Maxwell Leadership Levels of HOD's at the Universities of Pakistan

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Abstract

This research study deals with the identification of leadership levels of HOD's at university level to determine the kind of leaders currently working in Pakistani Universities. This study points out where majority of our educational leadership stand in the current scenario. This study was conducted upon 100 HODS from five Public and five Private universities. The sample was provided with Maxwell's leadership questionnaire which determines the level of a leader. The questionnaire was filled by the leaders. This study provided an insight into leadership levels present in Pakistani Universities. The findings of the study clearly show that majority of our leaders are at level 3 of Maxwell's leadership questionnaire which is production. This ultimately, indicating that we are producing leaders whose main goal is to accomplish the task and do not focus much on collective organizational development. There is a great amount of effort which is needed to train better leaders so that employees and organizations share collective benefits in order to grow together.

Keywords: Position, Permission, Production, People Development, Pinnacle

Introduction

This article discusses an important issue faced by leaders at university level of Pakistan. Leadership is a key factor in terms of organizational performance. It is important that leaders lead through informed methods so that planned outcomes can be achieved. Leaders become completely irrelevant if they do not grow with the organization. Khan, et al. (2016). Leaders and their leadership level needs to be evaluated in order to improve upon it. For this purpose in mind, a survey was conducted on HODS of five private and five public universities to examine the current status and level of leadership. This research study can be significant to determine a framework to revolutionize the way people lead. Maxwell projected this theory that leadership has five levels. If we look at leaders, they have various leadership styles and they are ranked on various levels of leadership. This provides us with data to work on a plan to improve those leaders who are lacking in some way or the other. The first level of leadership was named as "Position" by Maxwell. Leader at this level uses his position to influence people and it is a weak method of influencing. Second level of leadership is "Permission" where leaders lead because their subordinates give them permission to lead. Third level of leadership is "Production" where people respect the leader for the services he/she has rendered to the organization. Fourth level is "People Development" where leader works on people to help them and take them along, on the journey towards self actualization and success. Fifth and final level of leadership is "Pinnacle" where leader becomes a brand in himself/ herself and represents that brand through his personality. It is important in today's world, for leaders to know their level and work on it so that they can improve. Majority of the leaders live in a delusion that their leadership level has reached its pinnacle and stop investing on themselves. This study can help such leaders to make them realize that the journey of leadership growth and development continues for years and years.

Statement of the Problem:

The study measured the levels of leadership because improvement in leadership levels can only be made if the leaders are aware of their current levels. This empowers the leaders and organizations and provides them with the power to train their leaders so that they can improve their leadership level, this is because leadership is not a stagnant element. It is an ongoing process which needs constant growth and investment.

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Objectives

Objectives of the study were to:

1.   Identify leadership levels of HOD's according to Maxwell questionnaire.
2.   Examine the level majority of leaders are having based on Maxwell leadership levels

Significance of the Study:

This study will benefit all its participants to be more aware about their leadership level. This study will also help future researchers to have the data about major leadership levels, and then can lead to ways in which these levels can be improved in future. Educational policy makers can benefit from this research study for continuous professional development programs to deliberately improve leadership skills.

Delimitation of the study:

This study was conducted only on HOD's handling departments at university level so it has limitations in sample size. It was conducted only upon Educational Leaders. The scope of this study can be enhanced further by expanding it to corporate leaders. This study can also be conducted after the leaders have been trained and observed, to note down all the development achieved.

Research questions:

1.   What are the leadership levels of HOD's in Pakistan according to Maxwell questionnaire?
2.   How to determine the levels of majority of leaders according to Maxwell?

Literature Review:

Leadership:

Leadership is a responsibility in which leaders take a heavy load by applying their theories and skills upon their subordinates to get the work done. Leadership is ultimately a process (Jago, 1982). It has been observed that situations are vital to the decision making of leaders and even though traits play a stable role, their consistency is questionable (Mischel, 1968). Bass has a theory in which he presents three basic ways through which leaders are made. Those three ways are the Transformational Theory, Great Events Theory and Trait Theory (Stogdill, 1989; Bass, 1990). Leaders need to maintain the right working climate in which their team feels that they can grow along with the organization (Ivancevich et al., 2007).

