

# Future deans in Indonesia: Lions or lambs?

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## ABSTRACT

Leadership is a mysterious phenomenon, often perceived as a critical factor in an organisation's success. This also holds true for leadership and management at midlevel of organisation although that field is under-researched. This study focuses on midlevel leadership in a particular kind of organisation, namely universities. It investigates the managerial leadership styles of deans at Indonesian universities. Using the competing values framework, a large-scale survey was conducted to gather information on the deans' behaviours and roles. Based on the responses of a sample of 218 deans in Indonesia, the study identifies four distinguished leadership styles, namely the Competitive Consultant, the Focused-Team Captain, the Consensual Goal-setter and the Informed Trust-builder. The study shows that deans in Indonesia exhibit both lion-like and lamb-like leadership characteristics. While clarifying tasks, setting objectives, and emphasising productivity, Indonesian deans involve in such activities as teamwork to motivate their staff.

**Keywords:** deans; managerial leadership styles; Indonesian higher education

## INTRODUCTION

Leadership and management in general, and in higher education in particular, have attracted enormous interest from both academics and practitioners. While studies have focussed on various topics and different managerial levels, the number of studies that explicitly investigate middle management is limited. Leadership studies usually concentrate on those at the top, such as CEOs or presidents.

In the sphere of higher education studies, the deanship is an under-investigated topic. This is somewhat surprising given the key role deans play in higher education institutions: "universities are only as strong as their colleges, and colleges reflect the strength of their dean" (Wolverton et al. 2001, p. 97). This study intends to contribute to filling this gap by exploring the managerial leadership styles of deans at Indonesian universities. An additional reason to investigate the deanship is derived from the current changes in Indonesian higher education. The winds of change, caused by, among other things, globalisation and the spread of a neo-liberal spirit in re-organising the public sector (e.g. the introduction of new public management approaches), combined with new political leadership, have affected Indonesian higher education and its institutions. Universities have been granted more institutional autonomy. It appears likely that Indonesian universities are moving towards stronger corporate governance structures. Therefore, the deanship is also undergoing change. One could argue that in contemporary higher education, with universities increasingly seen as enterprises or corporations, the deanship is becoming more entrepreneurial and executive-based (e.g. see De Boer & Goedegebuure, 2009). However, the changing deanship is not the topic of the study. The key question is that how deans at Indonesian universities run their faculties.

## INDONESIAN CONTEXT

### **Higher Education Policy Reform**

The Asian financial crisis in the middle of 1997 and the fall of the Suharto government in 1998 generated a new context for universities to define their role in society. The government's centralised approach to steer the public sector was becoming obsolete (Nizam, 2006). In 1999, the government published an overall strategy for the enhancement of local autonomy in many sectors, including (higher) education (Directorate General of Higher Education (DGHE), 1999). In line with these new policies, public higher education institutions have been restructured. They were granted more institutional autonomy, funding mechanisms were changed, and market-driven approaches were introduced (DGHE, 2003). The public institutions are expected to become more entrepreneurial and innovative. They are supposed to create new fund-raising systems, to improve their services in order to successfully compete in education markets, to be more accountable to the public at large, and are encouraged to establish corporate-style governance structures (DGHE, 2003; Nizam, 2006).

Private universities which are run as business institutions and subject to government regulation and policy (Welch, 2007) have also had to improve their management in order to better compete in higher education markets (DGHE, 2003). The reforms encouraged them to strengthen their strategic planning capacity (e.g. increasing the number of undergraduate and graduate programmes) and their human resources (e.g. recruiting qualified academics and skilled administrative staff) (Nizam, 2006; Welch, 2007). They have had to work more intensively to find external funding sources and diversify their existing income streams.

### **Roles of Middle Managers in Higher Education**

The higher education policy reforms have forced both the public and private universities to restructure their internal university governance (DGHE, 2003; Nizam, 2006). One of the changes is influencing the functioning of academic leaders and managers. However, not much is known about how Indonesian deans run their faculties. Our objective is to investigate the managerial leadership styles of deans in Indonesian universities.

As the head of a faculty, deans are expected to provide administrative as well as academic leadership, including financial, personnel, services and facilities management. These roles of deans in Indonesian universities are similar to the roles of deans elsewhere, i.e. a role of manager (an administrator), (strategic) leader and scholar (De Boer & Goedegebuure, 2009; DiFronzo, 2002; Hilosky & Watwood, 1997; Thomas & Fragueiro, 2011). As a manager, a dean is expected to focus on the detail of daily operations (e.g. budgets, administrative records). As a (strategic) leader, a dean is supposed to act as a visionary by setting long-term goals and plans for the faculty. As a scholar, a dean should be engaged in both research and teaching. These multiple roles have been reported in several studies from various countries (see Meek, et al., 2010). Yet, since higher education systems, universities, and their constituencies are expressions of a nation's historic memory and culture, it should be no surprise that structures, practices and procedures within universities might differ. Therefore, it is assumed that the Indonesian traditional culture which emphasises mutual assistance (*gotong royong*), consensus for decision-making (*musyawarah*), assertiveness and collective well-being will make the Indonesian deanship different from the leadership elsewhere in certain respects (Bowen, 1986; Irawanto, 2009).

