

**Managers' Dogmatism as a Gigantic Obstruction to Establishing Soft Vs. Hard Cooperation-Based Organizations: Do Some Directing Practices Intermediary Affect?**

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**Abstract:** The subject of this research is hub-revolving around one of the dilemmas, which may face some organizations to the extent that greatly threatens their very initial characteristic or cooperation. This dilemma is the dogmatism, and the complexity caused by it, is the confining of the organizational cooperation characteristic, to stay only at the minimum or rigid staterather than being normally developed to get the maximum or smooth level. Herein the research deeply highlights how this problematic issue unfavorably keeps the organizations' hard type; that's formally occurred by just working the management technical functions, instead of being able to reach the soft type; which could be informally taken place in the course of applying some particular management practices. Seeing that, the research hypothetically claims, through two interrelated relationships, that dogmatic or irrationally closed-mind managers may represent a core reason for their organizations failure to access the internal cooperation softness. It considers that this failure is intermediary caused by the dogmatic mangers' denial to three aspects; the authority acceptance, the leadership-type rotation, and the subordinates' initiated upward communication. Through using a specially designed questionnaire, that's at first examined in terms of both the validity and reliability, primary data have practically been collected from the research identified field study. In other words from the primary, preparatory, and secondary schools' teachers who were targeted, through a probability simple random sample, to be the data original sources or the sampling units, for investigating their managers in terms of the research measurement objective. Then the data have been computer-processed and statistically tested based upon the use of SPSS that allowed a few nonparametric techniques to prove, at levels of the relationship as well as its statistical denotation, the correction of the hypothetical propositions as they have initially been developed by the researcher. As a consequence there has been a main recommendation to suggest, which is represented in the necessity of applying a detailed interview test of dogmatism to all the organizations' top managers, particularly in the educational institutions, in which the existence of dogmatic managers may cause a seriously considerable magnitude of unfavorable effect, not only on teachers but also it possibly extends to be worse on the students themselves as the coming future generations.

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**Key words:** Dogmatism, leadership-type rotation, authority acceptance, initiated upward communication, rigid or hard cooperation, smooth or soft cooperation, managers' test of dogmatism.

**Introduction:**

For the field majors and specialists it is not a novel proposition to say that management is a person inseparable profession. It may be given to consider that it is too much affected by the practitioners' own characteristics and/or personality traits. This could be far true for all the management common functions (e.g. Milgrom & Roberts, 1992, Stoner *et al.*, 2003), but it used to be a greatly observable phenomenon when managers particularly involved in practicing the directing function (e.g. Carroll & Gillen, 1980). Since the characteristics of the manager's personality and the characteristics of the management profession go together to be joined at the hip (e.g. Rokeach 1951, Mintzberg 1975, Boyett & Jimmie, 2000).

Because directing is the management function that's most responsible about the actualization of management profession concerning the everyday

work actions and behaviors, it has normally become the most management function that's too much pound to the manager's personality and/or personal characteristics (e.g. Hogan & Hogan 1991, Morgan 1997, Mahoney 2002).

That's why being faced with dogmatic managers in organizations, particularly at the top management level, is a big complexity that used to be a hardly dealt with. Dogmatism is one of the manager's personal characteristics that represent a huge hindrance in the way of practicing his directing function (e.g. Rokeach 1953, O'Sullivan 2000). When managers are unfairly dogmatic we would never visualize them to be efficient or even effective directors (e.g. Barnard 1938, McCurdy & Eber 1953, Williamson 1995, Magee 2009).

Although managers' dogmatism is expected to have a relatively different degree of negative

influence concerning the different sub-functions represent the components of directing function, it could be argued that it has always a never ignorable effect on all its components (e.g. Tiedens *et al.*, 2007, Stewart, 2011). Either concerning those directing structural aspects, which establish the function or the everyday directing aspects and/or practices those actualize such a function in organizations' reality (e.g. Rokeach 1952, Bateman 1990, Wolf 1995, Gomez-Mejia *et al.*, 2008).

The inefficient and ineffective type of directing that's most likely come up by the dogmatic managers is going to have a destructive effect on the organization's very original characteristic, which is the cooperation (e.g. Goldman & Kahnweiler 2000, Siggelkow 2002). In other words, dogmatism strongly hits cooperation as the characteristic that justifies the initial existence and the current stay of organization (e.g. Chrislip 2002, Gardener 2004).

