

THE PROFILE, FUNCTIONS, LEADER BEHAVIOR
AND EFFECTIVENESS OF DEANS OF OCCUPATIONAL EDUCATION
IN PUBLIC COMMUNITY COLLEGES
OF THE UNITED STATES

by

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(ABSTRACT)

This national study developed a descriptive data base of the profile, functions, leader behaviors and effectiveness of American community college deans of occupational education. These data were examined with respect to their relationship to institutional size, type of governance and source of funds. The study focused on the following questions: What were the profile characteristics of the deans? What were the functions of the deans? Did the deans exhibit the leader behaviors of "consideration" and "initiating structure" in their work? Were there differences between effective and ineffective deans for the profile characteristics, functions and leader behaviors? How did the profile characteristics, functions and leader behaviors of the deans differ with respect to the institutional size, type of governance and source of funds.

The deans of occupational education can be characterized as white, male, average age 47. Females and racial minorities were under represented. The master's degree was apparently the minimum educational

requirement for filling the position however, increasing numbers of deans had obtained the doctorate. The principal area of experience for the deans was in education, and a majority of the deans had some experience outside the field of education. However, this position was the first position at this level of administration for most of the deans, and the turn over rate was moderate with deans averaging six years in the position.

The deans indicated their highest level of importance and responsibility was for the function categories of Program Planning, Development & Evaluation and Personnel Management. The deans rated the function category Student Services as not a responsibility. They also rated Professional & Staff Development and Program Improvement the lowest of the nine categories in importance. The deans received similar ratings for the leader behavior scales of consideration and initiating structure and were also rated as effective by their immediate supervisors. The effective deans rated Program Planning, Development & Evaluation higher for importance than ineffective deans. The profile characteristics, functions and leader behaviors were examined to determine if differences existed for the situational factors, institutional size, institutional governance and sources of financial support. No significant differences were indicated.

Some of the implications of the conclusions of this study for pre- and in-service education, selection and evaluation for the position of dean of occupational education were discussed.

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I. THE PROBLEM

Introduction

This study was designed to develop a descriptive data base on the administrative position of the community college dean of occupational education. Data were gathered on functions, demographic characteristics and leader behaviors of these deans. A measure of effectiveness was sought from the dean's immediate supervisor, and the relationship of the functions, profile characteristics and leader behavior to institutional size, governance and finance was examined. This information provided data to address the following basic questions: What were the profile characteristics of the deans and were they hired from within or outside their current institution? What functions did the deans consider most important, and what were their responsibilities with respect to these functions? To what extent did the deans exhibit leader behaviors? Did effective and ineffective deans differ with respect to characteristic functions or behaviors? How did the functions, demographic characteristics and leader behaviors of the deans differ with respect to institutional size, governance and finance?

The intent of this chapter is to present the problem and to provide information which delineates the extent to which this problem is addressed. Included in this chapter are the following sections: background, statement of the problem, purpose of the study, research questions, importance of the study, definitions, limitations of the study and assumptions.

Background

Vocational-technical education is one of the major functions of the community colleges. The enrollment in public community college advanced dramatically from 735,029 or 24% of the total public higher education enrollment in 1963 to 4.3 million students, 46% of the total public higher education enrollment, in 1980 (Grant & Eiden, 1982). The vocational component of community college enrollment also increased over this period. In 1973, the vocational enrollment in community colleges reached 1.3 million students or 46% of the total community college enrollment (Postsecondary and Adult Occupational Programs Branch Staff, 1975). By 1981, this figure had risen to 63% of the two-year college enrollment (American Association of Community and Junior Colleges (AACJC) 1982). The percentage of occupational degrees also continued to rise, from 52% in 1973-74 to 61.5% of all community college degrees in 1979-80 (Grant & Eiden, 1982). Clearly, vocational education had become a major function of community colleges.

With occupational education a major function, community colleges were confronted with numerous administrative functions which are unique to this form of education. Community colleges have selected a variety of ways to accomplish these tasks. In some states, such as Virginia, the dean of instruction is charged with the responsibility of both the academic and occupational programs. Other colleges and systems give the responsibility for occupational programs to a director of continuing education or division chairman while still others have occupational

deans. Though community colleges are using a variety of administrative officers to address the needs of occupational education, the intent here is to examine the role of only one of these administrators, the dean of occupational education.

Many factors contribute to differences in organization within an institution. Three of these that may have more impact than others are institutional size, governance and finance. Institutional size, as indicated by total headcount enrollment, ranged from 147 to more than 100,000 in public community colleges in the United States (American Association of Community and Junior Colleges, 1983). Institutional governance can be described using three general categories, (a) statewide through a state board, (b) regional by a regional board and (c) a local board of trustees (Cohen & Brawer, 1982). Institutional finance also varies from one state to another and as a result, differing percentages of an institution's operating budget are contributed by local, state and federal governing bodies (Breneman & Nelson, 1981). A unique characteristic of community college occupational programs is the substantial funding available from the federal government. However even though these funds are allotted to every state, there was considerable disparity in the percent of these allotments expended for community college occupational programs from state to state. The reported range for these allotments ranged from a high of 65% in New Mexico to a low of zero in seven states, with the national mean of 19% (AACJC Letter, 1983). The use of federal funds requires institutions to comply with several gov-

erning requirements including planning and advisory councils (Honey & Hartle, 1975). Thus, each of these factors may influence the functions, characteristics and behavior of the occupational deans.

There was little literature on the occupational deans. Only two studies, Martin (1972) and Barlow (1974), had been conducted on the functions of community college vocational administrators. Martin (1972) identified 98 competencies in five clusters for community college vocational administrators of Oregon. Barlow (1974) met with 20 community college presidents and deans of 10 community colleges in the Los Angeles area and identified 10 functions of deans of occupational education. However, both of these studies were conducted 10 or more years ago; they were limited in geographic area to one state each; and only Barlow (1974) focused on the dean of occupational education.

Statement of the Problem

Very little descriptive data on the community college dean of occupational education were available. There was also a lack of uniformity in the way in which community colleges were addressing the administrative functions associated with occupational programs. Those studies that were conducted on community college vocational administrators were outdated, limited geographically, sought to identify only the functions of vocational administrators and did not consider the possible relationship of environmental factors to the role of these administrators. Thus, community college administrators, educators and the occupational deans themselves have had very little information with which to address

fundamental questions concerning the role of the occupational dean. These questions included fundamental questions concerning the functions, demographic characteristics and leader behaviors of the deans and whether these factors differ with respect to effectiveness, institutional size, level of governance and source of financial support.

Purpose of this Study

A national survey of the deans of occupational education was conducted to address the problem indicated above. The survey data were obtained to describe the following: (a) profile information on the deans of occupational education using demographic data on age, sex, race, educational and experiential background, and present organizational environment; (b) the importance ratings on vocational administrator functions as indicated by the deans of occupational education; (c) the degree of responsibility the occupational deans indicated they had for the vocational administrator functions; (d) the leader behaviors categorized as consideration and initiating structure of the deans of occupational education; (e) the leader behavior and the vocational administrator function ratings of deans of occupational education who were rated as effective by their supervisor. These factors were analyzed to determine if differences existed in these factors with respect to institutional size, governance and finance.

Research Questions

Questionnaires were used to solicit information on the following

general and specific questions concerning the role of the dean of occupational education.

A. What are the profile characteristics of deans of occupational education?

1. What are the age, sex and racial characteristics of the deans of occupational education?

2. What are the educational degrees and the major subject areas of each degree held by the deans of occupational education?

3. What are the types and numbers of years of experience in the backgrounds of deans of occupational education?

4. What are the numbers and types of employees supervised by the deans of occupational education?

B. What are the level of importance and the degree of responsibility for the functions of deans of occupational education?

5. Which of the vocational administrator functions do deans of occupational education rate as being most important?

6. What level of responsibility do deans of occupational education indicate they have for each of the vocational administrator functions?

7. Which of the categories of functions are identified by the deans as most important and what are the degrees of responsibility indicated for the function categories?

C. To what extent do deans of occupational education exhibit leader behaviors of "consideration" and "initiating structure" in their work?

8. To what extent do deans of occupational education indicate they exhibit leader behaviors categorized as "Consideration" behavior?

9. To what extent do deans of occupational education indicate they exhibit leader behavior categorized as "Initiating Structure" behavior?

D. Are there differences between effective and ineffective deans of occupational education?

10. Do the profile characteristics exhibited by deans of occupational education that are rated as effective by their immediate supervisor differ from those of deans who are rated as ineffective?

11. Are the function ratings of deans that are rated as effective by their immediate supervisor different from the function ratings by deans rated as ineffective?

12. Do the leader behaviors exhibited by deans that are rated as effective by their immediate supervisor differ from those exhibited by deans rated as ineffective by their immediate supervisors?

E. What are the effects of institutional size, type of governance, and sources of financial support on the profile, functions and leader behaviors of deans of occupational education?

13. How do the profile characteristics of the deans differ as a result of institutional size, type of governance and the sources of financial support?

14. How do the functions of the deans differ as a result of institutional size, level of governance and the sources of financial support?

15. How do the leader behaviors of the deans differ as a result of

institutional size, level of governance and the sources of financial support?

These questions form the basis on which this study was developed. Further information on the gathering and analysis of the data to address these questions is discussed in chapter 3.

Importance of the Study

The expanding significance of vocational education in two-year colleges raises questions concerning the organization of an institution to best provide this aspect of the educational program. Administrative leadership and support are required to provide appropriate direction and quality in occupational programs. To provide the necessary leadership some institutions have established the position of Dean of Occupational Education while other institutions are considering establishing such a position. External and internal situational factors such as institutional size, level of institutional governance and sources of financial support often impact on the administration of occupational education. Changes in these factors may influence the operations, functions, qualifications and leadership provided at the local level. Thus, a lack of information concerning the functions, characteristics and leader behaviors of the occupational deans can result in decisions being made without a full understanding of the impact of these decisions.

Also in need of information are four-year colleges and universities involved in preparing individuals to serve in these positions. These institutions require information on the functions, behaviors and charac-

teristics of occupational deans to prepare the necessary educational programs. Although this study was not intended to provide definitive information on the functions, leader behaviors and profile of deans of occupational education, it obtained information that will give direction and assistance to those involved in the following activities:

1. The design and development of pre-service educational programs for deans of occupational education.
2. The design and development of in-service educational programs for deans of occupational education.
3. The reorganization or modification of an existing organization to better provide occupational education.
4. The identification of criteria used in the recruitment, screening and selection of individuals to serve as occupational deans.
5. Identification of the state of the art with respect to the position of dean of occupational education.
6. The identification of areas for future research to increase the understanding of the role of the dean of occupational education.

Definitions

Definitions of the following terms, used throughout this study, are provided in order to assure clarity in the presentation of the problem, development of the research design and discussion of the results and conclusions.

Community College. This term refers to all two-year public community, junior and technical colleges and postsecondary technical insti-

tutes in the United States listed in the American Association of Community and Junior College Directory of 1983.

Consideration. This behavior is exhibited when the leader "...regards the comforts, well-being, status and contributions of followers" (Stogdill, 1963, p. 3).

Dean of Occupational Education. This person is the administrator identified by the local institution in a survey conducted annually by the American Association of Community Junior Colleges (AACJC) and included in a listing of these administrators published by the AACJC. The AACJC identifies this administrator as "administrative official responsible for curricular and instructional vocational programs and maintains relationships with curricular committees, provost and college staff deans" (AACJC, 1983). These administrators will also be referred to in this study as the occupational dean and the dean.

Effectiveness. This term is defined in this study as the score on the "Effectiveness Measure" used in this study. Specifically, effectiveness is the total score rating called the composite effectiveness score on the instrument adapted from Brass and Oldham (1976).

Functions. In social systems such as organizations, individuals are said to occupy positions. "Every position that continues to be recognized by the members of a group contributes in some way to the purposes of the group; the contribution represents its function" (Newcomb, Turner & Converse, 1965). Therefore, the functions of the dean of occupational education are the dean's contributions to the organization.

The contributions or functions of the dean to be examined in this study are listed in the survey instrument (See Appendix A).

Initiating Structure. This behavior is exhibited when the leader "...clearly defines his own role, and lets followers know what is expected of them" (Stogdill, 1963, p. 3).

Institutional Size. This is defined on the basis of three size categories based on 1982 total fall headcount credit enrollment as indicated in the American Association of Community and Junior College Directory 1983. These categories were taken from Atwell and Sullins (1984) and are:

Small	below 2500 students
Medium	2501 - 5000 students
Large	above 5000 students

Leader Behavior. The definition of leader behavior is developed from the definitions of leadership developed by Hemphill and Coons (1957). Leader behavior "includes the behavior of an individual when he is directing the activities of a group toward a shared goal" (p. 7).

Role. "A role consists of one or more recurrent activities out of a total pattern of interdependent activities which in combination produce the organizational output. Role . . . , will refer to the set of such activities . . ." associated with the office of the dean of occupational education (Katz and Kahn, 1966; p. 179).

Limitations of the Study

This study was primarily descriptive and the primary data source

was a national survey of the occupational deans and their immediate supervisors. The data therefore were subject to the integrity and accuracy of the respondents. Because of the descriptive nature of the study, no attempt was made to determine the historical significance, identify causal elements or predict future trends with respect to the factors described in this study. Since preliminary information suggested that community colleges distribute the administrative responsibilities for occupational education to a variety of administrators, the title, dean of occupational education, may be an artificial designation for these administrators. This may limit the ability to generalize from the information obtained in this study.

Assumptions

To establish a basis for this study, the following assumptions were made.

1. The instruments used to obtain the data represent the "state of the art" with respect to obtaining information on selected functions, characteristics, leader behaviors and effectiveness.
2. The data were intended to describe the functions, characteristics, leader behaviors and effectiveness of the group of occupational deans and were not intended to reflect on any individual dean.
3. This study was not intended to identify desirable and undesirable aspects of the deans with respect to their functions, demographic characteristics and leader behaviors.

4. The sample obtained from the listing of deans of occupational education listed by the American Association of Community and Junior Colleges was representative of all deans of occupational education in public community, junior and technical colleges and technical institutes in the United States.

Organization of the Study

This study is organized into five chapters. Chapter 1 presents an introduction background, statement of the problem, purpose of the study, general research questions, significance of the study, operational definitions, limitation of the study and assumptions. Chapter 2 consists of a review of the related literature on demographic characteristics, leader behavior, functions, effectiveness and the impact of institutional governance, finance and size on the characteristics, functions and behaviors of deans of occupational education. Chapter 3 includes a description of the research design and procedures, pilot studies, selection of subjects, instrumentation, specific research questions and methods of analysis. Chapter 4 presents an analysis of the data including the treatment of the responses. Chapter 5 concludes the study with a summary and discussion of the findings, conclusions and recommendations for further study.

II. REVIEW OF THE LITERATURE

Individuals serving as administrators within an organization usually are considered to be leaders and are called upon to exercise their leadership abilities in order to accomplish the organization's goals. Deans of occupational education are examples of administrative leaders as they provide the direction for the occupational component of the community college curriculum. Thus examining aspects of the role of these administrators provides insight into the nature of educational administrative leadership.

The study of educational administration received its initial impetus as a result of a flurry of activity by social scientists during and at the close of World War II. Since that time researchers from a variety of disciplines examined administration and administrators from many perspectives (Halpin, 1958). However, the concept of leadership remains elusive because it is a quality that seems to be derived from so many sources. Although other taxonomies exist, Katz and Kahn (1966) seem to have identified the major factors contributing to the development of leadership. They suggest that three major components contribute to the nature and understanding of leadership. These components are "... (1) (the) attributes of the office or position, (2) (the) characteristics of a person, (3) (the) categories of actual behavior" (Hoy and Miskel, 1978, p. 177). This study is designed to systematically examine these three components with respect to the administrative officers of the community college and examine their differences with respect to institu-

tional size, governance, and finance. The focus of this particular study is on the community college dean of occupational education. The purpose is to describe selected functions, leader behaviors, and demographic characteristics of these deans and to examine their differences with respect to their supervisor's rating of effectiveness, institutional size, level of governance and sources of financial support. The intent of this chapter is to review and discuss the related literature. The following sections are included: occupational deans, functions, profile, overview of leadership, leader behaviors, situational consideration, effectiveness, and summary.

Occupational Deans

Occupational education is a major function of the community colleges (Thornton, 1972), however, the position dean of occupational education existed in only approximately 46 percent of the community colleges in the country according to a mailing list developed as a result of a survey conducted by the American Association of Community/Junior Colleges in 1984. This section will discuss the evolution of occupational education in the two-year college and the role of the occupational dean.

Thornton (1972) indicated the historical development of the community junior college could be divided into four periods. These four periods are as follows: 1850 to 1920, the development of the two-year college separated from the university; 1920 to 1945, the incorporation of terminal and semiprofessional education as part of the curriculum;

1945 to 1955, the educational opportunities of the two-year colleges were extended to adults; 1965 to the present, the two-year college became an open door institution. Since 1920, occupational education has played an ever increasing role in the two-year institutions. Thornton (1972) suggests factors that contributed to this increasing role include unemployment during the depression of 1929-1937, increased automation during the 1950s and the Vocational Act of 1963. The introduction of the community oriented philosophy of the two-year college also contributed to the growth of occupational education.

Enrollment in occupational programs has steadily increased over the years. In 1974 community college enrollment was 3.5 million students (AACJC Indicator Brief, 1982) and occupational students made up 1.6 million students or 46% of the total community college credit enrollment (U. S. Dept. of HEW, 1974). This growth continued and in 1976 occupational enrollment had reached 53.9% (Grant & Eiden, 1982) and by 1981, 63% of all two-year college credit enrollment (AACJC Indicator Brief, 1982). The percentage of occupational degrees awarded also increased. In 1973-74 occupational degrees represented 52% and in 1979-80 they represented 61.5% of all community college degrees awarded (Grant & Eiden, 1982). Thus, occupational education has become a major function of the community college.

With occupational education a major function, community colleges are confronted with numerous administrative functions which are unique to this form of education. These administrative functions must be

addressed and community colleges have selected a variety of ways to accomplish these tasks. In some states, such as Virginia, the dean of instruction is charged with responsibility of both the academic and occupational programs. In some colleges and systems responsibility for occupational programs is given to a director of continuing education, division chairman or occupational deans. Thus, community colleges are using a variety of administrative offices to address the needs of occupational education. However, the intent here is to examine the role of only one of these administrators, the dean of occupational education.

Functions

The functions of vocational administrators have been the subject of numerous studies. These studies were primarily intended to provide information for the development of educational programs. Therefore, information was often gathered in the form of competencies (Norton, Ross, Garcia and Hobart, 1977). Norton et al. (1977) indicated that most of these studies conducted between 1970 and 1975, were statewide in nature and varied in quality. This section will present a brief review of this literature and identify the functions used in this study.

The studies of the functions of vocational administrators can be categorized into four groups on the basis of the type of administrator and the geographic region surveyed in order to obtain the information on the functions of the vocational administrator. These groups include statewide surveys of secondary vocational administrators, secondary and postsecondary vocational administrators, community college vocational

administrators and regional or national surveys of teacher educators or vocational administrators.

Secondary Vocational Administrators

Studies that involve secondary vocational administrators include those conducted in particular states by, Stanger (1967) on vocational administrators in California, Ward (1971) and Sundstrom (1972) in Oregon, Coster (1973) in West Virginia, Holt (1973) in Tennessee, Williams (1973) in Ohio, Pope (1974) in Texas, Pyle (1975) in Pennsylvania, and Finch (1977) in Virginia. These studies primarily consist of surveys and lists ranging in length from 50 to 95 competencies. Ward (1970) identified competencies of effective administrators while Holt (1973) examined real and ideal functions of vocational administrators as perceived by principals, vocational supervisors and vocational teachers. The other studies in this group surveyed the vocational administrator to determine the competencies performed.

Secondary and Postsecondary Vocational Administrators

Those studies that examine the functions of both secondary and postsecondary vocational administrators were conducted by Briggs (1971) in Oklahoma, Ramp and Anderson (1972) in Illinois, and Fair and Simmons (1978) in Mississippi. Briggs (1971) identified 40 competencies common to all vocational administrators; Ramp and Anderson (1972) identified 158 competencies and divided them into eight major areas; and Fair and Simmons (1978) identified 168 competencies in nine categories that are

similar to those of Norton et al. (1977). The lists of competencies developed by this group are quite similar; however, Fair and Simmons (1978) did indicate differences in the competencies of secondary and postsecondary and urban and rural vocational administrators.

Community College Vocational Administrators

Only two studies focused on the function of community college vocational administrators. Martin (1972) identified 98 competencies in five clusters for the community college vocational administrators of Oregon. Barlow (1974) met with 20 community college deans and presidents of 10 community colleges in the Los Angeles area and identified 10 functions of deans of occupational education. However, both studies are ten or more years old and are limited geographically to a single state.

Regional and National Studies of Vocational Administrators

Four studies are regional or national in nature. Lynch (1973) surveyed 148 graduate faculty in 18 institutions to determine the competencies obtained by graduates. These faculty members identified 54 competencies in 9 clusters. Baltimore (1972) surveyed 147 vocational administrators in California, Arizona, Colorado and Washington and found similar functions across states. Kasper (1975) identified 258 behaviors considered critical to success from the vocational administrators of USOE Region V. Meyer (1970) surveyed 450 top-, middle- and low-level vocational administrators in 33 states. This survey indicated differences in each level, but found that most of the 116 statements were com-

mon to all levels. Norton et al. (1977) conducted the only national study of the competencies of secondary and postsecondary vocational administrators; they identified 168 competencies in nine categories that have been integrated into the 29 modules of the Competency-Based Vocational Education Administrator Module Series.

Considerable overlap and duplication of effort exist in the identification of the competencies and functions of vocational administrators. Norton et al. (1977) is the only national study on this topic. The 28 topics presented in the 29 competency-based modules represent a reasonable compromise on the functions of vocational administrators between excessive simplification presented in 7-9 categories and the detailed description represented by 168 competencies. Therefore, the titles of these modules are used in this study to obtain information on the functions of the deans of occupational education.

Profile

The characteristics of the individuals serving in the dean's role. occupational education are important elements in understanding and describing the role of the dean. This is suggested from two perspectives in examining roles. First, Katz and Kahn (1978), in discussing the act of role taking, indicate that the individual who fills the role influences how the role is portrayed. Second, Warner and Abegglen (1955) in their discussion of "occupational succession" indicate that background characteristics such as education and experience are important factors in determining whether an individual is able to serve in a

given position. This section includes the current information on the demographic characteristics of the occupational deans and indicate the direction taken in this study concerning the development of a profile of these individuals.

Little information is available on the profile of occupational deans, and the information that can be obtained is often contradictory. Evans and Herr (1978) indicated that education and experience in technical fields are important to individuals involved in vocational education. This idea is further supported by a survey of position advertisements for occupational deans appearing in recent issues of the Chronicle of Higher Education for 1982-83. These ads indicate that criteria such as masters degrees in a technical field, administrative training, and experience in teaching and/or administration of vocational education are required to be considered for the position of occupational dean. Although technical training is readily available, Evans and Herr (1978) suggest that "Preservice programs for vocational administrators are notoriously lacking" (p. 287). They further suggest that what training has occurred has been the result of the infusion of federal money. This infusion has occurred during three periods: 1917 to the early 1920s, the 1940s, and 1963 to the present. The period 1963 to 1983 has resulted in the development of a number of competency-based vocational administrator training programs. Examples of such programs are described by Cotrell and English (1978) and Walker (1981) in Pennsylvania, Parker and Ramp (1981) in Illinois and Gorman (1981) in Ohio.