### **COMPETING VALUES FRAMEWORK**

Over the years, many leadership and management theories have been developed, advocated, and researched, stressing and arguing various explanations for personal characteristics (as in great man and trait theories) to situational factors (as in contingency and situational

approaches). This study used Quinn’s Competing Values Framework (CVF) to investigate managerial leadership styles of Indonesian deans.

Based on an analysis of a comprehensive list of indicators for organisational effectiveness, Quinn and his research colleagues describe two major dimensions underlying effective organisations (Quinn & Rohrbaugh, 1983; Quinn & Cameron, 1983; Quinn, 1988). They notice that some organisations were effective if they were stable, whereas other organisations were successful if they had efficient internal processes or were strongly outward looking (market-oriented). In other words, there were different ways to be or become effective. The two dimensions were used to represent two axes that constitute the rudiments of the Competing Values Framework (CVF).

Figure 1 describes the eight leadership roles of CVF. The vertical axis ranges from flexibility to control and the horizontal axis concerns the organisational focus, from an internal to an external focus. These two axes form four quadrants, representing four different kinds of organisations, including different cultures, leadership roles and so on. The four quadrants are: the clan (collaborate, leaders as mentors and facilitators), the adhocracy (create, leaders as innovators and brokers), the market (compete, leaders as producers and directors), and the hierarchy (control, leaders as coordinators and monitors). The four quadrants represent opposite or competing assumptions; they are competing on the diagonal, and this diagonal is a continuum of the two opposite points. Empirically, it is possible to engage in behaviours at two opposite points in the framework, indicating that there is no best way to manage. One leadership role, for instance, is not treated as more desirable than another role.

The CVF convincingly integrates a number of theoretical traditions such as human relations theories, open system theories, rational goal theories and internal process theories. It distinguishes a substantial number of leadership and managerial behaviours, clustered into eight different leadership roles, which makes perceptual biases clear, does not advocate one role over another, makes multiple values explicit, and provides a dynamic focus as well as consistent categories. These advantages fit the purposes of the study very well. Moreover, since its development in the early 1980s, CVF has successfully been used and tested in many research endeavours (for an overview of one example, see the “Appendices” in Cameron et al. 2006).

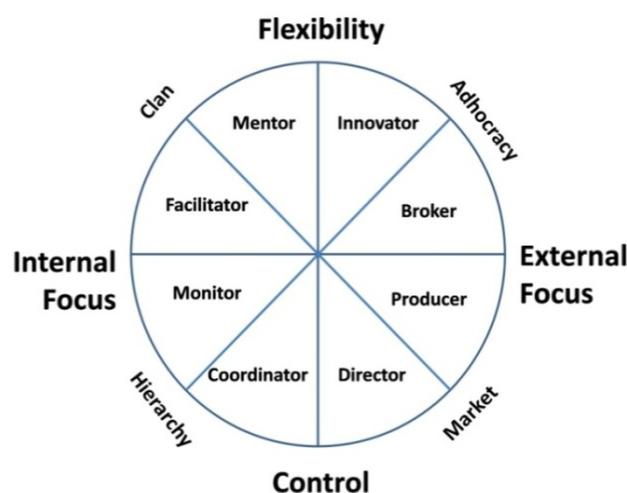


Figure 1. The eight leadership roles of CVF (adapted from Quinn, 1988, p. 86; Cameron et al., 2006)

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To investigate the managerial leadership styles of deans, the study applied the “3-1 concepts of assessment” based on the CVF: behaviours—roles—styles. Quinn’s (1988) Competing Values Leadership Instrument lists 32 behaviours. Examples of such behaviours are ‘setting clear objectives for the faculty’, ‘facilitating consensus building’ or ‘showing empathy and concern’. Eight managerial leadership roles are determined by these 32 behaviours. Roles include director, facilitator or mentor. Leadership styles are then explored based on configurations of the eight managerial leadership roles within the CVF. In this study, a style is a configuration of the eight managerial leadership roles based on the CVF that in turn are based on a set of particular behaviours (see Figure 2).

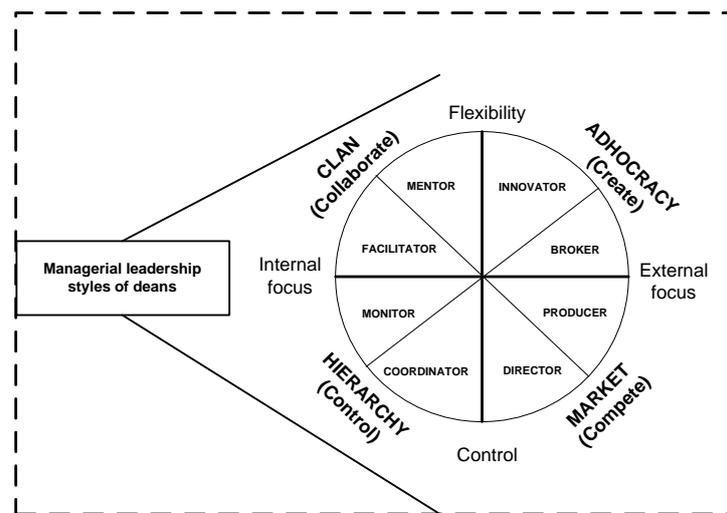


Figure 2. Framework of managerial leadership styles based on the CVF (Ngo, 2013 p. 122)

