

Leadership in Higher Education

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Abstract

The role of academic deans is critical to the success of higher education academic institutions. This study illustrates the leadership approach of Ohio's academic deans. This quantitative study researched and analyzed whether differences exist between the leadership styles of academic deans and the independent variables of age, number of faculty supervised, and the number of years of experience.. Blake and Mouton's Managerial Grid was utilized for this study. Blake and Mouton theory is based on five predominate leadership styles: Data for this study was gathered using a researcher designed instrument along with the Styles of Leadership Survey to gather information about the academic deans. The surveys were administered through U.S. mail to the deans' office address. ANOVA methodology was used to analyze the data. It appears from the results of this study that no significant independent differences exist among the leadership styles and the independent variables.

Keywords: Leadership, Academic Deans, Managerial Grid, Chief Academic officer, University

1.0 Introduction

Leadership as a concept is nebulous and difficult to describe. It has been a subject of thought and debate since the time of Aristotle and Plato (McCaffery, 2004). Since that time, diverse theories have evolved to explain the various types of leadership styles. However, trying to define leadership in general terms is tenuous and difficult, but effective leadership is oblivious when it is demonstrated (Bennis, 1989). Although there is little consensus on a single definition, leadership can be defined as a process designed to influence a group of individuals to work together to achieve a common goal (Northouse, 2007).

Leadership of an academic division is a chief responsibility of academic deans (Wood, 2004). Therefore, this study will attempt to identify the leadership styles of academic deans in Ohio's 13 state-supported universities utilizing Blake and Mouton's (1964) Managerial Grid. The grid identifies leadership style as positions on a two-dimensional graph representing concern for people and concern for production. The point of intersection determines the individual's pertinent leadership style (Blake & McCause, 1991).

As a population, Ohio's academic deans are similar to their peers in respect to their educational background and administrative responsibilities (Del Favero, 2006). Because of their position, academic deans are an important group within the university system; they hold considerable power, they lead one of the most important units in the university, and they contribute in a significant manner to the overall success and growth of the organization (Harvey & Newton, 2004). Therefore, the leadership and the position of academic deans are vital to the success of the university.

The duties and responsibilities of academic deans are varied. Moreover, within the university hierarchy, deans have the ability to control information, accumulate and allocate resources, and assess the performance of their faculty and staff (Wood, 2004). The position of academic dean is unique because, unlike their corporate counterparts, academic deans act as both middle managers within the university and chief academic officers of their respective colleges (Del Favero, 2006a). However, by virtue of their midlevel position, deans are in the center of controversy and debate; they play the role as college leader, university representative, consensus builder, mediator, and facilitator (Rosser, Johnsrud, & Heck, 2003). The dean's role is multifaceted; as leaders they must look in two directions, both as advocates of the college and for the university as a whole (Simons & Elen, 2007).

Furthermore, academic deans are important stakeholders in the organization because they provide the leadership for the faculty as well as for other areas of the university (McAndrew, 2005; Qablan, 2005).

2.0 Background

Due to their position of power within the university's hierarchy, academic deans play key leadership roles within the institution. However, there is little or no formal leadership training for these academic leaders because many deans rise from the ranks of faculty to the deanship position (McGregor, 2005). Consequently, there are often variations in the leadership styles of academic deans arising from their background, years of experience, number of subordinates, education, and natural style (Kolb & Kolb, 2005). Since academic deans operate at the nexus of the executive branch of colleges and universities, the dean's role is critical to the success of the institution (Del Favero, 2006b).

