

EFFECTIVE LEADERSHIP FOR DEPARTMENT CHAIRS

Effective Leadership Characteristics and Behaviours for Female Department Chairs in
Higher Education in Saudi Arabia

by

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ABSTRACT

Leadership in higher education is fundamental for institutional development and sustainability in today's rapidly changing world. The academic department is a fundamental unit for transforming the university's visions and goals into reality. In contrast, higher education undervalues administrative positions in general and department chairs in particular, believing that an administrative role is a temporary task. The literature showed that there is lack of leadership consideration and preparation for such critical position. Little investigation has been conducted into effective leadership approaches in departmental leadership in higher education in general and in higher education in Saudi Arabia in particular. Therefore, the overarching purpose of this study was to identify effective leadership practices, characteristics and behaviors that contribute to the effectiveness of female academic department chairs and the challenges that they face. Preparing chairs for the position before they occupy it increases their effectiveness and assists them in overcoming difficulties. After an extensive review of the relevant literature, I decided to use a qualitative approach informed with grounded theory techniques in the present study. The qualitative approach allowed the researcher to obtain deep understanding of the participants' points of view. Semi-structured interviews were conducted with former department chairs, current department chairs and faculty members. Vignettes were the basis of the faculty members' interviews to avoid any ethical concerns and to allay any fears of repercussion from their department chairs. The findings of the study indicate that effective chairs are distinguished by a combination of skills, knowledge, behaviors and attitudes. They have time management, problem solving, meeting management and people skills. They know their responsibilities, the rules and regulations of their organization, and have knowledge of leadership. Their behaviors and attitudes are characterized by mutual respect and trust, by team building and investing in

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relationships. They engage people and interact with them, delegate tasks to them, consult, listen, convince and justify their decisions. Working with vision, communicating clearly and walking their talk also distinguish effective chairs. They do not hesitate to ask questions. They are passionate and committed to their work. Furthermore, they are not afraid of change, self-confident and innovative. Patience, flexibility, fairness and being organized are others qualities identified in the analysis. Although leadership in Saudi Arabia is based on a centralized system, the findings demonstrate the tendency toward more collaborative leadership that promotes collegiality and collective interest. Specific recommendations were made to better prepare department chairs for this crucial position in institutions of higher education. The study came at a time when the country is taking significant reforms in women's issues.

DEDICATION

I dedicate this dissertation to my God Almighty, my creator. I also dedicate this work to my parents who always shower me with love and encouragement in all my endeavors throughout my life.

To my husband, Abdulrahman, words cannot express my gratitude for his continuous and unconditional support, love, patience and sacrifice, which sustained me throughout the process of accomplishing this goal in my life.

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CHAPTER 1: INTRODUCTION

Department chairs play a crucial role in higher education institutions (Dyer, 1999; McArthur, 2002; Rumsey, 2013). Rumsey stated that, “the heart of academic institutions resides in their department” (p. 317). The significance of department chairs’ position results from the many roles they fulfill and relationship they have (Gmelch & Schuh, 2004). They are responsible for most of the decisions in the organization. Dyer (1999) and Carroll and Wolverton (2004) acknowledged that department chairs are responsible for 80% of administrative decisions on campuses. In a brainstorming session about department head duties at the Department of Education at Winona University, more than 50 discrete roles and leadership responsibilities were identified by faculty members (Bowman, 2002).

In contrast to the significant roles of department chairs, higher education undervalues administrative positions in general and department chairs in particular, believing that an administrative role is a temporary task (Czech & Forward, 2010; Fullan & Scott, 2009; Raines & Alberg, 2003). Surprisingly, for over 30 years, researchers have pointed to the lack of formal preparation for department chairs (Aziz, et al., 2005). Gmelch (2004) stated, “The academic leader is among the least studied and most misunderstood management positions” (p. 69). The selection of department chairs is usually based on the traditional assumption that one who is excellent at teaching and research will be an excellent department leader, with no consideration of leadership skills training or preparation for administration (Bess & Goldman, 2001; Brown & Moshavi, 2002; Cooper & Pagotto, 2003; Gmelch, 2000; Griffith, 2006; Hargrove, 2003; Hoppes, 2003; Rumsey, 2013; Wheeler, 2009; Wolverton, Ackerman, and Holt, 2005). Gmelch and Miskin (2004) stated,

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Most chairs come to their position without leadership training, without prior administrative experience, and without a clear understanding of their role. Being promoted to department chair is akin to whitewater rafting without a life jacket and not knowing how to swim. (p. 15)

The traditional approach to appointing a chair often results in assigning an unprepared person for a position that is responsible for the majority of decisions in the university. “Even with years of research effort in the leadership field, newly appointed department heads have little but their instincts to guide them” (Gomes & Knowles, 1999, p. 164). Gmelch and Miskin (2004) in their survey of more than 2,000 department chairs in American universities found that only three percent have a program to prepare department chairs.

The role of department chair is complex and ambiguous (Benoit, 2005; Carroll & Wolverton, 2004; Delener, 2013; Gmelch & Miskin, 2004; Hecht, 2006; Johnson, Hanna & Olcott, 2003; McArthur, 2002; Murry & Stauffacher, 2001), yet essential for organizational success if fulfilled effectively. The chair acts as leader, faculty developer, manager and scholar. Each of these roles requires a specific skill set (Benoit, 2005; Wolverton, Ackerman & Holt, 2005). Lack of leadership knowledge and preparation adds to the complexity of the position (Trocchia & Andrus, 2003) and increase academic leadership avoidance (Hoppe, 2003). In addition, the department chair has a significant role in influencing faculty to be either a source of energy and creativity or change resistant (McArthur, 2002). The participants in Abdul Cader’s study (2012) about the motivational issues for faculty’s members in Saudi Arabia asserted that when they are motivated in their work environment, they can give more to their institutions, and department chairs’ behaviors play critical roles in developing and enhancing the motivational environment. Bowman (2002) stated that, “Academic departments and their chairs are defined by

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the capabilities that they possess [and] departmental performance is the product of capabilities and management action” (p. 161). Since the position of department chair has such a substantial impact on organizational outcomes, it is worthwhile to devote considerable attention to identifying effective leadership practices by department chairs in higher education institutions. Consequently, this study was undertaken with the ambition of contributing to the development of this critical position. It focused on the perceptions that effective department chairs had, who were identified as being "effective" by the perceptions that their colleagues developed by the work they saw them do and the behaviours the effective chairs express.

Background to the Study

The progress of a nation depends on its human resources. Education at all levels benefits not only the individual student, but the entire nation. Hence, knowledge has been the driving force in the 21st century (The World Bank, 2002). Tertiary education is considered one of the most important tools for investment in human resources and a wise investment strategy for every country. World Bank report stated:

Tertiary education is a critical pillar for human development worldwide...[it trains] individuals who develop the capacity and analytical skills that drive local economies, support civil society, teach children, lead effective governments, and make important decisions which affect entire societies. (p. ix)

Driven by the pressures of globalization, education has become an area of competition as countries follow international trends; thus, they strive to increase the quality and the efficiency of their education to better equip young people for the workplace of the 21st century. Saudi Arabia is one country that has confidently encouraged internationalization (Rena, 2010). In 2005, the Saudi Ministry of Education set a comprehensive ten-year plan to develop all levels of education.

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One statement of this plan emphasized the importance of integrating global criteria in educational reform in order to maintain global competitiveness (The Ministry of Education, 2005). Since 2005 many Saudi students have been studying at international universities supported by government funding, mostly through the King Abdullah Scholarship Program, in order to bring the richness and diversity of their overseas experiences to nourish and advance Saudi universities. In a UNESCO UIS report on international students, Saudi Arabia ranked fourth after China, India and South Korea respectively in terms of numbers of students studying abroad (The Ministry of Higher Education, 2011). Furthermore, a groundbreaking project was initiated in 2009 by King Abdullah to push the boundaries and advance the higher education sector. He founded KAUST, the King Abdullah University for Science and Technology. The University is dedicated to graduate level study and research and is open to international students. Previously international students had only been allowed to study the specializations of Arabic language studies and Islamic studies in Saudi universities.

The government has recognized the crucial necessity of improving education as a key to national advancement. Education is free at all levels with a monthly allowance for university students to encourage young people to undertake tertiary education. Possessing approximately 20% of world oil reserves has enabled the country to invest oil revenue to diversify and advance the educational sector (Energy Information Administration, 2014). The country spends 12 per cent of the total budget on higher education (Altbach, 2011). Hence, considerable expansion, diversification and significant funds have been allocated for university development. The country has 25 public universities and 24 private universities; 16 of the public universities and all the private universities were established in the last five decades (The Ministry of Higher Education, 2014). In February 2007, the King Abdullah Public Education Development Project was

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approved by the Saudi Cabinet, representing a commitment of \$3.1 billion US over a five-year period to advance the Saudi education system at all levels (King Abdullah bin Abdulaziz Public Education Development Project, 2012). The project incorporates improving teacher training, upgrading curriculum and improving the educational environment (Abdul Ghafour, 2007). The portion of this project for the promotion of higher education specifically is known as AAFAQ (Horizon Project), which is a 25-year strategic plan. AAFAQ provides objectives, desirable outcomes, plans and strategies for a prosperous future for higher education in the country.

The government's goal is not merely to expand the educational sector but to enhance the quality of education. The Ministry of Higher Education in Saudi Arabia has been urging Saudi universities to pursue excellence and achieve world-class status. Hence, higher education has been undergoing tremendous changes and development in the last five decades to raise university rankings (Ministry of Higher Education, 2014). In 2010, King Saud University, the first university established in the Kingdom of Saudi Arabia in 1957, was ranked number one among Arab universities and 122nd in the Times Higher Education-QS World University Rankings (Smith, L., & Abouammoh, A., 2013). King Abdulaziz University, which bears the name of the founder of Saudi Arabia, is the second oldest university, established in 1967. In 2013, this university advanced significantly in the rankings. Having been ranked in the 501-600 range in 2009, it has now reached the 201-300 range (Shanghai Ranking Consultancy, 2014).

The budget for higher education has grown significantly since oil prices increased in the last few years; thus, higher education is not threatened by economic recession (Alamri, 2011). Since 2004, the budget for higher education has tripled to \$15 billion, enabling the establishment of new higher education institutions and the expansion of existing ones (Kreiger, 2007). Although the government is allocating significant funding for the advancement of higher

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education, money alone is not sufficient to ensure the advancement of Saudi universities (Altbach, 2011). Nor is direct management by the government appropriate, as Delener (2013) indicated in his systematic review of the literature to identify the effective leadership practices in higher educations.

The climate of academic institutions is not stable; rather they are in constant flux (Rumsey, 2013). Advances in technology, globalization, competition, the economy, and the current market orientation are some stimulus factors for change (Delener, 2013; Kamarudin & Starr, 2012; Rena, 2010). In the book *Leading Academic Change* (2000) Lucas stated: “Change in higher education will be a compelling force in the next decade” (p. 7). The current common notion of thinking globally and acting locally has challenged higher education to balance external global pressures for change while maintaining the local principles of higher education (Knight & Trowler, 2001; van Ameijde, Nelson, Billsberry & van Meurs, 2009). Sergiovanni (2001) articulated the combination of the need for improvement with maintaining stability as a daunting task. Consequently, in order to adapt successfully in the environment and climate of the 21st century, effective leadership is needed (Delener, 2013; Hargrove, 2003; Rena, 2010).

The American Association for Higher Education has argued that the onus for implementing change is on the academic department, which indicates that department chairs are in charge of change (Lucas et al., 2000). In their book *Bridging the Gap*, Johnson, Hanna and Olcott (2003) stated, “To enable meaningful change within universities, the beginning point- and the most critical locus for achieving successful change- is the academic department” (p. 153). Department chairs have a critical influence on organizational outcomes, yet most of them have little or no formalized leadership preparation (Cooper & Pagotto, 2003; Wheeler, 2009; Wolverton, Ackerman, and Holt, 2005). Even though there is considerable discussion at

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conferences about administration in higher education, most of it focuses on issues such as academic outcomes, strategic planning or program reviews, without adequate attention devoted to leadership in higher education (Astin & Astin, 2000; Buller, 2013).

Problem Statement

In Saudi Arabia considerable attention is being paid to the advancement of higher education institutions. Yet officials at higher education institutions are still striving to develop an academic culture with high standards, and to develop universities to be competitive internationally (Altbach, 2011). The university department is a fundamental unit for transforming the university's goals into reality. Hence, the vigorous contribution of each department, which depends in turn largely on the effectiveness of the department chair, is fundamental to the achievement of the university's goals. Although department chairs are in a critical position that links the administration to faculty members and faculty members to the administration, the complexity of the role and the lack of leadership background become a source of frustration for the chairs. Furthermore, with the increased responsibilities and pressure on chairs, they can lose their sight of the basic leadership principles (Lees, Malik & Vemuri, 2009). In their book *Higher Education in Saudi Arabia* Smith and Abouammoh (2013) noted the need for effective leadership that promotes creativity, innovation and collaboration. Furthermore, with increased numbers of faculty having graduated from foreign universities, some chairs attempt to apply foreign approaches to leading their department; in some cases, this approach affects the department negatively consuming time and resources (Alamri, 2011). For these reasons, universities need to rethink the department chair position and identify the characteristics of the effective department chair. The result of this analysis can be used to prepare current chairs and prepare faculty members for the future positions. "The positive outcomes of leadership can best

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be achieved by properly preparing faculty for these new roles” (Cooper & Pagotto, 2003, p. 31).

The roles and responsibilities of department chairs is a topic that has been intensively studied in the last 40 years (Murry & Stauffacher, 2001), yet there is little in the literature that investigates effective leadership approaches in departmental leadership in higher education in general (Bryman, 2007; Trocchi & Andrus, 2003) and in higher education in Saudi Arabia in particular. The majority of studies of leadership effectiveness have been conducted at U.S. universities, although some have been done at UK and Australian universities (Bryman, 2007; Dasmalchian, Javidan & Alam, 2001). Therefore, there is a need to investigate the current principles of leadership effectiveness in universities in Saudi Arabia.

Purpose Statement

The aim of this study was to identify effective leadership characteristics and practices for female department chairs, which can be proposed for current and potential department chairs in universities in Saudi Arabia.

The Research Questions

The key questions guiding this study are:

1. What do department chairs perceive to be the necessary characteristics and behaviours of an effective department chair in the female faculty of education at universities in Saudi Arabia?
2. What do faculty members perceive to be the necessary characteristics and behaviours of an effective department chair in the female faculty of education at universities in Saudi Arabia?
3. What challenges do department chairs perceive that they face?

Detailed Description of the Research Context

To put this study in perspective, it is helpful to provide more details about the context of the study. In this section I provide an overview of the structure of higher education in Saudi Arabia in general with more details about the organization in which this study was conducted, King Abdulaziz University.

Higher Education in Saudi Arabia, an Overview

Higher education in Saudi Arabia is based on the Islamic code of ethics, the essential ideology that frames the lifestyle in the Kingdom. University education is offered to men and women equally, yet programs are segregated by gender. The segregation means two different faculties: one faculty for male and another for female; however, the males are carrying more weight in the higher council of higher education. The female section, as with many government sectors in the country, operates under the umbrella of men. All the curricula are infused with religious content, and teaching Islamic studies and Arabic is obligatory in every discipline. Although Islamic ideology is the essential element for education, Westernized aspects of education have impacted Saudi education (Elyas & Picard, 2013). The neoliberal element has been pushing for educational reform in the Kingdom. The impact is exemplified in changes to curricula to incorporate more global subjects, the increased numbers of Saudi students studying abroad, the implementation of more English curriculum and the increased focus on scientific and technological development to promote international competitiveness.

In 1975, the Ministry of Higher Education separated from the Ministry of Education due to the increase in enrolment and the need to look exclusively at higher education issues. The mission of the Ministry of Higher Education is:

1. Establishing and administering universities and colleges in the Kingdom;

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2. Authorizing the establishment of higher education institutions to offer programs compatible with the country's needs;
3. Raising the connection between higher education institutions and other governmental ministries and agencies in terms of their interest in higher education; and
4. Representing the government in educational and cultural affairs abroad. (Ministry of Higher Education in Saudi Arabia, 2014)

The Ministry of Higher Education is supported by a number of specialist centers. The National Center for Assessment (NCAHE) supervises the standard test for entering Saudi universities; the National Commission for Academic Accreditation and Assessment (NCAAA) is in charge of monitoring quality standards in Saudi universities. There is a center for collecting and analyzing data about higher education called the Center for Higher Education Statistics (CHES), while the Center for Higher Education Research and Studies (CHERS) is responsible for undertaking research that inform policy and practices (Ministry of Higher Education, 2014). Figure 1 shows the structure of higher education in Saudi Arabia.

The predominant feature of higher education in Saudi Arabia is the centralized control by the government and the hierarchical decision making structure (Alamri, 2011; Alkhazim, 2003; Elyas & Picard, 2013; Smith & Abouammoh, 2013). The Supreme Council of Higher Education (SCHE) is at the pinnacle, chaired by the King. Other members are the Prime Minister, the Minister of Higher Education and the presidents of the local universities. The main responsibility of SCHE is supervising and regulating higher education at the national level. The Ministry of Higher Education represents the second level of governance. It is in charge of supervising all the universities and ensures the execution of SCHE directives. Each university has a higher council responsible for a range of day-to-day issues such as approving scholarships, curricula, textbooks,

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etc. The Minister of Higher Education is the chairperson of the higher council of each university in the country. The university president, a member of the university council, is appointed by the King for a term of four years as a minister, which is the highest rank in the system of government employment. The Minister of Higher Education appoints the dean of faculty for a two-year renewable term. Department heads are appointed to two-year renewable terms for two more additional years by the university rector and members of their department. The academic staff are guaranteed tenure upon being appointed to the job, which means firing an ineffective academic member is not possible (Altbach, 2011). The absolute centralized control which hinders autonomy and causes development opportunities to be missed is a predominant aspect of higher education in Saudi Arabia (Alkazim, 2003; Smith, & Abouammoh, 2013). Universities suffer because of the limited ability to create their own academic policies and budgets.

The administrators and planners in the Ministry of Higher Education are obsessed with achieving an honorable position in the global ranking of universities. The ranking is perceived as a way to improve the universities both internally and externally (Smith & Abouammoh, 2013). Hence, the government spares no effort both at the system and institutional levels to advance the Kingdom's universities in the global ranking. Yet the country still lacks realistic strategic planning; human resources development is over-invested in the quest for high rank, which could affect the system negatively (Onsman, 2011). Smith and Abouammoh (2013) declared in their book *Higher Education in Saudi Arabia*, "If ambition and impatience are allowed to overpower reality, the system can ultimately end up going backwards, not forwards" (p. 4). Although the universities have yet to achieve the ranking they aspire, seeking the ranking brought prosperity to higher education institutions by causing them to review and rethink their agenda, such as quality and infrastructure.

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The Ministry of Higher Education has begun to realize the significance of leadership development on institutional effectiveness. Therefore, in 2009 the Ministry established the Academic Leadership Center (ALC). The mission of the Center is to develop leadership in higher education institutions by providing workshops, research and assessment. However, the target of this initiative is the highest level of administration in higher education, such as university presidents and the deans occasionally.

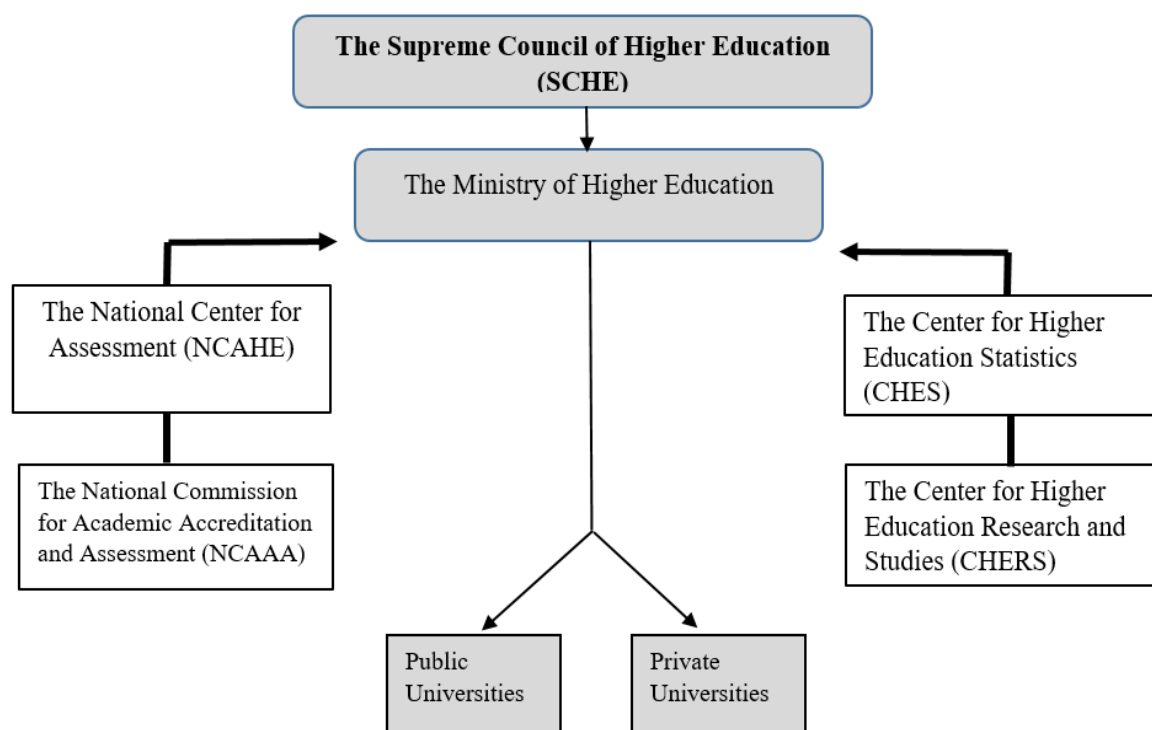


Figure 1. The structure of higher education in Saudi Arabia.

Higher education for Saudi females. Before the brightness of Islam, women were at the mercy of men. They were treated as commodities and inherited as possessions (Awde, 2002; Cooner, 2009). After the enlightenment of Islam, women were accorded status and granted all the fundamental rights and more. It gave them freedom and independence in opinion and thinking. Islam bestowed equal rights on women and men, but not the same rights as they are not created identical. Moreover, Prophet Muhammad (Peace Be Upon Him) asserted that women

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should be taken care of as one takes care of glassware; otherwise their delicacy may be damaged.

Accordingly, there is no ground for considering women inferior to men just because their rights are different. Although in Islamic law education is mandatory for men and women equally, in historical times Saudi women's responsibilities were limited to raising children and household management; their educational opportunities were limited. In the late twentieth century, women's education was recognized as a valuable investment because of their effective role in the country's advancement. In this regard, King Abdullah declared,

When we talk about general development, we cannot overlook or ignore women's role... Women have achieved the highest levels in the educational field... we are anticipating giving them an active role to develop this nation based on Islamic principles. (The Ministry of Higher Education, 2012, p. 3)

The educational achievement of Saudi women demonstrates the government's commitment to women's education and presence in critical positions, such as the Highest Council of the country. In the 2009 Global Gender Gap Report, an analysis of university registration by gender, Saudi Arabia was ranked in the 25th position, ahead of numerous advanced countries such as the USA and Germany (The Ministry of Higher Education, 2010). Women's enrolment in higher education has increased significantly. For instance, from 1995 to 2009 women's enrolment increased threefold (The Ministry of Higher Education). Today 57% of Saudi university students are women. Moreover, the Ministry of Higher Education has been sending significant numbers of women to obtain advanced degrees from international universities.

The percentage of female faculty has also increased significantly. For example, from 2003 to 2013 the number of female faculty increased by 75 percent at King Abdulaziz

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University, while it rose by 35 percent during the same period at King Saud University

(<https://statistics.mohe.gov.sa>)

King Abdullah enacted numerous policies to promote women's education and participation in integral roles in the country. For example, in 2010 the King approved a conference, Saudi Women: Current Situation and Future Expectations to highlight women's achievements, and discuss challenges that they face and strategies for their development. Women have been considered a crucial factor for the cultural, economic, and social development in the country (The Ministry of Higher Education, 2010).

King Abdulaziz University. King Abdulaziz University (KAU), which this study was held in, has a reputation as one of the most prestigious universities in Saudi Arabia. It bears the name of the founder of the Kingdom of Saudi Arabia, King Abdulaziz. The University was founded in 1967 in Jeddah, the second biggest city after the capital city of Riyadh. The University is categorized as a comprehensive university with a research focus. KAU has a vision of achieving superiority in development, and being a pioneer in development (King Abdulaziz University Vision).

The University's visions are:

- A beacon of knowledge: Islamic values and time-honored academic traditions.
- The integration of professionalism and excellence.
- Increased leadership in development: Innovation, diversity and continuous academic research into community service activities. (King Abdulaziz University Vision, 2014)

While the university mission is “to enrich society through cultural prominence, scientific acumen and pioneering research”, the university has set the following long-term goals:

- Developing standards of assessment for student performance

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- High quality research and development programs
- Cultural contributions
- Garnering the trust of society and the corporate world
- Optimal investment of university resources and capabilities. (King Abdulaziz University Vision, 2014)

Currently, the University, like all Saudi universities, is focused on the goal of achieving world-class standing. In Webometrics Ranking (2014), KAU has advanced significantly from being 2,789th on the list of 2007, to 667th on the list of 2014. Likewise among Arab countries, it was 23rd on the list of 2007, jumping up dramatically to third place on the 2014 list (Webometrics, 2014).

The University rectors are ambitious to develop and advance the university. Hence, in the last few years, it has undertaken major expansion and development.

Rationale for the Current Study

For an active academic department to function as an integral unit in higher education, the department chair must demonstrate an effective leadership style. However, an effective leadership style in a particular institution may not work in another institution, since each institution has different objectives and desired outcomes (Delener, 2013). Hence, identifying effective leadership behaviors in different contexts is a fruitful area of research. Since women have begun occupying integral administrative positions in higher education in Saudi Arabia, this study of the female academic sector can potentially enhance women's effectiveness in administrative and leadership roles. At the same time, inquiring into the challenges that department chairs encounter could contribute to the development of different, effective practices to cope with the challenges (Bolden, Petrov, Gosling & Bryman, 2009).

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The ambiguity and complexity of the role of department chairs (Carroll & Wolverton, 2004; Delener, 2013; Hecht, 2006; McArthur, 2002) increases the stress on the chair who must handle these daunting responsibilities. Yet little empirical research has investigated effective leadership practices that assist department chairs in higher education to stand the complex responsibilities (Bryman, 2007; Trocchi & Andrus, 2003). Harris et al. (2004) asserted that, “while a few research studies have focused on leadership practices in higher education, little research has focused on effectiveness or on the means for increasing effectiveness, particularly at the departmental level” (p. 4). Hence, this study is a contribution to the literature as it depicts effective leadership practices for department chairs, which can become a guide for others occupying that role.

Because department leaders are usually faculty members with no leadership background or experience, they need leadership training and knowledge to be able to effectively perform their duties (Creswell et al., 1990). Wolverton, Ackerman and Holt (2005) stated that:

If individuals within departments could be identified at least one year prior to taking the department chair position and provided advance academic leadership preparation, we could not only smooth their transition to the new post but provide departments, and the university, with more effective leaders. (p. 228).

Research has to serve as a catalyst for policy makers to implement positive change (Pal, 2014). The findings of this study could motivate Saudi universities to design leadership preparation programs that encompass the effective practices for department chairs. Such programs would assist current department chairs, and prepare faculty members who are potential candidates for the crucial position of department chair, so they can contribute productively to their organization.

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The last benefit of this study is that it was conducted qualitatively. Most of the data collected about higher education in Saudi Arabia is quantitative in nature. However, Smith and Abouammoh (2013) pointed out that to generate original insights concerning the improvement of higher education, it would be best served by using qualitative methods.

As a member of the faculty at KAU, I was uniquely positioned to gather information from participants, and was further able to interpret findings in the context of the culture of the University.

Assumptions

1. Being a member of the university faculty permitted the participants of this study to share information. However, faculty members were roughly expected to be unwilling to speak freely out of fear of any repercussion from their department chairs. This issue was handled by the use of fictitious vignettes in the interview and by providing complete confidentiality to their responses.
2. The selection of former and current effective department chairs provided rich information regarding the effective leadership practices for department chairs in educational departments.
3. The qualitative approach allowed the researcher to obtain deep understanding of the participants' points of view, unlike descriptions of leadership which are generated quantitatively. Quantitative research outcomes usually do not explain the gray area lying between two different trends (Klenke, 2008; Marx, 2006).
4. A fundamental tenet of qualitative research is that meaning is constructed as individuals interact with the surrounding world (Merriam, 2002). Accordingly, the information obtained is formed and influenced by the participants' culture and environment.

Situating the Researcher

This inquiry emerged from my educational background and work experience. My bachelor's degree is in Islamic education, and my master's degree is in educational leadership. The master program in educational leadership has helped me to grasp the essence of leadership, and to realize the impact of different leadership styles on people and on organizational effectiveness. My experience of working for several profit and non-profit organizations has widened my horizon to recognize and distinguish between the kind of leadership that either brings people together or alienates them.

I have been an educator for eight years, initially teaching in a secondary school and later in a post-secondary institution. Since 2008 I have been employed as a faculty member at King Abdulaziz University in the female faculty of education. After working with different department chairs, I realized how department chairs' leadership styles affect the employees' performance and commitment. I also realized that the department chairs' leadership approach has the potential to develop individuals and build a community within the university. I also discovered how they could make faculty members either a source of creativity, or resistant to change. Hence, this study emerged with an ambition to contribute to such a significant position by identifying the qualities and behaviors of an effective department chair.

Definition of the Key Terms

For the purpose of this study and to assist the reader's understanding of the key concepts, the following terms are defined:

Leadership: The process whereby a group works together under a leader's influence toward a common goal.

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Department Chair: The person who is in charge of the department, which is the basic unit of higher education institutions.

Effective Department Chairs: There is no agreement about a measurement of leadership effectiveness (Grint, 2010; Northouse, 2013) as organizational goals and outcomes are varied, so the effectiveness is varied and socially constructed.

Effective: producing the desired effect or result.

Organization of the Study

Reporting this study consists of six chapters:

Chapter 1

This chapter introduces the background about the research, the statement of the problem, purpose of the research, research questions, rationale of the study, the researcher's assumptions, situating the researcher, definitions of key terms and the organization of the study.

Chapter 2

This chapter includes a review of the central points related to the study: an overview of leadership approaches; effective leadership in general and in higher education specifically; departmental leadership, including the roles and responsibilities of department chairs; effective leadership by department chairs and the challenges that they face.

Chapter 3

This chapter presents the methodology for the study, including the researcher's philosophical assumption, the choice of the research site and sampling, methods of data collection and analysis, ethical considerations and the approaches considered for establishing quality of the study.

Chapter 4

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This chapter presents the participants' perspectives, experiences and knowledge with regards to department chairs' leadership as shared in the interviews with the researcher. The purpose of this presentation is to give readers a glance at the participants' views and perspectives before embarking on the analysis presented in Chapter 6.

Chapter 5

This chapter presents analysis of themes that emerged in the participant interviews and the findings.

Chapter 6

This chapter summarizes the study, provides discussion, implication, limitations and delimitations, recommendations and suggestions for further research.

Summary

In the face of a rapidly changing world due to advances in technology, globalization and the information explosion, higher education nationally and globally is under pressure to change. Effective leadership is needed more than ever for the development and maintenance of higher education institutions. The leadership displayed by department chairs is central to the continued success of these institutions. Regrettably, little attention has hitherto been given to the practices of effective department chairs. Thus, this research was undertaken in hopes of promoting understanding about the effective practices of department chairs and making a productive contribution to the effectiveness of higher education institutions.

CHAPTER TWO: LITERATURE REVIEW

The purpose of this study is to identify effective leadership characteristics and practices which can be proposed for current and potential female department chairs in universities in Saudi Arabia. An integral step toward the accomplishment of the study is reviewing the related literature. Therefore, in this chapter, I address the literature using major themes and subthemes to provide the reader with a foundation for the current study and to serve the researcher as a roadmap for analyzing and recommendations (see Appendix A). I divided the literature into two main sections: first, an overview of leadership in general and second, an overview of leadership in higher education. In the first section, I present three subsections: leadership approaches, what is known about effective leadership in general, and leadership effectiveness and gender--this last subsection focuses on leadership in Saudi culture. In discussing leadership in Saudi culture, I present leadership in Islamic view and in Saudi culture, as they have significant influence on the research context.

The second main section addresses leadership in the context of higher education including three subheadings. The first examines leadership in higher education, the second looks at effective leadership in higher education, and the last subheading focuses on departmental leadership. The departmental leadership subheading includes the roles and responsibilities of department chairs, the effective leadership by department chairs and the challenges that they face.

An Overview of Leadership

Leadership is an essential ingredient for professional human development (Boyum, 2008). It is a significant factor for the success and the effectiveness of organizations (Preedy, Bennett & Wise, 2012). Hence, in recent years it has been the topic of so many studies and books

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that, as Grint (2010) put it, “There will be more books about leadership than people to read them” (p. 1). Despite all the popular interest, there is no consensus about the definition, the best style, or the best measurement of leadership (English, 2008; Grint, 2010; Preedy, Bennett & Wise, 2012). In his 1977 article "The Ambiguity of Leadership," Pfeffer declared that leadership is an ambiguous concept in definition and measurement because of the difficulty in empirically detecting the effects of leadership (Lakomski, 2005). However, there is an agreement that leadership exists since a group of people come together to accomplish a common goal and some agreement that leadership is associated with influence. The major disagreement is regarding leaders' behaviors.

Regardless of the various views or definitions for leadership, it is not an individual effort but rather a relational process (English, 2008). Therefore, the simplest definition is “having a follower” (Grint, 2010, p. 2), or as Astin and Astin (2000) explained it, “a collective or group process” (p. 18). The value of this phenomenon is developing a supportive environment, shared responsibility, reciprocal caring and nurturing sustainability for future generations (Astin & Astin).

The majority of studies on leadership deal with identifying effective characteristics, behaviors and practices of leadership. Many approaches and theories have been generated, some overlapping and others contradicting each other. The common denominator of all the theories is that the interaction of leaders and followers is at the core of leadership. Most behavioral scientists assert that leaders who are capable of understanding their followers' perspective have a greater chance of effecting the desired change in their organization (Barbuto, 2000). A glance at the development of leadership approaches demonstrates how the focus has broadened from the leader, to paying more attention to the context, which includes followers, setting and culture

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(Northouse, 2013; Knight & Trowler, 2001). The next section presents a brief explanation of the major approaches to leadership.

Leadership Approaches

A brief glance at the history and development of approaches to leadership demonstrates the recent increased attention to moral values, ethics, integrity, enhancing the growth of followers, and the promotion of collective interests rather than self-interest. Each of these approaches has its strengths and weaknesses.

In the early age of leadership studies, the emphasis was on rational thought, as the predominant belief was that rationalism was the best way to approach the world (English, 2008; Grint, 2010). This idea originated at the beginning of the scientific revolution, which was influenced by Descartes (1596-1650) who stressed the significance of rationalism to advance all aspects of human life (English, 2008; Shapin, 1996). The formal study of leadership started with Fredrick Taylor (1856-1915) in his 1911 book *The Principles of Scientific Management*, which is infused with rational thinking and emphasizes absolute authority. At that time, leadership was associated with control, absolute compliance to administrative command, and repression. However, later scholars have strongly disagreed with this view of leadership, and more humanistic perspectives have emerged.

By and large, three main historical theories have informed the study of leadership: the trait theory, the behavioral theory and the situational theory. They approximate to three time periods, as Polleys (2000) suggested:

1. The first period - the trait approach, from around 1910 to World War II.
2. The second period - the behavioral approach, from World War II to the late 1960's.
3. The third period – the situational approach, from the late 1960's to the present.

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In the first period, the trait approach asked the question: Who is a leader? The predominant belief was that leaders' traits are fundamental to effective leadership, regardless of the context. Much research was conducted to identify these traits, studying the aptitudes, personality and physical characteristics of the great leader, or the Great Man. Despite the verity of the traits that were identified by researchers, the main leadership traits identified were intelligence, self-confidence, determination, integrity and sociability (Northouse, 2013). This perspective was criticized for the restricted focus on individual leaders without regard to the quality of their leadership, or the leader's behaviors in different situations. Thus, the behavioral school began to supersede this view, taking into consideration the fact that leadership is a relational process (English, 2008; Grint, 2010).

The second period began after World War II. Once the need to select military officers was no longer a major preoccupation, attention began to turn to what a leader does (i.e. behavioral theory). In this view, the leader's behaviors are the best indicators of effectiveness, and the question becomes: What does a leader do?

The situational approach of the third period asks the question: Where does leadership take place? This includes situational theory and contingency theory. Effective leaders are those capable of adapting their style of leadership to different times and situations. The shift is from the constrained view focused on the leader, towards more sensitivity for the followers' needs, such as the situational theory developed by Henry and Blanchard in 1969 (Polleys, 2002). From that time on, leadership theories mostly encourage the practice of situational leadership in which a leader considers the situation and the needs of the people involved (Sergiovanni, 2001).

James MacGregor Burns (1978) is credited for shifting the focus from the leader's traits and actions, to looking at leadership as a relationship of power that is intended to fulfill mutual

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purposes. Burns' is the most influential theory because of his clear division of leaders' behaviors into transactional and transformational (Spendlove, 2007). Leadership in his view is a moral endeavor rather than an act for manipulating others. These two styles represent the task-oriented type and relational-oriented type.

Transactional leadership in this perspective indicates that people perform their task based on contingent reward (Northouse, 2013). The leader's role is monitoring compliance with the standard and taking action when deficiencies occur, without interest in changing the context. Top-down directives determine tasks and responsibilities. The subordinates generally work from a routine and their perspective is disconnected. The German sociologist Max Weber observed the consequences of this mechanistic approach. He asserted that mechanistic forms of organization could trap people in an iron cage of bureaucracy, fail to nurture personal growth, and be a form of domination (Morgan, 2006).

In contrast, transformational leadership is a type of leadership in which leaders promote positive change in those who follow. Burns (1978) asserted that engaging the full person of the followers results in transforming followers into leaders and leaders into moral agents.

In the transformational approach, leaders display four important traits: educational, critical, ethical, and transformational. In the educational role they assist the organization in acquiring knowledge. They are critical leaders because they help the organization move beyond the status quo, by encouraging the concept of a double-loop learning process which was proposed by Argyris in 1957, and involved sensitivity for any clue assists better future (Morgan, 2006). They are ethical leaders because they encourage democratic values and moral relationships and encourage team members to be reflective.

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Many leadership approaches overlap with transformational theory, with considerable attention to ethics, morals and values. The consideration of ethical and moral leadership results from social changes rooted in the boom in technology and the increasing acceptance of diversity in society (Preedy, Bennett & Wise, 2012).

Servant leadership is one of the approaches that has similarities to transformational leadership. Servant leadership has received considerable attention, and has been the focus of much research since the 1980's (Northouse, 2013). In some of the literature, the terms transformational leadership and servant leadership are used synonymously (Boyum, 2008). The focus of both is on meeting organizational objectives, while respecting people and nurturing followers to be leaders. The difference manifests itself in how the priorities of people and objectives are balanced.

Transformational leadership focuses on the needs of the organization and its objectives. The inclination is to put leading first, and the leader's actions are a combination of charismatic influence and control to fulfill the organization's objectives (Parolini, Patterson & Winston, 2009). In contrast, servant leadership focuses on serving the followers' well-being and needs, thereby influencing them to serve their organization and fulfill its objectives (SanFacon & Spears, 2010).

Effective Leadership

There are two hypotheses about effective leadership. The first is that effective leadership occurs via the development of individual leaders whose leadership reflects on the effective operation of the organization. The second hypothesis considers that the effectiveness of leadership results from an effective system, which encourages members' engagement in leadership roles (Spendlove, 2007). To reconcile these two hypotheses, effective leadership

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cannot be accomplished without consideration of context, as Fiedler emphasized in 1967 in his work on contingency theory (English, 2008). Leadership is developed within an organization, taking into consideration the diversity of contexts and the context needs. Therefore, Spendlove asserted that leadership effectiveness emerges when overlap occurs between individuals and the system.

In recent years, effective leadership has been regarded as a vital factor for organizational improvement (Preedy, Bennett & Wise, 2012). Hence, what constitutes effective leadership is a question that attracts the attention and concern of researchers (Harris, Martin & Agnew, 2004). However, leadership effectiveness is informed and shaped by the context in which it is exercised. What is considered effective in one context, can be devastating in another because leadership is socially constructed (English, 2006). It is not inherited; rather, it is manufactured. Leaders are shaped based on the context and the culture in which they are operating (English, 2008; Grint, 2005; Knight & Trowler, 2001; Raines & Alberg, 2003). The values, beliefs and ideology of each culture influence the leadership model, which to be effective must fit the culture. House (2004) in his GLOBE study (Global Leadership and Organizational Behavior Effectiveness) indicates that leadership effectiveness is contextual. Sergiovanni (2001) emphasizes that what is believed to be a successful leadership behavior in one context might not be as important or recognized as such in other contexts.

Leadership involves two pillars: task achievement and relationship behaviors; balancing the two is fundamental for effective leadership (Northouse, 2013). A review of the literature shows that answering the question of what constitutes effective leadership is an ongoing question with various answers. In Preedy, Bennett and Wise's (2012) perspective, the effective leader manifests a combination of traits and behaviors. However, the traits and behaviors of effective

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leadership are as varied as the contexts are diverse. Nonetheless, the literature has pointed to some factors of effective leadership.

Self-awareness, or realizing one's own strengths and weaknesses, is a significant characteristic of the effective leader (Astin & Astin, 2000; Lucas et al., 2000; Herbst & Conradie, 2011). Lack of self-perception may put the organization at risk, for example when leaders overestimate their capability. In a quantitative study in a higher education institution in South Africa by Herbst and Conradie (2011) that explored the relationship between self-perception and effective leadership, they found that leaders with an accurate preparation of themselves were more effective leaders.

Followers are an integral part of the leadership equation, for without followers there is no leadership (Grint, 2010). Accordingly, awareness of followers' needs is another dimension for effective leadership. In their empirical study of the relationships between empathy and performance of complex tasks, and impressions of leadership, Kellett, Humphrey and Sleeth (2002) emphasized that when the leader's sensitivity to his followers' needs increased, leadership effectiveness increased consequently. They stated that the most frequent needs of followers were security, fairness and appreciation. Fulfilling these needs does not require a particular leadership style; leaders have to realize that meeting these needs is an art, not a science (English, 2008). Noor (1999) is among the first modern Muslim writer who proposed a model for leadership effectiveness based on Prophet Muhammad Leadership (Metcalf & Mimouni, 2011). She proposed five competences for leadership effectiveness: enhancing relationship; freedom of expression/justice; consultation; personal integrity and spiritual knowledge.

Effective Leadership and Gender. Before examining leadership effectiveness and gender, the contribution of feminist theories to women's leadership should not be ignored.

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Feminist theories have provided a significant basis for feminist discourse on leadership. The literature on feminist perspectives on leadership emerged in opposition to male domination. The dearth of early feminist theory on leadership can be attributed to the initial focus of feminism on the family and relationships (O'Conner, 2010). However, feminist theories have expanded noticeably since the 20th century. The current trend of feminist approaches to leadership aim to reinforce the perception that women leaders are no less capable and effective than their male counterparts. Since 1989 Jill Blackmore has authored a considerable body of work on gender and leadership. She advocated re-theorising leadership for social justice. In their book, *Performing and Reforming Leaders: Gender, Educational Restructuring, and Organizational Change*, Blackmore and Sachs (2012) argued that women have brought a unique perspective to the nature of educational leadership throughout their work in education. Feminist theories of leadership were drawn from different theories such as the ethic of care by Tronto in 1993, proclaiming that the ethic of care has to be associated with justice and both genders have to be collaborative, empathetic and work toward social justice. Other feminist theories were drawn from Foucault's views on power. In these views women are seen as oppressed, whether by cultural, institutional, or social practices. Foucault's views assist women to locate the power which is imposed on them, and overcome it.

