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Examining alignment of leadership education and observed practices: a study of leadership studies department chairs

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EXAMINING ALIGNMENT OF LEADERSHIP EDUCATION AND OBSERVED

PRACTICES:

A STUDY OF LEADERSHIP STUDIES DEPARTMENT CHAIRS

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

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ABSTRACT

This qualitative study examined how leadership studies academic department chairs' leadership is influenced by their discipline and their professional identities as leadership educators. This study is an exploration of the alignment between leadership theories and practice. Two conceptual frameworks informed this study: (a) the leadership educator professional identity development (LEPID) model (Seemiller & Priest, 2015) and (b) the four frames model (Bolman & Deal, 2017). Using the LEPID model, this study investigated the intersection of leadership education professional identity dimensions and the leadership role of the leadership studies academic department chairs. Bolman and Deal's (2017) four frames model was used to explore how structural, human resource, political, and symbolic forces in academic department contexts influence department chairs' leadership styles, which then align with or contradict their professional identities as leadership educators and expectations of the role. The main research question for this study was: How do leadership studies academic department chairs demonstrate congruence between the leadership theories they teach and how they practice leadership in their department chair role? The subquestions for this study were focused on the influence of department chairs' leadership educator identities on their leadership styles, the exploration of their decision-making processes through the four frames lens, and how or if chairs applied theoretical models of leadership in their leadership roles. The study includes interviews of 12 participants, and the findings shed light on the alignment between participants' professional identity as leadership educators and their leadership role as academic department chairs of leadership studies departments. This study illuminated the intersection of leadership studies department chairs' commitment to resilient values and adaptable strategies. The practical implication of this study can be utilized to create a holistic, integrated, and multiframe leadership

education curriculum that can equip academic leaders to respond to the turbulent and changing

circumstances of higher education landscape. By focusing on the research of leadership theories,

practices, and outcomes, this study contributes to the field of leadership studies.

Chapter 1: Introduction

Higher education is facing tremendous, complex challenges (Bolden et al., 2008; Curnalia & Mermer, 2018; Fortunato et al., 2018; Gigliotti, 2021; Grawe, 2017, 2021; Guthrie et al., 2021; Hlavac & Buller, 2020; Ruben et al., 2018; Slade et al., 2021; Stephens et al., 2020; Vedder, 2019; Weaver et al., 2019). Cascading crises of significant magnitudes continue to disrupt institutions' everyday operations and threaten their sustainability and the livelihoods of their constituents, including students, faculty, and staff. According to a report by the Association of Public and Land-Grant Universities (APLU, 2020), 65% of higher education institutions have reported their top challenges are the following four areas: (a) decreases in government funding, (b) a decline in student mental health and well-being, (c) diversity and inclusion, and (d) affordability. The convergence of these problems with the global COVID-19 pandemic, the recent racial reckoning, political polarization, and the declining view of higher education as a public good have shaken higher education institutions to their core (APLU, 2020). As institutions grapple with these threats, academic leadership is pivotal. The call to reimagine higher education for "accessible, affordable, and relevant education" (Sledge, 2014, p. 3) underscores the importance of effective academic leadership in navigating these challenges. These ever-increasing challenges demand leaders respond immediately and appropriately to protect their institutions in their most vulnerable times (Bolden et al., 2008; Gigliotti, 2022a; Weaver et al., 2019).

This chapter explains the ongoing leadership crises in higher education and presents the study's problem statement. Definition of key terms and the significance of the study are included. This chapter also explains the theoretical and conceptual frameworks informing the study and ends with a summary of the problem.

1

A Challenging Landscape in Higher Education

Grawe (2017) drew a bleak picture of a looming storm in the future of higher education institutions. Declining trust in postsecondary education—due to growing concerns about inadequate alignment between secondary, postsecondary, and workforce demands and dramatic changes in student demographics—is leading higher education toward an uncertain and troubling future (Fingerhut, 2017; Gigliotti, Dwyer, et al., 2020a; Grawe, 2017; Stephens et al., 2020). Universities and colleges struggle with declining enrollment, increased competition, low graduation rates, and substantial financial loss, all threatening their financial sustainability (Aziz et al., 2005; Curnalia & Mermer, 2018; Gigliotti, 2020a, 2021; Grawe, 2017; Hebert, 2019; Vican et al., 2020b; Wald & Golding, 2020).

Mounting financial and ideological pressures have led to "corporatized" higher education, which profoundly and negatively impacts faculty and staff satisfaction and experiences (Vican et al., 2020a). This decline in faculty morale has had a direct, adverse impact on the abilities of academic departments to meet student learning outcomes. Hebert (2019) demonstrated a correlation between the student learning outcomes and faculty morale: "Morale influences faculty behavior, productivity, and quality of teaching; ultimately affects student learning and program quality; and is predictive of faculty turnover" (p. 305).

Careers in academia have been threatened by factors such as the politicized and widespread anti-tenure movement, decreasing job security for nontenured faculty, increasing employment of part-time faculty, and a saturated pool of individuals who have terminal degrees and are searching for faculty positions (Coaxum, 2004; Curnalia & Mermer, 2018; Gigliotti, 2020a; Gmelch, 2015a; Kruse, 2020; Pettit, 2022; Ruben & Gigliotti, 2019; Ruth, 2022; Vican et al., 2020a, 2020b). According to Curnalia and Mermer (2018), as of 2015, 70% of faculty

appointments were nontenured-track positions. As a backbone of the U.S. higher education identity, tenure is the only path to securing academic freedom in universities and colleges (American Association of University Professors [AAUP], 2022I). Pettit (2022) described institutions' efforts to redefine, eliminate, or limit tenure and calls attention to the erosion of a tenure system, arguing without tenure "the institution will survive. … But it might be unrecognizable" (p. 1). Such efforts have led to the dwindling number of tenure-track faculty, contradicting the 1940 Statement of Principles on Academic Freedom and Tenure:

> Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution. The common good depends upon the free search for truth and its free exposition. (AAUP, n.d., p. 14)

The convergence of these challenges with the largescale disruption of the global pandemic has exacerbated shared governance challenges. An AAUP (2021) report revealed, "Shared academic governance has been under severe pressure since the onset of the pandemic" (p. 93). These tensions highlight the importance of effective academic leadership in navigating complexities surrounding academic freedom, shared governance, faculty morale, and engagement (Gallos & Bolman, 2021; Kezar & Carducci, 2011; Kezar & Holcombe, 2017). The line of defense between faculty and these complex and interconnected challenges is academic department chairs who can lead with integrity, learn with humility, innovate with creativity, and perform and adapt with agility, as authentic and thoughtful "system thinkers" (Senge, 1993).

The Call for Leadership in Higher Education

Leadership has been under investigation for centuries, yet it is still regarded as an "essentially contested concept" (Grint, 2005, p. 17). Burns (1978) suggested, "Leadership is one of the most observed and least understood phenomena on earth" (p. 2). The desire to understand

leadership and the quest toward better leadership has continued throughout many disciplines and schools of thought. In a higher education context, leadership plays a pivotal role in maintaining the sustainability of the institution, particularly during tumultuous times. Existential threats in higher education have cascading impacts on all aspects of institutional ethos (Gigliotti & Ruben, 2017) and draw critical attention to the role of leadership. Research in the fields of leadership studies and organizational behavior has reinforced that the most critical factor in the success, mediocrity, and failure of every organization is leadership (Heifetz & Linskey, 2002; Kezar & Carducci, 2011; Northouse, 2020; Schein & Schein, 2017; Senge et al., 2000).

With the mounting accountability pressures and ever-increasing demands for change with agility and adaptability, academic departments need well-prepared leaders who can use analytic, organizational, and personal competencies to mobilize, influence, and inspire faculty, staff, and students with a shared vision and novel solutions (Gigliotti & Ruben, 2017; Heifetz & Linskey, 2002; Kezar et al., 2006). The urge for developing conscious, compassionate, and courageous leaders, who can find opportunities and solution in the midst of chaos and uncertainty, has never been so critical in maintaining the livelihood of higher education institutions and their constituents. As Gallos and Bolman (2021) wrote, "Every crisis contains opportunities for innovation and progress if we stay strong and search for them, and leadership feels more important now than ever" (p. vii).

This dissertation examines the lived experiences of academic leaders serving as department chairs, specifically in leadership studies departments, while navigating myriad daily challenges in uncertain and ambiguous times in higher education. The upcoming sections provide insight into dimensions of department chairs' positions and provide an account of tensions present in their role.

4

The Role of a Department Chair

Department chairs are the main representatives of academic departments (AAUP, 2021). Many university decisions are made at the department level; therefore, the department chair is an integral position to the successful operation of their respective academic programs (Aziz et al., 2005; Carroll & Wolverton, 2004; Gmelch, 2015a; Weaver et al., 2019). Higher education scholars have described this important administrative position as the least appreciated and toughest academic position in higher education (Buller, 2012; Gmelch, 2015b; Gmelch & Schuh, 2004).

Department chair appointment processes vary, depending on faculty governance, academic structure, institutional size, and culture (Gunsalus, 2021; Schloss & Cragg, 2013). For example, at the University of California, Los Angeles (2022), the chancellor appoints and reappoints academic chairs. The chancellor also has the authority to terminate appointments at any time. In other cases, such as the University of San Diego (2022), the department chair may be selected based on the nomination or recommendations of faculty. At some institutions, the executive team hires external chairs to "initiate and/or implement unpopular administrative initiatives" (Sanford & Wahl, 2015, p. 6). In other cases, department faculty might rotate and serve limited terms in the chair position and then return to their regular teaching responsibilities; the department chair position can be a steppingstone for aspiring academic leaders to gain knowledge and experience for high-level positions, such as dean and provost (Gmelch, 2015a).

Department chairs face increasing demands for leadership and management competencies, across all aspects of their jobs, due to serving as the "frontline of academic departments" (Gigliotti, 2021, p. 430). For example, department chairs facilitate instructional leadership in the areas of curriculum development and assessment and engage in mentoring and

coaching faculty and staff. They are also responsible for performance reviews, fiscal management, faculty affairs, evaluation, and course scheduling. Department chairs teach, advise students, serve as chairs for dissertation committees, and conduct scholarly research. They are responsible for maintaining the well-being, shared governance, and collegial climate of their academic departments (Dean et al., 2021).

Problem Statement

A scan of the higher education landscape reveals cascading challenges from many directions. The erosion of public trust in higher education, privatization and compromise of academic standards, changing student demographic, financial substantiality challenges, the crisis of the academic profession, faculty morale, inequitable learning outcomes, student success challenges, accountability, and regulatory requirements have sparked crises and served as catalysts for the rapid changes in higher education (Armstrong & Woloshyn, 2017; Aziz et al., 2005; Dean et al., 2021; Gigliotti, 2022a, 2022b; Hecht at al., 2000; Kezar & Holcombe, 2017; Kruse, 2020; Ruben & Gigliotti, 2019; Wald & Golding, 2020). Despite the urgency in confronting challenges and the demand for leadership effectiveness, institutions of higher education have not adequately addressed the need for effective leadership at the department level (Aziz et al., 2005; Baker et al., 2019; Dean et al., 2021; Fortunato et al., 2018; Gigliotti & Ruben, 2020; Gallos, 2002; Gleeson & Knights, 2008; Gmelch, 2015b; Jochum, 2019; Ruben & Gigliotti, 2021). At the center of these challenges are academic leaders who are "the pressing problem and the promising solution" (Ruben et al., 2018, p. 942).

Gmelch (2015a) criticized a trend in promoting individuals with limited leadership experience to important administrative positions, including department chair, and asserted the time for "amateur administration" (p. 1) is over. Gigliotti and Ruben (2017) said, "Being highly

accomplished in one's own area—academic discipline or technical specialization—no longer provides an adequate foundation for effectively addressing the contemporary challenges that confront higher education" (p. 97). In a study of department chairs, Gmelch (2015b) reported,

> Out of 80,000 department chairs in U.S. colleges and universities, one in five turn over every year; and while it takes 10,000 hours of practice to reach competence (projected as 8 years for chairs and already established as 7 years for faculty to get tenure), only 3% of chairs receive training in leadership. (p. 1)

While the extant literature has focused on departmental leadership challenges and consistently includes recommendations for leadership training and development for department chairs (Armstrong & Woloshyn, 2017; Dean et al., 2021; Gallos & Bolman, 2021; Gigliotti, 2021; Gmelch, 2004; Kruse, 2020), there are only a handful of institutions offering leadership development opportunities (Ruben et al., 2018). Despite existing examples of leadership development programs, such as the Rutgers Academic Leadership Program and the Big Ten Academic Alliance Leadership Programs (Gigliotti & Ruben, 2017), there is insufficient analysis of the effectiveness of leadership development programs for department chairs (Gmelch, 2015a; Leroy et al., 2021).

A reactive response to the crises in higher education has pushed some institutions to create leadership development programs that are not congruent with the real needs of existing and aspiring leaders. Kellerman (2012) highlighted the issue of leadership crises, with a challenge related to lack of leadership skills and competencies and other challenges rooted in the ineffectiveness of leadership development programs. Kellerman (2012) cited a lack of "scholarly pursuit and a set of practical skills" (p. 3), as the fundamental reasons for the ineffectiveness of these programs, leading to incongruities between leadership in theory and action.

The literature related to the challenges of the department chairs highlighted the lack of informed and intentional preparation for academic department chairs (Armstrong & Woloshyn, 2017; Aziz et al., 2005; Bäker & Goodall, 2020; Czech & Forward, 2010; Dean et al., 2021; Freeman et al., 2020; Floyd, 2016; Gigliotti, 2021, 2022a; Gigliotti & Rueben, 2020; Gmelch, 2000, 2004, 2015a, 2022b; Gmelch & Miskin, 2004; Hebert, 2019; Hecht et al., 2000; Kruse, 2020; Prentice & Guillaume, 2021; Raines & Alberg, 2003; Sanford & Wahl, 2015; Schoepp & Tezcan-Unal, 2017; Sledge, 2014; Wald & Golding, 2020; Weaver et al., 2019; Whitsett, 2007; Wright & Cook, 1999). Simultaneously, a review of the literature exposed a gap in the literature related to the chairs who have received formal leadership education and identify as leadership educators. Therefore, the researcher concluded the study of those who identify as leadership educators serving in department chair capacities could shed light on the issues of potential incongruities between theory and observed practices, as raised by Ruben et al. (2018), Gigliotti (2021), Kellerman (2012, 2016), and Kellerman and Hoffman (2018). Additionally, such a study could provide insight into how department chairs' professional identity intersects with how they lead, define their leadership experiences, and overcome leadership challenges.

Purpose of Research

This study examined how leadership studies department chairs demonstrate leadership and to what extent their leadership is influenced by their academic discipline and professional identities as leadership educators. Studies of department chairs' challenges related to leadership preparation and experience (Aziz et al., 2005; Berdrow, 2010; Dean et al., 2021; Gigliotti & Rueben, 2020; Gmelch, 2015a; Kruse, 2020) led to the assumption that chairs in departments of leadership studies are well equipped to lead the department in ways that meet faculty, student, and administration's needs. This assumption was rooted in chairs' professional identity as

leadership educators and their expertise, resulting from formal leadership education and teaching leadership (Seemiller & Priest, 2015). The purpose of this study was to examine whether leadership studies department chairs who identify as leadership educators "walk the talk" and exhibit leadership qualities and behaviors that manifest expertise, competence, and congruence.

This study explored the alignment between theory and practice through two conceptual frameworks known as the leadership educator professional identity development model (LEPID; Seemiller & Priest, 2015) and the four frames model (Bolman & Deal, 2017). Through the lens of the LEPID model, this study investigated the intersection of leadership educator professional identity dimensions and the leadership approach of the leadership studies department chairs. The study considered dimensions of (a) personal agency, (b) expertise, (c) capacity, (d) efficacy, and (e) congruence between what they believe leadership is and how they practice leadership beyond theoretical definitions and models (Priest & Seemiller, 2018; Guthrie at al., 2021; Seemiller & Priest, 2015). Bolman and Deal's (2017) four frames model was used to explore how forces in academic department contexts influence department chairs' leadership styles that align or contradict with their identities as leadership educators and with the expectations of the role. The four frames model uncovers the interplay of four cognitive models—(a) structural, (b) human resource, (c) political, and (d) symbolic—and their influence on how leadership studies department chairs frame challenges, apply their leadership knowledge, overcome complexities of shared governance, and respond to diverging needs of faculty, students, and administration. It also aimed at investigating potential incongruities between theory and practice in how leadership educators practice leadership.

This study provides insights into challenges leadership educators face in leadership roles, and how formal leadership education and development influence leadership effectiveness. This

study contributes to the field of organizational leadership and development through an exploration of leadership dynamics and its impact on organizational behavior. Because the study does not include the perspective and experiences of faculty and staff working with the department chairs participating in the study, it is limited in drawing a holistic picture of chairs' leadership.

Research Questions

The main research question (RQ) for this study is: How do leadership studies academic department chairs demonstrate congruence between the leadership theories they teach and how they practice leadership in their department chair role? The subquestions for this study are:

- How does department chairs' leadership educator professional identity influence their leadership styles?

- How might Bolman and Deal's (2017) four frames model of leadership be used to describe leadership studies academic department chairs' decision-making in their professional roles?

- How do leadership studies academic department chairs apply theoretical models of leadership in their roles?

This qualitative study aimed to interpret and make sense of the department chairs' experiences (Merriam & Tisdell, 2015). It was an examination into how much leadership studies academic department chairs rely on the knowledge gained through their own leadership educations and professional identity as leadership educators in navigating their roles and department challenges.

Assumptions and Planned Reflexivity

Creswell and Creswell (2018) defined *reflexivity* as "when the researcher reflects about their biases, values, and personal background such as gender, history, culture, and socioeconomic status and how this background shapes their interpretations formed during a study" (p. 250). Addressing reflexivity and researcher positionality strengthens the integrity of the qualitative study. Researchers are expected to demonstrate transparency about their experiences, worldviews, and assumptions to provide readers with opportunities to determine how the researcher's biases and disposition affect the research process (Merriam & Tisdell, 2015). Similar to Creswell and Creswell, Maxwell (2013) asserted reflexivity does not exclude the researcher's epistemological views and beliefs. Instead, reflexivity informs readers how the researcher's values and assumptions have influenced the finding and conclusion.

The researcher acknowledges that her experiences and values are relevant to this study. She was aware that her perspective could influence her understanding of the context in which leadership studies department chairs practice leadership. Therefore, she adopted a reflective and conscious approach throughout the research process and maintained ownership of her role as a researcher to be able to separate her personal experiences from that of the participants of this study.

About the Researcher

The most salient dimensions of my identity that have influenced and shaped my leadership are gender and cultural identity. As a woman and first-generation immigrant from Iran, I interpret the world through my experiences. I believe in social constructivist paradigm and the influence of culture and social contexts on interpretation of lived experience.

Previously, I served as assistant to the president for special projects at a small, private, nonprofit university in Southern California. I stepped into this role in the middle of a tumultuous time for this institution. I started at the time of the appointment of the newest president, following an accreditation visit and the receipt of a subsequent letter of concern about a lack of university commitment to shared governance and transparency. I served as an organizational effectiveness advisor to the president and vice president facilitated conversations between faculty and administration, which led to establishing the faculty senate, building a shared governance model to enable faculty to have meaningful involvement.

At the time of the writing of this dissertation, I am serving as an organization development analyst for a government organization in Southern California. I strive to cultivate a learning culture in the organization and keep employee engagement at the forefront of everything I do. I deeply believe that the enormous challenges facing organizations need a unique leadership approach that is operating from a new consciousness. Through my personal experiences and graduate education in leadership studies, I have come to realize that despite knowing a great deal about what leaders should do and how they should do it, we know very little about the "inner place, the source from which they operate" (Scharmer, 2009, p. 80).

At the heart, I see myself as an educator, from as far back as I can remember. I find purpose and happiness by putting my passion and heart into teaching, learning, developing, and coaching students. I love to foster student learning, particularly in how to be better humans. My graduate study in leadership studies at the University of San Diego was a transformational experience and afforded me to define my educator identity. This experience inspired me to teach my first leadership course—Introduction to Leadership in 21st Century—as an adjunct faculty member at a private university in San Diego. This experience allowed me to find a sense of

alignment in my leadership education and practice. Since then, leadership development and education have been part of my professional identity development journey. My leadership education has afforded me opportunities to make profound and meaningful personal and professional relationships, and those relationships have shaped my professional identity as a leadership educator. My experiences as a leadership educator, scholar, and practitioner have inspired and informed my dissertation journey.

Conceptual Frameworks

This dissertation is grounded in two conceptual frameworks: (a) LEPID and (b) Bolman and Deal's (2017) four frames model. Each framework focused on a different facet of the study. While LEPID investigated the professional identity of leadership studies department chairs, the four frames model explored how leadership studies department chairs practice leadership through the four frames lens. This section provides a description of each framework and how it informs this study.

Leadership Educator Professional Identity Development Model

Seemiller and Priest (2015) pioneered the LEPID model. This model is based on the premise that there are four fundamental spaces for leadership educator professional identity development process: (a) exploration, (b) experimentation, (c) validation, and (d) confirmation (see Figure 1). These spaces are the result of the influences and critical incidents that shape the identities of leadership educators. Seemiller and Priest (2015) asserted professional identity can be influenced by a number of influencers, including "personal identity, personal agency, context, socialization, community of practice, perceptions of a leadership educator, and expertise" (p. 138). This study specifically applied the dimensions of personal identity, critical incidents, context, and expertise to the experiences and stories of the leadership studies department chairs

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to understand how their professional identity as a leadership educator align or contradict with

their leadership role.

Figure 1

Four Spaces of Leadership Educator Professional Identity Development
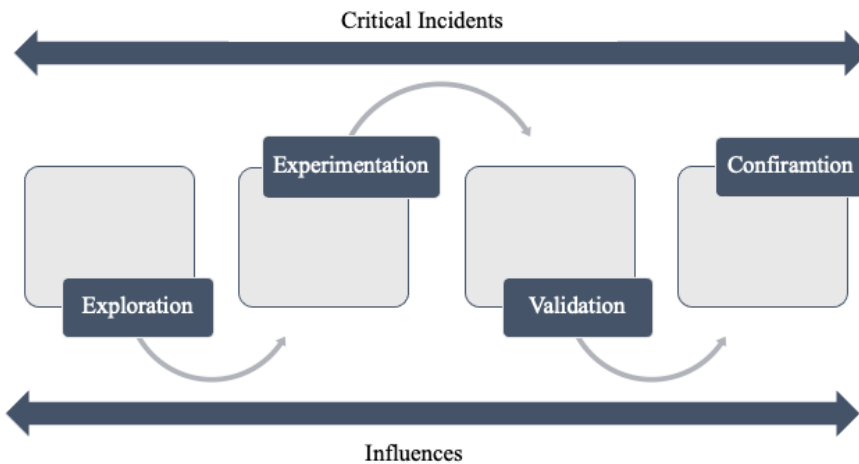
Note. Adapted from "The Hidden 'Who' in Leadership Education: Conceptualizing Leadership
Educator Professional Identity Development" by C. Seemiller & K. Priest, 2015, *Journal of
Leadership Education, 14*(3), p. 136. (https://doi.org/10.12806/v14/i3/t2). Copyright 2015 by C.
Seemiller & K. Priest.

The Four Frames Model

Bolman and Deal's (2017) four frames model expands on the notion that *mental models*,

or *cognitive mindsets*, can guide leaders to make sense of a complex world and tumultuous times

(Bolman & Deal, 2017; Kezar et al., 2006). Bolman and Deal (2017) defined *mental models* as a

set of ideas and assumptions held to help "understand and negotiate a particular territory" (p. 12).