The Managerial Grid developed by Blake and Mouton (1964), identifies five different leadership styles within a two-dimensional graph. Along the vertical axis is concern for people and on the horizontal axis is concern for production. According to Blake and Mouton (1978), concern for people involves viewing and relating to subordinates and colleagues as individuals. Concern for people can be revealed by managers in several different ways. Some managers show concern by trying to get their employees to like them, others show concern by following up with employees to ensure that all assignments are completed, and still others show concern by the level and type of working conditions, salary structure, and fringe benefits their employees receive. Depending on the type of concern demonstrated by management, employees may respond with enthusiasm or resentment, involvement or apathy, commitment or indifference (Blake & Mouton, 1964). On the horizontal axis of the grid is concern for production; this axis represents managers' concern for achieving the bottom-line results and increasing the profit margin. For example, in a university setting, results may be measured by the number of students graduated, the load of the teaching faculty, number of papers published, or number of graduates who go on to complete a graduate degree (Blake & Mouton, 1974). Therefore, the academic dean's leadership style has a direct impact on the organization's success.

3.0 Statement of the Problem

Academic deans as a population have not been widely studied, which represents a gap in academic literature. According to Sypawka (2008), the academic community is known for studying a wide range of subjects; however, it is much less likely to study itself and even less likely to study its position in the workplace.

4.0 Research Question

This research study utilizes Blake and Mouton's (1964) Managerial Grid to investigate the leadership styles of academic deans in Ohio's 13 state-supported universities. This is the managerial dilemma; it is unclear what happens to academic deans' leadership styles with increasing years of service. To support this study, the researcher examines the following research question and tests the corresponding hypothesis.

Research Question

What is the relationship between the academic dean's leadership style and years served as an academic administrator?

5.0 Leadership and the Academic Dean

The study of leadership is not a fad; it has been the focus of theorists and philosophers for thousands of years. Greek philosophers Homer and Socrates wrote about the qualities of ideal leaders over 400 years before the birth of Christ (Wilhelmsen, 2006; Wood, 2004). A closer look at the history of human civilization illustrates that since the beginning of mankind; philosophers have hypothesized and theorized on the qualities, attributes, and behaviors of leaders (Snipes-Bennett, 2006).

Today's academic deans must have an array of leadership skills to be effective. The literature indicated there are many components of effective leadership in the educational sector, including the ability to lead a heterogeneous faculty, possess critical thinking skills, and have the ability to lead by example (Haslam, 2004; Rosser et al., 2003). As a leader, the academic dean must be able to adapt to the leadership style that works for the group for which he or she is responsible (Corey & Corey, 2006; Nunn, 2008).

In their work on the Managerial Grid, Blake and Mouton (1964) found that effective leaders have a predilection that runs on a continuum for either people or tasks.

6.0 Literature Review

This is a review of the literature regarding leadership and the relationship between concern for task and concern for people. This research was conducted in state-supported universities within the state of Ohio. This study is based upon Blake and Mouton's (1964) leadership Managerial Grid. The grid identifies five different leadership styles based on the leader's concern for people and concern for production. Incorporated within this study is a summary of prior work, an overview of the position of academic dean, and research that directly relates to the study's variables.

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Deans' Responsibilities

The college level is where decisions are made that relate to academic programs. According to Jackson (2004) and Dunning, Durham, Aksu, and Lange (2007), almost 80% of all administrative decisions are made at the college level. These decisions have a direct impact on the viability and future of the university. As noted by Reynolds (2007), the type and quality of academic programs are important considerations for students when they make the decision regarding which university to attend. Therefore, the academic division and ultimately the academic deans play an important role in maintaining student enrollment.

Academic deans are the chief academic officers of their divisions (Wood, 2004). However, in the hierarchy of the university, academic deans are middle managers who act as mediators between the executive-level administration, the chairpersons, and the faculty of their respective colleges (Rosser et al., 2003). This being the case, it is the responsibility of the deans to cultivate and maintain the quality of the academic programs in their divisions (Jackson, 2004). It is under the dean's leadership that the college must assess its strengths, weaknesses, opportunities for growth, and threats from their competitors. For thriving colleges, this particular task is difficult because one of the hardest things for a successful organization to do is question the assumptions upon which its success is attributed (Clark, 2005).