According to Maxwell (2017), leadership needs to be considered a process and not be taken as a position at all. As far as leadership is concerned, people are the soul audience and they are dynamic so they will go through a process of evolution continuously. It is absolutely essential for leaders to be the creators of change and facilitators of growth. Leadership provides the kind of power where one person will exercise his/her influence to make changes in the beliefs, values, attitudes and behaviors of a bunch of other people (Ganta & Manukonda, 2014). This is added by Northhouse (2009) that good leadership modifies people's behaviors to make them more productive and goal oriented. Effective leadership knows how to tailor talent of various kinds and make it achieve organizational goals (Graetz et al., 2010). On the other hand, in the absence of good leadership, an organization will suffer from lack of unity and focus which are the key factors in team building and task accomplishment (Atkinson, 2015). Other than inculcating great leadership strategies, leaders should also help their team to be innovative and creative (Maxwell, 2009). Leadership is more strategical in nature (Bass & Riggio, 2005). It is stated that leadership needs consistent polish and growth (Azizi, 2007).

First level is the lowest and the fifth level is the highest level of leadership. First level is Position, second is Permission, third is Production, forth is People Development and fifth is Pinnacle. Position deals with a person's power associated only to the designation and it somehow backfires because as long as the leader remains in power, he/ she can exercise influence, but the influence vanishes in the absence of position. Permission is the leadership level where leaders lead with the mutual consensus and permission of their team. This stage empowers the leader to be inclusive in his/ her decisions and lead in an inclusive environment. At the third level of leadership, "production", the leadership focuses mainly on producing results and enhancing performance through effective leadership. People development is the fourth level of leadership which focuses upon the collective benefit of people. At this level, leader believes that people are the key factors in the development of an organization. So, if people progress and achieve professional excellence, the organization also grows and the collective outcome also increases. The leader at this stage shows interest in the growth

of his/ her team which in turn produces employees who are much more loyal and invested in the organization. Fifth and final level of leadership is the pinnacle which marks the zenith of leadership skill. At this stage, leader is not needful of a position to influence his/ her team. Leader becomes a brand in himself/ herself. Leader leads by inspiring people into following him/ her. People look up to their leader at this stage. Leader's philosophies and vision is respected and idealized throughout the organization. People respect the leader for years of service provided by the leader. Leader is highly trusted and respected all through the organization and outside the organization as well. People outside the subject area of the leader also seek his/ her advice. This shows that leader at this stage is widely followed by the his/ her team. The relationship of these leadership levels was tested against Big five personality traits: Conscientiousness, openness, extraversion, agreeableness, and neuroticism. Big five personality theory was preceded by Trait theory which projected that behavioral patterns could be read through personality observation. Extraversion is a personality trait where the leader is outgoing and friendly (Costa & McCrae, 1988). It comes naturally to a leader and he/ she does not have to spend any effort to interact with people. Leader becomes the life of party where he/ she likes to socialize and stay in the eyes of people. Extraversion makes people more inclined towards talking to people and that builds a strong relationship which benefits the effective management of organizational affairs. Agreeableness is a personality trait in which leaders tend to find mutually agreeable conditions to deal with any disagreements. Openness is a personality trait which shows how open minded a leader can be. According to Stogdill's (1974), a leader who is more open, enjoys to experience and try new things and bring innovative techniques into practice. They act upon their curiosity and this provides them with a chance to tread the roads not taken. They appreciate unusual concepts and arts. Openness makes such leaders more imaginative and positive rather than being negative. These leaders become very creative and use their critical thinking more than others. Trust is really important between leader and team members (Hao & Yazdanifard, 2015). Conscientiousness shows immense amount of self-discipline in the leaders. Leaders who score high in conscientiousness, like to follow a schedule and do not want to act impulsively. According to (Goldberg, 1990), conscientious leaders follow a plan methodically and stick to it in a strict manner. They carefully formulate a road map towards their long-term goals and work with consistency to achieve them. They sometimes tend to over-do things and try to achieve perfection. This makes them a bit inflexible. Neuroticism characterizes emotional instability. Leaders who are high in neuroticism, tend to feel excessive anxiety, moodiness and irritability. They take a lot of stress on all issues. It is easier for them to get upset on minor issues. Once they are done with stressful events, they find it difficult to bounce back to normal. Regression analysis was used to measure the impact of personality traits upon leadership levels. This research study identifies which personality traits are positive predictors and which personality traits are negative predictors of Leadership level.

Methodology

Research Methodology

This is a quantitative research study. A survey questionnaire was administered to the sample population. The questionnaire was Maxwell's Leadership assessment. The researcher visited each HOD at his/her convenient time, after taking appointments to conduct the survey.

