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Dean Leadership Traits and Faculty Job Satisfaction

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## Dean Leadership Traits and Faculty Job Satisfaction

### ABSTRACT

Literature suggests that increasing faculty job satisfaction may help the organization improve performance. The academic college dean's leadership style correlates with faculty job satisfaction. This study purpose was to examine the relationship between perceived dean leadership behaviors and faculty job satisfaction. One hundred twenty-two faculty members from two public colleges evaluated their immediate academic deans' transactional and transformational leadership behaviors and gave a self-rating of overall job satisfaction. The Multifactor Leadership Questionnaire (MLQ-5X) was used to measure the leadership attributes while overall job satisfaction (SAT) was measured using a multidimensional job satisfaction scale to establish quantifiable variables for statistical analysis. This study may encourage the use of all transformational leadership traits and the transactional leadership trait, contingent rewards, to improve job satisfaction.

### **Keywords:**

Faculty job satisfaction, transformational leadership, transactional leadership, contingent rewards

### **Dean Leadership Traits and Faculty Job Satisfaction**

A college's leadership, diversity, and culture may affect behaviors, attitudes, and values (Bowman, 2012; Jamaludin, Naim, Khamis, & Zakaria, 2015; Zilian, 2012).

Higher job satisfaction provides many organizational benefits (Lorianne, 2011; Rothfelder, Ottenbacher, & Harrington, 2013; Song & Cathoth, 2011; Yucel, 2012).

Many research studies show a positive correlation between job satisfaction ratings and organizational effectiveness or performance (Caillier, 2011; Hsieh, 2016; Ponzin et al., 2015; Springer, 2011; Sullivan, 2011).

Current research shows that higher job satisfaction ratings correlate with supervisor leadership style (Amin, Shah, & Tatlah, 2013; Negussie & Demissie, 2013; Okan & Akyüz, 2015; Read & Laschinger, 2015; Rothfelder et al., 2013; Wang, Chontawan, & Nantsupawat, 2012; Yang, 2012). In the educational setting, faculty job satisfaction correlates directly with student success (Oladipo Kolapo et al., 2014; Zilian, 2012). Increasing competition in higher education, changing demographics, and lower than average retention rates lead to a need in research studies that focus on increasing faculty job satisfaction as a means to increase performance (Gius, 2015; Hovey, 2011; Kirst & Stevens, 2015; Ladner, 2011; Oladipo Kolapo, et al., 2014; Puerto, 2011).

Current research suggests improved leadership correlates with increased performance and years of reliable service (Hsieh, 2016; Song & Cathoth, 2011). Effective management of academic dean leadership styles may increase higher education student success through faculty improvement (Avolio & Bass, 2004; Cohen, 2011; Cosenza, 2015; Kirst & Stevens, 2015; Nappi, 2014; Zilian, 2012).

Leadership consists of the actions that influence a group toward the achievement of a vision or set of goals to meet organizational needs (Cohen, 2011). Research shows that transformational and transactional leadership best influence performance and job satisfaction, where employees report a positive feeling about their job resulting from positive feelings about the workplace (Hsieh, 2016; Song & Cathoth, 2011; Sullivan, 2011). Transformational leaders inspire followers to transcend their own self-interests and have a profound and extraordinary effect on followers by seeing things from the follower's perspective and developing approaches to inspire each employee with the appropriate intrinsic rewards (Avci, 2015; Masa'deh, Obeidat, & Tarhini, 2016). Transactional leaders use constructive and corrective transactions to guide employees in the direction of established goals by clarifying role and task requirements while focusing on organizational goals and providing motivation for employees to focus on the same goals (Whittington et al., 2009).

Schaubroeck, Lam, and Peng (2011) found that transformational leadership was more strongly correlated than transactional leadership with higher productivity and higher job satisfaction ratings. Avci (2015) found four basic components of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individual consideration) had a positive effect on behavior. Leaders may use transformational leadership traits to inspire followers and provide intrinsic motivation to reach organizational goals.