However, the primary focus of these programs is on the training of the secondary vocational administrator. Parker and Ramp (1981) conducted a follow-up of 100 of the participants in the vocational administrator training programs in Illinois. Their follow-up indicated only one of the respondents had become a community college administrator. If only one of the participants of a vocational administrator training program entered community college administration, then questions are raised concerning the educational background and experience of the occupational deans. What types of administrative and technical training have the deans received? What types of administrative experience do they have? Are community colleges hiring secondary vocational administrators as deans of occupational education?

Other areas of concern are those of equal opportunity, affirmative action, and sex equity with respect to the position of dean of occupational education. Parker and Ramp (1981) indicated that although the Illinois programs had an enrollment with 30% females and 70% males, only one woman of the 15 females responding had become a vocational administrator. Evans and Herr (1978) indicate that traditionally women have been confined to clerical, homemaking and health occupations. These authors suggest women are making inroads in the area of business, but the question remains, are women filling the position of occupational dean? Similar questions exist concerning the racial minorities. Although native Americans, blacks and hispanics often make up a significant proportion of the enrollment in vocational programs, they fre-

quently are not represented in the administration of these programs. Thus, there is an interest in the female and minority representation at this level of vocational administration.

A final area of interest is the reporting relationship of the dean of occupational education. Is the occupational dean a line officer or is this position a staff position? Is this position equal to that of an academic dean or subordinate to it? What is the extent of the occupational dean's staff and how many and what types of positions report to the dean? Thus, information on the dean's immediate supervisor and the number and type of individuals reporting to the dean will provide insight into the relationship of this position to the institutions' administration.

As indicated, little information existed on the characteristics of the occupational deans and the nature of this position. One intent of this study was to obtain information concerning several aspects of these deans and their position: First, information was gathered on the sex, race and age of these deans. Second, information was obtained on the educational degrees earned, the major subject matter areas of these degrees, the type of experience and the number of years of experience held by the occupational deans. Finally, data on the immediate supervisor and the number and type of subordinates of these deans were obtained to determine the relationship of occupational deans to the administration of the colleges in which they are located. This information, although not complete with respect to a total description of the occupa-

tional deans or the position, provides insight into the nature of this position and characteristics of the individuals that serve in it.

Overview of Leadership

Leaders and their ability to lead have piqued the interest of scholars and laymen alike. Exploration and discussion of these abilities were left to historians and storytellers until the beginning of the twentieth century. It was at the turn of the century that the scientific study of leadership had its beginnings (Yukl, 1981). In this section the following topics on leadership will be discussed: definition of leadership, major approaches to leadership and summary of recurring questions.

Definition of Leadership

Leadership has been studied from a variety of perspectives, and there are as many definitions of leadership as there are perspectives. Stogdill, in his 1974 review of the literature, organized the definitions of leadership into the following categories: the effects of personality, the art of inducing compliance, the exercising of influence as behavior, a form of persuasion, the achievement of goals, an effect of interaction, differentiation of roles, and initiation of structure. The list of specific definitions seems almost endless. Yukl (1981) concurs with Stogdill and suggests that the definition selected by a given researcher or research effort depends on the perspective of the investigator or the investigation.

The following list of definitions illustrates the variety that exists in the study of leadership.

1. Leadership " . . . is the behavior of an individual when he is directing the activities of a group toward a shared goal" (Hemphill & Coons, 1957, p. 7).

2. Mumford (1906-07) indicates "Leadership is the preeminence of one or a few individuals in a group in the process of control of societal phenomena" (Stogdill, 1974, p. 7).

3. Leadership defined by Tead (1929) is ". . . a combination of traits which enables an individual to induce others to accomplish a given task" (Stogdill, 1974, p. 8).

4. "Leadership is organizationally useful behavior by one member of an organizational family toward another member or members of the same organizational family" (Bowers & Seashore, 1966, p. 240).

5. Leadership is ". . . power over other people, and power over others enables a man to do things, to get things, to accomplish feats that, by himself are unattainable" (Fiedler, 1971, p. 1).

6. Leadership is ". . . the degree to which the leader encourages or allows the participation of subordinates in the making of decision" (Vroom, 1981, p. 1).

7. "The leader is an information processor," and leadership is ". . . understanding and predicting how people will react to events around them . . ." (Green & Mitchell, 1979, p. 429-430).

Clearly, leadership may be viewed as a type of behavior, a group

process, a possession of traits, an organizational process, the possession of power, a social process or as information processing.

The intent of this study is to examine several aspects of a specific leader, the dean of occupational education. No distinction is made with respect to the quality or effectiveness of the leader in the selection of subjects used in this study. Shartle (1957) suggested it is possible to study leadership whether it is effective or ineffective. Hemphill and Coons (1957) supported Shartle and suggested that a leader in an organizational sense can be associated with a given position. Thus, the definition of leadership used in this study is the definition given by Hemphill and Coons (1957), "... the behavior of an individual when he is directing the activities of a group toward a shared goal" (p. 7).

Major Approaches to Leadership

The study of leadership has evolved over time as researchers' concepts and methods have changed (Yukl, 1981). The changes in approaches to leadership did not follow each other in lock step fashion, and during most periods many different approaches were used. However, there are periods when the emphasis in leadership research was on particular approaches. In this section the major research approaches and an accompanying chronology will be discussed.

Trait Approach

The trait approach was the first approach taken by social scien-

tists to examine the concept of leadership. It consists of attempting to identify a set of unique characteristics that individuals are born with or develop that enable them to be leaders. Yukl (1981) indicated that the early trait research attempted to differentiate between leaders and non-leaders, and the studies focused on physical characteristics, personality and ability of the leader. The literature in this area was extensive and confusing. Several reviews of the trait literature exist (Gibb, 1954; Jenkins, 1947; Mann, 1959; Stogdill, 1948, 1974). However, Stogdill's 1948 and 1974 reviews had the greatest impact on the direction of leadership research. Stogdill (1948) suggested that the factors associated with leadership could be categorized as follows:

1. Capacity (intelligence, alertness, verbal facility, originality, judgment).
2. Achievement (scholarship, knowledge, athletic accomplishments).
3. Responsibility (dependability, initiative, persistence, aggressiveness, self-confidence, desire to excel).
4. Participation (activity, sociability, cooperation, adaptability, humor).
5. Status (socioeconomic position, popularity).
6. Situation (mental level, status, skills, needs and interests of followers, objectives to be achieved, etc.) (Stogdill, 1974; p. 63).

However, Stogdill indicated that even in these categories, the findings are contradictory. Yukl (1981) wrote that the emphasis in

trait research took a more practical direction as business and industry attempted to identify effective leaders. Yukl reported that initial attempts to identify effective leaders using paper and pencil tests of attitude, personality and interest met with little success. However, in the mid 1960s and early 1970s the managerial assessment center concept was developed and the identification of leadership qualities was approached using a variety of methods.

Dunnette (1971) pointed out that, "In an effort to bring order to this manpower chaos, some industrial firms and government agencies . . . developed and implemented multiple assessment procedures for identifying and developing managerial talent" (p. 79). The intent was to identify specific qualities. Paper and pencil tests were combined with personal interviews, simulation exercises and observation to assess personality and behavioral characteristics and predict those individuals that would be most successful.

Dunnette (1971) also indicated that major efforts in the development of assessment were contributed by Bray for American Telephone and Telegraph, Thompson and Donaldson for SOHIO's Formal Analysis of Corporate Talent (FACT), Bentz for Sears, and Hinrichs for IBM. These authors working in their respective settings identified a set of factors common to most managerial leaders. The studies identified some broad underlying dimension such as ". . . Overall Activity and General Effectiveness, Organizing and Planning (Administering), Interpersonal Competence (Human Relations Ability and Understanding), Cognitive Competence

(Intellectual and Quality of Thinking), Work Orientation (Work-Oriented Motivation), and Personal Control (Control of Feelings and Resistance to Stress) (Dunnette, 1971; p. 88). Here again, their specific finding reflected the approach of their studies.

As the trait approach continued to evolve, Miner (1978) examined managerial motivation and suggested that a manager needs to obtain support for his actions at high levels, be competitive, be able to take charge and make necessary decisions, exercise power, stand out from the group, and be a capable administrator. McClelland (1975) examined the relationship of three aspects of motivation, the need for achievement, power and affiliation. McClelland's finding suggests that leaders exhibit a high need for power, followed by a desire to achieve with sufficient need for affiliation to cause the leader to associate with members of the group. However, despite the relationships identified between the characteristics, motives identified and effective leadership, there is no general set of traits that can be attributed to an effective leader in all situations. As is illustrated here, there are a wide variety of approaches and for each approach the list of characteristics differs.

Behavioral Approach

The behavioral approach is the second major thrust in leadership research. It began following World War II and during the 1950s and early 1960s major contributions were made by Katz, Maccoby, and Morse (1950) of Michigan and Hemphill and Coons (1957), Halpin and Winer

(1957), Fleishman (1957a) and Stogdill (1963) of Ohio State. The fundamental approach of behavioral research is that leaders behave differently than non-leaders and the effective leaders' use of appropriate behavior will result in employee satisfaction and higher productivity. Thus, the goal of behavioral research is to identify a specific set of behaviors that will result in improved satisfaction and productivity. Katz, Maccoby and Morse (1950) identified two categories of behavior referred to as employee-centered and production-centered. These two categories represent opposite ends of a continuum upon which the behaviors of leaders fall. The Ohio State group used a factor analytical approach and also identified two principal categories of leader behavior. These two categories are called initiating structure and consideration (Halpin and Winer, 1957). These two categories are considered separate dimensions and a leader may exhibit some amount of both forms of behavior.

Likert (1961, 1967) attempted to integrate the work of the Michigan group into a theoretical framework to explain processes used by successful managers. Likert suggested that successful managers demonstrate certain practices, including supportive behavior, group method of supervision, high performance goals, and linking pin functions. Using these practices along with planning and coordination will result in high group performance. Bowers and Seashore (1966) attempted to integrate findings from both Michigan and Ohio State studies and presented the Four-Factor Theory. The four factors include support, interaction facilitation, goal emphasis and work facilitation. Bowers and Seashore suggested lead-

ership might be a shared function between leaders and followers. They indicated that any one of these four factors may be supplied by the leader, the follower or both. However, the ". . . formally acknowledged leader through his supervisory leadership behavior sets the pattern of the mutual leadership which subordinates supply each other" (Bowers & Seashore, 1966, p. 249). Although these approaches are interesting, their leader behavior dimensions overlap and the instrumentation used to identify and describe these behaviors has not gained wide acceptance.

The study of leader behavior has continued in two principal directions. One identifies and defines new dimensions of leader behavior while the other continues to examine and refine the measurement and understanding of the Ohio State dimensions, initiation of structure and consideration. Yukl and Nemeroff (1979) identified 14 new dimensions of leader behavior, and between 1979 and 1981 added four more dimensions (Yukl, 1981). Their total is now 19 dimensions of leader behavior. As Yukl (1981) indicated, these 19 dimensions are newly described and untested, thus making their use difficult. The second direction, that of studying initiation of structure and consideration, is exemplified by the studies of Schriesheim and Kerr (1974), Schriesheim and Murphy (1976) and Markham and Scott (1983). Schriesheim and Kerr (1974) examined the psychometric properties of the survey instruments developed by researchers at Ohio State to assess the dimensions of initiation of structure and consideration. They suggest that although these instruments have many weaknesses the most recent one, the Leader Behavior

Description Questionnaire Form XII (LBDQ-XII: Stogdill, 1963), is the best leader behavior assessment instrument available. Schriesheim and Murphy (1976) studied ". . . the effects of four situational moderators on the relationships between (a) leader behavior and subordinate satisfaction and (b) leader behavior and subordinate performance . . ." (p. 634). The findings of this study suggested unit size, stress, and consideration in some instances serve as moderating variables between leader behavior and subordinate satisfaction and performance. Markham and Scott (1983) conducted "a component factor analysis of the initiating structure scale of the LBDQ-XII" (p. 71). These authors indicated that some bias may exist in this scale and suggested that the wording of the questions should be consistent with the level of analysis. In other words, if the study is focusing on the leader's interaction with a group or with individuals of a group, the questions should be worded appropriately.

Although the dimensions of initiation of structure and consideration have received wide acceptance as important dimensions of leader behavior, there is by no means universal agreement on this topic. New taxonomies of leader behavior continue to appear. However, as with the trait approaches, there is a recognition that situational factors are important in understanding which behavior should be used at a particular time. It is apparent from the various approaches to the study of leader behavior that no one set of behaviors applies in all situations.

Situational Approach

The situational approach is the third and most recent direction taken in leadership research. This approach began in the mid 1960s and suggests that situational variables such as the nature of the task, the position of the leader; group relationships, employee maturity, environmental conditions, and the leader's ability to diagnose the situation influence the interaction between the leader and the performance of the group. There are many situational approaches and to attempt to discuss all of them is futile and would not contribute to the strength of this study. The models discussed in this section are representative of the many in existence.

Fiedler (1967) developed the contingency model of leadership that integrates aspects of the trait and behavioral approaches to leadership with situational variables. This model identifies a leader's basic motivation, whether it be task oriented or relationship oriented, and places the individual in a situation that will improve the probability of success. The situational variables are position-power, leader-member relationships and task-structure which are combined to create a situational favorability dimension (Fiedler, 1971). Fiedler suggests the leader's behavior is unchangeable because it is the result of the persons basic personality. Therefore, to be effective the leader must be placed in a situation most favorable for his/her style of leadership.

Considerable research has been conducted using Fiedler's model. Rice (1978) reviewed the literature on the research conducted with the

instrument called the Least Preferred Coworker (LPC) used to identify whether the primary motivation of the leader is task or relationship motivated. Rice concluded that although the LPC does identify these tendencies in the leader, it is not the best scale to use for this purpose because the LPC lacked stability and test-retest reliability. Strube and Garcia (1981) indicated there is strong statistical support for the model. However, there is a need to better understand the situational favorability dimension, leader-member dynamics and the applicability of the model to a wide range of age groups. Other criticisms include lack of independence of situational measures (Kerr & Harlan, 1973), the arbitrary weighing of the situational variables (Shiflett, 1973) and the role of leader-member relations as an intervening variable rather than a situational one (Yukl, 1981).

The situational leadership theory of Hersey and Blanchard (1977) is representative of the popular approaches to leadership. Other popular models include Blake and Mouton's (1964) managerial grid and Reddin's (1967) 3-D management style theory. Hersey and Blanchard suggested the leader is most effective when task and relationship behaviors are modified to address the level of the job and the psychological maturity of the employee with respect to a particular task or function to be performed. As a worker's maturity increases, the leader should adjust his/her behavior accordingly. However, despite the face validity of this approach, little attempt has been made to develop evidence to support this theory (Yukl, 1981). Borman (1978) and Landy (1978) reviewed

the Leadership Evaluation and Description Scales (LEADS) used by Hersey and Blanchard to identify the leader's use of task and relationship behavior. Borman and Landy both indicated that insufficient validity and reliability tests have been conducted on the LEADS instrument and suggested that it is a poor research tool.

The path-goal theory of leadership, developed by Evans (1970) and House (1971), is representative of theories developed on a foundation of psychology. This theory is founded in the expectancy theory of motivation (House, 1971). Another theory of this type is the implicit theory of leader behavior theory is based on an understanding of cognitive mechanisms (Larson, 1982). The path-goal theory, utilizing expectancy theory, has as its central concept that the force on an individual to engage in a specific behavior is a function of (1) his expectations that the behavior will result in a specific outcome and (2) the sum of the valences, that is, personal utilities or satisfactions that he derives from the outcome. (House, 1971, p. 322). Thus, workers consciously consider their ability to behave, the barriers to the work-goal accomplishment and the support they will receive with respect to a given situation and adjust their performance based on their assessment of the personal value of the outcome. House and Dressler (1974) suggest the leader's role is to enhance the psychological status of the subordinates. Through the leader's behavior the subordinate is motivated to accomplish outcomes desirable to both the worker and the organization. Yukl (1981) indicated that the situational variables--the

characteristics of the task, the environment and the subordinates--are moderating variables. The leader's ability to motivate the workers to accomplish desired outcomes is contingent on the difficulty and nature of the task, the types of the incentives and the support of other works.

The findings associated with the path-goal theory are mixed. For example, the link between leader behavior and group performance is not always supported, Sheridan, Downey and Slocum (1975) found that "Leader behavior is related to subordinate's motivation and job satisfaction, but not to their performance" (p. 77). Initiating structure is hypothesized to be positively related to role ambiguity in improving group satisfaction and performance; however, Dressler and Valenzi (1977) did not find this to be the case. Yukl (1981) suggested that confusion exists as a result of the proliferation of versions of the theory, lack of specificity in how situational variables interact, and a theory focus only on the motivational aspects of leadership. Thus, although the path-goal theory provides a model that addresses some of the leader-member-situational interaction it is by no means complete.

Vroom and Yetton (1973) developed a situational approach that focuses on decision making, a particular aspect of a leader's abilities. Their approach is representative of others which have a similar focus. The attribution theory is another situational approach falling in this category. It focuses on leaders as information processors who base their actions on what they attribute to be the cause of the follower's behavior. In the approach of Vroom and Yetton the leader's style is

determined by specific behaviors indicated from this type of decision made in a particular situation (Jago & Vroom, 1975). A leader's style is indicated from responses given to questions on 30 case situations, and effective decisions are determined by the quality of the decision and the acceptance of the decision by subordinates (Vroom, 1981). Vroom identifies four basic types of decisions: autocratic, consulting, group and delegation. He suggests selecting a decision-making process that is more dependent upon the situation than upon the individual differences of the leader. Vroom and Jago (1974) indicated it is more appropriate to talk about autocratic and participative situations than about individuals. These authors further suggested that the situation shapes the individual rather than reverse.

Although there is support for this approach in that the model is able to describe effective leader behavior in particular situations there are weaknesses and limitations as well (Vroom & Jago, 1978). Vroom and Jago indicate that the model predicts decision quality better than decision acceptance. The approach is limited to one aspect of a leader's ability and Locke and Schweiger (1979) suggested the literature indicated participative decision making will be no more successful than autocratic decision making. Locke and Schweiger indicated that participative style improves satisfaction but not productivity, and that the most important contextual variable in productivity is the employee's knowledge. Yukl (1981) indicated that rules and prescriptions are based on prior research and little new research has been conducted. Yukl sug-

gested that this model shows promise, but more work is needed to clarify the relationship between the leader's decision behavior and the quality and acceptance of the decision.

Yukl's multiple linkage model of leader effectiveness attempts to be comprehensive in explaining the interaction of situational variables with leader behaviors that result in productivity. Yukl (1981) indicated this model not only focuses on situational moderator variables and leader behaviors but also introduces the effect of intervening variables. The model consists of a complex mix of variables including nineteen categories of leader behaviors, six intervening variables and three broad categories of situational moderator variables. The nineteen categories of leader behavior are the result of integrating and reorganizing the behavioral dimension developed by seven prior research efforts. These research studies include Bass and Valenzi (1974), House and Dressler (1974), Bowers and Seashore (1966), Stogdill, Goode and Day (1962), Halpin and Winer (1957), Fleishman (1953), and Comrey, Pfiffner and High (1954). Yukl (1981) suggested that "...the leader's behavior influences the intervening variables, and they in turn affect group performance" (p. 153). The intervening variables are subordinate effort, subordinate role clarity, subordinate task skills, resources and support services, task-role organization, group cohesiveness and teamwork, and leader-subordinate relations (Yukl, 1981, p. 154). The situational variables include constraints on the leader's behavior, variables affecting the intervening variables and situational variables that affect the rel-

ative importance of each intervening variable. Success is looked at from two perspectives. First, short-term success depends on how skillfully the leader acts to correct differences in the intervening variables. Second, long-term success depends upon the leader changing situational variables which positively influence situational constraint and/or intervening variables that ultimately improve subordinate performance (Yukl, 1981).

The multiple linkage model is complex and poorly defined model. Yukl (1981) indicated that it is based and partially supported by ". . . research on goal setting, positive reinforcement, group dynamics, conflict management, training, personnel administration, . . . organizational administration . . ." and leadership (p. 162). The model is newly developed and no direct tests of the model have been conducted.

The situational approach has increased the complexity in the study of leadership. It has also heightened the awareness of the importance of the interaction of the leader, follower and situational components of leadership. However, the relationship of these three factors is as yet not clearly understood. Criticism of these approaches range from poorly defined variables to arbitrary selection of variables to insufficient testing of the models. No one model has received total acceptance. Fiedler's contingency model is one of the oldest and Hersey and Blanchard's situational theory is one of the more popular. However, Fiedler is criticized for arbitrary selection and weighting of variables and Hersey and Blanchard are criticized for lacking a research founda-

tion for their model. Thus no one model seems more appropriate than another for understanding the role of the dean of occupational education.

Leader Behaviors

Recognizing the importance of leadership behavior is the impetus behind the behavioral approaches to leadership. Behavioral approaches identify, describe and examine the relationship between the leader's behaviors and indicators of effectiveness. A review of the literature on the identification of leader behaviors, leader assessment instruments, and the leader behaviors and instruments used in this study are discussed in this section.

Identification of Leader Behaviors

Major contributors to the identification and classification of leader behaviors include Katz, Maccoby and Morse (1950) of the University of Michigan, Hemphill and Coons (1957), Halpin and Winer (1957), Fleishman (1957b) and Stogdill (1963) of Ohio State University. These two groups of researchers working independently identified two dimensions of leader behavior. One dimension focused on the needs of the organization, and the other on a consideration of the needs of the employee. Katz, Maccoby and Morse (1950) referred to the behaviors as "production centered" and "employee centered", and Halpin and Winer (1957) called them "initiating structure" and "consideration". Other researchers have attempted to categorize leader behavior. Katz and Kahn

(1966) identified four dimensions; Kahn (1958) described four supervisory functions; Cartwright and Zander (1960) identified two categories of leader behavior; Likert (1961) identified five conditions for effective supervisory behavior; Stogdill, Goode and Day (1962) identified 12 dimensions of leadership; Mann (1965) listed three skills required of supervision and managers; and Bowers and Seashore (1966) developed four dimensions of behavior necessary for effective leadership. The identification and categorization continued with Yukl and Nemeroff (1979) identifying 14 categories and Yukl (1981) adding 5 more to bring the total to 19 leader behavior categories. However, the dimensions of leader behavior most widely accepted, frequently used and producing the greatest impact are initiating structure and consideration (Evans, 1970; Fiedler, 1967; House, 1971; Yukl, 1981).

Initiating structure and consideration, the two dimensions of leader behaviors identified by Halpin and Winer (1957), represent two independent dimensions and a leader may exhibit some aspects of one or both of these dimensions. They were developed as a result of a factor analysis of 1760 statements describing leader behaviors and are defined as follows:

1. Initiating structure: The behavior exhibited when the leader ". . . clearly defines his own role, and lets followers know what is expected of them" (Stogdill, 1963, p. 3).
2. Consideration: The behavior exhibited when the leader ". . . regards the comforts, well-being, status and contributions of fol-

lowers" (Stogdill, 1963, p. 3).