## METHODOLOGY

### Data collection, Population, and Sample

A survey was conducted to collect the data. Before conducting the survey, a questionnaire was sent to 10 deans as a pilot project to ensure that the questions were clear and understood by the deans (Babbie, 2010). All key variables in the questionnaire were measured through self-reporting. Some potential disadvantages of this approach have been considered. Firstly, there may be a discrepancy between what deans say they do and what they actually do. Secondly, deans may choose not to report their behaviour accurately because of issues of socially sensitive behaviours (see Fishbein & Ajzen, 2010, p. 37). However, when the questions phrased in the questionnaire ask about daily activities of deans, it is believed that

they do not result in socially desirable answers. In such a case, it is unlikely that self-reporting behaviours will differ from actual behaviours (Ajzen, 1988, p. 103).

Determining the targeted population for the survey was a challenge because there were no data on the total number of deans in Indonesian universities. Data on higher education for the year 2006-2007 indicate that at the time there were 419 universities in Indonesia. The number of faculties at each of the 419 universities varies. If it is assumed that the average university has eight faculties, there are more than 3,330 deans. It would be preferable to have all deans participating in this research, but, for pragmatic reasons, this was considered not feasible (due to limitations of data accessibility, time and cost).

Of these 419 Indonesian universities, 120 are accredited (DGHE, 2008). These accredited universities include private and public, small and large, and suburban and urban universities. They were the starting point for our sampling. Assuming that these universities have, on average, eight faculties, there would be a total population of 960 deans. A stratified random sample was used to guarantee represented good geographical spread. Next, half of the 120 universities were selected via a random sampling.

The survey was sent by post to 443 deans (the sample population) in these 60 universities. A total of 218 deans returned a completed questionnaire (almost 49%). The sample was then compared with the response based on the discipline of the faculty (i.e. technical vs. non-technical). The results indicated that there were no differences [Chi-square (1,  $N = 218$ ) = 1.15,  $p > 0.05$ ]. Furthermore, in terms of geographical spread, the questionnaire returned was compared with the questionnaire disseminated from each region. The results again indicated that there were no differences [Chi-square (7,  $N = 218$ ) = 4.31,  $p > 0.05$ ]. Therefore, it can be concluded that the response sample among deans from accredited Indonesian universities is representative as regards these two variables.

Of the 218 responding deans, 82% were men. On average, they were 52 years old and had served in their current positions for nearly two years. About 58% worked in public universities and 42% in private universities. Nearly two-thirds came from non-technical faculties (64%); the remaining 36% came from technical faculties. Faculty size varied. The vast majority of the deans served a medium-sized faculty, which, in the Indonesian context, means between 1,000 and 5,000 students and between 100 and 500 faculty staff members.

### **Measures and Data Analysis**

To measure the items Likert scales were used, ranging from 1 to 7. To assess leadership styles, the deans were asked to indicate how often they engaged in 32 general managerial items derived from the leadership instruments (Quinn, 1988). Eight leadership roles, each based on the four items, were identified. For each role, the items were internally consistent (with Cronbach alpha's ranging from 0.68 to 0.81).

The quantitative data analysis was carried out to explore the kind of managerial leadership styles of deans in Indonesian universities. In this part of the analysis, descriptive statistics were used. Then, a cluster analysis was carried out to classify and identify Indonesian deans who had similar patterns of leadership style based on the eight roles from the CVF. This analysis was used to identify specific deanship styles. To prepare for a two-step cluster analysis, the eight leadership roles were divided into a dummy variable, indicating whether a leadership role was more ('value 1') or less ('value 0') important in the dean's leadership style. If all eight roles were equally important, each of them would represent 12.5% of the dean's leadership style. A leadership role measuring equal to or more than 12.5% means that this role is relatively important in a dean's leadership style; the opposite is true for percentages below 12.5%.

## **FINDINGS**

### The Managerial Behaviours of Deans

This section describes and discusses the managerial behaviours of deans. In the questionnaire, the deans were asked to indicate, on a seven-point Likert scale, how often they perform a certain behaviour. The outcome of this survey indicated that the deans perform all the listed behaviours frequently. However, some behaviours are more prevalent than others. The four most frequent behaviours of the deans are protecting continuity in the day-to-day operations of the faculty (6.3); seeing that the faculty delivers on stated goals (6.3); facilitating consensus-building in the faculty’s decision-making (6.3); and building teamwork among academic staff (6.3). The four least frequent behaviours of the deans are persuasively selling new ideas to central management (5.2); exerting upward influence in the university (5.2); influencing decisions at higher levels in the university (5.2); and experimenting with new concepts and procedures (5.0). The number in the brackets shows the mean value. These findings are significant in that they show the deans of this study are not opposed to engaging in certain managerial behaviours and are open to some level of engagement in all the behaviours.

Table 1 presents the percentages of deans in the study that reported ‘always’ on the 32 behaviours of the CVF. A total of 37% of the deans reported that they are multi-behavioural, i.e. they always perform in line with more than 75% of the 32 behaviours. Another 37% reported that they always perform less than 50% of the behaviours. The deans who belong to the multi-behavioural group are, in their own eyes, able to cope with the competing values that underlie these behaviours.