Academic deans must act as managers as well as leaders. According to Gmelch (2004), academic deans, like all managers, must plan, organize, and control. Within these typical management duties, the dean must delegate and, with the assistance of those in his or her direct report, set goals and determine how the college will go about meeting them. Packard (2008) indicated that, in general, one of the most significant challenges facing leaders today is their ability to adapt to a constantly changing global environment while at the same time maintaining the internal dynamics of the organization. In meeting these challenges, deans must have an array of leadership and interpersonal skills (Sypawka, 2008). According to Del Favero (2006a), effective academic deans must be cultural representatives of their college, good communicators, skilled managers, forward-looking planners, advocates for the university, and have the ability to manage change. In the future, because of this changing environment, it appears that deans will confront a new level of leadership challenges that will be increasingly complex and intense (Harvey & Newton, 2004; Pence, 2003). The style and type of leadership employed by academic deans plays a major role in the successful completion of their duties and the overall success of their academic units (Del Favero, 2006b).

Leadership Theories

Leadership and the various are subjects that have been widely studied. Leadership theories attempt to explain the actions and rationale of leader behavior (Humphreys & Einstein, 2004). Even though leadership has been studied for many years, there is still debate over what distinguishes an effective leader from their non effective counterparts (House, 2008). The roots of this study lie in the research of Blake and Mouton (1964) and the underlying theory that examines the relationship between a leader's concern for people and his or her concern for task, which influences the leadership style. Research over the past 60 years has focused on and built upon the relationship of leadership styles and the variables of concern for people and concern for task. In light of these variables, the following studies are presented in chronological order: Ohio State leadership research (1945), D. McGregor's (1960) Theory X and Theory Y, Blake and Mouton's (1964) Managerial Grid. Additionally, transformational and laissez-faire leadership theories, which are related to Blake and Mouton's theory, are also examined.

The Ohio State Leadership Research

The Ohio State leadership research study was developed in 1945 by the Ohio State University Bureau of Business Research (Halpin, 1959). According to English and Anderson (2005), the Ohio State research identified two dimensions of leader behavior: consideration (people-oriented) and initiating structure (task-oriented). Under this theory, *consideration*, identified as a humanistic factor, is the degree to which individuals exhibit concern for others in the workplace. This style is focused on looking out for the well-being of subordinates, friendliness, and fair treatment of all employees (English & Anderson, 2005; Halpin, 1959). In opposition to consideration is *initiating structure*. According to Locke (1965), this leadership style focuses on the leader's concern for task and how it will be accomplished. The leader who operates under this style lets people know exactly what is expected from them in the work environment.

The quadrant style posited in the Ohio State study, as with Blake and Mouton (1964), makes it possible to identify leadership behaviors in two dimensions. A leader's style can be classified as (a) high concern for people, low concern for task; (b) low concern for people, low concern for task; (c) high concern for people, high concern for task; or (d) low concern for people, high concern for task.

McGregor's Theory X and Theory Y

Developed by D. McGregor (1960), Theory X and Theory Y are management styles, based on a belief system that had a direct impact on the Managerial Grid. Managers who subscribe to Theories X and Y interact with employees according to their belief systems. McGregor postulated that understanding the assumptions by which managers operate helps leaders become more effective in the workplace, which in turn impacts their employees. Theory X contends that the average person dislikes work and will avoid it whenever possible. This manager believes employees must be pressured, controlled, and threatened with punishment in order to complete their tasks in an adequate fashion and in a timely manner. Furthermore, Theory X managers believe that most people prefer to be directed, and they will avoid any responsibility because they have little ambition. Security is the only thing employees value, according to this theory. The authoritarian manager (9, 1) in the Managerial Grid operates under the Theory X leadership style (Blake & Mouton, 1964). Contrary to Theory X is Theory Y. Managers who ascribe to this style believe that work is as natural as play and that there are other options besides punishment to bring about the goals and objectives of the organization. This manager believes that under the proper conditions, human beings will not only accept responsibility, they will seek it out. Theory Y managers believe that the creativity is widely dispersed among the population and that modern organizations only utilize a fraction of the average employee's intellect. The team manager (9, 9) in the Managerial Grid operates under the Theory Y leadership style.