Korman (1966) and Kerr and Schriesheim (1974) reviewed the literature involving these two dimensions of leader behavior. Korman (1966) reviewed 14 studies dealing with initiating structure and consideration and concluded that little was known about these two variables. He indicated a need for systematic study to determine if they were predictive of group performance. The review written by Kerr and Schriesheim (1974) focused on the questions raised by Korman. They concluded that situational moderating variables that influence the effects of leader behavior were being dealt with and there appeared to be a relationship between initiating structure and consideration and subordinate morale, satisfaction and performance. However, Kerr and Schriesheim also found weaknesses. They indicated that uncertainty exists as to whether leader behavior causes or is caused by subordinate behavior.

Instruments for Assessing Leader Behaviors

Schriesheim and Kerr (1974) examined the psychometric properties of the instruments used to obtain ratings of initiating structure and consideration. These instruments include the Leader Behavior Description Questionnaire (LBDQ: Hemphill & Coons, 1957); the Supervisory Behavior Description Questionnaire (SBDQ: Fleishman, 1957a); the Leader Opinion Questionnaire (LOQ: Fleishman, 1957b) and the Leader Behavior Description Questionnaire Form XII (LBDQ-XII: Stogdill, 1963). Schriesheim and Kerr (1974) indicated that the scales are contaminated

by socially desirable or lenient responses, that dimensions other than initiating structure and consideration are measured and questions exist concerning the validity of these instruments. However, they point out that the LBDQ XII lacks many of the shortcomings of the previous instruments, and that ". . . the shortcomings reported . . . do not render worthless those studies which have used the scales" (p. 764). "Although the Ohio State Scales do require further refinement and validation they probably remain superior to those hastily developed and superficially investigated alternatives sometimes used in leadership research." (Schriesheim & Kerr, 1974, p. 764).

The instruments used to rate these behaviors have weaknesses, and questions arise as to whether they are measuring what they are intended to measure. However, Schriesheim and Kerr (1974) also indicate that although the LBDQ-XII is not perfect, it represents the best instrument available to assess leader behaviors. Therefore, the LBDQ-XII is used to identify the leader behaviors of initiating structure and consideration in this study.

Situational Considerations

Situational factors that influence an organization's structure have an impact on the roles of the administrators that serve in them. Three situational factors that influence the organization of an educational institution are considered in this study. These three factors are the system of governance for the institution, the major source of the institution's financial support and the size of the institution as indicated

by student enrollment. Each of these factors is discussed in this section and is presented in the following order, governance, financial support and institutional support.

Governance

Institutional governance is an area in which considerable writing has been done. Cohen and Brawer (1982) indicated that "More has been written about the governance and administration than about any other aspect of the community college" (p. 93). However, much of this literature focuses on the governance structure, changes in the locus of institutional governance, the impact of system of governance on the policies and operation of institutions and the relationship of chief administrators, local and state boards to the system of institutional governance. Very little research or writing has addressed the impact of governance on the role of an administrator other than the president of an institution. The interest in this study is to assess the impact of the level of governance on the role of the dean of occupational education. Thus, the literature on governance is briefly reviewed to identify some aspects of the level of institutional governance that may influence the role of the dean of occupational education.

Governance Defined

Webster's New International Dictionary defines govern as "to control or direct the action, conduct or operation of, to regulate; influence; restrain; administer." Corson (1975) suggests that governance is

a term used in education for what business, governmental agencies and the military refer to as managing. Corson defines governance as ". . . the process of 'deciding' and seeing to it that the decisions made are executed." Corson indicates that the ". . . process involves--in colleges and universities--students, teachers, administrators, trustees and, increasingly, individuals and agencies outside the institution in establishing policies rules and regulations, and in collaborating to carry out those guides to action" (p. 20).

Historical Perspective

Historically the level of institutional governance was situated at the local level for the community college. These institutions were often a part of the local school systems, and when the community college were separated from the local schools they established local boards of trustees (Cohen & Brawer, 1982). The "locally controlled community junior colleges were governed in much the same way as other elements of the public schools. A locally elected board of trustees established policies for the college or colleges in its district, under the laws inacted by legislature and the regulations of the state board" (Thornton, 1972, p. 116). However, after World War II returning veterans caused enrollment to increase, and new independent institutions began to open. The increasing numbers were a boon to the establishment of the community college, but they also drew the attention of the legislators. This attention resulted in tighter controls and regulations from the states and initiated the move toward state control (Thornton, 1972).

The trend toward state control once begun has continued. Cohen and Brawer (1982) indicated that "The trend toward state control accelerated with the Higher Education Amendments of 1972, which led to the establishment of commissions to coordinate higher education in each state . . . (p. 101). The increasing involvement of state legislative and executive boards in decision-making brings into question the autonomy of the community college and its ability to carry out it's goals and objectives (Darnowski, 1978). Wattenbarger and Sakaguchi (1971) conducted a study which indicated that state boards were assuming primary roles in planning, institutional establishment, fee structures, program development and student policies. The study concluded that the local institution still had control over faculty selection, promotion and tenure. However, even in this area local authority and responsibility is being eroded, and in Florida the Public Employees Relations Act of 1974, Equal Access/Equal Opportunity, Technical Program Review, the Management Information System and Community Instructional Service" . . . have directly affected the organization, procedure, and personnel policies of a local institution" (Owen, 1978, p. 27).

The trend toward state control has also resulted in increased requirements for information. This information is used for system wide planning and accountability. Owen (1978) reported that Florida Junior College in Jacksonville indicated 161 reports were due annually to state and federal agencies. Koltar (1980) suggested that as a result of the state's influence, long-range planning is no longer available to the

local institution and the status quo is the standard. Mundt (1978) took a more optimistic view by suggesting that what is ". . . really underway in American higher education is not an inexorable shift of local to state control but rather the development of a new and complex decision-making process resting on the interaction of various legitimate public sector interest" (p. 50).

Although state control is not universal its influence is felt at many levels. Kintzer (1980) reported that 15 states have a state board that control community colleges; five states have university and community college boards; 10 have boards controlling all of higher education; and 15 have state boards controlling all levels of education. Thus, a variety of approaches to institutional governance exists with the range extending from local control operating within general state guidelines, to local control under a state board with coordinating authority to full state control (Cohen and Brawer, 1982). In this study there is an attempt to examine the influence that an emphasis on one of the two basic approaches, local governance and state governance, have on the role of the dean of occupational education.

Local Governance

Cohen and Brawer (1982) indicated that, "Most colleges in the nation are organized within single districts. A board of trustees, elected locally, establishes policy for the institution and employs a chief executive officer. Vice-presidents or deans manage business affairs, student personnel, academic instruction, and technical educa-

tion" (p. 97). However, multi-campus districts have been on the increase and in 1980 Kintzer reported that 66 existed in 22 states. McLeod (1979), examining the patterns of responsibility for local boards of community colleges, indicated that common responsibilities of these boards were employment the president, administrators, faculty and staff and the establishment of salary scales, establish policy, rules, regulations, guidelines, objectives and goals, acquire property, issue bonds, recommend tax levy, fix tuition within state limits, award degrees and certificates, contract and adopt bylaws and elect such officers required to operate the board. Thus, in locally governed institutions these responsibilities are situated at the local level, placing the governing authority within the community served by the college.

State Governance

The increased involvement of the state has resulted in the movement of many of the decisions that were made at the local level to the state level with a resultant loss of autonomy for the local institutions (Darnowski, 1978). Wellman (1978) indicated that while Illinois community colleges had locally elected governing boards the state controlled the major aspects of operating the community colleges, including: (a) establishment and expansion of community colleges; (b) new program and service approval; (c) acquisition of sites and facilities; (d) provision of financial support; (e) student procedures; (f) development of management information systems. Cohen and Brawer (1982) wrote that the involvement of the state has increased the equity for all colleges in a

state system and improve the efficiency of the operation of the colleges.

The involvement of the state has also resulted in increased complexity in the operation of the community colleges. Florida for example required "Any rule, fee, degree program or major catalog change (to have) a public hearing preceded by and advertisement of twenty-one days prior to the hearing" (Owen, 1978, p. 26 - 27). Mundt (1978) suggested that what was really was occurring was not a shift from local to state control but the development of a new and complex decision making process. This process involved interaction with a number of legitimate public interests.

Whether an institution is operated under local or state governance these factors interface with the role of the occupational dean and may influence the way in which this role is carried out. Thus the profile, functions and leader behavior of the deans were analyzed to determine in which areas the influence of the level of governance may be identified.

Locus of Financial Support

Historical Perspective

Initially, community colleges derived most of their support from the local systems which were operated from local tax monies with small amounts coming from student tuition. As the community colleges grew they soon became independent from the local school systems however, local tax revenues continued to be the principal source of support (Cohen & Brawer, 1982). These authors indicated that local revenues were

the major source of institutional support until 1942.

Between 1940 and 1960 community college enrollments tripled and local revenues could no longer keep pace with these expanding enrollments (Wattenbarger & Cage 1974). The sources for revenue began to broaden and included increased amounts from student tuition, state aid and federal aid. Bogue (1950) expressed a concern for equity in the funding for these rapidly growing institutions. Bogue indicated the most satisfactory plan for funding the community colleges was with state aid which when supplemented with local monies would equalize the funding for poorer communities.

The state has become the principle source of revenue for the community college. Cohen and Brawer (1982) indicated that states now carry approximately 60% of the funding burden for the community colleges with tuition accounting for 15%, local aid for 11% and federal aid five percent.

The federal government also had an early role in financing higher education. Honey and Hartle (1975) indicated in the initial involvement of the federal government in the financing of higher education their posture was one of hands-off. However, with the second Morrill Act in 1890 the federal government had included provisions for supervision of the funds and required the presidents of the land-grant institutions to submit annual reports. Honey and Hartle suggest from that time forward the federal government has been involved in the supervision of the monies it has provided for education.

Bender (1975) suggested the federal government has ". . . shaped and reshaped the organizational configuration of postsecondary education. . . ." through legislation and ". . . its interpretation of the societal demands to be met" (p. 4-5). The Higher Education Facilities Act of 1963 established a structure at the state level for monitoring and administering the funds, and it required the submission of annual plans. Bender further suggested that community colleges were enticed to yield to the federal governments' direction particularly through vocational education. The Smith Hughes Act included tightly written detailed provisions as to what was required to receive reimbursement. This legislation covered student types, equipment, and the form and content of instruction. Wattenbarger and Cage (1974) indicated the Vocational Education Act of 1963 resulted in many state-wide battles as to who was in charge of postsecondary vocational education. Bender indicated that federal legislation in 1963, 1965 and 1969 resulted in the formation of state agencies, influenced data collection and burdened the local institutions to provide information without providing feedback.

Implications for the Dean of Occupational Education

The effects of local funding on the role of occupational deans were not expected to be large. There was no indication in the literature that these monies were particularly associated with vocational education. Therefore changes in this source would effect vocational administrator in the same way they would any other administrator in the

institution.

Federal funding on the other hand is associated with any number of requirements which could influence the role of the dean of occupational education. The presence of federal monies often requires the development of a data base and a variety of other functions. Thus, the requirements of the position and functions the dean must perform may well be effected by the presence or absence of federal funds.

Institutional Size

Institutional size is apparently one of the most important factors influencing the operation of an organization. Cohen and Brawer (1982) state "Regardless of organizational forum, size seems to be the most important variable. In study after study, whether the topic of concern is students, curriculum, library holdings, or unit costs, institutional size, more than any other characteristic, differentiates publicly supported institutions from one another" (p. 96).

The community colleges of the United States vary in size from a few hundred students to enrollments in excess of 100,000 AACJC Directory, 1983). Because of the suspected influence of size on the role of the dean the institutions in this study were categorized into three size categories on the basis of unduplicated headcount. Dunn, Stevens and Kelley (1973) suggested there may be a relationship between size and the degree of complexity in an organization. The degree of complexity referred to by these authors is the number of layers of management and the number of specialized people in the organization. Katz (1970) dis-

cussed a six stage growth theory in which there was an increase in organizational size and an associated increase in complexity. He suggests that management increases in number up to a point then remains relatively constant. Katz indicates that as the organization increases in size the number of individuals a manager must interact with increase thus increasing the complexity of accomplishing a task.

Dunn, Stevens and Kelley (1973) indicated that size also influences the design of an organization's structure. Larger organizations may have more people in specialized positions while smaller organizations may have fewer people in general positions. Thus, it was supported that institutional size might influence the profile, functions and/or leader behaviors of the deans of occupational education.

Effectiveness

This section will be devoted to a discussion of the measures used to determine effectiveness of leaders, managers and administrators, and to identify and discuss the measures used in this study.

"Like the conceptions of leadership, conceptions of leadership effectiveness differ from writer to writer (Yukl, 1981, p. 5). Schein (1980) indicated that traditionally in the study of effective leaders, a single factor was selected to be measured to determine if the activities of the leader were effective in producing the desired outcomes. Outcomes measured were such things as maximum profit, usefulness of products, productivity, employee morale and others. However, Schein (1980) indicated that authors such as Argyris, Bennis and McGregor suggested

that a single factor is not a sufficient indicator to determine the effectiveness of an organization. Bennis (1962) introduced the concept of "organizational health" as an indicator of how effective an organization is operating. Bennis' concept of "health" included an organization's ability to (1) adapt to changing situations; (2) maintain a sense of identity; (3) test reality; and (4) integrate organizational, societal and personal goals. Thus, Schein (1980) suggested that multiple criteria should be used to assess the effectiveness of an organization.

The concept of multiple assessment is not limited to the determination of organizational effectiveness. Dunnette (1971) indicated that Bray for AT&T, Thomson and Donaldson for SOHIO, Bentz for Sears, and Hinrichs for IBM developed multiple assessment programs to identify and select potential effective managers for their respective companies. These assessment centers used different tests and measures, but similar techniques such as staff observers, simulations, information processing, personal interaction variables and paper and pencil testing.

Brass and Oldham (1976) developed a set of effectiveness measures based on leadership dimensions. These measures were developed from interviews of other managers and each is anchored with a critical incident. There are eight dimensions in the measure and they include (a) product quality, (b) training, (c) employee welfare, (d) corrective action, (e) technical ability, (f) customer job requirements, (g) manpower utilization, and (h) administrative functions (Brass & Oldham, 1976, p. 654). For this study, the wording is modified to suit the edu-

cational setting and a Likert scale is used to obtain the immediate supervisor's rating of the occupational dean. Although there is a single source for the evaluation, the immediate supervisor, this individual rates the dean on multiple dimensions of leadership. Using this multiple dimension assessment should provide an accurate measure of the dean's effectiveness.

Summary

To gain insight into the nature of leadership, Katz and Kahn (1966) suggested three important components: ". . . (1) attributes of the office or position, (2) characteristics of a person, and (3) categories of actual behavior." (Hoy and Miskel, 1978, p. 177). The study of leadership has evolved to the point that recent situational theories present theoretical models that attempt to explain the relationship of the leader's characteristics and behaviors and situational variables. These situational variables include the leader's position, relationships with the followers and the nature of the task to be done. However, no one model is able to address all situations. Criticisms of these situational models range from poorly defined variables to insufficient testing. Therefore, no one model seems appropriate to use in the study of the occupational deans.

Very little information is available on the occupational dean. A case is made that vocational education has become, and trends suggest will continue to grow in importance as, a major function in community colleges. Studies of the functions of vocational administrators appear

to have defined the major functions of the administration of vocational education. However, the distribution of these functions apparently varies from one community college to another and from one community system to another. The mailing list developed by the AACJC indicated that 46% of community colleges in the country had occupational deans. The question becomes which of the functions of the administration of vocational education are conducted by this dean.

Leadership as defined in this study is ". . . the behavior of an individual when he is directing the activities of a group toward a shared goal" (Hemphill & Coons, 1957, p. 7). The dean by the very nature of the title is in a position directing activities of a group toward shared goals, and is therefore a leader. It has been indicated that no one leadership model is appropriate for use in this study, that limited information exists concerning the occupational deans and the focus of this study is on the dean of occupational education. Therefore, to gain an understanding of this leadership position and the individuals that fill it, it seemed appropriate to obtain information on the three components of leadership indicated by Katz and Kahn (1966). The first component, attributes of the office or position, was examined in part by determining the functions of the dean. The second component, characteristics of a person, was examined by obtaining demographic information on the deans. The third component, categories of actual behavior, is indicated through the ratings of the dean's leader behaviors. The measure of effectiveness was not intended to assess the

dynamics of the relationship of these variables to one another or to other situational factors such as faculty morale or productivity. It is to provide information on this position and direction for future research. Therefore, a measure of leadership functions is used to assess the effectiveness of the occupational dean.

This study describes selected demographic characteristics, functions and leader behaviors of the deans of occupational education. Description of these basic components and an examination of the relationship of these variables to the situational variables, institutional size, governance and finance is an appropriate first step. An in-depth examination of each of these variables was conducted to obtain a full understanding of the role of the dean of occupational education.

III. METHODOLOGY

The purpose of this study was to develop a descriptive data base on the functions, demographic characteristics, leader behaviors and effectiveness of community college deans of occupational education. Differences among the functions, demographic characteristics and leader behaviors with respect to the dean's effectiveness, the institution's size, system of governance and sources of financial support were also described. This chapter includes the research methodology used in this study. The sections include research design, research procedures, pilot studies, selection of subjects, instrumentation, data collection and recording, data analysis.

Research Design

The design of this study was ex post facto research using survey data on the demographic characteristics, functions and leader behaviors of the deans of occupational education. Ratings of each dean's leader behaviors and effectiveness were obtained from the dean's immediate superior. The surveys of the deans and their immediate supervisors were conducted by mail. The deans were sent a questionnaire to obtain information on their leader behaviors, functions and characteristics. Information was also obtained concerning the governance and sources of funding of the institution in which the dean served. The presidents of the institutions at which the deans were located were sent a second questionnaire to rate the dean's leader behaviors and effectiveness.

This questionnaire was to be completed by the dean's immediate supervisor. If the president was not the immediate supervisor, he or she was requested to forward the questionnaire to the appropriate individual. Means, frequencies, percentages, correlations, chi square, F ratio, t-test, analysis of variance and Tukey multiple comparison test were used to analyze the functions, profile characteristics, leader behaviors and the relationship of these variables with respect to effectiveness, institutional governance, institutional size and sources of financial support.

Research Procedures

The content of the survey instrument used in this study was taken from several sources and assembled in the format recommended by Dillman (1978) (Appendix A). The procedure used for mailing the questionnaires and the appropriate follow-up mailings were modeled after that described by Dillman (1978). However, modifications were made in the mailing schedule and methodology to adjust for a national conference involving many of the deans and their supervisors and the Easter holidays. These two events occurred during the survey periods and the adjustments were to assure a return rate suitable for data analysis in this study. An outline of that procedure is as follows:

1. The initial mailing contained a cover letter describing the purpose, benefits and scope of the study, a questionnaire, and a return addressed stamped envelope (Appendices A & B).
2. One week following the initial mailing, a postcard was sent to

everyone thanking those who had returned their questionnaires and reminding those who had not done so (Appendices A & B).

3. Three and one half weeks following the initial mailing, a letter and a replacement questionnaire were sent to those who had not returned their questionnaire (Appendices A & B).

4. Seven weeks following the initial mailing, a telephone survey was conducted of those deans who had not returned their questionnaires and for whom we had received a supervisor's questionnaire.

This procedure was used for both surveys conducted in this study; except that those supervisors who did not respond after the third mailing did not receive a telephone survey.

As suggested by Dillman (1978), each questionnaire contained a number to identify returned questionnaires, and the necessary follow-up mailings, and to pair the information from the deans and their supervisors. However, the information was kept anonymous in that once the necessary mailings and pairings were made, the records identifying the sources were destroyed. The participants were made aware of this procedure in the cover letters accompanying the questionnaires. Participants who wished to receive a summary of the findings were instructed to place their name and address on the back of the envelope in which they returned their questionnaire.

Pilot Studies

A pilot study was conducted to determine if the questions yielded the desired information. Dillman (1978) described a method by which the

instrument was pretested in order to reduce construction defects. The pretest method used in this study was modeled after the method Dillman suggested. The steps that were followed are listed below:

1. The first group to pretest the questionnaire consisted of Virginia Tech faculty who were familiar with the role of a vocational administrator. These individuals completed the questionnaire and were interviewed to determine their interpretations of the questions and to identify other difficulties.

2. The second group consisted of the researcher's advisory committee. These individuals received a revised version of the questionnaire. These individuals were interviewed to determine if the questionnaire addressed salient points with respect to the purpose of the study.

3. The third group to pretest the instrument was deans of instruction and their presidents from the Virginia Community College System. No deans of occupational education were included in this group. However, deans of instruction in Virginia are responsible for the occupational programs in their institutions and were considered knowledgeable of the role of the occupational dean. These individuals received the final version of the questionnaire mailed in accordance with the methods to be used in the actual survey.

Following this third review the questionnaire was ready for use on the sample taken from the population of occupational deans. The pilot groups used in each of the pretests were small, ranging in size from five to ten. In each case, the groups used were knowledgeable about some

aspect of the study. The Virginia Tech faculty selected are knowledgeable of the role of the vocational administrator; the researcher's committee is familiar with the purpose of the study; and the deans of instruction and their presidents have knowledge of the role of a practicing vocational administrator. The deans of instruction in the Virginia Community College System are responsible for both the occupational and transfer programs in their institutions, and therefore are aware of the role of the vocational administrator. Thus, using these three groups to pretest the study instrument minimized any construction defects prior to its use.

Selection of Subjects

The population in this study consisted of the deans of occupational education identified in a survey conducted by the American Association of Community Junior Colleges in a survey of the public and private two-year colleges in the United States. Of specific interest are the deans of occupational education employed in public institutions. According to the 1983 Community, Technical and Junior College Directory, 1055 public two-year colleges were located in the fifty United States. The population of community colleges with named deans of occupational education consists of 484 institutions. A random sample of 230 institutions was selected from this population for use in this study. The sample size was determined on the basis of a table provided by Krejcie and Morgan (1970) which indicated for .05 degree of accuracy a sample of 217 was required. The additional 13 institutions were added in an

attempt to compensate for nonreturns of the questionnaire.

Institutional size was a situational variable considered in this study for which data were available prior to releasing the survey. Institutional size was determined on the basis of 1982 fall quarter headcount enrollment figures provided in the 1983 Community, Technical and Junior College Directory. Institutions were placed in size categories developed by Atwell and Sullins (1984) in their work on community college curriculum. The three categories were small, 0-2500; medium 2501-5000; and large, 5001 and larger. A chi square goodness-of-fit test was computed on the sample to indicate if institutional sizes were represented in the sample in the same proportion as they occurred in the population. The chi square value was not significant indicating the sample was not significantly different with respect to institutional size than the population from which it was taken.

Instrumentation

Two questionnaires were used to obtain the data in this study. One questionnaire was designed to obtain information on leader behaviors, functions and demographic characteristics from the community college deans of occupational education (Appendix A). The second questionnaire rated the leader behaviors and assessed the effectiveness of the deans of occupational education (Appendix B). The first questionnaire was designed for self-assessment by the dean while the second obtained the ratings of the dean's immediate supervisor. These two questionnaires were assembled from materials taken from several sources and the design

of the questionnaires and their sources are discussed.

Leader Behaviors, Functions and Characteristics

The Leader Behaviors, Functions and Characteristics Questionnaire (LBFC) was typed and printed in the format recommended by Dillman (1978). Specific type and format requirements were followed to produce questionnaires that were professional in appearance. This, according to Dillman, increased the probability that the questionnaire would be returned.