Through its literature review, conceptual framework, hypothetical model, and field study, this research is interested in tackling, somehow, such an issue.

#### **Research Literature Review:**

In order to commit with the most precise approach, in hitting properly the very relevant knowledge body ingredients in this research theoretical area, the importance was methodically directed to the focus on the following axes:

#### **Organization as a cooperation consequence:**

Utilizing the different orientations that have actually been adopted by the varied streams of authors who are interested in defining the organization (e.g. Barnard 1948, Kreiner & Ashforth 2004), a concept that may express its status in reality could be common sensibly concluded. In one word, it is a cooperation, in two words it is a social cooperation or cooperation amongst people, in three words it is a target social cooperation, in four words it is a manageably target social cooperation, in five words it is a legally manageable target social cooperation, in six words it is a relatively legal, manageable, target, and social, cooperation.

Getting more extended in using the area terminal language it could be argued that organizations are those entities which are established, designed, and directed to get pre-set certain goals attained (e.g. Abernethy & Stoelwinder 1995, Gehani 2002), this will never happened but through effectively occurring the cooperation amongst people inside the organization. That's why it is necessarily required to subject the cooperation, as just a sort of people's social behavior, to a particular factor which is management, or in other words management

functions (e.g. Thompson 1967, Godfrey 1994, Sveningsson & Alvesson 2003).

Accordingly, it could be said that the need for cooperation is the original reason to have an organization being established; and the continuity in keeping the correct type of cooperation is also the original reason of organization's stability, success, enlargement and long-life staying (e.g. Weber 1947, Weick 1979, Ashforth & Mael 1989, and Wright 1994). The existence and continuity of organization are conditionally based upon the existence and continuity of the cooperation among its people.

Derivatively, it could be argued that cooperation is the core and critical characteristic on which the organization life is definitely hanged on (e.g. Blau & Scott 1962, Hickson 1966, Bartels *et al.*, 2007). Taken into consideration that there is an objective to which organizations in general used to look forward, the more the cooperation toward the objective the more the formal organization enlargement, and then the more the existence, stability, success and continuity of organization, On contrary, the more the cooperation against the pre-set objective, the more the informal organization growth, the more the instability, failure, and decline of organizations (e.g. Krackhardt 1994, Chen *et al.*, 2009).

Cooperation is the very basic and original issue of founding organizations; there is no, even little, exaggeration to consider that the management of organizations is basically a matter of managing cooperation amongst people inside them (e.g. Rhoades *et al.*, 2001, Grandori & Soda 2006).

#### **Directing as a cooperation stirring instrument:**

Having the lamp, the on/off button, the active electricity source of power, the conducting wires, and the place to hang the lamp on, does not mean that you have a light. However you can have it, only if you go to switch on the button. There is a big difference between the case of instituting the base that's considered as a pre-requisite for getting something occurred and the case of working by the use of such a base to get this thing really actualized.

This is exactly what to be said when the talk is about managing to create the cooperation among people inside the organization. If we have the key component of planning function or the specification of goal for which we are striving (e.g. Stein 1992, Novicevic *et al.*, 2009), the key component of organizing function or the alignment of relations among the varied parties (e.g. Wolf & Iino 1986, Mattessich *et al.*, 2001), and the key component of controlling function or the criteria to use for making comparison and evaluation (e.g. Abernethy & Stoelwinder 1995), we just have some instituting bases for cooperation to be allowed or brought about.

Yet, we still have no way to actualize such a cooperation but through giving orders, communicating them as source-oriented ones, practicing motivation, leading people, and getting the opponents tamed (e.g. Galbraith 1973, Gulatiet *al.*, 2009).

Any way directing function, although it is, on the one hand, like other functions of management substantially sharing in the establishment of the whole base for the occurrence of cooperation (e.g. Lazzega& Pattison 1999), it is on the other hand a distinguished one compared with these functions in bringing into effect and/or reality the cooperation inside the organization through the way and nature of practices and applications of all this function's constituents (e.g. McCann *et al.*, 1979, 1981, Ibarra 1992, O'regan & Ghobadia 2004 ).

