opportunity for business and educational leaders to work together on common challenges.

Carr (2012) identified the similar leadership skills necessary to lead the two different organizations. Combined characteristics that defined the leadership and change for educational and business leaders were identified in six categories:

1. establishment of a shared process/procedure (vision)
2. placement of the right people in the right positions
3. removal of political infiltration or corruption
4. a change in organizational culture
5. a shift in power from one level to a multiple levels of authority
6. establishment of channels of communication inside and outside of the organization.

Carr (2012) conducted a qualitative study to identify these six characteristics in both business and educational leadership. Seventeen superintendents and business leaders in West Virginia and Pennsylvania were selected and then interviewed to identify what mechanisms or characteristics sustained success in his/her respective systems. Face-to-face meetings or telephone interviews were conducted using recording devices. A survey form was developed and used by both sets of participants. The subjects of the study

were viewed as a collection of leaders, some who worked in a bureaucratic model and others in a business model.

Carr (2012) concluded in his study that there was a distinct difference in how the educational leaders and the business leaders viewed leadership and organizational change. A significant characteristic in both business and educational leadership was the shared process. Both educational and business leaders were in agreement of the importance of providing training, staff development, and opportunity for those in the organization to be knowledgeable.

Carr (2012) also states that there is a relationship between leadership success and the people hired and placed within the organization that is essential to the success of the system. Putting aside budgetary allocations, both educational and business leaders viewed the hiring and placement of staff as a highly ranked characteristic in organizations.

Amongst the characteristics listed, politics was the one factor that differed among the business and educational leaders. Business leaders face less political hindrances than educational leaders who often face political issues from both external and internal environments, which hinders efforts for change in a system.

In a separate study by Birnbaum (1988), the mission of a business enterprise is to make money while the mission of a university is to provide education for its students. In a business corporation, there is always one quantifiable measure of performance – the rate of earnings on the capital invested. The top line and bottom lines are scrutinized carefully. Because profits are both the objective of the activity and the measure of performance, the operation of a company is keyed to accountability for the profit achieved

(Besse, 1973). A university, in contrast, measures its performance by the percentage of student enrolment, the percentage of students who graduate, get employed, who participate in corporate social responsibility, and the strength of its alumni.

Birnbaum (1988) states that governance refers to the structures and processes through which institutional participants interact with, and influence each other, and communicate with the larger environment. As institutions become larger and more complex, areas of specialized expertise are needed to accomplish various administrative tasks. Faculty and administrators fill different roles, as well as encounter and are influenced by different aspects of the environment. Lack of clarity and agreement on institutional goals and mission in a private higher education setting which places importance on both profits as well performance of its students create issues and complicate governance.

Birnbaum further argues that although some have suggested that higher education institutions could be managed more effectively if their missions were clarified, this has proved to be impossible to do in larger and more complex organizations (p.12).

Birnbaum explains that if a typical business organization and a typical university were compared, the university would exhibit less specialization of work activities (associate professors and full professors do essentially the same thing), a greater specialization by expertise (unnecessary history professors cannot be assigned to teach accounting when enrolments shift), a flatter hierarchy (fewer organizational levels between faculty lecturers and the chief executive), and lower interdependence of parts (what happens in one academic department is likely to have little effect on another). The differences between academic institutions and business firms are significant enough that systems of

coordination and control effective in one may not be so in the other. This means that it might be expected that universities and businesses may require different approaches to leadership (Birnbaum, 1988, p.21).

Leadership is important in higher education and Birnbaum (1988) emphasizes that the study of leadership is even more pertinent in higher education compared to business organizations. Academic institutions require leaders who have a high level of technical competence, an understanding of the nature of higher education in general and the culture of the individual institution in particular, and skills required to be effectively socializing with external parties. Leaders must not only be doing the right things, but they must also be seen doing things right.

Leaders in higher education institutions are subject to internal and external constraints that limit their effectiveness and may make their roles highly symbolic than instrumental. Their influence is constrained by many factors, and many aspects of institutional functioning do not appear to depend on who the president happens to be (Birnbaum, 1988, p.27).

## **2.9 Summary**

This chapter examined the previous research carried out on leadership in higher education using the Bolman and Deal four-frame model in overseas universities and in Malaysian universities. It also examined leadership effectiveness and organizational climate based on Bolman and Deal's four-frame leadership approach. The relationship between leadership style and demographic variables was also explored. Various leadership models and leadership theories were introduced. Leadership and management, the

leadership role of the vice chancellor in higher education, and the delicate balance between business and academia completes the literature review in this chapter.

The literature indicates that a study needs to be conducted in Malaysian universities to identify the leadership style of a vice chancellor based on Bolman and Deal's framework (2008) and its relationship with organizational climate and demographic variables, to provide a better understanding on leadership style and organizational climate. A study on this relationship will contribute to the body of knowledge in this field and fill the gap of insufficiency for the Malaysian data.



## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 Introduction**

This case study is carried out to examine the impact of multi-frame leadership on organizational climate in a private university in Malaysia. The leadership orientations of the vice chancellor in the university based on Bolman and Deal's (1984) four-frame model, the organizational climate of the university based on Borrevik's (1972) Organizational Climate Description Questionnaire-Higher Education and how leadership impacts organizational climate were studied. The relationship and moderating effects of demographic variables on leadership as well as organizational climate in the university were also examined.

##### **3.1.1 Mixed-methods research**

I have chosen to use mixed-methods in this case study, which is a combination of quantitative and qualitative methods as each has different advantages in studying leaders' worldviews. While most past research have emphasized quantitative methodology, other scholars have advocated for greater use of qualitative methods to support the study of leadership (Chua, 2012; Bryman *et. al.*, 1988). Bryman (2004) also suggested that it is more desirable to use a complementary combination of methods whenever possible.

In mixed methods research, the combination of qualitative and quantitative data provides a more complete picture by noting in-depth

knowledge of participants' perspectives. Creswell and Plano Clark (2007) deem mixed-methods research as the preferred design when only one approach (quantitative or qualitative) is inadequate. According to Creswell, mixed methods research provides "strengths that offset the weaknesses of both quantitative and qualitative research" as well as "a more comprehensive evidence for studying a research problem than either quantitative or qualitative research alone" (Creswell & Plano Clark, 2007, p.9). Additionally, Creswell notes that mixed methods research is "practical" in that the researcher is free to use all the methods possible to address a research problem, where both numbers and words are used, combining inductive and deductive thinking.

In my case study, I "collected data using a quantitative survey instrument and followed up with interviews with a few individuals who participated in the survey to learn more detail about their survey responses" (Creswell & Plano Clark, 2007, p.11). This is the explanatory mixed methods design that involves collecting qualitative data after a quantitative phase. Quantitative methods are particularly useful in examining the relationship between the frames of leaders and their constituents or direct reports. Qualitative methods are particularly effective in getting at the subtleties of how leaders think and how they frame their experience (Bolman and Deal, 1991b).

The evaluation methodology used in this study employed a mixed methods approach comprising quantitative and qualitative analysis. Results from both the quantitative and qualitative study will be integrated with specific quotes from the qualitative study being highlighted to reinforce which are the vice chancellor's strongest frames and which are not. This will allow better understanding of the initial quantitative data, adding more depth and richness to the study. The combination of these types of data provided a complementary

and robust basis for analysis required for mixed methods design (Johnson and Onwuegbuzie, 2004).

In the first, quantitative part of the study, the use of Bolman and Deal's (1990) Leadership Orientation Survey (Self) addressed the leadership orientations of the vice chancellor. Next, Bolman and Deal's (1990) Leadership Orientations Survey (LOS-other), and Borrevik's (1972) Organizational Climate Description Questionnaire-Higher Education (OCDQ-HE) for the whole management team as well as all the heads of departments and divisions within the institution were used to rate the vice chancellor.

The second, qualitative part were conducted with semi-structured interviews with the vice chancellor and triangulated with supporting documents and observation. In this second part, I also interviewed some of the respondents of the LOS-other and the OCDQ-HE questionnaire. This is "to verify that the questionnaire answers are accurately measuring the intended construct and to discover the underlying reasons for some of the quantitative results" (Yukl, 2013, p. 403).

### **3.1.2 Case studies**

Case studies examine the dynamics of the various variables of any one particular case in order to provide as complete an understanding of an event, person, organization or situation as possible. "Conducting case studies can uncover in-depth information about an individual's behavior and his social environment, that enable us to understand changes in his behavior and environment" (Chua, 2012, p. 180). Case studies try to focus on a holistic explanation about an event that happened. "A case study is an extensive examination of a single instance of a phenomenon of interest and is an example

of a phenomenological methodology” (Hussey & Hussey, 1997, p. 65); again, a case study is “a research study which focuses on understanding the dynamics present within a single setting” (Eisenhardt, 1989, p. 534).

The main reason for choosing the case study approach in this research is because this method allows for examining the dynamics of the variables of any one particular case in detail and in depth. The case study approach is most suitable in this research also because it provides as complete an understanding of an event or situation as possible, as well as to see the interconnected / interweaving factors of the case within the boundaries of a single entity.

The essence of a case study, the central tendency among all types of case study, is that it tries to illuminate a decision or sets of decisions: why they were taken, how they were implemented, and with what result (Schramm 1971). Such hoped-for ‘thick description’ would also involve interpreting the meaning of demographic and descriptive data such as cultural norms, community values, company ingrained attitudes, and motives.

Ultimately, a case study is most useful in this research because there is a situation (problem to resolve, phenomena to understand, mystery to unravel) that requires a ‘big picture’ holistic view that delves deep into the complexity of factors and issues. As Yin (2009) observes, case study is a design particularly suited to situations in which it is impossible to separate the phenomenon’s variables from their context.

### **3.2 Participants**

In this case study, my main subject is the vice chancellor of a private university in Malaysia who has had a successful background in the corporate world, moved to the world of academia as a personal calling, and is passionate

about all things in higher education. The vice chancellor is both an academician and a businessman as he has a strong corporate background with an impressive academic resume - a hard combination to find - but one that more and more private universities are looking for since the balance of academic standards and business priorities are equally sought after. The vice chancellor has a global presence as he also has academic interests in institutions in at least three other Asian countries and in the United States.

The participants of the Leadership Orientation Survey (LOS-other) and Borrevik's (1972) Organizational Climate Description Questionnaire-Higher Education (OCDQ-HE) are the "direct reports" of the vice chancellor or those who are constantly meeting with him or have access to his advice or opinions. The participants in this study consist of the deputy vice chancellors, vice presidents, deans, heads of schools and heads of departments, chief operating officers, registrar, deputy registrar, a sample group of lecturers, and all who were in constant communication and had some kind of direct link to the vice chancellor.

The demographic variables that are examined consist of gender of the respondents, age of the respondents, highest level of academic qualification whether it is bachelor, masters or PhD holder, their position whether academic or non-academic, the number of years spent in their current job and their years of managerial experience.

### **3.3 Instrumentation**

In this study, for the quantitative part, a combination of Bolman and Deal's (1990) Leadership Orientation Survey and Borrevik's (1972) Organizational Climate Description Questionnaire for Higher Education (OCDQ-

HE) was used. Written permission was obtained from the owners of the survey instruments and the email communication is included as Appendix B in this study.

For the qualitative part, instruments used included interviews with the vice chancellor and six of his direct reports, speeches written and given by the vice chancellor during two occasions in the university, and observations captured using photographs taken at the same two occasions.

### **3.3.1 Leadership Orientation Survey (LOS)**

In 1990, Bolman and Deal constructed the Leadership Orientation Survey (LOS) to measure leadership orientations of leaders. The survey instrument is included as Appendix E in this study. This instrument has two parallel forms: a) one for the vice chancellor to rate himself (LOS-self), and b) another in which the vice chancellor's subordinates can rate him (LOS-other). Both the instruments consist of four sections:

The first section consists of thirty-two questions on a Likert-like five-option scale. The scoring is done based on perceived behaviors displayed that fall into the categories of 1 = never, 2 = occasionally, 3 = sometimes, 4 = often, and 5 = always.

Each frame is represented by 8 of the 32 items respectively. Questions 1, 5, 9, 13, 17, 21, 25, and 29 relate to the structural frame; questions 2, 6, 10, 14, 18, 22, 26, and 30 relate to the human resource frame; questions 3, 7, 11, 15, 19, 23, 27, and 31 relate to the political frame; and questions 4, 8, 12, 16, 20, 27, 28, and 31 relate to the symbolic frame. If a respondent scored an average of 4.0 or greater on the eight questions to determine the usage of a frame, they were active users of that frame.

Some of the questions for the structural frame in this section include: “thinks very clearly and logically”, “strongly emphasizes careful planning and clear time lines”, and “approaches problems through logical analysis and careful thinking”. Some of the questions for the human resource frame include: “shows high levels of support and concern for others”, builds trust through open and collaborative relationships”, and “shows high sensitivity and concern for others’ needs and feelings”. Questions for the political frame include “shows exceptional ability to mobilize people and resources to get things done”, “is a very skillful and shrewd negotiator”, and “is usually persuasive and influential”. Finally, some of the questions for the symbolic frame include: “inspires others to do their best”, “is highly charismatic”, and “serves as an influential model of organizational aspirations and values”.

The second section required responses on a scale of 1 to 4. There are six items that required mandatory answers of forced choices where the same scale cannot be repeated. Each of the four items in this section corresponds to one frame. For example, all “a” items represent the structural frame, all “b” items represent the human resource frame, all “c” items represent the political frame, and all “d” items represent the symbolic frame.

The third is a self-reporting section with two items that require the participants to rate themselves as effective leaders and managers. Participants who are rating the vice chancellor will rate his overall effectiveness as a leader and as a manager, based on a scale of 1 (bottom 20%) to 5 (top 20%).

The final section requires the participants to provide demographic information regarding gender, age of the respondents, academic qualification, academic or non-academic, the number of years spent in their current job and their managerial experience.

The LOS-self instrument measures self-perception of leadership orientations and exhibited behaviors. Bolman and Deal (1991) assert that the internal reliability is very high with Cronbach's alpha for the frame measures ranges between .91 and .93. The validity of self-ratings is generally low when using only the self-section of the instrument (Bolman, 2003). For this reason, both the LOS-self and LOS-other have been chosen as one of the means of increasing the validity of this research.

In this study, the use of multi-frame orientation is linked to perceived leadership effectiveness (Bolman & Deal, 1991b). A leader is deemed to be effective if he expresses three or four frames, thus showing multi-frame orientation. Bolman and Deal's framework is an analytical tool. In this study, this framework is used and some association is made to examine the leadership practices of one vice chancellor in a private university.

For the qualitative part, as a triangulation process, the vice chancellor and some of his direct reports were interviewed, and this is supported with analysis of documents and observations. This allows a broader and complementary view to the research issue being studied.

From both the quantitative and qualitative analyses, I am able to identify which of the four frames is the preferred or dominant frame used by the VC and what is his preferred leadership style seen through the different lenses or frames. According to Bolman and Deal (1991b), leadership effectiveness is particularly associated with symbolic and political dimensions, while managerial effectiveness is particularly associated with structural and human resource dimensions.



### **3.3.2 Organizational Climate Description Questionnaire – Higher**

#### **Education (OCDQ-HE)**

Borrevik (1972) identified the need for an instrument that could be used to assess the organizational climate at the college and university level. His adaptation of Halpin and Croft's (1962) Organizational Climate Description Questionnaire (OCDQ) yielded the OCDQ-HE, developed to measure the organizational climate of higher education institutions (Borrevik, 1972). Borrevik's OCDQ-HE includes scores related to the following: consideration – supportive environment, one that promotes inter-personal relations among staff; intimacy – friendly, social relations within the organization, social needs satisfaction; disengagement – promotes, allows or tolerates factions or factionalism ; production emphasis – places welfare of the organization above that of the individuals within the organization.

There are 42 statements in the OCDQ-HE questionnaire. The OCDQ-HE instrument is included as Appendix E in this study. The statements are descriptive of academic or administrative units. There are 21 positive and 21 negative organizational climate questions. A further breakdown indicates that the consideration (positive climate) subset contains 12 questions; intimacy (positive climate) 9 questions; disengagement (negative climate) 11 questions, and production emphasis (negative climate) 10 questions. Respondents were asked to answer each question based on the following Likert scale: 1 = never occurs, 2 = infrequently occurs, 3 = approximately equal in occurrence and non-occurrence, 4 = frequently occurs, and 5 = always occurs.

The 1972 instrument has many similarities to the more general OCDQ instrument developed earlier by Halpin and Croft (1962). Borrevik's (1972) analysis of the various domains revealed that the four subsets: consideration,

intimacy, disengagement, and production emphasis, of the OCDQ-HE resembled the OCDQ subsets as determined by Halpin and Croft.

Lewis (1991) reported Cronbach alphas (internal consistency reliability) for the four OCDQ-HE climate domains as being 0.93 for consideration, 0.84 for intimacy, 0.68 for disengagement, and 0.71 for production emphasis. Factor analysis, using varimax rotation, established construct validity (Lewis, 1991). The results of Borrevik's (1972) and Lewis's (1991) research studies validate the OCDQ-HE as a satisfactory instrument to assess the organizational climate at higher education institutions.

This research uses Borrevik's (1972) OCDQ-HE instrument to examine the organizational climate of the university based on the perception of the participants. Some of the terms in the OCDQ-HE have been modified to suit the context of this study. The term "department" is changed to "university"; "department head" is changed to "vice chancellor"; and "faculty members" is changed to "subordinates" in the OCDQ-HE questionnaire.

### **3.4 Sampling**

The sample size for a correlational study according to Gay, Mills and Airasian (2006) and Chua (2012) is a minimum of 30 participants. In this study, the Leadership Orientation Survey (LOS)-other and the OCDQ-HE instruments were administered to 50 participants who were the vice chancellor's "direct reports", that include the deputy vice chancellors, vice presidents, deans, heads of schools and heads of departments, chief operating officers, registrar, deputy registrar, a few lecturers, and mostly all who were in constant communication and had some kind of direct reporting line to the vice chancellor. Six out of the 50 participants chose to abstain from the study, citing mainly reasons such as

not knowing the vice chancellor well enough to comfortably do the survey. At the end of the survey, 44 surveys were returned, giving an 88% return rate.

### **3.5 Pilot study**

Prior to the actual data collection, a pilot study of the LOS-self, LOS-other and OCDQ-HE instruments were undertaken. The purpose of the pilot study was to establish the reliability and validity of the instruments. The pilot study was administered by the researcher and was conducted on one of the deans of the private university, with the dean evaluating herself (LOS-self instrument) as well as being evaluated by 35 of her direct reports (deputy dean, administrators, heads of schools, heads of departments, lecturers) using the LOS-other and OCDQ-HE instruments. Out of the 35 surveys given out, 33 were returned completed, giving a return rate of 94%. All the data collected were analyzed for its reliabilities.

Pilot interviews were also conducted on the dean and 3 of her direct reports to familiarize and further refine the type of semi-structured questions to be asked during the interview with the vice chancellor. The three interviewees reported directly to the dean, and were heads of different departments within the faculty. The pilot interviews were useful as the researcher was able to practice interviewing participants before the actual study and also refine the interview questions to make them easier to be understood by the interviewees. All the four interviews were held in the offices of the respective interviewees.

### **3.5.1 Pilot study of the Leadership Orientation Survey**

The Leadership Orientation Survey (LOS-self) instrument was given to the dean while the Leadership Orientation Survey (LOS-other) was administered to 35 of the dean's direct reports. One of the two surveys that were not completed was spoilt and the other belonged to a participant who preferred to abstain from the study.

The pilot study proved to be helpful in that it was able to identify the strengths and limitations of the instrument before the actual administration of the survey. One questionnaire was spoilt because it was incorrectly filled, and so it had to be discarded. This was because the participant misunderstood the directions presented with the six forced-choice items in Section Two of the instrument. Changes to the survey questionnaire were made following feedback from the pilot study. After the pilot study, the word "describe" was replaced with "rank" to alleviate this problem. An example of how to rank this section was also added, so that the participants were directed to use each of the four choices (1,2,3,4) only once per item.

Reliability scores were investigated using the Cronbach's alpha measurement. According to Chua (2013), items of an instrument will have satisfactory internal consistency reliability if the Cronbach's alpha coefficient value ranges between .65 to .95. Bolman and Deal (1991) assert that the internal reliability of the Leadership Orientation Survey is very high with Cronbach's alpha for the frame measures ranging between .91 and .93. In this pilot study, reliability scores obtained were also high in the range of .88 and .91, as seen in Table 3.1 below.

Table 3.1: Cronbach's alpha scores for reliability for the four leadership frames

Frame	Cronbach's alpha reliability score
Structural	.89
Human Resource	.90
Political	.88
Symbolic	.91

### 3.5.2 Pilot study of the Organizational Climate Description Questionnaire-Higher Education (OCDQ-HE)

The OCDQ-HE instrument was administered to 35 of the dean's direct reports. Lewis (1991) reported Cronbach's alphas for the four OCDQ-HE climate domains as being 0.93 for consideration, 0.84 for intimacy, 0.68 for disengagement, and 0.71 for production emphasis. In this pilot study, reliability scores obtained were similar, in the range of .69 and .86, as seen in Table 3.2 below. Hence, the items are moderately reliable for the respondents of the present study.

Table 3.2: Cronbach's alpha scores for reliability for the four organizational climate domains

Domain	Cronbach's alpha reliability score
Consideration	.86
Intimacy	.73
Disengagement	.70
Production emphasis	.68

### **3.6 Data collection procedures**

Data of this study was collected quantitatively and qualitatively.

#### **3.6.1 Quantitative data collection**

The actual study was conducted a month after the pilot study had been conducted. The actual study was administered by the researcher and was conducted on the vice chancellor of the private university, with the vice chancellor evaluating himself as well as being evaluated by his direct reports. For the quantitative part of this study, Bolman and Deal's (1990) Leadership Orientation Survey (LOS-self) was administered to the vice chancellor while Bolman and Deal's Leadership Orientations Survey (LOS-other) and Borrevik's (1972) Organizational Climate Description Questionnaire-Higher Education (OCDQ-HE) instruments were administered to his direct reports.

#### **3.6.2 Qualitative data collection**

For the qualitative part, the vice chancellor and six of his direct reports were interviewed. The six interviewees reported directly to the vice chancellor: one was a deputy vice chancellor, two were vice presidents, and three were deans of faculties. All the seven interviews were held in the offices of the respective interviewees. The interviewees were coded A to F to address the issue of respondent confidentiality. The interview questions (Appendix F) were mailed to the vice chancellor prior to the actual interview with him. Interviews allowed individuals to share their understanding regarding leadership and its value in higher education. First-hand knowledge and personal experiences were obtained through the participants' own words (Bodgan & Biklen, 1992) regarding the leadership of the vice chancellor and its impact on the

organizational climate of the university. Multiple views regarding a case study were obtained through interviews (Merriam, 1998). It was necessary to use interviewing as a tool to obtain information that could not be observed such as feelings, thoughts and impressions.

An interview protocol was prepared to match the research objectives and research questions in this study. The interview questions were semi-structured so as to allow other questions to emerge during the interviewing process and additional ideas could be explored. The use of the interview guide allowed more structure, which in turn eased the researcher's task of organizing and analyzing interview data. The general atmosphere in all interviews was very casual, with the interviewees giving full attention at that time. In addition to their ability to concentrate, their communication skills and their ability for self-reflection contributed greatly to the quality of the interviews. Each interview took approximately thirty minutes and was held at the interviewee's office. A tape recorder was used with permission from those interviewed.

Interviews were supported with analysis of documents comprising a speech and a public lecture on topics of leadership. Documents were useful as a secondary data source. These were official speeches given by the vice chancellor during convocation ceremonies and keynote addresses on the topic of leadership during the vice chancellor distinguished guests' lecture series. The official speeches were written personally by the vice chancellor and not his team. The speeches were also recorded with permission from the vice chancellor and transcribed verbatim.

Used in conjunction with interviews and document analysis, observations were also conducted to triangulate emerging findings (Merriam, 1998). The observations were carried out during the two specified events as a complete

participant where “the researcher is a member of the group being studied and conceals his or her observer role from the group so as not to disrupt the natural activity of the group” (Merriam, 1998, p.100). Photographs taken at the two events specified included one of the vice chancellor sitting amongst the stage party members during the university’s convocation ceremony in his full official robes. Other photographs showed the vice chancellor giving an inspiring one and a half hour speech complete with slides at the vice chancellor’s distinguished guest lecture series. These photographs were sent to the vice chancellor for viewing and his approval for use in this study.

As a complete participant who was able to see things first-hand, the researcher was able to use her own knowledge and experience in interpreting what was observed. The observer and the observed may be working in the same field and very often know each other. As much as possible, the researcher was aware of this and tried to minimize observer’s bias. An observation protocol was prepared with the research questions in mind so that it would narrow down and focus on specific interactions and behaviors of the person or the activity. Field notes with descriptions, direct quotations, and observer comments were recorded soon after the observations (Merriam, 1998). For that purpose, the researcher carried around her journal and recorded her observations as soon as possible after an observation. Appendices include interview protocols, observation protocols and document analysis protocols used in this study.

### **3.7 Data analysis**

Combining quantitative and qualitative analyses in the mixed-method research allowed a broader and complementary view to the research issue being studied.



### **3.7.1 Quantitative data analysis**

For the quantitative part, data analysis for the six research questions is summarized in Table 3.1. The software SPSS was used for the purpose of quantitative data analysis of the surveys conducted. Descriptive statistics such as mean, standard deviation (SD) and frequency were used to analyze data on research question one “Which frames are linked to the perceived leadership effectiveness of the vice chancellor?” One sample t-test was conducted to differentiate leadership effectiveness between rating of vice chancellor and the “direct reports”.

Research question two “What is the relationship between demographic variables and leadership effectiveness in the university?” and research question four “What is the relationship between demographic factors and organizational climate in the university?” used interval statistics according to the demographic items: two independent sample t-test for gender and current position held, ANOVA for academic qualifications, and Pearson r test for age, years in current job and managerial experience.

Research question three “What is the organizational climate of the university?” also used descriptive statistics such as frequency, percentage, mean, and standard deviation (SD).

Research question five “How does leadership effectiveness impact organizational climate?” used Pearson r to measure correlation between the two, and multiple linear regression to measure how strongly each independent variable (Bolman and Deal’s four frames) influences the dependent variable (organizational climate).

Research question six “By controlling the demographic variables (moderators), how does leadership effectiveness impact organizational climate?” used hierarchical multiple linear regression to predict any significant differences on how strongly each independent variable (Bolman and Deal’s four frames) influences the dependent variable (organizational climate) when the moderators (demographic variables) are controlled.

### **3.7.2 Qualitative data analysis**

For the qualitative part, the interview questions were prepared to match mainly research question one “Which frames are linked to the perceived leadership effectiveness of the vice chancellor?” Items in the LOS instrument and the OCDQ-HE instrument were used as guiding questions during the semi-structured interviews. The purpose was to identify which of the four leadership frames were perceived as the vice chancellor’s preferred frames. Identities of the interview participants were kept confidential.

Four main levels of data analysis were employed. At the first level of analysis, all the interviews were recorded with permission and were transcribed verbatim. Transcribing the interviews verbatim provided a complete database for analysis (Merriam, 2009).

At the second level of analysis, the data obtained was uploaded into the computer-aided software Atlas.ti (version 7). This software was used for the purpose of qualitative data analysis of the transcribed interviews, documents and observations. For the purpose of this study, the researcher purchased the 2-year student license of the Atlas.ti (version 7). Coding was done using the Atlas.ti software. Seven interviews, two speeches, and observations made as a

complete participant were uploaded as primary documents into the hermeneutics unit (HU) of the software.

Deductive coding was used by identifying parts of the transcripts that resonated with the four leadership frames mentioned – structural, human resource, political and symbolic. Indicators for coding the interview transcripts are summarized in Table 3.3. The coding system is simple and allowed the researcher to make reliable judgments about the presence or absence of frames as perceived by the interviewed participants and by the vice chancellor. The data was analyzed using constant comparative method, where data from the interviews, documents collected and observations were compared. Each code from the various sources was constantly compared to all other codes to identify similarities, differences, and general patterns.

At the third level of analysis, data was reduced and a matrix was compiled with the four leadership frames as thematic codes. This allowed the researcher to determine whether there was a pattern amongst interview responses, speeches and observations.

At the final level of analysis, content analysis for the four leadership frames was carried out to allow for a quantitative output from the interviews. Occurrences of the quotes matching each of the codes were counted and tabulated.

Table 3.3 Criteria for coding frame responses

Leadership frame	Frame-related keywords
Structural	Goals, rules, roles, policies, strategy, clear, logical thinking, accountability, attention to detail, clear structure, chain of command, analytical, technical, clear decisions.
Human resource	Relationships, needs, empowerment, support, sensitive, concern for others, builds trust, open, collaborative, participative, helpful, responsive, receptive to ideas and input, recognition for good work, good interpersonal skills, good listener, coach and develop people, caring.
Political	Power, conflict, influence or manipulate others, ability to mobilize people and resources, skillful and shrewd negotiator, persuasive, anticipates and deals with organizational conflict, gets support from people in power, strong support base, succeeds in conflicts, strong alliances, tough, aggressive.
Symbolic	Culture, rituals, ceremonies, symbols, story-telling, celebrations, able to excite and motivate, inspirational, energize and inspire, charismatic, imaginative, creative, sense of mission, generates enthusiasm, generates loyalty.

### 3.7.3 Trustworthiness of the study

The following strategies were employed to ensure trustworthiness in this study:

#### Triangulation

Multiple sources of data were used to determine the leadership frames of the vice chancellor and its impact on organizational climate in the university. In this study, a case study approach was employed using multiple sources of evidence (Yin, 2009) . Interviews were conducted, documents were analyzed, and observations were made to provide more depth in support of the quantitative data obtained by the results of the survey.

## Member checks

The raw data in the form of transcripts were returned to each participant with the request that they review it to ensure the accuracy of the information recorded during the interviews. Upon review, the participants signed on a form stating that they had reviewed the transcription and were satisfied that the information was indeed accurate.

## Researcher's biases

The researcher assumed the stance of a complete participant while collecting information as an observer. According to Merriam (1998), this may cause a "loss of perspective on the group, being labeled a spy or traitor when research activities are revealed, and the questionable ethics of deceiving the other participants" (Merriam, 1998, p. 100).

A researcher should examine and carefully scrutinize his/her own familiarity with the topic and its source for a possible bias (Creswell, 2008). Higher education researchers share the problem of being insiders within their area of research. The interviewers and interviewees may be working in the same field and very often know each other. The aim was, as much as possible, to benefit from the researcher's inside knowledge and, as much as possible, minimize the bias of studying one's own university.

## Fieldwork journal

The researcher kept a journal detailing the observations and thoughts of the researcher during the data gathering process.

### **3.8 Summary**

The impact of multi-frame leadership on organizational climate in a private university in Malaysia was studied by examining the leadership effectiveness of the vice chancellor based on Bolman and Deal's four-frame model and the organizational climate of the university. Table 3.4 presents a summary of the quantitative data analysis by research question and Table 3.5 presents a summary of the qualitative data analysis by research question. Results of this analysis will be discussed at length in chapter 4.