Table 1 *Percentages of Deans in the Study that Report ‘Always’ on the 32 Behaviours Based on the CVF (N = 218, in %)*

Percentage of the 32 behaviours always* performed	Percentage of deans
≤ 25% (less than 9 different behaviours)	13
26 – 50% (between 9 and 16 different behaviours)	24
51 – 75% (between 17 and 24 different behaviours)	26
> 75% (more than 24 different behaviours)	37

\* ‘always’ refers to scores 6 (almost always) and 7 (always)

Although the deans reported that they execute all 32 behaviours, some differences in frequency can be observed. Firstly, the vast majority of the deans (i.e. more than 75%) reported that they always facilitate consensus building in faculty decision making; encourage participative decision making in the faculty; protect the continuity in faculty’s day-to-day operations; see to it that the faculty delivers on stated goals; and build team work among academic staff members. Secondly, the majority of the deans (i.e. more than 50%) reported that they sometimes or rather often solve faculty problems in a creative and unconventional way; carefully compare records, files, and reports; persuasively sell new ideas to the central university management; influence decisions at higher levels in the university and experiment with new concepts and procedures. Very few deans reported that they never behave any of the 32 behaviours. For example, only 7% of the deans say that they never exert upward influence in the university. Similarly, 7% of the deans indicated that they never influence decisions made at the higher levels in the university.

### The Managerial Leadership Roles of Deans

This section presents and discusses the managerial leadership roles of deans at Indonesian universities. The CVF has two axes: the vertical axis represents flexibility and control and the horizontal axis represents internal to external focus (see Figure 1 & 2). These two axes form four quadrants in which each quadrant defines two leadership roles. The CVF is the repertoire

of managerial leadership roles manifested in the behaviours of managers (Belasen, 1998). The CVF asserts that these eight different managerial leadership roles can be defined based on 32 managerial behaviours. As explained earlier, each role consists of four-item managerial behaviours scaled from never (1) to always (7). The mean score of each role was computed by applying a simple statistical mean expression. The results are depicted in Table 2.

Table 2 *Managerial Leadership Roles of Deans at Indonesian Universities (N=218, in %)*

Managerial leadership role	Never	Sometimes	Always	Mean	SD	Cronbach's Alpha (4)*
Facilitator	-	30	70	6.2	0.61	0.68
Producer	1	38	61	6.0	0.74	0.81
Director	1	39	60	6.0	0.73	0.78
Coordinator	-	47	53	5.9	0.75	0.72
Mentor	1	49	50	5.9	0.80	0.76
Monitor	1	57	42	5.7	0.81	0.79
Innovator	1	69	30	5.5	0.74	0.74
Broker	5	68	27	5.3	0.94	0.80

Groups are defined on the basis of average score on four items, where for 'never'  $x < 4$ ; 'sometimes'  $4 \leq x \leq 5.99$ ; 'always'  $6 \leq x \leq 7$ ; \*the number in brackets indicates numbers of items.

Table 2 shows that the alpha coefficient, for the four items in each role, ranges from 0.68 to 0.81, suggesting that the items have relatively high internal consistency. All 32 managerial behaviours are performed by the deans (see Table 1), this is expected, as Table 2 indicates, that all eight managerial leadership roles are found to some degree in Indonesian middle management. In other words, the deans self-reported that they frequently perform the eight leadership roles based on the CVF when they lead and manage their faculties.

Although all the eight managerial leadership roles are performed frequently by the deans, some roles are performed more often than others. The deans reported that they very often play the roles of facilitator, producer, and director. A total of 70% of the 218 deans saw themselves definitely functioning as a facilitator. This finding is consistent with the previous findings, which showed that the deans very often perform facilitating behaviours. Around 60% of the deans see themselves as a producer and director. These results suggest that in their day-to-day actions, the deans very frequently facilitate consensus building in the faculty's decision making; encourage participative decision making in the faculty; build teamwork among the academic staff members; and encourage participative decision making in the faculty. At the same time, deans often focus on results and performance of academic staff; insist on intense hard work and high productivity; set clear objectives for the faculty; and clarify faculty policy priorities and future direction.

Furthermore, the deans of the study reported that they *sometimes* play an innovator (69%) and a broker role (68%) in managing their faculty. These findings are in line with the previous finding, indicating that the deans occasionally perform the innovating and brokering behaviours. This implies that, in their daily actions, the deans seldom approach and consult people at the higher levels of the university; persuasively sell new ideas to central university management; exert upward influence in the university; or influence decisions at higher levels in the university.

### **The Managerial Leadership Styles of Deans**

In managing their faculties, the deans perform some roles more frequently than others (see Table 2). In other words, some roles are perceived by the deans as more important than others. It means that those roles perceived as having more value. Therefore, the relative

importance of roles was determined. If all eight roles were perceived as equally important, each would represent 12.5% in this analysis. Therefore, a role equal to or larger than 12.5% can be considered to be perceived as more important. A two-step cluster analysis is then used to identify particular managerial leadership styles. The number of clusters was set to four, reflecting the four aspects of the CVF. The results showed a meaningful distinction between the four clusters. These four clusters allow us to identify, both theoretically and statistically, four specific managerial leadership styles of deans at Indonesian universities as shown in Table 3.