A mental model serves as a map for the leaders to navigate every organizational turn, and the

essential step in the success of this process is reading situational cues through a clear lens or

well-defined frame.

Bolman and Deal (2017) provided cognitive models through four distinct frames: (a) structural (b) human resource (c) political, and (d) symbolic. These frames allow leaders to identify from which aspect of organization issues originate. The structural frame identifies issues with roles, boundaries, authority, core process, strategy and goals, nature of the workforce, and environment. The human resource frame deals with issues of personnel, selection, employee engagement, collective purpose, and belonging. The political frame affords leaders the opportunity to measure and manage political landscape, scarcity of resources, and conflict in the organization. Finally, the symbolic frame focuses on organizational rituals, culture, values, and traditions.

This study applied the four frames model to understand how leadership studies department chairs navigate complexities of their role, manage people, and tackle departmental and institutional challenges. The four frames model allowed for examination of the leadership experience and challenges through structural, human resource, political, and symbolic lenses. The application of the four frames aligned with the social constructivist view of leadership for an examination of how department chairs interpret their experiences through multiple lenses and how they determine the appropriate approach to leadership. This study focused on the intersection of professional identity and leadership through the lens of the four frames and searched for alignment or incongruities that might exist between the ways leadership studies department chairs have learned and demonstrate leadership.

Definition of Terms

Four frames model: The four frames model was first published by Bolman and Deal (2017) in 1984 and consists of (a) the structural frame, (b) the human resource frame, (c) the political frame, and (d) the symbolic frame. A *frame* is defined as an "amalgam of beliefs and

assumptions that you carry in your head to help you understand and negotiate some parts of your world" (Bolman & Deal, 2015, p. 35). The tenet of the four frames model is that leaders need to make sense of complex and perplexing challenges of modern organizations by using the right frame in the right situation and at the right time (Bolman & Deal, 2017).

Human resource frame: The premise of this frame lies in the following core assumptions: (a) "organizations exists to serve human needs" (Bolman & Deal, 2017, p. 118); (b) "people and organizations need each other. Organizations need ideas, energy, and talent. People need carrier, salaries, and opportunities" (Bolman & Deal, 2017, p. 118); (c) "when the fit between individuals and organizations is poor, one or both suffer" (Bolman & Deal, 2017, p. 118); and (d) "a good fit benefit both. Individuals find meaningful and satisfying work, and organizations get the talent and energy they need to succeed" (Bolman & Deal, 2017, p. 118).

Leadership education: Priest and Jenkins (2019) considered "leadership education to represent a professional community of practice within the larger field of leadership studies, as well as a pedagogical approach to facilitating leadership learning and development" (Priest & Jenkins, 2019, p. 10). Leadership education is a pedagogical practice that aims at building human capacity and is informed by theory and research (Jenkins, 2008, as cited in Bourgeois & Zare, 2021).

Leadership educator: The International Leadership Association (ILA; Seemiller & Priest, 2015) defined leadership educators as those "for whom the teaching of leadership is integral or of interest, and who are committed to the development of leadership capacity at educational institutions and organizations" (p. 133).

Leadership studies: The University of San Diego (2022) defined *leadership studies* as a multidisciplinary field that prepares and educates scholars and practitioners "committed to impactful, ethical, and inclusive leadership for social change" (p. 1).

Leadership studies department chairs: In this study, Leadership studies department chairs are those who lead leadership studies departments.

Political frame: The premise of this frame lies in the following core assumptions: (a) "coalition members have enduring differences in values, belief, information, and perception of reality" (Bolman & Deal, 2017, p. 118); (b) "most important decisions involve allocating scarce resources, deciding who gets what" (Bolman & Deal, 2017, p. 118); and (c) "scarce resources and enduring differences put conflict at the center of day-to-day dynamics and make power the most important asset" (Bolman & Deal, 2017, p. 118).

Structural frame: The premise of this frame lies in the following core assumptions: (a) "organizations increase efficiency and enhance performance through specialization and appropriate division of labor" (Bolman & Deal, 2017, p. 45), and (b) "organizations work best when rationality prevails over personal agenda and extraneous pressure (Bolman & Deal, 2017, p. 45).

Symbolic frame: The premise of this frame lies in the following core assumptions: (a) "what is most important is not what happens but what it means" (Bolman & Deal, 2017, p. 241) and (b) "activity and meaning are loosely coupled; events and actions have multiple interpretations as people experience situations differently" (Bolman & Deal, 2017, p. 241).

Significance of Study

Although much has been written about department chairs, the influence of chairs' disciplines on their leadership experiences has not been taken into consideration in the literature.

According to Priest and Jenkins (2019), the National Leadership Education Research Agenda and Inter-Association Leadership Education Collaborative have called attention to the need for "scholarship that advances our understanding of the people, processes, and outcomes of this field" (Priest & Jenkins, 2019, p. 9). The researcher intentionally chose leadership studies department chairs because of their academic discipline. One way this study contributes to the body of literature is through the examination of the influence of the chairs' leadership education on their leadership efficacy. This study explored the influence of leadership educator professional identity on leadership practice and examined how real life application practice influence their understanding of theoretical aspect of leadership as a discipline (Seemiller & Priest, 2015). While the extant body of literature (Boyd et al., 2019; Chung et al., 2021; Guthrie et al., 2021; Jenkins & Owen, 2016; Komives & Sowcik, 2020; Priest & Seemiller, 2018; Seemiller & Priest, 2015) has been focused on the formation of the leadership educator professional identity, the literature lacks exploration of leadership educators in leadership roles and how their leadership practices align or conflict with their professional identity and theoretical knowledge of leadership. This study uncovers existing gaps between theory and practice in the context of academic department chairs and contributes valuable research on how the experiences of leadership studies chairs are different from their counterparts in other disciplines investigated in the extant literature.

Organization of the Study

Chapter 1 provides a background of the study and presented gaps in the literature that shape the purpose of the study. This chapter also contains the significance of the study, addresses issues of reflexivity, and describes theoretical frameworks that have informed the study. Chapter 2 contains an extensive review of the current relevant literature. Chapter 3 describes the

operationalization of the qualitative research process informed by Merriam and Tisdell's (2015) methodological structure. The researcher explains the qualitative study process, including data collection and data analysis process using Braun and Clarke's (2006) thematic coding procedure. Figure 2 illustrates the organization of the study.

Chapter Summary

This chapter provided the background and purpose of this study. It explained the gap in the extant literature about the experiences of academic department chairs in leadership studies departments. This study was triggered by the review of the literature (see Chapter 2) related to challenges of department chairs position and the need for appropriate preparation and leadership development for the chairs and the faculty who want to take on the chair role. The study was an attempt to understand leadership studies department chairs' experiences and how they use their leadership education and professional identities as leadership educators to tackle challenges and respond to diverging needs of faculty, students, and administration. Additionally, this study was informed by the literature focusing on gap in incongruencies between leadership theory and practice (Ruben & Gigliotti, 2021) in an examination of how department chairs in leadership studies departments demonstrate leadership practices aligned with theories of leadership.

This chapter examined the cascading challenges in higher education and highlighted the importance of empathetic, humble, and ethical leaders who can create just, equitable, compassionate academic environments, in which the focus is cocreating collective leadership for tackling the ever-increasing complex challenges at micro and macro social levels. This chapter provided insight into one of the most important academic leadership positions—department chairs—and used the existing literature to present the case for further inquiry into the experiences and challenges of this population. This study uncovered gaps between theory and

practice in the context of academic department leadership and contributes research on how the experiences of leadership studies chairs are different from their counterparts in other disciplines investigated in the extant literature. Furthermore, the theoretical and conceptual frameworks informing the study were defined and described. This chapter also described and illustrated the structure of the study. Finally, it included steps taken to address reflexivity and maintaining the integrity of the study.

Figure 2

The Structure of the Study

Chapter Three
Methods

Academic Department
Chairs
Leadership Educator
Professional Identity
Development (LEPID)
Bolman & Deal Four
Frames
Leadership Education

Approach: Qualitative
Method: Semi-structured Interview
Data Analytical process
Validity & Reliability

Chapter Two
Literature
Review

Conceptual Frameworks:
LEPID & Four Frame Model

Chapter Four
Findings

Chapter One
Introduction & the Problem

Chapter Five
Discussion:
Return to RQs

Conclusion

Chapter Two: A Review of Literature

The literature on academic leadership is extensive and multidisciplinary. It includes a wide range of areas, such as department chairs' leadership roles, challenges, and lack of adequate preparation for the position. This chapter synthesizes the extant literature to offer an in-depth understanding of the context in which department chairs' experiences emerge. It devotes specific attention to the leadership component of the department chairs and discusses the literature on gaps between leadership theory and practice. This chapter also reviews the literature related to the theoretical frameworks that inform the study—the four frames model and the LEPID model. Because this study was an examination of experiences of the department chairs who identify as leadership educators, it provided insight into the extant literature related to leadership education and leadership educator identity development to build a foundation for the exploration of potential incongruities between leadership theories and leadership in practice. Finally, the literature synthesis in this chapter affirms the gap that triggered this study and sets the stage for the qualitative study design.

Approach to the Literature Review

The researcher used multiple databases, such as Google Scholar, EBSCOhost, Sage Journal Online, ERIC, ProQuest Dissertations and Theses, ProQuest E-book Central, JSTOR, and Academic Search Complete, to extract relevant literature. Relevant literature was cataloged and uploaded onto Mendeley (Version 1.19.8), an academic reference management tool. Mendeley enabled the researcher to read, annotate and highlight themes and codes. The researcher then created a Microsoft Excel spreadsheet to record the literature analysis.

The sections of the literature review are informed by the emerging themes relevant to the purpose of this study. Sections include the following topics: (a) academic department chairs, (b)

Leadership Educator Identity Development model, (c) the four frames model, (d) incongruities between leadership theory and practice, (e) leadership education.

Academic Department Chairs

Department chairs play an important role in the administration and leadership of academic departments; hence, they are often referred to as academic leaders (Floyd, 2016). Wald and Golding (2020) described the evolution of the chair position and provided a historical context for structural changes that transformed of higher education institutions from an elite system to mass higher education. This transformational change sparked the evolution of democratic higher education institutions, with academic department chairs at the center of the main administrative entity, a focal point where more than 80% of decisions are made (Gmelch, 2015a). Wald and Golding (2020) explained,

> Managing and accommodating the diverse body of students meant the traditional practices of a centralized and small leadership group in a university was no longer effective, and the academic department emerged as the key workable management unit, connecting the student body with the teaching body and those two with the higher management of the institution. (p. 2)

The constant change in the higher education landscape has led to the evolution of the size and influence of academic departments, and consequently, the role of the department chairs has become more complex, with changes resulting from the ever-increasing financial, political, social, and ideological challenges that surround higher education (Gigliotti, 2022a). The literature contains issues related to dimensions of the chairs' job, including the nature of their role and challenges in their position.

The significance of academic departments in the institution's operation highlights the vital role of department chairs in leading and directing departmental initiatives and decision-making processes (Gmelch, 2015a). Gigliotti (2021) described department chairs as agents of influence, socializing and leading discussions about policies, practices, and initiatives. Multiple authors, such as Gmelch (2022a), Armstrong and Woloshyn (2017), and Dean et al. (2021), have highlighted the important role of the department chairs in creating positive environments for faculty and staff, ensuring healthy team dynamics and collegial department cultures. This dimension of the chair's role is so vital that the effectiveness of a chair is often associated with the quality of staff and faculty relationships and the well-being of the academic unit.

Challenges of Department Chairs

In Gigliotti (2020) research on the impact of COVID-19 on department chair experiences, one response illustrates the multidimensional aspect of the department chair position: "We're in the 'people business,' and being visible, accessible, human, humane, and responsive across a variety of forms . . . is critical to the job" (p. 436). The review of the literature related to the challenges of the department chairs (e.g., Armstrong & Woloshyn, 2017; Aziz et al., 2005; Bäker & Goodall, 2020; Gigliotti, 2021; Gmelch, 2000, 2015b; Gmelch & Buller, 2015; Kruse, 2020) revealed department chairs face countless challenges and complications in leading and managing their departments. The literature also contains common challenges, including unnecessary bureaucracy, job-related stress, and noncollegial faculty (Cipriano & Riccardi, 2017). Additionally, researchers have acknowledged previously described challenges and increased administrative responsibilities, lack of formal leadership training, and lack of time for research to add to the adversity of department chair positions (Gigliotti, 2021; Weaver et al., 2019). Adding

the many challenges to their long list of roles and responsibilities, one could ask why faculty would choose to serve as academic department chairs.

The Transition from Faculty to Chair

The review of the literature revealed nearly 80% of academic decisions are made at the department level (Carroll & Wolverton, 2004; Gmelch, 2015b; Gigliotti, 2021; Gigliotti & Ruben, 2017), yet the transition from faculty to department chair lacks fundamental preparation for effective leadership (Gigliotti, 2022a; Gmelch & Schuh, 2004). The promotion of a faculty to a department chair is often regarded as the "metamorphosis of department chair" (Gmelch, 2015a, p. 4). Gmelch (2000) asserted the metamorphosis of faculty to department chair often happens with no consideration of leadership experience and development. Gmelch (2015b) acknowledged lack of experience in managing ambiguity and complexities of an academic leadership role can make the change from an academic to an academic leader extremely challenging. Bridges and Mitchell (2000) described the transition as an internal process that requires a psychological reorientation that needs to happen at its own pace, so the individual going through the process can "let go of what feels to them like their whole world of experience, their sense of identity, even reality itself" (p. 31).

Higher education experts have looked at the internal process of the transition and have acknowledged that for a department chair, the transition to an administrator role is a drastic, risky, and vulnerable change process (Gigliotti, 2021; Kruse, 2020). Gmelch (2015a), a well-known scholar of department chair experiences and challenges, stated the complexities of a chair's transition can lead to colleagues' misperceptions of the chair's abilities and competencies; therefore, the transition process requires time and intentional efforts. Different from the teaching and doing research as a faculty member, a department chair's world becomes

fragmented by social interactions with senior leadership, students, faculty, and external

constituents. Some scholars have used personal experiences and described the chair's

metamorphic transition, a process through which the department chair suddenly needs to gain the

necessary acumen to navigate the department's challenges (Gmelch, 2015b); Bäker & Goodall,

2020). The new chair also needs to apply sound judgment and discretion in working with faculty

and administration to protect faculty's voices and promote the administration's vision (Curnalia

& Mermer, 2018). The shift to gaining informational power and becoming a custodian of

university resources are other drastic changes for department chair and often influence the

relationships with faculty (Allard, 2011).

The literature includes investigations of the appointment processes for department chairs

and criticisms of the current ineffective practices that contribute to the challenges department

chairs experience. Gigliotti and Ruben (2017) posited the nature of a tenured faculty's tasks and

responsibilities is fundamentally different from what is needed to be an effective chair. Jochum

(2019) argued, "Becoming a leader in higher education moves individuals into fundamentally

different roles from the technical or academic positions they were trained and into which they

were socialized" (p. 27). Additionally, the selection of individuals for academic leadership

positions is largely based on the faculty's distinguished academic backgrounds in their fields

(Gigliotti & Ruben, 2017; Gmelch, 2015a). Historically, technical knowledge and positional

competencies have been recognized and identified as deciding factors for consideration and

advancement, rather than aptitude, qualities, and competencies for effective leadership (Gigliotti

& Ruben, 2017; Gleeson & Knights, 2008; Gmelch, 2015; Hlavac & Buller, 2020; Kruse, 2020;

Raines & Alberg, 2003). Gmelch and Buller (2015) argued, "Academic leadership is one of the

few professions one can enter today with absolutely no training in, credentials for, or knowledge

about the central duties of the position" (p. 2). Hech et al. (1999) suggested department chairs enter the position with minimum administrative experience, and their knowledge about leading an academic department comes down to their knowledge of academic policies and procedures. In their comprehensive analysis of the inherent complexities of the department chair role, Carroll and Wolverton (2004) concurred with these findings, when they concluded department chairs are excellent scholars with outstanding academic achievements, but they lack administration and leadership competencies requisite for leading academic departments. These arguments were further supported in a study that revealed only 3% of chairs receive training in leadership (Gmelch, 2015b).

Gmelch (2015a) drew a picture of the leadership journeys of department chairs and said serving as a department chair is considered a short managerial hiatus, and many department chairs return to the regular teaching duties after completing several terms. Many scholars agree the short-term nature of the chair position is an issue (Carroll & Wolverton, 2004; Gmelch, 2015a; Wald & Golding, 2020). As a result, the lack of leadership experience, combined with the multidimensional aspects of the department chairs' responsibilities—from paying attention to the day-to-day details to issues of faculty governance, policy, and practice—can impact chairs' effectiveness and performance, resulting in misperceptions of their professional identities and leadership competencies (Gigliotti, 2021). Jochum (2019) called on aspiring chairs to "acknowledge your deficits and make a concerted effort to acquire the requisite knowledge and skills" (p. 27) before stepping into a chair's position.

Leading From the Middle

The scholarly literature related to department chairs includes extensive analysis of the department chairs as "middle managers," who serve as a bridge between faculty and senior

leadership (Bolden et al., 2008; Bowman, 2002; Clegg & Mcauley, 2005; Coaxum, 2004; Dean et al., 2021; Floyd, 2016; Gallos, 2002; Gleeson & Knights, 2008; Gmelch, 2004; Kruse, 2020; Mullen, 2009). This dimension of their role is complex, especially when facing conflicting or competing interests and priorities from faculty and administration (Armstrong & Woloshyn, 2017; Curnalia & Mermer, 2018; Dean et al., 2021; Gigliotti, 2021; Gmelch, 2015b; Kruse, 2020). Curnalia and Mermer (2018) argued chairs serve as liaisons and "have the responsibility to represent faculty needs and interests to the administration and then communicate with the faculty on behalf of the university" (p. 131). This responsibility is central to engaging faculty in meaningful participation in decision-making processes, a fundamental principle of shared governance (AAUP, 1966).

Kruse (2020) identified three challenges for the chairs as middle managers: (a) task, (b) organization, and (c) role. Similarly, in a survey of department chairs, Cipriano and Riccardi (2017) identified multifaceted, complex challenges related to leading stakeholders with competing priorities. Dean et al. (2021) described challenges such as "managing bureaucracy, limited research time, role stress, collegial behavior of faculty, and unreasonable workload" (p. 102). While some scholars focus on challenges in the duties of a chair, Gmelch (2015a) portrayed chairs' challenges in their positions as middle managers. Gmelch (2015b) described department chairs' responsibilities for responding to diverging needs of faculty, student, and administration, saying chairs need to respond to competing priorities where they are not "appearing dizzy, schizophrenic or 'two-faced'" (p. 75).

The literature contains research focused on the importance of chairs as middle managers equipped with competencies, such authentic communication for building collaborative environments based on trust, respect, and psychological safety, to effectively navigate complex

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academic environments (Czech & Forward, 2010; Gigliotti, Dwyer et al., 2020; Gigliotti, Ruben et al., 2020; Ruben & Gigliotti, 2021).

The role of department chairs in the context of middle management aligns with the literature on the middle management framework. Dean et al. (2021) suggested faculty expect chairs to lead and advocate, while senior administrators expect chairs to take on a middle-management role to execute institutional initiatives and objectives. What makes the chair's role particularly challenging is the conflict between referent power and legitimate power. Chairs, if selected by faculty, are identified as frontline leaders, though their decision-making power is limited (Armstrong & Woloshyn, 2017).

There are fundamental differences between department chairs and middle managers in corporate and government organizations (Gmelch & Miskin, 2004). Gmelch (2015b) asserted, "Caught between conflicting interests of faculty and administration, trying to look in two directions—department chairs often don't know which way to turn" (p. 75). As a result, academic department chairs experience "hybridity in their identity" (Bäker & Goodall, 2020, p. 49). Faculty enter the department chair position after working for years, building relationships with peer faculty and identifying as academics (Clegg & Mcauley, 2005). The transition to the chair position leads faculty to change their views of the chair from "one of us" to "one of them" (Bäker & Goodall, 2020, p. 3), leading and managing the department with tasks and responsibilities that might not be in alignment with the core academic values, such as faculty accountability and pressures related to students evaluation, scholarship, and increased expectations for research and service (Bäker & Goodall, 2020; Clegg & Mcauley, 2005).

In addition to the diverging needs of faculty and administration, department chairs sometimes have conflicting interests with faculty, students, and administration, adding another

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layer of tension and complexity to their roles (Gigliotti, 2021). Gigliotti (2021) stated department chairs may become an instrument of resistance "out of fear, disregard, or distrust of the financial and existential crises" (p. 430) posed by higher education landscape. These challenges affirm the inherent tension in balancing approaches to responding to conflicting demands of faculty and senior leadership in the political landscapes, while exercising leadership and reflecting faculty's voice in important matters (Kruse, 2020). This challenge also confirms the importance of leadership dispositions and competencies required for effective department chairs, who often needs to switch between leader and middle manager roles to navigate the bureaucracy (Gmelch, 2022b). In addition to the body of literature related to managerial responsibilities of chairs, the extant literature highlights the most important responsibilities of the department chairs are to ensure principles of shared governance are maintained. This responsibility requires department chairs to ensure faculty are engaged in the decision-making processes through facilitative leadership style, while maintaining a traditional structural approach to core administrative functions (Gmelch, 2015b; Gmelch & Miskin, 2004).

Department Chairs and the Shared Governance

According to the AAUP, in higher education, *shared governance* is "the responsibility shared among the different components of the institution—governing boards, administrations, and faculties—for its governance, and the specifies areas of primary responsibility for each component" (Hess, 2016, p. 530). Curnalia and Mermer (2018) equated shared governance to "the ability to have meaningful input into decisions" (p. 132). Such ability, which they referred to as *voice*, is described as a practice that needs to be rooted in action and should be perceived by the members. Colleges and universities demonstrate commitment to participatory and collaborative decision-making by creating frames that foster organizational values (Curnalia

& Mermer, 2018; Gallos, 2009). One important and visible structure, fabricated based on the principles of shared governance, is faculty senate (Gallos, 2009), and according to Tierney and Minor (2003), 90% of four-year universities and colleges have faculty senates.

Despite such a deeply rooted culture of shared governance and widespread presence of faculty senate, the literature draws attention to the existing challenges in academic senates and the effectiveness of shared governance (Curnalia & Mermer, 2018; Gallos, 2009; Gmelch, 2004; Hess, 2016; Tierney & Minor, 2003). In a survey of 750 four-year colleges and universities, Tierney and Minor (2003) found an ubiquitous sense of dissatisfaction among faculty, resulting from lack of confidence in senates in facilitating shared governance, a reminder of the frustrating history of shared governance in the higher education (AAUP, 2022; Gallos, 2009; Gmelch, 2004).

Department chairs must work top, down, and across their departments to navigate the complexities that shared governance presents in decision-making processes and responding to diverging needs of institutional and academic leadership, faculty, staff, students and other stakeholders (Curnalia & Mermer, 2018; Gallos, 2009; Gmelch, 2004). Department chairs play an important role in promoting shared governance (Curnalia & Mermer, 2018). The review of the literature showed department chairs are viewed as liaisons, with the responsibility to promote faculty voice by listening and responding to their needs, concerns, and ideas; representing those needs to the institutional and academic leadership; and communicating with faculty on behalf of the administration (Bäker & Goodall, 2020; Gallos & Bolman, 2021; Curnalia & Mermer, 2018; Czech & Forward, 2010; Gallos, 2009; Gigliotti, 2021; Gmelch, 2004; Kruse, 2020).

