

**UNDERSTANDING THE LEARNING JOURNEYS OF ACADEMIC
HEADS OF DEPARTMENTS PREPARATIONS, AND ACCESS TO
THEIR ROLES: THE CASE OF A SELECTED UNIVERSITY IN GHANA**

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by

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ABSTRACT

Leadership training for educational leaders in academia has been considered paramount to empower them for both leadership and management skills necessary to bring about quality in teaching and learning. Majority of academic leaders in higher educational institutions in the world are appointed without formal preparation for their roles. Most studies carried out on academic leaders in Africa focus mainly on challenges, roles and theories of leadership. This study, however, explores factors accounting for academics' movement into the HoD's position, description and understanding of HoDs' work, preparations HoDs have for the role and preparations HoDs would have liked for their roles.

The case study approach was used to study the journeys involved in the preparations of 16 academic HoDs in a selected university in Ghana, focusing on how they assess their roles, their understanding about the roles, preparations they have had on the roles and the preparations they would have wished for the roles. Semi-structured interviews were conducted with sixteen university Head of Departments. Documentary evidence was also used in the study. Using thematic analysis, the study revealed, among others, different degrees of preparations which were mainly informal and were not directly linked to the roles of the HoDs, resonates with the literature that majority of academic HoDs did not receive preparations for their roles and tended to use their experiences to play their roles. Based on these findings, it was recommended that formal training on the HoD's duties and their implementations for all newly appointed HoDs be make effective and efficient to enrich them with the necessary skills and knowledge. There should be a succession plan to prepare incoming HoDs. It is hoped that the findings will contribute to effective preparations of the academic HoDs. More importantly, it may inform policies to identify areas for effective preparations of the academic HoDs.

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DEDICATION

I dedicate this thesis to my husband, kids and Uncle Kofi Amponsah. May God fulfill all their heart desires. Amen.

DECLARATION

I hereby declare that this thesis has not been submitted, either in the same or different form, to this or any other university for the award of a degree.

SIGNATURE.....

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LIST OF ABBREVIATION

HoD	Head of Department
HoDs	Head of Departments
CoHLS	College of Humanities and Legal Studies
CoES	College of Educational Studies
CoANS	College of Agricultural and Natural Sciences
CoHAS	College of Health and Allied Sciences
CoDE	College of Distance Education
VC	Vice Chancellor
NAGRAT	National Association of Graduate Teachers
NAB	National Accreditation Board
FSHS	Free Senior High School
MoEG	Ministry of Education in Ghana
CU	Case University
UCL	University College London
BIS	Department for Business, Innovation and Skills
IEL	Institute for Educational Leadership
AACTE	American Association of Colleges for Teacher Education

CHAPTER ONE

INTRODUCTION

One of the key questions underlying research into academic leadership preparation is:

What preparations do academic heads of departments have for their roles?

1.0 Introduction

This research project investigates the journeys in the preparations of academics who become university Heads of Department (HoDs) in a university in Ghana. It seeks to describe and interpret the learning journeys of academic HoDs regarding how academics become HoDs, how academic HoDs describe and understand their work practice, preparations HoDs have for their roles and preparations HoDs would have liked for their roles. The case study design was employed to explore the learning journeys of 16 academic HoDs and their preparations and access to their roles in a university in Ghana. The case study focuses on a range of factors within a “bounded instance” (Merriam, 1988, p.7). In this study, the bounded instances are set by individual academic HoDs working in different departments in either the same college or different colleges in the selected university which, in ensuring anonymity and confidentiality, is called the Peace University.

The questions and study fits well in the interpretative research approach. Twenty (20) academic HoDs from a selected university in Ghana where the research was conducted were purposively sampled and interviewed on how they become HoDs, how they describe and understand their work practice, preparations they receive for their roles and preparations they would have liked for their roles to enable them function effectively. A life history interview with the academic HoDs was adopted to produce the data necessary for this case study. The field work started in February 2016 and ended in October 2016. The findings from the data analysis addressed the research questions.

The introduction of this study establishes the gap in the literature for studies to be conducted into the preparations of academics who become HoDs. The organisation of the rest of the research follows this order: Firstly, reasons for this research are presented, followed by the purpose of the study and the specific research questions. Secondly, relevant related literature which sheds light on the research questions, and from which the researcher developed the conceptual framework on educational leadership was reviewed. Key concepts like how academics become HoDs, how academic HoDs describe and understand their work practice, preparations HoDs receive for their roles and preparations HoDs would have liked for their roles were considered. Thirdly, the research design used to conduct the research is considered. Fourthly, the findings are presented and discussed based on literature review, the research questions, the aims of the research and the professional challenge of academic HoDs. Finally, the conclusion and recommendations of the study are presented.

1.1 Background to the Study

Over the past years in developing countries, there has been significant shifts in leadership and management practices and culture in higher education institutions because of modernisation practices enforced by governments and funding bodies (Parry, 2013; Bolden et al., 2012; Jones and Samiei, 2011). These modernisation practices include organisational restructuring, demands for increased access to higher education (Bolden et al., 2012), provision of a skilled workforce that can service the development needs of a country (Gold, Thorpe and Mumford, 2010) and the provision of effective leaders for quality student education (Bush, 2007). Drawing from a more diverse population to realise the potential for the African people for innovation, development, economic renewal for equity, social mobility, and empower people to have the chance to work out of poverty (Parry, 2013; Bolden et al., 2012; Jones and Samiei, 2011). This has raised concerns about the quality of educational leadership and management as higher education institutions try to meet these modern practices because studies (Hallinger and Heck, 1998; Louis et al., 2010) have indicated that academic leaders plan and implement

policies for the attainment of institutional goals in particular and national goals in general.

In considering the importance of educational leadership to universities, Bush (2007) observes that the continually evolving educational reform agenda appears to have seized upon leadership as both an important target for reform and a vehicle for making other changes happen. This is because leaders set the tone for implementation of policies in their departments. This calls for educational leaders to be effective in their leadership and management activities.

Bolden et al. (2012) rather bring to view the differences that exist between academic management and academic leadership by saying that leadership is the process of creating vision and strategy for an organisational development whilst management is about implementing that vision and strategy documented in the policies, through processes and practices. Kotter (2001) makes the picture clearer by saying that managers are the people to whom this management task such as the implementation of the strategy developed by the leadership is allotted, and it is generally conceived that they achieve the worthwhile goals through key performance indicators such as empowering with monitoring and evaluation of critical aspects of the implementation of the strategy to ensure quality assurance and accountability of their roles. Leaders, on the other hand, set a direction, align people, incite and heighten. A deduction that can be made out of the academic study by Kotter (2001) is that managers make the vision of leaders work through performativity agendas set by Leaders. Arguably, the leaders make their vision work through high levels of performance management and control. This could connect with the gender issues in Africa, where the man is seen to be the leader who sets agenda for women to follow (Grant, 2005). Leadership therefore involves the processes and strategies of setting organisational goals and visions whereas management implements those goals and visions to bring them into realisation.

Smith (2005) opines that the Heads of Departments (HoDs) in academia play influential roles in the leadership and management of their duties in the universities. As part of the modernization practices, the HoD is challenged to widen the participation or access to higher education by introducing different entry qualifications to the various programmes that they offer and also to develop new programmes to the existing programmes (Dougherty, 2001; Parry, 2013).

HoDs are responsible for departmental administration which includes organisation of teaching programs, human resource management, management of other resources and budget which will attract majority of students to their departments as a result of the vision and strategy they have created from that of the university's visions and have implemented with other people in the departments for the organisational development (Parry, 2013). This is so because the HoDs do not work alone but they work with other members in the departments to implement the strategies for widening access to higher education.

Research has revealed that as HoDs in academia move into the performance of their roles, they demand a different set of skills, values and knowledge in leadership and management of their departments (Bolton, 2000; Floyd, 2009). Smith (2005) added that issues arise regarding how HoDs combine teaching and research, and leadership and management. Callahan (2001) asserts that because of the importance of the position, a Head of Department must undergo proper preparation before assuming that position. This is because they have to make and implement critical decisions to achieve excellence in teaching and learning in their departments (Lyons, 2008). The Ministry of Education in Ghana (2015) indicated that the purpose of higher education in Ghana is to produce middle and higher levels manpower for the development of the nation. The academic HoD, in this regard, will, therefore, need to acquire the necessary skills and knowledge to lead and manage their departments for the realisation of the purpose of higher

education in Ghana as Bush (2007) observes that HoDs set the tone for implementation of policies in their departments.

Deem (2004) indicates that academic HoDs in the universities now find themselves performing increasingly complex management and leadership roles as they are occupied with a higher workload and longer hours than in the past due to additional responsibilities such as budget preparation and monitoring of teaching attached to the position. Moreover, only one third of those studied in the research received any formal training, and few felt they received enough feedback on their management and leadership roles (Floyd, 2009). People who become HoDs are situated in difficult management and leadership situations with little or no orientation as they try to steer a course through the tensions that are mounted on them between doing what they believe is right for the department, and doing what they are required to do by the Senior Leadership team who want to maintain the status quo (Deem, 2004). It looks like some HoDs are trying to effectively manage essential components of their departments' duties, such as research, teaching and leadership. A reduced research profile of the HoDs is likely to reveal the extent of preparations HoD's receive to perform their departments' roles and areas that they would want to be prepared for.

Some countries, especially, in the developed world such as Britain and Australia have realised the difficult management and leadership situations of HoDs and as such organised programmes for preparation and development of institutional Heads of Departments. However, Ibrahim (2011) reveals that not so much in terms of HoDs preparation in the developing world has been brought to the fore. Most studies carried out with academic leaders in Africa (Harber and Dadey, 1993; Oduro and MacBeath, 2003; Bush and Oduro, 2006; Bush, 2008) focus mainly on challenges, roles and theories of leadership to the neglect of leadership preparations. In these studies, preparation and development of HoDs is recommended as one of the possible ways of preparing them to get the skills, knowledge and attributes such as determination to act on issues of concern to

them within the ambit of their roles and on time, greater emphasis on monitoring, teaching and learning as well as laying emphasis on shared leadership which are necessary to run departments in a professional and effective manner.

In Africa, it has been reported that training of educational HoDs can empower them with skills, knowledge and experience necessary to bring about quality in teaching and learning, and to commit to continuous standards of improvement of education (Bush and Oduro, 2006; Ibrahim, 2011). Head of departments' leadership preparation is considered to provide them with some leadership and management skills such as ability to translate ideas into setting visions and goals and ability to work with people for common goal to their respective departments. Furthermore, Bush and Oduro (2006) believe that if HoDs put such leadership and management skills into use, they will yield positive results in their departments' goals attainment and bring improvements in the quality of teaching and learning, researching and administration.

In Ghana, some universities have undergone changes such as organisational restructuring in the quest to meet the modernization practices in leadership and management like widening access to the universities by diversifying their programs to increase the number of students attending university, to increase the literacy level of the citizens of the state and its resultant effect on national development. Governments, over the years, have rolled-out different policies and development for higher education through the National Accreditation Board to ensure the expected educational outcomes are achieved (Antwi, 1992). Paramount among these policies are Free Senior High School (FSHS), Capitation Grant, etc. which have had positive impact on the Ghanaian economy. The National Accreditation Board regulates activities of the universities in Ghana by giving them accreditation to run their programs when they meet certain required standards geared towards accomplishing the stipulated educational goals. The accreditation board monitors and evaluates the university's development through the quality assurance body which ensures internal quality controls by making sure

that all activities on campus are regulated to ensure orderliness on university campuses (Antwi, 1992).

A number of universities in Ghana for which the Case University (CU) is no exception to have gone the collegiate system. Collegiate universities consist of higher educational institutions that are divided into a series of different colleges (Oxford, 2013). It involves the three tier system of administration which consists of departments/schools/institutes which are embedded in their respective faculties whilst faculties are embedded in colleges. Until recently, universities in Ghana were running the two-tier system consisting of departments and their faculties or schools and their faculties or institutes and their faculties in the university.

It is worthy of note that the Case University is no exception have migrated to the collegiate system. The collegiate system as stated in the statute (2012) of the Case University is an idea to pool resources, strengthen potentials, and provide an opportunity to deliver better services to students. Again, the collegiate system is said to create an interdisciplinary and trans-disciplinary teaching and learning, research environment and devolution of some areas (like library, staff and students recruitments, and welfare) of administration to the colleges for efficient delivery of services (CU Statutes, 2012). This is attributed to the fact that it was realized that the old structure was characterized by a centralized power at the central administration where individual departments were running their programs separately with their own resources. Students were therefore limited to programs that were being run in the department which in a way limited their scope (CU Statutes, 2012).

Roles expected to be performed by the academic HoDs in the university fall under teaching, researching and administration where both leadership and management aspects which are concerned about creation of vision and strategies and their implementations are involved (Siddique et al., 2011). For instance, in accordance with University College London (UCL) Regulation for Management 11, the academic HoD consults with staff of the Department and where possible, the

relevant Dean of the Faculty or academic Vice-Provost to formulate and monitor the academic planning, development and implementation of strategies for the departments' growth. Here, the academic HoDs conduct oversight responsibilities (monitoring, supervision, organizing meetings, arbitrator and liaison officer) over the works of academic and non-academic staff within their jurisdiction. Furthermore, The University of Sheffield summarized the role and expectations of the academic HoDs as being able to exercise leadership, demonstrate vision, and empower others in order to deliver the agreed departmental strategy within the faculty. Also the HoD is required to perform departmental activities within the ambit of the university objectives. Deducing the HoDs roles from the two universities above, it could be seen that departmental activities of the academic HoDs are done within the main university objectives and involve support of other colleagues who are juniors and seniors to them for the attainment of their departmental goals. Again, the HoDs support the university objectives through active participation in the executive board meetings and being effective advocates for their departments in the university.

In a more concise way, Limsila and Ogunlana (2008) indicated that the teaching and research roles mainly form the academic roles of the HoDs while those of administrative fall under management roles and leadership, in consultation with their faculty or college head, as well as department leadership team to provide academic and strategic leadership.

These require that the HoD is taken through some preparations for them to perform their roles of oversight, planning, organising, leading and controlling effectively. Wescott (2000) noted that most academic Heads of Departments have no formal preparation for the roles. Although the HoD position often comes without a lot of training, they are expected to succeed (Chu, 2012). This could mean that though some academic HoDs receive preparation for their role, they are inadequate. Studies (Harber and Dadey, 1993; Oduro and MacBeath, 2003; Bush and Oduro, 2006; Floyd, 2009) have focused mainly on challenges, theories and

career trajectories of academic leadership. In these studies, preparation and development of HoDs is recommended as one of the possible ways of supporting HoDs to play their roles well. Holistically, their conclusion was that HODs should imbibe all the necessary theories and practices to enable them lead and manage their institutions efficiently and effectively.

“Understanding the learning journeys of academic HoDs’ preparations and access to their roles: The case of the Universities Head of Departments” is a major effort which begins to address the gap in the knowledge and to throw more light into the lived experiences of HoDs preparation, access, role, and what they would recommend to prepare future HoDs from a range of HoDs in the Case University. Such research, for example, could help in the potential selection process of new HoDs, and could help tailor specific training, development and support based on evidence research for them while at post. This study, thus, aims to fill this gap in the literature on leadership preparation of academics who become HoDs in a selected university in Ghana. Once effective processes have been identified, they could offer suggestions to inform policy and practice to ensure that more departments become vibrant academic centers in which everyone has a good time under the direction of effective HODs.

1.1.1 The University in Context

There are 10 regions in Ghana and each of them is divided into a number of districts, municipalities and metropolitans for administrative purposes. To cover the entire nation is impossible because of constraints of time and finance on travelling to the various locations. However, it is considered appropriate to conduct a ‘bite size’ research covering Head of Departments in one area rather than an ‘elephant size’ research covering the whole country (Kusi, 2012).

Several factors have influenced the choice of the Case University as follows:

I identified the research problem in Peace University. The university has a typical case of being one of the public universities pursuing various teaching

programmes. The needed research data can be gathered from Peace University and within the duration of the study. The selected university was established to provide skilled manpower in education to meet the developmental needs of the country (Antwi, 1992). Though the University has various teaching programmes, some of the programmes are not in education (programmes which are outside the domain of education, such as medicine and optometry) while the focus on the University is on teaching, some of the programmes are non-teaching disciplines and research. As part of modernization, the Case University has gone collegiate and has expanded some of its faculties and diversified some programmes to meet the increasing demands of access to university education. It is still under restructuring. There are varieties of academic courses offered by the University to cater for the unique needs of the several aspects of the economy. The University has a large number of diverse students who are pursuing wide range of courses and whose number increases (approximately 2%) every year. There is also a large body of academic HoDs across the various arrays of academic departments with their unique working experiences (59 academic HoDs). The University is undergoing reconstruction to improve upon its service delivery. The University, therefore, has the requisite number of participants for study. I believe that these features of the university would produce the needed data to answer the research questions of this study so that findings can be transferred to similar context, though these findings cannot be generalised.

1.2 Statement of the Problem

Head of Departments are important members of the university's leadership and management structure, playing a critical role with various faculty members in managing and implementing policies in achieving the university's strategic objectives (Middlehurst, 1993; Smith, 2002). The prime role of the academic HoD may be to provide leadership and management in academic and administrative issues within the context of the university's statutes concerning departmental governance cascaded down through committees under the auspices of either directives or the collegial system (Siddique et al., 2011). In providing leadership

and management roles to the department as part of a broader leadership and management roles in a faculty, the Head of Department will have a number of responsibilities such as leading and managing teaching, researching and administration.

The ability of HoDs to effectively play their roles may depend upon the background preparations they receive (Chen, 1998). Studies (Commonwealth Secretariat, 1996; Bush and Jackson, 2002; Huber, 2004; Fink, 2005; Gunter and Forrester, 2010) indicate that the preparations of academic HoDs play a critical role in helping them to acquire knowledge, skills, experience, and attitudes that will be necessary for their leadership and management roles such as being truthful to the implementations of policies which bring about vibrant departments in terms of leading educational effectiveness, improvement and transformation in the university in the form of helping learners align themselves with intended learning outcomes of the course with the needs of society whilst passing on vital traditional knowledge, or building relationships with the local economies or communities. Muthini (2004) added that HoDs need preparations to enable them to understand the complexity of academic and administrative issues they are supposed to deal with and how to go about them. It has been established that most Heads of Department are appointed without any specific leadership and management training, and few receive appropriate in-service training following appointment (Wescott, 2002; Archibong, 2005, Bush and Oduro, 2006; Chu, 2012).

To understand what kinds of preparation are required, it is necessary to understand what HoDs do and what they think the needed preparation relate to their role specification. There is, however, a paucity of research in Ghana, and internationally on the academic HoDs preparation in the performance of their roles. This gap needs to be filled, hence the study on understanding the learning journeys of academics access to HoDs' position, HoDs' roles, HoDs'

preparations, and preferred preparations of HoDs on their roles: The case of the Universities Head of Departments.

1.3 Aim and Objectives

The aim of this study is to describe and interpret the learning journeys of academic HoDs focusing their accession to the position of HoD, the processes and practices of their role as HoD once in post, the preparation for the role of HoDs and how critical reflection on these aspects informed their recommendations on how to prepare future HoDs in the Case University in Ghana.

The researcher formulated these objectives to guide the direction of the study. Specifically, this study sought to:

- i. Find out factors that account for academics' movements into HoDs' position
- ii. Examine how HoDs describe and understand their work.
- iii. Investigate the preparations HoDs have for their roles.
- iv. Examine the preparations HoDs would have liked for their roles.

1.4 Research Questions

The study sought to find answers to the following questions.

1. What factors account for academics' movements into HoDs' position?
2. How do academic HoDs describe and understand their work roles?
3. What preparation do they have for their roles?
4. What preparation would they have liked for their roles?

1.5 Significance of the Study

The findings of the study would be useful in generating new knowledge to fill the gap in literature on academics accession to the HoD's position, HoDs' roles, preparations and the would-like preparations for their roles in Ghana. The research will have potential impact in providing suggestions to inform policy and practices for effective academic HoDs' preparations in the universities in Ghana.

This is because the findings would reveal the kind of preparation that is required for the academic HoDs, what they do and what they think they needed preparations in. Policy makers, those appointing HoDs, those responsible for succession planning for HEI leadership, and the future HoDs may find this research useful to help them think through issues of accession to role, consolidation of role, preparation for role, and the preparation they would have liked now they have had time to reflect on their leadership journey from accession to consolidation.

The outcome of the study may further develop new theory of accession, preparation, and consolidation of the role of HoD.

New theories related to succession planning, preparation of academic HoDs, accession of HoDs in the universities in particular context will be presented. It could, for instance, help in the potential selection processes of new HoDs and help put specific training, development and support for them. This is because the findings will be publicly made known through publication in international peer reviewed journal articles. Also, based on the findings, workshops will be organized for the academic HoDs. Presentations on the findings at conferences will also make the academic HoDs aware of some of these practices and finally, copies of the thesis will be made available to the Case University.

1.6 Putting Myself in the Research

The concept of reflexivity is paramount in qualitative research because it helps the researcher to write himself/herself in the research (Lichtman, 2006). My personal encounter with and observation of different Heads of Department has shown me the kind of leadership challenges and the pressure HoDs go through. As a Principal Administrative Assistant, I served as a higher education administrator for more than three years. Throughout these periods, I observed that in providing leadership and management roles to the department, faculty and the university as a whole, some HoDs would mostly confide in me as to what to do with correspondence or how to take certain actions on some issues in the department.

Again, I approached a certain academic HoD in a different department who left the role shortly after assumption and as to why he did so, he maintained that things were difficult for him to manage because he did not possess much knowledge on how to implement issues at stake. They seemed to lack the necessary preparation for their roles and as such it impacts on their leadership and management activities and really position them in a very difficult leadership and management situations (Deem, 2004; Smith, 2005). Some of the HoDs are not willing to play the role again after their tenure of office as a result of both professional and personal challenges they are confronted with.

Whenever an academic was appointed as a HoD, I only got to know through a copy of the appointment letter which came to the department to be put on file. As to how they were appointed was not known because I am not part of the body that does the appointment. However, I must admit that the HoDs work hard to be effective on their roles. Based on my observation, I have developed the interest to know how academics move to the HoD position, roles they play, and preparations they have for their roles and the kind of preparations they would want to receive so as to be more effective in playing their roles.

1.7 Overview of the Thesis

The thesis is presented in nine chapters. Chapter 1 consists of background to the study, statement of the problem, aims and objectives of the research, research questions, the significance or outcomes of the study and the conceptual framework of the study. Chapter 2 consists of related literature review linked to the research questions and aims which also address and inform the conceptual framework of the study. These include key issues such as factors which account for academics movements to the HoDs position, preparations of academic HoDs, roles of the academic HoDs and typology of knowledge. The professional challenge was to improve the preparations of the academic HoDs on their roles in order to play their roles effectively.

Chapter 3 describes and justifies the methodology used in the study as well as detailed information on data collection and analysis, ethical considerations and trustworthiness issues in this study. The case study data collected from the various academic HoDs are presented and analysed in four empirical chapters - 4, 5, 6 and 7. Using the qualitative technique of thematic analysis, the themes that emerged are discussed. Chapter 4 consists of the presentation and analysis of the findings regarding factors accounting for the academics movements into the HoDs' position. Chapter 5 consists of findings on how the HoDs describe and understand their roles. Chapter 6 presents findings in respect to preparations that the HoDs have for their roles in line with Lunt's (2002) levels of knowledge acquisition. Embedded in these presentations are the comparisons and contrast of the evidence with literature, whilst Chapter 7 presents findings regarding preparations that the academic HoDs would like to receive for their roles and finally, the last chapter, 8, consists of accounts on the learning journeys of the HoDs, the conclusions, implications of the study for policy and practice, and recommendations for further studies. General limitations and challenges of the research and the researcher's reflections on the doctoral journey are also discussed here.

1.8 Summary of Chapter

This chapter has described the problem that HoDs are appointed into roles without being able to describe and understand the role they will be taking, and without preparation for the role. Most of the research done on educational leadership and management are mostly on leadership theories, the types and styles to the neglect of leadership preparations. Hence, the justification for the need to conduct this research by bringing to bare the problem at hand and the need to tackle it. The researcher's own experience as Administrative Assistant in relation to the activities of the HoDs has been shared as well. These subsequently informed the development of the conceptual frameworks of movements, understandings, preparations and would-like preparations as well as the choice of case study to address the research. These also set up the literature which covered issues on how academics become HoDs, how academic HoDs describe and understand their

roles, preparations for the role of HoDs and preferred preparations for the role of HoDs. The study methodology was situated in qualitative research. The research paradigm within which this study is positioned is interpretivism. The case study design was adopted as the research design. The population was 59 academic HoDs out of which 20 were purposively selected from all the five colleges for the purposes of this research. Interviews and documents were used as data collection tools in data collection for this study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This thesis describes and interprets the learning journeys of academic HoDs regarding how academics become HoDs, the roles they play, preparations they have on the role and the preparation they would have liked for the role to be effective in their roles. The following research questions have been developed to help address the main research question:

1. What factors account for academics' movements into HoDs' position?
2. How do academic HoDs describe and understand their work roles?
3. What preparation do they have for their roles?
4. What preparation would they have liked for their roles?

The study is built on the concepts of how one becomes academic HoD, roles of academic HoDs, preparations of academic HoDs and preferred preparations of academic HoDs. Some of the reviewed literature is related to higher education where possible but due to the dearth of research in the field, I draw on relevant literature from school and college contexts. There is a body of literature on educational leadership and management, both national and international (Peters, 1994; Bush and Oduro, 2006, Floyd, 2009, Enyaert, 2011; Taysum, 2012; Northouse, 2013).

The sections of the reviewed literature each are mapped to each specific research question so as to address the main research question. The first section deals with factors which account for academic HoDs movements into their position. Every leader and manager in any organisation performs certain roles or responsibilities attached to the position to ensure smooth running and improvements of the institution. The ability to identify these roles effectively and to explain them may indicate how adequately the leader knows his or her work and duties and to perform them as such. The literature continues in this aspect to explore some leadership and managerial roles of academic HoDs regarding teaching, research

and administration. The way in which the leader or the manager plays these roles and directs the affairs of the organization to some extent may depend on their background preparations. Therefore, preparations of academic HoDs follow to unravel how they are prepared to be able to become effective on their roles and play them professionally. These, among others, are formulating aims and objectives and establishing structures. Developing the literature review has enabled me to focus on my research questions which helped me develop the literature review in an iterative way.

2.1 Conceptualizing Preparations of Academic HoDs

It has been said that becoming an effective academic HoD is a lifelong process, which means that individualized leadership professional development or preparation is important at all stages of one's career (Barnett and O'Mahony, 2008). The developmental school of thought holds that human preparation is created in a continuous process towards the attainment of future goals (Koselleck, 2002). According to Kakabadse and Kakabadze (1999), the developmental school of thought holds that leadership is founded on personal experience and thought as interpretations are made. This means that leadership preparation is a conscious effort made to prepare leaders to understand the role and experiences they have to go through. Based on this idea, it is conceptualized that when academic HoDs are prepared, they are able to make sense of their roles and play them well. Avolio (2005) makes a convincing case for leadership preparation based on the view that leaders are 'made not born'. Those who appear have 'natural' leadership qualities acquired them through learning process (Avolio, 2005). This suggests that orderly preparation, rather than unplanned experience, is more likely to produce effective leaders though some leaders might be effective naturally. A study by Carroll (2010) indicated that developing the knowledge, attitudes and skills required to lead effectively requires systematic preparation which addresses the leadership and management needs of the leaders. The academic HoDs, in this regard, can develop the knowledge, skills and attitudes, values and behaviours to lead and manage when they are systematically prepared for their roles.

As part of systematic preparation of the academic HoD, Taysum (2012) developed a holistic leadership framework based on a four stage model of a leader's life to understand how and why the self of leadership has been constructed. In the model are four stages of a leader's character development. The first, formation stage, looks at what shapes the character of the leader; accession stage reveals how the leader becomes a leader; the third, consolidation stage, explores the leader after gaining knowledge, skills and experience and the last, the move on stage, is where the leader either re-invents themselves or divestiture occurs. Taysum's leadership framework buttressed the fact that preparation of a leader is systematic.

Authors such as Day and Bakioglu (1996), Gronn (1999), (modified by Ribbins 2003), and Taysum (2012) have all applied the longitudinal framework of stages and phases of leadership development to ways of understanding how leaders develop in different contexts. I have therefore adopted the concept of leadership preparation to be in longitudinal stages or phases of understanding the journeys involved in the preparation of academic HoDs in a selected university in Ghana. As I indicated earlier, this research is influenced by the research outcome by Taysum's holistic leader which indicates the advantages of deconstructing leadership to have more insight as to how leaders learn to lead. The current research revealed that although the journeys of HoDs' preparation are into stages as that of leadership developments by Taysum (2012), contextual factors that shape a leader's agency appear to be different in the different stages or phases of leadership development. Taysum maintains that these phases of leadership development by different authors are very important as they help to understand leadership better. Taysum further proposed that a leader is made of complex spiritual, emotional, intellectual, dynamic and creative human being so as to further understand leadership, there should be more deconstructions in leadership development to further enhance our understanding about the leader. As a result of research outcome by Taysum (2012), this framework is developed to further

understand how the leader is prepared and is intended to contribute to increased understanding of how leaders develop.

2.2 Conceptual Framework

The development of leadership and management skills of a HoD demands the individual to be a visionary leader who would be able to look into the future or would have a foresight into what lies ahead for the success and growth of his or her organization and ensures their implementations for the realization of the objectives of the organization. In determining visions of the organization, the leader is expected to consider the broader goals of the organization and scale down to that of his or her department goals to see how best to achieve the goals with a space of time by grouping them into short term, medium term and long term goal for their effective implementation term. Being guided by resources available, the leader is expected to collaborate with other staff members to implement the visions and strategies that the leader has developed to deliver the university strategy linked to government expectation and work closely within the university leaders structure that listens and respects various views as revealed in values such as good interpersonal relationship to enable the leader to relate well with other staff members, truth and transparency which enable the leader to be open to the other staff members with the activities to be done so as to give off their best towards attainment of the organizational goals as expected of the leader (Liker, 2004; Lawman , 2010).

The literature on leadership development shows that there are multiple pathways through different stages and phases to becoming a leader. The study is therefore placed in the conceptual framework on different stages or phases (journeys) of how the academic HoDs are prepared for their roles. The stages or phases are four contextual elements consisting of the concepts of role accessibility, role identification, role preparation and preferred preparation. To the researcher, one has to access the position of the academic HoD, to know the role properly before

he or she can be prepared or developed on the role and finally, determine the preferred preparations to be more effective and to inform future leadership preparations.

2.2.1 Access to Role

Role accessibility involves what influences the leader to access the academic HoDs position. Thus, it reveals factors which account for academics movements into HoDs position. A number of factors may account for one becoming an academic head of department. According to Bush (2008), there are two main strategies available to identify potential academic leaders. First, those interested in such positions may be able to 'self-nominate' by applying for available posts and the second strategy is a planned approach, which leads to central decisions about who should be considered for promotion. Additionally, factors such as highly experienced, and usually male (Gronn, 2003; Pashiardis and Ribbins 2003) may also account for a person becoming a HoD. Knowing the factors which account for academics movements into the HoDs' position could inform us about what an institution or institutions look for to appoint one for the HoDs' position to determine if they have bearings with leadership or management skills. It is believed that factors which have bearings on leadership or management skills position the HoD in a better position to play his or her roles with not much difficulties.

Roles that academic HoDs play after accessing the position will form their role performance. Role performance explores the work practices of academic HoDs. With significant changes in leadership and management practices of higher learning institutions, academic HoDs are expected to play certain roles to ensure effective running of their respective departments. According to Siddique et al. (2011), the prime role of the academic HoD is to provide leadership and management in academic and administrative issues within the context of the university's statutes on departmental governance. These academic and administrative issues fall under teaching, researching and administration where

both leadership and management aspects which are concerned about creation of vision and strategies and their implementations respectively are seen (Siddique et al., 2011). The role expectations of the HoDs would reveal the task areas of the roles. That is the horizon of the roles of the academic HoD. This covers their leadership and management roles with regards to teaching, research and administration.

How the HoDs are developed or prepared to gain knowledge, skills, and experiences for their roles will form role preparation of HoDs. According to Merriam Webster dictionary, preparation is an activity or the process of making something ready or becoming ready for something. An individual's preparation for any job is one of the most crucial factors to evaluate the person's success on the job because it helps them to be conscious of the codes, ethics, principles and standards set around their working environment (Mackenzie, Podsakoff, and Jarvis, 2005) Murphy and Vriesenga, 2004). Moreover, Crossley and Holmes (1999) stress the importance of preparing HoDs by emphasizing the value of exchange visits and attachments, information and networking, and technical meetings. Bezzina (2011) refers to the importance of lifelong learning for leaders and notes the particular value of in-service development for HoDs who take up their position. Looking at the kind of supportive services that exist for academic HoDs, Crow (2006) commented that appropriate ongoing development opportunities should be made available to leaders so that they can update their knowledge and refine their leadership skills.

Preferred preparation will explore from the HoDs, the preparations they would want for their roles and the next line of action after having a taste of what the position is. Thus, after their tenure of office and the experience gained, will they want to continue the path of leadership in their career development or discontinue the path of leadership to a different area where their interests is? Gordon (2005) indicates that more academics choose to, or have to, change their fields of development mid-career to where their interest is.

Considering the links between the concepts, one has to become a HoD before he or she can access the position's role, be prepared or developed on the role and be able to determine preparations they would want for the role. Taysum (2003) was the reference of Holistic Leadership and this framework emerged from data analysis of HoDs though they are called deans. The interplay of these concepts form the conceptual framework which shows a relationship of leadership preparation developments in the life histories of academic heads of department in terms of how they become HoDs, their roles or job practice, preparations for their role framework.

To the researcher, every phase in the framework is important for the learning journeys of the HoDs preparation. From the conceptual framework, there are many activities that work together for the HoDs preparations in the universities, but at same time, these activities have the essential opportunities for the HoDs to decide whether to move on their leadership path or not. The concepts of leadership preparation and development have previously been applied in studies such as in search for holistic leader (Taysum, 2012), principal preparation in Africa (Bush and Oduro, 2006), leadership and management development in education (Bush, 2008) and career trajectory (Floyd, 2008). However, they have not been applied to studies of academic HoDs in higher education. This framework is used as standard for the selection of appropriate literature.

2.3 Factors Which Account for HoD's Movements into the Headship Position

The job descriptions of the academic HoDs give the general picture regarding what is required of the role as well as the person to perform the role. In considering the job description of the University of Essex, the person to be academic HoD is expected to be accountable to the Faculty Pro-Vice-Chancellor for the strategic and operational management of the department (University of Essex, 2011). Thus, the person is to be responsible for leading all staff in the department, with a particular focus on leading the academic staff in which he or she advises the School, faculty and other relevant colleagues on discipline specific

matters in relation to the development, renewal and implementation of the curriculum, and the student experience, in support of the strategic goals of the University and School. Where appropriate, the person liaises with relevant professional and statutory bodies in relation to the curriculum. Also, the HoD is expected to come out with innovative research and scholarship, provide support to the Head of School in the planning of resources for the School, including staff planning, participation in staff recruitment and selection, and the allocation of work. Contributes as a key player to the School's management team in its planning, implementation, monitoring and review of strategic and operational plans, liaising with other colleagues as appropriate for effective performance of the roles among others. The University of Ghana generally expects the role of the academic HoD to be to guide and manage the department to achieve its potentials for quality delivery in the entire range of academic activity within the framework of building a world class research –intensive university (University of Ghana, 2016). Therefore in appointing one for the HoDs' position, a priority is given to the person having a track record of high quality publications which is evidenced by a professorial role with the ability to talk with people and to understand them as he or she leads and manages them for effective departmental performance (University of Essex, 2011; University of Ghana, 2016; McCall, 1998; Hand, 1981). Given the demands of the position of a Head of Department, and the leadership and managerial role they play, Peters (1994) noted that it is curious that little attention is paid to the manner in which HoDs are chosen and trained as they are picked from within the academic staff ranks that have no direct bearing on leadership and managerial skill. Getting to know how one becomes a head of department is very important because it could go a long way to determine how effective a person is for the position. Thus, any one who vies for a position may have some kind of knowledge about it than the one who for reasons best known to authorities and was appointed for that position (Noe, 2002). This could also inform the decision of authorities to appoint one for the HoDs' position.

A number of factors such as highly experienced and usually male (Gronn, 2003; Pashiardis and Ribbins, 2003) or on the basis of seniority (Bezzina, 2011) as well the job description where demands or expectations of the role of a HoD are shown may account for a person becoming a HoD. Bush (2008) identified clearly two different approaches in which people become academic HoDs as by candidates' application and by a planned approach which leads to central decisions about who should be considered for the position. Considering the first approach, some people are motivated to be a HoD and actively seeking out the role as part of career planning. Through mentoring processes where a leader assigns some of his or her responsibilities to a person to play, a person might identify through a need analysis what his or her strengths are and what challenges him or her might encounter. They may seek the role description of a HoD and then begin to plan their Professional Development to enable them to meet the requirements. Role descriptions of the academic HoDs have both similarities and differences from the various universities. Taking, for instance, the universities of Ghana, Essex and Case study, they all expect the HoD to lead and manage the department so that it achieves its potential and delivers excellence in the full portfolio of academic activity, within the context of the operation and strategic development of the Faculty and University. Thus, the HoD is expected to be a role model who can lead talk with integrity about research, teaching and administration of both human and non-human resources. However, as the University of Ghana is research focused, the Case University has a speciality in teaching disciplines and is research focused. Therefore, one may be informed by such expectations of the roles of the academic HoDs and prepared for the position.

A research conducted by DeZure, Shaw, and Rojewski (2014) on 19 academic administrators concerning why people take up leadership positions revealed that most people play informal roles such as office staff, graduate programme coordinator, curriculum or search committee member and department or college advisory committee member which serve as stepping-stones to take up any formal academic positions they qualify for. Equally, the academic HoD may have

occupied such position or positions before and may be motivated to take up their leadership position as such. However, DeZure, Shaw, and Rojewski (2014, p.7) maintain that other factors account for one becoming an academic leader as they indicates:

When asked why they took on their formal leadership roles, most of the administrators indicated that they were initially ambivalent. Many agreed because they saw their engagement as service to their department, or it was “their turn.” Some did so because they believed, or others convinced them, that there was no one else who could or would do it. A small number of respondents said they took the role on as a defensive measure to avoid leaders who they felt would be harmful to their units. But many pursued their positions because they enjoyed leading and felt they could do it well. Some wanted to leave their mark on their units, while others focused on their interest in nurturing talent. A few senior administrators noted that after a productive research career, either their interest in doing research had waned or their funding had dried up, and they were eager to be productive in other ways

DeZure, Shaw, and Rojewski (2014, p.7) further indicated things that motivated people to stay on the leadership role as follows:

When asked about the benefits of taking a formal leadership role, most respondents identified the ability to make a positive difference by nurturing, empowering, and helping individuals or by addressing challenges in their units. Some described the benefit of working with different types of people, both inside and outside the department, or creating positive collaborations between faculty and administrators. Administrative roles enable them to do things they could not do as faculty. As one chair said, “It’s the ability to do good on a larger scale.” However, a quarter of the faculty respondents indicated that they did not aspire to formal leadership

roles as chairs or deans but that they would continue to participate in more informal and interim service roles. This is notable because the faculty participants were all selected because they were considered emergent leaders.

This is very much linked to the role descriptions and what people enjoy about the role. Knowledge about role descriptions therefore can be said to be a motivating factor for those who have the intentions of becoming HoDs.

Their work has elaborated some of the factors which account for academics' movements into the HoDs position. However, others think they have the skills and knowledge through professional and academic qualifications to enable them seek the position of HoD. Bush (2008) maintains that interested person may apply themselves for the available headship position as soon as it is declared vacant. Watson (as cited in Bush, 2008) earlier posited that in Europe, most countries' headship positions in schools are widely advertised as they become vacant for those who think they have the potentials to apply. This may have to do with values, skills and knowledge or the characteristics which an individual possesses and considers relevant for the headship position (Derue et al., 2011).

Lawman (2010) asserted that through socialization in which desirable values, skills and knowledge are either consciously or unconsciously given to an individual, the individual could develop his or her potentials for performing certain tasks which invariably would include that for the position of the academic HoD. Lawman explains:

“Socialisation is the process by which a person acquires the technical skills of his or her society, the knowledge of the kinds of behaviour that are understood and accepted in that society, and the attitudes and values that make conformity with social rules personally meaningful, even gratifying” (p. 158)

This is more of great man theory which explains that individuals are born with certain traits that allow them to emerge out of any situation or period of history to become leaders (Faehner, 2007) because they are endowed with unique qualities that meet the demands of the masses. This, in the context of academic HoD, could be said to be the one who has the qualities to meet the role demands of the position. Therefore, values such as the spirit of challenge, teamwork and respect for humanity are inculcated during socialization to bring about a developed self. Liker (2004) emphasizes that leaders' self-development ensures an in-depth understanding of one's self, work and the ability to develop and lead others. Therefore when academic HoDs are trained on their roles, they will acquire the necessary skills and values such as team work, respect for humanity and to also understand and perform their roles so as to develop their staff and their departments.

The second approach by Bush (2008), as stated earlier is the situation where an individual is identified by appointing authorities as having the potentials or knowledge, skills, experience, and values or attitudes for HoD position and appointed to that effect. Zaccaro (2007) elaborated that the knowledge, experience, values and attitudes one possesses are termed as personality traits. Zaccaro further explained that personality traits bring to bear why somebody is seen as having the greatest number of desirable traits for a particular position. Here, the academic members are seen as having different personal dispositions which management considers when appointing one as an academic HoD at the university.

According to Kakabadse and Kakabadse (1999), the personality traits which leaders intrinsically possess hold the essential skills which allow them to perform as leaders. By identifying these essential traits, the university top management members can appoint an academic member for the academic HoD position whenever the need arises. In explaining how HoDs in faculties are appointed, Alabi and Alabi (2014), on the other hand, maintain that oftentimes, deans are

chosen based on academic rank and experience in a university, not necessarily as a leader. This means that unlike the great man theory which emphasizes the inherent leadership qualities of an individual, the university system rather appoints individuals who over the years have been in the system and have gone through the academic ranks and with academic experience. Bolton (2000) explains that heads are appointed by the head of the institution through the dean following consultation with the staff. Bolton added to the fact that the HoD's appointment is by central authority's decision by the head of an institution (a Vice Chancellor in the case of university) and the Dean in consultation with the staff in the department. This indicates the involvement of the staff members is paramount as the Dean first consults them before taking a decision with the Vice Chancellor. In talking about the central authority's decision for HoD's appointments, Farnham (1999, p. 223) maintained, 'heads of department are drawn from professors'. This means that academic members of non-professorial rank are not appointed for the HoD's position because they do not qualify. The position, though, is based on rank; the rank is limited to only the professor'. However, there are situations where academics with non-professorial rank hold the HoDs' position in the absence of those with a professorial rank. According to the job description of the academic HoD in the University of Essex, a person of a professorial rank is to be appointed as academic HoD but a person with non-professorial rank is also considered for the appointment in the midst of non-professorial rank.

Though this approach where central authorities appoint academic HoDs may be criticized on grounds of equal opportunity, it provides the potential for smooth leadership succession because it avoids the challenges of conducting elections, whilst also considering the replication of the status quo and the misrecognition of capital that is different to that of the current leaders (Bourdieu, 2000). Bourdieu makes the argument that the leaders in power choose other leaders like them and this results in closed deterministic systems that are potentially replicated through a lack of critical engagement with the system that uses higher order thinking skills such as ability to analyse new situations to what they already know and be

creative in solving problems to improve processes and understand situations. Thus, managerialism may perpetuate the status quo. A critical approach using vision and strategy of an organization may enable open systems to emerge that enable equitable access to leadership positions. For example, if leaders are males, choosing other males do not enable gender relationships to evolve. Leadership that connects with higher order thinking skills needs to operate with good management of processes and practices, and that one without the other is going to lead to serious problems in an education system.

2.4 Head of Departments' Role

Considering how involving the work of an academic HoD is, it will be of importance to explore how the role of a HoD is constructed in the literature. Northouse (2013) indicated that the Head is the leader of departmental colleagues to help maintain vital and educationally purposeful departmental programmes, in terms of the awards that are offered on successful completion of a course of study. It is this that is arguably the public good that is enhanced by cutting edge research that informs the learning and teaching in the provision of the curriculum that is administered to ensure all quality assurance standards are met at an optimal level. Enyeart (2011a) was of the view that the role and primary tasks of a HoD remain ambiguous and unclear as the higher/tertiary education system is a complex and a unique administrative domain. This view indicates the difficulty in highlighting specific job-related tasks and duties and to classify the position as either an academic or administrative position.

Fitzgerald (2004) asserted that academic HoDs play multiple roles which fall between the element of leadership and management in which they determine and implement policies. This is true because in an attempt to play a visionary role, the HoDs determine policies and visions for the effective running of their departments and may influence the democratic nature of this in terms of enabling participation through committees. In the same vein, HoDs implement policies that are handed down by the university management as well as those formulated

within their Departments. Siddique et al. (2011) indicated that the roles academic HoDs play fall under teaching, researching and administration in which both leadership and management aspects are involve. The concept of leadership and management in higher education as well as their roles are explored below.

2.4.1: LEADERSHIP AND MANAGEMENT ROLES AT HIGHER EDUCATION

2.4.1a: Leadership at Higher Education

The setting of the higher education leadership and management task is dynamic, difficult and multifaceted (Filan and Seagren, 2003). The vagueness of the leadership notion has tempted researchers to interpret, and analyse the essence of leadership in higher education from different perspectives. As Burns (1978, p. 2) puts it, “Leadership is one of the most observed and least understood phenomena on earth”. Although these studies identified leadership as a concrete and observable phenomenon, no consensus has yet been reached on the exact characteristics of a successful leader in higher education (Buller, 2006). The concept of leadership in higher education brings to the fore several opportunities for further investigation. Studies on the diversity of universities, departments and leaders also add that of continuous change, adjustments and raging environment of higher education during the past few years (Hanna, 2003). The concept of higher education seems to include a much more complex meaning beyond the reach of a single authority figure and revolves around the needs, aspirations and expectations of both the leader who seeks to lead and those who choose to follow (Keith and Levin, 2002). In other words, leadership in higher education involves a relationship or, in the words of Morrill (2007), a followership. This is true because leaders in higher education lead people who are professionals who have knowledge in teaching, researching and community engagement whose diverse contributions are needed for the effective running of the higher institution (Whitchurch and Gordon, 2017). Against this background, the leader would need good interpersonal skills to attract and involve colleagues in performing his or her roles. Astin and Astin (2000) agree by defining leadership as a collaborative

endeavour among group members. This is in line with distributed leader where task is assigned to every member in a department for the purposes of attaining departmental goals (Northouse, 2013). By this, every member in the department will have a shared responsibility for achieving the goals of the department. This may help the leader to do less when the community shares in the vision and the strategy to deliver the vision. It can be said that the roles and functions of leadership are today interwoven in higher education where academic leaders need to lead, motivate or direct their units to accommodate transformation collaboratively. Shared leadership contributes most positively to decision making. However, some principals find the task of developing shared leadership in schools difficult, and some would rather retrench to solitary decision making than resolve the difficulties of collaborative decision making (Brown and Anfara, 2002). Nonetheless, most leaders in higher education believe that leadership must be shared, and they seek to create a collaborative environment in which better decisions can be made (Astin and Astin, 2000). Effective academic leadership can be viewed as paramount to a university in a competitive higher education environment. Furthermore, the leader in higher education can be seen to be a leader among equals who has been privileged to control and direct them on what to do in order to achieve their common goals.

Higher education leadership today, particularly in Ghana and other countries such as South Africa, is confronted not only by transformation but also with the task of simultaneously addressing the challenges facing the university leadership (adjustments and changing environment of higher education) (Hanna, 2003). It seems, therefore, crucial to consider the pathway of leadership as a research agenda. Relevant theories reveal important signs about leaders and followers' standards which could offer current higher education leaders with valuable information when planning direction. It is however, necessary to consider the caution of Bargh et al. (2000) that, due to both its distinct characteristics and the current period of transformation in higher education, general theories are not always well-suited with the context in which it is practiced. In the context of the

academic HoD in a higher education, he or she is expected to be one who can lead the department in terms of teaching, learning and researching effectively (Northouse, 2013).