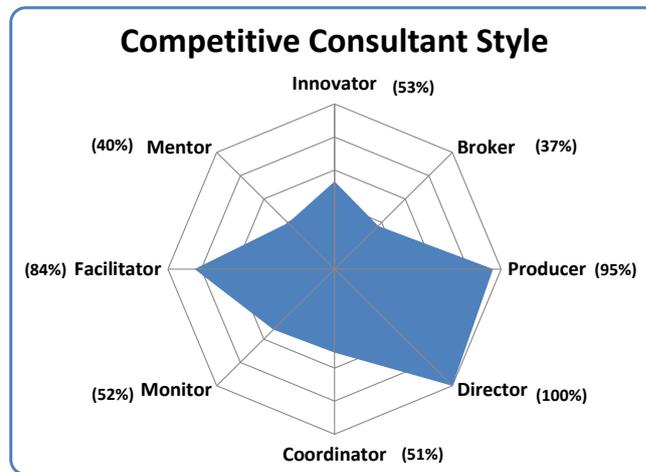
Table 3 *Percentages of Deans performing a Managerial Leadership Style (total N = 218, in %)*

Managerial leadership style	Percentage of deans	N
Competitive Consultant	37	81
Focused Team Captain	20	44
Consensual Goal-Setter	24	53
Informed Trust-BUILDER	18	40
Total	100*	218

*Note: \*sum of percentages is not 100% due to the rounding of decimals*

The four managerial leadership styles are distinct configurations of role importance, indicating that each style is distinct. These four distinctive styles are the Competitive Consultant, the Consensual Goal-Setter, the Focused Team Captain, and the Informed Trust-BUILDER. A description of each style is depicted in Figures 3 through 6.

*The Competitive Consultant Style*



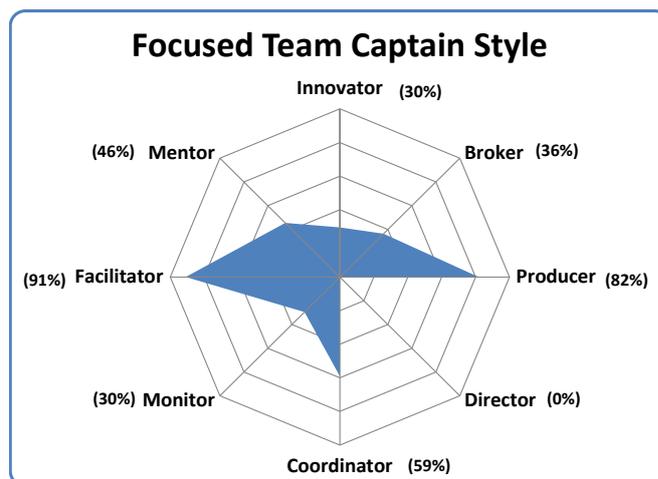
Note: The numbers in brackets represent the percentages of deans with this style who perceived each role as more important.

Figure 3. The Competitive Consultant Style

A total of 37% of deans in this study have the Competitive Consultant style. This style is 'comprehensive' in the sense that none of the roles are absent. This style emphasises the director, producer, and facilitator roles. Within their day-to-day actions, the deans with this style very frequently focus on setting faculty goals and objectives, defining areas of responsibility of faculty members, and clarifying faculty policies and future direction. These deans are interested in fostering a productive work environment and focus on intense hard

work and productivity. They very often facilitate consensus building in the faculty’s decision making, build teamwork among the academic staff members, encourage participative decision making in the faculty, and encourage academic staff members to share ideas.

*The Focused Team Captain Style*

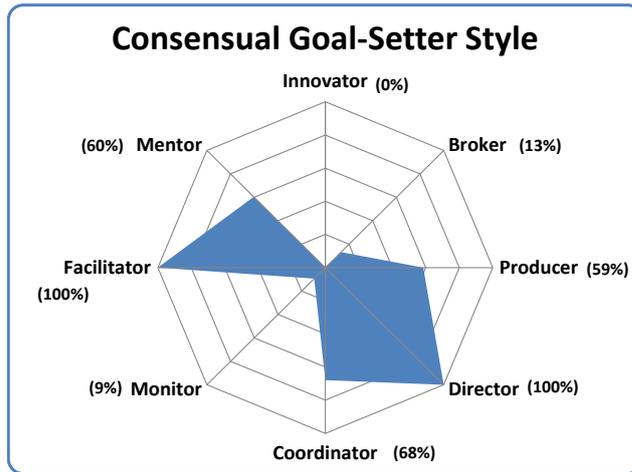


Note: The numbers in brackets represent the percentages of deans with this style who perceived each role as more important.

Figure 4. The Focused Team Captain Style

A total of 20% of the deans have the Focused Team Captain style. In contrast to the Competitive Consultant style, the Focused Team Captain dominant roles are facilitator, producer and, to a lesser extent, coordinator. In this style, the director role is less obviously present. This style emphasises behaviours such as team building; encouraging participative, consensus-oriented decision making; and encouraging academic staff members to share ideas. It also stresses behaviours in relation to achievements, results and performances, hard work, and high productivity. To some extent this style focuses on day-to-day operations, managing projects and minimising disruptions in daily practices.