Research Design

This research study was conducted on a stretch of a year. Each questionnaire had three parts where two parts were to be filled by the leader and one part was to be filled by the subordinate.

Population of study

The population for this study was taken from Lahore, Punjab. HODs who were managing a department at a university level were the demographics.

Sample of the study

The sample consisted of 100 HODS from five public and five private universities of Lahore, Pakistan.

Instrument

To identify the leadership level of HODs, Maxwell's Leadership assessment questionnaire was used.

Data Collection

The data was collected in two phases. In the first phase, the researcher collected data from five public universities and in the second phase, data was collected from five private universities. In the end, 100 questionnaires were filled by all HODS.

Results
Table 1
Perception of HODs regarding first level of Maxwell leadership

No	Statements	M	SD
6	dealing with problems of people is a part of leading and I accept it as part of the job	0.99	0.1
4	the position I have been given is not turf to be guarded but an opportunity to learn	0.99	0.1
1	I do not need to remind my team members that I am the leader	0.99	0.1
9	to assist my team members is one of my primary objectives	0.98	0.14
10	Most people find it easy to work with me	0.98	0.14
7	I have desire to become a better leader by learning more about leadership	0.96	0.2
3	Most days I look forward to going to work	0.94	0.24
5	My team members are willing to do work above and beyond their job descriptions	0.92	0.27
8	I think of my job more in terms of work to be accomplished and less in terms of career path and positions I desire to achieve along the way	0.76	0.43
2	I think of each of my team member not just in terms of his or her function or role but as an individual person	0.63	0.49
	Leader level 1	9.14	0.79
	Per item mean	0.91	0.22

Table 1 shows that leaders meet level 1 of leadership (per item mean .91 > 0.80). Leaders' rating is good (> 0.8) in eight items and poor (< 0.8) only on two statements: Statements 2 and on statement 8.

Table 2
Perception of HODs regarding second level of Maxwell leadership

No	Statements	M	SD
2	I rarely get blindsided in my work and know my strengths and weaknesses	0.99	0.1
1	People outside of my department or area of responsibility frequently seek me out for advice and respect my opinion	0.98	0.14
9	I have developed relationships with everyone who works for me	0.97	0.17
3	I genuinely like most people and want to help them	0.94	0.24
4	People on my team know that I am trustworthy and I say something to them they can count on it	0.93	0.26
5	I have developed solid relationships with all my team members	0.91	0.29
7	To correct errors or take care of problems, I follow through a Candid conversation with team members where needed and don't allow too much time to go by	0.89	0.31
10	I am very consistent and even-tempered in my interaction with my team members	0.8	0.4
8	most employees desire encouragement and I give it to them more than just a fair day pay for a fair day's work	0.78	0.42
6	My team members find me likeable and pleasant nearly 100% of the time	0.74	0.44
	Leader level 2	8.93	0.91
	Per item mean	0.89	

Table 2 shows that leaders meet level 2 of Maxwell leadership (per item mean .89 > 0.80). Leaders' rating is good (> 0.8) in eight items and poor (< 0.8) only on two statements: Statements 8 and on statement 6.

Table 3
Perception of HODs regarding third level of Maxwell leadership

No	Statements	M	SD
2	Good people always want to work with me and my team	0.92	0.27
1	I consistently hit a target that goes in my work	0.9	0.3
9	My work is very consistent on a daily basis	0.9	0.3
10	routines and systems help me perform at a very high level	0.89	0.31
8	I often get difficult task done and I am known as a problem solver	0.88	0.33
6	I give my best to whatever I do	0.87	0.34
3	People learn from me, seek me out, and see me as an expert in my field	0.86	0.35
4	I constantly sett and achieve higher goals for myself even when my superiors do not set time for me	0.86	0.35
5	My performance in my work often carries the team to a higher level.	0.82	0.39
7	I am comfortable when others follow my example and watch how I perform	0.28	0.45
	Leader level 3	8.18	2.58
	Per item mean	0.82	

Table 3 shows that leaders meet level of Maxwell leadership (per item mean .82 > 0.80). Leaders' rating is good (> 0.8) in nine items and poor (< 0.8) only on statement 7.