Curnalia and Mermer (2018) highlighted the importance of chair's ability to demonstrate confidence and exercise leadership in being more than a middle manager or implementer and

having voice in important decisions. They recognized the lack of department chairs' abilities in balancing power and connecting faculty and the university as a prevalent reason why faculty leave the institution or academe due to the disconnect and lack of sense of belonging, voice, and involvement in shared governance. Many authors (e.g., Bäker & Goodall, 2020; Curnalia & Mermer, 2018; Dean et al., 2021; Gallos, 2002, 2009; Gmelch, 2004; Kruse, 2020; Stensaker & Vabø, 2013; Tierney &) have echoed the same sentiment about the responsibilities of chairs and highlighted challenges in areas of communication, shared understanding, and collaborative spirit, often turning academic departments to battlefields for power and control, places where department chairs are often in the middle.

Managing Relationships with Faculty

In a study on department chairs across the United States, Gmelch (2015a) interviewed hundreds of participants about accomplishments they wished to achieve, and one common response was creation a collegial climate, in which conflict is replaced with understanding, dialogue, and respect. Czech and Forward (2010) explained the positive attributes of a department chair for a successful handling of the balance between structure and relationship. In their study of 202 faculty members, they reported communication has a huge impact on the relationship between chairs and faculty. Faculty reported much higher levels of satisfaction in their relationship with a chair who "communicates using the supportive behaviors of empathy, equality, spontaneity, and problem orientation, as well as neutrality" compared to a chair with ineffective and toxic behaviors (Czech & Forward, 2010, p. 448). Czech and Forward found Machiavellian and bureaucratic leadership behaviors result in negativity and toxicity in an academic department. Hecht et al. (2000) affirmed the quality of relationship between chairs and

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faculty has a direct influence on new faculty's abilities to establish a sense belonging and trust with their respective academic department.

Cipriano and Riccardi (2017) identified individuals' reasons for taking on the chair role. Cipriano and Riccardi surveyed more 2,000 department chairs to explore the challenges in the chair role and to understand department chairs' experiences. The study found the top two reasons to serve as a department chair were "to make a difference" (Cipriano & Riccardi, 2017, p. 76) and "to shape the direction of the department" (Cipriano & Riccardi, 2017, p. 76). Other scholars have contended department chairs step into the chair position with limited awareness about how their decision-making and leadership can determine the quality of their relationships with faculty (Dean et al., 2021; Kruse, 2020). The lack of relationship intelligence, along with insufficient awareness of the role and its challenges (Gmelch, 2015a; Gmelch & Buller, 2015; Jochum, 2019; Kruse, 2020), including complexities of academic governance and navigating political and complex faculty affairs, makes the dual role of department chairs difficult (Curnalia & Mermer, 2018; Gmelch, 2004, 2015a, 2022b; Gmelch & Miskin, 2004).

One critical responsibility of a department chair is to build a culture in which faculty feel heard, engaged, and included (Gigliotti, 2021, 2022b). Similar findings were evident in a study where department chairs found managing people to be the biggest challenge in their role (Dean et al., 2021). Interpersonal conflict is a major reason for dissatisfaction among academic department chairs, in addition to interfaculty conflict, faculty resistance, unsupportive faculty, and senior administration (Gmelch, 2022a). In another survey, Weaver et al. (2019) found 53% of academic departments experience conflict occasionally, whereas 12% experience conflict daily. This finding highlights the importance of building capacities to enhance chairs' abilities to manage sensitive and high-stakes dynamics. In another study on the impact of conflict on the

chair's effectiveness, department chairs found themselves in the center of the conflict, regardless of the reasons for uncivil behaviors related to teaching load inequities, instruction, student evaluations, and expectations (Armstrong & Woloshyn, 2017).

This section provided an extensive review of the literature focused on department chairs and uncovered insights into their experiences and challenges leading from the middle. The boundaries of department chairs' roles go beyond structural tasks, requiring a responsive approach to conflicting cultures and the diverging needs of all stakeholders, so they can provide collegial, collaborative, fair, inclusive learning environments for students, faculty, and staff. Such environments are based on strong relationships with trust, respect, empowerment, and care.

The literature highlighted a central question about what department chairs need to be able to achieve their ideals and be effective leaders and middle managers. The literature revealed department chairs take on the role with no or limited preparation, which can make their role stressful, unmanageable, and unrewarding (Gallos, 2002; Gmelch, 2022b). While the research on department chair is interdisciplinary, it exposes a gap of understanding how department chairs who identity as leadership educators and serve as department chairs in a leadership studies department navigate the challenges of their roles and how their academic expertise and professional identity influence how they practice leadership as department chairs. The next section provides a review of the literature related to conceptual frameworks, leadership education and the leadership educator identity. It also provides literature related to the conceptual frameworks that have informed this study and that will be used as lenses to investigate leadership studies department chairs leadership experiences.

Conceptual Frameworks

This study applies two conceptual frameworks to examine how leadership studies department chairs demonstrate leadership and if their decision-making process is influenced by their identity as leadership educators: (a) the four frames model (Bolman & Deal, 2017) and (b) the LEPID model (Seemiller & Priest, 2015; see Figure 3). Using the LEPID model, this study investigated the intersection of leadership education identity dimensions and the leadership role of the leadership studies department chairs. Using Bolman and Deal's (2017) four frames model, this study explores in what ways the elements of four frames influence department chairs' leadership styles, which align or contradict with their identities as leadership educators and with the expectations of the role.

Figure 3

Conceptual Frameworks
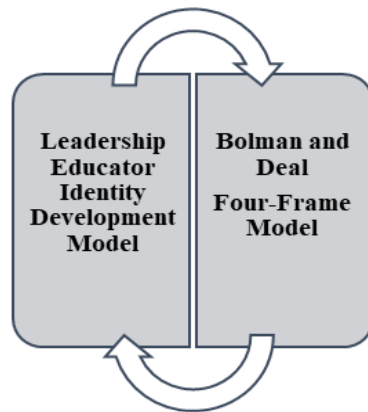
The Four Frames Model

The four frames model was first published by Bolman and Deal in 1984 and consists of (a) the structural frame, (b) the human resource frame, (c) the political frame, and (d) the symbolic frame (Bolman & Deal, 2017). Bolman and Deal (2017) defined a frame as an "amalgam of beliefs and assumptions that you carry in your head to help you understand and

negotiate some parts of your world" (p. 35). A tenet of the four frames model is that leaders need to make sense of complex and perplexing challenges of modern organizations by using the right frame, in the right situation, at the right time. A frame or mental model serves as a cognitive map that offers leaders an understanding of the situation at hand and enables them to create a decision-making toolkit to use to make choices that have a positive impact on the organization and people's mental well-being and success.

     Structural Frame. The review of the literature related to the structural frame suggests the structural frame provides a view of the architecture of the organization. Reinholz and Apkarian (2018) identified five components of the structural frame—(a) roles, (b) responsibilities, (c) practices, (d) routines, and (e) incentives—that govern how people interact through the lens of structural frame. Bolman and Deal (2017) distinguished between coordination and cooperation with individuals from different ranks of the organization and operate in a unified manner. They further argued the result of the harmony between members, goals, roles, and relationships is the key to achieving operational excellence. Bolman and Deal used a factory metaphor for the structural frame.

     Whereas the structural frame is considered a tool to achieve excellence, Moen (2017) used the structural frame to measure "how organizational members with different marginalizations can be considered to see if humanization efforts are improving the lives of members or if they are only benefiting the majority" (p. 29). Sowell (2014) referred to the structural frame as the frame with a focus on the distribution of work and coordination and integration for excellent performance. While Bolman and Deal (2017) identified roles and relationships as the elements of success in the structural frame, Zai (2015) noted, "Ultimately,

success and failure are determined by organizational design and individuals fitting into or conforming to the structural design" (p. 198).

Human Resource Frame. Family is the metaphor for the human resource frame. The literature containing human resource frame is focused on people and organizations. Bolman and Deal (2017) reasoned the human resource frame aligns people's purposes with organizational values. Sowell (2014) identified employee's satisfaction, motivation, productivity, empowerment, and skills development as the building blocks of this frame. Sasnette and Clay (2008) suggested the human resource frame centers on empowering people. Zai (2015) compared the human resource frame with the structural frame, noting while the premise of the structural frame is fitting people into the structural design, the premise of the human resource frame is to "to tailor organizations to people" (p. 198). The author further described the human resource frame as "an organizational form that enables people to get the job done feeling good about what they are doing" (Zai, 2015, p. 198).

Political Frame. Drawn from political science theory, the political frame—carrying the metaphor of the jungle—includes a focus on conflict and diverging interests among groups competing for scarce resources (Bolman & Deal, 2017; Zai, 2015). Richardson et al. (2021) emphasized several components of this frame, including the coalition, conflict, resolution, and power building, as central issues related to the conflicting agendas. In this frame, conflict is a "source of energy rather than a cause for harm" (Bolman & Deal, 1994, p. 35). Contrary to McArdle (2013), who described the political frame as a neutral frame for decision making, Bista and Glasman (1998) called power and conflict defining elements of political frame.

Symbolic Frame. The symbolic frame emanates from social and cultural anthropology (Zai, 2015). Bolman and Deal (1994) defined the symbolic frame as a "chaotic world in which

meaning and predictability are socially constructed, and facts are interpretative rather than objective" (p. 35). McArdle (2013) suggested the tenet of this frame is to make sense of a world of ambiguity and uncertainty. Additionally, the symbolic frame is rooted in tacit cultural assumptions and intangible organizational artifacts (Monahan & Shah, 2011; Schein & Schein, 2017). Rituals and ceremonies are means for celebrating wins and overcoming crises (McArdle, 2013). Bolman and Deal (2017) added, "Organizations are cultures that are propelled more by rituals, ceremonies, stories, heroes, and myths than by rules, policies, and managerial authority" (p. 271).

Application of the Four Frames Model in Various Studies. While the literature review exposes a gap in the study of the leadership studies department chairs and Bolman and Deal's (2017) four frames model, the four frames model has been applied across educational fields, including undergraduate science, technology, engineering, and math (STEM) education; health science education; general education; K-12 education; and community colleges (Prentice & Guillaume, 2021; Reinholz & Apkarian, 2018; Robinson et al., 2008; Sasnett & Clay, 2008; Schoepp & Tezcan-Unal, 2017; Zai, 2015). Additionally, Bolman and Deal's four frames model has been used as an integral component of leadership development curriculum in prominent program, such as Association of College and Research Libraries and the Harvard Leadership Institute for Academic Librarians and the Penn State Academic Leadership Program (Kalin, 2008).

Reinholz and Apkarian (2018) used the four frames model to understand the change management process in an undergraduate STEM department. They highlighted ineffective approaches to change management in higher education and suggested how the four frames model can be used as analytical tools to address multidimensional aspects of change that involve

structure, people, power, and symbols. The authors examined the frames and the importance of alignment between frames. Reinholz and Apkarian (2018) described the harmony or alignment, noting, "structures wand symbols are most meaningfully together as a pair" (p. 5). The study conceptualized the structural and symbolic frames in that the structures are the visible signs of how a culture works, but the symbols determine how the structures are enacted, which demonstrates the connection between the two frames. Similarly, the human resource and political frames influence each other. The authors identified individuality as an element of the human resource frame, while linking political frame to the dynamics governing people in a political system. Reinholz and Apkarian pointed to the strength of the four frames model for addressing serious cultural issues, usually overlooked in other change management theories. This study highlighted the capability of the four frames model in enabling the change agent to develop systemic awareness of pitfalls and roadblocks, increasing the success of the change process (Reinholz & Apkarian, 2018).

Bolman and Deal (2017) acknowledged the impact of humanistic organizational cultures on people's wellbeing and happiness, and this acknowledgment has been affirmed by Richardson et al. (2021), who found the four frames model transformed a STEM education department's change process to one that is focused on people's wellbeing, a culture of learning, and meaningful relationships.

Schoepp and Tezcan-Unal (2017) examined the effectiveness of leadership in driving the assessment of learning outcomes at a four-year university. The researchers used the four frames model to examine leadership styles of individuals in charge of leading assessment efforts. The four frames model was used with multiple lenses for its multifaceted approach, called *multiframe thinking* (Bolman & Deal, 2017). This study focused on measuring the effectiveness of learning

outcomes assessment processes, a multidimensional process that requires well-established assessment infrastructure and collaborative environment, in which all stakeholders are actively engaged, have access to resources, and are empowered to voice their opinions.

Through the use of the four frames model, the researchers identified strengths and weaknesses of assessment process through the four lenses, examining the assessment process from various angles. Schoepp and Tezcan-Unal (2017) underscored the application of the four frames model in understanding the intricacies of multidimensional settings. With the use of the structural and human resources lenses, the study pinpointed issues associated with the managerial side of organizational leadership and, through the political and symbolic frames, which are aspects of leadership effectiveness.

Sasnett and Clay (2008) used multiframe thinking as a measure of leadership effectiveness and compared the leaders' leadership competencies in each frame to identify gaps, informing the enhancement of leadership recruitment and development. This study used the four frames to examine leadership styles in occupational therapy, nursing, radiation therapy, and medical residency education. The researchers evaluated leaders through the application of the four frames. The findings uncovered leadership challenges in all four frames. The researchers also identified specific interventions aligned with characteristics and assumptions of each frame to enhance efficacy of leadership styles across health disciplines.

McArdle (2013) used the frames to explore leadership orientations of community college presidents and administrators who report to them. The four frames model was applied to explore how participants' leadership styles were influenced by the forces in each frame. The findings of the study revealed a strong symbolic and political orientation, particularly in challenges, such as the mounting pressure for accountability and rebuilding organizational culture.

Monahan and Shah (2011) applied the four frames model to examine problem-solving

orientations among university presidents. The study explored whether university presidents

analyzed problems from a variety of perspectives for solving complex problems. Multiframe

thinking was also measured across variables, including university size, gender, race, and marital

status, to learn whether the university's size or gender and race of the president correlated with

the application of any specific frame. Although the findings showed no correlation between

participants' gender, ethnicity, age, and marital status, the study showed the institution's size

directly correlated with presidents' abilities for multiframe thinking. One finding was "the

majority of female college presidents utilized the Human Resource Frame and over three-fourths

of African American presidents in this study utilized multi-frame leadership" (Monahan & Shah,

2011, p. 26). Finally, while 44% of the presidents exhibited multiframe thinking and leadership,

the study found the human resource frame was most widely used frame of thinking for university

presidents.

One common characteristics of all the studies this section is the application of multiframe

thinking as a central orientation for finding answers. Kezar et al. (2006) acknowledged leaders

must examine situations through one or more lenses or *cognitive orientations*. While a frame

serves as a cognitive map, facilitating the navigation of organizational complexities, Bolman and

Deal (2015) emphasized developing fluid expertise requires leaders to know which frame to

apply in which situation. The authors referred to this ability as *situational awareness*. They

emphasized the danger of framing a situation incorrectly is serious and can hurt an individual's

credibility, career, constituents, and institution.

The four frames model has been used in studies to understand and measure organizational

effectiveness and leadership in private, corporate, government, and nonprofit organizations

(Goldman & Smith, 1991; Raines & Alberg, 2003). Kezar et al. (2006) recognized the four

frames model and the importance of cognitive mindsets in organizational studies research. As

illustrated, this model has been used to analyze and assess leadership challenges to deepen

understanding of organizational behavior and leadership. Hunter (1986) called this model

holistic, integrated, and relevant to corporate and public organizations. Zai (2015) asserted,

"While not explicitly a unifying theory, Bolman and Deal's (1991) four frames chiefly draw

from a number of theoretical disciplines across social science theories" (p. 198). Bolman and

Deal (2017) acknowledged the importance of multiframe thinking and pushed back on narrow

and mechanical approaches to solving organizational challenges: "It can be liberating to realize

there is always more than one way to respond to any problem or dilemma" (p. 21).

The Influence of Organizational Culture on Leadership

The previous section discussed Bolman and Deal's (2017) organizational frames and

demonstrated how the four frames provide insight into and understanding of leadership decision-

making and problem solving. While the extensive review of the literature exposed a gap related

to the application of Bolman and Deal's four frames model to study department chairs'

leadership, a description of similar studies was provided to gain understanding of how each

frame serve as a frame of reference in understanding organizations. The context of each frame is

shaped by organizational culture; therefore, it is vital to examine the extant literature to

understand the relationship between organizational culture and leadership (Bourgeois & Zare,

2021).

One research question of this study is focused on how leadership studies department

chairs demonstrate congruence between what they believe leadership is and how they practice

leadership. The embedded assumption in this question is linked to the idea that environmental

forces influence leadership and how it is manifested in practice, causing incongruities between leadership belief, theory, and practice (Schein, 1972; Schein & Schein, 2017). Schein and Schein (2017) asserted, "Culture is pervasive and influences all aspects of how an organization deals with its primary purpose, its various environments, and its internal operations" (p. 11). Researchers of organizational culture and leadership have acknowledged leadership as a cultural process (Bourgeois, 2017); therefore, leadership behaviors in the context of organizational culture tie to organizational values, history, and other components of culture (Bergquist, 1992; Bolman & Deal, 2009; Bourgeois, 2017; Schein & Schein, 2017).

Bolman and Deal (2017) emphasized Schein's (2017) philosophy of organizational culture and acknowledged organizational culture matters and leadership influences the creation of the culture throughout various stages of the organization's growth and maturity. Kezar et al. (2006) highlighted the influence of organizational culture on leadership: "We cannot understand leadership outside the cultural context of an institution" (p. 125), leading to the conclusion that culture and leadership directly influence each other and thus the manner in which leadership is demonstrated (Bolman & Deal, 2017; Gallos, 2006; Schein, 1972; Schein & Schein, 2017).

Chaffee and Tierney (1988) asserted academic leadership roles, such as department chairs, are shaped by the individual holding the position and are influenced by the culture of the university and college. Their definition of effective leadership spans beyond competencies and preparedness and poses the important ability of academic leaders to understand organizational culture, align their vision with the institutional values, and communicate with stakeholders. Similarly, Raines and Alberg (2003) contended that despite extensive literature related to organizational leadership, leadership is influenced by context, and "we must determine for ourselves how best to apply the theories within the unique culture of our environments" (p. 35).

Bergquist's (1992) theoretical framework presents four cultures of academy that influence leadership: (a) collegial, (b) managerial, (c) developmental, and (d) negotiating cultures. This framework is informed by two decades of research and data from 800 faculty and administrators in 300 universities and colleges. Collegial culture is "informal in nature, autonomous, and supportive of diversity" (Bergquist, 1992, p. 81). The pillars of collegial culture are (a) shared leadership, (b) equal distribution of power among members, and (c) participation of all members in the decision-making processes. Managerial culture consists of strict rules and standards, with well-defined tasks and positions of authority. Organizations with managerial cultures are rigid and bureaucratic. Teaching and learning are two pillars of the developmental culture, in which personal and organizational development are at the center of organizational identity. Other characteristics of developmental culture are flexibility, innovation, and a participatory approach toward decision making. The negotiating culture emphasizes individuality, egalitarianism, and equity, as its central values. Organizations with a strong political climate foster negotiating culture, in which negotiation and compromise inform an individual's approach to resolving disagreements and differences.

Depending on the organizational climate and the internal and external factors influencing the organization's climate and operation, multiple cultures can exist at the same time. Hence, awareness of these cultures and the interplay between them is crucial for organizational leaders (Bergquist, 1992; Kezar et al., 2006; Kezar & Carducci, 2011). Gigliotti and Ruben (2017) posited effective academic leaders need to have the ability to navigate many cultures to be effective in their leadership. The four cultures of academy framework can offer context and insight into the role of the department chairs.

When the findings of related studies are put in the context of Bergquist's (1992) four cultures of the academy, they show institutional cultures influence the leadership style of department chairs. Bolden et al. (2008) suggested a collegial culture enables department chairs to build a strong commitment to the organization and foster values of collegiality, collaboration, and negotiation. Bolden et al. suggested in an institution with a bureaucratic culture, department chairs serve as bureaucrats and are driven by control and ineffective management practices, informed by top-down decision-making and bureaucratic control. While self-interested agents of control can thrive in negotiating cultures, due to their abilities to influence and negotiate, the transmitters of organization wisdom can lead and manage from the middle, in a developmental culture in which coaching, mentoring, teaching, and learning create a collaborative environment. While Bergquist affirmed the coexistence of cultures, Clegg (2005) challenged the dual dimension of the managerialism–collegiate dimension and advised individuals to choose a humanistic frame that enables leaders to lead with the compassionate and humanistic mindset.

Similar to Bergquist's (1992) typology, which consists of four academic cultures, Bolman and Deal's (2017) four frames model presents a leadership typology, consisting of eight distinct leadership approaches (see Table 1). In another words, each frame offers a distinct image of leadership. Depending on the culture, internal and external factors, leaders choose a different approach to leadership (Kezar et al., 2006). Kezar et al. (2006) further advised, "Leaders are encouraged to develop reflection skills, to carefully analyze situations through multiple cognitive lenses, and to realize that leadership contexts are specific to a situation and require individualized responses" (p. 47). Bolman and Deal's reframing leadership model has been used in several studies (e.g., Lyon et al., 2014; Parmley, 2009).

Leadership Educator Professional Identity Development Model

The purpose of this study was to examine whether leadership studies department chairs who identify as leadership educators "walk the talk" and exhibit leadership qualities and behaviors that manifest expertise, competence, and congruence. This study aimed to explore how leadership studies department chairs demonstrate leadership and if their leadership is influenced by their professional identity as leadership educators. Department chairs in leadership studies may be well equipped to lead the department in ways that meet faculty, student, and administrative needs. This assumption is rooted in their professional identity as leadership educators and their expertise, resulting from formal leadership education (Seemiller & Priest, 2015). Guthrie and Jenkins (2018) asserted leadership educator professional identity is closely tied with beliefs, values, culture, and experiences. Because this study focused on department chairs who identify as leadership educators, the LEPID model provided insights into their experiences of the department chairs leading leadership studies departments.

Table 1

Leadership Through the Lens of the Four Frames Model

Frame	Effective Leadership		Ineffective Leadership	
	Leader Description	Leadership Process	Leader Description	Leadership Process
Structural	Analyst, architect	Analysis, design	Petty, bureaucrat, tyrant	Management by fiat and detail abdication
Human resource	Catalyst, servant	Support, empowerment	Weakling, pushover	abdication
Political	Advocate, negotiator	Advocacy, coalition building	Con artist, thug	Manipulation, fraud
Symbolic	Prophet, poet	Inspiration, meaning making	Fanatic, charlatan	Mirage, smoke, and mirrors

Note. From *Reframing Organizations* by L. G. Bolman & T. E. Deal, (6th ed., p. 346), 2017. John Wiley and Sons. (https://doi.org/10.1002/9781119281856). Copyright 2017 by John Wiley and Sons. Reprinted with permission.

While there are more than 2,000 academic undergraduate and graduate leadership programs (Guthrie et al., 2018) and also cocurricular and leadership development programs and workshops, the field of leadership education knows little about who leadership educators are (Jenkins, 2019; Priest & Seemiller, 2018). The LEPID model serves as a steppingstone to understand who leadership educators are and the requirements to prepare individuals for the role. The literature focused on LEPID is sparse, as there is a gap in the literature related to leadership educators taking on and practicing leadership in action. Understanding of leadership studies department chair experiences offers insight into their experiences and can illuminate the relationship between department chairs' beliefs and practices (Beijaard at al., 2004).

Seemiller and Priest (2015) developed the LEPID model to understand leadership educator professional identity and how it intersects with other parts of their identities. In this model, Seemiller and Priest identified several dimensions, referred to as *spaces*, and suggested individuals move through these spaces, and depending on circumstances, influencing factors, and critical incidents, individuals develop a sense of identity. These spaces—(a) exploration, (b) experimentation, (c) validation, and (d) confirmation—all have distinct meanings and define the identity of the leadership educator professional identity. This model is rooted in the intersection of the dual roles of an educator and leader in multiple professional contexts (Hickman, 1994; Priest & Seemiller, 2018; Seemiller & Priest, 2015). Seemiller and Priest (2015) believed, "Recognizing this tension is critical in understanding leadership educator professional identity; whether a leadership educator identifies as a leader could impact how they see themselves as an educator of leadership" (p. 134).