Participative Leadership

Lewin (1978) found that, when tested, participative leadership is generally the most effective means of successfully leading people. This style of leadership has had many incarnations and is known by various names, including Management by Objective (MBO), power sharing, joint decision making, and empowerment (Harris, Moran, & Mora, 2004; Miner, 2006). Leaders also have a duty to their subordinates. They must be truthful and consistent in their behavior and must not arbitrarily disregard employees' suggestions and opinions on a regular basis in order to have the subordinates continue to be engaged in the participative process (Sinclair, 2008).

Although the participative leadership style has proven to be a powerful management tool, it can be harmful in some situations. According to Seifert (2006), if management is believed to be unjust, employees become resistant to the participative style. Also, if a manager is perceived to be inconsistent in his or her behavior, the manager runs the risk of losing the respect of the employees (Marchington & Vincent, 2004).

Blake and Mouton's Managerial Grid

Blake and Mouton's (1964) Managerial Grid theory refined the Ohio State Leadership quadrant research by developing a 5-quadrant grid approach to leadership assessment. As with the Ohio State approach, Blake and Mouton maintained the two-axis style.

The Managerial Grid is made up of a horizontal axis labeled "concern for people" and a vertical axis labeled "concern for task" on a 1–9 scale. The following is an overview of the five styles. First is the impoverished leadership style (1, 1), located in the lower left corner of the grid. The manager who falls in this category exhibits minimum concern for production (1) and minimum concern for task (1). This manager avoids interaction with subordinates in an attempt to minimize the amount of work performed.

The second style (9, 1) is the authoritarian management style, located in the lower right corner of the grid. Managers who operate under this leadership style show maximum concern for production (9) and minimal concern for people (1). The authoritarian manager concentrates on increasing production through control and domination of his or her subordinates. This manager fears loss of control and not obtaining the desired production results. He or she is often categorized as the angry manager, due to the frustration experienced as a result of not accomplishing goals. Managers who function in this classification operate under the Theory X model because of their distrust of employees' work ethics.

The third style (5, 5) is the organization man or middle-of-the-road manager, located in the center of the graph. This management style is concerned that organizational rules and regulations are strictly followed. When policies are unclear, this manager feels unsure and looks to others for direction. These managers often use tradition as a means of maintaining control. Managers who fall into this category are concerned with maintaining an adequate level of morale and production. The middle-of-the-road managers usually operate under the situational leadership style, due to the fact that their management style changes depending on the situation.

The fourth style posited by Blake and Mouton is the country club management style (1, 9). Managers who operate under this style of leadership show a high level of concern for people (9) and a low level of concern for task (1). A country-club-oriented manager wants affection and approval from subordinates and colleagues and is excessively attentive to what others think. The result of this style of management is happy employees but low productivity. This manager is mainly interested in helping subordinates achieve their goals.

The fifth and final style is the team manager (9, 9). The team manager is the most desired style of management, with a high concern for people (9) and a high concern for task (9). This style type positively impacts a variety of satisfactions. This manager accomplishes goals with well-trained and committed people who have a stake in the organization. Synergy is achieved through joint efforts by managers and subordinates. The team manager desires to contribute to organizational success and is committed to subordinates. Leaders who operate under the team management style, according to Blake and Mouton (1981), advance in their careers faster than managers who operate under the other leadership styles.

Fiedler's Contingency Model

Fiedler's (1967) contingency model of leadership effectiveness theory adds to the previously stated dimensions of people and task. However, in the Fiedler model, the inclusion of the power dimension allows leaders to direct followers using the incentive of reward and punishment.