*The Consensual Goal-Setter Style*

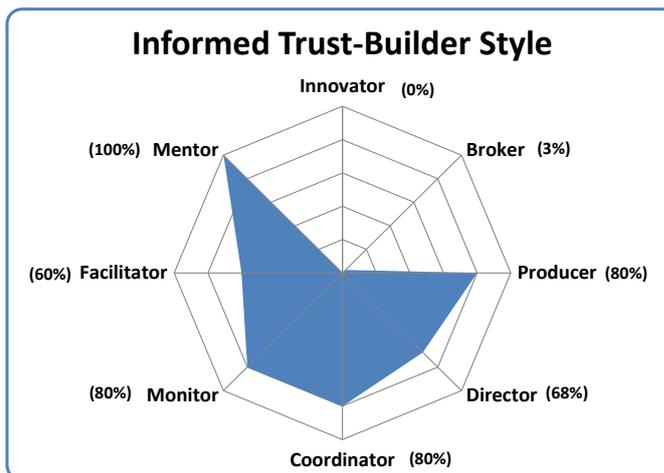


Note: The numbers in brackets represent the percentages of deans with this style who perceived each role as more important.

Figure 5. The Consensual Goal-Setter Style

A total of 24% of the deans have the Consensual Goal-Setter style. This style emphasises the facilitator and director roles. The broker, monitor and, particularly, innovator roles are, by and large, absent. The deans who demonstrate this style have a strong focus on behaviours such as encouraging participative, consensus-oriented decision making; team building; and internal idea sharing. They, however, show minimal mentoring behaviours. These deans also claim to demonstrate behaviours such as setting clear faculty goals and objectives, defining areas of responsibility for faculty members, and clarifying faculty policies and future direction.

#### *The Informed Trust-Builder Style*



Note: The numbers in brackets represent the percentages of deans with this style who perceived each role as more important.

Figure 6. The Informed Trust-Builder Style

A total of 18% of the deans have the Informed Trust-Builder style. Like the Competitive Consultant, this style is comprehensive. It stresses the mentor, producer, coordinator, and monitor roles. Within their day-to-day actions, deans with this style very often listen to personal problems and show empathy and concern. They also frequently focus on control (e.g. reviewing detailed reports, files and records; working with technical data; and analysing written plans and schedules). These deans establish a productive work environment and value hard work and productivity.

With respect to the four distinctive managerial leadership styles of deans, none of the styles can clearly identify one of the four aspects of the CVF (i.e. the clan, the adhocracy, the market, or the hierarchy). In fact, each style is a configuration of different aspects of the CVF, defining the competing (opposing) roles of leading and managing. The Competitive Consultant style, for instance, combines a greater focus on the market-oriented aspect (the director and producer roles) with the facilitator role. The Focused Team Captain style combines the facilitator and producer roles, and the Consensual Goal-Setter style combines the facilitator and director roles. The Informed Trust-Builder style combines the mentor, producer, coordinator, and monitor roles. These findings indicate that the roles of facilitator, director, and producer are the more important roles perceived by the majority of deans. This is consistent with the previous findings, showing that the deans very often play the roles of facilitator, director, and producer.

Based on the empirical findings, conflict statements like “John is too soft hearted, he is running this place like a country club” and “Sue is a pig-headed dictator, she runs this place like a prison camp” (Quinn, 1988, p. 45) may not be articulated in Indonesian universities. All the four leadership styles show a balanced approach to leadership. For example, the Competitive Consultant-style deans (see Figure 5) embrace lion-like characteristics when they clarify tasks, set objectives, and take actions. Goal clarification is defined by rules which subordinates are expected to follow. The deans, as lions, show themselves to be a directive and strong authority figure. At the same time, the Competitive Consultant-style deans embrace the lamb-like characteristics when they engage in social activities like teamwork and facilitating others. The deans, as lambs, are cooperative, participative, and approachable leaders.

### **Demographic Factors and the Four Managerial Leadership Styles**

Table 4 shows the gender distribution of the managerial leadership styles of deans. The findings indicated that there are some gender differences. For example, 22% of male deans have the Focused Team Captain style, emphasising the facilitator and producer roles, and 23% of female deans have the Informed Trust-Builder style, emphasising the mentor role. The findings showed that there is a very slight difference between the percentage of male and female deans having the Competitive Consultant style. This also holds true for the Consensual Goal-Setter style. These findings are, to some extent, in line with other studies of male and female leadership styles (e.g. Rosener, 1990; Eagly & Johannesen, 2001; Burke & Collins, 2001), indicating that female deanship is more characterised by showing more empathy and concern, being more people-oriented, and a willingness to listen.

Table 4 *Distributions of the Specific Managerial Leadership Styles of Deans by Gender (N = 218, in %)*

Specific managerial leadership style	Gender		
	MALE	FEMALE	Total*
Competitive Consultant	37%	39%	37%
Focused Team Captain	22%	13%	20%

Consensual Goal-Setter	24%	26%	24%
Informed Trust-Builder	17%	23%	18%
Total*	100%	100%	100%
Note: *the sum of the columns may not be 100%, due to the rounding of decimals.			