In searching the issue of gender differences in leadership style, two opposing points of view were found in the literature. One view argues that there are fundamental gender-based differences in leadership style. The other takes the position that there are no differences between the genders in leadership style. Interestingly as a response to the first view, Eagly, who since 1987 has written extensively on gender differences in behavior and leadership, argues that there is a tendency and a stereotype that considers males more effective in leadership roles.

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Consequently, Eagly (2007) argues that women are still disadvantaged when applying for leadership positions, and when they do occupy such a position, they suffer from prejudice.

Regrettably, gender stereotyping tends to hinder one gender from displaying the qualities traditionally associated with the opposite gender (Young, 2004). Yet this is not always the case, as the male participants in Young's study have adopted female leadership qualities and vice versa. Thompson (2000) also emphasizes that males and females both practice behaviors intended to achieve the goal of their organization, overlapping the stereotypical gender practices. Hofstede, Hofstede and Minkov (2010) argue that national culture is a greater determinant of leadership practices than gender differences.

Despite the assumptions that associate leadership effectiveness with males, or undervalue the effectiveness of women's leadership, there is abundant evidence and much scholarly discourse advocating the second view, which stresses that there are no significant differences between the sexes in leadership effectiveness (Eagly, 2007). In a study of gender and perception of leadership effectiveness Paustian-Underdahl, Walker & Woehr (2014) found that when the entire context of leadership is considered, there is no difference between males and females in leadership effectiveness. Ironically, this study found that males tend to rate their own leadership effectiveness higher than their female counterparts. Young (2004) and Thompson (2000) also found no major differences in leadership between males and females in higher education. For instance, in Young's case study in higher education, he found that the situation is the prevalent factor that impacts leadership style in both genders. Thompson pointed to Gipson's 1995 study which investigated gender-based differences in leadership across four countries and found no major differences in leadership behaviors and styles between genders.

Any differences between genders in leadership result from the nature of femininity and

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masculinity, as argued by Helgesen in 1990 and Rosener in 1995 (Paustian-Underdahl, Walker & Woehr, 2014). The female style of leadership tends toward cooperation, empowerment and being relational-oriented; whereas the male leadership style focuses more on independence and assertiveness (Eagly & Johnson, 1990). Studies by Eagly (2007) and Trinidad & Normore (2005) found that female leadership is more transformational. Despite the perception that women's leadership is a relational-oriented style, while male leadership takes a more task-oriented approach, there is considerable literature by feminists arguing the uniqueness of women's leadership and the value of their leadership style in various contexts. For instance, Eagly asserted that in the U.S., the companies in which women occupied more management roles achieved higher financial performance in the 1990's.

Recent feminist theory tends to criticize hierarchy and domination, as the nature of women's leadership style tends more toward democracy (Eagly, 2007). The democratic and participative style of female leadership is also emphasized by Trinidad & Normore (2005) in their review of the literature on women's leadership behaviors in organizations.

Since leadership preferences today necessitate cooperation and relational-oriented practices, women's leadership style has become more highly regarded. Furthermore, Madden (2005) stressed the need for women's leadership style in higher education to transform these institutions. As the demands change, leadership has to be modified. Gardener emphasized that "leadership is never guaranteed; it is always renewed" (1995, p. 88, as cited in Trinidad & Normore, 2005).

Leadership in Saudi Arabia

"Leadership can be understood in context" (English, 2008, p. 40). Grint (2010) asserted that it is impossible to analyze leadership in the absence of followers or context. Since

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universities are open systems that are influenced by culture, ideology and other environmental aspects (Knight & Trowler, 2001), it is appropriate to present Islamic view of leadership and leadership in Saudi's culture because the ideology of Islam and the culture of the country impact the research contexts.

Furthermore, as leadership is part of the human behavior, there is a strong relationship between culture and behavior, because behavior is largely a result of culture. Accordingly, culture has been one of the most significant theories developed in the modern study of human behavior (de Mooij & Hofstede 2011). Anthropological, sociological and management literature offer many definitions of culture. For instance, Schein (2004) defined culture as:

A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way you perceive, think, and feel in relation to those problems. (P. 17)

Along the same lines, Trompenaars and Hampden-Turner (2000) defined culture as the approaches that a set of people use to deal with problems and face dilemmas. In his 2010 work with Hofstede and Minkov, Geert Hofstede, who is a social psychologist, described culture as mental programs or "software of the mind" that carries a set of thoughts, feelings and potential actions. He explained that this programming of the mind starts to be obtained in early childhood from both family and community, and continues to develop throughout the person's lifetime. He defined culture as "the collective programming of the mind that distinguishes the members of one human group from another" (Hofstede, Hofstede & Minkov, 2010, p. 6).

Regardless of the differences between the many definitions of culture, they have three common characteristics (Steers, Sanchez and Nardon, 2010). First, culture is shared by members

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of a group, yet it is not necessary that culture be shared by all group members. For instance, just because eating dates is a Saudi tradition does not mean that all Saudis like them. Second, culture is learned through connection to a group or community. Cultural norms are learned from parents and family members, teachers, and experiences within the community and the wider society. People absorb values, assumptions, and behaviors by observing how others behave. Third, culture is a major influence on the attitudes and behaviors of group members. Culture provides a guide to acceptable and unacceptable behavior, right and wrong, and so forth. Therefore, there is no one leadership style which works best in every society. Some cultures value leaders who are visible, strong, and assertive; while other cultures like leaders who are invisible and move behind the scenes. Some societies like leaders who stand above the stage and demand respect, while others want leaders who are humble and remain part of the group.

Islamic view of leadership. When we talk about leadership in connection with a religion, this raises the question of how spirituality and leadership are connected. This is not a new concept, since a person's beliefs usually affect their behaviours. Spirituality works as an intrinsic motivation to act in certain way. Reave (2005) in her review of over 150 studies emphasized the consistency between a person's spiritual values and behaviours and the effectiveness of their leadership. Fry (2003) explained that spiritual leaders promote the development of others and promote a vision and mission that foster commitment to team and organization. Furthermore, Reave indicated that spiritual values reinforce the sustainability of the organization. However, spirituality is not always related to a specific religion, as many people perform meditation and/or yoga for spiritual well-being (Fry). In other words, as Reava summed up with a quote from 1997 article by Zinnebauer et al., the difference between religion and spirituality is that religion is associated with formal belief system, unlike spirituality, which is associated with closeness to a

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believed good and feeling. Fry explained the relationship between spirituality and religion as: “Spirituality is necessary for religion, but religion is not necessary for spirituality” (p. 3).

The main sources of Islamic guidance and teaching are the Qur’an and the *Sunnah*, which represents Prophet Muhammad's teachings. Islam does not separate spiritual leadership behaviors from temporal leadership behaviors. Accordingly, in presenting the Islamic view of leadership, what I present is based on these original sources of Islam, the Qur’an and *Sunnah*. Then I incorporate what has been written in the academic realm about leadership in Islam. The concept of leadership in Islam is considered an integral phenomenon, and a basis for securing organization and avoiding confusion (Jamsari et al., 2012). In the Qur’an, God (*Allah*) declared that He never leaves a single nation without a leader or messenger, “Verily, we have sent among every *Ummah* (community, nation) a messenger” (Qur’an 16:36). The Qur’anic verses that mention the previous messengers (prophets), Noah, Ibrahim, Isaac, Jacob, Moses and Jesus, restate that the purpose of leadership is to provide guidance and enlightenment. Thus, in the Islamic view, leaders cannot act based on their own interest or the interest of a particular group. Rather they act for the purpose of doing good for all based on *Allah*’s commandment. The Qur’an stated, “And We made them leaders guiding (mankind) by Our command and We revealed to them the doing of good deeds” (Qur’an 21:73).

Leadership has to be based on two pillars: trust (*Amanah*) and accountability. In the Qur’an, God stated “The best of men for you to hire is the strong, the trustworthy” (28:26). Trust entails a psychological contract between leaders and followers, that leaders do their best to act well (Beekun & Badawi, 1998; Metcalfe & Mimouni, 2011). Accountability implies accountability to both God and the people, “Take action! God will see your actions- as will His Messenger and the believers- and then you will be returned to Him who knows what is seen and

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unseen, and He will tell you what you have been doing” (9: 105).

In Islam, leadership is a process of inspiring others to fulfill a shared vision (Abbas, 2009; Beekun & Badawi, 1998; Chowdhury, 2002; Jamsari et al., 2012). Beekun and Badawi explained leadership in the Islamic view as “essentially a social exchange process” (p. 11). Likewise, Abbas, who conducted a study to identify the view of leadership in Islamic countries, stresses that in traditional Islamic views, leadership is “a shared influence process” (p. 163). Hence, having a vision and sharing it with others to accomplish it demonstrates the essential meaning of leadership in Islam (Ahmad, 2002). Therefore, the Qur’an and *Sunnah* make explicit the significance of communicating the message that a leader has simply, consistently and clearly, “O Messenger, Proclaim (the message) which has been sent down to you from your Lord. If you do not, then you have not conveyed His message.” (Qur’an 5:67).

Many basic aspects of leadership are stated in the Qur’an as a command to the messengers. In Islamic belief any imperative to the messengers is also an imperative to the believers. On many occasions in the Qur’an, God stressed the importance of consulting people and acquiring their input. For instance, in Chapter 3, verse 159 God, *Allah* taught his Prophet Muhammad, “And consult them [your people] in affairs”. Another aspect is that a leader has to be credible and competent, as in the Qur’an God stated, “*Allah* commands that you should render back the trusts to those to whom they are due, and that when you judge between men, you judge with justice” (4:58). Having knowledge enhances the competency for leadership, as in the Qur’an God gives preference to those who have knowledge over who do not. “Are they equal, those who know and those who know not? It is only men with understanding who will remember” (Qur’an, 39:9).

As Prophet Muhammad is the presenter of the message of Islam is, his model of

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leadership encompassing social, economic, personal and political dimensions became a model and a way of life for Islamic believers to follow (Ahmad, 2002; Mir, 2010). Prophet Muhammad's leadership demonstrates his genuine concern for the well-being of those who are led rather than egoistic interest (Applebaum, 2011). His leadership focuses on developing people to a higher level and empowering them, as El'Amin (2008) found in his analytical study of the Prophet Muhammad's leadership. He indicates that although the Prophet lived as a leader for only 23 years, his people continued to progress using his model after. The Prophet view of leadership is that leadership must be established on three foundations: mercy, justice and kindness, and it is valid whenever it benefits others (Abbas, 2009). Prophet Muhammad spread shared values based on social justice, accountability, honesty and helping others (El'Amin).

Metcalf and Mimouni (2011) argued that the idea of guardianship and leader as servant is embedded in the philosophy of Islam. Hence, the Prophet's leadership demonstrated that a leader has to serve as a guardian or trustee for the group's welfare. Abdulla and Al-Homoud (2001), who studied organizational leadership in Gulf states, recognized that within the traditional Islamic view the leader should serve the welfare of the group as a guardian or trustee besides being moderate, consultative, humble, and honest. Furthermore, in a comparison of leadership in Islamic and Western perspectives conducted by AlSarhi, Salleh, Muhamed and Amini (2014), they found that the emphasis in Islam for a leader is to be a servant for his followers.

As leadership is a process of sharing influence, the Prophet believed in two effective approaches in leadership: persuasion and moderation (Abbas, 2009). Persuasion implies that leaders have to be receptive and argue for the best for all. The Qur'an states, "Argue with them in manners that are best and most gracious" (3:159). Moderation implies avoiding extremism and

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choosing the middle way as the Qur'an stated, "Thus, we have made you a median [i.e. just] community." (2:143). Zohery (2004), who studied the Prophet's public communication ethics, pointed out that the Prophet possessed the primary values of a transformational leader, such as liberty, equality, justice and collective well-being. Sarayrah (2004) argues that the sense of caring for others is essential in leadership in Islamic views because, after the birth of Islam, such desert values as generosity, simplicity and protection of the weak were promoted.

Adair (2010), in his analysis of the Prophet's leadership, asserted that Prophet Muhammad displayed essential attributes of leadership such as integrity, courage, practical wisdom, humility, and moral authority. As Adair's work related the Prophet's leadership to Bedouin culture and tribal leadership, he noted that although the Prophet had no particular job in his early youth, he enjoyed serving as a shepherd. In this regard, the Prophet stressed that all of the prophets work as shepherds at some point in their lives. In fulfilling this role, a person sharpens his leadership skills because shepherds have to keep their flock together and watch each one individually. In turn, the sheep will be acquainted and familiar with the shepherd's voice.

Furthermore, Adair (2010) pointed out that there is no record of Prophet Muhammad losing his temper or even striking a person in anger. One day, a leader came to the Prophet asking him for advice. The Prophet then replied repeatedly, "Do not get angry" (Bukhari, 2009, p. 1330). The Prophet advised the leader to control his temper and never succumb to anger, which might lead to very unpleasant consequences.

Numerous studies have been conducted to clarify Islamic views of leadership. Two of the studies relied mainly on interpreting the original sources of Islam to identify the meaning of leadership. The first study by Mir (2010), who spoke on leadership in Islam at the International Leadership Association Conference in November 2009, has reviewed the Qur'anic verses, the

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Prophet's life and his companions' attributes. Based on this review, he identified five basic attributes for leaders: humility, integrity, social responsibility, mutual consultation, and self-development. Furthermore, he asserted that the role of leader in the Islamic view is developing people in a climate of justice, equality, and welfare, free from discrimination, oppression, and exploitation.

In a similar study using a content analysis approach, Almoharby and Neal (2013) clarified the essential Islamic leadership prototype. The essential prototype for leadership in Islam is the life of Prophet Muhammad. They asserted that leadership in Islam does not rest on traditional tribal authority, as it did in pre-Islamic Arab culture. Instead it rests on two interrelated types of authority: charismatic authority rooted in the Prophet's personality and actions, and what is taught in the Qur'an. Islamic rational-legal authority is based on the discussion of Qur'an and *Sunnah*, and of what constitutes good leadership.

In their article, Jamsari et al. (2012) articulated the characteristics of leadership in Islam: submission to Allah based on the Qur'an and *Sunnah*, leadership based on consultation, providing a role model for others to emulate, and capability, which encompasses physical, mental and spiritual capacity. Likewise, Hawi's (1982) synthesis of the traits and skills of leadership based on Islamic history, which Abbas (2009) incorporated in his work,

The attributes of an Islamic leader as having the ability to reason or act rationally, to be knowledgeable, mentally stable, courageous, in control of desires, generous, wise, in control of his temper, forgiving, caring, flexible, relying on evidence, abiding by promises, honest, able to keep secrets, acting decisively, being cunning, humble, free from hatred and envy, patient, thankful, diplomatic, not listening to slanderers and backbiters, not appointing the non-faithful as deputies, following up and processing work,

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receptive and willing to give advice, attentive, a good organizer, rewarding and recognizing achievers and respectable in their appearance. (p. 168)

In answering the question of how Islam views effective leadership, Aabed (2006) in his study of leadership theory and practice in a K-12 Islamic school in Michigan asserted that effective leadership in the Islamic view is based on implementing Islamic principles in leaders' practices and behaviors. He added that the transformational leadership model is explicit in the Islamic perspective of leadership as a participatory process to achieve a common goal. Another commonality with transformational leadership is going beyond self-interest for the broader betterment of society (Mir, 2010). Leadership in Islam as an interactive process has also commonality with servant-leadership ideology, in which a leader has the responsibility to serve and develop others.

The characteristics and behaviors associated with leadership in Islamic view as identified in the literature are categorized in Table 1.

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Table 1

Characteristics and Behaviors Associated with Leadership in Islamic View

Characteristics and Behaviors	Source
Trust	Qur'an (28:26); AlSarhi, Salleh, Muhamed and Amini, 2014
Accountability	Qur'an (9:105); El'Amin, 2008
Shared Vision	Qur'an (5:67); Abbas, 2009; Ahmad, 2002; Beekun & Badawi, 1998; Chowdhury, 2002; Jamsari et al., 2012
Consulting People	Qur'an (3:159); Abdulla and Al-Homoud, 2001; Mir, 2010; Jamsari, 2012
Credibility; competency; having knowledge; self-development	Qur'an (4:58); Qur'an (39:9); Mir, 2010; Jamsari, 2012; Hawi, 1982
Mercy; kindness	Abbas, 2009; Zohery, 2004; Hawi, 1982
Egalitarian	Mir, 2010; Abdulla and Al-Homoud, 2001
Justice	Abbas, 2009; Zohery, 2004; Mir, 2010
Honesty; integrity	El'Amin, 2008; Adair, 2010; Hawi, 1982
Guardian; trustee; care	Abdulla and Al-Homoud, 2001; Sarayrah, 2004; Mir, 2010; AlSarhi, Salleh, Muhamed and Amini, 2014
Persuasion & moderation	Qur'an (3:159); Qur'an (2:143); Abbas, 2009
Temper control	<i>Sunnah</i> ; Adair, 2010; Hawi, 1982
Humility	Adair, 2010; Mir, 2010; Hawi, 1982

Islamic and western perspectives of leadership. The Islamic and Western views of leadership share significant aspects. The similarities manifest primarily in the notion of leadership as a process of influencing others to fulfill a shared vision, and as a crucial phenomenon for achieving the organization's goals (AlSarhi, Salleh, Mohamed & Amini, 2014; Moten, 2011). In both perspectives the use of power is to produce an effect on others. Transformational and transactional leadership approaches have been identified in practice worldwide in a range of cultures.

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Although Islamic and Western views of leadership have significant similarities, the diversity of worldview and culture create some differences (Moten, 2011). For Muslims, the ultimate source of authority in life is Islam. From there, the differences between the two perspectives diverge. For instance, in Islamic literature trust and accountability are emphasized heavily as pillars of leadership. Hence, Moten (2011) in his comparative analysis of Islamic and Western attitudes to leadership stressed the inappropriateness of imposing norms from one view on the other.

In their study of Islamic perspectives on managerial leadership, Ather & Subhani (2007) presented the differences between Islamic and Western leadership, which can be summarized as:

1. In Islamic leadership, the main goal is seeking *Allah's* pleasure. Therefore, any goal has to be relevant to the wider Islamic objective. In contrast, the goal of leadership in the Western view is not necessarily to be related to divine purposes.
2. Consultation is essential to leadership in Islam, whereas Western culture regards it as important, but not obligatory.
3. Islamic knowledge is the source of leadership behaviors and traits, whereas in Western leadership, the organization prescribes the required values and skills.

AlSarhi, Salleh, Mohamed & Amini (2014) in their comparison of the two worldviews added the following differences, which can be summarized as:

4. The Islamic view focuses strongly on trust; leaders are always accountable to the Creator.
5. Islam does not separate the temporal and spiritual affairs of leadership; the actions of all are connected to the Hereafter, unlike the Western view.
6. The Western perspective does not emphasize the components of guardianship and service-oriented approaches.

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7. Transactional leadership is not supported in the Islamic view, as it promotes the notion of contingent rewards.

Another difference I found is that the servant leadership approach is emphasized in the Islamic view of leadership. Although this approach is well regarded in the Western literature, its applicability in every context is still being negotiated (AlSarhi, Salleh, Mohamed & Amini, 2014). Moten (2011) claimed that Western literature in leadership emphasize individualistic values as against the collectivistic religious values of Islam. Nonetheless, the nature of leadership is based on relationships, therefore collectivistic values are essential for the achievement of the shared goal.

Furthermore, I observed that while the Western literature and discussion of various aspects of leadership are interpreted by reference to traditional and emerging understandings, the literature on Islamic leadership is interpreted by reference to the original sources of Islam, which are mainly found in the Qur'an and *Sunnah*. Figure 2 demonstrates the comparison between leadership in Islamic and Western views.



Figure 2. Comparison between leadership in Islamic and western views.

Saudi culture and leadership. Culture and leadership cannot be separated, as leadership is basically a social construct. Throughout history, culture has shaped the art of leadership because each culture affects people, leaders and how organizations function (Hofstede, G. H., Hofstede, G. & Minkov, 2010; House, 2004; Schein, 2004; Trompenaars & Hampden-Turner, 2000). Most of the literature on leadership and culture emphasizes that when leadership is rooted in the values of a particular culture, its effectiveness is enhanced. Therefore, a substantial body of research has been conducted on national culture and human behaviors. As leadership is part of human behavior, these studies assist in analyzing the relationship between culture, leadership and

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organization. The Hofstede's 1960-1970 study and GLOBE study conducted by House in 1991 are two such studies.

Hofstede's study. Hofstede's five dimensions of culture is a valuable tool for understanding national cultures, which helps in describing the differences and similarities between cultural groups. Therefore, Hofstede's (2010) five dimensions of national culture are used as a framework for introducing Saudi culture and leadership. The five dimensions are:

1. Power Distance (PDI).
2. Individualism/Collectivism (IDV).
3. Masculinity/Femininity (MAS).
4. Uncertainty Avoidance (UAI).
5. Long/Short Term Orientation (LTO).

Power distance (PDI). The power distance dimension can be defined as the extent to which "the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally" (Hofstede, Hofstede & Minkov, 2010, p. 61). It represents how people communicate and either accept or give authority. Saudi Arabia is considered a high power distance society, with a score of 90 in this dimension. This high score shows that Saudis accept an unequal division of power. They accept their superiors telling them what to do without further justification. Politically, Saudi is a classic monarchy ruled by a king who inherits the crown without election. Most organizations are hierarchical in structure and centralized authority is popular. The degree of dependency is very strong in many aspects of society. Children rely on their parents to a later age than in the West, and parents rely on their children when they become older. In Saudi society, one's social status is very important and

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should be displayed so that others can show proper respect (Hofstede, Hofstede & Minkov, 2010).

Individualism versus collectivism (IDV). The IDV dimension refers to the way people balance their personal interests against those of groups such as their family, tribe, company, or country. Saudi Arabia is considered a collectivist culture with a score of only 22 on the IDV dimension. In Saudi society, the interests of the group are predominant over individual interests. The group provides values, recognition and rewards; people seek harmony and loyalty. In collectivist cultures, the relationship of mutual dependence between the individual and the group manifests itself in both practical and psychological ways. The social network is the primary source of information. In the workplace, the relationship between managers and subordinates is based on ties of obligation (Hofstede, Hofstede & Minkov, 2010).

In the context of higher education, loyalty to group and collegiality are more defined (Smith & Abouammoh, 2013). For instance, evaluation, rewards and recognition within organizations are typically bestowed on a group or a department.

Masculinity versus femininity (MAS). This dimension refers to gender, and gender roles. It indicates the degree to which dominant values in a society tend to lean towards either masculinity or femininity. In masculine cultures, the dominant values are achievement, success, heroism, assertiveness, and material reward for success. In contrast, in feminine cultures the dominant values are quality of life, cooperation, modesty, and caring for others (Hofstede, Hofstede & Minkov, 2010).

Saudi culture has a score of 61 in this dimension, which is considered a high masculinity society. In Saudi society, gender roles are highly differentiated with the classic standard

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masculinity pattern in general, in which the father earns and the mother cares. Saudi society is a masculine society that encourages competition and performance.

Uncertainty avoidance (UAI). Hofstede's dimension of uncertainty avoidance reflects the extent to which a society accepts ambiguity and uncertainty. It is about how society deals with the future that can never be known. Uncertainty avoidance can be defined as "the extent to which the members of a culture feel threatened by ambiguous and unknown situations" (Hofstede, Hofstede & Minkov, 2010, p. 191).

Saudi culture exhibits uncertainty avoidance, scoring 69 in this dimension. In this culture, people hold strong beliefs and avoid abnormal behavior and ideas. Saudi Arabia is a rule-oriented society with many rules, regulations, central control and instructions to reduce uncertainty and ambiguity. For instance, the entire kingdom is based on an absolute monarchy. The authority and control of all the ministries are in the government's hands. It resembles what Weber called a traditional authority structure (Allen, 2004). Most official decisions have to be enacted by royal decree. Hence, a centralized structure, authoritarianism, and a transactional style of leadership are the norm in most organizations (Drummond & Al-Anazi, 1997).

Long-term orientation (LTO). Long-Term Orientation (LTO) refers to "the fostering of virtues oriented toward future rewards" (Hofstede, Hofstede & Minkov, 2010, p. 239), whereas short-term orientation refers to "the fostering of virtues related to the past and present, in particular, respect for tradition, preservation of face" (p. 239).

Saudi Arabia is considered a short-term oriented society with a score of 36 in this dimension. People who score low in this dimension are keen to achieve fast results. They show high respect for traditions and there is no concern about saving for the future.

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The GLOBE study. When values are attached to the practices of leadership, it promotes the effectiveness of the leaders and the organizations (House et al., 2004). The GLOBE Study aimed to investigate the effects of culture on leadership effectiveness. His study was built on Hofstede's work, but with additional dimensions. Nine dimensions were used to analyze the attributes of 62 countries: uncertainty avoidance, power distance, institutional collectivism, group collectivism, gender egalitarianism, assertiveness, future orientation, performance orientation and human orientation. The Middle Eastern countries scored high in group collectivism, meaning that loyalty to family, society, and organizations is high. Hence, community values in these cultures are essential considerations for individual behavior and attitude.

Today's Saudi culture. Saudi Arabian culture is an extension of Arab culture, which is influenced by the desert environment that necessitates interdependence and adaptability. The dominant social norm is founded on the teaching of Islam. The culture of rapid development and modernization in the twenty-first century has influenced Saudi culture to be more open to the world (Metcalf & Mimouni, 2011). There is no conflict in Islam regarding the discovery and importing of new ideas. Muslims are encouraged to travel beyond their land, as in the Qur'an it is stated, "Disperse through the land and seek of the bounty of God" (62:10). The current international trend of interest in business development, with its focus on decision-making behavior and organizational culture, is prompting the development of leadership in Saudi culture (Metcalf & Mimouni, 2011). However, this development is primarily in the corporate and private sectors through partnerships with international expertise (Metcalf & Mimouni, 2011). There is no national institute for leadership training.

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Some academic work has pointed to the lack of consideration of leadership in the Saudi educational system. Alexander (2011) elicited female students' perspectives on the formal study of leadership in the country. She notes the need to address the dearth of leadership preparation in Saudi Arabia, and asserts the need to teach these skills in universities to prepare students for future positions of leadership. Furthermore, she argues that attention must be given to leadership teaching and training in different sectors of the country.

An Overview of Leadership in Higher Education

Leadership in higher education is fundamental for institutional development and sustainability in today's rapidly changing world. However, it is an onerous responsibility, and has been under the spotlight in recent years because of the ongoing changes facing higher education, which increases the expectation from academic leaders. Just as each person has a style of living and acting, every organization has certain characteristics that differentiate it from others and give it its own unique culture. The distinctive culture of higher education institutions helps to determine the best leadership practices for these institutions.

Leadership in Higher Education

Leadership in higher education is an overwhelming responsibility for several reasons, the first being globalization. Globalization and its ramifications have exerted tremendous pressure on higher education and increased the complexity of these institutions in the global and national context (Basham, 2010; Delener, 2013; Rena, 2010). It impels developing countries to reinvest in higher education (Maringe & Foskett, 2010). Information technology and the growing diversity have increased the complexity of leadership in higher education, creating new expectation (Fullan & Scott, 2009).

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Secondly, leadership in higher education is challenging because of the increased expectations of constituents, including faculty, students, and administrators with diverse needs (Rumsey, 2013; Spendlove, 2007). These conflicting demands on leaders add to the difficulties inherent in their role (Rumsey, 2013; Hargrove, 2003).

The multifarious responsibilities borne by higher education institutions are yet another stressor for their leaders. Universities are in charge of mass education, contributing to the national economy, expanding research and increasing their competency to maintain their competitive edge in the world. Leaders are responsible for making decisions, implementing changes, and establishing various degrees of engagement to accomplish the school's goals.

It is obvious that effective leadership is crucial to managing these responsibilities (Bryman, 2007; Fullan & Scott, 2009; Smith & Abouammoh, 2013). Because of this, entering the stage of restructuring and transforming the leadership role was inevitable (Bess, 2001). Basham (2010) declared that if universities want to survive in the 21st century, they have to accept major modification in philosophy, leadership styles, and practices that sustain them in the changing world.

The likelihood that traditional higher education and bureaucratic authority can meet the needs and challenges of this century is diminishing (Astin & Astin, 2000; Farnsworth, 2007; Sergiovanni, 2001; Knight & Trowler, 2001). A top-down leadership approach impedes the evolution of academic freedom and autonomy (Spendlove, 2007), yet most postsecondary institutions still cling to a hierarchical organizational structure (Lucas et al., 2000). The vital current question is what are the effective leadership practices for higher education institutions? The literature indicates lack of agreement as to the effective leadership practices for higher education; moreover, studies so far on this topic are somewhat limited (Astin & Astin; Delener,

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2013; Gmelch, 2000), so further research is still needed. Gmelch criticized the lack of leadership preparation for administration positions in higher education. He noted that although schoolteachers have to engage in a formal preparation to be administrators and occupy an administrative position, in postsecondary education a Ph.D. is considered sufficient for academic administration.

The sustainability and development of these institutions in the 21st century necessitates developing their people as a critical factor (Spendlove, 2007). Leadership is not restricted to preparing those who are in administrative positions, since the strength of academic institutions lays in the creativity and efficiency of the people who work in them (Spendlove). Regrettably, little attention is given to preparing university faculty to assume administrative roles (Cooper & Pagotto, 2003; Griffith, 2006; Gmelch, 2000; Hargrove, 2003; Raines & Alberg, 2003; Rumsey, 2013; Wheeler, 2009; Wolverton, Ackerman, and Holt, 2005). Higher education has the responsibility to develop the leadership abilities of staff. Because people typically assume that taking on an administrative position is a temporary mission this lack of leadership preparation persists, adding complexity to the leader's role. Hargrove noted the significance of developing junior and senior faculty members to reinforce the effectiveness of those occupying administrative positions.

Varying degrees of external stability produce different leadership behaviors. Regardless of the particular styles of leadership, the literature points to some principles of leadership that leaders in higher education have to demonstrate. Polleys (2002) emphasized that higher education has to foster the sense that leadership, power, and authority have to help others grow. Leadership in higher education must be based on service to students, the public and to the faculty who articulate and apply the university's agenda (Farnsworth, 2007). Creating a learning

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environment that respects diversity of people and ways of knowing and encourages collaborative learning to generate knowledge are significant principles for academic leaders (Amey, 2006).

Higher education institutions have to reflect a sense of community reinforced by collaborative learning, empowerment, innovation, and commitment to developing a better society (Wheeler, 2012). Possessing knowledge and skills are not sufficient enough in this era as they must be accompanied with emotional and spiritual maturity (Astin & Astin, 2000). According to the previous principles, different leadership styles are required within the academic arena (Hecht, 2006).

Many writers point to the effectiveness of transformational leadership in the changing conditions of higher education (Al-Husseini, Elbeltagi & Dosa, 2013; Basham, 2010; Delener, 2013). For instance, in a study by Al-Husseini, Elbeltagi and Dosa in higher education in Iraq that examined the impact of transformational leadership on product and process innovation, they found that transformational leadership promotes personal and organizational change, and assists employees to exceed their performance expectations. When leaders encourage followers to exceed their expectation, followers' trust and loyalty to their leaders increase.

However, transformational leadership is not the panacea for leadership in higher education, or for every situation (Basham, 2010). Continuously changing priorities in higher education reduce the potential for transformational leadership (Bess, 2001). In time of major change, such as organizational restructuring, the directive approach to leadership becomes more suitable. In their study of an Australian university which underwent amalgamation with another school, Kamarudin and Starr (2012) found that the autocratic leadership approach unites people and brings them together to achieve the inevitable change.

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Distributed leadership is another model that reduces traditional vertical leadership and encourages a collective approach rather than the exercise of individual power (Jones, Lefoe, Harvey & Ryland, 2012); yet academic inquiry into this approach is still in its infancy. The primary premise of this model is that leadership is a shared influence in which accomplishing a goal results from the contribution of diverse individuals. It fosters a more responsive, transparent environment, but it also has some drawbacks, such as delayed decision making and role confusion (Bolden, Petrov & Gosling, 2008). In a study of one British university conducted by van Ameijde, Nelson, Billsberry and van Meurs (2009) to investigate the effectiveness of distributed leadership, 25 faculty members who had participated in a successful project were interviewed in order to identify factors that enhance distributed leadership. The writers concluded that the principle of distributed leadership has the potential to assist higher education institutions to overcome the pressures for change. However, in the same study, they found that distributed leadership has a small effect on the success of the project. Therefore, they argued that the effectiveness of distributed leadership has to be combined with leadership development in order to empower the workforce as a whole.

The functional nature of academic institutions, which is based on teaching, research and services, has opened the door to the service-oriented model of leadership, also known as servant leadership (Wheeler, 2008). The focus in this model is not on personal gain; instead it results from an impulse to invest in others first. It is an innate desire to lead by serving (Greenleaf, 1969; Russell & Stone, 2002; SanFacon & Spears, 2010). The servant leadership approach has become increasingly popular in educational leadership discourse in recent years (Spears, 2002). Greenleaf, who coined the concept in 1970, stressed that the servant leadership model crosses all boundaries; it is applicable in churches, healthcare and universities (Spears). Servant leadership

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can be a vehicle for change and has the potential to build leadership in organizations that are grounded in trust, values, morals, ethics and empowerment (Boyum, 2008; Crippen, 2005). Polleys (2002) emphasized the need for this model in higher education after recognizing the positive impact of the use of servant leadership in Columbus State University.

Regardless of the style that leaders in higher education exhibit, university faculty members need a positive working environment that reinforces productive work. Winter and Sarros (2002) conducted a study in Australian universities to identify what creates a positive academic working environment. Some of the factors are clarity and manageability of the roles, supportive leadership practices and feedback provision, and participation in decision making; whereas work overload, role ambiguity, and limited participation in decision making result in a less motivating work environment.

Sergiovanni (2001) declared that different practices of leadership affect the level of the effectiveness of the organization. In the next section, I introduce and discuss what has been written about effective leadership in higher education.

Effective Leadership in Higher Education

Despite the literature that underestimates the value of leadership in a professional oriented environment, which leans toward independency, leadership has a profound effect on the effectiveness of higher education institutions (Bryman, 2007). Hence, the need for effective leadership has never been greater for transformation in such a demanding and changing world (Gmelch & Miskin, 2004; Johnson, Hanna & Olcott, 2003). Numerous academic studies have been conducted to identify effective leadership practices for higher education. The diversity of the vision, mission and objectives of higher education institutions make it difficult to point to one leadership model as an effective approach applicable to every institution. In addition, the

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different contexts determine how leadership is shaped and situated (English, 2008; Grint, 2005; Knight & Trowler, 2001; Pillai, Scandura, & Williams; Raines & Alberg, 2003). Sergiovanni (2001) stated, “Leadership contexts are too different in their scope and contours for leadership to be so neatly packaged” (p. 20). Thus, the first step toward leadership effectiveness is to acquire knowledge and deep understanding of the culture of the particular context (Raines & Alberg).

Given the challenges that are continuously facing higher education today, it is no longer appropriate for a leader to be a designer. Rather, the leader should be a gardener, as Jeff Bezos, the founder of Amazon, articulated (Delener, 2013). Their effort needs to be focused on growing rather than controlling. The traditional approach to leadership contradicts one of the essential principles of effective leadership, which is collaboration (Astin & Astin, 2000). Severe overuse of the traditional directive approach can destroy employee morale (Preedy, Bennett & Wise, 2012). Thus, effective leadership reinforces the relationship between leaders and followers that helps the institution survive the turbulent climate of higher education.

Effective leadership assists the transformation process, which rarely occurs without resistance. Randall (2012) investigated how one Ohio University responded to the challenges of enrollment demand by transforming the institution to a four-year undergraduate university. The transformational process raised challenges and resistance, yet the appropriate use of a leadership model, which in this case was an adaptation of the process leadership model by Heifetz et al.,(1994) assisted the transformational process. The process involves six steps: identification of challenges, recognition of difficulties, disclosing the issue to the stakeholders, preserving the stakeholders' ownership in the initiative, conflict management, and encouraging others' input.

Astin and Astin (2000) in their book *Leadership Reconsidered: Engaging Higher Education in Social Change* argued that effective leadership in higher education is a combination

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of group and individual qualities. The individual qualities include self-knowledge, interpersonal skills, self-awareness, and integrity; while the group qualities include collaboration, shared purpose, respectful disagreement, division of labor, and nurturing a learning environment. All of these qualities have to be integrated to develop effective leadership.

Spendlove (2007) and Hoppe (2003) made similar findings. Spendlove investigated the competencies needed for effective leadership in higher education by conducting semi-structured interviews with Pro-Vice-Chancellors at ten universities in the UK. The participants underscored the significance of awareness of university life and academic process, academic credibility, and people skills as crucial qualities for leadership effectiveness in higher education. In comparison, Hoppe's list, which is extracted from the literature about the qualities of effective leadership for higher education, focuses more on interpersonal skills which are honesty, integrity, credibility, fairness, effective communication skills, desire to serve, humility, and commitment.

Unlike Spendlove's study which gathered administrators' perspectives on effective leadership qualities, Preedy, Bennett and Wise (2012) obtained the views of subordinates. Faculty members from seven UK universities were interviewed to identify what constitutes the effective leader in higher education. Their answers consistently emphasized the importance of leadership, the value of consultation, and participation, which are all associated with decisiveness and consistent direction.

Delener (2013) conducted a review of the literature to identify practices and behaviors associated with effective leadership in higher education. He clarified that effective leadership implies the ability to connect people and foster their collaboration toward achieving the organization's goals. He identified many characteristics of effective leaders: shared vision, sense of community and ownership, providing feedback, empowerment, and shared knowledge. In

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addition, prioritizing and promoting the institution's accomplishments, and recognizing others' achievements over one's own, are crucial factors in leadership effectiveness. Another significant factor for effectiveness is commitment to the organization, and involving and valuing others in the organization.

In 2010, Basham carried out a study to identify the qualities of effective leadership in higher education. A matrix of individual and group qualities was presented to 52 university presidents in the United States, and a Delphi technique was used to arrive at consensus as to the most effective leadership model for higher education: transactional, transformational, or both. Basham found that the distinction between the two models is not clear in the context of higher education; both models have to be applied to ensure the fulfillment of the purpose.

Throughout the studies on leadership effectiveness, people skills are highlighted. Since 1938 Barnard acknowledged that the leader's effectiveness in communicating with people, conveying the organization's goals and mission and being understandable determines the effectiveness of organizations (English, 2008). Approachability, which is balanced between closeness and distance, is essential for an effective leader (Griffith, 2006). Bess and Goldman (2001) argued that charismatic leadership in higher education does not present effective leadership, especially in the departmental level as faculty members are usually proud of their autonomy. In spite of their claim, leaders in higher education have to engage with the university's constituents and obtain feedback, which assists personal development and reinforces leadership effectiveness (Raines & Alberg, 2003).

Departmental Leadership

Several external forces contributed to the development, and increase, of academic departments in the 1880s and 1890s. The demand for specialized education and research from

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business, industry, and government sectors was one factor (Dyer & Miller, 1999). The rapid expansion in knowledge increased the need for departmental distinctions and growth (Hecht, Higgerson, Gmelch & Tucker, 1999). Accordingly, since the 1880s the position of academic chair was established to assist academic units to operate proficiently. In the early 1900s, the position evolved into one of the most critical positions in universities (Dyer & Miller). Since then, the academic department has played an integral role in the establishment and development of higher education institutions. In addition, each department has to be responsive to the ongoing demands for change in today's world. Most of the literature on departmental leadership emphasizes that the department's goal cannot be accomplished through individual effort alone; thus, collective strategic work with department members is a crucial factor for departmental success.

The position of department chair is vital, as it represents a link between faculty and higher administration. The department chair is a conduit to convey faculty concerns to the upper administrators and convey the upper administrators' decisions to their faculty. Some of the phrases used in the literature to describe the chair position express this aspect of the role. The chair is likened to Janus, a Roman mythological deity known for having two faces, which indicates being a colleague and administrator (McArthur, 2002). With regard to the position Tucker, in his work in departmental leadership, described it in 1981 as "first among equal," meaning that the position of departmental chair is occupied by a faculty member (Riley & Russell, 2005). However, this position is considered to be in a grey area, both because of its inherent ambiguities, and in the methods of selecting chairs. (Hecht, Higgerson, Gmelch & Tucker, 1999).

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The essence of departmental leadership is the ability to build collective functioning in the department that fulfills the objectives of both the department and the institution (Chu, 2006; Gmelch, 2000; Hecht, 2006; Lucas & Associates, 2000). Accordingly, department chairs are tasked with numerous disparate roles and responsibilities.

Roles and responsibilities of department chairs. Most of the literature has pointed to the ambiguity and the complexity of the role of department chair (Carroll & Wolverton, 2004; Delener, 2013; Gmelch & Miskin, 2004; Hecht, 2006; Johnson, Hanna & Olcott, 2003; McArthur, 2002; Murry & Stauffacher, 2001). Gmelch, who has written extensively on the subject and has served as Director of the Center for the Study of Department Chairs at Washington State University, asserts in his writing that notwithstanding the complexity of the role, most lack clarity of their specific roles. Carroll and Wolverton note that department chairs make 80% of the administrative decisions on campuses. They influence organizational policy, recommend faculty for appointment and promotion, influence and defend the department, and affect students' interaction with their university. Establishing departmental goals and objectives and representing the perspective of faculty to the institution or other professional organizations are all the department chair's responsibility (Carroll & Wolverton). Accordingly, the role involves addressing the needs of various constituents: students, faculty, higher administrators, alumni, and community groups (Aziz et al., 2005; Rumsey, 2013).

However, there is no consensus about the important dimensions of the chair's roles. For instance, Creswell et al. in 1990 identified 97 tasks; whereas Tucker in his 1992 book *Chairing the Academic Department* listed 40 functions (Murry & Stauffacher, 2001). Carroll and Gmelch in 1994 listed 26, as did Wolverton et al. in 1999 (Aziz et al., 2005). Furthermore, the importance of each role varies based on such factors as institutional type, department size, and

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discipline. Some perceive the role as bouncing between being a manager and a leader (Bowman, 2002; Hecht, 2006). When chairs have to deal with paperwork, structure and process they function as managers, and when their work involves organizational culture, vision, mission, and engagement they function as leaders (Bowman). Others view the role in more dimensions than just a leader and a manager, but also being both a scholar and a faculty developer (Gmelch & Miskin, 2004; Trocchia & Andrus, 2003). The role of leader incorporates providing vision, conflict management, interaction, internal advocacy, and role modeling (Benoit, 2005). Managerial or administrative roles include class coordinator, faculty supervisor, and report generator. Faculty developer implies faculty recruitment, evaluation, and development. The last role is as a scholar, because they are still faculty members who must stay current in their field of specialization. Hecht adds to these four dimensions the role of public outreach to the community.

Some researchers were interested to acquire input from prominent chairs regarding their roles and responsibilities, such as the studies by Riley and Russell (2013), and Benoit (2005). Riley and Russell conducted their study in a large university in the southeastern United States to determine the role of department chairs, based on the perceptions of 23 department chairs. They used two surveys with a Likert scale to rate the participants' perceptions of their functions and duties. From the participants' responses, the most important function is evaluating faculty performance, and creating assessment procedures. On the other hand, Benoit interviewed prominent chairs in four university systems to see how the chairs perceive their roles. The participant input revealed four major roles: administrative, leadership, interpersonal, and resource development. These four roles can be seen in Rumsey's (2013) list of chairs' roles which involves: Building consensus and a common mission; securing resources; reinforcing cooperative relations; administering the department; and maintaining and motivating the

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educational environment.