The LBFC questionnaire was designed to obtain information on the leader behaviors, functions and demographic characteristics of the deans of occupational education. This instrument was not intended to evaluate the deans but to obtain information descriptive of these three factors, and the deans were advised of this on the first page of the questionnaire. The questionnaire was assembled from several sources. The first section measured the leader behaviors of the deans and consisted of the 20 questions of the "Consideration" and "Initiation of Structure" scales taken from the Leader Behavior Description Questionnaire Form XII (LBDQ-XII: Stogdill, 1963). These behaviors were rated by the deans on a Likert-type scale ranging from (1) Ineffective to (4) Very Effective. See Appendix B for an illustration of the rating scale.

The second section of the questionnaire concerned the functions of the deans. It contained 28 functions divided into nine categories derived from a national study of vocational administrator competencies by Norton, Ross, Garcia and Hobart (1977). These 28 functions were rat-

ed on two scales. One Likert-type scale was used to obtain the dean's rating of the importance of the functions. This scale contained ratings of 1 through 6, (the higher number being more important). This scale is defined in Appendix A. The second scale contained ratings 1 through 4. This scale indicated the dean's rating of the degree of responsibility the dean had for the functions. This scale is also defined in Appendix A.

The third section of the questionnaire collected information on demographic characteristics of the deans. This section had ten questions, including items on the dean's age, sex, race, educational and experiential background, number and type of employees supervised and the dean's immediate supervisor. The types of questions and their content were derived from profile studies conducted by Wilson (1980), Ferrari (1970) and Knauth (1955), and "occupational succession" information described by Warner and Abegglen (1955).

The Leader Behaviors, Functions and Characteristics (LBFC) questionnaire was intended to obtain self-ratings by the dean of occupational education (Appendix A). Obtaining information from individuals concerning their function and demographic characteristics is a common approach as indicated by Norton et al. (1977) on functions and Wilson (1980), Ferrari (1970), Knauth (1955) and Warner and Abegglen (1955) for demographic information. Stogdill (1963) indicated in his manual for the LBDQ-XII that the scales of this instrument can be used to obtain self ratings and the ratings of immediate supervisors. This is accom-

plished with appropriate wording changes in the questionnaire and accompanying instructions. In this study the leader behavior component was completed by both the dean and the dean's immediate supervisor. Appendices A and B contain the questionnaires completed by the deans and the supervisors, respectively.

Recent studies conducted by Harris (1979), Nakasingh (1979) and Palmer (1975) examining the relationships between self-ratings of educational administrators and those of their superiors and subordinates found no difference in their responses. These findings support Stogdill's original contention that the instrument may be used as a self-rating questionnaire. Therefore, using the "Consideration" and "Initiation of Structure" scales in the questionnaire was appropriate.

Effectiveness Measure

The second questionnaire was also designed to measure the effectiveness of the deans according to their immediate supervisor (Appendix B). The immediate supervisor's questionnaire was sent to the president of the institution in which a named occupational dean had been selected. The president, if not the dean's immediate supervisor, was requested to forward the questionnaire to the appropriate supervisor. The instrument consisted of one page of eight questions rated on a Likert-type rating scale containing ratings of 1 through 4. These four ratings are defined in Appendix B.

The total score, a summation of the scores on the eight dimensions, served as the effectiveness score for the deans. Deans were considered

effective if they received a score equal to or above 23, which corresponds to 70% of 32, the highest possible score. Conversely, the deans were considered ineffective if they received a score of 22 or below, 70 percent or less of the highest possible score.

The effectiveness instrument was a modified version of an instrument developed by Brass and Oldham (1976). In their study Brass and Oldham used these eight dimensions and a composite effectiveness measure to assess the effectiveness of foremen in research to validate the "In-Basket Test." The "In-Basket Test" is one of several tests used in managerial assessment centers to indicate the probability of success of management trainees (Dunnette, 1971). The eight dimensions and their defining statements are indicated in the instrument in Appendix B. The wording of the statements was modified to make them applicable to the educational environment.

Data Collection and Recording

The survey instruments used in this study were designed so that respondents placed their answers on the questionnaires. The responses on the Leader Behavior, Functions and Characteristics questionnaire received from the dean of occupational education were transferred along with the identification code number and institutional size code to opscan forms. The data were read onto discs for computer analysis. The presidents were sent the immediate supervisor's questionnaire. The questionnaire was coded with an identification number that enabled identification of the supervisor for follow-up mailing purposes and the

matching of the supervisor's response with the appropriate dean's response. Upon receipt of the supervisor's questionnaire, the responses were treated similarly to those of the deans. Once all questionnaires were received, the information linking the names to the data was destroyed in order to assure the anonymity of the respondents.

In order to determine the accuracy of the data entered into the computer, a check was conducted by drawing a random sample of 10% of both the deans and supervisors responding to this study. A comparison was made between the computer printout, op scan sheets and the completed questionnaires of the sample of respondents. An error rate in excess of 1% of the sample resulted in a complete review and correction of the data set. The sample of supervisors was without errors, however the dean data set was found to contain more than 1% errors. A complete review and correction of the dean data set were conducted.

Research Questions and Analysis

The analytical approaches discussed in this section were intended to provide answers to the research questions addressed in this study. All data were coded on opscan sheets and read onto computer disks. The data were subjected to analysis using the 1982 edition of the Statistical Analysis System (SAS), a computer software system for data analysis (Allen, 1984 & Ray, 1984). All statistical manipulations of the data and their results are the result of this analysis.

This section includes a listing of the general and specific research questions and a discussion of the analysis used with each set

of questions. The questions and discussion are presented in the following topical order: profile characteristics, functions, leader behavior, effectiveness and relationship of institutional factors to profile, functions and leader behavior.

Profile Characteristics

General Question: What are the profile characteristics of the deans of occupational education?

Specific Questions:

1. What are the age, sex and racial characteristics of deans of occupational education?
2. What are the educational degrees and the major subject areas of each degree held by the deans of occupational education?
3. What are the types and numbers of years of experience in the backgrounds of deans of occupational education?
4. What are the numbers and types of employees supervised?

Specific questions 1 through 4 were addressed by data obtained from questions 49 to 58 on the occupational dean's questionnaire. The demographic data consisted of a variety of types of information. The statistical treatment of these data includes means, frequencies and percentages where appropriate. The sex of the deans was reported using percentages; age using mean age and percentages within five-year age categories beginning with 30-35 and extending to 60 and above. Racial types were reported as percentages, and the major areas of study were identified as frequencies in disciplines and/or technical specialties.

The degree type when first hired as dean was expressed as a percentage, and the amount of experience was presented as a percentage of deans and mean number of years per experience category. The number of years served as a dean and in their current position were both expressed as means, and the location of their previous position was presented as a percentage. The number of administrators, faculty and staff supervised were each indicated as the mean of each position type.

Functions

General Question: What are the level of importance and the degree of responsibility for the functions of the dean of occupational education?

Specific Questions:

5. Which of the vocational administrator functions do deans of occupational education rate as most important?
6. What level of responsibility do deans of occupational education indicate they have for each of the vocational administrator functions?
7. Which categories of functions are identified by the deans as most important and what are the degrees of responsibility indicated for the function category?

Specific questions 5 through 8 are addressed with data obtained from questions 21 to 48 on the occupational dean's questionnaire. The functions were rated on two scales, one Likert-type scale for importance and the other scale for responsibility. Importance was rated on a six-point scale and responsibility on a four-point scale. In order to

address question 5, the mean score, standard deviation, range, minimum and maximum, frequency and percent of responses were calculated for each function. When computing the function means for importance those responses indicating the 1 rating, Not Responsible For, were omitted from the calculations. To address question 6, frequencies and percents of responses were calculated for each function. Those functions receiving the highest mean scores on the importance scale were considered the most important functions.

The responsibility scale was examined on the basis of the frequency and percent of deans rating each of the four possible responses. In instances where respondents indicated more than one rating on the responsibility scale, the lower rating was considered the response for that function. The rationale was that the lower response represented a greater degree of flexibility in dispensing with responsibility and more accurately reflected the actual situation. If the respondent indicated a rating of 1, No Responsibility, on one scale the respondent's ratings were recorded as 1, No Responsibility, for both the importance and responsibility scales. The intent of the study was to obtain ratings for importance and responsibility from respondents who were responsible for the functions. Although all functions received some ratings for all four of the ratings for responsibility, the modal rating was used to indicate the primary manner in which responsibility was dealt with for a given function. This approach was taken to provide information on the general manner in which the responsibility was dispensed. However, all

ratings are presented in the tables.

Question 7 was addressed by calculating the function category means for the importance scale and the cumulative frequencies and percentages for the responsibility scale. When calculating the category means for the importance scale, if a respondent rated any one of the functions in a category with a rating of 1, all the ratings of that respondent for the functions in that category were omitted from the calculation of the mean for that function category. The function categories were ranked according to importance on the basis of the average function score calculated for each category. The average function score was calculated by dividing the mean category score by the number of functions in that category. The responsibility scores for the function categories were examined on the basis of the frequencies and percentages for each of the four possible ratings. Those categories with the modal frequencies for the rating 4 were referred to as "performed"; those with the modal frequencies for the rating 3 were referred to as "delegated"; those with the modal frequencies for the rating 2 were referred to as "shared"; and those with the modal frequencies for the rating 1 were not the responsibility of the deans of occupational education.

Leader Behavior

General Question: To what extent do deans of occupational education exhibit leader behaviors of, "consideration" and "initiating structure" in their work?

Specific Questions:

8. To what extent do deans of occupational education indicate they exhibit leader behaviors categorized as "Consideration" behavior?
9. To what extent do deans of occupational education indicate they exhibit leader behavior categorized as "Initiating Structure" behavior?

Two scales of the Leader Behavior Description Questionnaire Form XII (LBDQ - XII) (Stogdill, 1963) were used to assess the leader behaviors of the deans of occupational education. Stogdill (1963) indicated the LBDQ - XII could be used by a leader's subordinates, superiors or the leader him/herself to assess the leader behaviors of a leader if appropriate word changes were made.

In order to determine if the dean's self-ratings on the leader behaviors described the consideration and initiating structure behaviors of the deans, the relationship between the self-ratings of the deans and the ratings of their respective immediate supervisor were examined using Pearson's correlation coefficient and crosstabulation tables. Analysis of this information indicated that little variation existed among the ratings of the deans and their immediate supervisors on the consideration and initiating structure scales of the LBDQ - XII.

As a result of the comparison of the ratings of the deans and their immediate supervisors, research questions 8 and 9 were addressed by analysis of the data obtained from questions 1 through 20 on the questionnaire of the deans of occupational education. The "consideration" and "initiating structure" scales consist of ten items each, and item

means, standard deviations, frequencies and total scale score were calculated for each scale.

Effectiveness

General Question: Are there differences between effective and ineffective deans of occupational education?

Specific Questions:

10. Do the demographic characteristics of deans rated as effective by their immediate supervisors differ from those of deans rated as ineffective?
11. Do the function categories rated as important to deans rated as effective by their immediate supervisors differ from the ratings of Leader Behaviors of deans rated as ineffective?
12. Do the ratings of leader behaviors of deans rated as effective by their immediate supervisors differ from the ratings of Leader Behaviors of deans rated as ineffective?

The questionnaire used to assess the effectiveness of the deans of occupational education was completed by the dean's immediate supervisor. The mean score, standard deviation, range, minimum and maximum scores were computed for each of the eight dimensions indicated on the questionnaire. A total scale mean, standard deviation, median, range, minimum and maximum were also computed by summing all eight items to provide a single measure of effectiveness. The dimension scores were analyzed to indicate in which, if any, dimension the deans were rated highly effective or ineffective.

In order to be included in the analysis of effectiveness, deans must have worked in association with their supervisors for one academic year. Question 64 on the LBFC questionnaire was designed to obtain this information. For the purposes of this study, an arbitrary score was established to determine if a dean was rated as effective or ineffective by their supervisor. The highest possible score on the effectiveness scale was 32. A minimum score of 70% of the maximum was established to differentiate between those deans rated as effective and ineffective by their immediate supervisors. Therefore, deans with scores of 23 or above on the effectiveness scale were considered effective, and deans with effectiveness scale scores of 22 or below were considered ineffective. F ratio and t-tests with Satterthwaite's (1946) approximation for degrees of freedom (df) were computed to determine if ratings on the importance scales of the functions and function categories, consideration and initiating structure scores, number of individuals supervised and years of experience differed for deans rated as effective and ineffective by their immediate supervisors. To determine if differences existed in nominal variables, chi square tests were conducted on age groups, highest degree held at the time hired as dean and whether hired from within or outside the institution as deans.

Relationship of Situational Factors to Profile Characteristics, Functions and Leader Behaviors

General Question: What are the effects of institutional size, type of governance and source of financing to the characteristics, functions,

and leader behavior of deans of occupational education?

Specific Questions:

13. How do the profile characteristics of the deans differ as a result of institutional size, level of governance and source of financial support?
14. How do the functions of the deans differ as a result of institutional size, level of governance and source of financial support?
15. How do the leader behaviors of the deans differ as a result of institutional size, level of governance and source of financial support?

This general question is intended to investigate differences in the profile characteristics, function category ratings and leader behaviors of the occupational deans which may be a result of variations in the situational variables of institutional size, governance and sources of financial support. Data from questions 1 through 62 were used to address this question. Data on institutional size were obtained from unduplicated headcount enrollment presented in the 1983 Community, Technical and Junior College Directory. Three size categories were used, based on headcount enrollment: small, 0 to 2500; medium, 2501 to 5000; and large, above 5000 (Atwell & Sullins, 1984). The level of institutional governance was indicated by the deans in question 59 of the LBFC questionnaire. The deans indicated one of two choices, state or local, as the level of the primary and legally constituted institutional governance. The sources of financial support were addressed by three ques-

tions, 60, 61 and 62. Question 61 was concerned with whether or not local contributions were legally required as part of the institution's budget. The possible responses were yes or no. Federal funding was addressed in questions 61 and 62. Question 61 asked if the institution received federal funds for vocational education, yes or no, and question 62 asked, if the response to question 61 was yes, if the institution was required to prepare a local plan, yes or no. Thus, the data from questions 1 through 58 on the leader behaviors, functions and characteristics of the deans were categorized according to the responses on each situational variable. The categories established were as follows: (a) governance--local and state; (b) size--small, medium, and large; and (c) financial support--local and federal. In the financial support category, subsections for both local and federal funding were established. The subsections for local funding were local and no local funds. Federal funding was examined in relationship with local planning and the subsections used here were no federal funding, federal funding and no local plan and federal funding with a local plan.

The data were divided into the categories for each situational variable and analysis of variance, Tukey, F ratio, t-test with Satterthwaite's (1946) approximation for df and chi square tests were computed to ascertain if differences existed as a result of this categorization. Analysis of variance was calculated on the variables, leader behaviors, functions and profile characteristics such as years of work experience and numbers of individuals supervised. Chi square tests

were computed on the following variables: major subject for degrees held, highest degree held when hired, age groups of dean and hired from within or from outside the institution.

In summary, a sample of 230 institutions was randomly selected from the population of 484 public community colleges in the United States with named deans of occupational education. The deans and their immediate supervisors were sent a mailed survey designed after the "Total Design Method" recommended by Dillman (1978). The instruments used to obtain the data were developed from several sources. The questionnaires were intended to gather data from the deans on their functions, characteristics, leader behavior and institutional variables and from the supervisors on the deans' leader behaviors and effectiveness. The data gathered were subjected to analysis using the SAS software to address the five general and 15 specific research questions of this study.

IV. RESEARCH FINDINGS

Introduction

This chapter reports the results of the analysis of the data gathered on the profile characteristics, functions, and leader behaviors of a sample of deans of occupational education in community colleges of the United States. The data were gathered by means of questionnaires mailed to a sample of deans of occupational education and the presidents of their institutions. The questionnaire sent to the deans obtained information on the profile characteristics, functions, and leader behaviors of the occupational deans and situational variables concerning institutional governance and sources of financial support. The questionnaire sent to the presidents was completed by the dean's immediate supervisor and required the supervisor to assess the leader behaviors and the effectiveness of the deans. Data on a third situational variable, institutional size, were obtained from the 1983 Community, Technical and Junior College Directory. The analyses of the data were conducted to provide descriptive and comparative information on the profile characteristics, functions and leader behaviors of the deans and to examine the relationship of these variables with respect to the immediate supervisor's rating of effectiveness, institutional governance, sources of financial support and institutional size.

This chapter is organized into the following sections: data collection, profile characteristics, functions, leader behaviors, effectiveness, situational factors and summary. The discussion of the

analysis of the data on the situational factors is included within the appropriate sections indicated above.

Data Collection

Two hundred and thirty deans and 230 community college presidents in 48 of the 50 states received questionnaires; only Hawaii and South Dakota were omitted because named deans were not available from those states. Three mailings were conducted. The first mailing was sent March 28, 1984, the second mailing on April 4, 1984, the third on April 23, 1984, and telephoning was conducted between May 15 and May 22, 1984. Table 1 provides a summary of the return rates. The survey was national in scope, and responses were received from deans and supervisors in 45 states. Only five states, Alaska, Hawaii, North Dakota, South Dakota and Vermont, were not represented.

The institutions sampled were sorted on the basis of full-time headcount enrollment into one of three size categories prior to their selection as participants in this study. To determine if the respondent institutions were representative of the initial size categories, a chi square goodness-of-fit test was calculated. The test indicated no significant differences existed.

Table 1

Summary of the Dean and Supervisor Responses to the Survey

Respondents	Number	% of Sample
DEANS		
Completed questionnaires	165	71.7
Response but no questionnaire	<u>27</u>	<u>11.7</u>
Totals	192	83.4
Supervisors/Presidents		
Completed questionnaires	152	66.1
Responses but no questionnaires (letters)	<u>30</u>	<u>13.0</u>
Totals	182	79.1
MATCHES		
Dean and supervisor completed questionnaires	134	58.3
Letters from deans and supervisors (no quest.)	<u>29</u>	<u>12.6</u>
Totals	163	70.9

Profile Characteristics

The data gathered on the profile characteristics were obtained from the deans and consisted of the following variables: sex, race, age, type of degree and major subject area, highest degree held when became dean, work experience and the number and classification of employees supervised. These profile data were used to describe the deans and to determine if differences in these factors occurred when the data were categorized according to the situational factors, state versus local governance; local versus no local funding; federal funding with local planning versus federal funding without local planning versus no federal funding; and large, medium and small institutions.

Age, Sex, Race

The age, sex and race of the occupational deans are illustrated in Tables 2 and 3. Table 2 presents the age distribution of the deans. A review of this information indicates that the deans ranged in age from 31 to 64 and the mean age of the sample was 46.5 years of age. Age group categories were established on five-year intervals beginning at 30-35 and extending to over 60. Eighty-three percent of the deans are in the age group categories ranging from 36 to 55 with 13.4% occurring above 56 years of age and 3.7% occurring below 36 years of age. The

Table 2

Age Distribution of Deans of Occupational Education

Age Categories	31 to 35 yrs.	36 to 40 yrs.	41 to 45 yrs.	46 to 50 yrs.	51 to 55 yrs.	56 to 60 yrs.	over 60
Frequencies	6	34	35	36	31	14	8
Percentages	3.7	20.7	21.3	21.9	18.9	8.5	4.9

Note . Ages ranged from 31 to 64 with a mean age of 46.5 and a standard deviation of 8.49. One respondent did not indicate age.

N = 165.

Table 3

Race and Sex of Deans of Occupational Education

Racial Types		Amer. Indian	Asian	Black Non-Hisp.	Hisp.	White Non-Hisp.	No Resp.	Tot.
Statistics								
Male	F	0	1	5	1	138	2	147
	%/sex	0	.7	3.4	.7	93.9	1.4	100
	%/total	0	.6	3.0	.6	83.7	1.2	89.1
Sex								
Female	F	0	0	1	0	17	0	18
	%/sex	0	0	5.5	0	94.4	0	100
	%/total	0	0	.6	0	10.3	0	10.9
Race								
	F	0	1	6	1	155	2	165
	%	0	.6	3.6	.6	93.9	1.2	100

Note . F = Frequency, % = Percent of total N. N = 165.

numbers of deans within the age group categories between 36 and 55 are uniform with there being a difference of only five individuals between the highest frequency, 36, in category 46 to 50 and the lowest frequency, 31, in category 51 to 55.

The race and sex of the occupational deans, illustrated in Table 3, indicated that the position of dean of occupational education is dominated by white males. Females made up only 10.9% of the sample and racial groups other than white only six percent of the positions. Blacks represented the second largest racial group occupying 3.6% of the positions. Although females and minorities were present, their numbers were small; and when they were present all females except one were white and the minorities, except one, were male.

Educational Degrees and Major Subject Areas

The educational degree types and major subject areas were determined by asking the deans to list the major subject areas for each degree held. The deans were also asked to indicate the highest degree they held when they first obtained the position of occupational dean. To determine the major subject matter areas the deans were asked to list specific subject areas for each degree. These specific subject areas were then placed in broad categories. Table 4 presents the degree types and major subject matter categories for the deans.

The data in Table 4 indicated the large majority of the degree

Table 4

Educational Experience of Deans of Occupational Education

<u>Degree Level</u>		Bachelor	Master	Ed. Sp.	Doctorate
Major Area					
Business	F	31	26	0	4
	%	19	16	0	2
Public Service	F	6	4	0	1
	%	4	2	0	.6
Education	F	52	88	22	69
	%	31	53	13	42
Science & Engineering	F	39	18	1	7
	%	24	11	.6	4
Humanities & Lib. Arts	F	22	13	0	4
	%	13	8	0	2
Major Area Not Indicated	F	14	12	2	1
	%	8	7	1	1

Note. F = Frequency, % = Percent of total N. N = 165. One respondent indicated that he/she held no degree.

types were in the field of education. Examining the major subject areas of the bachelor's degree in greater detail reveals that the largest percentage, 31, hold degrees in education, followed by science and engineering, business, humanities and liberal arts, and public service. Master's degree holders followed a similar pattern except that business, science and engineering exchange places in the ranking and that 53% of the master's degrees were in education. Education was the dominant subject matter area of the educational specialist and doctoral degrees.

Table 5 presents information of the highest degree held by the deans when surveyed and at the time they were first hired as the dean of occupational education. The data indicated that the master's degree was held by the majority of the deans when they were first hired. However, there is evidence of an increase of 20% in the number of educational specialist's and doctoral degrees held between the time when the deans were first hired and this survey. There was also a concurrent drop during this same time period in the number of bachelor's and master's degrees held as the highest degree of the deans of occupational education. At the time of the survey the majority of the deans held the doctorate as their highest degree.

Work Experience

The deans provided information on the number of years of work experience in six different work experience categories prior to their

Table 5

Highest Degree Held by Deans of Occupational Education When They
Were First Hired and When Surveyed

Degree Level		No Degree	Bachelor	Master	Ed. Sp.	Doctorate
Highest degree held when hired	F	2	13	84	2	64
	%	1	8	51	1	39
Highest degree held when surveyed	F	1	3	62	13	86
	%	.6	2	38	8	52

Note. F = Frequency, % = Percent of total N. N = 165

becoming deans of occupational education. Table 6 presents a summary of the full time work experience of the respondents prior to their becoming deans of occupational education. Table 6 includes the mean years of experience prior to becoming dean and the frequency and percent of the respondents in each category. Most of the respondents held full time positions in more than one work experience category, therefore, the means, frequencies and percentages presented in Table 6 represent multiple counts of the respondents. The data indicated the greatest amount of experience was in education. The military, business and industry ranked second, third and fourth, respectively, as areas in which deans had experience. Education also far exceeded, with 11 years, the other categories in years of experience held by the deans. Government and self-employment were the lowest ranking categories in both mean years of experience and in number of individuals having that type of experience.