Table 3.4 Quantitative data analysis by research question

Research question	Variable	Scale of measurement	Data analysis
1. Which frames are linked to the perceived leadership effectiveness of the vice chancellor?	Leadership effectiveness 1. Structural 2. Human resource 3. Political 4. Symbolic	Likert scale & ratio scale  Forced ranking	Descriptive statistics: frequency, percentage, mean, SD One sample t-test: To differentiate leadership effectiveness between rating of vice chancellor and the "direct reports"
2. What is the relationship between demographic variables and leadership effectiveness in the university?	<u>Independent variable</u> Demographic items 1. Gender 2. Age 3. Academic qualification 4. Current position 5. Years in current job 6. Managerial experience  <u>Dependent variable</u> Leadership effectiveness 1. Structural 2. Human resource 3. Political 4. Symbolic	1. Nominal 2. Ratio 3. Nominal 4. Nominal 5. Ratio 6. Ratio      Ratio	Interval statistics:  Two independent sample t-test Pearson r test ANOVA Two independent sample t-test Pearson r test Pearson r test

3. What is the organizational climate of the university?	Organizational climate 1. Consideration 2. Intimacy 3. Disengagement 4. Production emphasis	Likert scale & ratio scale	Descriptive statistics: frequency, percentage, mean, SD
4. What is the relationship between demographic factors and organizational climate in the university?	<u>Independent variable</u> Demographic items 1. Gender 2. Age 3. Academic qualification 4. Current position 5. Years in current job 6. Managerial experience  <u>Dependent variable</u> Organizational climate 1. Consideration 2. Intimacy 3. Disengagement 4. Production emphasis	1. Nominal 2. Ratio 3. Nominal 4. Nominal 5. Ratio 6. Ratio      Ratio	Interval statistics:  Two independent sample t-test Pearson r test ANOVA Two independent sample t-test Pearson r test Pearson r test
5. How does leadership effectiveness impact organizational climate?	<u>Dependent variable</u> Organizational climate 1. Consideration 2. Intimacy 3. Disengagement 4. Production emphasis 5. Overall OCDQ	Ratio	Correlation between leadership effectiveness and organizational climate  Multiple linear regression





Table 3.5 Qualitative data analysis by research question

Research question	Frame / domain	Interview questions / analysis	Document analysis	Observation analysis
1. Which frames are linked to the perceived leadership effectiveness of the vice chancellor?	<p>Structural</p> <p>Human resource</p> <p>Political</p> <p>Symbolic</p>	<p>1. How would you describe an effective leader?</p> <p>2. What would you consider to be VC's leadership strengths?</p> <p>3. How do you see VC's leadership in the areas of rules, roles, goals, policies?</p> <p>4. Are human relationships an important feature in VC's leading the university?</p> <p>5. How does VC handle power and conflict within the university?</p> <p>6. How important is culture and celebration in VC's leading of the university?</p>	<p>2 documents were transcribed verbatim and analyzed:</p> <p>1. an official speech given by the vice chancellor during a convocation ceremony</p> <p>2. a keynote addresses on the topic of leadership during the vice chancellor's distinguished guest lecture series</p>	<p>2 observations made (photographs collected):</p> <p>1. at the university's convocation ceremony</p> <p>2. at the vice chancellor's distinguished guest lecture series</p>

<p>3. What is the organizational climate of the university?</p>	<p>Consideration</p> <p>Intimacy</p> <p>Disengagement</p> <p>Production emphasis</p>	<p>7. In your opinion, what is the organizational climate of the university under VC's leadership?</p> <p>8. How do you view the organizational climate of the university in terms of consideration and intimacy?</p> <p>9. How do you view the organizational climate of the university in terms of disengagement and production emphasis?</p>		
<p>5. How does leadership effectiveness impact organizational climate?</p>		<p>10. In what way does leadership effectiveness impact organizational climate in the university?</p> <p>11. As VC / direct report of the VC for the last 3 years, what are the most memorable leadership events that you remember fondly?</p>		

		<p>(Additional questions for the VC)</p> <p>12. What do you feel is the most difficult part about being a leader?</p> <p>13. Please indicate the 3 strongest areas of expertise based on your background and experience. How has this been used while you were vice chancellor of this university?</p>		
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## **CHAPTER 4**

### **RESULTS**

#### **4.1 Introduction**

This case study is carried out to examine the impact of multi-frame leadership on organizational climate in a private university in Malaysia. The leadership orientations of the vice chancellor in the university based on Bolman and Deal's (1984) four-frame model, the organizational climate of the university based on Borrevik's (1972) Organizational Climate Description Questionnaire-Higher Education and how leadership impacts organizational climate were studied. The relationship and moderating effects of demographic variables on leadership as well as organizational climate in the university were also examined.

#### **4.2 Quantitative Data Analysis**

In the quantitative part of the study, the independent variables are the four Bolman and Deal frames – structural, human resource, political and symbolic. The dependent variables are Borrevik's four organizational climate domains of consideration, intimacy, disengagement and production emphasis.

Two types of statistical techniques were used to analyze the quantitative data, namely descriptive statistics and inferential statistics. Descriptive statistics comprising mean, standard deviation and frequency were used to analyze data relating to the frames linked to the perceived leadership effectiveness of the vice chancellor (research question one) and the organizational climate of the university under the vice-chancellor's leadership (research question three).

Inferential statistics comprising one sample t-test, two independent sample t-test, Pearson r test, ANOVA were used to analyze the relationship between demographic variables and leadership effectiveness (research question two), and demographic variables and organizational climate (research question four). To determine the impact of leadership effectiveness on organizational climate, Pearson r correlation test and multiple linear regression analysis were used (research question five). Finally, hierarchical multiple linear regression analysis was used to determine the impact of leadership effectiveness on organizational climate when the demographic variables were controlled (research question six).

#### **4.2.1 Demographic profile of the respondents**

Demographic variables considered in this study include gender, age, highest level of academic qualification, current position, years in current job, and years of managerial experience. Table 4.1 presents the demographic profile of the vice chancellor's direct reports who took part in this study.

Table 4.1: Demographic profile of the vice chancellor's direct reports

Respondent	Gender	Age	Highest level of academic qualification	Current position	Years in current job	Years of managerial experience
1	1	35	1	2	1	7
2	1	35	2	2	8	1
3	1	42	3	1	2	8
4	1	50	2	2	2	20
5	2	29	2	2	1	1
6	2	40	2	1	15	8
7	2	45	2	2	20	15
8	2	52	3	1	5	8
9	2	37	2	1	3	2
10	1	45	3	2	10	12
11	1	50	2	1	15	13
12	1	35	2	1	7	3
13	1	33	3	1	6	1
14	2	37	2	2	4	5
15	1	41	3	1	7	5
16	1	54	1	2	1	22
17	2	35	2	1	2	8
18	2	36	1	1	3	7
19	2	56	3	1	2	6
20	2	42	3	1	8	11
21	2	44	3	1	15	3
22	2	45	2	1	5	15
23	2	42	3	1	3	10
24	2	41	1	2	2	10
25	2	36	2	1	9	5
26	2	39	2	1	11	8
27	1	30	2	1	3	3
28	2	38	1	2	2	14
29	1	43	2	2	23	15
30	2	38	2	2	15	10
31	2	40	1	2	7	5
32	2	43	1	2	5	0
33	1	37	2	1	1	5
34	2	42	1	2	2	6
35	1	67	3	1	37	30
36	2	53	1	2	6	23
37	2	31	2	1	5	2
38	2	35	1	2	14	5
39	1	40	2	1	2	6
40	2	40	3	1	13	5
41	1	49	2	2	21	20
42	1	50	1	1	12	20
43	2	44	2	1	2	8

Note:

Gender: 1=Male, 2=Female

Highest level of academic qualification: 1=Bachelor, 2=Masters, 3=PhD

Current position: 1=Academic, 2=Non-academic

The demographic profile in from Table 4.1 shows that out of the 43 respondents in this study, 17 males and 26 females took part in the study, where their ages ranged from 29 to 67. In terms of the highest level of academic qualification, there were 11 with a Bachelor's qualification, 21 with a Masters' qualification, and 11 with a PhD qualification. Of the respondents, 25 were academicians and 18 non-academicians, whose years in their current job ranged from 1 to 37, and the years of managerial experience ranged from 0 to 30.

#### **4.2.2 Cronbach's alpha for reliability of the leadership frames (for actual study)**

The Leadership Orientation Survey (LOS-self) instrument was administered to the vice chancellor while the Leadership Orientation Survey (LOS-other) was administered to 43 of the vice chancellor's direct reports. The Cronbach's alpha test for reliability was carried out on the four leadership frames of the Leadership Orientation Survey which was carried out on the vice chancellor's direct reports as seen in Table 4.2 below.

Table 4.2: Cronbach's alpha scores for reliability of the leadership frames (for actual study)

Frame	Cronbach's alpha reliability score
Structural	.78
Human resource	.87
Political	.84
Symbolic	.86

From Table 4.2, the Cronbach's alpha reliability scores obtained were in the range of .78 and .87. This means that the study conducted using the Leadership Orientation Survey was reliable as noted by Bolman and Deal



(1991), who assert that the internal reliability of the Leadership Orientation Survey is very high with Cronbach's alpha for the frame measures ranging between .91 and .93. The results indicate that the items are reliable for the present study. The Cronbach's alpha inter-item correlation for Leadership Orientation Survey is included in the appendix section of this study (Appendix I).

#### **4.2.3 Cronbach's alpha on reliability of the organizational climate domains (for actual study)**

The OCDQ-HE instrument was administered to 43 of the vice chancellor's direct reports. The Cronbach's alpha test for reliability was carried out on the four domains of the OCDQ-HE instrument done by the vice chancellor's direct reports as seen in Table 4.3 below.

Table 4.3: Cronbach's alpha scores for reliability of the organizational climate domains (for actual study)

Domain	Cronbach's alpha reliability score
Consideration	.85
Intimacy	.67
Disengagement	.66
Production emphasis	.68

In Table 4.3, Cronbach's alpha's reliability scores obtained were in the range of .66 and .85. Lewis (1991) reported Cronbach's alphas for the four OCDQ-HE climate domains as being .93 for consideration, .84 for intimacy, .68 for disengagement, and .71 for production emphasis. This means that both the scores obtained in this study and the one reported by Lewis (1991) were similar, thus showing that the study conducted using the OCDQ-HE instrument was reliable. The Cronbach's alpha inter-item correlation for Organizational Climate

Description Questionnaire for Higher Education is also included in the appendix section of this study (Appendix I).

#### **4.2.4 Leadership frames of the vice chancellor in a private university in Malaysia**

Research question one: Which frames are linked to the perceived leadership effectiveness of the vice chancellor?

Research question one seeks to analyze the leadership effectiveness of the vice chancellor in the university based on the number of leadership frames used. Bolman and Deal's Leadership Orientation Survey (LOS-self and LOS-other) was used to measure leadership frames of the vice chancellor. The LOS-self was administered to the vice chancellor while the LOS-other was administered to the vice chancellor's direct reports (n=43).

##### **4.2.4.1 Itemized descriptive statistics for the four leadership frames**

The mean and standard deviation obtained from the vice chancellor's direct reports for each of the 32 items from the LOS instrument are presented in Table 4.4 – 4.7. There are 8 items for each frame – structural, human resource, political and symbolic. Leadership frame use was operationally defined as a mean rating of 4.0 or above for a given subset of leadership questions found in the LOS-self and LOS-other instrument.

Table 4.4 Mean and standard deviation for items of the structural frame

No	Item	Mean	Std. deviation
1	Thinks very clearly and logically	4.70	.60
5	Strongly emphasizes careful planning and clear timelines	4.28	.88
9	Approaches problems through logical analysis and careful thinking	4.67	.57
13	Develops and implements clear, logical policies and procedures	3.93	1.01
17	Approaches problems with facts and logic	4.49	.63
21	Sets specific, measurable goals and holds people accountable for results	4.12	.79
25	Has extraordinary attention to detail	3.88	.93
29	Strongly believes in clear structure and a chain of command	4.19	.73

Table 4.4 shows that within the structural frame, the vice chancellor's direct reports agreed that the vice chancellor thinks very clearly and logically (4.70). He approaches problems through logical analysis and careful thinking (4.67), and with facts and logic (4.49). The vice chancellor strongly emphasizes careful planning and clear timelines (4.28). He strongly believes in clear structure and a chain of command (4.19). He sets specific, measurable goals and holds people accountable for results (4.12).

Table 4.5 Mean and standard deviation for items of the human resource frame

No	Item	Mean	Std. deviation
2	Shows high levels of support and concern for others	3.86	.77
6	Builds trust through open and collaborative relationships	3.98	.83
10	Shows high sensitivity and concern for others' needs and feelings	3.60	.85
14	Fosters high levels of participation and involvement in decisions	4.05	.84
18	Is consistently helpful and responsive to others	3.67	.81
22	Listens well and is unusually receptive to other people's ideas and input	3.88	.85
26	Gives personal recognition for work well done	3.93	.91
30	Is a highly participative manager	3.70	.89

Table 4.5 shows that within the human resource frame, the vice chancellor's direct reports agreed that the vice chancellor fosters high levels of participation and involvement in decisions (4.05). The other 7 items had mean values below 4.0. This means that the vice chancellor's direct reports did not see the vice chancellor exhibiting many of the items listed for the human resource frame.

Table 4.6 Mean and standard deviation for items of the political frame

No	Item	Mean	Std. deviation
3	Shows exceptional ability to mobilize people and resources to get things done	3.79	.89
7	Is a very skillful and shrewd negotiator	4.44	.63
11	Is unusually persuasive and influential	3.88	.88
15	Anticipates and deals adroitly with organizational conflict	3.84	.84
19	Is very effective in getting support from people with influence and power	3.67	
23	Is politically very sensitive and skillful	4.05	.82
27	Develops alliances to build a strong base of support	3.58	.79
31	Succeeds in the face of conflict and opposition	3.81	.85

Table 4.6 shows that within the political frame, the vice chancellor's direct reports agreed that the vice chancellor is a very skillful and shrewd negotiator (4.44). He is also politically very sensitive and skillful (4.05). The other 6 items had mean values below 4.0. This means that the vice chancellor's direct reports did not see the vice chancellor exhibiting many of the items listed for the political frame.

Table 4.7 Mean and standard deviation for items of the symbolic frame

No	Item	Mean	Std. deviation
4	Inspires others to do their best	4.21	.80
8	Is highly charismatic	4.37	.62
12	Is an inspiration to others	4.02	.89
16	Is highly imaginative and creative	3.91	.78
20	Communicates a strong and challenging vision and sense of mission	4.40	.76
24	Sees beyond current realities to create exciting new opportunities	4.09	.87
28	Generates loyalty and enthusiasm	3.44	.80
32	Serves as an influential model of organizational aspirations and values	4.00	.79

Table 4.7 shows that within the symbolic frame, the vice chancellor's direct reports agreed that the vice chancellor communicates a strong and challenging vision and sense of mission (4.40). He is highly charismatic (4.37), and inspires others to do their best (4.21). The vice chancellor also sees beyond current realities to create exciting new opportunities (4.09). He is an inspiration to others (4.02), and serves as an influential model of organizational aspirations and values (4.00).

#### 4.2.4.2 Leadership frames

This section investigated which and how many frames the vice chancellor was designated as using, based on the results of the first section of the LOS instrument. Leadership frame use was operationally defined as a mean rating of 4.0 or above for a given subset of leadership questions found in the LOS-self and LOS-other instrument. Table 4.8 presents the results of the overall

leadership frames as perceived by the vice chancellor and his direct reports.

Table 4.8: Overall leadership frames as perceived by the vice chancellor and his direct reports

Frame	Minimum	Maximum	Direct report's mean	VC's mean
Structural	3.13	5.00	4.28	4.00
Human resource	2.25	4.88	3.83	3.38
Political	2.88	4.88	3.88	3.00
Symbolic	2.63	5.00	4.06	4.25

As seen in Table 4.8, the vice chancellor rated himself high on the symbolic frame (4.25) and the structural frame (4.00), both means 4.0 or above. Similarly his direct reports (n=43) rated him high on the same two frames, structural (4.28) and symbolic (4.06), both means 4.0 or above. Both the human resource frame and the political frame were below means of 4.0, which imply that neither the vice chancellor nor his direct reports thought that he was an active user of the human resource or the political frames.

It is interesting to note that the vice chancellor scored himself higher in the symbolic frame (4.25) compared to the mean score given by his direct reports (4.06), while the vice chancellor scored himself lower in the structural frame (4.00) compared to the mean score given by his direct reports (4.28).

#### **4.2.4.3 Forced ranking**

The second part of the LOS instrument is a forced ranking of the leadership frames such that for each item, the number “4” is given to the phrase that best describes the vice chancellor, “3” to the item that is next best, and so on down to “1” for the item that is least like the vice chancellor. There were six items that required mandatory answers of forced choices where the same scale

could not be repeated. Each of the four items corresponded to one frame.

Table 4.9 presents the results of the forced ranking of the four leadership frames of the vice chancellor as perceived by the vice chancellor himself and his direct reports.

Table 4.9: Forced ranking as perceived by the vice chancellor and his direct reports

Frame	Minimum	Maximum	Direct report's mean	VC's mean
Structural	1.67	4.00	2.96	3.00
Human resource	1.00	3.33	2.06	2.50
Political	1.00	3.83	2.15	1.00
Symbolic	1.50	3.67	2.83	3.50

Results of the forced ranking in Table 4.9 indicate that the symbolic frame (3.50) was the frame the vice chancellor decided that he used the most, followed by the structural frame (3.00), the human resource frame (2.50), and the political frame (1.00). The vice chancellor's direct reports however rated him the strongest in the structural frame (2.96), followed closely by the symbolic frame (2.83), the political frame (2.15) and finally the human resource frame (2.06). Both the vice chancellor and his direct reports did not rate him highly in either the human resource frame or the political frame.

It is interesting to note that the vice chancellor scored himself much higher in the symbolic frame (3.50) compared to the mean score given by his direct reports for the same frame (2.83). Likewise, the vice chancellor scored himself higher in the human resource frame (2.50) compared to the mean score given by his direct reports for the same frame (2.06). It is also interesting to note that the vice chancellor scored himself very much lower in the political frame (1.00) compared to the mean score given by his direct reports for the same frame (2.15). However, the mean score for the structural frame was similar for



both the vice chancellor (3.00) and his direct reports (2.96).

#### 4.2.4.4 Managerial and leadership effectiveness

The third part of the LOS instrument required the respondents to rate the vice chancellor's overall effectiveness as a manager or a leader, compared to other individuals that they had known with comparable levels of experience and responsibility.

Table 4.10: Managerial and leadership effectiveness as perceived by the vice chancellor as compared to his direct reports

Effectiveness	Frequency	Std deviation	Direct reports' mean	VC's mean
Managerial	55.8 (middle 20%)	.72	4.09	3.00
Leadership	41.9 (top 20%)	.96	4.12	4.00

In Table 4.10, the vice chancellor rated himself stronger as a leader (4.00) than a manager (3.00). Similarly, his staff reporting directly to him also rated him more effective as a leader (4.12) than a manager (4.09). 41.9% of the direct reports rated the vice chancellor in the top 20% of overall effectiveness as a leader, compared with 55.8% of the direct reports who rated him in the middle 20% of overall effectiveness as a manager.

In summary, the frames that are linked to the perceived leadership effectiveness of the vice chancellor are the symbolic frame and the structural frame. Results of the forced ranking showed that the symbolic frame was the preferred frame of the vice chancellor followed by the structural frame, while the vice chancellor's direct reports rated him the strongest in the structural frame

followed by the symbolic frame. Both the vice chancellor and his direct reports rated him stronger as a leader than a manager.

#### **4.2.5 Relationship between demographic variables and leadership effectiveness of the vice chancellor**

Research question two: What is the relationship between demographic variables and leadership effectiveness in the university?

In research question two, the relationship between demographic variables and leadership effectiveness of the vice chancellor was studied. Demographic variables considered include gender, age, academic qualification, current position, years in current job, and managerial experience.

##### **4.2.5.1 Gender and position**

An independent sample t-test was carried out for gender (male or female), and position (academic or non-academic) of the respondents. This was carried out to examine if there was a significant relationship between demographic variables of the respondents and the way they rated the vice chancellor on the four leadership frames.

Table 4.11: Independent sample t-test for gender and position with the four leadership frames

Demographic Variable	Frame	Mean Difference	t	Sig.
Gender	Structural	-.08	-.50	.61
	Human	-.09	-.48	.52
	Resource			
	Political	-.06	-.36	.49
	Symbolic	-.22	-1.30	.51
Position	Structural	.05	.36	.72
	Human	.22	1.16	.25
	Resource			
	Political	.15	.84	.41
	Symbolic	.26	1.54	.13

Table 4.11 shows the results of the independent sample t-test for gender, and position (academic or non-academic) of the respondents. There was no significant relationship between the respondents' demographic variables and the way the respondents rated the vice chancellor on the four leadership frames ( $p > .05$ ). This means that gender and position (academic or non-academic) of the respondents did not significantly contribute to how the overall leadership frames of the vice chancellor was rated.

#### 4.2.5.2 Highest level of academic qualification

The academic qualifications of the respondents were categorized into three groups: Bachelors, Masters and PhD. Table 4.12 presents the results of One-Way Analysis of Variance (ANOVA) for highest level of academic qualification of the vice chancellor's direct reports with the four leadership frames.

Table 4.12: ANOVA results for highest level of academic qualification with the four leadership frames

Frame		Sum of squares	df	Mean square	F	Sig.
Structural	Between groups	.29	2	.14	.59	.56
	Within groups	9.72	40	.24		
Human resource	Between groups	2.09	2	1.04	3.13	.06
	Within groups	13.34	40	.33		
Political	Between groups	.24	2	.12	.37	.62
	Within groups	13.08	40	.33		
Symbolic	Between groups	.84	2	.42	1.36	.27
	Within groups	12.39	40	.31		

Table 4.12 shows that there were no significant differences between the respondents' different levels of academic qualification and the rating of the vice chancellor's leadership frames, with  $p > .05$  for all the four frames: [ $F(2,40) = .59, p > .05$ ] for the structural frame, [ $F(2,40) = 3.13, p > .05$ ] for the human resource frame, [ $F(2,40) = .37, p > .05$ ] for the political frame, and [ $F(2,40) = 1.36, p > .05$ ] for the symbolic frame. The human resource frame showed a nearly significant difference with the respondents' different levels of academic qualification with  $p = .06$ . This may indicate the study going to an exploratory mode.

#### 4.2.5.3 Age, years in current job and managerial experience

Table 4.13 presents the results of the Pearson  $r$  correlation test for age, years in current job and managerial experience with the four leadership frames.

Table 4.13: Correlation for age, years in current job and managerial experience with the four leadership frames

Demographic variable	Structural	Human Resource	Political	Symbolic
	<i>r</i>	<i>r</i>	<i>r</i>	<i>r</i>
Age	.09	.10	-.01	.00
Years in current job	-.31*	-.07	-.33*	-.18
Years of managerial experience	-.16	-.11	-.20	-.23

Note: \*  $p < 0.05$

From the results, the only significant correlation is the category 'years in current job' ( $r = -.31$ ,  $p < .05$ ) for the structural frame, and ( $r = -.33$ ,  $p < .05$ ) for the political frame with both negatively correlated. This finding indicates that the more senior participants were more likely to rate the vice chancellor lower in the structural and the political frames. The frames-approach of leadership suggests that effective leadership is present when the four frames are used. As such, the strength of the correlation is weak/moderate as the  $r$  values fall within the range of  $-.31$  to  $-.50$ .

In summary, results of the independent sample t-test indicated that gender and position (academic or non-academic), are not factors contributing to the overall leadership frames. Similarly, there were no significant differences between how the different levels of academic qualification rated the vice chancellor on the four leadership frames. There was a significant negative correlation for the category 'years in current job' for the structural and political

frames, indicating that the more senior participants were more likely to rate the vice chancellor lower in the structural and the political frames.

#### **4.2.6 Organizational climate of the university**

Research question three: What is the organizational climate of the university under the vice-chancellor's leadership?

In research question three, Borrevik's OCDQ-HE instrument was used to measure organizational climate of the university at the time when this study was undertaken and were administered to the vice chancellor's direct reports ( $n = 43$ ). The four climate domains are: 1. consideration, characterized by the chair's supportive role toward faculty; 2. intimacy, which refers to a social-needs satisfaction not necessarily related to task accomplishments; 3. disengagement, related to fractionalization within the faculty; and 4. production emphasis, associated with close supervision of the faculty.

##### **4.2.6.1 Itemized descriptive statistics for the four organizational climate domains**

The mean and standard deviation obtained from the vice chancellor's direct reports for each of the 42 items from the LOS instrument are presented in Tables 4.14 – 4.17. There are 12 items for the consideration domain, 9 items for the intimacy domain, 11 items for the disengagement domain, and 10 items for the production emphasis domain. The items in Tables 4.14 - 4.17 are numbered according to the items in the OCDQ-HE instrument.

Table 4.14: Mean and standard deviation for items of the consideration domain

No. Item	Mean	Std. Deviation
4 The vice chancellor has subordinates share in making decisions	3.91	.81
5 The vice chancellor displays tact and humour	3.86	.83
10 The vice chancellor engages in friendly jokes and comments during meetings	3.84	.81
19 The vice chancellor is friendly and approachable	3.88	.82
20 The vice chancellor finds time to listen to subordinates	3.72	.88
21 The vice chancellor accepts change in university policy or procedure	4.05	.69
24 The morale of the subordinates is high	2.74	.76
25 The university works as a committee of the whole	3.14	.89
28 The vice chancellor changes his approach to meet new situations	3.58	.76
34 The vice chancellor coaches and counsels subordinates	3.77	.95
35 The vice chancellor delegates the responsibility for university functions among the faculty	4.07	.83
40 The vice chancellor treats all subordinates as his equal	3.51	.86

Results from Table 4.14 show that within the consideration domain, the vice chancellor's direct reports agreed that the vice chancellor delegates the responsibility for university functions among the faculty (4.07), which means that he empowers and considers teamwork as important within the university. The vice chancellor also accepts change in university policy or procedure (4.05) if it would move the university forward. The remaining nine items had means lower than 4.0, so these were not considered as the vice chancellor's strengths in the consideration domain.

Table 4.15: Mean and standard deviation for items of the intimacy domain

No. Item	Mean	Std. Deviation
8 There is a great deal of borrowing and sharing among the subordinates	3.05	.87
16 Subordinates enjoy getting together for bowling, dancing, card games etc.	2.26	.95
18 Close friendships are found among the university faculty	3.53	.91
23 Everyone enjoys their associations with their colleagues in this university	3.30	.74
26 There are periodic informal social gatherings	2.28	.91
27 There are opportunities within the university for subordinates to get together in extracurricular activities	2.33	.94
36 New jokes and gags get around the university in a hurry	2.88	1.01
38 Subordinates talk to each other about their personal lives	2.86	.89
41 The university is thought of as being very friendly	3.05	.98

Results from Table 4.15 show that within the intimacy domain, none of the nine items had means higher than 4.0, which means that intimacy at the work place is not the main focus of the vice chancellor during his tenure at the university. The highest mean obtained was that close friendships were found among the university faculty (3.53), possibly amongst those that had already formed these friendships within the university regardless of the vice chancellor's presence.



Table 4.16: Mean and standard deviation for items of the disengagement domain

No. Item	Mean	Std. Deviation
3 Subordinates start projects without trying to decide in advance how they will develop or where they may end	2.65	1.17
6 Subordinates express concern about the "deadwood" in this university	3.09	1.11
7 Scheduled appointments by subordinates are not kept	2.00	.95
12 Subordinates talk about leaving the college or university	3.02	.86
17 Tensions between subordinate factions interfere with university activities	3.09	1.02
22 The university yields to pressure of a few students who are not representative of student opinion	2.33	1.09
29 The important people in this university expect others to show respect for them	3.77	.92
30 Older subordinates control the development of university policy	3.56	1.05
33 Individual subordinates are always trying to win an argument	3.23	.84
37 Subordinates approach their problems scientifically and objectively	3.28	.73
42 Subordinates in this university use mannerisms which are annoying	2.60	.73

Results from Table 4.16 show that within the disengagement domain, none of the mean scores were above 4.0, which suggested that there was little fractionalization within the faculty during the vice chancellor's tenure at the university. The highest mean obtained was that important people in the university expected others to show respect for them (3.77).

Table 4.17: Mean and standard deviation for items of the production emphasis domain

No. Item	Mean	Std. Deviation
1 The vice chancellor puts the university's welfare above the welfare of any subordinate in it	3.95	.90
2 Subordinates recognize that there is a right and wrong way of going about university activities	3.93	.80
9 The vice chancellor has everything going according to schedule	3.47	.80
11 The vice chancellor encourages the use of certain uniform procedures	4.02	.80
13 The vice chancellor is first in getting things started	3.56	.73
14 The vice chancellor sells outsiders on the importance of his university	3.30	1.17
15 Subordinates seem to thrive on difficulty - the tougher things get, the harder they work	3.49	.80
31 Subordinates ask permission before deviating from common policies or practices	3.47	.86
32 The vice chancellor maintains definite standards of performance	4.05	.65
39 The faculty uses parliamentary procedures in meetings	3.19	.93

Results from Table 4.17 show that within the production emphasis domain, the vice chancellor's direct reports agree that the vice chancellor maintains definite standards of performance (4.05) and encourages the use of certain uniform procedures (4.02). The close supervision of the faculty shows that the vice chancellor's direct reports perceive the vice chancellor emphasizing production in the university.

#### 4.2.6.2 Overall descriptive statistics for the four organizational climate domains

Table 4.18 presents the results of the mean and standard deviation of each of the four domains of consideration, intimacy, disengagement and production emphasis.

Table 4.18: Organizational climate of the university

Domain	Minimum	Maximum	Mean	Std. Deviation
Consideration	2.67	4.75	3.67	.51
Intimacy	1.78	3.78	2.83	.43
Disengagement	2.00	4.00	2.97	.46
Production emphasis	2.60	4.60	3.64	.43

Results from Table 4.18 show that overall, the organizational climate domains that has the highest means was the domain consideration (3.67). The organizational climate domain of consideration is associated with the human resource frame where the vice chancellor is perceived to promote interpersonal relationships. On the other hand, the overall mean for production emphasis was 3.64. The organizational climate domain of production emphasis is associated with the structural frame where the vice chancellor is perceived to coordinate activities through the use of rules, roles, goals and policies.

In summary, organizational climate domains that showed the highest means were the consideration and production emphasis domains. The organizational climate domain of consideration is associated with the human resource frame while the organizational climate domain of production emphasis is associated with the structural frame.

#### 4.2.7 Relationship between demographic variables and organizational climate in the university

Research question four: What is the relationship between demographic variables and organizational climate in the university?

In research question four, the relationship between demographic variables and organizational climate in the university was studied. Demographic variables considered include gender, age, academic qualification, current position, years in current job, and managerial experience.

##### 4.2.7.1 Gender and position

Table 4.19 presents the results of independent sample t-test for gender (male and female), and position (academic and non-academic), on organizational climate of the university.

Table 4.19: Independent sample t-test for gender and position with organizational climate of the university

Demographic Variable	Domain	Mean Difference	t	Sig.
Gender	Consideration	-.07	-.41	.68
	Intimacy	-.03	-.25	.81
	Disengagement	-.44	-3.44	.00**
	Production emphasis	-.09	-.65	.52
Position	Consideration	.22	1.40	.17
	Intimacy	.11	.84	.40
	Disengagement	.08	.57	.58
	Production emphasis	.23	1.80	.08

Note: \*\* $p < 0.01$

The results in Table 4.19 show that there is a significant difference between the male and female participants ( $p < .01$ ) in the disengagement domain. However, the overall results indicate that differences in gender and position (academic and non-academic) did not significantly affect the way the respondents rated the organizational climate in the university.

#### 4.2.7.2 Highest level of academic qualification

Table 4.20 presents the results of One-Way Analysis of Variance (ANOVA) for highest level of academic qualification of the vice chancellor's direct reports with organizational climate. Academic qualifications were divided into three groups: Bachelors, Masters, and PhD.