The current massive advances in information and technology increase the demand for change, which in turn augments the responsibilities of department chairs. Accepting and implementing change cannot be accomplished without the chair's judicious efforts in grooming the staff to confront continuous change (Lucas et al., 2000). Mehmood, Khan, Raziq and Tahirkheli (2012) conducted a study in universities in Pakistan to investigate faculty opinions about accepting and implementing changes, and the role of academic leaders regarding the demand for change. Using a self-developed questionnaire, they found that one responsibility of academic leaders is training and preparing faculty to accept and implement changes for the betterment of education.

Department chairs have an important part to play in faculty development and commitment. Since globalization has increased the demand for academic professionalism (Rena, 2010), it becomes a department chair's responsibility to provide opportunities for professional development; especially in light of the pressure faculty are under to publish research and sustain networks with other scholars (Knight & Trowler, 2001). Faculties are the source of teaching and generating research; thus, it is a chair's responsibility to create a fertile environment that increases the faculty's academic performance. The first step for a chair has to be affirming the value of each faculty member, building trust, and developing commitment to the goals of the department (Lucas, 2000). This reinforces the aspects previously discussed, of confronting and implementing change, since reaching a consensus in most university departments is an onerous task (Knight & Trowler). In addition, faculty development promotes quality education, which is another responsibility of the chair (Lucas, 2000).

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Gmelch and Miskin (2004) identified four effective methods for developing faculty: modeling, motivating, monitoring, and networking. A chair can provide opportunities for faculty to socialize with colleagues to model effective academic behaviors, while networking keeps faculty current with advances in their discipline. The process of modeling requires a chair to be a role model for faculty, not only as a scholar, but in teaching and research (Benoit, 2005).

In a survey of faculty at a community college to investigate the challenges that faced by faculty, the answers revolved around a lack of understanding of the organizational structure, as faculty move between the classroom and the hierarchical organization (Cooper & Pagotto, 2003). Therefore, it behooves a chair to raise awareness of the external environment in the department.

Promoting the faculty's academic well-being means that a chair must be an empathetic listener, listening deeply to faculty and students to comprehend and confront their reality (Laurie, 2000). Bowman (2002) clarified that a culture of responsive listening assists in accomplishing an honest perspective in the department. Consistent listening to faculty assists in evaluating them, which is a task that takes thought, and offers an opportunity for faculty development (Benoit, 2005). In the interviews that Raines and Alberg (2003) conducted to identify the knowledge and preparation academic administrators needed, one participant who was asked to give meaningful advice that would help new leaders be successful answered, "Listen and listen some more" (p. 38). However, not all faculty will talk freely with their chair; thus, chairs have to reach out to all faculty members and appreciate their differences.

A feeling of inclusion promotes the well-being of faculty. Therefore, a crucial role of the department chair is to reduce the distance between faculty members and administration, which usually results from the hierarchical structure of the university (McArthur, 2002). Therefore, communication skills and promoting the sense of inclusion have been emphasized in the

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literature because of their essential impact on building relationships, and on the effectiveness of academic departments. In a study by Czech & Forward (2010) of 202 faculty members asked to evaluate the leadership and behavior of their department chairs, they found that communication style is integral for departmental effectiveness and building relationships. Moreover, Sergiovanni (2001) asserted that when communication is not vivid in any style of leadership, leadership does not count.

Merely holding the title of department chair does not mean possessing power; the only legitimate power of the position is the power of the policy, and persuasion (Hoppe, 2003). Hence, a distinctive role for department chairs is developing the leadership skills of their faculty (Hargrove, 2003). Glick (2006), in sharing his experience of being a faculty member and occupying different administration positions, declared that he learned from his journey that power is not a position or authority; power is about accomplishment, which is gained from the more selective sharing of power. One essential dimension of leadership is that power should not be used to compel followers' compliance; instead it has to be used to maintain commitment and cohesion in the organization through persuasion (English, 2008). In addition, developing faculty leadership skills eases the transition to administrative positions, and prepares them for their turn as department heads.

Every university has its own unique culture, which is sometimes misperceived as the common culture of universities in general (Knight & Trowler, 2001). Furthermore, each department has a distinct culture, shaped by the discipline, values, faculty, students, pattern of behaviors and relationships, departmental goals, and mission (Hendrickson, Lane, Harris & Dorman, 2013). It befits the department chair to understand and respect the department culture

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because people respond more to the norm which builds on values and beliefs, than to administrative control (Sergiovanni, 2001).

A chair must be armed with diverse skills and knowledge to survive the complex roles and responsibilities of the position. In Riley and Russell's (2005) study of the roles of department chairs, the participants underlined the significance of knowing the effective leadership style to serve the department. Their study concluded that leadership competency, knowledge of the work, and the hiring process are significant for department chairs. Bowman (2002) emphasized the need for diverse leadership capability through “well-honed communication skills, problem-solving skills, conflict-resolution skills, cultural-management skills, coaching skills, and transition-management skills” (p. 161). In preparation for these daunting roles, Raines and Alberg (2003) suggested having a role model to emulate who could mentor candidates, instituting formal administrative internships and creating a network for sharing knowledge.

Department chairs' responsibilities in the context of Saudi universities. Given the hierarchical structure of the educational system, it is somewhat surprising that the Saudi Ministry of Higher Education does not appear to have a formal description of the roles and responsibilities of university department chairs on its official website. However, some universities such as King Saud University and Umm Al-Qura University have published their school's definition of the chair's responsibilities on their websites (2013).

The King Abdulaziz University website does not have such a job description. However, through personal communications to acquire a job description of department chair responsibilities at the university, I learned that the list is kept in the development and quality assurance unit; it is not distributed to department chairs as it is not known by all the department

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chairs (Personal communication with chairs, January 5th, 2015). The list describes the chairs' responsibilities as follows:

- 1) Supervising implementation of the objectives, policies and regulations of the department.
- 2) Executing decisions decreed by the University Council.
- 3) Discussing and planning curriculum development through departmental meetings.
- 4) Providing academic guidance to students in the department.
- 5) Overseeing the department budget.
- 6) Supervising department staff.
- 7) Encouraging and coordinating research.
- 8) Channeling recommendations and information between higher administrators and department staff.
- 9) Creating a climate of transparency with faculty members.
- 10) Submitting quarterly and annual reports demonstrating the department's activities, needs and recommendations.
- 11) Ensuring the teaching load is distributed fairly among faculty members.
- 12) Articulating the department's needs based on the collective views of faculty.
- 13) Suggesting solutions to any obstacles encountered by the department.
- 14) Maintaining order and regularity in the department and overseeing the members' commitments to teaching and office hours.
- 15) Implementing and ensuring the execution of the quality assurance agenda.
- 16) Supervising the development of academic programs.
- 17) Supervising student activities within the department.
- 18) Representing the department in the University Council.

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19) Evaluating faculty members.

From a review of the literature, it is evident that there is no concrete list of the roles and responsibilities of a department chair. These remain vague. In addition, not all incoming chairs are provided with a job description. Training new chairs that addresses some of their responsibility alleviates the ambiguity and stress associated with the role, and reinforces departmental effectiveness (Aziz et al., 2005).

Because the effectiveness of the department head affects the department as a whole, identifying what constitutes effective leadership is a vital question. The next section presents a review of the literature regarding leadership effectiveness of department chairs.

Effective leadership by department chairs. The literature shows that the effective characteristics and practices of department chairs vary depending on the context. Hence, there is no formula that develops or precisely describes the effective department leadership. Yet, consensus was noticed in the literature that the leadership style of department chairs impacts departmental effectiveness (Gomes & Knowles, 1999). Furthermore, some principles for effective chairs were identified frequently in the literature, such as effective communication skills, conveying vision, and building trust and respect. In their study to compare leadership behaviors across 19 departments in 11 research-intensive universities, Gibbs, Knapper and Piccinin (2008) found, after interviewing the participants, that different behaviors were practiced by academic leaders to achieve leadership excellence. Accordingly, they argued that department heads have to pay considerable attention to the context, rather than applying general leadership theories.

The effectiveness of department chairs begins to emerge when the chair is able to inspire all the constituents to work effectively as a team toward the department's goals. Since the

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constituents of academic institutions have perceptions and expectations, understanding people is a crucial step for effective relationships in academic departments (Rumsey, 2013). Hence, acquiring the skills and the knowledge for team leadership is fundamental for an effective department chair (Gmelch & Schuh, 2004; Lucas et al., 2000).

Chairs cannot achieve departmental effectiveness without understanding the purpose and mission of their department. Griffith (2006), in his analysis of the transition from faculty to administration and vice versa, articulated that the ability to convey institutional vision, facilitate implementation, foster values and motivate the institution's constituents are the characteristics that distinguish effective chairs. Likewise, *The Oxford Handbook of Leadership* edited by Rumsey (2013) emphasized that academic astuteness regarding administration, program and personnel, as well as a sense of fairness, are essential for an effective department chair.

Bryman (2007) added a concise piece to the knowledge regarding effective leadership by department chairs by conducting a literature review for the period from 1985-2005, to identify the effective leadership behaviors associated with department chairs. Thirteen effective leadership behaviors were identified: having strategic vision; arranging the department to facilitate the direction set; being considerate; treating faculty with integrity; being trustworthy; encouraging open communication; being transparent about the direction of the department; acting as a role model; having credibility; creating a collegial atmosphere; being proactive in advancing the department; stimulating research and scholarship by balancing the workload; and enhancing the department's reputation. However, Bryman adds the caveat that this list is general, and its effectiveness is not guaranteed in different contexts. His review notably emphasized fostering collegiality.

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Lucas (2000), who has worked with chairs on more than 175 campuses, combined these experiences with a review of the literature to identify principles that distinguish effective department chairs. She identified 12 principles: belief in one's productivity; functioning as a team leader, and not as an autocrat or a peer; shared goals; raising team motivation; climate of trust; collective problem solving; collective decision making; effective conflict management; evaluating performance based on excellent standards; good facilitation skills; self-awareness; and trust the team to monitor their own functioning. In his effort to identify the characteristics needed for effective academic leadership, Hoppe (2003) emphasized that self-awareness is crucial. He argued that self-assessment for a faculty member who has the potential to become a chair assists in identifying strengths and weaknesses, and provides an opportunity for development for such a complex role.

Likewise, in their article "The Essentials of Chairing Academic Departments" Lees, Malik and Vemuri (2009) provided some principles for leadership effectiveness in department chairs. The first is personal credibility, the key to which is honesty and openness to internal and external communication with rationale and justification. Giving due care and attention to decisions on critical issues, having goals for departmental development, awareness of the external environment, delegation and supporting departmental success are the other elements they cite for department chair effectiveness.

One can also identify the effective leadership practices by examining the leadership of effective department chairs, in order to observe and analyze their leadership style. Gomes and Knowles (1999) chose to analyze the leadership style of chairs whose department underwent a transformation in collegiality and research productivity. Among the significant aspects of leadership of these department chairs were the ability to create a climate of trust and mutual

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respect, and to encourage staff to socialize more often. Although the chairs in the study did little of what could be identified as outstanding leadership behaviors, they stressed the idea that each individual was qualified and talented, as any member of faculty in a top-tier university.

Trocchia and Andrus (2003) carried out a study to survey perceptions of the characteristics and aptitudes that are significant for heads of university marketing departments. They used an Internet survey of 247 full-time faculty members and 43 department chairs at 167 schools of business at American universities to identify the characteristics of an effective marketing department chair. The authors conducted a qualitative initial study by asking nine deans from large universities about the important characteristics of department chairs. From the content analysis of those interviews, they extracted the proposed characteristics and designed the questionnaire used in the main study. Although their study is focused on the specific context of schools of business, the most essential qualities they found were fairness, honesty and integrity.

In a similar study, but on chairs of psychiatry departments, Keith and Buckley (2011) used a web-based survey to define the effective leadership characteristics of department chairs. They found that strategic vision, interpersonal and communication skills, administrative knowledge, technological skills, integrity, altruism, and motivational skills were the attributes more frequently identified as being required for effective department chairs. Although the results indicate appropriate behaviors for the specific context of psychiatry departments, the authors assert that it is essential for departmental success that any faculty who aspire to be department chairs develop leadership skills.

In a study focused on departments of educational leadership, Harris, Martin and Agnew (2004) undertook a study to identify characteristics, behaviors, and training for effective department chairs at five universities in the United States. They collected data from the chairs,

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their superiors, and their subordinates using three methods: Leadership Practices Inventory (LPI) by Kouzes and Posner, 2001, interviews and a Q-sort instrument. They found the factors that contribute to effective leadership by department chairs are:

1. Ethical behaviors and treating people with respect.
2. Effective communication and showing confidence and appreciation of staff work.
3. Collaboration, building consensus and shared vision.
4. Clarity about personal leadership philosophy.

In a similar study on the perception of deans, faculty, and chairs, regarding the skills and behaviors of effective department chairs, Murry and Stauffacher (2001) focused on variations in perception with regard to discipline and gender. In their investigation of 37 American research universities, participants were given a survey of 58 desirable behaviors and skills for effective department chairs. The attributes are classified into the eight dimensions of planning, organizing, staffing, leading, monitoring, decision-making, communicating, and human relating. The findings indicate consistency in the ratings. Gender does not impact what is perceived as effective characteristics for a chair, except that females rated the survey higher than males did. Murry and Stauffacher found more evidence of differences emerged from disciplines than gender, indicating that chairs need to pay more attention to the specific needs of their department, which is impacted by their particular discipline. In contrast, Knight and Trowler (2001) argued that gender could have an impact on the effectiveness of leadership since the individual experience has an impact in the workplace.

The achievement of a university's mission depends heavily on the success of faculty members (Smith & Abouammoh, 2013). Hence, providing a sense of collegiality was highlighted in the literature as a significant practice of effective department chairs (Bryman, 2007; Gomes &

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Knowles, 1999; Harris, Martin & Agnew, 2004; Wolverton, Ackerman & Holt, 2005). Chu (2006), who served more than nine years as a department chair in California State University, and who has enriched the literature by several works about departmental leadership, asserted that the effectiveness of a chair is based on a climate of respect, trust, and collegiality.

When faculty members feel a sense of collegiality in the department, their satisfaction and motivation increases accordingly. In a qualitative study carried out at an American higher education institution to investigate factors that affect faculty satisfaction, Ambrose, Huston and Norman (2005) conducted semi-structured interviews with 123 faculty members. They found that the absence of, or the presence of, collegiality has an impact on faculty satisfaction; and the effectiveness of department chairs is a crucial factor in sustaining faculty morale. The qualities they identified that distinguish effective department chairs are: has conflict management skills; creates a sense of community; communicates effectively; and provides productive feedback. A department head who lacks people management skills jeopardizes departmental cohesiveness.

Effective department leaders nurture the talents of their faculty and raise their self-esteem (Cooper & Pagotto, 2003). Therefore, they serve as a catalyst for change when they empower faculty by appreciating and facilitating the implementation of their ideas. Brown & Moshavi (2002) surveyed 440 faculty members from 70 different departments, in order to investigate the relationship between transformational and contingent leadership styles exhibited by department chairs to faculty satisfaction and departmental effectiveness. The researchers found that transformational leadership by department chairs raised faculty satisfaction and promoted departmental effectiveness.

Although faculty members like to be autonomous, they need the chair's assistance, just as children need help from their parents (McArthur, 2002). The department head has to assist

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faculty to use their strengths effectively (Bowman, 2002). He asserted that the department chair has to “manage conversational inquiry that engages others in creating possibilities, breaking through, and a sustainable future for their common enterprise” (p. 161).

Since the position is complex, chairs have to consider the idea of sharing authority to acquire support from their faculty. McArthur (2002) suggested that chairs have to practice democratic leadership, involving faculty members in the process of decision making and policy development because faculty members like to feel ownership of their ideas. Griffith (2006) added that willingness to justify the decisions taken in the department reinforces faculty’s trust in the chair, and increases departmental leadership effectiveness. Moreover, rational and justified decisions foster the culture of collaboration and collective work (Hecht, Higgerson, Gmelch & Tucker, 1999).

Democratic leadership not only has an impact on faculty, but on the students. In their study of the relationship between leadership models and modifying student behaviors in Jordanian universities, Al-Khasawneh and Moh’d Futa (2013) found that the democratic leadership style contributes to modifying students' behavior, unlike autocratic or laissez-faire approaches.

The shift from the perception of leadership as an inherent trait to a set of acquired traits, opens the door to a chair to attain leadership effectiveness by acquiring and developing the knowledge and skills for chairing an academic department (Cooper & Pagotto, 2003). Preparing chairs for the position before they occupy it increases their effectiveness, and assists them in overcoming difficulties. Faculty usually bring a body of knowledge and skills appropriate to their discipline when they are first hired; likewise, department chairs need knowledge before taking office. To explore what a department chair needs to know in order to become an effective leader,

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Wolverton, Ackerman and Holt (2005) conducted a study at the University of Nevada, Las Vegas, interviewing eight deans and surveying 65 department chairs. The participants indicated a need for information, skills and big-picture orientation. The need for information includes information regarding policies and responsibilities; the need for skills includes interpersonal and general management skills; the big-picture orientation includes knowing how to balance responsibilities, building trust, and creating a positive environment.

Gmelch (2004) suggested three spheres for developing chairs. The first is a conceptual understanding of the role of leadership, which involves cognitively realizing the shift to an administrative position and the unique challenges of leadership in higher education institutions. Second is the sphere of skills development, which can be accomplished by training. The last sphere is reflective practices, which involves self-awareness and knowledge.

How effectively an academic department is led is influenced by what motivates its chair. The motivations for occupying the position vary; it can be for extrinsic motives; because the individual was convinced to accept the office by peers; pressure from their dean; financial gain; or for a desire to advance the department and bring in change and innovation (Carroll & Wolverton, 2004; Cooper & Pagotto, 2003; Hecht, 2006). Some academics take up the position as an obligatory task because the position has to be rotated. This means that not everyone is interested or qualified to be a department chair (Hecht; Hoppe, 2003; Rumsey, 2013). When the external reasons are accompanied with a desire to bring positive changes, the chairs become ready to take the position and disposed to exhibit effective leadership in the department (Hecht).

A clear communication style and the ability to convey the department's vision and mission are emphasized in the literature as qualities of the effective department chair. The

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emphasis on these characteristics in the literature result from the principles that invite unity and prompt effectiveness.

The key characteristics of effective department chairs as identified in the literature are categorized in Table 2.

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Table 2

Characteristics and Behaviors Associated with Effective Leadership by Department Chairs

Effective Characteristics and Behaviors	Source
Strategic vision/Having a goal/Shared goal	Griffith (2006); Bryman (2007); Keith & Buckley (2011); Lucas (2000); Harris, Martin & Agnew (2004)
Motivational skills/Motivating institutional constituencies/Motivating advancement of the department	Griffith (2006); Bryman (2007); Keith & Buckley (2011); Lucas (2000)
Fairness	Rumsey (2013); Trocchia & Andrus (2003); Lucas (2000)
Administrative knowledge	Rumsey (2013); Keith & Buckley (2011); Wolverton, Ackerman & Holt (2005)
Interpersonal skills	Rumsey (2013); Keith & Buckley (2011); Wolverton, Ackerman & Holt (2005)
Being considerate/Appreciation for others	Bryman (2007); Harris, Martin & Agnew (2004); Lees, Malik & Vemuri (2009)
Integrity/Ethical behaviors	Bryman (2007); Trocchia & Andrus (2003)
Trustworthiness/Honesty	Bryman (2007); Trocchia & Andrus (2003); Lees, Malik & Vemuri (2009)
Facilitate implementation/Facilitate moving toward goals	Griffith (2006); Bryman (2007); Lucas (2000)
Fostering values	Griffith, (2006)
Effective communication skills	Bryman (2007); Lees, Malik & Vemuri (2009); Keith & Buckley (2011); Harris, Martin & Agnew (2004); Ambrose, Huston & Norman (2005)
Transparency	Bryman (2007)
Role Model	Bryman (2007)
Credibility	Bryman (2007); Lees, Malik & Vemuri (2009)
Fostering collegiality/Collaboration/Creating a sense of community/Developing positive environment/Collective decision making	Bryman (2007); Trocchia & Andrus (2003); Lucas (2000); Harris, Martin & Agnew (2004); Ambrose, Huston & Norman (2005); McArthur (2002)
Stimulating research and scholarship	Bryman (2007)
Enhancing department's reputation/supporting department success	Bryman (2007); Lees, Malik & Vemuri (2009)
Climate of trust/Building trust	Wolverton, Ackerman & Holt (2005); Lucas (2000); Gomes & Knowles (1999)

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Effective Characteristics and Behaviors	Source
Effective conflict management skills	Lucas (2000); Ambrose, Huston & Norman (2005)
Self- awareness	Lucas (2000); Hoppe (2003)
Respect	Harris, Martin & Agnew (2004); Gomes & Knowles (2004)
Technological skills	Keith & Buckley (2011)
Altruism	Keith & Buckley (2011)
Self confidence	Harris, Martin & Agnew (2004); Cooper & Pagotto (2003)
Clarity about leadership philosophy	Cooper & Pagotto (2003)

Challenges facing department chairs. Effective leadership cannot be accomplished without taking into consideration the challenges facing leaders that impact their effectiveness (Johnson, Hanna & Olcott, 2003). As this position is ambiguous and complex, with many gray areas to navigate, many challenges face a department chair. When combine with the poor preparation of chairs, all these challenges cause many negative consequences that can affect the chairs. Turnover is one quick response to terminate the overwhelming task (Hargrove, 2003). Other consequences include anxiety and stress, which are common among chairs, resulting in health problems, drug abuse or quitting (Davis, 2002; Gmelch, 2000). Gmelch in his extensive study of department chairs in American universities found that 65% of department chairs returned to their former position once their term was up and did not continue in an administrative role. On the other hand, some chairs depend on bureaucratic techniques to survive and cope with the stress associated with their position (Knight & Trowler, 2001).

Challenges may emerge in the early stage of occupying the position. New chairs often find themselves discouraged, misunderstood or unappreciated (Gmelch & Schuh, 2004; Raines & Alberg, 2003). Loss of self-identification causes department chairs to struggle (Gmelch, 2000). The new position involves a transition and the need to forge a new identity (Hecht, 2006).

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Are they a faculty member or an administrator? Indeed, many new department chairs try to maintain their status as a member of faculty, since most will return to that position eventually. Thus, they struggle to strike a balance between administrative tasks, keeping up with their research and remaining a faculty member (Griffith, 2006; Gmelch & Miskin, 2004; Wolverton, Gmelch & Montez, 2001). Likewise, in their 2001 study, Wolverton, Gmelch and Montez found the most common issues concerning department chairs were personnel management, budgeting, and balancing roles.

Time is a predator, and a critical source of discomfort for department chairs. Time pressure is a common challenge, as time is usually affected by the rhythm of the work (Gmelch & Schuh, 2004; Hecht, 2006). Thus, “either you will learn to operate simultaneously in several time zones or you will experience untold frustration” (Hecht, 2006, p. 3). Davis (2002) shared his dire experience as a chair of the English Department at the University of Illinois at Chicago in the article "I Used to Run a Department, but Then I Got Wise." He quit his job after beginning to experience health problems stemming from the ambiguities and pressure of the job, asking “What was my real job? Was I an administrator, or a teacher and writer?”(p. 3).

In a focused study in 1990 to identify leadership challenges facing chairs, Gmelch et al. identified a long list of challenges after interviewing more than 800 chairs from 100 universities. These challenges were classified into three categories: Resource challenges, including maintaining and developing a department with fewer resources; strategic issues involving organizing department priorities; and finally, handling faculty issues, maintaining faculty morale, and retaining quality faculty (Gmelch & Miskin, 2004). Because faculty workloads fluctuate, department chairs face the challenge of keeping faculty motivated and morale up when the workload escalates.

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Another difficulty of the chairs' role is that they lead their peers, which transforms the relationship into a more formal role with supervisory responsibilities. Consequently, chairs might face disenchantment and critiques from their former colleagues in the department, and their previous relationship may turn out to be fragile (Gmelch & Schuh, 2004; Griffith, 2006). Furthermore, when chairs must make decisions on issues where there is a conflict between what the faculty desire, and the institutional mandate, they have to find a convincing strategy to persuade faculty to give up some of their interests in favor of fulfilling the institution's needs (Hoppe, 2003; Lucas, 2000). Hence, Griffith (2006) considered striking a balance between faculty interests, and the interests of upper administrators, as the most difficult challenge for a chair.

When a department hires an outsider in order to bring about changes, the new chair is immediately put at a disadvantage because of the new incumbent's ignorance of departmental culture (Wolverton, Ackerman & Holt, 2005). These chairs face the pressure of bonding with the department members, whom they may not have met previously (Griffith, 2006).

Sometimes the challenge is not being in a new environment; the environment or system per se can be a source of challenge. For instance, in Fullan and Scott's (2009) work with 513 department chairs to acquire an insider's experience of academic leaders, they discovered that department heads face challenges when they work in a bureaucratic system with uncooperative staff and a range of complaints from students. This situation restricts chairs from taking the appropriate direction to resolve some situations.

In the context of Saudi Arabia, Al-Ahmadi (2011) surveyed 160 females in government leading positions to identify the challenges that they face; he found the main challenges were: structural challenges, lack of resources, and lack of empowerment. The structural challenges are

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represented in the centralization of decision making, and this restricted women's freedom in making decision. The lack of leadership preparation and lack of professional development represents the challenge of lack of empowerment.

Despite the multitude of challenges that face the chairs, the position requires a strong commitment to the role and responsibilities, as well as to its challenges (Gmelch & Miskin, 2004).

Summary

The literature review reveals three issues with implications for the current study. First, although the pressure for higher education is increasing, and the academic department is the unit where change starts and future leaders and instructors are prepared, there is insufficient research addressing effective leadership at the department level. Most of the literature on leadership in higher education focuses rather on senior and central administration. Furthermore, the literature on department chairs focuses on the roles, tasks and responsibilities of department chairs without giving adequate consideration to the characteristics that assist department chairs to perform effectively, or the effective practices for excellence in this role.

The roles and characteristics of effective chairs have to take into account the diversity in culture among systems, which has a profound implication on how leadership practices operate. By studying the characteristics and practices of effective department chairs, and the challenges they face, this study contributes to the knowledge that promotes leadership effectiveness at the departmental level; the resulting ripple effect contributes to the overall well-being of the entire university.

Secondly, most of the literature on leadership in higher education is based on studies in Western industrialized countries, as noted by authors such as Bryman (2007); Dastmalchian,

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Javidan and Alam (2001) in their literature review of leadership studies. Very few studies of academic leadership have been conducted in other parts of the world. Looking closely to Saudi culture, the literature on leadership in Saudi culture is very small. Metcalfe and Mimouni (2011) articulated, “There is a remarkable scarcity of solid studies on leadership theory and practices in Saudi Arabia” (p. 180). A computer search in many databases shows that even the existing literature about leadership in Saudi Arabia came from the business sector. Accordingly, conducting this study in a Middle Eastern country adds a new perspective to the knowledge of leadership in higher education and denotes how culture influences and shapes leadership practices.

Methodology is the third and final consideration. Most researchers who have studied this topic have either developed their own survey, or used another leadership survey. The use of a given survey presents participants with predetermined characteristics to rate. The drawbacks to this approach are that significant questions may be missed, some questions may not apply to the setting being studied so participants may choose unrelated answers, or that the choices offered may present options unsuited to the institution's circumstances. Additionally, surveys and purely quantitative studies hinder acquiring the participants' own insights regarding the effective and desirable practices of department chairs. Providing the participants the opportunity to express their views through interviews allowed them to ground the data on an authentic platform of relevant experience.

In the next chapter, I present an overview of the methodology of the study. I start with the philosophical stance that underlines the study and informs the choice of methodology. Then I present methods of selecting the participants, data collection, analysis and approaches to establish research quality.

CHAPTER III: METHODOLOGY

The main purpose of this study is to identify effective leadership characteristics and practices for department chairs in female departments of education in higher education in Saudi Arabia. As I have indicated in chapter1, three questions need to be addressed in order to achieve this purpose:

1. What do department chairs consider to be the necessary qualities and characteristics of an effective department chair?
2. What do faculty members perceive to be the necessary qualities of an effective department chair?
3. What are the challenges that face department chairs?

In this chapter, I will discuss how the purpose was accomplished. It is divided into six parts in order to explain the process precisely.

- 1) Overview of the methodology
 - Explanation of the philosophical assumptions underpinning the study
 - Qualitative rather than quantitative inquiry
 - Overview of grounded theory
 - Constructivist grounded theory
- 2) Sampling: Site and participants selection
- 3) Data collection
- 4) Data analysis
- 5) Ethical considerations
- 6) Establishing the study's quality

The purpose of discussing the six points is to provide details of the research design and

the process that established the research. In addition, this description assists the readers to evaluate the strengths and weaknesses of this endeavor.

An Overview of the Methodology

Philosophical Assumptions

According to Guba and Lincoln (1994), researchers have to determine the research paradigm which guides the study. The research paradigm represents the basic belief, or the worldview; it represents the researcher's epistemology and ontology. Crotty (1998) stated "different ways of viewing the world shape different ways of researching the world" (p. 66). Creswell (2013) described the research paradigm as "the plan for conducting the study" (p. 49). Kumar (2011) defined the research design as a plan, strategy and structure of exploring that enables researchers to find answers to their research questions or problems. As epistemology is the prime factor that influences the choice of the methodology, in this section I elaborate on the nature of the constructivist paradigm, as it is the philosophical foundation of this research.

Constructivism is often characterized as interpretivism, as the researcher's intent is to interpret and make sense of the understanding that other people have of the world around them. Constructivist epistemology refuses the objectivist view, which proposes that there is one truth that has to be discovered. In other words, constructivism denies the possibility of scientific perception of absolute reality. In the constructivist view, meaning is not intrinsic in the object; it emerges as we interact with the world. Crotty (1998) explained, "Meanings are constructed by human beings as they engage with the world they are interpreting" (p. 43). What are known and the knower are connected, and the inquiry is not value free (Guba & Lincoln, 1994). Researchers in the constructivist view seek understanding of the world, and then develop meanings which are adjustable and various (Creswell, 2013). Guba and Lincoln argue that just as constructions are

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alterable, the associated realities are alterable accordingly. Therefore, individuals construct realities based on their experiences; reality does not exist outside the individual's perceptions (Crotty, 1998). As one's experience changes, the construction of meaning changes accordingly.

The constructivist paradigm used to be known as naturalistic inquiry when Lincoln and Guba (1985) challenged the conventional positivism paradigm with the alternative of naturalistic inquiry. Later in their work they used the term constructivism to describe their methodology (Guba & Lincoln, 1994).

The constructivist believes that the mind is active and constantly constructs and reconstructs knowledge to fit the person's conception. Cultural, linguistic and contextual frames influence human perception; the three elements differ based on different location and historical transformations (English, 2008). Since the nature of leadership is socially constructed, it is suitable for this study to be situated within the constructivist paradigm.

My intention in this research was not to discover an absolute truth regarding the effective leadership characteristics and practices of department chairs; instead, my intention was to identify the participants' views regarding effective characteristics and behaviors for department chairs. By understanding and interpreting the participants' responses, I found answers to the questions that guide this inquiry.

Creswell (2013) pointed out that when the researchers identify their philosophical assumptions, they can select an appropriate research method that provides guidance as to use qualitative, quantitative, or mixed methods. Hence, determining which approach a researcher should use is informed by the philosophical assumptions that the researcher brings to the study.

Qualitative Rather than Quantitative Inquiry

Reviewing and assessing literatures in the area of research offers a path for the researcher

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to choose the appropriate methods (Loseke, 2013). In this study, to acquire the participants' perspective about effective leadership characteristics and practices for department chairs, a qualitative approach was used to obtain a deep understanding of the participants' points of view. Guba and Lincoln stated, "Qualitative data, it is asserted, can provide rich insight into human behavior" (Denzin & Lincoln, 2011, p. 106). Descriptions of leadership that are generated quantitatively often fail to provide deep understanding of the subject under study (Klenke, 2008). Klenke also indicated that the pursuit of generalizability and validity of quantitative research neglects the rich dynamic that informs the relationship between leaders and followers.

Starratt (2003) pointed out that humanists, philosophers, and social scientists such as Foucault, 1972; Jennings, 1983; and Lyotard, 1984 have challenged, in recent decades, the use of quantifiable measurement in the study of human and social phenomena. Quantitative research outcomes do not explain the gray shades in between two different trends (Marx, 2006), and cannot provide deep details about a phenomenon. English (2008) emphasized that "understanding leadership involves more than a simple calculus of behaviors or results" (p. 175). Merriam (2002) asserts that qualitative researchers emerge with an interest to understand how meaning is constructed, "how people make sense of their live and their experience" (p. 38). Thus, the fundamental characteristic of qualitative research is that individuals who interact with their social worlds construct reality. Further, researchers are privileged to get as close as possible to the participant in order to learn their subjective experience regarding the questions asked (Creswell, 2013). For all of these reasons, I chose to carry out this study qualitatively. In addition, the philosophical stance of constructivism that informed this study has an influence on the choice of the research methodology. Accordingly, in this study I used constructivist grounded theory as a technique that led to answering the research questions.

Overview of Grounded Theory

Grounded theory is a general methodology that allows for systematic generating and analysis of data to produce theory that is grounded in the data (Bryant & Charmaz, 2010; Charmaz & Belgrave, 2012). However, it is not necessarily that each grounded theory study has to generate theory; the descriptive analysis, which adds to what we know about the world, is a grounded theory study as well (Corbin & Strauss, 2008). The term grounded theory emerged in 1967 after Glaser and Strauss conducted research on patients dying in hospitals. The methodology came out of their work, and prompted them to publish *The Discovery of Grounded Theory*. After the publication of the book the method was adopted widely because of their detailed description of how data is collected and analyzed. They criticized the traditional research approaches that generate a description without theories for practices. Their aim was to allow the data they generated to be used for the development of new theories rather than for the sole purpose of verifying existing ones.

Glaser and Strauss came from different backgrounds, as the former was trained in quantitative and the latter in qualitative research. In the early 1990s Strauss began to work with Corbin, and because of their background they adopted a clearly post-positivist approach to grounded theory research. Glaser, on the other hand, continued to emphasize that the product of grounded theory is real and can be tested (Glaser, 1992). Charmaz (2006) adopted many of the elements of grounded theory developed by all three researchers, Glaser, Strauss and Corbin, but emphasized that, in her view, the product of grounded theory is a co-construction between the researcher and participants. This view provides a constructivist model of grounded theory.

Despite the positivist, post-positivist and constructivist approaches to grounded theory, all three share some similar approaches to how research should be conducted, such as:

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- Collecting and analyzing data simultaneously
- Engaging in early data analysis
- Using comparative methods
- Constructing tentative categories
- Beginning with inductive logic (Charmaz & Belgrave, 2012; Charmaz, 2014).

Constructivist grounded theory. Charmaz agrees that grounded theory is a way of learning about the world and developing theory about it; however, she contends that the concepts are constructed, and not discovered as Glaser argues. Since researchers are part of the world that they are studying, they collect, analyze data, and construct theories based on their past and current experiences (Charmaz, 2014). In other words, the constructivist grounded theory sees the data and analysis as created between the researcher and the participants (Charmaz & Belgrave, 2012; Charmaz, 2014). This approach is founded on symbolic interaction in which the researcher aims to elicit the participant's perspectives to build a conceptual analysis of them (Charmaz, 2006). Thus, it is suitable for studying a problem that has a social component (Oktay, 2012).

I chose to use this methodology because it seemed to be the most appropriate approach to answering the research questions. The use of a grounded theory approach allowed data analysis without preconceived ideas about the effective leadership practices in the research context (Glaser & Strauss, 1967). An additional reason for using a grounded theory approach is the fact that as Metcalfe and Mimouni (2011) indicated, “There is a remarkable scarcity of solid studies on leadership theory and practices in Saudi Arabia” (p. 180). In a context in which little theory has already been developed, the use of grounded theory can help lay the foundation for such theory. Therefore, the findings of this study offered important insight into both the theory and practice for current, and prospective, department chairs in Saudi higher education.

Sampling: Site and Participants Selection

In qualitative research, as in all research, sampling means choosing, “the people who participate in [the] study” (Loske, 2013, p. 101). The choice of the setting and the individuals is an important consideration as they are critical sources of data to answer the research questions (Bryant & Charmaz, 2010; Maxwell, 2013). In addition, careful sampling usually leads to obtaining the required information (Bryant & Charmaz, 2010).

The setting of this research is King Abdulaziz University. This university was selected as the study site for a number of reasons. The university is one of the most prestigious universities in Saudi Arabia and is striving for advancement and international recognition. As a member of the university faculty the current researcher has access to the site and familiarity with the organizational structure, which is a solid, viable foundation for conducting this study.

To acquire data that is relevant to the research questions, the process of selecting participants must ensure selecting people who can provide relevant information. Creswell (2013) pointed out that a researcher could use more than one strategy for sampling in a study. Initially, I used the convenient and purposeful sampling technique, also known as nonprobability sampling (Loske, 2013). Purposeful sampling means that the “inquirer selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study” (Creswell, 2013, p. 156). Convenience sampling is practical also because I am a member of the organization under research. In this case, the concern of establishing a relationship and building trust to provide appropriate information was reduced.

Since the intent of qualitative research is not to generalize, but rather to clarify the specific phenomenon under study (Creswell, 2013), this study included three groups of participants: former and current department chairs, as well as faculty members in the faculty of

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education. This selection was designed to obtain different perspectives on the same phenomenon. Choosing former effective department chairs, as well as current chairs, provided access to their valuable experience in departmental leadership. However, Griffith (2006) warned that “administrators who return to the faculty after service in an administrative post experience an abrupt change from their prior roles” (p. 67). With this in mind, I also chose to involve the third group, the faculty members, because they have a different perspective on their leaders’ behaviors. As Preedy, Bennett and Wise (2012) stated, “Employees would seem particularly well placed to comment on leadership effectiveness since they directly experience the impact of leaders’ decision making” (p. 191).

When selecting the first and second group members, the effective former and current department chairs, I wrote to 30 faculty members in the Faculty of Education asking them to provide me with a list of at least 10 names of effective former or current department chairs. Responses were received from 24 faculty members. In addition, the Dean of the Faculty of Education provided a list of effective chairs. I selected 15 names which appeared most frequently in the lists provided. I emailed the 15 department chairs inviting them to participate in the study. Only 10 chairs responded to the email with 9 agreeing to participate. This method was applied to eliminate any personal bias in selecting the participants.

In selecting the third group, the faculty members, I used the snowballing technique to select faculty members who are thoughtful and impartial. In the beginning, I asked one of my colleagues to suggest a name of a thoughtful and impartial faculty member who could point to other faculty who are also thoughtful, impartial, and could participate in a study. The identified faculty members, along with my colleague, provided me with a list of nine faculty members. An email was sent to these nine identified participants, with an explanation of the purpose of the

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study, to invite them to participate in the study, and to reply to my personal email if they accepted the invitation (see Appendix E & Appendix I). Only 4 faculty members replied, and agreed to participate. Since the King Abdullah Scholarship Program was established in 2005, many faculty members have been studying in international universities. Consequently, the university has nurtured the culture of responding to researchers' request for participation in research. This positive climate is a significant benefit to social scientists at this point in the university's, and the country's, history. After receiving participants' responses, I emailed them to arrange face-to-face or telephone interviews. Most of the interviews were conducted at the university because of the requirements that limit women meeting in public places.

Qualitative researchers have not been able to come to an agreement on optimal sample size (Gubrium, Holstein, Marvasti & McKinney, 2012). Some researchers have suggested a range from 6 to 12 participants, others from 5 to 25 participants; however, theoretical saturation has been a common approach for sample size (Guest, Bunce & Johnson 2006). However, Charmaz (2014) pointed out that the question of how many interviews is enough depends on the purpose of the study, i.e.: a small number of interviews are sufficient to pursue an answer to a straightforward question to solve a local problem. Furthermore, more interviews may mean more redundant data as the likelihood of additional interviews making an original contribution decreases. A small sample allows an in-depth interview (Charmaz, 2014). For this study, I conducted 13 interviews: five former department chairs, four current department chairs and four faculty members. The length of each interview was approximately between 20 to 45 minutes. I also conducted follow-up interviews with some participants to obtain deeper insight into the information they provided in the first interview. The next section clarifies the process of data collection.

Data Collection

Research methods are tools that guide researchers to find answers to their inquiries. The pivotal reason for choosing one data generating technique over another is to use the technique that best answers the research question (Loseke, 2013). Charmaz (2014) pointed out that research methodology basically provides flexible guidelines, not rules or recipes that constrain the researcher. For the purpose of this study, the semi-structured interview was the main strategy for generating data as Loseke (2013) prefers to call it. The interview is “a goal-or task-oriented talk to gather information, in which the interviewer and the interviewee have their respective roles to play” (Gubrium, Holstein, Marvasti & Mckinney, 2012, p. 231). The interview is a useful method and commonly used in grounded theory studies (Charmaz & Belgrave, 2012; Charmaz, 2014). Further, it is the most widely used technique in social science in general (Klenke, 2008).

Interviews can be conducted in different formats: individual or group; face-to-face or electronic communication (Creswell, 2013). For this study, the individual face-to-face interviews and telephone interviews were used in order to acquire rich data from each participant. The face-to-face interview allowed observing non-verbal gestures and avoided the difficulty of distance communication. However, for some of the interviewees a telephone interview was more convenient, and therefore it was used based on their request. Each interview, as previously indicated, took approximately 20 to 45 minutes. Since the English language is not predominantly used in Saudi universities, especially in the departments of education, not all the faculty members or the department chairs have sufficient fluency to communicate in English. Hence, the interviews were conducted in Arabic, the official language of the country. Additionally, the researcher is a native Arabic speaker. The use of cross-language qualitative research and translation has been increasing today, especially with ongoing globalization (Fersch, 2013). The

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research work in Saudi Arabia began in July of 2015. The interviews were conducted between August and December 2015.

Charmaz suggests the development and use of general interview questions to cover a wide range of the participants' experience, yet narrow enough to elicit specific viewpoints. The participants in the study, as indicated earlier, were classified into three categories: former and current department chairs, and faculty members. The interview protocol was informed by the literature, and the interview questions were expected to provide analysis into the research questions. For the first and second groups, former and current department chairs, I used a semi-structured direct interview (see Appendix C & Appendix G). For the third group, faculty members, an addition technique was used in order to allow them to feel comfortable presenting their perspectives on effective practices by department chairs. When participants were asked to provide their perspective about a third party, they were able to respond freely without restriction, or fear of potential threat. Therefore, the vignette technique, which involves imaginary situations, was used in interviewing the faculty members to allow them to speak freely without any fear of repercussion from their department chairs. The vignettes along with the faculty interview protocol are in Appendix D: Vignettes and Interview Questions; and Appendix H: Arabic Version for the Vignettes and Interview Questions.

The use of vignettes is valuable in exploring perceptions, behaviors, and attitudes in qualitative research. This avoids threatening the participants by discussing sensitive issues from a non-personal view (Hughes, 2008). In this strategy, an imaginary scenario and characters are given. The character is placed in an imaginary context, and then the researcher elicits the participants' insights regarding the behaviors in the story, or how the person should respond. Vignettes can be used in various ways, but in this study vignettes were incorporated into the

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interviews (Rahman, 1996; Hughes).