Three additional areas of experience were examined. These included the number of years of experience in a dean position prior to serving in the present position, the number of years of experience in their current position and whether deans entered the current position from within or outside the institution. The findings indicated that 87% of the respondents had not served as a dean prior to serving in their current position. Thirteen percent of the respondents had prior experience as dean and had served a mean of 5.2 years in those positions. The mean years of experience for deans in their current position was 6.5 years with a minimum of 1 and a maximum of 21 years. A summary of the

Table 6

Full Time Work Experience of the Respondents Prior to Becoming Deans
of Occupational Education

<u>Type of Experience</u>	Educ.	Milit.	Govt.	Busin.	Indust.	Self Employ.
Statistics						
Mean Yrs.	11.0	2.2	0.9	1.7	1.9	0.7
Frequency	148	65	25	58	57	20
Percent	89.7	39.4	15.2	35.2	34.5	12.1

Note . Educ. = Education, Milit. = Military, Govt. = Government, Busin. = Business, Indust. = Industry, Self Employ. = Self Employed. Respondents had full time employment in more than one experience category, therefore data presented are multiple counts of the respondents.

information concerning whether the deans were hired from within or outside their current institutions indicated that 44% were hired from outside while 56% were hired from within their current institution.

Number and Type of Employees Supervised

To determine the supervisory requirements of the dean's position, the deans were asked to indicate the number of individuals they supervised in three different categories, administrators, faculty and staff. The faculty was the largest group of individuals supervised. However, from an examination of the standard deviations and ranges provided in Table 7, it is evident that considerable variation exists with the distributions being positively skewed in all categories supervised. Additional aspects which may impact on this question were the position title and administrative level of the dean's position.

The deans were asked to provide their position title, and 86 different titles were indicated. Many of the differences were superficial, and some may be the result of differences in the organization of institutions. It is difficult to differentiate solely on the basis of title which differences represent organizational and which were superficial differences.

Table 7

Number and Type of Individuals Supervised by Deans of
Occupational Education

<u>Categories</u>	Administrators	Faculty	Staff
<u>Statistics</u>			
Mean	4.2	53.2	7.8
Median	3.0	34.0	4.0
Standard Deviation	4.6	67.2	12.7
Skewness	1.34	3.53	4.96
Minimum & Maximum	0 - 20	0 - 560	0 - 99

Note . N = 165

Functions of the Dean of Occupational Education

The functions of the dean of occupational education were examined to define the role of these administrators. The deans were asked to indicate the level of importance and the degree of responsibility for 28 functions in nine function categories. Importance was rated on a Likert-type scale with six scale points and responsibility was rated on a scale with four scale points. To determine the importance of the functions the frequency, percent and mean were computed for the ratings on the importance scale for each function. The degree of responsibility was determined by computing the frequencies for the ratings on the responsibility scale for each function.

Tables 8-16 present the responses of the deans of occupational education for the functions in each of the nine function categories. The ratings of the deans for both importance and responsibility for each of the functions in each category are included. A description of the importance and responsibility scales appears in Appendix A. In all cases, the percentages given in Tables 8-16 are based on an N of 165 respondents.

The mean ratings for importance for all 28 functions were above the rating Important. The mean importance ratings were computed without the rating 1, Not Responsible For. The intention here was to focus only on the ratings for importance for those deans who were responsible for the functions. Because the ratings for the importance of the functions were generally high and the distribution of these ratings narrow, the func-

tions were ranked on the basis of their mean ratings for importance in order to provide some indication of the relationship of the functions to one another. When discussing the importance ratings in Tables 8-16, the mean ratings, the modal ratings and the rank are mentioned.

The ratings for the responsibility scale are also presented in Tables 8-16. This scale was not viewed as a responsibility continuum. Each of the four ratings on the scale was viewed as a category of ratings describing a manner in which responsibility was dealt with for that function. Although all but one function received some ratings for each of the four ratings for responsibility, the modal rating is mentioned in the discussion of responsibility to give an indication of the primary manner in which responsibility was dealt with for that function. Multiple responses for ratings on the responsibility scale were recorded as the lower response because it represented a greater degree of flexibility in dispensing with responsibility and was felt to more accurately reflect the actual situation. When respondents indicate a rating of No Responsibility on either the importance or the responsibility scales, both scales were rated as No Responsibility. The rationale in this instance was to assure that only those respondents who were responsible for the functions provided input on the importance and responsibility for the functions.

Program Planning, Development & Evaluation

Table 8 presents the findings for the ratings for responsibility

Table 8

Responsibility and Importance Ratings for the Functions of the Category Program Planning, Development and Evaluation

Responsibility Ratings				Category A Program Planning, Development & Evaluation				Importance Ratings ^a						
None	Shares	Delegates	Performs					1	2	3	4	5	6	Mean
3	59	31	72	F	Develop local plans for	F		3	1	2	20	60	79	5.32
2	36	19	44	%	occupational education	%		2	1	1	12	36	48	(162) ^a
0	60	46	59	F	Direct program evaluation	F		0	0	3	16	70	76	5.33
0	36	28	36	%		%		0	0	2	10	42	46	(165)

Note. F = Frequency, % = Percent.

^a1 = Not Responsible For, 2 = No Importance, 3 = Not Very Important, 4 = Important, 5 = Very Important, 6 = Extremely Important. ^bN value for that function. The rating 1, Not Responsible For, was not included in the calculation of the function mean.

and importance for the functions of the category Program Planning, Development & Evaluation. The mean ratings for the importance for "Develop local plans for occupational education", 5.32, and for "Direct program evaluation", 5.33, were both greater than the rating Very Important. The modal rating for both functions, 48% and 46% respectively, was Extremely Important. When the mean ratings for importance for these functions are compared to those of the other 28 functions included in the study, "Direct program evaluation" was ranked 5 and "Develop local plans for Occupational Education" was ranked 6.

The ratings for responsibility in Table 8 indicate the modal rating, 44%, for "Develop local plans for occupational education" was Performs and the ratings for "Direct program evaluation" were bimodal with both Shares and Performs having 36% of the ratings. "Direct program evaluation" is the only function of the 28 to be rated as a responsibility of every respondent. Thus, the functions in this category are considered high in importance, and the responsibility rating was primarily Performs.

Instructional Management

Table 9 illustrates the findings for responsibility and importance for the functions of the category Instructional Management. The mean ratings for importance indicated "Guide the development and Improvement of Instruction", 5.31, was ranked 7, "Direct curriculum development", 5.29, was ranked 8 and "Manage the development of master schedules", 5.11, was ranked 14. The modal ratings for importance were, 50%, Very

Table 9

Responsibility and Importance Ratings for the Functions of the Category Instructional Management

Responsibility Ratings				Category B Instructional Management				Importance Ratings ^a						
None	Shares	Delegates	Performs					1	2	3	4	5	6	Mean
4	56	69	36	F	Direct curriculum develop-	F		4	0	3	19	67	72	5.29
2	34	42	22	%	ment	%		2	0	2	11	41	44	(161) ^b
8	57	36	64	F	Guide the development and	F		8	0	1	11	83	62	5.31
4	35	22	39	%	improvement of instruction	%		4	0	1	7	50	38	(157)
22	40	65	38	F	Manage the development of	F		22	0	3	31	56	53	5.11
13	24	39	23	%	master schedules	%		13	0	2	19	34	32	(143)

Note. F = Frequency, % = Percent.

^a1 = Not Responsible For, 2 = No Importance, 3 = Not Very Important, 4 = Important, 5 = Very Important,

6 = Extremely Important. ^bN value for that function. The rating 1, Not Responsible For, was not included in the calculation of the function mean.

Important, 44%, Extremely Important and 34%, Very Important, respectively. However, the mean ratings for all three of these functions were greater than Very Important, and they were ranked in the upper half of the 28 functions.

The ratings for responsibility in Table 9 indicated the modal rating for two of these functions, "Direct curriculum development", 42% and "Manage the development of master schedules", 39%, was Delegates while the modal rating for "Guide the development and Improvement of Instruction", 39%, was Performs. The two functions with the modal rating of Delegates were the only two functions with this modal rating of the 28 functions included in this study. Thus, the functions of this category were in the top half of ratings for the 28 functions for importance, and the responsibility associated with these functions was Delegates for the development of curriculum and master schedules and Performs for "Guide the development and improvement of instruction".

Student Services

The findings for the category Student Services are presented in Table 10. The ratings for importance indicated these functions received an approximate rating of Very Important. The mean importance ratings for "Establish a school placement service and coordinate follow-up studies", 5.19, is ranked 12. "Manage student recruitment and admissions", 5.04, was ranked 16, "Provide systematic guidance services", 4.94, was ranked 21 and "Maintain school discipline", 4.76, was ranked 26. All but one of these functions, "Establish a school placement service and

Table 10

Responsibility and Importance Ratings for the Functions of the Category Student Services

Responsibility Ratings				Category C Student Services				Importance Ratings ^a						
None	Shares	Delegates	Performs					1	2	3	4	5	6	Mean
86	49	26	4	F	Manage student recruitment	F	86	0	3	18	31	27	5.04 ^b	
52	30	16	2	%	and admissions	%	52	0	2	11	19	16	(79)	
99	32	31	3	F	Provide systematic	F	99	0	1	19	29	17	4.94	
60	19	19	2	%	guidance services	%	60	0	1	12	18	10	(66)	
94	41	17	12	F	Maintain school discipline	F	94	1	3	25	25	17	4.76	
57	25	10	7	%		%	57	1	2	15	15	10	(71)	
76	38	41	10	F	Establish a school place-	F	76	0	1	16	37	35	5.19	
46	23	25	6	%	ment service & coordinate	%	46	0	1	10	22	21	(89)	
					follow-up studies									

Note. F = Frequency, % = Percent.

^a1 = Not Responsible For, 2 = No Importance, 3 = Not Very Important, 4 = Important, 5 = Very Important, 6 = Extremely Important. ^bN value for that function. The rating 1, Not Responsible For, was not included in the calculation of the function mean.

coordinate follow-up studies" was ranked in the lower half of the 28 functions for importance. It is also important to note the low N values considered in the computation of the means for importance for these functions. An average of 54% of the respondents indicated these functions were not perceived as functions of the deans of occupational education.

The ratings for responsibility for the functions in the Student Services are also listed in Table 10. The modal rating was No Responsibility for all four of the functions in this category. The average percent of respondents for this rating was 54%. For those individuals who were responsible for these functions, the modal ratings were, 30%, Shares for "Manage student recruitment and admissions", 25%, Shares for "Maintain school discipline" and bimodal, Shares and Delegates, for "Provide systematic guidance services", 19% and 19% respectively, and "Establish a school placement service and coordinate follow-up studies", 23% and 25% respectively. Thus, these functions were perceived as not the responsibility of 54% of the respondents, and those deans who were responsible for these functions indicated the responsibility was Shares or Delegates, and ranked them in the lower half of the functions for importance.

Personnel Management

Table 11 lists the findings for the functions in the category Personnel Management. The mean ratings for importance indicated three of the four functions in this category were the three highest rated func-

Table 11

Responsibility and Importance Ratings for the Functions of the Category Personnel Management

Responsibility Ratings					Category D Personnel Management	Importance Ratings ^a							
None	Shares	Delegates	Performs			1	2	3	4	5	6	Mean	
11	72	21	61	F	Select faculty and staff	F	11	0	0	3	44	107	5.68
7	44	13	37	%		%	7	0	0	2	27	65	(154) ^b
14	40	36	75	F	Supervise occupational	F	14	0	1	8	71	71	5.40
8	24	22	45	%	education personnel	%	8	0	1	5	43	43	(151)
10	50	42	63	F	Evaluate faculty and	F	10	0	1	13	63	78	5.41
6	30	25	38	%	staff	%	6	0	1	8	38	47	(155)
71	59	15	19	F	Manage college personnel	F	71	1	8	26	39	20	4.73
43	36	9	12	%	affairs	%	43	1	5	16	24	12	(94)

Note. F = Frequency, % = Percent.

^a1 = Not Responsible For, 2 = No Importance, 3 = Not Very Important, 4 = Important, 5 = Very Important, 6 = Extremely Important. ^bN value for that function. The rating 1, Not Responsible For, was not included in the calculation of the function mean.

tions for importance. The mean ratings for "Select faculty and staff", 5.68, was ranked 1, "Evaluate faculty and staff", 5.41, was ranked 2 and "Supervise occupational education personnel", 5.40, was ranked 3, and all the mean ratings were greater than Very Important. The modal ratings for these three functions were 65%, 47% Extremely Important and 43% Very Important and Extremely Important, respectively. "Manage college personnel affairs" was the exception in this category and the mean rating, 4.73, was less than Very Important, and it was ranked 27 of the 28 functions for importance.

The responsibility ratings listed in Table 11 indicated the modal rating for "Supervise occupational education personnel", 45%, and "Evaluate faculty and staff", 38% was Performs and for "Select faculty and staff", 44%, was Shares. "Manage college personnel affairs" was not only unique for this category for its low rating on importance but also its modal rating, 43%, for responsibility was No Responsibility. Thus, three of the functions in this category were considered the three most important functions in this study. The responsibility ratings for the functions of supervision and evaluation of the faculty and staff were Performs and for "Select faculty and staff" was Shares. "Manage college personnel affairs" was the exception, being ranked 27 and rated not the responsibility of the deans.

Professional & Staff Development

Table 12 lists the ratings for the three functions in the category Professional & Staff Development. The mean ratings for importance for

Table 12

Responsibility and Importance Ratings for the Functions of the Category Professional & Staff Services

Responsibility Ratings				Category E Professional & Staff Development			Importance Ratings ^a						
None	Shares	Delegates	Performs			1	2	3	4	5	6	Mean	
13	62	34	56	F	Appraise the personnel development needs of occupational faculty	F	13	0	3	33	83	33	4.96 ^b
8	38	21	34	%		%	8	0	2	20	50	20	(152) ^b
22	91	24	28	F	Provide a staff development program	F	22	0	2	48	63	30	4.85
13	55	15	17	%		%	13	0	1	29	38	18	(143)
13	54	18	80	F	Plan for your professional development	F	13	0	2	59	62	29	4.78
8	33	11	48	%		%	8	0	1	36	38	18	(152)

Note. F = Frequency, % = Percent.

^a1 = Not Responsible For, 2 = No Importance, 3 = Not Very Important, 4 = Important, 5 = Very Important, 6 = Extremely Important. ^bN value for that function. The rating 1, Not Responsible For, was not included in the calculation of the function mean.

"Appraise the personnel development needs of occupational faculty", 4.96 being ranked 20, "Provide a staff development program", 4.85, being ranked 23 and "Plan for your professional development program", 4.78, ranked 25. Although the mean ratings for these functions were slightly less than Very Important, the modal ratings for all three of these functions, 50%, 38% and 38% respectively, were Very Important. However, the ranks for importance places all the functions of this category in the lower third for importance of the 28 functions included in this study.

The responsibility rating listed in Table 12 for the functions in this category indicated these functions were both Shared and Performed. The modal ratings for "Appraise the personnel development needs of occupational faculty", 38%, and "Provide a staff development program", 55%, were both Shares. "Plan for your professional development program" had a modal rating of 48% for Performs. Thus, the functions of this category were ranked in the lower third of the 28 functions for importance, the responsibility for staff development was Shares and the responsibility for the dean's professional development was Performs.

School-Community Relations

The ratings for responsibility and importance for the functions of the category School-Community Relations are listed in Table 13. The mean ratings for "Promote the occupational education program", 5.22, was ranked 10 for importance, "Organize and work with a local occupational education advisory council", 5.19, was ranked 11, "Involve the community in occupational education", 5.04, was ranked 15 and "Cooperate with gov-

Table 13

Responsibility and Importance Ratings for the Functions of the Category School-Community Relations

None	Responsibility Ratings				Category F School-Community Relations		Importance Ratings ^a						Mean
	Shares	Delegates	Performs				1	2	3	4	5	6	
5 3	44 27	46 28	70 42	F %	Organize and work with a local occupational educa- tion advisory council	F %	5 3	0 0	0 0	34 21	61 37	65 39	5.19 (160) ^b
3 2	76 46	30 18	56 34	F %	Promote the occupational education program	F %	3 2	0 0	0 0	31 19	64 39	67 41	5.22 (162)
6 4	78 47	34 21	47 28	F %	Involve the community in occupational education	F %	6 4	0 0	1 1	42 25	65 39	51 31	5.04 (159)
2 1	68 41	18 11	77 47	F %	Cooperate with govern- mental & community agencies	F %	2 1	0 0	1 1	47 28	68 41	47 28	4.99 (163)

Note. F = Frequency, % = Percent.

^a1 = Not Responsible For, 2 = No Importance, 3 = Not Very Important, 4 = Important, 5 = Very Important,

6 = Extremely Important. ^bN value for that function. The rating 1, Not Responsible For, was not included in the calculation of the function mean.

ernmental and community agencies", 4.99, was ranked 19 for importance. The mean ratings for importance for these four functions were equal to or greater than Very Important. The modal ratings for organize and work with advisory councils, 39%, and promote occupational education, 41%, were Extremely Important, and the modal ratings for "Involve the community in occupational education", 39%, and "Cooperate with governmental and community agencies", 41%, were Very Important. As a result of the mean ratings for importance, the functions of this category were ranked in the middle third of the 28 functions.

Table 13 also lists the ratings for responsibility for the School-Community Relations functions. The modal ratings for responsibility for "Organize and work with a local occupational education advisory council", 42%, and "Cooperate with governmental and community agencies", 47%, were Performs. The modal ratings for "Promote the occupational education program", 46%, and "Involve the community in occupational education", 47%, were Shares. Thus, the functions of this category were ranked in the middle third of the 28 functions for importance and the responsibility for organizing and cooperating with advisory councils and governmental and community agencies was performed and the responsibility for promotion of and the involvement of the community in the occupational program was shared.

Facilities & Equipment Management

Table 14 lists the ratings for the functions in the category Facilities and Equipment. The ratings for importance of the functions in

Table 14

Responsibility and Importance Ratings for the Functions of the Category Facilities & Equipment Management

Responsibility Ratings				Category G Facilities & Equipment Management			Importance Ratings ^a						Mean
None	Shares	Delegates	Performs				1	2	3	4	5	6	
28	86	13	38	F	Provide buildings and	F	28	1	1	17	59	59	5.27
17	52	8	23	%	equipment for occupa-	%	17	1	1	10	36	36	(137) ^b
					tional education								
40	57	47	21	F	Manage occupational	F	40	1	3	26	68	27	4.94
24	35	28	13	%	buildings and equipment	%	24	1	2	16	41	16	(125)
12	65	48	40	F	Manage the purchase of	F	12	0	7	30	70	46	5.01
7	39	29	24	%	equipment, supplies &	%	7	0	4	18	42	28	(153)
					insurance								

Note. F = Frequency, % = Percent.

^a1 = Not Responsible For, 2 = No Importance, 3 = Not Very Important, 4 = Important, 5 = Very Important,

6 = Extremely Important. ^bN value for that function. The rating 1, Not Responsible For, was not included in the calculation of the function mean.

this category were mixed with the functions ranked from 9 to 22. The mean rating for importance, 5.27, for "Provide buildings and equipment for occupational education" was higher than Very Important while the modal ratings of 36% were for both Very Important and Extremely Important. The mean ratings resulted in a rank of 9 for this function. The mean, 5.01, and mode, 42%, for "Manage the purchase of equipment, supplies and insurance" were Very Important, and the mean resulted in a rank of 17. The mean, 4.94, for "Manage occupational buildings and equipment" was below Very Important and the mode, 42% was Very Important. The mean rating resulted in a rank of 22 for this function.

The responsibility ratings for the functions of the category Facilities & Equipment Management are presented in Table 14. The modal ratings for all three of the functions in this category were Shares, and two of the functions, "Provide buildings and equipment for occupational education" and "Manage occupational buildings and equipment" also had a moderate number of ratings for No Responsibility, 17% and 24%, respectively. Thus, the ratings for importance for the functions of this category were mixed, one function rated in the upper third, one in the middle third and one in the lowest third for importance. This was one of the two categories in which the predominant mode of responsibility was Shares for all functions.

Business & Financial Management

Table 15 presents the ratings for the functions of the category Business & Financial Management. The mean rating for importance, 5.42,

Table 15

Responsibility and Importance Ratings for the Functions of the Category Business & Financial Management

Responsibility Ratings				Category H Business & Financial Management			Importance Ratings ^a						
None	Shares	Delegates	Performs				1	2	3	4	5	6	Mean
7	60	35	62	F	Prepare occupational	F	7	0	3	13	57	85	5.42 ^b
4	36	21	38	%	education budgets	%	4	0	2	8	35	52	(158) ^b
11	75	17	62	F	Identify financial	F	11	0	3	24	69	58	5.18
7	45	10	38	%	resources for occupational education	%	7	0	3	15	42	35	(154)
12	54	37	62	F	Develop applications and	F	12	0	7	31	68	47	5.01
7	33	22	38	%	proposals for funding occupational education	%	7	0	4	19	41	28	(153)

Note. F = Frequency, % = Percent.

^a1 = Not Responsible For, 2 = No Importance, 3 = Not Very Important, 4 = Important, 5 = Very Important, 6 = Extremely Important. ^bN value for that function. The rating 1, Not Responsible For, was not included in the calculation of the function mean.

for "Prepare occupational education budgets" was above the rating Very Important and it was ranked 4, while the modal rating, 52%, was Extremely Important. The mean rating, 5.18, for "Identify financial resources for occupational education" was above Very Important and the mean rating, 5.01, for "Develop applications and proposals for funding occupational education" was Very Important. The mean ratings resulted in these functions being ranked 13 and 18, respectively, and the modal rating for both of these functions, approximately 41%, was Very Important.

The ratings for responsibility for these functions are presented in Table 15. The modal ratings for these three functions were Performs, 38%, for both "Prepare occupational education budgets" and "Develop applications and proposals for funding occupational education", and Shares, 45%, for "Identify financial resources for occupational education". Thus, "Prepare occupational education budgets" was one of the highest rated functions of the 28 functions included in this study and for responsibility was rated as Performs. "Identify financial resources for occupational education" and "Develop applications and proposals for funding occupational education" were ranked in the middle third of the functions for importance and for their modal ratings for responsibility were Shares and Performs, respectively.

Program Improvement

The findings for the functions in the category Program Improvement are presented in Table 16. The mean rating, 4.82, for importance resulted in a rank of 24 for "Use information resources to help improve

Table 16

Responsibility and Importance Ratings for the Functions of the Category Program Improvement

None	Responsibility Ratings			Category I Program Improvement				Importance Ratings ^a						Mean
	Shares	Delegates	Performs					1	2	3	4	5	6	
3	67	44	51	F	Use information resources	F	3	0	6	49	75	32	4.82	
2	41	27	31	%	to help improve occupational education programs	%	2	0	4	30	45	19	(162) ^b	
6	71	32	56	F	Use inquiry skills to	F	6	1	8	63	63	24	4.64	
4	43	19	34	%	help improve occupational programs	%	4	1	11	38	41	14	(159)	

Note. F = Frequency, % = Percent.