2.4.1b: Management at Higher Education

Trying to propose an all-embracing definition for management would prove futile as scholars view management from divergent perspectives (Mumford, 2010). Scholars like Thorpe and Goldstein (2010) have conceptualized management development as processes, these processes according to Mumford (2010), are actions taken to implement policies in an organization. The word management generally implies the art and process of getting things done by others towards the achievement of preset goals and objectives (Keller, Parameswaran and Jacob, 2011).

Management in higher education, according to Melguizo, Smart and Paulsen (2011), involves the art and science of implementing and evaluating cross functional decisions that enable the institutions to fulfill its objectives. They maintained that management is a holistic process with many components that must effectively interact and function together. These components include (but are not necessarily limited to) all activities that take place in the higher institutions such as institutional culture; strategic planning; leadership; institutional research, resource allocation and financial management; personnel and human resources management; research and scholarly activity; student and campus support services; academic support services; internationalisation; and external relations which are implemented to achieve the institutional goals (Scott, 2015). This indicates that management in higher education is a complex one and interrelated. By extension, management in higher education is in hierarchy ranging from Council, Academic Board, College Board, Faculties and Departments of the institution (Grant and Marshak, 2011). They added that at each of these levels where decisions have to be implemented, management starts or performs their roles. Deducing from Grant and Marshak's (2011) views,

academic board implements decisions of the council; College Board implements that of academic board, faculty to that of College Board and departments from the faculties respectively. In the view of Mintzberg (2008), one can view management in higher education from both good and bad ways. It helps coordinate organisational activities and creates an environment with consistency, but can also strangle creativity that thrives on inconsistency. This means that in conforming to policies of the higher education, managers comply with the institutional demands. However, it does not allow managers to think outside the stated policies of the institution.

Management has to do with putting into action business objectives with a strategic aim of benefiting from the business; therefore, the word 'management' as used in higher education or university is 'business in nature'. This means that when the term management is applied in the context of higher institutions or universities, 'profit and gains' are expected. Consequently, management as a tool for output and performance effectiveness is being conceptualized in the field of higher educational setting. This pre-supposes that there is a connection of 'rewards' that is earned from management experience. The rewards are in relation to higher output in the level of human capital (Gupta, 2010). The rationale of every business enterprise is to earn profit. As such, a university seen as a business enterprise in developing human capital, should be well operated to maximize its goals of existence in the society. In view of this, universities and other institutions of higher learning focus on molding people to become productive members of the society (Dauda, 2010). Technically, institutions of higher learning such as the Universities are not profit oriented organisations (Wynne, 2010). To Grant & Marshak (2011), however, from whichever way one looks at management in the university, it should ensure quality for the purpose of adequate and efficient manpower output, in terms of human resource development for the country. In supporting this view, Ramirez (2012) opined that management in higher education deals with directing of organisational resources to better align with achievements of its stated goals which eventually serve societal demands.

It has been established that success in the quality of human capital development of a system of higher learning depends on quality of leadership and management which are normally interrelated (Agarwal, 2009; Dauda, 2010). In relating the management activities of the academic HoDs in higher education, Thornton, Walton, Wilson and Jones (2018) indicated that HoDs are managers in their departments and therefore need to manage expectations from above (senior leadership in faculties and the wider university) and below (academic and professional staff in the department) (Whitchurch and Gordon, 2017) which may be in conflict. Deducing from these views, HoDs may encounter tensions from their subordinates as they try to comply with the expectations of their superiors which may be at variance with that of the subordinates. Thornton et al., (2018) maintained that academic HoDs need to maintain interpersonal relationships in their discipline and department and at the same time undertake managerial tasks that may be in conflict with notions of interpersonal relationship, academic freedom and scholarship. The situation is compounded as heads are selected from their academic colleagues and in many universities will eventually return to the ranks of their peers after their term (Whitchurch and Gordon, 2017). Considering the diverse ideas about management in higher education, HoDs implement decisions to ensure that those teaching the students meet the threshold standard of a discipline to acquire knowledge in learning to be able to and solve problem in a particular discipline and to become innovators for change, equity and renewal. Some students will also acquire knowledge from learning through effective management to become excellent leaders to control first class managers for future developments.

In summary, it can be said that leaders in higher education develop vision and directions and control managers as they implement the visions but it is prudent for both leaders and managers to collaborate in order to achieve organisational mandate or goals. Therefore, having the academic HoDs to play both leadership and management roles in their departments, they need to collaborate with both other people within and outside their departments to achieve their goals.

2.4.1c: The Leadership and Management Roles of the Academic HoDs under Teaching

Yielder and Codling (2004) assert that academic HoDs lead and manage teaching by maintaining quality teaching through effective design of curriculum and course content with other academic staff in the department as well as providing resources needed for effective teaching and learning environment. According to Probst and Estrada (2010), HoDs assure academic quality and standard in teaching and researching through compliance with the university's quality assurance procedures. Ramsden (1998) explained that the academic HoDs' role in teaching is exhibited in ways of bringing new ideas about teaching to the department or creating excitement about teaching. Jaiyeoba (2006) mentioned that HoD prepares a plan that will embrace the subjects in the school curriculum, the number of students, the number of classes, the number and qualifications of teachers to teach the various subjects as well as the instructional materials that will be required for effective teaching. He requests for personnel ahead of time and ensures that the time-table for instructions is prepared in such a way that clashes are avoided.

According to Conners (1999), the major responsibilities of HoDs are to contribute, through the Institution, the implementation of the curriculum in his respective area, to maintain the continuity and progression of pupils, to have the responsibility of supervising, coordinating and evaluating the development and administration of the total program of his or her department. Callahan (2001), on the other hand clearly outlines the roles of the HoDs as one who is a resource person for the teachers in his department, a resident curriculum consultant, and a teacher leader who is knowledgeable about his subject. Earley and Fletcher-Campbell (1989) maintain that most of the HODs lead and manage a team of teachers in their institutions and are recognized as departmental facilitators who possess good knowledge of curriculum, were skilled classroom teachers, and possessed the organizational and administrative skills which enable them allocate appropriate courses to subordinate teachers, and finally, they transform the roles

of teachers towards that attainment of instructional objectives. Similar assertion was made by Crowther and McClendon (1998) in their study of HODs in Queensland when they explained that HODs have a foot firmly planted in both the classroom and administration doors of their schools and combine distinctive functions of both teaching and managerial work in their roles. As such, it becomes HoDs responsibility to work with teachers to manage the instructional programme. They should know what is happening in the classrooms and develop the capacities of their staff by building on their strengths and reducing their weaknesses (Spillane and Zuberi, 2009). The role of the HoD as the formal leader with the responsibility of setting direction, role modeling for faculty and setting the academic tone of a school has been found to be one of the key factors of student success (Louis et al., 2010).

To Jaiyeoba (2006), the HoD assigns duties to the subordinate staff and as well provides teaching-learning materials to support students learning. A manual for heads of secondary schools (Republic of Kenya), stipulates the duties of the HoD among others as making sure there is a scheme of work for each subject on the curriculum. It is also the duty of HoD to ensure that his or her school has received the recommended syllabus for the various subject areas; He or also ensures subject time table are made ready for each classroom at the beginning of the semester. In addition, he or she ensures that teachers are not overloaded and that the time table allows for rapid change if necessary; he is also charged with responsibility of ensuring that school examination are set, moderated and marked. Furthermore, he or she ensures that students are examined regularly as well as draft papers prepared within given time limits. Besides, the HoD ensures that marking schemes are prepared and marked for teaching.

Teaching and learning is the main thrust of the school system. HoD should therefore play critical roles in planning the curriculum and its proper delivery. They ensure enabling environment for teaching and learning through dynamic leadership, provision of instructional materials, and, provision of co-curricular

activities for students, and staff engagement (Conners, 1999). According to Conners (1999), the major responsibilities of a HoD are to contribute, through the Institution, the implementation of the curriculum in his or her respective area, to maintain the continuity and progression of pupils, to have the responsibility of supervising, coordinating and evaluating the development and administration of the total program of his or her department.

The United Kingdom (UK) professional standards framework for teaching and supporting learning in a higher education (2011) is a framework which identifies the various critical roles that leaders in higher education play in respect for teaching and learning. The framework highlights areas of activities in teaching and learning with respect to core knowledge and professional values.

The core knowledge deals with the basic or general knowledge that is fundamental to teaching and learning. This consists of the subject materials, methods for teaching, the use and value of appropriate technology. Professional values, on the other hand, deals with specific competencies regarding teaching and learning such as respect for individual learners and diverse learning communities, promote participation in higher education and equality of opportunity for learners.

The framework involves five dimensions in the areas of activities which are Design and plan learning activities and / or programme of study (A1), Teach and or support learning (A2), Assess and give feedback to learners (A3), Develop effective learning environments and approaches to students support and guidance (A4) and finally, Engage in continuing professional development in subject or disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices (A5). The A1 dimension deals with all the activities which deal with subject materials, appropriate methods of teaching and assessing in the subject area and its suitability at the level of the academic programme. In the A2, activities on how students learn from both lecturers or by

themselves are dealt with. The A3 rather looks at methods of evaluating the effectiveness of teaching and learning whereas A4 is about the activities which improve the learning conditions for students. Finally is the A5, which deals with quality enhancement of staff members for professional practice with particular focus on teaching. The framework therefore can be said to be a good framework to highlight more areas of the roles of the academic HoDs for this study.

This framework is very relevant for this study because it clearly connects most of the roles of the academic HoDs. In an attempt to explain some of the roles of HoDs, it came out clearly that HoDs are to design and plan learning activities and various programmes of study, teach or support learning, assess and give feedback to learners, develop effective learning environments and approaches to students support and guidance, and finally, engage in continuing professional development in subject or disciplines and pedagogy, incorporating research, scholarship and the evaluation of professional practices. This framework in a way would create knowledge that would help to give meaning to the varying roles of an academic HoD (Lunt, 2000).

This study would be better grounded within this framework where it would be relevant to various public and private universities in modeling the roles of the academic HoDs around this framework. Economically, most academics can go through various preparations to perfect their experiences, leadership and managerial skills before assuming the office of an academic HoD. Having first-hand information about what leadership is already about and having a fore knowledge about what an academic HoD should do will acquaint the academics with experiences for leadership. This is because the framework will serve as a moral compass that is sure and ethical to connect to the principles, practices or behaviours of higher education.

2.4.1d: The Leadership and Management Roles of the Academic HoDs under Research

Academics have a mandate to advance and promote knowledge, critical thinking and intellectual independence in order to enhance the understanding, development and well-being of individuals and society. This is achieved by building on foundations of broad research and teaching capabilities, unique campus learning environments, nationwide presence as well as international links (Turner, 2000). The Research Excellence Framework for the UK would be important for HoDs because it builds on success and learning from experience. There is the investment of ideas and research which are generally more imaginative, thoughtful and more resourced in solving more challenging issues. It has been established that one of the drivers in UK's progress in research is investment in research (BIS, 2015). HoDs must be trained to be research oriented and excellent as well as in making useful contributions to improve research. UK is attributed as leading quality research that brings about innovation.

European Charter for Researchers and the code of conduct for recruitment of researcher addressed to researchers as well as research employers and funders in both the public and private sectors are key elements in the EU's policy to boost researchers' careers to act in responsible ways. HoDs that were successful were engaged in this doctoral research the arguments for the development of inquiry and critical thinking and problem solving which later identified that the HoDs that were the most successful engaged with this kind of doctoral research - overseas and in London (COM, 2003).

Brown (2002) states that the HoD is responsible for fostering the development of academic programmes through research in order to provide an intellectually stimulating and collegial environment for students and staff which is consistent with the culture and values of his or her position. In the view of Robinson, Hohepa, and Lloyd (2009), HoDs are responsible for ensuring that decisions are made to strengthen departmental research culture and ethos. This includes recruiting high-quality research-active staff, maintaining and developing an

optimal research infrastructure, using funds to support increased research performance in strategic areas and, in some instances, withdrawing from areas where research is not strong.

Jaiyeoba (2006) rather identifies the following as the key research duties of academic HoDs: setting defined aims for the School for research quality and impact and ensure that these are met; developing and overseeing the implementation and monitoring of the research and knowledge exchange strategy within the institution in support of the institution's growth agenda for research and knowledge exchange; contributing to strategic decision-making related to the institution's involvement in external research and knowledge exchange assessment processes to maximize outcomes. It must also be pointed that academic HoDs are responsible for maximizing research quality, including the operation of relevant processes such as internal pre- and post- submission review of proposals (Akinade, 1996). Akinade further reveals that the HoD works to develop a strong familiarity with all university policies relating to research and research-related activities and, drawing on advice and support from relevant areas of the professional services, ensure that these are understood and implemented. He or she also promotes good practice and good conduct in all research activities, and identifies, disseminates and provides good practice, assistance, and training in research practice, in accordance with university policy. The outcomes of doctoral research are to help individuals to discuss research and findings with the society in general, demonstrate the capacity to contribute to social development and improve educational standards.

2.4.1e: The Leadership and Management Roles of the Academic HoDs under Other Office Activities

Gmelch and Miskin (2010) mention that the administrative functions of academic HoDs include preparation of budgets, and supervision of teaching and non-teaching staff in their department through tasks they assign to them as individual or committee. This could be true since both teaching and non-teaching staff work

under their HoDs. Northouse (2013) pointed that academic HoDs liaise with their colleagues in the departments and administrative superiors, and added that the Heads of Departments should have effective liaison between the departmental colleagues and administrative superiors so as to have smooth leading and managing in their departments. In many cases, Callahan (2001) asserts that HoDs are frequently called upon to provide liaison between their colleagues and groups of administrators, teachers, or citizens in the community. He further argues that HoDs have the task of planning and presiding over worthwhile departmental meetings that mark the school academic year.

Callahan (2001) states that the HoD makes a review of the financial situation at the end of each year with a view to making adjustment in the following year. Callahan (2001) further revealed that the finance management role of the HoDs includes the drawing of budget for the school, seeking for funding and execution of the budget. The HoD should therefore spend money wisely in order to render a proper account at the end. Callahan (2001) goes ahead to outline some activities and the roles of the academic HoDs as controlling, Staff-Personnel, Students/Pupils–Personnel and Physical Facilities. Regarding controlling, the HoD makes sure that things are done in an orderly manner through regular supervision of the performance of staff members. With regards to staff personnel, the HoD motivates staff members and ensures they get the needed teaching-learning materials to work with. In students/pupil personnel, provisions are made to cater for other aspects of student life. Finally, physical facilities are made up of the school's infrastructure such as equipments, buildings and school grounds in which the HoD is to ensure their maintainance.

Callahan (2001) concludes by indicating that the HoD calls for staff meetings with both teaching and non-teaching staff which give room for sharing and coming out with new ideas and grievances. Though these roles identified by authors including Graham (2004) are very clear and well stated to make academic HoDs very effective on the roles, the issue is how they implement their roles. may

be an orientation of that kind can be given to them or the leaders make personal efforts like learning from others so as to perform their work effectively.

2.5 Preparation for the Role of Head of Department

2.5.1a: Training in Workshop

Callahan (2001) asserted that because of the importance of the position, a head of department must undergo proper training to equip him or her for the role. This is because such preparations help the HoDs to acquire the right knowledge and skills for high quality performance which result in the attainment of goals (Davies, 2005). Callahan (2001) continued that the training should include exposure to the policies and practices governing the selection, training, operations and evaluation of staff. Thus, to Callahan, HoDs should be able to demonstrate that they possess training and skills appropriate to their roles. This is crucial as it prepares them to follow religiously the principles of management as it entices them to follow the status quo at work. As a result, Callahan maintained that through workshops, HoDs can be trained on what they need to do. This kind of training is to make them receptive to already laid down procedures of the institution.

Recent studies suggest that the curriculum for school leadership training should stress work-based learning, mentoring, coaching, diagnostics and portfolios as important practices (Bush and Glover, 2004). To Bush and Glover, if academic HoDs are given such leadership and management training, they will be able to determine what they want to achieve and how they will put efforts to achieve them. Short training is connected with management development whereas education is connected with leadership development. This is because short training courses help to build on the expertise to increase productivity while the longer 3-5 years education connected to leadership involves lifelong learning which can be in the form of a doctoral journey. Both types of training are meant to improve learning to manage and lead as an academic HoD. This means that when academic HoDs are conscious of institution's goals and visions, they tend to share with other staff in their department and on the need to work together for the

realization of common goal so they need preparation for democratic leadership and management processes and practice. It seems leadership and management were connected in this scenario. According to Jones and Samiei (2011), values such as good working relationships can breed an atmosphere of trust and consistency, ultimately having a reassuring effect on staff and can be developed from trainings in workshops, seminars and conferences. This means that the academic HoDs need to be trained on good interpersonal relationship so as to relate well with their colleagues at work places and create the enabling conditions for them to feel belonging and trusted in order to offer their support to them and be committed to their work for the achievements of the common goal (s) of the departments.

A study by Carroll (2010) indicated that effective leadership is increasingly regarded as a vital component of successful organizations but developing the knowledge, attitudes and skills required to lead effectively requires systematic trainings which address the leadership and management needs of the leaders through conferences or workshop which might have different purposes. However, conferences and workshops whether having different purposes, seem to have addressed training in the acquisition of some skills or knowledge as they are short (mostly up to three days) but the actual development of the HoD would need education, which takes a longer period of time for one to learn many ways of doing and be effective in that. For instance, post graduate research plays critical role in the development of desirable attitudes, knowledge and skills in HoDs which are also required to lead effectively (Taysum and Rayner, 2014) and they take a longer time to acquire them. The academic HoDs, in this regard, can develop the knowledge, skills and attitudes, values and behaviours to lead and manage when they are systematically prepared through workshops or conferences. Avolio (2005) rather makes a compelling case for leadership development based on the view that leaders are made but not born. Those who appear to have 'natural' leadership qualities acquired them through learning process (Avolio, 2005). This suggests that systematic preparation, rather than inadvertent

experience, is more likely to produce effective leaders though some leaders might be effective naturally. According to Young and Crow (2016), one major indicator of the quality of preparation programs for the academic HoD is the relevancy of the learning experience, which should prepare leaders for the complex job of a school leader. By implication, curriculum for the preparation of academic HoDs should directly link to the roles of the HoDs so as to equip them with the relevant skills and knowledge that they need to play their roles.

Training programs for HoDs have been a collection of courses covering general management principles, school laws, administrative requirements, and procedures, with little emphasis on student learning, effective teaching, professional development, curriculum, and organizational change (AACTE, 2001; Elmore, 2000; IEL, 2000;). The academic HoDs, in this regard, learn what they should do, and do what have been taught to do from the training but not how they are to do. The workshop training is, therefore, geared towards management training in which Thornton et al. (2018) have defined as actions taken to implement policies in an organization.

Halverson, Kelly and Shaw (2014) believed that workshop training should aim at developing participants with practical knowledge and skills, learning strategies for school improvement, demonstrating value commitments affecting leadership, understanding the role of a school administrator, and developing career commitments to leadership roles.

Ringler, Rouse, and Clair (2012) examined assessments used by a university-based educational leadership program and found that program design for HoDs included integration of the state's pre-service standards. Preparation programs that provide sufficient time and resources for internships to offer challenging work connected to classroom practices can develop candidates' skills for creating HoDs in schools, especially around visions that focus on improving outcomes for vulnerable students (Gibbons, 1994). Wescott (2000) observed that in the case of a HoD, an individual transforms from just being an academic staff to being an

academic (teaching and researching) and administrative leader, responsible not only for the effective management of the department, but also accountable to the management of the institution. Wescott's (2000) submission seems to imply that the transition or role change is not always easy since academics mostly apply for teaching at the universities and not for administrative work. The preparation or learning in any form equips people with different kinds of knowledge that they apply in their daily activities (Massa and Testa, 2009). Northouse (2013) is of the view that training on how to collaborate with others in the department seems right for HoDs preparation so as to maintain vital and educationally purposeful departmental programmes. He further stressed that educational workshops will enhance the skills of academic HoDs in achieving managerial and administrative goals.

Gmelch and Miskin (2004) share that a call for training in the rudiments on basic office management will help the HoDs to know how an office is managed. Office management involves activities such as letter writing, organizing and holding a meeting as well as report writing. Gmelch and Miskin (2004) retort that management and leadership need a different kind of education to function which occurs through workshops and seminars which purposefully gives on the job training.

Moreover, the periodic training is considered to update the knowledge of the HoDs on current practices. This connects to the idea that in-service development enables HoDs to update their knowledge and refine their leadership skills (Crossley and Holmes, 1999; Bezzina, 2011). This also connects to management training in which one executes directions given by authorities in the performance of duty (Pring, 2015).

2.5.1b: Life Experiences

As an object of reflection, a person is capable of differentiating and integrating more complex life experiences. The developmental school holds that leadership is

grounded in experience and reflected by the personal interpretation of specific meanings articulated by inconsistent uses of language (Kakabadse and Kakabadse, 1999). Through reflection, a person is capable of differentiating and integrating more complex life experiences. Life experiences can therefore be seen to be in line with leadership development in which one takes actions by him or herself after considered other alternatives to reach to the best alternative. The academic HoDs in this context, can consider their life experience or experiences which are useful to lead the department. Critical thinking which can be seen to be at work here since the HoD would think critically from Life experience that is the best to perform for their roles.

Challenges posed by Developmental movements are in the form of limitations of the current organising principle. An order of development consists of complex collaboration of the individual's ability to make meaning out of their immediate environment, which forms the overall surrounding where social and interpersonal world of love, work, play and family come into being. As a result, the immediate environment may endorse and agree to a person's current order of development or reject and challenge it. Developmental movement is, therefore considered as an encounter between the achievement of stability and order through making meaning of the immediate environment and the challenge that comes with the new environments

Dhunpath and Michael Samuel (2009) asserted that life history researcher tries to shape the process of telling stories to produce rich and detailed information about the specific life memories experiences, and interpretations that the individuals produce. Personality traits theories assume that people inherit certain qualities and traits that make them better suited for certain positions (Derue et al., 2011) and in this context, it will be for leadership position.

The influence of individual's early or childhood experience on their later development is seen as a factor to why one may occupy a leadership position.

This is because French and Murphy (2005) indicated that an individual's life development or preparation is determined by both genetic and environmental factors from infancy which to some extent determines a child's life chances and what the child will be in future. The life development, for example, can be in the areas of language and relationship. French and Murphy further maintained that the child develops not in isolation but through relationships within the family, neighborhood, community, and society development in order to ensure that they develop desirable attitudes, values and skills necessary for their adult life.

Grip (2015) states that informal learning at work is important in human capital development. That is, heads through the discharge of their duties in one way or the other learn on the job. This helps them to develop their personal capacities in different forms. Moses (1985) supports this fact by positing that this informal form of training is necessary and significant in the pursuit of excellence as HoDs discharge their roles. Such previous experiences can also serve as a good starting point for effective discharge of roles by leaders (Davies, 2005).

McCall (1998) rightly puts that leaders cannot be developed overnight and as such it is essential and proactive to identify potential leaders and train them to take up future roles. Grooming HoDs is also seen as a way to safeguard the HoDs' position so that in times of vacancy, there would always be someone to occupy the position, as such giving opportunities to various individuals to serve in various leadership positions to equip them with much needed skills for leadership positions. However, some HoDs want every lecturer to be groomed to have foreknowledge on the roles of HoDs so that anyone could be appointed for the roles whenever there is vacancy but other HoDs prefer some identified lecturers to be groomed for managerial and leadership roles.

According to Jones and Samiei (2011), values such as good working relationships can breed an atmosphere of trust and consistency, ultimately having a reassuring effect on staff. Crow (2006) commented that appropriate ongoing development

opportunities should be made available to leaders so that they can update their knowledge and refine their leadership skills. Therefore, having training on how to collaborate with others in the department seems right for HoDs preparation so as to maintain vital and educationally purposeful departmental programmes (Northouse, 2013).

Young and Brooks (2008) were talking about a formal mentoring but not informal mentoring. Day (2000) supported the idea of mentoring when they indicated that leaders can be assisted through mentoring to get exposed to leadership skills and networking. Barntt (2003) argues that experienced principals are to mentor prospective leaders.

2.5.1c: Post Graduate Education

Professional and academic experience adding up with seminar, workshop and conferences of an individual becomes paramount to making one becoming a HoD. This is because post graduate research agenda is said to equip an individual with the right kind of knowledge, skills and values necessary such as team building, asking critical questions, being analytical and acting on evidence-based issue. The evidence that they have gained these transferable skills on the PhD experience - the key is that they have evidence of meeting these PhD characteristics through the examination of the thesis and the successful completion of the doctorate - and key is the generation of new knowledge - and these kinds of people, with these kinds of democratic processes and practices (Dewey, 1916) are able to bring innovative problem solving to old, and persistent problems particularly regarding equity and social justice. The UK HEA pathways of development for professional researchers help researchers to develop their knowledge, skills and experience though on the job training, self-tuition, research, conferences, workshops and seminars and though it is quite difficult to factor the issue of succession plan because it does not exist in Case University, mentoring through networks of senior level and seasoned professional leaders helps succession (Delanty, 2003; Taysum, 2006; Taysum, 2012). Doctoral study, according to Leonard, Graham,

and Bonacum (2004) builds individuals and its effects are even realized at workplace after the studies. As an academicians and, for that matter, as HoD, it calls for reflection, critical thinking and analysis to be able to do things right. This is because the HoD needs to make sure that whatever he or she is doing is well informed, whatever decision you are taking is well if they are all placed on the experiences and exposures that you have had within the system. One's previous experience in academic, professional or developmental stages have significant influence on performance at latter roles in life (Leonard et al., 2004).

Ruggiero (2012) defines critical thinking as the art of thinking about thinking. Similarly, Ennis (2011) say critical thinking focuses on deciding on what to believe or do. To Paul and Elder (2008), critical thinking is a mode of thinking about any subject, content or problem in which the thinker improves the quality of his or her thinking by skilfully analysing, assessing and reconstructing it. Training for management of processes and practices helps in mentoring individuals for new roles whilst education for leadership requires a length of duration in studying skills of research, knowledge acquisition, research innovation, amongst others and problem solving in innovative ways using doctoral characteristics like the skills required to discuss research and research findings with the society in general, demonstrate the capacity to contribute to social development both through research and education and in some other qualified professional capacity, and the generation of new knowledge on PhD that is used in solving various problems.

Facione (2006) rather gives a comprehensive definition of critical thinking as a purposeful, set regulatory, judgement which results in interpretation, analysis, evaluation and inferences, as well as explanation of the evidential, conceptual, methodological consideration upon which that judgement is based (p.21). Facione further indicated that critical thinking is an ability which is beyond memorization. The skill of thinking critically is generally accepted as a very vital stage in every

field of learning. Post graduate research is believed to have prepared students to be critical (Delanty, 2003; Taysum, 2006; Taysum, 2012).

It has been said that becoming an effective academic leader is a lifelong process, which means that individualized leadership professional development is important at all stages of one's career (Barnett and O'Mahony, 2008), however, the initial preparation of the leader is critical before one assumes the performance of their roles.

A research conducted by Ibrahim (2011) on exemplary educational leadership preparation programmes revealed that most European countries have realized the importance of a formalized professional development of school leaders and created some form of programmes that offer knowledge and skills recognized as important for effective school leadership such as democratic leadership. Though, the degree of programs varies across countries, from pre-service or preparatory training, to induction training for those who have recently taken up the position and finally to in-service training provided to leaders already assumed the position. Ibrahim (2011) further revealed the following examples of leadership preparation programmes:

In Australia (Victoria) and United States (New York, California), it is compulsory for one to begin or complete a certain HoDs' qualification programs. In Norway and the Netherlands, people seeking the HoD's position can attend various preparation courses. According to Taipale (2012), those courses do not necessarily qualify them for the HoD's position, they can provide better employment opportunities.

In Africa, preparation and development of the educational leaders is limited to head teachers at the basic schools and it is not as pronounced and systematic as it is done in the developed countries (Bush & Bush, 2006). Nevertheless, some countries are making efforts to prepare their head teachers. According to Olungah (2014), Kenya has introduced compulsory educational administration and

management courses for head teachers. In South Africa, professional development for head teachers and aspiring head teachers is organized by some universities to develop those already in the service and train those yet to be in the service (Slater, Garcia and Gorosave, 2008). They further maintained that those who have undergone the training are issued an Advanced Certificate in Education.

Post graduate research is believed to have prepared students to be critical (Delanty, 2003; Taysum, 2006; Taysum, 2012). According to Taysum and Slater (2014), post graduate research activities enable students to develop multicultural dispositions through doctoral pedagogies which involves the writing of thesis under effective supervision. Taysum and Slater added that through thesis writing, students access lots of resources through “pedagogical relationships with program providers, a library and access to intellectual networks that build leadership within the doctoral education system’ (p. 150).

The idea of the development of critical knowledge from post graduate research connects to the views that post graduate research is believed to have prepared students to be critical (Delanty, 2003; Taysum, 2006; Taysum, 2012) because they are able to make informed decisions as a result of the activities they engage in that use deep understanding of what is the fact. The HoDs develop participatory processes and practices which is helpful in decision making or their leadership roles (Grip, 2015). The post graduate research enables them to get more connected to other people that they build a network of community and shared knowledge to enhance their participation and self-efficacy (Emefa, 2014) and to learn different ways of being and doing. To Taysum (2012), the ability for educational leaders to get to the point of ethical and good decision making, requires the intellectual work in which the educational leaders read from different authoritative perspectives from the substantive literature on their particular issue. Taysum maintains that the different viewpoints from potentially diverse contexts (for which post graduate research ensures) enable the reader to look at their own particular issue with refreshed eyes.

2.6 Preparations Head of Departments would have liked for their Roles

The need to groom or nurture potential HoDs for effective delivery when the need arises is recommended by Brown (2002). This will ensure that very well prepared and equipped people handle respective departments in a professional manner as Brown (2002) indicates that the notion that people appointed to handle the HoD role have required knowledge and skills is not always the case. Rather, identifying and grooming people ahead of time is proactive and will contribute largely to ensuring success in HoD's roles.

2.6.1a: Succession Planning for Academic Leadership

Succession planning is best described as a consistent set of specific procedures to ensure the identification, development, and long-term retention of talented individuals. While this general definition works well, organizations view succession planning in many different ways (Schoonover, 2011). For some organizations, it simply means making sure there are replacement candidates for key positions, for others with a more comprehensive perspective, succession planning represents a deliberate and systematic effort to ensure leadership continuity in key positions, retain and develop intellectual and knowledge capital within key employees for the future, encourage individual advancement, ensure the stability or "bench strength" of key personnel, provide an overarching approach to continue effective performance of the organization, and organize concerted programmes for the development, replacement, and leveraging of key people to ensure a deep talent pipeline (Schoonover, 2011).

A very different meaning can be given to the explanation of the succession planning process. This is because the meaning differs from one organization to the other. Therefore there are always questions relating to the stages, drive, support, time period, participants, outcomes and measurement of the success of this process (Karaevli & Hall, 2003; Kesner & Sebor, 1994). Succession planning process could be orderly planned when considerable efforts are made are

made to plan it and supported by an organizational written statement of purpose and policy (Rothwell, 2001).

According to Carucci (2006), the objectives of a succession plan will include: identification and selection of best fit candidates for leadership positions; assurance of effective leadership development; preservation of organizational knowledge and intellectual capital, and retention and minimisation turnover of high caliber employees. George (2003) maintained that planning under these circumstances allows an organization to restructure itself for sustainable and continuous accomplishment upon the departure of management. He added that this should include input from the current management. Although academia is becoming more like business in many respects, not all of them plan their succession like the normal profit oriented businesses. This means that it has not been able to employ all the principles used in business organization. Their focus is to raise human capital to prepare to become productive members of society. (Blumenstyk, 2005).

Generally, transformation in administration results in the replacement of some members of staff. For university management, their fates lie in the modifications that come from their various campuses. Chancellor's authority is highly political, first, because their appointments are influenced by the government, faculty members, veto candidates, and internal candidates. Second, external candidates bring prestige to the institution, which can increase its standing by employing administrators from more important universities. Finally, external candidates may be in the best position to bring valid changes which inform their employment.

Rothwell (2005) differentiates between technical and managerial staff and argues that succession planning for both groups, as well as dual-career leaders allowing people to blend both technical and managerial jobs. In the case of a business, professionals such as; engineers, lawyers and scientists form the technical staff because they are workers with expertise in certain areas while in the academic

setting, the technical staff is the faculty, which has academic expertise. Faculty members to some extent manage because they are responsible for budgets and personnel (staff students and other faculty members)

An effective succession planning effort should be geared towards the manner in which a department's chair is chosen. Hearn, (2006) maintains the usefulness of leadership positions to provide the best experience for higher administration, however, appointees are not usually chosen according to administrative talent, rather on the basis of seniority. The position of HoD happens to remain among those senior members of a department who least challenge the status quo. In this context, search committees "operate with a de facto blackball system" (Hearn, 2006, p. 169). They favour their favorite candidates to the neglect of those who may pose as highly offensive to them. These are not necessarily the best leaders because they would want to reciprocate they received and as such will not want to bring any changes to incur their displeasure.

Mentoring helps people develop a non-vertical career path, sometimes with unusual moves. It allows a deep space for discussions that may have been stifled by the work environment, helping to establish connections and extract more value from their current role (Clutterbuck, 2005). Some programmes are composed of internship models where upcoming leaders work hand-in-hand with a leader-mentor for a particular period of time (Wendler, Olson, Sitki & Prater, 2009). This type of on-the job training creates an enabling environment for mentees to tap in the expertise of the mentors (Clutterbuck, 2005). The main components of mentorship programmes include helping potential leaders understand leadership attributes relative to the organization; facilitating their development through new knowledge creation and learning activities; exposing them to successful leaders, and transferring technical skills and key organizational knowledge (Safi & Burrell, 2007). Taylor and McGraw's (2004) research on Australian-based organizations on succession management was intended to identify how organisations make succession decisions, how succession management impact on

organizational effectiveness, and how the programmes influence organisational performance. The attributes of successful succession planning programmes found in their study were high level involvement by senior leaders, line management involvement in identifying candidates, developmental assignments as part of the process, and linking succession management to business strategies (Taylor and McGraw, 2004). The Taylor and McGraw research was distinctive, as most Australian universities were about to introduce evidence-based succession management initiatives. Taylor and McGraw (2004) maintained that there is some information about succession management on the Australian University website, but no evidence as to whether or not programs are being thoroughly evaluated. It is crucial therefore to design programmes to fill the gap of unsystematic evaluation to support academic leadership.

2.6.1b: Implementation of Succession Planning in Higher Education

Human Resources are the most cherished asset in any successful organization (Heuer, 2003; Rothwell, 2005), and higher education leaders need to appreciate the need to invest in the future by investing in its people. Heuer and Rothwell emphasised that in higher education, succession planning is more crucial in recent times than it was in some years past, given the rampant retirement of employees tied to the fact that higher education leadership requires complex relationships that must be developed with varied internal and external stakeholders. Higher educational institutions can expand the leadership think-tank by harnessing skills within the organizational potential successors using a succession management process. Historically, government agencies, academic institutions, and non-profit organizations have approached succession via a talent-pool approach (Rothwell, 2005).

Many organizations, including higher education, rely on an approach to succession planning in which a talent pool is developed. Rothwell (2005) observes that organizations utilizing a talent-pool approach are satisfied with minimum competencies within their organizations. Rothwell (2005) asserts that

organizations should instead have a goal of “developing people to the level of exemplary performers . . . given that the organization knows who the exemplary performers are, based on objective performance measures” (p. 200). As a result, succession planning fostered a systematic approach for organizational development, encouraged employee involvement in the succession planning process, and afforded the institution the opportunity to identify employee knowledge gaps and to develop strategies to fill those gaps (Carroll, 2004).

Critically, views gathered on academic leadership succession plan have brought to bear the need to put in place a system that nurtures and prepares HoDs to be able to take both managerial and leadership role. The research topic of this study which centres on academic HoDs’ preparation towards their leadership roles connects with the need of having succession plan to groom academic leaders to take up the mantle of leadership.

2.6.1c: Academic Leadership Succession Plan and Lunt’s Typology of Knowledge Creation

There is the need to have academic leadership succession plan that is tied into knowledge creation. Leadership succession plan can help in knowledge acquisition, adoption and use as well as creating knowledge as innovative ways of solving problems. This will ensure the pathways to follow to help academic HoDs acquire the needed knowledge in their journey of academic preparation.

Lunt (2002) in her conceptual framework revealed that a mode of knowledge is the production of knowledge either by argument or reasoning and is therefore a discursive production of knowledge. To Delanty (2003), a discursive production of knowledge reflects on society’s epistemological, institutional, cognitive and cultural dimensions. According to Taysum (2007), Lunt (2002) describes these as: ‘Mode 1 Disciplinary knowledge, Mode 2 Technical rationality, Mode 3 Dispositional and trans disciplinary knowledge, Mode 4 Critical knowledge.

Disciplinary knowledge is about knowledge related to a particular field where examination and viva procedures are important for providing specified criteria to pass. In the main Lunt, (2002) suggests that these criteria are accepted by members of the academic community. Technical rationality is where Lunt (2002) suggests practitioners: 'incorporate into their practice scientific knowledge that transcends the local and the particular'. Lunt (2002) describes dispositional and transdisciplinary knowledge as non-predictable, non-deterministic, situation-specific and contextualized. People are taught a number of ways of knowing and doing the research but no outcome is identified by the postgraduate programme. Critical knowledge rather focuses on developing an understanding of different ways of knowing and doing to enable learners to see things with fresh eyes (Lunt, 2002). Becoming critical is where dominant discourses are subverted (Barnett, 1997). Postgraduate researchers may dissent through the exposure backed by various institutional policies and laws on moral and intellectual work to competing discourses, cultural models and institutional framework (Hall, 1998; Lunt, 2002; Ribbins and Gunter, 2002; Gunter, 2005). Delanty (2003) calls this activity intellectual work. Through becoming critical, school leaders may gain new insights into issues of social justice and equity (Taysum, 2006). This means that postgraduate researchers may begin to explore the gap between what they imagine they would like to do, and what is realistic for them to do (Bourdieu, 2000). If they can identify the gap, they can begin to critically reflect on how they can bridge the gap. From this experience, the postgraduate researchers, through evidence informed leadership, can invite their community members to learn how to become critically reflective so that they can identify gaps in their own lives and gaps in their communities. They can then begin to think about how they might become reflexive by thinking of ways in which bridges can be built to make their hopes for themselves and for their community become more of a reality. Such ways of knowing and doing may give access to knowledge that has been hidden about life and career trajectories and boundaries within and between the personal and professional lives of people. Arguably, this kind of intellectual work is emancipatory and humanizing and positions criticality as an important thinking

tool. These modes of knowledge creation by Lunt (2002) are more all less suggesting to authorities regarding how knowledge is to be created or generated for HoDs in their journey to access their roles. Thus, the role of the academic leader in terms of Lunt's typology of knowledge in succession planning brings to fore the disciplinary, technical rationality, dispositional and trans-disciplinary levels of knowledge in leadership. Disciplinary and technical rationality form of knowledge informs the academic leader to make use of knowledge acquired as and when needed, but dispositional / trans-disciplinary type of knowledge is that type of knowledge that the leader should make use of at various situations as they appear. As such, in succession planning, academic leaders should be trained to make use of disciplinary, technical, dispositional and trans-disciplinary knowledge in their roles as leaders as and when needed.

Massa and Testa (2009) assert that knowledge is a vital avenue for value creation in an institution and therefore needs to be organized well. This suggests that activities of institutions centre on knowledge creation to improve what is worthwhile. Massa and Testa (2009) add that knowledge is an essential commodity in the 21st century, particularly in the rapidly changing global economy and society. Therefore, leaders in institutions need to acquire the necessary knowledge and skills to enable them meet their institutional goals (Crow, 2006).

From the literature, a number of international studies have been reviewed because they are relevant to this study in Ghana. Some literature on educational leadership and management (Deem, 2004; Smith, 2005; Floyed, 2009; Chu, 2012) indicate how complex the work of a HoD could be and the fact that they receive little or no formal preparations for their roles which place them in difficulty leadership and management situations. The situation is similar in Ghana as a result of a cursory look I have made into leadership and administrative roles of some HoDs in Case University and the fact that most of the research done in Africa and Ghana (Harber and Dadey, 1993; Oduro and MacBeath, 2003; Bush and Oduro,

2006) are mostly on the challenges, roles and theories of leaders with recommendations into the preparations of academic HoDs as one of the effective ways of providing HoDs with relevant skills and knowledge to be effective on their roles and to play them professionally.

2.7 Summary

This section has highlighted research linked to journeys involved in the academic HoDs' preparations. Literature has been reviewed on key areas such as the concept of leadership, the concept of management, and conceptualization of leadership preparation. I also covered areas such as factors accounting for academics, movement in HoDs' position, roles, preparations and would-liked preparations for academic HoDs. Upon examining the relevant studies on the key areas, very little have been done on would-liked preparations by academic HoDs. This gap would be filled by this research, while contribute to knowledge. The next chapter presents research methodology and design adopted for this research.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The previous chapter revealed literature in the areas of the conceptualizing preparations of Academic HoDs, conceptual framework, factors accounting for HoDs movements into the headship position, head of departments' role, preparation for the role of HoDs, preparations HoDs would have liked for their roles and the chapter summary. This chapter discusses and justifies the research paradigms, research design and methods that were used to explain the preparations of academics who become HoDs in a selected university in Ghana. The main aim of the proposed study was reemphasized alongside the specific research questions the study addressed. In addition are population and sample, instrument that were used to collect data, data collection procedure and method for data analysis. It also presents ethical considerations linked to the study. The main aim of the study was to describe and interpret the learning journeys of academic HoDs regarding how academics become HoDs, how academic HoDs describe and understand their work practice, preparations HoDs received for their roles and preparations HoDs would have liked for their roles.

The study answered the research question; what preparations do academic HODs have for their roles? In order to address this main research question, the following specific research questions were posed:

1. What factors account for academics' movements into HoDs' position?
2. How do academic HODs describe and understand their work roles?
3. What preparation do they have for their roles?
4. What preparation would they have liked for their roles?

3.1 Research Paradigm

In making methodological choices, researchers are influenced by research paradigms and their basic assumptions about social reality, the nature

of knowledge, and human nature (Skies, 2004). A research paradigm is a perspective about research held by a community of researchers that is founded on a set of shared assumptions, concepts, values and practices (Johnson & Christensen, 2008). Generally, research approaches tend to fall between two main opposing paradigms which are the post-positivist and interpretivist paradigms, and each having varying understanding for ontological and epistemological assumptions underpinning them (Burns, 2000).

A scientific paradigm which is also called positivism uses the methods of the natural sciences to study certain phenomena (Burns, 2000). This approach tends to view reality as objective and something that can be measured and uncovered by a neutral researcher (Lichtman, 2006). The second approach, interpretative paradigm, may have been used by philosophers for thousand years ago but according to Bryman (2004), it has emerged since the 1960s in response to the belief by a large body of researchers that the world cannot be viewed as an objective reality but may be understood in relation to the subjective interpretations of human behaviour and experiences. Though there are varying views held by researchers on the exact definition, philosophical standpoint and approaches to the interpretative paradigm (Hughes & Sharrock, 1997; Bryman, 2004; Lichtman, 2006). The interpretative researcher believes in the assumption that knowledge about truth or social reality is constructed and dependent on the people involved in a research so that social reality is subjective and diverse as seen or indicated by researched participants (Bryman, 2004).

There have been frequent critics of this approach, largely surrounding the issues of validity and reliability. The inability to generalize is seen by some as a major flaw in such a research because life history explored through in-depth interviews can be seen to be atypical rather than representative. The positivists are only interested in what can be seen and measured and the quantification of such issues is limited in nature (Cohen, Manion & Morrison, 2007), looking only at a small portion of a reality that cannot be divided or unified without losing the benefit of

the whole phenomenon. To Cohen, Manion and Morrison (2007), in the positivist approach, the voices of the respondents are limited to the questionnaire provided, to the neglect of their own natural views. Thus, real world situations as they unfold naturally are not of importance to the positivist (Johnson & Christensen, 2008). This study was undertaken from an interpretivism approach to access 'what is' or ontology because knowledge would be derived from the HoDs perspectives and would be very subjective to their constructions of mind.

The study investigated leadership preparations of individuals by interpreting the subjective experiences of the research participants to address the research questions. Furthermore, the specific research questions were all based around perceived (subjective) experiences of the participant and could only be answered by constant interaction between the researcher and the participant. Guba (1990, p. 27) noted that the researcher interprets the subjective meanings of participant's own experiences so that findings are literally the creation of the process of interaction between the two. This means that the interviewer and the participant co-construct meaning and the interaction is here, but the participant is also recalling events so they are removed from the actual event as it happened, and their understandings of the event are influenced by their understandings of how their agency interacts with structures and they may have a different view of this to someone else recounting the same event from their perspective. The interpretative approach, therefore, demands the examination of perspectives of the individual thoughts and feelings, within journeys involved in their preparation as academic HoDs which involves how they became the HoDs, roles they play as HoDs, preparations they have received for the role and preparations they would want to receive for the role (Bryman, 2008).

3.2 Research Design

The study took an inductive approach so that subjective meaning of respondents' own experiences, interpretations and actions could be developed and to try to generate an idea rather than the deductive approach, which reasons from

statements where hypothesis exists and where a theory may be tested by the research (Bryman, 2004). The case study approach was employed to explore the learning journeys of 20 academic HoDs preparations and access to their roles in a university in Ghana (Details of the sample are explained in the population and sample section). However, four of the participants, made up of two who could not have time for the interview due to their tight schedules after several attempts and the other two who later withdrew from the study with reasons best known to them brought the number of the participants to sixteen (16). According to Johnson and Christensen (2008), during the late 1970s and 1980s, authors such as Stake (1978), Yin (1981), and Merriam (1988) described case study as a specific kind or type of research methodology. Although, Stake and Merriam preferred inductive approach where theory is generated from a case study, Yin opted for deductive approach where theory is tested using a case study but what is common to these researchers (John & Christensen, 2008) is that they choose to call their particular bounded characteristics of study, cases, collect primary qualitative data and organized their research efforts around those cases. The case study focuses on a range of factors within a “bounded instance” (Merriam, 1988, p.7). In this study, the bounded instances are set by individual academic HoDs working in different departments in either the same college or different colleges in the selected university which, in ensuring anonymity and confidentiality, is called the Peace University.

Stake (1978) explained that the number and type of case studies depends upon the purpose of the research: an instrumental case study is used to provide insight into an issue; an intrinsic case study is undertaken to gain a deeper understanding of the case; and finally, the collective case study is the study of a number of cases in order to inquire into a particular phenomenon. The researcher conducted one case which is academic HoDs in a selected university in Ghana by employing intrinsic case study to get deeper understanding of the case.

The literature indicate that the case study is a good design for today's research because it allows direct observations of phenomena and interviews of people in real life situations in order to get a deeper understanding of events (Cohen, Manion & Morrison, 2007; Sarantakos, 2005; 2013). Moreover, the case study approach allows the use of diverse methods of data collection from the respondents in their natural setting or from other secondary sources and defined geographical location for the achievement of the purpose and objectives of a particular study. The experiences of participants in qualitative studies are rooted in their context and will be difficult to be understood if removed from that context (Kincheoloe, 1991).

To be able to produce the data necessary to undertake this case study, a life history approach was used to get the personal histories of the case. Roberts (2002) believed life histories deal with the collection and interpretation of personal histories or testimonies. The popularity of this research method suggests a growing reluctance on the part of some; life history research reflects a turn away from objectivity and a privileging of subjectivity and positionality (Riessman, 2001). For others, life histories provide a rich source of data that enable researchers to explore the life course and to examine the relationships between cause and effect, and agency and structure.