A transactional leader influences employees by offering or denying rewards based on performance, which could create satisfaction or discontent. Transactional leadership consists of constructive and corrective transactions to guide employees in the direction of

established goals by clarifying role and task requirements while providing motivation (Avci, 2015; Masa'deh et al., 2016; Whittington, Coker, Goodwin, Ickes, & Murray, 2009). Leaders may use transactional leadership to explicitly state goals and rewards that guide followers in a specific direction using extrinsic motivation factors.

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## **THEORY AND HYPOTHESES**

Many studies support the use of transactional leadership to increase job satisfaction and performance (Ho et al., 2009; Sayadi, 2016; Ponzin et al., 2015; Whittington et al., 2009). Components of transactional leadership include active management by exception and contingent rewards (Avci, 2015; Hamstra et al., 2014). Active management by exception is when managers correct employees after mistakes rather than giving instructions beforehand (Avolio & Bass, 2004). Leaders using passive management by exception are reactive and avoid change by taking action only when correction is necessary for chronic or serious problems (Avolio & Bass, 2004). Management by exception focuses on mistakes, complaints, or failures rather than goals and successes. Managers use contingent rewards to clarify expectations and offer recognition for effort and accomplishments toward organizational goals they clearly specified along with expectations and performance targets so employees know how to earn a specific reward (Avolio & Bass, 2004).

This study uses the following hypotheses to test transactional leadership and job satisfaction. **H1.** There is a correlation between the dean's transactional leadership trait

contingent rewards and public college faculty overall job satisfaction. **H2.** There is a correlation between the dean's transactional leadership trait active management by exception and public college faculty overall job satisfaction. **H3.** There is a correlation between the dean's transactional leadership trait passive management by exception and public college faculty overall job satisfaction.

Additional studies support the use of transformational leadership to increase individual employee job satisfaction (Amin et al., 2013; Kuiper et al., 2011; Negussie & Demissie, 2013; Oladipo Kolapo, et al., 2014; Rothfelder et al., 2013; Shibru & Darshan, 2011, Top, Tarcan, Tekingündüz, & Hikmet, 2013; Wang et al. 2012; Yang, 2012). The following definitions make up the pillars of transformational leadership. **Idealized attributes.** The leader's positive characteristics of power, confidence, respect, and concern for others influences employees to provide a unified vision throughout an organization full of pride, respect, and trust (Avolio & Bass, 2004). **Idealized behaviors.** Managers influence employees through a leader's positive actions displaying core values, strong ethics, and beliefs to provide a unified mission and vision throughout an organization full of pride, respect, and trust (Avolio & Bass, 2004). **Individual consideration.** Leaders act as coaches giving personal attention to treat each employee individually with mentoring and advising that meets specific employee needs to help each employee learn and grow as an individual (Avolio & Bass, 2004). In a recent survey, Homan & Greer (2013) found that considerate leadership behavior had the most motivating potential over all leadership behaviors. The followers of leaders who were high in consideration were more motivated and satisfied with their jobs (Homan & Greer, 2013). **Inspirational motivation.** Leaders express high expectations in simple terms

using enthusiasm and optimism to motivate employees while providing meaning and challenge to their work and expressing confidence that goals will be met (Avolio & Bass, 2004). **Intellectual stimulation.** Managers promote intelligence, rationality, and problem solving skills through innovative and creative leadership methods that never punish employees for exploring new options or taking a new approach (Avolio & Bass, 2004).