The closer the vignette is to real life, the more precise the data elicited will be. In crafting the vignettes, I used vocabulary that is simple and familiar to the participants, and created the scenarios based on Saudi university culture and the daily routine of departments there. The character, and the story lines, was constructed to be believable, as Finch (1987) suggested. The vignettes were of reasonable length and are translated into Arabic to assist with clear communication. To seek the participants' perspective and reactions to the scenario presented, I gave each participant a printed vignette and allowed a period of time to read the vignette and ask for clarification, if needed. After that a semi-structured interview followed, where the researcher asked verbal questions related to the vignettes, and to the interviewees' views. The vignettes' questions acquired the participants' responses on the characters and the incidents in the vignettes, and what they would do in a real life situation.

Most of the interviews were audio recorded with the consent of the participants, however two of the interviews were not recorded because the two participants involved did not agree to be recorded. The researcher wrote the transcripts for these two participants based on the notes which were taken during the interview. Recording the interview assisted the process of data analysis (Charmaz, 2014). It allowed for a verbatim transcript of the interviews and avoided injecting the researcher's biases.

Figure 3 shows the process of conducting a study using grounded theory technique as proposed by Charmaz (2006).

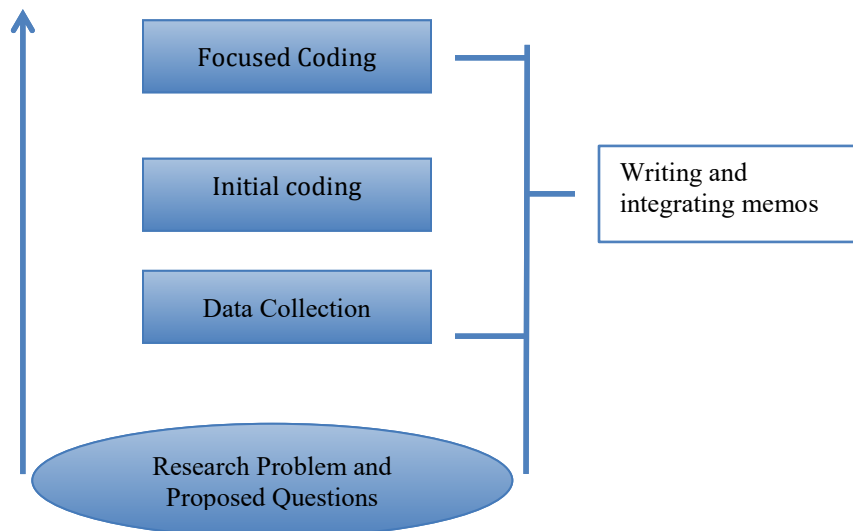


Figure 3. The process of conducting grounded theory study based on Charmaz's approach (2006).

Data Analysis

Research questions were answered by employing the techniques elaborated by Charmaz (2006) for data analysis in grounded theory. The strength of grounded theory lies in the analytical process which demonstrates how meaning and social life are constructed (Charmaz). Coffy and Atkinson (1996) suggested the term "data handling" for this process. In this study, the term data analysis is used for clarity. Klenke (2008) emphasized the significance of considering data analysis at an early stage in the design of a qualitative study, so researchers could be aware of the need for additional data collection. In grounded theory, research, data collection and analysis have to be done simultaneously; in this case the process of data collection nourishes the process of analysis. A research journal was used, which included memos, reflections, and observations; it helped as a lens that sharpened the researcher's perspective. Charmaz (2014) clarified that memo writing is an intermediate step between data collection and writing the draft; it is helpful in the early stages of analysis and data coding. She pointed out that “-when you bring

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raw data right into your memo, you preserve telling evidence for your analytic ideas from the start” (p. 171). She (2006) also emphasized that memos develop and maintain research productivity. Birks and Mills (2011) compared the use of memos to adding lubricant to cogs in a machine to enable it to move smoothly. Because the data analysis techniques described by Charmaz provide valuable guidance, I used these techniques in my analysis.

Charmaz’s procedures incorporate two stages of coding, open coding and focused coding; the use of memoing; and a constant comparative approach. Each stage of coding provides different level of insights. She defines coding (2014) as “categorizing segments of data with a short name that simultaneously summarizes and accounts for each piece of data” (p. 111). Coding is the first analytical step, which assists moving from labels to higher levels of abstraction (Charmaz & Belgrave, 2012). Furthermore, it is the link between the data, and the emergent findings and interpretation of the data (Charmaz, 2014). Bryan and Charmaz (2010) pointed out that the terms “code”, “category” and “concept” are used as a synonym by some writers. For this study, the term code is used to present the initial level of coding, and theme which incorporates number of relevant codes.

Prior to the intensive data analysis, each interview was transcribed verbatim by the researcher within two days of the completed interviews because, as I indicated earlier, in grounded theory data collection and analysis has to be done simultaneously. The Arabic transcription was then translated into English by the researcher, and reviewed by a second person with solid expertise in both languages (see Appendix L).

To further ensure the accuracy of the transcription and translation, besides having it reviewed by a second person, I listened to the recordings several times and compared them with the final translated transcript. To ensure confidentiality, any identifying information was

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removed; the participants were identified by randomly assigned initials. Having a transcript of the interview allowed immersion in the data, and facilitated the constant comparison of the data, as will be explained later in this chapter.

After translation and review of all the transcriptions, the data was imported into a software data analysis program, NVivo. The decision to use data analysis software assisted the researcher with managing and organizing the data. Using computer software also assisted in storing the data, locating text associated with particular codes, making comparisons among code labels, and writing and storing memos (Creswell, 2013). The use of software usually promotes the credibility of the work because it reduces the inevitable human errors inherent in manual analysis (Welsh, 2002). NVivo software has been used widely in qualitative research. It has many features that assist researchers to organize, sort, find trends in their data, and it has the feature of using multiple languages (Creswell, 2013; Welsh, 2002). It also has a memoing tool, which facilitates the process of drawing theory from the data (Welsh, 2002). Importing data from any application such as Microsoft Word to this software is supported by NVivo software. The program was helpful in organizing, sorting, saving data, and locating it; however, the actual analysis was performed by the researcher.

The researcher's journal/memo reinforced the analysis of the interview transcripts. It served as a way to document any thought as the study progressed. The initial data analysis, along with the memo, assisted the researcher to observe more details and to determine which participants should be asked follow-up questions.

In this initial phase of coding, the data was examined closely, and each line—or segment—was given a name. In this step, the transcripts were re-read several times to ensure consistent data labeling practices. This approach keeps the researcher open to any possible

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theoretical direction, foster a deeper understanding, and allows the researcher to see areas in which more data is needed (Charmaz, 2014). Charmaz advocates Glaser's view (1978) of coding with gerunds, a noun made from a verb by adding 'ing', which allows the researcher to interact with the data; hence, this form of coding was used. The code labels were given to incidents, actions, behaviors, and to the entire data they might be indicators of significant information. Some of the segments were given more than one code.

After all the data was coded, the next stage of coding, which is the focused coding phase, was used. In this phase, the most significant categories, and any related ones, were selected and placed under central themes. This step does not mean ignoring some of the data, rather it helps to focus on the information relevant to the study, and organize related codes under themes to facilitate analysis. The constant comparative approach proposed by Glaser and Strauss (1967) was also used in this phase. The approach means comparing different participants' perspectives, data to data, categories to data, and categories to categories. It was employed to compare data to data, data to codes, and codes to data. This approach assisted in identifying similarities, differences, and patterns in the data, and in identifying the main themes. In addition, throughout the coding and categorizing process, memo was also used to assist placing the codes in tentative conceptual categories.

In the process of data analysis, the participants' perspectives do not always flow into neat common themes; some of their views might contradict, challenge, or be an outlier perspective. As McPherson & Thorne (2006) state: "Outliers are considered to be data points that are at odds with the majority of the data" (p. 2). Mile and Huberman (1994) used different expressions for this, one of which is "unusual events." Qualitative research suggests that the outlier perspective should not be ignored or discarded, and it serves to provoke the researcher to ask questions to

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investigate the reasons behind the oddness (Lincoln & Guba, 1985). McPherson and Thorne, in their 2006 article "Exploiting Exception to Enhance Interpretive Qualitative Health Research", argued that this view has to be given thoughtful attention, as it could deepen the researcher's understanding of the phenomenon under study, acquire greater details, and enhance the credibility of the findings. They consider it "a device that enables us to dig deeper into our data sets, to ponder alternative angles of interpretation, and to account more elegantly for the very real challenge that human diversity entails" (p. 10). They emphasized that researchers should not ignore the deviant views. Accordingly, the outlier views were not ignored, and are included in the analysis and discussion chapters of this study.

After completing the coding and categorizing phase, I moved to the interpretation stage. In this process, I kept revisiting the research purpose and questions to ensure that the analysis was relevant. The process of data analysis was completed within the timeline planned.

Ethical Considerations

In the early literature of grounded theory there is not much discussion about ethical considerations, unlike today when ethical considerations have been receiving greater attention.

To carry out the study, and facilitate the process of data collection, I arranged to obtain two ethical approvals, one from the University of Alberta and the other from the research site, King Abdulaziz University (see Appendix J. & Appendix K). The purpose of the study was explained to the participants orally and in a written information sheet with the researcher's contact information to allow the participants to obtain further information if needed. A consent form was obtained from each participant prior to the data collection process (see Appendix B & Appendix F), in addition to their verbal consent before commencing the interview, which was recorded. The participants were informed that they could withdraw at any time without

prejudice.

The respondents' confidentiality was assured throughout the study. To ensure confidentiality, interviews were conducted in private at the convenience of each participant, and the audio recording was transcribed by the researcher. Each participant was identified by a code to ensure their confidentiality. In addition, throughout the study the data was saved securely in the researcher's personal computer with a password to maintain data security.

This study did not pose any serious ethical problems. The only concern was asking faculty members about the effective practices for department chairs. Direct questions could have placed them in the position of those appearing to be asked to evaluate their current chair. However, the use of the vignette technique in the interview eliminated this concern when they responded to a situation of an imaginary person.

Establishing the Study's Quality

There are a number of factors that promote quality in conducting qualitative research. Birks and Mills (2011) suggested three factors that influence quality in grounded theory studies: the researcher's expertise in conducting research, acknowledging of the researcher's personal philosophy that is relevant to the research, and planning precise procedures for undertaking the study. For the first factor, I have taken three courses in qualitative methodology throughout my graduate studies. I have also taken a series of workshops in thesis writing strategies. Further, I took a training course for using NVivo software. I fulfilled the second and third factor by explaining my philosophical assumption that underpinned the study, as well as the detailed research plan in this chapter.

Charmaz (2006) identified four criteria for evaluating grounded theory from a constructivist paradigm: credibility, originality, usefulness, and resonance. As the combination of

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originality and credibility increases, the usefulness and the research quality also increase (Charmaz, 2006). Research credibility is a significant criterion in qualitative research and is sometimes called research trustworthiness (Guba & Lincoln, 1994). To ensure credibility, Charmaz (2014) believes that the richness of the data, their sufficiency, and relevance to support the researcher's argument and analysis establish the quality and credibility of the research. Consequently, to ensure the sufficiency of the data, I maintained a close relationship with the participants, which Guba and Lincoln (1994) called "a prolonged engagement", and involved acquiring additional data when needed. I was able to ask the participants follow up questions. To further increase trustworthiness, the process of conducting the study was explained thoroughly in this chapter to facilitate evaluating the quality of the study. Since the interviews were conducted in Arabic, all the interview transcripts were translated into English and reviewed by another person who is skilled in both English and Arabic to reduce the possibility of distortion and bias, and increase transparency. As a final step to ensure the accuracy of the English transcript, it was reviewed by comparing the transcript with the original recorded Arabic interview, and by giving every participant a synthesis of the interview to confirm the accuracy of their input.

Bias in qualitative research is inevitable. However, Glaser and Strauss (1967) pointed out that the effect of bias can be reduced by proper use of the constant comparative approach. The comparative method assists the researcher to compare data to data systematically from an early stage, and to compare data with the categories that emerge and show relationships between categories and concepts (Charmaz, 2014). As another strategy to overcome biases that might influence the process of interpretation, I used the member check process (Merriam, 2002) by checking my interpretation with each of the participants. In the latter stages of the study, I returned to the literature to compare the findings from this study with those identified in the

literature.

Summary

In this chapter, I introduced the reader to the methodology employed to conduct the study. I commenced the presentation with the philosophical stance, the constructivist paradigm that grounds the study. I highlighted the constructivist grounded theory proposed by Charmaz as a technique for the study, which is informed by the researcher's philosophical assumptions. The criteria for participant inclusion were also addressed. The process of data collection and analysis was discussed. As ethical considerations and ways of establishing research quality have been given substantial consideration in qualitative research, a number of approaches which were used in the study were presented to address these two considerations. In the next chapter, I present the experiences and views of the participants regarding departmental leadership. Through the application of the methods explained in this chapter many themes emerged from the data. These are discussed in detail in Chapter 5.

CHAPTER FOUR: INTERVIEWEES' EXPERIENCES AND PERSPECTIVES ON DEPARTMENTAL LEADERSHIP

The purpose of this study was to identify effective leadership characteristics, behaviors and practices of department chairs in female departments of education at universities in Saudi Arabia. Three groups were interviewed: five former department chairs, four current department chairs and four faculty members. The interviews were designed to answer the original research questions.

In the previous chapter, the research methods used in conducting the study were discussed. This chapter presents the participants' views. To ensure confidentiality the initials of each interviewee have been changed. All the interviewees were women, and the researcher removed any other identifying information. The purpose of this presentation is to give readers an understanding of the participants' viewpoints and perspectives before embarking on the analysis presented in the next chapter.

This chapter first introduces the individual views of both the former and current department chairs, followed by the perspectives of other faculty members.

Perspectives of Department Chairs

Participant EP. EP is a former department chair, having held the position for six years. She chaired a large department in the faculty of education. EP is widely recognized for her effective leadership; her name was mentioned in most of the lists of effective chairs which I requested. She was excited to share her experience and knowledge. When initially selected to be a chair, she pointed out that she adamantly refused the assignment, as she did not set out with the goal of becoming a chair. However, she said that she was persuaded by others to accept the position because they told her that they felt that she had the personality and qualities that

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qualified her for the position saying, “You are a successful administrator; you are a successful leader.” Therefore, after she thought deeply, and believing in her leadership abilities, she accepted the position “as a way to benefit others” and to “learn from the new leadership experience.” She acknowledged her lack of preparation for leadership, yet said that the trust and encouragement of others have nurtured her since she was a child. Nevertheless, she asserted that department chairs must know the rules and regulations of their organization, saying that “if they are aware of the rules and regulations they will be on the right track.” She pointed out that she is not keen on the title department chair for her position; instead she prefers department supervisor because in her opinion "chair" implies domination.

EP pointed out that her background and life experience have assisted her as a leader. She explained, “I have fulfilled different administrative tasks.” She indicated that she has led different committees and units throughout her work in the university. She pointed out that since she was young, her parents gave her leadership opportunities which developed her personality. In addition to various leadership roles throughout her school years, she indicated that her preparation for the position was really “personal effort” with no official preparation. For instance, she mentioned that she has attended various courses and workshops, but this was because she chose to attend them. In addition, she pointed out to her continuous reading in leadership.

At the beginning of the interview EP shared her perception of leadership in general. Leadership for her, as she pointed out, is “having an effective impact on individuals.” She repeated this sentence twice for emphasis. In a follow-up interview, EP explained “the effective impact on the individual” would be any positive impact that motivates or assists the individual to

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accomplish the goal. As she continued to talk about leadership, she summed up her perception of effective leadership as “achieving goals together.”

EP believes that the most important qualities of effective leaders are “to be confident, organized, and positive.” When she talked about the personal characteristics that contribute to her being seen as an effective leader, she said, “The characteristic that people mention whenever they mention my name is being organized.” She emphasized that whenever a leader is organized, they can accomplish their goals on time. She mentioned as an example of her being organized, whenever she comes to a meeting, she comes organized with her agenda and all of the needed papers.

EP believes strongly in the importance of leading by example. In her view, this is a way of developing and motivating team members. She commented, “If I practice the work behavior [appropriately], and the others see me doing it, they will be willing to do it themselves.” She emphasized that leading by example is an approach that promotes her effectiveness as a chair; “Continuous support for the members and leading by example: These two points are crucial in promoting your effectiveness as a leader.” For instance, to nurture a culture of punctuality, EP mentioned how she used to arrive early for meetings and classes. “In this way, my faculty members will learn this from me and respect everyone's time.” She added, “Usually at the beginning, faculty members observe the chair. If they notice the chair is careless in terms of time management, they start to act the same way.”

In contrast, she believes that the least effective approach a chair might adopt is to ignore one or two department members. This could be seen by the entire faculty as being unfair. She pointed out that lack of fairness affects the team deeply. Hence, she emphasized that chairs have to be perceived as fair as possible especially in the areas of workload distribution and faculty

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evaluations. She pointed out that she sees workload distribution as one of the most contentious issues among the department members. She explained that one technique she used to be fair in assigning tasks was to provide blank schedules with a choice of hours for each level of faculty, and then asking the faculty members to pick their preferred schedule.

EP emphasized that she saw fairness as a significant value guiding her decisions and behaviors. She stressed in a louder voice, "fairness is very important." She recalled that at the end of her assignment as chair one of her faculty members stood up saying, "You are a fair person; that's why the entire department worked well with you." She cited one example of how she used to be fair with her members. Because faculty evaluation is a sensitive issue, EP asked department members to evaluate themselves honestly, and promised to consider their self-evaluation. Although this was surprising to the faculty, EP found that their self-evaluations were remarkably close to her own evaluations. In her own words, "By doing this, I nurtured the sense of trust between us."

EP pointed out that while conflict in departments is inevitable, the manner in which the leader responds to the conflict is crucial. EP said that for her, listening is a key to conflict resolution. In her own words, "I listen, and then I give others the chance to listen to my thoughts until we reach the right decision." She did not recall a particular example, yet she pointed out that many conflicts occurred during her time, and the listening strategy was a key for resolving them.

EP indicated that she approached decisions in the department by using persuasion and discussion. She said, "I try and persuade, I try and persuade" in order to prevent conflict and arrive at collegial decisions. She stated that she felt that through listening to each other, the group collectively arrives at the right decision.

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She made a point of emphasizing the fact that she constantly stressed the department's vision and mission statement through direct meetings, and distributing materials. "Usually at a departmental meeting, we start by repeating the university's objectives." In this way, she pointed out, the members in the department work according to the objectives of the university, and the department itself. She used to tell her members, "When we follow the university's objectives, we not only achieve the university goals, but our own goals as well."

EP noted that department supervisors encounter many challenges. The biggest challenges which she identified were how to deal with faculty members who do not want to work, and how to deal with students' complaints. She pointed out that she "never gives up" with faculty members who are unenthusiastic about their work. "I try once, twice and again, using different strategies. Those who used to work one percent then worked 30 percent, which for me is a good leap."

EP indicated that students' complaints are varied, including complaints about a professor who may not teach or treat them well. Giving advice or constructive criticism to older faculty members can be delicate, yet she indicated that by tactfully engaging in respectful dialogue, this challenge can be overcome. She stressed that "I prefer to have the faculty members collaborate to solve departmental issues; I rarely used the authority of my position." She explained this point that she preferred to keep the department issues and problems within the department and tried to resolve them within the department without escalating the problems to the upper authorities.

The university's rules and regulations can sometimes be a challenge for department chairs, because they can be vague and ambiguous. She articulated, "It's like you're carving into rock to figure out things for the department." Therefore, "during my time, I used to remind my members that the university regulations are in my office, and it is your right to see them and be

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aware of them.”

Speaking of the multiple responsibilities of department supervisor, EP said, “it was at the expense of my health”; “it is exhausting work”; “I used to have arguments with my husband” due to the stress caused by the work; “I used to work from 8 a.m. to 4 p.m., although I was supposed to finish at 2 p.m.”; “I felt as if I’d been thrown into the sea and had to figure out how to swim.” As a solution, she explained, “My rule of thumb is always that we shouldn’t be sidetracked by the administrative tasks,” as she waggled her hand like a fish, “we shouldn’t forget our real work, which is teaching. So, we should strike a balance in this regard.”

EP's advice to promote the effectiveness of a new chair is to “create harmony between the members, engage all of them, and create a good relationship.” “Whenever the chairs know each member of the staff, they know how to get the best out of them.” EP also advises chairs to be close to administrative tasks in order to increase their experience. She described how she prepared a CD documenting rules, regulations, strategies and samples of form letters to be given to a new chair. She was annoyed that incoming chairs ignored her efforts, although as she said, “I handed them my experience on a silver platter.”

Participant FK. FK was a department chair for six years. Throughout the interview, she emphasized strongly that department chairs should not feel or think that they are in a position of power or domination because she believes, whenever they have this feeling, their leadership will inevitably deteriorate. She said, “If they believe that they have the upper hand, or they are the bossy leader, their leadership will collapse.”

FK believes that “when you are appointed for a position and you accept it, you have to try to be of benefit to others and make a difference there,” while thinking also of implementing constructive changes and avoiding mistakes in the short or long term. She pointed out that she

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did not obtain formal preparation for the position, rather her personal efforts assisted her in acquiring the experience. For instance, she said “My experience was built by observing others who preceded me.” She indicated that at the beginning of her appointment, she used to observe the approaches of chairs from other advanced countries and emulate their strategies. After that her experience enlarged through her work. Lately after moving into upper administration, she has been interacting with many department chairs, and this has also enriched her experience.

FK believes that leadership is a way of organizing work by managing the workplace and the individual staff members. In her view, effective leadership is defined by two criteria: the impact it has, and the interaction between individuals. She believes that whenever positive effects and cooperative interaction between the members occur, there is an effective leadership. She articulated this in her own words saying, “If the members interact positively with each other without complaining, you could say that there is effective leadership.” She added that “it is not necessary to achieve 100 percent to say that there is effective leadership; achieving 85 or 80 or even 70 percent is a success.”

In her point of view, there are two principles for effective department chairs. The first one is believing that they are facilitators only, not a boss. Second, a sense of supportive understanding has to be present in the workplace as she articulated, “it is essential that faculty know they are supported and understood, so they can do their work with passion.” She identified the personal qualities that promoted her effectiveness as a chair as her sense of commitment and awareness of her responsibilities. She experienced this in terms of ethics and her faith, telling herself that “God selected you for this responsibility, so you need to have commitment and realize the responsibilities, and treat others fairly without prioritizing self-interest.” She explained that a chair should not put their own self-interest above the general interest of the

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department simply because they are in a position of authority. She supported her argument with Prophet Muhammad's saying, "All of you are shepherds and each of you is responsible for his flock," noting that the Prophet said to be responsible, and not dominate.

FK indicated that in working with her team she used an objective approach. First, she studied the significance of the given tasks, and then divided the tasks fairly based on faculty members' abilities. Lastly, she followed up on the assigned tasks; "Follow-up is very important because afterward it will facilitate the assessment process. She explained this by saying that when chairs follow up with the tasks that were assigned to each member, they can have a clear picture about the members, and can evaluate them without difficulty. Furthermore, she used delegation as a team development strategy. In her own words,

I believe that delegating the entire work with trust to others has a positive impact; unlike hesitant delegation. Trust is the key to delegation. Even if the person isn't trustworthy, but with repeating that 'I trust you,' a good result will start to emerge.

FK indicated that in her view the opposite of delegation is centralization. She believes that centralization implies a lack of trust, and this can be a factor that impedes effective leadership. She pointed out that inappropriate centralization can be extremely damaging to an organization, and it can also diminish the motivation of the members. To motivate her team, she encouraged them, and used both tangible and intangible rewards. She also stated that she often used examples of effective people as role models for her staff. In her words, "show them examples of effective people in a way to improve them, not to humiliate them... show them examples as a way to elicit their opinions about how we could improve and change."

FK indicated that as conflict naturally occurs, she always tried to stay objective. She stated that in making decisions, she tried to be as objective as possible and consulted with those

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involved. In addition, she emphasized that she thought thoroughly about the feasibility of the decisions which she was about to make. For her, consultation was an essential value for making decisions: “You have to give everyone a chance to express their views, and consult each other.” Ignoring self-interest and prioritizing the work of the department is one of her rules. FK emphasized that every leader has to be detached from their personal interest to serve the interest of the group. She explained that “I know we cannot achieve that 100 percent, yet we must try as much as we can to work for the interest of the organization.”

She indicated that she explained that change can happen through discussion and dialogue. Some of the approaches that assisted her in making changes are “by looking at other universities, and attending symposia and conferences,” then she discusses with the members how the change can be implemented. In addition, she indicated that if any of her staff members have attended a conference, workshop or other event, she usually invites them to share with others what they learned, and what the department could implement.

She emphasized the importance of the department vision and mission. She believes it is preferable to put thoughts in writing and to use the technique of repetition in conveying the department vision and mission. She supported her claim by saying, “Every now and then we remind them about the vision.” and “Always when something is written, it becomes easier for the brain to remember it.” Furthermore, she pointed out that she always tries to align any work assigned to the members with the department’s visions and goals. She also indicated that direct meeting and emails are her preferred ways to communicate with the staff. However, she believes that direct meetings are more effective because they provide an opportunity to come up with new ideas and discuss them.

FK described one strategy which in her view significantly promoted her effectiveness as

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a leader. This was her practice of dividing tasks on a daily, weekly, monthly, and semester basis, and making the secretaries and other support staff aware of the time frame for these tasks.

“Having a timeline for the tasks is very important.” By creating these plans, she explained that “Even if we encounter any emergency or unexpected situations the leader doesn’t panic because basically their tasks are organized on a daily, weekly, monthly and semester basis.”

When asked what a chair needs to know before occupying the position, she replied, “They need to know that they have to deal with three populations: the students, the higher administration, and the staff. So they have to consider working with these three groups while maintaining a balance.”

FK indicated that, as all chairs do, she encountered numerous challenges. One such challenge was when they were given tasks from above with insufficient time to complete them. She said, “The amount of time isn’t sufficient to achieve the work required.” Another challenge is “When you ask faculty members to do tasks and then they start to make excuses because of their research and other responsibilities.” The third challenge she mentioned was the constant change of the school plan. She also revealed that a chair usually cannot conduct their own research while chairing the department, “Once they become chairs, administrative responsibilities absorb all their time.” One final challenge a department chair may face, is being directed by the university administration to implement changes regardless of their positive or negative impact on the department. She said, “This reduces the freedom of the department.”

Throughout the interview, FK emphasized that the chairs' work is based on serving three major sectors of people: the upper administration, students, and faculty members. If they balance their work to care for the three sectors, and are present in the workplace, they will manage their work effectively.

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At the end of the interview, when asked to give advice to a new chair, she said “If you agree to be the chair, you shouldn’t say I’m the president/the boss of this section because this means domination. You are a supervisor... If they see themselves in a role other than that, and start to consider their own self-interest, their leadership is over.” She also advised setting a plan, and creating a time frame for organizing their tasks from day one. She asserted that chairs need to know who are they dealing with and then divide their tasks and time to serve all these groups. She added that they also need to develop their skills to be compatible with their organization. She explained that after the chairs know what the organization needs from them, they have to develop themselves, and obtain whatever skills are required of them to the organization’s needs. At the end of the interview she quietly confided that, “Many are reluctant to accept the appointment as a chair” because of the difficulties and the challenges that are associated with the position.

Participant EA. She has chaired her department for four years. She believes that effective departmental leadership is an outcome of the team’s support, and the result of collective teamwork. Throughout the interview, she repeated that “the position of the chair is an important position with limited authority.” She mentioned that her experience as a chair made her realize the importance of this role.

In her view, leadership is not related to a particular position, instead whenever there is a group surrounding a person, there is leadership. In other words, whenever a group of people come together, there has to be leadership. She defined leadership in its simplest form as influencing others to accomplish certain goals. By this, she meant anything a leader does to motivate others to accomplish the goal. On the other hand, EA admitted that not every

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department chair is a good leader, because leadership is not inherently related to a position. As she said, “There are many in a leadership position who are not leaders.”

EA indicated that effective leadership should incorporate three principles. The first of these is having a vision and a plan to achieve it, because a leader without a vision and plan will not know where to go. Second, having the ability to persuade the upper administration to be supportive of the leader; the support that a chair receives from the upper administration promotes their effectiveness. Thirdly, having the ability to discuss based on understanding the rules and regulations. She added other qualities for the effective department chairs: good planner, a person with a vision, wise, fair, knows rules and regulations, able to make a decision and convey it, must realize that their position is to serve, not to be served.

She pointed to some personal characteristics that she considers enhanced her effectiveness as a department chair: her awareness of the rules and regulations; her ability to make appropriate decisions; her ability to select effective team members; and being sincere, ambitious, and flexible. She mentioned that all the previous qualities have nurtured and sustained her effectiveness as a leader.

For EA, knowing the rules and regulations is a prerequisite for an effective chair. This essential knowledge enables the chair to make appropriate decisions. When she talked about the ability to select team members, she explained that chairs have to know their members in order to form the right groups to work together in the department.

Supportive team members are a crucial component in leadership. EA pointed to qualities that an effective chair uses to nurture their teams, “Enthusiasm, energy, preciseness, wisdom, persistence, persuasiveness, good planning, supervision and follow-up.” As a few examples of how EA developed her team, she pointed out that she encouraged research, and assisted

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numerous faculty members to acquire scholarships to continue their graduate studies abroad. She mentioned that she developed a blog for the department, and contributed to the process of upgrading colleges into universities. She recalled that this transition period as the college became a university was a difficult time for department chairs. However, she believes that she was a positive force in the transition.

Motivated faculty members are needed for departmental progress. Hence, EA explained some strategies she had used to motivate faculty members, “[I] give them a chance at training opportunities; give them the opportunity to lead committees, especially the juniors; respect the members’ desires and needs.” In addition, she stated that she prioritized reinforcing relationships in the department and was flexible in managing others. EA considers that rigidity in opinion and giving priority to one's own self-interest affect department chairs and their departments negatively. Therefore, throughout the interview, she emphasized many times that chairs have to combine assertiveness with flexibility, and then to be able to balance the two.

EA pointed out that the working environment is susceptible to conflict especially in the process of decision making. She advised referring to the rules and regulations whenever conflict occurs, using consultation and prioritizing general interest over personal interest. These three points were her rules of thumb to resolve conflicts as she mentioned. Even in facilitating the process of decision making, she indicated that she follows rules and regulations as a support for her decision, she consults her members and, above all, she prioritizes the students’ interest.

She stated that, “Fairness and doing no harm to anybody” are the values that guide her decisions. Whenever she wants to implement change in the department, she explained that she presents, explains, discusses, and then convinces others of the required change. She pointed out

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that she encourages external parties who are part of making the change to become involved and help convince others.

EA informed me that she is in constant communication with her faculty members. She asserted that she enjoys being involved with them. For example, she mentioned that she tries to be close to the members and being aware of their issues and needs. In addition, indicated that she likes to work according to a vision which is shared with the group. She also indicated that she conveys the department mission and vision via a variety of approaches: emails, direct communication, posters, brochures, the department's web page, and during seminars.

EA indicated that she looked at being a department chair as an opportunity to apply new ideas, having new experiences, and as a way for career advancement. Her background in the administrative world, as she mentioned, was built via self-effort to attend courses, workshops, and learning from others' experiences. However, she stressed that if they want to lead effectively, department chairs need to know the university's rules, regulations, the department's vision and mission, understand people's different personalities, and have meeting management skills.

The challenges which EA listed were leading peers, satisfying faculty members, resistance to change, and the limited authority of her position. "Leading peers was the most difficult challenge" she stated emphatically. Many problems arose in the department because of this issue. She pointed out that a chair needs to be wise and patient in order to overcome this challenge.

Other challenges that chairs frequently encounter, according to her, are the increase in student numbers, and implementing rules and regulations. She explained the reason for the increase in student numbers, because women today are ambitious to secure jobs and have better

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lives, they try to advance their education. She also indicated her frustrations with the vagueness of the rules and regulations. This vagueness is a source of irritation for the chairs. The chairs, she noted, need to figure out the rules and the right interpretation of said rules themselves. A further source of stress for chairs, she pointed out, is the fact that they have multiple responsibilities. However, she coped with multiple responsibilities by planning and having good time management skills.

Asked for advice for a new chair, EA stressed the importance of being wise, calm, fair, knowing the purpose of leading the department, and working with the department members as one team. She concluded the interview saying, "I have to emphasize, the department chair is an important position, yet with limited authority."

Participant MB. MB has been a chair for two years. She is well organized and active. Before we started, she announced that she would use colloquial language as it is easier for her to express her ideas.

When she was selected by the dean to be a chair, she felt that she did not have sufficient experience to lead an academic department. However, her previous experience in other tasks when she was a lecturer had developed her personality and assisted her when she became a chair. She explained this by saying, "I chaired many committees. So working within a group and being their leader is considered a small leading example for what we are doing now as department chairs." In addition, MB informed me that she felt it was necessary to prepare herself by attending different departmental meetings, workshops and courses. As she stated, "development is done personally."

Her definition for leadership is "The ability to lead a group toward one direction following a common goal and a vision." She stated that when a leader has a vision and goals, and

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works collectively with a group to achieve these goals in a timely manner, effective leadership results. She asserted that effective leadership is all about having vision and goals and executing a plan; and all of these have to be shared from the beginning. Leadership without goals and plans is failure or a work without knowing the right direction. In MB's opinion, another critical element in effective leadership is knowing and understanding people's different personality types, as this will assist the leader in delegating tasks to the to the correct individual. She gave an example, "If I have a person who is a talented writer, I should not tell her to speak in public." Understanding the people they are working with assists leaders in reinforcing the strong aspects of their employees' personalities, and working with them to overcome their weaknesses. She encourages department chairs to get to know their employees well, for example, by inquiring about the progress of their research, and what kind of help they may need.

She emphasized another characteristic of an effective department chair, which is seriousness in moderation. This means seriousness or assertiveness in implementing rules and regulations while still being flexible, because rigid adherence to rules and regulations without flexibility does not make a successful leader.

She attributes her success as a department chair to her ability to understand different personality types, on building good relationships, and being patient--which means giving people chances. She asserted that the relationship between department chairs and their faculty members is significant for an effective and active department. She explained that if the relationship was built on disagreement, or arrogance, it will lead to failure. She was critical of those people in leadership positions who have decent leadership qualities, yet do not know how to create relationships. Consequently, the outcome of their efforts is weakened. On the other hand, when a

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leader has leadership capabilities and the ability to create relationships, group members will be motivated to work with them. Disagreement and arrogance are factors which lead to failure.

MB pointed out that not only is building good relationships important for her, but also developing and motivating the team are crucial. She stated “I notice in my work that constant verbal encouragement increases the effectiveness of both faculty members and support staff.” She also indicated that she encourages her colleagues to attend courses and workshops. She has initiated a departmental seminar each semester in which faculty members present whatever they have learned. By doing this seminar, she believes that the speaker informs the audience with her presentation, and the feedback from the audience is equally valuable for the presenter.

She indicated that she works transparently with her faculty members. For instance, she mentioned that she always makes her faculty members aware about the decisions that come from the upper administration. She also set up a departmental quarterly activities plan in which faculty members meet and create plans for the department’s activities for the students. In this regard she said, “you know students’ activities are very important for them, besides leading these activities promotes faculty’s personality... We had some faculty members who were lacking leadership skills, yet by leading committees they experienced and obtained leadership skills.”

She was critical of those chairs who look down on their faculty members, and those who believe that “I’m a leader, you can’t reach me!”. She stated that these are dangerous attitudes for a leader to have. Furthermore, she believes that these behaviors are signs of weakness in leadership, whereas delegation smooths the way to accomplishing tasks. According to MB, no one can agree with you 100 percent, so if conflict occurs in the department, she tries to present her views, listen to others, discuss the issue, and consider the view that is most beneficial to the work.

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She emphasized that collective decision making helps in the implementation of any necessary changes. She recalled the Chinese proverb, “If you tell me, I may forget, but if I participate, I’ll never forget.” By asking her staff members “What do you think we could do about this issue?” MB can easily arrive at a collective decision. Whenever she wants to make a decision, she consider three values: fairness, firmness, and flexibility; she firmly stressed fairness above all.

In terms of her approach to communicate with her faculty members and conveying the department’s vision and mission, she stated that she usually uses departmental meetings for direct communication, and tends to use social media for daily communication. She explained how, at the beginning of her appointment as chair, she started with a meeting to consult the faculty members about how to fulfill the departmental vision and mission.

MB believed that change is inevitable for making progress, and she described her strategies for implementing change. She indicated that first she thinks deeply, and then she brainstorms and tries to see the big picture. After that, she presents her thoughts, discusses the proposed change with the faculty members, conducts focus group meetings, and finally, once they reach a collective decision regarding the change, they establish a working plan with an agreed upon timeline.

She advised department chairs that in order to be effective, they must know and fully understand their job description. This enables them to know what the department needs from them. They also have to know their responsibilities, and their rights, in order to properly realize the nature of their work. Chairs cannot work effectively unless they know the vision, goals, and the mission of their organization. She also stated that if a potential chair does not know any of these principles, she must refuse the position as she is not the right candidate to occupy the

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position. A successful leader, in her view, does not only lead the department successfully; above that, they have to think about how they can make changes during their tenure, and leave a positive impact.

MB pointed out that she has encountered many challenges. One of her biggest challenges is the generation gap between her and the department members. Another challenge is when she is asked to perform a task which is impossible, or cannot be accomplished in the time allotted. She mentioned, as an example, “sometimes I receive a task today to be done by tomorrow, although it cannot possibly be accomplished in the time available.” Personal conflict between members of the department is another challenge that chairs frequently encounter, according to MB. As she stated, “The challenge is how a chair can manage the department and delegate tasks appropriately while dealing with interpersonal conflicts among team members.” Managing the chair's multiple responsibilities is another challenge which MB identified. She said that she copes with this challenge by being organized and using time management techniques. MB was annoyed that department chairs' perspectives are not always taken into consideration in the University Council, whereas the university Council's perspective is considered in the Department Council. As the women's sections operate under the umbrella of men, the men's sections tend to dominate the University Council, meaning that women's opinions are mostly ignored. Also, the intervention of men reduces women's freedom to make decisions.

At the end of the interview, MB advised a new chair to be patient, learn the required leadership skills, not to be afraid to ask questions, and have frequent meetings with experienced former department chairs. She was critical of leaders who think that asking questions is a sign of weakness, or who are too embarrassed to ask. A new chair is not expected to know everything; therefore, asking questions is not wrong. A leader has to be patient because leadership without

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patience is failure. “Making balance and holding the stick from the middle is important for the chair,” she concluded.

Participant FG. FG is a former department chair, who held the position for three years. Throughout the interview she stressed the importance of leading by example because she believes this is an effective approach for making a difference. In her opinion, “Chairs have to walk their talk.” FG showed her passion for leadership in the university via her body language, along with the tone of her voice, the way she expressed her views, and her eyes.

FG indicated that she did not look for the position; instead, she was selected to be a department chair. She pointed out that she brought her whole lifetime of experiences to the position, as “a person is a sum of a variety of experiences.” She outlined her life since childhood, through marriage and motherhood, all of which have nurtured her experience in life as she indicated. She also said that her ability to deal with all of the challenges in her life added to her experience. Furthermore, she stated that her travel to the United States enabled her to understand people's different personalities, and how to communicate with them. She elaborated that “different experiences create a person and make them able to lead their life, and offer help and support to others.” In addition, she pointed out that she has exerted personal effort to improve herself, such as reading intensely in the field of leadership theories and practices, and attending workshops. For instance, she pointed out that she likes to read in leadership, human behaviors and also about the experience of well-known successful leaders.

In her view, knowledge alone is not sufficient to prepare one for the department chair position. Instead, knowledge and practice are what make a department chair. In her own words, “Practice makes perfect. As much as you practice, you gain experience and you see the big picture of what you are doing.” She urged department chairs to read widely and deeply about

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leadership, and to understand the different theories of leadership. She pointed out how she developed herself by reading intensely on human behavior and leadership.

Leadership for FG is the ability to make a difference in the working environment, and the ability to influence others. In a follow-up interview she explained that for her, influencing others means having an effect on them to accomplish a goal. She explained that “if you can’t bring people together and work as a team, there is no way to improve the workplace.” To motivate her members, FG stated that she made them feel that they were valuable in the workplace, and that they were the source of change. When she mentioned her departmental achievements she said, “I don’t regard this as my personal achievement; instead, I was blessed by the teams with whom I worked. I was able to motivate them, make them feel that they are valuable and emphasize that ‘You are the source of change, not me.’”

According to FG, the qualities of an effective department chair are having a strong personality, and the ability to cope with, and solve, whatever problems arise in the department. She defined a strong personality as one which other people respect and are willing to work with. FG also stressed the significance of promoting a sense of belonging because of its impact on the workers’ performance. She believes that if people do not feel they belong, they will not invest their wholehearted efforts, and the chair’s leadership will be a failure. As she observed, “working in the department "is not a one-man show; it’s a team effort."

FG attributes her effectiveness as a chair to being patient, and making efforts to increase the satisfaction of her staff. She said, “I like them to be satisfied with their work.” She admitted that she was not always able to bring this about 100 percent, but she tried to make them as satisfied as possible. One example of this is by checking on their condition. She explained that she considers their issues and concerns, and tries to help by alleviating their concerns. In

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addition, she stressed that treating people properly is essential for the effective chair. She treats people fairly without looking down on any of them because as she said, “All of us are driving one vehicle.”

FG pointed out that the team members are a critical pillar of leadership; therefore, she indicated that she used to be concerned about how she could develop her team. She valued what they did, and promoted the sense that this was everyone’s achievement, and not just hers. She believes that complimenting people has a positive impact on them. She explained that by saying, “Appreciation is like fuel for people” and “since I received a compliment, I have to exert extra effort.” She admitted that leaders are often so busy that they neglect to show appreciation. As a result of her respectful treatment of people, her faculty members were upset when FG’s term as chair was over.

She explained her strategy of persistence, and never giving up, as a way to improve her department. For instance, whenever she asked things from the upper administration, she kept following up until she got what she needed. She was critical of the habit (which she claimed many academics have) of sending requests to the upper administration without following up. FG also said that her strong faith and belief in God are what assisted her, and kept her strong as a department chair regardless of what she encountered, because her rewards come from God, and not from people. She pointed out that when she first took over the position, she demanded many things from the upper administration to improve her department so that they could have the same facilities as the male students' section. She described the differences that she accomplished as, “I made a difference in the place, although not to the level of my ambition.”

Further, though conflicts may occur any time in an academic department, she developed strategies to deal with them. She always aimed to reach agreement by convincing, and satisfying,

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the staff without compromising the work of the department. In her department, it was all about balance. She would try to balance the members' needs with the requirements of departmental work. She did not have an issue with her members, as they were juniors and she was a senior; therefore, they listened to her. FG believes that working with passion, and with a sense of commitment, is what makes a difference. However, she emphasized that if a chair is committed to the department, yet does not show her passion, she cannot make difference.

The fundamental value that guides her decisions first and foremost, as she explained is "satisfying God." Sincerity and serving others' needs are also values that guide her decision-making. She said, "I try not to delay people's requests by signing whatever paper they need, and following up on their needs." She noted that she used to spend a long time in the department, although this was not a requirement of the position.

FG believes in leading by example. For instance, when she talked about her strategies for conveying the department's vision and mission, she said "I walk the talk," and supported her claim with a poem which says "Don't say one thing and do the opposite." Therefore, she indicated that when faculty members observe her behaviors, they will act like her. Furthermore, FG said that whenever she wants to make a change, she always starts with herself. She explained that when you start to make the change in yourself first, this will inspire others to follow your example and act the same way. She believes that change is an opportunity for improvement because it breaks the routine and presents new opportunities. As she stated, "Change doesn't mean that you are wrong and we need to fix you."