Jenkins (2019a) conducted a phenomenological study to understand the lived experiences of leadership educators and their career journeys in higher education. This study specifically

looked into what drew the individual to be a leadership educator and what types of preparation led their journey to be a leadership educator. Informed by the Seemiller and Priest's (2015) LEPID model, Jenkins discovered participants' passions for helping and developing others led them to leadership education. The journeys of the participants validated the spaces in LEPID, with emphasis on the validation as a deciding factor for novice leadership educators to persist in the field of leadership education (Jenkins, 2019b; Seemiller & Priest, 2015).

Bourgeois and Zare (2021) used LEPID to guide their study of how foreign-born leadership cultural backgrounds, as an element of identity, influence leadership educators in their roles. Similar to Jenkins (2019a), they uncovered underlying influences, such as passion for developing others, in the process of becoming leadership educators, among foreign-born leadership educators.

Guthrie and Jenkins (2018) reasoned, "Our identity is at the core of our teaching leadership journey" (p. 32). Guthrie et al. (2021) built on this argument to confirm the importance of congruence between individual purpose and philosophy and the educator role, aligning their work with the LEPID model and with an emphasis on

> alignment on between content-related values (beliefs about what leadership is and is for), process-oriented values (beliefs about how leadership should be taught), and expectations-related values (how role expectations align with beliefs about what a leadership educator is and should do. (p. 47)

Leadership Educators

The current study is an examination of the experiences of department chairs who lead leadership studies departments. One criterion for participation in the study was identifying as a leadership educator. Therefore, it was important to investigate the existing literature related to

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leadership educators. As an academic discipline, leadership education has been growing in higher education; however, little is known about those who teach leadership (Bourgeois & Zare, 2021; Guthrie & Jenkins, 2018).

Boyd et al. (2019) described leadership educators as those who facilitate leadership learning, capacity, and efficacy. Komives and Sowcik (2020) asserted, "There is a distinct challenge of being expected to practice and model the approaches to leadership they are teaching" (p. 33). Leadership educators bring themselves, their experiences, and their cultures to the classroom (Guthrie & Jenkins, 2018). In recent studies by Jenkins (2019a) and Seemiller and Priest (2015), leadership educators' identities were shown to be influenced by their values and assumptions. Bourgeois and Zare (2021) suggested leadership educators' identities are also influenced by their cultural identities and belief systems. Other studies (e.g., Guthrie et al., 2021) have focused on the intersection of three elements of leadership educator's (a) philosophical worldview, (b) identity, and (c) pedagogical approach and how these things influence leadership educators' understanding of leadership. This echoes the view of leadership through a social constructivist lens, and that the definition of leadership varies across identities, cultures, and contexts (Collinson & Tourish, 2015).

Hickman (1994) provided a meaningful perspective on leadership educators by highlighting their role in the classroom. Hickman contended leadership educators model leadership in the class not with techniques or pedagogy but with their beliefs about leadership. Hickman (1994) advocated for parallelism between leadership theories and teaching practices and posited,

> In leadership studies, the course design and structure should begin with identifying the
> leadership concepts and beliefs that the instructor plans to exemplify and reinforce. These

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concepts and beliefs may not be the same for every instructor, nor should they be

communicated as the only appropriate views of leadership. (p. 136)

Hickman, Leory (2021), and Gigliotti (2020b) supported alignment between leadership practice

and leadership literature. Hickman (1994) concluded the importance of "practicing what we

preach" (p. 138), which is one of the goals of this study: to find out how leadership studies

department chairs who identify as leadership educators practice leadership in their roles as

department chairs.

Incongruities Between Leadership Theory and Practice

Many researchers mention leadership development and preparation as essential in

developing department chairs (Armstrong & Woloshyn, 2017; Aziz et al., 2005; Bäker &

Goodall, 2020; Czech & Forward, 2010; Dean et al., 2021; Floyd, 2016; Freeman et al., 2020;

Gigliotti, 2021, 2022a; Gigliotti et al., 2020; Gmelch, 2000, 2004, 2015b, 2022b; Gmelch &

Miskin, 2004; Hebert, 2019; Kruse, 2020; Prentice & Guillaume, 2021; Raines & Alberg, 2003;

Sanford & Wahl, 2015; Schoepp & Tezcan-Unal, 2017; Sledge, 2014; Wald & Golding, 2020;

Weaver et al., 2019; Whitsett, 2007; Wright & Cook, 1999). This idea triggered the central

question in this dissertation, which is if leadership development and preparation is what

department chairs need to respond to their leadership challenges. It is a logical step to then look

at leadership studies department chairs to explore their leadership approaches in leading their

academic departments and explore whether they demonstrate alignment between knowledge and

practice of leadership.

The issue of congruence is rooted in literature on leadership educators (e.g., Boyd et al.,

2019; Guthrie & Jenkins, 2018; Guthrie et al., 2021; Jenkins, 2019b; Priest & Seemiller, 2018;

Seemiller & Priest, 2015), highlighting the leadership educator identity at the core of leadership

educators' teaching and emphasizing that leadership educators bring their whole selves to the space of leadership. Because the department chairs in this study identified as leadership educators and because this study explored their leadership in practice and real-life situations, it is important to explore congruence in leadership studies department chairs and how they demonstrate alignment between their purpose, philosophy, and practice of leadership. The purpose of this study supports Seemiller and Priest's (2015) LEPID model and the emphasis on

> alignment on between content-related values (beliefs about what leadership is and is for), process- oriented values (beliefs about how leadership should be taught), and expectations-related values (how role expectations align with beliefs about what a leadership educator is and should do. (p. 47)

In the context of department chairs' leadership challenges, Ruben and Gigliotti (2021) highlighted "incongruities between leadership theories and the observed dynamics and outcomes of leadership in practice have been difficult to ignore" (p. 942). Other scholars have raised questions about potential gaps between leadership development curriculum, informed by leadership theories, and practices observed in action. Leroy et al. (2021) emphasized gaps between theory and practice in leadership development programs, highlighting their weaknesses in preparing leaders for real-world challenges and helping them demonstrate effective leadership behaviors. Kellerman (2012) raised this issue in plenary remarks at the ILA annual conference in 2012, where she called for attention to the effectiveness of the *leadership industry*, a term Kellerman (2012) used to refer to leadership development programs, by highlighting the ongoing leadership challenges in organizations:

> leaders of every stripe are in disrepute; that the tireless and often superficial teaching of leadership has brought us no closer to nirvana; and that followers nearly everywhere have

become, on the one hand, disappointed and disillusioned, and, on the other, entitled and emboldened. (p. 3)

Despite the lack of evidence-based practices for measuring the effectiveness of leadership development programs and the observed ineffective leadership dynamics and outcomes in the field, leadership development programs continue to be used with the assumptions that these programs prepare individuals for real-world leadership roles (Gigliotti, 2020b). There is a lack of evidence about whether these programs develop individuals who can practice leadership in a well-informed, responsive, and practical ways (Schwartz et al., 2014). Leroy et al. (2021) asserted leadership development programs are successful in developing research-based programs but lack evidence to support their effectiveness.

Leadership development programs are not always taught by individuals with leadership degrees, carrying the assumption that leadership can be taught by anybody (Komives & Sowcik, 2020; Leroy et al., 2021). Therefore, the qualifications of those involved in leadership education are of great importance. In a rebut of nonacademic leadership development programs, Kellerman (2012) said, "Some leadership educators teach about leadership; most leadership educators teach how to lead. … But by and large leadership education, training, and development remain games for amateurs" (p. 7). These gaps support the problem statement informing this study. While there is a gap in the literature related to the leadership studies department chair, this review of the literature supports an examination of how department chairs' discipline influences their leadership approach in the role. The following section provides a review of literature related to leader education and leadership educator identity.

Leadership Education in Higher Education

The ILA has maintained a database of 158 higher education institutions that offer leadership programs (Komives & Sowcik, 2020). Guthrie et al. (2018) conducted a descriptive analysis of the data stored in the ILA database. Most of these programs exist at private, nonreligiously affiliated institutions. Doctoral-degree granting institutions ($n = 292$) have the largest number of leadership-related programs ($n = 716$; Guthrie et al., 2018). Most programs are located in California ($n = 119$), Minnesota ($n = 81$), and Florida ($n = 66$; Guthrie et al., 2018).

In the second round of their research, Guthrie et al. (2018) extrapolated the number and types of leadership theory courses offered in programs. While they did not find specific leadership theories taught, they found two components—communication and experiential learning—are among the most common course offerings in these programs. Communication courses cover "strategic communication, global and multicultural communication, and communication and leadership" (Guthrie et al., 2018, p. 10).

Leadership studies scholars have varying opinions about foundational leadership philosophies and the components of leadership programs (Komives & Sowcik, 2020). Some believe leadership is a social phenomenon and should be offered as part of social sciences (Komives & Sowcik, 2020), while other scholars believe leadership programs belong to the liberal arts, with an emphasis on "critical thinking, communication, cross-cultural, ethics, and civic engagement" (Komives & Sowcik, 2020, p. 26).

Leadership studies programs have a leadership theory orientation that resonates with colleges and students (Guthrie et al., 2018). Among the most common leadership theories, according to Guthrie et al. (2018), are (a) the five practices of the leadership challenge (Kouzes & Posner, 2007), (b) relational leadership (Komives et al., 2013), (c) servant leadership

(Greenleaf, 1973), (d) the social change model of leadership development (Higher Education Research Institute, 1996; Komives & Wagner, 2017), and (e) transformative leadership (Burns, 1978; Komives & Sowcik, 2017; Northouse, 2022; Rosch & Anthony, 2012). In many disciplines, contemporary work is bringing a social justice perspective to leadership education, including the application of critical social theory in examining social justice dynamics in practice (Dugan, 2017).

Chapter Summary

This review of the literature provided the context of the central inquiry of this research. Drawing on studies related to leadership department chairs' experiences, the literature related to the challenges of the department chairs in three distinct areas: (a) role, (b) position, and (c) people. Bolman and Deal's (2017) theoretical model and relevant studies that used the framework were discussed to explain how the framework has been applied in studies. Based on the purpose of this study, the issues related to incongruities in theory and practice were discussed to provide context related to the significance of the study and the problem statement.

As mentioned in the opening of this chapter, there was sufficient evidence supporting the need for the current study. The exploration into the experiences of leadership studies academic chairs filled an exposed gap in the literature about the leadership approach, styles, and behaviors of the chairs, relative to their individual leadership education.

Chapter Three: Methods

This qualitative study was conducted to explore congruities between leadership theory and practice through an examination of how leadership studies department chairs' leadership is informed by their academic specialization in leadership studies and their professional identity as leadership educators. This study provides an understanding of how department chairs' leadership educator professional identity influences their leadership approaches to the challenges of their roles, including the complexities of shared governance, diverging needs of stakeholders, and managing faculty.

The following RQ guided this study to meet the identified objectives: How do leadership studies academic department chairs demonstrate congruence between the leadership theories they teach and how they practice leadership in their department chair role? The subquestions for this study are:

- How does department chairs' leadership educator professional identity influence their leadership styles?

- How might Bolman and Deal's (2017) four frames model of leadership be used to describe leadership studies academic department chairs' decision-making in their professional roles?

- How do leadership studies academic department chairs apply theoretical models of leadership in their roles?

Based on understanding of department chairs' challenges related to preparation and experience (Aziz et al., 2005; Berdrow, 2010; Dean et al., 2021; Gigliotti, n.d.; Gmelch, 2015b; Kruse, 2020), this study raises awareness about leadership studies department chair leadership experiences in an under-researched population. It provides senior academic and administrative

leadership at the institutional level with insight to promote supportive, participatory, inclusive, and effective systems of support and development for department chairs.

Research Components

This qualitative study examined leadership studies department chairs and how their leadership was influenced by their academic discipline and their professional identity as leadership educators. The structure of this study was informed by Creswell and Creswell's (2018) three components: (a) design, (b) epistemology, (c) and research method. Creswell and Creswell's (2018) framework was chosen because of the researcher's previous experience conducting qualitative research using this model.

Research Design

This study employed a qualitative design, chosen to gain deep insight into department chairs' experiences (Benz & Newman, 2008; Creswell & Creswell, 2018). While quantitative data can be used to describe the frequency of specific behavior patterns, it cannot provide meaning and context for the behaviors (Pajo, 2018). A qualitative design can yield a deep understanding of context and meanings ascribed to experiences (Merriam & Tisdell, 2015). Denzin et al. (2007) described qualitative research as a multi-focused process through which the researcher uses the natural settings of the subjects to interpret, gain insight, and make sense of an individual's experiences. Pajo (2018) added qualitative research aims to provide a thick description of attitudes and behavior. According to Pajo (2018), *thick description* seeks to "put those interactions against the wider cultural framework that serves as the background for further interactions, while showing how things make sense from the perspective of the participants involved" (p. 253). A qualitative design also allows exploration and understanding of meaning assigned to specific social and human problems (Creswell & Creswell, 2018).

A qualitative research design aligned with the intentions of this study: to understand how leadership studies department chairs' leadership aligns or contradicts with their professional identity as leadership educators. The qualitative design allowed the exploration of the intersection of participants' personal and professional identity. It also facilitated an examination of the tensions in department chairs' roles to understand what meaning they ascribe to issues. The qualitative design allowed the researcher to understand the emotions and experiences of the participants. Pajo (2018) described qualitative approach as a highly creative process because when studying people, "we get to talk to them, hear their stories, find out their concerns, understand their issues, sympathize with them, and truly try to understand their actions" (Pajo, 2018, p. 11). This study investigated the experiences of department chairs, who shared personal stories, allowing the researcher to discover their view of leadership. Data was gathered through interviews, focusing on lived experiences and personal stories, to answer the articulated research questions.

One distinct characteristic of qualitative research is that the researcher serves as the instrument for collecting and analyzing data (Merriam & Tisdell, 2015). Being the primary instrument allowed for the researcher to respond, navigate, and shape the conversation toward an in-depth understanding of the participants' experiences. It additionally afforded her access to verbal and nonverbal communication signals that prompted the need to seek clarification and explanation from the participants. The disadvantage of the researcher being the primary instrument was that the researcher's biases could influence the interpretation of the data (Creswell & Creswell, 2018); therefore, the researcher established validity measures for the analysis of the findings, so the integrity of the research is maintained. The validity and reliability of the search are discussed in the related section in this chapter. Additionally, the researcher

addressed the issue of reflexivity in Chapter 1 and explained the measures to ensure her past professional experiences would not influence the interpretation of the data.

As the primary instrument in this research, the researcher used an inductive analysis process to describe and make meaning from the chairs' experiences and perspectives. The rich descriptive analysis uncovered how the professional identity of the chairs as leadership educators influences their leadership approach and makes them distinct from department chairs in other academic disciplines described in the extant literature.

Constructivist Epistemology

The literature on qualitative design in the social sciences contains a vast number of epistemological paradigms. Denzin et al. (2007) suggest "there are so many paradigms, strategies of inquiry and methods of analysis to draw upon and utilize" (Denzin et al., 2007, p. 3). Creswell and Creswell (2018) defined the epistemological paradigm as a "general orientation about the world and the nature of research that the researcher brings to study" (Creswell & Creswell, 2018, p. 5). They advised researchers to "make explicit paradigm stances in designing, writing, and interpreting qualitative designs" (Creswell & Creswell, 2018, p. 238). This section describes the epistemological approach that guided the qualitative design of the current study.

This qualitative study draws from a constructivist epistemology to examine how department chairs demonstrate alignment between their professional identity as a leadership educator and their leadership role through interpretations of their lived experiences. Constructivism is a qualitative research approach rooted in The Social Construction of Reality by Berger and Luckmann (1967). According to Crotty (1998), human beings ascribe meanings to their experiences through engaging with the world and interpreting their experiences. This is grounded in the belief that individual's reality is a socially constructed phenomenon. Creswell

and Creswell (2018) and Merriam and Tisdell (2015) asserted there are multiple realities and interpretations of those realities. Therefore, qualitative researchers utilize open ended questions in their interview to allow participants to share their views (Creswell & Creswell, 2018). The role of a researcher is to construct knowledge by understanding and interpreting meanings ascribed to realities; hence, constructivism is often interchangeably used with interpretivism because it is rooted in interpretation of realities (Creswell, 2013; Creswell & Creswell, 2018; Merriam & Tisdell, 2015). Qualitative design relies heavily on "subjective verbal and written expressions of meaning given by individuals studied" (Denzin et al., 2007, p. 13).

Through employing constructivist epistemology in this current qualitative study, the researcher unpacked the varied and multiple views of the experiences of leadership studies department chairs and examined the meanings they ascribed to their experiences. Rooted in constructivism, chairs' descriptions of their interactions with faculty and senior leadership revealed how they use various dimensions of their professional identity to construct meaning and make sense of their leadership approach. The constructivist epistemology allowed the researcher to understand the lived experiences of leadership studies department chairs and how their understanding of leadership as leadership educator had informed their leadership in tackling tensions and challenges of leading an academic leadership studies department.

Sources of Data

The best instrument for finding underlying meanings ascribed to lived experiences is an interview (Merriam & Tisdell, 2015). Merriam and Tisdell (2015) introduced the *interview structure continuum,* which consists of three types of interviews: (a) highly structured/standardized structured, (b) semistructured, and (c) unstructured. Each interview type

has different degrees of structure and serves different purposes, depending on the needs of a study.

Semistructured Interviews

The semistructured interview provides structure and flexibility. It allows researchers to navigate the conversation with a participant by adding, revisiting, and skipping questions, depending on the nature of the conversation (Pajo, 2018). The semistructured interview was chosen as opposed to other types of interviews for this study because of its flexibility and allowed the researcher to have in-depth conversations and ask follow-up questions. The interview prompts were open-ended and descriptive, and the researcher had the flexibility to ask questions to lead to an in-depth understanding of participants' insights, experiences, and unique stories (Creswell & Creswell, 2018). The interview questions are outlined in the interview protocol (see Appendix A).

Each interview opened with a brief informal conversation to build rapport with the interviewee. The interview prompts were categorized in the order of research questions. The first six questions were on dimensions of LEPID model covering the critical incidents, personal and social identities, and career path to becoming a department chair. The second set of questions explored leadership dimensions related to the diverging needs of faculty and administration and shared governance. Informed by the four frames model, the last set of questions focused on how chairs apply their academic and practical knowledge of leadership to navigate chaos and disruptions inherent in their role, while they build humanistic and positive relationships in environments with strong political forces. These prompts were used to investigate the leadership qualities that participants had acquired through leadership education, development, and the application of leadership competencies. To ensure the validity of the prompts, the researcher met

with leading academic scholars in the leadership education field to solicit their feedback about the structure of the study and validity of interview questions. The researcher also relied on a faculty member who served as an external reviewer to provide feedback and suggest necessary revisions of the questions.

The researcher applied purposeful sampling in identifying qualified participants. First, 31 universities and colleges with leadership studies focused programs were identified through International Leadership Association (ILA) directory of leadership programs. She then identified the department chairs of the selected leadership studies programs through their website and the search features in LinkedIn. Once the department chairs were identified, the researcher sent an email invitation to the participants. The email invitation can be viewed in Appendix C. The time of each interview was determined based on the participants' availabilities. Each interview was conducted via Zoom video conferencing software and was scheduled for 1 hour. With the permission and consent of the participants, the researcher used Zoom Cloud Recording functions to record and transcribe all interviews. Numbers were given to names of participants and their organizational affiliations. The researcher was the only person to transcribe and code the data. Upon completing all interviews, the interviews were uploaded in Nvivo, a software program used for coding and thematic inductive data analysis. The data was erased from the Zoom cloud after the interview transcriptions were uploaded into Nvivo, which was downloaded on the researcher's personal, password-protected computer. All research data is stored on the researcher's password-protected computer for 3 years after completion of the study. After 3 years, the data will be destroyed.

Instrumentation

The research questions guided the development of the interview questions. Additionally, Creswell and Creswell (2018) advised researchers to develop questions using the review of the literature, which, in the case of this study, the researcher ensured the questions were also informed by the review of the literature. The questions related to RQ focused on congruence between department chairs' background in leadership studies and observed behaviors in how they practice leadership in their roles. The questions related to RQa were focused on various dimensions of the participants' professional identity and how they understood theoretical and applied leadership. The questions related to RQb focused on the influence of context on the leadership style. RQb required investigation as to whether the forces in the context in which department chair practice leadership determine the nature of their leadership. Furthermore, this research question focused on how the participants' leadership aligns with the expectations of their role and investigated the congruence between who they are and their leadership styles. The questions related to RQc explored the influence of formal leadership development preparation and the application of the theoretical models in chairs' leadership roles.

Data Collection

Participants

The researcher used International Leadership Association (ILA) and its academic leadership program depository to identify universities and colleges that offer leadership studies programs. As described before, leadership studies field is a multidisciplinary field that prepares and educates scholars and practitioners "committed to impactful, ethical, and inclusive leadership for social change" (University of San Diego, 2022, para. 3). Because this study intended to explore congruence between leadership theory and practice, the researcher

intentionally chose leadership studies department chairs to explore how they align their

professional identity as leadership educators with their leadership practice. The identifier of

leadership studies departments also included variations of the label of leadership studies (Guthrie

et al., 2018; Komives & Sowcik, 2020), such as

- higher education leadership,

- educational leadership,

- organizational leadership,

- global leadership,

- organization development,

- organizational development and training,

- organizational behavior,

- human resource management, and

- other congruent department names.

These department chairs were responsible for leading leadership-focused programs. For

example, some leadership studies departments only had one leadership-focused program,

whereas some others had multiple leadership programs with different focuses, hence multiple

department chairs. Lastly, due to the interest in alignment of leadership theory and practice, only

the leadership experiences and leadership educator professional identity constructs were at the

center of the researcher's focus, and participants were examined through the leadership lens,

rather than the operational and tactical aspects of department chairs' role as a middle manager.

Once the universities and programs were identified, the researcher employed purposeful

sampling to select qualified participants and build an information-rich pool of participants for the

in-depth study of the department chairs (Patton, 2015). Merriam and Tisdell (2015) stated

researchers use purposeful sampling to "discover, understand, and gain insight" (Merriam &
Tisdell, 2015, p. 97) from a specific case. According to Patton (2015),

> The logic and power of purposeful sampling lie in selecting information-rich cases for in-
> depth study. Information-rich cases are those from which one can learn a great deal about
> issues of central importance to the purpose of the inquiry. … Studying information-rich
> cases yields insights and in-depth understanding. (p. 264)

Therefore, specific criteria were used to identify the participants. The selection criteria for the
participants included (a) experience in teaching leadership theories, models, and competencies
and (b) currently or previously serving as a full-time academic department chair. The importance
of the first criterion was that participants had to identify as leadership educators, formally or
informally because the researcher wanted to examine how these individuals practice leadership
and apply leadership theories and models in real-life situations.

After examining all sample frames attained from the organizations, a list of 31
department chairs was created. The researcher sent out an email invitation to all 31 participants,
with a goal of a diverse representation of individuals (Creswell & Creswell, 2018) because a
diverse sample could enable the researcher to understand, compare, and contrast identities of
those who serve as department chairs and how demographic differences influenced their
experiences and challenges (Pajo, 2018).

Human Subjects Considerations

An application was submitted to the Graduate School of Education and Psychology
Institutional Review Board. The researcher started data collection following the IRB petition
approval process. Ethical practices related to human participant research informed the study. The
participants were provided with informed consent forms that contained details about the benefits

and risks of the study. The researcher presented the consent form to the participants at the beginning of the interview by reading through the consent form to the participants. The researcher ensured transparency in every step of communication, to ensure the participants understood the interview process and the purpose of the research. Participants were informed that their participation is voluntary and that the specific content of their interview remained confidential, under the IRB guidance.