Transformational leaders encourage employees to go beyond self-interests through charisma, inspiration, intellectual stimulation, and individual consideration encouraging ethical and effective practices (Hamstra et al., 2014; Hannah et al., 2011; Kim et al., 2012). Some studies compare the correlation between job satisfaction and transformational leadership traits to find a positive relationship (Griffin, 2004; Ho et al., 2009; Negussie & Demissie, 2013; Rothfelder et al., 2013). The following hypotheses test the correlation between each transformational leadership trait and job satisfaction:

**H4.** There is a correlation between the dean's transformational leadership trait idealized attributes and public college faculty overall job satisfaction. **H5.** There is a correlation between the dean's transformational leadership trait idealized behaviors and public college faculty overall job satisfaction. **H6.** There is a correlation between the dean's transformational leadership trait inspirational motivation and public college faculty overall job satisfaction. **H7.** There is a correlation between the dean's transformational leadership trait intellectual stimulation and public college faculty overall job satisfaction. **H8.** There is a correlation between the dean's transformational leadership trait individual consideration and public college faculty overall job satisfaction.

Current usage of transformational and transactional leadership theory is not exclusive. Leaders may successfully use traits from each leadership theory as

environmental and cultural needs dictate. The Multifactor Leadership Questionnaire (MLQ 5X) enables faculty to evaluate both transformational and transactional leadership traits simultaneously (Avolio & Bass, 2004; Dabke, 2016) using a Likert scale to measure each variable. The strength in this design is the use of an academically recognized survey instrument, MLQ-5X, to establish individual leadership attribute ratings (Avolio & Bass, 2004).

Current research shows conflicting results with most studies leaning towards transformational leadership (Amin et al., 2013; Kuiper et al., 2011; Oladipo Kolapo, et al., 2014; Rothfelder et al., 2013; Shibru & Darshan, 2011; Wang et al., 2012; Yang, 2012), but some studies find transactional leadership to be more effective (Ho, Fie, Ching, & Ooi, 2009; Sayadi, 2016; Whittington et al., 2009). Further studies find that some traits from each form of leadership may have a positive impact on job satisfaction depending upon the environment (Bormann, & Abrahamson, 2014; Eley & Adendorff, 2011; Farmer, 2012; Okan & Akyüz, 2015; Read & Laschinger, 2015

## **METHOD**

This non-experimental, comparative, and correlational quantitative method study measured the main effect, or influence on the dependent variable by each independent variable. This study evaluated both types of leadership qualities within two community colleges. Most leadership studies use the quantitative research design to test the relationship between leadership styles and job satisfaction (Borrego et al., 2009; Ekarterini, 2010; Vogt, 2006).

### **Population and Sample**

The population focused on all faculty members teaching at community colleges that confer associate degrees and certificates. There are many types of faculty groups,



including full time and adjunct. A slightly higher percentage of faculty members are male. The average age of Arizona faculty members is 45-54 years. A majority of faculty members have a master's degree. All faculty members could participate if they worked at one of the two randomly selected Arizona community colleges. The faculty population at the two colleges was over nine hundred full and part time faculty members.

### **Materials/Instruments**

The study used the MLQ-5X survey to measure each variable on a Likert scale assigning a quantitative score to each variable in one extensively researched and validated form (Avolio & Bass, 2004). The form consists of 45 questions in which faculty members rated actions of their leadership as well as job satisfaction. By purchasing the online form, the researcher received the MLQ-5X raw data and scale scores in an Excel file (Avolio & Bass, 2004). Engaging quantitative methods leads to quantifiable results (Salehi & Golafshani, 2010). The goal of quantitative research is confirmation of the relationships between variables (Dunning et al., 2008). The assignment of numbers allows statistical analysis to evaluate each hypothesis. The researcher attached following job satisfaction questions to the MLQ-5X survey to evaluate overall job satisfaction based on previously conducted research (Childers, Churchill, Ford, & Walker, 1980; Comer, Machleit, & Lagace, 1989; Churchill, Ford, & Walker, 1974):

#### **IN REFERENCE TO MY OVERALL JOB SATISFACTION**

- (1) My work as a faculty member in this department gives me a sense of accomplishment.
- (2) My job as a faculty member in this department is exciting.
- (3) My work as a faculty member in this department is satisfying.
- (4) I'm really doing something worthwhile as a faculty member in this department.