With regards to her approach of communication with the staff, she pointed to the difficulty of constant direct meetings. As faculty members are usually not free to attend

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meetings, her practice was to communicate with staff using technology by sending emails or using other media.

In spite of FG's opening comment that she had not faced that many challenges, she mentioned a number that she did face. The challenges that she encountered were, as she said, "beyond the university's control." For instance, her greatest challenge was when they needed to work with external companies. "As we are women, it is hard to follow up men's work." In addition, the cultural requirements limit women's mobility and interactions with men. Hence, they needed to work through a third party, who was usually from the male section, to follow up, and the third party was not always the best to deal with. She complained about being blamed for work delays which were "out of my circle of influence."

Another challenge she identified, because of the gender segregation at the university, was at times the male section suggested things which were not compatible with the view of the female section, "Yet we have to take it!" When she was asked for an example, she mentioned that whenever a male suggests a workshop for both sections, the workshop may not be beneficial for women because of their limited entry to the jobs that such workshops address. She commented that the difference in the viewpoints between the two sections is a routine phenomenon, yet the differences can sometimes lead to improvements. FG also mentioned that constant changes in rules and regulations, and the lack of clarity in the regulations, created a challenge for her. Among the other challenges she faced, were bureaucratic delays in communicating the new rules.

With regard to her strategies for managing departmental responsibilities, FG emphasized that her faith and belief in God are what assisted her. She stressed that since she is a Muslim, she has to serve, and the rewards have to be sought from God.

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At the end of the interview, her advice for department chairs is to “Just lead by example,” and to remember that leading a department is “all about teamwork.”

Participant DQ. DQ is a current department chair. She was excited to talk about her experiences. During the interview, she stressed the importance of patience in departmental leadership.

DQ pointed out that she accepted the position of chair out of a desire to affect change in the department, improve her colleagues, and raise the name of the department which will be reflected in the overall development of the university. In her view, the department of education is the heart of the university; as it is the largest department in the university, if it develops then the entire university will develop accordingly. She mentioned that her experience has been accumulated from working in a variety of leadership positions. In each position she has occupied, she encountered different personality types and different kinds of problems.

She stated that leadership means accomplishing work through inspiring others to achieve the goals. She indicated that whenever you are able to motivate others to fulfill the assigned work and accomplish the goals of the department, that means you are a leader. However, she also warned that if you think that leadership is an opportunity to achieve your personal interests, then you are guaranteed to fail.

DQ summed up effective leadership in the following words: “A strong desire to serve others, accomplishing the work, and the ability to delegate effectively.” She stressed in a louder voice the ability to delegate, commenting that delegation is not always effective. Delegation without following up is not true delegation; rather delegation with follow-up makes successful leadership. By follow-up, DQ means ensuring that the delegated task is completed. She was critical of leaders who delegate wholesale without following up, and those who sign official

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documents without even reading them. She gave examples for following up, such as asking, "Did you send the report?" and "What happened to the last report we have sent?"

She pointed to some qualities that define effective department chairs. Being patient is the most important quality they need to have; she developed patience through practice, as she did not have it earlier in her career. DQ believed that department chairs have to be patient, thinking thoroughly and carefully before taking any decision. She stressed this quality, and commented that it is a significant help in her position. She added that sometimes she encounters an amazingly creative leader, yet they unfortunately lack patience, which affects their leadership negatively. DQ defined patience as "Thinking thoroughly, waiting, thinking and reflecting." Patience also includes not judging people immediately for unpleasant behaviors such as being late, et cetera. She stressed that chairs have to wait until they understand the reasons behind the behavior.

Another quality is looking for people's good qualities, and giving them the benefit of the doubt. This means not judging others' behavior before acquiring the big picture. As an example she mentioned an incident that occurred in the department when two members were in conflict with each other. They had similar educational credentials, and held the same academic rank. After DQ brought them together, she said, "I tried to be patient, I listened to them and calmed them down." Thus the conflict was eventually resolved.

On a personal level, she cites some qualities which contribute to her effectiveness as a chair. Her love for giving is the main quality. She said that the university has given us a lot, and it deserves to be served by us. In addition, she explained that whenever we give and serve, we serve ourselves and we feel content. She explained, "In our religion we know that if God loves a person, He inspires them to serve others, so I keep this principle in mind when I work." She

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indicated that she feels herself as a positive person and feels happy wherever she serves.

She stressed that if a department chair wants to be effective, they have to know precisely what their responsibilities are, and what they have to achieve. With knowledge of their responsibilities and goals, they can work in the right direction. Also, chairs need to know the people they deal with, and to whom they need to refer if any issues emerge. When they know the people that they work with, they can assign tasks appropriately. She added that they need to know the challenges and problems that previous chairs have encountered and how they dealt with them, and if they did not solve the problem, the new chair has to know why.

According to DQ, constant encouragement for the team members has a significant impact on their development. It is important to not only encourage faculty members but also to show them they are appreciated. Delegating tasks to others, and showing them you trust them to do their tasks is also important for team development. She explained how recognition and appreciation assist others to serve enthusiastically. On the other hand, she pointed out that by ignoring faculty members' achievements, this leads to frustration and decreased motivation.

To promote her effectiveness as a chair, DQ mentioned that she always looks for creative solutions. For instance, she said that she tries to import new ideas from international universities, and apply them in the department. As an example, she was proud of having created a variety of forms to streamline the department's work. So whenever they need to send official letters, they do not waste time writing them all over again.

DQ pointed out that whenever she wants to make a major decision, she tries to consult her faculty members. As she said, "I really like consultation." She prefers to come up with many options before making the final decision, which includes thinking deeply about the advantages and disadvantages of each option, and then choosing the option which has most advantages.

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Further, when she makes a decision, she likes to justify it with the university or departmental council regulations. She emphasized, “I don’t make a decision without justifications.” Three values typically guide her decisions. The first is achieving as much as possible at the lowest cost, with the least amount of time and effort. The second is to benefit the largest number. The last value is doing no harm to anybody.

Whenever she wants to make change in the department, DQ indicated that she explains the justification for the change, along with using convincing strategies. She explained that changes are either for improvement or to avoid harm. She noted that without justification, imposing new ways of working on the employees is not acceptable.

Although DQ was critical of the use of bureaucratic approaches that waste time and delay the work, she indicated that she used some bureaucratic approaches in order to keep track of the work, and ensure that the staff works are documented. She explained that if you did not keep track of the work using traditional approaches, such as writing memos and keeping documentation in files, your work might be ignored, or the staff works might be neglected.

As DQ indicated that she likes to be close to her members, she communicates with her faculty members mostly via WhatsApp, a messaging application, for unofficial day to day communication. She also uses email for more official communications, because it records the date and time. She conveys the vision and the mission of her department by acting according to it, and has incorporated them as the signature for the departmental email, so anyone can find and read them.

When we discussing the challenges that department chairs encounter, DQ sighed and said, “Actually, I have faced lots of challenges,” because she had chaired a department while the organization was transitioning from a college to university status. She explained that the

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transition time required implementing new work strategies, which entailed convincing faculty members to accept the changes. Another big challenge that most chairs face, according to DQ, is the use of advanced technology. She explained, “We grew up working on paper and all of a sudden technology has been evolving and we have been asked to be skilled in using technology. So, using technology is a big challenge.” She also mentioned the challenge of interpreting unclear rules and regulations. For instance, chairs need to search diligently to figure out what authority they have, and to find the applicable regulations, as these are not made clear.

However, regardless of the challenges that she faced, DQ acknowledged her ability to say yes, I can take the responsibility and do it myself. She also believes that the department has to cooperate with the chair in terms of organizing their teaching schedules and administration hours, so they can work effectively to fulfill their multiple responsibilities. In addition, she cautioned that chairs should not be preoccupied with department work on the weekend, so they can recharge their batteries, and have sufficient energy for the following week.

Her advice for new chairs is that they need to be patient, and think thoroughly and carefully before making final decisions. They need to also think about other options for any decision, and to deliberate on the advantages and disadvantages of whatever decision they make. She articulated this by saying, “You know a department has students, staff, and faculty members, so you need to be able to justify whatever decision you make.”

Another important advice she gave to new chairs is to keep a journal in which they write --from day one of working as a chair--what they have done, what needs to be done, and so forth. A new chair could read it and benefit from this previous experience.

Participant NA. NA is another former department chair. At the beginning of the interview, NA appeared somewhat uncomfortable and seemed cautious about the questions that

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might be asked. After the researcher introduced the research purpose and the subject of the questions, she became more relaxed and talked openly.

NA has worked closely with department chairs for many years. Therefore, her understanding of departmental leadership has emerged from her experience as a chair and because of her continuing work with chairs. NA acknowledged that she did not have prior formal preparation for the position; instead, she gained her experience directly from working in the field.

NA mentioned that she would do everything she could to assist her as an academic leader, including attending courses and workshops, and being eager to learn from any situation she encountered. She explained that readings in management and leadership reinforced her knowledge and performance as a leader. She expressed appreciation for the university's developmental courses which also benefited her.

She began by emphasizing the significance of departmental leadership and its value for leadership in higher education. She reiterated this point throughout the interview. The actions, and decisions, that chairs take, whether related "to educational matters, educational planning, curriculum development or creating new programs" affect the university as a whole. She said "For me, I consider it as a milestone...Whenever department chairs are effective, automatically their department will be effective and the university accordingly."

Leadership for NA is about motivating others to achieve as much as they can, based on cooperative and participatory work. She added that leadership is influencing and being influenced. Influencing others means encouraging them to achieve the required goals; and being influenced means being sensitive and aware of others' needs. Effective leadership has other pillars, according to NA. Effective leaders have a competent knowledge of leadership, and

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management. They are able to understand people's diverse personalities besides having the desire for improvement, and a willingness to engage with people. She added that effective leaders enjoy working with their faculty members closely, and involving them in the life of the department.

NA pointed to some qualities that characterize effective department chairs. First and foremost, their personalities/behaviors are crucial in allowing others to accept their leadership. She explained that if leaders' behaviors are unacceptable to their members, they will be unable to work effectively together. Ideally, she said the leader should be part of the group, and not the dominant leader. Also, she explained that whenever chairs show faculty members that they are the dominant person, their faculty members automatically start to become alienated. Secondly, she asserted that a new chair who brings knowledge of leadership, competent management, and problem solving skills to the job saves time by being able to hit the ground running, unlike those who need to acquire essential knowledge and skills after being appointed as chair. Understanding people, listening to them, being patient with them, and respecting them are also qualities that define effective chairs. She emphasized that these characteristics motivate people to respect their leaders, and work willingly with them.

NA attributed her effectiveness as a chair to having good self-control. She commented that people have often complimented her on this. "I don't let my emotions guide me. If someone comes to my office angry, I don't get affected by this temporary feeling," she explained. She expressed her gratitude to God for blessing her with this quality, which in her view is essential for any leader.

NA pointed to her belief in the value of the effective team members in the process of leadership. She believes that using leadership strategies of setting goals and properly assigning tasks assists the team members. "Developing staff members is a crucial investment for

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organizations,” she said, raising her voice for emphasis. She indicated that she used to encourage her team to attend courses and continue their graduate studies. However, though some of them were reluctant to join development courses, claiming that their work was routine, once they had attended these courses they became more motivated in their work, and their self-esteem increased. Therefore, whenever NA wanted her faculty members to attend developmental courses, she would stress the benefit to the employee, rather than to the workplace.

For NA, conflict in the department is a healthy thing for many reasons. She explained that conflict allows her to know her group better, leads to both better decisions and discovering things that were not known before, and can lead to change. Whenever conflicts occurred, she indicated that she tried to listen, discuss and reconcile the differing views. Occasionally she imposed her view for the sake of the work. Having said that, this does not mean she always imposed her decisions; instead, she said that she usually adopted collective decisions via the Department Council, or the University Council. She advised that in higher education, there is no room for individual decisions, especially if the university regulations are to be followed precisely. The interest of the work, and then the worker, are the main principles in making any decision.

When she talked about implementing changes in the department, she stated that in her view gradual change is more effective. However, she acknowledged that some change in education has to be immediate, and not gradual, for the benefit of the students and the society. NA was critical of the lack of clarity and transparency in leading academic departments at a time of change. Although she said that giving clues sometimes is sufficient, by and large transparency is always beneficial in leadership even in times of conflict or change.

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NA pointed out that she prefers direct communication with her members, and she says she is fond of using formal approaches such as the university or the departmental council. She added that when faculty members feel a sense of belonging, they recognize their responsibilities and the departmental vision and mission will reach them automatically.

NA explained some challenges that face department chairs. Leading people is the biggest challenge, unlike managing machines. She explained that people's personalities are different; therefore, different strategies are required to get the best out of them. Today's pursuit of quality assurance is another challenge when chairs are asked to report and implement new work strategies. This puts additional pressure on chairs to convince their faculty members to prepare the necessary reports and submit them on time. Faculty member complaints present a further challenge for department chairs. Faculty want time for their research, whereas the university needs their contributions in committees and other tasks. Hence, as NA articulated, "It is not easy to align the interest of the work with the interest of the individuals." Just as many of the other chairs pointed out in their interviews, NA said that the rules and regulations are difficult to interpret, and understand. There needs to be less vagueness and ambiguity in the regulations.

According to NA, leadership usually comes with burdens, and whenever a leader wants to work effectively, it has to be at the expense of other things. Yet, when the goals are clear, handling the responsibilities becomes easier.

At the end of the interview NA advised new chairs to acquire concrete knowledge about leadership, to be patient, and to always discuss with others before making decisions. In addition, new chairs have to try as much as possible to clearly understand the rules and regulations of their institution.

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Participant TB. TB is a former department chair who served for five years. Throughout her responses, she reiterated the importance of mentoring as an effective approach for department chairs.

TB indicated that she was selected for the position of department chair; she did not seek it, or ask for the position. However, she attributed her appointment to the fact that others saw her as enthusiastic, knowledgeable, and loyal. She expressed her love for the university where she works; hence, she wanted to give the best she could to improve it. She pointed out that there were no courses or programs to prepare her for the position. Although she did not receive any formal preparation for the chair position, she indicated that her experience was derived from working in different administrative positions. She said that her experience studying in a graduate program abroad also sharpened her skills, as she worked in an administrative position at the university and the Saudi Club there. She asserted that this varied leadership experience reinforced and honed her leadership skills.

TB indicated that the effectiveness of a leader can be enhanced if she loves the place where she works. She pointed out that when a leader loves the work, her move to the right direction becomes easier. In order to be an effective leader, as TB explained it, a leader must be focused. In addition, she added five criteria, which in her view enhances the effectiveness of a leader: “Creating the right team, in the right time, delegating the right tasks, setting goals and having a plan for achieving the target.” In elaborating on these criteria, TB explained that whenever a new task emerges in the department, an effective chair is able to assemble the right team. She explained that the right team is comprised of those whose qualifications are suitable to fulfill the task, and who are able to work with each other. She added that these leaders choose to delegate suitable tasks to their faculty members. However, she pointed that when effective

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leaders delegate, they do not try to get rid of less desirable tasks by telling others to do them. These leaders work according to their vision and goals to head in the right direction.

She explained that some simple organizational skills contribute to the effectiveness of the department chair. When she was asked what she meant by “simple organizational skills,” she explained it is the ability to achieve the work effectively and quickly by being organized. She also provided some examples of simple organizational skills, such as knowing who a leader should contact for specific information, and the effective use of scheduling and planning. When she addressed the qualities that identified the effective chair, she mentioned the qualities are “Organization, clear vision and goals, ability to find shortcuts, time respect and time management, setting boundaries between career and personal life ‘Work is work – home is home’ and the ability to summarize and draw conclusions.” When asked about finding shortcuts, she explained that effective chairs do not waste time, or take unnecessary time, to achieve a task; instead, they try to do their work using less time by being smart and organized. She added that chairs cannot concentrate on their work if they do not fulfill their responsibilities toward their home and family. Therefore, they need to balance and organize their priorities, so that no area of their life is neglected.

She said her ability to delegate tasks while maintaining authority is the most important personal characteristic that nurtured her effectiveness as a chair. When asked, why, TB expressed her belief that monitoring everything and being there is an element that promoted her effectiveness. She said that she likes the work to be done precisely the way she wants; thus, she likes to monitor everything, even when she delegates tasks.

TB indicated that she was concerned about developing her faculty team members. Hence, she always strove to be a role model for them. She explained that setting a good example assists

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faculty in adopting similar behaviors, and accepting what their leaders ask. In addition, she said that she used to be professional, and at the same time would use everyday language to be close to the members. In her view, being professional means following the regulations of the university, while not being rigid with the members.

Setting a timeline for her team is another strategy TB used to develop them professionally. She explained that she does not give an open-ended task. Giving the members time to complete their assigned tasks teaches them to respect time, and to be organized. She described some ineffective approaches in departmental leadership, such as using unclear language, too much personal communication, assigning unsuitable tasks, and showing weak authority. She believes that too many discussions and meetings lead to a waste of time, and muddled opinions; hence, she preferred less communications with the members.

TB explained that she has a number of strategies whenever a conflict surfaces in her department. She sets up a quick meeting to put an end to the conflict and arrive at an agreement, and then monitors what occurs next. She also indicated that she does not make decisions randomly; instead, she does lots of reading, consults prominent leaders, and, more importantly, relies on rules and regulations. Relying on the rules and regulations is the backbone of her decisions. Further, she said that the win/win approach usually guides her decision.

Although she pointed out that she dislikes too much communication with her faculty members, she does use all means of communication with them because communication is fundamental for driving the work. She also set up “periodic awareness meetings,” as she called them, to convey the department's vision and mission. The purpose of these meetings was to remind faculty members of the aim of their department. If any member was deviating from the right direction, she could return to it.

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Whenever TB feels that it is time for change, she mentioned that she does not believe in gradual change, as many prefer. She articulated that “change doesn’t happen gradually in my leadership position. It comes like a parachute and lands in the right spot at the right time.” She believes that in education, if an effective new idea emerges, it has to be implemented immediately because delaying it means delaying educational benefits.

TB described the challenges that she encountered when she was a chair, including: Lack of financial support; lack of variety in the employees’ background and culture; and getting lost between tasks for the university and internal departmental tasks. She explained that sometimes when a chair wants to implement a new idea that required funds, the needed amount was not always given. With regards to the lack of diversity in the members’ backgrounds, TB believes that variety in background and culture enriches the development of academic departments. She also explained that sometimes with the chairs’ countless responsibilities, they cannot organize their priorities. However, she indicated that through defining her priorities, and managing her time carefully, she was able to cope with some of these challenges.

In the end, a chair, or a head in any type of authority, has to know how to establish a vision and a mission for their organization. The vision that a chair has assists in accomplishing the goals of the organization. Knowledge of theories and practices related to management, supervision, monitoring, and leadership is a significant requirement for effective department chairs. In addition, she recommended reading leadership theories and practices. She pointed out the ability to define goals clearly, to manage her own time effectively, and to be respectful of others time were essential elements for a new chairs’ toolkit.

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She summed up the interview providing advice for a new department chair, “Commitment, commitment, commitment, respect time, create shortcuts, and be knowledgeable.”

Participant NK. NK has been a department chair for three years now. At the beginning of the interview, she expressed her appreciation for giving her the opportunity to talk about her experience as a department chair. She indicated that before she became a chair she was hesitant to accept the position, because she knew that the position was demanding and entailed many responsibilities. Yet the trust and positive attitude that people have shown her encouraged her to accept the position. Moreover, she added that the trust she was given by others motivated her to do her best to lead the department effectively.

Like many of the department chairs interviewed, NK did not have formal preparation for the position. Nevertheless, she asserted that her previous work of being responsible for one unit of the university nurtured her background in academic administration. However, she discovered that leading one unit is not like leading another one. In the first leadership position, she was in charge of interviewing new candidates for faculty member positions. At that time, her work did not entail interacting with large numbers of people as a chair does. Even so, the initial leadership experience still taught her skills that she is now applying as a chair.

On the personal level, NK declared that she has attended many courses at the Management Institute to develop herself as a leader, besides asking trustworthy and experienced people for their input. She said “Thank God for surrounding me with these [trustworthy] people.” She stated that she reads constantly about leadership in different contexts to see what other leaders do, and what she could implement in her own situation to become more effective.

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She indicated that the first word that came to mind whenever she heard leadership is “to run things and achieve them on time, while avoiding injustice and ambiguity.” It does not mean domination; instead it means cooperation to complete the work. She believes that a domineering approach to leadership leads to failure. She pointed out that effective leadership should not be based on centralization. She explained that effective leadership involves delegating tasks to the right people, showing trust, following up, keeping authority, and not allowing personal differences to impede achieving the goals of the department.

NK discussed some qualities for an effective department chair. Flexibility is necessary for a chair to be effective, yet it is not the kind which denotes weakness in personality. She articulated that saying, “Based on my own experience, I noticed that because of my flexibility with others, we have achieved a lot... I try to listen to others because I know my opinion is not always correct.” She pointed out that some chairs are rigid and keep saying "This is the rule!" For NK, the rules are given to assist the leaders, so they need to be flexible. She said that rigidity in leadership creates distance between the leaders and the members as they avoid encountering their leader. When she stressed the importance of listening, she added that sometimes when you pay attention and listen to people who are younger, or less experienced than yourself, they inspire you with better ideas that you would not have considered. Further, she believes that being a good listener is a crucial element that makes her an effective chair. She stated that people have complimented her listening skills. “I give others a chance to speak and I listen to them.”

She stressed that in her view fairness is the second most important quality for an effective department chair. She elaborated that this includes questioning those who appear to work reluctantly, or who are frequently late with their work. In addition, she explained, “I don’t make any one feel that I have favourites.”

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In discussing her approach to team development, NK considers leading by example a fundamental technique for developing her team members. She emphasized that she has never asked her members to do anything that she herself has not been willing to do. She expressed how she becomes irritated whenever she is asked to follow particular things by her upper administration while they do not do it themselves. She firmly believes that treating the team members well is an important element for team development. However, she explained that treating people well does not mean showing weakness in leadership, because often leaders have to be determined. In addition, she encourages her members to develop themselves by attending courses. As an example, she explained how she has convinced and assisted many faculty members to continue their graduate studies abroad. For her, this was an achievement for the department because these faculty members were working in the department without continuing their schoolings.

NK said that when conflict takes place in the department, she tries to listen to all views, tries to look at the big picture, and go with the accurate views. However, she indicated that if neither of the conflicted views has a negative effect on the department, she considers voting. She emphasized that she uses voting strategies more often in decision making. However, she explained that in making any decision, they must prioritize the students' interests first, then the department, and lastly the individual faculty members' interests. As she expressed, "First and foremost is prioritizing students' interest; students first, first and first." She recalled that she had learned this from their vice dean. If NK wants to make a decision which incorporates radical change, she first goes through official channels for approval; otherwise, for changes which do not require official approval she consults her faculty members.

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NK stated that she communicates constantly with her members via emails and using some apps such as WhatsApp, as well as through departmental meetings. She is not satisfied with the infrequent direct department meetings, but she explained this is because her members are scattered in remote buildings. She explained that one of her communication strategies is to send an email every Saturday giving the tasks for the coming week. NK indicated that when faculty members know that their views and input are valued, they become more motivated to work, and contribute to their department. In addition, she believes that walking the talk is a form of communication when chairs act based on the vision and the mission of their departments. She commented that “We are not perfect, but we are trying as hard as we can.”

NK stressed the importance of constantly asking for advice, and learning from previous chairs. She reflected that chairs "are not supposed to know everything, rather they need to ask constantly... they have to realize that they are learning every day and gaining the experience gradually by asking.” She also added that they should have the ability to say "I do not know" whenever they do not know the right answer. A department chair who wants to lead effectively also has to know—as she said, “to study”—the rules and regulations of the university, as well as looking at the previous department council documents, so they do not come with radical decisions.

In discussing the challenges that she encounters, NK mentioned students' endless complaints, managing large numbers of faculty members, and convincing others to adopt changes. She mentioned another challenge, which is convincing those faculty members who cling to an ancient idea that their sole role is teaching, that they have other responsibilities. In some cases, such as hers, it is a challenge for a chair to lead a department whose members work in far-flung locations. With regards to the workload, NK indicated that she does not have an

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issue because, as she pointed out, good time management assists her to manage the work.

However, she still feels pressure in terms of serving society. She does not have adequate time to provide service to her society by providing courses or workshops.

Her advice for a new chair is: “If you have any doubt about anything, go and ask those whom you trust and who have more experience. This is what has benefited me the most.”

Perspectives of Faculty Members

Four faculty members were interviewed, and their perspective was acquired from their responses to vignettes. The vignettes provided the participants an opportunity to provide their views on characters in the vignettes and their views in real life.

Faculty member MA. MA emphasized that department chairs have an impact on their department which could be slight, or deep, depending on their experience. MA believed that when faculty members are overloaded with work, they cannot develop themselves by doing research or publishing. She articulated that, “if they [chairs] want every member to be effective and have a noticeable role and impact on the students, chairs have to consider the faculty members’ time.” She asserted that chairs are able to develop their members by encouraging them to attend courses and reduce the workload, so they could have the time for professional development.

She also asserted that chairs have to divide the workload fairly between the faculty members. Whenever faculty members feel the sense of fairness in the department, they accept whatever tasks are given to them. She believes that the members in the vignette were complaining because the workload was not divided fairly between them. MA recalled an effective department chair with whom she worked. This chair's predominant quality was being fair. For instance, whenever she scheduled morning classes for a member, in the following

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semester, she made sure to give that member afternoon classes; in this case she does not place pressure on any member by having them work the entire year in the morning or afternoon only. The presence, or absence, of fairness affects how members work in the department. MA pointed out that she prefers individual work over group work because, as she explained, senior faculty members always rely on junior faculty members to do the work. However, she stated that when chairs divide the work fairly between the members, and build their teams, they can work collaboratively and effectively together.

MA explained some aspects that are crucial for effective department chairs. She stated that department chairs have to be influential. They are able to leave a positive impact on people via walking the talk strategies. She stressed the significance of assigning reasonable workloads several times. She described the struggle she is experiencing with her current workload in that she is unable to publish or attend developmental courses. She was critical of the way junior faculty members are frequently overworked with teaching duties unlike the senior faculty, who usually teach just a few courses with smaller numbers of students.

The second point she mentioned was that chairs have to encourage their members, especially junior faculty members, to develop themselves by attending courses and furthering their studies. In addition, transparency between the chairs and their faculty members is important. For instance, whenever the chairs receive offers for developmental courses, chairs should inform their members about them. She emphasized that listening to others, and respecting their ideas, also leads to effective departmental leadership. She complimented the chair in the vignette who listened to her faculty members' suggestions.

MA added that the relationship between the chairs and their faculty members is an important factor for a department chair's effectiveness. She explained that "Whenever my chair

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listens to me, empathizes with me, and assists me to solve problems that I face, I feel secure, satisfied and I will work effectively." She said, "Whenever a faculty member likes their department chair and has the sense of belonging, the faculty member will give more."

Faculty member SK. At the start of the interview, after SK read the first vignette, she complimented the chair's behavior as she gave her members an opportunity to convey their views and listened to them. She believes that when a chair listens to the faculty members, and appreciates their perspective and their research, this then creates a positive working environment. She emphasized that a positive working environment is a significant factor in the development of a department. She described the leader who listens to others and then supports their opinion, and gives direction, as a democratic leader. She explained that when chairs make decisions on their own, and follow routine work, change does not happen in the department. She asserted that a chair who works in this way will not leave a positive impact. SK believes that department chairs have an indescribable impact on their department, and fulfill a crucial role. They could raise the name of their department and brighten its future, or they could do the exact opposite.

SK believes that assigning individual and group work to faculty members will produce effective outcomes in the department. In addition, department chairs have a significant role in assigning tasks appropriately and in developing faculty members. For instance, they can support their members' attendance at conferences and courses, and ease the process of participating in professional activities, or they can create obstacles when they do not give permission to attend such activities. She summarized it in a few words, "To be of assistance, not an obstacle." A chair must be flexible. For instance, SK gave an example of when a faculty member wants to attend developmental courses which conflict with her teaching schedule, her chair should be flexible and adjust the teaching schedule, so this member can attend the courses.

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SK identified the qualities that department chairs need to be effective; she said they must be good communicators, have good self-control, be fair, be good listeners, and most importantly, have self-confidence. Self-confidence, according to SK, results from being aware of the rules and regulations of the organization, because in the end chairs are references for their faculty members. She stated, “Definitely, knowing the rules and regulations is very important.”

When SK commented on the second scenario, she praised the chair’s approach because she listened to her department members, yet she disliked her approach of giving promises without setting up a working plan, because in this case the department's productivity could diminish. She explained that, after they listen to their members, effective chairs have to present their views, suggest solutions, and set up a working plan, and not make empty promises. She said they need to support their faculty members’ with empirical evidence or research findings.

They also need to give students more attention, and try to resolve their problems or their difficulties. Students are a fundamental component of the department; therefore, they, and their issues, have to be considered by the chairs. She added that effective chairs are brave, and love competition. In SK's view, being brave means having the ability to make new decisions, and make change. She asserted that brave chairs do not only follow the path of their predecessors, rather they generate new ideas for implementation. She added that loving competition tends to raise the level of the overall effectiveness of their department.

SK stated that since department chairs are the ones who evaluate their staff, their relationship with the faculty is critical. This relationship has to be built on respect, fairness, and encouragement of personal development. SK recalled one particularly effective chair whose prominent qualities were having good communication skills, being fair and having self-confidence. She said, “these qualities gave a comfortable feeling because I know there was

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fairness in the department. So whenever the chair is a good communicator and has self-confidence, a positive impact will emerge in the department and on the staff.”

Faculty member RS. RS believes that department chairs have a significant impact on their department. However, she explained that not all of them can make a positive impact as their personalities are different. Some of them are productive and active, yet they do not know how to lead a group or they might delegate the entire work without following up. Chairs who understand their faculty members, and work cooperatively with them, are more effective than department chairs who sit back as spectators. She explained that when a department chair knows the personalities of the members, she can assign tasks that best fit each personality to get the best out of every member. She added that department chairs can develop their team members and get the best out of them by offering training courses, setting up panel discussions and involving the members in decision making, and problem solving. In addition, if any of the member was experiencing a problem, the chair should not ignore it; instead she should try to understand the problem and find solutions, consulting other if necessary.

RS described the working environment in the first vignette as “positive and cooperative”. She felt confident about the fact that the chair had motivated her faculty members. She felt this would encourage them to come up with new ideas. She believed that the fact that the chair praised their efforts, and listened to their ideas would help develop a positive working environment. She added that her own motivational level would be high if she was working in this environment. "Whenever chairs give attention to the problems in the department and try to give solutions, rather than just complaining, this is motivational for me." Although RS complimented the chair in the second vignette because the chair gave others a chance to express their views regarding the problem presented, she did not like the neutrality of the chair because she did not

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participate in trying to offer solutions to the problem. This was exemplified by a chair with whom she had worked. Whereas she had many good qualities, her one weakness was in communication. The chair had two members who did not like her, and rather than attempt to understand the problem, and ultimately solve it, she chose to not address it with them.

When RS started to describe what she believed were some characteristics of effective department chairs, she articulated the difference between a leader and a manager. To her, a manager is the one who accomplishes the task without knowing the team member, or why the work has to be fulfilled. A leader knows why the work has to be done, and knows her team members. RS stressed that knowing all the team members is important for a leader. Whenever any problems emerge in the department, if there is a good relationship between the chair and the members, they can solve the problem together, and not become embroiled in conflict. Chairs have to work cooperatively with their team members, and they have to be positive because their positive attitude will rub off on the team members. She described an excellent chair who had made a difference in her department, “this department chair was able to get the best out of every member. There were some people who didn’t like to participate, but the chair figured out their interest and assigned suitable tasks to them. Consequently, we had noticeable productivity in the department.”

She indicated that being a good listener, as well as providing suggestions with justifications, are other characteristics of an effective department chair. RS recalled another effective chair who had the skills mentioned above, in addition to having very good time management skills. She did not overload the faculty with frequent meetings, because of her good use of electronic communications. The effective chair which RS described would also look for new ideas from prominent international universities.

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RS praised collective work in the department, especially when a chair builds a cooperative group. However, she observed that sometimes individual work is more productive if the group members are not motivated. In the end, RS commented that an excellent chair will be able to combine both management skills good leadership skills.

At the close of the interview, RS commented on departmental leadership, describing three types of department chairs: the first group of chairs are those who delegate tasks, with follow-up, and the tasks are usually accomplished by others because of their love and respect for these leaders; the second group of chairs are those who delegate tasks without following up. We do not learn from these chairs because we do not know whether we are following the right direction or not; the third group are those who we learn from as they combine management skills and leadership skills. They always work with their members and follow up with them. “Our productivity is usually high with this group.”

Faculty member MZ. Before we started the interview, MZ was not feeling comfortable with having the interview recorded. However, after reading the consent form to her, and ensuring the confidentiality of the interview, she agreed to have the interview recorded. MZ believes in the impact that department chairs have on their department, and their members, saying “Of course department chairs can make a difference.” She asserted that chairs are able to improve and develop the members, or they can do the opposite. She explained that when the faculty is overloaded with their teaching responsibilities, they cannot improve, or develop themselves by doing research or publishing. Therefore, her plea to department chairs is if they want their faculty members to have a noticeable impact on the department and their students, they have to consider their time, and be reasonable and flexible in distributing the workloads. She added that the unfair distribution of work provokes faculty members to complain.

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She described the working environment when a chair listens and respects the members' view as a healthy environment. She commented that in the first vignette, the chair's behavior was effective as she listened to the members and focused on the real problem, which was handling the workload. She indicated that she felt she would be motivated to give more to her department, and the students, if she were working in this type of environment. She also added that whenever a problem arises in a department, effective chairs discuss it with the members, and try to reach a collective decision. In some cases, after department chairs listen to people's ideas and suggestions, the chair has to make the final decision for the overall benefit of the department.

MZ emphasized that the quality of the relationship between the chairs and their members is critical. Ideally it is built on harmony and flexibility, rather than centralization. She said that fairness, prioritizing the department interest over personal interest, and good listening skills are essential attributes for an effective department chair. A chair's flexibility can contribute to the development of her faculty members. For example, if the members were overloaded with many responsibilities, a cooperative and flexible chair would assist her members to adjust their schedules in order to attend developmental courses. She added that effective chairs need to have many alternatives to avoid being rigid. She recalled an effective chair with whom she had worked, praising her fairness and her focus on the department's interests over her own personal interests. "She did not prioritize personal relationships over the interests of the work."

MZ believed that working in groups in the department is more productive than working individually. She explained that since all the members in the department are supposed to work towards the same goal, they need to be connected and benefit from each other's input.

At the end of the interview MZ pointed out that department chairs have limited authority. As an example, she pointed out that sometimes they try to help faculty members by encouraging

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them to continue their graduate studies, and yet the encouragement never comes to anything because of the rules of the upper administration.

Summary

In this chapter I presented the participants' perspectives regarding the qualities and practices of effective department chairs. A total of 13 participants were interviewed and some follow-up interviews were also conducted to obtain deeper and clearer input from the participants. The purpose of the chapter was to provide the readers with a clear overview of the interview content before embarking on the analytical phase. In the next chapter I present the result of the analysis of the data. The themes that emerge from the data are also presented in the next chapter.

CHAPTER FIVE: ANALYSIS AND FINDINGS

The purpose of the study was achieved by analyzing the perspectives of current and former effective department chairs, and faculty members regarding the characteristics and practices of effective chairs. Information gathered from the interviews, and a synthesis of the interviews, was presented in the preceding chapter. I presented a view of each participant's comments from the interviews to give the reader a glimpse of each participant's insight before embarking on the analysis. This chapter presents the analysis and findings of the study. The views of department chairs and faculty members are presented in tables.

The procedure of data analysis was described in detail in Chapter 3. Therefore, I start this chapter with a brief explanation of the process of data analysis, and some examples of the stages of coding. Then I present themes that emerged from the data supported with the participants' words. Finally, I present the results after analyzing the data.

Grounded Theory Analysis

In this study, the researcher was trying to identify the characteristics and practices of effective department chairs in order to contribute to the training and development of academic department chairs to meet the challenges of the 21st century. The participants were carefully selected to acquire thorough answers to the research questions. The techniques developed by Charmaz (2006) in her version of grounded theory were used to reach the findings presented

Grounded theory analysis helped to organize the data and transfer it into themes. Charmaz (2006) presents two levels of coding: open coding, and focused coding. Each stage of coding provides different level of insights.

Open coding. Charmaz (2006) pointed out that “coding generates bones for your analysis” (p. 45). In this stage, I gave labels to each segment of data. In addition, I identified

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participants with whom I needed a follow-up interview. Some coding examples are the following:

[being sensitive to people's needs] was apparent in the data statements:

“...respect the members’ desires and needs.” (EA)

“I try not to delay people’s requests by signing whatever paperwork they need and follow up with their requests.” (FG)

[motivating others] was given to the following statements:

“Give them a chance at training opportunities; give them a chance to lead a committee, especially the junior members” (EA)

“Motivating and complimenting others has a significant role in motivating people.” (FG)

“My strategies have a sort of encouragement, and before that the desire for development.” (FK)

Focused coding. Unlike the open coding stage in which data were labeled line by line, at this stage I selected the relevant codes and started to identify themes. This stage of coding synthesizes and helps to understand large segments of data, as Charmaz (2009) explained. During the first stage, 116 codes were identified. In the focused coding stage 29 themes emerged. Throughout the two stages of coding, the constant comparative approach was used to compare data to data, data to codes and to themes in order to refine the codes and the themes that emerged. I present all of the 29 themes that emerged without exclusion. All these themes, with supporting quotes from the interviews, are presented in the following section.

Emergent Themes

Grounded theory prompts the researcher to find connections between emergent themes (Charmaz, 2006). Through the application of these methods, analyzing the chairs' and faculty

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members' answers indicates that an effective department chair has a set of skills, knowledge, behaviors, and attitudes. The four categories were suggested by the researcher after clustering the themes. They are not watertight, as one might expect; instead, they overlap in some areas. In other words many of the themes assigned to behaviors or attitudes might also fit appropriately in skills. Each of these categories, skills, knowledge, behaviors, and attitudes include themes and salient scripts of supporting data. I start by presenting the researcher's definition of the four categories. Then I present themes noted by department chairs, followed by the themes mentioned by faculty members.

Definition of Terms

Skill: The ability to do something well; It refers to an individual's competency (Cambridge Dictionary Online, 2015). Therefore, if an individual's attitudes lead to competent behaviors, these can be called skills. Skills can be acquired through learning and practice.

Knowledge: Clear understanding of a subject; awareness and realization of a subject (Cambridge Dictionary Online, 2015).

Behaviors: A person's actions toward others. It can be skills.

Attitude: A state of mind reflected in the behaviors of the individual. It relates to a person's mental tendency, and a person's determination to do things. A person with a helpful attitude may have different skills. One suggested definition of attitude in the Encyclopedia Britannica (2016) is that "attitudes refer to belief that impel action."

Department Chair's Perspective

Reviewing and analyzing the views presented by the two groups, current and former department chairs, showed no significant difference between their views. Therefore, their views are synthesized and presented without distinction.

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Skills. The chairs indicated that department chairs need a variety of skills to be effective. Four themes emerged: time management skills, problem solving skills, people management skills and organizational skills.

Time management skills. The participating chairs pointed to the significance of time management skills. They believe that time management skills assist chairs to be organized, and to handle the demanding nature of the position. NK stated, “Sometimes you face pressure, yet with good time management, you can manage”; while FK said: “Having a timeline for the tasks is very important”. EA also indicated that managing a department is hard, yet “by having a plan and [using] time management skills” handling the responsibilities becomes easier.

Problem solving skills. The chairs mentioned the need for this skill either clearly, or implicitly. EP stated that “I prefer to solve the department issues within the department itself,” whereas NA included “skills in problem solving” in her list of important qualities for an effective chair. NA also listed some qualities for the effective leader, “Listening, discussing, patience, skill in problem solving, all of these are also important.”

People skills. The majority of the chairs articulated the need for this skill, which means the ability to understand and deal with different personalities. They believe that understanding people's different personalities allows everything to fall into place, including managing meetings. One chair, EA stated, “Having the skills of managing meetings” is important for an effective department chair. The following statements were also made: “If we know how to lead people, everything will work well” (FG); “We work in the university because we are competent, but the commitment and the ability to understand and influencing others is what makes the difference” (FG); and “I need to know the different types of personality, and then assign the proper task to the proper person to get the result that I’m hoping for” (MB).

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Organizational skills. The participants in the study emphasized the need for effective department chairs to be well organized. They also indicated that a disorganized chair may cause confusion in the department. The following statements were made: “I’m trying to manage my time by being organized” (MB), And FK said both: “Organizing the task from day one” and: “everyday the individual chair has to see what are the administrative tasks are. They have to organize their tasks in both the short and long term, whether for the entire semester or on a monthly basis...even if they encounter an emergency the leader doesn’t panic because basically their tasks are organized on a daily, weekly, monthly and semester basis.”

Knowledge. Chairs reported that for department chairs to be effective leaders, they need to have knowledge of leadership theories and practices, and they need to know their responsibilities, the policies, and the rules and regulations of the university and their faculty.

Leadership knowledge. The participating chairs stated the need for leadership knowledge, whether obtained by attending courses or by reading in the field. FG stated “They have to read in leadership books and have knowledge about different theories of leadership...all of that energize and motivate the chairs”. NA believed that having this knowledge prior to occupying the position would save the leader time, rather than learning from actual experience. Further, when NA was asked to give advice for a new chair, she stated, “having concrete knowledge of leadership.” TB believed it was obligatory for chairs to have knowledge in leadership and management, as they “must know the implications of the many different concepts in administration and leadership, such as managing, supervision, monitoring, and leading.”

Understanding responsibilities, policies, rules and regulations. The chairs strongly emphasized the importance of knowing their responsibilities, as well as knowing the policies, rules and regulations of the organization. The following statements were made: “The most

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important thing is knowing the job description, and chairs need to know their responsibilities and their rights” (MB); “It is very important that policies, rules and regulations are known. Chairs should not ever work randomly” (NA); “Based on my experience, the most important point is knowing the polices, rules and regulations of the organization for which the leader works. If they are aware of the polices, rules and regulations they will be on the right track” (EP). EA also pointed out that it is not enough merely to know the rules and regulations; one should also refer to them, as the effective chair is "always going back to the rules and regulations.” Moreover, NK encourages chairs to study and memorize their responsibilities, including the rules and regulations. She also suggested reading the department's previous documents and decisions, so that a new chair does not come up with radical decisions.

Behaviours. Participating chairs described a number of behaviours that a chair must exhibit in order to be an effective chair. After coding these behaviours, the researcher found that some related to dealing with individuals and teams, while others related to the chairs themselves.

Behaviours related to the individual. The chairs interviewed indicated that the following traits were required for an effective chair: Appreciating and respecting others, motivating them, and energizing them to give more to their work. FG stated, “the accomplishments we achieve are due to our team efforts, and it’s not all my own work... as leaders we are sometimes so busy at work we forget to stop and express our appreciation. Appreciation is like fuel for people. Since I received a compliment, I have to exert extra effort.” NA explained, “preparing them and making them feel the value of their work is important for me...I try to listen to them; this makes them feel that their view is valuable. By doing so, they will become motivated to participate in the department.”

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FG earned academic recognition for her achievements and said regarding it, “I don’t refer this achievement to myself; instead, I’m blessed with the teams with whom I worked; I was able to motivate them, make them feel that they are valuable and emphasize that you are the source of change, not me.”