The researcher took every precautionary step to safeguard and protect the participants, storing the data on a secure server for three years after completion of the study. The data will then be deleted. According to the IRB process, the only party authorized to access the data is the researcher. Additionally, potentially identifying data were presented in aggregate. As such, the identities of participants were kept confidential.

Data Analysis

The data analysis employed for this qualitative study is informed by Braun and Clarke (2006) thematic inductive analysis model. Creswell (2018) described *inductive coding* as a nuanced and complex process which "build from emerging codes to broad themes" (p. 63). The exploratory nature of the inductive approach also aligned with constructivist epistemology that informed the data analysis process of this qualitative study and focused on uncovering department chairs' experiences and the meaning they ascribe to those experiences (Morgan & Nica, 2020). Upon completion of the interviews in Zoom, the transcripts, which were generated by Zoom Cloud Recording, were reviewed by the researcher to ensure accuracy against the video recordings.

Once the initial review of the transcripts was completed, the transcripts were uploaded in Nvivo. The inductive coding process required the researcher to think inductively and create

codes and themes from the raw data (Merriam & Tisdell, 2015) in a systematic way across all transcripts. According to Erlingsson and Brysiewicz (2017), code "can be thought of as a label; a name that most exactly describes what this particular condensed meaning unit is about" (Erlingsson & Brysiewicz, 2017, p. 94). On the other hand, a theme is as a word that expresses the underlying meaning of codes and answers questions such as why, how, in what way, or by what means (Erlingsson & Brysiewicz, 2017). Once all transcripts were coded, the researcher organized codes into themes until all codes were organized, and relevant sets of themes were created. The researcher reviewed the themes to ensure they match the codes and the coded extracts (Braun & Clarke, 2006). Once all codes and themes were organized, a report of the findings was created which is presented in Chapter 4.

Validity and Reliability of Findings

Creswell and Miller (2000) posited the strength of qualitative research is based on its validity measures used to ensure the interpretation of the findings is accurate from the researcher's point of view. Therefore, the researcher implemented the following steps to enhance the validity, authenticity, and credibility of the study:

- The researcher engaged a peer debriefer to enhance the accuracy of the interpretation of the findings.
- The researcher retained an external reviewer who has been serving as a senior lecturer of leadership studies at another institution to enhance the overall validity of the study (Creswell & Creswell, 2018; Creswell & Miller, 2000; Creswell et al., 2007; Merriam & Tisdell, 2015).

Yin (2017) advised qualitative studies need to include documented procedures to ensure the researcher's approach is reliable. The documented procedures also include protocols and databases. The researcher took the following steps to enhance the reliability of the study:

- The transcripts were cross-checked by the researcher to ensure they accurately matched the recordings.

- The researcher ensured consistency in the definition of codes throughout the study.

- The researcher cross-checked the codes by establishing a coding process consisting of precoding and coding by Nvivo.

Chapter Summary

This study examined how leadership studies department chairs demonstrate leadership and to what extent their leadership is influenced by their academic discipline and professional identity as leadership educators. This chapter presented each component of the research framework and the researcher's intentions for selecting these components. It described the qualitative design and its alignment with the purpose of the study. The research design was followed by a description of the epistemological framework that informed the study methodology. This chapter discussed the sources of data and the use of semistructured interviews to collect qualitative data. The criteria for participants and the sources of data were outlined. This chapter also discussed practices to protect human subjects. Furthermore, it provided a step-by-step procedure for data management and protection. Lastly, this chapter outlined the steps to ensure the reliability and validity of the findings.

Chapter Four: Findings

This study examined how leadership studies department chairs demonstrate leadership and to what extent their leadership is influenced by their academic discipline and professional identity as leadership educators. The purpose of this study was to examine whether leadership studies department chairs who identify as leadership educators "walk the talk" and exhibit leadership qualities and behaviors that manifest expertise, competence, and congruence.

This study explored the alignment between theory and practice through two conceptual frameworks: the LEPID model (Seemiller & Priest, 2015) and the four frames model of organizational leadership (Bolman & Deal, 2017). Using a lens of the LEPID model, this study investigated the intersection of leadership educator professional identity and the roles of the leadership studies department chairs. This dissertation also explored the influence of formal leadership development preparation on leadership effectiveness.

The RQ for this study was: How do leadership studies academic department chairs demonstrate congruence between the leadership theories they teach and how they practice leadership in their department chair role? The subquestions for this study are:

- How does department chairs' leadership educator professional identity influence their leadership styles?

- How might Bolman and Deal's (2017) four frames model of leadership be used to describe leadership studies academic department chairs' decision-making in their professional roles?

- How do leadership studies academic department chairs apply theoretical models of leadership in their role?

This chapter describes the findings of the study. It provides a description of the analysis process, participant sample, and institutional and departmental demographics. The content in this chapter is organized by the individual research questions, and each section includes a summary of key findings based on emergent themes to demonstrate how the findings directly address the research questions. This chapter will demonstrate five emergent themes. The chapter ends with a summary of findings.

Participant Sample

The researcher applied purposeful sampling in identifying qualified participants for the study. She selected a list of 31 colleges and universities that offer leadership studies focused programs from the International Leadership Association (ILA) directory of leadership programs. She then identified the department chairs of the selected leadership studies programs through their publicly accessible website and the search features in LinkedIn. Once the department chairs were identified, the researcher sent an email invitation to the participants. The email invitation can be viewed in Appendix C.

The criteria used to identify qualified participants were (a) experience in teaching leadership theories, models, and competencies and (b) serve currently or previously as an academic department chair of a leadership studies department. From the 31 contacted leadership studies department chairs, 15 did not respond to multiple invitations; one declined to participate; one was deemed unqualified due to not meeting the selection criteria, as they served as the head of a nondegree-granting leadership development program; and two responded to the initial invitation and confirmed a date but did not show up to the interview. The researcher conducted individual interviews with 12 participants.

Regarding the institutional and departmental demographics, the participants represented diverse institutions. Table 2 displays the institutional and departmental demographics to show the context in which leadership studies department chairs led their respective departments.

Table 2

Institutional Profile

Participant	Private or Public	Nonprofit or For Profit	Religious Affiliation	Undergraduate or Graduate	Online, On Site, or Hybrid
1	Private	Nonprofit	Yes	G	On site
2	Private	For profit	Yes	G	On site
3	Private	Nonprofit	No	UG	On site
4	Private	Nonprofit	Yes	G	On site
5	Private	Nonprofit	Yes	G	All
6	Private	Nonprofit	No	G	Online and on site
7	Private	For profit	No	G	Online
8	Private	Nonprofit	Yes	G	On site
9	Private	Nonprofit	Yes	G	All
10	Private	Nonprofit	Yes	G	All
11	Private	Nonprofit	Yes	G	All
12	Public	Nonprofit	No	UG/G	On site

Analysis

Braun and Clarke (2006) thematic coding model informed the analysis process, which is described in detail in Chapter 3. After completing the interviews, transcripts generated by the Zoom (Version 5.12.9) transcription feature were reviewed to ensure accuracy against the video recordings. This process enabled the researcher to get an initial idea of themes which also included taking notes or marking ideas for later reference. Transcripts were then uploaded in Nvivo (Version 1.7.1) for the next phase of the analysis: coding.

The coding process was initiated through a systematic process across all interview files, codified, and data relevant to each code in Nvivo were collected. Codes "are the most basic segment, or element of the raw data" (Braun & Clarke, 2006, p. 88). A theme is as a word that expresses the underlying meaning of codes and answers questions such as why, how, in what way, or by what means (Erlingsson & Brysiewicz, 2017). Relevant data in support of the study's theoretical framework were identified. Braun and Clarke (2006) called this process *theoretical thematic analysis*. In understanding theoretical thematic analysis informed by Braun and Clarke (2006), this passage is helpful:

> A "theoretical" thematic analysis would tend to be driven by the researcher's theoretical or analytic interest in the area and is thus more explicitly analyst- driven. This form of thematic analysis tends to provide a more detailed analysis of some aspect of the data. Additionally, the choice between inductive and theoretical maps onto how and why you are coding the data. You can either code for a quite specific research question (which maps onto the more theoretical approach) or the specific research question can evolve through the coding process. (p. 84)

Once all transcripts were coded, the codes were sorted into potential themes. This process involved consolidation of the codes to form the overarching themes. As a result of this process, some of the codes went into forming main themes, and some themes were discarded or consolidated to create a solid narrative in support of the research questions. There were codes that did not fit into any themes, and these codes were put aside because of the lack of relevance to the RQs. This process ended with 5 themes, illustrated in Table 3.

Braun and Clarke (2006) suggested, "Data within themes should cohere together meaningfully, while there should be clear and identifiable distinctions between themes" (p. 16).

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Using these criteria, the coded extracts were reviewed for each theme to ensure it created a

coherent pattern. All themes were checked to ensure enough and credible data to support them.

Once the themes made a coherent form, the next review level was initiated, which was to ensure

the themes accurately reflect the meaning evident in the transcripts. The researcher met with a

colleague and reviewed the meanings of the codes and themes to ensure reliability in terms of

meanings.

Table 3

Emergent Themes

Research Question	Themes
RQ: How do leadership studies academic department chairs demonstrate congruence between the leadership theories they teach and how they practice leadership in their department chair role?	Themes from RQa, RQb, RQc provide findings for the main RQ.
RQa: How does department chairs' leadership educator professional identity influence their leadership styles?	Theme 1: Personal identity dimensions influence the department chair's leadership style. Theme 2: Social identity dimensions influence department chair's leadership style.
RQb: How might Bolman and Deal's (2017) four frames model of leadership be used to describe leadership studies academic department chairs' decision-making in their professional roles?	Theme 1: The department chairs apply a multiframe approach in their decision-making and choose a frame depending on the context and situation. Theme 2: All department chairs shared their decision-making is impacted by two primary challenges: Enrollment and Workload
RQc: How do leadership studies academic department chairs apply theoretical models of leadership in their role?	Theme 1: The department chairs apply leadership philosophies first, and leadership models second.

Participants' Backgrounds and Experiences

The participant profile shows that 75% (*n* =12) were current department chairs and 25% had previously served as chairs. Among the participants, 58% identified as female, and 42% identified as male. While 83% reported no prior experience leading academic departments, 17% reported chairing leadership studies departments at institutions different than where they held their current chair positions. See Table 4 for position information. The participant sample included chairs who had served as little as 3 months and as many as 26 years, with an average length of service of 10 years (see Table 4). All Participants *(N* =12) reported having teaching as part of their department chair roles. This finding will be discussed in detail later relative to department chairs' challenges.

Table 4

Participants' Position Information

Participant	Gender	Department Name	Tenured	Current/ Past Chair	Years of Leadership Education Experience	Years of Department Chair Experience
1	Male	Leadership studies	Y	Past	40	26
2	Female	Organizational leadership	N	Current	5	2
3	Female	Business administration	N	Current	4	0.25
4	Female	Leadership studies	N	Current	15	0.5
5	Male	Strategic leadership	Y	Current	20	10
6	Male	Leadership studies	Y	Past	12	7
7	Male	Organizational leadership,	Y	Current	23	5
8	Female	Leadership studies	Y	Past	25	7
9	Female	Higher education leadership	Y	Past	9	4
10	Male	Organizational leadership	Y	Current	25	15
11	Female	Leadership studies	Y	Current	23	15
12	Female	Leadership and American Studies	Y	Current	12	6

The participants gained leadership knowledge and subject matter expertise in leadership through (a) formal education and (b) practical experiences in the field of leadership. These two

components shaped participants' career paths to becoming a department chair. Priest and Jenkins

(2019) defined subject matter expertise as "formal knowledge around the subject of leadership

and leadership learning and development" (p. 12). Each of the participants in the current study

had obtained formal education in various leadership disciplines. While 42% ($n = 12$) had

obtained terminal degrees in the field of leadership studies, 50% ($n = 12$) of the participants'

academic backgrounds were educational leadership administration focused. Additionally, 50% ($n = 12$) of the participants mentioned they pursued terminal degrees after they were exposed to

leadership roles and prior to becoming leadership educators in higher education contexts. The

department chairs' educational backgrounds included terminal degrees in the areas of education

policy and management, executive education, educational policy and administration,

organizational leadership, leadership studies, educational studies and ethical and creative

leadership, curriculum and instruction, and higher education and student affairs. One participant

held a master's degree in business administration (MBA).

All participants,100% ($n = 12$), arrived at the leadership educator role through nonlinear

career pathways. Such findings align with the leadership education literature that shows

leadership educators' career paths are varied and complex (Priest & Jenkins, 2019). In terms of

gaining leadership knowledge through practical experiences, 33% ($n = 12$) mentioned they

learned about leadership more on the job than they did through formal education. This finding is

also aligned with the findings of RQc.

Main RQ Findings: Factors of Congruence Between Leadership Theories and Practice

The main RQ was: How do leadership studies academic department chairs demonstrate

congruence between the leadership theories they teach and how they practice leadership in their

department chair roles? This RQ focused on how leadership studies department chair's

leadership is influenced by their academic discipline and professional identity as leadership educators. Leadership was explored through components of professional identity, decision-making approach, and leadership knowledge which were all investigated in RQa, RQb, RQc. The key finding for the main RQ is that leadership studies department chairs demonstrate congruence through four components of (a) alignment in dimensions of professional, personal, and social identities; (b) multiframe decision making; (c) personal leadership philosophies, and (d) application of leadership knowledge. This finding is grounded in the findings of RQa, RQb, and RQc.

This major finding demonstrates that the alignment of leadership theories and leadership practice goes far beyond application of specific leadership theories and models. The findings of the main RQ present a dynamic, multifaceted, depiction of what constitutes the practice of leadership in alignment with the professional identity components - personal and social identities- multiframe decision-making, and leadership philosophies. Figure 4 illustrate the components of RQ findings.

Figure 4

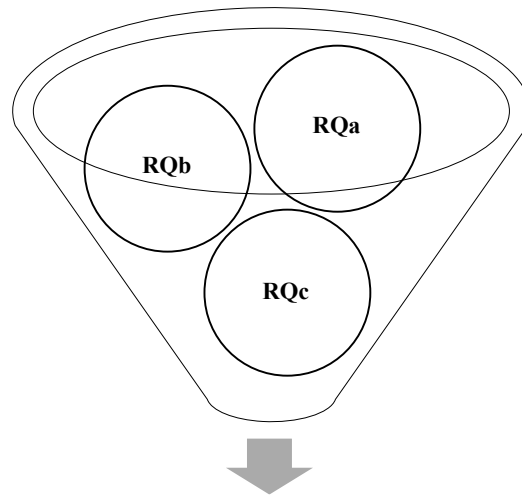*Main RQ: Congruence Between Leadership Theories and Leadership Practice*

Main RQ: *How do leadership studies academic department chairs demonstrate congruence between the leadership theories they teach and how they practice leadership in their department chair roles?*

RQa Findings: The Influence of Personal and Social Identities on Leadership Styles

The RQa was: How does department chairs' leadership educator professional identities influence their leadership styles? The key findings for RQa revealed that the department chairs' leadership educator professional identity influences their leadership styles through two components: (a) personal identities and (b) social identity. This finding is focused on the participants' dimensions of personal and social identities and centers on identity questions such as: Who I am? and how do I bring myself to educator and leader spaces? Seemiller and Priest (2015) whose framework, LEPID, has informed this study, highlight several factors such as personal agency, expertise, socialization, personal and social identities as influential elements of leadership educator professional identity. Priest and Jenkins (2019) asserted these dimensions actively shape educators' sense of identity and help them understand the ideas of "what their work is and is for and what they should know or do" (p. 11). Participants were asked about what dimensions of their personal or social identities are most influential in how they bring themselves

as a leadership educator into their role as an academic department chair and in how others see

them as a leadership educator and leader. Two themes are listed in Table 5, emerged in relation

to the influence of professional identity on leadership studies department chairs' leadership style.

RQa, Theme 1: Personal Identity Dimensions Influence Department Chairs' Leadership Styles in Varying Degrees.

This emergent theme reveals the influence of personal identities on the leadership studies

academic department chairs' leadership style. When participants were asked what personal

identities have been most influential in how they see themselves as educators and leaders, they

talked about elements of (a) spirituality and faith, (b) gender, and (c) race, illustrated in Figure

5. These elements will be discussed in the upcoming sections in the order shown below.

Table 5

Emergent RQa Themes

Theme	Description
Theme 1	Personal identity dimensions influence the department chair's leadership style.
Theme 2	Social identity dimension influences department chair's leadership style.

Figure 5

Emergent Dimensions of Personal Identity
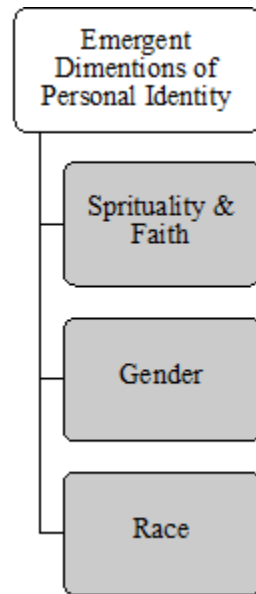
Spirituality and Faith. The key finding for spirituality and faith, which is a dimension of personal identity, shows that 92% (n =12) of participants mentioned spirituality and faith as an influential dimension of their identities as leaders and leadership educators.

Participant 10 mentioned that the most salient dimension of his personal identity is rooted in his Catholic faith. He described that his Catholic faith has guided his teaching and leadership through commitments to justice, social responsibility and making collective impact:

> I went to a Catholic school from kindergarten through my doctorate. My sense of myself as a Catholic educator is very important to me. It's also about justice. It's about how do we make society a more just place. So my teaching can't remain theoretical. It has to lead to some kind of action, and the action that it leads to needs to make the world a better place.

For Participant 6, a similar influence of faith was through upbringing and childhood experiences growing up in a Jewish family. Although this participant did not identify as a religious person, antisemitic experiences shaped the participant's deeply rooted commitments to creating inclusive spaces during leadership processes and inside classroom for the students:

My parents are Jewish, and, we're not very religious. And I don't have a Jewish last name. That is how I grew up, and that's what we practice. I think that has definitely played into how I welcome and facilitate inclusion in the classroom. It's been really, probably the most important thing to me in facilitating leadership.

Gender. Figure 6 displays percentage of participants who cited gender as an influence in their leadership. The key finding related to gender can be seen in the differences of references to gender by male and female participants. The results demonstrate that 42% of the participants who identified as male did not mention gender as an influential dimension of their identity. All participants who identified as female ($n = 7$) mentioned gender as a significant dimension of their identity that influenced every aspect of their role as an educator and a leader.

Figure 6

The Influence of Gender Cited by the Participants
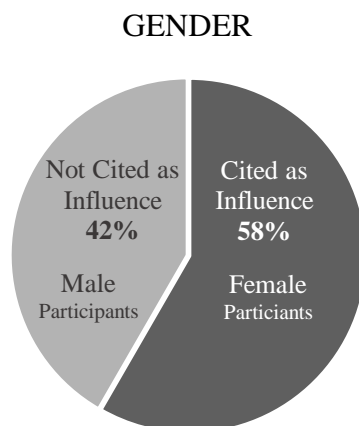
GENDER

The discussions related to gender provided other findings related to the influence of gender as a salient dimension of female participants in this study. Participant 2 alluded to the challenges women face in reaching academic leadership positions. She shared that only after she received support from female mentors and advocates within her institution that she was able to receive opportunities to reach her current department chair position. Participant 9 described her upbringing and growing up in a very matriarchal family which shaped her academic interest in women and leadership. She said, "My identity as a woman has been connected to my work with leadership studies, and that's why I have particular interest in teaching women and leadership."

Another finding related to gender portrays the female participants' ($n = 7$) challenges of being a woman in a leadership position. They pointed out challenges related to gender inequities and gender related stereotypes. Participant 8 shared her experiences with sexism in the workplace, and her intentional effort to overcome those challenges with resilience: "It's very hard to be a woman in a leadership position. There's a lot of sexism. Luckily for me, I'm relatively strong, and there's not much that can rattle me."

Participant 4 said,

> I would think being a woman definitely plays a huge part of my identity as an educational leader. I have definitely experienced that many of those double binds that female leaders encounter in their work.

Another finding in relation to gender and leadership which was raised by 25% of female participants ($n = 7$) was related to the socially constructed expectations that influence the perceptions of female participants. For example:

> Stylistically, by default, I'm probably more masculine in style than most women, and so I'm very kind of task oriented, logical, linear sequential. And I've had to work at the

other piece of the relational part of things, the nurturing part of things that's expected of

most women. (Participant 12)

The issue of muscular frame was raised by two other female participants who used to be athletic

coaches. In their experiences, despite their athletic appearance, they described experiences in

which their gender created the expectations for certain behaviors that were perceived as socially

constructed gender-biased perceptions of female leaders. This finding reflects the literature

related to gender biases.

While acknowledging the challenges that gender creates for women, Participant 12

shared about her awareness around how her gender has influenced her leadership in ways that is

caring, nurturing, and supportive:

People tend to be more comfortable coming to a woman to talk about things, whether it's

personal troubles, professional troubles, whatever. And so, I can leverage that in a sense

of providing more easily, I think, providing a space to help support and develop people.

Race. This identity dimension was mentioned by 41% of participants ($n = 12$) out of

which 33% identified as female ($n = 7$), and 8% identified as male ($n = 5$). All 41% of

participants who acknowledged the influence of race in their teaching and leadership identified

as white. This data is illustrated in Figure 7.

Figure 7

The Influence of Race Cited by the Participant
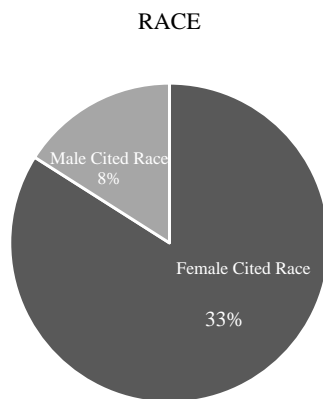
RACE

The key finding related to race is that these individuals indicated the issues of privilege and power in relation to their race. When asked about what parts of her personal identity influenced her leadership approach, participant 8 said,

> White, woman, so I think honestly played a big role, the privilege aspect of that. But, as I entered into those positions, I was privileged to have that position, and then I used my privilege then to uplift other people.

Participant 6 shared his awareness of his own racial identity and described the influence of race on his role as a teacher. He described how he utilized every opportunity to create learning spaces in which deeper racial issues could be discussed as part of student leadership development. This participant also described the influence of race on his leadership which was described as inclusive and focused on advocacy for equitable opportunities for all. Participant 9 also said, "I identify as a White woman. I need to understand that identifying as White and being perceived as White carries with it certain privileges."

In summary, the findings of RQa reveals that spirituality, gender and race were among the most salient dimensions of personal identities mentioned by the participants. Participants

provided insight into how these dimensions define their identity as an educator and a leader. It is worthwhile to mention that Participant 4 talked about having a physical disability as one of the dimensions of her identity and how this dimension has shaped her personal and professional identity as an educator and leader:

> I was diagnosed with hearing loss in both my ears, and I didn't really realize that being hearing impaired is such a big part of my identity. I'm really good at reading body language and a little bit at lip reading but [is] really good at observing everything.

This participant later referred to this experience as a defining factor in her leadership through which she creates safe spaces for her team members through listening and observing the behavioral patterns.

RQa, Theme 2: The Social Identity Influences Department Chairs' Leadership Style Through One Dimension: Educator Identity.