Table 4

Perception of HODs regarding forth level of Maxwell leadership

No	Statements	M	SD
1	I schedule and follow through on a regular consistent basis with training and development for all of my team members	0.83	0.38
3	I strengthen people by consistently giving them responsibilities and authority	0.81	0.39
9	In addition feedback during formal review by team or department, I continually give people feedback	0.81	0.39
6	I individualize the way I mentor, develop, and train my people	0.79	0.41
5	I know very thoroughly the strengths and weaknesses of all the people I lead	0.76	0.43
10	My department or team is considered one of the best in the organization	0.75	.42
7	I spend the most significant and strategic mentoring time with the people who have the highest potential, talent and capacity	0.72	0.45
2	We never cancel our training and development sessions when deadlines loom or work becomes urgent	0.69	0.46
4	Every month, I spend a significant amount of time mentoring upcoming leaders	0.69	0.46
8	I move people from position to position to find their feet	0.6	0.49
	Leader level 4	7.53	3.28
	Per item mean	0.75	

Table 4 shows that leaders do not meet level 4 of Maxwell leadership (per item mean .75 < 0.80). Leaders' rating is good (> 0.8) only in three items: Statement 1, Statement 3, and 9 and poor (< 0.8) in the rest of seven items.

Table 5

Perception of HODs regarding fifth level of Maxwell leadership

No	Statements	M	SD
10	I am using my resources and influence for causes greater than myself or my organization	0.89	0.31
6	I am making strong positive impact I am still at the top of my game	0.86	0.35
7	If I decide to leave my current position, there is at least one person who take my place and would be ready to step in	0.85	0.36
9	People from outside of my specific industry seek me out for leadership advice	0.84	0.37
5	I enjoy the friendship and interaction of a small circle of leaders with whom I am taking the leadership journey	0.83	0.38
8	I have influence outside of my organization	0.79	0.41
2	I am using my influences to instill values in my organization.	0.71	0.46
1	I have encouraged several specific people to speak hard truths to me and they do so regularly	0.7	0.46
4	I developed many leaders who are developing leaders	0.67	0.47
3	I or my team set the course of my organization	0.26	0.44
	Leader level 5	7.4	2.03
	Per item mean	0.74	

Table 5 shows that leaders do not meet level 4 of Maxwell leadership (per item mean .75 < 0.80). Leaders' rating is good (> 0.8) only in three items: Statement 5, Statement 6, Statement 7, Statement 9, Statement 10 and poor (< 0.8) in the rest of five items.

Sample of HODs was comprised 38 % male and 62 % female. The t-test applied and it was found that gender has no effect on the leadership levels of HODs.

Table 6

Difference in leader levels based on gender

Leader level	Gender	N	M	SD	MDiff	df	t	p
1	Male	38	9.1053	.79829				
	Female	62	9.1613	.79328	-.05603	98	-.342	.733
2	Male	38	9.0263	.63616				
	Female	62	8.8710	1.04777	.15535	97.998	.923	.359
3	Male	38	8.6316	1.71513				

	Female	62	7.9032	2.96266	.72835	97.760	1.556	.123
4	Male	38	7.5263	3.27758				
	Female	62	7.5323	3.30284	-.00594	98	-.009	.993
5	Male	38	7.3947	1.98016				
	Female	62	7.4032	2.07609	-.00849	98	-.020	.984

Age of 13 % HODs was up to 34 years, 43 % were in the age range 35-44 years, 40 % in the age range 45-54, and 4 % were of age 55 and above. ANOVA revealed that age has no effect on the leadership levels of HODs.

Table 7

Difference in leader levels based on age

		Sum of Squares	df	Mean Square	F	p
Leader level 1	Between Groups	.779	3	.260	.407	.748
	Within Groups	61.261	96	.638		
	Total	62.040	99			
Leader level 2	Between Groups	2.803	3	.934	1.125	.343
	Within Groups	79.707	96	.830		
	Total	82.510	99			
Leader level 3	Between Groups	21.033	3	7.011	1.059	.370
	Within Groups	635.727	96	6.622		
	Total	656.760	99			
Leader level 4	Between Groups	7.440	3	2.480	.226	.878
	Within Groups	1055.470	96	10.994		
	Total	1062.910	99			
Leader level 5	Between Groups	11.381	3	3.794	.918	.435
	Within Groups	396.619	96	4.131		
	Total	408.000	99			

HODs with up to 10 years of experience were 21 %, with 11-20 years of experience were 61 % and more than 20 years of experience were 18 %. ANOVA revealed that experience has no effect on the leadership levels of HODs.