Supporting others and motivating them by words, or by offering rewards and recognition is another behaviour the chairs emphasized. EA believes that giving faculty members, especially the juniors, a leadership task--such as heading a committee--is a valuable motivational technique. MB also has the same view, “We had some faculty members who were lacking leadership skills, yet by heading a committee they developed leadership skills.” FG stated, “Using complimentary words plays a significant role in motivating people,” and added “we don’t ignore rewards which please everyone, such as tangible and intangible rewards”. MB said, “I notice in my work that constant verbal encouragement increases the workers' effectiveness". EP added that continuous support for faculty members promotes the chair’s effectiveness. Finally, DQ said, “You have to realize that when you give and serve others, you are serving yourself as well, and you will get rewarded in return”.

For DQ, delegating tasks is a way to develop others, motivating them and reinforcing trust. However, not all delegation is effective; delegation with follow-up is what makes the difference. The following are quotes made by some of the chairs: “I believe that delegating an entire task to others, and trusting them to carry it through to completion has a positive impact; unlike delegation with hesitation” (DQ); “So delegation with trust, even if the person wasn’t trustworthy, but by repeating that 'I trust you,' a good result will start to emerge” (FK); “The least effective approach is micromanagement, which means in every issue they have to refer to me! I consider this weakness in leadership; unlike delegation, which helps the work to flow and be

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achieved easily” (MB); “One has to delegate tasks to the right people, showing trust as well as following up and being flexible” (NK). One of the chairs believed that following up helps adjust behaviours, and also helps the process of evaluating faculty members. As FK indicated, “If we notice any deviation, we remind them of the vision and goals, so they could always work according to the vision and aims”; she also said “Follow-up is very important because afterward it will ease the assessment process.”

Behaviours related to the group. Numerous qualities and behaviours related to group were reported by the participants. The first quality is the ability to build a team. However only three of the participating chairs mentioned it explicitly, whereas others implicitly referred to it when they suggested reinforcing relationships, and establishing trust. TB pointed out that, “Effective leadership means creating the right team.” FG stated, “nobody, including you, can change or make improvements alone. If you can’t bring people together and work as a team there is no way to improve your workplace ... if you want to succeed in your department, it’s all about teamwork; you should know how to get people to work together.”

NK explained what encouraged her to accept the appointment as a chair, “The trust that people have given me is the first motivation. I hesitated in the beginning, yet the trust and positive belief that people around me showed me are what encouraged me.”

Effective chairs reinforce relationships in their department, as many chairs indicated. EP made the statement, “To create harmony between the members, engage all of them and create a good relationship; because if a leader is effective in some areas, but she was not able to create good relationships within their team, the department will never succeed.” FK articulated this aspect differently, “If the members interact positively with each other without complaint, you could say that there is effective leadership.” EP also added, “Knowing the policies, rules and

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regulations, and creating relationships, these will fulfill the organizational goals, because as it is known, one hand can't clap."

Clear communication between chairs and their members was also frequently emphasized in the interviews. Most of the chairs declared that the good use of advanced technology assists constant communication with the members. However, they still believe that direct communication is more effective, and articulated their views by saying, "Besides the departmental meeting, today's technology helps a lot by sending emails, using social media or any methods that could help to reach the members faster" (MB); "Today's social media, such as WhatsApp, has made communication easier" (DQ); "I've informed them that every Saturday they will receive an email which includes weekly tasks along with a time frame. This approach is a way of organizing" (NK); "Direct meeting and emails are ways of communicating" (FK); "In fact the best approach for communication is repetitive direct communication, because brochures are not always read" (EP).

The interviewees also indicated that effective chairs will always convince their team members, and explain or justify their decisions, especially in times of change. DQ reported, "Convincing is the most important thing, for instance, when I want to make change, I sit down with the members, and explain reasons for the change." FG summarised that "It's all about convincing." NA articulated it this way, "Persuasion is important to convince others that change is important." Ironically, one of the participating chairs (TB) believed that convincing team members of the need for change is not necessary. As she said, "Change doesn't happen gradually in my leadership position. It comes like a parachute and lands in the right spot at the right time. Too many discussions and meetings lead to wasted time and muddled opinions." Although NA also said that "sometimes, especially in education, there is no chance for waiting or gradual

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change”, however, she added: “Persuasion is important to convince others that change is important.”

Effective chairs do not work in isolation from others; instead, they involve others and engage with them, as the majority of the chairs interviewed said. Obtaining the support of upper administration for the chairs is a form of engaging with others. As EA stated, “The effective leader is the person who is able to convince the upper administration to support them.” Even in decision making, they engage others in the process. MB expressed this view by quoting a proverb, “If you tell me, I may forget, but if I participate, I’ll never forget.” She said, “I always try to make decisions collectively, whether via the department council or the college council.” Other chairs made similar statements: “Promoting the sense of belonging is very important. No matter if you are a leader in a high position, without nurturing the sense of belonging...it is going to be a failure.” “Faculty’s participation in performing tasks and responsibilities is part of promoting the sense of belonging” (NA). “The ability to delegate effectively is very important for me. Centralization leads to devastation, in fact, especially when the leader, the supervisor, or whomever, dominates everything” (FK); “Effective leadership first and foremost shouldn’t be based on centralization ... Leadership/management doesn’t mean domination; it means cooperation with others to achieve things” (NA). EA explained that effective chairs worked “with others as one team.” NA also indicated that “engaging with people” is one of the pillars of effective leadership. Hence, many of the participant chairs prefer to use such terms as department supervisor or department facilitator, because calling them department chairs connotes for them a sense of domination. Therefore, EP said “When I was appointed as a department supervisor...”, FG said, “In the beginning of my career, I was a department supervisor...”, and FK expressed

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that “they have to look at themselves as facilitators; if they believe that they have the upper hand, or they are the bossy leader, their leadership will deteriorate”.

Consultation allows for engaging others, as the participants indicated. The interviewed chairs pointed to consultation as an important quality of the effective chair. DQ stated, “I usually lean toward consultation, and I really like consultation”; while FK said, “The Prophet (peace being upon him) has taught us how we take decision by consultation, because management in an organization isn’t for one’s personal interest; instead it’s for all”; and TB explained her approach to making decision as “asking for prominent leaders’ opinions and views.”

Behaviours related to the chairs themselves. The participants indicated that department chairs play a significant role in promoting and increasing their own personal effectiveness. As the participating chairs pointed out, some of these behaviours are learning by practicing, being aware of the administrative roles, and by asking questions.

All the participating chairs pointed to the significance and value of experience in carrying out departmental tasks and enhancing their own experiences. FG reported, “In management, practice makes perfect, as much as you practice you gain experience and you see the big picture related to what you do.” MB stated, “When I was a lecturer, I used to be in charge of different tasks and all of these has developed my personality and assisted me to become a chair.” NA articulated that, “We learn through the experience, sometimes we learn from a situation.” TB also stated that she learned through practice when her previous boss gave her administrative tasks, “She gave me the authority, the tasks and the time to sharpen my professional and personal skills to the maximum.” FK stated, “My experience also developed by interacting with many department chairs and observing how others interact with them.” MB explained, “Working within a group, and being their leader, is considered a small but critical element of leadership,

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preparing us for what we are doing now as chairs.” EP also declared, “Experience plays essential roles. How did I get the experience? By being close to the administrative work. I was given different administrative tasks before becoming a chair and these roles/tasks nurtured my experience when I became a chair.”

Department chairs are not supposed to know everything in the department, yet they need to have the courage to ask questions and learn by asking, as a few of the interviewed chairs pointed out explicitly, whereas some implied it. NK pointed out that, “They need to ask; they are not supposed to know everything; they need to ask constantly. They should have the ability to question, and whenever they don’t know, they have to say 'I don’t know', and then ask the previous chairs.” MB's advice for a new chair was, “I advise her to ask, because there are many leaders who are embarrassed to ask, and this is wrong. Being a new chair and asking questions is nothing to be ashamed of, because without questions how am I going to learn the work?”

With regards to justifying decisions, DQ reported, “I try to support my decision with the university’s polices and regulations ... I don’t just come up with a decision without justification.” MB stated, “If I felt that I’m convinced of my view, which is based on my experience in the field, I try to convince them until we reach an agreement.” TB explained her approach for taking decisions as “relying on official memos and decisions.”

However, effective chairs ensure that the decisions they make do not harm anybody. The following statements represent the participants' own beliefs: “Fairness and doing no harm to anybody” (EA); “The first word that comes to mind is to run things and achieve them on time while avoiding injustice and encroachment” (NK); “Achieving the work without harm and with benefits to the largest number” (DQ); EA listed some qualities, “Enthusiasm, energy,

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preciseness, wisdom, persistence, the ability to persuade, good planning, and supervision and follow-up."

The interviews demonstrate that listening is seen by many respondents as one of the most important skills for an effective chair to have. The interviewees pointed out that a chair has to encourage others to speak and express their ideas by listening to them. The following statements were made: "You have to set criteria that help others to express their view" (FK); "I present my opinion and listen to theirs [faculty members]. If their views are realistic and could benefit the work, I tell them 'Okay, I'll consider what you suggested'" (MB); "Convincing others, listening to them and empathizing with them, all of these are factors that help followers to accept their leaders and willingly comply with them" (NA); "I think I'm a good listener, I give others a chance to speak and I listen to them" (NK). "I try to listen to them; makes them feel that their view is valuable. By doing so, they will become motivated to participate in the department" (NK).

Attitudes. The respondents indicated that they believed effective chairs had to possess numerous positive attitudes and traits. The following attitudes and traits emerged from the analysis of the participants' response: self-confidence, persistence/patience, passion, leading by example, commitment, fairness, flexibility and being organized.

The participants indicated that self-confidence was an important asset for an effective leader. It increased the trust followers placed in their leaders. EP explicitly stressed the need for self-confidence for an effective chair, whereas the majority of the others chairs implicitly pointed to this trait. EP stated, "I felt that I have respected abilities," and that effective chairs "need to be confident." DQ said, "You need to have the courage to say 'Yes, I can take on the responsibility'."

The participants also pointed out that the confidence that chairs have motivates them to

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be creative, be innovative, be willing to accept change, and be deliberate about wanting to make a positive difference in their department. DQ reported that “We are trying to be as creative as we can be.” Most of the participating chairs expressed the significance of creativity and innovation for an effective chair. DQ opined: “We look at international universities, and we try to bring good things and do them ... If you want to develop your department, you need always to look forward for updating, not merely executing what is required”, while MB said “The goal of leading a place is not only leading successfully; I have to think what I’m going to add during my time as leader. I have to leave a positive impact”. NK said, “I read a lot in the field of leadership in different contexts and see what others are doing and try to learn from their experiences”. FK also explained where she gets her ideas from regarding implementing new ideas in her department, “by looking at other universities and attending symposia and conferences. Whenever any faculty member attends one of these, they present to us what they saw, and how we can implement change in our organization.”

The interviewed chairs pointed to the need for change to improve departments. FG explained, “The most important thing is being willing to accept change. We had an administrative meeting last year, and most of the talk was about strategies for change. Change doesn’t mean that you are wrong, and we need to fix you. Change is a way for improvement.” In addition, FK stated that she believed that “when you are appointed to a position and you accept it, you have to try to benefit others and make a difference in that place.” FG also has the same belief, saying, “So it is just about making difference in a place; the place will remain steady till a leader comes and makes a difference, and there is no improvement without change.”

Being patient, not giving up, and being willing to persist are other attitudes that participants believe are essential for a chair to be effective. Most of the participating chairs

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emphasized the need for patience and being willing to think through before making decisions. DQ declared, “Throughout my experience, I found that patience is very important, and thinking thoroughly before making a decision.” NA explained the quality that highlighted her leadership, “I have good self-control. I don’t let my emotion guide me. Whoever comes to my office angry, I don’t get affected by this temporary feeling. So, thanks to God, this was very important for me, and essential for any leader.” MB advised a new chair “to be patient, because leadership without patience will fail.” FG described her persistence and patience, “I used to be insistent on to getting what I needed for the department...for me I never give up because it’s for the place, not for myself.” EP also expressed her patience, “I don’t talk in a bad-tempered way. Instead I try to be deliberate and thoughtful and engage in discussion.”

When chairs work with passion and love their organization, the team will be motivated to work harder and achieve more. The participant chairs are proponents for this view. FK reported, “They have to realize that they are chosen to lead, and it is essential to show enthusiasm, so if they have passion for their work, the staff will work with passion as well.” FG described the effectiveness in leadership, “It’s all about passion, I mean when you believe in something, you work at it with passion ... Many leaders are committed, yet they lack passion, and passion is what makes the difference.” Further, TB defined leadership as “loving the place you are working for.”

The participants emphasized the importance of working according to visions. Effective chairs work with their vision in mind, and lead according to this vision. EA described how she promotes her effectiveness as a chair by “developing a vision and goals for the department and planning how to accomplish them”. MB believes that leadership without vision is failure, “These things [visions and goals] have to be clear from the beginning, because leadership without vision

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or goals, I consider it failure.” NA reported, “Whenever the goal of the work is clear, it becomes easier for the leader to lead.” TB also stated, “Effective leadership requires a leader to have goals, targets to reach those goals, and procedures to reach the targets... A head, or any person in authority, must know how to establish a vision and a mission for the place he works for.”

When they have a clear vision, chairs have to demonstrate it in their behaviours and lead by example. DQ said that “we try to lead by example, based on the vision and the mission”. EP believed that “continuous support for the faculty members, and being a role model for them-- these two points are crucial for your leadership effectiveness ... Again, the most important quality is being a role model, and leading by example. I don’t say ‘come on time’, or ‘respect other people’s time while I don’t do so’”. FG said, “I always try to walk the talk...I never ask for anything and without applying it to myself first ...it [leadership] is about leading by example.” NK admitted, “I don’t ask the group members to perform or do things unless I’m willing to do them”. TB also believed that being a model is a way to develop faculty members.

“Commitment, commitment, commitment” TB repeated when asked to give advice for a new chair. Commitment was also emphasized by most of the other participating chairs. When FK talked about the personal characteristic that promotes her effectiveness, she said “Number one is the sense of commitment and being willing to accept the responsibilities.” FG explained, “We work at the university because we are competent, but commitment, and the ability to understand others and influence them, is what makes the difference”

Fairness was cited frequently in the interviews as a crucial characteristic for effective department chairs. Those interviewed indicated that without fairness, the people surrounding them cannot trust them, or be motivated to work with them. The participants pointed out that faculty evaluation is usually a sensitive issue; EP explained how she tried to ensure fairness in

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this area: “I set a meeting and distribute a faculty evaluations sheet to each member, asking them to indicate the evaluation that they think they deserve truthfully and honestly.” She also described the values that guide her decisions, “The most important value is fairness. Fairness is very important.” On her final day as department chair, one of EP's faculty members told her “You are a fair person, that’s why the entire department worked well with you.” FG stated, “Dealing properly with people is very important; you don’t look down on your employees; we are equal. All of us are driving one vehicle.” FK also mentioned fairness, “God selected you for this responsibility, so you need to have commitment and realize the responsibilities, and treat others fairly without prioritizing self-interest...you must divide the tasks not equally, but fairly among the staff, based on their ability.” MB declared: “Fairness is very important in making decisions.” NK pointed out the need of “being fair to everyone; I don’t want anyone to feel that I prefer one person over one another. More importantly, my fairness incorporates questioning those who don’t work effectively, and being late in their work.” NK also stated “All the faculty members have to realize that the decision we take serves all.” FG summarised fairness by saying, “Sincerity in the work sums it all up.”

Although chairs need to show commitment for the work, they cannot succeed without some flexibility, as the participant chairs indicated. MB declared, “Implementing rules and regulations without flexibility doesn’t make a successful leader.” She also encouraged both “firmness and flexibility”. NK reported, “Based on my own experience, I noticed that because of my flexibility with others, we have achieved a lot.” EA believed that flexibility in leadership made her effective, “We should consider administrative flexibility in managing others.”

Faculty Members' Perspectives

After analyzing faculty members’ responses to the vignettes, I identified a number of

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skills, areas of knowledge, behaviors, and attitudes that they believe would be essential for an effective department chair. Most of their responses were similar to those of the chairs, though some additional skills, knowledge, behaviors and attitudes were identified.

Skills. Faculty members stressed the need for effective time management skills. RS described an effective chair with whom she had worked: “She had good time management skills, whenever she set a meeting time, she came on time and everyone was committed to come on time”. In addition, chairs need to be skilled in knowing their faculty members and getting the best out of them as RS explained,

They need to know the personality of their members. From my experience this year, we had a department chair who was able to get the best out of every member. There were some people who didn't like to participate, but the chair figured out their interests and assigned appropriate work to them. Consequently, we had noticeable productivity in the department.

Knowledge. The participants indicated that knowing the policies, rules and regulations is important for an effective chair, because they are a reference for the department staff. SK reported, “They need to be aware of the rules and regulations because, at the end of the day, they are a reference for all the members.”

Behaviours. The participants pointed out that effective department chairs demonstrate some behaviours that distinguish their leadership. The behaviours mentioned by faculty members are similar to those identified by the participating department chairs: building relationships; respecting/supporting others; being sensitive to their needs; being able to motivate people and get them involved; being able to engage with people; being a good listener; and being able to explain and justify the decision they make.

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Team building. Effective department chairs have to be able to build their teams, and reinforce relationships among its members. A number of statements were made regarding the importance of developing effective teams within the department: MZ thought, “If the relationship is built in harmony and flexibility to fulfill the work interest first, it will be effective.” RS stated, “Sometimes you find a chair whose department has low productivity, whereas another department chair could work effectively with the same group because of her energy and active contribution.” SK said, “I think the relationship between the chair and their members is critical because, at the end of the day, the chair is the one who evaluates the members.” Therefore, if the chair is not able to build teams and relationships in the department, the group will be unable to work cooperatively and as a result, they will prefer individual work over teamwork. However, one of the faculty members indicated that she actually preferred to work alone; MA stated, “I think if they want the work to be achieved, working individually is better. Because usually when we work as a group, I do my work as well as the others’ work.” This is in contrast to MZ and RS, who prefer teamwork whenever there is a good working relationship. In her own words, MZ stated, “Group work is better because all of us have one goal and all of us are connected.” Similarly, RS said, “Collective work is better. I notice that when we work individually we achieve; however, when we work collectively with a cooperative group, we achieve more and more.” SK also believes in both individual and teamwork since a chair has built a relationship among the team, “I think it’s good to have individual and group work.”

Respecting people/being sensitive to their needs. Effective chairs, as all the interviewed faculty members pointed out, respect their members, are sensitive to their needs, and are supportive of them. The following statements were made by MA, “When you go to the chair’s office and they listen to you, empathize with you, and try to help solving problems with you, you

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will feel secure and relaxed, and as a consequence you will be encouraged to work effectively”, and by SK, “The relationship has to be built on respect, and has to encourage development”. SK summed up the effect chair as someone who is a “facilitator, and not an obstacle”.

Motivating people. The participating faculty members agreed strongly that effective department chairs encourage people to give more, and to develop themselves. MA believed in the chairs' role in developing the members of their staff. She pointed out that “they are supposed to encourage junior faculty members to study and improve.” RS described an effective department chair with whom she had worked with by saying, “She motivated us, and ran the department effectively.” SK noted that an effective chair “has to encourage development.” RS also praised the chair in the vignette for motivating her members, “She accepted their suggestions and motivated them to come up with more ideas, so it was excellent.”

Involving people/engaging with people/following up. Just as these qualities were considered important by the chairs who participated in the study, faculty members also agreed to their importance for an effective department. MZ stated, “If there are problems, chairs have to discuss them with the staff members.” RS pointed out how an effective chair acted, “If there were problems, she didn’t ignore them; instead, she tried to find solutions and involved the other staff discussing the issues and helping her find solutions.” SK described the working environment in the vignette, saying “This is a positive working environment because I notice that the chair listened to all the members, considered their research, and their perspectives.”

When effective chairs engage others, or delegate tasks to them, they always have to follow up. RS pointed this out when she described an effective chair with whom she had worked: “She engaged with us, and followed what we did.” SK was critical of the chair in the scenario who just gave promises without following up, “She listened to all the members, but in the end

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she made promises without giving a working plan or determining a date for a follow-up meeting.”

The participants also pointed out that it is an intrinsic element in human beings to appreciate those who listen to us. All of the faculty interviewed stressed that listening is an essential requirement for the effective leader. They described the working environment in the vignette where the chair gave opportunities to the faculty members to come up with ideas, and how their ideas were listened to attentively. This was seen as an effective and excellent environment. SK stated, “This is a positive working environment because I notice that the chair listened to all the members.” RS remarked, “She tried to get as many ideas as she could from the members; hence, she has a critical impact.” MZ said, “It is good because she listened to others’ suggestions.” MZ also said, “If there are problems, chairs have to discuss things with the faculty members, listen to them and work together to find solutions.”

Clear communication. As faculty members expressed their appreciation for the chairs who listen to them, they also pointed out that chairs are effective when they communicate clearly with them. The faculty members interviewed expressed the need for clear communication. SK made the following statements: “I think the most important qualities for an effective chair is having good communication skills”,and “I remember an effective chair, and some of her prominent qualities were having good communication skills”. RS complimented an effective chair with whom she had worked, “She didn’t overload us with frequent meetings, as she used electronic communications effectively.” She also complimented the chair in the vignette who communicated with her members, “She was a very good listener, besides she also gave you her opinion, and explained it, whether she agreed with you or not.” RS added with regard to the clear

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communication, “When you are asked to do a task, and you know the benefit of doing it, your performance will be better.”

Attitudes. According to the participating faculty members, some attitudes that distinguish effective department chairs are self-confidence, flexibility/ patience and fairness.

Self-confidence. Self-confidence is an important quality for effective department chairs. It gives them the courage to implement changes and innovations in the department, and not follow a tedious routine. SK frequently stressed the significance of this quality for chairs. She stated, “the most important qualities are self-confidence; I remember an effective chair, and some of her prominent qualities were having good communication skills and having self-confidence; whenever the chair is a good communicator and has self-confidence, a positive impact will emerge in the department and among the staff.

RS reported, “I’ll be motivated and effective, since the department chair is trying to solve problems and make changes.” In her comments regarding a previous effective chair she had worked with, RS said, “She has rich ideas and tries to bring new ideas from foreign universities”.

Flexibility/patience. Flexibility and patience were two qualities for an effective chair that the participating faculty members valued highly. These participants complained of the workload which hinders them in their development in conducting research and even in attempting to publish their research. MZ pointed out what she considered to be the most desired quality in an effective chair, “Flexibility; they need always to have alternatives.” She also said, “If the relationship with faculty is built on harmony and flexibility to fulfill the work interest first, it will be effective.” SK also agreed with the need for flexibility when referring to attending courses, workshops, or conferences; “They don’t put up any barriers,” she said. “They are flexible in

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adjusting the teaching schedule, so that faculty members can attend these activities.” The other participants also expressed that the flexibility of the effective chair is evidenced by adjusting the workload so that faculty members can have an opportunity to develop themselves. MZ expressed, “We are under pressure, and overloaded with teaching hours, so we cannot do anything such as attending courses or workshops. So I suggest reducing the teaching hours.” MA had a similar view, “If they want every member to be effective, and have a noticeable role and impact on the students, chairs have to consider the faculty members’ time because we have goals we are hoping to achieve.”

The faculty members also commented that effective chairs are patient with their members, thinking thoroughly before making decisions. SK stated, “I think the most important qualities for an effective chair is having good communication skills, strong self-control, and patience”. RS pointed out that, “an effective chair has to be positive, doesn’t always complain about the work, tries to challenge faculty members, doesn’t present the same problems without suggesting solutions. She always looks at the problems thoughtfully and thinks deeply about solutions. In this case, her positivity will be reflected in her team.”

Fairness. Fairness was frequently emphasized by the faculty members interviewed, especially in terms of dividing the workload among the members. MA stated, “She [a department chair] is supposed to divide the workload fairly.” MZ described the qualities of an effective chair with whom she had worked, “I have worked with an effective chair, whose predominant strength is fairness.” Likewise, MA described another effective chair she worked with: “She was fair with all the faculty members ... Therefore, I used to trust whatever she did.” MA explained in her comments on the vignette that a perception of unfairness in dividing the workload provokes

complaints from faculty members. “She's supposed to divide the workload fairly, but I didn't notice that, and that is why the faculty members complained.”

Challenges that Confront Department Chairs

Department chairs have a variety of perceptions regarding the challenges that they encounter in their role as a chair. Two categories of challenges that emerged from the interviews were challenges with people, and challenges with rules and regulations.

Challenges with people. NA started her perspective of the challenge facing department chairs with a forceful statement, “Leading people is the biggest challenge, managing machines is much easier”. Department chairs deal with different categories of people, and among them are students, faculty members, and upper administration. The challenges come from all of these sources. In the next few paragraphs I present the participants' views, along with their own words about the challenges that they face in their interaction with people.

The challenges of evaluating faculty members. Faculty evaluation is a sensitive task for department chairs, as indicated by all of the participants. EP stated, “We usually have a problem with faculty evaluation.” EA went a little further, “trying to satisfy the faculty members and leading their peers” are the common challenges that face department chairs, because evaluating their peers may affect the relationship between the chairs and their colleagues.

However, if the chairs were leading older faculty members instead of colleagues in their own age group, this also created challenge for the chairs. Many of the participating chairs considered the generation gap a challenging issue. For instance, MB reported, “The generation gap between me and my staff was big, most of the members were older than me; this was one of my biggest challenges.” Whereas for EP, the challenge of the generation gap arose whenever she wanted to advise or question an older faculty member about certain behaviours, or complaints

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from students. She pointed out that, “when I come to talk with a faculty member who is older than me, who has more experience than me, and who used to occupy different administrative positions, it’s hard to say to them ‘why were you absent?’ or ‘why did you do this and that?’”

The challenge of leading diverse personalities. Department chairs lead people who have different viewpoints, experiences, backgrounds, and cultures. Managing the diversity in a department can be a concern for a chair. For example, EP expressed her struggle with the members who did not want to work, or cooperate: “The biggest challenge, or the two biggest challenges are: the members who don’t want to work, and students’ complaints about faculty members.” Some personalities fear change and appear to always resist it. These personalities are problematic for the chair. For instance, NK explained that her biggest challenge was “change resistance.” She struggled with rigid members who could not accept change. “Another challenge is that many of the faculty members still cling to the old idea that their responsibility is teaching only. Consequently, it becomes one of the biggest challenges for the chair to convince these members that their responsibilities include other tasks.”

The participants explained that diversity in personalities may lead to conflict between faculty members, as not everyone will be respectful of others’ viewpoints, background, or culture. Therefore, working with faculty members in conflict situations is a challenge for department chairs. MB pointed out that, “One of the challenges that I see frequently, especially when I attend different departmental meetings, is personal conflict between the members. The challenge is how a chair can manage the department and share tasks with faculty members who are in conflict either with herself, or with other members of the department.”

In contrast, TB did not appear to see any challenges in leading diverse personalities. Instead, she complained that there is “not very much variety among employees’ backgrounds and

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culture”. TB had international experience, having obtained her degrees from Western universities, and she enjoys working with people from diverse backgrounds.

The challenges of faculty/student complaints. Student complaints about their professors, courses, or other reasons are, as NK indicated, “endless.” Add to that faculty complaints about their workloads, and other matters. EP summed things up as, “the biggest challenge or the two biggest challenges are: the members who don’t want to work, and students’ and faculty members’ complaints”. These complaints add immensely to the considerable pressures which the chairs already experience. Furthermore, satisfying all the members is not an easy task. One of the chairs, NA, commented on the complexity of some of the challenges that she faces, “complaints, it is not always easy to align the interest of the work with the interest of the individuals. For instance, the faculty members want their time for their research, and at the same time the university is demanding time for participation in committees and other responsibilities; so this is one area of challenge.”

Challenges with rules and regulations. One of the significant purposes of rules and regulations is to facilitate the administrative work. However, in some cases they can be a source of challenge, as most participants indicated.

Unclear rules and regulations. Many of the participating chairs were discontented with the rules and regulation because they lacked clarity, and at times were not easy to find. Implementing the regulations, interpreting them, or even finding them were some examples of challenges the chairs frequently faced. EP described her struggle to find rules and regulations, “The rules and regulation are hidden,” she said. “It’s like trying to carve a rock to figure out things in the department.” EP also said, “Sometimes I encounter issues I don’t know how to deal with because of the ambiguity in the rules and regulations,” and, “It was as if I’d been thrown

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into the sea, and had to figure out how to swim.” On the other hand, FK pointed out that the precise following of rules and regulations sometimes reduces the department chairs’ freedom, “Following all the instructions, whether or not they are appropriate for the department! This reduces departmental freedom.” She also felt that constant changes in the regulations causes confusion, and are a challenge for the chairs. FG believes that the bureaucratic approach of communicating rules and regulations delays delivering them on time. She reported, “Sometimes the delay and changes in the regulations, creates a foggy view until you figure the matter out”. Hence, she suggested, “regulations sometimes need to be implemented with more details to avoid vagueness.”

Technological challenges. Although technological advances have increased work efficiency, and facilitated more, and better, communication in higher education, they are also a source of considerable challenge for many department chairs. DQ pointed out that, “the new generation might not face the same challenge as we do because they grew up with technology, but we grew working with pen and paper. All of a sudden technology has emerged and continued to evolve, and we have been asked to be skilled in using it. So using technology effectively is a big challenge.”

Work pressure challenge. The participating department chairs noted the work pressures that they encounter. Mostly they struggle when they are asked to complete tasks without being given adequate time. FK made the following statement, “The requirements from above always need to be done in a short time; the time is never sufficient to complete all the requirements”, and “The amount of time isn’t sufficient to achieve the required work...whenever they become chairs, administrative responsibilities absorb all their time”, while EP said, “I used to stress out and I used to have arguments with my husband because of that [work pressure]”. MB gave

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another example; she stated that upper administration “often request things today and need them done by tomorrow when really a lot more time is needed.” NA pointed out that with the emphasis on quality assurance and excellence in higher education, a different challenge has emerged. TB emphasized another specific type of danger that chairs face: “Getting lost in the demand from higher up and, as a result, neglecting internal tasks within the department.”

Limited authority challenge. Although department chairs have a significant say in the running of their department, all of the participating chairs emphasized that their authority is limited. EA stated, “The position of the chair is an important position with limited authority.” MB provided the example of the authority of the chairs vis-à-vis the authority of the university council, and the limited authority in considering their views in the university council, “Here the university system gives the chairs the right to make decisions in the department council. Yet, in the university council, which is made up of the deans, the chairs' views are not always considered.” FK also pointed out that their authority is limited because of the constraining rules and regulations, “Following all the instructions, whether they are appropriate or not appropriate for the department, this reduces the freedom of the department.”

Lack of financial support and increased student numbers does not appear to be challenges for most chairs, though these were raised by one of the respondents. Almost all the respondents were in agreement that the Saudi government was spending generously on higher education. Similarly, only in the more popular and very attractive departments was the issue of large increase in student numbers seen as a challenge.

Findings

The findings of my study are intended to answer the original research questions:

1. What do department chairs perceive to be the necessary characteristics and behaviors of

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an effective department chair in the female faculty of education at universities in Saudi Arabia?

2. What do faculty members perceive to be the necessary qualities of an effective department chair in the female faculty of education at universities in Saudi Arabia?
3. What challenges do department chairs perceive that they face?

Analysis of the data collected shows that the participants' views indicated that leadership style which built on collegiality, cooperation, and appreciation is a potent force toward effective leadership at the departmental level. The research questions were matched with the themes that emerged from the data to attempt to identify what constitutes an effective department chair. Based on participants' responses, the themes that emerged fit best under four headings: skills, knowledge, behaviors, and attitudes. Following the order of the research questions, I start with the findings proposed by department chairs, followed by those findings that emerged from faculty members' views. Then I present the findings for the last research question regarding the challenges encountered by department chairs.

Department Chairs' Insights

Department chairs agree on a number of areas of skills, knowledge, behaviors and attitudes that identify effective department chairs. Table 3 summarizes the effective leadership skills, knowledge, behaviors and attitudes which were identified in the analysis of the data from the interviews with department chairs.

Skills. To lead a university department effectively, chairs need certain skills. Department chairs believe that time management skills, problem solving skills, interpersonal skills and organizational skills are all needed for an effective chair. Department chairs have numerous demands and limited time. Therefore, time management skills are essential to be able to deal

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effectively with their various responsibilities. Organizing and prioritizing tasks, setting a timeline for completing their tasks, as well as punctuality at meetings are some time management strategies identified by department chairs as being necessary for their effectiveness. The fruitful impact of these skills will be reflected in the behaviors of staff who observe their chairs, and emulate their behaviors.

Department chairs indicated that problems inevitably surface in every workplace. Therefore, department chairs believe that in order to be effective, they have to be able to resolve the problems, challenges and conflicts that emerge in their departments. Effective chairs need the skills that enable them to resolve these issues without negatively affecting the work environment, or causing harm to anybody.

Effective interpersonal skills are essential to a department chair, if she is to be effective. This requires an understanding of other people, an understanding of the importance of being able to work well with them, and appreciation of the importance of encouraging them to put forth their best efforts. The ability to facilitate meetings, such as departmental meetings, and the ability to ensure that differing opinions are expressed and valued is also seen as being crucial. Those interviewed indicated that they believe that the effective chair must demonstrate respect for all her colleagues, and must also show that she has effective organizational skills.

Knowledge. Department chairs believe in the value of knowledge regarding effective leadership, both theoretical, and practical. They must also know the policies, rules, and regulations of the organization, and understand the responsibilities and rights of their position. Department chairs believe having prior leadership knowledge can help save them time and effort in both decision making and problem solving. However, they also feel that chairs must continue developing themselves in these areas by reading, attending courses, workshops, and conferences.

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Chairs also need to know the rules and regulations of the workplace. Without this knowledge they may deviate from the regulations of the university, or be inconsistent in their management practices. The participating chairs said that knowing their responsibilities and rights is another significant area of knowledge with which they need to be conversant.

Behaviours. The participating chairs identified a number of behaviours that they consider essential for effectiveness. When department chairs display these behaviours, they enhance their effectiveness in the department. Department chairs need to appreciate, respect, and motivate people. They need to be able to delegate tasks, and nurture a sense of trust. Effective chairs involve, consult with, and engage people. They reinforce relationships, and are able to build their team. Their communication is clear, and their listening skills are evident. They do not impose decisions; instead, they convince their faculty members, and explain their decisions. They do not hesitate to ask questions to learn. They always make sure not to cause harm to anybody.

Attitudes. The chairs in the study indicated that they believe that chairs need to bring certain attitudes to their work. These attitudes increase the likelihood of being effective.

Self-confidence allows a leader to take risks, implement change, keep her department up to date, and not blindly follow routine. Other attitudes that chairs perceive as important are persistence, patience, commitment, and passion. With these attitudes, chairs can always find ways to run the department effectively and cope with the challenges they encounter. Leading by example is a valuable attitude for an effective chair. When department chairs set a good example to their members, it becomes easier for them to be trusted and followed.

Department chairs also believe in the value of working according to a vision. In this way they translate their vision into daily actions that advance the goals of the department, and the organization. Throughout their work, chairs need to be flexible and fair.

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Table 3

The Identified Effective Leadership Skills, Knowledge, Behaviors and Attitude by Department Chairs

The Categories	Themes
Skills	Time management skills. Problem solving skills Interpersonal skills Organizational skills
Knowledge	Knowledge in leadership (reading in the field) Knowing their responsibilities and rights Knowing polices, rules and regulations
Behaviors	Appreciating, respecting, motivating people Delegation/Trust Involving people/Engaging with people/ Consultation Team building/Reinforcing relationships Communicating clearly/communicating directly Convincing/Justifying decisions Asking questions/Practicing/Being close to administrative roles Doing no harm to anybody Being a good listener
Attitudes	Self-confidence/ being creative/updating/ accepting change Being persistent/patient Being passionate Working according to a vision Leading by example Having commitment Being fair Being flexible

Faculty Members' Insights

Faculty members believe that effective department chairs exhibit the type of cooperative leadership which leans towards creating and sustaining collegiality. The characteristics and practices identified from their responses also fit under the four categories: skills, knowledge,

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behaviours and attitudes. Table 4 summarizes skills, knowledge, behaviours and attitudes identified by faculty members as necessary for effective leadership by department chairs.

With regards to the skills, faculty members also suggested that effective department chairs need time management skills. As well, they agreed that effective chairs need to know the policies, rules, and regulations of their universities and departments. They also indicated that effective department chairs were concerned about team building, and creating effective relationships in their departments. They were seen as respecting people, supporting them, and were being sensitive to the needs of those they worked with. In addition, they motivated their faculty members, and gave them opportunities for development. Participating faculty members believed that effective chairs were close to their faculty, involving them, and engaging with them. Faculty members expressed the view that effective chairs showed that they appreciated the people they worked with by listening to their views, consulting them, and by taking the time to explain their decisions to them. Effective department chairs were able to communicate effectively with their faculty members.

The faculty members interviewed indicated that effective department chairs shared certain attitudes. They indicated most frequently that effective chairs display an attitude of self-confidence, and this enabled them to stand strong when necessary, and at the same time to be comfortable and willing to accept change. Self-confidence allows the chairs to stand strong and be willing to accept change. They were seen as fair, patient and flexible in their attitudes and behaviours.

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Table 4

Effective Leadership Skills, Knowledge, Behaviors and Attitudes Identified by Faculty Members.

Categories	Themes
Skills	Time management skills
Knowledge	Knowing rules and regulations
Behaviors	Team building/Reinforcing relationships Respecting/supporting/sensitive to others' needs Motivating people Involving people/Engaging with people/ Consulting people Being a good listener Communicating clearly Convincing/Justifying decisions
Attitudes	Self-confidence Flexible/patient Being fair

Department Chairs' Views vs. Faculty Members' Views

Although the study found much consistency in the perceptions of department chairs and faculty members regarding characteristics and practices of effective department chairs, there were also a number of differences that emerged between the two groups in the analysis. Table 5 shows the areas identified by the two groups within the categories and themes. It appears there is considering agreement between the two groups regarding the behaviors and characteristics which help establish and maintain collegiality in a department. As the Table indicates they agreed on the importance of time management skills; on knowing policies, rules, and regulations; on appreciating/respecting/ motivating/involving people; team building; and nurturing relationships. There was consensus too on the need for clear communication, and for a willingness to explain decision. Again, the importance of self-confidence, patience, fairness and flexibility, as well as being a good listener was stressed by both faculty members and chairs.

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The greatest discrepancies appeared in the areas relating to the skills and knowledge that effective department chairs should have. Department chairs identified a larger number of skills--such as people skills, problem solving skills and meeting management skills--than did the faculty members. In relation to knowledge, the participants department chairs indicated the importance of having knowledge in leadership and knowing their responsibilities and rights. These differences may not have emerged because the latter areas are unimportant in the opinion of faculty members. There are at least two possible explanations for the differences. First, the faculty members appeared to be more narrowly focused on the relationship with their department chairs, and what the qualities and behaviors they perceived to be essential for effective chairs were based on their daily interactions. The additional points identified by the chairs can be explained because of their wider range of interactions with different groups, such as upper administration, students, and the public. A second possible reason can be found in the fact that the chairs were actually doing the work of chairs, or had done so in the recent past, and so their responses came from a different perspective than did those of faculty members. Not surprisingly they pointed out the need to be willing to learn from others and from experience; the need to be able to delegate effectively; the importance of persistence, commitment, and passion; and of being well organized.

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Table 5

Comparison of Faculty Members' and Department Chairs' Views of Effective Department Chairs

Categories	Themes	The chairs' views	The faculties' views
Skills	Time management skills.	√	√
	Problem solving skills	√	
	Meeting management skills.	√	
	Interpersonal skills	√	
	Organizational skills	√	
Knowledge	Knowledge in leadership (reading in the field)	√	
	Knowing their responsibilities and rights	√	
	Knowing polices, rules and regulations	√	√
Behaviors	Appreciating, respecting, motivating people	√	√
	Delegation/Trust	√	
	Involving people/Engaging with people/ Consultation	√	√
	Team Building/Reinforcing relationships	√	√
	Clear communication/Direct communication	√	√
	Convincing/Justifying decisions	√	√
	Asking questions/Practicing/Being close to administrative roles	√	
	Doing no harm to anybody	√	
	Good listener	√	√
Attitudes	Self-confidence/ being creative/updating/ accepting change	√	√
	Patient	√	√
	Persistent	√	
	Passionate	√	
	Working according to vision	√	
	Leading by example	√	
	Commitment	√	
	Being fair	√	√
Being flexible	√	√	

Challenges Encountered by Department Chairs

The third research question was intended to identify the challenges that department chairs encountered. As the literature suggests, information about challenges could encourage the search for approaches to cope with such challenges. The interviews revealed the following challenges faced by department chairs in the following areas:

1. Evaluating faculty members;
2. Leading peers and negotiating the generation gap;
3. Leading diverse personalities;
4. Managing faculty and student complaints;
5. Working with unclear rules and regulations;
6. Working with constant technological change;
7. Coping with the magnitude of the workload;
8. Administrating and learning within the limited authority.

Key Findings

The following key findings are discussed in more detail in the next chapter:

1. The research reveals an increased tendency towards leadership that enhances the growth of followers, and fosters a cooperative and collegial environment.
2. Although Saudi organizations are based on a centralized system, and people expect to be told what to do, leaders are encouraged to justify their decisions to foster a culture of respect, collegiality and cooperation.
3. Despite the claim that their faculty's work is autonomous, leaders in higher education need to encourage a sense of engagement, collegiality and cooperation to promote personal development, and the overall effectiveness of their organization.

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4. The position of department chair is critical for the success of higher education, yet no formalized preparation is offered to chairs.
5. Servant leadership is emphasized in Islamic thought, and some of the traits identified in effective department chairs can be characterized as servant leadership.
6. A style built on collegiality, cooperation, appreciation, and considering collective interest over self-interest is a potent force toward effective leadership at the departmental level.
7. The title of department supervisor, or facilitator, is preferred over department chair, because the latter denotes a sense of domination.
8. Department chairs believe in the value of leadership knowledge, and must have theoretical as well as practical knowledge relating to effective leadership. They must also know the policies, rules and regulations of the organization and the responsibilities and rights of their position.
9. Chairs need to bring certain attitudes to their work. These attitudes increase the likelihood of being effective.
10. Department chairs identified a larger number of skills, such as people skills, problem solving skills, and meeting management skills, than did the faculty members.
11. Although empowerment is a component of some contemporary leadership approaches, it is not indicated as a quality for a leader in the literature in Saudi context. However, providing opportunities for development and willingness to delegate, which are forms of empowerment, are expected and considered a quality for an effective chair.
12. Chairs face two categories of challenges: challenges with people and challenges with rules and regulations. Evaluating faculty members, dealing with diverse personalities and student/faculty complaints are examples of challenges with people. The challenges with

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rules and regulations include: unclear rules and regulations, technological challenges, and the pressures of work.

13. Retaining faculty members and managing limited resources are not challenges in the context of Saudi higher education.

14. Department chairs need to dig deeper to find and understand the rules and regulations. Although the regulations and responsibilities in many organizations are not available to the public, they must be easy to find and interpret.

Summary

The findings of this study were presented in this chapter, and supported by the words of the participants in the study. Categories and themes were identified to facilitate organizing the data, and assist in providing answers to the research questions. Both department chairs and faculty members indicated that effective department chairs appear to have a certain set of skills, have a particular knowledge set, and display specific behaviours and attitudes. In addition, the data identified those challenges that department chairs encounter, which fall into two major categories: challenges with people, and challenges with rules and regulations.

In the final chapter, I summarize the entire study, discuss the findings, and provide some implications and recommendation for both theory and practice.