Dhunpath and Samuel (2009) asserted that life history researcher attempts to structure the process of the telling of stories to yield rich, in-depth details about the specific life experiences, memories and interpretations that the individuals produce so rich qualitative data. What emerges in the life history approach, thus, is relating to the complexity of the human condition, a representation of the fullness of life against the backdrop of some underlying interpretative or critical framework. As a representation of life, it is never the fullness itself but merely one glimpse in through the window into that fullness. That fullness, too, is never completely static, but evolving and dialoguing with itself. To some, a complete

fullness cannot exist. I then chose semi-structured interview protocol to interview the academic HoDs about preparations they have received for the role.

It could be seen that to be able to understand leadership preparations of academics who become HoDs, the above key assumptions linked to this approach fit in very well with the main purpose of this research. Hearing and analysing stories from HoDs of their own experiences are better ways of getting to describe, understand and interpret knowledge about accessing the role of HoD, the professional practice of a HoD, how HoDs are prepared for this role and how HoDs would have liked to have been prepared for this role.

3.3 Selection of Research Site

To be able to undertake this study, an appropriate case study institution was chosen. The population consisted of 59 academic HoDs out of which 20 were sampled. As discussed in chapter one, this institution was chosen as it is undergoing reconstruction with the collegiate system and demonstrates characteristics that befit the readiness of current higher education to make their academic leaders effective on their roles. The university is the site the researcher identified the research problem. The university has a typical case of being one of the public universities pursuing both teaching and non-teaching programmes in education. The university was manageable within the duration of the study. It was geographically convenient because transportation system within the metropolis was well developed, which made it less difficult to reach the participants to collect data. The selected university was established to provide skilled manpower in education to lead some of the developmental needs of the country. It is, therefore, mostly teaching and research focused. There are varieties of academic courses offered by the University. The University also has a large number of diverse students who are pursuing wide range of; courses and whose numbers increase every year. There is, moreover a large body of academic HoDs across the various arrays of academic departments with their unique working practices. The University, therefore, has the needed number of participants for this study.

The researcher believes that these features of the University would produce the needed data to answer the researcher questions of this research project so that findings can be transferred to similar context, though they cannot be generalised.

The chosen institution is a Ghanaian university, made of five colleges, each with its own unique working practices. The institution runs various academic courses under both undergraduate and postgraduate levels. As part of modernization practices, the institution has gone collegiate and it is still under restructuring. The collegiate system is to enable the institution expand some of its faculties and diversify some programmes to meet the increasing demands of access to university education. This is a re-focus of the institution's academic provision to meet the current high demand for higher education and also continue to be seen as the centre of excellence for higher education. In line with this drive of restructuring, the institution has become more research focused. Research grants are given to departments who meet the required competence to undertake major research to help improve the service deliveries of the institution. Most departments have embraced the efforts of local and international donor agencies and are taking advantage of that.

3.4 Population and Sampling Strategy

In this study, the target population comprised academic HoDs in the Case University. In all, there were 59 academic HoDs in the study area from five colleges (The Case University Vice Chancellor's Report to the 46th Congregation, 2014).

Purposive sampling which is a deliberately non-random method of selecting participants for research and allows individuals to be selected because they have knowledge relevant for the study (Bowling, 2002) was used to identify appropriate participants. This is because participants are those who have the required status or experience, or are known to possess special knowledge to provide the information researchers seek. Specifically, purposive sampling

procedure with maximum variation sampling strategy was employed. This approach helped the researcher to select sub groups of HoDs (based on experience on the roles, professional and academic qualifications and discipline specific) and will help facilitate comparisons between these sub groups (Miles and Huberman, 1994). The researcher assigned the following reasons to participant's characteristics:

1. Different experiences on the HoDs role may result in different leadership and management styles. For example, HoDs who have been on the role for two or more years' leadership style may be dissimilar to HoDs with less than two years of experience.
2. Different ranks or qualifications may expose HoDs to different knowledge which may have influence on their roles.
3. HoDs of different subject knowledge or specifications may possess special knowledge in their areas which may have influence on their roles as HoDs.

The researcher selected 20 academic HoDs out of 59 in Case University as presented in Table 1.

Table 3.1: Distribution of HoDs Based on Characteristics

College	No. of HoDs	HoDs Characteristics	No. of HoDs Selected	Total number selected
College A	8	Asso. Prof.- 3	1	4
		Senior Lecturers - 4	2	
		Lecturers – 1	1	
		PhD – 7	3	
		M.Phil - 1	1	
		Up to 2 yrs	1	
		More than 2 yrs	3	

College B	17	Asso. Prof. – 6	1	5
		Senior Lecturers - 9	3	
		Lecturers – 2	1	
		PhD – 13	3	
College C	3	M.Phil – 4	2	2
		Up to 2 yrs	2	
		More than 2 yrs	3	
College C	3	Asso. Prof.- 2	1	2
		Senior Lecturers – 1	1	
		PhD – 2	1	
		M.Phil – 1	1	
College D	18	Up to 2 yrs	1	5
		More than 2 yrs.	1	
College D	18	Full Prof. – 1	1	5
		Asso. Prof.- 6	2	
		Senior Lecturers - 7	1	
		Lecturers - 4	1	
College E	13	PhD – 17	4	4
		M.Phil – 1	1	
		Up to 2 yrs	2	
		More than 2 yrs.	3	
College E	13	Full Prof.- 1	1	4
		Asso. Prof.-2	1	
		Senior Lecturers - 4	1	
		Lecturers – 6	1	

		PhD – 7	2	
		M.Phil – 6	2	
		Up to 2 yrs	1	
		More than 2 yrs.	3	

Source: Vice Chancellor's Report to the 46th Congregation, 2014 of Case University

From the five colleges (Colleges A, B, C, D and E) as shown in Table 3.1, 20 HoDs were initially selected to take part in the study. 4 out of 8 academic HoDs were selected from College A, 5 out of 17 from College B, 2 out of 3 from College C, 5 out of 18 from College D, and finally, 4 out of 13 from College E. However, only 16 out of the 20 selected availed themselves for the study. In all, the researcher had 16 participants (2 females and 14 males) who are at post from the five colleges of the Case University. This sample was manageable for the study and enabled the phenomenon under study to be explored for a better understanding. Creswell (2005) argues that selecting a large number of interviewees would produce a superficial work and the overall ability of a researcher to provide an in-depth picture diminishes with the addition of each new individual or site. This sample size is believed to generate a massive amount of data from the interview schedule (Strauss and Corbin, 1998) where investigating shared patterns of experience (such as leadership preparation of HoDs) is attained because the interviewees will be given an opportunity to express their views on issues.

To be able to reach the participants, the researcher personally sent letters (see Appendix A) to all the participants and invited them to take part in the research with an attached informed consent form. It follows guidelines put by Goodson and Sikes (2001, p. 26). This allowed the researcher to discuss with participants what Goodson and Sikes (2001, p. 26) term the “research bargain” in other words what involvement in the research will entail and what both parties can expect

from participation. Attached to the invitation letter was participant's information sheet. Each participant received a Participant Information Sheet which included information on the study, the right of the participant to withdraw at any time, the confidentiality and anonymity of the data and contact details. Authors such as (Bryman, 2004; Burns, 2000; Johnson, 1994) have raised ethical concerns in that direction. Moreover, Research Ethics Committee of Case University approved the text before any data collection took place. The participant information enabled both participants to know what their involvements in the research require and also what they could expect from the participation (Goodson and Sikes, 2001)

A profile of respondents, using pseudonyms, is presented below in Table 3.2. The use of these fictitious names is to ensure the anonymity of respondents. The researcher also ensured confidentiality of the respondents by not revealing their identities in the research and to any other person. The table presents their gender, the college to which they belong, the number of years they have occupied the position of HoD and then their rank.

Table 3.2: Profile of the Respondents

Name	Gender	College	Years at Post	Rank
Akwasi	Male	College B	6 months	Senior Lecturer
Kwadwo	Male	College A	1&half	Senior Lecturer
Kwame	Male	College A	1&half	Professor
Yaw	Male	College B	4 years	Senior Lecturer
Grace	Female	College A	6 months	Senior Lecturer

Effa	Male	College D	1&half	Senior Lecturer
Boat	Male	College B	3 years	Senior Lecturer
Felicia	Female	College A	7 months	Senior Lecturer
Opoku	Male	College E	4years	Senior Lecturer
Emmanuel	Male	College D	Less than a year.	Senior Lecturer
Eric	Male	College C	More than 2 years	Senior Lecturer
Terkson	Male	College D	Nearly 10 years	Professor
Ofori	Male	College B	5 months	Professor
Bando	Male	College D	1 month	Senior Lecturer
Nicholas	Male	College C	2 years	Professor
Abeka	Male	College E	Less than 1 year	Professor

Table 3.2 also shows that the participants were made up of two females and fourteen males, with the ranks ranging from senior lecturer to professor. Four participants were in College B, four in College A, four in College D, two from College E, and two in College C. The spread of the number of participants as presented in Table 3.1 depicts the structure of the colleges in the institution as College D has the highest academic departments of eighteen through to College C

with the least academic departments of three. College D should have had the highest number of participants, followed by College B since they both have a relatively high number of academic departments. The number of years spent at post by the participants differs. Eight have spent less than one year; five have spent between one to three years and three have spent more than three years.

3.5 Semi-structured Interview with HoDs

In order to address the research questions and to allow for the participants to provide detailed account on them, semi-structured interview guide (see Appendix F) which fit well in the qualitative form of investigation was used (Merriam and Tisdell, 2009). It was exploratory on the learning journeys of academic HoDs preparations and access to the role. The researcher developed the interview guide with regard to the research questions which in turn informed the conceptual framework developed based on the relevant literature review on the study.

Interviews are used based on the fact that social actions or processes can be understood from the point of views of individuals living those experiences. Interviews as data collection tool, therefore, cannot be over-emphasized since it enables one to observe feelings, thoughts, actions and intensions of another person. In the words of Merriam (2001), the purpose of interviewing is to allow one to enter into the other person's perspectives. Bryman (2004) indicated that semi-structured interviews are flexible in the process and allow for interviewee's own perspectives to be explored. Denscombe (2010) further explained that semi-structured interviews allow the interviewer to use a list of issues or questions in the same order to be discussed in more flexible ways which cover relevant topics and also give room to the interviewee to elaborate on the issue raised. This study used the semi-structured interview checklist for prompts and probes outlined by Denscombe (2010). This guide gave direction to prompts and probes in the interview, though the basic information to be sought was clearly stated, they are flexible because they are different to follow up on concrete examples provided to illustrate the similar concepts the interviewee discusses. This allowed appropriate

probing questions to occur. This again enabled the researcher to collect qualitative data which were conveyed through words (Patton, 2002).

3.6 The Pilot Study

A pilot study was conducted at a tertiary institution to serve as a baseline to inform the field work of the main study. Pilot studies help to clarify aspects of the main study, and they are alleged to worth the time and effort (Wrey et al., 1998\). The interview lasted for about one hour, twenty minutes with each of the three academic HoDs I interviewed in the institution. The exercise enabled me to test my interview protocol and recording device. It also helped me to have a fair idea of the potential duration of the interviews and possible follow-up questions. I considered the pilot study to represent a natural setting for the academic HoDs.

I got insight into negotiating access and informed consent as I was given permission from one dean in the institution to conduct the study. Though all the three HoDs agreed to take part, it was with difficulties. They also allowed days such as three (3), seven (7) and sixteen (16) to elapse on my first appearance to them before they suggested days suitable to them for the interview.

Follow up questions were asked during the interview for clarifications and this really worked well or served the purpose (to check prompts and probes) very well. For example, I asked for further clarification on how one's capabilities can offer him or her opportunity to become a HoD and the reply was that 'through teaching, researching and provision of extension services, one can distinguish him or herself to be recognized by the university management'.

I realised that data collection process is an aspect which mostly depends on the participants when it has to do with interview. This is because each of the participants decided on dates and time suitable for the interview with exception of the venue (their offices) which I suggested and surprisingly, each agreed to. As a result, I spent twenty-one days to conduct the pilot study and it caused me to

move up and down to the institution for some days but it was successful as it served a very good purpose.

Two of the three interviewees were not prepared to disclose their birth dates and suggested to let it be remained personal to them. This prompted me to seek the consent of my main supervisor to delete the request for HoDs birth dates in the interview guide.

The research instrument was clear as the participants understood them and provided answers with exception of the questions ‘What experience have you gained in becoming HoD?’ under the first research question and ‘What have you learned’ under the main research question two. I realized they served the same purpose and so took the first one which aligns well.

In all, the pilot study informed me that my research was possible and achievable with the needed research methodology. I was then confident that my research was better conceptualised and ready for data collection. Moreover, it boosted my confidence for the fieldwork, and helped me to shape the interview guide. The pilot study also offered me the opportunity to test the validity and reliability of my instrument.

3.7 Data Collection

The collection of data to address the research questions started in February, 2016 and ended in October, 2016. Though all the participants were found in one location (Peace University), due to their busy schedules, the researcher went round to schedule interview appointments. Some of the interview appointments were rescheduled as a result of unannounced meetings and other issues by the participants. The participants had majority of the interviews conducted in their offices with a few in their homes and in my office. The interviews were conducted in English which participants felt more comfortable with.

In respect to the semi-structured interview guide, (see Appendix F) the researcher followed the systematic order as arranged in the guide to make sure that almost all the questions were answered by each of the participants. Further probing questions were asked by the researcher on some of the issues raised by the answers some respondents gave and which arouse the interest of some participants to be more open to come out with some interesting issues which were of interest to the researcher. However, follow up questions differed because they were pertaining to specific submissions made by the respondents in which the researcher wanted to know more. Non-verbal responses, such as nodding of heads, facial expressions and other body language were also given by the participants to confirm or to put emphasis on some of the issues raised. All the interviews were audio-recorded as none of the participants was ready to have them videoed. The face-to-face interviews conducted by the researcher lasted between one hour and one and half hours. Each of the participants was interviewed on one occasion in an interview session at any given location that is free from distractions. Prior to each interview session, the consent of the interviewee was sought to audio-tape the questions and responses and then analysed by the researcher.

The interviews were conducted in three stages. First, the participants received invitation letter and informed consent sheet (see Appendices A and B) sent personally by the researcher. This gave prior notice about this study and an idea of what to expect in the interview to all the participants to which they agreed to. The next was the face to face interview. Due to feedbacks on busy schedules and time constraints by the respondents, it became prudent for the interview to be considered once but in longer time. Lastly, the interview transcripts were sent back to participants for validation. They were asked to make clarifications, additions and comments about their individual transcripts. The respondents' validation ensured each participant agreed with the researcher's interpretation of their story (Bryman, 2008).

Researchers such as (Silverman, 2001; Walford, 2001) have maintained that participants' situations can change at any point in time and these potential changes may affect the emotions of participants which can lead to changes in the data collection schedule. Therefore issues such as minimizing potential physiological/psychological/emotional harm to participants should be considered. As a result, the participants had majority of the interviews conducted in their offices with a few in their homes and in my office where they suggested. The interviews were conducted in English which participants felt more comfortable with as rich literature provided by Silverman (2001) and Walford (2001) helped to inform the selected design. Before the actual interview, the researcher initially paid familiarization visits to the participants to brief them about the research.

3.8 Documentary Evidence

As part of ensuring triangulation, the university policy on appointment of academic HoD from the statute and VC's annual report on management culture and practices were used to throw more light into the analysis of the interview data on factors accounting for academics movements into the HoDs' position and biographic data on the respondents respectively. The aspect of the university statute on the selection of the academic HoDs was analysed to address the first research question. The researcher collected the documents from the Human Resource section of the institution.

3.9 Trustworthiness

With research that takes an interpretivist approach, the notion of trustworthiness (Guba and Lincoln, 2005) is equivalent to post-positivist concepts of reliability and validity. The issues of credibility, transferability, and dependability were attended to. The researcher ensured trustworthiness through the following steps. All interview data were transcribed and subjected to respondent validation (Bryman, 2004) where each participant was provided with his/her transcription and account of the findings in order to check that the participant agrees with the researcher's interpretation of their own accounts. This provided the researcher the

opportunity to gain feedback on results from the participants to enhance credibility. Regarding the semi-structured interview, the researcher transcribed the recordings by playing back the recordings severally to ensure that everything has been written. The researcher worked to ensure the effective use of the chosen research methodology. Here, the researcher detailed the research methods and provided explanations of the research setting and individuals. To ensure dependability, the researcher used interview and documentary analysis to check consistency of findings that were obtained.

1. The researcher provided a short CV to all participants prior to their first meeting to allow for the participant to have a greater understanding of the researcher's background. This enabled them to see ourselves as equals and colleagues.
2. Data was presented in the order in which it was collected from the participants to avoid misquoting of participants.
3. The researcher worked to ensure the effective use of the chosen research methodology.
4. Research process was transparent and had clear track back strategies so as to track back a quote from the thesis, to the analysis table, to the transcript that it came from.

3.10 Ethical Framework

Moral issues regarding educational research have become paramount and of concern these days than before (Cohen, Manion and Morrison, 2007). The researcher personally sent letters to all the participants and invited them to take part in the research with an attached informed consent form. It follows guidelines put by Goodson and Sikes (2001, p. 26). This allowed the researcher to discuss with participants what Goodson and Sikes (2001, p. 26) termed the "research bargain", in other words, what involvement in the research will entail and what both parties can expect from participation.

In order to ensure clarity, a negotiated written document was developed and outlined the purpose and aim of the study and clarified key issues as identified by Goodson and Sikes (2001, p. 27). They include ensuring confidentiality and anonymity of participants, the production of accurate information to the best knowledge of the participant, ownership of audio recordings and transcripts of the interview, the informant's right to change or contribute to analysis, and the venue, time and duration of Interviews,

Each participant received a Participant Information Sheet (See Appendix C) which included information on the study, the right of the participant to withdraw at any time, the confidentiality and anonymity of the data and contact details. Participants were also asked to sign a consent form before taking part in the study. Authors such as (Bryman, 2004; Burns, 2000; Johnson, 1994) have raised ethical concerns in that direction. Participants' situations can change at any point in time. These potential changes may affect the emotions of participants and can lead to changes in the data collection schedule. Issues such as minimizing potential physiological/emotional harm to participants (Cohen et al., 2007; Walford, 2001) were also considered.

Before the data collection, I negotiated access to where the research would be conducted by consciously making the relevance of my research known to the gate keepers. The gate keepers were the Research Ethics Committee of the Case University and the HoDs (the participants themselves) who approved the research and accepted to participate in the research respectively.

Above all, ethical approval was sought from Leicester University Research Ethics Committee through an e-mail outside the system because the system experienced technical difficulties at that time before any data collection took place. The researcher booked appointments with the individual respondents to suit their convenience and used pseudonyms to present their excerpts based on the assurance given to the interview.

3.11 Data Analysis

The researcher used thematic analysis for the study. Techniques from authors such as Bryman (2008), Silverman (2006), Miles and Huberman (1994), Merriam and Tisdell (2009) considered suitable for life history data analysis were used for the data analysis. According to Miles and Huberman (1994), every qualitative analysis happens to be in three stages. These stages are data reduction, data display and finally, drawing of conclusion. The analysis of this study was therefore to a greater extent influenced by Miles and Huberman (1994) approaches. I reduced the data by labeling and mapping it back to my research questions. Therefore, I played and replayed the tapes severally as well as read through, corrected and edited all the transcripts to work with after I had sought respondent's validation. Miles and Huberman (1984) maintain that data display is the next step of the analysis after transcription. Miles and Huberman further indicated that data display involving classifying and pulling together information allows conclusion drawing and action.

I also drew from qualitative researchers such as Merriam and Tisdell (2009) who maintained that analysis of a case study data should find the similarities, dissimilarities and patterns so that a substantive description and interpretations could be provided for the study. According to Aronson (1994), the pattern of experience comes from direct quotations and paraphrasing. The related patterns were combined into sub-themes to obtain a comprehensive view of the participants and supported with excerpts of the data. Pseudonyms were given to all the participants to ensure anonymity. Brief quotations from the data were used to bring out the true reflection of exact words said by research participants (Creswell, 2005) to the description. In addition, Creswell (2007) suggested a linear but iterative analysis. This process began as soon as the first edited topical life history was undertaken.

3.12 Data Coding

The semi-structured interviews that I conducted with the University HoDs were coded after I had completed transcribing them but due to its voluminous nature, I did open coding in relation to issues emerging from the data. The initial domains for identifying the themes were informed by my research questions which sought to address how academics become HoDs, how academic HoDs describe and understand their roles, preparations that HoDs have for their roles, and finally, preparations that academic HoDs would want for their roles. Therefore, taking each question, I proceeded to break it down in visibly bits such as found in the initial domains column below.

Table 3.3: Issues Map to Research Questions (adapted from Taylor and Renner, 2003)

Question	Categories
What accounts for academics movements' into HoD's position?	Academic factors, professional factors, personal factors.
How do academic HoDs describe and understand their work roles?	In terms of: academic, research, administrative.
What preparations do academic HoDs have for their roles?	In management and leadership,
What preparations would they want for their roles?	Leadership, administrative, management.

3.13 Display of Interview Data

Developing themes from the interview data, I drew and used a table comprising respondents in the column and themes in the rows. I read through all the

transcripts and formed themes with them. The initial domain for identifying the themes were informed by my research questions that addressed factors accounting for academics movement into HoDs' position, roles of HoDs, preparations of HoDs, and would-liked preparations for HoDs. Thus, I read and re-read the data to become thoroughly familiar with them line by line, picking out issues relevant to answering my research questions (Hammersley & Atkinson, 1983). Considering each research question, I identified bits such as found in the initial categories (Table 3.3). I read through the transcripts of each respondent and picked out the issues raised in the transcript and put them in the themes column. Issues without commonalities with the original data were tagged as new issues (See Appendices D and E). At the beginning of the coding, I looked at constructs that mapped to my initials themes. However, the themes that were developed were not directly mapped to that of the initial domains but from the text itself based on commonalities (Ryan and Bernard, 2003).

3.14 Stage One of Thematic Coding

In the first stage of the thematic coding of Interview Data (See Appendix C), I used the colours below to represent the issues for open coding:

Table 3.4: Colour guide and domains for thematic coding

COLOUR	DOMAINS
Violet	Factors for academics' movements to HoDs' position
Green	Description and understanding of the HoDs' roles
Yellow	HoDs' preparations on the roles
Red	Would-like preparations on the roles

Source: Author's own Construction

Themes from individual interview text were itemised in a table and were later reclassified to verify if they confirm and disconfirm evidence in the interviews data and claims from literature iteratively (Cresswell, 2007). I ensured that I related to the interview data back and forth iteratively and tried to understand participants from their perspective.

3.15 Stage Two of Thematic Coding

In the second stage of the thematic coding of interview data, I next rearranged and grouped the data according to appropriate parts of the thematic framework or domains to which they related and reformed the table based on key subject areas or themes with entries for the various respondents. I went ahead to collapse those that had some similarities and those that I estimated to be significantly related to my labels or research question ensuring that the original classification was adhered to. The key to qualitative data analysis is that the process is inductive and iterative so in this study, I engaged with the analysis and then turned to the literature review and returned to the analysis and then back to the literature review. Arguably, researchers come to research with constructs. Researchers bring their identity that is shaped by many experiences that consciously and subconsciously shape our understanding, and responses to events and theory. Therefore, the literature that addressed my research questions was rigorously and systematically explored and this gave me a starting point to begin to analyze my data. The codes that fell within themes generated from the text and other emerging issues were then categorized and used to do further coding to further step up the analysis. I used direct quotes from semi-structured interviews in the analysis and discussion of the findings in order to draw conclusions and justify findings in the next chapters; four, five, six, and seven.

3.16 Drawing Conclusions and Verifying

The key findings were presented from the perspectives of academic HoDs. I then proceeded to interpret and discuss them with respect to my research questions and literature. Due to the nature of my design, data were analysed, interpreted and

discussed as I presented the findings. Also, conclusions were drawn considering the patterns and possible linkages, and I tried to verify and reflect in the conclusions.

3.17 Summary

Chapter three provided the methods, strategies and plans that were followed for the collection of data that answered the research questions. Qualitative research method with case study approach was adopted for the study. It also presented the population, sample and sampling techniques where purposive sampling technique was employed in selecting participants for the study. Interview was the main data collection instrument and was supplemented with some relevant documents from Case University. Trustworthiness and ethical issues were considered as well as step-by-step processes of the data analyzed were largely informed by the framework of Miles and Huberman (2004). The next and the subsequent three chapters (five, six, and seven) present and discuss empirical data based on the sixteen participants. There were overlaps in which participants fell into more than one category. A participant who was not found in a particular category happened to be in another category in the same chapter. Therefore, the discussion in a particular category consisted of only those who fell within that category. The next chapter presents the analysis and discussion of the first research question which is about factors accounting for academics' movement into HoDs position.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF THE MAIN FINDINGS

FACTORS THAT ACCOUNT FOR ACADEMIC HODS' MOVEMENT INTO THE POSITION

4.0 Introduction

Having discussed the methodology that was used to design this study, the next challenge is to discuss the empirical data for this study. This section presents the key findings which relate to the first research question about “What factors account for academics’ movements into HoDs’ position?” The following emerging themes were identified: Appointment by VC and Dean, Seniority, Willingness to serve, Competency and Length of term of appointment which inform the VC and Dean’s appointment. There were overlaps in which participants said more than one category so respondents who were not found in a particular category happened to be found in the other categories in this section.

In addressing the first research question about factors which account for academics movements into head of department positions, the themes alongside the university’s policy on academics movements into the HoD position are discussed below:

4.1 Appointment by VC and Dean

Considering appointment of HoDs by VC and Deans, Peace University’s policy is quoted below:

The Head of Department shall be appointed by the Vice-Chancellor in consultation with the Dean of the Faculty ... (Section 24.1 of the Peace University’s Statute, 2012).

The statute of Peace University indicates clearly that all heads of department hold their post by appointment as opposed to being elected. The policy document also indicates that whilst the head of department is appointed by the Vice-Chancellor

(VC), the appointment should be done in consultation with the Dean of the Faculty. It is important to note here that, in the hierarchy of university management, the Dean of a Faculty is the direct supervisor of the department head and therefore the involvement of the Dean will enable him or her to offer helpful advice on the various conditions upon which the Vice-Chancellor can make a well-informed appointment. This connects with what Bush (2008) states in the literature that people become heads of department by a planned approach in which central authorities take decisions and appoint a HoD. Evidences from the participants' responses regarding the appointment of HoD by the Dean and Vice Chancellor are articulated below.

Ten of the sixteen respondents maintained that their appointment as HoDs was by the Dean and the Vice-Chancellor, the central authorities in the university whose decisions enable one to take up the position of Head of Department. Their views affirm what the policy document and Bush (2008) have stated above that their HoD's position was by central authority decisions for appointment by Deans and the VC. Representative quotations from seven of these ten respondents from Kwadwo, Opoku, Boat, Terkson, Bandor, Emmanuel and Kwame are presented below.

Kwadwo, who had just completed his Ph.D. and had been appointed a HoD said:

The Dean recommends the HoD to the Vice-Chancellor to be appointed.

Opoku sat in his swivel chair and occasionally turned in it reiterated:

My Dean recommended me for appointment and subsequently, I was appointed. So I did not really decide to become the HoD but at a point, the mantle fell on me and I had to take the challenge.

Boat, another HoD, stated: "I was appointment by my Dean"

Terkson, in the rank of a professor and was on his second term in the position, had this to say:

I would say that my first appointment as HoD from the Dean and Vice Chancellor came without notification but subsequent appointments have been with notifications and I accepted the appointments.

A further interrogation to find about what Terkson meant by “notification” revealed that the notification was by his Dean who called to inform him of his impending HoD’s appointment for a second consecutive time. Terkson states:

“Oh, that was a notification from the Dean that I will be appointed for a second term”

Whilst Bandor maintained: “I think I was recommended by the Dean,”

Emmanuel explained:

The Dean of the faculty combed around and saw that I was the next most senior. He approached me and actually my CV was taken and upon consideration, I was given the nod to be head of the department.

Kwame further expressed the view that HoD’s appointment is by the Dean and the Vice Chancellor as he indicated below:

Yes, mine was by appointment; I was there one day and had a letter from the VC that I have been appointed the HoD.

From these seven representative quotes of ten respondents, it is seen that the HoD's appointments were in accordance with the policy. Kwame's quote reveals that the HoD's appointment letter comes from the VC which is an indication of a decision by the VC and the Dean.

Though ten out of the sixteen respondents indicated the decisions for HoD's appointment followed the policy document, the remaining six did not mention that, even after further probing. The policy document provides clear criteria on how the decision made by the Vice Chancellor and the Dean is arrived but does not explicitly show how the decision is taken or the process of appointment. However, the respondents identified how the HoD's are appointment through VC and Dean's decision is made and brought to light that lots of efforts are made by the appointing authorities. Considering this assertion, Nicholas narrates below:

In the university, they don't just appoint HoD if you are not ...they look at your background, they will look at your qualification... For instance, I was a member of a number of committees in the university, and where I was, there was, more or less, a grooming process where I used to represent my HoD in attending certain academic board meetings and so as you know, participate in some of these board meetings and committee meetings, you are, more or less, groomed.... the department first appointed me as the examinations officer. I was familiar with the system, yes, I was so familiar with the system.

The above narration indicates that the appointing authorities consider the level of experience and qualification of potential candidates before making the appointment. In this case, the authorities search for those who have the potentials to be academic HoDs. This resonates with the experience of Eric, just like Emmanuel, who mentioned how his Dean did foreground checks on him by his

CV (Curriculum Vitae) before recommending him for HoD's appointment. This he puts as:

The Dean of the Faculty realized I was the next senior most in my department. So he contacted me for my CV and perhaps might have informed my appointment as academic HoD

Eric's experience further explains that through academic members' curriculum vitae (CV), the deans get to know if one qualifies to be recommended for HoD's appointment or not since CVs contain most of the vital information about a person.

Similarly, Akwasi was consulted by his Dean that he will be appointed the next HoD for his department. He explained:

My immediate past HoD was supposed to go for two terms but I think after doing the first term, he realized that there were a lot of other schedules that could rather take much of his time so he decided not to go for the second term. So that was when I came in, I was consulted by the dean to be the HoD.

The respondents revealed that the process of appointment is engineered by the Deans who look for or identify one who qualifies for HoD's appointment. However, the approaches of their appointments by the Deans differ. For instance, as some provided their CVs to their Deans, others were only told of their impending appointments by their Deans. Contrary to what the other respondents above have said to be the processes involved in HoD's appointment by concerned authority's decisions, Kwame maintained no such thing was done to him but he got to know his appointment by the VC through the appointment letter. He puts:

‘... I was there one day and had a letter from the VC that I have been appointed the HoD’

Kwame is a professor who has been in the academic environment of the university for more than ten years and therefore was familiar with the system. Yet he did not hear anything of his appointment until he received his appointment letter and as such could not give account about how he was appointed. On the part of Nicholas, who earlier maintained the appointing authorities did foreground checks on potential HoDs before appointing them, it was difficult to say or recount how he was appointed since there was nothing for him to say when he was asked about how he was appointed. He indicated as this:

It is difficult for me to answer that question; all I knew was that I had been given the appointment by the VC through the letter.

From the analysis, apart from three respondents above, Eric, Terkson and Akwasi who were able to tell the process of their appointment because they were consulted by their Deans, none of the respondents was notified about his or her impending appointment and for that matter could not say the processes of their appointments.

From the perspectives of the academic HoDs, it could be seen that indeed, some form of consultation is done but the process with which it is done differs. As some do to put prospective HoDs on the known, others do not do it so. From the data, the picture may be that a lot of Deans either consult only their incumbent HoDs when selecting and recommending prospective HoDs for the headship appointment and that is why majority of the HoDs were not informed of their appointments.

This finding from the data is congruent with Bolton (2000) who claims that heads are 'appointed by the head of the institution through the dean following consultation with the staff. However, involvement of the staff members is paramount as the Dean first consults them before taking a decision with the VC,

unlike Peace University in which staff members are not strictly involved in the appointment process. Farnham (1999) maintained that heads of departments are drawn from professors and that academic members of non-professorial rank are not appointed for the HoD's position because they do not qualify but it is not so with the findings of this research as any rank above that of lecturer which is considered the senior most at a particular department can be appointed as HoD but not only to the professor.

4.2 Resistance to Appointment

On the other hand, an academic member may be appointed as a head of department but because of reasons best known to him or her, he or she had to decline the offer. Two of the respondents revealed how the HoD's appointments were resisted. Taking a case as Boat, he initially accepted the offer but stepped down after some months when he lost the interest in the position as a result of leadership and management difficulties. This he maintained:

I had to struggle on the role to play it without any leadership and managerial training. Moreover, the work was stressful and affected my health badly so I had to leave it.

Boat initially accepted the offer but stepped down later when he lost the interest in the position which he found stressful and dangerous to his health.

Furthermore, Yaw narrated how a friend refused the HoD's appointment because he did not have interest in it. This he said:

But it is not compulsory... people may not pick up the position because of the work load. Because you need to combine the work load and your own academic development, so people may not like to pick up the job and also for the fact that the honorarium is not that attractive, so people can decide that they don't want to be head

of department. ... Even last year a colleague of mine sat down for one year that he will not be a head of department and the Vice Chancellor had to intervene with the Dean before he came back to take it up. So yes people can be appointed but it is not compulsory.

In explaining further why the colleague first refused the position, he added:

He found the workload was quite heavy and would prevent him from pursuing some personal projects and to attend to some family's issues as well

The experience of Yaw's friend indicates that he weighed the alternatives in terms of challenges the position would pose to him. This stresses the fact that the pathways of academics to become HoDs are not so smooth as some turned down the appointment.

Central authorities' decision as a factor for leadership appointment is not widely discussed in the literature. However, authors (Bush, 2008; Zaccaro, 2007; Derue et al., 2011) agreed that a person's appointment for leadership position is by top management decisions in an organization. Bush (2008) supports the decision in appointing HoDs by management when he pointed out that one is appointed through planned approach which leads to central decisions by higher authorities. However, the policy document did not identify how the central authorities' decisions were made and therefore made it difficult to determine a clear cut procedure upon which the decision on the HoD's appointment is made. Zaccaro (2007) and Derue et al. (2011), in attempt to help understand how authorities decisions are made, explained that a person's appointment for leadership position by top management body's decisions may depend on his or her personality traits which assume that people inherit some qualities that make them better suited for certain positions than the others. The policy document as well as the data from the respondents did not discuss trait theory but trait theory in the literature throws light on how top management bodies decisions are made when appointing one for

a leadership position. In trying to connect to how one develops desirable attitudes and skills which may influence central authorities' decisions for leadership appointments, French and Murphy (2005) maintained that from infancy, one develops certain desirable attitudes, values and skills necessary for their adult life. They further postulated that a child develops not in isolation but through relationships within the family, neighborhood, community and the society in order to ensure that they develop desirable attitudes, values and skills necessary for their adult life. The idea of personality traits which authors (French and Murphy, 2005; Zaccaro, 2007; Derue et al., 2011) opined to have accounted for certain people being better suited for some positions than the others might be at play here. Moreover, the personality traits which leaders intrinsically possess (Kakabadse and Kakabadse, 1999) hold the essential skills which allow them to perform as leaders. The academic HoD may have occupied the role as a result of some desirable attitudes, skills and values acquired from childhood upon which the VC may consider to appoint one for the academic HoD's position.

4.3 Seniority

Another factor found in the policy document that accounts for HoD's movement into their position is seniority. The Peace University policy document states one of the factors for appointing academic HoDs as:

A Head of Department shall be of a Professorial ... where there is no member of Professorial status; the headship of the Department shall rotate among the next lower rank (Section 24.1 of the university statute, 2012).

Seniority is a factor for appointing one as academic HoD and in this context, it is understood as the one with the highest academic rank and not in terms of age. This is because an academic senior member of a professorial rank is the first to be considered for the HoD's position before the next most senior rank. Often times, academic leaders in the universities are chosen on academic ranks and experience

but not necessary as a leader (Alabi and Alabi, 2014). The Policy Document (pp. 81-83) maintains that the ranks are promotions based on published academic papers and number of years served in the university. One has to pass through the ranks before getting to a full professor.

The evidence from the participants shows that eight (8) out of sixteen (16) respondents indicated seniority in terms of ranks as a factor for appointing academic HoDs in Peace University. Their views affirm what the policy document (Policy Document, 2012, Sec. 24.1) stipulates on seniority as a factor for academics' movement into the HoD's position (in terms of academic ranks). This also connects with Alabi and Alabi (2014) who suggested that more often than not, academic leaders in the universities are chosen on academic ranks and experience but not necessary as a leader. Quotes from Felicia, Abeka, Yaw, Effa and Abeka who held the ranks of senior lecturer and professor respectively indicated that one is appointed HoD because of being the most senior in his or her department.

Yaw, a senior lecturer who had submitted his documents for promotion to the rank of professor, had this to say:

The most senior academic is appointed as the head of department, so if you are in a department and you have a professor in the department, that professor becomes the head of department ... if there is no other professor... there is a senior lecturer, and then that person can become the head of department.

The quote above agrees to the fact that seniority influences the appointment of academic HoDs and it is seen in terms of ranks. The professor is seen to be the most senior of the categories of academic ranks in Peace University and the preferred rank first considered to hold the academic HoD's position before other

lower ranks. Abeka, who is a professor, also confirmed seniority in relation to his appointment:

... so I'm the senior most, I have served in the university for over seven years, previously we existed as a program under a different department so when we separated, in the new department, technically, I am the most senior and so I was appointed to lead the other colleagues in making sure we realize the goals of the department and the university as a whole”.

Felicia, a senior lecturer, also stated that:

I was the most senior person at the time, so once you are the most senior person; it was automatic to be given the position.

In trying to stress the fact that seniority in terms of ranks is very paramount in appointing one as an academic HoD, Felicia further explained:

Because I was the next most senior, I had to even cut short my sabbatical leave for the appointment because the then director was going on retirement.

This indicates that seniority is an important determinant in the selection of academics as HoDs in Peace University and also explains why Felicia had to stop her sabbatical leave and as an immediate most senior in her department, had to come and be appointed as a HoD. Effa, another senior lecturer, maintained:

It was as a result of seniority ... So I was the next on the line after the former HoD's term of office expired.

From the above four perspective quotes, it is seen that academic members become HoDs by virtue of being the most senior in their respective departments. Other four quotations from Terkson and Ofori who are all professors and Eric and Kwadwo, all senior lecturers below further confirmed that seniority accounts for ones' appointment as academic HoD.

Terkson indicated:

the statutes of the university says that if you rise up to the rank of a senior lecturer and above and there is HoD position vacancy in your department or cognate department and you are the most senior, you could be appointed to the position but that also depends on your interest.

Ofori also indicated:

Usually according to arrangement... a professor should be the head of department apart from that of a senior lecturer or if you don't have a senior lecturer, a lecturer with PhD specifically. Looking at my case, I am the most senior.

Furthermore, Emmanuel who had earlier indicated appointment by VC and dean as a factor for HoD's appointment added seniority when he explained:

The Dean of the faculty combed around and saw that I was the next most senior, he approached me ... and upon consideration, I was given the nod to head the department.

Finally, Kwadwo indicated:

You must be a senior lecturer and above. If you are a lecturer, you are not supposed to be a HoD. So I was appointed because I am a senior lecturer and the most senior in my department.

All the eight (8) participants indicated that when vacancies were created for the HoD's appointments, the most senior colleagues were appointed. However, the ranks for senior members vary across departments and this means that seniority will be determined based on the ranks pertaining to the specific department in question. Demonstrable examples are the cases of Abaka and Felicia who held the ranks professor and senior lecturer respectively. They became HoDs because from their quotations above, they were the most senior in their Departments to occupy the position at that time. Seniority, therefore, is not limited to a particular rank but any rank above lecturer, which is considered to be most senior rank during the appointment of a HoD in a particular Department at that time. Thus, seniority is a context based.

Though the participants did not make mention of other colleagues in their departments who were of the same ranks as theirs or whom they attended interview with to compete for the HoDs' position, none of the respondents was below the rank of a senior lecturer as they consisted of five professors and eleven senior lecturers. This indicates that they have been in the university system for long and have acquired considerable knowledge in the academic system. Kwodwo, a HoD in the rank of senior lecturer explained: "If you are a lecturer, you are not supposed to be a HoD". This confirms why all the academic HoDs were above the rank of lecturer. However, Ofori had a different opinion. He maintained that if it so happens that academic members in a certain department are all below the rank of senior lecturer, a lecturer, who holds a Ph.D., could be appointed as he said that: "if you don't have a senior lecturer, a lecturer with PhD specifically".

In explaining how people are selected to academic leadership or managerial positions, Peters (1994) notes that little attention is paid to the manner in which these managers are chosen and trained because they are usually chosen from within the academic staff ranks that have no direct bearing on whether or not they have knowledge or skills about effective management and leadership. Peters' submission is in line with the evidence from the findings and the policy as a text but while the academic rank of a person may reflect their experience (Gronn, 2003; Pashiardis and Ribbins, 2003), using that as a basis for selecting managers places a lot of importance on the concept of seniority (Bezzina, 2011). Focusing on lower level educational institutions in Ghana, Bush and Oduro (2006) explain that the decision to make someone a head teacher is largely based on a teacher's seniority in 'rank' and 'teaching experience'. This also corroborates the views of Alabi and Alabi (2014) that oftentimes, deans are chosen based on academic rank and experience in a university. This indicates that the use of seniority as a factor for selecting people into managerial positions in Ghana is perhaps not limited to higher education institutions alone.

Seniority as a factor for leadership appointment as found in the data and the policy document is seen worrisome to some authors such as Peters (1994), and Alabi and Alabi (2014). Peters (1994) noted that academic leaders are chosen from within the academic staff ranks which have no direct bearing on whether or not they have knowledge or skills about effective leadership and management. Alabi and Alabi (2014) supported the concern of Peters as they suggested that academic leaders in the universities are often chosen on academic ranks and experience but not necessary as a leader. In trying to relate seniority to leadership appointment, McCall (1998) explained that since leaders cannot be developed overnight, it is better to use track records of results to identify potential leaders and appoint them because it is not necessarily true that those with the longest resumes (seniority) are the fittest. It just means that they have been given all the opportunities.

4.4 Competency

Competency is considered in the Case University statute as a factor in appointing one as a HoD. The statute states:

Unless there is no academic Senior Member of Professorial status in, or ... competent to head the Department (Section 24.1 of the Case University's Statute, 2012).

From the policy document, a person to be appointed should be competent to hold the position. It is not clear from the policy what 'competency' means but looking at how it is constructed, competency; consist of knowledge and skills of leading and managing a department. Therefore, a person who qualifies to be a HoD should possess knowledge, skills, experiences which will enable him or her play the roles attached to the position effectively. The HoD's role involveS "to maintain acceptable standards of teaching" ... "having direct responsibility for departmental administration, making recommendations for the appointment and promotion of staff, and ... "for the maintenance of discipline in the department" (Sections 24.6 of the policy document, 2012) and therefore, one who is competent to play the roles is considered for appointment. This confirms why a person of the professorial status is first considered for the appointment before those on the next lower ranks because he or she is seen to have acquired more experience to enable him or her play the role effectively.

The respondents' data revealed that three (3) participants mentioned that competency accounts for one to become a HoD. The following were their submissions:

Ofori maintained as this;

Competence is also there, you may be the senior most but if you have some cobwebs, you will not be appointed.

Ofori explained 'cobwebs' to be doubt in believing that one is capable of holding the position when he further explained:

What I mean by cobweb is that you must be a model as a leader... if your character cannot motivate the people ... When they (the appointing authorities) cross check your background and find out that you are not competent, you will not be appointed

Nicholas, another Head of Department who is a professor and was optimistic about how his competency won him the HoD's position explained:

You have to be competent. I used to represent my HoD in attending certain academic board meetings and so as you know, participate in some of these board meetings and committee meetings, you are, more or less, groomed to be competent which might have informed my appointment.

Similarly, Eric explained in the narrative below:

Why I was selected is that I have been working with the then HoD since 2003. I was coordinating events between the... and the college mainly the programmes they were selecting from the ...school and mounting for their students programmes and so I was already working with the college from the school of ...There were consultations and based on that the Vice Chancellor appointed me.

The three respondents who indicated competency as a factor for HoD's appointment brought to light areas of competency to be in leadership and management aspects. For instance, Ofori explained that one to be appointment as academic HoD should be competent in leading others effectively for others to emulate and this he puts:

... you must be a model as a leader... if your character cannot motivate the people ... When they (the appointing authorities) cross check your background and find that you are not competent, you will not be appointed

On the other hand, Eric brought to light competency in management when he recounted his experience as:

I have been working with the then HoD since 2003. I was coordinating events between the... and the college mainly the programmes they were selecting from the ...school and mounting for their students' programmes and so I was already working with the college from the school of ... and that was why I was selected.

The respondents identified ways in which they considered themselves competent for the appointment of HoD's position. These ways were representing the HoD at meetings and performing formal official leadership roles played in the university. A case in point is Nicholas who maintained:

Where I was, there was, more or less, a grooming process where I used to represent my HoD in attending certain academic board meetings and so as you know, participate in some of these board meetings and committee meetings, you are, more or less, groomed.

In the case of Nicholas, he was sometimes made to act as the Head of Department whenever his HoD was not available. During such periods, he got the opportunity to attend meetings, read documents and interact more with the administrative staff and other colleagues. Such moments according to him, opened his eyes to the nature of the work of the Head of Department. On the other hand, the case of Eric in his narrative above revealed his previous official leadership roles as registration

officers and a coordinator for his department made him competent for the HoD's appointment.

From the findings, the respondents indicate competency is related to acquired skills and knowledge through constant practices to do certain things well. It is seen to come about through previous positions held or a kind of mentorship process one is taken through to be rich in performing certain activities well. These quotes suggest that as a result of competency, one is considered capable of holding certain position because he or she is believed to have gone through certain process which demands considerable efforts and time to make them equipped and capable of doing certain things well. Supporting the respondents view on competency, McCall (1998) opined that those with the greatest potential should be appointed as leaders so organizations should identify and capitalize on high potentials whenever they appear, if they so want effective leaders. This is because potential leaders either have the attributes, characteristics, and competencies that are needed (McCall, 1998).

The policy document does not explicitly explain what competency is but it is used in connection with one willing to hold the HoD post. The position comes with responsibilities. Therefore, the qualified person to play the roles of the position should be experienced and knowledgeable, hence competent to hold the position. In this case, the absence of a professor or a professor who has finished the mandatory terms of office will make a person who is the next senior most become the competent person to hold the position. Considering the fact the HoD's position comes with roles, it is important to get one who has the skills and competency to play their role effectively (Byham, 2002). In a similar way, the respondents' data and the policy take individual competency to be paramount in accounting for one's appointment as a HoD in order for the person to play the HoD's role effectively.

4.5 Willingness and Readiness to Serve

An additional factor contained in the policy document to account for HoD's appointments is willingness to serve. That is the "willingness" of the qualified academic member to take up the appointment. The Policy Document, 2012, Sec. 24.1 states:

...unless there is no academic Senior Member of Professorial status in, or willing.... to head the Department... the headship of the Department shall rotate.

'Willingness' in the context of the policy document quoted above refers to the quality or state of a person being prepared to hold the HoD's position. The position comes with responsibilities so the person to be appointed must be willing to play those responsibilities. However, the policy document did not explain when one should declare his or her willingness to hold the position. That is after or before appointment. Therefore, the "willingness" here could mean the readiness of the appointed HoD to hold the position.

The data from the respondents revealed that five (5) respondents articulated that one's interest for HoD's position is a factor for becoming a HoD. Their views resonate with what the policy document indicates as willingness to hold the HoD's position. The first was Terkson who categorically mentioned how paramount "interest" to hold the HoD's position is a factor for an academic member becoming a HoD when he maintained:

"... you could be appointed to the position of HoD but that also depends on your interest"

Akwasi, the 36-year-old senior lecturer who earlier mentioned his appointment was by his Dean's recommendations, also added he was willing to hold the position:

I took it because it came and I had to contribute something to the department by taking that responsibility.

Similarly, Grace, another HoD and a female, maintained:

I saw it as an opportunity to also contribute my quota to the development of my department and the university as a whole. So I accepted the appointment.