Table 4.20: ANOVA results for highest level of academic qualification with organizational climate of the university

Domain		Sum of squares	df	Mean square	F	Sig.
Consideration	Between groups	.35	2	.17	.66	.52
	Within groups	10.52	40	.26		
Intimacy	Between groups	.58	2	.29	1.61	.21
	Within groups	7.23	40	.18		
Disengagement	Between groups	.10	2	.05	.23	.79
	Within groups	8.74	40	.22		
Production emphasis	Between groups	.57	2	.29	1.57	.22
	Within groups	7.25	40	.18		

Results in Table 4.20 show that there were no significant differences between how the respondents with different levels of academic qualification rated the organizational climate of the university in all four domains: [ $F(2,40) = .66, p > .05$ ] for the consideration domain, [ $F(2,40) = 1.61, p > .05$ ] for the intimacy domain, [ $F(2,40) = .23, p > .05$ ] for the disengagement domain, and [ $F(2,40) = 1.57, p > .05$ ] for the production emphasis domain.

#### 4.2.7.3 Age, years in current job and managerial experience

Table 4.21 presents the results of the Pearson  $r$  correlation test for age, years in current job and managerial experience with organizational climate.

Table 4.21: Correlation for age, years in current job and managerial experience with organizational climate of the university

Correlation	Consideration	Intimacy	Disengagement	Production emphasis
Age	.27	.10	-.41**	.18
Years in current job	-.06	-.04	-.30	-.03
Years of managerial experience	.07	-.08	-.32*	.09

Note: \*\* $p < .01$ , \* $p < .05$

From the results in Table 4.21, there is significant negative correlation for the 'age' category ( $r = -.41, p < .05$ ) with the disengagement domain. There is also significant negative correlation for the 'years of managerial experience' category ( $r = -.32, p < .05$ ) with the disengagement domain. This implies that the older and managerially more experienced participants were more likely to rate the vice chancellor lower in the disengagement domain. The frames-approach of leadership suggests that effective leadership is present when the

four frames are used. As such, the strength of the correlation is weak/moderate, as the  $r$  values fall within the range of  $-.31$  to  $-.50$ .

In summary, differences in gender and position (academic and non-academic) did not significantly affect the way the respondents rated the organizational climate in the university. There were no significant differences between how the respondents with different levels of academic qualification rated the organizational climate of the university, for the four domains of consideration, intimacy, disengagement, and production emphasis. There is significant negative correlation for 'age' and 'years of managerial experience' for the disengagement domain. This implies that the older and managerially more experienced participants were more likely to rate the vice chancellor lower in the disengagement domain.

#### **4.2.8 How does leadership effectiveness impact organizational climate?**

Research question five: How does leadership effectiveness impact organizational climate?

To answer research question five, the correlation between leadership effectiveness and organizational climate was studied using Pearson's product moment correlation test. Multiple linear regression analysis was also used to investigate the predictors of organizational climate of the university.

#### 4.2.8.1 Correlation between leadership effectiveness and organizational climate

Table 4.22 presents Pearson's  $r$  correlation between the four leadership frames and the four organizational climate domains.

Table 4.22: Correlation between leadership effectiveness and organizational climate

Correlation	Consideration	Intimacy	Disengagement	Production emphasis
Structural	.63**	.19	-.17	.52**
Human resource	.75**	.23	-.08	.54**
Political	.63**	.33*	-.12	.44**
Symbolic	.70**	.41**	.02	.59**

Note: \*\* $p < .01$ , \*  $p < .05$

Table 4.22 shows significant correlation ( $p < .01$ ) was obtained for all four leadership frames with the consideration and production emphasis domains. Correlation was also found to be significant between the symbolic frame and the intimacy domain ( $r = .41$ ,  $p < .01$ ), and between the political frame and the intimacy domain ( $r = .33$ ,  $p < .05$ ). The strongest correlation was between the human resource frame and consideration ( $r = .75$ ,  $p < .01$ ). The strength of the correlation between the human resource frame and consideration was strong as the  $r$  value falls within the range of .71 to .90. Majority of the significant correlations showed medium correlation strength as their  $r$  values fall within the range of .51 to .70. Only the political frame was weakly correlated with production emphasis ( $r = .44$ ,  $p < .01$ ).

None of the four frames showed significant correlation with the disengagement domain. With three out of the four frames, disengagement



correlated in a negative manner, except for the symbolic frame. This indicates that the vice chancellor was scored high on the leadership frames by the direct reports but was scored low in the organizational climate domain of disengagement.

#### **4.2.8.2 Multiple linear regression**

The predictors for organizational climate were also investigated using multiple linear regression. Regression analyses were carried out to determine the relative strength of predictor variables in predicting each organizational climate domain. The regression coefficient ( $R^2$ ) is the proportion of variation in the criterion variable that is explained by the predictor variables. It represents the collective contribution of all the variables in the prediction.

The predictor variables were the four leadership frames - structural, human resource, political, and symbolic. The criterion variables were the four domains of organizational climate – consideration, intimacy, disengagement and production emphasis. The significance level for the statistical tests was set at  $p < .05$ .

Table 4.23 to Table 4.25 present the results of multiple regression analysis for three of the four organizational climate domains except the domain disengagement.

Table 4.23: Variables entered and model summary of multiple linear regression analysis

Dependent variable	Variables entered	$R$	$R^2$	Std. error of estimate
Consideration	Human Resource	.751	.565	.34
Intimacy	Symbolic	.410	.168	.40
Production emphasis	Symbolic	.587	.345	.35

Table 4.24: ANOVA results for multiple linear regression analysis

Dependent variable	Model	Sum of squares	df	Mean square	F	Sig.
Consideration	Regression	6.14	1	6.14	53.16	.00
	Residual	4.73	41	.12		
	Total	10.87	42			
Intimacy	Regression	1.31	1	1.31	8.27	.01
	Residual	6.50	41	.16		
	Total	7.81	42			
Production emphasis	Regression	2.70	1	2.70	21.59	.00
	Residual	5.13	41	.13		
	Total	7.83	42			

The data in tables 4.23 and 4.24 show that the human resource frame is a significant predictor [ $F(1,41) = 53.16, p < .05$ ] for the consideration domain. The predictor contributed 56.5% variance in the criterion variable ( $R^2 = .565$ ). This means that the human resource frame ( $\beta = .75, t = 7.29, p < .05$ ) is able to significantly predict the score for consideration. Similarly, the symbolic frame is a significant predictor for the intimacy domain [ $F(1,41) = 8.27, p < .05$ ] as well as for the production emphasis domain [ $F(1,41) = 21.59, p < .05$ ]. The symbolic frame (predictor variable) contributed 16.8% variance in the criterion variable intimacy ( $R^2 = .168$ ) and 34.5% variance in the criterion variable production emphasis ( $R^2 = .345$ ). This means that the symbolic frame is able to

significantly predict the score for intimacy ( $\beta = .41$ ,  $t = 2.88$ ,  $p < .05$ ) and for production emphasis ( $\beta = .59$ ,  $t = 4.65$ ,  $p < .05$ ).

Table 4.25: Coefficients of multiple linear regression analysis

Dependent variable	Model	B	Std error	$\beta$	t	Sig.
Consideration	(Constant)	1.26	.34		3.74	.00
	Human Resource	.63	.09	.75	7.29	.00
Intimacy	(Constant)	1.56	.45		3.48	.00
	Symbolic	.32	.11	.41	2.88	.01
Production emphasis	(Constant)	1.81	.40		4.55	.00
	Symbolic	.45	.10	.59	4.65	.00

In Table 4.25, the t value for the dependent variable consideration shows that there is a significant correlation between human resource frame and the domain consideration at  $p < .05$ , where consideration = .75 (human resource), ( $\beta = .75$ ,  $t = 7.29$ ,  $p < .05$ ). Likewise, the t value for the dependent variables intimacy and production emphasis shows that there is a significant correlation between the symbolic frame and two domains, intimacy, at  $p < .05$ , where intimacy = .41 (symbolic), ( $\beta = .41$ ,  $t = 2.88$ ,  $p < .05$ ), and production emphasis, at  $p < .05$ , where production emphasis = .59 (symbolic), ( $\beta = .59$ ,  $t = 4.65$ ,  $p < .05$ ).

The regression model derived from the data for consideration, intimacy and production emphasis is:

Consideration = .75 (human resource)

Intimacy = .41 (symbolic)

Production emphasis = .59 (symbolic)

For the domain disengagement, no variables were entered into the equation, as seen in Table 4.26 below.

Table 4.26: Coefficients for disengagement

Frame	B	Std error	$\beta$	t	Sig.
Structural	-.36	.26	-.38	-1.40	.17
Human resource	-.12	.20	-.16	-.58	.57
Political	-.10	.22	-.13	-.47	.64
Symbolic	.44	.25	.54	1.76	.09

Table 4.26 shows that none of the four frames were found to be significant predictors for the domain disengagement, with  $p > .05$  for all four frames, hence no variables were entered into the equation.

In summary, the multiple regression results suggest that some of the predictor variables were able to predict some of the organizational climate domains. The human resource frame is a significant predictor of the consideration domain. A unit change in human resource frame will cause .75 unit change in consideration. Besides that, the symbolic frame is a significant predictor of the intimacy domain and the production emphasis domain. A unit change in symbolic frame will cause .41 unit change in intimacy and .59 unit change in production emphasis.

#### **4.2.9 By controlling the demographic variables (moderators), how does leadership effectiveness impact organizational climate**

Research question six: By controlling the demographic variables (moderators), how does leadership effectiveness impact organizational climate?

In the regression analyses, the stepwise multiple regression was performed to determine the predictor of organizational climate domains. Following that, a hierarchical multiple regression analysis was conducted. This was to investigate whether by controlling the demographic variables (moderators), could the predictors i.e. the four leadership frames – structural, human resource, political, and symbolic – significantly predict the organizational climate domains in the university.

##### **4.2.9.1 Consideration**

Table 4.27 to Table 4.30 presents the results of the hierarchical multiple regression analysis for the consideration domain.

Table 4.27: Variables entered for consideration in organizational climate<sup>a</sup>

Model	Variables entered
1	Years of managerial experience, Highest level of academic qualification, Gender, Years in current job, Current position as academic or non-academic, Age <sup>b</sup>
2	Human Resource

*Note:*

*a. Dependent Variable: Consideration*

*b. All requested variables entered.*

Table 4.28: Model summary for consideration in organizational climate

Model	<i>R</i>	<i>R</i> <sup>2</sup>	Std. error of estimate	<i>R</i> <sup>2</sup> change
1	.418 <sup>a</sup>	.175	.50	.175
2	.813 <sup>b</sup>	.660	.33	.485

Note:

a. Predictors: (Constant), Years of managerial experience, Highest level of academic qualification, Gender, Years in current job, Current position as academic or non-academic, Age

b. Predictors: (Constant), Years of managerial experience, Highest level of academic qualification, Gender, Years in current job, Current position as academic or non-academic, Age, Human Resource

Table 4.29: ANOVA<sup>a</sup> results for consideration in organizational climate

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	1.90	6	.32	1.27	.30 <sup>b</sup>
	Residual	8.97	36	.25		
	Total	10.87	42			
2	Regression	7.18	7	1.03	9.72	.00 <sup>c</sup>
	Residual	3.69	35	.11		
	Total	10.87	42			

Note:

a. Dependent Variable: Consideration

b. Predictors: (Constant), Years of managerial experience, Highest level of academic qualification, Gender, Years in current job, Current position as academic or non-academic, Age

c. Predictors: (Constant), Years of managerial experience, Highest level of academic qualification, Gender, Years in current job, Current position as academic or non-academic, Age, Human Resource

The results from Table 4.27 to Table 4.30 show that demographic variables are not significant predictors of the consideration domain, as seen for Model 1 in Table 4.29, where  $p > .05$ . This means that demographic variables, which include years of managerial experience, highest level of academic qualification, gender, years in current job, current position as academic or non-academic, and age, did not significantly predict the variability of the consideration domain. However, when the leadership frames were added as

predictors of the variance (Model 2), only the human resource frame showed a statistically significant contribution as a predictor variable with  $R^2 = .660$  compared to  $R^2 = .175$ , an increase of 48.5% ( $R^2$  change = .485).

Table 4.30: Coefficients for consideration in organizational climate

Model		B	Std error	$\beta$	t	Sig.
1	(Constant)	2.62	.74		3.53	.01
	Gender	.07	.17	.07	.45	.65
	Age	.03	.02	.51	1.95	.06
	Highest level of academic qualification	-.00	.14	-.00	-.02	.98
	Current position: academic or non-academic	-.18	.19	-.18	-.97	.34
	Years in current job	-.01	.01	-.17	-.92	.36
	Years of managerial experience	-.01	.02	-.20	-.70	.49
2	(Constant)	1.12	.53		2.12	.04
	Gender	.01	.11	.01	.06	.95
	Age	.02	.01	.28	1.65	.11
	Highest level of academic qualification	-.18	.10	-.26	-1.94	.06
	Current position: academic or non-academic	-.21	.12	-.21	-1.75	.09
	Years in current job	-.00	.01	-.04	-.37	.72
	Years of managerial experience	-.00	.01	-.03	-.18	.86
	Human Resource	.64	.09	.77	7.07	.00

$R^2$  values from Table 4.23 (multiple linear regression analysis) with Table 4.28 (hierarchical multiple linear regression analysis) were also compared. Before controlling the demographic variables (Table 4.23),  $R^2 = .565$ , and after controlling the demographic variables (Table 4.28),  $R^2 = .660$ . This means that after controlling the moderator (demographic variables), the human resource frame significantly predicts 66.0% of the variance for consideration [ $R^2 = .660$ ,  $F(7,35) = 9.72$ ,  $p < .05$ ].

Likewise, comparing  $\beta$  values in Table 4.25 (multiple linear regression analysis) and Table 4.30 (hierarchical multiple linear regression analysis), before controlling the demographic variables,  $\beta = .75$ , while after controlling the demographic variables,  $\beta = .77$ . This shows a slight increase in the  $\beta$  value after controlling the demographic variables. In summary, this shows that the human resource frame is a statistically significant predictor of the consideration domain when the demographic variables are controlled.

By controlling the demographic variables, the regression model for consideration is:

$\text{Consideration} = .77 (\text{human resource})$
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#### 4.2.9.2 Intimacy

Table 4.31 to Table 4.34 presents the results of the hierarchical multiple regression analysis for the intimacy domain.

Table 4.31: Variables entered for intimacy in organizational climate<sup>a</sup>

Model	Variables entered
1	Years of managerial experience, Highest level of academic qualification, Gender, Years in current job, Current position as academic or non-academic, Age <sup>b</sup>
2	Symbolic

Note:

a. Dependent Variable: Intimacy

b. All requested variables entered.

Table 4.32: Model summary for intimacy in organizational climate

Model	R	R <sup>2</sup>	Std. error of estimate	R <sup>2</sup> change
1	.377 <sup>a</sup>	.142	.43	.142
2	.553 <sup>b</sup>	.306	.39	.164

Note:

a. Predictors: (Constant), Years of managerial experience, Highest level of academic qualification, Gender, Years in current job, Current position as academic or non-academic, Age

b. Predictors: (Constant), Years of managerial experience, Highest level of academic qualification, Gender, Years in current job, Current position as academic or non-academic, Age, Symbolic

Table 4.33: ANOVA<sup>a</sup> results for intimacy in organizational climate

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	1.11	6	.19	.99	.45 <sup>b</sup>
	Residual	6.70	36	.19		
	Total	7.81	42			
2	Regression	2.39	7	.34	2.20	.05 <sup>c</sup>
	Residual	5.42	35	.16		
	Total	7.81	42			

Note:

a. Dependent Variable: Intimacy

b. Predictors: (Constant), Years of managerial experience, Highest level of academic qualification, Gender, Years in current job, Current position as academic or non-academic, Age

c. Predictors: (Constant), Years of managerial experience, Highest level of academic qualification, Gender, Years in current job, Current position as academic or non-academic, Age, Symbolic

The results from Table 4.31 to Table 4.34 show that demographic variables are not significant predictors of the intimacy domain, as seen for Model 1 in Table 4.33, where  $p > .05$ . This means that demographic variables, which include years of managerial experience, highest level of academic qualification, gender, years in current job, current position as academic or non-academic, and age, did not significantly predict the variability of the intimacy domain. However, when the leadership frames were added as predictors of the variance (Model 2), only the symbolic frame showed a statistically significant contribution as a predictor variable with  $R^2 = .306$  compared to  $R^2 = .142$ , an increase of 16.4% ( $R^2$  change = .164).

Table 4.34: Coefficients for intimacy in organizational climate

Model		B	Std error	$\beta$	t	Sig.
1	(Constant)	2.67	.64		4.16	.01
	Gender	-.03	.14	-.04	-.22	.65
	Age	.03	.02	.48	1.80	.06
	Highest level of academic qualification	-.21	.12	-.35	-1.73	.98
	Current position: academic or non-academic	-.10	.16	-.22	-1.19	.34
	Years in current job	.01	.01	.16	.86	.36
	Years of managerial experience	-.03	.02	-.52	-1.82	.49
2	(Constant)	1.67	.68		2.44	.02
	Gender	-.10	.13	-.11	-.74	.47
	Age	.02	.01	.33	1.32	.20
	Highest level of academic qualification	-.26	.11	-.44	-2.35	.03
	Current position: academic or non-academic	-.16	.15	-.19	-1.12	.27
	Years in current job	.01	.01	.24	1.43	.16
	Years of managerial experience	-.02	.02	-.37	-1.39	.17
	Symbolic	.35	.12	.45	2.87	.01

The results from Table 4.31 to Table 4.34 also show that after controlling the moderator (demographic variables), the symbolic frame significantly predicts 30.6% of the variance for intimacy [ $R^2 = .306$ ,  $F(7,35) = 2.20$ ,  $p < .05$ ]. Comparing  $R^2$  values in Table 4.23 (multiple linear regression analysis) and

Table 4.32 (hierarchical multiple linear regression analysis), before controlling the demographic variables,  $R^2 = .168$ , while after controlling the demographic variables,  $R^2 = .306$ . This means that after controlling the moderator (demographic variables), the symbolic frame significantly predicts 30.6% of the variance for intimacy.

Likewise, comparing  $\beta$  values in Table 4.25 (multiple linear regression analysis) and Table 4.34 (hierarchical multiple linear regression analysis), before controlling the demographic variables,  $\beta = .41$ , while after controlling the demographic variables,  $\beta = .45$ . This shows a slight increase in the  $\beta$  value after controlling the demographic variables. In summary, this shows that the symbolic frame is a statistically significant predictor of the intimacy domain when the demographic variables are controlled.

By controlling the demographic variables, the regression model for intimacy is:

Intimacy = .45 (symbolic)
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#### 4.2.9.3 Disengagement

For the disengagement domain, as none of the four frames were found to be significant predictors ( $p > .05$ ), none of the four frames were entered into the equation.

#### 4.2.9.4 Production emphasis

Table 4.35 to Table 4.38 presents the results of the hierarchical multiple regression analysis for the production emphasis domain.

Table 4.35: Variables entered for production emphasis in organizational climate<sup>a</sup>

Model	Variables entered
1	Years of managerial experience, Highest level of academic qualification, Gender, Years in current job, Current position as academic or non-academic, Age <sup>b</sup>
2	Symbolic

Note:

a. Dependent Variable: Production Emphasis

b. All requested variables entered.

Table 4.36: Model summary for production emphasis in organizational climate

Model	<i>R</i>	<i>R</i> <sup>2</sup>	Std. error of estimate	<i>R</i> <sup>2</sup> change
1	.393 <sup>a</sup>	.155	.43	.155
2	.658 <sup>b</sup>	.433	.36	.279

Note:

a. Predictors: (Constant), Years of managerial experience, Highest level of academic qualification, Gender, Years in current job, Current position as academic or non-academic, Age

b. Predictors: (Constant), Years of managerial experience, Highest level of academic qualification, Gender, Years in current job, Current position as academic or non-academic, Age, Symbolic

Table 4.37: ANOVA<sup>a</sup> results for production emphasis in organizational climate

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	1.21	6	.20	1.10	.38 <sup>b</sup>
	Residual	6.61	36	.18		
	Total	7.83	42			
2	Regression	3.39	7	.49	3.83	.00 <sup>c</sup>
	Residual	4.43	35	.13		
	Total	7.83	42			

Note:

a. Dependent Variable: Production emphasis

b. Predictors: (Constant), Years of managerial experience, Highest level of academic qualification, Gender, Years in current job, Current position as academic or non-academic, Age

c. Predictors: (Constant), Years of managerial experience, Highest level of academic qualification, Gender, Years in current job, Current position as academic or non-academic, Age, Symbolic

The results from Table 4.35 to Table 4.38 show that demographic variables are not significant predictors of the production emphasis domain, as seen for Model 1 in Table 4.37, where  $p > .05$ . This means that demographic variables, which include years of managerial experience, highest level of academic qualification, gender, years in current job, current position as academic or non-academic, and age, did not significantly predict the variability of the production emphasis domain. However, when the leadership frames were added as predictors of the variance (Model 2), only the symbolic frame showed a statistically significant contribution as a predictor variable with  $R^2 = .433$  compared to  $R^2 = .155$ , an increase of 27.9% ( $R^2$  change = .279).

Table 4.38: Coefficients for production emphasis in organizational climate

Model		B	Std error	$\beta$	t	Sig.
1	(Constant)	3.15	.74		3.53	.01
	Gender	.14	.17	.07	.45	.65
	Age	.01	.02	.51	1.95	.06
	Highest level of academic qualification	.10	.14	-.00	-.02	.98
	Current position: academic or non-academic	-.19	.19	-.18	-.97	.34
	Years in current job	-.01	.01	-.17	-.92	.36
	Years of managerial experience	.01	.02	-.20	-.70	.49
2	(Constant)	1.83	.62		2.96	.01
	Gender	.06	.12	.06	.47	.65
	Age	-.00	.01	-.06	-.27	.79
	Highest level of academic qualification	.03	.10	.05	.28	.78
	Current position: academic or non-academic	-.15	.13	-.18	-1.14	.26
	Years in current job	-.00	.01	-.06	-.40	.69
	Years of managerial experience	.02	.02	.35	1.47	.15
	Symbolic	.46	.11	.59	4.15	.00

The results from Table 4.35 to Table 4.38 also show that after controlling the moderator (demographic variables), the symbolic frame significantly predicts 43.3% of the variance for production emphasis [ $R^2 = .433$ ,  $F(7,35) = 3.83$ ,  $p < .05$ ]. Comparing  $R^2$  values in Table 4.23 (multiple linear regression analysis) and Table 4.36 (hierarchical multiple linear regression analysis), before controlling

the demographic variables,  $R^2 = .345$ , while after controlling the demographic variables,  $R^2 = .433$ . This means that after controlling the moderator (demographic variables), the symbolic frame significantly predicts 43.3% of the variance for production emphasis. When comparing  $\beta$  values in Table 4.25 (multiple linear regression analysis) and Table 4.38 (hierarchical multiple linear regression analysis), before and after controlling the demographic variables gives the same value,  $\beta = .59$ .

By controlling the demographic variables, the regression model for production emphasis is:

Production emphasis = .59 (symbolic)
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In summary, even though the  $\beta$  values are the same before and after controlling the moderator, significantly large  $R^2$  change value of 43.3% indicates that the symbolic frame is a statistically significant predictor of the production emphasis domain when the demographic variables are controlled.



#### **4.2.10 Summary of results**

The summary of results following the research questions in this study is listed below.

**Research question one:** Which frames are linked to the perceived leadership effectiveness of the vice chancellor?

Both the vice chancellor and his direct reports rated him high on the symbolic frame and the structural frame (mean above 4.0). Results of the forced ranking showed that the symbolic frame was the preferred frame the vice chancellor used followed by the structural frame, while the vice chancellor's direct reports rated him the strongest in the structural frame followed by the symbolic frame. Both the vice chancellor and his direct reports rated him stronger as a leader than a manager.

**Research question two:** What is the relationship between demographic variables and leadership effectiveness in the university?

Results of the independent sample t-test indicated that gender and position (academic or non-academic), are not factors contributing to the overall leadership frames. Similarly, there were no significant differences between how the different levels of academic qualification rated the vice chancellor on the four leadership frames. There was a significant negative correlation for the category 'years in current job' for the structural and political frames, indicating that the more senior participants were more likely to rate the vice chancellor lower in the structural and the political frames.

**Research question three:** What is the organizational climate of the university under the vice-chancellor's leadership?

Overall, organizational climate domains that showed the highest means were the consideration and production emphasis domains. The organizational climate domain of consideration is associated with the human resource frame where the vice chancellor is perceived to promote interpersonal relationships. The organizational climate domain of production emphasis is associated with the structural frame where the vice chancellor is perceived to coordinate activities through the use of rules, roles, goals and policies.

**Research question four:** What is the relationship between demographic variables and organizational climate in the university?

The overall results indicate that gender and position (academic and non-academic) are not factors that contributed significantly to the organizational climate in the university. There were no significant differences between how the respondents from different levels of academic qualification rated the organizational climate of the university, for the four domains of consideration, intimacy, disengagement, and production emphasis. There is significant negative correlation for 'age' and 'years of managerial experience' for the disengagement domain. This implies that the older and managerially more experienced participants were more likely to rate the vice chancellor lower in the disengagement domain.

**Research question five:** How does leadership effectiveness impact organizational climate?

Pearson's product moment correlation test was carried out to study the correlation between leadership effectiveness and organizational climate. Significant correlation was obtained for all four leadership frames with the consideration and production emphasis domains. Correlation was also found to be significant between the symbolic frame and the intimacy domain, and between the political frame and the intimacy domain. The strongest correlation was between the human resource frame and consideration. That was not a surprising finding since human resource leaders fosters participation and involvement, and welcomes new ideas.

Multiple linear regression analysis was carried out to investigate the predictors for organizational climate. Results show that the human resource frame is a significant predictor for the consideration domain. Similarly, the symbolic frame is a significant predictor for the intimacy domain as well as for the production emphasis domain.

**Research question six:** By controlling the demographic variables (moderators), how does leadership effectiveness impact organizational climate?

The hierarchical multiple regression analyses were able to confirm that by controlling the demographic variables (moderators), the leadership frames (predictor variables) could significantly predict the organizational climate domains (criterion variables) in the university. The advantage of the hierarchical multiple linear regression analysis is to see the real impact of leadership effectiveness on the organizational climate of the university. The results showed

that regardless of the demographic variables, the respondents give the same opinions on the leadership orientations of the vice chancellor and the organizational climate of the university. This means that demographic variables did not cause any significant differences in outcomes of the study. This is a new finding because previous studies did not use hierarchical multiple linear regression analyses to control the demographic variables so that the real impact of leadership effectiveness on organizational climate could be studied.

### **4.3 Qualitative Data Analysis**

The qualitative section of this study takes on the explanatory design of QUAN-qual (Creswell & Plano Clark, 2007). In this design, data using a quantitative survey instrument was collected and this was followed up with interviews with seven individuals who participated in the survey for a more detailed and in-depth response about the vice chancellor's leadership frames. This explanatory mixed-methods design involves collecting qualitative data after a quantitative phase. This allowed for better understanding of the initial quantitative data, adding more depth and richness to the study.

#### **4.3.1 Data collection procedures**

The qualitative data was collected using semi-structured interviews with the vice chancellor and six of his direct reports from various levels ranging from deputy vice chancellors to vice presidents, and deans of the university. Interviews allowed individuals to share their understanding regarding the leadership of the vice chancellor at a deeper and more meaningful level.

The interview questions were prepared to match mainly research question one "Which frames are linked to the perceived leadership effectiveness of the vice chancellor?" Items in the LOS instrument and the OCDQ-HE instrument were used as guiding questions during the semi-structured interviews. The purpose was to identify which of the four leadership frames were perceived as the vice chancellor's preferred frames.

Additional data collection methods were participant observation of key events in the university with the researcher taking the stance as a complete participant. This was then triangulated with review of supporting documents, which included the commemorative speech given by the vice chancellor during a convocation ceremony, and a talk given by the vice chancellor during the annual vice chancellor's distinguished guest lecture series.

Observations include photographs taken at the same two events specified. One photograph was of the vice chancellor sitting amongst the stage party members during the university's convocation ceremony in his full official robes. Other photographs showed the vice chancellor giving an inspiring one and a half hour speech complete with slides at the vice chancellor's distinguished guest lecture series. A sample of the photographs is included in Appendix G in this study.

#### **4.3.2 Data analysis procedures**

Four main levels of data analysis were employed. At the first level of analysis, all the interviews were recorded with permission and were transcribed verbatim. Transcribing the interviews verbatim provided a complete database for analysis (Merriam, 2001). The software Atlas.ti was used for the purpose of

qualitative data analysis of the transcribed interviews, documents and observations.

At the second level of analysis, the data obtained were analyzed using constant comparative method, where data from the interviews, documents collected and observations were compared. Coding was done using the Atlas.ti (version 7) software.

Specifically, the researcher used Atlas.ti for assigning open codes and memos to the transcribed interviews, documents and photographs uploaded into the software. Seven interviews, two speeches, and the photographs were uploaded as primary documents into the hermeneutics unit (HU) of the software. Deductive coding was used by identifying parts of the transcripts that resonated with the four leadership frames mentioned – structural, human resource, political and symbolic.

At the third level of analysis, a matrix was compiled, made up of examples of quotes from interviews, documents and observations with the four leadership frames as codes. This allowed the researcher to determine whether there was a pattern amongst the interview responses from interview participants A to F, interview with the vice chancellor, as well as the supporting documented speeches and observations from the photographs. The matrix is as presented in Table 4.39 below.

At the final level of analysis, content analysis of the four leadership frames was carried out to allow for a quantitative output from the interviews. The Atlas.ti software is used to generate the number of occurrences of the quotes matching each of the codes.