To sum up, although directing has a dual effect on the inside organization people cooperation; one that's occurred by its different sub-systems and the other that's befallen by its practices, the latter type of effect is the most substantial in actualizing cooperation (e.g. Wiley 1997, Rank *et al.*, 2010). It is like success or failure to push correctly the button to get the light found. The way of practicing the directing sub-functions is to large extent expected to be the condition, not only concerning the occurrence of cooperation but also the type and/or nature of this cooperation (e.g. Mattessich& Monsey 1992, Tushman *et al.*, 2010), this will be more highlighted in the portion of the research conceptual framework.

#### **Dogmatism as a cooperation real stumbling block:**

Out of the pre-set systems of directing, like the structural systems of giving orders, the systems of communicating with the subordinates, the applied styles of leadership, the systems of incentives and/or motivation, and even the systems of dealing with the antagonist individuals and groups of informal organizations, there have always been other practices of directing functions. Those are relevant to every single manager allowed-room for the personal way in executing or actualizing these directing systems. Normally such a part of practices used to be considered as pound to the managers' personal characteristics and/or personality traits (e.g. Brass 1984, George 1992, Anderson *et al.*, 2008, 2009).

Provided that these practices are managers' self-characteristics oriented, dogmatism or openness is - to large extent - expected to be a substantially governing factor in affecting such executive practices to directing (e.g. Adorno *et al.*, 1950, Clegg *et al.*, 2008). For example if the effective communication system has to be a two way; one that consider manager's action and the other that considers the subordinates' reaction, the initiation of fulfilling the

communication process by the subordinates will be an issue that conditionally based upon the managers degree of openness or dogmatism (e.g. Naoum 2001, Parker 2007). It is important to consider that the manager's inflexibility or dogmatism is an obstacle for having the inside organization permanent advisory work - that's most probably done by allowing down to up initiated communication occurred.

As leadership type-rotation has practically proved as the most efficient way of leading people - probably in and out the organizations (e.g. VanVugt 2006), the managers' self-sticking to certain type of leadership compared with other types will be a matter of their own selection or tendency to this type, which most likely returns to their level of openness or rigidity (e.g. konin 1948, Hollingsworth 1974, Brass *et al.*, 1992, Atwater & Waldman 2008, Anderson *et al.*, 2006, 2010).

To what extent managers who are formally authorized have an internal aptitude to look forward to get subordinates' acceptance to their formal authority, or even the latter's acceptance to the managers themselves as the holders of the formal authority. More or less it is something to be estimated in the light of having either open minded or closed mind managers (e.g. Rokeach 1948, Desai *et al.*, 2010).

Dogmatism is one of the most governing factors to consider when evaluating the role to be done by the management directing function, so as to share effectively in creating the cooperation as the organization very essential characteristic. It could be argued that the existence of managers' dogmatism is expected to result in a hard, rigid, or just structural-based cooperation inside the organization. Oppositely, the absence of managers' dogmatism allows a greater room of probability to have a soft, smooth, or easily interaction-based cooperation.

#### **Research Conceptual Framework:**

Works that are entrusted by people in life could be basically classified into two sorts. One that's solely performed by just an individual based upon his own Capabilities. This is done because he is mentally and physically able and/or talent to perform such a kind of work. This sort of work is management irrelevant due to the sufficiency of human brain and other individual's bodily owned capabilities for independently performing it.

The other that has to be collectively done due the insufficiency of one individual capabilities and/or skills to get this work performed. This kind of work is management relevant due to the conditional need for cooperation.