A link to the MLQ-5X survey arrived over regular faculty e-mail. Mind Garden sells the use of its Multifactor Leadership Questionnaire (MLQ-5X) for research on leadership effectiveness. Extensive research and validation across different cultures and types of organizations proved the survey quality. The MLQ-5X was easy to administer as an Internet survey and took about fifteen minutes for each participant to complete. This allowed the results to be electronically recorded and completely anonymous.

**Data analysis.** The relationships between the dependent variable and the independent variables were evaluated using correlation statistics and hierarchical multiple regression analysis. The researcher used SPSS data analyzing software to perform hierarchical multiple regression analysis to establish the degree of the relationship that the leadership trait variables had with overall job satisfaction ratings. Each statistical distribution analysis produced a normal range utilizing a standard deviation of 5%. Data analysis created frequency distributions, histograms, and probability plots with descriptive statistics for the data set. The researcher used demographic characteristics to describe the sample for informational purposes only. The researcher evaluated Cronbach's alpha, a coefficient of internal consistency, to measure the reliability of the data on each dean leadership trait and faculty overall job satisfaction ratings.

Hypotheses 1-8 were tested using correlation. If the correlation coefficient of a variable was statistically significantly less than or greater than zero, the corresponding null hypothesis was rejected to show that a positive or negative relationship exists between the corresponding dean leadership attribute and faculty overall job satisfaction. The researcher reported the strength and direction of the relationship. The independent variables were each of the leadership attributes tested in hypotheses 1-8.

## RESULTS

This section provided the results of the study including descriptive statistics, survey scoring and screening, and results for each hypothesis.

**Descriptive statistics.** Table 2 shows the gender and age demographics. A majority of participants were males. Ages ranged from 18-24 through 75 or older with the majority being in the 45-54 age range category.

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Insert Table 2 here

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Table 3 displays the ethnicity and highest degree obtained by participants. Whites/Caucasians made up the largest number of participants followed by Hispanics and smaller numbers of other ethnicities with most holding a masters or doctoral degree.

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Table 4 outlines the job position and length of time that each faculty member worked with his or her dean before the study. The majority of participants were full time faculty. The deans worked with the faculty members who rated them from less than 1 year to 10 years or more with the largest numbers being in the 1 to 10 year categories.

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### **Scoring and screening of the MLQ-5X and SAT (Overall Job Satisfaction).**

The eight MLQ-5X subscales were responded to on a 5-point Likert scale where 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly often, and 4 = Frequently/Always. Each subscale had four questions. The researcher obtained the subscale score by adding the responses for a total score. The lowest score possible could be 0 and the highest 16. Next, the researcher divided the total score by the number of questions (4). This allowed the interpretations to be on the same scale as the Likert scale. Thus, for example, a score of 3.00 would indicate that the respondent perceived that his/her dean exhibited the leadership attribute fairly often.

The SAT contained four questions and was also responded to on a 5-point Likert scale where 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly often, and 4 = Frequently/Always. As with the MLQ-5X, the researcher summed the responses and then divided by the number of questions. The higher the score would indicate the greater the job satisfaction.

The scoring resulted in each participant having eight MLQ-5X scores and a SAT job satisfaction score. As part of the scoring procedures, the researcher obtained the reliabilities (Cronbach's alpha) for each of the measures shown in Table 5 providing the descriptive statistics for each of the measures. As a whole, the faculty members showed a positive overall job satisfaction with their mean being 3.03 where the highest value would be a 4.0. The eight MLQ-5X measures appear in the table according to the three attributes associated with transactional leadership and the five attributes associated with transformational leadership behaviors. For active and passive management by exception (M = 1.63, SD = .93 and M = 1.38, SD = .89 respectively) lower means on the five-point

scale reflect the participants' perceptions that their deans did not exhibit negative leadership attributes (i.e. focus on mistakes, failures, avoiding change).

Table 5 shows that the means for attributes considered positive were near 2.50 or above for four of the measures indicating that the deans exhibited those attributes more often than not. The means for Intellectual Stimulation and Individual Consideration, while not highly positive, indicate that the deans did exhibit those attributes sometimes, based on the five-point scale. The means of 1.63 for active management by exception and 1.38 for passive management by exception indicated that they were the least common attributes used by the Arizona community college deans as reported by the faculty members who worked under them.