Table 4.39 Matrix of qualitative analysis showing extracts from interviews A to F according to the four leadership frames

	Structural frame	Human resource frame	Political frame	Symbolic frame
Interview A	<p>Being a very global person, based on his background, and the information that we know, he has the ability to see where the institution needs to go, and can chart the path to achieving that goal (P1: para 17)</p> <p>I see a man who is thoroughly focused in achieving what he needs to achieve without giving in to things based on his emotions (P1: para 17)</p> <p>As a way of a leader, thinking about his job, and setting up the boundaries for himself, knowing what can or cannot be done, then alongside with that are the policies of the universities. I think he also read up the policies of the universities, and also, he has</p>	<p>His ability to mobilize, to motivate the staff and employees, to look at the vision and mission of the institution, and set a path or develop a strategy to achieve it, through the people (P1: para 9)</p> <p>When you have a need, and you go to him, he responds very quickly, he makes time, so you can take that as an indication that he values human relationships as well (P1: para 25)</p> <p>He is trying to make sure that he invests in other people. So, as a direct report, I think I really enjoyed working for him because I've learnt to rethink issues, I've learnt to place</p>	<p>One of the staff members asked him, based on his experience in the corporate world, how he achieves what he needs to achieve, if there's conflict. He said, "You need to see, wait for the tipping point to happen." Meaning some people may stay, some people may leave because of that, so those who stay are those who believe in your leadership and will go along with you to</p>	<p>I think in context of celebration, he's not a person who is big on celebrating, you know, like birthdays or anything like that, but it's just the company, for him he celebrates the company of the people he's with (P1: para 45)</p> <p>He looks at things like the purpose of the event, like for example, convocation, he said, "you know, the VIPs, the VVIPs, should not be our own staff. It should be the</p>

	<p>shared with us, you know, benchmarking of world standards for education (P1: para 21)</p> <p>His strength is actually, as a very strong process person, he knows the goals he needs to achieve, so he paints the goals up very clearly (P1: para 21)</p> <p>When he had, when he did many of his VC lectures and all, you really could see the, the foundation of how he develops certain things, and there is a process, there is a principle, there is an outcome that you can see. So, in his public arena, when he speaks about this, I think it comes out very clearly. The man who talks, who thinks about rules, policies, roles, and goals, come out very clearly when you pay close attention to his public lectures (P1: para 21)</p> <p>He is not so much about the person, he's so much more about the process, and fairness. He has always maintained that (P1: para</p>	<p>certain things, on a different level of importance, I've also learnt not to react emotionally...and focus on the outcome (P1: para 45)</p> <p>For a VC, he always gives you time when you need time from him. You may not get the time immediately, but he will, when you write to him (P1: para 58)</p> <p>And I also see his focus on people especially when he has not been on campus for a while, and when you go for meetings, he greets people, he makes you feel welcomed, and he is happy to see people, which he genuinely is happy. So I can see that as a good reflection of his people focus, not in the normal conventional way of building a relationship over time, but in his maintaining his value of people when he can (P1: para 29)</p>	<p>achieve the plans, those who do not believe what you can achieve, then they will make a choice to leave, and I think that in this institution, we saw instances of that (P1: para 17)</p> <p>VC is a very highly self-actualized individual. Position as a VC is an insignificant thing for him. It's not the position that brings value to him. It's what's within the office that he can do, he has always taught us, "you know it's not so much the person, it's the office of the person. For example, the office of the vice</p>	<p>parents, the visitors coming." (P1: para 37)</p>
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	<p>33) In year 2, we understood what he was trying to do, and we could see a sense of renewal of commitment to achieving the goals, among his direct reports (P1: para 49)</p> <p>He can sit in a meeting, and people will be talking and talking, and in the end he will summarize everything for you because he's paying close attention to what is said because he is focused on the outcome that needs to be achieved (P1: para 66)</p> <p>If the leadership is very strong in terms of its outcome, and understands the nature of the process that is required to achieve the nature of the outcome, and gives the right amount of empowerment for people to move on. That will in the end, produce a very high impact, university and the climate will be very good because people will be enjoying the benefits (P1: para</p>		<p>chancellor needs to be respected, not him." (P1: para 33)</p>	
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	<p>74)</p> <p>Listening to him and putting my energy into making it work; really I saw what he meant by “focusing on the outcome, and realigning your thinking towards achieving that outcome.” (P1: para 74)</p>			
Interview B	<p>I would say that he has very strong vision. He can see things very clearly, therefore he can actually strategize for this place. That is the first point. (P2: para 21)</p> <p>He is definitely a person who is very clear about what goals he has to set. So in terms of the university goals that even [existed] before he comes (sic), there is a strategic plan (P2: para 57)</p> <p>I think VC has done an excellent job, especially simple things like [being] on time for meetings. I still remembered when VC first came, when he always looks at the watch and says how come people</p>	<p>But the second very strong point about him is that he can see people very well. In a way that he just needs to deal with the person a few times, he can see that person’s character very well, and he can incorporate that person’s characteristics into how he actually functions (P2: para 21)</p> <p>VC believes in if the person has potential then the person must be given a chance. That is always his idea. So he always looks at people’s potential. He doesn’t look at people’s competency. He believes somebody’s competency can be developed. So as long the person has the potential and the</p>	<p>And in terms of conflict, he would always try to talk with the people, and hopefully the conflict will be solved. But sometimes, maybe different people have different perceptions, they may think he is biased, so some people may see that he doesn’t handle conflicts really well, and some people already initially have their own</p>	<p>He actually believes that we should have celebrations and reward the staff accordingly (P2: para 89)</p>

	<p>are not punctual for meetings, and that's the time I felt that that's a really important thing to emphasize (P2: para 121)</p> <p>VC is a leader with vision, and he's strong in strategy, and he's also strong in seeing people (P2: para 125)</p>	<p>willingness to learn (P2: para 73)</p> <p>He is determined that he can do whatever he can for the organisation as well as for the people (P2: para 134)</p> <p>"I'm here to help everyone, so that everyone can move forward, and therefore the whole organisation can move forward". That is always his principle (P2: para 142)</p>	<p>integrity problems. So in actual fact he is always trying to handle conflict, he doesn't run away from conflict, and he always values what is the most important thing, and when he looks at issues or conflicts, he always say "let's come back and look at what is the basic principle. " (P2: para 81)</p>	
Interview C	<p>Establishing clear strategic intent and documenting it and indoctrinating it (P3: para 26)</p> <p>The way he was very focused in putting in proper policies, proper structures, and to have everything governed according to the law, that means whether things are done according to the constitution, whether things are</p>	<p>VC has always taken time to meet any individual, or department or faculty, and hear every party's views so he doesn't just hear, he also listens (P3: para 34)</p> <p>He even gives up his room for anybody to have a meeting in his room, he's a very hot bunking kind of person. So all of</p>	<p>VC always makes sure that whoever his immediate reports, he would not allow anyone to challenge them or to undermine their authority. This would change the chain of command. But he</p>	<p>VC has always been a person that looks at celebrations as an excuse to do something...we tend to look at celebrations and sometime we may lose focus of our actual intent, so (what) VC does is he</p>

	<p>done in line with the policies, whether things doesn't contravene the act, so that at the end of the day, so that everybody's role is governed by very clear check and balances, and his common goal is to make sure that you have crossed the 'Ts' and dotted the 'Is' (P3: para 30)</p> <p>He has put together the various structures, one of it is the management committee, which in the past it didn't include the deans, and now we include the deans, and this allows the deans to actually have an understanding and appreciation of the management's view of a particular decision (P3: para 50)</p>	<p>these are things that we can actually pick up and learn and appreciate from him (P3: para 34)</p> <p>VC always makes sure that whoever is his immediate reports, he would not allow anyone to challenge them or to undermine their authority. This would change the chain of command. But he would have his private sessions with them, and educate them and engage them (P3: para 38)</p> <p>I've known him to have various staff just walking to his office, you know, and asking for his time and I've seen him being very considerate and he listens out (P3: para 54)</p> <p>In my role, he gave me all the support and he gave me the encouragement (P3: para 67)</p> <p>At times when I needed to be guided and corrected, it was forthcoming from him. But not</p>	<p>would have his private sessions with them, to educate them and engage them (P3: para 38)</p>	<p>makes sure that whatever we celebrate, the culture is always to come back and to refocus on what is the actual intent of doing this (P3: para 46)</p>
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		openly but in a private email or private chat, he would give his comments, and it was very appreciative in a way he did it, and you know, it allowed me to grow, and the other thing that he also did was he allowed us the room for us to develop our own core competencies (P3: para 68)		
Interview D	VC has several strengths...a strong analytical mind, he is very clear about things, has clarity of thought, tremendous problem-solving skills. He can close cases very well. He can also mediate very well, facilitate and support, and he is very fast in grasping a situation. He is also a very strategic person. His strategy is fantastic (P4: para 26)	<p>He emphasizes coaching others how to be a good leader. I recall an incident where I mentioned I had to conduct an enquiry, and he corrected me “not enquiry; coaching session”. He is both a coach and an educator (P4: para 26)</p> <p>VC always emphasized engagement. He may be de-personalized, but he is absolutely engaged (P4: para 62)</p> <p>He is cultured and full of grace, very special quality rare to find from someone who is successful and intelligent.</p>	VC can resolve conflict very well. He is very clear. He is able to look at the situation. He doesn't get caught up in emotions. Then he is able to provide solutions. I take my hats off to him – he resolves cases, closes cases very well (P4: para 42)	-

		<p>"Refined" is probably a more accurate description than cultured (P4: para 85)</p> <p>The grace part yes, he supports as he sees fit not expecting any returns, except the joy to see it leads to success (P4: para 87)</p>		
Interview E	<p>I think one of his major strength is he's a very strategic person (P5: para 13)</p> <p>He introduced some key things that we have never ever done for the past probably 20 years, like budgeting, strategic plan was introduced, KPIs and all that stuff (P5: para 60)</p> <p>He's quite focused I would say. Being a focused person, he has good follow-up on targets, on deadlines, timing, timelines and so on (P5: para 68)</p> <p>I think that the key thing he did is the budget and KPI. You look at organization importance, I think budget and KPI - the credit should</p>	He has a very consultative approach when he wants to build his strategy (P5: para 13)	He had to go through the long road of negotiation with the stakeholders, having to even negotiate discussions with his subordinates to make sure that his decision is carried out (P5: para 36)	-

	<p>go to him. If not for him I don't think we would have that going on or will go on in the future. So he started the budgeting and the KPI in this institution (P5: para 88)</p>			
Interview F	<p>Our vice chancellor's leadership strength is that he is from the corporate world. He understands how corporations work. He understands it very well, because he has been the CEO of several corporations before. So that is his strength. He can see the big picture. And of course as I said to have the vision you have must be able to see the big picture. Or else you cannot have the vision (P6: para 24)</p> <p>He wants to run the university like a corporation. VC had set roles and goals for the university as well. He was able to define the roles of different members under him (P6: para 28)</p> <p>The Vice Chancellor is trying to set KPIs as targets for all the staff (P6: para 72)</p>	<p>I think he is quite friendly to the staff. I think he respects the staff. He doesn't mind criticism. He accepts criticism very well. That is actually one of his strong points. Of course he is very patient. The only problem is that, in building relationships, you need time, and time is an issue as far as he is concerned here (P6: para 36)</p>	<p>He will sit down and listen to both sides, and he handles that well (P6: para 40)</p>	-

	Like VC keeps saying the structure must fit the strategy to fit the vision. Once you have that in place and then you get the people to achieve that vision that you set out to do (P6: para 76)			
Interview (VC)	<p>I will sit down with everyone to make sure everyone has got the ability to achieve the common vision in their respective roles. So, my strength is conceptualizing a goal, coaching and supporting a team to achieve the goal. And that is my leadership strength (P7: para 18)</p> <p>What drives my leadership style is entirely based on principle. It's a principle-driven leadership style. So from my principle, to operationalize certain principles, some of which may become rules, some may become goals and policies. Policy, goals, roles, rules – principle-driven and nothing else (P7: para 34)</p>	<p>An effective leader is somebody who can cause, not just one [but] a group of people that can work together and achieve a common goal, effectively. Then the leader is an effective leader. But most of all, when this group of people, when they...after having achieved their common goal effectively, they think that they have achieved it all by themselves (P7: para 11)</p> <p>My weakness is that when I empower my team okay, sometimes I let them fail. I will let them fail because to me, failing is very important as a process of learning, but not every time the process of failure results in better learning. Some people give up on me, some</p>	<p>The power and conflict is a very interesting thing. If you don't try to gain power there's no conflict. It's a very simple thing. For me, you notice, I never go after power. So when I lead this university, it's not because I have power, it's because number one, I set an example by principle. Second, I walk the talk and coach my colleagues to do things. So, as</p>	<p>I'm very good at conceptualizing a vision, then I articulate and share the vision continuously, repetitively, and tenaciously with the people whom I want them to buy-in the vision (P7: para 18)</p> <p>But the most difficult part is 'how do you then, remove yourself from the team, and yet you lead the team from behind'. I think that is the most difficult one. I think I remember showing you all an</p>



		<p>people feel that I don't support them. But actually, I try very much to support them to give them, what I call a monitored and controlled failure. This is the most difficult part in my leadership style and this is my weakest point that I sometimes always get perceived as not [giving] enough support to help them. But in fact, I want them to arrive there by themselves with an invisible hand (P7: para 26)</p> <p>Human relationship is very important and leaders cannot get things done by themselves, I cannot get things done by myself. I can only get things done through my people. So my relationship with my colleagues, my peers must be there (P7: para 38)</p> <p>I like intimacy; I don't have the opportunity to have sufficient time to create the intimacy. You see it took me about two years to reach the phase where even for you and I, we can sit down</p>	<p>long as I do not go after power, there will not be conflict. Conflict comes about because there is a struggle of power (P7: para 46)</p> <p>What drives my leadership style is entirely based on principle. It's a principle-driven leadership style (P7: para 34)</p>	<p>example of a diagram. I asked you to guess the diagram, which direction the leader is leading? The leader is leading in front or the leader is leading behind? I think it's very important (P7: para 114)</p>
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		<p>and talk everything. I'm trying to do it, but didn't have enough time to reach that. But that kind of intimacy, is called professional and mutual respect intimacy, that I'm trying create here (P7: para 78)</p> <p>It's transformation of an individual and collectively more individuals. That is most memorable. Those are the most important memorable events that is to me as a vice chancellor. It's not about how good I have transformed the university. It's how much I have transformed individuals. My job as a vice chancellor is to transform individual by individual, and hopefully individuals that I have transformed, they and work together collectively and transform the rest (P7: para 106)</p> <p>But the most difficult part is how do you then, remove yourself from the team, and yet you lead the team from behind. I think</p>		
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		that is the most difficult one. I think I remember showing you all an example of a diagram. I asked you to guess the diagram, which direction the leader is leading? The leader is leading in front or the leader is leading behind? I think it's very important (P7: para 114)		
Speech 1 (Vice chancellor's distinguished guest lecture series)	<p>It's about clarity of thought; it's about clarity of your strategy. It's all about clarity. So, when you are clear about the strategy, you have the ability to overcome dilemma. Most of the time we have dilemma because we're not clear and we're not focused (P8: para 41)</p> <p>You can see that once you get the mandate, this are the three things that you have to worry about: strategic mindset, resources, and capabilities (P8: para 45)</p> <p>The leadership mandate is to achieve a common goal; the key word is common...and you have to achieve the common goal with your team and through your team. That's the leadership I'm talking</p>	<p>The great leaders in the world are those who have led you to move from point A to point B, and have you thinking that you have arrived there all by yourself (P8: para 123)</p> <p>The most joyous moment from my 3 years with all of us here is that I see increasingly a larger group of us embrace the need to change (P8: para 157)</p>	-	<p>Of course, in this university we get to have dinner, wine and dine with the vice chancellor... (P8: para 89)</p> <p>So, as you can see, this young man, Mr. Park, thirty-thirty four years of age, Korean, one song, one hit, he made it. More than one billion viewers on YouTube. He earns ten million year-to-date. So it is thirty five million ringgit, you know, in our Malaysian terms (P8: para 39)</p>

	<p>about today (P8: para 43)</p> <p>I want to show you that how I wish some of us here would be able to lead the leadership moving forward. First of all, it is important all of us must have very clear and focused directions and strategy. So we must be able to capture the imagination by conceptualizing a clear vision driven by purpose. Then, you must win the heart - you must sell a convincing story and a compelling story. We must then mobilize the body and soul by orchestrating a musical. Actually it is very simple 3 steps (P8: para 139)</p>			<p>Steve Jobs, at the very early days, he made a decision, what climate and culture he wanted for the organization. He said we should be pirates and not navy because navy is 'command and control'. Pirates are very different thing. How many of you have worked with pirates before? (P8: para 63)</p>
Speech 2 (Vice chancellor's commemorative speech at the convocation ceremony)	-	<p>I would also like to recognize and thank all my learned colleagues for your dedication to learning and teaching excellence and your sacrifices made in order to ensure that our students have completed their studies successfully. Our students' graduation today is a testament to your hard work and dedication. Without you, my</p>	-	<p>1989 was globally significant because it was in that year that the internet as we know it was also born. The Cold War had brought about the conception of the early version of the Internet;APARNET. However, it's use was</p>

		learned colleagues, this university would be merely buildings, tables and chairs (P16: para 20)		only limited to research communities. In 1989 Tim Berners-Lee, an English Computer Scientist and Professor with the Massachusetts Institute of Technology, also known as MIT, who was working at the European Organization for Nuclear Research better known as CERN completely changed the way the internet was supposed to be used... (P16: para 3)
Observation 1 (Vice chancellor's distinguished guest lecture series)	To successfully lead his team, a good leader must have a clear and focused vision. I think that's very important because there are different politics and issues in every organization (P12: para 31)  I concur that a leader needs a	The role of a leader is not so much about letting everyone know that you are one. It's about helping your people grow (P12: para 32)	-	-

	good team – one that will fully support his vision and strategy (P12: para 36)			
Observation 2 (Vice chancellor's commemorative speech at the convocation ceremony)	-	-	-	A symbolic representation by the stage party at the convocation ceremony (P17: para 107)

*Note:*

*P1 = primary document 1, P2 = primary document 2, etc.*

*Para = paragraph*

#### 4.3.2.1 Structural frame

Firstly, from the matrix presented in Table 4.39, excerpts from the interview with Participant A clearly showed that one of the vice chancellor's preferred leadership frames is the structural frame. This supports the quantitative data from Table 4.4 (page 145 in the quantitative section of the data analysis) which showed that within the structural frame, vice chancellor thinks very clearly and logically, strongly emphasizes careful planning and clear timelines, strongly believes in clear structure and a chain of command, and sets specific, measurable goals and holds people accountable for results. From the interview with participant A, the vice chancellor is seen to be very focused on the outcome in the processes that has to take place in the university:

*"I see a man who is thoroughly focused in achieving what he needs to achieve without giving in to things based on his emotions." (P1: para 17)*

*"He can sit in a meeting, and people will be talking and talking, and in the end he will summarize everything for you because he's paying close attention to what is said because he is focused on the outcome that needs to be achieved." (P1: para 66)*

*"The man who talks, who thinks about rules, policies, roles, and goals, come out very clearly when you pay close attention to his public lectures". (P1: para 21)*

Triangulating this last quote with the documented speech 1 where the vice chancellor gave a public lecture, the structural frame comes across clearly in outcome-focused, goal-focused processes. Here the vice chancellor has this to say:

*"First of all, it is important all of us must have very clear and focused directions and strategy." (P8: para 139)*

*“It’s about clarity of thought; it’s about clarity of your strategy. It’s all about clarity. So, when you are clear about the strategy, you have the ability to overcome dilemma. Most of the time we have dilemma because we’re not clear and we’re not focused.” (P8: para 41)*

Similarly, excerpts from the interview with the rest of the participants B to F supported what participant A said about the vice chancellor being clearly focused on the outcome.

Participant B: *“He is definitely a person who is very clear about what goals he has to set.” (P2: para 57)*

Participant C: *“Establishing clear strategic intent and documenting it and indoctrinating it.” (P3: para 26)*

Participant D: *“VC has several strengths...a strong analytical mind, he is very clear about things, has clarity of thought, tremendous problem-solving skills. He can close cases very well.” (P4: para 26)*

Participant E: *“He’s quite focused I would say. Being a focused person, he has good follow-up on targets, on deadlines, timing, time-lines and so on.” (P5: para 68)*

Participant F: *“Like VC keeps saying the structure must fit the strategy to fit the vision. Once you have that in place and then you get the people to achieve that vision that you set out to do.” (P6: para 76)*

Likewise, the vice chancellor himself was able to evaluate clarity of outcome-based focus as one of his leadership strength:

*“I’m very good at conceptualizing a vision, then I articulate and share the vision continuously, repetitively, and tenaciously with the people whom I want them to buy-in the vision. Then, I will sit down with everyone to make sure everyone has got the ability to achieve the common vision in their respective roles. So, my strength is conceptualizing a goal, coaching and supporting a team to achieve the goal. And that is my leadership strength.” (P7: para 18)*



And again triangulating this with observation 1 where the vice chancellor gave a public lecture, someone in the audience commented:

*“To successfully lead his team, a good leader must have a clear and focused vision. I think that’s very important because there are different politics and issues in every organization.” (P12: para 31)*

From the above few quotes, it is clearly seen that the vice chancellor has impressed the participants with his clarity of thought. Integrating the qualitative results seen above with the results from Table 4.4 (page 145) in the quantitative section of the data analysis showed that within the structural frame, the vice chancellor’s direct reports agreed that the vice chancellor thinks very clearly and logically. He approaches problems through logical analysis and careful thinking, and with facts and logic.

The vice chancellor is also a very outcome-focused person with a strong sense of vision for the university. Integrating the qualitative results seen here with the results from Table 4.4 in the quantitative section of the data analysis showed that within the structural frame, the vice chancellor strongly emphasizes careful planning and clear timelines. He strongly believes in clear structure and a chain of command. He sets specific, measurable goals and holds people accountable for results. Table 4.14 (page 156) showed that the vice chancellor also accepts change in university policy or procedure if it would move the university forward. Table 4.17 (page 159) showed that within the production emphasis domain, the vice chancellor’s direct reports agree that the vice chancellor maintains definite standards of performance and encourages the use of certain uniform procedures. The vice chancellor’s direct reports perceive him using the structural frame to emphasize production in the university.

#### 4.3.2.2 Human resource frame

Secondly, from the matrix presented in Table 4.39, excerpts from the interview with Participant A also showed that another one of the vice chancellor's preferred leadership frame is the human resource frame. This supports the results from Table 4.5 (page 146 in the quantitative section of the data analysis), which showed that within the human resource frame, the vice chancellor's direct reports agreed that the vice chancellor fosters high levels of participation and involvement in decisions. From the interview with Participant A, the vice chancellor is seen placing emphasis on providing direction by being responsive to individual needs, showing high levels of support and concern for people. He sees leadership as attending to the needs of people and investing in people:

*"His ability to mobilize, to motivate the staff and employees, to look at the vision and mission of the institution, and set a path or develop a strategy to achieve it, through the people."* (P1: para 9)

*"When you have a need, and you go to him, he responds very quickly, he makes time, so you can take that as an indication that he values human relationships as well."* (P1: para 25)

*"He is trying to make sure that he invests in other people. So, as a direct report, I think I really enjoyed working for him because I've learnt to rethink issues, I've learnt to place certain things, on a different level of importance, I've also learnt not to react emotionally... and focus on the outcome."* (P1: para 45)

Similarly, excerpts from the interview with the rest of the participants supported what participant A said about the vice chancellor investing in people (participant B), being responsive to individual needs (participant C), and being a coach (participant D).

Participant B: *“VC believes in if the person has potential then the person must be given a chance.”* (P2: para 73)

Participant C: *“I’ve known him to have various staff just walking to his office, you know, and asking for his time and I’ve seen him being very considerate and he listens out.”* (P3: para 54)

Participant D: *“He emphasizes coaching others how to be a good leader. I recall an incident where I mentioned I had to conduct an enquiry, and he corrected me ‘not enquiry; coaching session’. He is both a coach and an educator.”* (P4: para 26)

The vice chancellor is also a leader who builds trust through open and collaborative relationships (participant E), and is both friendly and approachable (participant F).

Participant E: *“He has a very consultative approach when he wants to build his strategy.”* (P5: para 13)

Participant F: *“I think he is quite friendly to the staff. I think he respects the staff. He doesn’t mind criticism. He accepts criticism very well. That is actually one of his strong points.”* (P6: para 36)

The vice chancellor himself was passionate about investing in people and the importance of a healthy working relationship with his subordinates when he said:

*“Human relationship is very important and leaders cannot get things done by themselves, I cannot get things done by myself. I can only get things done through my people. So my relationship with my colleagues, my peers must be there.”* (P7: para 38)

When asked about what he thought would be the characteristics of an effective leader, the vice chancellor said:

*“An effective leader is somebody who can cause, not just one [but] a group of people that can work together and achieve a common goal, effectively. Then the leader is an effective leader. But most of all, when this group of people, when they...after having achieved their common goal effectively, they think that they have achieved it all by themselves.” (P7: para 11)*

The vice chancellor was clear about coaching by leading from behind, not from the front. Triangulating this quote with the documented speech 1 where the vice chancellor gave a public lecture, he said:

*“The great leaders in the world are those who have led you to move from point A to point B, and have you thinking that you have arrived there all by yourself.” (P8: para 123)*

In the interview with the vice chancellor, he was also clear about this:

*“I want them to arrive there by themselves with an invisible hand” (P7: para 26)*

When asked what was most memorable during his office as the vice chancellor, he said:

*“It’s transformation of an individual and collectively more individuals - that is most memorable. Those are the most important memorable events to me as a vice chancellor. It’s not about how good I have transformed the university. It’s how much I have transformed individuals. My job as a vice chancellor is to transform individual by individual, and hopefully individuals that I have transformed, they and work together collectively and transform the rest.” (P7: para 106)*

And again triangulating this with observation 1 where the vice chancellor gave a public lecture, and someone in the audience commented:

*“The role of a leader is not so much about letting everyone know that you are one. It’s about helping your people grow.” (P12: para 32)*

From the few quotes above, it is clear that the vice chancellor is a leader who truly values human relationships. He shows genuine concern for his people. From the interviews with the vice chancellor's direct reports who may know him a little more than the rest, that the vice chancellor is seen as a coach and mentor to them. This is reflected in the interviews with his direct reports on this aspect of his leadership. Integrating the qualitative results seen above with the results from Table 4.5 (page 146) in the quantitative section of the data analysis showed that within the human resource frame, the vice chancellor's direct reports agreed that the vice chancellor fosters high levels of participation and involvement in decisions. Results from Table 4.14 (page 156) show that within the consideration domain, the vice chancellor's direct reports agreed that the vice chancellor delegates the responsibility for university functions among the faculty, which means that he empowers and considers teamwork as important within the university.

#### **4.3.2.3 Political frame**

Thirdly, from the matrix presented in Table 4.39, excerpts from the interviews with participants A to F showed that the political frame is the vice chancellor's least preferred leadership frame. The vice chancellor is not seen to build strong alliances or power bases. However, the results from Table 4.6 (page 147) of the quantitative data analysis showed that within the political frame, the vice chancellor's direct reports agreed that the vice chancellor is a skillful and shrewd negotiator, and that he is politically very sensitive. This suggests that in the face of conflict, the vice chancellor, with his vast experience

in the corporate world, is able to differentiate between which battles to go into and which to abstain from. Participant A had this to say:

*“One of the staff members asked him, based on his experience in the corporate world, how he achieves what he needs to achieve, if there’s conflict. He said, ‘You need to see, wait for the tipping point to happen.’ Meaning some people may stay, some people may leave because of that, so those who stay are those who believe in your leadership and will go along with you to achieve the plans, those who do not believe what you can achieve, then they will make a choice to leave, and I think that in this institution, we saw instances of that.” (P1: para 17)*

Participant D agreed with participant A that the vice chancellor is good at handling conflict, and has this to say:

*“VC can resolve conflict very well. He is very clear. He is able to look at the situation. He doesn’t get caught up in emotions. Then he is able to provide solutions. I take my hats off to him – he resolves cases, closes cases very well.” (P4: para 42)*

The vice chancellor himself explained why he preferred not to be embroiled in conflicts while he held the office as the vice chancellor:

*“The power and conflict is a very interesting thing. If you don’t try to gain power there’s no conflict. It’s a very simple thing. For me, you notice, I never go after power. So when I lead this university, it’s not because I have power, it’s because number one, I set an example by principle. Second, I walk the talk and coach my colleagues to do things. So, as long as I do not go after power, there will not be conflict. Conflict comes about because there is a struggle of power.” (P7: para 46)*

*“What drives my leadership style is entirely based on principle. It’s a principle-driven leadership style.” (P7: para 34)*

The vice chancellor’s view on not going after power was also supported by participant A who reiterated that the vice chancellor was not after power or position because he was already a highly self-actualized person:

*“VC is a very highly self-actualized individual. Position as a VC is an insignificant thing for him. It’s not the position that brings value to him. It’s*

*what's within the office that he can do, he has always taught us. You know it's not so much the person, it's the office of the person. For example, the office of the vice chancellor needs to be respected, not him."* (P1: para 33)

From the above quotes, it is seen that the vice chancellor is able to manage conflict and opposition, but appears to prefer not to be embroiled in them. This arises from the perception that the vice chancellor holds on to his principles and is not one who goes after power. This can be seen when integrating the results from Table 4.6 (page 147) of the quantitative data analysis, which showed that within the political frame, the vice chancellor's direct reports agreed that the vice chancellor is a skillful and shrewd negotiator, and that he is politically very sensitive.

#### **4.3.2.4 Symbolic frame**

Finally, from the matrix presented in Table 4.39, excerpts from the interview with participants A to F showed that the symbolic frame is not reflected as one of the vice chancellor's preferred leadership frames. This is possibly because the vice chancellor did not have sufficient time in the campus, so whatever little time he had was spent in meetings and decision-making, in the company of the people he was with (participant A). It also suggests that whatever celebration the vice chancellor initiated is not so much for symbolic purposes, but to arrive at an intended outcome (participant C).

Participant A: *"I think in context of celebration, he's not a person who is big on celebrating, you know, like birthdays or anything like that, but it's just the company, for him he celebrates the company of the people he's with."* (P1: para 45)

Participant C: *“VC has always been a person that looks at celebrations as an excuse to do something...we tend to look at celebrations and sometime we may lose focus of our actual intent, so (what) VC does is he makes sure that whatever we celebrate, the culture is always to come back and to refocus on what is the actual intent of doing this.”* (P3: para 46)

However, the vice chancellor himself feels that he does communicate a strong and challenging vision and sense of mission when he said:

*“I’m very good at conceptualizing a vision, then I articulate and share the vision continuously, repetitively, and tenaciously with the people whom I want them to buy-in the vision.”* (P7: para 18)

From the above quotes, it can be seen that the vice chancellor looks at symbols and celebrations as a means to communicate a sense of vision and mission with his people. This reflects the symbolic frame, which includes the ability to excite and motivate, and to energize and inspire a sense of mission. This is further supported in the speeches documented, which showed that the symbolic frame is actually one of the vice chancellor’s preferred leadership frames, besides the structural and human resource frames. This can be seen in the way the vice chancellor engaged his audience with stories about ‘Psy’, Steve Jobs and many others (see Appendix G) to bring across important lessons for his audience. To be able to inspire through storytelling is one of the indicators of the symbolic frame.

*“So, as you can see, this young man, Mr. Park, thirty-thirty four years of age, Korean, one song, one hit, he made it. More than one billion viewers on YouTube. He earns ten million year-to-date. So it is thirty five million ringgit, you know, in our Malaysian terms”* (P8: para 39)

*“Steve Jobs, at the very early days, he made a decision, what climate and culture he wanted for the organization. He said we should be pirates and not navy because navy is ‘command and control’. Pirates are very different thing. How many of you have worked with pirates before?”* (P8: para 63)



*“1989 was globally significant because it was in that year that the internet as we know it was also born. The Cold War had brought about the conception of the early version of the Internet: APARNET. However, its use was only limited to research communities. In 1989 Tim Berners-Lee, an English Computer Scientist and Professor with the Massachusetts Institute of Technology, also known as MIT, who was working at the European Organization for Nuclear Research better known as CERN completely changed the way the internet was supposed to be used...”*  
(P16: para 3)

Integrating the above qualitative strands with the quantitative results from Table 4.7 (page 148) show that within the symbolic frame, the vice chancellor's direct reports agree the vice chancellor communicates a strong and challenging vision and sense of mission. He is highly charismatic, and inspires others to do their best sometimes even through inspirational storytelling. The vice chancellor also sees beyond current realities to create exciting new opportunities. He is an inspiration to others, and serves as an influential model of organizational aspirations and values.

In summary, the vice chancellor is perceived to be strong in three out of the four frames - the structural, human resource, and symbolic frames. However, he did not seem to exhibit the political frame much compared to the other three frames.

#### **4.3.2.5 Enumeration of the qualitative data analysis**

At the final level of analysis, content analysis of the four leadership frames was carried out to allow for a quantitative output from the interviews. Silverman (2006) considers that content analysis is a valuable tool for qualitative researchers because it allows the researcher to simplify and reduce a large amount of data. Content analysis uses pre-designed categories in much the same way as quantitative researchers use operational definitions at the

beginning of the research. According to Braun and Clark (2006), content analysis is based on counting and thus allows quantitative analysis of what was originally qualitative data.

In this study, the researcher also used the Atlas.ti software to generate the number of occurrences of the quotes matching each of the codes. These were quantified and presented in Table 4.40 and Table 4.41, as well as in graphical form in Figure 4.1 and Figure 4.2.