Table 5 presents the age distribution of the managerial leadership styles of deans. The Competitive Consultant style is the style most frequently exhibited across all age groups. However, only amongst the under 40s is this style exhibited by a majority of deans. In contrast, only 5% of deans under 40 have the Informed Trust-Builder style. Deans aged 51-60 and 60+ are more likely to demonstrate the Consensual Goal-Setter style, focusing on facilitating and directing. The findings of this study are supported by other studies (e.g. Kabacoff & Stoffey, 2001; Oshagbemi, 2004; Le & Thi, 2012), indicating that young managers are more likely to show a style which defines roles and tasks and maintains high productivity, while older managers are more likely to prefer a style which is more participative and consultative and shows greater commitment to solving problems through consensus.

Table 5 *Distributions of the Specific Managerial Leadership Styles of Deans by Age (N = 218, in %)*

Specific managerial leadership style	Age (years old)				Total
	<40	40-50	51-60	>60	
Competitive Consultant	52%	38%	33%	36%	37%
Focused Team Captain	29%	22%	17%	18%	20%
Consensual Goal-Setter	14%	21%	28%	32%	24%
Informed Trust-Builder	5%	20%	22%	14%	18%
Total	100%	100%	100%	100%	100%
Note: *the sum of the columns may not be 100%, due to the rounding of decimals.					

Table 6 shows the term-of-office distribution of the managerial leadership styles of deans. The Competitive Consultant style is the most frequently exhibited across all terms of office. However, 56% of the deans in the 5-6 years term of office group have this style and deans in this group are less likely to demonstrate the Focused Team Captain or the Informed Trust-Builder styles (11% for each). This implies that the longer the deans serve, the more likely they are to put greater emphasis on the directing behaviours manifested in the Competitive Consultant style. This may reflect the fact that the deans with longer service would have been appointed under the old organisational systems and were likely to be still serving under civil service terms and conditions. They may, therefore, be more likely to maintain their traditional ways of managing through firm rules and authority. In other words, maintaining the status quo is important for the more tenured deans. This is consistent with other studies (e.g. Bantel & Jackson, 1989; Moore & Ruud, 2006) that have found that leaders and managers with longer service are likely to resist change.

Table 6 *Distributions of the Specific Managerial Leadership Styles of Deans by Term-of-Office (N = 218, in %)*

Specific managerial leadership style	Term of Office (years)				Total*
	< 2	3-4	5-6	>7	
Competitive Consultant	37%	33%	56%	29%	37%
Focused Team Captain	22%	19%	11%	26%	20%
Consensual Goal-Setter Style	18%	36%	22%	26%	24%
Informed Trust-BUILDER	24%	12%	11%	19%	18%
Total*	100%	100%	100%	100%	100%

Note: \*the sum of the columns may not be 100%, due to the rounding of decimals.

Table 7 presents the distributions of the managerial leadership styles of deans across academic disciplines. This indicates that some difference in leadership styles exists between academic disciplines. While 25% of deans in the technical group have a Focused Team Captain style, 27% of deans in the non-technical group have a Consensual Goal-Setter style. Moreover, the findings show that there is only a marginal difference between the Competitive Consultant style and the Informed Trust-BUILDER style. These findings partially support other studies (e.g. Del Favero, 2006; Way, 2010) that indicated that non-technical deans are more oriented to a collegial style.

Table 7 *Distributions of the Specific Managerial Leadership Styles of Deans by Academic Discipline (N = 218, in %)*

Specific managerial leadership style	Academic discipline			Total*
	Non-Technical	Technical		
Competitive Consultant	37%	38%		37%
Focused Team Captain	17%	25%		20%
Consensual Goal-Setter	27%	20%		24%
Informed Trust-BUILDER	19%	17%		18%
Total*	100%	100%		100%

Note: \*the sum of the columns may not be 100%, due to the rounding of decimals.

## DISCUSSION

This study has demonstrated that deans in Indonesian universities are engaged in the 32 behaviours of management that we derived from Quinn's Competing Values Framework Instrument. These behaviours embrace the eight CVF managerial leadership roles. This outcome seems remarkable, and to some extent unlikely, because exhibiting an array of behaviours and roles with contrasting underlying values is demanding. Arguably the number of people with the skills and resources to perform such a variety of roles is likely to be small. This is exactly why the deanship is seen as such a challenging and crucial position in the management of universities. One explanation for this outcome could be that the behaviours of the deans are measured in this study through self-reporting, which might lead to a bias in overestimating one's capabilities or giving socially desirable answers. There could be aspects of wishful thinking ("This is the way I should run a faculty, and, therefore, I will report that I do run the faculty this way").

On the other hand, the deans were asked to report on how often they actually perform a particular activity. This reveals neither the intensity nor the effectiveness of a particular behaviour. The deans report, for instance, that they set targets or build consensus, but the

study has not measured what this actually entails. Some behaviours may be executed superficially, in which case it becomes easier to perform a range of (contrasting) activities. Although Quinn assumes that such multifacetedness contributes to the effectiveness of leadership, measuring the effectiveness of leadership has not been part of this study. Whether or not the deans from this study are effective leaders remains to be determined and requires further research.