The next is Bando, who recounted how he was ready for his HoD appointment and accepted it:

Apart from the appointment, I accepted to become HoD...‘why’ is to contribute my quota to the development of the university. We are lecturers and we teach but the teaching part is not the only contribution we can give the university. We need to grow the various departments and then this is an opportunity for me to serve and to grow the department as it is so in my own small bit to help the university improve.

Bando also saw the appointment as an opportunity to serve the university beyond teaching and research and therefore accepted the position. The quotes from the participants above indicate they were ready to hold the position after they were appointed. Though they did not explicitly mention that they had interest to hold the position, they indicated that when their appointments came, they accepted them because they wanted (willing, ready or had interest) to serve in that capacity.

From the data, the respondents got to declare their willingness or interest to hold the HoD’s position after their appointments are made by the Dean and the VC. This is because they maintained their willingness to hold the position when the appointment came. A sample of a HoD’s appointment letter given to me by Bando

indicated that the only point of declaring their willingness to serve is after receiving their appointment letters and are to respond in writing to the Vice Chancellor whether they have accepted or rejected the offer. The policy document was not specific when academic members should declare their intentions to hold the position if any but evidence from the respondents revealed it is declared after appointment.

The fact that one should be willing to hold the HoD's positions agrees with the position of Deem (2004) that academic HoDs in the universities now find themselves performing increasingly complex management and leadership role as they are occupied with a higher workload and longer hours and so it is necessary for the would-be HoDs to declare their willingness for the appointment.

Findings from the research also indicate that the respondents were willing to hold the HoD's position because they also considered the position as a platform to develop their departments. For example, on Bando's quotation above, his appointment was seen as a way of manifesting his willingness to serve as a HoD in order to develop his department and the university. This expression will get them committed to their work and do their best to effect positive changes in their departments. Sometimes experiences people have enable them to accept certain responsibilities (Bush, 2008). This means that the HoDs weighed themselves and found themselves capable of holding the HoD's position, so they accepted it.

Evidence from the data and the policy document indicate the 'willingness' of a person to hold a position is a factor for that person to become an academic HoD. This is in line with a research finding of DeZura et al. (2014) which revealed that most of the respondents they interviewed regarding why they occupied their leadership position maintained they accepted because they saw their engagement as opportunity to demonstrate their willingness to serve their departments in that capacity. The aspect of Bush's (2008) approach in which candidates who believe they are able to hold leadership positions willingly apply themselves to the

position is disconnected here. Because Bush's approach was based on where candidates declare their willingness for the position before appointment by applying for the position, the HoDs in the Peace University were made to declare their willingness to hold the position after being appointed and are to respond to the Vice Chancellor whether they have accepted the position or not.

4.6 Length of Term of Appointment

Finally, length of term of HoD's appointment is also identified as a factor for one becoming a HoD. The policy document states:

The appointment of a Head of Department who is of Professorial status shall be for a period of three years at a time and the person shall be eligible for a second consecutive term only. A Head of Department of non-Professorial status shall be appointed for two years at a time and shall be eligible for re-appointment for a second consecutive term only (Section 24.1 of the Case University's statute, 2012).

The statutes also made reference to length of term of appointment in respect to the academic ranks. It is seen from the policy document quoted above that HoDs of professorial rank are appointed for three years while those of non-professorial rank are for two years. However, they all qualify to be appointed for a second consecutive term. When the term limits are exhausted, another academic member is appointed to replace them or to occupy the position. Thus, when one's tenure of office ends, it gets to the turn of another person to hold the position. This resonates with a research finding by DeZura et al. (2014) on why people take up HoD's appointment. It came out that some academic HoDs took the position because others finished their terms and it got to their turn to be HoDs. In the policy document, when one's tenure of office ends, the position rotates to another person. The rotation is not applicable to the academics who are of professorial rank only but other lower ranks which deem fit. Four respondents identified

length of term of office as a factor for academic HoDs' appointments. Their quotations are as follows:

Yaw, a HoD who maintained to be the first academic HoD in his newly established Department, said:

You can become a HoD, but you cannot be the head of department forever even if you are the most qualified, there is a limit. There is a term you have to serve and when the term is over, someone else will come and serve so it is rotational. Positions in the university are rotational. All academic positions are rotational. If you are a vice chancellor, you serve a number of years and you are off the scene whether you are in your retirement age or not. You do not retire on a position. When your term ends, you go and somebody else comes. Therefore, every academic position in the university is rotational.

Yaw brought to bear the temporary nature of the position and the fact that such arrangement enables others to be appointed as HoDs as well.

Kwadwo described the experience this way:

You are appointed to head for two years and after your term of office, another person comes to continue. So I was appointed a HoD when it got to my turn.

Akwasi, a 36-year-old who seems to be the youngest of all the participants though the rest did not mention their ages to me, told his experience as:

Because my immediate past HoD did not finish his two terms or to say finished his first term of office, I came in.

Abeka who admitted the end of his term as HoD will pave way for another person to take up the position had this to say:

After my tenure, the next most senior person is likely to take over and then it goes on and on and on like that.

The four narratives above confirm that the length of service or “term’s limit” enables other academic members to be appointed HoDs. As the participants agreed, there is a term’s limit for the position. The university policy as a text was provided above and the HoDs’ quotations indicate their affirmation of the policy as a text. The respondents brought to fore the duration of HoD’s tenure of office to be either two or three years depending on one’s rank.

The first is Ofori who expressed:

When you are a senior lecturer you can be there for two years or if you are a professor you may be there for three years. At the end of the three years, you can be reappointed.

Kwadwo also indicated:

You are appointed to head for two years and after your term of office, another person comes to continue.

The two quotations above revealed the duration of HoD’s tenure of office spans from two years to three years for non-professors and professor respectively.

It is therefore expected for one depending on the rank, to occupy the HoD’s office for a certain period of time and afterwards comes another person. Therefore, when a HoD serves the tenure of office, he or she leaves for the next qualified person to also occupy that position. Though the term’s limit accounts for HoD’s appointment, it is not clear to respondents who among the members in the department will occupy the position as they could not say something about that.

On the other hand, Akwasi from among the respondents revealed that HoDs may sometimes decline the extension of their appointment to shorten the duration (length of service) they could have served as HoDs for another person to be appointed to occupy the position as he puts:

...my immediate past HoD was supposed to go for two terms but I think after doing the first term he realized that there were a lot of other schedules that could rather take much of his time so he decided not to go for the second term. So that was when I came in.

Findings from the data confirm the length of service identified in the policy document as one of the factors for appointing academic as HoDs. This means that Peace University is going by what the policy document has stated to be the durations for HoDs appointment. The finding is congruent with the longstanding tradition of the job's temporary nature, irrespective of institution and discipline as asserted by Boyko (2009). The headship position is not permanent and therefore rotates from one lecturer to the other based on term's limit. On the contrary, a research conducted by Smith (2005) about the roles of a university head of department with two universities in United Kingdom revealed that some HoDs hold the position permanently. The permanent nature of the HoD's position is a kind of promotion for those performing satisfactorily as principal lecturers. The HoD's position in the Peace University is a fixed term (temporal) in which professors' hold for three years and non-professors hold for two years.

One factor which was not found in the policy document but emerged from the data in addition to the already mentioned factors which account for academic movements into the HoD's position is emergent situation.

Opoku had this to say:

Actually, I did not decide suddenly to become an academic HoD. I would describe mine as probably coincidental because where I find myself is new and when we came we started the department. In

spite of that we had a senior colleague who had to leave for another assignment. So at the time she left there was the need to have somebody to take over and so.....the mantle fell on me and I had to take the challenge.

It could be seen from Opoku's quotations that it was not the turn of some respondents to become the incumbent HoDs but unexpected situation on the ground offered him the opportunities to be appointed as HoDs. The experience of Opoku was that his boss was given another assignment as a Dean and therefore he was appointed to occupy his position. Indeed, it was not his initial plan to become the HoD but when the mantle of leadership fell on him, he had to take up the challenge. This finding is also an addition to existing literature as there was no supporting view on it.

4.7 Summary of Discussion

The findings revealed that the selection of academic HoD hangs mainly on appointment as a result of decisions by the Deans and the Vice Chancellor. This connects with accessing the role of a HoD before he or she can be prepared or developed on the role (French and Murphy, 2005; Zaccaro, 2007; Bush, 2008; Alabi and Alabi, 2014). However, these experiences and characteristics are not directly linked to the roles of the academic HoDs; they are considered to be what the appointing authorities want from academic members who are to become academic HoDs. These factors are seniority, competency, willingness to serve and length of term limits.

Seniority is very straight forward and has been complied with in every case. However, due to 11 of the HoDs having low rank, it is not clear how succession planning has been implemented to develop a pool of candidates who are ready to take the role, and able to take the role, and have a senior rank. Having eleven (11) of the respondents as senior lecturers means that majority of them were of a lower rank to the preferred professorial ranks. Their competency in leading and

managing their departments can therefore be said to be below what the policy prefers but the VC and the dean may seem to find themselves in a tricky situation to appoint many HoD below the preferred ranks since they might be occupied by modernization activities such as finding ways of widening access to university and perhaps have not paid attention to succession plan where they would be able to groom academic members for the academic HoDs' position.

In the aspect of length of term limits, when one ends his or her tenure of office, the next most qualified person in terms of seniority and competency is appointed to take over. This term limits goes on anytime one's tenure of office comes to an end; thus, the appointment rotates from one person to the other.

The issue of gender does not come into being as two of the participants were female and indicated to be the senior most members of their departments for the HoD's appointment and contradicts the gender issues in Africa, where Grant (2005) indicated that the man is given leadership position and is seen to be the leader who sets agenda for women to follow.

From the data, HoDs do not apply themselves to the position as they do not take part in the decision of their appointment and mainly get to know of their appointment after they had received their appointment letters from the VC. The HoDs may be attracted to their role if it allows them to be advocates for their field and grow it; if the HoD's role is seen as doing what the senior leaders of the University want with no talk back, no one will want to be the HoD because they may see this as disempowering (DeZura et al., 2014)

In conclusion, the main factor for HoDs' movements into their position is appointment by VC and deans in the university but their population of eligible candidates is very limited. They cannot select someone that the policy states is ideal, and whilst complying with the policy, it is at threshold levels, rather than at levels of excellence. A significant number of the HoDs are not informed about

their appointments and until they got the letter of appointment, they did not even know they were being considered whereas some people they appoint do not want the role. In rare cases, others may be appointed due to early or premature vacation of a HoD. Nevertheless, the resistance to becoming academic HoD by some people shows that the pathways of academics becoming HoDs were not so smooth.

PRESENTATION AND ANALYSIS OF THE MAIN FINDINGS

DESCRIPTION AND UNDERSTANDING OF HOD'S WORK PRACTICES

5.0 Introduction

Following the presentation and analysis of the first research question on factors which account for academics' movements into the HoD's position in the previous section, it was revealed that decisions though factors such as seniority, competency, willingness to serve and length of terms of appointment are considered. However, there was no clear track record on developing and recognising the competencies of the academic HoDs regarding leadership and management through professional learning pathways from novice to expert executed within clear succession planning. The literature on the expectations for one to be appointed as academic HoD indicate that there should be a track record of the persons' competencies of leading and managing and perhaps some attractive aspects of the role of HoD that allows Senior Level Leaders to have an impact in the field to improve their department, rather than avoid the role because it is disempowering. In the context of expanding access to tertiary education in Ghana, it is appropriate that there would be a succession plan to get the people with the right expertise in leading and managing departments to help build the strength of Ghana. Knowing the roles of the academic HoDs, therefore, becomes paramount in the midst of the modernization practices in the Case University and is the focus of the second research question.

This section presents the key findings which relate to the second research question about "How do academic HoDs describe and understand their work practices?" The categories emerged from the analysis of the data were in line with the dimensions of the UK Professional Standards Framework for teaching and supporting learning. However, the areas of activity differ as that of the UK framework were core values and professional knowledge that of these data were on leading teaching and learning, and managing teaching and learning. Leading teaching and learning centered on all activities that are aimed at bringing out with

directions, aims, visions and goals of the institutions in order to bring out quality students who fit into the world of work. On the other hand, management deals with the means of achieving these aims, visions, and goals of the institution. The data revealed that all the sixteen participants had a position on leading and managing teaching and learning. However, each of them had their own perspectives regarding activities that they do to lead or manage their departments. These activities have been grouped together under their categories. The categories which emerged are Design and plan learning activities and/or programmes of study, Teach and/or support learning, Develop effective learning environments and approaches to student support and guidance, Engage in continuing professional development, Engage in external relationship, Engage in other daily office activities and finally Finance management. There were overlaps in which participants said more than one category. Therefore, a participant happened to fall under more than one category. The total participants were sixteen and among the sixteen respondents, eleven (11) described their roles to be leading Design and plan learning activities and/or programmes of study whilst thirteen (13) indicated Managing Design and learning activities and/or programmes of study. Six (6) out of the sixteen (16) understood their role to be leading teaching and/or support learning, whereas eight (8) maintained managing teaching and or programmes of study. Two (2) described their work to be management of effective learning environment. Two (2) respondents indicated leading continuing professional development whereas another two (2) out of the sixteen (16) understood their role to be managing continuing professional development. One (1) out of the sixteen (16) respondents described the roles to include leading external relationship whilst four (4) out of the sixteen (16) respondents indicated management of external relationship. Nine (9) out of the sixteen respondents maintained management of other daily office activities as part of their roles whereas four (4) out of sixteen (16) respondents articulated that finance management forms part of their roles and another four (4) respondents, with finance leading. The respondents who did not fall in a particular category happened to fall under other categories because there were overlaps in which a participant fell into more than one category.

Representative quotations of each category and their respective evidences are presented below.

5.1 Leading Design and Plan Teaching and Learning Activities

Eleven (11) of the sixteen respondents indicated leading design, and plan teaching and learning as one of the roles of academic HoDs in which they oversee the promotion of teaching, learning and researching in their respective departments. In this regard, all activities which reveal the aim on how HoDs design or plan for teaching and learning to take place in their departments have been captured. Representative quotations of this position are as follows:

Grace, one of the two females among the sixteen respondents, had this to say:

The university is mainly about teaching, learning and research. So teaching and learning is one of the big things that you do to enhance your department as HoD.

Grace talks about the basic functions of the university around which the HoD's activities revolved. This connects with the literature because leadership is about improving quality and enhancing. Therefore, Grace makes a clear statement that improving quality is key to the leadership of the department. As a result of the vision and strategy, they plan or design their activities/around that of the university's visions with other people in the departments for the organizational development.

Boat maintained:

....to provide leadership for the department. That is, the core mandate is to teach and research drastically so you lead in terms of designing programmes and to review programmes regularly.

The quotation above shows that the core mandate of the department is to teach and do research work and the HoD as the leader of the department has to make sure this mandate is fulfilled. The position of Boat is in line with that of Grace who revealed the mandate of the university. Boat was explicit that the HoD takes lead in the design of teaching and learning programmes as well as ensuring their revisions constantly.

Bando revealed that the HoD seeks to improve on the quality of learning. This respondent also claimed that he as HoD engaged the community in running the day-to day-affairs of the department. The quotation below gives the position of Bando.

We seek to improve quality in teaching, research and then community engagement. We seek to make sure that the delivery of the content we are giving to the students is also of good quality because without that, the work we are doing here is null, let me put it that way. So, I think the role as HoD is to ensure quality and to ensure that the turnout: the students we are churning out meet the market criteria for employment.

The quotation of Bando suggested that the HoD has the responsibility to lead the quality of teaching in their various departments. This confirmed the view that academic HoDs ensure that the quality of students they produce are for public good consumption (, 2010) because the HoDs see to the delivery of quality programs through planning which provide students with the necessary skills and knowledge for national development. For Bando, the teaching and learning is to prepare the students for competitive employment market and for this reason, the HoD who is the leader of the department has to make sure the lecturers deliver effectively.

For Opoku, just like other respondents, the HoD is responsible for the academic works in the department. The HoD is supposed to make sure appropriate courses are mounted for the students:

An academic HoD in the context that I find myself, you are supposed to spearhead the running of the various courses in your department.

Opoku had his experience as:

In my department we met as a group when the university came out with this strategic plan and the school also gave us theirs and we met as a department and since we are all working to achieve the university's objectives, we align ours to be in tandem with that of the university, the school as well as the college. So my department met and colleagues brought their input and then we actually have our individual agenda and so what we did was that at the individual level, each of us looked at what he/she wanted to achieve within the stipulated period of the strategic plan and modified it in a manner that would help to achieve the departmental goal.

Opoku has reiterated the team spirit of the members in his department as he leads plan and design teaching and learning activities for the purpose of applying themselves to align the department's objectives to that of the university's for the attainment of the department's goals. This connects with the literature on leadership at higher education where the leader collaborates with other colleagues to make decisions because they are considered as equally knowledgeable to contribute to the success of their departments (Morrill, 2007; Whitchurch & Gordon, 2017).

Kwame indicated how he planned the academic year with his colleagues to develop their course outline and content areas as well as the allocation of courses to each lecturer so that they will know what to teach and prepare well.

... we meet to plan for the academic year. We choose our course outline. First we meet and allocate the course and then after, they prepare their course outline. Sometimes, we meet and go through the course outline because we teach almost the same thing because we are curriculum ... and for that matter, curriculum issues apply to different subject and we want to ensure uniformity.

The quotation above connects with that of Opoku and points out to the fact that the HoD normally meets the teaching staff to plan for the new academic year. The meeting at the beginning of the academic year with the teaching staff is to design new outlines or review the old ones for the new academic year. Kwame went further to reveal that they often have discussions on the content of the kind of questions set for examination in order to make sure they are suitable. He puts as this:

Sometimes we meet to deliberate on the content and where we have to change, we change ...when there are some exams related issues, we come together and resolve. Mostly, we do that when setting questions for exams.

The position of Kwame on leading plan and design learning activities is similar to that of Eric who pointed out that adding new courses to already existing ones is also one of the academic roles of the academic HoDs. The updating is important because course and course content are the most important factors influencing the decisions of all groups of students. This Eric indicated:

“You superintend over academic things in the department. You ensure the introduction of new courses”

The position of Eric suggests the continuity of programs of study run by the department and the provisions of programs which meet current demands of the society. One of the responsibilities of the university is to mold and train the student to be useful in the society; thus, for this to be achieved the university is supposed to design or introduce new courses to meet the needs of the society. In line with this, Kwame indicated that:

“having discussions on the contents of programs inform the right deliveries of teaching for the society”.

In bringing to bear HoD’s plan for staff members to teach, Akwasi explained:

‘It is only the teaching staff that the department has the responsibility of recruiting’.

In a similar development, Yaw maintained recruitment of teaching staff as part of leading plan and design teaching and learning when he indicated:

You are responsible for the recruitment of staff, you have to make a recommendation for the recruitment, in other words, it is your duty to go out there and look for qualified lecturers to come and teach the programmes of your department. And you have to look for the people, the Vice Chancellor does not do that, you have to recommend to the vice Chancellor for the person to be appointed.

On the recruitment drive, participant Felicia reiterated as follows:

With the university system, the heads of institute would only make the request and may be put in charge of nominations. The recruitment is done by the central administration. So the human resource under the central administration recruits and brings them to us. The HoD's do not recruit but we can make request and justify why we need whatever staff we have requested for and then based on the request the human resource department would recruit.

Opoku was quick to add that it is not always the case that applicants will have to apply before one gets the mandate to teach. Sometimes assistance are sought from professionals in specialised areas in other universities to help in the teaching.

Sometimes too through interactions with colleagues in other universities, if we need specialized area that we think it is not there, we have other colleagues in other universities, where we met maybe at conferences, or meetings and for the fact that you need the person some time ago you are also able to use that opportunity to hunt for certain individuals that you know their expertise, otherwise it is done through the normal advertisement and interactions

Concerning staff recruitment in leading plan and design teaching and learning activities, Abeka further added that:

Staff recruitment, basically, is based on the person's expertise in the area. As we speak now, I can comfortably say that our department is one of the well-resourced in terms of academic staff because we have an expert in each of the core areas in..... That is what we have prided ourselves in.

This process allows the HoD to select those with the expertise they need so as to help move the department forward and to deliver the best. Interview is the main medium for the recruitment.

In respect to how the HoDs plan to get students for their departments, Abeka maintained:

We select the students ourselves. As far as they have applied, the application document is sent from the registrar's office and then we collate all those who have applied to the programme. We look at the course and determine the cut-off points. Yeah, so the student's recruitment is also done, basically, in the department.

Considering the quotations above, the respondents brought to light that academic HoDs lead plan and design teaching and learning activities in their department in line with the vision of the university which is about teaching, learning and researching. The participants indicated their activities to cover the development of course contents or teaching programmes, reviewing of existing programmes to improve upon them, having discussions with colleagues in their departments about best practices in teaching and learning, recruitment of teaching staff and admission of students. They lead plan and design teaching and learning activities to ensure that they deliver on quality teaching and learning which connects with the views of Yelder and Codling (2004) that academic HoDs lead and manage teaching by maintaining quality teaching as well as providing resources needed for effective teaching and learning environment.

5.2 Managing Design, and Plan Teaching and Learning Activities

As indicated earlier, the participants brought to light how the HoDs lead design or plan teaching and learning in the departments. Thirteen (13) out of the sixteen (16) respondents indicated that of managing design or plan teaching and learning as part of the description and understanding of HoD's work practices. Here, all

activities which reveal the means with which the HoDs design or plan for teaching and learning to take place in their departments.

Revealing how he manages plan teaching and learning in his department, Emmanuel admitted that the academic HoD cannot manage teaching and learning alone and therefore needs other staff on board. He demonstrates how he plays this role with other staff members.

The HoD cannot do all the work so he has to delegate sometimes.

Let me say we have an examination officer in charge of examination. There is also a registration officer who assists students to choose courses and advises me on some things.

Academic advisors for all the levels. When the cases are beyond their level, they come to my table.

The position of Emmanuel seems to be division of labour where a way of organizing work in which each member of a group (the department staff) has one particular job to do instead of each member doing a share of all the jobs – the separation of tasks in the department so that the workers there may specialize. Specialized capabilities may include special talent in doing research in addition to skills and training and complex combinations of such talents are often important, as when multiple items of specialized equipment and skilled operators are used to a research for the development of the department. The division of labour is important in a work place so the members of the same organization work together as a team. The quote above also reveals how other academic staffs are given specific key roles, especially in respect to academic activities to support the efforts of the academic HoD in achieving the goals of the department in particular.

Emmanuel further indicated the implementation of planned teaching and learning activities as:

You (the HoD) ensure that the administration does their work well. The labourers are also to ensure that cleaning and other roles given them are done. Sometimes they have to carry items from one point to another and all that so I ensure that all these things take place and also the technicians are to take very good care of our computers in the labs and then see to the repairs as and when some of them break down.

Effa added that:

...If there is somebody to be employed, again, the HoD process the papers as the leader of the department. Beyond that it cannot be done, besides that it cannot be done. Nobody can be promoted, nobody's contract can be renewed or nobody can be employed without the leader of the department giving his or her recommendations. So it is a lot.

Terkson brought to light how he involves other members in the implementation of planned teaching and learning activities of the department and how he alternates some of the tasks given them.

What I have done basically is to make sure that everybody in the department is holding a part of our body so I put everybody in charge of one thing or the other and so we are all accountable for each other and I'm the sort of a supervisor. So apart from the traditional examination, registration officers and the academic counsellors, we also have, for instance, a laboratory manager, someone in charge of procurement, someone in charge of internships and training, someone in charge of research and all of

that so, and these positions rotate yearly so that one person doesn't get comfortable doing one thing for a long time.

Regarding how he recommends people for teaching appointment, Kwadwo puts it this way:

... we normally consider applications, interview the applicants, we recommend them to central administration for them to be appointed as lecturers.

Though Kwadwo indicated that they do interview applicants for lectureship appointment and make recommendations on them, Opoku brought to light how sometimes HoDs sought assistance from professionals in specialised areas in other universities to help in the teaching.

We normally advertise for the lecturers and then based on those who apply, we have our criteria, so if you meet our criteria we invite you for interactions and when you do well, we recommend you to the school's appointment and promotions board that will review your document and submit it for further processing. Sometimes, through interactions with colleagues in other universities, we hunt for certain individuals with required expertise; otherwise it is done through the normal advertisement and interactions. Let me also add that sometimes people apply themselves and once they also make that application, if the application comes and coincidentally we need that person's services, we have to consider that person.

Abeka added that:

We recommend to the Dean's office and then through the Provost to the Vice Chancellor so then recruitment is done in the department. The only recruitment we are not able to do in the department is the non-academic staff.

Kwame went further to reveal that they often have discussions on the content of the kind of questions set for examination in order to make sure they are suitable. He puts as this:

Sometimes we meet to deliberate on the content and where we have to change, we change ...when there are some exams related issues, we come together and resolve. Mostly, we do that when setting questions for exams.

In elaborating the process of staff recruitment, Akwasi revealed how the application forms get to the departments.

Basically, you (the applicant) pick a form from the division of human resource, you fill it, you send it to them and then they forward it to us to engage.

Akwasi further elaborated on the next line of actions.

So we do interaction where we invite the applicant to come and make a thirty minute presentation on any topic of his choice to the panel, department appointment and promotions committee and the panel would assess the performance and we interrogate other aspects. The other things we look at apart from the academic performance is the emotional stability of the individual, so we try to provoke your thought to know how you will react since you will be dealing with students.

This brings to light the fact that the academic HoD does not do the recruitment alone but does so with an appropriate body. The panel's interactions with the applicant enable them to determine if the applicant qualifies to be considered or not. Consensus building is at play here in which a decision is taken by all the panel members. In another development, Ofori describes the process of academic staff recruitment as follow:

... first the applicant will have to make presentation, that's a research that they did during their master degrees and then questions are asked. After that if we are satisfied, they are graded, if they get up to a certain grade like B or B+, then the head will write and attach to the application form and forward to the Dean. The Dean will call a meeting, that's appointments and promotions board meeting. So we go there and then after series of discussions and questioning, if they are satisfied then they will now forward to the provost's office. From there if they are satisfied, then it will now move to the top, that's the main administration where upon consideration, we may have an appointment letter from the VC.

The fact that the final decision on the academic staff's appointment comes from the VC shows the bureaucratic nature of the process and the involvement of other authorities in the university. This brings transparency into the whole process and allows for the best person to be appointed.

Using a different approach to get applicants before they are taken through the usual process of appointment, Abeka further narrated how together with his department, they groom potential academic staff till they get the basic requirements for lecturing.

What we do basically is that, if you are a teaching assistant, you don't come to mark scripts, and score and all of that, no. We treat

you as a post-graduate student. So the moment you enroll as a teaching assistant we give you post-graduate topic, you do seminar presentations every fortnight, all the academic members are there to help model the topic you choose and all of that. The idea is that by the time you leave the national service post, you should be prepared for further studies. So most of them who have come through the system easily get admissions, they get good proposals for scholarships and they are able to go on.....we will take people we have grown, people we know, people who will come recommended based on their experience and expertise in the fields that we are taking them.

We interview them ourselves and then based on the recommendation from every faculty member we agree that, okay, we can add this person to our students and once we do that we recommend to the Dean's office and then through the Provost to the Vice Chancellor so then recruitment is done in the department. The only recruitment we are not able to do in the department is the non-academic staff.

Giving example on their current recruiting process, he added:

We have three of our own students coming through the ranks to be faculty members. One came back from PhD studies last year, the other one just had a scholarship, probably he's leaving by June this year for PhD, we are still working on the other one and so staff recruitment....we also do encourage our teaching assistants.

Nicholas explained how tutors are recruited.

Our system is such that we have our regional representatives in the regions and then at the various centers too we have center

coordinators... if somebody in a particular region applies for consideration, to be given the position or to be appointed as a course tutor, since I'm not in that region, I won't know whether in any particular center there are vacancies or notso if there is vacancy then the regional resident tutor would inform me that, yes, maybe in this center we need somebody to teach this course or that course. If that happens then I would also draw the Provost's attention to it that, well, there is vacancy for this person, but just saying that there is vacancy or declaring vacancy for the person doesn't mean that automatically you have to engage the person, ... you have to conduct what we term as interview, so we have a date ...for instance, next week, Wednesday, 13th April, 2016, we are going to have interview. So all those who have applied are from the regions, that is, across the length and breadth of the country will come.

Notwithstanding the detailed recruitment process, it is still affected by several problems. Emmanuel and Ofori indicated that though they have the authority to kick start the entire process of recruitment, they have serious setbacks. Emmanuel expressed that:

I have been in the office for less than one year and I know the government is not allowing recruitment as at now but we are also short of lecturers. Actually we are using a lot of part time lecturers over here. I have put in an application for two people, a lady and a gentleman. They have their masters and I want them to become Assistant Lecturers so we have gone through the due process.

Ofori indicates that:

Recruitment now you know is a problem because of government ban but when it becomes critical, the university has a way. When you are able to identify somebody and produce convincing evidence the appointment and promotion board can help to, yes and then we have senior research assistants to also help and then demonstrators. We can appoint demonstrators; I think last year we were able to get two. Yes it is not easy but we are doing our best under the circumstance.

On students' admission, Akwasi had this to say:

For students, we advertise the programmes that are run by the department. If it is undergraduate programme, we have to send to the admissions office, if it is a postgraduate programme, we send it to the school of graduate studies for them to advertise the programmes that we run at the departmental level and then based on the adverts, students would apply with their aggregates and then based on the slot that is given to us we go for the number of students we can handle at any particular point in time.

Nicholas buttressed Akwasi's view as he indicated:

... the department would usually receive the application from the central administration. And so when they come, what we do is that we shortlist but then, you see, the distance, here our level is not like the regular stream. Here, we have admission unit, we have admissions unit so when it comes to enrollment or admissions it is the admissions unit that takes up that responsibility but then they discuss with us.

In another development, Effa commented on the recruitment of students by bringing to bare the category of students they admitted:

We have two categories of students. These are the undergraduates and post-graduates. For the post-graduates, we advertise our programmes and those who apply we take a look at their transcripts to see if they meet the requirement for the programme chosen. If they are many, we invite them for interview and when we are satisfied with them, we forward the list to the graduate school. With the undergraduate, the process is with the main university. However, we take part in the recruitment process because the university forwards to us the list of applicants and we select the best.

Opoku who gave a fair idea on how graduate students are admitted had this to say:

For the recruitment of students we work through the Graduate School. So first of all we send advertisement in the newspapers through the School of Graduate Studies, students apply and then the Graduate School sends us the application forms. We sought it out to select those who are suitable and send letters to the Graduate School for those selected and if there is going to be interviews, we organize the interview. We then send letters through the Graduate School to the list of students who have been selected.

Terkson commented similarly as follows:

For the post-graduates, we advertise our programmes and those who apply we take a look at their transcripts to see if they meet the requirement for the programme chosen. If they are many, we invite them for interview and when we are satisfied with them, we forward the list to the graduate school. With the undergraduate, the

university forwards to us the list of applicants and we select the best.

Felicia whose department offers only graduate courses brought to light the body in the central administration they work with to admit graduate students.

For the recruitment of students we work through the Graduate School. So first of all we send advertisement in the newspapers through the School of Graduate Studies and then the students apply and then the Graduate School sends us the application forms and then we sought it out to select those who are suitable and then we send letters to the Graduate School for those selected and then if there is going to be interviews, we organize the interview and then we send letters to the Graduate School, the list of students who have been selected.

Bando cautioned that not every student is selected but those of good quality.

We seek to make sure that the number of...the students we are admitting into the university and into the department are of good quality one.

We have gone to the various secondary schools in the country. We take the trouble to visit most of the secondary schools in the country, one – myself and two other members of the department – to educate the prospective candidates on our programme. We realized that our programme wasn't quite popular and they didn't know – they just didn't know – it's an interesting programme ... everybody is interested in ... but people didn't know that we are running such a program here in... So we had to take the trouble and visit the secondary schools in Accra, Western Region, Ashanti

Region, Brong Ahafo and Central Region. We couldn't cover the whole country but that is what we did. I mean, that is how our small budget could support us do. So that we can get very good candidates, because it is only when there is enough competition and applications, we can get the best. So that is what we are looking at.

Giving examples on how the academic staff is recommended, Effa revealed:

The statute of the university provides information on how to recruit staff. First you have to advertise for people to apply. The National Accreditation Board says people who wish to teach in the university should have terminal degrees – i.e. PhD. You also look at their publications and the research area to see whether you require that. After all these, you invite senior members to have a look at the applications and then based on their advice you invite the applicants for interaction. From there you forward the application to the Appointment and Promotions Board for consideration.

The above quote reveals the beginning of academic staff recruitment and also indicates that the statute of Peace University sets guidelines and qualifications for recruiting an academic staff in the university. Vacancy has to be created and declared in order for interested people to apply. The declaration of the vacancy makes the process open and offers the opportunity for every qualified person to apply. Akwasi concluded what the HoDs have said in the admission of students by saying:

For students, as we know the general admission procedure, we advertise the programmes that are run by the department. If it is undergraduate programme, we have to send to the admissions

office, it is a postgraduate programme we send it to the school of graduate studies for them to advertise the programmes that we run at the departmental level and then based on the adverts, students would apply with their aggregates and then based on the slot that is given to us we go for the number of students we can handle at any particular point in time. So that is the process.

The respondents agreed that they manage design and plan teaching and learning activities in their departments to ensure that they are well executed. They do that through the implementation of the planned teaching and learning activities for the realization of effective delivery of quality teaching and learning.

From the quotations above, the head of department is the academic head and is therefore responsible for all the academic activities in the department. In this case, HoDs ensure that all academic activities regarding teaching, learning and researching are carried out effectively in their respective departments so as to produce the quality of students who would be readily available for the various industries. This is in line with the expectations of the roles of academic HoDs found in the policy document of the study area which states:

“to organise the teaching programmes, maintain acceptable standards of teaching and ensure that adequate facilities are available for research in the respective disciplines” (Section 24.1 of the Peace University’s Statute, 2012).

Furthermore, the academic HoDs would be able to produce the needed manpower for the development of the nation with their critical engagements in leading and management of teaching and learning. Yelder and Codling (2004) assert that academic HoDs lead and manage teaching by maintaining quality teaching through effective design of curriculum and course content with other academic

staff in the department as well as providing resources needed for effective teaching and learning environment.

5.3 Leading Teaching And / Or Support Learning

Six (6) out of the sixteen (16) respondents maintained leading teaching or support learning as one of the roles of HoDs. They oversee the promotion of teaching, learning and researching in their respective departments. In the aspect of how the HoDs lead teaching or support learning, Ofori indicated that:

As an academic head, you make sure that the academic activities of the department move on smoothly. You make sure all the things that are needed to move academic activities are provided.

Ofori points out to the fact that the HoD has to make sure that he manages teaching and learning to go on smoothly at the department. This means that the HoD has to facilitate enabling environment for both lecturers and students for academic works.

In furtherance to the usage of students appraisal to determine the output of lecturers teaching as indicated in how Felicia manages students' appraisal, she explained how that of research is done.

In terms of their research at the end of year or in the middle of the year everybody is to hand in something for the VC to report.

Felicia indicated to me that the Vice Chancellor of Peace University gives yearly report on the academic activities of the university and as part of his or her delivery, indicates the current researches done by individual lecturer. This, according to Felicia, is monitored by HoDs for the lecturers to research the more to improve the academic deliveries.

Again, the HODs are supposed to lead the teaching and learning in the various departments as revealed by the position of Akwasi:

The heads are supposed to lead teaching and learning sessions by making sure that all the programs for the semester are mounted. It is the duty of the HoD to ensure that teaching and learning materials such as markers, dusters, and other useful logistics requested by the teaching the teaching staff are provided or available. I teach a course in the department and monitor other academic staff to do so.

Akwasi believes in leadership by example so as to get your colleagues working and therefore takes lead in all academic related issues in his department for others to follow. Good leaders lead by example. By walking your talk, you become a person others want to follow. For Akwasi, leadership by example is the way a head of department is supposed to lead because leadership is the process by which one individual influences the behaviors, attitudes and thoughts of others. Leaders set the direction by helping others see what lies ahead and rising to the challenges. They see everyone's potential and encourage and inspire those around them. Leading by example is a trait of a true leader. A group of individuals with poor leadership will quickly degenerate into conflict, because everyone sees things differently and will naturally lean toward different solutions.

Kwame, another HoD, maintained that HoDs in leading and managing various teaching and learning support services:

... should develop the human resources in the department, you should entice your colleague in the department to work or research especially since the university wants to become a research one we need to encourage our colleagues to publish, we encourage them, we assist them and then apart from these, we are lecturers and have to teach, we have to make sure that the lecturers are

doing their best ... they give their students their course outline and they do not go to lecture rooms to dictate notes and other things. And for the students, you have to ... continue to encourage them. And the administrative staff it is the same thing. They help us and so, you have to be close with them...for the day to day running of the department

Yaw, in addressing leading of learning and teaching, recognized the need to include other staff members.

With the implementations of your roles, you have to take on board all your colleagues in the department. It is very important; you take on board all your colleagues because you cannot do alone. You need the collaboration of all the members of your department. Both academics and the non-academic staff for you to implement the policies and the rules of the university and our own objectives you have set for yourself as the head of the department so the cooperation of every member of the department is important. So we have other officers like examination officer, the registration officer, the head of administration staff and we have the council, the Librarian, you have all these people to work with so you have to be a team player and not to rule over your colleagues. Bearing in mind that the position is rotational and then you will achieve your results.

Nicholas provided the scenario at Distance Education when he was sharing his opinion on leadership of learning:

When we give assignments to people, we make sure that they execute the assignments. For instance, if you have been assigned to lecture Level 200 students, yes, we have to make sure that you do

it, you are there to teach them, and, of course, we have to make sure that the instructional hours are not wasted, you need to make sure that you utilize to the maximum students' instructional time, so all those things are well managed.

We have to engage course tutors, we make sure that we don't flood the system to the extent that you'd have so many course tutors and some don't even know what they are doing. We make sure that if you have two courses then you pick two course tutors so that they would be able to handle the courses

5.4 Managing Teaching And / Or Support Learning

Eight (8) of the sixteen (16) respondents brought to bear that management of teach or support learning is one of the roles of academic HoDs. This involves activities which reveal the means with which the HoDs teach or support teaching and learning in their departments. Starting from Grace who was very passionate about the management role of the HoD she recounted:

... in our department, we have committees as the universities have committees. There are certain things that are sent to the committee level for a group of people, minimum of three to take a decision on. There are certain things that go to the larger department at the departmental board to take a decision on. For instance, we have the undergraduate committee. The undergraduate committee is not chaired by the head of department. This group interacts with undergraduates. Here is where we normally put the academic counselors for level 100 to 400 together and the senior-most of them chairs the committee and then they interact with the students and advise them.

We also have the post-graduate committee. This committee is chaired by the senior-most professor in our department. They are

also responsible for research. We do also have income generating committee. We have the appointment and promotion committee. The only committee that is chaired by the HoD is the appointment and promotion committee because that is statutory.

The status of the university requires that only certain members of the department can be on that committee. You see all is not done by me; the committee will meet and discuss issues or in the larger departmental body (which connects to share leadership for learning) that is also chaired by the HoD but you chair as somebody to steer the affairs while decision is made by everybody within here. Anything concerning education is done through the department examination board committee. So you don't do things all by yourself.

This brought to bear that the academic HoDs either delegate other staff members or use committee systems in their departments to enable them play their roles effectively. Team work is seen as paramount here and also collaborative efforts as keen in playing the role of the academic HoD. This is in line with Gmelch and Miskin (2010) who maintained that functions of academic HoDs include preparation of budgets, and supervision of both teaching and non-teaching staff in their department through tasks they assign to them as individuals or committees.

Kwadwo took a similar approach by getting colleague lecturers on board to manage teaching and learning. Through decision making, they all share ideas and come out with the best to improve their work or the system.

Actually, the lecturers too from time to time we meet as a department, as academicians and we discuss issues and the way forward most especially something concerning the students we

teach. So we meet from time to time and I think they share their views, I also bring mine on board. At the end of the day, we agree on something and we work towards it.

In trying to bring about more of the management roles he performs, Effa added that:

... when I assumed office as the Head of Department, the department didn't have an institutional email address, and I took the initiative to have an institutional email address. I see we are moving towards leadership and innovation to optimize learning because our department has been in existence for the past 10 years but many students and other workers in the university didn't know its existence. So I have initiated a program in liberal studies to make the department popular and, hopefully, in August that course will be onboard for students to pursue – first year students for them to know that there's a department here and they can come to us for whatever assistance they need by way of biotechnology and molecular biology. So these are specific issues I have dealt with. These are some of the issues I have dealt with of late.

Felicia puts her experience as this:

I also have the administrative support staff who also assist in the day-to-day running of the institute. Most decisions are taken at the departmental board meeting, so with my team of academic staff, we take those decisions and then we decide on what to do. For example, at the departmental board meeting, people may be delegated to do certain things. In the case of teaching, the students' appraisal is used to know what the lecturers are doing. In terms of their research at the end of year or in the middle of the year

everybody is to hand in something for the VC to report. They are all people who are self-motivated to do what they are supposed to do so you don't need to be behind them to get them do what they are supposed to do.

Opoku maintains that HoDs are all the time around and ensure that specific things particularly, when it comes to the teaching are done. He cited an example on how the HoDs get teaching and learning going in the absence of a lecturer as this:

For instance, if a colleague is supposed to teach a topic and for a reason he is not around, per our system here, you cannot leave it, you will have to prepare and go and deliver that lecture. This is because we are trained to be all round and so in my department there is nothing like I have specialized in some topics and so if you don't get these ones you cannot teach the others.

By referring to students' 'appraisal (a form given to students to assess the performance of their lecturers), the HoDs are able to determine the output of work by lecturers. Felicia noted: 'In the case of teaching, the students' appraisal is used to know what the lecturers are doing'

In bringing to light how the HoD works within time available for effective performance, Terkson came out with how his department has planned teaching in such a way that students can be taught theories and have practical at different schedules.

What we have done strategically this semester, for instance, is to get all our students finish their lecture by 10:30am so that they can have ample time to go the clinic and practice. That arrangement was done by the department. We met with the timetable committee, explained the need for the students to go have their

clinical training and so they agreed and then they gave us a permanent classroom, so we use that classroom from 6:30am to 10:00am, by 10:30am our students are expected to be in the clinics. That is another thing we've done.

In furtherance of the time planned for teaching, Terkson revealed their time plan for the semester.

... what we have done, especially this semester, is to prepare an action plan with timelines. So beginning of the semester, we had a departmental board meeting and we agreed on timelines; so from this date to this date we will do A, B, C and D and then what we have done basically is that....I say, we have come with 100 percent on our timelines. We agreed, for instance, in the sixth week and on the twelve week, the whole week would be dedicated to our quizzes so that it would not disrupt our calendar. Sixth week we were able to do that, all lecturers were prompt, questions were printed on time, they were administered on time and the students were also happy with the arrangement because it regulated the haphazard nature the quizzes were administered in the past so we had one whole week to prepare for the quizzes and we in the twelve week now, we are having our quizzes. We have set timelines for all our actions or the activities we planned for the semester and I'm always on the administrator to set reminders as to who should do what this date so you don't wait for the date before you remind the person. So constantly you remind everybody, we remind ourselves of what we supposed to do. I think that it is one thing that has helped us, it has made our work smooth. Everybody has a copy of the action plan, everybody has copy of the departmental calendar so...even students activities are all included in the departmental calendar with specific dates and time so it has

actually helped to monitor what we do, and then when we do it and how we do it.

The quote indicates that actions taken by the HoD are time bound and are adhered to. This enables members in the department to be conscious of the things happening in the department and their expectations. In this case, every staff member is guided by the time plan and works within that so that together, they can achieve the goals set for the department.

Akwasi who earlier indicated that the heads take lead in teaching and learning puts his words of management by example as follow:

My style is consultative, making sure that if it is about teaching, you live by good example. If you don't teach you don't expect someone else to teach. If it is about exams, I will be the first person to mark my exam scripts, present it and then I can tell you to bring yours. So anything that we have to contribute, I will be first person to do mine and once you know that the Head has done his, you have no excuse.

The position of Akwasi suggests that leaders must lead with their actions as well as their words. Leaders can effectively translate intention into reality by acting on the concepts and messages they teach and the things they say to those around them. Leadership is the act of setting the right example for those who follow. Leadership is about actively demonstrating your belief, not just talking about it. People who say one thing but do another eventually lose credibility; thus, this respondent believed leading by example is the best way to lead. The position of Akwasi also suggests that for an organization like a department to grow, the people within it also must grow. The way for leaders to bring a team to a higher standard is by committing to a greater challenge themselves. The abilities, talents and characteristics of leaders provide a larger foundation on which those around them can grow, both as individuals and as a group. By being the example of

greater discipline and greater drive, a leader encourages those who follow him to adopt a higher standard as well.

Nicolas suggested that the HoD are to monitor the teaching and learning at the department. He pointed out that the HoDs at times need to check at times teaching centers and lecturers halls to acquaint themselves with the interaction between the students and the lecturers for them to design ways to resolve challenges. The quotation below states the position of Nicholas.

The Heads are supposed to monitor the teaching and learning sessions. You have to go, sometimes, from center to center to check on how course tutors are facilitating and the style that they are using, the kind of interaction that they are having with the students and if there are some challenges and you need to advise them, you have that mandate to do so. Aside from these, when it comes to mounting of programs or courses, it is the duty of the Head of Department to work with his team to ensure that appropriate courses are mounted, and then at the same time you have to make sure that if there's even the need for review of courses or programs, you have to lead all those things.

From the perspectives of the participant's quotations on how the management role on teach or support learning is played, it could be seen that the HoDs give directions in relation to learning and teaching, especially the outlining of various courses in the department. They also supervise the conducting of research since its undertakings are very vital to the survival as well as improvement of the programmes being run in the departments. The research aspect also helps the various lecturers in the department to advance higher in their professional work and be more effective as well.

5.5 Managing Effective Learning Environments and Approaches to Student Support and Guidance

Two (2) of the sixteen (16) respondents revealed the provision of effective learning environment as a role that HoDs play. This involves HoDs' activities which reveal the means with which they create enabling environment for teaching and learning to take place in their departments.

First is Nicholas who explained:

Talking about material – material, as a department, we don't do so much with material resource. Of course, umm... we need some items, for instance, the one that has to do with the use of markers, use of dusters, you know, use of...those basic things the course tutors would need in order to be, you know, effective, that is, to do their work effectively. First, we get them but when we get them we don't just send them out there, but we look at their needs and based on their needs we distribute them. So we are prudent in how we manage our resources.

Bando sets the example of how other non-human resources materials are managed.

For example, we need to buy some consumables for, you know, much of the expenditure is to the benefit of the students. If we need to buy consumables or equipment or reagents for the students' practical, for example, we meet all the lecturers, print their consumables they would need, all the things they would need for the semester, and we meet...if we need to scale it down or scale it up the decision is made by the departmental board including all the senior members. So it's not like, bring your list to me and I scale it down or I scale it up, you see? So we all say that okay we have 'X' amount of money, let us use this to purchase this and let us use this

to purchase that, and all. So the only role I am playing is to provide a leadership as it is. Apart from that, for the decision-making, it is all of us making the decision, and one thing I like to do most is to make sure that majority is carrying the day.

5.6 Leading in Continuing Professional Development

Two (2) of the sixteen (16) respondents indicated that as part of the roles of the academic HoDs, they lead the development of their staff members whereas another two (2) indicated management of the development of their staff. Their presentations are as follows:

Boat revealed the need for ensuring their developments so as to enable them to be effective and give off their best. He puts as this:

To work on staff development and make sure that those who need upgrade are encouraged to work towards that. For example, you create opportunity for those that need to further their studies to do.

Grace added to the view of Boat that:

The next one is to develop your staff. This means whatever way you will have to help them so that everybody can develop the self.

5.7 Managing Continuing Professional Development

As part of managing professional development which deals with how the HoDs ensure professional development of colleagues in their department, Yaw brought to light that in the area of research, the importance of capacity building and how he ensures that so that one could conduct research with ease. He explained how he achieves his as:

...we do self-evaluation to see where we are deficient and what we can do as lecturers to induce the capacities of our staff, so as part of our strategy, we have retreat and workshops organized for our staff on research methods for lecturers who are not very good in qualitative research for example. Sometimes we have to get people from outside the department and faculty who have expertise in competitive research for example to come and organize workshop.