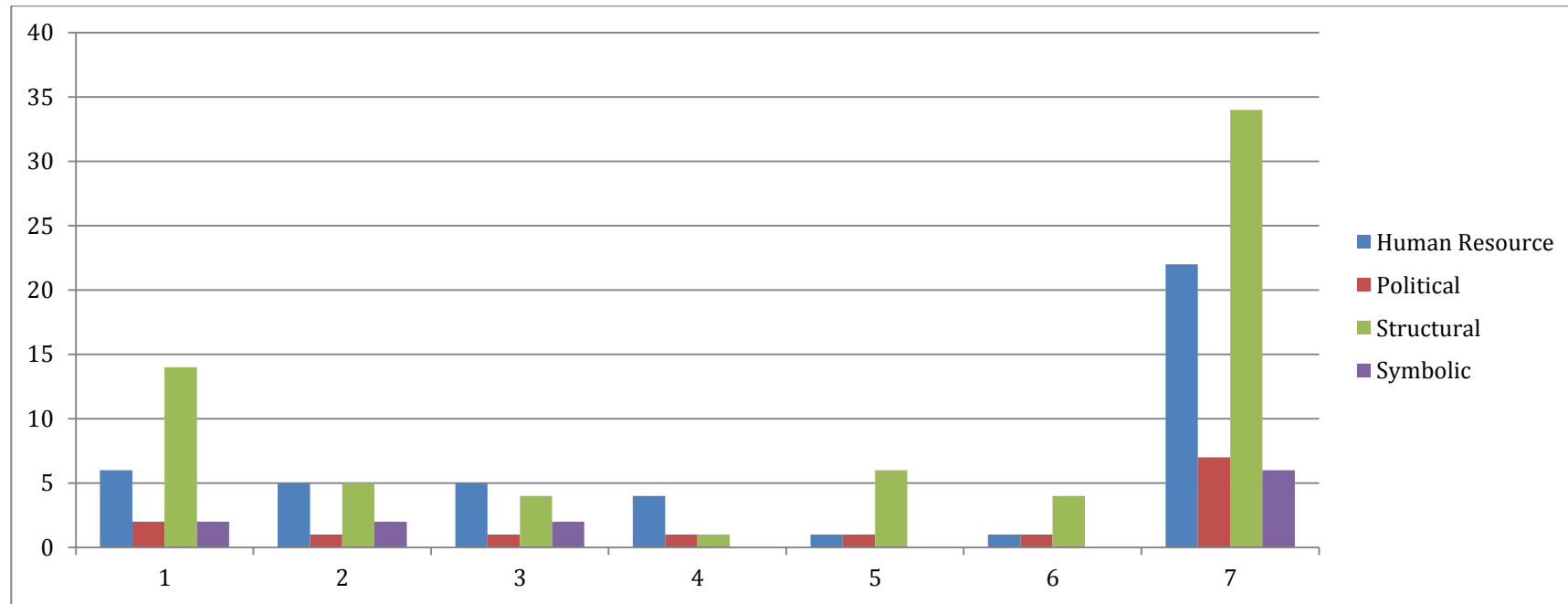
Table 4.40: The number of occurrences of the four leadership frames from interviews conducted with participants A – F

Frame	P1	P2	P3	P4	P5	P6	TOTAL
Human Resource	6	5	5	4	1	1	22
Political	2	1	1	1	1	1	7
Structural	14	5	4	1	6	4	34
Symbolic	2	2	2	0	0	0	6

*Note: P1 = primary document 1, participant A  
P2 = primary document 2, participant B  
P3 = primary document 3, participant C  
P4 = primary document 4, participant D  
P5 = primary document 5, participant E  
P6 = primary document 6, participant F*

Table 4.40 and Fig 4.1 showed the number of occurrences of the codes: structural, human resource, political and symbolic, based on the interviews with participants A to F, in table format and a graphical format generated using Excel. From the data analysis presented in Table 4.40 and Fig 4.1, the vice chancellor was perceived to use two of the four frames a lot more than the other two frames. The two frames perceived by the interviewees to be more commonly exhibited by the vice chancellor were the structural frame and the human resource frame.

Fig.4.1 showed that during the interviews with participants A, B, and C, the structural frame and the human resource frame recorded more occurrences. Interviews with participants D, E and F showed either the structural frame or the human resource frame as the major frame exhibited by the vice chancellor. Comparatively, both the political frame and the symbolic frames were not exhibited much, a pattern seen throughout all the interviews with the six participants. The total from participant A-F also recorded two of the four frames with higher number of occurrences – the human resource frame and the structural frame.



Note: 1= participant A  
 2= participant B  
 3= participant C  
 4= participant D  
 5= participant E  
 6= participant F  
 7= total (A-F)

Fig 4.1: Graph of quantitative output showing the number of occurrences of the four leadership frames from Interviews conducted with participants A – F

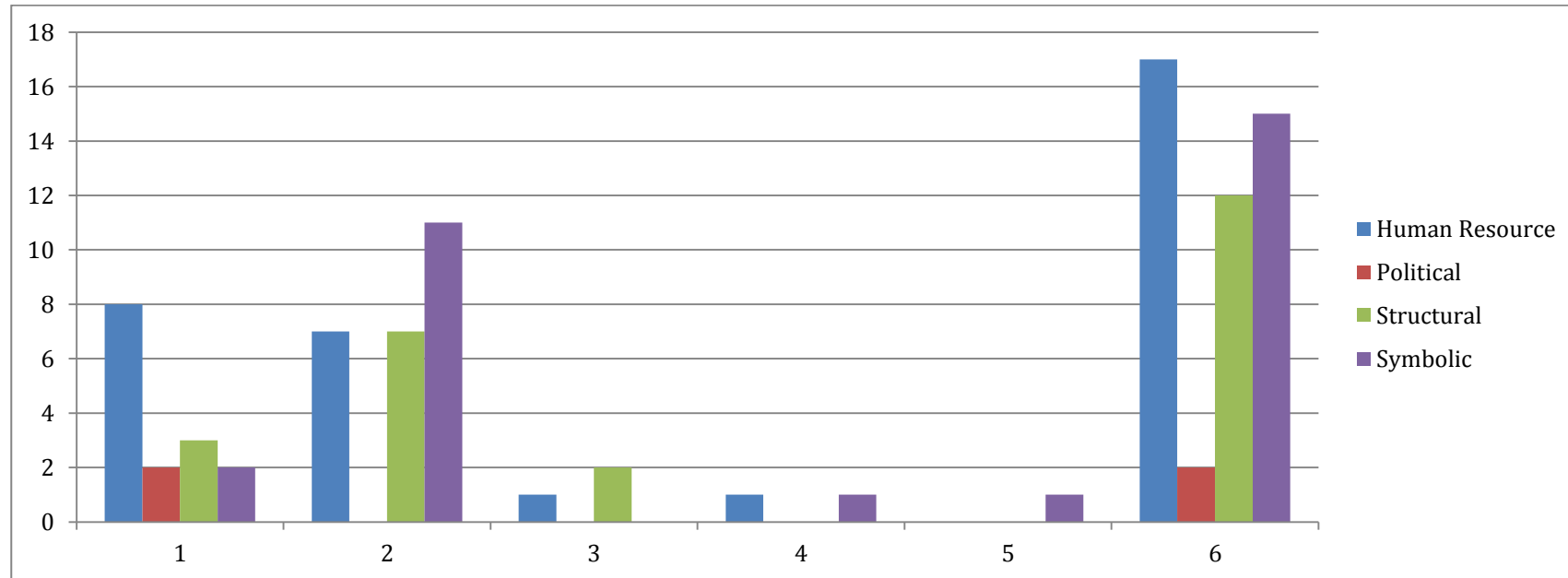
Content analysis of the four leadership frames was also analyzed from the interview with the vice chancellor, the documented speeches made by the vice chancellor, and the observations conducted by this researcher, using the Atlas.ti software. Table 4.41 and Fig 4.2 showed the number of occurrences of the codes: structural, human resource, political and symbolic, based on the interview with the vice chancellor, the speeches and the observations made, in table format and a graphical format generated using Excel.

Table 4.41: The number of occurrences of the four leadership frames from vice chancellor's interview, documents and observations

Frame	P7	P8	P12	P16	P17	TOTAL
Human Resource	8	7	1	1	0	17
Political	2	0	0	0	0	2
Structural	3	7	2	0	0	12
Symbolic	2	11	0	1	1	15

*Note: P7 = primary document 7, VC's interview  
P8 = primary document 8, Speech 1  
P12 = primary document 12, Observation 1  
P16 = primary document 16, Speech 2  
P17 = primary document 17, Observation 2*

From the data analysis presented in Table 4.41 and Fig 4.2, three of the four frames were clearly seen as the vice chancellor's preferred frames. These were the human resource, structural and symbolic frames. This finding confirms the earlier conclusion that the vice chancellor indeed exhibited the same three frames.



Note: 1= VC's interview  
 2= Speech 1  
 3= Observation 1  
 4= Speech 2  
 5= Observation 2  
 6= total (1-5)

Fig.4.2: Graph of quantitative output showing the number of occurrences of the four leadership frames from VC's interview, speeches and observation

#### **4.3.3 Summary of results**

The summary of results for qualitative data analysis followed research question one: "Which frames are linked to the perceived leadership effectiveness of the vice chancellor?" The results from the interviews, the document analysis, and the observations, identified three of the four leadership frames - structural, human resource, and symbolic, as the vice chancellor's preferred frames.

The structural frame is clearly recognized in the vice chancellor's outcome-focused, goal-focused strategies for the university. The human resource frame is clearly recognized in the vice chancellor as a leader who truly values human relationships. He shows genuine concern for his people, and is both a coach and a mentor to some of his direct reports during his tenure as vice chancellor in the university. The symbolic frame is seen in the way the vice chancellor engages his audience with stories and analogies to bring important lessons across.

The political frame is not a preferred frame as the vice chancellor is able to manage conflict and opposition, but prefers not to be embroiled in them. This arises from the perception that the vice chancellor holds on to his principles and is not one who goes after power even though he is politically very sensitive.

#### **4.4 Overall summary combining both quantitative and qualitative data analysis**

In the section on quantitative data analysis, following research question one: "Which frames are linked to the perceived leadership effectiveness of the vice chancellor?", both the vice chancellor and his direct reports rated him high on the symbolic frame and the structural frame with means above 4.0.

In the section on qualitative data analysis, following research question one: "Which frames are linked to the perceived leadership effectiveness of the vice chancellor?", the results from the interviews, the document analysis, and the observations, identified three of the four leadership frames, the structural, human resource and symbolic frames, as the vice chancellor's preferred frames.

The common frames seen in both quantitative and qualitative analysis were the structural and symbolic frames. The other frame that was perceived as the preferred frame was the human resource frame from the qualitative analysis. Combining all three frames from both the analyses together – the structural frame, human resource frame, and symbolic frame – would mean that the vice chancellor exhibited three out of the four frames (multiple frames). Bolman and Deal (1992) suggest that the ability to use multiple frames is an important indication of leadership effectiveness. This then indicates that the vice chancellor is an effective leader as he exhibited multiple frames in his leading of the university.



## **CHAPTER 5**

### **DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS**

This chapter provides a summary of the study and discussion of the research findings. The chapter concludes with the implications arising from the research findings and recommendations for further study.

#### **5.1 Summary of the study**

Effective leadership is one of the many indicators of successful organizations. Private universities operate under the leadership and vision of their vice chancellors. Leading effectively requires competence, skill and suitable leadership orientations. The climate of an organization may be linked to the leadership effectiveness of the vice chancellor.

This case study is carried out to examine the impact of multi-frame leadership style on organizational climate in a private university in Malaysia. This study examined the leadership orientations of the vice chancellor in the university based on Bolman and Deal's (1984) four-frame model. It also examined how leadership effectiveness impacts the organizational climate of the university. The organizational climate of the university is examined using Borrevik's (1972) Organizational Climate Description Questionnaire-Higher Education. The effects of demographic variables on the leadership frames and organizational climate were also examined.

Bolman and Deal (1991) have conducted research on frame preference in relationship to leader effectiveness. This model has proven how leaders' thinking relates to leadership effectiveness, and that a multi-frame orientation yields the most effective leaders (Bolman & Deal, 1991b). It is essential that

leaders develop a greater cognitive complexity to be truly effective leaders. The four frames in Bolman and Deal's model are structural, human resource, political and symbolic. Effective leaders are perceived to use three or more frames (multi-frames) of the Bolman and Deal framework.

Organizational climate in this study uses Borrevik's (1972) four climate domains - consideration, intimacy, disengagement, and production emphasis. Effective leadership encourages a collaborative, synergetic, and creative work environment. The vice chancellor in this study is the person who steers the private university through its academic-driven and business-profit goals. This vice chancellor has a strong corporate and academic background and is able to balance academic standards and quality with the organizational climate of the university.

The purpose of this case study is to examine the impact of leadership on organizational climate in a private university in Malaysia. The Bolman and Deal framework is used as an analytical tool, and not a predictive device. This is a study of leadership viewed through the lens of organizational climate.

## **5.2 Discussion of research findings**

The analysis of data collected in this case study allowed the following conclusions to be made on the impact of multi-frame leadership of a vice chancellor on organizational climate in a private university in Malaysia.

### **5.2.1 Research question one: Which frames are linked to the perceived leadership effectiveness of the vice chancellor?**

Bolman and Deal (1991a, 1991b, 1992) and Bensimon (1989) have investigated how leaders use frames through a combination of both qualitative and quantitative methods. In qualitative studies that sampled college presidents, senior administrators in higher education including department chairs, and school district administrators, results revealed that leaders rarely used more than two frames and almost no one used four frames. The percentage of leaders who used more than two frames was less than 25 percent in every sample (Bolman and Deal, 1991a).

In this study, using the LOS-self and LOS-other survey instrument, the quantitative data analysis showed that both the vice chancellor and his direct reports perceived that the vice chancellor used two frames - the symbolic frame and the structural frame. However, from the interviews, the document analysis, and the observations, the quantitative data analysis showed that the vice chancellor used three of the four leadership frames - the structural frame, the human resource frame, and the symbolic frame. This is similar to Lamar's (2008) study, which indicated effective technical college presidents were more likely to use multiple-frame leadership approaches. In Lamar's (2008) study, of the seven vice presidents who perceived their president to use a multi-framed leadership style, two classified their presidents as also using structural-human resource-symbolic frames.

The qualitative data supports the quantitative data even though the quantitative result showed two frames but the qualitative showed three. This is because the interviews with the vice chancellor's direct reports showed that the vice chancellor also exhibited the human resource frame when they shared

about him being a coach and mentor to them. This may be because those interviewed knew the vice chancellor a little more and spent more time with him than the rest of the respondents of the survey. This is consistent with Vuori's (2009) explanation that the data collection methods do make a difference: the in-depth interviews yielded information that is not comparable with previous data collection methods.

The structural frame is recognized in the vice chancellor's outcome-focused, goal-focused strategies for the university. In institutions of higher learning, efficiency and effectiveness in approaching problems through careful thinking, planning and logical analysis need to be emphasized. The structural frame is about how to organize and structure groups and teams to get results.

The human resource frame is recognized in the vice chancellor as a leader who truly valued human relationships. The vice chancellor showed genuine concern for his people, and was both a coach and a mentor to some of his direct reports during his tenure as vice chancellor in the university. Leaders need to show sensitivity and concern for employee's feelings and needs, and the personal recognition of the work well done. The human resource frame is about how to tailor organizations to satisfy human needs, improve human resource management, and build positive interpersonal and group dynamics.

The symbolic frame is seen in the way the vice chancellor engages his audience with stories and analogies to bring important lessons across. Leaders need to communicate a strong and challenging vision and sense of mission to the people. The symbolic frame is about how to shape a culture that gives purpose and meaning to work, stage organizational drama for internal and external audiences, and build team spirit through ritual, ceremony, and story.

The leadership frame that was not exhibited as much by the vice chancellor in this study was the political frame. This finding is consistent with Tull and Freeman's (2011) study, where only 1.8% of the participants had the political frame as a preferred frame. Winton and Pollock's (2013) study on principal leadership in Ontario, Canada, suggest that there is a need for principal preparation programs to develop aspiring leaders' political skills. The political frame is about how to cope with power and conflict, build coalitions, hone political skills, and deal with internal and external politics. Bennis (1994) lends credibility and wisdom to the discussion by maintaining that leadership is largely a function of collaboration and coalition building.

In Bolman and Deal's (1991, 1997, 2003, 2008) framework, effective leaders are perceived to use three or more frames (multi-frames). Bolman and Deal (1992) suggest that the ability to use multiple frames is an important indication of leadership effectiveness. They propose the ability to use more than one frame should increase a leader's ability to act effectively and make clear judgments. In addition, Bolman and Deal found leaders, in education and business, who use three or more frames, are perceived as being more effective than those who consistently use fewer than three frames. In this study, from both the quantitative and qualitative analyses combined, the vice chancellor exhibited three out of the four frames - the structural frame, human resource frame, and symbolic frame. This means that the vice chancellor used multiple frames, which suggests that he is an effective leader.

Studies using Bolman and Deal's model uncovered a relationship between leadership effectiveness and choice of frames used with multiple frames being associated with more effective leadership (Thompson, 2000). The finding from this study also supports Mohanan and Shah's (2011) contention that given the

complex nature of the contemporary presidency, the use of at least three frames is critical to effectively lead the organization. In this study, results of the forced ranking of the LOS-self survey showed that the vice chancellor rated himself highest in the symbolic frame, followed by the structural frame. The vice chancellor's direct reports rated him the strongest in the structural frame followed by the symbolic frame.

Studies (Birnbaum, 1988; Cantu, 1997) found a relationship between leadership effectiveness and choice of Bolman and Deal's (1991b, 1997, 2003, 2008) frames used with effective leadership being linked with consistent use of the political frame and the symbolic frame. However, Birnbaum (1988) found effective political leaders on one campus could not be generalized as effective leaders on another.

Bolman and Deal's (1990) leadership orientations survey also contained two global ratings of perceived effectiveness: one for "overall effectiveness as a manager" and one for "overall effectiveness as a leader." In this study, both the vice chancellor and his direct reports rated him more effective as a leader than a manager.

In Bolman and Deal's (1991b, 1997, 2003, 2008) study, the structural and human resource frames are linked to management effectiveness, whereas the symbolic and political frames are linked to leadership effectiveness. Frame orientations are associated with success as both manager and leader. The symbolic and political frames are the two best predictors of leadership effectiveness. In this study, the vice chancellor exhibited the structural and human resource frames, which are linked to management effectiveness, and the symbolic frame, which is linked to leadership effectiveness.

Leadership is symbolic where cultures, values, and vision play an important role. Effective leaders see the importance of symbols and recognize their responsibility in articulating vision and values that give purpose, direction and meaning to an organization (Bolman & Deal, 1992).

### **5.2.2 Research question two: What is the relationship between demographic variables and leadership effectiveness in the university?**

Results of the independent sample t-test indicated that differences in gender and position (academic or non-academic) are not factors contributing to the perceived leadership frames of the vice chancellor. Previous researchers have found perceived leadership effectiveness to be dependent on leadership style and unrelated to gender, especially in situations where the leader uses multiple frames (Bolman & Deal, 1991b; Thompson, 2000). When they use all four frames, leaders are perceived to be more effective, regardless of gender (Thompson, 2000). Thompson (2000) showed that there were no significant differences between perceived effective leadership and gender, indicating that male and female leaders are seen to be equally effective despite any differences in leadership styles.

Similarly, in this study, there were no significant differences between how the different levels of academic qualification rated the vice chancellor on the four leadership frames. There was a significant negative correlation for the category 'years in current job' for the structural and political frames, indicating that the more senior participants were more likely to rate the vice chancellor lower in the structural and the political frames. Overall, the correlations between

the leadership frames and demographics were low, indicating that these were independent of the levels of the selected demographic variables.

This finding is similar to Greenwood's (2008) study that academic division, years in higher education and years in position have not much significant influence on an individual's leadership frame use. In contrast, Kolb's (2009) study on gender differences in the leadership styles of Texas public school superintendents showed that the female superintendents were rated more highly than the male superintendents in all four frames.

### **5.2.3 Research question three: What is the organizational climate of the university under the vice-chancellor's leadership?**

Litwin and Stringer (1968) demonstrated how leadership styles impact organizational climate and influence employee performance. Their findings suggest that leaders are prompted to adopt certain leadership styles by their workplace motives. To improve organizational climate and performance, leaders must learn how to use appropriate styles to motivate the workforce.

In this study, among the four organizational climate domains of consideration, intimacy, disengagement and production emphasis, those that showed the highest means were the consideration and production emphasis domains. The organizational climate domain of consideration is associated with the human resource frame where the vice chancellor is perceived to promote interpersonal relationships. The organizational climate domain of production emphasis is associated with the structural frame where the vice chancellor is perceived to coordinate activities through the use of rules, roles, goals and policies.



The perceived balance of the organizational climate is linked to the use of multiple frames. Multi-frame orientation promotes organizational success. This study is consistent with Thompson's (2005) study asserting the benefits of a multi-frame orientation in an organizational climate and leadership context. A balanced organizational climate yielded a more satisfied organizational community than an unbalanced organizational climate. Thompson (2005) identified that in an organizational climate where multi-frame leadership is expressed, the expected impact of leadership effectiveness would be organizational success and satisfaction.

These factors were also confirmed in the findings of Mosser and Walls (2002) who explored leadership frames of chairs in nursing departments. Mosser and Wall (2002) found that the strongest relationships occurred for (a) the human resource leadership frame with the organizational climate domain of consideration, (b) the structural frame with the production emphasis domain, and (c) the political frame and the symbolic frame with the consideration domain.

In this study, organizational climate domains that showed the highest means were the consideration and production emphasis domains. This finding indicates a strong relationship between the vice chancellor's human resource frame with the consideration domain, and the structural frame with the production emphasis domain.

Previous research using the Bolman and Deal model showed that the human resource frame and structural frame are the two most widely used leadership frames (Gamblin, 2007; Ward, 2006). Of these two frames, the human resource frame was the more prevalent leadership frame (Gamblin, 2007; Turley, 2004; Defrank-Cole, 2003). Sypawka, Mallet, and McFadden

(2010) also showed that the human resource frame is the perceived primary frame followed by the structural frame in all group categories.

Bolman and Deal (1992) found that in their comparative study between administrators in the United States and in Singapore, the human resource frame was dominant (86% in Florida cases and 98% in Singapore cases). The structural frame was the second most common, appearing in 60% of the cases in both places. In Tan's (2006) study on administrator's leadership frames in Malaysia, her findings showed that the human resource frame was used most frequently as indicated by 80% of the participants.

In this study of the organizational climate of the university under the vice chancellor's leadership, a strong correlation was seen between the vice chancellor's human resource frame with the consideration domain, and the structural frame with the production emphasis domain. This shows that the human resource frame and the structural frame were exhibited by the vice chancellor.

#### **5.2.4 Research question four: What is the relationship between demographic variables and organizational climate in the university?**

The overall results indicate that differences in gender and position (academic and non-academic) did not significantly affect the way the respondents rated the organizational climate in the university. There were no significant differences between how the participants from different levels of academic qualification rated the organizational climate of the university for the four domains of consideration, intimacy, disengagement, and production emphasis. However, there is significant negative correlation for 'age' and 'years

of managerial experience' for the disengagement domain. This implies that the older and managerially more experienced participants were more likely to rate the vice chancellor lower in the disengagement domain. Overall, the correlations between the organizational climate domains and demographics were low, indicating that these were independent of the levels of the selected demographic variables. This finding is similar to Mosser's (2000) study, which showed that demographic variables did not have much significant influence on the organizational climate domains.

#### **5.2.5 Research question five: How does leadership effectiveness impact organizational climate?**

In this study, the vice chancellor was perceived to exhibit multi-frame leadership indicating leadership effectiveness. The impact of this multi-frame leadership on the organizational climate of the university was investigated by analyzing the correlation between leadership effectiveness and organizational climate of the university.

The results showed that there was significant correlation obtained for all four leadership frames with the consideration and production emphasis domains. Correlation was also found to be significant between the symbolic frame and the intimacy domain, and between the political frame and the intimacy domain. The strongest correlation was between the human resource frame and consideration. That was not a surprising finding since human resource leaders foster participation and involvement.

This finding was similar to Poon and Ainuddin's (2010) study where high performance standards were associated with the adoption of a more

participative management style. Encouragement of an open and informal contact promoted satisfaction in matters of clarifying work related matters. This brings satisfaction on job assignments and feedbacks of performance as well as encouragement for a job well done. This finding was also similar to Mosser's (2000) study, where the human resource frame was also found to correlate the highest with the organizational climate domain of consideration.

All four frames correlated in a positive manner with the organizational climate domains of consideration and production emphasis. It may be that production emphasis is considered as a positive climate, as also seen in Mosser's (2000) study. With three out of the four frames, disengagement correlated in a negative manner, except for the symbolic frame. This indicates that the vice chancellor was scored high on the leadership frames by the direct reports but was scored low in the organizational climate domain of disengagement.

In this study, the predictors for organizational climate were also investigated. Results showed that the human resource frame is a significant predictor for the consideration domain. Similarly, the symbolic frame is a significant predictor for the intimacy domain as well as for the production emphasis domain. The results share similar observations with Thompson (2005) who observed patterns of similarity regarding the relationship between organizational climate-related variables and administrative staff satisfaction. There is strong evidence of the importance and influence of such factors in the workplace. Issues regarding recognition, morale, respect, and the quality of interactions between leaders and their direct reports are conducive and vital in producing a positive organizational climate that facilitates loyalty, commitment, and trust (Thompson, 2005).

**5.2.6 Research question six: By controlling the demographic variables (moderators), how does leadership effectiveness impact organizational climate?**

The hierarchical multiple regression analyses were able to confirm that by controlling the demographic variables (moderators), the leadership frames (predictor variables) could significantly predict the organizational climate domains (criterion variables) in the university. The advantage of the hierarchical multiple linear regression analysis is to see the real impact of leadership effectiveness on the organizational climate of the university. The results showed that regardless of the demographic variables, the respondents give the same opinions on the leadership orientations of the vice chancellor and the organizational climate of the university. This means that demographic variables did not cause any significant differences in outcomes of the study.

Overall, the vice chancellor was perceived to use three out of the four frames regardless of the demographic variables of the respondents. The multi-frame leadership style is an important indication of leadership effectiveness, which is consistent with Thompson's (2005) study asserting the benefits of a multi-frame orientation in an organizational climate and leadership context. Organizational climate is an important and influential aspect of institutional effectiveness and success in higher education (Thompson, 2005; Denison, 1996; Schneider, 1975). There is a relationship between positive organizational climate and various measures of organizational success. Thompson (2005) identified that in an organizational climate with a multi-frame leadership style, the expected impact of leadership effectiveness would be organizational success and satisfaction. The vice chancellor with his multi-frame leadership

style is able to influence organizational effectiveness with his strategies that is outcome-focused (structural frame), encourage employee involvement and empowerment in decision-making (human resource frame), and inspiring them with his stories (symbolic frame). This allows for greater teamwork, commitment, communication, empowerment and recognition, which may lead to organizational success.

### **5.3 Implications of the findings**

From the above discussion, it is evident that in order for leaders to choose optimal leadership frames for any given situation, they must acquire a broad understanding of leadership frame use. A multi-frame leadership style means an ability to use a variety of different frames. Bolman and Deal's (1984, 1991, 1997, 2003, 2008) four-frame approach suggests that multi-framing makes leadership more effective. Vice chancellors lead the effort to help their universities grow so they need to respond to significant changes within the system of higher education with a multi-frame perspective.

Leaders in higher education recognize the need for change but are often uncertain how to facilitate it or lack an understanding of how to implement it. The use of multiple frames can assist leaders in diagnosing dilemmas and instigating change. This study uses Bolman and Deal's (1984, 1991, 1997, 2003, 2008) framework to examine the leadership styles of the vice chancellor of a private university in Malaysia. There is pressure to improve efficiency and effectiveness as private universities experience increasing financial pressures from intense competition. As such, this study examined the leadership

effectiveness of the vice chancellor and its impact on the organizational climate of the university.

This study has been useful in understanding how the leadership orientation of a vice chancellor relates to leadership effectiveness and which leadership frames impact organizational climate with effective outcomes. In this study, the vice chancellor was perceived to use three out of the four frames. These observations suggest that a vice chancellor using the structural frame emphasizes performance-oriented accountability outcomes. A vice chancellor using the human resource frame places emphasis on the value of people, which is essential in the education business. A vice chancellor using the symbolic leadership frame focuses on using personal characteristics to influence others by setting high expectations and believing expectations will be met. While the vice chancellor was not perceived to use the political frame, it could have been because there were sufficient resources since politics usually emerge when resources are scarce.

The study of how many frames a vice chancellor uses may be useful criteria for future appointments of vice chancellors into private and public universities if indeed the multi-frame leadership style is an important indication of leadership effectiveness. Effective leaders are perceived to use three or more frames (multi-frames) of the Bolman and Deal framework. In this study, the vice chancellor exhibited three of the four frames. Bolman and Deal (2008) advocate the use of multiple frames if leadership effectiveness was dependent on the ability to utilize the correct frame when needed. Private universities therefore require leaders who have a high level of technical competence, with an understanding of the nature of higher education in general and the climate of the university in particular.

Organizational climate is an important aspect of staff motivation, job satisfaction and productivity. According to Litwin and Stringer (1968), leadership style is a critical factor of the quality of any organizational climate. Litwin and Stringer suggest that distinct organizational climate can be created by varying leadership styles. This primarily indicates that the *how* of leadership is the neglected dimension influencing organizational performance. If leadership styles directly correlate with organizational effectiveness, then there is a great opportunity for effective leaders to improve their institutions. If employee satisfaction is related to issues of retention, loyalty and commitment, it makes sense to address such factors on an organizational level. This could save resources expended in the recruitment and retention of quality personnel.

In an organizational climate context, there are benefits of a multi-frame orientation of leadership. It is important for a leader to demonstrate the ability to encompass cognitive complexity in the decision-making process to reconcile the competing demands between responsibility (structural), avoiding conflict (political), emphasizing camaraderie and harmony within the work environment (human resource), while maintaining loyalty and enthusiasm (symbolic). It is also a means to examine the impact of leadership effectiveness in an organization.

#### **5.4 Recommendations for further research**

Findings from this study can be used to tailor individual development plans focused on leadership frames. Leadership training in educational organizations should therefore be a priority as there is a requirement for leaders to develop multi-frame approach in leadership. Organizations require both the objective



perspectives that management provides and well as the visionary aspects of leadership (Bolman and Deal, 2008). Because educational leadership is a shared, distributed function of people at many levels in educational organizations there is a need to develop both leaders and leadership capability in general.

There is strong evidence in the literature that points to the importance of skill - building in leaders to develop self-awareness and self-management, and relational-awareness and relational-management, in working with others. Coaching and mentoring have a place in personalized development programs and these strategies could serve well in programs that cater for a range of experienced leader capabilities (Solansky, 2010). Reflection and problem-solving experiences are identified as effective forms of learning in leadership development (Leithwood et al., 2004; Robinson et al., 2009). Turley's (2004) study suggested that leaders would benefit from further leadership development programs to expand the perspectives from which they view events, situations and organizations. Effective leadership is most associated with use of a multi-frame approach. The ability to reframe, or adapt leadership patterns to the demands of varying situations, is essential if leaders are to lead effectively (Turley, 2004).