According to Fiedler (1967), no one method of leadership is best in all situations. He postulated that leadership is based on situational factors. Fiedler proposed that in order for organizations to achieve their goals, it is easier to change the leaders than having the leaders change their style. This occurs because the needs of the organization are best met when there is a fit between the manager's style and the nature of the work.

Transformational Leadership

Burns (1978) developed the theory of transformational leadership. It is one of the most popular styles of management in current literature given that it is assumed to produce desired results. According to Bryman (2007), transformational leadership, in the educational setting, brings about and sustains systematic change in schools. In responding to questions regarding their leadership style, many academic deans indicated that transformational leadership was one of their preferred methods (Lustik, 2008; Rhodes, Brundrett, & Nevill, 2008).

Transformational leadership, at its core, elevates both the leader and the follower. According to Avolio (2007), transformational leadership is morally uplifting, a trait that distinguishes it from other leadership styles. These leaders have been described as individuals who form relationships with their subordinates (Sypawka, 2008), which leads to positive effects on the organization's performance (Bass & Riggio).

According to Weinstein (2004), transformational leaders are concerned about the well-being of their employees. They encourage their employees and pay attention to each individual's need for achievement. Examples of such leaders include Microsoft's founder and former CEO, Bill Gates, and Chrysler Corporation's former CEO, Lee Iacocca (Bass & Riggio, 2005). These leaders possessed the ability to transform their leadership and management styles to fit the occasion. Avolio and Bass (1995) postulated that transformational leaders set positive examples for their employees to follow, communicate and set high expectations for their employees, prompt followers to think outside the box, and take care of their subordinates. Transformative leaders strive to empower those around them by giving them opportunities to grow professionally and by modeling the behaviors desired by the organization (Bryman, 2007). Techniques employed by transformational leaders can propel a college or university toward growth and improvement.

Transformational leadership, in some respects is similar to situational leadership. Both styles require leaders to be flexible and adjust their management style to fit the current situation (Bledsoe, 2008). However, in comparison to the moral dimension inherent in the transformational leader, the situational leader does what is expedient at the time (Meacham, 2007). As the name implies situational leadership presumes that different situations require different leadership styles. This theory mandates that the leader have the ability to respond to the demands of every situation (Northouse, 2007). Managers who operate under this style must be aware of their environment, the abilities of their employees, and have the ability to be flexible in their leadership approach (Bledsoe, 2008).

Laissez-Faire Leadership Style

The least desirable leadership style is the laissez-faire style. According to Bass (1985), the laissez-faire style is based on an avoidance of leadership. This style is so named because of the passive manner in which the manager operates. According to Northouse (2007), the laissez-faire manager abdicates his or her responsibility, and makes no efforts to satisfy the needs of his or her colleagues or subordinates. This leadership behavior is harmful to the organization's productivity and morale (Bass, 1985). Leaders who demonstrate the laissez-faire management style have short tenures with their organizations. The lack of concern for task and people is evident in is illustrated by the lowering of morale and output. Due to their damaging effects on the bottom line and overall productivity, these types of leaders either elect to leave voluntarily or are terminated from their position (Kelloway, Barling, Kelley, Comtois, & Gatien, 2003). In the Blake and Mouton (1964) Managerial Grid, the laissez-faire style is representative of the (1, 1) impoverished style, illustrated by low concern for task and low concern for people.

7.0 Methodology

This study is designed to test the research question through the use of statistical analyses. The population for this study included all 91 academic deans in Ohio's 13 state supported universities. The foundation for the study is the research conducted by Blake and Mouton (1964) and their Managerial Grid

8.0 Survey Instrument

The Styles of Leadership Survey, used in this study, was developed by Teleometrics. In order to ensure the suitability of the instrument, a pilot study was conducted. Five faculty members participated in the pilot study. Each of the participants indicated the survey, scale, and instructions were clear, understandable and appeared to measure leadership style.