^a1 = Not Responsible For, 2 = No Importance, 3 = Not Very Important, 4 = Important, 5 = Very Important,

6 = Extremely Important. ^bN value for that function. The rating 1, Not Responsible For, was not included in the calculation of the function mean.

occupational education programs" and a mean of 4.64 resulted in a rank of 28 for "Use inquiry skills to help improve occupational programs". The modal ratings, 45% and 41% respectively, for both functions was Very Important, however, the mean ratings for importance for both functions in this category were below the rating Very Important. Therefore, the two functions of this category were two of the lowest rated functions for importance of the 28 functions included in the study.

Responsibility ratings for the functions in the category Program Improvement are given in Table 16. The modal rating, an average of 42%, for responsibility for both functions of this category was Shares. Thus, the functions of this category were the lowest rated of the 28 functions for importance and this category was one of two in which the responsibility was primarily shared.

Function Categories

The 28 functions in this study were grouped into nine function categories. These categories define broad areas of responsibilities in the role of the deans, and they contain from two to four related functions. The functions were discussed by category in the previous section. This section is intended to summarize the discussion of the previous section and provide the findings for the function categories. The rationale for this approach is that the categories do not stand alone but represent a summary of the functions included within them.

Table 17 presents the summary of the findings for the function categories. Included in Table 17 are the number of functions with the

Table 17

Responsibility and Importance Ratings for the Function Categories

Responsibility				Function Categories			Importance		
NR	# of functions with modal Rating		# of funct/ P Categ.	Categ. Rank	Na	Categ. Mean	Ave. funct score		
	S	D							
			2	2	Program Planning, Development & Evaluation	1	162	10.64	5.32
1	1		2	4	Personnel Management	2	91	21.29	5.32
			2	1	Instructional Management	3	141	15.73	5.24
	1		2	3	Business & Financial Management	4	141	15.55	5.18
			3		Facilities & Equipment Management	5	113	15.43	5.14
			2	2	School-Community Relations	6	153	20.44	5.11
	4			4	Student Services	7	39	19.92	4.98
			2	1	Professional & Staff Development	8	136	14.62	4.87
			2		Program Improvement	9	158	9.46	4.73

Note . NR = No Responsibility, S = Share, D = Delegate, P = Perform.

The average function score is calculated as follows; (category mean / # of functions in that category). Sample N = 165.

aNumber of respondents which indicated they had some degree of responsibility for all of the functions in that category. Any respondent that rated any function in a category as No Responsibility was not included in the calculation of the category mean.

indicated modal ratings for responsibility for each category, the number of functions in each category, the category rankings for importance, the N used to determine the category mean for importance, the category mean for importance and the average function score for the importance for each category. The N used to determine the category mean for importance varies from one category to another because respondents who rated any one of the functions in a category with a rating of No Responsibility were not used in the calculation of the function category mean.

Twenty-two respondents indicated they had some degree of responsibility for all 28 functions included in this study. The average function score was calculated by dividing the category mean by the N for that category and was used to rank the function categories.

In discussing the findings for the function categories, the focus is on the unique characteristics for these categories. The rationale for this approach is that with the exception of one category, Student Services, the majority of the respondents rated the importance of these categories as Very Important or higher and considered them to be responsibilities of the dean of occupational education. Therefore, these functions define the role of the deans of occupational education and any unique characteristic for a given category may provide insight into how education, selection or an organization may best be developed to provide for the presentation, consideration and accomplishment of these catego-

ries. An examination of Table 17 indicates there were two categories that can be considered most important. These two categories were Program Planning, Development & Evaluation and Personnel Management. Both functions in the category Program Planning, Development & Evaluation were considered high in importance, and their modal responsibility ratings were Performs. Personnel Management contained the three highest ranked functions for importance, and the modal responsibility ratings indicated the responsibility for this category was both shared and performed. However, one function in this category "Manage college personnel affairs" was an exception. It was rated as not a responsibility of the deans by 43% of the respondents, and was the major reason only 91 respondents were included in the calculation of the category mean. This function may inappropriately be listed as a function of the category, Personnel Management, but that is a question for future research.

The categories of Instructional Management, Business & Financial Management, Facilities & Equipment Management and School-Community Relations were ranked 3, 4, 5 and 6 respectively, an intermediate level for importance. However, their modal ratings differed for responsibility. Instructional Management was rated as primarily a delegated area of responsibility with the deans performing only a guiding function for this category. Business & Financial Management was an area of responsibility that was primarily performed with only the identification of financial resources being shared. While the category, Facilities & Equipment Management, was primarily a shared responsibility, the modal

ratings for responsibility for School-Community Relations indicated that work with advisory councils and governmental agencies was performed by the deans and promotion and involvement of the community in occupational education were shared.

Student Services was a category that was perceived as not the responsibility of 76% of the respondents. Only 39 of the respondents indicated that all four of the functions in this category were functions of the deans. These 39 deans indicated the responsibilities associated with this category were shared or delegated.

The two lowest ranked categories were Professional & Staff Development and Program Improvement. Professional & Staff Development was ranked 8, and the responsibilities in this category were primarily shared. The one function primarily performed by the deans was the responsibility for the dean's professional development. Program Improvement was the lowest ranked category with a rank of 9. The functions of this category were the lowest rated of the 28 functions, and this category was one of two in which the responsibility for all functions was shared.

In summary, only 13% of the respondents had responsibility for all 28 of the functions. The two most important categories were Program Planning, Development & Evaluation and Personnel Management. Program Planning, Development & Evaluation was also the only category in which all the functions had a modal rating of Performs. Instructional Management was the only category in which the primary modal rating for respon-

sibility was delegated, and two categories, Facilities & Equipment Management and Program Improvement received modal ratings of Shared for all of the functions included in these categories. Student Services was rated as not a responsibility of the deans of occupational education, and the two lowest ranked categories were Professional & Staff Development and Program Improvement. In both of these categories the primary modal rating for responsibility was Shared. Two exceptions were identified. "Prepare occupational education budgets" was ranked 4 for importance while other functions in the Business & Financial Management category were ranked only 13 and 18. "Manage college personnel affairs" was ranked 27 while the other functions in the Personnel Management category were ranked 1, 2, and 3 for importance.

Leader Behaviors

The leader behaviors of the deans were examined to explore the leadership qualities of the deans. The deans and their immediate supervisors were asked to respond to two scales of the Leadership Behavior Description Questionnaire Form XII (LBDQ-XII) developed by Stogdill (1963). The two scales used in this study were the Consideration and Initiating Structure scales. The scales consisted of 10 behaviors each and were rated on a Likert scale containing five ratings. See Appendix A for a description of the leader behavior scales.

The deans and their supervisors completed the consideration and initiating structure scales. The deans rated themselves and the supervisors also rated the deans on these behaviors and 134 matched dean

supervisor surveys were obtained. The relationship between the ratings of the deans and their supervisors for the leader behaviors of the deans was examined for the 134 matched dean supervisor pairs. This was done to determine if the ratings of the deans for the leader behaviors were representative of the actual leader behavior of the deans and could be used when examining the relationship of the leader behaviors to other variables in this study. T-tests were computed on the total scale scores of the deans and their immediate supervisors for consideration, 40.82 and 40.47 respectively, and for initiating structure, 40.43 and 40.51 respectively, and no significant differences were indicated. Pearson's product-moment correlation coefficients and crosstabulation tables were calculated for the items in the consideration and initiating structure scales for the matched dean supervisor pairs. Analysis of these data indicated that the leader behavior ratings of the deans and their immediate supervisors were similar. Therefore, only the deans' ratings of the leader behaviors are presented and discussed.

Consideration Behavior

The consideration scale of the LBDQ-XII consists of 10 behaviors rated on a Likert scale containing five ratings. This scale is designed to assess behavior which "regards the comforts, well-being, status and contributions of followers" (Stogdill, 1963, p. 3). The deans rated themselves on these behaviors, and a list of the behaviors and a summary of the responses is presented in Table 18. A description of the rating scale is in Appendix B. Item numbers 2, 9 and 10 in Table 18 were

Table 18

Deans' Ratings for Consideration Leader Behaviors

Items	Item Frequencies, Means and Percentages					Item Mean
	1	2	3	4	5	
1. Am friendly and approachable	F 0 % 0	0 0	3 2	62 46	69 51	4.49
2. Refuse to explain my actions	F 58 % 43	66 49	9 7	1 1	0 0	4.35 a
3. Treat all group members as my equals	F 0 % 0	1 1	16 12	67 50	50 37	4.24
4. Am willing to make changes	F 0 % 0	0 0	9 7	89 66	36 27	4.20
5. Look out for the personal welfare of group members	F 0 % 0	1 1	17 13	75 56	41 31	4.16
6. Give advance notice of change	F 0 % 0	0 0	13 10	87 65	34 25	4.16
7. Put group suggestions into action	F 0 % 0	0 0	18 13	111 83	5 4	3.90
8. Do little things to make it pleasant to be a member of the group	F 0 % 0	0 0	34 25	83 62	17 13	3.87
9. Keep to myself	F 16 % 12	81 60	29 22	8 6	0 0	3.78 a
10. Act without consulting the group	F 9 % 7	74 52	48 36	3 2	0 0	3.66 a
MEAN TOTAL SCALE SCORE				40.82		

Note . F = frequencies, % = percent of total, N = 134 and represents total number of matched dean supervisor pairs.

Item frequencies and percentages are actual and the mean is reverse scored. Rating definitions, 1 = Never, 2 = Sometimes, 3 = Occasionally, 4 = Often, 5 = Always

reverse scored. Shown in Table 18 are the actual frequencies and percentages for the ratings for these behaviors, however, the item means were computed to reflect the reverse scoring on these items.

An examination of the responses in Table 18 indicates that the deans see themselves as "(being) friendly and approachable", "(treating) group members as equals" and "(ready) to explain their actions". They also indicate they were willing to make changes, "Look out for personal welfare of the group", and "Give advance notice of change". The lowest rated behaviors are "Act without consulting the group", "Keep to myself" and "Do things to make it pleasant to be a member of the group". The total scale score, 40.82, for the consideration behaviors indicates the deans rate themselves high on this dimension.

Initiating Structure Behavior

The initiating structure scale is a scale that consists of 10 behaviors also rated on a Likert Scale containing five ratings. (See Appendix B for rating scale.) The scale is designed to rate behaviors which indicate when a leader "clearly defines his own role, and lets followers know what is expected of them" (Stogdill, 1963, p. 3). The

deans rated themselves on these behaviors, and a list of the behaviors and a summary of the responses are presented in Table 19.

An examination of the ratings of the behaviors in Table 19 indicates that the deans rate themselves as always "(encouraging) the use of uniform procedures" and "(maintaining) definite standards of performance". They also suggest they "Let group members know what is expected of them", "Make (their) attitudes clear to the group", "Make sure that (their) part in the group is understood by the members" and "Ask that group members follow standard rules and regulations". Also rated as often performed are "Assign group members to particular tasks", "Try out my ideas in the group", "Schedule work to be done". The lowest rated behavior, "Decide what shall be done and how it shall be done", suggests the deans may only occasionally perform in this manner. The mean total score, 40.43, indicates the deans rate themselves high on initiating structure.

In summary, no significant differences existed between the ratings of the leader behaviors of the deans by the deans and their supervisors, and the deans received similar ratings on both the consideration and initiating structure scales. On the consideration scale, the deans indicated they were friendly and approachable, ready to explain their actions and treated group members as equals. However, they also occasionally acted without consulting the group but seldom kept to themselves. The deans appear to feel they provide structure through procedures, standards and awareness of what is expected, but usually

Table 19

Deans' Ratings for Initiating Structure Leader Behaviors

Items	Item Frequencies, Means and Percentages					Item Mean
	1	2	3	4	5	
1. Encourage the use of uniform procedures	F 0 % 0	0 0	8 6	74 55	52 39	4.33
2. Maintain definite standards of performance	F 0 % 0	0 0	10 7	79 59	45 34	4.26
3. Let group members know what is expected of them	F 0 % 0	1 1	9 7	81 60	43 32	4.24
4. Make my attitudes clear to the group	F 0 % 0	0 0	14 10	87 65	33 25	4.14
5. Make sure that my part in the group is understood by the group members	F 0 % 0	0 0	15 11	89 66	30 22	4.11
6. Ask that group members follow standard rules and regulations	F 1 % 1	0 0	21 16	77 57	35 26	4.08
7. Assign group members to particular tasks	F 0 % 0	2 1	15 11	96 72	21 16	4.01
8. Try out my ideas in the group	F 0 % 0	0 0	31 23	82 61	21 16	3.92
9. Schedule work to be done	F 0 % 0	5 4	33 25	72 54	24 18	3.86
10. Decide what shall be done and how it shall be done	F 1 % 1	5 4	65 48	56 42	7 5	3.49
MEAN TOTAL SCALE SCORE	40.43					

Note . F = frequencies, % = percent of total, N = 134 and represents the total number of matched dean supervisor pairs.

Rating definitions, 1 = Never, 2 = Sometimes, 3 = Occasionally,

4 = Often, 5 = Always.

rely on the members of the group to know how to do what they must do.

Effectiveness

The analysis conducted in this section was accomplished to identify those profile characteristics, functions and leader behaviors that may be associated with deans rated as effective or ineffective by their immediate supervisors. The discussion in this section will be related to the following subjects; the effectiveness measure and the profile characteristics, functions and leader behaviors of effective and ineffective deans.

Effectiveness Measure

Table 20 presents a summary of the responses of the supervisors on the effectiveness rating scale. Listed in Table 20 are the item means, the frequencies and percentages of respondents on each item and the total scale score statistics. The data in Table 20 present the ratings of only the 134 supervisors in the matched dean supervisor pairs. A mean total scale score of 26.44, 83% of a possible rating of 32, indicates the deans as a group were rated as effective by their supervisors. All of the mean item ratings were slightly above the above average effectiveness rating with the highest score, 3.54, awarded to the

Table 20

Supervisors' Measure of the Effectiveness of Deans of Occupational Education

<u>Statistics</u>		Ratings				Item
<u>Effectiveness Categories</u>		1	2	3	4	Mean
Administrative Functions	F	1	9	41	83	3.54
	%	1	7	31	62	
Technical Ability	F	0	6	51	77	3.53
	%	0	4	38	57	
Resource Utilization	F	1	5	76	52	3.34
	%	1	4	57	39	
Program Quality	F	0	7	82	45	3.28
	%	0	5	61	34	
Employee Welfare	F	1	12	75	46	3.24
	%	1	9	56	34	
User Job Requirements	F	0	6	92	36	3.22
	%	0	4	69	27	
Corrective Action	F	1	14	77	42	3.19
	%	1	10	58	31	
Staff Development	F	0	18	85	31	3.10
	%	0	13	63	23	
Total Scale Score Statistics		$\bar{x} = 26.44$	$sd = 3.41$	Range = 17		
		Min.-Max. = 15 to 32				

Note . F = Frequency, % = Percent of total N, N = 134 and represents total number of matched dean supervisor pairs.

dimension, Administrative Functions, and the lowest rating, 3.10, awarded to Staff Development. However, the difference between these two was quite small and therefore of little consequence.

In order to differentiate between effective and ineffective deans for the purposes of this study, an arbitrary score of 22 on the effectiveness scale was established. The scores of 22 and below represent individuals receiving less than 70% of the possible 32 points on the effectiveness scale. Thus, individuals receiving an effectiveness total scale score of 22 or less were considered for the purposes of this study as ineffective. Using the score of 22 to differentiate between effective and ineffective deans resulted in the identification of 18 deans who were rated ineffective and 116 deans rated as effective.

Profile Characteristics, Functions and Leader Behaviors of Effective Deans

Although the number of deans rated as ineffective was small, 18, in comparison to those rated as effective, 116, the profile characteristics, functions and leader behavior of the deans were examined to determine if differences existed in these factors in effective and ineffective deans. The variables considered in this section included all demographic characteristics, function categories and leader behaviors. The deans were divided into two groups based on their ratings on the effectiveness. To determine if significant differences existed, the data for effective and ineffective deans were subjected to analysis using F ratio, t-tests with Satterthwaite's (1946) approxi-

mation for df and chi square tests. Because of the discrepancy in the N's, 116 and 18, for the effective and ineffective deans, respectively, the F ratio was computed to test for homogeneity of variance and Satterthwaite's (1946) approximation for df was used with the t-test where the variances for the two samples were unequal.

The F ratio and t-test with Satterthwaite's adjustment for df were used in the analysis of the consideration and initiating structure scale scores of the leader behaviors, the importance scales of the function category scores, age, years of experience in each of the work experience categories, years of experience in their previous and current positions as dean and the dean's total years of work experience. In all but the mean importance rating in one function category, Program Planning, Development & Evaluation, no differences were found.

The difference found in the importance ratings of the function category scores for Program Planning, Development & Evaluation indicated that effective deans were rated higher in the functions of this category than ineffective deans. The mean for this category for effective deans was higher, 10.7, than the category mean for ineffective deans, 10.0.

Chi square tests were used on the categorical variables. These variables included the five year age group categories, the highest degree held when first became dean and whether hired from within or outside their current institution and the function category scores for the responsibility scale. No significant differences were indicated for these variables. However, the expected cell sizes for many of the chi

square tests were less than five, making the results of these test questionable.

In summary the deans were divided into two groups, effective and ineffective deans of occupational education, as a result of ratings they received on the effectiveness scale completed by their supervisors. The profile variables, the function scale scores and the leader behavior scale scores were subject to analysis using t-tests with Satterthwaite's (1946) adjustment and chi square tests where appropriate. In all cases except one, the importance ratings for the function category Program Planning, Development & Evaluation, no significant differences were indicated. The category Program Planning, Development & Evaluation was rated as more important for deans rated as effective than for deans rated as ineffective.

Situational Factors

The analysis conducted in this section sought to determine if there was a relationship between the situational factors, level of governance, source of financial support and institutional size, and the profile characteristics, functions, leader behaviors and effectiveness of the deans of occupational education. Each situational factor was examined separately. The data were categorized according to the variables for each situational factor and analyzed to determine if differences existed.

Analysis of variance, Tukey test, F ratio and t-test with the Satterthwaite's (1946) approximation for df were used to determine if

differences existed in the function category mean scores for importance, the leader behavior scores, age, years of experience in each of the work experience categories, years of experience in their previous and current positions as dean, the number of employees supervised and the dean's total years of work experience. Chi square test was used to determine if differences existed in the function category ratings for responsibility, the age group categories, highest degree held prior to becoming dean, whether hired from within or outside their current institution and the dean's effectiveness ratings. No significant differences were indicated in these analyses for any of the variables associated with the situational factors.

Summary

The data on profile characteristics, functions, leader behavior and effectiveness of deans of occupational education and situational factors concerning their institutions were subjected to analysis to provide descriptive information on this administrative position and the individuals who serve as dean of occupational education. The analysis also examined these data to determine if differences in the profile, functions and leader behavior might be associated with the situational factors.

The profile of the deans developed as a result of the data collected in this study is summarized here. The average age of the deans was 46 with 83% of the ages falling between the ages of 36 and 55. Ninety-four percent of the deans were white with 89% being male. The

highest represented race other than white was black with 3.6%.

Fifty-three percent of the deans held the master's degree and 35% held the doctorate as their highest degree. Eighty-nine percent of the deans had an average of 11 years of experience in education, but only 13% had experience at the dean level prior to entering their current position. Fifty-six percent of the deans were hired from within their current institutions, and their supervisory requirements vary considerably with means of 4.2 for administrators, 53.2 for faculty and 7.8 for staff.

The functions of the deans were rated on their importance and degree of responsibility. The ratings of the 28 functions were discussed and summarized in the section on the function categories. The two most important categories were Program Planning, Development & Evaluation and Personnel Management. Program Planning, Development & Evaluation was also the only category in which all the functions had a modal rating of performed. Instructional Management was the only category in which the primary modal rating for responsibility was delegated, and two categories, Facilities & Equipment Management and Program Improvement received modal ratings of shared for all of the functions included in these categories. Student Services was rated as not a responsibility of the deans of occupational education, and the lowest ranked categories were Professional & Staff Development and Program Improvement. In both of these categories the primary modal rating for responsibility was shared.

The leader behavior ratings of the deans and their supervisors were

compared and no significant differences existed between their ratings for both the consideration and initiating structure scales. On the consideration scale, the deans indicated they were ready to explain their actions and treated group members as equals. The deans rated maintain uniform procedures and high standards and keeping group members informed as to what is expected of them high on the initiating structure scale. The deans were rated high on both the initiating structure and the consideration scales with total scale scores of 40.43 and 40.82, respectively.

The deans were rated as effective by their supervisors with a rating of 26.44, 83% of the possible 32 possible points on the scale. The function category, Program Planning, Development & Evaluation was rated higher in importance by deans rated as effective than deans rated as ineffective. No significant differences were found in the profile and leader behavior variables for effective and ineffective deans. The profile, functions and leader behaviors were also investigated to determine if differences in these sets of variables were associated with the situational factors, however no significant differences were indicated.

V. FINDINGS, CONCLUSIONS AND DISCUSSION

Introduction

This chapter reports a summary of the findings, the conclusions and the implications of this study. The purpose of this study was to develop a data base to describe the profile characteristics, functions, leader behaviors and effectiveness for deans of occupational education. These factors were analyzed to determine if differences existed in these factors with respect to institutional size, level of governance and sources of financial support.

Chapter 4 presented the analyses of the data of this study. That information provided the foundation for the summary of findings, conclusions and implications presented in this chapter. Chapter 5 is organized into the following sections; summary of the findings, conclusions and implications for profile characteristics, functions, leader behavior, effectiveness and situational factors, areas for future research and summary.

Summary of the Findings

This section contains a summary of the findings resulting from the analyses conducted in Chapter 4. The findings are listed and are organized according to the major components of the study, the profile characteristics, the functions, leader behavior, effectiveness and situational factors.

Profile Characteristics

The findings for the profile characteristics are presented in this section. The research questions addressed are; (a) What are the age, sex and racial characteristics of the Deans of Occupational Education? (b) What are the educational degrees and the major subject areas of each degree held by the Dean of Occupational Education? (c) What are the types and numbers of years of experience in the backgrounds of deans of occupational education? (d) What are the numbers and types of employees supervised?

1. The average age of the deans was 46.5 years and ranged from 31 to 64 years of age. Eighty-three percent of the deans were between the ages of 36 and 55 years.

2. Ninety-four percent of the deans were white and 6% were of other races. The largest racial category other than white was black with 3.6%.

3. Eighty-nine percent of the deans were male and 11% were female. All minorities were male but one black female and five of the nine minority males were also black.

4. Education was the major subject matter area for all degree levels. It was the major area in 31% of the bachelor's, 88% of the master's and at least 42% of the doctorate's; 48% of the major subject matter areas for the doctorates were unidentified. Education was followed as the most frequently reported major area by science and engineering, business, humanities and liberal arts and public service at the

bachelor's level with business and humanities and liberal arts changing places in the order at the master's level.

5. Fifty-one percent of the deans held master's degrees, 1% held educational specialist degrees and 39% held doctorates at the time they were hired as dean of occupational education. At the time of the survey the highest degrees held by the deans were distributed as follows, 38% master's degrees, 52% doctorates, 7% educational specialists, 3% bachelor's degrees and .6% held no degree at all. An increase of 20% in the number of individuals holding degrees above the master's degrees occurred between the time the respondents were hired and the time of the survey.