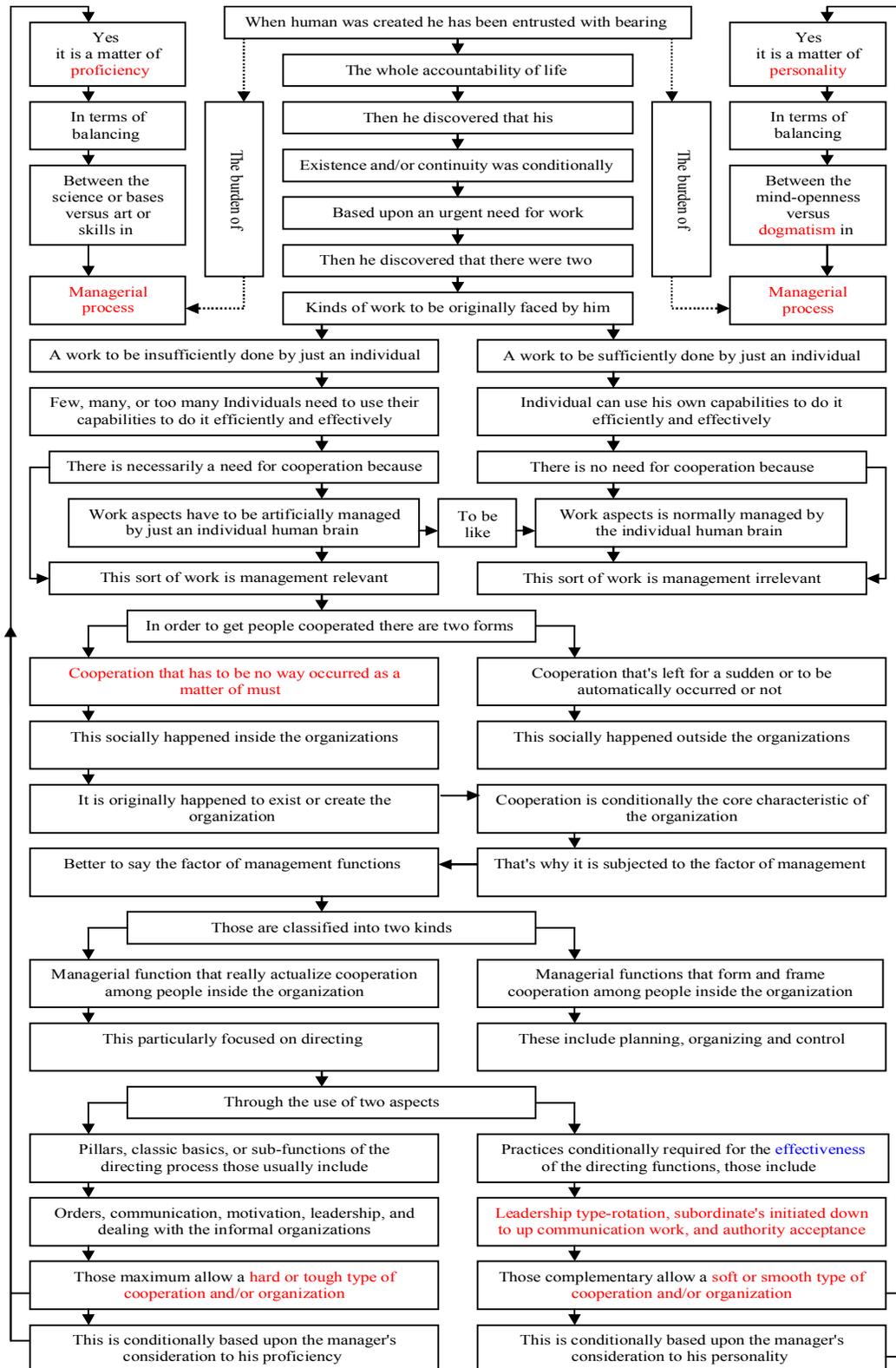


Figure (1): How manager's dogmatism affects cooperation as the very core characteristic of organization  
 Source: Originally prepared for the purpose of this research

When performing the latter kind of work we have no certified grantee for making people cooperate. Alternatively we are faced with three probabilities. The first probability is to have the people's complete cooperation toward the particular objective. This will be an extremely exceptional case. The second probability is to have the people's full cooperation against the particular objective. This is an extremely exceptional case as well, like the cases that may occur in some strikes. The third probability is to have people divided into two groups one cooperates for or toward the certain objective while the other cooperates against the same certain objective. This is the very normally occurring case.

So the core issue to consider for the correct fulfillment of the philosophy of organization is to allow the real cooperation to take place. That's why it was always required from managers to separate cooperation from other types of social behavior to be particularly dealt with (e.g. Simon 1976, VanVugtet *al.*, 2008). In other words the organizational work is a co-operational work. The foundation, running, success, stability, and continuity of organization are functions in subjecting the cooperation of its people to the management factor (Ibarra 1992, Stroh *et al.*, 2002).