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**H1.** The first hypothesis examined the existence or nonexistence of a correlation between the dean's transactional leadership trait contingent rewards and public college faculty overall job satisfaction. The researcher used correlation to test the hypotheses. The .05 probability level was the criterion used to reject the null hypothesis ( $H_0$ ). Prior to obtaining the correlation, the dean's leadership attribute scores were screened for outliers (extreme) scores which might unduly influence the correlation results. The criteria for identifying an outlier were z-scores above or below three standard deviations away from the mean (Salehi & Golafshani, 2010). The researcher did not identify any outliers. In addition, the researcher screened scores for linearity and normality by observing a

histogram and scatterplot. The researcher did not find any that would overly affect the results.

Table 6 provides the results for this hypothesis as well as other correlations important to further understanding relationships among the measures. First, the reliability of the measure appears in bold type in the diagonal of the table. The reliability of contingent rewards was .80. A reliability of approximately .70 or greater is generally used as the rule of thumb for adequate reliability when applying statistics to measures such as those used in this study (Nunally, 1978).

Column 1 of Table 6 provides the results for the null hypothesis (CR  $r = .38$ ,  $p < .05$ ). It may be seen that the transactional leadership attribute, contingent rewards (CR), has a statistically significant relationship ( $p < .05$ ) with job satisfaction (SAT). Thus, the correlation was in the direction expected. That is, the positive correlation indicated that an increase in contingent rewards tended to correlate with an increase in job satisfaction.

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**H2.** The second hypothesis examined the existence or nonexistence of a correlation between the dean's transactional leadership trait active management by exception and faculty overall job satisfaction.

Column 1 of Table 6 provides the results for the null hypothesis regarding active management by exception (AMBE  $r = -.09$ ,  $p < .05$ ). It may be seen that the transactional leadership attribute, active management by exception (AMBE), does have a statistically significant relationship ( $p < .05$ ) with job satisfaction (SAT). Thus, the negative

correlation indicated that a decrease in passive management by exception tended to correlate with a slight increase in job satisfaction.

**H3.** The third hypothesis examined the existence or nonexistence of a correlation between the dean's transactional leadership trait passive management by exception and faculty overall job satisfaction.

Column 1 of Table 6 provides the results for the null hypothesis (PMBE  $r = -.30$ ,  $p < .05$ ). It may be seen that the transactional leadership attribute, passive management by exception (PMBE), has a statistically significant relationship ( $p < .05$ ) with job satisfaction (SAT). Thus, the negative correlation between job satisfaction and passive management by exception appeared as expected and did not support leader behaviors that avoid change or only take action when necessary.

**H4.** The fourth hypothesis examined the existence or nonexistence of a correlation between the dean's transformational leadership trait idealized attributes and faculty overall job satisfaction.

Column 1 of Table 6 provides the results for the null hypothesis (IA  $r = .47$ ,  $p < .05$ ). It may be seen that the transformational leadership attribute, idealized attributes (IA), has a statistically significant relationship ( $p < .05$ ) with job satisfaction (SAT). Thus, the null hypothesis was rejected. More importantly, the correlation was in the direction expected. That is, the positive correlation indicated that an increase in idealized attributes tended to correlate with an increase in job satisfaction.

**H5.** The fifth hypothesis examined the existence or nonexistence of a correlation between the dean's transformational leadership trait idealized behaviors and faculty overall job satisfaction.

Column 1 of Table 6 provides the results for the null hypothesis (IB  $r = .28$ ,  $p < .05$ ). It may be seen that the transformational leadership attribute, idealized behaviors (IB), has a statistically significant relationship ( $p < .05$ ) with job satisfaction (SAT). Thus, the null hypothesis was rejected. More importantly, the correlation was in the direction expected. That is, the positive correlation indicated that an increase in idealized behaviors tended to correlate with an increase in job satisfaction.