6. Education was the area in which 90% of the deans had previous work experience with a mean of 11 years of experience in this area. This was followed by the military, business and industry with approximate means of 2 years of experience and 36.4% of the deans with this experience in each category.

7. Eighty-seven percent of the deans had no previous experience at the dean level. The mean years of experience for the deans serving in their current positions was 6.5 years, and 53% of the deans were hired from within their current institutions.

8. The average number of individuals supervised for three levels of employees were administrators with a mean of 4.2 and a median of 3, faculty with a mean of 53 and a median of 34, and staff with a mean of 8 and a median of 4 individuals.

9. The administrators responding to the survey as Deans of Occupational Education indicated 86 different position titles.

Functions

The findings listed in this section are concerned with the importance and responsibility of the functions and function categories included in this study. The research questions addressed are; (a) Which of the vocational administrator functions do Deans of Occupational Education rate as most important? (b) What level of responsibility do deans of occupational education indicate they have for each of the vocational administrator functions? (c) Which categories of functions are identified by the deans as most important and what are the degrees of responsibility indicated for the function categories?

The findings for this section include the identification of unique aspects of the functions and function categories even though they may go beyond addressing the research questions indicated for the functions. This is done because it was felt that the additional information would be useful in addressing statements made in discussing the importance of this study.

1. The mean rating for importance indicated that all 28 functions were rated above the rating of 4.6 and approximately 65% of the functions and function categories received a mean rating for importance above a rating of 5, Very Important.

2. "Direct program evaluation" was the only function that was rated a responsibility by all of the respondents, and only 13% of the

respondents indicated they had some degree of responsibility for all 28 functions.

3. The two most important function categories were Program Planning, Development & Evaluation and Personnel Management. These categories contained five of the six functions with the highest mean ratings for importance, had the same average function ratings for importance, and the modal ratings for responsibility were primarily Performs. The Personnel Management function, "Manage college personnel affairs" was an exception. It was rated Not a Responsibility by 43% of the respondents and ranked 18 for importance.

4. The category Student Services was rated Not the Responsibility of 76% of the respondents. However, for the 24% of the respondents who rated this category as some degree of their responsibility, the average function rating was Very Important and the modal ratings for responsibility were Shares or Delegates.

5. The lowest ranked categories were Professional & Staff Development and Program Improvement. The average function ratings for both of these categories was less than Very Important, and the modal rating for responsibility for these categories was primarily Shares.

6. The categories, Instructional Management, Business & Financial Management, Facilities & Equipment Management and School-Community Relations received intermediate average function ratings for importance. The modal ratings for responsibility for these functions were as follows; Instructional Management was primarily Delegates, Business &

Financial Management was Shares, and School-Community Relations was divided equally between Shares and Performs. An exception to the intermediate rating for importance was the Business and Financial Management function "Prepare occupational education budgets". This function was rated high for importance and was ranked 4 with a modal rating for responsibility of Performs.

Leader Behaviors

The findings listed in this section are concerned with the ratings of the leader behaviors of the deans of occupational education. These ratings were completed by both the occupational deans and their immediate supervisors. The research questions addressed are; (a) To what extent do deans of occupational education indicate they exhibit leader behaviors categorized as "Consideration" behavior? (b) To what extent do deans of occupational education indicate they exhibit leader behavior categorized as "Initiating Structure" behavior?

1. No difference was indicated between the ratings of the deans and their immediate supervisors on the leader behavior scales of consideration and initiating structure, and the relationship between the ratings of the deans and their supervisors was high.

2. The deans received similar ratings for both leader behavior scales. The total scale scores for consideration and initiating structure were 40.82 and 40.43, respectively.

Effectiveness

The findings listed in this section are concerned with the supervisors' ratings of the effectiveness of the deans of occupational education. Included are findings for the effectiveness measure and profile characteristics, functions and leader behaviors of deans designated as effective and ineffective by the score they received on the effectiveness measure. The research questions addressed are; (a) Do the demographic characteristics of deans rated as effective by their immediate supervisor differ from those of deans rated as ineffective? (b) Do the function categories rated as important to deans rated as effective by their immediate supervisor differ from the ratings of leader behaviors of deans rated as ineffective? (c) Do the ratings of leader behaviors of deans rated as effective by their immediate supervisor differ from the ratings of leader behaviors of deans rated as ineffective?

1. The mean rating for the effectiveness scale was 26.44, 83% of the possible 32 points on the scale with the dimension ratings ranging from a high of 3.54 for Administrative Functions and a low of 3.10 for Staff Development.

2. A significant difference was indicated between the ratings of effective and ineffective deans for the importance of the category Program Planning, Development & Evaluation. The mean category score for importance for this category for effective deans was higher, 10.7, than that for deans rated ineffective, 10.0.

3. No other significant differences were found in the profile

characteristics, functions and leader behaviors for effectiveness.

Situational Factors

The findings in this section are concerned with the relationship of the profile, functions and leader behavior to the situational factors, governance, financial support and institutional size. These relationships were examined by addressing the following questions: (a) do the profile characteristics differ as a result of the situational factors? (b) How do the functions differ as a result of the situational factors? (c) How do the leader behaviors differ as a result of the situational factors?

No significant differences were indicated in the analyses addressing these three questions.

Conclusions and Discussion

This section contains the conclusions derived from the findings of this study. The conclusions are numbered and the discussion for each conclusion immediately follows the conclusion. This section is organized into the following topics, profile characteristics, functions, leader behaviors, effectiveness and situational factors.

Profile Characteristics

The conclusions and discussion presented in this section are based on the findings for profile characteristics. There are three conclusions in this section and each is numbered and followed immediately by the discussion.

1. A race and sex bias toward white middle aged males exists in the position of dean of occupational education.

Deans of occupational education can be characterized as white, male, average age 47. Females and racial minorities are under represented. From the data gathered in this study, it can not be determined whether there has been a conscious effort to exclude minorities and women or if the bias was the result of the race and sex of qualified individuals available in the job market. However, there is a suggestion that networking occurs, and that institutions hired individuals with whom they were familiar since the majority were hired from within their current institutions.

Thus, three possible scenarios seem apparent to explain the race and sex bias in the individuals who fill the position of dean of occupational education. The first is that females and minorities have been underqualified and therefore, were not able to meet the requirements of the position. The second is that the "good-ole-boy" network has been at work, and the bias is the result of a conscious, however pervasive, effort to place friends and proteges in these positions. The third is the result of some combination of the first two scenarios. Deciding which scenario exists is neither possible nor important here. What is important is that community colleges are going to have to initiate activities which encourage females and minorities to pursue the necessary qualifications and to recruit and hire these individuals at dean level positions. These kinds of activities will foster the goals of

higher education to provide equity for these individuals at this administrative position in the future.

2. The master's degree is the minimum requirement for the position of dean of occupational education.

The master's degree is apparently the minimum educational requirement for filling the position of occupational dean. However, individuals occupying these positions are continuing their education and are earning the doctorate. Findings in this study concerning the responsibilities of the deans suggest that doctoral level education may well be beneficial in addressing the breadth of responsibility indicated by these deans. Indirect evidence exists that the profession also feels the additional education is of value. There was a net increase of 20% in the number of respondents holding degrees higher than the master's degrees between the time these individuals were hired and the time of this survey. It can not be determined from this data if the increased levels of education were obtained as a result of (a) the desire of the deans to improve themselves, (b) a requirement to maintain their position, or (c) a necessity in order to obtain salary increases. In all probability some combination of these factors has resulted in the continued education obtained by the deans. However, that increasing numbers of the deans have obtained the doctorate suggests that these deans recognize the value of both continuing their education and obtaining the additional credential.

3. The position of dean of occupational education is an entry

position to upper level community college administration. The occupants of this position are first time administrators at this position with no prior experience at the dean level.

Considerable rhetoric exists in occupational education about the need for experience outside the field of education. The data indicate that a majority of occupational deans had experience outside the field of education, however, the amount was limited. The principal area of experience was education and 90% of the deans had a mean of 11 years of experience in this field. The educational experience was primarily in teaching and lower levels of administration, division chairman, director and coordinator, because only 13% of the deans had prior experience at the dean level. Thus, this position is apparently an entry level position into upper level educational administration, dean, vice president, provost and president, for the occupants of these position. The turnover rate is apparently moderate with the mean of six years of experience in the position for those currently serving as occupational dean.

The above suggests that occupational deans were principally experienced in education with some outside experience. They were first time administrators at this level of administration and can be expected to remain in this position for an average of six years. Institutions involved in recruitment and selection for the occupational dean's position may consider this information as a guideline in establishing criteria for selection.

Functions

The conclusion and discussion presented in this section are concerned with the findings for the functions and function categories. The single conclusion is followed immediately by the discussion.

Deans of occupational education have some degree of control over the occupational program, personnel, staff development, community relations, facilities and equipment, however, in the area of student services, the deans appear to have little control over the quality of the student or the placement and follow-up of the students enrolled in the occupational programs.

The findings of this study with respect to Student Services represent a departure from the findings of previous studies using the list of tasks from which the list of 28 functions used in this study was developed. A study by Norton et al. (1977) indicated that the function categories included in this study were part of the responsibilities of occupational administrators. In addition, Program Planning, Development & Evaluation was rated very important while Student Services functions were rated low for importance. Fair and Simmons (1978) conducted a similar survey of secondary and postsecondary vocational administrators in Mississippi using time on task as a measure of relative importance and obtained findings similar to those of Norton et al. (1977). Both studies also identified differences between secondary and postsecondary vocational administrators, however, in neither case was Student Services identified as one of the differences between these administrators.

Thus, both the Norton and the Fair and Simmons studies indicated that student services functions were part of the responsibility of the post-secondary occupational administrator. The findings in this study represent a departure from these earlier studies and indicate Student Services was not the function of the typical dean of occupational education.

One other area where there is a question concerning the responsibility of the deans involves the Personnel Management function, "Manage college personnel affairs". This function was rated as Not a Responsibility by 43% of the respondents. This function was an exception in this category since the three other functions in the Personnel Management category, "select", "supervise" and "evaluate" occupational faculty and staff, were ranked 1, 2 and 3 for importance. It would appear that the occupational deans were very active in attending to the needs of the personnel for whom they were responsible, but were not involved in the maintenance of personnel files and records for all personnel in their institution. It appears from the information obtained here that the function, "Manage college personnel affairs" should not be a function in the category Personnel Management for the occupational deans. However, this is a question to be addressed by future research.

The ratings of the deans of occupational education indicated they were only responsible for providing the educational program. They apparently had little to say about who should be recruited and placed in these programs or in what happens to the students after they completed

these programs. The deans' ratings on importance for these functions indicated the deans thought Student Services was important, but the majority of the deans did not perceive they had responsibility for these functions. Therefore, it is reasoned that the occupational deans have little control over the quality of the student population involved in the occupational programs, were not involved in the placement of the graduates or in obtaining information from these graduates that might aid in improving or making the occupational programs more responsive to the needs of the employers. The attitude appeared to be, we take what we get, provide them with occupational training and hope they fit into the job market when they are finished.

This information also has implications for preservice and inservice educational programs. These programs should focus on the areas indicated by the functions and categories included in this study. The level of importance and responsibility indicated for Personnel Management and Program Planning, Development & Evaluation suggests these areas should serve as core components to pre-service programs and the specific functions in these categories may serve as important areas for in-service activities.

Leader Behavior

This section contains the conclusions and discussion for the findings for the leader behaviors of the deans of occupational education. Only one conclusion was developed from this material, and it is numbered and immediately followed by the discussion.

The leader behavior scores of deans of occupational education compare favorably with those of the high level administrators, however, no differences in the total scale scores for consideration and initiating structure were indicated between deans rated as effective or ineffective by their immediate supervisors. Therefore, the meaning of these ratings is uncertain.

Stogdill (1957) provided leader behavior scores for nine different types of leaders. He indicated that these scores did not represent standards, but provided some indication of how other leaders have scored on these dimensions. The deans' score for initiating structure was 40.43. This score was higher than Corporation presidents with a score of, 38.5, labor presidents, 38.3, college presidents, 37.7, senators, 38.8, army division (officers), 38.6, highway patrol (officers), 39.7, aircraft (officers), 36.6, ministers, 38.7, and community leaders, 37.2, for initiating structure. When the deans' score for consideration, 40.82, was compared to the consideration scores in this same list of leaders, the deans' scores were at an intermediate level. The deans' score for consideration was lower than ministers, community leaders, corporation presidents, labor presidents, college presidents and senators with scores ranging from 42.5 for ministers to 41.1 for community leaders and senators, and the deans' scores were higher for consideration than army division (officers), highway patrol (officers) and aircraft (officers) with scores of approximately 37 for consideration (Stogdill, 1963, p. 9 & 10).

Thus, comparison of the scores in Stogdill's list to those of the deans for consideration and initiating structure indicated that although the scores on the two dimensions for the deans were similar their levels varied with respect to the scores of other leaders on these dimensions. The deans were rated higher for initiating structure and intermediate for consideration behaviors in relation to those leaders included in Stogdill's list. This suggests that the occupational deans exhibit a very high degree of initiating structure behavior and an average level of consideration behavior when compared to other leaders. However, because the scores in the list provided by Stogdill were not standards, the meaning of the differences is uncertain.

Halpin and Winer (1957) indicated that effective leaders should receive high scores for initiating structure when rated as effective by their superiors. The findings of this study tend to support the findings of Halpin and Winer, but some questions are raised. The deans as a group were rated as effective by their superiors, and their initiating structure and consideration scores were high. However, no significant differences were indicated in the mean total scale scores for either initiating structure or consideration for deans rated as effective or ineffective by their immediate supervisors.

Several factors may have contributed to the lack of difference between the leader behavior scores of effective and ineffective deans. One reason may be that, 87% of the respondents were rated as effective, while only 13% were rated as ineffective. This small percentage of

ineffective deans may not have been representative of all ineffective deans. A second reason may be that the arbitrary score selected to distinguish between effective and ineffective deans may have been too high. A third possibility may have been that the leader behavior scores of the deans are not representative of the deans' level of save effectiveness. The data obtained in this study was not sufficient to address these concerns, however, they represent interesting areas for future research. Information in this area could provide assistance in selection and evaluation of Deans of Occupational Education.

Effectiveness

The conclusions included in this section are concerned with the findings for the profile characteristics, functions and leader behaviors and the relationship of these ratings to the ratings for effectiveness. Three conclusions were developed for this section, and they are numbered and immediately followed by discussion.

1. Recognizing the importance of program planning, development and evaluation is indicative of an effective dean of occupational education.

Deans who were rated as effective by their immediate supervisors rated the category of Program Planning, Development & Evaluation higher than deans who were rated as ineffective. This finding considered in conjunction with the fact that the deans' superior rated Administrative Functions the highest dimension on the effectiveness scale suggested that not only did the effective deans rate this category as more important but that an emphasis was placed on this aspect of their work

resulting in better performance. This suggests that the functions of this area should be stressed as a part of pre-service education programs and should also be considered as criteria for selection of individuals for the position of dean of occupational education.

2. Program Improvement and Professional & Staff Development were areas in which deans of occupational education may need the most improvement.

If there are areas which need improvement, the areas of Program Improvement and Professional & Staff Development may need attention by the deans of occupational education. Although the overall ratings for all categories was high for importance, these two categories were the lowest rated function categories of the nine categories included in this study. The ratings for responsibility indicate these responsibilities were shared, and the importance ratings of the deans seem to indicate these areas were not considered problems by the deans. However, the superiors rated the effectiveness dimension, Staff Development, as the lowest dimension on the effectiveness scale. Thus indicating, the deans' supervisors identified this dimension as an area of possible weakness.

The high ratings of the deans for the category Personnel Management suggest their approach to faculty updating was to hire quality faculty, and these individuals would assure program quality. However, once hired there appeared to be a lack of attention to the development and maintenance of a system of support to enable the faculty to maintain their

level of competence and to provide information which would facilitate program improvement. This coupled with the ratings for Staff Development by the deans' supervisors suggests the deans are in need of improvement in these areas.

Cohen and Brawer (1982) indicated that community college faculties have become resident and their technical knowledge is becoming outdated as a result of rapidly expanding technology. This suggested an urgent need for faculty updating and program improvement. With technology expanding at such a rapid rate and the need to maintain highly qualified faculty in order to assure program quality, failure to address the areas of Staff Development and Program Improvement could be devastating for community college occupational programs. The problem may be the result of any one or a combination of factors which may include insufficient funds, lack of concern on the part of the deans, inappropriate distribution of responsibilities within the institution or a lack of creativity on the part of the deans. The fact that the responsibility for both Professional & Staff Development and Program Improvement were apparently shared functions suggested that at least part of the problem may result from a lack of clear designation of responsibility in these areas. However, data gathered as part of this study did not provide insights to resolve the difficulty, but suggested this problem exists. It seems important that deans of occupational education address these areas and develop some lasting solutions for faculty and staff development and program improvement if community college occupational programs are to

remain quality programs.

Areas for Future Research

This section presents some areas for future research. Numerous questions for future research have already been raised in this chapter. However, this section presents some additional questions which may serve as direction for future study and provides some related discussion.

1. What is the relationship between the ratings for importance and responsibility for the functions of an educational administrator?

The relationship between the importance and responsibility for a function is an interesting area for research and has implications for how an organization distributes responsibility among its administrators. This study obtained ratings for both importance and the degree of responsibility for the functions of the deans. Direct relationships were identified for five functions that were rated as Not the Responsibility of the deans, however, the relationship between importance and responsibility for the remainder of the functions was low. A superficial examination of the category ratings suggested that categories that were rated higher for importance were performed and those that were rated lower for importance were shared. However, because the importance scale was a continuum and the ratings of responsibility were nominal categories describing the manner in which responsibilities were dispensed, this study was not able to determine the nature of this relationship.

It is recommended that in future studies that involve questions

concerning the responsibility for the functions of the deans, that a new scale be developed. The scale used in this study did little more than indicate whether or not the deans were responsible for the functions, and describe how the responsibilities were dealt with within the institution.

2. What is the relationship of the leader behaviors to the various demographic variables of age, educational background and work experience included in this study?

Previous studies have examined the relationship of the leader behaviors to demographic variables and the results have been mixed. In some instances age and ratings on initiating structure are positively related to ratings for consideration behavior in leaders. Knowledge of such relationships may be useful in recruitment and selection of individuals for positions in educational administration

3. What are the relationships of the various position titles indicated by the respondents of this study to the functions, leader behaviors, effectiveness and situational factors obtained in this study?

Investigation of this question may provide insight into the variety of ways that community colleges address the administration of occupational education. Many of the titles indicated by the deans represented differences in name only, however, some titles were indicative of structural differences among the institutions. Examining the relationships of these variables would provide insight into these differences.

4. How do institutions that do not have an administrative position

titled dean of occupational education handle the administration of occupational education?

The position of dean of occupational education is not a universally adopted position in the community college. Four hundred and eighty-five of the 1055 public community colleges listed in the AACJC (1983) Directory had named deans of occupational education. Similar research should be conducted on those institutions that do not have the position to determine how occupational education is administered in these institutions. Surveying the responsible administrators would increase the understanding of occupational education administration.

5. Because of the constantly changing dynamics of occupational education, similar studies should be conducted periodically to assess the changes occurring in the administration of occupational education in community colleges.

Summary

The deans of occupational education can be characterized as white, male, average age 47. Females and racial minorities are under represented. The master's degree is apparently the minimum educational requirement for filling the position, however, the doctorate seems to be gaining in importance. The principal area of experience was in education, and a majority of the deans had some experience outside the field of education. However, this position was the first position at this level of administration for most of the deans, and the turnover rate was moderate with deans averaging six years in the position.

The deans indicated their highest level of importance and responsibility was for Personnel Management and Program Planning, Development & Evaluation; they rated Student Services as Not a Responsibility; and Professional & Staff Development and Program Improvement were rated lowest for importance. The deans' scores for initiating structure and consideration were similar. However, in relation to the scores of other leaders the deans were scored high for initiating structure and intermediate for consideration. The deans were scored as effective by their immediate supervisors. Deans that were rated as effective rated the category Program Planning, Development & Evaluation higher for importance than the ineffective deans. Investigation of the relationship of profile characteristics, functions and leader behaviors to institutional size, level of institutional governance and sources of financial support indicated no significant differences existed in the profile, functions and leader behaviors when associated with these situational factors.

The implications of these conclusions for pre- and in-service education, selection and evaluation of the dean of occupational education were also discussed.

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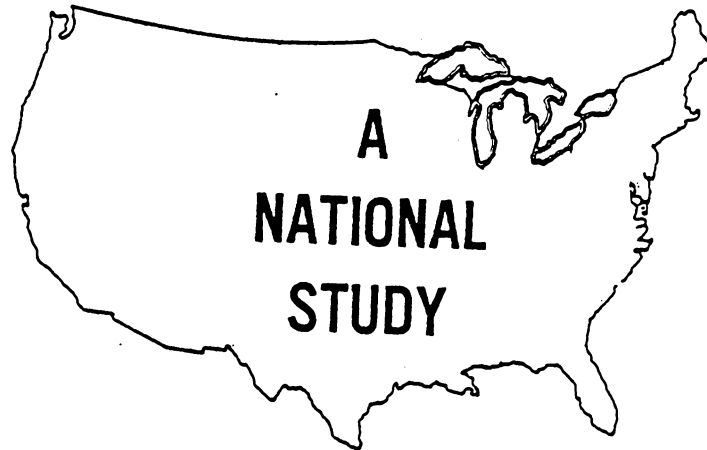
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APPENDIX A

Dean of Occupational Education's Questionnaire and Correspondence

Item 1. Questionnaire

LEADER BEHAVIORS, FUNCTIONS AND
CHARACTERISTICS OF DEANS
OF OCCUPATIONAL EDUCATION



On the following pages is a list of questions to gather information on your leader behaviors, functions, and characteristics as a community college dean of occupational education. The items request information concerning leader behaviors, functions or characteristics, but do not ask you to judge whether that leader behavior, function or characteristic is desirable or undesirable. Although some of the items may seem similar, they express differences that are important in the description of your role as the dean of occupational education. Their only purpose is to make it possible for you to describe as accurately as you can, your leader behaviors, functions and characteristics. This information will help to provide some insight into the role of the dean of occupational education. All responses will remain anonymous.

Division of Vocational and Technical Education
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061

These first questions ask for information about your leadership behaviors.*

(Please read each item carefully and think about how often you engage in the behavior described by the item. CIRCLE the number of the response that best describes the frequency of your behavior on that item).