The above hinted management factor contains three main functions that are collectively forming and framing the cooperation structure toward the objective, those are planning, organizing and controlling, as well as the function that's actualizing all the time such a co-operation, this commonly so called manager everyday task or directing.

Subjecting peoples' cooperation inside the organization to directing will be a function in two factors. One that's focused upon applying normally the sub-functions included in the directing as management function. The concern herein is to highlight functions which are technically recognized by the proficient managers as; giving orders (e.g. French 1959, Carson *et al.*, 1995, Brin<sup>o</sup>let *al.*, 2007, Bazerman & Moore, 2009), communicating them as intentionally required by the source (e.g. Downs & Adrian 2004, VanVeuren *et al.*, 2007, Shockley-Zalabak 2009, ), motivating people for their efficient execution (e.g. Sharp *et al.* 2009, Lee *et al.*, 2011), leading them in the correct path toward the objective (e.g. Chemers. 1997, Ghobadian. 2004), and then getting the informal organizations tamed (e.g. Bake. 1981, Everett *et al.*, 2012 ). These aspects are too much related to the manager's consideration to his proficiency in using and mixing the art versus science, in practicing not only the directing function or even the directing contained sub-functions but also the other sorts of the management functions and sub-functions (e.g. Ennen & Richter 2010).

However performing such aspects, even at the required level of efficiency, is expected to actualize the everyday cooperation of the people inside the organization at the minimum level or what is called herein the tough or hard level of cooperation.

#### **Research Problem:**

In order to justify the research problem existence in reality, an exploratory study has to be conducted based upon structured interviews. The interviews main question, that has been directed to a target group of (50) interviewees was; to what extent you consider that there is a lack of softness versus hardness in cooperation as the very core organization establishing and staying characteristic?

As shown in detail in Table (1) at minimum (40) individuals or (80%) of interviewees have gone with the initial consideration of research problem, while at maximum (7) individuals or (14%) of interviewees were oppositely expressing the anti-initial consideration to the research problem. At the same table, the results mentioned above have been supported by using horizontal weighted average of responses, concerning every single sub-variable partially expressing one aspect of the research problem; it was at minimum (4.04). In addition to this the vertical weighted average of all the included sub-variables was considered as well, it was (4.24). Both of them were exceeding (3) as the ranking value of the middle cell of the employed five-cell scale with a difference equal to (1.04) and (1.24) respectively.

Based upon what has been progressively enlightened above, it may be fair enough to claim that the problem around which this research is hub-revolving could be statement formulated in saying that "there is a lack of softness, smoothness or gentleness versus hardness, toughness, or rigidity in getting the cooperation, as the organization very core characteristic, occurred.

Therefore, the area of hypothesizing could be primarily highlighted by moving up the following two interrelated queries; Does the lack of cooperation softness versus hardness return to the lack of managers' consideration to the following items:

- ▶ The leadership type-rotation versus leadership changing.
- ▶ The staff-to-line or down to up internal advisory work versus the formally obligated line-to-staff or up to down management communication forms.
- ▶ The authority acceptance through the subordinators versus the authority obligation by the applied laws, bylaws, and/or workable organizational regulations.

Whether so, does the lack of managers' consideration to such a directing practices return to

their dogmatism? Whatever the type it may take; self, managerial, cultural, knowledge, social, theocratic,

vision, opinion, gambling, or even chaos relevant dogma?