**H6.** The sixth hypothesis examined the existence or nonexistence of a correlation between the dean's transformational leadership trait inspirational motivation and faculty overall job satisfaction.

Column 1 of Table 6 provides the results for the null hypothesis (IM  $r = .39$ ,  $p < .05$ ). It may be seen that the transformational leadership attribute, inspirational motivation (IM), has a statistically significant relationship ( $p < .05$ ) with job satisfaction (SAT). Thus, the researcher rejected the null hypothesis. More importantly, the correlation was in the direction expected. That is, the positive correlation indicated that an increase in inspirational motivation tended to correlate with an increase in overall job satisfaction.

**H7.** The seventh hypothesis examined the existence or nonexistence of a correlation between the dean's transformational leadership trait intellectual stimulation and faculty overall job satisfaction.

Column 1 of Table 6 provides the results for the null hypothesis (IS  $r = .33$ ,  $p < .05$ ). It may be seen that the transformational leadership attribute, intellectual stimulation (IS), has a statistically significant relationship ( $p < .05$ ) with job satisfaction (SAT). Thus, the researcher rejected the null hypothesis. More importantly, the correlation was in the



direction expected. That is, the positive correlation indicated that an increase in inspirational motivation tended to correlate with an increase in faculty job satisfaction.

**H8.** The eighth hypothesis examined the existence or nonexistence of a correlation between the dean's transformational leadership trait individual consideration and faculty overall job satisfaction.

Column 1 of Table 6 provides the results for the null hypothesis (IC  $r = .47, p < .05$ ). It may be seen that the transformational leadership attribute, individual consideration (IC), has a statistically significant relationship ( $p < .05$ ) with job satisfaction (SAT). Thus, the researcher rejected the null hypothesis. More importantly, the correlation was in the direction expected. That is, the positive correlation indicated that an increase in individual consideration tended to correlate with an increase in job satisfaction.

## CONCLUDING THOUGHTS

The MLQ-5X survey instrument provided numerical values for each independent leadership attribute for analysis with the dependent SAT values obtained from the overall job satisfaction survey. The findings of this study indicated significant correlations between many of the dean leadership attributes and faculty overall job satisfaction. Therefore, it may be helpful for deans to provide individual consideration to meet faculty needs. Thoughtful leadership helps to meet the wide range of faculty needs.

The researcher evaluated the eight dean leadership attributes one at a time against faculty job satisfaction in each of the first eight research questions using correlation. As indicated in Table 6, seven of the eight leadership attributes had a statistically significant relationship with job satisfaction (SAT) except for active management by exception (AMBE). Thus, the researcher rejected the null hypotheses for all of the first eight RQs, except RQ 2. The correlations were in the directions expected meaning all of the correlations were positive except for passive management by exception (PMBE) which had a negative correlation with SAT. The positive correlations indicate that faculty job satisfaction tended to increase as these dean leadership attributes increased. The researcher expected the negative correlation between SAT and PMBE based on previous research.

The study findings agreed with higher job satisfaction ratings correlated with transformational leadership qualities in several other research studies (Amin et al., 2013; Chen et al., 2014; Negussie & Demissie, 2013; Oladipo Kolapo, et al., 2014; Rothfelder et al., 2013; Ruggeri, 2009; Wang et al., 2012; Yang, 2012). The study findings also agree with two studies that reported both transactional leadership qualities and

transformational leadership qualities had a positive correlation with job satisfaction (Negussie & Demissie, 2013). This study found only one transactional leadership quality, contingent rewards, showed a positive correlation with job satisfaction as in the study with Ethiopian nurses (Negussie & Demissie, 2013). One may conclude that faculty prefers the dean explicitly state goals and rewards as well as the reasoning behind them.