This evidence suggests that successful leaders also require more comprehensive perspectives when problem-solving. They need multiple lenses and skills in reframing as well as confronting new challenges with different tools and reactions. Reframing expands understanding, responses, timing, and styles that leaders apply to problems. It helps them translate good intentions into effective action (Gallos, 2006) . Leaders need to be able to carry out effective situational analysis to show that they are able to adapt their approaches to a

specific context. The process of reframing is the practice of deliberately and systematically examining a complex situation from multiple perspectives. Reframing is a skill that requires both deep knowledge of alternative frames and practice in applying them to make frame-flipping second nature. Reframing is a multi-step process. Recognizing our preferred frame is important. But leaders also need knowledge about alternative perspectives, appreciation for their potential contribution, opportunities to practice looking at the same situation through multiple lenses, and strategies for cross-frame diagnosis and reflection (Gallos, 2006).

As seen in this study and some others (Tull & Freeman, 2011; Winton & Pollock, 2013; Scott, 1999), the leadership frame that was not exhibited as much was the political frame. The skill of dealing with institutional conflict through the use of smart negotiations is necessary in the work place. The ability to ally with others, in particular, the ability to win friends and influence people at a personal level, the ability to structure partnerships, and the ability to negotiate and to find compromises, are important to achieve various goals. This suggests that there is a need to tailor individual development plans to include political skills for aspiring leaders. Bolman and Deal (2008) and Sergiovanni (1996) say that in any organization, conflicts, competition, power dynamics and organizational politics always exist, and leaders should acknowledge and deal with this reality instead of ignoring it. Bolman and Deal (2008) also identified the ability to build networks and coalitions and to bargain as two important political skills of organizational leaders. This is especially needed in the management of scarce physical resources for the attainment of organizational goals.

The outcomes of this study may also be important to the Malaysian Department of Higher Education as they strategize and plan for higher level

training programmes for future vice chancellors, and in succession planning by identifying and developing faculty for the vice chancellor role. Additionally, it may also be important to other emerging South East Asian countries which are looking towards Malaysia to gauge the success of its private higher education industry and the way it complements the Government's plan of private and public institutions working side by side to meet the country's development needs.

As such, using the results from this study as a platform for further work, the Bolman and Deal framework can be used to identify and compare the leadership frames of the various vice chancellors in the public universities and other private universities. This would make an interesting study to identify any differences in public and private sectors in leadership frames used by vice chancellors of these institutions.

Additionally, leadership frames of vice chancellors from academic and corporate backgrounds can be compared. This will provide greater understanding of the way these vice chancellors run the universities based on their different backgrounds.

Future work could also include mediating variables such as institutional bureaucracy in the university. The nature of the institutional bureaucratic phenomenon might affect the respondents' views and perception in respect of the leadership styles of the vice chancellor.

None of the previous studies reviewed in the literature identified the effects of demographic variables on the relationship between leadership style and organizational climate. Therefore, the previous studies might have been misinterpreted because the demographic variables may have caused the change in organizational climate, and not the leadership style. One advantage

of the current study is it used the hierarchical multiple linear regression analysis to identify the real impact of leadership style on organizational climate by controlling the demographic variables. Therefore, in identifying the relationship between leadership style and organizational climate, this data analysis method is recommended.

## **5.5 Conclusion**

This case study has achieved its purpose, which is to investigate the impact of a multi-frame leadership on organizational climate in a private university in Malaysia. From this case study, the multi-frame leadership of the vice chancellor was observed through a mixed-mode research, with both quantitative and qualitative data analysis. As multi-frame leadership implies effective leadership in the Bolman and Deal context, the impact of this effective leadership was seen emerging through the interviews with the vice chancellor and his direct reports, the documented speeches and also the observations carried out.

In this in-depth case study of a vice chancellor from a corporate background, the vice chancellor exhibited an exceptional ability in his outcome-focused, goal-focused strategies for the university. The vice chancellor was an excellent coach and mentor to some of his direct reports. He was able to stir enthusiasm and foster a stimulating and inspiring environment.

This study has been useful in understanding how the leadership orientation of a vice chancellor relates to leadership effectiveness and which leadership frames impact organizational climate with effective outcomes. These

findings of leadership effectiveness contribute to the body of knowledge by filling the gaps of findings concerning leadership frames of vice chancellors and organizational effectiveness in universities in Malaysia according to Bolman and Deal's (2008) framework.

In Malaysia, private higher education is expanding very rapidly. The demand for places in private higher education institutions have increased significantly as the government pushes for a knowledge-based economy before the year 2020. This is a most crucial area for study especially in the countries that are developing and upgrading their private colleges to the status of new private universities. Given the importance of private universities in developing countries, the findings of this study can therefore help to provide a broader direction to leadership in private higher education in this country.

It is hoped that this findings will not only contribute to the field of educational leadership, but it will also be important in the field of organizational leadership as a whole. The significance of a balanced organizational climate cannot be overstated in terms of the benefits as a result of the effective leadership in an organization. In consequence, inquiries to that end remain important and essential.

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## **APPENDIX A**

### **LETTER FOR PERMISSION TO COLLECT DATA**



**UNIVERSITI  
MALAYA**

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11 April 2013

**TO WHOM IT MAY CONCERN**

Dear Sir / Madam,

**MABEL TAN HWEE JOO : DOCTORAL STUDENT**

This letter is to confirm that Mabel Tan Hwee Joo (YHA110004) is a doctoral student at the Institute of Educational Leadership, University of Malaya, Kuala Lumpur, Malaysia.

She has successfully completed her defence of her research proposal and has now to collect data for her study. In relation to this I hope you will grant her permission to collect data in your esteemed school/institution. This will truly help her in the completion of her PhD.

Thanking you in advance for your help and cooperation.

Sincerely,

**Professor Alma Harris**

Director Institute of Educational Leadership  
University of Malaya

**APPENDIX B**

**PERMISSION TO USE SURVEYS**

**From:** "Bolman, Lee G." <BolmanL@umkc.edu>

**Date:** April 26, 2012 5:02:27 AM GMT+08:00

**To:** Mabel <mabelhjtan@gmail.com>

**Subject: RE: Permission to use the Leadership Orientations Survey Instruments**

Dear Ms. Tan:

I was travelling in China for ten days, and I'm still getting caught up on email; sorry for the delay in responding to your request.

I am happy to give you permission to use the Leadership Orientations Survey in your study, and to validate it in the Malaysian context.

Best wishes on your doctoral research. I look forward to learning about your results.

Lee G. Bolman, Ph.D.

Professor and Marion Bloch/Missouri Chair in Leadership

Bloch School of Management

University of Missouri-Kansas City

5100 Rockhill Road

Kansas City, MO 64113

Tel: (816) 235-5407

Web: [www.leebolman.com](http://www.leebolman.com)

**Date:** April 21, 2012 5:14:19 PM GMT+08:00

**To:** <bolmanl@umkc.edu>

**Subject: Permission to use the Leadership Orientations Survey  
Instruments**

Dear Professor Bolman,

My name is Mabel Tan. I am currently working on my doctoral degree in the area of Educational Leadership through the University of Malaya, Kuala Lumpur. I was introduced to your work with Dr Terrence Deal and have also bought your fourth edition bestseller, Reframing Organizations: Artistry, Choice and Leadership.

For my doctoral studies, I would like to look at how leaders of a private higher education institution in Malaysia use multiple frames to lead the institution and its people, especially in challenging times when private higher education in Malaysia needs to balance profitability with quality of education.

I would like to ask for your permission to use the Bolman and Deal Leadership Orientations Survey as my instrument in my doctoral studies. If I may, I would like to validate it to the context of the Malaysian culture. At the end of my study, I will provide you with a copy of my research report if you wish.

I would be most grateful if you can send the soft copy of your most recent instrument together as an attachment in your reply, and any advice from you is also much appreciated. I can be reached at either of the email addresses at the bottom of this email. Thank you for your time and consideration.

Yours sincerely,

Mabel Tan

[mabelhjtan@gmail.com](mailto:mabelhjtan@gmail.com)

**From:** Berge A Borrevik <[aborrevik@ft.NewYorkLife.com](mailto:aborrevik@ft.NewYorkLife.com)>

**Subject: RE: Permission to use the Organizational Climate Description  
Questionnaire for Higher Education (OCDQ-HE)**

**Date:** January 1, 2013 6:15:41 AM GMT+08:00

**To:** mabel <[mabelhjtan@gmail.com](mailto:mabelhjtan@gmail.com)>

Mabel:

You have my permission to use the OCDQ-HE for your research. I hope all goes well.

BERGE BORREVIK, PHD, CLU, CLTC

818 West Riverside Avenue, Suite 400

Spokane, Washington 99201

email: [aborrevik@ft.newyorklife.com](mailto:aborrevik@ft.newyorklife.com)

Phone: 509-626-4029

Fax: 509-626-4038

Visit my webpage: [www.bergeborrevik.nylagents.com](http://www.bergeborrevik.nylagents.com)

**From:** Mabel [[mabelhjtan@gmail.com](mailto:mabelhjtan@gmail.com)]

**Sent:** Thursday, December 27, 2012 12:18 AM

**To:** Berge A Borrevik

**Subject:** Permission to use the Organizational Climate Description Questionnaire for Higher Education (OCDQ-HE)

Dear Dr. Borrevik,

My name is Mabel Tan, and I am a graduate student with the University of Malaya, Kuala Lumpur, Malaysia. Currently, I am working on my doctoral degree in the area of Leadership Effectiveness and Organizational Climate in a private university in Malaysia.

I would like to ask for your permission to use your Organizational Climate Description Questionnaire (OCDQ-HE) as my instrument in my doctoral studies.

At the end of my study, I will provide you with a copy of my research report if you wish. I can be reached at the email addresses at the bottom of this email. Thank you for your time and kind consideration. Looking forward to your positive reply.

Merry Christmas and Happy New Year!

Yours sincerely,

Mabel Tan

[mabelhjtan@gmail.com](mailto:mabelhjtan@gmail.com)

Dear VC,

Thank you, and here is the link to the photos taken that day.

<https://picasaweb.google.com/110009234098044193840/VCLectureSeries2012>

Regards,

Mabel

**From:** [mailto:VC]

**Sent:** Thursday, February 07, 2013 2:21 PM

**To:** Mabel Tan

**Subject:** RE: Vice Chancellor & Distinguished Guests' Lecture Series 2012

Dear Mabel

Most definitely provided you can get GCA to send me all the photos that they had taken then. Regards

VC

**From:** Mabel Tan [mailto:mabelhjtan@gmail.com]

**Sent:** Wednesday, February 06, 2013 10:31

**To:** VC

**Subject:** Vice Chancellor & Distinguished Guests' Lecture Series 2012

Dear VC,

I would like to ask for your permission to transcribe your talk which I had recorded for the purpose of my doctoral study and make use of some of the photos taken by GCA during the event as my observation.

Thanking you in advance,

Mabel



**APPENDIX C**  
**INFORMED CONSENT**

## CONSENT FORM FOR RESEARCH STUDY

Title of Project: The impact of multi-frame leadership style on organizational climate in a private university in Malaysia: a case study

Name of Researcher: Mabel Tan Hwee Joo

Name of Supervisors: Prof Dr Tie Fatt Hee, University Malaya

Prof Dr Chua Yan Piau, University Malaya

**Tick  
to confirm**

I confirm that I have read and understand the information sheet and the questionnaire for the above study.

☐

I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

☐

I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my medical care or legal rights being affected.

☐

I agree to take part in the above research study.

---

Name of Participant

---

Date

---

Signature

**APPENDIX D**  
**TRANSCRIPTION COVER NOTE**

2013

Dear Participant,

Thank you for your time and allowing me to interview you as part of my doctoral study entitled “The impact of multi-frame leadership style on organizational climate in a private university in Malaysia: a case study.”

Your interview has been transcribed verbatim and a copy is enclosed here for your checking. Kindly look through the transcription and if you are fine with it, please sign below.

Please be assured that strict confidentiality will be maintained and all information transcribed is used for academic purposes only.

Thank you for your time and assistance with this study.

---

Mabel Tan (Interviewer)

---

Participant's signature

Date:\_\_\_\_\_

**APPENDIX E**  
**SURVEY INSTRUMENTS**

2013

Dear Vice Chancellor,

I am requesting your participation in a study entitled “The impact of multi-frame leadership on organizational climate in a private university in Malaysia.” The results of this study will be summarized in a thesis that I am completing for a doctorate in Educational Leadership Studies at the University of Malaya.

The purpose of this study is to examine your leadership frames and its impact on organizational climate. The results of this study may be useful in the selection of future vice chancellors in the various private universities in Malaysia. Existing vice chancellors may also be able to use the information in this case study in their personal efforts to become more effective leaders.

Your participation in this study is voluntary. The survey takes approximately 20 minutes to complete and includes a leadership instrument with a demographic component, and an organizational climate questionnaire. Strict confidentiality will be maintained and all information provided is used for academic purposes only.

I do understand how valuable your time is and greatly appreciate your cooperation with this research. Thank you for your time and assistance with this study.

Yours sincerely,

Mabel Tan

## **Section A**

Your name: \_\_\_\_\_

### LEADERSHIP ORIENTATIONS (SELF)<sup>1</sup>

This questionnaire asks you to describe your leadership and management style.

#### **I. Leader Behaviors**

You are asked to indicate *how often* each item is true of you. Please use the following scale in answering each item.

1	2	3	4	5
Never	Occasionally	Sometimes	Often	Always

So, you would answer '1' for an item that is never true of the person you are describing, '2' for one that is occasionally true, '3' for one that is sometimes true, and so on.

**Be discriminating!** Your results will be more helpful if you think about each item and distinguish the things that you really do all the time from the things that you seldom or never do.

1. \_\_\_\_\_ *Think very clearly and logically.*
2. \_\_\_\_\_ *Show high levels of support and concern for others.*
3. \_\_\_\_\_ *Have exceptional ability to mobilize people and resources to get things done.*
4. \_\_\_\_\_ *Inspire others to do their best.*
5. \_\_\_\_\_ *Strongly emphasize careful planning and clear time lines.*
6. \_\_\_\_\_ *Build trust through open and collaborative relationships.*
7. \_\_\_\_\_ *Am a very skillful and shrewd negotiator.*
8. \_\_\_\_\_ *Am highly charismatic.*
9. \_\_\_\_\_ *Approach problems through logical analysis and careful thinking.*
10. \_\_\_\_\_ *Show high sensitivity and concern for others' needs and feelings.*

\_\_\_\_\_

<sup>1</sup>8 1990, Lee G. Bolman and Terrence E. Deal

11. \_\_\_\_\_ *Am unusually persuasive and influential.*
12. \_\_\_\_\_ *Am able to be an inspiration to others.*
13. \_\_\_\_\_ *Develop and implement clear, logical policies and procedures.*
14. \_\_\_\_\_ *Foster high levels of participation and involvement in decisions.*
15. \_\_\_\_\_ *Anticipate and deal adroitly with organizational conflict.*
16. \_\_\_\_\_ *Am highly imaginative and creative.*
17. \_\_\_\_\_ *Approach problems with facts and logic.*
18. \_\_\_\_\_ *Am consistently helpful and responsive to others.*
19. \_\_\_\_\_ *Am very effective in getting support from people with influence and power.*
20. \_\_\_\_\_ *Communicate a strong and challenging vision and sense of mission.*
21. \_\_\_\_\_ *Set specific, measurable goals and hold people accountable for results.*
22. \_\_\_\_\_ *Listen well and am unusually receptive to other people's ideas and input.*
23. \_\_\_\_\_ *Am politically very sensitive and skillful.*
24. \_\_\_\_\_ *See beyond current realities to create exciting new opportunities.*
25. \_\_\_\_\_ *Have extraordinary attention to detail.*
26. \_\_\_\_\_ *Give personal recognition for work well done.*
27. \_\_\_\_\_ *Develop alliances to build a strong base of support.*
28. \_\_\_\_\_ *Generate loyalty and enthusiasm.*
29. \_\_\_\_\_ *Strongly believe in clear structure and a chain of command.*
30. \_\_\_\_\_ *Am a highly participative manager.*
31. \_\_\_\_\_ *Succeed in the face of conflict and opposition.*
32. \_\_\_\_\_ *Serve as an influential model of organizational aspirations and values.*



## II. Leadership Style

This section asks you to rank your leadership style. For each item, give the number "4" to the phrase that best describes you, "3" to the item that is next best, and on down to "1" for the item that is least like you.

eg. My strongest skills are:

- \_\_\_4\_\_\_ a. *Aaa skills*
- \_\_\_2\_\_\_ b. *Bbb skills*
- \_\_\_3\_\_\_ c. *Ccc skills*
- \_\_\_1\_\_\_ d. *Ddd skills*

1. My strongest skills are:

- \_\_\_\_\_ a. *Analytic skills*
- \_\_\_\_\_ b. *Interpersonal skills*
- \_\_\_\_\_ c. *Political skills*
- \_\_\_\_\_ d. *Ability to excite and motivate*

2. The best way to describe me is:

- \_\_\_\_\_ a. *Technical expert*
- \_\_\_\_\_ b. *Good listener*
- \_\_\_\_\_ c. *Skilled negotiator*
- \_\_\_\_\_ d. *Inspirational leader*

3. What has helped me the most to be successful is my ability to:

- \_\_\_\_\_ a. *Make good decisions*
- \_\_\_\_\_ b. *Coach and develop people*
- \_\_\_\_\_ c. *Build strong alliances and a power base*
- \_\_\_\_\_ d. *Energize and inspire others*

4. What people are most likely to notice about me is my:

- \_\_\_\_\_ a. *Attention to detail*
- \_\_\_\_\_ b. *Concern for people*
- \_\_\_\_\_ c. *Ability to succeed, in the face of conflict and opposition*
- \_\_\_\_\_ d. *Charisma.*

5. My most important leadership trait is:

- \_\_\_\_\_ a. *Clear, logical thinking*
- \_\_\_\_\_ b. *Caring and support for others*
- \_\_\_\_\_ c. *Toughness and aggressiveness*
- \_\_\_\_\_ d. *Imagination and creativity*

6. I am best described as:

- \_\_\_\_\_ a. *An analyst*
- \_\_\_\_\_ b. *A humanist*
- \_\_\_\_\_ c. *A politician*
- \_\_\_\_\_ d. *A visionary*

### III. Overall rating

Compared to other individuals that you have known with comparable levels of experience and responsibility, how would you rate yourself on:

1. Overall effectiveness as a **manager**.

1	2	3	4	5
Bottom 20%		Middle 20%		Top 20%

2. Overall effectiveness as a **leader**.

1	2	3	4	5
Bottom 20%		Middle 20%		Top 20%

### IV. Background Information

1. Are you: \_\_\_\_Male                      \_\_\_\_Female
2. What is your age? \_\_\_\_
3. What is your highest level of academic qualification? \_\_\_\_\_
4. Your current position is as an: \_\_\_\_\_ Academic      \_\_\_\_\_ Non-academic
5. How many years have you been in your current job? \_\_\_\_
6. How many total years of experience do you have as a manager? \_\_\_\_

Thank you for your time spent to fill up this survey.

2013

Dear

I am requesting your participation in a study entitled “The impact of multi-frame leadership style on organizational climate in a private university in Malaysia: a case study.” The results of this study will be summarized in a thesis that I am completing for a doctorate in Educational Leadership Studies at the University of Malaya.

The purpose of this study is to examine the leadership frames of the vice chancellor and its impact on organizational climate. The results of this study may be useful in the selection of future vice chancellors in the various private universities in Malaysia. Existing vice chancellors may also be able to use the information in this case study in their personal efforts to become more effective leaders.

Your participation in this study is voluntary. The survey takes approximately 20 minutes to complete and includes a leadership instrument with a demographic component, and an organizational climate questionnaire. Strict confidentiality will be maintained and all information provided is used for academic purposes only.

I do understand how valuable your time is and greatly appreciate your cooperation with this research. Thank you for your time and assistance with this study.

Yours sincerely,

Mabel Tan

## **Section A**

Name of person described: \_\_\_\_\_

### LEADERSHIP ORIENTATIONS (OTHER)<sup>2</sup>

This questionnaire asks you to describe the person that you are rating in terms of leadership and management style.

#### **I. Leader Behaviors**

You are asked to indicate *how often* each item is true of the person that you are rating. Please use the following scale in answering each item.

1	2	3	4	5
Never	Occasionally	Sometimes	Often	Always

So, you would answer '1' for an item that is never true of the person you are describing, '2' for one that is occasionally true, '3' for one that is sometimes true, and so on.

**Be discriminating!** The results will be more helpful to the ratee if you think about each item and distinguish the things that the ratee really does all the time from the things that s/he does seldom or never.

1. \_\_\_\_\_ *Thinks very clearly and logically.*
2. \_\_\_\_\_ *Shows high levels of support and concern for others.*
3. \_\_\_\_\_ *Shows exceptional ability to mobilize people and resources to get things done.*
4. \_\_\_\_\_ *Inspires others to do their best.*
5. \_\_\_\_\_ *Strongly emphasizes careful planning and clear time lines.*
6. \_\_\_\_\_ *Builds trust through open and collaborative relationships.*
7. \_\_\_\_\_ *Is a very skillful and shrewd negotiator.*
8. \_\_\_\_\_ *Is highly charismatic.*
9. \_\_\_\_\_ *Approaches problems through logical analysis and careful thinking.*
10. \_\_\_\_\_ *Shows high sensitivity and concern for others' needs and feelings.*

\_\_\_\_\_

<sup>2</sup>8 1990, Lee G. Bolman and Terrence E. Deal

11. \_\_\_\_\_ *Is unusually persuasive and influential.*
12. \_\_\_\_\_ *Is an inspiration to others.*
13. \_\_\_\_\_ *Develops and implements clear, logical policies and procedures.*
14. \_\_\_\_\_ *Fosters high levels of participation and involvement in decisions.*
15. \_\_\_\_\_ *Anticipates and deals adroitly with organizational conflict.*
16. \_\_\_\_\_ *Is highly imaginative and creative.*
17. \_\_\_\_\_ *Approaches problems with facts and logic.*
18. \_\_\_\_\_ *Is consistently helpful and responsive to others.*
19. \_\_\_\_\_ *Is very effective in getting support from people with influence and power.*
20. \_\_\_\_\_ *Communicates a strong and challenging vision and sense of mission.*
21. \_\_\_\_\_ *Sets specific, measurable goals and holds people accountable for results.*
22. \_\_\_\_\_ *Listens well and is unusually receptive to other people's ideas and input.*
23. \_\_\_\_\_ *Is politically very sensitive and skillful.*
24. \_\_\_\_\_ *Sees beyond current realities to create exciting new opportunities.*
25. \_\_\_\_\_ *Has extraordinary attention to detail.*
26. \_\_\_\_\_ *Gives personal recognition for work well done.*
27. \_\_\_\_\_ *Develops alliances to build a strong base of support.*
28. \_\_\_\_\_ *Generates loyalty and enthusiasm.*
29. \_\_\_\_\_ *Strongly believes in clear structure and a chain of command.*
30. \_\_\_\_\_ *Is a highly participative manager.*
31. \_\_\_\_\_ *Succeeds in the face of conflict and opposition.*
32. \_\_\_\_\_ *Serves as an influential model of organizational aspirations and values.*

## **II. Leadership Style**

This section asks you to rank the leadership style of the person that you are rating. For each item, give the number "4" to the phrase that best describes this person, "3" to the item that is next best, and on down to "1" for the item that is least like this person.

eg. The individual's strongest skills are:

- \_\_\_4\_\_\_ a. *Aaa skills*
- \_\_\_2\_\_\_ b. *Bbb skills*
- \_\_\_3\_\_\_ c. *Ccc skills*
- \_\_\_1\_\_\_ d. *Ddd skills*

1. The individual's strongest skills are:

- \_\_\_ a. *Analytic skills*
- \_\_\_ b. *Interpersonal skills*
- \_\_\_ c. *Political skills*
- \_\_\_ d. *Ability to excite and motivate*

2. The best way to describe this person is:

- \_\_\_ a. *Technical expert*
- \_\_\_ b. *Good listener*
- \_\_\_ c. *Skilled negotiator*
- \_\_\_ d. *Inspirational leader*

3. What this individual does best is:

- \_\_\_ a. *Make good decisions*
- \_\_\_ b. *Coach and develop people*
- \_\_\_ c. *Build strong alliances and a power base*
- \_\_\_ d. *Energize and inspire others*

4. What people are most likely to notice about this person is:

- \_\_\_ a. *Attention to detail*
- \_\_\_ b. *Concern for people*
- \_\_\_ c. *Ability to succeed, in the face of conflict and opposition*
- \_\_\_ d. *Charisma.*

5. This individual's most important leadership trait is:

- \_\_\_ a. *Clear, logical thinking*
- \_\_\_ b. *Caring and support for others*
- \_\_\_ c. *Toughness and aggressiveness*
- \_\_\_ d. *Imagination and creativity*

6. This person is best described as:

- \_\_\_ a. *An analyst*
- \_\_\_ b. *A humanist*
- \_\_\_ c. *A politician*
- \_\_\_ d. *A visionary*

### III. Overall rating

Compared to other individuals that you have known with comparable levels of experience and responsibility, how would you rate this person on:

1. Overall effectiveness as a **manager**.

1	2	3	4	5
Bottom 20%		Middle 20%		Top 20%

2. Overall effectiveness as a **leader**.

1	2	3	4	5
Bottom 20%		Middle 20%		Top 20%

### IV. Background Information

The following information will not be provided to the ratee, but will contribute to our efforts to understand how perceptions of leadership styles are influenced by the relationship between rater and ratee.

1. Are you: \_\_\_\_Male \_\_\_\_Female

2. What is your age? \_\_\_\_

3. What is your highest level of academic qualification? \_\_\_\_\_

4. Your current position is as an: \_\_\_\_\_ Academic \_\_\_\_\_ Non-academic

5. How many years have you been in your current job? \_\_\_\_

6. How many total years of experience do you have as a manager? \_\_\_\_

## **Section B**

### **Organizational Climate Description Questionnaire for Higher Education (OCDQ-HE)**

There are 42 statements in this questionnaire. The statements are descriptive of academic or administrative units in this university.

For the purpose of this study, the word “department head” has been changed to “vice chancellor”, “department” to “university”, and “faculty members” to “subordinates”.

The responses to this questionnaire will be used (1) to assess the relationship between the vice chancellor and his subordinates, and (2) to describe the organizational climate of the university.

#### **Directions:**

Please record your answer in the space provided below each of the items. In considering each item, go through the following steps:

- a) Read the item carefully.
- b) Think about the extent to which the item **characterizes** or **occurs** in your university (academic or administrative unit).
- c) Below each item indicate the response ***you feel is correct***:
  1. Never occurs.
  2. Infrequently occurs.
  3. Approximately equal in occurrence and non-occurrence.
  4. Frequently occurs.
  5. Always occurs.
- d) ***Respond to every item.***

**Fill in one response for each item below.**

**1. Never    2. Infrequently    3. Approx. equal    4. Frequently    5. Always**

1. \_\_\_\_\_ The vice chancellor puts the university's welfare above the welfare of any subordinate in it.
2. \_\_\_\_\_ Subordinates recognize that there is a right and wrong way of going about university activities.
3. \_\_\_\_\_ Subordinates start projects without trying to decide in advance how they will develop or where they may end.
4. \_\_\_\_\_ The vice chancellor has subordinates share in making decisions.



5. \_\_\_\_\_ The vice chancellor displays tact and humor.
6. \_\_\_\_\_ Subordinates express concern about the “deadwood” in this university.
7. \_\_\_\_\_ Scheduled appointments by subordinates are not kept.
8. \_\_\_\_\_ There is a great deal of borrowing and sharing among the subordinates.
9. \_\_\_\_\_ The vice chancellor has everything going according to schedule.
10. \_\_\_\_\_ The vice chancellor engages in friendly jokes and comments during meetings.
11. \_\_\_\_\_ The vice chancellor encourages the use of certain uniform procedures.
12. \_\_\_\_\_ Subordinates talk about leaving the college or university.
13. \_\_\_\_\_ The vice chancellor is first in getting things started.
14. \_\_\_\_\_ The vice chancellor sells outsiders on the importance of his university.
15. \_\_\_\_\_ Subordinates seem to thrive on difficulty – the tougher things get, the harder they work.
16. \_\_\_\_\_ Subordinates enjoy getting together for bowling, dancing, card games, etc.
17. \_\_\_\_\_ Tensions between subordinate factions interfere with university activities.
18. \_\_\_\_\_ Close friendships are found among the university faculty.
19. \_\_\_\_\_ The vice chancellor is friendly and approachable.
20. \_\_\_\_\_ The vice chancellor finds time to listen to subordinates.
21. \_\_\_\_\_ The vice chancellor accepts change in university policy or procedure.
22. \_\_\_\_\_ The university yields to pressure of a few students who are not representative of student opinion.
23. \_\_\_\_\_ Everyone enjoys their associations with their colleagues in this university.

- 24.\_\_\_\_\_ The morale of the subordinates is high.
- 25.\_\_\_\_\_ The university works as a committee of the whole.
- 26.\_\_\_\_\_ There are periodic informal social gatherings.
- 27.\_\_\_\_\_ There are opportunities within the university for subordinates to get together in extra-curricular activities.
- 28.\_\_\_\_\_ The vice chancellor changes his approach to meet new situations.
- 29.\_\_\_\_\_ The important people in this university expect others to show respect for them.
- 30.\_\_\_\_\_ Older subordinates control the development of university policy.
- 31.\_\_\_\_\_ Subordinates ask permission before deviating from common policies or practices.
- 32.\_\_\_\_\_ The vice chancellor maintains definite standards of performance.
- 33.\_\_\_\_\_ Individual subordinates are always trying to win an argument.
- 34.\_\_\_\_\_ The vice chancellor coaches and counsels subordinates.
- 35.\_\_\_\_\_ The vice chancellor delegates the responsibility for university functions among the faculty.
- 36.\_\_\_\_\_ New jokes and gags get around the university in a hurry.
- 37.\_\_\_\_\_ Subordinates approach their problems scientifically and objectively.
- 38.\_\_\_\_\_ Subordinates talk to each other about their personal lives.
- 39.\_\_\_\_\_ The faculty uses parliamentary procedures in meetings.
- 40.\_\_\_\_\_ The vice chancellor treats all subordinates as his equal.
- 41.\_\_\_\_\_ The university is thought of as being very friendly.
- 42.\_\_\_\_\_ Subordinates in this university use mannerisms which are annoying.

Thank you for your time spent to fill up this survey.

**APPENDIX F**  
**INTERVIEW GUIDES**

## **Interview guide for vice chancellor**

Opening remarks and creating good rapport with vice chancellor

- Thank him for willingness to be interviewed
- Describe objectives of study and purpose of interview
- Inform him about confidentiality and anonymity of interviewee
- Get interviewee consent and approval to record the interview

1. How would you describe an effective leader?
2. What would you consider to be your leadership strengths?
3. How do you see your leadership in the areas of rules, roles, goals, policies?
4. Are human relationships an important feature in leadership in the university? If yes, why? If no, why not?
5. How do you handle power and conflict in the university?
6. How important is culture and celebration in your leading the university?
7. In your opinion, what is the organizational climate of the university under your leadership?
8. How do you view the organizational climate of the university in terms of consideration and intimacy?
9. How do you view the organizational climate of the university in terms of disengagement and production emphasis?
10. In what way does leadership effectiveness impact organizational climate in the university?

11. As the vice chancellor for the last 3 years, what are the most memorable leadership events that you remember fondly?

12. What do you feel is the most difficult part about being a leader?

13. Please indicate the 3 strongest areas of expertise based on your background and experience. How has this been used while you were vice chancellor of this university?

Follow-up interviews

- Ask permission for follow-up interviews.
- Inform about the interview transcript and ask if he would like to have a copy – this is relevant for verification purpose

Thank him for cooperation and time.