**Table (1) Real existence of rigid or hard cooperation-based organization characteristics in schools**

Number	The indicative-statements of the smooth or soft cooperation-based organization characteristics	Measure cells and weights								H. weighted average	V. Weighted average
		Definitely agree	Agree	Total Agree	disagree	Neither agree nor disagree	disagree	Absolutely disagree	Total disagree		
		1	2	%	3	%	4	5	%		
1	Maximum level of warm interpersonal relationships	1	3	8	3	6	21	22	86	4.20	
2	Minimum level of stress complain	2	3	10	2	4	18	25	86	4.22	
3	Minimum level of work complaining	1	2	6	1	2	23	23	92	4.30	
4	Maximum level of Interactive communication	2	3	10	2	4	18	25	86	4.22	
5	Minimum level of negative conflict	4	3	14	0	0	21	22	86	4.10	
6	Maximum level of climate favorability	2	1	6	1	2	20	26	92	4.34	
7	Minimum level of decision taking fears	1	3	8	3	6	21	22	86	4.20	
8	Minimum level of mistakes bloating	1	1	4	1	2	18	29	94	4.46	
9	Maximum level of problem overcoming	1	1	4	3	6	18	27	90	4.38	
10	Maximum level of internal social openness	2	1	6	2	4	20	25	90	4.30	
11	Maximum level of internal stability	1	5	12	1	2	21	22	86	4.16	
12	Minimum level of job turnover	1	2	6	1	2	24	22	92	4.28	
13	Maximum level of performance flexibility	3	3	12	1	2	22	21	86	4.10	
14	Maximum level of actualizing suggestions	1	3	8	3	6	21	22	86	4.20	
15	Maximum level of instructions execution	2	1	6	1	2	20	26	92	4.34	
16	Maximum level of authority acceptance	2	1	6	0	0	21	26	94	4.36	
17	Maximum level of organizational culture consensus	4	1	10	2	4	19	24	86	4.16	
18	Maximum level of accepting more work burdens	2	2	8	1	2	24	21	90	4.20	
19	Maximum level of working overtime	1	3	8	3	6	21	22	86	4.20	
20	Maximum level of considering common objective	2	2	8	0	0	20	26	92	4.32	
21	Maximum level of accepting teamwork performance	2	3	10	2	4	18	25	86	4.22	
22	Maximum level of enthusiasm commonness	3	3	12	0	0	21	23	88	4.16	
23	Maximum level of readiness to help others	2	1	6	1	2	20	26	92	4.34	
24	Maximum level of readiness to accept others' help	4	0	8	3	6	21	22	86	4.24	
25	Maximum level of common understanding	2	1	6	1	2	20	26	92	4.34	
26	Minimum level of people misunderstanding	1	2	6	1	2	24	22	92	4.28	4.24
27	Maximum level of organizational belonging	4	1	10	0	0	21	24	90	4.20	
28	Maximum level of organizational loyalty	1	3	8	3	6	21	22	86	4.20	
29	Maximum level of organizational commitment	1	1	4	3	6	18	27	90	4.38	
30	Minimum level of late, lagging and absence	1	1	4	3	6	20	25	90	4.22	
31	Maximum level of practicing self control	2	3	10	2	4	18	25	86	4.22	
32	Maximum level of accepting job rotation	1	3	8	3	6	21	22	86	4.20	
33	Maximum level of looking forward to self-development	3	3	12	4	8	20	20	80	4.04	
34	Maximum level of looking for creativity and innovation	1	1	4	3	6	18	27	90	4.38	
35	Maximum level of accepting less work advantages	2	1	6	2	4	20	25	90	4.30	
36	Maximum level of accepting renewal work aspects	2	1	6	1	2	20	26	92	4.34	
37	Maximum level of fast treating to the misleading	1	2	6	3	6	24	20	88	4.20	
38	Minimum level of confusion and overlapping	1	7	16	0	0	21	21	84	4.08	
39	Maximum level of work integration points	2	3	10	2	4	18	25	86	4.22	
40	Minimum level of work interfacing points	3	3	12	1	2	20	23	86	4.14	
41	Maximum level of the self motivation	1	1	4	3	6	18	27	92	4.38	
42	Maximum level of the by-others motivation	4	2	12	2	4	22	22	88	4.26	
43	Minimum level of missing the leadership effect	4	1	10	2	4	19	24	86	4.16	
44	Maximum level of organizational mentorship	2	1	6	1	2	20	26	92	4.34	
45	Maximum level of organizational citizenship	2	3	10	0	0	20	25	90	4.26	
46	Minimum level of organization people silence	3	3	12	1	2	20	23	86	4.14	
47	Minimum level of facing work competency	2	3	10	2	4	18	25	86	4.22	
48	Maximum level of work review and improvement	3	0	6	2	4	20	25	90	4.28	
49	Maximum level of feeling of work achievement	1	3	8	3	6	21	22	86	4.20	
50	Maximum level of feeling happiness spreading	1	5	10	3	6	18	23	82	4.14	