9.0 Survey Analysis

The Statistical Package for Social Services (SPSS) Version 15.0 for Windows was used for data analysis. Descriptive statistics and parametric inferential statistical methods were used for the analysis of the data. Statistical significance was determined based upon a significance level of .05. Statistical Analysis of Variance was used to test the research question.

For this research study, descriptive statistics were used. The raw scores of the respondents were used for analysis. A nominal scale was employed to code the survey's responses. Tests were conducted to assess the difference between leadership style and the independent variable of the number of years of experience as an academic dean. ANOVA was conducted using an alpha level of .05.

9.1 Analysis of Results

The results of this research, in relation to other studies, have shown some similarities and some differences. For example, a study by Wood (2004) found that while not statistically significant, the academic dean's years served as an academic administrator had only low to moderate relationships to the deans' leadership behaviors. Sypawka (2008) found that there were no significant differences in the number of years served as division dean and the dean's leadership style.

10.0 Recommendations for Future Research

The purpose of this study was to examine if there were any significant differences among leadership styles of academic deans employed at state universities in Ohio, and the independent variables of the number of years of experience. A review of literature indicated that there has been a limited amount of research on academic deans and their leadership styles. Thus, the findings of this research study serves as a bases for future studies on the leadership styles of academic deans.

Although this study has added to the body of knowledge on this topic, there still exist some unanswered questions that future researchers could explore. For example, this study found no significant differences among leadership styles and the independent variable. However, this research might have been enhanced if faculty were involved in the leadership study. By including subordinates in the process, the leadership styles can be affirmed or disaffirmed (Xin & Pelled, 2003). The companion to the Styles of Leaders Survey (SLS) utilized in this research, is the Leadership Appraisal Survey (LAS). When used together a researcher can gain broader insight into the respondents' leadership style (Hall, et al., 1995). Because leadership is comprised of a leader and a follower, getting faculty input would add a new dimension to the analysis.

11.0 Limitations

This research study was limited to academic deans in Ohio's four year state supported universities. Secondly, while the population of academic deans in this research study is a valid sample, by enlarging the population size, more insight can be gained.

12.0 Conclusion

The Blake and Mouton (1964) managerial grid is well known in the field of leadership. The Blake and Mouton theory is based on a two dimensional grid comprised of concern for people and concern for task. The results of this study, utilizing the managerial grid, indicated that there were no significant differences among academic deans' leadership styles and their, years of experience. Wood (2004) in his research found little to no relationship between leadership style and the independent variables. However, these results differ from the findings of other studies that found that as certain variables change, so do the leadership styles (Anderson, 2002; & Gmelch & Wolverson, 2002). One explanation for these inconsistencies was found in the size of the samples. In analyzing the difference between the two opposing results it was noted that in the research conducted by Wood (2004) as well as in this research study, the sample size was less than 100. However, in the studies by Anderson and Gmelch and Wolverson (2002) the sample sizes were greater than 500. This size disparity may explain the differences in results.

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Tables

Note: In all table, it was noted that the assumption of homogeneity of variance had not been violated. The Levene test can be used to verify that assumption. The significance level for the Levene Statistic was larger than the cutoff of .05. Therefore, homogeneity of variance was assumed. Furthermore, the descriptive analyses are listed in composite.