### **Summary**

In summary, data from 122 faculty surveys were gathered and analyzed. The researcher used correlation to establish a relationship between seven of eight dean leadership attributes and faculty job satisfaction. A positive correlation appeared between job satisfaction and the transactional leadership trait, contingent reward, as well as all five transformational leadership attributes. A negative correlation appeared between the transactional leadership attribute, active management by exception, and overall job satisfaction. Further research may consider the results of a regression analysis to analyze the relationship between significant dean leadership traits and faculty job satisfaction.

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Table 1

*Transactional-Transformational Leadership Model*

Transactional Leadership Attributes	Transformational Leadership Attributes
1. Active Management by Exception	1. Idealized Attributes
2. Contingent Reward	2. Idealized Behaviors
3. Passive Management by Exception	3. Inspirational Motivation
(sometimes considered lack of leadership)	4. Intellectual Stimulation
	5. Individual Consideration

Table 2

*Demographic Characteristics: Gender and Age of the Participants*

Characteristic	n	%
<b>Gender</b>		
Female	51	42
Male	71	58
<b>Age</b>		
18-24	3	3
25-34	10	8
35-44	25	21
45-54	40	33
55-64	33	27
65-74	9	7
75 or older	2	2

Note. Percentages may not sum to 100 because of rounding.

Table 3

*Demographic Characteristics: Degree and Ethnicity of the Participants*

Characteristic	n	%
Degree		
Doctorate	23	19
Graduate or Masters	72	59
Bachelor	21	17
Associate	5	4
Some college	1	1
Ethnicity		
White/Caucasian	88	72
Hispanic	17	14
American Indian or Alaskan Native	8	7
Black or African American	4	3
Asian/Pacific Islander	2	2
Multiple	3	3

Note. Percentages may not sum to 100 because of rounding.

Table 4

*Demographic Characteristics: Length and Job Position of the Participants*

Characteristic	n	%
<b>Position</b>		
Full time	82	67
Part time	40	33
<b>Length of time dean has worked with faculty member who rated them</b>		
Less than 1 year	8	7
At least 1 year but less than 3 years	25	21
At least 3 years but less than 5 years	33	27
At least 5 years but less than 10 years	37	30
10 years or more	19	16

Note. Percentages may not sum to 100 because of rounding.

Table 5

*Means and Standard Deviations for SAT and MLQ-5X Attributes*

Measure	<i>M</i>	<i>SD</i>
SAT (Overall Job Satisfaction)	3.03	.80
Transactional Leadership Attributes		
Contingent Reward	2.41	.92
Active Management by Exception	1.63	.93
Passive Management by Exception	1.38	.89
Transformational Leadership Attributes		
Idealized Attributes	2.72	.94
Idealized Behaviors	2.50	.86
Inspirational Motivation	2.74	.92
Intellectual Stimulation	2.04	1.05
Individual Consideration	2.26	1.10

Table 6

*Intercorrelations and Coefficient Alphas for SAT and MLQ-5X Attributes*

Measure	1	2	3	4	5	6	7	8	9
SAT	<b>.89</b>								
CR	.38*	<b>.80</b>							
AMBE	-.09	.18*	<b>.75</b>						
PMBE	-.30*	-.31*	.31*	<b>.76</b>					
IA	.47*	.81*	-.01	-.34*	<b>.81</b>				
IB	.28*	.81*	.09	-.23*	.71*	<b>.68</b>			
IM	.39*	.86*	.09	-.39*	.77*	.81*	<b>.88</b>		
IS	.33*	.77*	.22*	-.17*	.74*	.71*	.68*	<b>.87</b>	
IC	.47*	.80*	.17*	-.20*	.80*	.71*	.70*	.84*	<b>.85</b>

Note. SAT = Job Satisfaction; CR = Contingent Reward; AMBE = Active Management by Exception; PMBE = Passive Management by Exception; IA = Idealized Attributes; IB = Idealized Behaviors; IM = Inspirational Motivation; IS = Intellectual Stimulation; IC = Individual Consideration. Reliabilities (Cronbach's Alpha) are in bold type in the diagonal.

\*  $p < .05$