	NEVER	SELDOM	OCCASIONALLY	OFTEN	ALWAYS
1 NEVER (You <u>do not</u> do it).					
2 SELDOM (You <u>do it</u> sometimes).					
3 OCCASIONALLY (You do it about 50% of the time).					
4 OFTEN (You do it most of the time).					
5 ALWAYS (You do it all the time).					
1. Let group members know what is expected of them.....	1	2	3	4	5
2. Am friendly and approachable.....	1	2	3	4	5
3. Encourage the use of uniform procedures.....	1	2	3	4	5
4. Do little things to make it pleasant to be a member of the group.....	1	2	3	4	5
5. Try out my ideas in the group.....	1	2	3	4	5
6. Put suggestions made by the group into operation.....	1	2	3	4	5
7. Make my attitudes clear to the group.....	1	2	3	4	5
8. Treats all group members as my equals.....	1	2	3	4	5
9. Decide what shall be done and how it shall be done.....	1	2	3	4	5
10. Give advance notice of changes.....	1	2	3	4	5
11. Assign group members to particular tasks.....	1	2	3	4	5
12. Keep to myself.....	1	2	3	4	5
13. Make sure that my part in the group is understood by the group members.....	1	2	3	4	5
14. Look out for the personal welfare of group members.....	1	2	3	4	5
15. Schedule the work to be done.....	1	2	3	4	5
16. Am willing to make changes.....	1	2	3	4	5
17. Maintain definite standards of performance.....	1	2	3	4	5
18. Refuse to explain my actions.....	1	2	3	4	5
19. Ask that group members follow standard rules and regulations.	1	2	3	4	5
20. Act without consulting the group.....	1	2	3	4	5

*These items are taken from the list of behaviors developed by Stogdill, 1963.

Next, we would like to ask the functions you perform in your work.

(Please read each function carefully. On the left side of the function CIRCLE the level of importance of this function to your work. On the right side of the function CIRCLE the role responsibility you perform in this function. If there are additional functions you feel should be included or corrections in those listed, please add and rate them in the spaces provided.)

- How important is this function to your work as dean of occupational education?
- 1 NOT RESPONSIBLE FOR (Not function of dean).
 - 2 NO IMPORTANCE (May or may not be done).
 - 3 NOT VERY IMPORTANT (Helpful but not necessary for program success).
 - 4 IMPORTANT (Useful for program success).
 - 5 VERY IMPORTANT (Necessary for program success).
 - 6 EXTREMELY IMPORTANT (Essential for program success).

- When this function is performed, what is your current responsibility?
- 1 NO RESPONSIBILITY (Dean not responsible for this function).
 - 2 SHARES (Dean shares this function with another administrative area not under the dean's jurisdiction).
 - 3 DELEGATES RESPONSIBILITY (Dean delegates this job function to lower level subordinate under dean's supervision).
 - 4 PERFORMS (Dean directly performs this function).

How Important?						Responsibility?			
EXTREMELY IMPORTANT	VERY IMPORTANT	IMPORTANT	NOT VERY IMPORTANT	NO IMPORTANCE	NOT RESPONSIBLE FOR	NO RESPONSIBILITY	SHARES	DELEGATES	PERFORMS
6	5	4	3	2	1				
						<p>Functions:</p> <p>This is a list of potential functions of occupational administrators.</p> <p>Category A: <u>Program Planning, Development & Evaluation.</u></p>			
6	5	4	3	2	1	1	2	3	4
						<p>21. Develop local plans for occupational education.....</p>			
						<p>22. Direct program evaluation.....</p>			
						<p>Comments _____</p> <hr/>			

Category B: Instructional Management

- | | | | | | | | | | |
|---|---|---|---|---|---|--|---|---|---|
| 6 | 5 | 4 | 3 | 2 | 1 | 23. Direct curriculum development.....1 | 2 | 3 | 4 |
| 6 | 5 | 4 | 3 | 2 | 1 | 24. Guide the development & improvement of instruction.1 | 2 | 3 | 4 |
| 6 | 5 | 4 | 3 | 2 | 1 | 25. Manage the development of master schedules.....1 | 2 | 3 | 4 |

Comments: _____

Category C: Student Services

- | | | | | | | | | | |
|---|---|---|---|---|---|--|---|---|---|
| 6 | 5 | 4 | 3 | 2 | 1 | 26. Manage student recruitment & admissions.....1 | 2 | 3 | 4 |
| 6 | 5 | 4 | 3 | 2 | 1 | 27. Provide systematic guidance services.....1 | 2 | 3 | 4 |
| 6 | 5 | 4 | 3 | 2 | 1 | 28. Maintain school discipline.....1 | 2 | 3 | 4 |
| 6 | 5 | 4 | 3 | 2 | 1 | 29. Establish a school placement service & coordinate
follow-up studies.....1 | 2 | 3 | 4 |

Comments: _____

Category D: Personnel Management

- | | | | | | | | | | |
|---|---|---|---|---|---|--|---|---|---|
| 6 | 5 | 4 | 3 | 2 | 1 | 30. Select faculty and staff.....1 | 2 | 3 | 4 |
| 6 | 5 | 4 | 3 | 2 | 1 | 31. Supervise occupational education personnel.....1 | 2 | 3 | 4 |
| 6 | 5 | 4 | 3 | 2 | 1 | 32. Evaluate faculty and staff performance.....1 | 2 | 3 | 4 |
| 6 | 5 | 4 | 3 | 2 | 1 | 33. Manage college personnel affairs.....1 | 2 | 3 | 4 |

Comments: _____

Category E: Professional & Staff Development

- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 6 | 5 | 4 | 3 | 2 | 1 | 34. Appraise the personnel development needs of
occupational faculty.....1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|---|

How important is this function to your work as dean of occupational education?

- 1 NOT RESPONSIBLE FOR (Not function of dean).
- 2 NO IMPORTANCE (May or may not be done).
- 3 NOT VERY IMPORTANT (Helpful but not necessary for program success).
- 4 IMPORTANT (Useful for program success).
- 5 VERY IMPORTANT (Necessary for program success).
- 6 EXTREMELY IMPORTANT (Essential for program success).

When this function is performed, what is your current responsibility?

- 1 NO RESPONSIBILITY (Dean not responsible for this function).
- 2 SHARES (Dean shares this function with another administrative area not under the dean's jurisdiction).
- 3 DELEGATES RESPONSIBILITY (Dean delegates this job function to lower level subordinate under dean's supervision).
- 4 PERFORMS (Dean directly performs this function).

How Important?						Responsibility?				
EXTREMELY IMPORTANT	VERY IMPORTANT	IMPORTANT	NOT VERY IMPORTANT	NO IMPORTANCE	NOT RESPONSIBLE FOR	NO RESPONSIBILITY	SHARES	DELEGATES	PERFORMS	
6	5	4	3	2	1	35. Provide a staff development program.....	1	2	3	4
6	5	4	3	2	1	36. Plan for your professional development program...	1	2	3	4
						Comments: _____				
						<u>Category F: School-Community Relations</u>				
6	5	4	3	2	1	37. Organize and work with a local occupational education advisory council.....	1	2	3	4
6	5	4	3	2	1	38. Promote the occupational education program.....	1	2	3	4
6	5	4	3	2	1	39. Involve the community in occupational education..	1	2	3	4
6	5	4	3	2	1	40. Cooperate with governmental & community agencies.	1	2	3	4

Comments: _____

Category G. Facilities & Equipment Management

- | | | | | | | | | | |
|---|---|---|---|---|---|--|---|---|---|
| 6 | 5 | 4 | 3 | 2 | 1 | 41. Provide buildings and equipment for occupational education.....1 | 2 | 3 | 4 |
| 6 | 5 | 4 | 3 | 2 | 1 | 42. Manage occupational buildings and equipment.....1 | 2 | 3 | 4 |
| 6 | 5 | 4 | 3 | 2 | 1 | 43. Manage the purchase of equipment, supplies & insurance.....1 | 2 | 3 | 4 |

Comments: _____

Category H. Business & Financial Management

- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 6 | 5 | 4 | 3 | 2 | 1 | 44. Prepare occupational education budgets.....1 | 2 | 3 | 4 |
| 6 | 5 | 4 | 3 | 2 | 1 | 45. Identify financial resources for occupational education.....1 | 2 | 3 | 4 |
| 6 | 5 | 4 | 3 | 2 | 1 | 46. Develop applications and proposals for funding occupational education.....1 | 2 | 3 | 4 |

Comments: _____

Category I: Program Improvement

- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 6 | 5 | 4 | 3 | 2 | 1 | 47. Use information resources to help improve occupational education programs.....1 | 2 | 3 | 4 |
| 6 | 5 | 4 | 3 | 2 | 1 | 48. Use inquiry skills to help improve occupational education programs.....1 | 2 | 3 | 4 |

Comments: _____

Finally, we would like to ask some information about your self to help interpret the results:

(Please complete each question as indicated).)

49. Your sex (Circle number of your answer) . 1 MALE 2 FEMALE

50. Your present age: _____ YEARS

51. Your race (Circle number of your answer)

- 1 AMERICAN INDIAN
- 2 ASIAN
- 3 BLACK, NON-HISPANIC
- 4 HISPANIC
- 5 WHITE, NON-HISPANIC
- 6 OTHER _____

52. What are the major areas of study for the degrees that you have obtained? (Indicate the major subject for each degree you have earned in the space provided).

BACHELOR'S DEGREE _____
 MASTER'S DEGREE _____
 ED. SPECIALIST OR EQUIVALENT _____
 DOCTORATE _____
 OTHER (degree name) _____

53. What was the highest degree you had earned when you first became a dean of occupational education (circle the number of your answer).

- 1 BACHELOR'S DEGREE
- 2 MASTER'S DEGREE
- 3 ED. SPECIALIST OR EQUIVALENT
- 4 DOCTORATE
- 5 OTHER (degree name) _____

54. If you have worked in jobs other than your current position, how many years of full-time work experience do you have in any of the areas listed below. (Enter the number of years of full time work experience in each area listed). (Number of Years)

Education	_____
Military	_____
Government	_____
Business	_____
Industry	_____
Self-Employment	_____
Other (type work) _____	_____

55. If you have served as a dean of occupational education prior to obtaining your current position, how many years did you serve (if none, write "0")....
 _____ YEARS

56. How many years have you served in your current position.... _____ YEARS

57. Was the job you held immediately prior to your current position?
(Circle correct number.)

- 1 WITHIN YOUR PRESENT INSTITUTION
2 OUTSIDE YOUR PRESENT INSTITUTION

58. How many and what level of employees do you supervise? (Number of employees)

_____ ADMINISTRATORS
_____ FACULTY
_____ STAFF

59. At what level is the primary and legally constituted governing authority for your local institution? (Circle correct number.)

- 1 STATE
2 LOCAL

60. Are local appropriations legally required to be allocated for your college operations? (Circle correct number.)

- 1 NO
2 YES

61. Does your institution receive federal vocational education funds?
(Circle correct number.)

- 1 NO
2 YES

62. If "yes" on question 61, is your institution required to submit a local plan? (Circle correct number.)

- 1 NO
2 YES

63. What is your current title? _____

64. Have you worked in association with your immediate supervisor since September 1983?

YES

NO

Is there anything else you would like to tell us about your leader behaviors, functions and self, please use this space for that purpose.

Also, any comments you wish to make that you think may be helpful to us in future efforts to understand the role of the dean of occupational education will be appreciated, either here or in a separate letter.

Your contribution to this effort is very greatly appreciated. If you would like a summary of results, please print your name and address on the back of the return envelope (NOT on this questionnaire). We will see that you get them.

Item 2. Initial Cover Letter



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Vocational and Technical Education

Blacksburg, Virginia 24061

March 28, 1984

Samuel Roberto
 Dean of Occupational Education
 Massachusetts Bay Comm. Col.
 50 Oakland Street
 Wellesley, MA 02181

Occupational education is an important and expanding function of the community college. The administrators providing leadership and direction for occupational education have a major role in these institutions. However, little information is available concerning the position of the occupational dean or the individuals who fill these positions.

This is a national study of deans of occupational education. You and your institution were selected from a random sample of two-year colleges. In order that the results be representative of the thinking of the deans of occupational education, it is important that each questionnaire be completed and returned.

Please complete and return the enclosed questionnaire in the envelope provided. You can be assured of complete confidentiality. The identification number on the questionnaire is used for the purpose of checking your name off the mailing list when it is returned and for comparison with leader behaviors and effectiveness dimensions which will be completed by your immediate supervisor in a separate mailing. All coding and other identification will be destroyed to assure that you remain anonymous.

The results of this national study will be available to community college administrators, university professors and government officials. You may receive a summary of results by writing "copy of results requested" on the back of the return envelope and printing your name and address below it. Please do not put this information on the questionnaire itself.

I would be happy to answer your questions. Please write or call. The telephone number is (703) 961-5812. Thank you for your assistance.

Sincerely,

E. Lynn Suydam
 Project Director

Enclosure

Item 3. Postcard Follow-up

Postcard follow-up sent to the dean of occupational education one week after original mailing.

Last week questionnaires seeking information on the deans of occupational education were mailed to you. Your name was drawn in a random sample of deans in the entire country.

If you and your immediate supervisor have already completed and returned them to us, please accept our sincere thanks. If not, please do so today. Because they have been sent to only a small, but representative, sample of deans and their supervisors, it is extremely important that yours also be included in the study if the results are to accurately represent the opinions of the occupational deans and their supervisors in the country.

If by some chance you did not receive the questionnaires, or they got misplaced, please call me right now at (703) 961-5812 and I will mail you another one today.

Sincerely,

E. Lynn Suydam

Item 4. Second Follow-up Letter



A LAND-GRANT UNIVERSITY

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Vocational and Technical Education

Blacksburg, Virginia 24061

April 18, 1984

Samuel Roberto
Dean of Occupational Education
Massachusetts Bay Com. Coll.
50 Oakland Street
Wellesley, MA 02181

About four weeks ago I wrote to you seeking information on the position of and the individuals who serve as deans of occupational education in this country. As of today we have not received your completed questionnaire.

We have undertaken this study because we believe that the deans of occupational education play a major role in the administration of their respective institutions. However, little information exists concerning this position or the individuals who serve in it. This study intends to develop a data base for use by community colleges, universities and state officials to better understand the significance of the occupational dean in the administration of his/her institution.

I am writing you again because of the significance each questionnaire has to the usefulness of this study. Your name and institution were drawn in a random sample of deans of occupational education in this country. This means you represent one of only 218 deans sampled in the entire country. In order for the results of this study to be truly representative of the thinking of deans of occupational education, it is essential that each dean in the sample return the questionnaire.

In the event that your questionnaire has been misplaced, a replacement is enclosed. Your cooperation in returning it is greatly appreciated.

Sincerely,

E. Lynn Suydam
Project Director

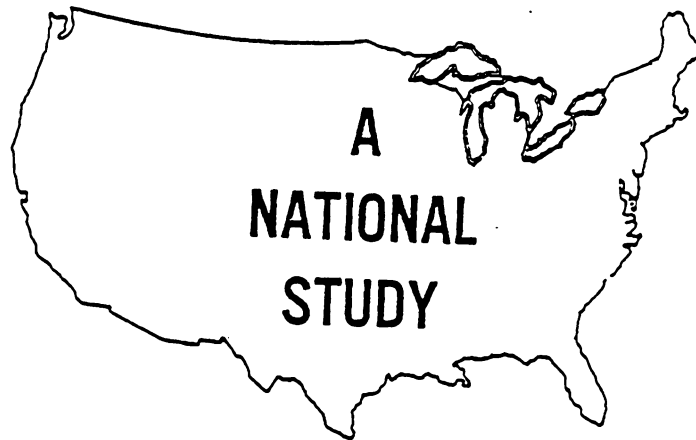
Enclosure

APPENDIX B

**Dean of Occupational Education's Immediate Supervisor Questionnaire
and Correspondence**

Item 1. Questionnaire

LEADER BEHAVIORS AND EFFECTIVENESS
OF
DEANS OF OCCUPATIONAL EDUCATION



On the following pages is a list of questions to gather information on the leader behaviors and effectiveness of the dean of occupational education (DOE) at your institution. The items that request information on the leader behaviors do not ask you to judge whether that leader behavior is desirable or undesirable, only to indicate the frequency that the DOE performs each behavior. The items on the effectiveness of the dean ask you to rate his/her performance in the categories indicated. The information provided will be held in strictest confidence and all coding necessary to conduct survey follow-up will be destroyed to assure that you remain anonymous.

Division of Vocational and Technical Education
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061

These first questions ask for your observations about the leadership behavior* of the dean of occupational education (DOE).

Your position title _____

(Please read each item carefully and think about how often the DOE engages in the behavior described by the item. CIRCLE the number of the response that best describes the frequency of the dean's behavior on that item.)

	NEVER	SELDOM	OCCASIONALLY	OFTEN	ALWAYS
1 NEVER (The DOE <u>does not</u> do it.)					
2 SELDOM (The DOE does it sometimes.)					
3 OCCASIONALLY (The DOE does it about 50% of the time.)					
4 OFTEN (The DOE does it most of the time.)					
5 ALWAYS (The DOE does it all the time.)					
1. Lets group members know what is expected of them.....	1	2	3	4	5
2. Is friendly and approachable.....	1	2	3	4	5
3. Encourages the use of uniform procedures.....	1	2	3	4	5
4. Does little things to make it pleasant to be a member of the group.....	1	2	3	4	5
5. Puts suggestions made by the group into operation.....	1	2	3	4	5
6. Tries out his/her ideas in the group.....	1	2	3	4	5
7. Treats all group members as his/her equals.....	1	2	3	4	5
8. Makes his/her attitudes clear to the group.....	1	2	3	4	5
9. Gives advance notice of changes.....	1	2	3	4	5
10. Decides what shall be done and how it shall be done.....	1	2	3	4	5
11. Keeps to himself/herself.....	1	2	3	4	5
12. Assigns group members to particular tasks.....	1	2	3	4	5
13. Looks out for the personal welfare of group members.....	1	2	3	4	5
14. Makes sure that his/her part in the group is understood by the group members.....	1	2	3	4	5
15. Is willing to make changes.....	1	2	3	4	5
16. Schedules work to be done.....	1	2	3	4	5
17. Refuses to explain his/her actions.....	1	2	3	4	5
18. Maintains definite standards of performance.....	1	2	3	4	5
19. Acts without consulting the group.....	1	2	3	4	5
20. Asks that group members follow standard rules and regulations.....	1	2	3	4	5

*These items are taken from the list of behaviors developed by Stogdill, 1963.

DIRECTIONS FOR PART II (LEADER EFFECTIVENESS): READ each effectiveness item carefully and CONSIDER the level of effectiveness demonstrated by the DOE* in each dimension. DECIDE and RATE the DOE as (1) INEFFECTIVE, (2) BELOW AVERAGE EFFECTIVENESS, (3) ABOVE AVERAGE EFFECTIVENESS, or (4) VERY EFFECTIVE. DRAW A CIRCLE around only ONE of the four numbers following each item to show the answer you have selected.

*Dean of Occupational Education (DOE)

	<u>Ineffective</u>	<u>Below Average Effectiveness</u>	<u>Above Average Effectiveness</u>	<u>Very Effective</u>
1. PROGRAM QUALITY: the extent to which the DOE ensures that the programs for which he/she is responsible are of high quality	1	2	3	4
2. STAFF DEVELOPMENT: the extent to which the DOE ensures that the staff for which he/she is responsible are involved in professional development to update technical knowledge and working skills	1	2	3	4
3. EMPLOYEE WELFARE: the extent to which the DOE establishes acceptable employee-management relationships	1	2	3	4
4. CORRECTIVE ACTION: the extent to which the DOE identifies and corrects problems	1	2	3	4
5. TECHNICAL ABILITY: the extent to which the DOE possesses the technical knowledge and ability to do the job	1	2	3	4
6. USER JOB REQUIREMENTS: the extent to which the DOE satisfies the various user demands for services through the college programs and service areas for which the DOE is responsible	1	2	3	4
7. RESOURCE UTILIZATION: the extent to which the DOE coordinates the use of staff, facilities and equipment to maximize productivity	1	2	3	4
8. ADMINISTRATIVE FUNCTIONS: the extent to which the DOE completes assigned administrative duties	1	2	3	4

(continued)

Is there anything else you would like to tell us about the leader behaviors or effectiveness of the occupational dean? Please use this space for that purpose.

Also, any comments you wish to make that you think may be helpful to us in future efforts to understand the role of the dean of occupational education will be appreciated, either here or in a separate letter.

Your contribution to this effort is very greatly appreciated. If you would like a summary of results, please print your name and address on the back of the return envelope (NOT on this questionnaire). We will see that you get them.

Item 2. Initial Cover Letter



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Vocational and Technical Education

Blacksburg, Virginia 24061

March 28, 1984

John F. McKenzie
 President
 Massachusetts Bay Com. Col.
 50 Oakland Street
 Wellesley, MA 02181

Occupational education is an important and expanding function of the community college. The administrators providing leadership and direction for occupational education have a major role in these institutions. However, little information is available concerning the position of the occupational dean or the individuals who fill these positions.

This is a study of the administrative position, dean of occupational education. Dr. Samuel Roberto has been identified as your occupational dean by the American Association of Community/Junior Colleges. If you are the immediate supervisor of the occupational dean, please complete and return the enclosed questionnaire or forward this information to the appropriate supervisor for completion and return. You were selected in a random sample of two-year colleges. To accurately reflect the thinking of the immediate supervisor of the occupational dean, it is important that each questionnaire be completed and returned. The information obtained will be used to gain an understanding of the position as it is described on a national basis. The identification number on the questionnaire is used for checking your name off the mailing list when it is returned and for comparison with leader behaviors, functions and characteristics dimensions completed by the occupational dean in a separate mailing. Responses will be held strictly confidential and all identification will be destroyed to assure that you remain anonymous.

The results of this national study will be available to community college administrators, university personnel and government officials. You may receive a summary of the results by writing "copy of results requested" on the back of the return envelope, and printing your name and address below it. Please do not put this information on the questionnaire itself.

I would be happy to answer your questions. Please write or call. The telephone number is (703) 961-5812. Thank you for your assistance.

Sincerely,

E. Lynn Suydam
 Project Director

Enclosure

Item 3. Postcard Follow-up

Postcard follow-up sent to the immediate supervisor of the dean of occupational education one week after the initial mailing.

Last week a questionnaire seeking information on the deans of occupational education was mailed to you. Your institution was drawn in a random sample of institutions with deans of occupational education in the entire country.

If you have already completed and returned it to us, please accept our sincere thanks. If not, please do so today. Since it has been sent to only a small, but representative, sample of deans and their supervisors, it is extremely important that yours also be included if the results are to accurately represent the opinions of the dean's immediate supervisors in the country.

If by some chance you did not receive the questionnaire, or it got misplaced, please call me right now, collect (703) 961-5812, and I will mail you another one today.

Sincerely,

E. Lynn Suydam
Project Director

Item 4. Second Follow-up Letter



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Vocational and Technical Education

Blacksburg, Virginia 24061

April 18, 1984

John F. McKenzie
 President
 Massachusetts Bay Comm. College
 50 Oakland Street
 Wellesley, MA 02181

About four weeks ago I wrote to you seeking information on the effectiveness of Dr. Samuel Roberto, dean of occupational education at your institution. As of today we have not received your completed questionnaire.

Our research unit has undertaken this study because we believe that the deans of occupational education play a major role in the administration of their respective institutions. However, little information exists concerning this position or the individuals who serve as the occupational dean. This study intends to develop a data base for use by community colleges, universities and state officials to better understand the role of the deans of occupational education in the administration of their institutions.

I am writing you again because of the significance each questionnaire has to the usefulness of this study. Your dean's name was drawn in a random sample of deans of occupational education in this country. This means your dean is one of only 218 occupational deans sampled across the nation. In order for the results to be truly representative of the thinking of the immediate supervisors of the deans, it is essential that each supervisor in the sample return the questionnaire.

In the event that your questionnaire has been misplaced, a replacement is enclosed. Your cooperation in returning it is greatly appreciated.

Sincerely,

E. Lynn Suydam
 Project Director

Enclosure

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