<b>Relevant research questions:</b>	<b>Interview questions:</b>
1) Which frames are linked to the perceived leadership effectiveness of the vice chancellor?	1. How would you describe an effective leader?
	2. What would you consider to be your leadership strengths?
	3. How do you see your leadership in the areas of rules, roles, goals, policies? Examples?
	4. Are human relationships an important feature in your leading the university? If yes, why? If no, why not? Examples?
	5. How do you handle power and conflict in the university? Examples?
	6. How important is culture and celebration in your leading the university? Examples?
3) What is the organizational climate of the university under the vice-chancellor's leadership?	7. In your opinion, what is the organizational climate of the university under your leadership?
	8. How do you view the organizational climate of the university in terms of consideration and intimacy? (I give examples)
	9. How do you view the organizational climate of the university in terms of disengagement and production emphasis? (I give examples)
5) How does leadership effectiveness impact organizational climate?	10. In what way does leadership effectiveness impact organizational climate in the university?
	11. As the VC for the last 3 years, what are the most memorable leadership events that you remember fondly?
	12. What do you feel is the most difficult part about being a leader?
	13. Please indicate the 3 strongest areas of expertise based on your background and experience. How has this been used while you were VC of this university?

## **Interview guide for vice chancellor's direct reports**

Opening remarks and creating good rapport with participant

- Thank him/her for willingness to be interviewed
- Describe objectives of study and purpose of interview
- Inform him/her about confidentiality and anonymity of interviewee
- Get interviewee consent and approval to record the interview

1. How would you describe an effective leader?

2. What would you consider to be the vice chancellor's leadership strengths?

3. How do you see the vice chancellor's leadership in the areas of rules, roles, goals, policies?

4. Are human relationships an important feature in the vice chancellor's leading the university? If yes, why? If no, why not?

5. How does the vice chancellor handle power and conflict within the university?

6. How important is culture and celebration in the vice chancellor's leading of the university?

7. In your opinion, what is the organizational climate of the university under the vice chancellor's leadership?

8. How do you view the organizational climate of the university in terms of consideration and intimacy?

9. How do you view the organizational climate of the university in terms of disengagement and production emphasis?

10. In what way does leadership effectiveness impact organizational climate in your university?

11. As a direct report of the vice chancellor for the last 3 years, what are the most memorable leadership events that you remember fondly?

#### Follow-up interviews

- Ask permission for follow-up interviews.
- Inform about the interview transcript and ask if he/she would like to have a copy – this is relevant for verification purpose

Thank participant for cooperation and time.



## **APPENDIX G**

### **TRANSCRIPTIONS AND CODING WITH ATLAS.TI**

## Query Report – Structural Frame

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HU: Transcribed A-F, VC  
File: [C:\Users\10327\Desktop\Transcribed A-F, VC.hpr7]  
Edited by: Super  
Date/Time: 2013-08-23 08:38:14

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Document filter:  
No active filter - use 13 Primary Documents in query

46 Quotations found for query:  
"Structural"

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### **P 1: A transcription 7.5.13.docx - 1:2 [And being a very global person..] (17:17) (Super)**

Codes: [Structural - Family: Leadership frames]  
No memos

And being a very global person, based on his background, the information that we know, he has the ability to see where the institution needs to go, and can chart the path to achieving that goal.

### **P 1: A transcription 7.5.13.docx - 1:4 [I see a man who is thoroughly ..] (17:17) (Super)**

Codes: [Structural - Family: Leadership frames]  
No memos

I see a man who is thoroughly focused in achieving what he needs to achieve without giving in to things based on his emotions

### **P 1: A transcription 7.5.13.docx - 1:5 [as a way of a leader, thinking..] (21:21) (Super)**

Codes: [Structural - Family: Leadership frames]  
No memos

as a way of a leader, thinking about his job, and setting up the boundaries for himself, knowing what can or cannot be done, then along side with that are the policies of the universities. I think he also read up the policies of the universities, and also, he has shared with us, you know, erm, benchmarking of world standards for education

### **P 1: A transcription 7.5.13.docx - 1:6 [his strength is actually, erm ..] (21:21) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

his strength is actually, erm as a very strong process person, he knows the goals he needs to achieve, so he paints the goals up very clearly

**P 1: A transcription 7.5.13.docx - 1:7 [n he had, when he did many of ..]  
(21:21) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

he had, when he did many of his VC lectures and all, you really could see the, the foundation of how he develops certain things, and there is a process, there is a principle, there is an outcome that you can see. So erm, in the, in his public arena, when he speaks about this, I think it comes out very clearly. The man who talks, who thinks about rules, policies, roles, and goals ah, come out very clearly when you pay close attention to his public lectures.

**P 1: A transcription 7.5.13.docx - 1:9 [He is not so much about a pers..]  
(33:33) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

He is not so much about a person, he's so much more about the process, and fairness. He has always maintained that.

**P 1: A transcription 7.5.13.docx - 1:11 [in year 2, we understood what ..]  
(49:49) (Super)**

Codes: [Structural - Family: Leadership frames]

Memos: [Year 2]

in year 2, we understood what he was trying to do, and we could see a sense of renewal of commitment to achieving the goals, among his direct reports.

**P 1: A transcription 7.5.13.docx - 1:14 [he can sit in a meeting, and p..]  
(66:66) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

he can sit in a meeting, and people will be talking and talking, and in the end he will summarize everything for you because he's paying close attention to what is said because he is focused on the outcome that needs to be achieved.

**P 1: A transcription 7.5.13.docx - 1:15 [If the leadership is very stro..]  
(74:74) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

If the leadership is very strong in terms of its outcome, and understands the nature of the process that is required to achieve the nature of the outcome, and gives the right amount of empowerment for people to move on. That will in the end, produce a very high impact erm, erm, university and the climate will be very good because people will be erm, enjoying the benefits

**P 1: A transcription 7.5.13.docx - 1:16 [. He taught us how to think ab..]  
(82:82) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

He taught us how to think about it, and he taught us how to focus to achieve the goals

**P 1: A transcription 7.5.13.docx - 1:17 [listening to him and putting m..]  
(82:82) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

listening to him and putting my energy into making it work really I saw what he meant by focusing on the outcome, and realigning your thinking to words achieving that outcome.

**P 1: A transcription 7.5.13.docx - 1:19 [If he knows the rules, he know..]  
(21:21) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

If he knows the rules, he knows the policies quite well.

**P 1: A transcription 7.5.13.docx - 1:24 [He has trained a lot of us to ..]  
(66:66) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

He has trained a lot of us to prepare for meetings well, erm, look at how he goes through the list for university counsel, he's very erm, output oriented, you know, production is very emphasized in that sense of the word.

**P 1: A transcription 7.5.13.docx - 1:25 [he has set the ideals of a lea..]  
(86:86) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

he has set the ideals of a leader for me. Erm, if I am to be in a position of the same type or close to it ah, I..I think now I can say I know how to function as a leader. I know what to set, how to erm, see things, how to be patient with things

and make sure that along the way, I'm able to hold on to the beginning, the in between and the end, you know, erm, and to not erm, focus on myself too much, it's to focus on what I can do for the outcome.

**P 2: B transcribed 7.5.13.docx - 2:1 [I would say that he's um, have..] (21:21) (Super)**

Codes: [Human Resource - Family: Leadership frames] [Structural - Family: Leadership frames]

No memos

I would say that he's um, have very strong vision. He can see things very clearly, the therefore he can actually strategize for this place. That is the first point. But the second very strong point about him is that he can see people very well. In a way that he just needs to deal with the person a few times, he can see that person's character very well, and he can incorporate that person's characteristics into how he actually functions

**P 2: B transcribed 7.5.13.docx - 2:2 [He is definitely a person who ..] (57:57) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

He is definitely a person who is very clear about what goals he has to set. So in terms of the university goals that even before he comes, there is a strategic plan.

**P 2: B transcribed 7.5.13.docx - 2:10 [VC is a leader with vision, an..] (125:125) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

VC is a leader with vision, and he's strong in strategy, and he's also strong in seeing people.

**P 2: B transcribed 7.5.13.docx - 2:13 [he gets the problems and the i..] (33:33) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

he gets the problems and the issues here, as well as the people here very fast, and immediately he can actually come out with the strategy and direction, very very sharp, this is my first impression of him.

**P 2: B transcribed 7.5.13.docx - 2:17 [I think VC has done an excelle..] (121:121) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

I think VC has done an excellent job, especially simple things like on time for meetings. I still remembered when VC first came, when he always looks at the watch and says how come people are not punctual for meetings, and that's the time I felt that that's a really important thing to emphasis because before that, frankly speaking, people just never take that as an important thing. They never bother about the time, or they will go but be late. So after VC comes, he actually made it a challenge, he made it a point

**P 3: C transcribed 7.5.13.docx - 3:1 [establishing clear intent stra..] (26:26) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

establishing clear intent strategic intent and documenting it and indoctrinating it

**P 3: C transcribed 7.5.13.docx - 3:2 [the way he was very focused in..] (30:30) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

the way he was very focused in putting in proper policies, proper structures, and to have everything governed according to the law, that means whether things are done according to the constitution, whether things are done in line with the policies, whether things doesn't contravene the act, so that at the end of the day, so that everybody's role is governed by very clear check and balances, and his common goal is to make sure that you have crossed the Ts and dotted the Is,

**P 3: C transcribed 7.5.13.docx - 3:6 [VC has always been a person th..] (46:46) (Super)**

Codes: [Structural - Family: Leadership frames] [Symbolic - Family: Leadership frames]

No memos

VC has always been a person that looks at celebrations as an excuse to do something, okay, but inevitably enough a culture, um, we tend to look at celebrations and sometime we may lose focus of our actual intent, so VC does is he makes sure that whatever we celebrate, the culture is always to come back, to come back, and to refocus on what is the actual intent of doing this.

**P 3: C transcribed 7.5.13.docx - 3:7 [he has put together the variou..] (50:50) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

he has put together the various structures, one of it is the management committee, which in the past it didn't include the deans, and now we include the deans, and this allows the deans to actually have an understanding and appreciation of the management's view of a particular decision

**P 4: D transcribed 7.5.13.docx - 4:1 [VC has several strengths...a str..] (26:26) (Super)**

Codes: [Structural - Family: Leadership frames]  
No memos

VC has several strengths...a strong analytical mind, he is very clear about things, has clarity of thought, tremendous problem-solving skills. He can close cases very well. He can also mediate very well, facilitate and support, and he is very fast in grasping a situation. He is also a very strategic person. His strategy is fantastic.

**P 5: E transcribed 7.5.13.docx - 5:1 [I think one of his major stren..] (13:13) (Super)**

Codes: [Structural - Family: Leadership frames]  
No memos

I think one of his major strength is his..he's a very strategic person

**P 5: E transcribed 7.5.13.docx - 5:5 [He introduced some key things ..] (60:60) (Super)**

Codes: [Structural - Family: Leadership frames]  
No memos

He introduced some key things that we have never ever done for the past probably 20 years, like budgeting

**P 5: E transcribed 7.5.13.docx - 5:6 [strategic plan was introduced,..] (60:60) (Super)**

Codes: [Structural - Family: Leadership frames]  
No memos

strategic plan was introduced, KPIs and all that stuff

**P 5: E transcribed 7.5.13.docx - 5:7 [He's quite focused I would say..] (68:68) (Super)**

Codes: [Structural - Family: Leadership frames]  
No memos

He's quite focused I would say. Being a focused person, he has good follow up on targets, on deadlines, timing, timelines and so on

**P 5: E transcribed 7.5.13.docx - 5:9 [I think that the key thing he ..] (88:88) (Super)**

Codes: [Structural - Family: Leadership frames]  
No memos

I think that the key thing he did is the budget and KPI. You look at organization importance, I think budget and KPI, the credit should go to him. If not for him I don't think we would have that going on or will go on in the future. So he started the budgeting and the KPI in this institution.

**P 5: E transcribed 7.5.13.docx - 5:10 [he sets goals if there's some ..] (72:72) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

he sets goals if there's some direction or discussion needed for the processes he's involved, then that's it, then those he delegated suppose to carry out, he comes and wants to see their outcome,

**P 6: F transcribed 7.5.13.docx - 6:1 [Our vice chancellor's leadersh..] (24:24) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

Our vice chancellor's leadership strength is that he is from the corporate world. He understands how corporations work. He understands it very well, because he has been the CEO of several corporations before. So that is his strength. He can see the big picture. And of course as I said to have the vision you have must be able to see the big picture. Or else you cannot have the vision. So he can see the big picture, and that is his strength.

**P 6: F transcribed 7.5.13.docx - 6:2 [He wants to run the university..] (28:28) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

He wants to run the university like a corporation. VC had set roles and goals for the university as well. He was able to define the roles of different members under him

**P 6: F transcribed 7.5.13.docx - 6:5 [The Vice Chancellor is trying ..] (72:72) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

The Vice Chancellor is trying to set KPIs as targets for all the staff, although I mention once that I have talked about KPI and KIP. So you got to balance those two, because we are dealing with humans

**P 6: F transcribed 7.5.13.docx - 6:6 [definitely you must have an ef..] (76:76) (Super)**



Codes: [Structural - Family: Leadership frames]  
No memos

definitely you must have an effective leader. The leader must then come out with the organizational structure. Like VC keeps saying the structure must fit the strategy to fit the vision. Once you have that in place and then you get the people to achieve that vision that you set out to do.

**P 7: VC transcribed 7.5.13.docx - 7:4 [I'm very good at conceptualizi..]  
(18:18) (Super)**

Codes: [Structural - Family: Leadership frames] [Symbolic - Family: Leadership frames]  
No memos

I'm very good at conceptualizing a vision, then I articulate and share the vision continuously, repetitively, and tenaciously with the people whom I want them to buy-in the vision. Then, I will sit down with everyone to make sure everyone has got the ability to achieve the common vision in their respective roles. So, my strength is conceptualizing a goal, coaching and supporting a team to achieve the goal. And that is my leadership strength.

**P 7: VC transcribed 7.5.13.docx - 7:7 [What drives my leadership styl..]  
(34:34) (Super)**

Codes: [Political - Family: Leadership frames] [Structural - Family: Leadership frames]  
No memos

What drives my leadership styles is entirely based on principle. It's a principle-driven leadership style. So from my principle, to operationalize certain principles, some of which may become rules, some may become goals and policies.

**P 7: VC transcribed 7.5.13.docx - 7:9 [Policy, goals, roles, rules dr..] (34:34)  
(Super)**

Codes: [Structural - Family: Leadership frames]  
No memos

Policy, goals, roles, rules driven, principles driven and nothing else.

**P 8: VC's Leadership Dilemma.docx - 8:2 [it's about clarity of thought,..]  
(41:41) (Super)**

Codes: [Structural - Family: Leadership frames]  
No memos

it's about clarity of thought, it's about clarity of your strategy. If you are clear of your strategy, you say "Look guys, this university, moving forward, we need to be able to engage generation-Y, by hook or by crook, make it work."

**P 8: VC's Leadership Dilemma.docx - 8:3 [It's all about clarity. So, wh..]  
(41:41) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

It's all about clarity. So, when you are clear about the strategy, you have the ability to overcome dilemma. Most of the time we have dilemma because we're not clear and we're not focused.

**P 8: VC's Leadership Dilemma.docx - 8:5 [you can see that once you get ..]  
(45:45) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

you can see that once you get the mandate, this are the three things that you have to worry about: strategic mindset, resources, and capabilities.

**P 8: VC's Leadership Dilemma.docx - 8:6 [just focus on the three circle..]  
(43:43) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

just focus on the three circles here. You have a mandate, you have a leadership mandate The leadership mandate is to achieve a common goal, the key word is common. The common goal and you have to achieve the common goal with your team and through your team. That's the leadership I'm talking about today.

**P 8: VC's Leadership Dilemma.docx - 8:9 [many times that when people co..] (57:57) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

many times that when people come to my office, the first thing they want to talk about their new business is their organization chart. That is a typical control mindset. Because they start from "what can I control, and who can I control?"

**P 8: VC's Leadership Dilemma.docx - 8:10 [Whereas an empowering person c..] (59:59) (Super)**

Codes: [Structural - Family: Leadership frames]

No memos

Whereas an empowering person comes in, says, okay come-don't worry about chart first, tell me what you want me to deliver. It's a very different mindset. My mindset is based on, let's say, what I need to achieve and deliver.

**P 8: VC's Leadership Dilemma.docx - 8:20 [Okay, ladies and gentlemen, I'..]  
(139:139) (Super)**

Codes: [Structural - Family: Leadership frames]  
No memos

Okay, ladies and gentlemen, I've shared with you all the things about challenges, about leaders - some of the things I personally have done well but many of them I myself have not done well. Those areas that I've not done well, my apologies. But the important thing is that it is okay to fail only if you learn from your mistake. I want to show you that how I wish some of us here would be able to lead the leadership moving forward. First of all, I wish that it is important all of us must have very clear and focused directions and strategy. So we must be able to capture the imagination by conceptualizing a clear vision driven by purpose. Then, you must win the heart - you must sell a convincing story and a compelling story. Of course, we must mobilize the body and soul by orchestrating a musical. Actually it is very simple, 3 steps - only if the climate of the organization can be dealt with, which now we all know-A, B or C- affect organization, organization affect climate, climate affect staff, staff affect work - this is where we are today, alright?

**P12: Leadership dilemmas.docx - 12:1 [To successfully lead his team,..]  
(31:31) (Super)**

Codes: [Structural - Family: Leadership frames]  
No memos

To successfully lead his team, a good leader must have a clear and focused vision. I think that's very important because there are different politics and issues in every organisation

**P12: Leadership dilemmas.docx - 12:3 [I concur with him that a leade..]  
(36:36) (Super)**

Codes: [Structural - Family: Leadership frames]  
No memos

I concur with him that a leader needs a good team – one that will fully support his vision and strategy

## Query Report – Human Resource Frame

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HU: Transcribed A-F, VC

File: [C:\Users\10327\Desktop\Transcribed A-F, VC.hpr7]

Edited by: Super

Date/Time: 2013-08-23 08:40:34

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Document filter:

No active filter - use 13 Primary Documents in query

39 Quotations found for query:

"Human Resource"

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**P 1: A transcription 7.5.13.docx - 1:1 [ability to mobilize, to motiva..] (9:9) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

ability to mobilize, to motivate the staff and employees, to look at the vision and mission of the institution, and set a path or develop a strategy to achieve it, through the people.

**P 1: A transcription 7.5.13.docx - 1:8 [when you have a need, and you ..] (25:25) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

when you have a need, and you go to him, he responds very quickly, he makes time, so you can take that as, erm, an indication that he values human relationships as well

**P 1: A transcription 7.5.13.docx - 1:12 [He is trying to make sure that..] (54:54) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

He is trying to make sure that he invests in other people. So, as a direct report, I think I really, enjoyed working for him because I've learnt to rethink issues, I've learnt to place certain things, on a different level of importance, I've also learnt not to react emotionally..yea I try la, I try very hard. I try to remove, and focus on the outcome.

**P 1: A transcription 7.5.13.docx - 1:13 [For a VC, he always gives you ..] (58:58) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

For a VC, he always gives you time when you need time from him. You may not get the time immediately, but he will, when you write to him.

**P 1: A transcription 7.5.13.docx - 1:20 [as the VC of the school and he..]  
(29:29) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

as the VC of the school and he made time for us, he immediately taught us how to think about it, and erm, it was good. And I also see his focus on people especially when you when he has not been on campus for awhile, and when you go for meetings, he greets people, he makes you feel welcomed, and he is happy to see people, which he genuinely is happy. So I can see that as a good reflection of his people focus, not in the normal conventional way of building a relationship over time, but in his..maintaining his value of people when he can.

**P 1: A transcription 7.5.13.docx - 1:23 [when the driver sends him ther..]  
(62:62) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

when the driver sends him there, he gives money to the driver for dinner. Because the driver has to wait for him, and then, because he knows the driver also needs to eat. So, I have seen him giving dinner money to the driver, and telling him that you come back at a certain time.

**P 2: B transcribed 7.5.13.docx - 2:1 [I would say that he's um, have..]  
(21:21) (Super)**

Codes: [Human Resource - Family: Leadership frames] [Structural - Family: Leadership frames]

No memos

I would say that he's um, have very strong vision. He can see things very clearly, the therefore he can actually strategize for this place. That is the first point. But the second very strong point about him is that he can see people very well. In a way that he just needs to deal with the person a few times, he can see that person's character very well, and he can incorporate that person's characteristics into how he actually functions

**P 2: B transcribed 7.5.13.docx - 2:3 [VC believes in if the person h..] (73:73)  
(Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

VC believes in if the person has potential then the person must be given a chance. That is always he's idea. So he always looks at people's potential. He

doesn't look at people's competency. He believes somebody's competency can be developed. So as long the person has the potential and the willingness to learn.

**P 2: B transcribed 7.5.13.docx - 2:11 [but he is still determined tha..]  
(134:134) (Super)**

Codes: [Human Resource - Family: Leadership frames]  
No memos

but he is still determined that he can do whatever he can for the organisation as well as for the people.

**P 2: B transcribed 7.5.13.docx - 2:12 ["I'm here to help everyone, so..]  
(142:142) (Super)**

Codes: [Human Resource - Family: Leadership frames]  
No memos

"I'm here to help everyone, so that everyone can move forward, and therefore the whole organisation can move forward". That is always his principle.

**P 2: B transcribed 7.5.13.docx - 2:14 [form the beginning one thing t..]  
(61:61) (Super)**

Codes: [Human Resource - Family: Leadership frames]  
No memos

from the beginning one thing that he actually impressed me is that his ability that he can actually see people very clearly, and if he knows the persons weakness and strength, he will be able to put them appropriately into the respective groups.

**P 3: C transcribed 7.5.13.docx - 3:3 [VC has always taken time to ei..]  
(34:34) (Super)**

Codes: [Human Resource - Family: Leadership frames]  
No memos

VC has always taken time to either meet any individual, or department or faculty, and hear every party's views so doesn't just hear, he also listens

**P 3: C transcribed 7.5.13.docx - 3:4 [he even gives up his room for ..]  
(34:34) (Super)**

Codes: [Human Resource - Family: Leadership frames]  
No memos

he even gives up his room for anybody to have a meeting in his room, he's a very hot bunking kind of mobile person. So all of these are things that we can actually pick up and learn and appreciate from him.

**P 3: C transcribed 7.5.13.docx - 3:5 [VC always make sure that whoev..]  
(38:38) (Super)**

Codes: [Human Resource - Family: Leadership frames] [Political - Family: Leadership frames]

No memos

VC always make sure that whoever is his immediate reports, okay, he would not allow anyone to challenge them or to undermine their authority. This would change the chain of command. But he would have his private sessions with them, and educate them and engage them

**P 3: C transcribed 7.5.13.docx - 3:8 [I've known him to have various..]  
(54:54) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

I've known him to have various staff just walking to his office, you know, and asking for his time and I've seen him being very considerate and he listens out.

**P 3: C transcribed 7.5.13.docx - 3:10 [at times when I needed to be g..]  
(68:68) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

at times when I needed to be guided and corrected, um, it was forthcoming from him. But not openly but in a private email or private chat, he would give his comments, and um, it was very appreciative in a way he did it, and you know, um, it allowed me to grow, and the other thing that he also did was he allowed us the room for us to develop our own core competencies

**P 4: D transcribed 7.5.13.docx - 4:2 [He emphasizes coaching others ..]  
(26:26) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

He emphasizes coaching others how to be a good leader. I recall an incident where I mentioned I had to conduct an enquiry, and he corrected me "not enquiry, coaching session". He is both a coach and an educator.

**P 4: D transcribed 7.5.13.docx - 4:3 [VC always emphasized engagemen..]  
(62:62) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

VC always emphasized engagement. He may be de-personalized, but he is absolutely engaged

**P 4: D transcribed 7.5.13.docx - 4:5 [The grace part yes, he support..] (87:87) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

The grace part yes, he supports as he sees fit not expecting any returns, except the joy to see it leads to success.

**P 4: D transcribed 7.5.13.docx - 4:7 [It is a professional working r..] (37:37) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

It is a professional working relationship with VC. Yes, he is very cordial, friendly and professional in his approach.

**P 5: E transcribed 7.5.13.docx - 5:2 [he has a very consultative app..] (13:13) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

he has a very consultative approach when he wants to build his strategy

**P 6: F transcribed 7.5.13.docx - 6:3 [Here I think he is quite frien..] (36:36) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

Here I think he is quite friendly to the staff. I think he respects the staff. He doesn't mind criticism. He accepts criticism very well. That is actually one of his strong points. Of course he is very patient. The only problem is that, in building relationships, you need time, and time is an issue as far as he is concerned here

**P 7: VC transcribed 7.5.13.docx - 7:1 [an effective leader is somebod..] (11:11) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

an effective leader is somebody who can cause, not just one...a group of people that can work together and achieve a common goal, effectively. Then the leader is an effective leader. But most of all, when this group of people, when they...after having achieved their common goal effectively, they think that they have achieved it all by themselves.

**P 7: VC transcribed 7.5.13.docx - 7:3 [I'm very good at conceptualizi..] (18:18) (Super)**

Codes: [Human Resource - Family: Leadership frames]



No memos

I'm very good at conceptualizing a vision, then I articulate and share the vision continuously, repetitively, and tenaciously with the people whom I want them to buy-in the vision. Then, I will sit down with everyone to make sure everyone has got the ability to achieve the common vision in their respective roles. So, my strength is conceptualizing a goal, coaching and supporting a team to achieve the goal. And that is my leadership strength.

**P 7: VC transcribed 7.5.13.docx - 7:5 [My weakness is that when I emp..]  
(26:26) (Super)**

Codes: [Human Resource - Family: Leadership frames]  
No memos

My weakness is that when I empower my team okay, sometimes I let them fail. I will let them fail because to me, failing is very important as a process of learning, but not every time the process of failure results in better learning. Some people give up on me, some people feel that I don't support them. But actually, I try very much to support them to give them, what I call a monitored and controlled failure. This is the most difficult part in my leadership style and this is my weakest point that I sometimes always get perceived as not enough support to help them. But in fact, I want them to arrive there by themselves with an invisible hand.

**P 7: VC transcribed 7.5.13.docx - 7:10 [human relationship is very imp..]  
(38:38) (Super)**

Codes: [Human Resource - Family: Leadership frames]  
No memos

human relationship is very important and erm, leaders cannot get things done by themselves, I cannot get things done by myself. I can only get things done through my people. So my relationship with my colleagues, my peers must be there.

**P 7: VC transcribed 7.5.13.docx - 7:14 [I like intimacy, I don't have ..] (78:78)  
(Super)**

Codes: [Human Resource - Family: Leadership frames]  
No memos

I like intimacy, I don't have the opportunity to have sufficient time to create the intimacy. You see it took me about two years to reach the phase where even for you and I, we can sit down and talk everything. Erm, I'm trying do it, but didn't have enough time to reach that. But that kind of intimacy, is called professional and mutual respect intimacy, that I'm trying create here.

**P 7: VC transcribed 7.5.13.docx - 7:16 [as vice chancellor for the pas..]  
(104:106) (Super)**

Codes: [Human Resource - Family: Leadership frames]  
No memos

as vice chancellor for the past three years then, what were the most memorable leadership events that you have experienced?

Oh, okay. It's transformation of an individual and collectively more individuals. That is most memorable.

**P 7: VC transcribed 7.5.13.docx - 7:17 [Those are the most important m..]  
(106:106) (Super)**

Codes: [Human Resource - Family: Leadership frames]  
No memos

Those are the most important memorable events that is to me as a vice chancellor. It's not about how good I have transformed the university. It's how much I have transformed individuals. My job as a vice chancellor is to transform individual by individual, and hopefully individuals that I have transformed, they and work together collectively and transform the rest.

**P 7: VC transcribed 7.5.13.docx - 7:19 [But the most difficult part is..]  
(114:114) (Super)**

Codes: [Human Resource - Family: Leadership frames] [Symbolic - Family: Leadership frames]  
No memos

But the most difficult part is how do you then, remove yourself from the team, and yet you lead the team from behind. I think that is the most difficult one. I think I remember showing you all an example of a diagram. I asked you to guess the diagram, which direction the leader is leading? The leader is leading in front or the leader is leading behind? I think it's very important.

**P 8: VC's Leadership Dilemma.docx - 8:13 [Okay, now, therefore it is hig..]  
(89:89) (Super)**

Codes: [Human Resource - Family: Leadership frames]  
No memos

Okay, now, therefore it is highly essential, we need to be able to grow our people. Employee retention and development. Okay, this picture says a thousand words. You want to grow something, you have to throw money- investment. Now, before we grow or develop people, let's start with understanding why do our employees leave us. We all know that people join because of the company, people leave because of the direct boss. Always the same. People join because of the company, people leave because of direct boss. So, always we will ask them, they will say, 'I hate my boss'. Always the case but you sieve out the emotions, you can dissect them more rationally and logically you can understand, say okay, fine, there are three areas. One area is the recognition and appreciation. The second is progress, if you have recognition, you have got appreciation. No recognition, no appreciation. The guy is very fed up. If there is no progress in job, there's no growth personally. No actualization. If the person performance is poor, okay, this is inversely proportionate to the pressure on the person, so the person

cannot take it. So, these are three main reasons. Now, what do you with recognition and appreciation? A lot of people say that the very, very cheap one would say 'thank you' but it's not necessarily the least effective one. The things, you must say thank you and of course when they have performed, when they have delivered, the word is called 'delivered', present participle, 'have delivered', you pay them performance bonus. Of course, in this university we have something here in between, we get to have dinner, wine and dine with the vice chancellor \*laughs\*

**P 8: VC's Leadership Dilemma.docx - 8:14 [Now therefore, knowing that wh..] (99:99) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

Now therefore, knowing that when you promote an employee or any person, there are four categories here. If the person has done well but no potential, give the person bonus, pat on the back, 'very good', or send him to see me, or whatever it is, but that is about it. If the person has some potential, you promote the person but you enlarge the job. Job enlargement is that you are doing the same thing but more of the same thing. Let's say for example, you are the head of Malaysia, now give you Singapore and Brunei. Same job, bigger territory. Or you give the person job enrichment. Job enrichment is that you have more functions, the dynamic changes, the complexity increases.

**P 8: VC's Leadership Dilemma.docx - 8:15 [Every organization has high po..] (101:101) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

Every organization has high potential. High potential is not the property of a particular manager. High potential is a property, in a sense, with due respect of the organization, it's a key capability. So which are the important areas? High potential, key resources, and critical resources. High potential are the people who can grow in the organization.

**P 8: VC's Leadership Dilemma.docx - 8:17 [Now, I want to talk about empo..] (123:123) (Super)**

Codes: [Human Resource - Family: Leadership frames]

Memos: [Empowerment and accountability]

Now, I want to talk about empowerment and accountability, okay? One thing I want to clear about the misunderstanding and misconception about empowerment and accountability. A lot of people think that empowerment, after that you're not accountable for. The two words come together-empowerment and accountability. So, I'll give you an example here. Where are they going, this one? Where do you think they are going? There are two kinds of working or leading your team, right? You can lead your team moving this way, or you can lead your team going that way. When I was very young, I was reading something and I

asked my teacher. She said something to me that I was quite moved by the statement. She said that, 'the great leader all the teachers in the world are those who have led you or thought you to move from point A to point B and have you thinking that you have arrived there all by yourself'.

**P 8: VC's Leadership Dilemma.docx - 8:18 [You can delegate your authorit..] (127:127) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

You can delegate your authority to somebody, but you don't delegate your accountability. So, when you empower somebody, you must give the power to that somebody. This is the most misunderstood scenario in our world. In our world, if I empower Prof. L, it means I give Prof. L more work? No, if I empower Prof. L – "you make the decision, give me the results, by the way, if you screw up, I'm jointly responsible."

**P 8: VC's Leadership Dilemma.docx - 8:21 [he most joyous moment from my ..] (157:157) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

the most joyous moment from my 3 years with all of us here is that I see increasingly a larger group of us embrace the need to change.