Table 1 *Test of Homogeneity of Variance for Authoritarian Leadership Style (9, 1)*

Total Raw Score	Levene Statistic	df1	df2	Sig.
Years of Experience	2.424	2	32	.105

Table 2 *Descriptive Statistics: Banded by Total Raw Scores for Authoritarian Leadership Style (9, 1)*

Dimension	N	Mean	S/D	S/E	95% CI		Min	Max
					Lower	Upper		
Years of Experience								
Little	13	65.92	10.428	2.892	59.62	72.22	41	81
Moderate	13	72.62	15.961	4.427	62.97	82.96	40	89
High	9	68.67	14.782	4.927	57.30	80.03	44	87
Total	35	69.11	13.724	2.320	64.40	73.83	40	89

Table 3 *ANOVA: Leadership Style for Authoritarian (9, 1), Years of Experience*

	Sum of Squares	df	Means Square	F	Sig.
Total Raw Score					
Years of Experience					
Between Groups	1020.982	2	510.491	3.035	.062
Within Groups	5382.561	32	168.205		
Total	6403.543	34			

Table 4 *Test of Homogeneity of Variance for Team Leader Leadership Style (9, 9)*

Total Raw Score	Levene Statistic	df1	df2	Sig.
Years of Experience	.046	2	32	.956

Table 5 *Descriptive Statistics. One-way: Banded by Total Raw Scores for Team Leader Leadership Style (9, 9)*

Dimension	N	Mean	S/D	S/E	95% CI		Min	Max
					Lower	Upper		
<i>Years of Experience</i>								
Little	13	83.69	7.398	2.052	79.22	88.16	69	99
Moderate	13	90.38	7.456	2.038	85.88	94.89	77	106
High	9	85.56	6.483	2.161	84.57	94.54	81	101
Total	35	87.69	7.657	1.294	85.06	90.32	69	106

Table 6 *ANOVA: Leadership Style Team Leader (9, 9) by Years of Experience*

	Sum of Squares	df	Means Square	F	Sig.
<i>Total Raw Score (Years of Experience)</i>					
Between Groups	333.474	2	166.737	3.214	.060
Within Groups	1660.068	32	51.877		
Total	1993.543	34			

Table 7 *Test of Homogeneity of Variance for Country Club Leadership Style (1, 9)*

Total Raw Score	Levene Statistic	df1	df2	Sig.
Years of Experience	3.149	2	32	.060

Table 8 *Descriptive Statistics: Banded by Total Raw Scores for Country Club Leadership Style (1, 9)*

Years of Experience	N	Mean	S/D	S/E	95% CI		Min	Max
					Lower	Upper		
Little	13	64.23	15.759	4.371	54.71	73.75	36	90
Moderate	13	73.62	9.278	2.573	68.01	79.22	51	88
High	9	72.89	5.600	1.867	68.58	77.19	65	81
Total	35	69.94	12.056	2.038	65.80	74.08	36	90

Table 9 ANOVA: Leadership Style Country Club (1, 9) by Years of Experience

	Sum of Squares	df	Means Square	F	Sig.
Total Raw Score (Years of Experience)					
Between Groups	677.612	2	338.806	2.542	.094
Within Groups	4264.274	32	51.877		
Total	4941.886	34			

Table 10 Test of Homogeneity of Variance for Organization Man/Middle-of-the-Road Leadership Style (5, 5)

Total Raw Score	Levene Statistic	df1	df2	Sig.
Years of Experience	.042	2	32	.959

Table 11 Descriptive Statistics: Banded by Total Raw Scores for Organization Man/Middle-of-the-Road Leadership Style (5, 5)

Dimension	N	Mean	S/D	S/E	95% CI		Min	Max
					Lower	Upper		
<i>Years of Experience</i>								
Little	13	75.15	7.936	2.201	70.36	79.95	60	86
Moderate	13	77.31	9.050	2.510	71.84	82.78	58	92
High	9	76.89	9.387	3.129	69.67	84.10	60	91
Total	33	76.40	8.534	1.443	73.47	79.33	58	92

Table 12 ANOVA: Leadership Style Organization Man/Middle-of-the-Road Leadership Style (5, 5) by Years of Experience.

	Sum of Squares	df	Means Square	F	Sig.
Total Raw Score (Years of Experience)					
Between Groups	33.050	2	16.737	.216	.807
Within Groups	2443.350	32	76.355		
Total	2476.400	34			