**CHAPTER SIX: SUMMARY, DISCUSSION, IMPLICATIONS, RECOMMENDATIONS
AND CONCLUSION**

The purpose of this study was to identify effective leadership characteristics and practices of effective department chairs which can benefit current and potential department chairs in female higher education in Saudi Arabia. Semi-structured interviews were conducted to obtain the perspectives of current, and former, effective department chairs, as well as the perspectives of a number of faculty members regarding the characteristics and behaviors of effective department chairs. The study also investigated the challenges that chairs face.

The researcher has identified characteristics, behaviors, and practices that the study participants considered necessary for effective department chairs. This chapter begins with a summary of the study, discussion, recommendations for further research as well as implications for theory and practice, reflection, and lastly the conclusion.

Summary of the Study

The purpose of this study was to identify effective leadership characteristics and practices for department chairs in female departments of education in higher education in Saudi Arabia. The following questions guided the study:

1. What do department chairs perceive to be the necessary characteristics and behaviours of an effective department chair in female faculties of education at universities in Saudi Arabia?
2. What do faculty members perceive as the necessary qualities of an effective department chair in female faculties of education at universities in Saudi Arabia?
3. What challenges do department chairs perceive that they face?

Before embarking on the study, a literature review was conducted to expand and deepen

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the researcher's knowledge of the topic being researched, to locate deficiencies in the literature, and to provide a road map for the current study. The literature review investigated effective leadership in the context of higher education and examined effective departmental leadership, as well as the challenges facing chairs. In addition, the review covered effective leadership in the particular culture of Saudi Arabia, and also leadership in Islam, as this is a major influence shaping Saudi culture.

The literature confirmed that the effective characteristics and behaviors of leadership are contextual. What is considered effective leadership in one context can be ineffective in another (English, 2008; Grint, 2005; Knight & Trowler, 2001; Raines & Alberg, 2003; Sergiovanni, 2001; Pillai, Scandura, & Williams, 1999). Another fact that emerged from the search of the literature is the scarcity of studies that focus on the departmental level, although there is considerable emphasis on the critical position of department chairs.

Therefore, this work provides a significant contribution to the literature regarding effective leadership at the departmental level, and more explicitly in a Middle Eastern country, Saudi Arabia, which has a dearth of leadership studies in the higher education sector (Metcalf & Mimouni, 2011; Smith and Abouammoh, 2013). The literature asserts that leadership is shaped by culture; this study provides a perspective of how the culture of Saudi Arabia shapes and influences leadership at the departmental level in higher education. Most research on higher education in Saudi Arabia is quantitative, as Smith and Abouammoh pointed out in their book. A computer-based literature search on higher education research in Saudi Arabia confirms this. The study provides contribution to leadership confirming the tendency towards the approaches that foster people growth and increases their involvement. In this regards, it supports transformational and servant-leadership approaches. The qualitative methodology used in this study adds depth to

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the body of knowledge on this topic, as the researcher acquired the participants' original views by interviewing them, unlike the majority of previous studies in this area, which obtain participants' thoughts via surveys. The literature review identified characteristics, practices, and behaviors of effective department chairs as is shown in Table 2 in the second chapter.

Data were collected and analyzed to answer the three research questions. Semi-structured interviews were conducted to obtain information from three groups of participants: former department chairs, current department chairs, and faculty members. Department chairs were asked questions related to their perceptions of leadership and effective leadership; the characteristics, qualities and behaviors of effective department chairs; their own experiences in leading their departments; and finally the challenges that they faced.

Vignettes were used as the basis for the interviews with faculty members. This approach helped avoid any ethical issues associated with the possibility that faculty members might be inclined to express their opinions regarding their current or former department chairs. Vignettes describing hypothetical situations in an imaginary women's department of education at an unnamed Saudi university gave them freedom to express their thoughts without any concern. The interviews were, for the most part, conducted face to face in Saudi Arabia; however three interviews were conducted by phone upon the participants' request. All except two of the interviews were recorded, transcribed and translated into English, which assisted the researcher in analysis.

The data collected in this study yielded the following points, which have been characterized as skills, knowledge, behaviours and attitudes important for the effectiveness of department chairs. This list is in no particular order.

1. Skills related to time management, problem solving, organizational skills to meeting

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management and interpersonal skills.

2. Having knowledge in leadership theories and practices, knowing their responsibilities and rights, and knowing the policies, rules and regulations of their organization.
3. Their behaviors encompass: appreciating, respecting and motivating people, delegating, trusting and involving people, engaging with people, consultation, team building, reinforcing relationships, clear communication, convincing/ justifying decisions, asking questions, practicing and/or being close to the administrative roles, doing no harm to anybody, and being a good listener.
4. The participants indicated that chairs need to be confident, creative, innovative, accepting of change, patient, persistent, passionate, working according to their vision, leading by example, having commitment, being fair and being flexible.

Many important findings emerged from analyzing the data. These are dealt with in the following discussion.

Discussion

Although there is no consensus on a definition of leadership, the principles linked to effective leadership in the literature, and in the participants' perspectives, appear to be consistent. The main principle is influencing a group of people to accomplish a common goal (Astin & Astin, 2000; English, 2008; Grint, 2010). The findings of this study confirm that the position of department chair is critical for departmental and organizational success, yet chairs do not receive formalized preparation in leadership. These points are heavily emphasized in the literature (Cooper & Pagotto, 2003; Wheeler, 2009; Wolverson, Ackerman, and Holt, 2005). A lack of leadership preparation, along with the complexity of the role, increases the frustration of many department chairs.

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In presenting this section, I start by comparing the findings to the previous studies, then compare the findings to the Islamic views of leadership, and lastly to elements within Saudi culture. I also identify those areas where there appear to be disagreements between the findings in the study.

The Findings and Previous Studies

Department chairs occupy a critical position in higher education. They are like engines for higher education institutions. One of the participants (NA) pointed out that, “the department chair position in higher education is the central position in higher education. The decisions and decrees which issue from the departments, whether related to educational matters, educational planning, curriculum development or creating new programs, are milestones for higher education. Whenever department chairs are effective, automatically their department will be effective and likewise the university.”

The literature, along with the participants in the study, agrees upon the significance of the position. Having said that, both the literature and the participants agree that there is an absence of leadership training and formal preparation for this critical position. Secondly, a brief glance in the literature at the history and evolution of leadership theory and practice demonstrates the trend towards more collaborative models of leadership that promote collegiality and collective interest over self-interest. The findings of the study also support these tendencies. Although leadership in Saudi Arabia is generally based on a centralized system, the influence of globalization, and the fact that many faculty members have graduated from overseas universities, have contributed to an emergence of more progressive approaches to leadership in higher education.

The findings of the study indicated that effective chairs have a combination of skills, knowledge, behaviors and attitudes that all contribute to their effectiveness. Effective chairs

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have skills in the areas of time management, problem solving, meeting management, as well as organizational and interpersonal skills. They also indicated that effective chairs know their responsibilities, know the policies, rules and regulations that they must work with, and have knowledge of leadership. Their behaviors and attitudes are characterized by mutual respect and trust for their faculty members, by the ability to build a team, and a willingness to invest in relationships. The participants also indicated that effective chairs engage people, and interact with them effectively, delegate tasks to them, consult, listen, and are comfortable explaining their decisions. Working with vision, communicating clearly, and walking their talk are ways which the participants described effective chairs. They do not hesitate to ask and learn by practice. They are passionate and committed to their work. Furthermore, the participants asserted that effective chairs are not afraid of change; they are self-confident, and innovative. Patience, flexibility, fairness are other qualities identified in the analysis.

Although effective leadership behaviors and practices vary depending on the context, comparing the current findings with the literature helps to situate this study among the existing research. To present this relationship, I discuss how the findings are congruent with the literature, as well as how they differ.

The findings are consistent with most previous research. To elaborate, the findings of the study are congruent with some of the cited characteristics and behaviours of effective department chairs, which are: effective communication skills, conveying vision, and building trust and respect. If chairs do not know and understand their faculty members, they cannot build a team (Gmelch & Schuh, 2004; Lucas et al., 2000). Most behavioral scientists have asserted that when leaders understand the people they work with, they have a greater chance of attaining the desired outcome in the organization (Barbuto, 2000). The findings of the study show that the participants

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continuously stated that they place great emphasis on the value of getting to know the people they work with.

The findings are also congruent with most of Bryman's (2007) list of effective department chairs extracted from reviewing the literature from 1985-2005. The behaviors in that list are: having a strategic vision; arranging the department to facilitate the direction set; being considerate; treating faculty with integrity; being trustworthy; encouraging open communication; being transparent about the direction of the department; acting as a role model; having credibility; creating a collegial atmosphere; being proactive in advancing the department; stimulating research and scholarship by balancing the workload and enhancing the department's reputation. However, in the current study, participating department chairs did not directly mention the issue of balancing faculty members' workload, although all the participating faculty members emphasized this point. Thus, chairs must be aware of the need for a fair and reasonable division of the workload so that faculty can contribute more to their department.

The findings also are not far from the findings of Gomes and Knowles (1999) who interviewed effective department chairs in their study, and the list that Lucas (2000) formulated from the literature and from working with chairs in more than 175 campuses in the United States. The two most prominent factors in their lists are creating trust and collegiality, and working collectively in the department.

The findings of the study are also compatible with the findings of Trocchia and Andrus (2003) as well as Keith and Buckley (2011), who mentioned the importance of fairness, integrity, interpersonal and other communication skills. The studies by Trocchia and Andrus and Keith and Buckley used surveys to gather data. They did not elicit the participants' original perspectives of the practices of effective department chairs. However, there are a number of studies that used a

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qualitative approach to data gathering, as this current study did. For instance, an interview approach was used by Gibbs, Knapper and Piccinin (2008) in their study comparing leadership behaviors across 19 departments in 11 research-intensive universities. In addition, Harris, Martin and Agnew (2004) also used the interview approach in addition to surveys to identify characteristics, behaviors, and training needs for effective department chairs at five universities in the United States.

The findings of this study, which indicate that department chairs should have knowledge in leadership, and should also know their rules, regulations and responsibilities before taking office is further supported by Gmelch's (2004) as well as Wolverton, Ackerman and Holt's (2005) findings. In Wolverton, Ackerman and Holt's study at the University of Nevada, Las Vegas, interviewing eight deans and surveying 65 department chairs, participants indicated that chairs need to know the rules, policies and responsibilities. They also need to have knowledge regarding effective leadership techniques. Gmelch's study had found that having knowledge in leadership was a valuable component in developing chairs' skills and reflective practices.

The participants' emphasis on leading by example is also supported in the literature. Gmelch and Miskin (2004) found that leading by example contributed to faculty development. Benoit (2005) stated that when department chairs were role models in their leadership, research and teaching, they provide an example for faculty members to emulate.

The findings which indicated that involving others and communicating effectively with them were important elements for an effective department chair are also supported in the literature. McArthur (2001) pointed out that the feeling of inclusion promotes the well being of faculty members. Czech & Forward's (2010) study of 202 faculty members, where they were asked to evaluate the leadership and behavior of their department chairs, found that chairs who

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communicated well with their faculty members reinforced departmental effectiveness and relationship building. Sergiovanni (2001) asserted that leadership without good communication skills is not leadership.

The findings from the information provided by faculty members are also similar to those in the literature. Effective chairs let those they work with know that they are appreciated and valued. They motivate them, explain their decisions, and engage them in collective decision making (Bowman, 2002; Griffith, 2006; McArthur, 2002; Huston and Norman, 2005). These behaviors reinforce the faculty's trust in the chair (Griffith) and foster the culture of collaboration (Hecht, Higgerson, Gmelch & Tucker, 1999). Furthermore, the findings from the literature, as well as from this study, pointed to another skill of effective chairs that helps motivate faculty members, which is the ability to create a sense of collegiality (Bryman, 2007; Gomes & Knowles, 1999; Harris, Martin & Agnew, 2004; Huston and Norman, 2005; Wolverton, Ackerman & Holt, 2005). Further, the participating faculty members' indication of the importance for a chair to ensure reasonable and fair workloads is congruent with what Winter and Sarros (2002) found in their study in Australian universities. They indicated that some of the factors which create a positive academic working environment are clarity, and manageability of the roles. They added that work overload results in a less motivating work environment. The participating faculty members indicated that when they have a reasonable workload, they can develop themselves, conduct research and publish their work. This point is supported by Knight & Trowler (2001). Furthermore, Lucas et al., (2000) emphasized the importance of department chairs in providing opportunities for professional development for their faculty members, especially in light of the pressures these faculty members are under to network with other scholars and to publish their research findings.

The findings and department chairs' challenges in the literature. The findings from both the literature and from this study indicate that department chairs encounter a variety of challenges during their tenure. The findings from this study indicate that the participants see some of the predominant challenges as work/time pressure and balancing multiple tasks. These challenges are also repeated frequently in the literature (Gmelch & Schuh, 2004; Griffith, 2006; Gmelch & Miskin, 2004; Hecht, 2006; Wolverton, Gmelch & Montez, 2001). However, participants in the study pointed out that with effective time management, and effective planning, chairs are able to cope with these challenges.

Gmelch et al.'s 1990 study in which 800 chairs from 100 universities were interviewed, found that they faced challenges similar to those found in this study (Gmelch & Miskin, 2004). Chairs needed to balance department priorities and faculty issues, which included, amongst other things, complaints, evaluations and conflict. However, Gmelch et al.'s study also found that chairs faced issues relating to retaining quality faculty, as well as matters relating to working with limited resources. These issues did not emerge specifically in the present study; instead, the participants frequently expressed the view that effective chairs had to indicate to faculty that their work was appreciated and valued. Further, maintaining quality faculty members, or getting rid of ineffective ones, is not an issue in higher education in Saudi Arabia. Ineffective faculty members run no risk of being fired since they are guaranteed tenure upon being appointed to the job (Altbach, 2011). Nor are limited resources a challenge in the university context in Saudi Arabia, as the government spends generously on higher education. Having said that, one participant chair did mention that she has many new costly ideas she wants to implement, and is experiencing this challenge in her current position.

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Leading peers (Gmelch & Schuh, 2004; Griffith, 2006) and dealing with conflicts between conflicted staff (Hoppe, 2003; Lucas, 2000) are other challenges identified in the study. Interestingly, unclear rules and regulations are one of the predominant challenges identified in the findings, yet this challenge does not appear to be specifically mentioned in the literature. In the context of this research, it appears that department chairs believe that they are required to dig deep to find many of the rules and regulations they must follow, and even deeper to obtain a clear understanding of what they mean. Even the researcher could not find a clear description of the roles and responsibilities of department chairs in the Ministry of Higher Education's website, or King Abdulaziz University's website. Ironically, as mentioned in Chapter 2, according to Hofstede's work, Saudi culture is strongly avoidant of uncertainty with many rules and regulations, yet in this setting these rules and regulations do not appear to be readily available.

Al-Ahmadi (2011) identified some challenges encountered by women working in government positions. These are a lack of empowerment, the availability of fewer resources, as well as structural challenges. The findings confirm the structural challenges and lack of empowerment which Al-Ahmadi defined as a lack of preparation for the position. However, the limitation relating to resources did not generally appear to be a challenge for the participants in this study. The structural challenges identified by participants were their limited authority, and unclear rules and regulations.

The Findings in the Light of Islamic Views of Leadership

Leaders must motivate their followers to accomplish a mutual goal; when the values and ethics of the followers and their leaders are shared, moving toward the goals become easier. In other words, when values are attached to the practice of leadership, the leader's effectiveness is enhanced accordingly. Sergiovanni (2001) also underscored that people respond more effectively

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to norms based on values and beliefs than to administrative control. Throughout the interviews, participants on several occasions related their behaviours to Islam. In Islam, as I indicated earlier in the literature review, does not separate spiritual life from temporal life; hence, it is apparent why the behaviours of leaders are informed by Islamic teaching. The preservation of Islamic values such as integrity, honesty and humility reinforce the effectiveness of department chairs.

However, presenting religious values in practice is not necessarily an indication of the spirituality of the person. For instance, an atheist could display values such as integrity, honesty and humility, which might be characterized as religious values. In Greenleaf's writing on servant leadership, he equated a leader's behaviours in serving others to spiritual values.

In Islam, there is no separation between spiritual and temporal leadership behaviours (AlSarhi, Salleh, Mohamed & Amini, 2014). For instance, Aabed (2006), in his study of leadership theory and practice in a K-12 Islamic school in Michigan asserted that according to Islamic views, effective leadership has to be established by implementing Islamic principles in leaders' practices and behaviors. The present study found no contradiction between the principles associated with leadership in the Islamic view and the participants' insights. Since Islam is the state religion of Saudi Arabia, we should not be surprised to find that the participants indicated that they were influenced by Islamic teachings and manifest Islamic values and behaviours in their workplace. The compatibility of their behaviours with Islam is either a result of their beliefs, or because of the way they were raised in an Islamic society. Many of the participating chairs specifically related their work to their faith, and indicated that their faith motivates them to give more because they know that the rewards come from God, not from people. In addition, wherever it occurs, leadership in Islam has to be established on trust and accountability. The participants agreed that it is important that trust be present in the department.

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In addition, accountability, which implies accountability to God as well as to the university and the faculty, was also cited by the participants. They indicated that whenever they work, they try to satisfy God first and then consider the general interest.

There are many similarities between the list of characteristics of effective department chairs and the Islamic views of the effective leader. Leadership in Islam is a process of inspiring others, and involving them to fulfill a shared vision (Abbas, 2009; Beekun & Badawi, 1998; Chowdhury, 2002; Jamsari et al., 2012). The findings in this study support the sense of inspiring, engaging, and involving others to fulfill a common vision. In the Islamic view, it is critical to not only have a vision, but also the ability to convey it to others (Qur'an, 5:67; Abbas, 2009; Ahmad, 2002; Beekun & Badawi, 1998). The findings support these principles. People cannot work, or be motivated to work, unless they know the vision and purpose underlying it. Furthermore, this supports Hofstede's (2010) findings, which I will discuss later in this chapter, that as Saudi Arabia scores high on the uncertainty avoidance index, people want to work with a clear understanding of the goal.

Humility is presented as another principle of leadership in Islam (Adair, 2010; Mir, 2010; Hawi, 1982). Many verses of the Qur'an stress the value of humility whenever working with people. In addition, leadership in Islam is not about domination. The findings are compatible with this principle, as some of the participants refused to use the title department chair; instead they preferred to use the terms supervisor or facilitators to eliminate the sense of domination. In addition, the respondents indicated that they believed that using a title, such as supervisor, connotes a sense of being close to the faculty members and the sense of humility; unlike the use of the term chair, which they suggested connotes a distance between them and the faculty members.

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In Islamic views of leadership, a leader has to be competent, credible and have the knowledge to lead effectively (Qur'an, 4:54; Qur'an, 39:9; Mir, 2010; Jamsari, 2012; Hawi, 1982). The findings of the study support the need for knowledge of leadership practices and theories as well as knowledge of the institution's rules and regulations, all to promote the effectiveness of department chairs.

In addition, working collectively in consultation with others, assists the leaders to accomplish their goals, as the findings indicated. This is in agreement with Chapter 3, verse 159 of the Qur'an God, in which *Allah*, taught his Prophet Muhammad, "And consult them [your people] in affairs". Consultation is emphasized in Islam in the Qur'an and in the Prophet's sayings and practices because of its benefit in reaching solutions (Qur'an, 3:159; Abdullah and Al-Homood, 2001; Mir, 2010; Jamsari, 2012).

Some participants pointed out that when they lead, they are in a position of serving others. For instance, DQ defined leadership as: "A strong desire to serve others"; and FG stated: "Since I'm a Muslim, I have to serve." They indicated that their belief as Muslims reinforces the meaning of service. Hence, when they talked about serving, they linked it to the religion such as DQ's assertion, "In our religion we know that if God loves a person, He inspires them to serve others." This notion of serving in leadership is comparable with the concept of servant leadership which was coined by Greenleaf (1977).

Many department chairs pointed to the challenge of limited consideration of their voice in the university council. The history of Islam has ample evidence of women's contributions to Islamic civilization and society. Cataloguing all this evidence is not possible within the scope of this thesis; however, the restrictions which might appear in some organization are not related to the teachings of Islam, but rather to a restrictive tradition.

The Findings and Leadership in the Light of Saudi Culture

Culture usually shapes the practice of leadership and determines how leaders are expected to behave (Hofstede, G. H., Hofstede, G. & Minkov, 2010; House, 2004; Schein, 2004; Trompenaars & Hampden-Turner, 2000). The findings of the study support the literature in this regard. The findings clearly demonstrate that Islam and Saudi culture have an impact on shaping the characteristics and behaviors of effective department chairs in higher education. In the previous section I presented the link between Islamic views of leadership, and the findings. Here I describe the relationship between the findings of the study, and Saudi culture. Considering Hofstede's five dimensions of Saudi culture, the findings of this study have some similarity to Hofstede's findings.

Although empowerment is a component of some contemporary leadership approaches, such as transformational leadership, the literature on the Saudi higher education system, which is a centralized system, does not indicate that empowerment is a characteristic of effective leaders (Alamri, 2011; Alkhazim, 2003; Elyas & Picard, 2013; Smith & Abouammoh, 2013). The first dimension of Hofstede's study on national culture and human behaviors deals with power distance, which indicates the extent to which people accept the unequal distribution of power, and how willingly they accept orders given by their superiors. In Hofstede's findings Saudi Arabia scored high in this dimension, which may explain why the literature does not mention the word empowerment as one of the qualities of the leaders in higher education. Furthermore, Alahmadi (2011), in her study of the challenges facing women leader in Saudi Arabia, indicated that empowerment, which means leadership training opportunities and freedom in decision making, is not fully achieved in women sectors. In spite of the literature that does not indicate that empowerment is a characteristic for an effective leader, and even though most Saudi

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organizations are hierarchical in structure, the participants in this study indicated that they expect a leader to provide developmental opportunities, and be able to delegate. Both delegation, and providing developmental opportunities, are forms of empowerment, although the term empowerment was not specifically mentioned by the participants.

Although empowerment may not be seen in the literature as an essential characteristic of an effective leader in the Saudi context, and leaders could potentially be seen to lead effectively by delegating tasks without delegating any authority, this study indicated that chairs saw that they needed to be able to engage their faculty members meaningfully in decision making and in carrying out tasks, collaboratively and collegially when necessary. Furthermore, chairs believed that their effectiveness would be improved if they were able to explain their decision to their faculties, and if they engaged them in the development and delegation process--all forms of empowerment.

The findings indicate that delegation is one of the most important characteristics of an effective chair. The participants differentiated between two types of delegation. The first, which is not effective delegation according to the participants, is delegation of an entire task without follow-up to ensure its completion. The second type, which is characterized by the participants as effective delegation, is delegation plus follow-up.

This classification of the degree of delegation is supported in the literature. Schriesheim and Neider (1988) suggested three forms of delegation: advisory, informational and extreme. Advisory delegation means that subordinates can take action or make decisions after obtaining the leader's approval. Informational delegation means that subordinates can take action and make decisions after acquiring all the pertinent information from the leader. The last form is extreme delegation, in which subordinates perform the entire task without input from the leader. The

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findings supported the first and second forms of delegation, in which the leader is aware of the progress of the task delegated.

In the dimension of individualism versus collectivism, Saudi Arabia is considered a collective culture in which the interest of the group is predominant over the individual's interests. Thus, the participants repeatedly emphasized that the interest of the department has to be prioritized over personal interest, and, they indicated, whenever personal interest was higher, leadership was in jeopardy. The participants identified behaviors which nurture the sense of collectivism. They indicated that effective chairs nurture a sense of trust, consulting and involving others. These characteristics reinforce relationships, and assist in team building. Participants also asserted that the interest of the group has to be above the individual's interest.

Hofstede's third dimension has to do with masculinity versus femininity. It indicates the degree to which the dominant values in society lean toward masculinity or femininity. According to Hofstede, the dominant values in a masculine culture are achievement, heroism, assertiveness and competition; whereas the values in a feminine culture are cooperation, caring for others, and modesty. Although, according to Hofstede's findings, Saudi Arabia is considered a highly masculine society, the findings of the current study indicate a valuing of a combination of what are claimed to be masculine and feminine values. In this study, the participants demonstrated a tendency toward achievement, assertiveness, and a willingness to change and modernize, and these qualities support Hofstede's findings that Saudi culture is a masculine culture. However, the participants also leaned toward the feminine values of caring, modesty and cooperation. This may suggest that the masculine/feminine dichotomy may be inappropriate in contexts such as that in which the current study was conducted. Effective leaders in this study indicated that, in order to be effective they needed skills, characteristics and behaviors from both sides of

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Hofstede's dichotomy. These findings are supported in the literature. For instance, Thompson (2000) pointed to Gipson's 1995 study, which investigated gender-based differences in leadership across four countries, while Young (2004) and Thompson asserted that there are no gender differences in leadership. They found the impact of culture is higher than the impact of gender.

Hofstede's dimension of uncertainty avoidance reflects the degrees to which a society accepts ambiguity and uncertainty. Saudi culture, he asserts, generally tends towards uncertainty avoidance. It is a rule-oriented society, working under central control with many rules and regulations. The findings of the study supported this, as the participants strongly emphasized the significance of knowing the rules and regulations, and working within their framework. In addition, participants were critical of the lack of clarity and vagueness of the rules and regulations. They reported that interpreting rules and regulations was sometimes a challenge. They were hopeful that greater explanatory detail might be provided pertaining to the rules and regulations. This dimension also explained the reason behind the views of one of the participants, who emphasized that her approach was to monitor the carrying out of tasks, even when she had delegated them, because she likes to be certain about everything.

Hofstede pointed out that his findings indicate that Saudi culture is generally oriented to short term, which refers to the tendency towards future, but fairly immediate, rewards. In Saudi culture, people tend to want fast results, and achievement primarily in the short term. The findings of the study support this. The participants indicated that they have to work according to plans, and deal with the short-term tasks first, while having an overall vision of what they are working towards. In addition, they indicated the power of constant support and encouragement,

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whether in the form of tangible rewards or verbal praise, because they believe that short-term rewards activate, motivate and energize faculty members.

Conflicting Views

Examination of the data indicated some conflicting views with regards to two particular aspects: delegation, and making change in the department. The participants asserted that delegation in leadership nourishes trust and assists in the development of faculty members. Furthermore, the form of delegation which is most appreciated is the one which increases trust by giving some authority to perform important tasks, and ensuring that the delegated tasks are completed. However, one of the chairs does not believe in complete delegation; instead, she believes in monitoring everything and believes this approach supports her effectiveness as a leader. Retaining her authority is one of her rules of thumb. Even if she delegates a particular task, she likes to be in charge of the whole project. For instance, she indicated that if a conflict arose she would intervene to put an end to it and then “I monitor what comes next.” As I have indicated earlier, the overall structure of higher education is based on a centralized system and this chair appears to be highly influenced by the overall pervasive sense of control prevalent in society. In addition, as I indicated earlier, her approach is an example of Hofstede's finding that Saudi culture tends towards uncertainty avoidance. However, although she indicated that she appears to want to keep the entire authority to herself, many of the other participants in the study mentioned her name when asked to name effective chairs. The fact that Saudi culture appears to be partial to both the high power distance of authority, and uncertainty avoidance, this may explain why this chair was perceived as effective by many faculty members. In addition, her view indicates that power can be effective in some situations. This view is supported in the literature. In some situations, such as in a time of major change, (ie: an organizational

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restructuring), the directive approach to leadership becomes more suitable (Bess, 2011). Further, Kamarudin and Starr (2012), in their study of an Australian university which underwent amalgamation with another school, found that the autocratic leadership approach unites people, and brings them together to achieve the inevitable change.

Another conflicting view relates to how chairs perceive implementing changes in the department. All the chairs agreed with the importance of change, and the willingness to accept it. This is in line with the literature, as previous studies have found that the willingness of chairs to make changes in their department contributes to their leadership effectiveness (Carroll & Wolverton, 2004; Cooper & Pagotto, 2003; Hecht, 2006). The majority stated that change has to be brought about gradually to be accepted, and effective. However, two chairs stated that in their view, change has to be introduced and implemented immediately. One justified this approach by saying that some changes in education are too crucial, and it would be wrong to wait until everybody was willing to buy in. The other chair believed that discussion, and too many meetings, lead to conflict, and were a waste of time. How can these two views be reconciled with those of the other respondents? For those who believe in gradual change, whenever the change is urgent, they do not delay it, as they emphasized prioritizing work and organizational interests first. On the other hand, the chairs who believe that change should happen quickly do not mean they are forcing or harming others to accomplish immediate change, as they believe in appreciating others and considering their views.

Fullan (2007) in his book *The New Meaning of Educational Change*, asserted that “change is a process, not an event” (p. 68). He explained that the process of transforming a change from intuition to implementation is lengthy. For instance, complex change may take two to four years to be achieved, and on a larger scale may take even longer, from five to ten years.

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Therefore, he asserted, it is important to allocate the appropriate amount of time for any given change; giving too much time or too little time may cause difficulties and danger. However, he asserted that working on identifying key problems, and establishing a working plan, has to be done sooner than later. In addition, change will not happen unless leaders have a deep understanding of the principle of change, and are patient with the slow pace of reform.

Another essential point with regard to change in education, is the fact that chairs are crucial actors in the preparation and training of faculty members to accept and implement change. The rapid pace of technological advances today demands an openness and willingness to adopt and accept change on an ongoing basis. In their study of universities in Pakistan and identifying the role academic leaders play in the demand for change, Mehmood, Khan, Raziq and Tahirkheli (2012), found that department chairs play a crucial role in preparing faculty to accept and implement change.

Delimitations and Limitations

The study was delimited to one higher education institution in Saudi Arabia because of the researcher's familiarity with, and access to, the institution, and also because this institution is one of the most prestigious and well established universities in the country. There are no claims that the findings of the study are generalized. As has been pointed out, the intent of qualitative research is not to generalize, but rather to clarify (Creswell, 2013).

A second delimitation was that the departments which were studied were in the Faculty of Education, which included Arabic and English departments, Islamic Studies, other departments of humanities and education. Pure science departments were not included in the current study because of their different departmental culture originating from the nature of the discipline. The focus was on effective department chairs, as well as the perception of faculty

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members. The perceptions of other staff, such as the chairs' secretaries, were not included. The final delimitation is that since all educational sectors in Saudi Arabia are segregated by gender, the study was conducted in the women's section to facilitate ease of access for the researcher. In addition, an implicit purpose of the study was increased knowledge relating to the effectiveness of women chairs in universities in Saudi Arabia, which would assist in increasing their effectiveness, and their status. Furthermore, as far as I am aware, this is the first time that a study of this nature has been conducted in a Saudi university focusing on women chairs.

There are two limitations attached to this study. The first limitation is that because the researcher is a member of the organization, participants might have either exaggerated, or been reluctant to share, their actual perceptions. Having recognized this potential difficulty, I used vignettes in interviewing faculty members to allow participants more freedom to express their perspective on hypothetical situations involving other people (Hughes, 1998). Unlike department chairs, they were asked direct questions because there was no potential threat in sharing their views.

The second limitation is that respondents might not have accurate recollections of events in which they were participants. While they have intended to reply accurately, their perceptions of particular events may have been distorted, or they may have omitted some elements of events. Similarly, the manner in which they described how they acted as a chair may not have been the way that they actually acted, and their actions might have been seen very differently by their faculty members.

Implications

One benefit of research is that it may suggest implications for theory, for new research directions, and for practices. This study added significant contributions to the leadership

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literature in higher education in Saudi Arabia. It was undertaken with the goal of contributing to the development, and reinforcing the leadership competency, of the department chair. It identified the characteristics, behaviors and practices for effective department chairs. The literature on effective educational leadership does not appear to focus sufficiently on the department chairs in higher education institutions (Bryman, 2007; Trocchi & Andrus, 2003). As women have begun occupying more important administrative positions in Saudi Arabia, and in higher education in that country in particular, the findings of the study in the female academic sector can enhance women's effectiveness in academic roles. The findings of this study can provide support for current department chairs, and provide guidance for faculty members who aspire to become department chairs. It can serve as a catalyst for policy makers, as I will explain later, to design leadership programs which encompass practices and qualities that promote department chairs to lead effectively.

Culture not only influences individuals and organizations, it affects the development of theories, and how they are interpreted and practiced. There is little in the literature regarding leadership at the departmental level in different cultural contexts. Therefore, the study is valuable as it provides a view of leadership in a particular culture. It offers an opportunity for researchers to understand leadership in higher education in the Saudi culture. It also opens the door for viewing leadership in the nature of the current university. The study is useful to those interested in comparative studies. As the study looks closely at a context which is influenced by Islamic and traditional Saudi culture, it can provide an opportunity to compare this particular context with others.

Based on my overall journey in studying effective leadership at the departmental level, some ideas presented themselves for future research. After reviewing the literature, and based on

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the findings of this study, further research seems to be still needed in the area of leadership at the departmental level in higher education institutions. Considering the delimitation of this study which was conducted in certain departments of just one university, this does not permit a generalization of the findings. Therefore, further research is needed to include other departments.

In addition, further research must consider examining universities in different regions of the country, to ascertain whether different regional cultures affect how chairs should act. Research could also examine whether the size of the university influences characteristics of effective department chairs. Specific studies could be conducted to see how different academic disciplines affect the behaviour of chairs. It would also be interesting to examine how different disciplines affect the general atmosphere of the departments. The information obtained could assist chairs to interact effectively with their department.

Further research could focus on how the system, and structure of an organization, can affect the leadership of department chairs. This information can assist in selecting the appropriate training and development programs for the chairs, so that they can serve effectively within the structure of their particular organization.

Additional research is needed to identify appropriate approaches for training department chairs. The information can help increasing leadership expertise, and reinforce professional relationships.

Given the Saudi policy of encouraging faculty members to obtain degrees from overseas universities, studies could investigate whether chairs with an international background are more, or less, effective in leading academic departments.

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Department chairs are usually leading their peers, and leading peers is one of the common challenges the chairs encounter. Research on this issue could help identify effective approaches for leading among peers without playing favourites, or disaffecting them.

Recommendations

The findings of this study offer important insight into both the theory and practice for both current and prospective department chairs in higher education in Saudi Arabia. They contain a number of important recommendations that policymakers and department chairs can consider.

Policymakers need to rethink, and give extra consideration to, the position. They need to design a program to prepare department chairs prior to occupying the position. Not only before the appointment, but also throughout their tenure as chair; they need frequent development programs and, as indicated, they need to be given opportunities for meetings and exchanges with fellow chairs. These meetings would give them an opportunity to share their experiences, express their views, and discuss emerging issues and challenges. This can assist and support them in relieving and reducing their stress, and contribute to enhancing their own work environments as well as those of their colleagues. A leadership development program has to take into consideration the challenges that confront the chairs, and could contribute to the development of more innovative and effective responses.

The development and training program for department chairs has to include courses in using continuously evolving technology. Lack of experience in using technology is a barrier for some department chairs, to the detriment of departmental working processes. In addition, chairs have to be given reasonable tasks, and adequate time for accomplishing these, so that they do not experience undue work pressure or frustration.

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Higher education in Saudi Arabia is highly structured with many rules and regulations. These regulations have to be provided to chairs with more detailed descriptions for practical applications. Furthermore, sufficient interpretation and detail should accompany any new policies and regulations, so that chairs do not have to experience the frustration of ambiguity. In addition, discussing the rules and regulations at chairs' meetings could contribute to greater consistency in how they are interpreted, understood, and applied.

The findings of the study can help in the selection of new department chairs. They can assist the interviewers in focusing on the skills, knowledge, behaviors and attitudes that were identified as being necessary for effective department chairs. They could also assist in refining the criteria for selecting a new chair.

Since the Ministry of Higher Education initiated the Academic Leadership Centre (ALC) in Riyadh in 2009, I recommend expanding the focus of this center to involve development opportunities for department chairs. I also recommend opening new branches, or similar centers, in every region--not only just in the capital city--to make it easier for women to attend such courses, especially with the restrictions on women's travel in Saudi culture. In addition, women's views have to be given equal consideration in the university council, rather than always following what is imposed on them by the male section. Universities have to provide equal opportunities for women and ensure the removal of barriers that hinder their development and involvement.

I recommend more qualitative research to acquire original insights into higher education in Saudi Arabia. The use of qualitative approaches can provide a valuable addition to the methodologies in higher education studies which have been mostly conducted using quantitative methodologies. Most researchers who have studied this topic have either developed their own

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surveys or used someone else's leadership survey. Surveys, and purely quantitative studies, are limited in their abilities to delve into the participants' own insights regarding the effective and desirable practices of department chairs. Providing the participants the opportunity to express their views through interviews allowed them to ground the data on an authentic platform of relevant experience.

In regards to the practices of department chairs, I recommend the following:

1. Department chairs need to have an understanding of the policies, rules, regulations, and their rights and responsibilities. Without knowing and understanding the rules and regulations, they might deviate from the regulations of the university, causing confusion for the staff.
2. Department chairs need to use the rules and regulations in making decisions. In this case, rules and regulations work as the framework for the decision selected.
3. Department chairs have to be able to explain and justify their decisions. Justifying the decision taken fosters a sense of trust, and makes faculty members feel that they are valuable.
4. Department chairs should have a vision for their department. Having a vision assists department chairs to focus the energy of both themselves and their department members towards the goals of the department.
5. Department chairs should be able to clearly communicate the vision they have for the department. Sharing the department vision with the department constituents unites them, and focuses their energies to working towards the vision.

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6. Department chairs need to know their faculty to get the best out of them. Understanding people's different personalities assists the chairs in assigning appropriate tasks, and using effective techniques to deal with each individual.
7. Department chairs need to be able to engage with their faculty members, listen to them, let them know that they appreciate them, and motivate them. When faculty members feel that they are valued, they give more to the organization.
8. Department chairs must be willing to consult with faculty members and delegate particular tasks appropriately. Delegation fosters the culture of trust, develops others, and motivates them.
9. Department chairs need to balance faculty members' workloads. This is not just a question of fairness, but the tasks assigned should enable faculty members to, amongst other things, pursue their personal development, conduct research, and publish papers.
10. Department chairs need to be fair, flexible, patient and well organized. Without patience, organization, and some flexibility, the chair cannot lead effectively.
11. Department chairs need to ensure that they are skilled in time management, problem solving, and conducting meetings, all of which assist the chair to be organized, and handle the demanding nature of the position.
12. Department chairs need to lead by example, and walk their talk. Faculty members start to observe the chair's behaviour from the first day of their appointment, and they adjust their behaviours accordingly. Hence, a chair has to set a good example for the members in the department.
13. Department chairs have to accept change confidently, and be creative. A willingness to accept and welcome change assists the department to improve.

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14. Department chairs should not hesitate to learn by asking questions. They need to have the courage to ask questions and say "I don't know," whenever they do not have the correct answer.

15. Department chairs have to realize that the position requires particular skills, knowledge, behaviors and attitudes if they are to be effective. Realizing the characteristics and skills needed for the position encourages the new chair to acquire the skills, knowledge and adopt the appropriate behaviours and attitudes of an effective chair.

Department chairs' awareness, and applications of these findings, can contribute to reducing the stress which is associated with the position, increasing their effectiveness, and refining their leadership.

Reflection

Having completed this project, and having stepped back to ponder on the process of this work, it was pleasant to realize that I have learned immensely. I realized how a simple question, an experience, or a situation could be turned into a research project that contributes to the sum of knowledge, and initiates, or reinforces, best practices.

I have learned to think through my statements, and ensure that I can support them with evidence. Although I had done some research before engaging in this study, my research skills have improved throughout the course of this study. During the literature review stage, I had the privilege of immersing myself in a variety of topics related to my area of interest. I should add that this taught me to keep my focus on the purpose of the study and the research questions. The research experience has developed my time management skills. More importantly, I believe that the research contributed to my personal development. This endeavor developed many of my strengths while, at the same time, strengthening areas that challenged me in the past. Without

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patience, commitment, persistence, and passion, I would not have been able to complete this work. My self-confidence has also increased through producing this lengthy piece of work, and also because I had the chance to acquire the insights of effective department chairs, and learn from their experiences.

When I determined the focus of my study, my intention was not only to fulfill the requirements for a degree, but I considered this to be a meaningful endeavor with relevance to my current position as a faculty member. Throughout the intensive reading in departmental leadership, and throughout the interviewing of actual department chairs, I have developed a meaningful understanding of chairing an academic department.

The interviews were the highlight of this study. During my research trip to Saudi Arabia, I visited the campus to conduct the semi-structured interviews. I felt the interviews were successful for many reasons. I noticed how eager department chairs were to share their experiences, and to sit down to talk about them. Conducting the interviews in the native language of both the participants and the researcher made it easier to communicate clearly and comprehensively. Conducting a number of the interviews on campus allowed the participants to think and reflect on their working arena, and participants perceived me as a member of the university. Because of this, I was able to save the time and effort of having to overcome the burden of establishing relationships and building the necessary sense of trust. The interviewees were cooperative whenever they were asked to provide further information in follow-up interviews and in reviewing the synthesis of their interviews. On a positive note, the study afforded me the opportunity to engage with some well-known department chairs. I greatly enjoyed every interview, and I was eagerly looking for new perspectives, and different points of view at every interview. The participants' views were influenced by their roles and experiences

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as a chair, and/or as a faculty member. Because the interviews varied in length, I conducted a second interview with some participants to enable me to delve more deeply into their answers, and to clarify certain points.

The difficulties that emerged during the development of this project are likely common to other projects of similar magnitude. The greatest difficulty initially was obtaining the approval letter from King Abdulaziz University to conduct the research there. The procedure to acquire permission was not clear and took, around two months. Other difficulties included finding the right individuals, and arranging for the interviews; some interviewees did not agree to be recorded, so the researcher interviewed them and took notes at the same time. Translating the colloquial Arabic language into English was another difficulty facing the researcher. This was a time-consuming task requiring much focus and commitment. However, these difficulties do not invalidate the study.

I encountered some surprises throughout, and some in the findings of the study. I was surprised that there was no clear procedure for getting approval to conduct research at the university. Therefore, the approval letter took almost two months to be released, as indicated earlier. I was surprised that one chair who emphasized monitoring everything, was regarded by her peers and faculty members as an effective chair, although participants emphasized the importance of delegation and trusting people.

Another issue that surprised me was with regard to self-awareness as a quality of an effective chair. Self-awareness was indicated in the literature as one characteristic of an effective department chair. For instance, Hoppe (2003) emphasized that self-awareness is critical. He also argued that self-assessment for a faculty member who has the potential to become a chair assists in identifying strengths and weaknesses and provides an opportunity for

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development for such a complex role. Lucas (2000), who has worked with chairs on more than 175 campuses around the world, pointed to self-awareness as an important quality of an effective department chair. Yet, none of the participants in this study pointed to it as a quality for an effective chair. This may be explained, at least to some extent, by the fact that Saudi culture is a collective culture, as Hofstede found. People usually talk and think in terms of 'we' rather than 'I.' Hence, the fact that self-awareness was not mentioned by the participants may be because, in Saudi culture, people do not talk about the self or about their inner reflections. It is possible that self-awareness might be considered by the participants, but not mentioned as a desirable quality.

Another finding that struck me is that most of the participating chairs reported that they accepted the appointment as a chair because they were selected, and then convinced by others to accept it as a temporary assignment. Unlike the other chairs interviewed, three of the participants looked at being a department chair as an opportunity to apply new ideas, having new experiences, and as a way for career advancement.

The last issue that surprised me is that none of the chairs mentioned the importance of distributing a manageable workload for their faculty, although this point was strongly emphasized by all the participating faculty members.

This study could be extended by examining departmental leadership effectiveness in a male department of education, in order to compare with the female department of education. The study also could look at other universities within the same region to see whether the department chairs' effectiveness is different in the same department within the same region.

A methodological improvement can be implemented regarding the approach of data collection. Researchers from an organization can use observation methods to track the practice of department chairs. However, researchers should not reveal their intention to observe, so that

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chairs do not over-react, or pretend behaviors just for the benefit of the observers. In using this method, a researcher has to consider all the ethical requirements of conducting observational research. The searcher has to preserve the anonymity of the participants. In addition, using an observational guide, such as the observational guide which was developed by Merriam (1988), assists the researcher's observational process.