Yaw's position is very important because "self-evaluation" will encourage lecturers and staff to think about and plan for their future with their department. They can target their next opportunity, possible promotions, different jobs they will like to try, and cross-training they would like to obtain. The self-evaluation is also an opportunity for staff to think about their careers either with their company or with another employer. The employee self-evaluation will ensure that the lecturers prepare thoughtfully for their performance development planning or appraisal meeting with their HoD. Yaw's view indicates that through capacity building in research, the academic staffs are trained so as to equip them with the right kind of knowledge to conduct effective research and to better their deliveries.

Moreover, Nicholas explained:

.... at every time you have to receive correspondences from the central administration or even from the Provost or sometimes you even have situations where students raise some concerns or some issues have to be dealt with, anytime such things happen, it is you the Head of Department, so long as it's within your ambit, you would have to make sure that all those issues are addressed timely. So for me, to be honest with you, so long as I'm in town or I am in ..., I make sure that every day my files, you know, those correspondences, those things that are brought to my table are

cleared because sometimes there may be emergency situations such as renewal of contract to work on. Sometimes too when it even has to do with promotion, it is the Head of Department who has the onus to meet with the board and then they take a look at those things. So I must then say that the responsibilities and, for that matter, roles are numerous but, well, once you are entitled with that privilege, it's not a right, you know, you make sure that you execute it to the best of your ability.

5.8 Leading External Relationship and Marketing

As part of the HoD's roles, one (1) out of the sixteen (16) respondents revealed that they liaise between the department and the university's central administration as well other institutions outside the university for smooth flow of information and collaboration. Grace indicated that the university is one of the bodies HoDs liaise with.

I think as a HoD, your first responsibility is to liaise between the smaller department and the university administration: so be it policy implementation or whatever, you are the link. You carry down information and anything that has to be implemented at the lower level.

5.9 Managing External Relationship

Four (4) out of the sixteen (16) respondents maintained managing external relationship as a role of the academic HoD. Their responses are presented below.

First is Yaw who affirmed this as he reiterated "It is the duty of the HoD to present the policy of the university to the department and vice versa". Yaw indicated specific examples as:

We also call those outside the university, so there is collaboration between our university and the University of Tottenham and two of our students are in the University of Tottenham with full sponsorship. They will be there for a year and come back. So the kind of collaboration is shared. There will be crossed cultural activities and shared knowledge and all that so there is collaboration with other universities as well.

Similarly, Terkson explained how he links up with international bodies to bring about best practices in his Department.

We are also trying to collaborate with international organizations. At the moment, we have sent out letters for collaboration and we have three of such organizations or institutions that we are dealing with. Sometimes we exchange students and other things.

On the part of Opoku, he revealed how he links his department up with another department in the university so as to function well and to avoid duplications in offering same courses. He puts as this:

We recognize that we cannot live in isolation, so in fact in my department, we recognize the fact that we have Biochemistry department. So if we have to make a decision to do anything, the first thing is to consult them so that we don't duplicate. Because our colleagues there have the same expertise as ours and it is just about us deciding to apply ours through medical field and they have a broader objective. For instance, we started discussing how to introduce postgraduate programmes. With this idea we saw they should be an integral part because we cannot have a separate programme here and another one there. If such programmes should exist, they should have different foci. So at the moment, because

we find ourselves in the College of Health and Allied Sciences, ours would be most likely geared towards health and diseases. So if we have ours that way, then the other aspect of Chemistry will have to be done by them. However, we think that we should still establish proper link such that even when it comes to the teaching, there can be cross teaching. So for our colleagues in Biochemistry and other related departments, we have that kind of working relationship with them. For us we actually don't see ourselves as an independent department. So what we do is that wherever the person is if the expertise is needed, we don't really have problem.

The quotation above reveals interdepartmental and interdisciplinary work that exist among the departments.

Abeka further explains how he manages external relationship in his department:

I got a couple of the private facilities coming to partner with us to help train our students because when they finish school they go back to these facilities. So, number one, what we've done over the period is to partner and then sign MOU with all these private facilities so that they can help in training the students. Currently we fall on the School of Medical Sciences and the other departments to help transport the students so we are thinking about procuring a bus.

The respondents revealed that they liaise between the department and the university's central administration as well other institutions outside the university. This is to ensure the smooth flow of communication and processes from the top hierarchy to the bottom as well as to collaborate with other departments and institution. According to Fitzgerald (2004) and Yelder and Codling (2004), the Head of Department represents the Vice Chancellor in that department and is to

help bring to life the vision of the university administration in that particular department.

5.10 Leading Other Daily Departmental Activities

One out of the sixteen respondents revealed that leading other daily departmental activities form part of his roles. Ofori maintained that:

You make sure all the things that are needed for smooth academic running should be considered. You do it in conjunction with the administrator. It is seen that you have been trained on how to man the offices. So when we come you have to direct us. You know the files, how to receive letters, process it, bring it to the table of the HoD, take it for him or her to sign. When to dispatch the letters is also part of their roles.

5.11 Managing Other Daily Departmental Activities

Implementation of other daily activities in the department also emerged from the data as a key role played by academic HoDs in Peace University. Eight (8) out of the sixteen respondents maintained academic head as one of the roles of the academic HoD. Their views agree with Fitzgerald (2004), Yelder and Codling (2004) and Bush and Oduro (2006). Representative quotations of seven of them are as follows:

Yaw made it clear that the department consists of both teaching and non-teaching staff and that the HoDs manage them as well. Yaw described this supervisory role as:

...I also ensure the day-to-day running of the department and as you will recall that the department is made up of academic and administrative staff, so the head of the department has the duty to

ensure that the administrative staff equally performs their duties effectively to run the department.

The position of Yaw points to the fact that HoD is the administrative manager of the department because he is the leader of the teaching and non-teaching staff and all other workers who are working in the department. This implies that HoDs as managers just do not go out and haphazardly perform their responsibilities. They need to consider some basic task of a manager planning.

In trying to explain the extent with which the HoDs manage human resources beyond teaching and learning in their departments, Abeka explained:

Sometimes, we manage their private lives. Welfare issues cannot be taken away from what we do. We are in a society so... this is where the private life comes in the welfare aspect and all of that so they expect you to manage all of that.

Felicia similarly maintained:

... to coordinate activities so that we carry out our mandate. Now in the university, every institution is supposed to have a strategic plan, so you are supposed to look at your strategic plan to ensure that you are carrying out those activities that are outlined in the strategic plan. So our last strategic plan was from 2012 to 2017, so I have carried out those activities that are outlined in the strategic plan. Again, I am to manage the various components of the institute.

The quotation above means that the HoD is to design a strategic plan for the department. Strategic planning is a process of defining an organisation's goals, its strategy, or direction, and making decisions on allocating its resources to pursue

this strategy. It may also extend to control mechanisms for guiding the implementation of the strategy.

Recounting how she monitors the activities of the Department, Felicia added that:

Well, the monitoring is not like the day-to-day monitoring. Depending on what is given to them to do. For example, at the departmental board meeting, people may be delegated to do certain things. So they will be sent memo remainders as to what to do and if there is a report or something to do, they send in the reports. We mainly make use of e-mails and interact to ensure that are to send memos and remind people of what they are supposed to do.

This suggest to the fact that this HoD normally delegates powers to staff member to ease her work and responsibilities. From time to time, staff members assigned responsibility present report on the assigned task. In another development, apart from Felicia who made mention of “strategic planning” for the department c onsidering how the HoDs manage the non – academic staff in their departments, Kwame gave an indicative quote below:

For the non-teaching staff ... their day to day work is normally planned by the administrator (a secretary to the academic HoD in a department). She is in charge of the non-teaching staff but she reports to me and where she has some problems, she comes for us to deliberate and then I give her advice on what to do. Sometimes ...the time I need the workers and then....if there is something not going on well, I tell them to change ...especially, coming to work late, using the work time in watching other videos ...I don't accept that. This instruction, I give it through the administrative. Anything I do about the non-teaching staff, I do in conjunction with the administrator and not alone.

This brings to light that though the HoD is the departmental leader and leads both academic and administrative activities, he or she delegates power to his or her secretary to supervise the day to day activities of the non- teaching staff and report their activities to him or her from time to time. The secretary in a department is seen as a bridge between the HoD and non-teaching staff in the department.

Establishing the fact that departmental management could be challenging sometimes, Abeka indicated:

.... Basically we, as a department, had some challenges ... One had to do with our practical training. Our students...the program is such that it is practically oriented; you need to get your hands soiled in the job so that you can be very conversant with it and as I always say, the reason why we train students is not for them to pass exams but it's for them to stand between they and their patients and the grave. So from the patients to the grave, that's where you stand. So our emphasis is largely on how to get their hands busy and soiled in the practice of the work and this is one challenge, and what we've done over the period is that we've started negotiations with all the health facilities around us, including the private facilities. We have challenges with conveying the students from campus to these centers

In another development, Akwasi brought to fore that HoDs settle conflicts as part of managing the human resources in their departments.

We have human resources...as human institutions, there might be some conflicts and you should be a good leader to ensure it doesn't

generate into serious issues that will affect the performance of the employees. So, all these things need to be managed.

This indicates that the HoD relays policies or information from outside the department to the hearing of all the stake holders in the department.

In respect to how the HoDs play their administrative roles, the data indicated that decisions and actions taken by the HoDs do not rest at the department but are forwarded to top management bodies of university for their consents. For instance, Kwame had this to say:

At the departmental level, the department does not stand on its own so, I implement these roles by passing them through the provost. If there is something that has to be done here, we take our part, I bring my friends, my colleagues, we sit down and deliberate on issues but after that, we don't implement the university's roles anyhow, we have to always pass it through the Provost so, ...the department's role...the staff of the department and thendirectives from the provost office and the Provost also takes his directives from the central administration but ...so I think eventually that is what we do.

Ofori added that the academic HoDs are not of their own and therefore give account of what they implement to a higher authority.

You are also accountable to your, Dean, then Dean to the Provost and the Provost to the VC along that line about what you do.

This revealed that at the departmental level, the department does not stand on its own and a HoD accounts for his or her day-to-day activities to the VC through other appropriate channels. This confirms that HoDs are appointed by the VC and

therefore are accountable to him. Deans are heads in faculties which consists of groups of departments while Provosts are heads of colleges made of groups of colleges and VC, the overall head of the university.

Terkson mentioned despondences to the correspondences that come to the department as one of the daily activities of the academic HoD in the department.

Administratively, HoDs make sure that correspondences are handled properly. One of the things ... I think that I have done good for myself is to make sure that I don't go home putting a file in my in-check. So whatever file, whatever correspondences that have come, before I leave the office by the close of the day, I make sure that everything is attended to, everything is cleared.

Terkson brought to light how he involves other members in the day-to-day activities of the department and how he alternates the task given them.

What I have done basically is to make sure that everybody in the department is holding a part of our body so I put everybody in charge of one thing or the other and so we are all accountable for each other and I'm the sort of a supervisor. So apart from the traditional examination, registration officers and the academic counsellors, we also have, for instance, a laboratory manager, someone in charge of procurement, someone in charge of internships and training, someone in charge of research and all of that so, and these positions rotate yearly so that one person doesn't get comfortable doing one thing for a long time.

Effa who gave his experience on how he manages the human resources for things to be done well in his department had this to say:

Well, I'm able to manage these resources with the help of colleagues and then the administrator. We work hand-in-hand and we...I'm doing a transparent administration so they understand whatever I tell them. So I'm able to administer the department based on transparency and then I also take the lead and make sure that things are done at the right time. So they believe that whatever I tell them is the truth.

The use of leadership by example is portrayed in the above quotation as a technique in managing colleagues in the department and to get them working. This is seen as the leader first does his work for his colleagues to follow. Therefore, who ever refuses to do his work can be easily sanctioned by the HoD.

From the quotations above, the respondents agreed that carrying out day-to-day activities of the department is also one of the roles or expectations of the academic HoDs. This suggests that the HoD as a manager of a department needs to wear many hats. Not only is he the Head of Department but also a team leader; he or she is also a planner, organizer, cheerleader, coach, problem solver, and decision maker; all rolled into one. And these are just a few roles of an academic HoD.

5.12 Managing Finance

Managing finances was revealed by eight (8) out of the sixteen (16) respondents as one of their roles. Four (4) out the eight respondents revealed financial resources as part of the things that they lead while the other four (4) indicated management of finance. Their representation quotations are as follows:

Yaw noted the leading of finance as follows:

...to manage the finances of the department and to ensure the day-to-day running of the department.

Abeka added that:

.. financially prudent in terms of how you manage the resources that come in and the ones that go out and usually that is the difficult aspect. The team that I work with expects that you are someone who is able to bring in money, manage the money well, get everybody satisfied, get every need satisfied within the department and, also, you should make profit.

Some of the things HoDs use money for are mentioned by Akwasi as:

One of the critical resources in academics nowadays is financial resources. We have limited resources, we have competing needs, like furnishing the offices of the lecturers, the need to procure teaching-learning materials that we need.

Felicia maintained:

I don't really manage in totality the finances of the institute. So what happens is that I have a threshold that I can approve items that are up to two thousand Ghana cedis. Beyond that it has to go the Provost for approval and even so those that are below two thousand, I don't have the mandate to sign a cheque for even one hundred Ghana cedis. Everything has to go to the Provost for him to approve and sign before it's done. So the finances are done by Provost.

The quotation above reveals that HoDs are being guided by what they do with money at their disposal and have limitations also in the quantum of money they

could spend. They are monitored by their superiors to make sure that they approve what and what not to use the department's money for.

As earlier indicated, four (4) out the sixteen (16) respondent revealed financial resources as part of the things that they managed. Analysis and discussion on them are as follows:

Emmanuel provided the source of main source of finances to the department to be the academic facilities user fees (AFUF) which is paid to every department by the university.

The financial, actually at the moment we rely on the academic facility user fees (AFUF) to get things done so that things that are supposed to be bought, we buy them and actually, I don't even know how to put it but the big problem we have is with our labs. You know the cost of one computer is quite high and now almost half of what we have is gone and they need replacement actually so and is what I am actually working towards and I have been having meetings with the Dean to see how best we can put the labs in shape so we hope something good will come out of it.

He further explains plans he has to generate funds in addition.

In terms of money, we rely on the AFUF and you know it is not enough. I am trying to reach out to some organizations like MTN to help us equip our laboratory with computers. If we get such assistance, we shall name the laboratory after the organization; after all we need the computers to study.

This indicates that the departments call on social organizations to come to their aids as part of their social responsibilities.

Opoku stated his version of fund generation as follows:

In terms of the fund generation, I think we are actually way behind. We have now not generated much if I remember. But one of the means is that we organize what we call the continuing professional development for medical practitioners and other professional in the system and to be honest with you even in my four year term of office we have organized just one so the other aspect that we are thinking of is through running of fee-paying programmes.

...but we think that we should rather go out for research funding which we have been attempting, which we have applied but it has not been that successful so we are still competing and hoping that it can be much more successful next time... our usual day-to-day activities and through the usual imprest that the school provides which I believe is generated from other government subvention or students fees.

Introduction of professional courses and search for research funds are some of the ways to generate funds for the department

Moreover, Akwasi explained:

We manage financial resources. We have limited resources, we have competing needs, like furnishing the offices of the lecturers, the need to procure teaching-learning materials and then we have human resources. You know as human institutions, there might be some conflicts and you should be a good leader to ensure it doesn't generate into serious issues that will affect the performance of the employees. So all these things need to be managed.

Akwasi further elaborated on how he manages financial and other resources in his department.

...you know as a head of department you have to bring unity among your colleagues, subordinates and other support staff in order to achieve the goals of the department. Besides, you know we are in a current era where funding from the government is becoming reduced every year and as a HoD, you are expected to make sure that you increase funding for the department and also increase research activities by encouraging your colleagues to involve in research activities. Apart from that you need to encourage them to progress academically by making sure that they publish, teach and do community work.

This is how Kwadwo commented on the diverse activities that he manages:

...I manage human, financial and infrastructure resources as well as the curriculum. This is because I have to make sure that certain courses are mounted, certain programmes are run and also make sure that if there is anywhere that lecturers are not available, we get part-time lecturers from other places to come and assist and I also manage space ... the HoD manages and must know the number of students taking every programme, the number of teaching and non-teaching staff, the resources that will be needed by the lecturers to facilitate their work. By this, the HoD is to plan a timetable for all students who are taking various programmes at the department.

Kwadwo's quotation above could be seen to summarise the many roles that the academic HoDs play which involve the management of both human and non-human resources in the departments.

5.13 Summary of Discussion

The data revealed that the role of academic HoDs mainly fall on the aspect of leading and managing teaching and learning. Under managing, it was discussed that, academic HoDs, manage financial and human resources, infrastructure, recruitment, design and planning teaching learning activities, learning support services, learning environments, professional development and daily departmental activities. HoDs also provide leadership in teaching and learning, planning academic calendar, recruitment, learning support services, continuous professional development, leading external relationship and marketing and other departmental activities. This is in line with the literature on the role of the academic HoD which mainly falls under the element of leadership and management (Fitzgerald, 2004; Graham, 2004) which stems from the art of getting things done through others by directing their efforts towards the achievement of pre-determined goals and formulation of broad objectives. However, other areas of leading and managing regarding finance, external relationship and other daily departmental activities also came into being. Considering activities they do for leading, the data indicated aspects such as designing and planning of learning activities or programme of study such as reviewing and development of good programmes to meet the current demands of human resource base in the country. Again, HoDs ensure that qualified students and academic staff are maintained by recommending the staff for appointment and selecting the students. However, the selection of the administrative staff is done by the central administration of the Case University for which HoDs do not have a role in it. They seek HoDs to deliver quality in the content of programmes they offer to their students so as to produce students who meet market demands of the country. They also lead teaching and or support learning, by ensuring that all the designed programs are mounted as well as making provisions for useful logistics which are useful for teaching and learning.

The HoDs ensure effective learning environment by making sure that basic things such as markers and dusters that teachers need for their teaching are available.

Furthermore, the HoDs lead continuing professional development by making sure that deficiencies in the teaching staff regarding teaching and learning are identified and addressed. They also lead external relationship in their department by being liaisons between their departments and any other bodies outside the department such as other departments in the university, the university administration other institutions outside the university. Thus, HoDs liaise with other departments both within and outside Case University in order to maintain a healthy relationship and good collaboration for their developments. This aspect of the role though similar to the view of Northouse (2013), their mode of delivery differs. Northouse's view was that the HoDs should have effective liaison between the departmental colleagues and administrative superiors so as to have smooth leading and managing in their departments. However, the data from this study indicated that they liaised beyond the departments in the university. This perhaps gives a fair picture on the horizon within which the academic HoDs work.

Regarding activities about how they manage, the data revealed they manage the process of activities in the department such as designing and planning of learning activities or programme of study, teaching and /or support learning, engaging in staff development external relationship and marketing, assess and give feedback to learners, effective learning environment and finance management.

The HoDs manage design or plan of learning activities or study programmes by delegating people for certain activities such as examination officers and registration officers, academic advisors to ensure effective utilization of the design or plan learning activities or programmes of study in their departments. They also manage the design of learning activities by ensuring that materials for teaching and learning have been procured.

In the management of teach and support learning, the HoDs ensure that both teaching and non-teaching staff do their work such as giving course outline to students, going to class to teach and the non-teaching staff put teaching and

learning materials where necessary for utilisation. They also monitor teaching and learning to ensure that lecturers teach as expected of them.

Additionally, through management, they ensure continuing professional development; they allow their colleagues to do self-evaluation to identify their weakness as a development issue so as to seek assistance to build their expertise. Moreover, they see to the promotion of staff members who are due for promotion by processing their forms to the appropriate quarters for further action.

The HoDs manage other daily office activities such as responding to correspondences that come to the department as well being strategic in carrying out various activities outline in the strategic plan, settling conflicts among members of the department, representing the department at meetings among others.

Finally is finance management. They seek ways of generating income to the department as well as expenditure of the finance to the department. The HoDs manage inflows and outflows of moneys in the department with the consents of their Deans as well as managing others such as furniture, stationeries and equipment which are in line with Gmelch and Miskin's (2010) view that the administrative functions of academic HoDs include preparation of budgets, and supervision of both teaching and non- teaching staff in their department.

In putting the HoDs' roles together, the data revealed that though they play multiple roles, they fall under leadership and management activities. This is a confirmation to what Fitzgerald (2004) asserted that academic HoDs play multiple roles which fall between the element of leadership and management in which they determine and implement policies. The leadership role makes HoDs lead or set direction to the department in terms of teaching, researching and administration while keeping or focusing on the vision and mission of the department. After setting directions, the implementation comes and this is where the management

aspect comes into being. The HoDs make sure that all policies formulated as well as activities in the department are carried out accordingly by making available the needed resources to implement them. This supports the view expressed by Ibrahim (2011) that some of the administrative duties of school heads are implementing policy decisions relating to maintaining high learning standards. These two main roles seem to agree with Bolden et al. (2012) who made a clear distinction between academic management and academic leadership by saying that leadership is the process of creating vision and strategy for an organizational development while management is about implementing that vision and strategy through policies, processes and practices. Also, Smith (2005) opined that the head of departments in academia play an influential role in the leadership and management of their duties in the universities.

It also emerged from the data that HoDs do not play the roles alone but do so in collaboration with other members in their departments and their respective Deans. The HoDs, therefore, are expected to maintain a good relationship with other members in the department. They are to explain issues to them so that they will understand things better and contribute their quota well. In effect, transparency is paramount to the work of the academic HoDs.

Considering the diverse leadership and management roles that the academic HoDs play, they would need skills and knowledge in leadership and management to be able to perform their roles effectively (Bush and Jackson, 2002; Huber, 2004; Fink, 2005; Gunter and Forrester, 2010). However, from the activities that they play, they have not got staff development as only four of them engaged in that which properly may be due to the absence of succession planning which consciously see to the development of people to better function. The respondents who engaged in the staff development claimed to have been trained abroad and might have learnt from there. None of the respondents engaged in assess and give feedback to learners which may indicate that students assessments and feedback are not monitored by the academic HoDs. Furthermore, developing effective

learning environment seem to be forgotten by the HoDs as only two of them indicated to ensure that. Though majority of the HoDs lead and manage design and plan of learning activities, they seem to forget that of the learning environment. The aspect of finance management would mean that the HoDs should have sound knowledge on it as stipulated by Callahan (2001) that the HoDs should have proper accounting system for the money collected in the school.

Putting all their activities together and to consider the fact that there is no track record of their competencies in leading and learning as well as having majority of them below the rank of the professor could place them in difficulty leadership and management positions just as postulated by Chu (2012), and could prevent them from being effective in taking part in the modernization practices of the university to strengthen Ghana.

CHAPTER SIX

PREPARATIONS HEADS OF DEPARTMENTS HAVE FOR THEIR ROLE

6.0 Introduction

Further to the presentation and analysis of the case study findings of the descriptions and understanding of the roles of academic HoDs, this chapter reports key findings in relation to research question three, “What preparations do academic HoDs have for their roles?” This chapter analyses findings from the respondents’ data in line with theories of knowledge generation by Lunt (2002) as cited by Taysum (2012). The study revealed that academic HoDs perceive preparations to be the experiences that they have had to play their roles from varying areas either before or after taking up their roles as academic HoDs. These experiences consist of those which were directly or indirectly on the roles of academic HoDs. Themes emerged from the data were: On the job training, informal mentoring, post graduate research, previous experiences, Culture of seniority in hierarchy and finally Networking in support of one another.

Among the 16 respondents, eight (8) indicated that they had on the job training for their role as heads of their respective departments whilst the other eight (8) maintained they did not have that kind of training for their roles. Four (4) respondents indicated networking in support of one another, five (5) respondents acquired some skills through their experiences during post graduate research activities, six (6) respondents articulated that they had received experiences through informal mentoring by their former HoDs, six (6) respondents indicated previous experiences and four (4) respondents indicated culture of seniority. The discussions and analysis of results will be considered within the lens of Lunt (2002) framework on knowledge production for leadership.

6.1 On the Job Training

On the job training is seen in this context, as a form of formal training directly linked to the roles of the academic HoDs that the respondents received after they have started to perform their roles which they need some form of knowledge to

operate. From the data, the nature of the on the job training took the form of seminars and workshops. Out of the sixteen (16) respondents, eight (8) indicated that the Peace University gives on the job training to the newly appointed academic HoDs after they have started work as HoDs whereas the other eight respondents (8) maintained that they did not have on the job training. Six of the representative quotations of those with on the job training are as follows:

First is Emmanuel who affirmed that the newly appointed HoDs are trained after appointment had this to say:

After my appointment, the university organised a one week training session for all newly appointed HoDs and we learnt a lot and that is helping us. But I think that from time to time such things should be repeated so that it will energize us to work better

Emmanuel appreciates the efforts of having the newly appointed HoDs trained to help them perform their roles but he sees the training to be irregular as it does not come often. He sees such constant training to provide more experiences which to him serve as motivation (energizer) to perform effectively on the role because constant on the job training would remind them of what they have been trained to do. This supports the view of Kankam (2014) that regularity of training would enable educational practitioners to be abreast with current trends of doing things This is in relation to disciplinary knowledge (Lunt ,2002) typology of knowledge production where knowledge limited on a particular subject or field of doing is acquired. Emmanuel could not specify what took place in a aparticular day but gave the general view of ideas about what went on during the training:

...As a head of department, I am told I represent my department and considered the first point of contact to both visitors and staff. Therefore I should be available all the time to attend to their needs

Emmanuel brought to bear the general views of his training on the job, to be around how the academic HoD is seen in his or her department. In his experience, the academic HoD seems to be a symbol in the department which both staff and visitors look up to get their curiosities about the department satisfied. This is to say that the HoD is the point of contact between the department and the general public. In this way, the HoD can be said to be the leader in which Birch (1999) claimed to be the helm of affairs.

In confirming what Emmanuel revealed, Yaw told his experience as he revealed that the human resource section of the Peace University trains newly appointed HoDs:

I was trained by the human resource department of the university on the issues I needed to get acquainted with to discharge my duties effectively as an academic HoD.

For Yaw, he was given a training by human resource department of the university on the pertinent issues pertaining to effective delivery of this duties. He pointed to the fact that he was trained to be familiar with the things to know as a HoD. The policy document of the Peace University is silent about the areas of training for the academic HoDs, however, the appointment letter that was earlier shown to me by Kwame had the roles stipulated in it such as departmental administration, liaising with other academic departments of the university and other bodies outside the university, as well as organising the acceptable teaching programmes in their departments. Therefore, one would expect HoDs training to be based on such roles. Yaw might have been referring to those roles as “on the issues I needed to get acquainted with to discharge my duties or it might have been otherwise“. To Enyeart (2011a), the role and primary tasks of a HoD remain ambiguous and unclear as the higher education system is a complex and a unique administrative domain. In the view of Iunt (2002) critical knowledge helps in developing understanding of different ways of doing which in the case of the

academic HoD, might be helpful in understanding different ways of performing the roles the roles.

Yaw continued that

“Normally, people are appointed in August, and then in September, they organise the training”.

He further added that:

... every September when they appoint new heads of departments, directors and all that, the human resource division organizes workshop, training for newly appointed heads, that is quite useful. They organise two days of workshop to tell you about what your roles are and all that. So they give you a little introduction as to what the work entails and how to go about it. I attended two (2) of such trainings and workshops.

Yaw's quotation shows that this formal on the job training is annually organized (in September) after heads are appointed in August. In the Peace University, directors and the HoDs are all heads of academic sections known as school, institute and department respectively. Yaw at this time, has brought to light that on the job training given to them is based on their roles. Though he could not specify these areas of training, he was able to tell about his experiences. He indicated that his two trainings were on communication structure and approaches to the roles of academic HoDs as he revealed:

I learnt about the chain of communication and approaches to the roles of academic HoDs. Especially with the approaches to roles of HoDs, I learnt the HoD is a developer who measures productivity and encourages new research. He (HoD) is a leader who influences colleagues in the department to work and finally as a manager who manages the department's budget and equipment.

The ideas of being taught about chain of communication and approaches of academic HoDs in the above quotation, brought more to light Yaw's training is in line with disciplinary mode of knowledge as advocated by Lunt (2002). Yaw further provided fair ideas on the embodiments of his training when he indicated what he had learnt as directing how information can disseminated from the HoDs and other authorities in the university. This has helped Yaw to know how the channel of communication should be and in a way could reduce the trial and error aspects that Yaw could have gone through. Yaw's experiences were quite detailed on the roles of HoDs than that of Emmanuel because he had knowledge on the development of some resources in the department which confirms what some respondents earlier indicated as part of their experiences and expectations on the role. This may be as a result of two trainings Yaw has had and that of the one training for Emmanuel or the section of the Peace University that did the training changed the contents of their way of doing things. According to Northouse (2013), the academic HoDs need to be exposed to how to develop good interpersonal relationships to be able to influence their colleagues to work for common goals. Yaw, in a way sees the importance of the training by saying that they were issues that helped him discharge his duties effectively and saw the worth of everyone as a benefit he derived from his training:

I know the contributions of every member of the department is important and as a leader who has to influence the other staff members to work, I involve them in decision making process in which I solicited views from them. Sometimes, I delegated some duties for them to perform, especially when there is a meeting and I am sick or I have travelled, I delegated some of them to attend on my behalf. The fact is that we trust ourselves and are committed to our work in an atmosphere of cordial relationship,

From the above quotation, it could be seen that Yaw's experience from his training also helped him to set directions for the smooth functioning of his

department which is in line with leadership role (Kotter, 2001). However, it is interesting to know how the two training sessions Yaw received could enrich his understanding of how to lead and manage learning, how to develop participatory leadership of this kind is different from the training he received in two weeks. However, Yaw revealed to have had previous experiences from other areas such as post graduate research in the UK where he learned different ways to work together in terms of sharing decision making and early childhood responsibilities in leading and managing his siblings at home by monitoring them to make sure that they do the right thing.

Akwasi buttressed the fact that the human resource division of the Peace University does the training as he recounted his experience this way:

But it was after two-weeks of my appointment that the training and development section of the human resource department organized a two-day training for all HoD's on the roles, what you need to do and other things.

Unlike the one week training section received by Emmanuel as indicated earlier, Akwasi had his training section for two days just as that of Yaw and added that other newly appointed HoDs had the same span of training. Lunt (2002) has outlined the knowledge pattern that help in the acquisition of skills. on a particular field to be the disciplinary knowledge, Therefore throug on the job training, the HoDs acquire disciplinary knowledge which directs them how to perform certain aspects of their roles. This may suggest that Emmanuel was not part of the training for Akwasi's group, nevertheless Akwasi confirmed his on the job training to be on the roles of academic HoDs as earlier indicated by Yaw. The nature of his training was similar to that of Yaw. He maintained:

Apart from the trainig by the university on line of communication and the nature of HoD, The second one in Accra was on how to

manage people, how to manage resources, how to manage situations, dealing with students and balancing the administrative and academic work.

In building on the knowledge and experiences for the HoD, Lunt (2002) model provides a clear format of knowledge generation for the role of academic HoD. HoDs are to be educated to acquire critical and technical knowledge in their role as HoDs. In the areas of resources management and chain of communication, Akwasi's experience is similar to Yaw as well as they have had two trainings on the job but Akwasi was also trained on how to balance his administrative and academic work which Emmanuel and Yaw did not have. Akwasi further explained that his second formal training was mainly on the management of a department. In this case he considers both human and non-human resources in the department and works with them for best results. He keeps records on equipments and other resources to make sure they are in good shape through maintenance or replacement so that they are always ready to perform their roles. Sometimes conflicts ensue and he gets them settled. The additional training on the job received by Akwasi and Yaw geared toward the roles of the academic HoD more than that provided by the Peace University which were mainly on the line of communication and how the HoD is seen.

Though, Effa was not specific about the exact time he had the formal training after starting playing the role, as indicated by the other respondents, he admitted he was formally trained by the Peace University in a form of in-service training and that the training has equipped him to do his job. He had this to say:

Now, after assumption of duty as the HoD, the university has organised some in-service training for us and these have equipped me to do my job effectively.

This respondent indicated to me that he has had the formal training once and as to how that equipped him on the role, he maintained he learnt facts about HoDs and that, the HoDs make up the largest group of the university administration. Therefore, they are very useful and need to be trained because some leaders are born, but most of them need help. The trait model of leadership, also known as trait theory of leadership considered effective leaders as endowed with certain personality traits which give them the ability to lead (Faehner, 2007; Mendez-Morse, 1992). However, with the new trends in technological advancement, leaders also need to be trained in addition to their innate potentialities.

Boat was not specific when he had his formal training after his appointment and expressed as this:

If there was any training before taking over, I did not know. It was when I got appointed; I think few months after that they organised a two day seminar for newly appointed HoDs to brief us on certain things. But before the appointment, there was nothing.

Boat agreed with Yaw and Akwasi, that training organised by the university for newly appointed HoDs takes two-days long but his training took the form of a seminar. He came out clearly that no form of training was given to him prior to his taking up the position as the head of department. Boat looked at the training from both before and after appointment. However, looking at the nature of the appointment of the HoDs, the trainings are offered to those who have taken up the role. The experience of this respondent about the nature of his training was similar to those who learnt about line of communication as he indicated:

I was exposed to the line of reporting where as HoD, I will first report to my Dean, through to the Provost to the VC and any other divisions outside ones college. On the other hand, information

trickles down from the VC or the other divisions outside through the Provost, Dean and to the HoD.

I now know who my superiors are and where authorities lie in the universities. I do not behave anyhow as I act within the confine of the university structure. I have, since my training, not gone contrary to the line of reporting. For instance when some old students wanted to donate some reading materials to resource the department's library, I wrote to the Provost through the Dean for their consents and permissions before the old students were allowed to bring the materials.

The idea of seniority in hierarchy is portrayed by this respondent who revealed that his training on the line of reporting was about knowing the order in which communication should flow from the department in respect to the magnitude of positions held by other colleagues in the university as well as knowing the right line of reporting as he performs his roles. Knowing the authority structure of the university seems to be paramount in the training of the academic HoDs at Peace University to the performance of the roles found in the HoD's appointment letter. The experience of this respondent further confirms that the training does not cover most of the roles of the academic HoDs (found in the appointment letter) in performance of their roles to be able to become effective and achieve the common goal. The issue of on the job training directs the HoDs on what to do. However, in the ideas expressed by Lunt (2002) that knowledge acquisition is key and through the critical mode of knowledge, people can be empowered to do things by themselves, it would be good if academic HoDs are empowered to perform their roles effectively.

But Ofori considered his on the job training differently as he appeared to see formal training beyond a workshop. He puts his view as this:

I have not been given any training as such but it is workshop, usually the heads would be invited and as you attend such workshops, there are one or two things that you can also pick as HoD, to help you perform well at your work.

The other respondents in this category indicated to have had a structured on the job training, but Ofori considered his as not properly structured. Ofori had a perception about workshop as not constituting a well-structured training programme. However, the forms with which the training was given seem not to be of a problem here as Ofori acquired useful experiences to his roles when he indicated the nature of his training. For Ofori the training only focused on the manner in which the HOD should receive visitor in the department. According to him:

...As a Head of Department, I am told, I represent my department and considered to be the first point of contact to both visitors and staff. Therefore I should be available all the time to attend to their needs.

The training has enabled me to open up to all kinds of people who come to the department. People come to the department with diverse needs which I have to address if they are within my reach or I have to receive them nicely even if their needs cannot be met.

That is, Ofori is able to receive people warmly in the department as a result of the training he received just as the other respondents also claimed to have benefited in diverse ways from their trainings in other forms such as seminars and workshops. This kind of Ofori's attitude could enable people to get closer to him especially, staff of the department and would get them committed to their work. This connects with Grip's (2015) view that a value as this, could create a healthy relationship among the members of the department and promote participatory

leadership in which members in a department take part in the decision making processes of the department and also assigned roles to play towards the development of the department

Finally on the respondents with on the job training is Opoku, who maintained:

I have had a number of them [trainings], one was by Dr. Kee (pseudonym) and I have attended other workshops organised by him on the roles of HoD. I think in the four-year period I think I have had more than ten workshops that have been organised by the Training and Development or the School of Medical Sciences on the role of HOD. So for us here, I can say that as for the workshops we attend some.

In trying to understand how he had had such number of trainings for his role, Opoku revealed how ingenious he has been by taking the initiative himself to attend most of the workshops aimed at training HoDs. He quickly added:

Apart from that of the university, I have friends who constantly informed me about these workshops at their respective places.

Opoku added:

The trainings were in diverse areas notwithstanding, some tended to be similar. I can remember I have been trained in the areas such as preparing to become HoD, classification of the role of HoDs, the lines of communications and legal issues

When I probed further for some embodiments of the areas of Opoku's training, he explained:

Well, regarding preparation to be a HoD, I learnt there were huge information I was going to manage, hence the need to acquire skills of organising and retrieving information because, I cannot take decisions on partial information. Again to be strategic and pragmatic thinker in order to come out with a vision from that of the university and a plan to follow through. For the classifications of the roles, they were about primary responsibilities such as liaison between my departmental colleagues and administrative superiors such as the Dean, Provost and the VC they spoke about the lines of communication. Moreso, a leader of the department is to maintain educationally purposeful departmental programmes. Infact, there were other classifications of the roles that I have forgotten.

The idea of knowledge management and mobilisation as part of the roles of the academic HoD is seen in the quotation above. Knowledge management is considered as organisational capability that allows people in an institution working as individuals, or teams, projects or other school communities of interest to create, capture, share and leverage their collective knowledge to improve performance (Gibbons, 1994). Knowledge management can also be conceptualised as the concern for the creation of structures that combine the most advanced elements of technological resources and the indispensable input of human response and decision making. For instance putting processes in place containing a massive amount of information, organising it logically and making it accessible to the right people are all key elements and components of knowledge management (Lacksman, 2008). Like other respondents who also talked about the channel of communication and the role classification of HoDs, Opoku laid more emphasis on the knowledge and information management. In this regard, the academic HoD is expected to be well informed with the numerous information that come to him or her in order to be able to take decisions on evidence based (Taysum, 2012) which is reliable. Furthermore, Opoku claimed to be trained to be

strategic and pragmatic thinker in order to come out with a vision from that of the university and a plan to follow through logic, rational, caring, evidence informed, moral and ethical considerations. There is therefore the need to align the needs of society in terms of educating the next generation of leaders, and professionals in all spheres of the real world, with the governmental policies (that shift with changes in government) with governing body of university, with the professional threshold standards, with the Quality Assurance standards with the University learning and teaching strategy, and so on.

Opoku forgot about the legal issues of preparation so I asked about that and this is what he said:

Sorry I forgot that one. The training was on how cautious the HoD should be by having a valid contract through the due process and acquainting myself with the statutes of the university in order to have knowledge to operate.

Unfortunately, Opoku could not say much about how he has related his experiences to his leadership and management roles as he indicated. Opoku points out that :

Telling exactly from the various training will be difficult for me but the networking aspect is amazing. You happen to come across many seasoned HoDs and build relationship with them so that at any point in time, you can consult them for help as you exercise your duties. Okay, I am leading my department well, and by God's grace, have not been defaulted in a way. I don't possess all the knowledge to run the department so I have committees for the various sections of the department such as examination committee and research committee are charged to improve their sections whiles I exercise oversight responsibilities to monitor what they

do and make sure they are within the accepted norms of the university.

Opoku with his numerous areas of trainings than all the respondents in this category could not explicitly tell how he relates them to the performance of his roles which in actual fact should not have been so. However, he pointed the notion of networking in support of one another as a continuous way of developing on the role. This notion is developed in the next section. The numerous training Opoku alluded to could have enriched his knowledge on the role but because of forgetfulness, he realized network in support of one another was a better way for supporting to play the roles. Lunt's (2002) typology of knowledge seem to outline that leadership and management requires some forms of knowledge acquisition and experiences to perform excellently and achieve success.

The remaining eight who had no formal on the job training by the Peace University argued they did not have anything like that. Their experiences, thus, were different from the rest. This brings to fore the arguments of Wescott (2000) and Chu (2012) that most academic heads of departments have no formal preparation for the roles but are expected to succeed. Below are the representative quotations of six: First, Kwadwo who was asked about the training he had received on his roles by the Peace University explained:

... I was not given any preparation. To talk about the fact that you are being prepared to be the HoD, I will say "no" there is no preparation.

Kwadwo referred to both preparations on the roles which come before playing the roles and on the job training during the performance of the roles as all preparations on the roles and indicated that he did not encounter anything of that sort.

Eric in his case indicated:

I have not seen anything like that but when I was appointed as a lecturer, there was an orientation but for HoD, there was nothing like that so there is no formal training.

Just like Kwadwo, Eric did not have any preparation on his HoD's roles. However, Eric indicated that when he was appointed as a lecturer he had some form of orientation.

On the part of Grace she was not sure if academic HoDs will actually be prepared for their roles since nothing of that sort had happened there before. She declared "officially none and I am not sure if there is any programme or training that prepares HoDs". Felicia also added that "I didn't have any particular training "there was no structured training to prepare me".

These respondents revealed how they have not had formal preparation by the Peace University. However, Eric revealed that when he was appointed as a lecturer, he was oriented by the university which does not mean a preparation for an academic HoD. Felicia for instance has revealed earlier that she has had informal training where by virtue of her seniority, sometimes was delegated to stand in for her former HoD in his absence. This, she considered to be not well structured and mentioned that she has not received any structured training.

Abeka revealed how lack of formal preparation can make one inadequate on the role and the need to fall on your subordinates for help. He puts it this way:

Usually there is no orientation and so if you've not been in the administrative position then you have to rely much on your administrator or administrative staff to help you out with what you do.

Abeka had earlier indicated serving some leadership roles from basic school through secondary school to university. These preparations are informal and not directly linked to the role of HoD though, they served as preparation grounds for future leadership positions, Abeka believes the informal preparations are inadequate for academic HoD to perform his or her role well. Therefore, if a conscious effort like orientation is taken to train Abeka, it will help him to perform the roles well. Lunt (2002) suggested that some form of dispositional and transdisciplinary knowledge is beneficial in leading and managing affairs of a department because it makes leadership situation specific and contextualised. This was emphasised in Lunt's model of knowledge creation, where he pointed out that HoDs need to apply different approach to different situations which require some form of knowledge on leadership and management.

He added that:

But from what I have observed in the university no training is given at all, you are appointed as HoD and for the first few months, you need to be smart, you need to learn on the job.

This confirms that the appointed HoD learns by him or herself in the initial stage of performing the role and as time goes on, he or she will get used to how things are done and live with it. Abeka was always ready to do what he was asked to do. Through that, he gained some experiences to perform the roles.

Finally, Bando presented his experience as:

... I don't know, I don't know if there is any such programme for newly appointed HoDs but then if there is such a programme, then mine has not been designed.

Contrary to the respondents who indicated they have had formal training by the Peace University, these respondents did not have those experiences and indicated that not all the academic HoDs received formal trainings on their roles by the Peace University. The on the job training organised by the Peace University to the newly appointed HoDs does not cover all of them. There should be training workshops and in service training for newly appointed academic HoDs to acquaint themselves of the daily operations of an academic HoD.

From the data, all the eight academic HoDs had on the job training on some aspects of their roles. The on the job trainings were mostly short workshops focused on telling the HoDs what they need to do as well as when and with whom in list of authority in hierarchy. The position of the respondents indicates that the on the job training is in line with the disciplinary mode of knowledge (Lunt, 2002) which concerns itself with the acquisition of knowledge that is limited to a particular discipline and as such employs the necessary procedures confined to that discipline to generate knowledge. Therefore, knowledge generated from it is limited to the work of the academic HoD. The 'on the job training' is seen to gear towards a particular target of helping the academic HoDs to know what they should know on certain aspects of their roles as they perform their roles. This connects to the hierarchical nature of management in higher education in which one is given direction/s or been controlled on what to do (Grant & Marshak, 2011). However, the HoDs did not have the short workshops at the same span of time. Most of them had the training for two days but at different times, whilst one had his short workshop for one week. Again, the difference in their training is seen in terms of the number. Others such as Akwasi, Yaw and Opoku received other trainings in addition to the one training organised by the case university. From the data, it is seen that a conscious effort has been made on the part of the human resource section of the case university to help HoDs acquire knowledge to perform their management and academic roles.. It is believed that such efforts have inculcated unto the inexperience and new academic HoDs the managerial skills regarding their positions. This connects to Ibrahim's (2011) position that

academic HoDs are trained to acquire knowledge on what to do about their roles. The period in which the training takes (from two days to one week) though short, it is a clear indication of some sort of induction training offered to the HoDs to help them perform their roles.

The position of Opoku who had more than one on the job training can also be linked to the technical knowledge because of his span of knowledge on the role from his training. However, their additional trainings were also on what they ought to know and do and as such it is in line with management training. According to Lunt (2002), technical knowledge incorporates into practice scientific knowledge that transcends the local and particular knowledge. Hence, the diverse “on the job trainings” of these HoDs were limited to the management roles of their work. This is needful in so far as it is right in solving that task. However, one becomes limited when faced with challenges or multi-tasks that they were not given knowledge on to perform the roles.

6.2 Informal Mentoring and Understudy

Six (6) out of the sixteen (16) respondents articulated they had received some form of informal training from acting as HoDs or from the opportunity granted to preview some of the work of HoDs. The informal mentoring in this context is similar to non-formal learning (Eraut, 1994) which is the process of learning while engaging in a particular activity which Reber (1993) refer to as “implicit knowledge”. This means that there is no intention to learn and no awareness of learning is created for the learner at the time the learning takes place. Below are the representative quotations of the six:

Effa recounted as:

Before I became a HoD, I was more or less assisting my professor, so in his absence I was attending meetings. I was also a departmental exam officer. I have been the department’s registration officer, so I have worked under all these capacities

before I became HOD. So I was working hand in hand with the formal HoD. He was delegating some of his duties to me.

This indicates that the respondent was mentored by his former HoD under which he gained some experiences and competencies because he was in the rank of professorship which the policy document considered as the best and most preferred rank for the position of HoD. Barntt (2003) argues that experienced principals are to mentor prospective leaders and administrators and not to delay until the appropriate skills are offered for the programme to be successful. Therefore, having a HoD in this rank to mentor could be considered to be a step in the right direction. This is in line with Bush and Glover (2003) who maintained that if academic HoDs are given training through work based learning, they will be able to determine what they want to achieve and how they will put efforts to achieve them. Through delegation of roles and assigning positions to him by his former HoD, this respondent explained that he got to know some issues pertaining to students' examination and registration such as offering the required number of courses with their correct codes and credit weightings or credit hours, and also making sure that those with referral cases re-registered. As a result, he is able to work with his registration and examination officers to make sure that right things are done to relief students of the challenges they face with their registrations and examinations. It could be noted that one might be given a formal mentor who is not very helpful, but one might have an informal mentor, such as this HoD who is very helpful. However, there needs to be an understanding of what is sharing leadership for development, and what is delegating or 'dumping' on junior colleagues that exploits the power of the senior leader whilst reducing their work load. However in this instance, the delegation certainly appears to be very much about developing an individual to be a future HoD. Effa applying his experiences as exams officer and registration officer and to find out how his experiences connect with his responsibilities (needs critical thinking) in order to come up with the right decisions.

Similarly, Bando revealed how fortunate he had been to observe a lot of the activities his formal HoD performed and had provided him fore knowledge on the work indicated:

So much of the work or things he did before, I was previewed to them and then, also, I had chance to act as HoD in the Department and then whenever the head of department wasn't around. So these are some of the few preparations I had before taking this office.

This indicates that Bando learned the job by doing. Though he did not learn everything about the work of the academic HoD, he added that his HoD developed a special trust in him and found him reliable than the others because he was always around to fall upon. The other colleagues in the department did not have such opportunities. The experience of Bando was similar to that of Effa when he further added:

Before I became a HoD, I was more or less assisting my professor, so in his absence I was attending meetings. I was also a departmental exam officer. I have been the department's registration officer, so I have worked under all these capacities before I became HOD. So I was working hand in hand with the formal HoD. He was delegating some of his duties to me. The narrations of Effa and Bando show that the additional responsibilities/roles given to lecturers such as registration officer, examinations officer, examination coordinator, research coordinator, chief invigilator, etc. nurture them for the role of head of department.