The key finding of this theme indicates 90% of the participants ($n = 12$) reported their social identity dimension as a leadership educator has influenced their leadership style. According to Seemiller and Priest (2015), leadership is one of the very few disciplines that requires alignment between who the educator is and how the educator brings their identities into the leadership teaching and learning spaces. This alignment goes beyond the classroom and becomes more critical when leadership educators serve in a leadership role. This assertation was investigated in this current study by incorporating two interview questions to explore the influence of department chairs' social identity dimensions on department chairs' leadership and how their leadership educator identity influences their leadership.

Participant 12 identified as an educator and mentioned being a leadership educator is the most salient dimension of her social identity. This participant described the challenge of being a

leadership educator and the expectations that this social identity dimension creates in relation to her leadership roles as a department chair:

> Being a chair of a leadership department and leading a department of leadership is very hard because you're just scrutinized 100% of the time. They know about leadership. And so they're watching you and analyzing it through lenses of leadership. Whereas if you were chairing the Department of Physics, they haven't learned about leadership in a way that they can really critique you the same way. It's kind of like you're on stage in a different way as a leadership educator among other leadership educators.

> Leadership is a socially constructed concept, and as Priest and Jenkins (2019) explained, "leadership educators' ways of knowing and thinking about leadership are shaped through their own journeys of becoming—through their lives and work" (p. 13). Therefore, a deep investigation of various parts of their identities—personal, social, and professional—is warranted. To further support the influence of leadership educator identity as a salient social identity dimension, several excerpts from the transcripts are provided. For example, participant 11 said,

> I really want people to see themselves as more of this collective or community-member orientation. And so, when I think about my leadership educator journey, I start asking, "How do I invite people into think about who they are in community?"

Participant 12 explained how the educator dimension of her social identity influences every aspect of her professional life and allows her to take up the "educator role" whenever it is needed:

> I've had an educator identity far beyond [and] far before becoming a leadership educator. It's something that I think even way back into my college years and my first years out of

college. I was an assistant coach for a while. I've always had that educator identity. I've

been a teacher, regardless of what setting I'm in, whether it's with student–athletes or

with students or with people that I'm in groups with. I tend to take up that educator role.

The educator piece is just kind of intertwined through everything I've done.

Participant 6 described the influence of educator identity on his leadership by encouraging his

faculty to be student-focused and create safe spaces in the classroom for transformational

learning. This participant said, "It's been the most important thing to me and facilitating

leadership. Learning, whether it's online or in person is, 'Can I create an environment that is

psychologically safe?'" Participant 1's response included the accounts of his ability to

demonstrate humility as a teacher in the class. Participant 1 also used those experiences to

emphasize the importance of the leadership educator influence on how he demonstrates

leadership leading faculty:

It would be hard to be a chair unless I was faculty first, and I can go through and tell you,

how many deans we have in the country, and some deans that have failed because they

have never been in the shoes of the department chair. They understand they may come in

from the outside of leadership. You hire someone from [a major engineering company] to

come in to be your engineering dean, and if the person fails in the first 6 months because

they don't value what faculty do.

Lastly, the participants mentioned other social identities that were less significant in

terms of frequency: first generation college student (Participant 9) and socioeconomic status

(Participant 12).

RQb Findings: Multiframe Contextual Approach in Decision-Making

The key finding for RQb is that the department chairs apply a multiframe approach in their decision-making to choose an appropriate frame depending on the situation. This finding is the result of the two emerging themes (see Table 6) related to RQb, which was: How might Bolman and Deal's (2017) four frames model of leadership be used to describe leadership studies academic department chairs' decision-making in their leadership roles. Another finding for RQb is that two challenges of (a) enrollment, and (b) workload influences the context in which department chairs make decisions.

Table 6

RQb Themes

Theme	Description
Theme 1	The department chairs apply a multiframe approach in their decision-making and choose a frame depending on the context and situation.
Theme 2	All department chairs shared their decision-making is impacted by two challenges: Enrollment and Workload

According to Bolman and Deal (2017), multiframe decision-making refers to the ability to apply more than one frame to determine the right approach, strategy, or course of action. In understanding the multiframe thinking through Bolman and Deal's (2017) lens, this passage is helpful:

> Multiframe thinking requires moving beyond narrow, mechanical approaches for understanding organizations. … It can be liberating to realize there is always more than one way to respond to any problem or dilemma. … Effective managers need frames to generate multiple stories, the skill to sort through the alternatives, and the wisdom to match the right story to the situation. (p.21)

In this research study, multiframe decision-making is referring to the department chairs' ability to use more than one frame to analyze the situations, diagnose the problem, and find the right course of action informed by their context. Multiframe thinking does not indicate that leadership studies department chairs used all four frames in their decision-making.

RQb, Theme 1: The Department Chairs Apply a Multiframe Approach in Their Decision Making and Choose a Frame, Depending on the Context.

Reflective of the multiframe characteristics of four frames, the major finding related to RQb – Theme 1 is that the department chairs' decision-making is informed by their context and situation. Informed by the components of the four frame model (Bolman & Deal, 2017), the researcher collected the qualitative data from the following interview questions:

- How do you build relationships with institutional stakeholders (i.e., other department chairs, faculty governance, executive leadership), while leading your respective departments?

- How do you navigate competing values and priorities of faculty and administration?

- What administrative, situational, and relational tensions do you experience in your role as a department chair?

- In times of chaos, turbulence, and disruptions, what are the core values or beliefs that guide your decision making?

The researcher then used codes and themes related to participants' description in relation to the above questions to answer RQb related to decision-making to create a distinct image of each frame. The following section will provide a detailed account of participants' decision-making through each frame in support of RQb. This section also provides the description of

themes related to decision-making through the four frame lens. It is important to reiterate that every participant demonstrated multiframe decision-making.

Decision Making Through the Structural Frame Lens. Extracted codes related to decision-making through the structural lens such as authority, design and implementation, policies and procedures were compiled under design and analysis to support decision-making through structural frame, as illustrated in Table 7. Frequency refers to number of times a code was mentioned by four participants (2, 4, 5, & 6). Since the structural frame elements were only observed in four participants, this frame had the weakest presence in terms of decision-making orientation through the four-frame lens. All these four participants demonstrated elements related to other frames which are discussed in the respective section.

Table 7

RQb: Decision Making Through Structural Frame Lens

Theme	Codes	Frequency
	Authority	4
Analysis & Design	Design and Implementation	7
	Policy and Procedure	2

The qualitative analysis of the data showed that the decision-making of 33% ($n = 12$) of participants (participants 2, 4, 5, and 6) contained components of strategy, analysis, design, and implementation of new structure and opportunities. Leaning on information gathering, evaluating structure, strategy, environment, and an agile approach to gauge the effectiveness of the new ventures were among the key findings for decision-making through the structural frame (Bolman & Deal, 2017). Participant 5 was an expert in strategic leadership and said,

> My role here in the university is starting new degrees, so [this role] matches [my interest and expertise] very well. What should we start? How should we start it? When I came here, there were seven degrees. There's probably 27 now, not to count certificates and

other things. Now we do all kind of things, but it's fun. I love new projects. …

environmental studies have been much more my cup of tea because that's more how

organizations need to adapt or be resilient to survive or to thrive in new contexts and to

get resources from the environment as well as to shape their context, so they can still play

a game.

While creativity and agility were the element of decision-making for participant 4 and 5,

participant 6 described himself as process oriented. Participant 2 described herself as a "strategic

leader" with a strong tendency to focus on policy and documentation instead of creative thinking

or group decision-making. This participant said, "I'm very strict with policies" and "a lot of good

documentation practices. We're able to easily reference the things that we've done, produced, or

the experiences," which indicates the participant's leadership process is dominated by

micromanagement.

Decision Making Through the Human Resource Frame Lens. Extracted codes related

to decision-making through human resource frame included people-centered decision-making

and building positive relationships which were compiled under the theme support and

empowerment to support decision-making through human resource frame as illustrated in Table

8. Frequency refers to the number of times similar words or units of meanings were mentioned

by a participant. These codes are the most two mentioned codes by all participants.

Table 8

RQb: Decision Making Through Human Resource Lens

Theme	Codes	Frequency
Support & Empowerment	People-oriented decision-making	38
	Building positive relationships	49

A strong key finding related to decision-making through the human resource frame (Bolman & Deal, 2017) is that 100% of participants stated support, empowerment, and team-building competencies as integral components of their decision-making. These components were significantly mentioned in relation to collective decision-making. For example, participant 11 described collective decision-making as "doing things collectively", and "coming together to make decisions, whatever they are". Participant 4 believed in giving people voice, and making sure people feel heard during the decision-making process. Participant 4 echoes the same sentiment and pointed out the importance of inclusive decision-making for "getting commitment instead of compliance."

Moreover, participants were asked about spoken and unspoken core values that helps them as a guiding compass in their decision making and leadership. The department chairs provided numerous important values that have shaped their leadership. These values were also brought up in response to the interview question about navigating diverging values of faculty and administration and managing change and disruption. The researcher coded the responses focused on values and organized the codes under theme "core values" in Nvivo. The researcher then used Nvivo coding relationship and queries to find specific participants' responses. She also used the word tree feature to check the accuracy of the coded items. She then selected the values mentioned by more than 50% of the participants. As such a complete list of most commonly mentioned core values and competencies associated with decision making through Bolman and Deal's (2017) four frame model appears in Appendix F. Additionally, Table 9 provides the list values that were mentioned by all participants. Because a particular interview question asked the participants about core values, the researcher reported the core values based on the number of

participants who mentioned the outlined values. Here, frequency refers to the number of

participants who mentioned the code or value.

Table 9

Core Values Mentioned by the Leadership Studies Department Chairs

Value	Frequency
Compassion	12
Community	12
Caring for People	12
Mentoring & Coaching	12
Build relationship	12

Note. *n* = 12.

Decision Making Through the Political Frame Lens. Extracted codes related to

decision-making through political lens included competencies for managing competing priorities,

navigating politics, and leading through chaos were compiled under building coalition and

political frame to support decision-making through political frame, as illustrated in Table 10.

Frequency refers to the number of times the code was mentioned by Participants 2, 5, 7, 8, 9, and

10.

The key finding for the decision-making through the political frame revealed 50% of

participants (*n* = 12) demonstrated higher degrees of competency to apply advocacy and

coalition building as pillars of their decision-making which underlines the delicate and sensitive

nature of the leadership process through the political lens. In this paper, coalition building is

defined as the ability to be selfless and go beyond boundaries of ego which lead to building

collaborative relationships and collective decision-making. As an example, Participant 9

described building coalition through knowing how to influence others by understanding their

needs, concerns and interest:

> The relationship with people across organizational boundaries … [is] really where the
>
> politics comes in because you're wanting people sometimes to do something for you, and
>
> sometimes people want you to do something for them.

This participant alluded to coalition building as a cornerstone for success or "getting things

done." She drew the analogy of putting coins in a bank to refer to the reciprocity of relationships

in the organizational setting as a skillset that helped her navigate the politics. She went on to say,

> What you want to do is to develop good political relationships that is be of help to people,
>
> and I'm always trying to figure out: What is it that they want, or what is it that they need?
>
> And is there a way that I can get what I want while fulfilling the need for them based on
>
> what they want? If I say I'm going to pound my fist the hardest, I'm going to yell the
>
> loudest, that doesn't work, especially in higher ed[ucation]?

While Participant 2 described how she used diplomacy and tactfulness to navigate politics,

participant 8 described one of her career successes was getting involved in the accreditation

process through which she had to engage difficult faculty in the process to get their commitment.

Participant 7 indicated an ability to clarify what he wants and persist until he achieves his needs:

> I don't try to be a disruptor and totally attack people. That's never been my style, never
>
> will be my style. I will so-called "fight the good fight" and try to be engaging with them
>
> and for other perspectives and do everything I can.

Participant 11 described how creating opportunities for individuals to enable them to show their

commitment enhanced her ability to influence individuals through change processes.

Participant 5 talked about building linkages to stakeholders by focusing attention on building

relationships and networks,

> I want to make sure that I can understand where their passion is placed and why they're
>
> advocating for a certain direction. I really do my best to try to figure out what are those
>
> priorities to help us to reach a place where everyone can be happy with the outcome.

For Participant 10, the ability to have dialogue and explaining the "why" were the key to

influencing others.

Table 10

RQb: Decision Making Through Political Lens

Theme	Codes	Frequency
Advocacy and Coalition	Influence	28
Building	Building Relationship	22

Decision Making Through the Symbolic Lens. Extracted codes related to symbolic

frame such as organizational values and culture were compiled under storytelling and purpose to

support symbolic frame as illustrated in Table 11. Frequency refers to the number of times the

code was mentioned by Participants 1, 3, 4, 5, 6, 11, and 12.

Table 2

RQb: Decision Making Through Symbolic Lens

Theme	Codes	Frequency
Storytelling and purpose	Organizational Value & Culture	17

The finding related to decision-making through the symbolic frame lens indicated that

when asked about what guides their decision-making in times of chaos and disruption, 60% of

participants ($n = 12$), alluded to elements of inspiration and meaning making throughout their

decision-making. Another key finding is that organizational value was referred to as a moral

compass for finding clarity in times of chaos. For participant 4, walking in alignment with the

institution's value defined her leadership. This participant put the values in the center of her decision-making because she believed that knowing about the values, being connected with them, and understanding them influenced her decision-making. Participant 3 discussed how her institutions was doing a good job embedding their mission and values in everything they do. Organizational values were also influential to participant 1. This participant shared,

> Being effective means, we've accomplished the goals. We've achieved, and we've done it in a way that's ethical, honest, and trustworthy. We have to be true to our values, and true to our mission.

Decision making through symbolic frame was centered around purpose for participant 12. This participant talked about finding a sense of purpose by prioritizing caring about "our community and our people" which is also aligned with human resource frame. Participant 11 described her ability to create a holding environment in difficult times by building a sense of connection and community,

> In teaching leadership, I've stopped using that term to some degree. I use the term *community-ship* because I want people to reconnect with that greater connection of all that is. I want people to understand that some of these very complex VUCA [volatile, uncertain, complex, and ambiguous] problems are constructed by human beings.

This participant's deep belief in interconnectedness manifested in various aspect of her professional identity as a leadership educator where she teaches Constructive Development, Sense-Making and Leadership as well as in her leadership role as a leadership studies department chair through which she builds a community of practice for people to be connected around a shared goal and purpose. Similarly, for participant 6, organizing around a common purpose was

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an essential component of his decision-making through symbolic frame. Lastly, Participant 5 demonstrated the ability to communicate a vision for future:

> Even though we're facing an enrollment cliff and all kind of things, our biggest deficit is one of imagination, not finances, and consensus and alignment and experiencing the pull of the future not just the push of the past.

RQb, Theme 2: All Department Chairs Shared Their Decision Making Is Impacted by Two Challenges: Enrollment and Workload

The key finding related to this theme is that there are two challenges that impact all department chairs' decision-making: (a) enrollment and (b) workload. This finding originates from an interview question asking participants: what administrative, situational, and relational tensions do you experience in your role as a department chair? Reflective of the literature review, this finding highlights the challenges of academic department chairs regardless of discipline.

Enrollment Challenges. The key finding is that all participants ($n = 12$) mentioned enrollment decline as a driving force for many of their challenges and decisions. Participant 5 described the higher education landscape:

> There's no boom necessarily on the horizon here. We're not going to grow ourselves out of enrollments, so we have to find new ways of serving others. … I think we'll see a lot of demographic changes. We are seeing a lot of shifts in higher education, in the traditional pipeline as well as adult and other populations that we used to draw from for enrollment.

Participant 10 talked about the challenges with enrollment and its influence on scheduling, one of the most difficult operational functions of a department chair. Participant 10 admitted, "faculty requests for specific schedules often lead to disappointment for faculty,"

which also supports the political frame because of competing for finite number of scheduling arrangements. Participant 11 made a comment about the change in the student demographic and its impact on the academic rigor and expectations: "If [I pile work on] to my doc[toral] students the same pile that I got as a brand-new master student, I am pretty sure I have 75 of them drop immediately." The insight shared by this participant underscores the challenges of a department chair in respect to academic rigor, student success and student retention.

Workload. All participants, ($n = 12$) talked about the workload as a concerning challenge for department chairs. As Participant 6 said, "it's never a dull moment." Participant 11 mentioned the rotating nature of this role which leads to potential challenges:

> [Chairs] come and start making changes and then leave before completing what they started which can lead to chaos and more work for the new chair.

This participant further described additional layers of complexity in department chair role to decision-making processes through which faculty involvement is critical but politicized under the influence of shared governance agreement with the administration or the institution.

> Participant 4 talked about the workload interfering with teaching load:
>
> It was a tough shift because I was like, "I don't want to give up any of my classes." I didn't want to let go of any of them. I'm like, "I can just still teach them," but I ended up not teaching because of my chair role. It would take up way too much time.

Several participants mentioned scheduling as a "nightmare." Participant 5 described long and unpredictable daytime hours and sleepless nights with the anxiety of the position, "You never knew what you were going to get on a given day. The email never stopped. Managing the schedule was probably the worst experience." This same participant, no longer serving in a chairperson role, lamented on quality of life and low levels of compensation attached to the role.

I just exhaled a huge breath the day that I stopped being department chair. I thought my

email was broken. I thought maybe I hadn't changed my password because there weren't

any messages in my inbox because there was always something. I had to put my "out of

office" on sometimes to be able to manage the email traffic. We were given a stipend to

be a department chair, but the work isn't equal with the amount of work with one

additional course.

The challenges emerged in the stories of the participants all echoed the emerging challenges

described in the review of literature. Participant 10 said,

I haven't had a sabbatical for 22 years, and so I'm very tired. I have realized that I don't

want to be chair anymore. I am tired. It's a very demanding job, and so I just want to give

that over to one of my colleagues, and I want to focus a little more on teaching a little

more on scholarship.

RQc Findings: Strong Influence of Personal Leadership Philosophies and Values

There are two major findings for RQc. One key finding is that 92% ($n = 11$) of

participants shared seeking their leadership philosophies as a source of clarity for finding a sense

of direction. This finding originates from two interview questions. When participants were asked

about what leadership theories inspire them, 83% ($n = 10$) mentioned different leadership

theories that either resonate with them or they apply in certain situations, but when asked about

navigating chaos and VUCA circumstances, 92% participants shared seeking their leadership

philosophies as a source of clarity for finding a sense of direction, and one participant described

commitment to values as a source of clarity for decision-making.

RQc, Theme 1: Leadership Philosophies First, Leadership Models Second

This finding related to RQc resulted from the analysis of the participants' leadership

philosophies (illustrated in Appendix B) which reaffirmed participants' desire to inspire people

to use their voice and strengths willingly to achieve collective impact. The analysis illustrates the

leadership philosophies were about cultivating a strong bond between people with strong desires

for building communities in which everybody is connected through a shared sense of purpose

informed by the personal and organizational values (see Table 12). Participant 12 said,

> Because I think the definitions of leadership are so fraught with what's included and
>
> what's excluded. And are they evaluating, or is it just a mechanical process? So, I don't
>
> think there's a definition. I think my leadership is more guided by values and then the
>
> process for me is whatever the situation calls for.

Table 12

Emergent Themes in Leadership Philosophies

Themes	Codes	Aggregated Frequency
People	Engagement, Support, Relationship	27
Collective Impact	Collaboration, Greater Good, Finding Solutions Collectively	26
Purpose	Commitment, Values	15

This finding also uncovers the relevance and alignment of their professional identity,

decision making, and the values they demonstrate in their leadership,

> I sometimes make decisions that they're not fully embracing. I will tell them that my
>
> values are ultimately my guide and our first priority is the learning experience for the
>
> student. (Participant 10)

Participant 4 used storytelling to create an environment in which people feel connected to

their purpose. Participant 5 defined his philosophy of leadership as in the ability to create an

environment which can inspire people to access their creativity and imagination. Participants 1 described using context (or the environment) as a compass to cultivate a sense of purpose that can become the lived experiences among all members of the department. The analysis of their leadership philosophies discovered the desire to foster collective impact by facilitating dialogue and engaging their team member in meaningful conversation leading to positive relationships and creating flexibility and alliance to support change.

Application of Leadership Theories and Models. One of the goals of this dissertation was to investigate the extent to which leadership studies department chairs apply theoretical models of leadership in their leadership role. This goal was part of the exploration of how leadership studies department chairs demonstrate leadership and to what extent their leadership is influenced by the academic discipline. When asked about what definitions of leadership inspire them or what theoretical application they apply, the participants had various responses. Table 13 summarizes their responses.

Participants 1, 5, and 9 referred to Bolman and Deal's (2017) four frames model as a specifically as a framework that has inspired their leadership in all four areas. Participant 1 provided examples of how political and symbolic frames have transformed his leadership:

> I framed it around Bolman and Deal's four frames, and that was the "a-ha" because I went back to Harvard for a program, and they were there, and I go, whoa! So, the first two frames we all know about from leadership theory—the structural frame, how we're organized earlier—[and] the human resource frame […]. So, when you come in my office, and you look at what's on my walls. That's a symbol of who I am […]. That's who I am. Okay, not my degrees aren't hanging up there. It's my students' pictures. So, that's a symbolic thing. So, when you walk the halls, who you talk to, people, it is

symbolism. The other frame we didn't think about a whole lot—because we all like to say we're not political in education. Sure, we're political. So, the other frame that I want to make people feel comfortable about is your need to negotiate. You need to build a support system.

Table 13

Leadership Theories and Models Applied by the Department Chairs

Application of Leadership Theories, Concepts, and Models	Frequency
Bolman and Deal Four Frames Model	25%
Servant Leadership	17%
Transformational Leadership	33%
Adaptive Leadership	17%

Note. $n = 12$.

Participant 5 provided insight about the application of the four frames model and illuminated the influence of multiframe thinking on his role as a department chair. This participant's ability to see the possibilities and create opportunities was prevalent in the stories shared during the interview. In the insight illustrated below, this participant demonstrated the importance of resilient strategies and caring for people and supporting them in adapting to the changing environment:

I used to teach organizational culture to MBA students from the structural frame, with a very positivistic approach. And I took matrices of organizational design and thinking that if you just align something structurally and put the right people in the right work with the right communication, you could increase performance, increase satisfaction. As a department chair, we frame and reframe things from the bottom. … Understanding institutional limit is important. So, the alignment is obviously symbolic. It's political. It's also structural alignment, and, of course, it's people too, in terms of good exercising empathy, support, and understanding.

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Participant 9 talked about the importance of mastery in political acumen for an effective

chair role which is also aligned with Bolman and Deal's (2017) effective leadership process

through the political lens. Participant 9 said,

> You have to know how to do the politics, and, in fact, you cannot avoid politics in an
>
> organization and that politics is simply human relationship… to know how to build
>
> human relationships to navigate the political landscape of any organization.

> Participants 7 and 10 talked about teaching servant leadership and being inspired by its

tenets. Participant 10 described their belief in servant leadership and how it has shaped their

leadership as a department chair:

> I teach servant leadership, and I tell students servant leadership is not about just doing
>
> what other people want. In my role as a leader, I try to do what's the right thing to do, but
>
> do it with other people, not in the absence of other people.

> It is important to note that even though the information presented in Table 13 shows the

theories and models applied by the leadership studies department chairs, all participants

indicated applying their personal leadership philosophies, which is grounded in their personal

values as well as informed by organizational values, in times of uncertainty.

Chapter Summary

The findings from this project align directly with the research questions presented at the

outset of this dissertation. The findings portray an alignment between professional identity and

leadership practice through multiframe decision-making, application of personal leadership

philosophies, and leadership knowledge. The convergence of the findings sheds light on the

powerful influence of beliefs about self and core values on how department chairs' leadership

practice. Their leadership philosophies were grounded in core values as a moral compass in

times of crisis. The findings also surfaced the tensions between the demands of the role, leading

people, and standards of quality and quantity defined by the institutional context, structure, and

culture. The findings also shed light on applying the theoretical model in navigating the

complexities of their role. Table 14 summarizes the findings of this study.