Lastly, I acknowledge that this work may not be perfectly free from error, as it was conducted by a human being; yet I have used the strategies that reinforce quality research. I am pleased with this work and I feel encouraged to push myself to conduct some of the recommended studies.

Conclusion

The study was conducted to identify effective leadership qualities, characteristics and practices for department chairs, which can be proposed for current and potential department chairs in universities in Saudi Arabia. To reach answers to the research questions, former and current department chairs, as well as faculty members', perspectives of the qualities and behaviors needed to be an effective chair were obtained and examined. Face to face interviews and phone interviews were used to acquire the perspectives of the study participants. The analysis of the data showed that many skills, knowledge, behaviors, and attitudes distinguish effective department chairs.

Comparing the findings with the literature in Islamic views of leadership and Saudi culture indicated that Islamic values and Saudi culture infuse the approach to departmental leadership among the respondents. However, although Saudi culture is considered a high power distance culture with bureaucratic systems in most organizations, today's leadership approaches, and the fact that many faculty members graduated from international universities, appear to have

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begun to transform some of the traditional approaches to leadership. For instance, the findings indicate the need for more collegial and cooperative behaviours in leadership.

This study is a contribution to better understanding of departmental leadership, identifying the characteristics, and behaviors, of an effective chair. Although the study was conducted in one particular culture, Saudi Arabia, and in one institution, it is valuable because of the scarcity of leadership studies in higher education in Saudi Arabia. The study is also valuable to the position of department chairs, as it provides potential guidance for department chairs to work effectively, whether they are current or potential chairs. Furthermore, the qualitative methodology of the study could be a fertile addition to traditional quantitative methodologies, which have been predominantly quantitative in most studies of higher education in Saudi Arabia. Smith and Abouammoh (2013) encouraged the use of qualitative methods in order to generate original insights concerning the improvement of higher education.

The information that emerged from this research can help future, as well as current, department chairs fulfill their responsibilities and lead their departments more effectively. Furthermore, information from the study may prompt higher education policymakers to establish training programs that prepare prospective faculty members for the position of department chair. Giving department chairs adequate preparation will assist in creating effective leadership at the departmental level, which in turn will ensure the effectiveness and sustainability of higher education institutions in Saudi Arabia in the 21st century.

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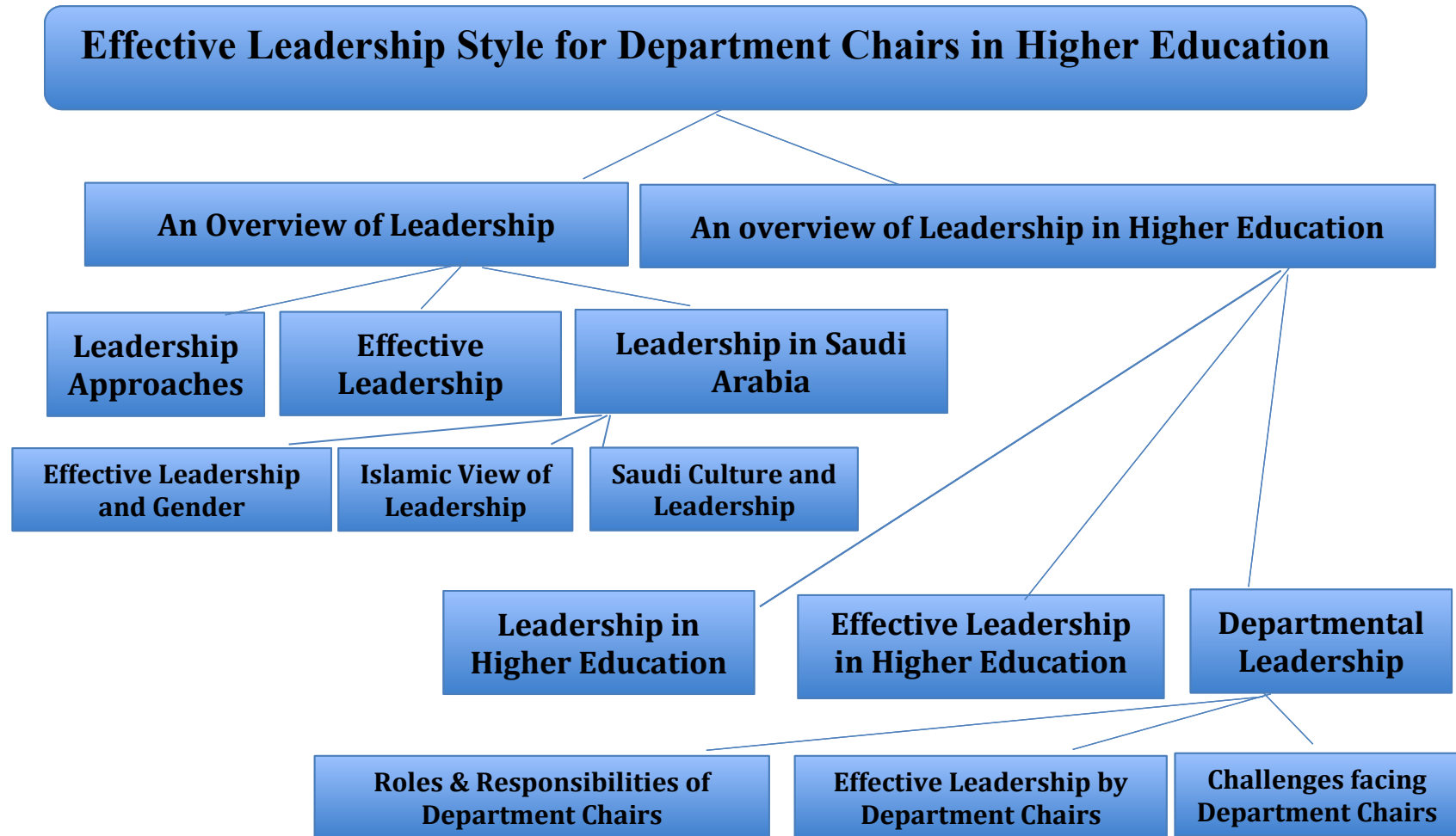
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Appendix A: Literature Review Map



EFFECTIVE LEADERSHIP FOR DEPARTMENT CHAIRS

Appendix B: Consent Form

Effective Leadership Style for Department Chairs in Higher Education in Saudi Arabia

Dear Participant,

You are invited to participate in a study in my doctoral dissertation project at University of Alberta. The university department is the fundamental unit for transforming the university's goals into reality. Hence, the vigorous contribution of each department, which depends in turn largely on the effectiveness of the department chair, is fundamental to the achievement of the university's goals. With the increased responsibilities and pressure on chairs, they are in need for effective leadership that promotes innovation and creativity and increase motivation. Hence, the department chair position has to be rethink and the characteristics of the effective department chair needs to be identified. Effective leadership qualities and practices for department chairs will be investigated in this study. I believe information obtained in the study will contribute to illuminate the effective leadership practices by department chairs which assists current chairs and groom faculty for the prospect position.

The leadership behaviors and practices will be investigated from different viewpoints, current and former department chairs and faculty members. The participation that is requested from you is to participate in a face-to-face interview or a telephone interview. The interview will take approximately 45 minutes. The interview will be audio tapped.

Your participation in the study is completely voluntary. Your identity will not be revealed and I will use pseudonym during the analysis and final reporting to insure confidentiality. The audiotape will be transcribed and will not be used to any other purpose without your written consent. There is no foreseeable risk or discomfort associated with your participation in the study. While I am hoping to accept taking part of my study, you may withdraw from the study at any time without penalty or prejudious within 30 days after the interview. The data will be stored in a secure place and only me and my supervisor will have access to it. I am asking to read and sign this form upon your acceptance to participate.

The possible benefit of the study is that the study may motivate Saudi universities to design leadership preparation programs that encompass the best practices of department chairs. Such programs would assist current department chairs and prepare faculty members who are

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potential candidates for the crucial position of department chair, so they can contribute productively to their organization.

If you have any question, please contact me by email Gonaim@ualberta.ca or by phone at 0503612353. Dr. Frank Peters is my supervisor and he can be reached at fpeters@ualberta.ca.

The report of this study will be submitted to University of Alberta for my dissertation.

Thank you in advance for your participation in the study.

Please type your name and date if you accept participation in the study. I agree to participate in the study.

Name of the Participant: _____

Signature: _____

Date: _____

The plan for this study has been reviewed for its adherence to ethical guidelines by a Research Ethics Board at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Research Ethics Office at (780) 492-2615.

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Appendix C. Department Chairs' Interview Protocol.

Thank you for taking part in my study which aims to identify the effective behaviors and practices by department chairs. This interview will not take more than 45 minutes. You can decline to answer any questions and are free to stop taking part in the study at any time. The interview will involve questions about your leadership practices, behaviors and beliefs. With your permission, I will audiotape the interview with ensuring the confidentiality of your identity. The recording is to accurately record the information you provide, and will be used for transcription and analysis purposes only. If you agree to being audiotaped but feel uncomfortable at any time during the interview, I can turn off the recorder at your request.

Do you have any question before we begin?

Perception of Effective Leadership

- 1) What does leadership mean to you?
- 2) Why did you become a chair?
- 3) How do you describe the effective leadership?
- 4) What are the formal and informal background/ experiences that assist you to become an effective chair?
- 5) What a department chair need to know to be an effective leaders?
- 6) What do you do to promote your leadership effectiveness?

Qualities and Characteristics

- 7) What quality do you believe are the key attributes for effective department chairs?
- 8) What are the personal characteristics that contribute to your effectiveness as a department chair?
- 9) What are the leadership qualities do you think are most important in developing your team?
- 10) Describe an action you have taken to enhance faculty's development?
- 11) What are the least effective approaches?

Leadership Behaviors

- 12) How do you deal with a conflict in the department?

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- 13) How do you facilitate the process of decision making in the department?
- 14) What are the values that guide your decision?
- 15) What strategies do you use to motivate faculty members?
- 16) How do you articulate the department vision and mission?
- 17) What are the most effective strategies for communication you used as a chair?
- 18) What do you think the most important thing that you do for supporting your department?
- 19) What methods do you use to facilitate change in the department?

Challenges

- 20) What are the special challenges that you face in your career as a department chair?
- 21) What some of the challenges that you expect to meet?
- 22) Can you reflect on the challenges that a chair encounters?
- 23) What is the most illusion aspect of being a chair?
- 24) How do you manage to fulfill the department demands while meet the university expectation of providing teaching, research and services?

Summary

- 25) What do a faculty member who aspire for department chair's position have to know to become an effective leaders?
- 26) If you were asked to give an advice for a new department chairs what would you say?

Do you have any additional comment you would like to add with regard to the characteristics and practices of the effective department chairs?

Thank you again for taking part in my study.

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Appendix D. Vignettes and Interview Questions

Vignette. 1

Dr. Salma Ahmed is the new Chair in a Department at X University. She has found that the faculty members do not get along together. The older faculty complain that the younger teachers are uncooperative and the younger teachers say that the older ones are lazy.

At a staff meeting, Dr. Amal Aziz, the oldest member of the department, grumbles "I'm busy writing my book and meeting with the graduate students I'm supervising. Teaching a course for freshmen is a waste of my time."

Professor Fatima Ibrahim, one of the newest teachers, says "With all due respect, Dr. Aziz, I am teaching a second year course and a third year course. I spend one morning a week helping girls with statistical analysis, I sit on three committees and I hardly have time to work on my own research."

Dr. Ahmed notices other bright young professors nodding in agreement.

"Committees are a big waste of time," gripes Dr. Munira Dib.

"But committees do important work," comments young Dr. Zohra Maloof.

Dr. Ahmed says "Let's focus on the problem at hand, ladies, which is faculty workload. I know how busy everyone is. We have students to teach, research to conduct, and the department needs to be represented on committees to protect our departmental interests. How can we balance all of these responsibilities as a departmental team?"

Dr. Ahmed says to Dr. Dib, "I've always admired your groundbreaking research into organizational time management. In fact it has inspired some of my own work. Now, what if you and a couple of assistants were to look into how faculty use their time?"

"That's an interesting idea," Dr. Dib agrees.

"If you could analyze our job responsibilities and then prioritize tasks perhaps you could develop a real way to measure how busy everyone is," comments Dr. Maloof. "I don't mind helping out."

"Right," says Dr. Ahmed, "and then we'd have a way to balance the workload."

Dr. Ahmed leaves to teach her fourth year class, smiling to herself.

Interview Questions

1. How do you describe the working environment in this scenario?

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2. How do you describe the leadership of Dr. Salma Ahmed?
3. How do you suggest the work in the department to be collaborative or individual role?
4. How does department chairs assist faculty professionally?
5. How do you view the impact of department chair on the effectiveness of their department?
6. Put yourself in the place of one of the faculty member in this department, what are the desired characteristics of an effective department chair?

Vignette 2

Dr. Asma Omer, the Chair of the Education Department at X University, has called a meeting for all the faculty members. She tells them that the President of the University is concerned about student's increased enrolment in the faculty of education, which exceeded the capacity of the department. Enrolment is up, but they have noticed more students dropping out before they graduate. She passes out copies of a short report about dropouts.

"This doesn't tell us much," complains Dr. Aisha Nader. "It says some students got married and unable to manage their home duties and school's works and some said the work was too hard."

"A lot of my students struggle with studying history," says Professor Fatima Ibrahim. "They get really stressed out by exams."

"Sometimes girls say the work is too hard because they can't relate it to their own lives," she continues. "I've had a few who thought about dropping out, but I convinced them to stay."

"You do a good job of knowing your students, Dr. Nader. How do you do it?" asks Dr. Omer.

"I get everyone to write their autobiography as the first assignment. Then we discuss our families in class. And I share my situation with them too."

"What else can we do to really engage our undergrads?" asks Dr. Omer.

"When I was doing my bachelors I was so keen to do research," Dr. Munira Dib recalls. "One of our professors asked for volunteers to help with his project. I'll never forget it."

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"So do I have a commitment from each of you that you'll get to know your students better?" asks Dr. Omer. Everyone nods. I expect you will find a way to offer the undergraduates an opportunity to accomplish earning the degree?"

"Yes," everyone says.

"Great, I'm happy I'll be able to share that with the President when we meet next week," smiles Dr. Omer.

Interview Questions

1. How do you describe the leadership of this chair?
2. What would you see your motivational level if you were one of the faculty of this department and why?
3. How could this chair enhance the effectiveness of the department?
4. What do you value most about the qualities of the effective chair?
5. How the interpersonal relationship with faculty has to be to work effectively?
6. Can you recall an outstanding department chairs, how do describe the trait and behaviours that facilitate their success?

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Appendix E. Message of Initial Contact

My name is Faiza Gonaim and I am writing to see whether you are willing to participate in an interview, which is part of my doctoral dissertation project entitled Effective Leadership Style For Department Chairs In Higher Education In Saudi Arabia. The project focuses on identifying the effective leadership qualities and practices for department chairs in higher education in Saudi Arabia. To accomplish this study, I have to conduct interviews with department chairs and faculty members.

Your participation in the study is completely voluntary. Your identity will not be revealed and I will use pseudonym during the analysis and final reporting to insure confidentiality. While I am hoping to accept taking part of my study, you may withdraw from the study at any time without penalty or prejudicial. The study is supervised by Dr. Frank Peters, and he can be reached at fpeters@ualberta.ca. Please reply to my personal email if you accept the invitation Gonaim@ualberta.ca.

Thank you in advance for considering my request.

Sincerely,

Faiza Gonaim

The plan for this study has been reviewed for its adherence to ethical guidelines by a Research Ethics Board at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Research Ethics Office at (780) 492-2615.

Appendix F: Arabic Version of the Consent Form

نموذج الموافقة

عنوان الدراسة: القيادة الفعالة لرؤساء الأقسام في التعليم العالي بالمملكة العربية السعودية
الباحثة:فايزة عادل غنيم
المشرف الدراسي/ د. فرانك بيترز
قسم دراسات في سياسة التعليم
قسم دراسات في سياسة التعليم
جامعة ألبرتا بأدمنتون/ كندا
جامعة ألبرتا
Frank.peters@ualberta.ca
7804927607
Gonaim@ualberta.ca
0503612353

خلفية عن الدراسة

عزيزتي المشاركة:

أدعوك للمشاركة في دراسة متعلقة ببحثي للحصول على درجة الدكتوراة من جامعة ألبرتا بكندا من قسم دراسات في سياسة التعليم. خبرتك ومشاركتك عنصرا أساسيا لإثراء وإتمام الدراسة الحالية. تعد الأقسام الأكاديمية عنصرا أساسيا لتحقيق أهداف المؤسسة التعليمية ونجاحها. لذلك فإن فعاليتها والتي تعتمد بنسبة كبيرة على فعالية رؤساء الأقسام مطلبا أساسيا لنجاح مؤسسات التعليم العالي. نظرا لتضاعف المسؤوليات والمتطلبات في عصر التقدم المتسارع، رؤساء الأقسام أصبحوا بحاجة إلى خلفية قيادية فعالة تمكنهم من دعم الإبداع، مضاعفة التحفيز للفريق كما أنها تساعدهم على الوقوف بثبات أمام أعباء رئاسة الأقسام الأكاديمية.

هدف الدراسة

تهدف الدراسة إلى التعرف على الخصائص والسمات وطرق التعامل الفعالة التي يتبعها رؤساء الأقسام والتي تمكن من إعداد أعضاء هيئة التدريس المؤهلين لرئاسة الأقسام، وتدعم أداء رؤساء الأقسام الحاليين في الجامعات السعودية. البيانات التي سيتم جمعها لهذه الدراسة ستساهم في تسليط الضوء على الممارسات القيادية الفعالة لرؤساء الأقسام.

إجراء الدراسة

سيتم تحليل الممارسات والخصائص والسلوكيات الفعالة لرؤساء الأقسام من وجهات نظر مختلفة: من وجهة نظر رؤساء أقسام الحاليين وسابقين ممن عرفوا بالأداء المتميز، كذلك وجهة نظر أعضاء هيئة التدريس ستؤخذ بعين الاعتبار. المشاركة المطلوبة منك هو مقابلة وجها لوجه أو عن طريق الهاتف. المقابلة ستستغرق مايقارب ٤٥ دقيقة، وستكون مسجلة. لن يتم الإفصاح عن هوية أي مشارك، وسأقوم باستخدام أسماء مستعارة أو رموز أثناء عملية التحليل وإعداد التقارير النهائية لضمان السرية التامة. سيتم تدوين التسجيل الصوتي حرفيا ولن يستخدم لأي غرض آخر دون الحصول على موافقة خطية منك. سيتم ترجمة مادون من التسجيل الصوتي للغة الإنجليزية لغرض التحليل ونشر الدراسة. بعد عملية التحليل سيتم مراجعة ماتم تحليله مع المشارك لضمان صحة المدخلات التي أدلى بها المشارك.

الفوائد المرجوة من الدراسة

المشاركة في البحث قد لاتعود بمنفعة مباشرة على المشارك، لكنها ستساعد في فهم الصفات والسلوكيات التي تدعم فعالية أداء رؤساء الأقسام. الفائدة الأخرى المرجوة أن الدراسة قد تكون حافزا للجامعات لإعداد برامج تشمل أفضل الممارسات لرؤساء الأقسام. ثمة برامج قد تساهم في دعم أداء رؤساء الأقسام الحاليين وتساهم في إعداد أعضاء هيئة التدريس المؤهلين لشغل مهمة رئاسة القسم حتى يتمكنوا من المساهمة بشكل مثمر لمؤسساتهم التعليمية. المشاركة في الدراسة لا يترتب عليها أي تكلفة أو سداد لتكاليف المشاركة.

مخاطر

المشاركة في الدراسة لا يترتب عليها أي مخاطر، وحتى إن كانت هناك أي مخاطر للمشاركة فهي غير معروفة حاليا. خلال مرحلة البحث اذا ظهر أي أمر قد يؤثر على المشاركين سيتم إبلاغ المشاركين فورا.

المشاركة تطوعية

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المشاركة في الدراسة تطوعية وليس هنالك مايلزم المشاركة، وحتى في حين قبول المشاركة فإن المشارك غير ملزم بالإجابة على جميع الأسئلة. بينما أمل قبولكم المشاركة في الدراسة، فأود الإفادة بأنه من حق المشارك الانسحاب في أي وقت في غضون ثلاثين يوما بعد إجراء المقابلة.

السرية وعدم الكشف الهوية

سيتم تخزين بيانات المشاركين في مكان آمن بحيث لا يحق لأحد الاطلاع عليها سوى الباحث والمشرف الدراسي. لجنة أخلاقيات البحث بجامعة ألبرتا سيكون لها أحقية مراجعة بيانات الدراسة. سيتم التأكد من إخفاء أي بيانات قد تساعد في التعرف على هوية المشاركين خلال عملية التحليل والنشر للدراسة. سيتم الإحتفاظ بجميع البيانات مع خفي جميع مايدل على هوية المشارك مدة لاتقل عن خمس سنوات بعد الانتهاء من مشروع البحث. البيانات الإلكترونية ستحمى بكلمة سر لضمان السرية. بعد انقضاء الفترة المطلوبة لحفظ البيانات سيتم التخلص من التسجيل الصوتي وجميع مدوناتها. في حالة رغبة المشارك الحصول على نسخة من نتيجة البحث، تكرما حبذا إخطار الباحث عن طريق البريد الإلكتروني. نتيجة الدراسة ستنشر بشكل رئيسي في أطروحة الدكتوراة، ومستقبلا ربما تنشر في مؤتمر أكاديمي أو مجلة علمية. في أي وسيلة نشر سيتم التأكد من الإحتفاظ بالسرية التامة للمشاركين.

معلومات إضافية

إذا طرأ على المشارك أي استفسار، يرجى التواصل معي عن طريق البريد الإلكتروني:

Gonaim@ualberta.ca

أو عن طريق الهاتف المحمول 0503612353

وفي حالة رغبتكم التواصل مع مشرفي الدراسي الكنور فرانك بيترز على البريد الإلكتروني:

Fpeters@ualberta.ca

سيقدم تقرير الدراسة لجامعة ألبرتا كمتطلب لإكمال رسالة الدكتوراة. تم عرض خطة الدراسة على مجلس أخلاقيات البحوث بجامعة ألبرتا وتمت الموافقة عليها لتماشيها مع أخلاقيات ومبادئ البحوث بجامعة ألبرتا. للأسئلة المتعلقة بحقوق المشاركين والسلوك الأخلاقي للبحث يمكن التواصل مع مكتب أخلاقيات البحث بجامعة ألبرتا على الرقم 7802615492 أود من حضرتكم التكرم بقراءة النموذج والتوقيع عليه فين حين قبول دعوى المشاركة في الدراسة، شاكرة لكم مقدما قبولكم دعوى المشاركة. الرجاء تسجيل الاسم والتاريخ والتوقيع في حين قبول دعوى المشاركة.

اسم المشارك: _____
التوقيع: _____
التاريخ: _____

Appendix G: Arabic Version of Department Chairs Interview Protocol

نموذج أسئلة المقابلة مع رؤساء الأقسام

أشكرك على قبولك المشاركة في دراستي والتي تهدف إلى التعرف على السلوكيات والسمات الفعالة لرؤساء الأقسام الأكاديميين. المقابلة لن تستغرق أكثر من 45 دقيقة. بإمكانك رفض الإجابة عن أي سؤال كما أنه بالإمكان رفض المشاركة في أي وقت. المقابلة ستضمن أسئلة تتعلق بالممارسات والسلوكيات ومعتقداتك المتعلقة بقيادتك الأكاديمية. بعد موافقتك ستكون المقابلة مسجلة مع ضمان سرية جميع بياناتك، والغرض منه التأكد من صحة المعلومات التي ستدلي بها كما أنه سيسهل عملية تحليل البيانات. إذا وافقت على التسجيل وشعرت في أي وقت برغبة بإيقافه فسيتم ذلك بناء على طلبك. هل لديك أي استفسار قبل أن نبدأ؟

تصور القيادة الفعالة

- ١- ماذا تعني لك القيادة؟
- ٢- لماذا أصبحت رئيسة قسم؟
- ٣- كيف تصفين القيادة الفعالة؟
- ٤- ماهي الخلفية أو التجارب الرسمية أو غير الرسمية التي ساعدتك على أن تكوني رئيسة قسم فعالة؟
- ٥- ماذا يحتاج رئيس القسم أن يعرف حتى يصبح رئيسا فعالا؟
- ٦- ماذا تفعلين لتعزيز فعالية رئاستك للقسم؟

الصفات والخصائص

- ٧- في إعتقادك ماهي الصفات التي تميز رئيس القسم الفعال؟
- ٨- ماهي الصفات الشخصية التي أسهمت في فعالية رئاستك للقسم؟
- ٩- في رأيك ماهي الصفات القيادية الأكثر فعالية لتطوير وتحفيز فريق العمل؟
- ١٠- صفي عملا أو إجراء اتخذته أسهم في تقدم أعضاء قسمك؟
- ١١- ماهي الأساليب الأقل فعالية؟

سلوكيات القيادة

- ١٢- كيف تتعاملين مع تصادم الآراء في القسم؟
- ١٣- كيف تسهلين عملية اتخاذ القرار في القسم؟
- ١٤- ماهي القيم التي توجه إتخاذك للقرارات؟
- ١٥- ماهي الاستراتيجيات التي تتخذها لتحفيز أعضاء هيئة التدريس؟
- ١٦- كيف تستطيعين إيصال رؤية ورسالة القسم لأعضاء القسم؟
- ١٧- ماهي الاستراتيجيات الأكثر فعالية للتواصل مع أعضاء القسم؟
- ١٨- ماهي طرقك المتبعة لتسهيل عملية التغيير في القسم؟

التحديات

- ١٩- ماهي التحديات الخاصة التي تواجهها خلال رئاستك للقسم؟
- ٢٠- هل يمكنك التفكير في التحديات الأخرى التي يواجهها رؤساء الأقسام؟
- ٢١- ماهي الأمور الأكثر غموضا في رئاسة القسم؟
- ٢٢- كيف تستطيعين التوفيق بين متطلبات القسم ومتطلبات الجامعة والتي تشمل القيام بالتدريس، البحث وخدمة المجتمع؟

ملخص

- ٢٣- ماذا على أعضاء هيئة التدريس المتوقع ترشحهم لرئاسة القسم أن يعرفوا ليصبحوا قادة فعالين؟
- ٢٤- إذا طلب منك تقديم نصيحة لحديثي عهد في رئاسة الأقسام، ماهي نصيحتك؟ هل لديك أي تعليق إضافي فيما يتعلق بفاعلية رئاسة الأقسام الأكاديمية؟

أشكرك مرة أخرى لقبولك المشاركة في دراستي.

Appendix H: Arabic Version of the Vignettes and the Interview Questions

سيناريو وأسئلة عليه (١)

الدكتورة سلمى أحمد رئيسة القسم جديدة بإحدى الجامعات وجدت أن أعضاء قسمها غير منسجمين مع بعضهم البعض. أعضاء التدريس الأقدم متذمرين من أعضاء هيئة التدريس الأصغر سنا لعدم تعاونهم، والأصغر سنا متذمرين من الأعضاء الأكبر سنا مدعين تكاسلهم وتقاعصهم في الأداء.

في إحدى اجتماعات القسم تحدثت الدكتورة أمل العزيز الأقدم عضوا في القسم بأنها مشغولة في كتابة مقالها والإشراف على طلاب الدراسات العليا، لذلك تدرّس مقرر للطلاب الجدد هو مضيعة للوقت في نظرها.

الأساتذة فاطمة إبراهيم إحدى الأعضاء الجدد بالقسم تحدثت وقالت: "مع كل تقديري واحترامي يادكتورة أمل أنا أقوم بتدريس مقرر السنة الثانية والثالثة، وأقضي إحدى أيام الإِسبوع في مساعدة الطالبات في الإحصاء كما أنني عضوة في ثلاث لجان وبصعوبة أجد وقت للعمل في بحثي".

رئيسة القسم الدكتورة سلمى لاحظت إحدى الأعضاء تنتم مؤيدة لما ذكرته أستاذة فاطمة. أضافت الدكتورة منيرة الديب بأن اللجان مضيعة كبيرة للوقت. ولكن الدكتورة الزهراء معلوف عارضت وذكرت بأن اللجان لها دور هام لنجاح البيئة الأكاديمية. بعد سماع رئيسة القسم لهذا النقاش قالت: "دعونا نركز سويا على هذه المشكلة وهي العبء الوظيفي على عضو هيئة التدريس، أنا أعلم بأن لدينا طلاب نحتاج لتدريسهم وبحوث نحتاج أن نجريها كما أننا بحاجة إلى لجان لحماية مصالح القسم، فكيف نستطيع موازنة جميع هذه المسؤوليات نحن جميعا ك فريق عمل واحد؟"

التفتت رئيسة القسم للدكتورة منيرة الديب وقالت لها: "أنا معجبة دائما بأبحاثك المتعلقة بإدارة الوقت والتنظيم، في الحقيقة لقد استفدت منها في عملي شخصيا، ماذا لو استطعت وبمساعدة أعضاء آخرين النظر في كيفية إدارة أعضاء هيئة التدريس لأوقاتهم؟". أعجبت الدكتورة منيرة بالفكرة ووافقت.

اقترحت الدكتورة الزهراء المعلوف بأن يتم تزويد الأعضاء بجميع مهامهم مع تحديد أولويات المهام حتى نستطيع قياس مدى إنشغال كل عضو، وليس لدي مانع بأن أساعد في أداء هذه المهمة.

أعجبت رئيسة القسم بالفكرة وقالت بهذه الطريقة نستطيع تحقيق التوازن في عبء العمل، ثم غادرت الاجتماع لمحاضرتها وهي مبتسمة.

أسئلة المقابلة:

- ١- كيف تصفين بيئة العمل في هذا السيناريو؟
- ٢- كيف تصفين قيادة رئيسة القسم الدكتورة سلمى أحمد؟
- ٣- كيف تترين العمل في القسم يجب أن يكون فرديا أم جماعيا؟
- ٤- كيف يستطيع رئيس القسم تطوير أعضاء هيئة التدريس مهنيا؟
- ٥- كيف تترين تأثير رؤساء الأقسام على فعالية أقسامهم؟
- ٦- ضعي نفسك مكان أحد أعضاء هيئة التدريس في السيناريو السابق، كيف تترين خصائص رئيس القسم الفعال؟

The Arabic Version of Vignette 2

سيناريو قصير وأسئلة عليه (٢)

دعت الدكتورة أسماء عمر رئيسة قسم التربية أعضاء القسم لعقد اجتماع للقسم. أخبرتهن في الاجتماع بأن عميد الكلية قلقا بسبب تزايد أعداد الملتحقين بكلية التربية فوق الطاقة الاستيعابية. وبالرغم من ازدياد الطلب إلا أنه هناك ازدياد في تسرب الطالبات قبل تخرجهن. وذكرت بأن تقارير طلب إيقاف الدراسة في ازدياد بشكل ملحوظ. ذكرت الدكتورة عائشة نادر بأن هذه التقارير لا توضح الكثير ولكن هناك الكثير من الطالبات يتزوجن ولايستطعن التوفيق بين المهام المنزلية والدراسة كما أن المتطلبات الدراسية ليست بالسهلة. واردة الدكتورة فاطمة إبراهيم بأن الكثير من الطالبات يعانين من مادة التاريخ ويشعرن بالقلق قبل موعد الامتحانات، وأيضا ذكرت مثلا من أسباب معاناة الطالبات وهو عدم مقدرتهن ربط محتوى المقرر بحياتهن اليومية! وكان لديها مجموعة من الطالبات الاتي حاولن الانسحاب من الدراسة إلا أنها أفتعنهن بلغاء الفكرة.

أثنت الدكتورة عائشة على مذكرته الدكتورة فاطمة إبراهيم وقالت أنت جيدة في التعرف على طالباتك عن قرب. سألت رئيسة القسم الدكتورة أسماء عمر ماهي استراتيجيتك في التعرف على طالباتك؟ أجابت الدكتورة فاطمة وقالت: أنا أطلب من طالباتي كتابة سيرتهن الذاتية وطموحاتهم كأول تكليف لهم ومن ثم نتناقش ماكتبن بمافي ذلك سيرتي الذاتية سويا في غرفة الصف". أردفت رئيسة القسم سائلة: "ماهي الأفكار الأخرى التي تمكننا من إحتواء الطالبات في المرحلة الجامعية؟ تذكرت الدكتورة منيرة الديب بأنها عندما كانت في مرحلة البكالوريوس كانت شغوفة بإجراء البحوث وأثنت على إحدى أستاذاتها والتي أتاحت لها فرصة المشاركة والتطوع لعمل أبحاث معها. ختمت رئيسة القسم وقالت هل تعدونني بمحاولة تشجيع وإحتواء طالباتك بشكل أفضل؟ الجميع أوما برأسه موافقا. ثم قالت: أنا واثقة بمقدرتك تقديم كل مايمكن الطالبات من الحصول على درجاتهم العلمية المرغوبة. الجميع قال نعم. تبسمت وقالت: رائع! أنا سعيدة لأنني سوف أطلع العميد على مبادراتك عندما أجتمع معه الأسبوع القادم.

أسئلة المناقشة:

1. كيف تصفين قيادة رئيسة القسم؟
2. كيف ترين مدى فاعليتك لو كنت إحدى أعضاء هيئة التدريس في هذا القسم؟
3. كيف أستطاعت رئيسة القسم تعزيز فعالية ومشاركة عضوات القسم؟
4. ماهي الصفات الأكثر قيمة لرئيس القسم الفعال؟
5. علاقة رئيس القسم مع أعضاء هيئة التدريس كيف تؤثر على مستوى فعاليتهم؟
6. هل مرت عليك رئيسة قسم تصفين قيادتها بأنها قيادة فعالة، ماهي الصفات التي ساهمت في فعالية قيادتها؟
7. هل لديك أي تعليق إضافي فيما يتعلق برئاسة الأقسام الأكاديمية؟

Appendix I: Arabic Version of the Message of Initial Contact

انا فايذة عادل غنيم كتبت هذه الرسالة لأرى إذا كانت لديك قابلية لعمل مقابلة معك (سواء وجه لوجه أو بالهاتف) والتي هي جزء من أطروحة بحثي للدكتوراة والتي هي بعنوان أنماط القيادة الفعالة لرؤساء الأقسام الأكاديميين بالتعليم العالي بالمملكة العربية السعودية. ويركز المشروع على التعرف على الصفات والممارسات القيادية الفعالة لرؤساء الأقسام من وجهة نظر رؤساء الأقسام (حاليين أو سابقين) وكذلك وجهة نظر أعضاء هيئة التدريس.

مشاركتك في الدراسة تطوعية ولن يتم الكشف عن هويتك حيث سيتم استخدام أسماء مستعارة في مرحلة التحليل ومرحلة إعداد التقارير النهائية للدراسة. بينما أمل قبول دعوى المشاركة في الدراسة فإن لك حق الإنسحاب من الدراسة في أي وقت خلال ثلاثين يوما من عمل المقابلة.

مشرفي الدراسي الدكتور فراتك بيترز وبالامكان التواصل معه

fpeters@ualberta.ca

في حال قبول دعوى المشاركة يرجى الرد على بريدي الإلكتروني للتنسيق لعمل المقابلة.

مع الشكر لك مقدما للنظر في طلبي

ملاحظة: تم إستعراض خطة البحث والموافقة عليها من قبل مجلس أخلاقيات إعداد البحوث بجامعة البرتا بكندا. بالإمكان التواصل مع مكتبهم في حين كان هنالك أي إستفسار على الرقم

7804922615

EFFECTIVE LEADERSHIP FOR DEPARTMENT CHAIRS

Appendix J. Ethical Approval from University of Alberta



RESEARCH ETHICS OFFICE

308 Campus Tower
Edmonton, AB, Canada T6G 1K8
Tel: 780.492.0459
Fax: 780.492.9429
www.reo.ualberta.ca

Notification of Approval

Date: June 3, 2015

Study ID: Pro00056075

Principal Investigator: [Faiza Gonaim](#)

Study Supervisor: [J Peters](#)

Study Title:

EFFECTIVE LEADERSHIP STYLE FOR DEPARTMENT CHAIRS IN HIGHER EDUCATION IN SAUDI ARABIA

Approval Expiry Date: Thursday, June 02, 2016

Approved Consent Form: Approval Date 6/3/2015

Approved Document [The consent form](#)

Thank you for submitting the above study to the Research Ethics Board 1. Your application has been reviewed and approved on behalf of the committee.

A renewal report must be submitted next year prior to the expiry of this approval if your study still requires ethics approval. If you do not renew on or before the renewal expiry date, you will have to re-submit ethics application.

Approval by the Research Ethics Board does not encompass authorization to access the staff, students, facilities or resources of local institutions for the purposes of the research.

Sincerely,

William Dunn, PhD
Chair, Research Ethics Board 1

Appendix K. Approval Letter from King Abdul-Aziz University

KINGDOM OF SAUDI ARABIA

Ministry of Higher Education

KING ABDULAZIZ UNIVERSITY

Faculty of Arts and Humanities



المملكة العربية السعودية
وزارة التعليم العالي
جامعة الملك عبد العزيز
كلية الآداب والعلوم الإنسانية

Ref. :

Date:

Encl.:

مكتب العميد
Dean's Office

الرقم :

التاريخ : ١١/٥ / ١٤٢٦ هـ

المرفقات:

(إلى من يهمه الأمر)

تفيد كلية الآداب والعلوم الإنسانية بأنه لا مانع لديها من قيام الأستاذة
فايزة بنت عادل غنيم، المبتعثه لجامعة ألبرتا بكندا التي ترغب في تطبيق بحثها
على أعضاء هيئة التدريس بالكلية الذي يعتبر متطلب لاستكمالها الحصول على
الدرجة المبتعثه لها.

وعليه فقد أعطيت هذه الافاده بناءً على طلبها.

والله ولي التوفيق، ، ،

عميد كلية الآداب والعلوم الإنسانية

أ.د. أسامة بن رشاد جستية



♦ أي تعديل في هذه الإفاده يلغىها.

<http://art.kau.edu.sa>

فاكس : ٦٤٠١٠٤٣ 6401043



ص . ب : ٨٠٢٠٢ جـ دة : ٢١٥٨٩

P.O.Box: 80202 Jeddah: 21589

☎ : 6952029

☎ : ٦٩٥٢٠٢٩

EFFECTIVE LEADERSHIP FOR DEPARTMENT CHAIRS

Appendix L. Translation Confirmation Review

Sunday 6/2/ 2016

To whom it may concern,

This is Fahad Adil, a graduate student at university of Victoria (UVIC) in Electrical and Computer Engineering Department.

I'm writing this letter to confirm that I have read all the translated interviews transcription, which have been done by Faiza Gonaim. The translations are accurate; I have only changed some words' choices.

My first language is Arabic besides taking many specialized courses in Arabic language. English is my second language; however, I'm fluent in English, as I have earned two degrees in English language. Currently I'm doing a PhD program in university of Victoria in Canada.

If you have any concerns please contact me at engfahad2020@gmail.com.

Best Regards,
Fahad

A handwritten signature in black ink, appearing to be the name 'Fahad' in a stylized, cursive script.

Faiza Adil Gonaim

Every Accomplishment Start with a Decision to Try

E-mail: fgonim@yahoo.com

Address: 610C f Michener Park

Edmonton, AB Canada, T6H 5A1

Contact: (Primary +1 780 710 3051)

(Secondary +966 503612353)

OBJECTIVE

Seeking a challenging knowledge to make an actual change and advancement in educational organization to create better society.

EDUCATION

Certificate in English Language Teaching

December 2014

TEFL/TESOL Teacher Training

Master degree in Educational Leadership

2010 – April 2012

University of Victoria – Canada

Sep

Certificate in Active University Teaching

Aug 2006

King Abdulaziz University – Saudi Arabia: An intensive program contains more than 5 courses about students' engagement, developing teaching dossier, course design, syllabus and students' grading.

Bachelor degree in Arts & Education- Major: Islamic Studies

June 2004

King Abdul-Aziz University "Girl's College"- Saudi Arabia: with a general grade of Excellent with honor;

GPA: (4.8 out of 5)

BACKGROUND COURSES

Islamic Courses	Behavioral change & leadership Courses	Teaching Courses
<ul style="list-style-type: none">• Islamic Inheritance distribution	<ul style="list-style-type: none">• Communication skills• Varsity of courses in Leadership	<ul style="list-style-type: none">• Active University Teaching
<ul style="list-style-type: none">• The arts of Qur'an teaching• Preaching in Islam• Legalizing in Qur'an reading• Heritage distribution in Islam		<ul style="list-style-type: none">• High secondary school professional teaching• Teaching with technology• Tackling students' social problems.

EFFECTIVE LEADERSHIP FOR DEPARTMENT CHAIRS

EXPERIENCE

- A faculty member at King Abdulaziz University in the department of Educational Management and Planning
January 2007- 2016
- Teaching Islamic courses in social organizations April
2000- October 2008
- Teaching in high secondary school
2005
- Teaching in Teachers Preparing College
2006
- Organizing the first conference for Girls' College
2007
- Supervising many Quranic courses and social development courses

VOLUNTEER EXPERIENCE

- Contribution in summer camps for three years.
- Supervisor in pilgrimage organizations for five years.
- Introducing various Islamic courses.
- Contribution in the Cultural and Social Event in Yanbu City.
- Contribution in charity works at Teacher Preparing College.
- Volunteering in Lansdowne Childcare and Family Centre, Edmonton, Canada

PUBLICATION

Gonaim, Faiza. Leadership in Higher Education and its Implications for Saudi Arabian Society. *MIER Journal of Educational Studies, Trends and Practices* 4.2 (2015).

Gonaim, Faiza. A Department Chair: A Life Guard without Life Jacket. *Higher Education Policy*. 1-15 (2016)

Gonaim, Faiza. An Analysis of the Life of Prophet Muhammad: Servant leadership and Influence. *International Journal of Humanities and Social Science Invention*, 5 (4), 2016. PP.53-59. www.ijhssi.org.

AWARDS

- Awarded Scholarship from King Abdul-Aziz University for studying Doctorate overseas 2013
- Awarded University of Alberta Doctoral Recruitment Scholarship 2013
- Awarded for the outstanding achievement in the course work in the Ph.D. program from the Saudi Cultural Bureau 2013-2014
- Awarded for the outstanding achievement in the Master degree program from the Saudi Cultural Bureau 2012

EFFECTIVE LEADERSHIP FOR DEPARTMENT CHAIRS

- Awarded Scholarship from King Abdul-Aziz University for studying Master degree overseas 2010
- Awarded for the outstanding achievement in bachelor degree program from King Abdul-Aziz University 2004.

SKILLS

- Good Background about leadership and administration (Educational and social fields)
- A good computer user.
- Good verbal communication and writing skills in two languages: Arabic and English

ACTIVITIES

- Attending Leading and Influencing as a Department Chair Conference and Workshop, Atlanta, GA. June 8-10, 2015
- Presenting Effective Leadership for Department Chairs in Higher Education in Saudi Arabia in Educational Policy Studies Research Day April 23, 2015 Re-Search Educational Issues in the 21st Century.
- Attending a workshop in using clicker, and the art in Education.
- Attending the Annual Conference of the Comparative & International Education Society May 2011
- Attending the Annual Values and Leadership Conference Sep 2011
- Member in ASCD (Association for Supervision and Curriculum Development); an educational leadership organization.
- Attending workshops in: nonverbal communication/ managing your thesis & dissertation.
- Hobbies: Reading, Teaching, drawing.