As evident from the quotes above, the roles of registration and exams officers delegated to Bando and Effa in the past gave them the knowledge on examinations and registration procedures in the department (one of the things a HoD must know). In this analysis, the views of Lunt (2002) critical knowledge is useful in understanding the different ways of knowing and doing to enable learners to see things with fresh eyes. Also, these two have had the opportunity to

learn on the job. That is, their predecessors (prior to their exit) mentored them on the roles of the head of department. They mostly did this by letting them sit in meetings on their behalf or delegate them to perform certain roles or act in their absence. Ofori in addition stated that he understudied his predecessor for some time before his appointment as the head of department. He said:

I was to be the HoD but the one I came to meet, was asked to continue so that I could understudy him. ... there was a letter and the HoD asked me to go for that training so I benefited from that.

Ofori's situation happened to be different from the others because he told me he was the most senior and the one to be the HoD but because he could not return from the United Kingdom in time after his Ph.D, his Dean asked him to understudy the one who was the former HoD who was holding the fort for him for some time before taking up the roles. However, he maintained this opportunity offered him some knowledge on how to chair meetings in the department and the proceedings that go on. So, he is able to conduct and chair meetings in the department successfully. In order for the roles of the academic HoD to be performed with much competence, Lunt's model (2002) indicates that knowledge of some sort, which is dispositional or critical knowledge would be useful to the HoD in performing his assigned roles.

On the part of Felicia, by virtue of her seniority just as that of Ofori, had the opportunity to be delegated most of the time to perform certain roles in her department prior to her appointment. She saw those experiences as a form of unplanned training which is now helping her in her duties. She said:

I didn't have any particular training. This is because I was the most senior person at the department. I was mostly delegated to do a lot of things and I think that is where the training came in.

Felicia could not explicitly tell some of the things she was made to do by her former HoD but generalised them to be lots of things. This made it difficult to really know the experiences she gained from this opportunity as she could not give details of any. Moreover, one can strongly suggest that academic HoDs can make use of dispositional and transdisciplinary knowledge which has been acquired as a result of observation, tuition and experiences gathered from previous roles.

According to Akwasi, what he considers as preparation for his HoD role is a one-time meeting he was delegated to attend on behalf of his former HoD. He declared that:

...before my appointment letter, there was no training whatsoever, unless at a point in time when I was delegated to attend a meeting on behalf of the head.

Akwasi further revealed that he was inconsistent with his delivery because, he earlier indicated that he had received two formal trainings on his role after his appointment, however, he also had one on behalf of his formal HoD before his own appointment as HoD and considered that as a form of experience he got on the roles before his appointment. He revealed that the meeting he attended on behalf of his former HoD was on appointment and promotion in which he presented particulars of a colleague in the department who had applied for the promotion to the rank of senior lecturership. He defended the credibility of this colleague at the faculty board meeting and had the application considered. Therefore he is now in a better position to defend any hard working colleague due to be promoted in the department.

Kwadwo was not a faculty member as the others but the experiences he acquired during his national service days at a certain university were useful to his current position as academic HoD. He made these observations about his experiences as:

I had the privilege to be appointed as senior research assistant and to teach during my national service and while serving, I had the chance to work under some heads of department. Maybe, invariably, I was groomed because from time to time a head of department would give me some assignment to perform, and I did that without expecting any monetary reward.

As national service personnel in one of the departments in the university, Kwadwo recalled how his HoD and some lecturers in the department often gave him students' scripts to mark and record the marks. At times, his HoD would give him articles to critique and when he is done, he would go through and teach him how to critique a work constructively. Furthermore, he used to attend lectures with his HoD to observe him teach and that eventually paved the way for him to have tutorials with some students in the department. More so, he was made to collect data whenever the department embarked on a project and was taught how to analyse the data collected. Kwadwo's experience was quite different as he was informally mentored by his HoD as well as some lecturers in the department.

Kwadwo's quotation below indicates how informal training had impact on him:

I hardly complain about the work because, I do not do the work alone. As I used to work for my HoD and some lecturers during my national service, so I do by delegating some of my work to colleagues here. For instance if it is about teaching or a meeting that I cannot make, I delegate someone to do it on my behalf.

Kwadwo further brought to light that the experiences he had during his national service had helped him to combine teaching and researching with the daily activities of the HoD without much difficulties. Through informal mentoring, the respondents learned on the job by doing and acquired some knowledge and skills they consider useful to their current roles as academic HoDs. Young and Brooks

(2008) supported the idea of mentoring when they indicated that leaders can be assisted through mentoring to get exposed to leadership skills and networking. That faculty must be personally involved in the mentoring (Izhak, 2017). Though they did not learn everything about the work of the academic HoD, they were fortunate that their HoDs developed special trust in them and found them more reliable than the others because other colleagues in their departments did not have such opportunities.

From the data, it was not clear whether informal mentoring was connected to succession planning or not. However, they developed leadership skills on how to lead a department by examining their diverse experiences from informal mentoring and taking the initiative to direct affairs of their department. Their experiences are seen to be in the development of leadership skills as Young and Brooks (2008) indicated that leaders can be assisted through mentoring to get exposed to leadership skills. The HoDs were mostly delegated to perform the roles to cover the short absence of their formal HoDs but it is not clear with the intentions by their mentors to train them on the roles or not. However, as some were delegated by their HoDs to act on their behalf, others were given certain positions in the department such as examination officers and registration officers. Furthermore, the respondents in the category of informal mentoring were not certain to become HoD except Ofori because he was told to understudy his former HoD.

The respondents learned on the job by doing and acquired some knowledge and skills they consider useful to their current roles as academic HoDs. This connects to the idea advanced by Bush and Glover (2004) that, if academic HoDs are given such leadership and management training, they will be able to determine what they want to achieve and how they will put in efforts to achieve them. Again the data connects the views that faculty must be personally involved in the mentoring (Izhak, 2017). It might have happened that they did not learn everything about the work of the academic HoD, they were fortunate that their

HoDs developed special trust in them and found them more reliable than the others because other colleagues in their departments did not have such opportunities.

By acting as a head, the individual is exposed to performing some of the roles and responsibilities of a head of department and as he or she performs these roles gradually, it is in one way or the other preparing them for a future position assignment. Thus, the opportunity to act as the HoDs gives people a fair view of the work of HoDs and the challenges therein. Moses (1985) supports this fact by positing that this informal form of training is necessary and significant in the pursuit of excellence as HoDs discharge their roles. From the findings, respondents acted in different capacities to acquire some experience which are now useful to them as HoDs. They served as acting HoDs, registration officers and examination officers and were also delegated to attend certain meetings. This is in line with the findings of Grip (2015) who states that informal learning at work is important in human capital development. That is, heads through the discharge of their duties in one way or the other learn on the job. This helps them to develop their personal capacities in different forms. Lunt's (2002) model confirms this by affirming that some form of knowledge is important in understanding various work arrangements which would serve as a stock of knowledge base for working as a leader.

The informal mentoring is also seen to be in line with the critical knowledge because the respondents were mentored by their predecessors through critical knowledge that focuses on developing an understanding of different ways of knowing and doing to enable them to manage their new position in their own ways (Lunt 2002). This is evident because the majority of the respondents claimed to be mentored by their predecessor and they were applying all these directions to their new position. For instance, Effa applying his experiences as exams officer and registration officer can be linked to the critical knowledge (Lunt, 2002) because he makes inferences from his experiences and to internalise them

in order to use them whenever the need arises. Again, the notion of informal mentoring is in line with Lunt's (2002) dispositional mode of knowledge because, the respondents were practicing what they learnt by way of internalising what they had earlier learnt and with considerations to the best alternative ways to lead (which is about developing strategy or setting direction to be followed) or manage (which deals with the implementation of a strategy or a direction) a department.

6.3 Post-Graduate Research Activities

Professional development is seen to be one of the key areas the HoDs derived skills and knowledge they considered useful for their roles as HoDs. The data revealed that professional development in the area of PhD studies provided the HoDs certain leadership skills which they considered useful to the performance of their roles. It has been said that becoming an effective academic leader is a lifelong process, which means that individualized leadership professional development is important at all stages of one's career (Barnett & O'Mahony, 2008), however, the initial preparation of the leader is critical before one assumes the performance of their roles. Five (5) out of the sixteen (16) respondents reported that their postgraduate research activities gave them experiences that they applied to their roles as HoDs to be effective.

Starting from Yaw, who had earlier mentioned that he had formal training on the roles of HoDs, further revealed to have had experience from his post graduate research studies. In the case of Yaw, who became strategic in his recruitment through knowledge gained in his postgraduate studies had this to say:

I went to school at the University of London and my supervisor; yeah the whole department gives us some opportunity to work as members of the department. So at a point, I was teaching some students. I had a full class that I taught under supervision and also I was involved in the recruitment of new staff, so anytime new staffs were going to be recruited, graduate students are allowed to come

and assist them and write a report on them. So it was part of the learning process. Yes, so I have been able to transfer that thing and after they have assessed them later lecturers will come and inform us what things we look for, what things we need before. So in that case, it helped me in my recruitment drive when I took up the job as a HoD to look for certain qualities in newly appointed and even those who have applied for the job and make sure the best is recruited for the department

Yaw's case presents how programme and/or courses one read in school (i.e. post-graduate studies) helped him to think back to the knowledge gained and be able to transfer that knowledge in the future. Post graduate research is believed to have prepared students to be critical (Delanty, 2003; Taysum, 2006; Taysum, 2012). Yaw brought to light how his post graduate studies offered him the opportunity to work as a member of the department. He was studying with a supervisor supervising him to award marks for what he was doing and hence, having practical experience in some of the things they learn for assessment and also better developed. This means that the postgraduate studies programme is able to make students practical oriented for effective performance.

Effa, on his part, believed post-graduate courses and the research projects undertaken prepare one for life. In his case he acquired rich knowledge which helped him better understand issues in life. He puts his experience as:

... post-graduate studies prepare individuals for life. Having taken a course like philosophy of life, which is a requirement in the university where I pursued my PhD. It has actually exposed me to many things I initially did not know and enriched my knowledge.

In a further development, Effa brought to light that philosophy of life that he learnt dealt with issues which explains why and how people think and behave in

certain ways. For instance, people tend to have different positions on a particular issue because of the angles at which they see it. Therefore one has to give a listening ear to others or learn to tolerate one another when working with other people. Post-graduate studies is seen to offer courses which enrich one with life skills that are useful for living and also broadens the horizons of one's mind to better understand things. That is to say, post graduate studies make learners critical to think aloud and come out with best ways of doing things. Just as Yaw who affirmed that he was prepared based on responsibilities he took as graduate assistant when he was studying his post-graduate course in London University, Effa also thinks that a course he took at postgraduate level has a great influence on him as the HOD. Postgraduate research is seen in improving and promoting knowledge for leading various roles of the academic HoD.

Kwame added that his ethnographic studies at the post-graduate studies offered him some basic skill as a HoD. He added in this way:

...because I had a lot of research activities with teachers in the second cycle institutions and I did ethnographic research which demands a lot of observations and questioning and I think that one has prepared me very well. Talking about critical thinking skills and all those likes were acquired.

The idea of philosophical inquiry into life issues seems to connect with ethnographic studies in which the respondents learn the ways of a group of people to understand their ways of life in order to understand better how they do things. Therefore knowledge derived from such experiences demands critical thinking to better understand and rightly apply to situations where necessary.

Yaw, Effa, Boat and Kwame have all indicated they had benefited from their post graduate studies, Yaw revealed how he became strategic in recruitment through knowledge gained from his post-graduate studies when he identified the

recruitment of staff as part of his leadership and management roles and as such had to recommend qualified lecturers to come and teach the programmes in his department. Kwame on his part benefitted from his ability to relate well with people and to get everyone involve. The decisions regarding the planning of course out line and content for teaching, making publications as possible as they could. This is because he learnt how to mingle with people of diverse culture and making lots of observations about people and what they do during his post graduate studies. Effa, just as Kwame learnt how to relate well and tolerate people especially those in his department because his post graduate studies helped him to understand why people value certain things and also turned to be different from others. However, their experiences from the post graduate research made them critical to be able to apply them rightly in their roles. Therefore with the skills of managing people of diverse behaviours, he is able to bring them all together by acknowledging their efforts and encouraging them to keep working harder. However, Yaw, Effa and Kwame maintained they manage both human and non-human resources at their disposals.

Kwame maintained that he studied the culture of a certain ethnic group in Ghana so he went to stay with them to observe them about and ask their ways of life and changes that have occurred in the course of time. According to him, he identified himself with them such as eating their foods and wearing most of their clothing. Sometimes, he accompanied his landlord to farm as way of giving him a helping hand and to know the area and its surrounding well. Therefore as a HoD, he had critically observed his colleagues at the department and knows how each behaves. He normally delegates assignments such as drafting of letters, examination officer, and asking one to stand in for him in his absence to colleagues who have the experience and are committed to do the work. He probes further into issues to get to the bottom of them. For instance, when the student association in his department presented a budget on their impending week celebration to him for approval, he took time to study and asked them several questions on the usefulness of the things they have projected which eventually led to the reduction

of the total amount proposed earlier. Observing the ethnic group in Ghana and observing and developing the group in the department seemed not to be the same. This is because the former seems to be of a clinical aspect to observation, but when one thinks about insider outsider research, perhaps this is about being a team and working collaboratively with people and establishing their professional aspirations and intellectual ambitions to empower them, and the later, to optimise efficiency and improvement. This is a person centred progressive approach to leading rather than a clinical statistical approach to managing and of course we need both, but intentions of both are important. The disposition of Lunt (2002) is critical in this instance where transdisciplinary knowledge which can relate to knowledge about human relationships and culture can be made use of in living with and forming various healthy environments to promote learning.

In the experience of Felicia, she saw her HoD's role as practical experience of some skills she acquired during post graduate studies. She revealed that:

... my post-graduate study has prepared me. I think it comes with practice. The more you carry out those activities the better you become because if you gain those skills in post-graduate research and you don't have any hands-on experience you don't really acquire the skills. Having the hands-on experience is what is critical.

Felicia explained that the numerous researches and presentations made during the post graduate research helped her to communicate ideas to any group of people and accept constructive criticisms. According to her, she would often give updates about her thesis in which diverse views are shared to make her work good.

Occasionally, I was made to give updates about my research to both faculty members and students where constructive criticisms were given to help shape my work.

Post graduate research is seen in the above quotation to have helped Felicia to appreciate critique which would help her grow stronger, better and be a more effective colleague as well as to develop in Felicia participatory processes and practices which are helpful in decision making. Felicia indicated that certain task such as concept of Montessori and its application and other schools of taught were given to them to research and come to class to present for which also improved her delivery skills. Therefore in her current position as HoD, she often chairs meetings in the department and communicated well with her audience. She added her interest to communicate at times with faculty members through their emails for quick response because, most of the communications during her post graduate studies were done through emails. Lunt's (2002) critical mode of knowledge has the similar view that was expressed on how Post graduate research in general could serve as a platform for learning and acquiring skills in leading various organisation and work related task.

The experience of Felicia though, different from Yaw who was made to teach and engage in certain recruitment processes, they seem to have had the same opportunity to make presentations in which they benefitted from that but the others did not have. As indication of the skills acquired from post graduate research, Boat explained that he is able to ask rightful questions pertaining to peoples' experiences to enable him make informed decisions:

But I think my studies especially postgraduate level helped me in carrying out my duties as HoD. I was trained on asking the right questions, scrutinizing issues and taking right decisions which to me are useful in the day to day running of my department

Boat shared same sentiments as that of Kwame in which they are able to recruit qualified lecturers based on their experiences from postgraduate research. But Boat unlike the others was very observant especially on things presented to him

for endorsement. For instance, he would carefully go through the impress of the department to make sure that things bought have their attached receipts or certificate of honour before he endorses its retirement.

The HoDs developed critical thinking from their post graduate research to direct affairs in their departments. According to Taysum and Slater (2014), Post graduate research activities enable students to developed multicultural dispositions through doctoral pedagogies which involves the writing of thesis under effective supervision. Taysum and Slater added that through thesis writing, students access lots of resources through “pedagogical relationships with program providers, a library and access to intellectual networks that built leadership within the doctoral education system’ (pg 150). Therefore, to Taysum and Slater, as leaders design and implement their research as well as drafting and redrafting their doctoral thesis, they engaged with pedagogies that developed a deep understanding of “what counts as evidence,” and critical and reflective thinking tools that improved their diverse dispositions and habits of hearts, minds and hands. The academic HoDs would therefore not accept information just on their surface value without considering the pros and cons, and their authenticity to their roles. The HoDs will be able to understand and work with people with different social, economic and political backgrounds without any partiality.

Post graduate activities were practically oriented to the HoDs because they were made to be part of the activities involved. Furthermore, post graduate research was seen as a form of professional development to the respondents but their experiences varied. Some HoDs acquired their knowledge through research presentations whereas others have theirs through data collection on their research work.

The idea of the development of critical knowledge from post graduate research connects to the views that post graduate research is believed to have prepared students to be critical (Delanty, 2003; Taysum, 2006; Taysum, 2012) because they

are able to make informed decisions as a result of the activities they engage in that used deep understanding of what is the fact.

The HoDs developed participatory processes and practices which are helpful in decision making or their leadership roles (Grip, 2015). The post graduate research enabled them to get more connected to other people that they built a network of community and shared knowledge to enhance their participation and self-efficacy (Emefa, 2014) and to have learnt different ways of being and doing. To Taysum (2012), the ability for educational leaders to get to the point of ethical and good decision making, requires the intellectual work in which the educational leaders read from different authoritative perspectives from the substantive literature on their particular issue. Taysum maintains that, the different viewpoints from potentially diverse contexts (for which post graduate research ensures) enable the reader to look at their own particular issue with refreshed eyes. Thus, the HoDs would be able to identify professional challenge first and ask good questions about it so as to analyse reflectively for the right solutions. The HoDs found their doctoral studies very effective preparation for their roles because it developed their knowledge, skills and experiences regarding becoming critical when taking decisions from different sources of knowing to come out with the best outcome synthesising old knowledge with new knowledge for innovative solutions to old problems buttressed by seeking the truth from different perspectives

Inferring from this, post graduate research would make the academic HoD critical when taking decisions from different sources of knowing to come out with the best but not be limited to only one source of knowing. The respondent's position is in line with critical mode of knowledge because they are reflective in their thinking and think with deep understanding of what is evident to arrive at the truth (Lunt, 2002). Though not all the respondents indicated to have benefited from the PhD experiences, the data on their characteristics revealed that they are all PhD degree holders. As an academician and, for that matter, as HoD, it calls for reflection, critical thinking and analysis to be able to do things right. This is

because, the HoD needs to make sure that whatever he or she is doing is well informed, whatever decision they are taking is for the greater good. These are all placed on the experiences and exposures that has had throughout his or her life-course.

6.4 Previous Experiences

Six (6) out of the sixteen (16) respondents maintained that certain early experiences they had, have been useful to their roles as HoDs. Four (4) out of these six respondents indicated by virtue of some previous roles they played before their appointments as academic HoDs, these were considered as kind of informal preparation to the respondents. Among such roles are “association executives”, “student leadership during their days in school” among others whiles the remaining two (2) respondents maintained certain encounters they had at home became useful to their current roles. Such previous experiences can also serve as a good starting point for effective discharge of roles by leaders (Davies, 2005). In such instances, the leaders dwell on these previous experiences from previous positions or roles and use that to address the present challenge. These previous experiences took place in either the home or outside the home. The following quotations of the six respondents confirm this view:

Ofori who earlier served as entertainment prefect and student representative council (SRC) secretary in school elaborated his experience as follows:

I was an entertainment prefect and when we were in the Training College, I served as SRC secretary. I was the secretary to a lot of associations and when we came here, I was BA students’ vice president. I was the patron for other organizations as well.

It seems Lunt (2002) wasn’t wrong when he suggested that critical knowledge and transdisciplinary knowledge which is built through experiences and learning helps a lot in preparing for future leadership roles. Early leadership experiences of this

respondent during his secondary school days through to the university in different capacities as he revealed to me, provided him some knowledge on how to work with groups or people of different behaviours in order to get them all work for the development of the groups objectives. According to him, he has realised by being transparent to your group members, you are able to clear all forms of doubts from their minds which builds trust in them concerning you the leader and for which propels them to get them committed to their work. Therefore in his current position, he constantly inform his colleagues how things are going in the department so they all know the updates and together find the way forward and as such, very difficult for someone to go behind him and tell lies to the other members because he has been able to establish good relationship with all of them as a result of his transparency. Hence, those with doubts will get back to me for the truth. Nicholas added that:

When I was at the primary school, most of the time I was the class captain and when I got to the secondary school, sixth form, I was the school prefect, and then when I entered the university, most of the time I was the class monitor. All of them gave me experience as a leader.

The experience of Nicholas is similar to that of Ofori as they all had more than two early leadership experiences in schools. However, Nicholas happened to have had his experience from the primary school earlier than Ofori who's started after the primary school.

Similarly, Abeka indicated as this:

I have been there serving some leadership roles such as class prefect and school representative council secretary from basic school through secondary school to university and then after university as well.

Having served in similar leadership capacities like the others, this respondents revealed his experiences to his current leadership and management roles as he generally concluded that those experiences offered him taste of what leadership entails and the demands from it such as being a role model, fair and firm in dealing with every one so that no one gets cheated in anyway. The view expressed seem subtly different in relation to leadership experience as a young person in the formation of character (Taysum,2003) the holistic leader. This is quiet different from a family situation within which a person is called upon to keep peace.

Emmanuel, who served in a different leadership capacity from the others added:

Before my appointment, well let me say that I came to the position with the experiences I have had in the past. For example I was a NAGRAT Representative in ... High School.

As others such as Abaka and Nicholas served in similar capacities such as class prefect, class captain and school prefect in their school days, Emmanuel rather served as an organisational representative to colleague teachers when he was working as a teacher in a certain school. National Association of Graduate Teachers (NAGRAT) is one of the branches of teacher associations in Ghana. It has representatives from the national level through regional to school level to advance the course of their members. As a representative for member teachers in his former school, he used to serve us liaison to his school and the regional and therefore sees his HoD's position to be similar to that one. For he liaises between his department and the outside bodies as well as that of the university's administration. Various life experiences, on the the field learning and positions one has occupied is enough to provide a great stock of knowledge which is vital in the activities and roles that the academic HoD would play (Lunt, 2002). Though not in a leadership capacity, the experiences of others were in other life encounters. For instance, Akwasi told his previous experiences as

I will say as I was growing, I was somebody who in one way or the other could easily earn the respect of people around me. Making peace is one of the things I am very good at even if I have to sacrifice something or anything on my side to ensure that there is peace between two people I can easily do that and I think that is one of the things that is needed in leadership.

Yaw expressed a similar opinion:

I must say that because I lived in a broken family and certain things didn't go well with life, I had some difficulties in my life growing up. I tend to be compassionate towards people so that influences the way I listen to students and their complaints and the way I handle them.

Though, Yaw is seen to have had similar similar early home experiences like Akwasi, their contexts were different. Yaw learnt from his difficulty background that people, especially students have challenges with their studies which needs to be addressed, while Akwasi's experience was on ways of creating peace among people to the extent of sacrificing his needs for others whenever possible. Kwadwo further indicated similar position as he revealed how his early experiences have been useful to him. This he expressed:

So I must say that, yes, the childhood experience, I was the type who was not, you know, misbehaving, as far as I know. My childhood was a decent one. Yes, I was a Christian and I liked going to church so much; I was a godly man or church man or church boy, let me put it that way. So I may say that, yes, all those childhood experiences prepared me.

The idea of the development of good values and their influence on personal roles is portrayed here. In this case, someone who has the good values thinks positively and good about others. Good value such as decency as projected by Kwadwo shaped his life to be of good behaviour and helped him to play his roles well. Kwadwo added that he had not fought with anyone before and will never. Though, he sometimes tends to differ from some members of the department, he always called them to iron their differences amicably. For instance, when he won a contract for his department to organise a workshop for a certain body, two of the academic staff indicated they were not interested after countless explanations given to them about the benefits that will accrue to the department. Eventually, we resolved to exempt them and executed the contract which got down well with everyone in the department. Again, Kwadwo told me he fears God and as such remains truthful and honest to his work. Therefore he is not corrupt. According to Lunt (2002) dispositional and transdisciplinary knowledge which is usually considered in different situational contexts helps in managing and leading people. Most often, people are able to relate well with people and make good human relationships out of their experiences and knowledge on relating well with people.

All the six respondents agreed that their early experiences of leadership provide rich leadership knowledge or skills which are useful for future positions. Most of the respondents in this category revealed to have assumed public face as they represented their groups to take up some responsibilities. Others had character formation from the experiences they had at home (Taysum, 2003).

The HoDs before their appointment as HoDs played designated roles in leading students during school days. They also made inferences from their home life encounters. Some gained their experiences from roles played in an institution while others gained from home engagements. The HoDs acquire experiences from different leadership capacities such as class prefects and representatives of certain groups of people. Moreover, they had their experiences from different settings; some in schools and others at home. They gained skills of leading other colleagues which have served as a platform to nurture their confidence of leading colleagues in their departments. Again, serving in different capacities such as

class prefects, school prefects and representatives of association, have equipped them with the skills of relating with people of different views and experiences.

The respondents agreed that their early experiences of leadership provided rich leadership knowledge or skills which are useful for future positions. In such instances, the leader dwells on these previous experiences from previous positions or roles and uses that to address the present challenge. Early leadership experience is seen as dispositional or critical mode of knowledge (Lunt, 2002) in which one makes inferences from ideas or theories gained and internalize them in order to use them whenever the need arises. In this perspective, the academic HoDs transfer certain previous leadership experiences acquired earlier, into the performance of their current roles. Therefore considering from different angles, previous leadership experiences they deemed useful were applied to their current roles.

This is in line with the development of leadership characteristics (Pring, 2014) in which one's actions are shaped by the values through which he or she sees the situation and the virtues which direct the intervention or the decision to take. Thus, virtues such as serving others, making peace and giving listen ears to others helped the HoDs to take informed decision. In this perspective, the academic HoDs transfer certain previous leadership experiences acquired earlier, into the performance of their current roles. Therefore, considering from different angles, previous leadership experiences they deemed useful were applied to their current roles. The HoDs had diverse ways in which their early experiences have been useful to their role as academic HoDs. As some held position during their school days, others had their positions in their places of work. However, their experiences were beneficial to their current role just as indicated by Leonard et al. (2004) that one's previous experience in developmental stages have significant influence on performance at latter roles in life. Regarding how their early experiences are related to their roles, Nicholas, Abeka and Emmanuel maintained that they gained the experiences of leading such as being fair and firm to all

members, liaising between members and other bodies effectively as well as relating well with other members. Ofori rather learnt to be transparent with his work by making known how things go on in the department to other staff for their cooperation. Similarly, Kwadwo learnt to be honest and truthful to his works and would not temper resources belonging to the department, rather used them for the purposes meant to be used. To Yaw, as a result of lessons he learnt during his childhood days, he learnt to appreciate the challenges of others, and as such tries to address that of others, especially students in relation to their academics.

6.5 Knowledge from Culture of Seniority in Hierarchy

Another theme that emerged from the data is that of culture of seniority in hierarchy. By virtue of being the most senior, one gets the opportunity to lead other people. This eventually builds his or her leadership and management capacity. In the area of cultural setting, the African culture gives much respect for the elderly people and accords them the needed respect (Gyekye, 2008). Gyekye further maintained that age determines who the senior most person is because the person with the highest number of years in a family is considered the most senior person before the next with the highest age till the one with the least age. Therefore the aged is considered a symbol of wisdom or fountain of knowledge (Gyekye, 2008) because he or she has had the most experiences in life and is seen the best one to consult for good counsel or advice in life issues. Four (4) respondents out of sixteen (16) revealed this notion of respect for the elderly who as well is seen the senior most (seniority in hierarchy). For instance Kwame had this to say:

In my tradition, we give respect to the elderly. So when I was growing up from that humble beginning, I always took orders, I didn't criticise people and whatever they asked me to do I did it. So most often if I want to criticise, my criticism will add something to what the other person does not know.

This means that Kwame had to follow the instructions of the elderly without questioning even if the elderly is right or wrong. Individual creativity could be stifled here since one is not raised to make any inputs but only taught to obey what he or she is told. The issue now is the kind of wisdom Kwame acquires to lead others if he grows up since he has only been told what to do. In the case of the HoD, since he or she has to follow instructions from their superiors always without making inputs on how to develop their department, it is likely that they could fail because their superiors cannot be right all the time or some decisions suggested might not be suitable at that moment. Most of the HoDs have spent time in different education systems overseas to get more connected to people of different cultures that they have built a network of community and shared knowledge enhance their participation and self-efficacy (Emefa, 2014) might have learnt different ways of being and doing. To Taysum (2012), the ability for educational leaders to get to the point of ethical and good decision making, requires the intellectual work in which the educational leaders read from different authoritative perspectives from the substantive literature on their particular professional problem. Taysum maintains that, the different viewpoints from potentially diverse contexts enable the reader to look at their own particular issue with refreshed eyes. Inferring from this, the academic HoD would be critical when taking decisions from different sources of knowing to come out with the best decision but not be limited to only one source of knowing. The mode of acquisition of knowledge in this participant's tradition reflects the concept of "obedient servant" where individuals accept knowledge from the master without questioning it (Gyekye, 2008). How in academia where knowledge is generated, it is expected that the individual will weigh the pros and cons of issues before a decision is taken. Again, with such a participant having gone through the post – graduate education where students are trained not to take knowledge on just their face value but to weigh both sides of it, this participant will have to integrate knowledge gained from other sources with that of the home in order to enable him to take a rightful decision by himself.

Cultural change might occur in this situation but it is a good thing to broaden ones horizon on issues so as to take appropriately decisions considered best to achieving the desire results. The HoD in this instance, would not grow to perform his or her duties by doing whatever his or her superiors tell him to do, rather would be in full control to freely take decisions that are right and influence others as well. Possible clashes may arise between the HoDs expectations for their department, and that of the university but the academic council, which is the highest decision taking body of the university will address it. This is a contradiction to Lunt (2002) model that brought out the different levels of knowledge that an individual needs to perform high level activities with ease. Seniority according to Lunt's (2002) model doesn't imply knowledge acquisition, situational or contextual approach to handling leadership roles. This means applying the acquired knowledge and experiences to solve leadership problems not using seniority as a yardstick in problem solving. But a senior with much knowledge and the needed experiences would always be in the right position to be considered for appointment (Lunt, 2002).

The experiences of others were different from Kwame, who was mainly trained to give respect to the elderly. By virtue of being the most senior siblings, they had the opportunity to play certain leadership roles to take care of their younger siblings in the absence of their parents at home and as such were respected by their siblings. Grace explained her experience this way:

I was the first born of my mother and the first among nine, so at home anytime my parents travelled, I took the leadership role in their absence to look after my sisters and brothers and I think that prepared me for this role. I did that as the first born, and leader of nine children.

First borns are seen as role models to their siblings in Africa (Gyekye, 2008). Therefore they are believed to be pacesetters for their younger siblings to follow,

therefore giving them opportunities to play certain leadership roles could be seen as ways of inculcating some leadership skills into them in order to nurture them to grow to become more knowledgeable for members in the society to seek counselling from them. This according to Grace, was a form of platform she practised how to lead people and counted that as why she is able to understand group differences and appreciates the efforts her staff members make to develop the department mostly through words of encouragements. Similarly, Emmanuel who used to look after his younger siblings for a period of time recounted that:

At a point in time, I had to look after my younger siblings because my parents travelled. So managing people, situations and offices is quite easy for me because of the experiences I have had in the past.

Having had to lead the siblings for three days when his parents traveled for a funeral at their home town, Emmanuel told me that it became a routine thing for his parent to do . This was because he was able to take good care of them but he acquired some skills of leading and management from those experiences. He maintained that he got the skills of accomodating and caring for others and their needs because some of his sibilings would go contrary to his wishes but will still welcome them later as brothers and sisters as well accepting their different opinions which he considers good to go with. Invariably, Emmanuel maintained he is able to apply same skills to perform his roles, though he could not clearly come out how he did that. The model adopted for this study developed by Lunt (2002) made recommendations that knowledge is vital in any leadership and management roles, some form of experiences from previous roles is vital but being a senior over your siblings can't give you enough knowledge to become an academic HoD or doing exactly what you are told to do. Experiential knowledge is key to leading subordinates because you need to understand the work environment and be empowered to lead the various individuals you are working with.

In a different context from the others Bando recollected how though as a second child with the senior sibling around, he used to be the head of the house when the parents were not around and the leadership skills acquired from that:

I am the second of ten children. So leadership started for me way early. Fortunately or unfortunately, the first child of my parents is a girl and I am the first boy. So whenever my dad was leaving home he was like, “Bando, you’re now the man of the house so you’re taking care of the house in my absence”, and I always felt pompous whenever he gave me that role and made sure that I didn’t disappoint him whenever he came back so I would make sure I put all my other siblings in check. Ehmmm... do this before daddy comes, do that before daddy comes”, so it began right from home and I had the privilege to live in a community setting.

Bando on the other hand, brought to bear how the male child is preferred to the female child in this culture of seniority in heirarchy. Though, his senior most sibling, a female was there, by virtue of his gender as a male, his father rather entrusted the responsibilities of taking care of his siblings to him. Notwithstanding, these experiences helped him to establish the culture of interdependency in his department where everybody matters and depended on each other for effective performances. Gender issues are paramount in the African tradition. According to Janus (2008), gender refers to the socially constructed roles, behaviours, activities and attributes that a particular society considers appropriate for men and women. Gender therefore is about the psychological and social characteristics associated with being either male or female (Coon, 2001). In African culture it is believed that men lead and women follow (Ngcong, 1993 in Grant, 2005). This may explain why Bando who comes next to his elderly sister was asked by his father to lead his siblings at home.

The above quotations buttress the view that the culture of respect for the elderly in hierarchy has trickled down to the children at home. In this regard, the elderly child is seen as the suitable person to be entrusted with the responsibilities of the house whenever his parents were leaving home because he was seen to be the most experienced one among the children who is respected by all the siblings and could easily cater for them. Bando on the other hand had the opportunity to lead his siblings by virtue of his gender as a grown up male. The experiences of Grace, Emmanuel and Bando offered them the opportunities to acquire certain leadership and management skills such as relating well with other members and taking decisions with them for best results, maintenance of peace in the department and recognition of value for everyone.

The concept of respect for the senior most individual can be seen to be in line with the HoD's appointment the data revealed in the analysis of the first research question. As indicative, quotations earlier quoted in the analysis of the first research question by Terkson, Ofori, Abeka and Felicia brings to light:

the statutes of the university says that if you rise up to the rank of a senior lecturer and above and there is HoD position vacancy in your department or cognate department and you are the most senior, you could be appointed to the position but that also depends on your interest (Terkson).

Usually according to arrangement... a professor should be the head of department apart from that of a senior lecturer or if you don't have a senior lecturer, a lecturer with PhD specifically. Looking at my case, I am the most senior. (Ofori),

... so I'm the senior most, I have served the university for over seven years, previously we existed as a program under a different department so when we separated, in the new department, technically, I am the most senior and so I was appointed to lead the

other colleagues in making sure we realize the goals of the department and the university as a whole”. (Abeka)

I was the most senior person at the time, so once you are the most senior person; it was automatic to be given the position. This is because I was the next most senior; I had to even cut short my sabbatical leave for the appointment because the then director was going on retirement (Felicia)

From the data, it can be seen that in the African culture, age is used to determine the seniority in hierarchy. The culture of respect for the elderly in hierarchy has trickled down to the children at home. In this regard, the elderly child is seen as the suitable person to be entrusted with the responsibilities.

The concept of respect for the senior-most person can be seen to be in line with the HoD's appointment the data revealed in the analysis of the first research questions. The person with the highest academic rank (Professor) is considered first for the HoD's appointment before the next senior most rank (senior lecturer and lecturer). Alabi and Alabi (2014) added that oftentimes, academic leaders in the universities are chosen on academic ranks and experience but not necessary as a leader. The policy document (pp81-83) maintains that the ranks ranging from professor, senior lecturer and lecturer are promotions based on published academic papers and number of years a person has served in the university. One has to pass through the ranks before getting to a full professor. This is in line with the technical mode of knowledge because, the HoDs in this category indicated to have carried their experience to the same order of doing as directed by those in authorities. This also connects to management training in which one executes directions given by authorities in the performance of duty (Pring, 2014).

A culture of respecting elders is important, but the elders need to share or distribute power if the young people are to share in the innovation of Ghana's economy, vibrant cultural diversity and potential for political advocacy.

6.6 Knowledge from Networking in Supporting One Another

The idea that one person cannot possess all the wisdom in the world and as such cannot have answers or solutions to every situation hence, the need for networking in support for one another. Four (4) out of the sixteen respondents revealed that networking offered them opportunities to contact to other colleagues or officials who were considered to have had knowledge on the roles and could provide the necessary help when the need arises. Networking in this context can be seen to be the linkages that the HoDs establish with other people for sharing ideas. In this regard, the HoD can connect to other people for ideas. This platform of networking could to large extent, help the HoDs to develop on the role because they can consult the appropriate people for help as and when the need arises. This can be seen as a form of learning process in which a HoD learns and gets to know from other people what they are not sure or did not know on the roles. Opoku indicated his experience as this:

We recognize that we cannot live in isolation, so in fact in my department, we recognize the fact that we have Biochemistry department. So if we have to make a decision to do anything, the first thing is to consult them so that we don't duplicate. This is because our colleagues there have the same expertise as ours and it is just about us deciding to apply ours through medical field and they have a broader objective. For instance, we started discussing how to introduce postgraduate programmes. With this idea, we saw they should be an integral part because we cannot have a separate programme here and another one there. If such programmes should exist, they should have different foci.

Opoku revealed how his department collaborates with another department to support each to manage their departments. For Opoku they depend on one another because they have lecturers and other workers who have similar expertise and professional background to share and work together as sister departments.

This can be seen as interdependence of people of different departments working together a network. Interdependence is the mutual reliance between two or more people (Griffin et al., 2010). The direction of discussions and analyses of this results emphasize Lunt (2002) model which suggest that knowledge is needed in taking critical decisions in every aspect of the academic HoD's role in leading and managing. However, the academic HoD can acquire the necessary and needed knowledge through consultations and networks with people who have fairly unique ideas about the HoDs role.

Opoku further explained that as a unit of the university they have a common goal for research work. He opined:

So at the moment, because we find ourselves in the College of ... ours would be most likely geared towards health and diseases. So if we have ours that way, then the other aspects will have to be done by other departments in the college. However, we think that we should still establish proper link such that even when it comes to the teaching, there can be cross teaching. So for our colleagues in the other related departments, we have that kind of working relationship with them. For us we actually don't see ourselves as an independent department. So what we do is that wherever the person is if the expertise is needed, we don't really have problem.

According to Opoku, because their domain of studies falls within scientific studies, they are likely to work together towards the health and diseases. Again Opoku is of the view that the two units of the department regarding the areas of teaching are interrelated and this can promote cordial relation. Opoku also sees his department as a part of whole unit that is for him, his department depends on other unit. This in a way shows that Opoku is of the view network and collaboration is important for the progress and development of his department. This suggests that knowledge acquired on leadership can be shared and applied

on different contexts that are interrelated in nature because the role of the academic HoD is similar in various departments so knowledge and experiences can be shared through networks in helping each other to be well resourced for the various leadership roles.

Similarly, Effa indicated how he networked to perform his role:

it doesn't come regularly... I would not say it is effective, what is helping me is learning on the job. I try to, if there is anything that bothers me or I do not have enough experience or knowledge, I find out from the Dean or any senior officer but the one training I received from the university was not adequate, it didn't address all our duties.

Effa brought to light that challenges associate with the work of the academic HoD and as such the need to network with other people for knowledge sharing or seeking, According to Taysum and Slater (2014), through knowledge sharing, people get closer with their diverse identities (In the case of HoDs, it is diverse needs)

Grace added that:

...At times, you have to go to a different department or faculty or even college to find out information about how things are done. One thing I have found is that people are ready to get you the information that you need if only you consult them and others also consult you.

Grace and Effa seem to connect to other people apart from their colleague HoDs. They have also brought to the fore that networking goes beyond one's immediate environment and to other environments where possible. Therefore

pertaining to the issues at hand, one can contact those with the expertise to learn or for more ideas to take a rightful decision.

Yaw brought to light how he networks with other people outside his department to build the research capacity of faculty members in his department. He explained how he achieves this as:

...we do self-evaluation to see where we are deficient and what we can do as lecturers to improve the capacities of our staff. So as part of our strategy, we have retreat and workshops organised for our staff on research methods for lecturers who are not very good in qualitative research for example. Sometimes we have to get people from outside the department and faculty who have expertise in competitive research for example to come and organise workshop.

From the data, the HoDs network with other people for knowledge sharing or seeking to improve performing their roles. This connects to Taysum and Slater's (2014) views that through knowledge sharing, people get closer with their diverse identities (In the case of HoDs, it is diverse needs) built on principles of inclusion and respect combined with education. This means that knowledge is not a preserve of or limited to a particular individual. That at any point in time, when one is in need they consult or contact those with the 'know-how' for support. Networking was used as an avenue for HoDs to get connected to their colleagues for support to perform their roles and to also enrich their knowledge. In support of this view, networking has been described as a psychological need to connect, socialise and work with others (Van Winkelen, 2003) and had relationships offer, support and comfort that can increase one's own value and in turn attract other people to your network (Taylor, 2006). Nevertheless, the HoDs networked in different ways such as teaching, programme running, the use of committee system and consultation of other professionals to get ideas.

It could be seen that networking support builds relationships among the people who are connected (Emefa , 2014) and can be used at anytime through diverse situations such as partnering with departments with similar expertise like Opoku's experience above. This is to share ideas regarding best practices or consulting individuals who are believed to have had the needed experiences to help as revealed by Effa. Networking for support is also seen to have developed leadership skills in the HoDs because the HoDs internalise what he or she is given and apply to situations that they consider suitable in playing the roles at a particular time. Exchange of ideas in networking support would further help the HoDs to develop on the role irrespective of whether a person has had on the job training or not because there is knowledge seeking and sharing throughout the role and on updates and ways of implementing the roles effectively. Knowledge sharing and networking of ideas in managing and leadership as best practices where various academic HoDs can learn and apply knowledge on different work situations.

6.7 Summary of the Chapter

From the data on research question three which deals with the kind of preparations academic HoDs have received for their roles, the participants expressed their preparations to be the kind of experiences that they have acquired to play their roles. It emerged that the participants have had several leadership and management experiences from different sources. These include on the job training which is directly on the roles of academic HoDs and other experiences not directly on the roles of HoDs such as informal mentoring, post graduate research, previous experiences, culture of seniority in hierarchy, and finally networking in support of one another.

Though, there were overlaps in the respondents' responses so all the participants fell into more than one categories of experiences which they considered useful to their roles. The data on their characteristics revealed that all the respondents had experience post- graduate research and were all Ph.D degree holders and one

would expect them to have acquired experiences useful in playing their roles as some of them indicated. Taking for instance Yaw, the data revealed that he had diverse experiences (5) consisting of on the job training, post-graduate research, networking in support for one another, previous experiences and collaborative efforts for his roles whilst Akwasi had two, which were informal mentoring and on the job training. The respondents therefore have blend of experiences for their roles which are mostly not acquired directly on the role but were helpful to their roles. To Gurr (2015), the success of leadership is generally crafted through the blend of the on-the job learning, formal and informal learning, and mentoring.

In using the knowledge creation theory and framework by Lunt (2002) which categorized the experiences of the respondents as both individual and groups into four modes of knowledge, namely; disciplinary, technical, dispositional or trans disciplinary and critical. The respondents who copied directly from an experience/s they have acquired such as on the job trainings to their roles without considering whether they are right or not in taking certain decisions happened to be in the disciplinary mode of knowledge. Those who were considering ideas from varying sources like the networking in support for one another to take decisions were in the dispositional mode of knowledge whiles the respondents who were considering varying ideas and relating them to each other so as to come out with the right one or ones to take a particular decision or to take decisions were in the critical mode of knowledge. For instance those with the post – graduate experience were in the critical mode of knowledge. In considering all their diverse experiences on the role with the theory on knowledge creation, the academic HoDs would need to be in the critical mode of knowledge in order to draw more leadership and management knowledge and skills on their roles together with other experiences they consider useful for their roles so as to be effective and help in the achievement of the modernization practices in their institution. Conscious efforts should be made therefore in their trainings to network in support of one another whenever the need arises. Exchange of ideas in networking support would further help the HoDs to develop on the role

irrespective of whether a person has had on the job training or not because there is knowledge seeking and sharing throughout the role and on updates and ways of implementing the roles effectively.

CHAPTER SEVEN

PRESENTATION AND ANALYSIS OF THE MAIN FINDINGS

PREPARATION HODS WOULD HAVE LIKED FOR THEIR ROLES

7.0 Introduction

Following the presentation and analysis of the first, second and third research questions, this section presents the key findings which relate to the forth research question on what HoDs would have liked for their roles? The focus of the research question four was to find out the nature of preparation that heads of department would like to have undertaken to equip them with the necessary skills and knowledge to perform their roles effectively. The key themes which emerged are hereby presented with the corresponding number of respondents whose submissions supported the various themes: four (4) out of the sixteen (16) respondents indicated preparatory training; ten (10) out of the sixteen (16) respondents indicated periodic in-service training, whereas four (4) out of the sixteen (16) respondents indicated grooming potential HoDs.

The respondents also made some recommendations regarding the appointment of Heads of Department and the themes that emerged with their corresponding respondent are as follows: four (4) out of the sixteen (16) respondents indicated appointment of HoDs based on competence, and (2) out of sixteen (16) respondents suggested appointment of HoD based on consultation with members of the department. Five (5) out of the sixteen (16) indicated other emerged recommendations.

7.1 Preparatory Training

The need to receive preparatory training before taking up the position of head of department was underlined by four (4) out of the sixteen (16) respondents. According to Enyeart (2011a), leaders should gain insight into the demands of the new functions they will be playing before they actually assume their roles. New principals are expected to possess the required competencies that will ensure effective and efficient output from the very first day they begin to work (Crow,

2006) and by implication, academic HoDs are expected to possess necessary skills and abilities regarding their roles to be successful from day one. Four respondents indicated that training in-between the period of appointment into office and the assumption of duty is preferred. Thus, appointed HoDs should be trained before commencing their work. The essence of this prior training is to help them perform their duties effectively as well as avoid the “trial and error” method some of them have resorted to in the absence of such training. The quotations by the four respondents who are of this view have been presented below.

Yaw who believed incoming HoDs should be given initial training before beginning their work had this to say:

The training of the HoDs, I think they should organize it once every year but it should come before assumption of duty. Once the person is identified to be HoD, the training should come before assumption of role but not two months after. This is because one can create a mess in his or her role in the first few months and so, the training should come earlier like May or June or July before appointment in August.

Akwasi mentioned series of training sessions that will first update in-coming HoDs on their new role and ensure the department’s smooth transition as the office is handed over to the new head. He thus said:

... for the last three months before assumption, the person coming should be invited to all the meetings for him to know what is going on and besides, the official training of the department should be about six months before you assume ...you need to give them an initial training. At least in my case, I had the opportunity to represent the HoD in meetings so you know what goes on there and how to argue your case out and to also lobby.

Akwasi reiterated his view that candidates for the position of HoD should be trained prior to the assumption of duty and he puts his view this way:

I have already indicated that you have to identify the people who need the training; you need to give them an initial training.

When further probed about how the initial training should be carried out and why the need, Akwasi suggested a more practical and inclusive approach where prospective HoDs understudy the out-going HoD for about three months to keep them abreast with the state of affairs of the department before ascending the position. He went on to propose an official training of new HoDs by the department six months before taking up their duties, and a post-training session a month after assuming their positions to see how well they have settled into their new roles.