Other studies (e.g. Wolverson et al., 2001; De Boer & Goedegebuure, 2009; Thomas & Fragueiro, 2011) on the deanship have observed behaviour that substantiates the results of the study that Indonesian deans perform many behaviours and roles. Indonesian deans are expected to perform many contrasting activities and have many different responsibilities. They are supposed to define strategies and policies for primary and secondary processes, to give direction in implementing them, and to serve and communicate with different audiences (Rector, academics, students). The multitudinous activities of deans at Indonesian universities reflect the greater responsibilities and multifaceted roles found worldwide (Wolverson et al., 2001; DiFronzo, 2002; De Boer & Goedegebuure, 2009; Thomas & Fragueiro, 2011). Exhibiting behaviours to deal with markets, clans, hierarchies and adhocracies has also been observed in universities in other countries. Deans are “directly involved with others in strategic planning, budget planning” (Fagin, 1997, p. 98) for “identifying new opportunities and developing policy” (Scott et al. 2008 cited in De Boer & Goedegebuure, 2009, p. 357). Deans have “finely tuned human relation skills” (Bragg, 2000, p. 75) by guiding their faculty and staff through “team building” (Hilosky & Watwood, 1997, p. 295) as they remain “visible and participative, and working toward a collective vision” (Wolverson et al., 2001, p. 18).

One example of similar research into another country’s deanship management was conducted by Gmelch and Wolverson’s (2002). Their study consisted of 1,370 deans and a response rate of 60% from 360 institutions in the United States. Gmelch and Wolverson define three dimensions for deanship: community building, setting direction and empowering others. Each dimension has eight items. Deans were asked to rate themselves on these 24 items. The mean score on each dimension was high and led to Gmelch and Wolverson’s (2002, p. 3) definition of academic leadership: “the act of building a community of scholars to set direction and achieve the empowerment of faculty and staff”. The 24 items that underlie their three dimensions have many similarities to the items that constitute the leadership style of Indonesian deans. Items referring to “caring about others”, “communicating priorities” or “providing information for effectively planning and doing work” are close to items from the CVF instrument. Though there is much communality, the CVF-based instrument (32 behavioural items and the underlying dimensions of clan, hierarchy, market and adhocracy) is more comprehensive than the dimensions and items used by Gmelch and Wolverson. Nevertheless, the results of the two studies indicating that deans are exceptionally ‘busy bees’ point in the same direction.

This study has revealed the four specific styles of deanship at Indonesian universities: the Competitive Consultant, Consensual Goal-Setter, Focused Team Captain, and Informed Trust-Builder. With respect to these styles, the market and clan aspects seem particularly important, referring to director-producer and facilitator-mentor roles. The outcomes of the study suggest that the deans are likely to challenge themselves to meet emerging global and competitive students markets and new government policies in Indonesia. They seem to understand that they need to provide direction by developing the faculty strategic planning and agenda, strengthen the faculty missions, visions and goals, and communicate these new goals and strategies to the faculty members and other constituents. The rise of the ‘executive’ dean or ‘academic manager’ instead of the traditional *primus inter pares* is reported in

various countries (e.g. De Boer & Goedegebuure, 2009; Meek, Goedegebuure & De Boer, 2010).

With respect to the four specific styles, the innovator and broker roles, in the adhocracy aspect, are the least important. This implies that the deans are less likely to perform activities associated with creativity, innovation, risk, and external legitimacy (Quinn, 1988; Cameron et al., 2006). These findings are somewhat similar to that of Nguyen's research (2013) which found that middle academic managers at Hanoi University of Industry in Vietnam were less likely to take risks and be creative. Nguyen's study indicates that the Vietnamese centralised planning approach limited the roles of the middle academic managers in entrepreneurial activities. In this study, traditional Indonesian values may prevent deans from being pro-active and entrepreneurial change agents. Traditional values seem to underline a family culture which emphasizes harmony, mutual respect and assistance, collectivism and authority (Bowen, 1986; Irawanto, 2009). Indonesia has a strong cultural tradition of communal living and collective actions, which seems to encourage people-oriented leadership.

The leadership styles of Indonesian deans strongly focusing on people-oriented leadership and teamwork are in line with the findings of House et al.'s (1999) leadership study on Global Leadership and Organisational Behaviour Effectiveness (GLOBE). GLOBE examined the interrelationships between societal culture, organisational culture and practices and organisational leadership in 62 countries, including Indonesia. They surveyed thousands of middle managers in food processing, finance and telecommunications and identified six global leadership dimensions. Compared to the overall GLOBE sample, "the scores of Indonesian middle managers on all the six leadership dimensions are above the overall mean for five of the six leadership dimensions" (cited in Storey & Kenny, 2004, p. 3). This means that Indonesian middle managers are more likely to perform charismatic/value-based, team-oriented, and humane (caring) leadership. The Indonesian deans, though leading and managing in a sector that is supposed to be in several ways, seem to fit this pattern rather well.

A cultural study by Hofstede (Online) indicates that Indonesia has one of the lowest world scores for individualism (a score of 14), suggesting that Indonesian society is collectivist in nature. Dimensions of leadership that represent individualism are unpopular styles of leadership in Indonesia. Because of Indonesian's collectivistic culture, leadership that focuses on a sense of "we-like" and of "family-like" are particularly seen as effective. Where collective culture predominates, deans tend to work in and manage through groups/teams and involve others in participative and supportive consensual decision making. Apparently the macro (national) culture strongly influences such beliefs and values as reflected in the deans' behaviours in leading and managing an organisation (see Ensari & Murphy, 2003; Raihani, 2008; Wirawan & Irawanto, 2007).

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