Table 14

Summary of the Findings

Research Question	Finding
RQ: How do leadership studies academic department chairs demonstrate congruence between the leadership theories they teach and how they practice leadership in their department chair role?	Leadership studies department chairs demonstrate congruence through four components of (a) alignment in dimensions of professional, personal, and social identities, (b) multiframe decision making, (c) personal leadership philosophies, and (d) application of leadership knowledge.
RQa: How does department chairs' leadership educator professional identity influence their leadership styles?	Department chairs' leadership educator professional identity influences their leadership styles through two components: a) personal identities, and (c) social identity
RQb: How might Bolman and Deal's (2017) four frames model of leadership be used to describe leadership studies academic department chairs' decision-making in their professional roles?	The Department chairs apply a multiframe contextual approach in their decision making
RQc: How do leadership studies academic department chairs apply theoretical models of leadership in their role?	Leadership studies academic department chairs apply personal leadership philosophies more than theoretical models of leadership

Chapter Five: Discussion, Implications, Conclusion

A great deal of literature has been written about leadership theories and models, but little has been done about measuring the effectiveness of the leadership programs in terms of evidence for behavioral change and transformational learning. Over the last two decades, the number of academic leadership programs has reached to over 2,000 programs. Furthermore, nonacademic leadership development programs have grown exponentially, as they promise to develop individuals into better leaders. Little, however, is known about how the individuals who receive formal leadership education practice leadership. In fact, there is a glaring gap related to the lack of rigorous evidence-based approaches for leadership program evaluation. As a result of this gap, there is concern about potential incongruities between teachings and practice, and a study of individuals who identify as leadership educators can contribute to the understanding of leadership beyond theoretical learning.

The purpose of this study was to examine whether leadership studies department chairs who identify as leadership educators "walk the talk" and exhibit leadership qualities and behaviors that manifest expertise, competence, and congruence. This study examined how leadership studies department chairs demonstrate leadership and to what extent their leadership is influenced by their academic discipline and professional identity as leadership educators. The main RQ for this study was: How do leadership studies academic department chairs demonstrate congruence between the leadership theories they teach and how they practice leadership in their department chair role? The subquestions for this study are

- How does department chairs' leadership educator professional identity influence their leadership styles?

- How might Bolman and Deal's (2017) four frames model of leadership be used to describe leadership studies academic department chairs' decision-making in their professional roles?

- How do leadership studies academic department chairs apply theoretical models of leadership in their roles?

This research explored the alignment between theory and practice through two conceptual frameworks: (a) the LEPID model (Seemiller & Priest, 2015) and (b) the four frame model (Bolman & Deal, 2017). Using a lens of the LEPID model, this study investigated the intersection of leadership educator professional identity dimensions and the leadership roles of the leadership studies department chairs. The study considered dimensions of professional, personal, and social identities; decision making; and theoretical application of leadership knowledge to explore congruence between what chairs believe leadership is and how they practice leadership beyond theoretical definitions and models.

Bolman and Deal's (2017) four frame model was used to explore how academic contexts, including organizational culture, values, and politics influence department chairs' leadership styles, which align or contradict their identities as leadership educators and with the expectations of the role. The four frames model uncovers the interplay of four forces—(a) structural, (b) human resource, (c) political, and (d) symbolic—and their influence on how leadership studies department chairs frame challenges, apply their leadership knowledge, overcome complexities of shared governance, and respond to diverging needs of faculty, students, and administration. The findings of this study shed light on alignment between leadership education and observed practices.

To investigate experiences of the leadership studies department chairs who identify as leadership educators, a qualitative design was selected to uncover meaning in particular experiences. The research epistemology, which was employed at the conceptualization stage and guided the researcher on how to theorize meaning from the data, was grounded in constructivist epistemology (Merriam & Tisdell, 2015).

From a constructivist perspective, the researcher focused on the participants' lived experiences and perspectives and employed inductive process to gain an in-depth understanding of social, cultural, and structural contexts that influence leadership studies department chairs' professional identities and their leadership styles (Kiger & Varpio, 2020). This process enabled the researcher to construct meanings and knowledge through interactions with the participants in semistructured interviews (Braun & Clarke, 2006). The constructivist epistemology enabled the researcher to make meanings and interpret the sociocultural contexts and structural conditions that shaped participants' stories (Braun & Clarke, 2006). Priest and Jenkins (2019) explained, "Leadership educators' ways of knowing and thinking about leadership are shaped through their own journeys of becoming—through their lives and work, and (sometimes) through formal education" (p. 13).

The sample consisted of 12 participants, who were identified through purposeful sampling (Patton, 2015). The researcher intentionally chose leadership studies academic department chairs who identified as leadership educators. Participants were leadership educators and academic department chairs for varying lengths of time and represented a variety of institutions, including public, private, faith-based, nonprofit, and for-profit institutions. The researcher employed inductive thematic analysis, which involved coding the interviews and identifying themes directly linked with the research questions and conceptual frameworks.

Discussion of Findings

Several findings were central in examining alignment between how leadership studies academic department chairs demonstrate leadership in their roles and to what extent their leadership was influenced by their academic disciplines and professional identities as leadership educators. Drawing from the analysis of the qualitative data and informed by the components of LEPID and four frame models, this section presents discussions for the following findings:

- Leadership studies department chairs demonstrate congruence through four components: (a) alignment in dimensions of professional, personal, and social identities; (b) multiframe decision making; (c) personal leadership philosophies; and (d) application of leadership knowledge.

- Department chairs' leadership educator professional identities influence their leadership styles through two components: (a) personal identity and (b) social identity.

- The department chairs apply a multiframe contextual approach in their decision making.

- Leadership studies academic department chairs apply personal leadership philosophies more than theoretical models of leadership.

The Venn diagram in Figure 8 illustrates the fundamental components of alignment in the leadership studies department chairs' leadership. The four major elements of the components of alignment—(a) professional identity, (b) multiframe decision making in leadership practice, (c) leadership philosophies and values, and (d) leadership knowledge—warrants discussion on how the interplay between the elements creates alignment between how leadership studies department

chairs demonstrate leadership in their roles and to what extent their leadership was influenced by their professional identities and academic disciplines.

Figure 8

Components of the Leadership Studies Department Chairs' Leadership
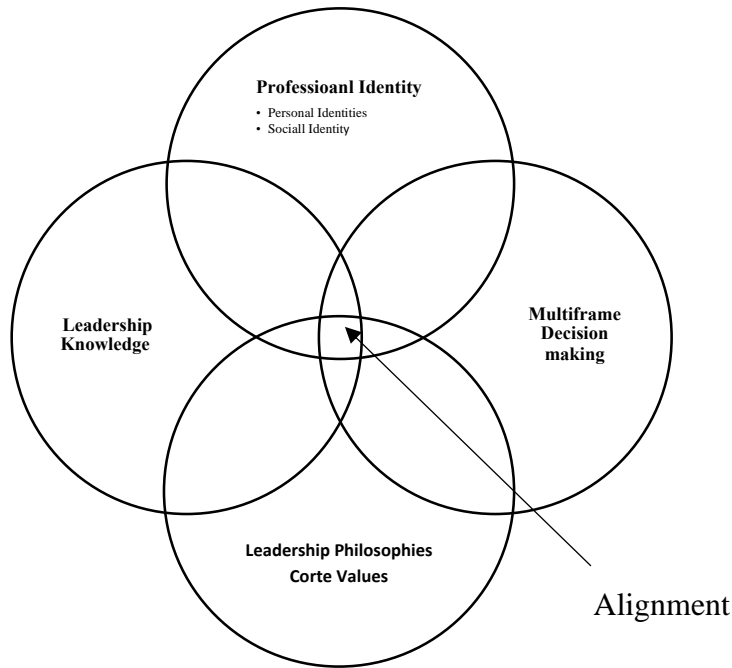
Congruence Between Professional Identity and Leadership Practice

The finding of this study related to congruence between professional identity and leadership practice aligns with Priest and Jenkins's (2019) view of the influence of belief about self as educator. Similarly, this study revealed that leadership studies department chairs' salient dimensions of personal and social identities shape their professional identities as educators and leaders. These identities defined their understanding of who they are and how they are perceived in leadership roles. Elements, such as professional, personal, and social identities; leadership philosophies; and core values had a direct implication for their leadership practice and pedagogy (Priest et al., 2018), illuminating the alignment between theory and practice in the context of leadership studies department chairs' identity development journeys. The understanding of who a

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leadership educator is interplays with social relationships and contexts and informs how

leadership educators serve in leadership roles (Priest & Jenkins, 2019). The finding of this

dissertation related to the influence of professional identities on leadership practice confirms an

alignment and underlines Seemiller and Priest's (2015) definition of congruence in relation to

identity construction journey and how leadership educator personal and social identities shape

their views of leadership in theoretical and application contexts.

Gender and Leadership

The dimension of gender had a prevalent presence in the experiences of the leadership

studies department chairs who identified as women. The findings related to influence of gender

uncovered the realities women face in leadership positions and the challenges that socially

constructed gender biases create. In a previous research, Eagly and Johnson (1990) used the

social rule theory to explain gender differences in social behaviors. The findings of their research

include presence and absence of differences between female and male individuals in leadership

roles. Their research rejects socially constructed expectations and stereotypes based on gender.

Reflective of the findings of Eagly and Johnson's (1990) study, while women and men

leadership studies department chairs showed similar interpersonal skills and leadership

competencies, it was the socially constructed norms, such as task orientation as a male

stereotype, versus interpersonal-focused approaches for female leaders, that led women

department chairs to being perceived and acting in certain ways or being required to take on the

gender stereotypic roles, such as being nurturing.

With respect to the influence of gender on leadership, the findings of this dissertation

underscore the presence of gender inequities in the experiences of these women leadership

studies department chairs. Multiple accounts of experiences related to sexism in the workplace,

as a result of stereotypical expectations and notions, illustrate this finding that women defined and understood leadership in ways that are not reflected in traditional models of leadership, confirming the lack of support for leadership effectiveness based on gender, which is highlighted in leadership literature (Chemers, 1997, as cited in Kezar et al., 2006).

This dissertation shows navigating gender-biased workplaces is extremely challenging, culturally and socially. Therefore, in examining the leadership practice through the lens of gender, it is essential to take into serious consideration the influence of culture, systemic inequities, identity, and power imbalance that influence professional identity on leadership practice.

Spirituality and Leadership

One finding of this study brought spirituality to the center of identity development journeys of leadership studies department chairs and their leadership processes. While some participants described themselves as more spiritual than religious, they exhibited profound influence of beliefs in faith and spirituality on their leadership and educator identity. Kezar et al. (2006) suggested, "Spirituality refers to a broader term that encompasses metaphysical beliefs that are included in formal institutions as well as beliefs that are not institutionalized into doctrine" (p. 74). Other thought leaders in the field of leadership studies, including Heifetz and Linskey (2002) in *Leadership on the Line*, Senge (1993) in *The Fifth Discipline*, and Wheatley (1999) in *Leadership and the New Science*, have called for attention to the spiritual dimension to find clarity at times of chaos and disruptions in organizations. The finding of this study related to the influence of spirituality and faith shows that the leadership studies department chairs aligned their motives, decision making, and intentions in their leadership journeys with their spiritual beliefs to find clarity and solutions to complex problems and understand their place in the world.

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Beliefs in the philosophies of interconnectedness through core values such as love, compassion, community, interconnectedness, and collaboration were central to their decision making and leadership practices.

Drawing from the human resource frame lens, the participants of this study demonstrated dedication to empowerment and "enriching people's spirits and fostering collective ethic" (Bolman & Deal, 2017, p. 421). Such findings affirm the existence of spiritual growth and a profound belief system influencing how they practice leadership. Their commitment to empowering people originated from the deep belief in the fundamental principle that we all live in an interconnected world in which at the very core of our existence lies in the need for social interactions and the desire to be connected and feel connected to the world around them. The examination of leadership practice by individuals who identify as leadership educators explained what Bolman and Deal (2017) describe as the call for humanity's spiritual desires to search for wisdom and for better ways of being.

Value-Based Leadership

According to Kezar and Holcombe (2017), value-based leadership emerges as the result of attention to the influence of culture on leadership. Like leadership, value is also defined in many ways, hence it is important to differentiate moral values from organizational core values. While Deal and Peterson (1999) defined organizational values as "as one of a number of central beliefs that construct the 'bedrock' of organizational culture" (Kezar et al., 2006, p. 52), moral values are leaders' core beliefs and the most important leadership constructs that define leadership practice. In *Discover True North*, George (2015) talked about values as a moral compass: "When you're in trouble and all your defenses get stripped away, you realize what matters and who matters. That's when you get back to your roots and to your values" (p. 105).

In this research of leadership studies academic department chairs, the researcher was intentional about exploring spoken and unspoken moral values that guide leadership studies department chairs. The analysis of the interviews affirmed the profound commitment to value-based leadership across all participants. Through the lens of the four frames, commitment to personal core values is the essence of leading with soul to create humanistic organizations founded on the bedrock of morality and humanity. Bolman and Deal (2017) believed,

> Organizations need leaders who can provide a durable sense of purpose and direction, rooted deeply in values and the human spirit. We have a revolution to make, and this revolution is not political, but spiritual. There is cause for hope. (p. 421)

The findings related to the influence of values illuminated how leadership studies department chairs were deeply reflective and committed to their core values and beliefs. They articulated their leadership philosophies and values, which were also visible through the behaviors they described. This study confirmed the importance of defining the influence of "espoused enduring values and beliefs" (Bolman & Deal, 2017, p. 421) and embedding the awareness and exploration of values and beliefs into leadership practice and behaviors.

Decision Making Through the Four Frame Lens

Reflective of the extensive literature on the challenges of department chairs in managing and leading their departments, this study echoed similar experiences and stories, confirming the findings in the literature. Moreover, the findings of this study related to decision-making patterns and behaviors through the lens of four frame model demonstrate that the department chairs applied a multiframe contextual approach in their decision making. This finding implies that their decision-making processes were informed by the context and the demands of the situation. Participatory decision making and collective impact are the components that describe their

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decision making. Such findings describe the leadership studies department chairs' leadership approaches that were demonstrated through their decision making.

Decision Making Through the Structural Frame

Through the lens of structural frame, the leadership studies department chairs' decision making was informed by analyzing and designing processes and systems that enabled them to facilitate shared leadership through communication, realignment with core values in times of uncertainty, and renegotiating formal patterns and policies. The participants talked about testing their leadership in the chaos and disruptions they experienced during COVID-19. They took conscious and intentional courses of action to ensure care for their departments and all stakeholders. They exhibited the ability to attune to the environment to ensure they prepared their department during challenging times. Even though all participants faced challenges in their roles, they were only focused on a common objective, summarized as "putting students in the middle of every single decision, conflict, plan, goal." Cultivating a student-centered culture was among the most pressing priorities that informed their decision making through the structural frame lens.

Decision Making Through the Human Resource Frame

The findings related to decision making through the human resource frame echoes the literature focused on social intelligence. Salovey and Mayer (1990) used the term *social intelligence* to refer to the "ability to understand and manage men and women, boys and girls, to act wisely in human relations" (p. 166). Other authors have emphasized on *interpersonal competence* as an important leadership capacity (Argyris, 1962, as cited in Gallos, 2006). Bolman and Deal (2017) added managers often fail in their initiatives due to a lack of ability to manage relationships.

Consistent with Bolman and Deal's (2017) human resource frame, leadership studies department chairs highly valued their faculty and staff. While the leadership culture in higher education is assumed to be participatory and is enforced through mechanisms, such as faculty governance, the findings of this study highlight the most central approach in the decision making of the participants were deeply rooted in innate desire to be people oriented. This orientation was mostly shaped by their experiences as faculty and was deeply rooted in their core values. As illustrated by participant 10, " building relationship means meeting people where they are", relationship-building skills were the most important skills that were utilized to respond to the needs of all stakeholders.

Decision Making Through the Political Frame

Bolman and Deal (2017) asserted that in managing the political landscape of organizations, "managers fail to get things done because they rely too much on reason and too little on relationships" (p. 208). Leadership studies department chairs experienced conflict and internal politics as part of their role. Because department chairs depended on their environment to get resources to manage their departments, they encountered faculty, staff, and administrators who might have diverging values and competing priorities, adding to the complexities of their role. In alignment with their core values, professional identities, and foundational knowledge, the participants resorted to specific skills to navigate the political landscape. Acknowledging politics as an inevitable component of the academic department ecosystem brought situational awareness about what course of action needed to be taken to respond to the situation appropriately. Navigating the organizational politics with honesty, share understanding, communication, and finding common ground were instrumental for navigating the organizational politics. Applying

principles of shared leadership and collective decision making were among the most powerful competencies.

Decision Making Through the Symbolic Frame

Bolman and Deal (2017) referred to organizational values as "values are intangible and define unique character that helps people find meaning and feel special about what they do. The values that count are those an organization lives" (p. 243). The decision-making patterns through the symbolic frame portray alignment with organizational values in times of crisis and chaos. The significance of this finding is in what participants shared as the importance of serving at an institution with values specifically aligned with their personal values.

Drawing from the lens of symbolic frame, there are parts of culture that never change, such as symbols and stories and rituals, whereas there are parts of culture that are created through experiences; hence, culture changes and evolves (Bolman & Deal, 2017). One important ability of individuals in a position of leadership is the ability to understand the symbols and use them in accessing the soul and spirit of the organization to inspire and build resiliency and cohesion, as demonstrated in the stories of the department chairs represented in this study, in particularly during times of crisis and chaos. This finding echoes the importance of the quality of leadership that is value based and socially responsible (Priest et al., 2019).

Implications for Practice

Beyond the theoretical implications, the findings of this dissertation may advance both leadership education and leadership development fields. What follows are implications for practice for two areas of leadership development for department chairs and evidence-based practices for leadership development and leadership education.

Leadership Development for Department Chairs

The researcher intentionally chose leadership studies department chairs because of the dual nature of their professional identities as leadership educators and academic department chairs. Because the review of the literature highlighted the call for proper leadership education for department chairs, it became obvious that the study of department chairs who identify as subject matter experts in leadership studies and serve in a leadership role could provide insight about necessary components of effective leadership education.

The conceptual frameworks that informed the study, Bolman and Deal's (2017) four frame model and LEPID model by Seemiller and Priest (2015), also served as a lens for understanding the findings, and as a result, the findings include holistic sets of competencies that were noticeably present across all leadership studies department chairs leadership practice. Therefore, the findings of this dissertation can inform the leadership development efforts for the department chairs across all disciplines. A comprehensive leadership development model grounded in the professional development identity model and Bolman and Deal's four frame model can build a solid foundation for a holistic and integrated leadership development model for the department chairs. This competency model is illustrated in Appendix E. As mentioned in the literature review, development efforts for chairs go beyond operational aspects of their job. The academic department chair role is a multifaceted role that requires advanced leadership competencies. Such competencies enable the academic leaders to lead in alignment with their values, organizational values, and the best interests of all stakeholders.

Evidence-Based Practices for Leadership Development

The underlying motivation for this study was to explore how leadership studies department chairs practice leadership, given their expertise in leadership theory, models, and

concepts. This motivation was sparked by Ruben and Gigliotti's (2021) article, "Explaining Incongruities Between Leadership Theory and Practice." They emphasized leadership for social influence and systems thinking and shed light on the inconsistencies and gaps between leadership theory and observed leadership behaviors and outcomes. The researcher of the current also aspired to make contributions to the discourse related to incongruities between theory and practice, a conversation initiated by Ruben and Gigliotti (2021).

Building on the insufficient research on the effectiveness of the leadership development programs, findings from this dissertation raise several implications for the role of leadership development work in higher education. The challenges with current leadership development efforts lies in the issues originally raised by Kellerman (2012) and later revived by Gigliotti and Ruben (2021). While current leadership efforts are limited across higher education, in the case of the existing leadership development programs, they are focused on idealized leadership concepts that may not be practical or relevant to real-life situations.

While leadership theories and concepts, such as authentic leadership and servant leadership, are behavior focused and can be helpful, they cannot affect transformational learning. Drawing from the findings of this study, leadership development efforts could benefit from deep exploration of self, values, and understanding of how individuals bring themselves to leadership spaces. Incorporating learning spaces such group relations conference can lead to profound examination of self and connecting with inner self to make meaning out of life stories and experiences. Additionally, using frameworks, such Bolman and Deal's (2017) four frame model can expand individuals' views of leadership. Lastly, the findings of this study can be used to create professional standards of quality and provide the field of academic leadership

development with solid evidence of what works and what doesn't in academic the leadership development efforts.

Limitations

One limitation arises in the absence of other stakeholders' input about the leadership studies department chairs leadership and how they apply their foundational knowledge, skills, competencies, and behaviors to their leadership approach and process. Collecting input from the people who work for these department chairs can help in understanding the perception of stakeholders and creating a holistic picture of team dynamics and leadership in action.

Another limitation of this study is the diversity of the participants. The researcher experienced numerous challenges finding department chairs from diverse racial backgrounds. All participants of this study identified as White. Two potential participants from additional races were identified, but neither responded to the multiple invitations. Stories and experiences of department chairs from other racial groups, particularly from BIPOC communities, can shed light on leadership experiences and processes.

Another limitation of this study is lack of cultural diversity among the participants. Leadership is a social process and, along with leadership education, is influenced by culture (Bourgeois & Zare, 2021). Culture shapes individual's understanding of leadership; hence, it influences how it is taught and practiced. Adding individuals from diverse cultural backgrounds would add valuable insight into the lived experiences of department chairs who arrive at the positions with different perspectives.

Lastly, the sample size for this study was 12. The researcher identified 31 potential participants, but only 20 responded and 12 were interviewed. Using a larger sample may increase the generalizability of the findings and expose deeper connections across common themes.

Reliability and Validity

The researcher engaged a peer debriefer to enhance the accuracy of the researcher's interpretation of the findings. This individual reviewed the coding process and checked the consistency of the themes to ensure they answered the research questions. The researcher also retained an external reviewer, who served as a leadership educator at another institution, to review the entire project to enhance the overall validity of the study.

Yin (2017) suggested qualitative studies need to include documented procedures and steps to ensure the researcher's approach is reliable. Such procedures also include protocols and databases. The researcher of this study took the following steps to enhance the reliability of the study:

- The transcripts were cross-checked by the researcher to ensure they accurately matched the original recordings.

- According to Braun and Clarke's (2006) best practices, during the coding process, the researcher made sure the coding was not driven by the theoretical interest of the researcher.

- The researcher used an inductive process for coding data, which allowed openness and curiosity to drive the process instead of fitting codes into specific frames (Braun & Clarke, 2006).

- The researcher ensured consistency in the definition of codes throughout the study.

- The researcher crosschecked the codes by establishing a coding process consisting of precoding through NVivo.

Recommendations for Future Research

Several recommendations for future research can be made as a result of this study. Because leadership is a socially constructed phenomena and leadership comes to life through interactions and processes of leadership, future research to include the experiences of the faculty, staff, and administrators who work closely with the leadership studies department chairs can provide a holistic exploration of how they practice leadership. There may be value in confirming that the leadership deployed aligns with the perceptions and experiences of followers.

Additionally, consideration for increasing the number of participants in future studies provides a diverse set of stories and experiences. Reflecting on the process of study, the researcher believes that there is a need to continue to focus on applied leadership practices within the leadership studies discipline. Lastly, According to Bourgeois and Zare (2021), cultural identity shapes individual's view of leadership. Therefore, individuals from different cultural background can add insight into how culture influences professional identities and consequently shape the way individuals lead.