...some kind of transitional period, it shouldn't be like you just come in and the other one exits. At least in my case, I had the opportunity to represent the HoD in meetings so you know what goes on, how people argue things out, what strategies they use, how to lobby. ...The official training of the department should also be about six months before you take up or perform the role and then one month after there should be training, because when they put everything together you get confused and it becomes like you learn everything in the job, which is bound to a lot of unpardonable mistakes.

Akwasi's submissions are indication of a strategic series of training sessions which aim at the gradual introduction of academic HoDs to their new position in order to enable them grow in their roles. This is underpinned by Carroll (2010) whose studies indicate that effective leadership is increasingly regarded as a vital

component of successful organizations hence the need to develop knowledge, attitudes and skills required to lead effectively.

Reinforcing the admission of Yaw and Akwasi, Grace suggested forms in which this kind of training should take by putting it this way:

HoDs should be taken through series of seminars, workshops and other trainings before they even assume the position.

Grace further elaborated her point as:

You may not even be aware that you have been recommended to be HoD, until you receive your letter. And then if you receive your letter on the day of assumption, the out-going HoD hands over to you and that is not enough. I think the training should come before the HoD assumes the position that has been given. As at now, the HoD can cause a mess before he is given training and that is not good enough.

Yaw, Akwasi and Grace seem to acknowledge with their responses that preparation on the role for the appointed HoDs before performing the roles would offer the HoDs the pre-requisite knowledge on their roles and their implementations for a smooth take off as they perform their roles to be effective. Ofori corroborated with the evidence of Yaw, Akwasi and Grace when he indicated:

At least there should be, when you are appointed, official training and six months into your role, there should be something like a review; the challenges you are facing and issues that are not clear to you, you ask the experts for clarification.

Ofori rather suggested additional platform to the early preparation onto the roles after being on the roles for some time to enable the individual HoDs share their experiences on the roles and find best practices of overcoming some challenges they are facing on the role. Though, other alternatives such as seeking opinions from other significant people who have knowledge on the roles are also possible (Gurr, 2015).

The respondents who indicated that the academic HoDs should be given formal training before performing their roles brought to light that the training should be done some months (two to three months) before playing the role. This will serve as a preparatory ground to expose them to what would be expected of them by students, staff and management. The initial training will eventually prepare them to have a fair idea of what they will be doing and be confident to take up the role. Again, the initial training will help them to avoid making mistakes when they begin to play their roles, rather, they will be well positioned for the role. Hence, initial formal preparation few months into playing the role will go a long way to help them acquire the needed basics into the role of academic HoDs. The above responses give an indication that formal preparation prior to assumption of the HoD role is very necessary and can greatly contribute to the successful discharge of roles by respective HoDs. This is supported by Boyd et al. (2009) who found that efficient preparation of teachers prior to assumption largely contributes to student achievement. Identification and training of prospective senior members of the university can as such ensure sustainable and vibrant departments in terms of HoDs discharging their duties. Lunt (2002) categorization of knowledge suggest that at every level of knowledge acquisition, the academic HoD's must be able to learn and adapt to their role by networking with other people of similar positions to tap into their skills, knowledge and expertise so that they would be able to perform HoD related task with ease.

7.2 Periodic In-service Training

Ten (10) out of the sixteen (16) respondents maintained that periodic training of academic HoDs should be organized after they have taken up their positions and while discharging their duties as HoDs. The submissions made by seven respondents are stated below:

Ofori who earlier expressed his view that there should be official training before the performance of the role and another one after six months into your role, further indicated that

...then in your second year there should be the same thing. It is important they take it serious because if the HoD doesn't behave well then the department would be left behind.

This means that in as much as HoDs may already possess some knowledge about their functions, it is better to provide them with competency tools that will make them more suited to their new positions. Hence, given that the work of academic members is geared towards academic issues, any additional work involving the management of a department calls for further training on administrative and leadership issues in order to maintain effective performance. Westcott (2000) observed that in the case of a HoD, the individual transforms from just being an academic staff to being an academic (teaching and researching) and administrative leader, responsible not only for the effective management of the department, but also accountable to the management of the institution. Westcott's (2000) submission seems to imply that the transition or role change is not always easy since academics mostly apply for teaching at the universities and not for administrative work. An orientation exercise which is part of the preparation process would be of help to enable them adjust to their new role and render them more effective as they progress and learn more on the role

Opoku who also saw the need for periodic training for HoDs believed that even a reappointed HoD needs to be given refresher training sessions to make their subsequent terms more effective.

As much as heads are appointed every academic year, at least those who are appointed again should be retrained. Even those who already have been there for a period, the probability that we might forget some of our own expected responsibilities is high, so there is nothing wrong in retraining those who are already in.

Opoku supported the view of Ofori that challenges are bound to come in the course of performing the roles so, having periodic trainings on such challenges will help to the HoDs to play their roles well. This supports the views of Chu (2012) that leaders have challenges and as such need to be addressed through training. Opoku further revealed how society is dynamic and new things keep coming which affect roles of the HoDs and as such calls for retraining. This, he puts:

I also acknowledge that the world is dynamic so if you have been a head and a new person comes he may not necessarily play the same role, because things may change, some of the roles may be static but others may keep changing. So if I get the chance to be appointed again, it should not be assumed that because I have been on the position before, I necessarily have the expertise, they have to still retrain me. But I think that in as much as heads are appointed every academic year, at least those who are appointed again should be retrained.

The issue of change as earlier indicated by Grace is reechoed by Opoku's response above. The fact that new ways of doing things better keep coming, additional trainings on them are paramount.

Akwasi who earlier suggested preparatory training before the role added that:

One month after assumption to duty, there should be training, because when they put everything together you get confused and it becomes like you learn everything in the job, which can lead to a lot of mistakes which are unpardonable.

Kwadwo expressed his view this way:

I would recommend that it should be done once a year. Every year, there should be a training programme for HoDs so that even if you have had it earlier you would be able to refresh your memories every year you are given the opportunity to attend the training.

Kwadwo had earlier revealed he did not have any formal training on his role but understudied his formal HoD and some lecturers during his national service time to know how some of the activities such as teaching and researching are done in the department. As a result, he suggested a yearly formal training programme which will refresh the minds of the HoDs. Though, he could not come up with the areas of the trainings, he added that any training on what will make the HoDs effective to perform their roles will be good. Lunt (2002) opined that it will be useful to acquire some form of critical knowledge which will help the leader to understand issues in different ways of knowing and doing to enable learners see things with fresh eyes and different perspectives.

Emmanuel reiterated the need for periodic training as:

While they are in the office, they should continue to receive training. This should come at regular intervals of six (6) months.

Moreover, Abeka indicated:

...one just after their appointment and then you can have some time lapse for an evaluation, so the second training is sort of evaluation... so I would suggest three months after the initial training so you can collect views and reports and obviously that would help in subsequent training.

Though the respondents support periodic training on the HoDs' role, they tend to differ as to how long one should be on the role before additional training is given to him or her. For instance some such as Abeka prefer after three months stay on the role, others such as Ofori would want six months after and Akwasi, a month after. These diverse views may be possible as a result of their levels of knowledge developments on the roles. Knowledge is acquired through training and sharing of ideas as well as learning how to lead (Lunt, 2002).

Grace, who had earlier suggested training prior to playing the roles later, added that periodic training for HoDs is also necessary. She expressed as this:

... Training of HoDs should be periodic. HOD's should be consulted in areas they require further training. The university should not only decide this. The HOD's should be involved to decide areas requiring further training such as finance and administration system in the university. Many HoDs do not know this. For instance, HoDs do not sign cheques, everything is passed on to the dean, and the dean even has a threshold, when it comes to the amount of money to pass on. All this should be made clear to the HoDs and whoever is in anonymous position like them. Procurement laws are also not known to the HoDs. So I think they should be periodically trained in these areas.

This means that in as much as HoD's preparations or trainings are paramount for expected end, it is better and easier achieved when needs assessment is done to

identify areas in which the HoDs would need preparation or training for their roles.

Grace added:

The HoD's should be involved to decide which areas they need further training on, especially the areas in finance and administration system in the university. Many HoDs do not know this. For instance, HoD's do not sign cheques and Deans even don't have a threshold. All this should be made clear to HoDs for better delivery of their mandate.

The HoDs further requested for periodic in-service training for their roles. This they believe will serve as a refresher training to make them responsive to their roles. Periodic in-service training will also bring out what they have acquired and what they want to acquire so that the gap in their knowledge acquisition will be filled to assist them perform their roles effectively. Thus, a kind of needs assessment where the HoDs indicate their areas of needs for training to their trainers. Moreover, the periodic training is considered to update the knowledge of the HoDs on current practices. This connects to the idea that in-service development enables HoDs to update their knowledge and refine their leadership skills (Crossley & Holmes, 1999; Bezzina, 2011). Furthermore, the HoDs indicated the need for needs assessment from them so as to form part of the areas of their training to be effective. Some HoDs requested the periodic in-service training to come after two months into their roles whereas others opted for after two years in the performance of the role

7.3 Areas of Preparation

The respondents suggested areas for formal training in both leadership and management aspects of their roles. The management aspects were mainly on daily office activities which I have grouped them into office management procedures

and finance management. Representative quotations of these management aspects are discussed below:

Training on Office Management Procedures:

Abeka mentioned as this:

...you need to understand the administrative procedures. For instance, if there is a correspondence, how do you handle the correspondence? You are left at the mercy of your administrative staff. If they are up, they will tell you that, okay, this is wrong, this is how, this is not how we do it but eventually you are the one who would sign the letter and so whatever correspondence that goes out there which you sign would have to be done properly. I strongly suggest to the university that all academic heads of department should be given training with regard to basic administrative procedures. They don't have to leave... you don't have to leave them for them to study that on their own or from the administrative staff they work with, that would also depend on the human relations with them. If you don't have a very good one then learning will be difficult, you would have to make a lot of mistakes before you learn or you would have to always consult other people.

Terkson similarly gave his as:

I think the training should entail what is done for non-academic staff. For example, the person should know filing, know how to write letters, how to comment on letters and even how to arrange letters and everything administrative.

Bando declared this way:

One of the areas that require preparation is the chain of communication. You know, there are several correspondences that you would need to write to put across as HoD and you don't know where to write it, for example, if I am writing to the provost of another college, should I necessarily pass it through my dean, through my provost to that provost or should it pass through my dean directly to that provost. You see, some of these preparations will have to come, and then some letters have some particular way of writing them. For example, if you don't know how to write those letters you need to consult, but then if there's such training for... you know some people are not opened to consultation, I know people who don't like consultations so they would keep making the mistakes. You know, when I took this office, the office was, more or less, empty and I had to fill it with all the furniture and all...so the procurement process – I needed to know the procurement process as the head of department or else I will make very serious flaws: purchasing items that you don't have power to purchase, if you need to purchase an item that is very costly you'd need to pass it through...I mean, whatever item you'd have to purchase you'd need to pass it through the procurement process but you can make a mistake if you don't have that training.

Bando was concerned about chain of communication and other daily office activities because he had no formal training on the roles unlike those who learnt about chain of communication from the formal training they received. Moreover, Bando wanted training on the implementation of the various correspondences (various communications) that come to the department from many areas and not just about having knowledge on the line of authority to communicate alone.

Nicholas stressed regular workshops on daily office activities as this:

There should be regular workshops on the duties, and roles or responsibilities of heads of departments. Yeah, um ... sometimes too even how to conduct meetings. You see, how you can conduct meetings like departmental board meetings and then reporting on what you have discussed. Yeah, they are skills! Those skills that as a head of department you need to acquire in order to be efficient. Ehh.... If you have to communicate, the kind of language; how you have to do it. You don't have to just leave things like that. It is important for the head of department to ensure that, you know, the table... his or her table is always cleared, correspondences that come, you don't have to wait. Yes, there may be some emergent matter which must be attended to, you know. So there will be the need for such trainings so that the heads of department can be fully equipped, you know, with the skills that will help them to do their work effectively and efficiently.

This is a call for training in the rudiments on basic office management which will help the HoDs to know how an office is managed. Office management involves activities such as letter writing, organizing and holding a meeting as well as reporting writing (Gmelch and Miskin, 2004). The academic HoDs who are trained on academic activities will benefit immensely from trainings in such administrative areas they do not have much knowledge in so as to help them play both academic and administrative roles of the HoD effectively.

7.4 Finance Management

Speaking on the area of financial management, Felicia indicated that practical workshops should be organized on the generation of funds and spending to help HoDs manage cash flow in their various departments. She says:

I need training on effective finance management since almost everything to improve the service deliveries here is about money and our money is limited. Training on how to generate and use of funds in the department would go a long way to help us perform our work well. I think we should have practical workshop for people who are likely to be given such positions so that they are able to manage things when they get those positions. If you have the workshop after you have been given the position means that you are learning on-the-job and makes it difficult sometimes.

Others such as Effa and Akwasi have earlier indicated that apart from the AFUF they received, their departments generate funds internally through the production of yoghurt and running of sandwich programme respectively to run their departments. Therefore, as the data has earlier revealed the main source of finance to the departments is the AFUF by the University and is inadequate to the management of the departments. Felicia believes that training on how to raise and manage funds in the departments would go a long way to generate funds to run the departments smoothly.

Subscribing to the need for further training in financial management, Effa who has already indicated to have had formal training on facts about academic HoDs suggested further training in financial administration as he indicated:

...further training especially in the finance administration system in the university will be very helpful to play the roles. Many HODs do not know this. For instance, HOD's do not sign cheques, everything is passed on to the dean, and the dean even has a threshold, when it comes to the amount of money to pass on. Procurement laws are not known to the HOD's. So I think these are the areas, it should be periodic

The quotation above is evident that the academic HoDs are academic members who are not familiar with certain management issues. Effa brought to fore how knowledge on procurement issues is paramount to HoDs in the performance of their roles.

Boat agreed that financial training was essential by adding:

I want training that will expose me into the financial issues of the department. For example when you come, you are not told how much you have in the department's account, how to operate the account and how to prepare budget. I mean how to mobilize and control funds in the department in general

Though, Felicia, Effa and Boat agreed that training on the financial duties of the HoD is required, they expressed their diverse needs on areas such as ways of generating and using funds in the departments, dealing with procurement issues and budget preparation respectively..

7.5 Leadership Training

Apart from expressing the need for training in financial management, some respondents made of Bando, Grace, Kwame, Akwasi, Kwadwo and Eric also expressed the essence of leadership training sessions to enable them direct and coordinate affairs in their departments. Bando explains that leadership seminars as well as workshops for ideas sharing are needed and he puts it this way:

Once a while some of these leadership fora should be organized for all members of the university because everybody is a prospective HoD, everybody is a prospective dean, everybody is a prospective pro-vice chancellor, provost and vice chancellor. For the office of the head of department too, we should have such leadership seminars tailor made to train all senior members. But it's also very

important that once a while there are workshops for HoDs and then we share ideas, you know, the way other HoDs are doing, executing their duties, you share ideas maybe, “you can do this way, you can do...”, because, you know, most people are good at conflict resolution, people are good at managing human resource, people are good at managing capital and so if we share ideas, I think, we can build on very well.

Though Bando earlier stated that he never received any formal training on the role of the academic HoD, he revealed how some informal leadership roles he had previously played, such as taking care of his siblings in the absence of their parents, being an examination officer and understudying his formal HoD who used to delegate some duties for him to do have helped me to work with other reliable people. But the informal trainings are not directly linked to the roles of academic HoDs and cannot adequately prepare him well for their role. Therefore, Bando suggested a formal training which will bring other HoDs on board and offer them the opportunity to relate to one and share ideas on ways that they have being playing their roles to be successful.

Again, Bando believed the leadership training on share leadership in which the HoDs involve other members of the departments in the performance of their duties would help the HoDs to play their roles well. Therefore, having training on how to collaborate with others in the department seems right for HoDs preparation so as to maintain vital and educationally purposeful departmental programmes (Northouse, 2013).

Kwame added to leadership training as:

I would suggest that the headship or leadership training should be organized for all academic HoDs as well. This will provide them adequate knowledge on how to lead to manage human and non-

human resources in the department. You know, the job entails a lot and without the skills in leading, you will fail.

Akwasi who was particular about leadership seminars for lecturers had this to say:

...this is about leadership. You can be the senior but you will not have the leadership skills. So if they can work things out in such a way that we can identify people with the leadership skills to do it. This rightly calls for leadership trainings.

Akwasi further revealed to me that the HoDs lead colleagues of equal or higher rank and getting them to work is quite challenging as they may see you to be lording your position over them. Therefore, getting training on how to maintain mutually satisfying relationships between heads and lecturers will be beneficial to them.

Kwadwo reiterated that:

There should be training on the implementations of the work we do here. The appointment letter stated them so they should train us on how to implement them. Ways of improving student's performance as well as motivating your colleagues to teach and to research effectly. I believe that every member of the department has to work hard to acquire a good image for the department so having training on how to do them will make us effective to achieve our vision in particular and the university as a whole. As human beings, we tend to have our differences but that does not mean we should not reason together. Getting the skills of dealing with both teaching and non-teaching staff in the department diplomatically is urgently needed.

Kwadwo was very passionate about ways of dealing with his staff diplomatically because he told me some members of his staff were very troublesome and usually brought negative external influences to the department from what was happening elsewhere. He cited an example of how some members would not attend departmental meetings after several notices to them and also would absent themselves from work without his notice.

Eric, one of the respondents who had not received any formal training on the role, added to the need for HoDs' preparation as he indicated:

The work of the academic HoDs is many as it involves a lot of meetings here and there and will take much of your time from doing other personal things. I believe training in how to combine the administrative work with the academic and personal (family as he indicated) effectively to achieve good results will ease us with some challenges associated with performing the roles.

The HoDs believe that the training on their areas of needs would address their challenges on the roles and make them effective rather.

In the area of management training, the respondents called for training in some daily office activities such as report writing and how to respond to correspondences that come to the department. They also called for training on financial management in procurement issues and how to generate funds for the department. The HoDs revealed that daily office management procedures form an integral part of the management roles of HoDs. Gmelch and Miskin (2010), mention that the administrative functions of academic HoDs include preparation of budgets, and supervision of both teaching and non-teaching staff in their department through tasks they assign to them as individuals or on committee basis. As some called for training on letter and report writing, others mentioned training in filling documents and responding to correspondences whereas others

suggested how to organize meetings. Again, some HoDs wanted training in procurement issues whereas others mentioned training in fund generation.

In the aspect of leadership training, the HoDs mostly requested for training on participatory leadership where the HoDs involves other members as they direct affairs or lead their departments to achieve common goals of the department. Thus, how to collaborate with other members to achieve a common goal in the performance of their duties. According to Jones and Samiei (2011), values such as good working relationships can breed an atmosphere of trust and consistency, ultimately having a reassuring effect on staff. This means that the academic HoDs need to be trained on good interpersonal relationship so as to relate well with their colleagues at work places and create the enabling conditions for them to feel belonging and trusted in order to offer their support to them and be committed to their work for the achievements of the common goal/s of the departments

As part of the description of the respondents' roles earlier discussed, leading in some activities of the department was mentioned in which the HoD provides leadership to the other members in the department on the activities of the department. Therefore, having training on how to collaborate with others in the department seems right for HoDs preparation so as to maintain vital and educationally purposeful departmental programmes (Northouse, 2013). Studies by Carroll (2010) indicated that effective leadership is increasingly regarded as a vital component of successful organizations but developing the knowledge, attitudes and skills required to lead effectively requires systematic preparation which addresses the leadership and management needs of the leaders. The academic HoDs in this regard, can develop the knowledge, skills and attitudes, values and behaviours to lead and manage when they are systematically prepared before and throughout their tenure of office. Crow (2006) commented that appropriate ongoing development opportunities should be made available to leaders so that they can update their knowledge and refine their leadership skills.

It could be deduced from the views expressed by the respondents that inadequate training of academic HoDs can make them ineffective on their roles. This is in line with Deem (2004) who observed that people who become HODs are situated in difficult management and leadership situations with little or no orientation.

7.6 Grooming Potential HoDs

Five (5) respondents were of the view that the university should not wait for one to be appointed as HoD before training such a person, rather, potential people can be trained ahead of their appointment or before they are duly qualified as HoD. They are presented as follows:

Kwame was of the view that a leadership training session should be organized for all lecturers in order to equip them with the required leadership skills and qualities they will need to fulfill future roles they might assume:

I will suggest that those to be appointed in the university as HoDs should be involved in departmental work and training should be organized for them. I would also suggest that the headship or leadership training should be organized for all lecturers and not only for those they have in mind so that if they are appointed as the HoD, they will have adequate knowledge on their job detail.

On the part of Emmanuel, all lecturers should be trained towards the position of HoD since they are all potential candidates and not only for those identified by authorities as fit for the position.

...the university should train all lecturers but not selected few towards the position of HoD. So that once any of them is appointed to lead the department, they can start working effectively. They should not wait until one is appointed before they offer training.

In confirmation of what Emmanuel and Kwame pointed out, Bando maintained:

All members of the department should be involved in the training of HoDs at any particular time so that when the office becomes vacant and one person is filling it, there would be that continuity.

Although Felicia was in accordance with the preceding submissions of Kwame, Emmanuel and Bando to a large extent, she believed that the leadership training session should rather center on lecturers who are probable candidates for the position of Head of Department.

I think we should have practical workshop for people who are likely to be given such positions so that they are able to manage things when they get those positions.

Akwasi, who had earlier indicated that training of HoDs should start prior to the assumption of duty, further mentioned that:

I have already indicated that you have to identify the people who need the training; you need to give them an initial training.

When asked further for how the initial training should be and why the need, Akwasi explained:

...some kind of transitional period, it shouldn't be like you just come in and the other one exits. At least in my case, I had the opportunity to represent the HoD in meetings so you know what goes on, how people argue things out, what strategies they use, how to lobby. So for example, for the last three months before you, the person coming should be invited to all the meetings for him to know what is going on. The official training of the department

should also be about six months before you assume and then one month after there should be training, because when they put everything together you get confused and it becomes like you learn everything in the job, which is bound to a lot of unpardonable mistakes.

Akwasi's quotation above is indication of systematic kind of trainings which aims at gradual development of the academic HoDs. In this case, the person to be appointed will be involved in some practical roles of the academic HoDs and get acquainted with them than for the appointed HoD to be prepared theoretically on the roles for quite a time (about three months) before taking up the post. Studies by Carroll (2010) indicated that effective leadership is increasingly regarded as a vital component of successful organizations but developing the knowledge, attitudes and skills required to lead effectively requires systematic preparation which addresses the leadership and management needs of the leaders.

The responses of the HoDs revealed the fact that there is no succession plan for the HoD so, they requested for it. Grooming HoDs is seen to prepare them or one for the roles before he or she is appointed to the roles. Just as McCall (1998) rightly put that leaders cannot be developed overnight and as such it is essential and proactive to identify potential leaders and train them to take up future roles. Grooming HoDs is also seen as a way to safeguard the HoDs' position so that in times of vacancy, there would always be someone to occupy the position. However, some HoDs want every lecturer to be groomed to have foreknowledge on the roles of HoDs so that anyone could be appointed for the roles whenever there is vacancy but other HoDs prefer some identified lecturers to be groomed for the roles. Lunt (2002) is suggestive of the fact that all individuals should be knowledgeable before they can acquire certain positions and act creditably.

The idea of grooming people for the HoD's position can be connected succession planning in which Maxwell (2003) suggested that leader must know the team,

know the situation, and know the players so as to come out with a succession plan which ensures that the right people are in the place at the right time. Lunt (2002) is suggestive of the fact that all individuals should be knowledgeable before they can acquire certain positions and act creditably.

This kind of preparation is believed to ensure that there is always somebody who qualifies to occupy any HoD's vacant position. The need to groom or nurture potential HoDs for effective delivery when the need arises is highly regarded by these respondents. This will also ensure that very well prepared and equipped people handle respective departments in a professional manner as Brown (2002) indicates that the notion that people appointed to handle the HoD role have required knowledge and skills is not always the case. Identifying and grooming people ahead of time is proactive and will contribute largely to ensuring success in HoD's roles. Lunt (2002) is suggestive of the fact that all individuals should be knowledgeable before they can acquire certain positions and act creditably.

Therefore, identifying and training of prospective HoDs of the university can as such ensure sustainable and vibrant departments in terms of HoDs discharging their duties. Taysum (2012) discussed that Post-graduate research provides that kind of knowledge needed to manage and lead people and organisations. Post – graduate research is deemed valuable in providing the much needed knowledge, experiences, skills, attitudes and exposure in leading and managing of institutions and people. Post graduate research gives the training that is required to manage and direct as well as implement policies that has been established by the statutes of such institution.

7.7 Recommendations Concerning Appointments

As part of the above suggestions that the respondents made regarding preparations that they would want for their roles, they also gave recommendations with respect to the procedure used in selecting and appointing heads of department. Their accounts are presented below.

7.7.1 Appointment Based on Competence

The appointment of academic HoDs is most often carried out based on seniority as earlier indicated in the first research questions. However, four of the respondents maintain that although the appointment of academic HoDs should be based on seniority, the competence level of a candidate should be used as the yardstick for such appointment. The views of the four respondents are presented below:

First is Eric who maintained that seniority was good for the appointment of the HoD but it should be attached to training otherwise it should be ignored to make way for competency. He indicated:

There is a new statute which has come up and it still talks about seniority. If we want to go by that, we need to provide training for them. If not and we want to base it on interviews and merit, that is ok so then you appoint qualified and competent people to the position of HoD and not seniors.

Another respondent, Yaw, who did not agree to seniority as a factor for appointment of HoDs has this to say:

I will recommend that the practice where we say that you must be a senior lecturer or a professor before you can become a head of department, I think is unnecessary, absolutely unnecessary. In many times, universities I have been to outside this country, once you have a PhD, you can be a head of department in most institutions. Lunt (2002) is suggestive of the fact that all individuals should be knowledgeable before they can acquire certain positions and act creditably.

Emmanuel has this to say:

I think the practice of concentrating so much on seniority for HoD's appointment is not very helpful. Competency in my own view should override seniority since effective delivery of mandate is utmost importance.

Terkson further supported Emmanuel's view and indicates:

The appointing bodies of the university should consider people's ability to deliver very serious during appointment of HoDs.

The representative quotes which support the theme of appointment based on competence can be linked to the assertion of McCall (1998) that since leaders cannot be developed overnight it is better to use track records of results to identify potential leaders and train them because it is not necessarily true that those with the longest resumes (seniority) are the fittest. It just means that they have been given all the opportunities. Keeping in mind the fact that institutions and organizations, hence departments outlast their members, it is prudent to have several competent and experienced staff rather than only a handful who possess the requisite skills and experience. Lunt (2002) is suggestive of the fact that all individuals should be knowledgeable before they can acquire certain positions and act creditably.

7.7.2 Appointment of HoD in Consultation with Members of the Department

Other respondents held the view that the appointment of HoDs should be done in consultation with the members of the department. Indicative quotations from Grace and Nicholas are stated as follows:

Grace recounted how lecturers used to be part of the HoD's appointment process and the need to revisit it now. She recounted:

Consultation for appointments as HoD should be broad. Sometime ago, it was lecturers in the department who voted for one of them to become HoD. So there should be blend between that system and what is pertaining now. Probably, the vice chancellor in consultation with the dean can nominate two or three people to become the HoD and then the lecturers in the department will vote for one of them.

Nicholas puts this way:

So my thinking is that or what I am advising is that before the next person is appointed, consultations should be sort from the one who is going out, who is exiting.

7.8 Other Emerging Recommendations

This section contains recommendations which were unique to individual respondents. They are presented as follows:

Kwadwo pointed out the need to reduce the number of contact hours allocated to the heads of department on the teaching timetable, taking into consideration their other commitments with the administration of the department and its attendant demands, not forgetting social and familial commitments. This he said:

HoDs should be made to teach just one course because you will do a lot of administrative works.

Grace puts across her unique idea that the production of a manual for the heads of department should be undertaken so that the manual would serve as a reference material or guide for the HoDs as they go about their duties. She thus stated:

There should be HoD's manual so that members can refer from it whenever the need arises

..

Abeka indicated that though the appointment of HoDs should be based on seniority, other academic staff with lower ranks should also be given the opportunity to ascend the position as the tenure of the senior staff comes to an end. He states however that academic staff of lower rank should be given a shorter tenure of office. He puts it this way:

So my only recommendation is that if it's the most senior, if his term of office is ended the next person in line and the next person in line, then even if the person is an assistant lecturer, the person should be eligible for a reduced term of office.

Adding to what Abeka said, Nicholas stated:

Anybody at all, so long as you have been able to rise to the rank of a senior lecturer, you can be appointed as a head of department.

Ofori, who believed that seniority was okay given that the senior person had a disposition worthy of emulation, expressed his view as this: "Appointment of the most senior with good character".

7.9 Summary of the Chapter

The data on the fourth research question which deals with the preparation academic HoDs would want to receive for their roles have brought to the fore two different forms. The first one is about the timing of the preparation whiles the second form deals with the areas for preparation. Regarding timing for preparation, the respondents indicated, preparatory training for appointed HoDs before they begin to perform their roles, periodic in-service training on their roles, and grooming potential HoDs ahead of appointment. However, in the areas for training, the HoDs suggested trainings on their management and leadership roles which mainly concern about administrative procedures, finance administration and leadership training. The administrative procedures had concerns such as how

to respond to correspondences and write letters as well as to attend to daily office activities. For finance training, areas such as ways of generating income, procurement processes and also management of the department's finances came into being and finally, the leadership trainings on how to involve others in performance of the role

Though in the aspect of timing of preparation, the respondents were not specific in the areas of needs, they revealed that preparatory training for newly appointed academic HoDs before their assumption of duty or role could make them effective for the task ahead. This will help equip them with the desirable knowledge and skills that will be needed to implement the roles stated in their appointment letters and to ensure a smooth take off else they could mess up in the initial stage. These in a way are background knowledge the respondents have requested for to be very necessary to make the academic HoDs effective in the performance of their roles which is similar to what Chen (1998) expressed that the ability of HoDs to effectively play their roles largely depends on the background preparations they receive.

For the periodic –in –service training, the data revealed it would further enrich the academic HoDs and make them more effective on the role. This is in line with Bush and Glover (2004) who maintained that if academic HoDs are given training through work based learning, they will be able to determine what they want to achieve and how they will put efforts to achieve them. The issue here is that new things keep cropping up as they play the role or new challenges may come their ways which need to be addressed with knowledge from such trainings. When they meet together for such trainings, they can share with one another their challenges and success stories on the role. Such training is believed to create a healthy relationship among the various academic HoDs and to establish a network in which they can communicate whenever possible for effective performance.

Again, on the job training is seen to be a refresher course which goes a long way to remind HoDs of knowledge they acquired earlier on the job.

In the aspect of grooming potential HoDs, It emerged from the data that every academic member in a department should be trained on the role so that whenever a vacancy is created, anyone can be appointed without much difficulty and for the person to be effective on the role. This could be seen as an avenue for all academic members to be conscious of the roles of the academic HoDs and the need to support them in the way they would have wished to be supported if they were the HoDs. It is seen as a kind of mentorship programme believed to ensure that there is always somebody who qualifies to occupy any HoD's vacant position and also affirm the view on the absence succession plan to get a pool of potential members for the academic HoDs position. This would help the appointing authorities to get the pool of qualified people who are willing to play the role effectively to help strengthen the economy of Ghana.

In the areas of training, they suggested preparations mainly on the management of administrative issues such as how to respond to correspondences that come to the department, how to manage the finances of the department and how to organise meetings. This indicates that the HoDs mainly want training on the implementations of their roles to enable them play their roles well. Furthermore, some technical areas such as finance management and some office rudiments keeping were not captured in the formal training and as such confirmed the views of the majority of the respondents who received the "on the job training". Notwithstanding the demands for managerial training, the HoDs also requested for leadership training on their roles in order to effectively lead other members in the department to achieve their goals.

Regarding recommendations with respect to the procedure used in selecting and appointing heads of department, the data revealed that HoDs appointment should be in line with seniority, competency and consultation. The seniority and competency factors confirmed what the data and the policy document earlier indicated as some of the factors accounting for HoDs movements into the headship position. On the other hand, consultation with all faculty members also

revealed as a way of making members in the faculty aware of the impending appointment and also giving the opportunity to vote for their HoDs and seem to be new in the literature because it neither confirm nor reject the literature.

Other issues emerged were that workload of HoDs should be reduced in the aspect of contact hours for teaching so that they would get more time to do other leadership and administrative activities of their departments.

Considering the preparations that academic HoDs would want to receive, it could be seen that they do not possess adequate knowledge in areas they suggested for training and perhaps could not play the role as they have to help achieve the modernization needs of Peace University.

In putting all the areas of preparations for the academic HoDs together, preparations mainly on the management of academic and administrative issues such as how to respond to correspondences that come to the department, how to manage the finances of the department and how to organise meetings are paramount to the HoDs. These needs mostly fall on administrative issues which turned to agree to the fact that academics come to the university to teach and not to do any administrative work so whenever they are exposed to any administrative work, they should have preparations to that effect. However, some aspects of leading is also recommended to enable them play their roles effectively and eventually help in the achievements of the modernization practices of the university. Connecting to Jones and Samiei (2011), values such as good working relationships can breed an atmosphere of trust and consistency, ultimately having a reassuring effect on staff. This means that the academic HoDs need to be trained on good interpersonal relationship so as to relate well with their colleagues at work places and create the enabling conditions for them to feel belonging and trusted in order to offer their support to them and be committed to their work for the achievements of the common goal/s of the departments.

Again, the data confirmed studies by Bush and Jackson (2002), Huber (2004), Fink (2005) and Gunter and Forrester (2010) which indicated that the preparations of academic head of departments play a critical role in helping them to acquire knowledge, skills, experience, and attitudes that will be necessary for their leadership and management roles such as management of staff, teaching and researching to bring about vibrant departments in terms of ensuring educational effectiveness, improvement and transformation in the university.

The data also brought to the fore that the respondents want training on both their leadership and management roles as well as their implementations to help broaden the minds to better understand the demands of the role and how to implement them effectively just as Muthini (2004) indicated that HoDs need preparations to enable them to understand the complexity of academic and administrative issues they are supposed to deal with and how to go about them. This means that the academic HoDs want preparations in diverse areas but not single role just as Bellamy and Portin (2011) suggested that leader preparation cannot be limited to any single role but rather integration between instructional leadership and administrator preparation. Lunt (2002) model on knowledge creation and categorization of knowledge needed in the managerial roles of the HoD which is implementation of policies and leadership which is giving directions is very much important in providing basic knowledge and training for academic HoDs to acquire skills for management and leadership.

CHAPTER EIGHT

ACCOUNT ON THE TOPIC, SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

8.0 Introduction

This final chapter of the research project which investigates the preparations of academics who become university Heads of Department in a selected university in Ghana comprises five main sections. The first section 8.1 gives account on the research topic. Section 8.2 summarizes the findings of the study. Section 8.3 gives a summary of the findings from the research questions of the study. Section 8.4 emphasizes the study's original contribution to knowledge and details the interrelationships among how academics become HoDs, how HoDs describe and understand their work, preparations HoDs have for their roles as well as preparations HoDs would have liked for their roles. The next section 8.5 outlines the implications of the research project for theory and also provides recommendations for policy, practice and further research. This conclusion chapter also highlights the limitations and challenges of the study and presents the personal reflections of the researcher on the doctoral journey.

8.1 Account on The Learning Journeys of Academic Hod's Preparation and Access to Ther Role: The Case of a Selected University in Ghana

The journey of the academic HoDs' preparations in the Peace University begins with varying characteristics that they possess upon which the Vice Chancellor and the Dean consider to appoint an academic member for HoD's position. These characteristics are competency, seniority, willingness to serve, appointment by VC and Dean, and length of term's limit.

Building on the preparation journeys of the academic HoDs from their movements into the role is the access into the roles which offers the HoDs the opportunity to know the roles attached to the position. That is to become conscious of the expectations of the roles of the academic HoD and get to understand and describe what the role expectations are. The ability for the HoD to

describe and understand his or her roles shows the extent of his or her consciousness and determination on the role. As part of their role expectations, it has been brought out that they have a clearly defined routine work they play.

Their roles expectations included plan and design teaching and learning activities and/or programmes of study, teach and/or support learning, develop effective learning environments and approaches to student support and guidance, engage in continuing professional development, engage in external relationship, engage in other daily office activities and finally finance management. These roles fall within the ambit of leadership and management activities which are confirmed in most literature. The various roles of academic HoD mainly fall under the element of administration and management (Fitzgerald, 2004; Graham, 2004) which stem from the art of getting things done through others by directing their efforts towards achievement of pre-determined goals and formulation of broad objectives.

Having been exposed to the roles of academic HoDs, brought about the preparation or trainings they have had on the roles. Eight (8) respondents indicated that they had on the job training for their role as heads of their respective departments whilst another eight (8) maintained they did not have that kind of training for their roles. Six (6) respondents articulated that they had received experiences through Informal Mentoring and Understudy, Five (5) respondents acquired some skills through their experiences during post graduate research activities, Six (6) respondents indicated Previous Experiences, Four (4) respondents indicated Culture of Seniority in hierarchy, and Four (4) respondents had Knowledge from .Networking in Supporting One Another.

Respondents with experiences from the “on the job training” happened to be in line with the disciplinary knowledge (Lunt, 2002). They apply what they have been told to do. On the job training is identified as key to the success of roles performance and was confirmed by Normore (2004) that formal preparation of

leaders helps them succeed into a position with the skills, knowledge and attitude that they gain. However, a mere replication of experiences gained from it to situations in their role performances limit their knowledge acquisition on the role and can make them take wrong decisions when challenges come and they did not gain any knowledge on it from their training. This is possible because, their experiences from on the job training cannot work in all situations as they perform their roles.

Respondents with experiences from their previous leadership positions happened to be in the critical stage of Lunt's (2002) mode of knowledge. They do not stick to experiences on the roles alone but also draw from other formal leadership experiences they consider useful to perform their roles for attainment of their goals. They employ other theories or ideas to arrive at a good decision for the attainments of their goals. HoDs with this experience, do not just copy or apply what they have been told to do, rather, they question what they have been told to do if it would be prudent in taking a good decision or not and therefore go beyond what they have been told to do to other previous leadership experiences they have to perform on their roles.

The respondents with experiences from culture of seniority in hierarchy similarly like those in the on the job training, fall under disciplinary mode of knowledge (Lunt, 2002). They believed in what the elderly has said and apply them without questioning. Therefore, they give respect to their authorities and obey what they tell them to do whether it is good or bad.

Respondents with experiences from networking in support of one another are in the critical mode of knowledge by Lunt (2002). This is because, respondents with experiences from networking get diverse views, theories or ideas from other people they consult and relate the many ideas to one another to consider the best one or the right one to use as and when the need arises. They are seen to be critical as they consider many ways of knowing to get ideas and examine the

myriad of ideas by relating them to each other to select the right one with a fresh view. They do not just do as they have been told to do but relate knowledge to other sources to take rightful decisions. However, some of the networking may be in the disciplinary mode of knowledge. For example discussion with the Dean may not be critical, it may be disciplinary.

Similarly, respondents with the post graduate research experiences are located in the critical stage by Lunt's (2002). Through their research, they were exposed to different ways of doing and knowing and therefore consider different ideas and how they relate to each other so as to take a rightful decision with fresh views as they play their roles. The forms of HoDs training which took short periods of time such as workshops and seminars were seen to be management trainings ment to equip them with certain kinds of skills they needed to apply to perform their roles. The management trainings placed the academic HoDs in the disciplinary and technical mode of knowledge by Lunt, (2002). On the other hand, the form of HoDs preparations which took a longer period time to develop them to acquire skills of knowing s lot of ways of doing and to critically come out with the best way happened to be leadership preparation ment to empower the HoDs to perform their roles and were placed in the critical mode of knowledge by Lunt (2002).

The climax of the academic HoD journey of his or her preparation is moving onto the preparations the respondents would need for their roles, the respondents suggested for preparations before beginning the role and trainings on their management and leadership roles during the performance of the roles. Knowledge acquisition from all the areas are good, however, they mostly fall within the disciplinary and technical mode of knowledge creation, which do not make them to be critical in performing their roles. Furthermore, informal mentoring does not involve every academic member and has the potential of breeding nepotism. Other forms of knowledge they have on the role such as culture of seniority in hierarchy, previous leadership experiences are all good but can not fit into every situational context whereas leadership networking can help academic HoDs to

connect to people with expertise on workable solutions to various leadership problems within specific managerial and leadership context. Therefore, having all of them undergone a post graduate education, it will be good to teach them how to network in support of one another so that they can all the time seek for knowledge on the roles to consider the best alternatives for rightful decisions which bring about goals attainments. I have therefore developed a model of HoDs preparations out of the findings in the concluding chapter.

8.2 Summary of the Study

This thesis sets out to investigate the preparations of academics who become university Heads of Department (HoDs) in a selected university in Ghana. It aimed to describe and interpret the learning journeys of academic HoDs regarding how academics become HoDs, roles they play as HoDs and the preparations they receive to be effective in their roles. The study was built on the conceptual framework based on the longitudinal four stages of academic leadership journeys to preparations of their roles. With critical review of literature, the main research question of the study sought to answer is ‘What preparations do academic HODs have for their roles?’

Specifically, the study sought to:

- (1) find out factors that account for academics’ movements into HoDs’ position?
- (2) examine how HoDs describe and understand their work roles
- (3) investigate the preparations HoDs have for their roles and
- (4) examine the preparation HoDs would have liked for their roles.

To find answers to the study research questions, 16 HoDs in the Peace University in Ghana were interviewed. Taking interpretivism stance, the study used the case study approach to address the above research questions. As a result, a life history interviews were undertaken with 16 academic HoDs in a selected university in Ghana. The data were mainly derived from transcripts of the semi structured interviews whiles university policy documents linked to management culture also provided useful data for analysis. The data were firstly reduced through coding

and thematic techniques. Furthermore, as a way of bringing out the narrative of each respondent's life story, the researcher made profiles of each participant. As a result, the key aims of the study to be met came out to describe and interpret the learning journeys of academic members who become HoDs at the Peace University.

Also, after assessing learning journeys of academic HoDs preparations in the Peace University in Ghana, the researcher outlined a model which can help improve the current system employed in the Peace University (See below page 261 for more details).

8.3 Summary of the Key Findings

8.3.1 Research Question One

The first research question explored the factors which accounted for academic HoDs movement into the headship position. The findings revealed that the selection of academic HoD hangs mainly on appointment from the Vice Chancellor of the University in consultation from the Deans but the eligibility of most of the HoDs for the position is limited as they were mainly senior lecturers below the preferred rank (professor) as stated in the policy document of the case university and the literature. To be appointed by these authorities however, is dependent on a number of factors. These factors are seniority, competency, willingness to serve and length of term limits. The study revealed that HoDs are all the time appointed from academic senior members of the department. This is because these members of the academic staff are senior in terms of rank and are also presumed to be competent due to the high level of knowledge, skills and experiences they have accumulated over the years. The study also revealed that willingness to serve in the capacity as HoD can never be overlooked since it determines whether a qualified academic member would want to move to the HoDs' position or not. Hence, the pathway to the HoDs' position is not that smooth.

As indicated in my model below, varying characteristics such as seniority, competency, and willingness to serve are necessary in appointing HoDs. However, succession planning where conscious efforts are made to prepare a person to take over the HoD's' could complement the process that already exists.

8.3.2 Research Question Two

The study also examined how academic HoDs describe and understand their work practice. The key findings were that academic HoDs in a university broadly play the role of departmental leadership and management. It was revealed that the work of the academic HoD involves a number of activities geared towards the growth of the department in particular and the university in general. These activities, among others design or plan of learning and teaching activities which involves review and development of good programmes to meet the current demands of human resource base in the country, teach or support learning as they make provisions for teaching and learning materials and supervise both human and material resources in the department towards the standard set to create vibrant academic departments. In supervising the human resources which comprise both academic and non-academic staff, the HoDs make sure that they do their work as expected of them. Again, HoDs ensure that qualified students and academic staff are maintained by recommending the staff for appointment and selecting the students. However, the selection of the administrative staff is done by the central administration of the case university for which HoDs do not have a role in it. The HoDs manage inflows and outflows of moneys in the department with the consents of their Deans as well as managing others such as furniture, stationeries and equipment.

Additionally, HoDs liaise with other departments both within and outside the case university in order to maintain a healthy relationship and good collaboration for their developments. This enables HoDs to lead and manage their departments smoothly. More so is the fact that HoDs in the case university were found to be liaising not only with other departments in the University, but also with

departments outside the case university. The HoDs make sure that all policies formulated as well as activities in the department are carried out accordingly by making available the needed resources to implement them. That is, they implement policy decisions relating to maintaining high learning standards.

It was found that academic HoDs play these roles in addition to their mandated duties as lecturers (teaching, researching and community service) and, thus, make their work quite demanding making lot of them not enjoying the role of HoD. Issues such as time consuming, numerous demands on the role and difficulties in playing the roles have made a lot of them not enjoy their roles. Though few expressed their enjoyment on their roles, they were mainly on the fact that they were leaders to the rest of staff in whom they all rally behind. It also emerged from the study that HoDs do not play the roles alone but do so in collaboration with other members in their departments and their respective Deans. The HoDs therefore are expected to maintain a good relationship with other members in the department. They are to explain issues to them so that they will understand things better and contribute their quota well. In effect, transparency is paramount to the work of the academic HoDs. Overall, the evidence showed that the academic HoDs play both leadership and management roles but in different ways or capacities which call for them to be more resourced in the areas of leading and managing a department in order to be effective on their role because, they are academic members who have applied to teach in the university.

Clearly, the roles played by HoDs are mainly leadership and management role with many facets which would be daunting for an academic who has not gone through any preparation and achieved an appreciable knowledge on the role. This is why the model I propose seeks to integrate elements such as the varying characteristics with succession planning to expose the incoming HoDs with some knowledge of the role and also conscientise their minds for the role.

8.3.3 Research Question Three

In determining the kind of preparations HoDs have received for their roles, it emerged that they have mainly received experiences from diverse trainings which are not directly on the role than that of formal trainings on their roles. Some of the experiences were gained from informal mentoring, early leadership encounters such as taking care of siblings and being school prefects, personal experiences like knowledge acquired from post-graduate research as well as learning from other colleagues whenever necessary. The aspect of on the job training looked superficial as it did not detail the HoDs who were privileged to have about their roles and how to implement them. In using the theory on levels of knowledge creation by Lunt (2002) to the diverse range of the HoDs preparations, it was revealed that the HoDs have disciplinary, technical, dispositional or transdisciplinary and critical modes of knowledge for their roles. The HoDs mostly lack formal preparations for their roles and therefore employ their previous experiences which seem useful to their roles to be able to stay on the roles. Thus, it is a matter of using their discretions on how things should be done in order to survive on their roles. Once the appointment letters of HoDs state the role of HoD, the school expects them to be capable of performing their duties effectively. The HoD could, therefore fail if he or she has not got adequate knowledge in the implementation of the roles. They will at best do what is right in their own eyes. It might be noted, however that, what is right in their eyes may not support the growth and development of the department. The HoDs need to be empowered to be critical and take informed decisions for the attainments of their departmental goals.

Also, on the job preparations were, however given to them after their assumption on their headship positions. The study found, therefore, that newly appointed HoDs will initially have to struggle on their roles before any formal preparation is given to them. Invariably, the HoD works few months on their own based on their personal experiences as most of the respondents expressed before they are trained on their headship roles. Again, there are variations in the timing and number with

which the HoDs receive preparations for their roles. The variations in the timing ranges from two months after assumption on the role to six months while that of the number of preparations mostly range from one to two.

Interestingly, it was found that though the roles of HoDs across departments in the case university are relatively the same, there is no consistency in the formal preparations given to the newly appointed HoDs. This, therefore, places some of them at a disadvantaged position. There seem to be a communication gap between the section which organizes the training and the newly appointed HoDs they train. Regarding the embodiments of the training a few of the HoDs received.

Clearly, the roles played by HoDs would be daunting for an academic who has not gone through any preparation and achieved an appreciable knowledge on the role. This is why the model I propose seeks to integrate elements such as the varying characteristics with knowledge acquisition and skills such as networking. Acquiring the techniques of networking is crucial for achieving targets such as ensuring the financial strength of the department, forging collaborations between sister departments within the university and outside the university.