**P 8: VC's Leadership Dilemma.docx - 8:25 [What kind of competence we wan..] (159:159) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

What kind of competence we want in the organization to match the strategy we have designed and they will start doing 3 things-building internally, acquire externally, and retire some so that we can retrain them for something else that they feel comfortable doing rather than not doing it and then, create, remember the three main reasons why the staff resign? Number one, not enough recognition and appreciation, the second is not enough progress and no growth, the third one is not performing, therefore, you have inversely proportional pressure. So, the staff who are not performing, that you help the staff and after a while, they are still not performing, you must relive them from the pressure. You must have renewal-blood transfusion.

**P12: Leadership dilemmas.docx - 12:2 [The role of a leader is not so..] (32:32) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

The role of a leader is not so much about letting everyone know that you are one," she said. "It's about helping your people grow."

**P16: VC's commencement speech.docx - 16:1 [I would also like to recognize..] (20:20) (Super)**

Codes: [Human Resource - Family: Leadership frames]

No memos

I would also like to recognize and thank all my learned colleagues for your dedication to learning and teaching excellence and your sacrifices made in order to ensure that our students have completed their studies successfully. Our students' graduation today is a testament to your hard work and dedication. Without you, my learned colleagues, this university would be merely buildings, tables and chairs.

## Query Report – Political frame

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HU: Transcribed A-F, VC

File: [C:\Users\10327\Desktop\Transcribed A-F, VC.hpr7]

Edited by: Super

Date/Time: 2013-08-23 08:41:27

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Document filter:

No active filter - use 13 Primary Documents in query

9 Quotations found for query:

"Political"

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**P 1: A transcription 7.5.13.docx - 1:3 [one of the staff members asked..]  
(17:17) (Super)**

Codes: [Political - Family: Leadership frames]

No memos

one of the staff members asked him based on his experience in the corporate world, how he achieves what he needs to achieve, if there's conflict. He said that you need to see, wait for the tipping point to happen. Meaning some people may stay, some people may leave because of that, so those who stay are those who believe in your leadership and will go along with you to achieve the plans, those who do not believe what you can achieve, then they will make a choice to leave, and I think that in this institution, we saw instances of that la, you know

**P 1: A transcription 7.5.13.docx - 1:21 [the VC is a very highly self-a..]  
(33:33) (Super)**

Codes: [Political - Family: Leadership frames]

No memos

the VC is a very highly self-actualized individual. Position as a VC is a..erm, is an insignificant thing for him. It's not the position that erm, brings value to the him..to him. It's what's within the office that he can do, he has always taught us, you know it's not so much the person, it's the office of the person. For example, the office of the vice chancellor needs to be respected, not him.

**P 2: B transcribed 7.5.13.docx - 2:5 [And in terms of conflict, he w..] (81:81)  
(Super)**

Codes: [Political - Family: Leadership frames]

No memos

And in terms of conflict, he would always try to talk with the people, and hopefully the conflict will be solved. But sometimes, maybe different people perceptions, they may think he is biased, so some people may see that he doesn't handle conflicts really well, and some people already initially have their own integrity

problems. So in actual fact he is always trying to handle conflict, he doesn't run away from conflict, and he always values what is the most important values of things, and when he looks at issues or conflicts, he always say let's come back and look at what is the basic principle.

**P 3: C transcribed 7.5.13.docx - 3:5 [VC always make sure that whoev..]**

**(38:38) (Super)**

Codes: [Human Resource - Family: Leadership frames] [Political - Family: Leadership frames]

No memos

VC always make sure that whoever is his immediate reports, okay, he would not allow anyone to challenge them or to undermine their authority. This would change the chain of command. But he would have his private sessions with them, and educate them and engage them

**P 4: D transcribed 7.5.13.docx - 4:8 [VC can resolve conflict very w..]**

**(42:42) (Super)**

Codes: [Political - Family: Leadership frames]

No memos

VC can resolve conflict very well. He is very clear. He is able to look at the situation. He doesn't get caught up in emotions. Then he is able to provide solutions. I take my hats off to him – he resolves cases, closes cases very well.

**P 5: E transcribed 7.5.13.docx - 5:4 [He had to go through the long ..]**

**(36:36) (Super)**

Codes: [Political - Family: Leadership frames]

No memos

He had to go through the long road of having to go through negotiation with the, in this case, the shareholders, having to even negotiate or going through discussions with his subordinates to make sure that his decision is carried out

**P 6: F transcribed 7.5.13.docx - 6:4 [He will sit down and listen to..] (40:40)**

**(Super)**

Codes: [Political - Family: Leadership frames]

No memos

He will sit down and listen to both sides, and he handles that well.

**P 7: VC transcribed 7.5.13.docx - 7:7 [What drives my leadership styl..]**

**(34:34) (Super)**

Codes: [Political - Family: Leadership frames] [Structural - Family: Leadership frames]

No memos

What drives my leadership styles is entirely based on principle. It's a principle-driven leadership style. So from my principle, to operationalize certain principles, some of which may become rules, some may become goals and policies.

**P 7: VC transcribed 7.5.13.docx - 7:11 [the power and conflict is a ve..]  
(46:46) (Super)**

Codes: [Political - Family: Leadership frames]

No memos

the power and conflict is a very interesting thing. If you don't try to gain power there's no conflict. It's a very simple thing. For me, you notice, I never go after power. So when I lead this university, it's not because I have power, it's because number one, I set an example by principle. Second, I walk the talk and coach my colleagues to do things. So, as long as I do not go after power, there will not be conflict. Conflict comes about because there is a struggle of power.



## Query Report – Symbolic frame

---

HU: Transcribed A-F, VC  
File: [C:\Users\10327\Desktop\Transcribed A-F, VC.hpr7]  
Edited by: Super  
Date/Time: 2013-08-23 08:42:11

---

Document filter:  
No active filter - use 13 Primary Documents in query

21 Quotations found for query:  
"Symbolic"

---

### **P 1: A transcription 7.5.13.docx - 1:10 [I think in context of celebrat..] (45:45) (Super)**

Codes: [Symbolic - Family: Leadership frames]  
No memos

I think in context of celebration, he's not a..a person who is big on celebrating, you know, like birthdays or anything like that, but it's just the company, for him he celebrates the company of the people erm, he's with

### **P 1: A transcription 7.5.13.docx - 1:22 [He looks at things like erm, t..] (37:37) (Super)**

Codes: [Symbolic - Family: Leadership frames]  
No memos

He looks at things like erm, the purpose of the event, like for example, convocation, he said you know, the VIPs, the VVIPs, should not be our own staff. It should be the parents, the visitors coming.

### **P 2: B transcribed 7.5.13.docx - 2:6 [he actually believes that we s..] (89:89) (Super)**

Codes: [Symbolic - Family: Leadership frames]  
No memos

He actually believes that we should have celebrations and reward the staff accordingly.

### **P 2: B transcribed 7.5.13.docx - 2:15 [And maybe because he is not he..] (89:89) (Super)**

Codes: [Symbolic - Family: Leadership frames]  
No memos

And maybe because he is not here all the time, then he does not have that kind of time to push on all these.

**P 3: C transcribed 7.5.13.docx - 3:6 [VC has always been a person th..]  
(46:46) (Super)**

Codes: [Structural - Family: Leadership frames] [Symbolic - Family: Leadership frames]  
No memos

VC has always been a person that looks at celebrations as an excuse to do something, okay, but inevitably enough a culture, um, we tend to look at celebrations and sometime we may lose focus of our actual intent, so VC does is he makes sure that whatever we celebrate, the culture is always to come back, to come back, and to refocus on what is the actual intent of doing this.

**P 3: C transcribed 7.5.13.docx - 3:13 [the university has moved away ..]  
(46:46) (Super)**

Codes: [Symbolic - Family: Leadership frames]  
No memos

the university has moved away from its years of being a college to being a full blown universities, and it has programs of international level and national level, symposiums, seminars, exhibitions, concerts, jazz festivals, and things like that, so the point is that it goes back to illustrate and illuminate the fact that universities are, it is important to have celebrations in the university, but all of these has to be tied back and really focused in, so if you remove the cake cutting, and the ribbon cutting and the opening act, but you look at the substance of it, so VC has always been focused on the substance.

**P 7: VC transcribed 7.5.13.docx - 7:4 [I'm very good at conceptualizi..]  
(18:18) (Super)**

Codes: [Structural - Family: Leadership frames] [Symbolic - Family: Leadership frames]  
No memos

I'm very good at conceptualizing a vision, then I articulate and share the vision continuously, repetitively, and tenaciously with the people whom I want them to buy-in the vision. Then, I will sit down with everyone to make sure everyone has got the ability to achieve the common vision in their respective roles. So, my strength is conceptualizing a goal, coaching and supporting a team to achieve the goal. And that is my leadership strength.

**P 7: VC transcribed 7.5.13.docx - 7:19 [But the most difficult part is..]  
(114:114) (Super)**

Codes: [Human Resource - Family: Leadership frames] [Symbolic - Family: Leadership frames]  
No memos

But the most difficult part is how do you then, remove yourself form the team, and yet you lead the team from behind. I think that is the most difficult one. I think I remember showing you all an example of a diagram. I asked you to guess the

diagram, which direction the leader is leading? The leader is leading in front or the leader is leading behind? I think it's very important.

**P 8: VC's Leadership Dilemma.docx - 8:23 [Of course, in this university ..]  
(89:89) (Super)**

Codes: [Symbolic - Family: Leadership frames]

No memos

Of course, in this university we have something here in between, we get to have dinner, wine and dine with the vice chancellor \*laughs\*

**P 8: VC's Leadership Dilemma.docx - 8:26 [Dr. Park's name is one word di..]  
(39:39) (Super)**

Codes: [Symbolic - Family: Leadership frames]

No memos

Dr. Park's name is one word different only? Dr. Park is Park J. Wong, and he looks like Dr. Park. So, as you can see, this young man, Mr. Park, thirty-thirty four years of age, Korean, one song, one hit, he made it. More than one billion viewers on Youtube. He earns ten million year-to-date. So it is thirty five million ringgit, you know, in our Malaysian terms.

**P 8: VC's Leadership Dilemma.docx - 8:27 [Cisco systems got tons of mone..] (53:53) (Super)**

Codes: [Symbolic - Family: Leadership frames]

No memos

Cisco systems got tons of money, thirty billion sitting in their war chest, sometimes they even buy their competitor up. They are number one in the networking market and they make themselves from networking company to Telco comp-suppliers, to broadband suppliers, and to, what do you call that, the consumer market with the leading sales, and now into the cloud computing.

**P 8: VC's Leadership Dilemma.docx - 8:28 [I like to take this as an exam..]  
(61:61) (Super)**

Codes: [Symbolic - Family: Leadership frames]

No memos

I like to take this as an example. He was the CEO of the decade, so I like to use him. I asked permission already; I'd like to use him. He lived from 1955 to 2011. And I would like to relate to you one incident at this place here. This is a, how do you pronounce? La Playa Carmel, something like that. This is this place here. This place is in Carmel, it's actually in California, north side of California. Those of you who have been to California would know, north side of California. Beautiful location. This location is a place where you go when the sun is setting, you propose. Beautiful sunset setting, extremely inspirational.

**P 8: VC's Leadership Dilemma.docx - 8:29 [Steve Jobs, at the very early ..]  
(63:63) (Super)**

Codes: [Symbolic - Family: Leadership frames]

No memos

Steve Jobs, at the very early days, he made a decision, what climate and culture he wanted for the organization. He said we should be pirates and not navy because navy is command and control. Pirates are very different thing. How many of you have worked with pirates before?

**P 8: VC's Leadership Dilemma.docx - 8:30 [Steve Jobs likes to go to reso..]  
(107:107) (Super)**

Codes: [Symbolic - Family: Leadership frames]

No memos

Steve Jobs likes to go to resorts to be inspired. So, this time he went to Pajaro Dunes Resort on Pacific Ocean, Northern California. Vision is, he discovered that vision is motivational. So, he wanted to motivate his staff but he didn't know what to do. He said what could I motivate my staff? Shall I give them more money? Stock options? Whatever it is, he found all of these things not effective. The most effective motivation he found at this place here is vision. So, when he went in into the meeting, he straightaway conceived a vision for all his staff members and this vision led to the creation of Macintosh. The Macintosh, the main platform for Apple computers. The operating system is actually from NeXT. The NeXT computers, which I will explain to you later. So, you can see, this gentleman called Jay Elliot, he is the Senior Vice President for HR in Apple, he said 'leadership is not something you're equipped with, not something you are born with but rather, if you are open to it, it is something you learn from life'.

**P 8: VC's Leadership Dilemma.docx - 8:31 [John Sculley. His vision was s..]  
(111:111) (Super)**

Codes: [Symbolic - Family: Leadership frames]

No memos

John Sculley. His vision was so powerful, he could lure John Sculley, Pepsi president to join him. And he took over as the CEO of the company and later on, of course he and John Sculley could not get along because you know, actually the two of them are a perfect match. One of them is so creative and one of them is so systematic but at that time, maybe they didn't learn Blue Ocean Strategy. They didn't know that that was the best combination. In fact, John Sculley and Steve Jobs was the best combination but they each want to go their way. So, at the end, Steve had to go. He went outside to create a new company called NeXT, then also he created a company called Pixar, and Pixar was bought over by Disney for few billion dollars. It became one of the biggest shareholders in Disney and it made a lot of money. Then, later on when Apple computer was in trouble, he came back and buy his operating back from them, which is NeXT for 400 million dollars and with that, he went back to Apple and as an interim CEO, he became a CEO.

**P 8: VC's Leadership Dilemma.docx - 8:32 [Khan Academy is one that has a..] (121:121) (Super)**

Codes: [Symbolic - Family: Leadership frames]

No memos

Khan Academy is one that has a very compelling vision to change the world. The education world we are in today. In short, Khan Academy reversed, flipped the way students learn with technology. They allow the students to go to school to do their homework but they study online at home with their parents first, then come to the classroom to be supervised by the teachers. This is particularly at a grade 5 level. Because it is when you're doing your homework, you need the most help. Not when you are attending the lecture. So, they are able to change it. You must go and listen to this. This is a very compelling story.

**P 8: VC's Leadership Dilemma.docx - 8:33 [I give you an example of Starb..] (129:129) (Super)**

Codes: [Symbolic - Family: Leadership frames]

No memos

I give you an example of Starbucks. How many of you drink coffee? Everyone. Do you know Starbucks is a very interesting example. Everyone is very empowered. You would think a franchise is very strategic, right? Franchise like McDonald, every strand of potato chips must be the same weight or whatever it is. Starbucks is the same, very strict, but Starbucks empower the staff at the counter. If you don't like the coffee they make, you can go there and they can make another one for you. Do you know that?

**P 8: VC's Leadership Dilemma.docx - 8:34 [I have two solutions. I can as..] (129:129) (Super)**

Codes: [Symbolic - Family: Leadership frames]

No memos

I have two solutions. I can ask Mariah Carey to sing for me, "Make it happen", or I can go read my book 'Blue Ocean Strategy'.

**P 8: VC's Leadership Dilemma.docx - 8:35 [I give you typical example. Th..] (131:131) (Super)**

Codes: [Symbolic - Family: Leadership frames]

No memos

I give you typical example. This is India, this is how they go to work every day, and this is how the family travels together, and suddenly, Mr. Ratan Tata from Tata Motors decided to say, 'if these people cannot afford a car, I'm going to move, I'm going to create something in between here about 1 lak, so they can bring the family decently, safely, comfortably from point A to point B. They did so. They created Tata Nano, hugely successful.

**P16: VC's commencement speech.docx - 16:3 [1989 was globally significant ..] (7:7) (Super)**

Codes: [Symbolic - Family: Leadership frames]  
No memos

1989 was globally significant because it was in that year that the internet as we know it was also born. The Cold War had brought about the conception of the early version of the Internet; ARPANET. However, its use was only limited to research communities. In 1989 Tim Berners-Lee, an English Computer Scientist and Professor with the Massachusetts Institute of Technology, also known as MIT, who was working at the European Organization for Nuclear Research better known as CERN completely changed the way the internet was supposed to be used. Berners-Lee conceived a plan for an open framework of computer networks to keep track of research at the particle physics laboratory in Geneva. In March 1989, he formally submitted this proposal to CERN for what would later become the World Wide Web. Along with the proliferation of the personal computer, and the invention of web browsers a few years later, the use of the internet through the World Wide Web took off on a trajectory beyond anyone's wildest imaginings to become what it is today. And it is still evolving.

**P17: Welcome speech VC.jpg - 17:1 [Welcome speech VC.jpg] (107:348)  
(Super)**

Codes: [Symbolic - Family: Leadership frames]  
No memos



Photograph of the vice chancellor during the convocation ceremony

**APPENDIX H**  
**A SAMPLE DOCUMENT**

ID: Vice Chancellor's commencement speech at Convocation 2012

Date: 14 & 15 July 2012

Time: 10.30 am

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Congratulations parents and students of the graduating class of 2012. Most of you were born in the year of 1989 or plus minus one to two years depending on your disciplines of study. Did you know that 1989 was the year the world changed forever for those of us who are post war Baby-Boomers and Generation X? You, my students, belong to Generation Y. I will share with you how special you are today and in moving forward into the future.

The end of World War in 1945 brought in its wake a new balance of power at the global level and started a process of decolonization amongst many colonies; Malaysia included. The world was polarized into two diverging ideologies; Capitalism and Communism. The Berlin Wall, symbol of the Cold War, was a grim reminder of how the world and people were divided at that time.

On November 09, 1989, however, the Berlin Wall came down and created new scenarios globally that changed the world and the lives of hundreds of millions of people forever. The fall of the Berlin Wall completely removed the mental block we had had for a long time about the concept and possibility of globalization and freed us to reconstruct our world views about ourselves, and how we can live our lives. Thereafter, the world witnessed the pervasive effects of globalization on every front, crossing every boundary and permeating every sector of our economy and strata of our society. To the Baby Boomers and Gen X, it was a socio-economic tsunami coming towards us and we were all standing on the beach unaware of the charging waves, but you Gen Y happily surfed on the surging waves because you were born during that historic era.

1989 was globally significant because it was in that year that the internet as we know it was also born. The Cold War had brought about the conception of the early version of the Internet; ARPANET. However, its use was only limited to research communities. In 1989 Tim Berners-Lee, an English Computer Scientist and Professor with the Massachusetts Institute of Technology, also known as



MIT, who was working at the European Organization for Nuclear Research better known as CERN completely changed the way the internet was supposed to be used. Berners-Lee conceived a plan for an open framework of computer networks to keep track of research at the particle physics laboratory in Geneva. In March 1989, he formally submitted this proposal to CERN for what would later become the World Wide Web. Along with the proliferation of the personal computer, and the invention of web browsers a few years later, the use of the internet through the World Wide Web took off on a trajectory beyond anyone wildest imaginings to become what it is today. And it is still evolving.

Since then, the convergence of information technology and communication technology has redefined the way we use media; and this phenomenon further compounded the growth of the internet and multimedia applications. The recent personalization and consumerization of multimedia technology has enabled an unlimited amount of information and entertainment to be made available on demand to everyone at any time and place, and on any device or multiple devices from the cloud.

To us Baby Boomers and Gen X-ers, this was a kind of creative destruction raining down on us during the prime of our lives. We could run but we could not hide. But you the Gen Y you are completely at home, happily chatting with everyone and sharing personal information, photos and video openly, sometimes with a complete stranger, via the cloud across the entire World Wide Web because you were born during that era when disruptive innovation completely reorganized our world and our lives.

The confluence of the two forces; the forces of globalization and disruptive innovation have created a perfect storm for the rest of us but the same forces have made you, Gen Y, a very special generation who are global citizens by birth and digital natives by DNA. Perhaps you will realize now why although you may speak the same language, it has very different meanings when it is spoken to your parents or people from their generation, and when you attend classes with your professors, you sometimes feel you are visiting a museum of the last century. Now that you are entering the workforce, you will also realize that many companies which are great and successful up until today may be facing the same

challenge brought about by the twin forces of globalization and disruptive innovation.

Fortunately, you are immune to all these forces because you are an integral part of them, and you will therefore have an unprecedented opportunity ahead of you to shape the future unencumbered by the past. However, you should be aware that when you enter the workforce you will hear all the complaints and grievances about these challenges from your bosses and colleagues before your generation.

You will not be discouraged and distracted by older people and instead you will help them to change respectfully and help them to adapt to these changes with dignity.

You will embrace globalization and the intense competition that comes with it confidently.

You will change the rules of the game and explore new frontiers without hesitation.

You will not be afraid to fail because it is through failures that you learn deeply and failures make you not only wiser but also a stronger person.

You will explore the world courageously by taking on a posting anywhere but near home without severing your ties with your roots and without doubting your loyalty to your country.

You will learn at least one new foreign language and live and work in one new foreign country without harbouring any prejudices against people of different races, cultures, beliefs, socio-economic backgrounds and alternative orientations.

You will continuously upgrade your skills and learn new skills throughout your life and reinvent yourselves many times over, and you will help others to reinvent themselves before the arrival of the next perfect storm.

Last but not least, I wish to remind you that education is not about academic achievement alone. Education is also about nurturing your values and

developing your character. For the same reason, when you are on your way towards building a career and becoming eminently successful, remember that your eminence and success come with social responsibility, of which I look forward to seeing your contribution back to your communities, countries and humanities no matter how small that contribution may be.

At this juncture, I would like to commend all the parents of our students for having guided and supported your children through their formative years despite the challenges that you are facing yourselves. I would also like to recognize and thank all my learned colleagues for your dedication to learning and teaching excellence and your sacrifices made in order to ensure that our students have completed their studies successfully. Our students' graduation today is a testament to your hard work and dedication. Without you, my learned colleagues, this university would be merely buildings, tables and chairs.

More than three decades ago, I too was in the exact same position as you are today. I pondered on my future with uncertainty and anxiety. As such, I would like to take this opportunity to share with you a piece of advice from my late mother. She said to me on my graduation day "if you wish to become successful in life, you must have a dream in life, passion for work and compassion for people". She further said to me "and if you wish to be truly happy in life, you must live a life with a purpose but the purpose must not be about you". Good Luck and God Bless.

**APPENDIX I**  
**INTER-ITEM CORRELATION**

# Cronbach's alpha inter-item correlation for the Leadership Orientation Survey

## Structural Frame

### Case Processing Summary

	N	%
Valid	43	100.0
Cases Excluded <sup>a</sup>	0	.0
Total	43	100.0

### Reliability Statistics

Cronbach's Alpha	N of Items
.775	8

### Item-Total Statistics

	Scale Mean if Deleted	Scale Variance if Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Deleted
i1 Thinks very clearly and logically	29.56	12.633	.528	.747
i5 Strongly emphasizes careful planning and clear timelines	29.98	11.928	.417	.763
i9 Approaches problems through logical analysis and careful thinking	29.58	12.630	.570	.743
i13 Develops and implements clear, logical policies and procedures	30.33	10.511	.567	.735
i17 Approaches problems with facts and logic	29.77	11.992	.652	.728
i21 Sets specific, measurable goals and holds people accountable for results	30.14	12.123	.451	.755
i25 Has extraordinary attention to detail	30.37	11.811	.401	.768
i29 Strongly believes in clear structure and a chain of command	30.07	12.733	.378	.766

## Human Resource Frame

### Case Processing Summary

		N	%
Cases	Valid	43	100.0
	Excluded <sup>a</sup>	0	.0
	Total	43	100.0

### Reliability Statistics

Cronbach's Alpha	N of Items
.865	8

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
i2 Shows high levels of support and concern for others	26.81	18.012	.746	.835
i6 Builds trust through open and collaborative relationships	26.70	18.025	.680	.841
i10 Shows high sensitivity and concern for others' needs and feelings	27.07	17.733	.707	.838
i14 Fosters high levels of participation and involvement in decisions	26.63	20.001	.371	.875
i18 Is consistently helpful and responsive to others	27.00	18.095	.692	.840
i22 Listens well and is unusually receptive to other people's ideas and input	26.79	17.931	.674	.842
i26 Gives personal recognition for work well done	26.74	17.243	.720	.836
i30 Is a highly participative manager	26.98	19.738	.379	.875

## Political Frame

### Case Processing Summary

	N	%
Valid	43	100.0
Cases Excluded <sup>a</sup>	0	.0
Total	43	100.0

### Reliability Statistics

Cronbach's Alpha	N of Items
.840	8

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
i3 Shows exceptional ability to mobilize people and resources to get things done	27.28	15.730	.538	.825
i7 Is a very skilful and shrewd negotiator	26.63	17.525	.453	.834
i11 Is unusually persuasive and influential	27.19	14.869	.688	.804
i15 Anticipates and deals adroitly with organizational conflict	27.23	15.849	.558	.822
i19 Is very effective in getting support from people with influence and power	27.40	15.292	.658	.809
i23 Is politically very sensitive and skillful	27.02	16.118	.538	.825
i27 Develops alliances to build a strong base of support	27.49	15.875	.601	.817
i31 Succeeds in the face of conflict and opposition	27.26	15.957	.532	.826

## Symbolic Frame

### Case Processing Summary

	N	%
Valid	43	100.0
Cases Excluded <sup>a</sup>	0	.0
Total	43	100.0

### Reliability Statistics

Cronbach's Alpha	N of Items
.859	8

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
i4 Inspires others to do their best	28.23	15.564	.623	.840
i8 Is highly charismatic	28.07	18.019	.335	.867
i12 Is an inspiration to others	28.42	14.392	.741	.824
i16 Is highly imaginative and creative	28.53	16.017	.565	.846
i20 Communicates a strong and challenging vision and sense of mission	28.05	16.188	.554	.848
i24 Sees beyond current realities to create exciting new opportunities	28.35	14.709	.705	.829
i28 Generates loyalty and enthusiasm	29.00	15.905	.570	.846
i32 Serves as an influential model of organizational aspirations and values	28.44	15.157	.715	.829



Cronbach's alpha inter-item correlation for the Organizational Climate  
Description Questionnaire for Higher Education (OCDQ-HE)

Consideration Domain

**Case Processing Summary**

	N	%
Valid	43	100.0
Cases Excluded <sup>a</sup>	0	.0
Total	43	100.0

**Reliability Statistics**

Cronbach's Alpha	N of Items
.851	12

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B4C The vice chancellor has subordinates share in making decisions	40.16	32.378	.457	.844
B5C The vice chancellor displays tact and humour	40.21	30.312	.681	.827
B10C The vice chancellor engages in friendly jokes and comments during meetings	40.23	32.087	.488	.841
B19C The vice chancellor is friendly and approachable	40.19	30.155	.711	.825
B20C The vice chancellor finds time to listen to subordinates	40.35	29.804	.693	.826
B21C The vice chancellor accepts change in university policy or procedure	40.02	31.309	.710	.828
B24C The morale of the subordinates is high	41.33	35.320	.151	.862
B25C The university works as a committee of the whole	40.93	33.162	.323	.854

B28C The vice chancellor changes his approach to meet new situations	40.49	34.018	.298	.853
B34C The vice chancellor coaches and counsels subordinates	40.30	30.121	.600	.833
B35C The vice chancellor delegates the responsibility for university functions among the faculty	40.00	32.000	.488	.841
B40C The vice chancellor treats all subordinates as his equal	40.56	30.110	.683	.827

#### Intimacy Domain

##### Case Processing Summary

	N	%
Valid	43	100.0
Cases Excluded <sup>a</sup>	0	.0
Total	43	100.0

##### Reliability Statistics

Cronbach's Alpha	N of Items
.564	9

##### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B8I There is a great deal of borrowing and sharing among the subordinates	22.49	12.637	.269	.532
B16I Subordinates enjoy getting together for bowling, dancing, card games etc	23.28	12.635	.224	.546
B18I Close friendships are found among the university faculty	22.00	11.857	.380	.499

B23I Everyone enjoys their associations with their colleagues in this university	22.23	11.802	.533	.469
B26I There are periodic informal social gatherings	23.26	11.004	.537	.449
B27I There are opportunities within the university for subordinates to get together in extracurricular activities	23.21	12.169	.304	.521
B36I New jokes and gags get around the university in a hurry	22.65	15.661	-.202	.668
B38I Subordinates talk to each other about their personal lives	22.67	13.320	.147	.566
B41I The university is thought of as being very friendly	22.49	11.875	.333	.511

Intimacy Domain (with one item deleted)

#### Case Processing Summary

	N	%
Valid	43	100.0
Cases Excluded <sup>a</sup>	0	.0
Total	43	100.0

#### Reliability Statistics

Cronbach's Alpha	N of Items
.668	8

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B8I There is a great deal of borrowing and sharing among the subordinates	19.60	13.054	.293	.654
B16I Subordinates enjoy getting together for bowling, dancing, card games etc	20.40	13.054	.246	.667

B18I Close friendships are found among the university faculty	19.12	12.296	.398	.628
B23I Everyone enjoys their associations with their colleagues in this university	19.35	12.090	.586	.592
B26I There are periodic informal social gatherings	20.37	11.382	.564	.585
B27I There are opportunities within the university for subordinates to get together in extracurricular activities	20.33	12.225	.385	.631
B38I Subordinates talk to each other about their personal lives	19.79	14.074	.120	.693
B41I The university is thought of as being very friendly	19.60	12.292	.354	.640

#### Disengagement Domain

##### Case Processing Summary

	N	%
Valid	43	100.0
Cases Excluded <sup>a</sup>	0	.0
Total	43	100.0

##### Reliability Statistics

Cronbach's Alpha	N of Items
.660	11

##### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B3D Subordinates start projects without trying to decide in advance how they will develop or where they may end	29.98	19.214	.475	.601

B6D Subordinates express concern about the "deadwood" in this university	29.53	21.017	.318	.637
B7D Scheduled appointments by subordinates are not kept	30.63	21.192	.386	.624
B12D Subordinates talk about leaving the college or university	29.60	21.911	.352	.631
B17D Tensions between subordinate factions interfere with university activities	29.53	20.636	.411	.618
B22D The university yields to pressure of a few students who are not representative of student opinion	30.30	20.740	.360	.628
B29D The important people in this university expect others to show respect for them	28.86	21.313	.390	.624
B30D Older subordinates control the development of university policy	29.07	23.162	.119	.675
B33D Individual subordinates are always trying to win an argument	29.40	21.054	.482	.610
B37D Subordinates approach their problems scientifically and objectively	29.35	27.280	-.305	.718
B42D Subordinates in this university use mannerisms which are annoying	30.02	21.976	.435	.622

#### Production Emphasis Domain

##### Case Processing Summary

		N	%
Cases	Valid	43	100.0
	Excluded <sup>a</sup>	0	.0
	Total	43	100.0

##### Reliability Statistics

Cronbach's Alpha	N of Items
.677	10

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B1PE The vice chancellor puts the university's welfare above the welfare of any subordinate in it	32.47	15.398	.344	.652
B2PE Subordinates recognize that there is a right and wrong way of going about university activities	32.49	16.113	.293	.661
B9PE The vice chancellor has everything going according to schedule	32.95	15.331	.427	.637
B11PE The vice chancellor encourages the use of certain uniform procedures	32.40	15.626	.373	.647
B13PE The vice chancellor is first in getting things started	32.86	16.361	.292	.661
B14PE The vice chancellor sells outsiders on the importance of his university	33.12	14.343	.332	.660
B15PE Subordinates seem to thrive on difficulty - the tougher things get, the harder they work	32.93	16.352	.254	.668
B31PE Subordinates ask permission before deviating from common policies or practices	32.95	15.522	.353	.650
B32PE The vice chancellor maintains definite standards of performance	32.37	15.239	.582	.619
B39PE The faculty uses parliamentary procedures in meetings	33.23	16.040	.230	.675