Conclusion

The central question in this dissertation aimed to explore alignment of leadership theories and observed leadership practices. This central question was informed by the prevalent theme in the existing literature related to department chairs' experiences and challenges and the need for leadership development and preparation as an important consideration for developing academic department chairs (Armstrong & Woloshyn, 2017; Aziz et al., 2005; Bäker & Goodall, 2020; Czech & Forward, 2010; Dean et al., 2021; Floyd, 2016; Freeman et al., 2020; Gigliotti, 2021, 2022a; Gigliotti et al., 2020; Gmelch, 2000, 2004, 2015, 2022b; Gmelch & Miskin, 2004; Hebert, 1999, 2019; Kruse, 2020; Prentice & Guillaume, 2021; Raines & Alberg, 2003; Sanford

& Wahl, 2015; Schoepp & Tezcan-Unal, 2017; Sledge, 2014; Wald & Golding, 2020; Weaver et al., 2019; Whitsett, 2007).

This study explored whether leadership studies academic department chairs demonstrate alignment between their professional identity as leadership educators and leadership practice. The issue of congruence emerged in the review of the literature, such as Ruben and Gigliotti (2021) who highlighted, "Incongruities between leadership theories and the observed dynamics and outcomes of leadership in practice have been difficult to ignore" (p. 942). The issue of congruence was also extensively discussed in the literature leadership educator literature (e.g., Boyd et al., 2019; Guthrie & Jenkins, 2018; Guthrie et al., 2021; Jenkins, 2019; Priest & Seemiller, 2018; Seemiller & Priest, 2015), emphasizing the leadership educator identity at the core of leadership educators' teaching and underscoring that leadership educators bring their whole selves to the space of leadership practice. Because the department chairs in this study identified as leadership educators and because the purpose of this study was to explore their leadership in practice and real-life situations, it became necessary to explore congruence in leadership studies department chairs and how they demonstrate alignment between their purpose, philosophy, and practice of leadership. In the light of the findings of this study, the following conclusions are drawn.

Leadership

In term of leadership, this study found that the heart of leadership lives in the heart of individuals. Personal values are deeply connected to different layers of identities, act as a moral compass in all aspects of life and are manifested in individual's leadership philosophy. This study also affirmed that leadership is socially constructed phenomena that is unveiled through relationships and interaction with people working toward a shared goal.

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Leadership Educators in Leadership Roles

In terms of leadership educators in leadership roles, professional, personal and social identities, and profound beliefs about leadership play a defining role in the way leadership educators demonstrate leadership. Professional identity of leadership educators influences their leadership approach significantly. In the case of the participants of this study, the leadership educators' leadership practice was informed by their personal and social identity.

Leadership Studies Academic Department Chairs

In terms of leadership studies academic department chairs, this study found that leadership studies department chairs use multiframe, inclusive decision making, combined with their values, to set goals through a collective process that is focused on opportunities for people to express their needs. They use symbols and shared values to align the interests and use occasional opportunities to confirm personal and organizational value. Leadership studies academic department chairs experience identical challenges as described in the review of the literature; however, in making decisions, they distribute power to form coalitions and the multiframe thinking empowers them to take situational leadership approach to lead their department.

Ultimately, leadership educators exercise power in choosing the decision that is always student centered. They use storytelling as a communication tool and pay equal attention to relationship building, political landscapes, and symbolic meanings. Leadership educators must balance advocacy for their members in getting resources they need, and in return, they maintain accountability by ensuring the best interest of the department is at the forefront of every decision. They use democratic processes to develop credible strategic promises and focus on core activities that inspire people. Furthermore, leadership educators in leadership role demonstrate

dynamic, and interconnected perspectives of leadership that emphasizes on cultural understanding, collaboration, and social responsibility for others.

Final Thoughts

The stories and experiences of the participants of this study provided insight into the leadership experiences of the academic department chairs. Challenges described by the participants of this research echo similar emerging tensions in the existing literature. It is worth mentioning that despite numerous operational and tactical challenges, leadership studies academic department chairs had a strong sense of professional identity, rooted in dimensions of personal and social identities. Their leadership was guided by their core values and aligned with their institution's values. Their approach to solving problems and tackling cascading challenges in their role was to feel everything from within and see problems through their hearts and connection with purpose, people, and culture. A takeaway to share with the community of department chairs is that learning about the operational and structural aspects of the chair role is essential. But, this role, like any other leadership role, requires self-exploration, self-awareness, self-reflection, an open mind, and an open heart. Like any other leadership experience, this experience is a journey of heart, and at the core lies the ability to "see" with the heart, as emphasized by Scharmer et al. (2002): "We have to learn how to see with our heart first before we can see from the whole" (p. 55).

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APPENDIX A

Interview Protocol

The following protocol will guide the individual interviews in the qualitative phase of the study. Interviews will be conducted in Zoom and recorded for data collection to ensure accurate representation of participant experience.

Date:_____   Time: _____

Interviewer(s):_____Interviewee:

_____

Introduction Script (to be read at the beginning of each interview):

Thank you for taking the time to speak with me today regarding your experiences and role as leadership studies department chair. As you may remember, I am currently conducting a study to examine how leadership studies department chairs demonstrate leadership and to what extent their leadership is influenced by their academic discipline and professional identity as leadership educators. This study also explores potential incongruities between theory and practice. Your participation in this interview will help to understand the ways in which your leadership is influenced by your professional identity as a leadership educator and by your academic discipline. This interview should only take about an hour.

Remember your participation in this interview is completely voluntary, and you may choose to discontinue the interview at any time. Additionally, you are not obligated to share any

information that you might be uncomfortable in sharing. Any information provided and/or

identifying records will remain confidential and kept in an encrypted file in a

password- protected computer for a minimum of 5 years. All

data collected from you will be coded with a number or pseudonym (fake name), and your

real name will not be used. The results of this research project may be made public and/or

quoted in professional journals and meetings, but information from this study will only be

reported as a group, not individually.

Finally, I would like to ask your permission to record this interview to accurately represent

your answers and responses when reporting the results of my research. Once the research is

complete, and the reporting of findings is nearing completion, I can provide you the

opportunity to give feedback on the accuracy of the information relative to your experience.

If you have any questions or need clarification during our conversation, please do not

hesitate to ask, but I would encourage you to answer the questions as best you can be based on

your initial perceptions and interpretations.

Interview Questions

1. Tell me about how you became a leadership educator.
2. Why did you decide to teach leadership?
3. What personal or social identities are most influential in how you see yourself as a leadership educator/how others see you as a leadership educator?
4. You are currently serving in a leadership role. What was it about leadership that made you want to do this role?
5. Tell me how your previous experiences as a leadership educator inform your position as a department chair
6. Which definition of leadership inspires you?
7. How do you describe what effective leadership is.
8. What values (spoken or unspoken) have the greatest influence on your leadership?
9. How do you build relationships with institutional stakeholders (i.e., other department chairs, faculty governance, executive leadership), while leading your respective departments?
10. How do you navigate competing values and priorities of faculty and administration?

11. What administrative, situational, and relational tensions do you experience in your role as a department chair?
12. In times of chaos, turbulence, and disruptions, what are the core values or beliefs that guide your decision-making?
13. How do you apply theoretical models of leadership in your role?

Note:

Final Remarks and Closing Script (to be read at the conclusion of each interview)

Thank you for your participation. I truly appreciate your willingness to take the time to talk about your experience, and your responses will be a valuable addition to my work. If you have any questions about the research or if you would like to add any other information or insights, please feel free to contact me by email at sara.zare@pepperdine.edu. Alternatively, you may also contact my dissertation chairperson, Dr. Kent Rhodes at [Kent.Rhodes@pepperdine.edu.](mailto:Kent.Rhodes@pepperdine.edu)

Informed Consent Form

Participant Study Title: Leadership Studies Department chairs

Formal Study Title: Examining the Incongruities Between Theory and Practice: A Study of

Leadership Studies Department Chairs

Authorized Study Personnel:

Principal Investigator: Sara Zare, MA

Email: sara.zare@pepperdine.edu

Secondary Investigator: Kent Rhodes, Ed.D.

Email: Kent.Rhodes@ pepperdine.edu

Phone: (310) 223-2554

Key Information

If you agree to volunteer and take part in this study, you will be asked to participate in one 1-hour virtual interview regarding academic chairs who identify as leadership educators and are currently serving in a leadership role in a leadership studies department at a four-year university. You will be provided a copy of this consent form.

Invitation

You are invited to participate in a research study that is being conducted by Sara Zare, Ed.D Candidate, and Kent Rhodes, Ph.D. at Pepperdine University because you identify as a leadership educator and are currently serving in a leadership role in a leadership studies department at a four-year university. You are invited to take part in this research study. The information in this form is meant to help you decide whether or not to participate. If you have any questions, please ask. Your participation in this study is voluntary. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends.

Why are you being asked to be in this research study?
You are being asked to participate in this study because you have taught leadership and identify as a leadership educator and currently serve an academic chair of a leadership studies department at a four-year university.

What is the reason for doing this research study?
The purpose of this study is to examine whether leadership studies department chairs who identify as leadership educators exhibit leadership qualities and behaviors that manifest expertise, competence, and congruence.

What will be done during this research study?
Approximately 10-20 subjects will be interviewed. The participants will be asked about 12 interview questions. The interview will last approximately 60 minutes. Additionally, if needed, the investigator may contact you with follow-up questions through e-mail.

How will my data be used?
With your permission, the researcher will use Zoom cloud recording to record and transcribe all interviews. The researcher will record your answers in a password-protected Zoom account and a unique identifier (such as "Participant 1") will be assigned to your information. Any information you share that could uniquely identify you (such names, places, or events unique to you) will be given a fake name and anonymized during the interview process.

What are the possible risks of being in this research study?
The possible risks that you might experience from your involvement in this study include feeling uncomfortable with research questions, interview questions, or follow-up inquiry; lack of interest; risk of breach of confidentiality; and possible Zoom-fatigue from an hour-long interview.

What are the possible benefits to you?
You are not expected to get any benefit from being in this study.

What are the possible benefits to other people?
This study can uncover potential gaps between theory and practice in the context of academic department leadership and contribute valuable research on how the experiences of leadership studies chairs are different from their counterparts in other disciplines investigated in the extant literature.

What are the alternatives to being in this research study?
The alternative to participation in the study is not participating.

What will being in this research study cost you?
There is no cost to you to be in this research study.

Will you be compensated for being in this research study?
You will receive no compensation for your participation in this study.

What should you do if you have a problem during this research study?
Your welfare is the major concern of every member of the researcher. If you have a problem as a direct result of being in this study, you should immediately contact one of the people listed

at the beginning of this consent form

How will information about you be protected?
For confidentiality, the participant's name will not be on the recording. Pseudonyms will be given to names of participants and their organizational affiliations. The researcher will be the only person to transcribe and code the data. Upon completing all interviews, the interviews will be uploaded in NVivo, a software program used for coding and inductive data analysis. The data will be erased from the Zoom cloud after it is uploaded into Nvivo, which will be downloaded on the researcher's personal password-protected computer. All research data will be stored on the researcher's password-protected computer for a minimum of three years after completion of the study, then destroyed.

What are your rights as a research subject?

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study.

For study related questions, please contact the investigator(s) listed at the beginning of this form.

For questions concerning your rights or complaints about the research contact the Institutional

Review Board (IRB):

Phone: 1(310)568-2305

Email: gpsirb@pepperdine.edu

What will happen if you decide not to be in this research study or decide to stop participating once you start?

You can decide not to be in this research study, or you can stop being in this research study ("withdraw') at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or with Pepperdine University (list others as applicable).

You will not lose any benefits to which you are entitled.

Documentation of informed consent

You are voluntarily making a decision whether or not to be in this research study. Signing this form means that (1) you have read and understood this consent form, (2) you have had the

consent form explained to you, (3) you have had your questions answered and (4) you have decided to be in the research study. You will be given a copy of this consent form to keep.

Participant Feedback Survey
To meet Pepperdine University's ongoing accreditation efforts and to meet the Accreditation of Human Research Protection Programs (AAHRPP) standards, an online feedback survey is included below:

https://forms.gle/nnRgRwLgajYzBq5t7

Participant Name:

_____
Name of Participant: Please Print

Participant Signature   **Date**

_____   _____

Signature of Research Participant

Investigator certification:

My signature certifies that all elements of informed consent described on this consent form have been explained fully to the subject. In my judgment, the participant possesses the capacity to

give informed consent to participate in this research and is voluntarily and knowingly giving informed consent to participate.

_____   _____
Signature of Person Obtaining Consent   Date

APPENDIX C

Email Notification

Dear [name],

My name is Sara Zare, and I am a doctoral student in the School of Education and Psychology at Pepperdine University. I am conducting a research study in which I examine whether leadership studies department chairs who identify as leadership educators exhibit leadership qualities and behaviors that manifest expertise, competence, and congruence. Based on my extensive review of the literature, it has become evident that the current body of literature in the field of leadership education and development largely overlooks research, evaluation, and assessment methods, practices, and processes to examine and understand leadership learning outcomes. Study of those who identify as leadership educators serving in a department chair capacity can shed light on the issues of incongruities between theory and observed practices.

The criteria for participating in this study are:

- Experience in teaching leadership theories, models, and competencies
- Serving as an academic department chair in full-time status

Participation in this study is voluntary, and your identity as a participant will be protected before, during, and after the time that study data is collected. Strict confidentiality procedures will be in place. The interview will last approximately 60 minutes and will be conducted via Zoom. With your consent, the interview will be recorded to ensure accuracy in the reporting of your story.

If you have any questions or would like to participate in this study, please feel free to contact me at your earliest convenience.

Thank you for your time in advance,

Sara Zare

Pepperdine University
School of Education and Psychology
Doctoral student

APPENDIX D

Participants' Leadership Philosophies

Participant	Quotes About Leadership Philosophies
1	"So, my leadership theories have come from scanning the environment, finding what makes sense. I'm really an organizational behavioral person not org theory person."
2	"As I get more experience, I am able to see leadership as respecting people for what they need at that time in their lives or at that time in their career."
3	"I would say leadership is an opportunity to pour into others the things that they'll need in order to be successful. Successful contributors to the mission in which they're called. So, I have a variety of students that come from. Obviously, everyone comes from a different background, and they all have different kind of specializations. So, as a leader, being able to direct individually that student, that's sort of how I define being a leader, making it very individualistic."
4	"Being able to like lead through storytelling and sharing and being really—Even having that vulnerability that—like Brené Brown—speaks up, makes really does make you as a leader, just so much more approachable and um relatable that I think it helps to inspire others. More so than kind of thinking through, and being kind of that transformational leader, thinking through how the system should change. I think I switched much more into: How can I really help to support the people so that we can lead change."
5	"You know, leadership, to me, is our people that are found each other in some way, and there's—They're struggling to understand who they are, who, what their context is, and their dreaming and aspiring to create a better world for themselves and others. So, it's relationships. It's collaboration. There's a lot of mutuality, and there's, of course, the transforming presence of each other. And then there's *spirit de corps* among them. So, yeah, leaders should be. I see it as much in nonhierarchical ways as I do in in managerial context. I mean it. It operates in both contexts, but I do see it a lot more aspirationally [sic]. Imagination, creativity in those contexts."
6	None
7	"To me, a successful leader is one that you know, seeks the positive in people, someone who tries to find good things in people. Someone who is willing to extend themselves to nurture, and that areas of which there needs to be growth, who basically sees the worth of everybody."
8	"I learned a lot about the nuances of leadership in relationship to engaging with others, and what that meant, and leadership as an activity, and not, as, you know, not as a position. My one of my strengths is relationships. I feel that that I'm pretty good at building teams and being in community and seeing the dynamics and holding the groups together."
9	"I would say that in essence my definition of leadership is a group of people working together to create a better future for the organization or for whatever the

Participant	Quotes About Leadership Philosophies
	entity is. I do believe that leadership, rather than a noun, is more of a verb. I think that leaders lead. Let me say leadership can come from anywhere. Any organization, it doesn't have to be one single person at the top of a pyramid, telling other people what to do. I think that's the least impactful form of leadership. I think it's always been important to me to try to, you know, do brainstorming and elicit ideas."
10	"You know that we are persuasive, that we are not violent, that we are engaging other people at the level of the heart as well as the head."
11	"When I teach and think about leadership again, I've even stopped using that term to some degrees. I use the term *community-ship* because I want people to reconnect with that greater connection of all that is, that we're all soul and human form, at least in this moment and that wherever soul goes at the end of it. Of course, people might have different religious beliefs on what that is, but I believe that we are all connect that I can't not be connected."
12	"Because I think the definitions of leadership are so fraught with what's included and what's excluded. And are they evaluating, or is it just a mechanical process? So, I don't think there's a definition. I think my leadership is more guided by values and then the process for me is whatever this: whatever the situation calls for, that seems to be. I mean some of it, and I guess this is also kind of a gender thing, although I think everyone has it. But I think women in particular have that kind of instinctual. you know, knowing of what is the situation require of me right now. What does someone need from me right now?"

APPENDIX E

Six Competency Themes Through the Lens of LEPID and Four Frame Model

Type of Competency	Competency
Personal	Character, ethics, and values
	Courage and resilience
	Love and compassion
	Vulnerability
	Persistence and conviction
	Walking the talk
	Self-awareness
Positional	Work-life balance
	Mastery and life-long learning
	Authorship / middle-management skills
	Self-compassion
	Cultural humility and responsiveness
	Managing positional tensions
	Justice and fairness
Operational	Management and supervision
	Technical knowledge
	Discipline-focused knowledge
	Risk management
	Experience and expertise
	Knowledge of the organization
	Awareness of challenges
Analysis and Design	Problem solving
	Systems thinking
	Environmental scanning
	Stakeholder analysis
	Results orientation
	Organizational acumen
	Pursuit of excellence
Support and empowerment	Listening and empathy
	Humility
	Psychological safety
	Trust and transparency
	Communication
	Clarity
	Development of others
Advocacy and coalition building	Managing conflict
	Manage change and build coalitions
	Distribute power / regaining power for final decisions
	Finding common ground
	Political acumen
	Honesty and communication

Type of Competency	Competency
Inspiration and symbolic	Confidence and presence
	Community engagement
	Create revival occasions
	Imagination and vision of future
	Mission, vision, and core values
	Renewal of connections to soul and the spirit
	Rituals and symbols
	Transition from past to future / mourning of the past and celebration of the future

Core Values Mentioned by the Leadership Studies Department Chairs

Value or Competency	Frequency	Selected Illustrative Quote
Trust (1, 3, 4, 5, 7, 11)	6/12	"You need to get feedback from people to make sure address the needs we have in different cultures. That to me is important. For 24 years I moved to a private university, and I can't walk into any culture and say, Trust me, Faculty will say, Well show me that I can trust you first. I want to see your behaviors. I want to see your actions. Don't just talk about theory. What do you do and how you practice trust is the key. So, I've got to first identify with my colleagues, to identify with what they do and value that I don't value it. I have a hard time leading unless I love and trust my colleagues. I can't lead, so I have to come from there." (Participant 1)
Compassion (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)	12/12	"One of my mantras is … is love and compassion. So, love and compassion, as I understand it, is really seeing somebody who's in front of you. As Thich Nhat Hanh would say, I see you, and it's you I am glad to see. So that really is understanding who's in front of me, but also being present to that somebody it's honoring the somebody in terms of again where they're at, and how they're doing in the world at this moment without judgment or shame, or that it should be any different. This is kind of inviting them forward into their becoming." (Participant 11)
Fairness (1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12)	11/12	"People tend to respond better, even if they don't like a decision or a process, if they feel like it's been come to fairly, or they've been treated fairly within that process." (Participant 12)
Equality (1, 6, 8, 9, 10, 11)	6/12	"Equality is caring for others." (Participant 9) "Everybody should have a chance." (Participant 8)
Empathy (1, 3, 4, 5, 11, 12)	6/12	"I think understanding and being empathetic to other people's roles." (Participant 3)
Connection (1, 2, 4, 9, 10, 11)	6/12	"So, I try to reduce the levels in the organization so we can talk as colleagues. So, you can be free to ask me tough questions or challenge me. Otherwise, we've become isolated. We don't let information flow up." (Participant 1)
Community (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)	12/12	"Who am I in community, and that I am important in community, but so is everybody else. We might bring different strengths, different insights, different wisdom, different expertise to the mix. But that's what makes community so rich is those differences, and that desire to come together to get something cool done." (Participant 11)
Understanding (1, 2, 4, 5, 7, 9, 10, 11)	8/12	"Because we're all following the same journey of life. We all have hardships. We all have things others don't know about the impact, this, and maybe in our behavior, or where we're at during your time and so on. I can't say, I understand all that about people, but I know it's happening to them, so I can appreciate it and value it" (Participant 5)
Transparency (2, 4, 6, 7, 8, 10, 11, 12)	8/12	"Letting people know what's expected of them, but not doing it in a way that is demanding, trying to get them to see why. What you're asking them to do is important. And part of that requires you to realize." (Participant 12)

Value or Competency	Frequency	Selected Illustrative Quote
Respect (1, 2, 4, 5, 7, 8, 9, 12)	8/12	"Treating people with dignity and respect. Especially those that have low standing in our society and helping people that don't have a lot." (Participant 9)
People (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)	12/12	"I relate to other people as people" (Participant 5) "Being approachable allow people to see me as someone that's open and engaging and willing to listen" (Participant 7)
Mentoring & Coaching (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)	12/12	"I've always wanted to talk with employees right from the beginning About what are your career aspirations where your goals, and how can we create a job for you that will help you get to the next level." (Participant 9)
Communication (1, 2, 4, 5, 7, 11, 12)	7/12	"We have very, very different personalities, and it's not something that I can just take advantage of or assume that everything is okay. I have to continue to make sure that we're all on the same page, moving forward in the way that is most productive and healthy for the department." (Participant 11)
Listening (1, 4, 5, 7, 8, 9, 10, 11)	8/12	"You can't have a relationship with everyone personally, but you can serve them and listen and be sensitive their needs." (Participant 5)
Inclusivity (1, 4, 6, 7, 8, 9, 10, 11)	8/12	I just continued to bring that forward as the chair. I really do try to make sure that all of our voices are getting hard because we are going through some changes like we're creating some new programs and making shifts to some of our existing ones, and I feel that in at times some voices felt like that they were heard or appreciated, and we don't maybe always have the best communication between all of us as a department, but I try to make sure that I have really good communication with each member of the department" (Participant 4)
Dialogue (3, 4, 5, 6, 7, 9, 10, 12)	8/12	"I was going to try to be a facilitator, to bring people together, to talk about important decisions that needed to be made collectively." (Participant 5)
Collective decision-making (4, 6, 7, 9, 10, 11, 12)	7/12	"Letting people have a voice in a process and buy in, and you know, getting commitment instead of compliance." (Participant 12)
Build relationship (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)	12/12	"If you didn't have relationships with your players, you weren't going to be able to be very effective. You don't have relationships with the people that you're working with, they they're not going to follow you. They're not going to do anything." (Participant 8)
Honesty (1, 3, 4, 7, 8, 9, 11, 12)	8/12	"That's a moral imperative for leaders to be that honest with people to give them the honesty. Otherwise, you're doing them a disservice as a leader. And so that's really stuck with me of you know it's hard to deliver the message, but I need to deliver it in a way they can hear it that lets them know." (Participant 12)

Note. $n = 12$.

APPENDIX G

Notice of Approval For Human Research

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: October 14, 2022

Protocol Investigator Name: Sara Zare

Protocol #: 22-07-1877

Project Title: EXAMINING THE INCONGRUITIES BETWEEN THEORY AND PRACTICE: A STUDY OF LEADERSHIP STUDIES DEPARTMENT CHAIRS

School: Graduate School of Education and Psychology

Dear Sara Zare:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

cc: Mrs. Katy Carr, Assistant Provost for Research