On the job training therefore seeks to make up for the inexperience that a new HoD will bring on the job. However, it only addresses the difficulty new HoDs face in a piecemeal or isolated manner. My model, for instance, allows for on the job training, but as a complement to several process of equipping the new candidate. Moreover, factors such as knowledge based on the role and needs assessment should inform preparation.

8.3.4 Research Question Four

Asked on the preparation HoDs would want to receive for their roles, it was found that HoDs in the case university want preparations in respect to the timing and areas of needs. Regarding timing, the HoDs wished for preparations that come

before the assumption of duty and that, during the stay on the role, which is, “on the job training”.

Preparation for newly appointed HoDs before their assumption of duty or role is recommended as one of the ways of making them effective for the task ahead. This will help equip them with the desirable knowledge and skills that will be needed to implement the roles stated in their appointment letters and to ensure a smooth take off else they could mess up in the initial stage. Again, it will offer them the opportunity to ask questions for clarifications on areas which are not clear to them. This background knowledge is said to be very necessary in providing the basic skills needed to make the HoD effective in the performance of their roles whereas that of on the job training is seen to be a refresher course which goes a long way to remind HoDs of knowledge they acquired earlier on the job. Furthermore, new things keep cropping up as they play the role or new challenges may come their ways which need to be addressed with knowledge from such trainings. When they meet together for such trainings, they can share with one another their challenges and success stories on the role. Such training is believed to create a healthy relationship among the various academic HoDs and to establish a network in which they can communicate whenever possible for effective performance.

It also emerged strongly from the study that, every academic member in a department should be trained on the role so that whenever a vacancy is created, anyone can be appointed without much difficulty and for the person to be effective on the role. This could be seen as an avenue for all academic members to be conscious of the roles of the HoDs and the need to support them in the way they would have wished to be supported if they were the HoDs. It is seen as a kind of mentorship programme believed to ensure that there is always somebody who qualifies to occupy any HoD’s vacant position.

In the areas of needs, Preparations mainly on the management of academic and administrative issues such as how to respond to correspondences that come to the department, how to manage the finances of the department and how to organise meetings are found to be dear to the hearts of HoDs. These needs mostly fall on administrative issues which turn to agree to the fact that academics come to the university to teach and not to do any administrative work so whenever they are exposed to any administrative work, they should have preparations to that effect.

These areas of needs are important to inform the preparations of academic HoDs but they still need both management trainings (where short workshops or seminars are given to introduce some skills of performing certain tasks) and education (which takes longer period to acquire to be more critical) for leadership. Therefore acquiring the techniques of networking (where one gets connected to the other to share knowledge to know more ways of doing) are crucial for the HoDs to get to know from other colleagues what they are not sure of so as to make informed decisions about their roles. This would help the HoDs to seek for knowledge about their roles at any time without having had to attend workshops or seminars. On the job training by the university would only be necessary for the HoDs only when there is/are new ways doing that they want the HoDs to know.

8.4 Original Contribution to Knowledge

Until conducting this research, there seemed to have been limited study on preparation of academic leaders at the university levels despite the fact that other researchers have made a case for the requirement on the study particularly in Africa (Harber & Dadey, 1993; Oduro & MacBeath, 2003; Bush & Oduro, 2006). This current thesis on the learning journeys of academic HoDs' preparations and access to their role, have contributed to knowledge by extending the frontiers of academic leadership preparations into the African Universities, particularly the Peace University. The interpretative approach which states that the world cannot be viewed as an objective reality but must be understood in relation to subjective

interpretations of human behaviour and experiences (Bryman, 2004) was used in investigating academic HoDs' preparations and their access to their roles.

In specific terms, this study has contributed to knowledge by describing and interpreting the learning journeys of academic HoDs preparations by focusing on their movements to the role, role description preparations for the roles and would like preparations for the role. The study has brought to the fore the importance of placing more emphasis on what kind of preparation can be given to a prospective HoD instead of what preparation is given to them when they accede to the office. The study again has pointed the centrality of knowledge in the effective role of a HoD. It is anticipated that discussions therein may act as a reference point to support existing theory and literature.

8.5 Implications and Recommendations

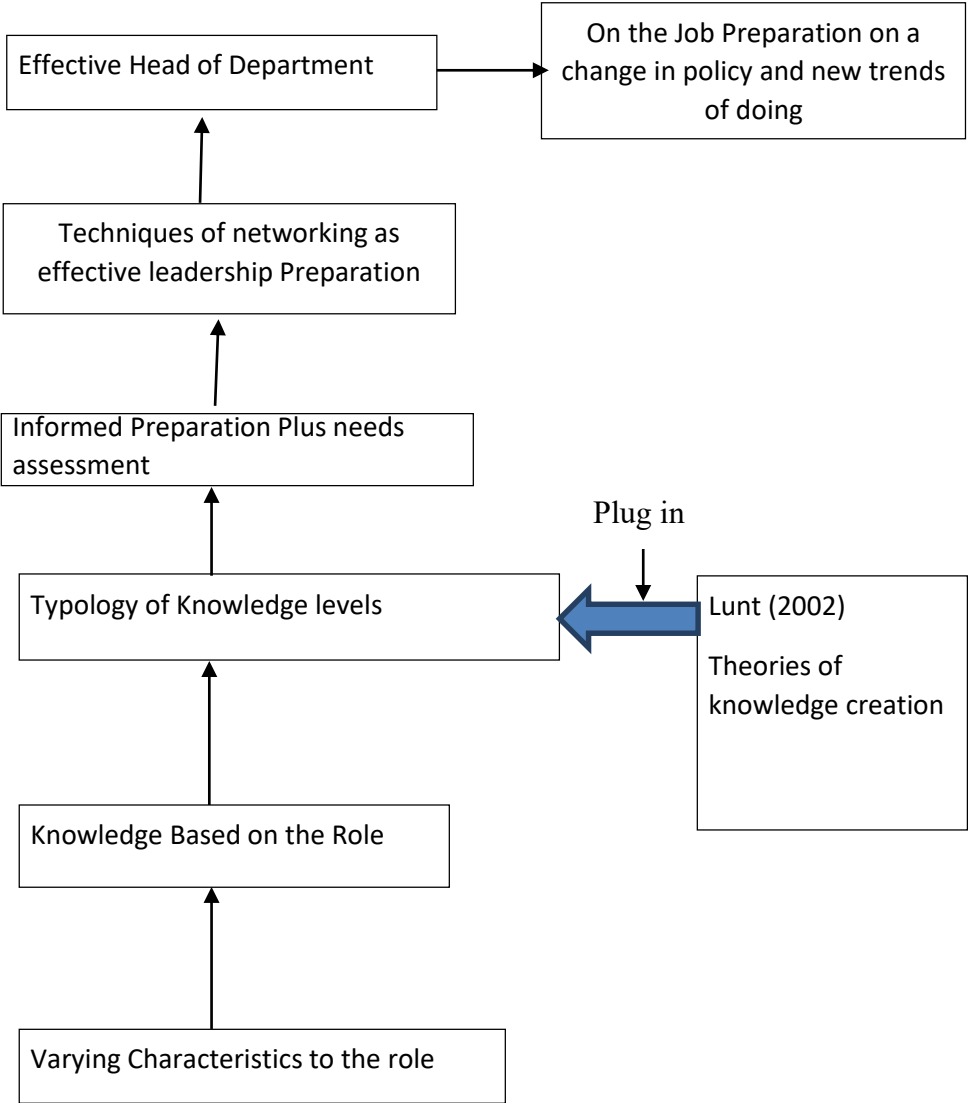
8.5.1a MY MODEL

This study has shown that there is a complex mix of interrelated issues that are critical to the academic HoDs' journey. The model for consideration for effective preparation is critical to the success of HoDs' activities. My model for consideration for further preparation is based on the idea that effective preparation is key to the success of HoDs' activities. This has been re-inforced by Normore (2004). From the data, it has been revealed that effective preparation is premised on the identification of the HoDs varying characteristics for assuming their roles, the knowledge based on the roles to perform, reflecting on the knowledge levels through the lenses of knowledge creation theories as provided Lunt (2002). This is done with the interaction of getting informed preparation of their needs for that purpose. The true reflection of their knowledge levels is seen to inform their preparations as well as their needs assessment (which mainly is on the implementations of their roles). In the training on making them to be critical, employing techniques of networking becomes useful for everyday learning on the roles. Therefore, further training on the job would then become necessary when

there is a new policy on their roles or new ways of doing things in leadership and management.

There are seven stages that one has to go through to ensure effective preparation. These phases are varying characters to the role; knowledge based on the role, true reflection of knowledge levels, informed preparation plus needs, techniques of networking as effective leadership preparation and effective head of government.

Figure 1: A Model for Effective Leadership and Management Preparation for University Heads of Department



8.5.1b The model is pictorially presented to the figure above

The first phase of the preparation talks about the fact that there are certain varying characteristics such as seniority, competencies, willingness to serve and length of service that individuals who come on board as academic HoDs do possess. Therefore there is the need to identify individuals with the needed managerial and leadership skills through their track records for HoDs appointment. Succession planning is paramount here.

The second phase deals with the knowledge based on the role that they are to perform. This is about identifying the ideals, skills and attitude that the appointed HoDs are bringing on board to perform their roles. These include experiences from their assignments, such as on the job training, early leadership skills at school from mentors, academic pursuit during postgraduate studies among others.

The third is about is to plug the theory on knowledge creation by Lunt (2002) to determine the typology of their knowledge base to determine the knowledge based of the respondents on their roles. Lunt came out with four modes of knowledge creation which are disciplinary knowledge, technical rationality, dispositional and transdisciplinary, and critical knowledge. Disciplinary knowledge is about knowledge related to a particular field where examination and viva procedures are important for providing specified criteria to pass. These criteria are accepted by members of the academic community. Technical rationality is where Lunt (2002) suggests practitioners: ‘incorporate into their practice scientific knowledge that transcends the local and the particular’. Lunt (2002) describes dispositional and trans-disciplinary knowledge as: non-predictable, non-deterministic, situation-specific and contextualized. People are taught a number of ways of knowing and doing the research but no outcome is identified by the postgraduate programme. Critical knowledge rather focuses on developing an understanding of different ways of knowing and doing to enable learners to see things with fresh eyes (Lunt 2002). Therefore HoDs whose knowledge are based on what they have been told fall under disciplinary or technical modes of

knowledge by Lunt (2002) whereas the HoDs who analyse issues from diverse point to come out with the best alternative for decision making fall under the dispositional or critical modes of knowledge (Lunt, 2002).

The fourth stage of the model is about the informed preparation which indicates the required preparation that should be given to them. The respondents suggested areas for formal training in both leadership and management aspects of their roles. The management aspects were mainly on daily office activities such as how to respond to correspondences that come to the office and also how to deal with procurement issue in the department. This model adds that the management training should be based on workshops or seminars which takes short period of time and meant to teach the HoDs how to perform certain tasks. On the other hand, the leadership training should be based on empowering the HoDs to make informed decisions by themselves without necessary having to do what they are told to do by their leaders. Opportunities should be created for professional development such as post graduate education which enriches ones knowledge to make informed decisions and leadership capacity building forum where members share ideas on best practices and are empowered to be critical in the performance of their roles. It is about preparing them from the copying stage to the critical stage. Thus, from the copying of knowledge to authentic knowledge where they analyse issues from diverse point to come out with the best alternative for decision making.

The next stage which is the fifth stage of the model talks about the networking where one can be connected to various significant others for ideas in times of needs to be effective on their roles.

The final stage is where one has become authentic in knowledge on roles and effective in achieving the desirable results. However, in the final stage, on the job training becomes necessary when there is a change in policy or new trend of doing things.

8.5.2 Conclusion

The preparation of academic HoDs in the selected University does not rest on only ‘On the job training’ but other factors such as networking to support one another, previous life experiences, post-graduate research and culture of seniority in hierarchy.

The HoDs are people who have all had Ph.D and varying experiences from diverse areas of their lives. Therefore they are expected to be trained mostly on their management roles which as academic leaders are not familiar with before they perform the roles. Further training on the job becomes necessary when new ways of doing things have come otherwise, as academic people who have networked with so many people should be trained on how to connect to others they know can get support from as they perform their roles to be successful. This will collaborate with their characteristics which qualify them to be appointed as HoDs.

The HoDs are well experienced to occupy the position. Therefore after preparing them to be critical on their roles, the factor of networking is seen to be the best way of helping them to develop on the role as it offers them the opportunities at any point in time to seek support from other colleagues or any senior person who seems to have had expertise in anything bordering them in the performance of their roles. Through networking, the HoDs can seek knowledge and support on the roles all the time. This model however, is seen to be applicable to areas like Africa which mostly share similar characteristics in academic HoD’s preparations like that of the Peace University

8.5.3 Implications for Theory

Due to significant shift in leadership and management practices and culture in higher education institutions of the developing countries because of modernization practices such as organizational restructuring, demands for

increased access to higher education and provision of a skilled workforce that can service development needs of a country, it is paramount to train the academic HoDs to acquire the necessary skills and knowledge needed to carry or perform their roles effectively because they set the tone for the implementations of policies and activities in their departments but the evidence from the research seems to indicate that the academic HoDs in Peace University are not yet properly trained for their roles. Some HoDs have not received any form of ‘on the job training’ and do not believe something of that nature takes place at the university whilst other HoDs have received ‘on the job training’ but it seems superficial in nature. The first contribution of this thesis is that the Peace University has to train all newly appointed HoDs on their roles and their implementations to equip them for effective performance of their roles.

The study also revealed that the preparation programmes for academic HoDs should be well structured to detail the HoDs about their roles and their implementations before they play the roles so as to ensure smooth take off in the performance of the roles. This will avoid the initial struggles they go through to perform their roles.

The empirical evidence suggests that the HoDs possess varying characteristics found in the statute of the Peace University which qualified them for the VC’s appointment to their HoDs’ position. However, it is not all of them who were willing to serve as HoDs. Furthermore, most of the HoDs were not aware of their appointments until the day they received the appointment letter. Therefore there is the need to seek one’s readiness to serve in the capacity as HoD before he or she is appointed. This will get the person more committed to the roles and could be done either through election where they apply themselves for the position or they are contacted first for their approval before the appointment.

The culture of seniority in hierarchy seems to limit the HoDs from using their potentials to be innovative and creative in performing their roles. This is because

the HoDs are trained to obey their superiors and accept whatever they tell them to do without any resistance. Therefore whether the decisions of the superiors are right or not, at that point in time, they are to adhere to. Since all the HoDs are Ph.D degree holders, they should also be allowed to take decisions themselves so as to come out with new ways of doing to achieve best results. In Africa the HoDs have been trained that wisdom resides in the elderly and for that matter they should take whatever the elderly say. Therefore they continue to do what they have been told and cannot do what they do not know. Hence the HoDs should be made to take some decisions themselves on how best to play their roles.

The research has shaped our understanding about the preparations of academic HoDs in a higher education in Ghana. It has proven that preparation is needed to provide HoDs with requisite knowledge to play the role effectively. Moreover, the respondents' contributions on how the preparation should be have given insights on how the preparation should be. This is a contribution to the theory of preparing or developing leaders through longitudinal stages of leadership development.

Apart from characteristics which qualified the HoDs for their position, they also possess a range of different experiences they use to perform their roles which are either effective or ineffective for their roles. As a result, they should be empowered through management and leadership trainings, seminars, workshops and symposiums on how best to use those experiences for effective performance.

The research has also revealed that there is no clear track record on leading and management of the HoDs to properly determine their abilities to lead and manage the department in terms of teaching, researching and community engagements. Therefore succession planning is suggested to help address this concern.

8.6 Recommendations for Policy and Practice

1. Formal preparations on the roles of the academic HoDs should be widely opened to cover all newly appointed HoDs to benefit them all
2. Preparation programmes should be informed by their roles, needs assessment and the current practices to help address the leadership and management challenges of the academic HoDs. Furthermore, opportunities should be created for academic members to pursue post graduate education in PhD to equip them to be critical for their leadership roles.
3. The form with which the formal preparation for the HoDs takes should be uniform to all. For instance, if it takes the form of workshop or seminars, it should be the same to all and also the same span of time.
4. There should be production of HoDs manuals in order to serve as a guide to the implementations of their roles at all times. However, the technical managerialism might be found in manuals that are given out with the workshops, but the HoDs would not find in a manual; how to identify a problem, ask good questions, gather data, synthesise the traditional knowledge, with the new knowledge, collaborate and communication with others to develop synthesised evidence informed, logical moral and ethical innovative solutions to old problems. Furthermore, the HoDs should network with others to share ideas whenever the need arises so as to learn on their roles all the time for effective performance.
5. The various academic departments should develop a comprehensive succession plan for preparing would-be academic HoDs before they take up the position of academic heads. This will ensure that there are always qualified and prepared people who are ready to occupy vacancies in HoD position.
6. The HoDs should be empowered to take their own decisions as they perform their roles. They should be given the freedom by their

superiors to come out of best practices regarding the attainment of their departmental goals.

7. Participatory leadership where HoDs are allowed to share ideas with their superiors and also take part in decision making process should be encouraged by the authorities of Peace University.

Leadership seminars and conferences should be organised for the academic HoDs to enable them network with other people with similar expertise where they can share ideas from their diverse skills and knowledge to get empowered the more for their roles.

8. It is recommended that the Peace University should make it a policy that before HODs are appointed, adequate preparations should be given them. This will make them avoid trial and error leadership and management roles. Here management should put premium on it.
9. Management of the Peace University should conduct needs assessment of to determine specific needs of academic HoDs and inform preparation. Thus it should become a matter of policy to find out what is there and what ought to be there so that the gap can be filled.
10. It should also become a policy in the Peace University the preparatory journey should start right away when lecturers are appointed in the University. This is because; every lecturer may one day become a HOD. They will therefore grow their experience in their leadership and managerial roles.
11. The school of graduate in the Peace University should be well resourced to be able to admit many people for further studies. The study found out most of HoDs drew their experience from their PhD studies to help them operation despite the fact they did not have any worthwhile formal training before their appointment as HoDs
12. It is recommended that in practice, there should be mentor-mentee relationship in the Peace University so that the experience HODs will mentor the young ones. There should be a conscious effort for the

HODs to delegate duties to appointed Lecturers so that they can learn on their roles.

13. As a matter of policy, the Peace University should have a succession plan.

8.6 Recommendations for Further Research

1. Similar studies should be done in other universities to narrow the gap on leadership preparation in higher education in Ghana.
2. Further studies on the effects of no formal preparations on HoDs performance.
3. HoDs preference on their preparation for their roles.
4. Ways of preparing academic HoDs for effective performance.

8.7 Personal Reflections on Doctoral Journey

I began the doctoral study in October 2013, as a principal research assistant in a public university in Ghana; I was so keen on looking at leadership styles of academic HoDs. After further deliberations with my main supervisor and to avoid making other HoDs being marginalised, I finally settled on the topic that was to take me through the stipulated years of research. Regarding research methodologies, the PhD made me realize that qualitative research is very critical. That is, to understand the multiple realities of human relations and endeavours, one has to be more critical in thinking. Regarding the writing from the first draft of data analysis chapter to its last chapter, I have been taken through a process of critical thinking by my supervisor Dr. Alison Taysum. I have come to be more refined in my thinking and writing. This is because, I have learnt the need to present or analyse data in a step by step way, whiles comparing and contrasting them with literature. Again, I have learnt to compare and contrast the different positions of the participants in order to make the analysis well informed. As a result, I have been able to present the analysis in a way that the reader will better understand easily which hitherto, was not like that. I was more of presenting facts or evidences the way I understood without much recognition to the reader. At first, the facts were not coherent but disjointed. I am happy that now, I have been

able to develop and present themes with their respective sections for a meaningful narrative. I have also learned to be more observant during interviews and that I learned, as you continued to interview these HoDs what I could prompt and probe on, and what was important. For example, I could not know that asking for concrete evidence of what Felicia had done when she gave me general duties was important, until later in the research process. This will forever remain with me and I will continue to use it to solve some societal problems through research findings. Most researches done in Ghanaian universities are quantitative in nature, so I would want to join the crusade in promoting qualitative research in Ghana through teaching and publications.

After this research on journeys involved in academic HoDs preparations for their role, I have come to appreciate the enormous responsibilities that academic HoDs play to develop their departments, the university and the nation at large. With little support from the university, the HoDs manage their ways through diverse ways which are mostly informal to stay on their way. I have come to recognize that most academic HoDs struggle on their roles in order to be effective because they have little or no knowledge about the roles and their implementations (Chu, 2012). Academic HoDs are placed in the basic unit of the university administration as they directly involved in the management of students who are the main beneficiaries or clients of the university education. Therefore, a great attention should be paid to train them for management and educate for leadership by the university authorities in order to equip them with the right kind of knowledge and skills to play their roles effectively and efficiently and to trigger or engineer the achievements of the university's goals in general. I will also continue to pursue research in the development of leaders so as to enable them lead successfully.

8.8 Limitations and Challenges

In terms of limitation, the study did not attempt to cover all the universities in Ghana. It had a focus on one university which is the case university. The study therefore did not recognise all the universities in Ghana to know what pertained there.

The issue of generalisability does not come into being in this study which was conducted in a particular university in Ghana and as such, a context base which is peculiar to qualitative studies. However, the study can be applicable to higher educational institutions which share similar characteristics with the Peace University.

This study, like any other doctoral study, whilst examining the issues of longitudinal stages to leadership development also presented an evaluative perspective of the understanding the learning journeys of academic HoDs' preparations and access to their roles in a University in Ghana from the perspectives of the academic HoDs with varying characteristics. The initial stage of getting the concise approach was difficult, but I finally chose case study with life history. This actually increased my understanding of the various methodologies and prepared me for my approach

Combining family and office duties with the pursuance of this research was very cumbersome. Especially when I did not have any house help to occasionally attend to the household chores at home.

Another problem had to do with difficulties in getting the HoDs for the interviews. Their schedules were very tight that getting them for the interview became difficult. In most of the occasions, the interviews were rescheduled. Even four of the HoDs, who earlier agreed for the interview, could not take part due to their busy schedules or other unknown factors.

Raising funds for my tuition fees was very difficult as all attempts to get scholarship failed in both home and abroad. I therefore resorted to borrowing from bank to pay my fees.

8.9 Conclusion

This thesis was set to explore the journey of the academic HoDs' preparations in the Peace University in Ghana. The findings highlighted diverse characteristics that the HoDs' possessed upon which the Vice Chancellor and Dean's considered to appoint them into their various positions and the training they would have liked to have been offered.

Indeed, the outcome of the study has offered used ideas which will guide the management of the Peace University as a way of recommendations for the HoDs Capacity building. Generally, the main focus was on the Peace University, it is anticipated that the study aside its limitations is likely to assist other sister universities to make an informed decisions regarding how HoDs access their roles.

Probably, minority of the people would disapprove with the assertion that HoDs' leadership and managerial roles is of great importance to the general performance of universities forward matching. On this basis, it is justifiably clear those universities as organisations need to accept.

APPENDIX A

Name of Researcher

Address of Researcher

Date

Name of Researched

Address of Researched

Dear Name,

I am very interested to investigateas part of my doctorate at the University of Leicester School of Education. The purpose of the research is to.....

In doing this we would like to collect Head of Department viewpoints about their work to generate new knowledge about To do this I would like to invite you to take part in an interview. The views gained would be kept anonymous, and confidentiality will be guaranteed. The information collected will be held in a secure place. You will be able to withdraw from the research at any time.

If it is possible to talk with you then I am able to come to your Institution at your convenience. However I thought it would be helpful if I suggested some dates: If these dates are not suitable then please do suggest alternatives and perhaps we could talk on the telephone about any questions you may have about my work and/or any arrangements which we would need to make. My telephone number is: (work) or you may wish to email me on:

I appreciate your time is precious but it would be useful if you could spare me about an hour to explore the feasibility of such a study. I will bring a tape recorder with me and I hope that this is okay. I will bring lots of paper in case you would prefer me to take field notes. I will of course provide you with a transcript of the interview at some later date for you to review.

The information collected will be held in a secure place to ensure that your views remain anonymous

Yours sincerely

Gloria Nyame

PhD Researcher

APPENDIX B

Address

Informed Consent Form

This form must be used if you wish to participate in this Education research.

Dear Sir/Madam,

As part of a research investigation, I would like to find out your views on “
**Understanding the Learning Journeys of Academic HoDs’ Preparation and
Access to the Role: The Case of a Selected University in Ghana**”

Any views expressed would be given in confidence, and any quotes used would be anonymised.

It is important to note that you can withdraw from the research at any time.

If you are willing to take part in this research, would you please sign below. If you would like to ask any questions concerning this process, please feel free to email me on (Email of the Researcher).

.....

.....

Signature:

Date:

Print name of participants:

APPENDIX C

PARTICIPANTS INFORMATION SHEET

TOPIC: UNDERSTANDING THE LEARNING JOURNEYS ACADEMIC
HODS PREPARATION AND ACCESS TO THE ROLE: THE CASE OF A
SELECTED UNIVERSITY IN GHANA. (A PHD RESEARCH TOPIC)

Please you are being invited to take part in the study above. However, before you take a decision whether to participate or not, I would like to explain to you why this research and what it will involve.

The purpose of this research

This research seeks to describe, understand and interpret preparations of academics who become HoDs in a selected university in Ghana. It is being undertaken as part of a PhD study at the University of Leicester's Centre for Educational Leadership and Management with Dr. Alison Taysum as the supervisor.

Why have I been invited to take participate?

You have been identified from the 47th Vice Chancellor's Annual Report to the the 46th Congregation, 2014, you have been identified as an academic HoD which the research questions seek to address.

If I take part, what will happen?

You will be invited to take part in a one -to- one interview based on your experience as academic HoD. You may be contacted again as the study develops.

Do I have to take part?

You can decide whether to take part or not but if you will take part, you will be given this information sheet and asked to sign a consent form. You can decide to take part and later withdraw without giving reason. All participation is on a voluntary basis and you can withdraw from this study at any point if you wish.

What are the possible challenges of taking part?

You will be committed to time since it will be difficult to give the exact time that an interview will take. However, the researcher believes it may take between 1 and 1.30 hours. You still have the freedom to withdraw from the study then.

What are the possible benefits of the taking part?

It will be an opportunity for you to reflect in detail on your preparations as academic HoD. Moreover, it will help add to knowledge on the preparation of academic HoDs in the literature. It will have potential impact in providing suggestion to inform policy and practices for effective academic leadership at the Universities in Ghana.

How will the interview data be captured?

The researcher will audio record all interviews and later transcribed for participants validation.

Will what I say be kept confidential?

All information collected will strictly be held confidential. In ensuring the anonymity of each participant, pseudonyms will be used. The name of the University will be changed. All electronic data will be held in a password protected files on a non-shared PC whiles paper documents will be held in a locked cabinet in my bed room. All data generated will be retained for five years in accordance with the University's policy on Academic Integrity

What will happen to the result of the study?

All interview data will be transcribed and subjected to respondent's validation where each participant will be provided with the transcription of an account of the findings in order to check if they agree with the researcher's interpretation as the true reflections of their life history.

Who has reviewed the study?

Research Ethics Committee of the case university and the University of Leicester
Contact address of Researcher

Address of Researcher

DASSE-UCC

Cape Coast

Mobile Number

APPENDIX D: 1ST OF THERMATIC CODING (R=Respondent)

	Issue 1 (Q1)		Issue 2 (Q2)	Issue 3 (Q3)	Issue 4 (Q4)	Issue 5 (Q5)	Issue 6 (Q6)	Issue 7 (Q7)	Issue 8 (Q8)	Issue 9 (Q9)	Issue 10 (Q10)
R1	I took it because it cane and I had to contribut something to the department	Due to the busy schedules of my HoD, I was consulted by the dean to take the positio	The heads are supposed to lead teaching and learning sessions by making sure that all the programs for the	The trainin g and develo pment section organi zed a two- day trainin	You need to identi fy the peopl e and give them an initial	Imanag e human as well as financia l resourc es	.I had a second training by a body outside the universit y on how to manage human				

			semester are mounted	g for all HoDs after two weeks of my appoin tment	traini ng		resources .					
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R2		Normally, it is the Dean who recommends the HoD to the Vice-Chancellor to be appointed	You must be a senior lecturer and above	Appoi ntment last for two years after which anothe r person	Mana geme nt of huma n, finan cial and infras tructu	. I had the privileg e to be appoint ed as senior researc h assistan	. The practice of decency in my childhood period had influence d my	. On the job trainin g for HoDs to refresh their memor	HoDs should be made to teach just one course due to their administ rative	HoDs should be made to teach just one course because you will do a lot of	

		.		contin ues	re resou rces and curric ulum	t and to teach during my national service and while serving, I had the chance to work under some heads of depart	work	ies	work	administ rative works.	
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						ment					
R3			Yes, mine was by appointme nt, I was there one day and had a letter from the VC that I have been appointed the HoD.	we intervi ew the applica nts, we recom mend them to central admini stratio n for them to be appoin ted as	Some times we meet to delibe rate on the conte nt and where we have to chang e, we chang	... should develop the human resourc es in the depart ment, you should entice your colleag ue in the	My engagem ent in research activities in the second cycle institutio ns I think had prepared me for my role	Heads hip or leaders hip trainin g should be organi zed for all acade mic HoDs as well	Prospect ive HOD shod be involved in departm ental work and training. Leaders hip training should be	HoDs should be made to teach just one course because you will do a lot of administ rative	

				lecture rs	e ...wh en there are some exam s relate d issues , we come toget her and resolv e	depart ment to work or			organize d for all lecturers		
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R4		<p>The most senior academic is appointed as the head of department, so if you are in a department and you have a professor in the department, that professor becomes the head of department</p>	<p>There is a limit. There is a term you have to serve and when the term is over, someone else will come and serve so it is rotational.</p>	<p>You are responsible for the recruitment of staff, you have to make a recommendation for the recruitment, in</p>	<p>... should develop the human resource in the department, you should, you should entice your colleague in</p>		<p>“It is the duty of the HOD to present the policy of the university to the department and vice versa”. We also collaborate with those outside the university</p>	<p>...to manage the finance of the department and to ensure the day-to-day running of the department.</p>	<p>I was trained by the human resource department of the university on the issues I needed to get acquainted with to discharge my duties</p>	<p>I went to school at the University of London and my supervisor; yeah the whole department gives us some opportunity to work as members of the</p>	<p>The training of the HoDs, I think they should organize it once every year but it should come before assumption of duty. Once the person is identified to be</p>
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				order words, it is your duty to go out there and look for qualifi ed lecture rs to come and teach the progra	the depar tment to work or resear ch espec ially since the unive rsity wants to beco me a		y, so there is collabora tion. The kind of collabora tion is shared. There will be crossed cultural activities and shared knowledg e and all that so there is	g of the depart ment and as you will recall that the depart ment is made up of acade mic and admini	effective ly as an academi c HoD. “Normal ly, people are appointe d in August, and then in Septemb er, they organize the	departm ent. So at a point, I was teaching some students. I had a full class that I taught under supervisi on and also I was involved in the	HoD, the training should come before assumptio n of role but not two months after. This is because one can create a mess in his or her role in the first few months
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				mmes of your depart ment.	resear ch one we need to encou rage our collea gues to publis h, we encou rage them, we assist		collabora tion with other universiti es as well.	strativ e staff, so the head of the depart ment has the duty to ensure that the admini strativ e staff equall y perfor ms	training” .	recruitm ent of new staff,.... So in that case, it helped me in my recruitm ent drive when I took up the job as a HoD to look for certain	and so, the training should come earlier like May or June or July before appointme nt in August.
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					<p>them and then apart from these, we are lectur ers and have to teach, we have to make sure</p>			<p>their duties effecti vely to run the depart ment.</p>		<p>qualities in newly appointe d and even those who have applied for the job and make sure the best is recruited for the departm ent.</p>	
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					that the lectur ers are doing their best.						
R5		I saw it as an opportunity to also contribute my quota to the development of my department	The university is mainly about teaching, learning and research. So teaching and	. The next one is to develo p your staff. This means	I think as an HOD, your first respo nsibil ity is	. officiall y none and I am not sure if there is any progra mme or	“ HoDs should be taken through series of seminars, workshop s and other trainings Trainin g of HoDs should be periodi c. HOD's should	There should be HoD's manual so that member s can refer from it	Consulta tion for appoint ments as HoD should be broad to include lecturers	

		and the university as a whole. So I accepted the appointment.	learning is one of the big things that you do to enhance your department as HoD.	whatever way you will have to help them so that everybody can develop the self	to liaise between the small er department and the university administration: so be it policy	training that prepare s HoDs”.	before they even assume the position	be consult ed in areas they require further training g. The HOD's should be involve d to decide areas requiri ng further	whenever the need arises.		
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					imple menta tion or whate ver, you are the link. You carry down infor matio n and anyth ing that			trainin g such as finance and admini stration system in the univers ity.			
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					has to be imple mente d at the lower level						
R6	Recommend staff for appointment and promotion	It was as a result of seniority ... So I was the next on the line after the former HoD's term of office expired	Now, after assumption as the HoD, the university has organized some in- service training for	My experie nce as exams officer and registr ation officer has	... post- gradu ate studie s prepa re indivi duals	...further er training especial ly in the finance adminis tration system	. Recruitm ent of students	.To promo te leaders hip and optimi se learnin g	I manage resource with colleagu es and the admijnis trator		

			us.	also enriched my knowledge in how exam activities and registration activities are done.	for life. And having g taken a courses like philosophy of life, which is a requirement in the university	in the university will be very helpful to play the roles. Procurement laws are not known to the HOD's. So I think these are the					
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					rsity where I pursu ed my PhD. It has actual ly expos ed me to many things I initial ly took for	areas, it should be periodi c.					
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					grant ed and enric hed my know ledge						
R7	I was appointed by mine dean	Yes, mine was by appointment, I was there one day and had a letter from the VC that I have been appointed	...to provide leadership for the department. That is, the core mandate is to teach and research	If there was any trainin g before taking over, I did not know.	But I think my studie s espec ially postg radua te	I want training that will expose me into the financia l issues of the	But it is not compulso ry to pick up the role				

		the HoD.	drastically	It was	level	depart					
			so you lead	when I	helpe	ment.					
		'... I was	in terms of	got	d me	For					
		there one day	designing	appoin	in	exampl					
		and had a	programmes	ted; I	carryi	e when					
		letter from	and to	think	ng	you					
		the VC that I	review	few	out	come,					
		have been	programmes	months	my	you are					
		appointed the	regularly.	after	duties	not told					
		HoD'		that	as	how					
				they	HoD.	much					
				organi	I was	you					
				zed a	traine	have in					
				two	d on	the					
				day	askin	depart					
				semina	g the	ment's					
				r for	right	account					
				newly	questi	, how					
				appoin	ons,	to					

				<p>ted HoDs to brief us certain things. But before the appoin tment, there was nothin g. I was expose</p>	<p>scruti nizin g issues and takin g right decisi ons which to me are useful in the day to day runni ng of</p>	<p>operate the account and how to prepare budget.</p>					
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				d to the line of reporti ng where as HoD, I will first report to my dean, throug h to the pro- vost to the VC	my depar tment						
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				and any other divisio ns outside ones college .On the other hand, inform ation trickles down from the VC or the other							
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				divisio ns outside through the Provos t, Dean and to the HoD							
R8		Because I was the next most senior, I had to even cut short my sabbatical leave for the appointment		Recruit ment of student s ..	In terms of their resear ch at the end	I also have the admini strative support staff who	... to coordinat e activities so that we carry out our mandate.	I don't really manag e in totality the financ es of	"I didn't have any particula r training "there was no structure	I was mostly delegate d to do a lot of things and I think	I need training on effective finance manageme nt since almost

		because the then director was going on retirement.			of year or in the middl e of the year every body is to hand in somet hing for the VC to report	also assist in the day-to- day runnin g of the institut e. Most decisio ns are taken at the depart mental board meetin	Now in the universit y, every institutio n is supposed to have a strategic plan, so you are supposed to look at your strategic plan to ensure that you are	the institut e. So what happe ns is that I have a thresh old that I can approv e items that are up to two thousa	d training to prepare me”.	that is where the training came in.	everything to improve the service deliveries here is about money and our money is limited. Training on how to generate and use of funds in the departmen t would go
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					.	g, so with my team of academ ic staff we take those decisio ns and then we decide on what to do. For exampl e at the depart	g, so out those activities that are outlined in the strategic plan. Again, I am to manage the various compon nts of the institute.	nd Ghana Cedis.. Beyon d that it has to go the Provos t for approv al and even so those that are below 7 two			a long way to help us perform our work well
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						<p>mental board meeting g. people may be delegat ed to do certain things. In the case of teachin g, the student s' apprais al is</p>	<p>Well, the monitorin g is not like the day-to-day monitorin g. Dependin g on what is given to them to do. For example at the departme ntal board meeting</p>	<p>thousa nd, I don't have the manda te to sign a cheque for even one hundre d Ghana Cedis. Everyt hing has to</p>			
--	--	--	--	--	--	--	--	--	--	--	--

						<p>used to know what the lecturer says are doing. In terms of their research at the end of year or in the middle of the year everyb</p>	<p>people may be delegated to do certain things. So they will be sent memo remainde rs to us to what to do and if there is a report or somethin g to do, they send</p>	<p>go to the Provost for him to approve and sign before it done. So the financ es are done by Provost.</p>			
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						<p> body is to hand in someth ing for the V.C to report. They are all people who are self- motivat ed to do what they </p>	<p> in the reports. We mainly make use of e- mails and interact to ensure that are to send memos and remind people of what they are supposed </p>				
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						are suppos ed to do so you don't need to be behind them to get them do what they are suppos ed to	to do.				
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						do. 'In the case of teachin g, the student s' apprais al is used to know what the lecturer s are doing'					
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APPENDIX E: 2nd PHASE OF THEMATIC CODING

	Issue 1	Issue 2	Issue 3	Issue 4	Issue 5	Issue 6	Issue 7	Issue 8	Issue 9	Issue 10	Issue 11
Theme. 1 Factors that account for academ ics movem ents into HoD's position	Due to the busy schedu les of my HoD, I was consul ted by the dean to take the positio	Norma lly, it is the Dean who recom mends the HoD to the Vice- Chanc ellor to be appoin	You must be a senior lecture r and above	Appoi ntment last for two years after which anothe r person contin ues	Yes, mine was by appoin tment, I was there one day and had a letter from the VC	The most senior academ ic is appoint ed as the head of depart ment, so if you are in a depart ment	It was as a result of seniorit y ... So I was the next on the line after the former HoD's term of office	Yes, mine was by appointm ent, I was there one day and had a letter from the VC that I have been appointe d the HoD.	Because I was the next most senior, I had to even cut short my sabbatical leave for the appointment because the then director was going on retirement		

		ted			that I have been appoin ted the HoD.	and you have a profess or in the depart ment, that profess or become s the head of depart ment	expired	'... I was there one day and had a letter from the VC that I have been appointed the HoD'			
Theme. 2 How	The heads are	Manag ement of	we intervi ew the	Someti mes we	... should develo	You are respons ible for	... should develop	...to manage the	The university is mainly about	The next one is to develop your staff.	I think as an HOD, your first

academic HoDs describe and understand their work practice	supposed to lead teaching and learning sessions by making sure that all the programmes for the semester are mounted	human, financial and infrastructure resources and curriculum Recruitment of students .. In	applicants, we recommend them to central admini- stration for them to be appointed as lecturers In	meet to deliberate on the content and where we have to change, we change ... where there are some exams	p the human resources in the department, you should entice your colleagues in the department to work	the recruitment of staff, you have to make a recommendation for the recruitment, in order words, it is your duty to go out	the human resources in the department, you should entice your colleagues in the department to work or research	finances of the department and to ensure the day-to-day running of the department. day-to-day running of the department and as you will recall that	teaching, learning and research. So teaching and learning is one of the big things that you do to enhance your department as HoD.	This means whatever way you will have to help them so that everybody can develop the self	responsibility is to liaise between the smaller department and the university administration: so be it policy implementation or whatever, you are the link. You carry down information and anything
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	ed to provide leaders hip for the departm ent. That is, the core mandat e is to teach and research h drastica lly so		terms of their research h at the end of year or in the middle of the year everyb ody is to hand in somet hing	related issues, we come togeth er and resolv e I also have the admin istrati ve suppo rt staff who also	or ... to coordi nate activiti es so that we carry out our manda te. Now in the univer sity,	there and look for qualifie d lecturer s to come and teach the progra mmes of your I don't really manage	h especial ly since the universi ty wants to become a research h one we need to encoura ge our colleag ues to publish,	the departme nt is made up of academic and administr ative staff, so the head of the departme nt has the duty to ensure that the administr ative staff		that has to be implemente d at the lower level
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	<p>you lead in terms of designing programmes and to review programmes regularly.</p>		<p>for the VC to report.</p>	<p>assist in the day-to-day running of the institute.</p> <p>Most decisions are taken at the departmental level</p>	<p>every institution is supposed to have a strategic plan, so you are supposed to look at your strategic plan to ensure</p>	<p>in totality the finance of the institute. So what happens is that I have a threshold that I can approve items that are up to two</p>	<p>we encourage them, we assist them and then apart from these, we are lecturers and have to teach, we have to</p>	<p>equally performs their duties effectively to run the department.</p>			
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				board meetings, so with my team of academic staff we take those decisions and then we decide	that you are carrying out those activities that are outlined in the strategic plan. Again, I am to	thousand d Ghana Cedis.. Beyond that it has to go the Provost for approval and even so those that are below two thousand, I	make sure that the lecturer s are doing their best.			
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				<p>on what to do. For example, let's take the departmental level board meeting, people may be delegated to do</p> <p>managing the various components of the institution. Well, the monitoring is not like the day-to-day</p>	<p>don't have the mandate to sign a cheque for even one hundred Ghana Cedis. Everything has to go to the Provost</p>					
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				<p>certain n things. In the case of teachi ng, the studen ts' apprai sal is used to know what the lectur</p>	<p>monito ring. Depen ding on what is given to them to do. For examp le at the depart mental board meetin</p>	<p>for him to approve and sign before it done. So the finance s are done by Provost .</p>					
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				ers are doing. In terms of their resear ch at the end of year or in the middl e of the year every body	g people may be delega ted to do certain things. So they will be sent memo remain ders to us to what to do						
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				<p> is to hand in somet hing for the V.C to report. They are all people who are self- motiv ated to do what they </p>	<p> and if there is a report or somet hing to do. they send in the reports . We mainly make use of e- mails and </p>						
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				are suppo sed to do so you don't need to be behin d them to get them do what they are suppo sed to	interac t to ensure that are to send memo s and remind people of what they are suppos ed to do.						
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				do. 'In the case of teachi ng, the studen ts' apprai sal is used to know what the lecture rs are doing'							
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Theme 3 Preparations HoDs have for their roles	The trainin g and develo pment section organi zed a two- day trainin g for all HoDs after two weeks	. I had the privile ge to be appoin ted as senior research h assista nt and to teach during my nation	. The practic e of decenc y in my childh ood period had influen ced my work	. On the job trainin g for HoDs to refresh their memor ies	My engage ment in research h activiti es in the second cycle institut ions I think had prepar ed me	I went to school at the Univers ity of London and my supervi sor; yeah the whole depart ment gives us	officiall y none and I am not sure if there is any progra mme or training that prepare s HoDs”.	Now, after assumpti on as the HoD, the universit y has organized some in- service training for us.	My experience as exams officer and registration officer has also enriched my knowledge in how exam activities and registration activities are done.	... post- graduate studies prepare individuals for life. And having taken a course like philosophy of life, which is a requirement in the university where I pursued my PhD. It has	“I didn’t have any particular training “there was no structured training to prepare me”.

	of my appoin tment	al service and while servin g, I had the chance to work under some heads of depart ment			for my role	some opportu nity to work as membe rs of the depart ment. So at a point, I was teachin g some student s. I had a full class that I				actually exposed me to many things I initially took for granted and enriched my knowledge	
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						taught under supervi sion and also I was involve d in the recruit ment of new staff,... . So in that case, it helped me in my					
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						recruit ment drive when I took up the job as a HoD to look for certain qualitie s in newly appoint ed and even those who have					
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						applied for the job and make sure the best is recruite d for the depart ment.					
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Theme 3	I was mostly delegated to do a lot of things and I think that is where the training came in.										
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Theme 4	You need to identify the people and give them an initial training g	HoDs should be made to teach just one course due to their administrative work	Heads hip or leaders hip training g should be organized for all academic HoDs as well	I Prospective HOD should be involved in departmental work and training g. Leadership training g should	The training g of the HoDs, I think they should organize it once every year but it should come before assumption	HoDs should be taken through series of seminars, workshops and other training s before they even assume the	... Training g of HoDs should be periodic. HOD's should be consulted in areas they require further training . The	There should be HoD's manual so that members can refer from it whenever the need arises.	...further training especially in the finance administration system in the university will be very helpful to play the roles. Procurement laws are not known to the HOD's. So I think these are the areas, it should be periodic.	But I think my studies especially postgraduate level helped me in carrying out my duties as HoD. I was trained on asking the right questions, scrutinizing issues and taking right decisions which to me are useful in	I need training on effective finance management since almost everything to improve the service deliveries here is about money and our money is limited. Training on how to generate and
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				be organi zed for all lecture rs	of duty. Once the person is identif ied to be HoD. the trainin g should come before assum ption of role	position	HOD's should be involve d to decide areas requirin g further training such as finance and adminis tration system in the universi			the day to day running of my department	use of funds in the department would go a long way to help us perform our work well
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					but not two month s after. This is becaus e one can create a mess in his or her role in the first few month s and so, the	ty.					
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					trainin g should come earlier like May or June or July before appoin tment in Augus t.						
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THEMES	REPRESENTATION	COLOUR
1	Factors for academics' movements to HoDs' position	Violet
2	Description and understanding of the HoD's roles	Green
3	HoDs' preparations on the roles	Yellow
4	Would-like preparations on their roles	Red
5	Emerging issues	Blue
Source: Researcher's own construct		

Appendix F: Semi-Structured Interview Protocol Schedule for HoDs

1. Could you tell me how long you have been in post as HoD and what you have enjoyed

Probe, can you give me examples...

2. Why did you become an academic HoD?

Prompt: The literature suggests HoDs can either seek the post of HoD out as part of a career strategy, volunteer for this post because an alternative candidate is unthinkable, take up this post as part of a rotational expectation, and be coerced into this post. How does this relate to your experience?

3. What are the expectations of the role of HoD?

Probe can you give me examples

Prompt: The literature suggests that the expectations of a HoD are to develop a shared vision and strategy for continuous improvement to optimize effectiveness for the department in terms of programme provision and research. How does this relate to your experience?

Reflect back. You seem to be saying that.....could you give me examples of that

Prompt: The literature suggests that the expectations of a HoD are to manage processes and practices to enable the department to implement the strategy. How does this relate to your experience?

You seem to be saying that.....Could you give examples of that eg how you manage particular processes and practices

Further possible prompts for managing practices, Reviews, monitoring, student recruitment and marketing, Human Resource Management through appraisals and mentoring, relationships with other departments and central university, committee structures for particular areas,.

4. What resources have you drawn on to support you in your role as HoD?

Reflect back. You seem to be saying that... could you give me some examples of that, or how it has impacted upon you?

5. What kind of impact do you think you are having on the Department in your role as HoD?

Probe: Could you provide examples

6. How have you balanced your duties as a HoD with your own research agenda?

Probe, how do you locate the role of HoD in your planned career trajectory?

7. What preparation and/or training have you had to become a HoD?

Probe what ongoing training have you had in post as HoD?

Prompt: the literature suggests that postgraduate research develops transferable skills of leadership such as asking good questions, being critical and reflective, and making evidence informed judgements – to what extent has your postgraduate research prepared you for the role of HoD?

8. What do you recommend to Universities regarding the training and appointment of HoDs?

9. Could you tell me if there were any influences on you as a child that shaped your desire to become a HoD?

Probe: Are there any other influences from your past that influenced (informed) your decision to become a HoD?

Thank you for your time.

End

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