Table 8

Difference in leader levels based on experience

		Sum of Squares	df	Mean Square	F	p
Leader level 1	Between Groups	.105	2	.053	.082	.921
	Within Groups	61.935	97	.639		
	Total	62.040	99			
Leader level 2	Between Groups	.346	2	.173	.204	.816
	Within Groups	82.164	97	.847		
	Total	82.510	99			
Leader level 3	Between Groups	1.643	2	.821	.122	.886
	Within Groups	655.117	97	6.754		
	Total	656.760	99			
Leader level 4	Between Groups	14.110	2	7.055	.652	.523
	Within Groups	1048.800	97	10.812		
	Total	1062.910	99			
Leader level 5	Between Groups	3.432	2	1.716	.411	.664
	Within Groups	404.568	97	4.171		
	Total	408.000	99			

Discussion of Findings:

This research study evaluated the leadership levels of HOD's in five public and five private universities. This research study aligns with the study of Kolzow (2014). The purpose of this study was to determine the level of leaders at a university level. The sample was 100 HOD'S. Maxwell's leadership questionnaire was administered to the sample population. The leadership questionnaire had three parts to determine the leadership level. First and third part is to be filled by the leaders and second part is to be filled by the team member. For each leader, three team members filled the questionnaire about him/ her. In this research study, it was revealed that leaders are at level 3 "Production". Out of a population of 100 Heads of Departments, 79 turned out to be at level 3. This shows that leaders focus mainly on task accomplishment. Their main focus is to get things done because they get a lot of pressure from the organizations to meet their deadlines and achieve goals. They need to produce results in order to survive in their position. They maintain a track record of achievement and consistency in their results. They become change agents by getting tasks done and their profits go up. This makes them indispensable for the organization. They become used to the fact that they can tackle tough problems and narrow deadlines. The collective efficacy of the organization also increases and leadership ultimately becomes fun for them. But there is a problem if the leader thinks that he/she is the only one who needs to grow because a good leader needs to take the team along with him/her so that collective good can be achieved. From the sample population, 19 Heads of Departments were found out to be on level 2 which is permission. Department heads at this stage develop meaningful relationships with their team so that they can get the required permission from their team to lead them. Willingness is the key term here because the leader wants to lead with permission from the team. The team of these leaders willingly surrenders to their leader's leadership and that works to the advantage of the leader. Team members feel valued by the leader and they become positively influenced by him/her. Leaders win trust of the team and their bond grows into lasting friendships. Two heads from the sample population were found to be at level 1 of the leadership levels which is "Position". At this level, leader is at the very beginning level of leadership where people respect him/her because of the position. Team members do not go extra miles for their leader at this stage because they respect the leader only for position.

Demographics also had an impact upon the leadership level of HOD's. It was also noted that Private universities had more leaders on level 3 whereas public universities have less leaders on level 3. A total of 12 leaders from Public universities were identified to be on level 2 whereas 9 leaders from Private universities were on level 2. Additionally, only 30 leaders from public universities were on level 3. A majority of 49 leaders from Private universities were on level 3. This shows that leaders in public universities are more comfortable where they have to lead people through their express consent. They feel less competition and more comfort whereas leaders in Private universities are more competitive and tend to work on the advancement of their leadership level. Gender also played a major role in the classification of leadership levels. It was identified that out of 19 leaders who were on level 2, 13 were females and only 6 were males. Furthermore, majority of leaders who secured level 3 were males with 50 out of 79 leaders on level 3. On the contrary, a small minority of 29 females were on level 3. This shows that male leaders were effectively paving their way towards improving their leadership level but female leaders were facing difficulty.

Gender, age and experience were found to have no effect on leadership levels.

Conclusion

This research study aims at enhancing the leadership levels of HOD's by identifying their current levels of leadership. Maxwell's leadership assessment questionnaire was effectively used to determine the levels. This study finds out that majority of Educational leaders working in the capacity of department heads, are at level 3 of leadership. Which suggests that they are not focusing on capacity building and individual achievement. Their main focus is to get the work done for the organization to maintain a track record of result oriented leader. In this process, they sometimes compromise the emotional, physical and psychological well-being of their team. This becomes a hindrance for those leaders, to reach level 4 and 5. In order to reach the pinnacle of leadership level, a leader should become selfless and invest on people development, only then, the leader can reach excellence. This also shows that leaders are mostly focusing upon their mental image or perception about themselves and remain positively distant from their actual level which also works as a hurdle towards the

improvement of their level of leadership. This questionnaire can help them identify their actual level and then work their way up. Realization of their level can be a key to their improvement and success.

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