Source: The research exploratory study

**Research Hypotheses:**

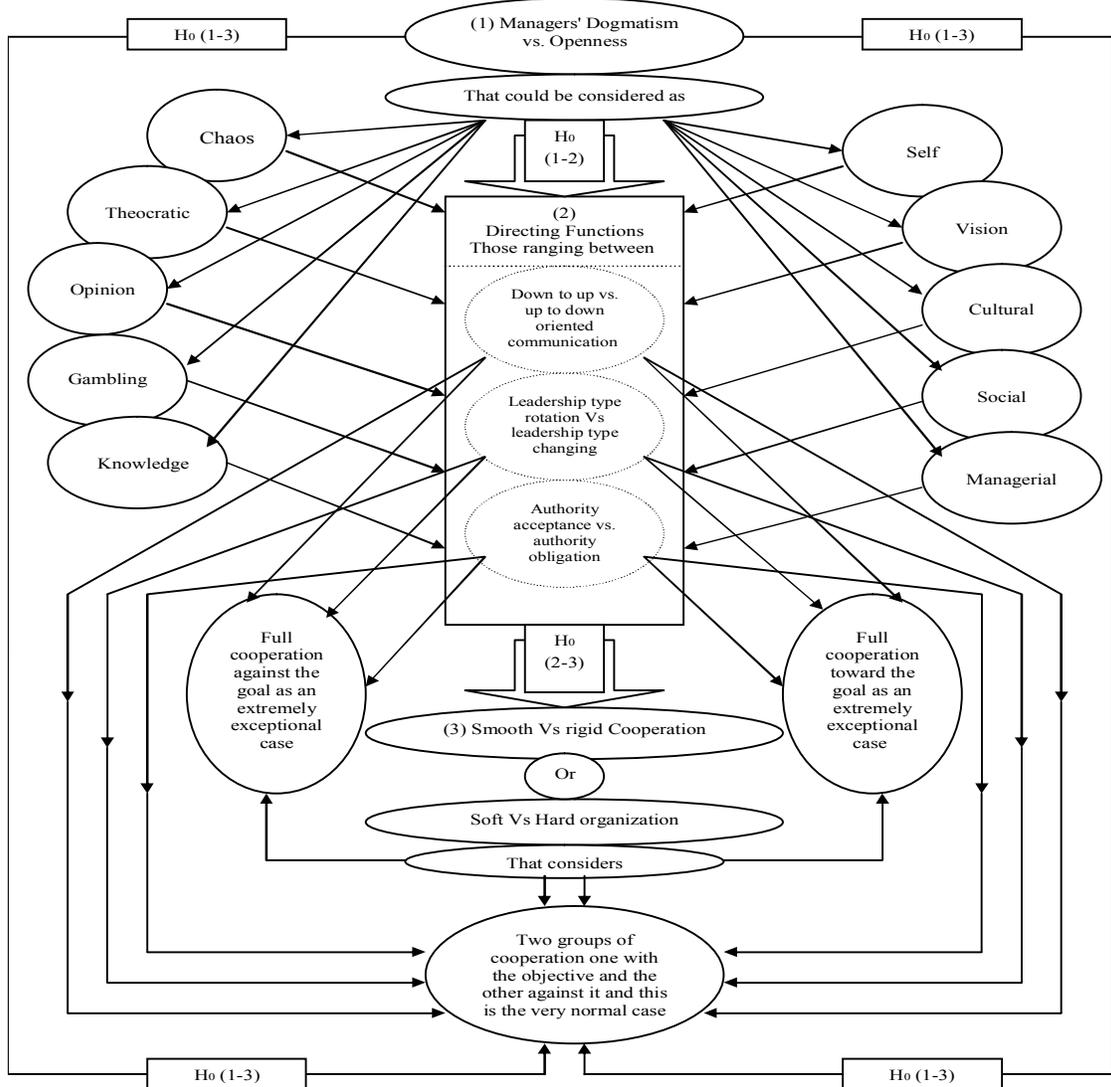
Figures (2) and (3) are briefly displaying both the hypothetical model and path in order. They are screening the orientation that was taken in conducting this research. In order to reach the true reasons which are standing behind the research problem, there were three interrelated hypotheses to be testified:

- ▶ Ho (1): There is no statistically denotative significant relationship between:
- ▶ On the one hand, the existence of the soft/hard cooperation based organizations.
- ▶ On the other hand, the managers' adoption/non-adoption of three directing practices which are:

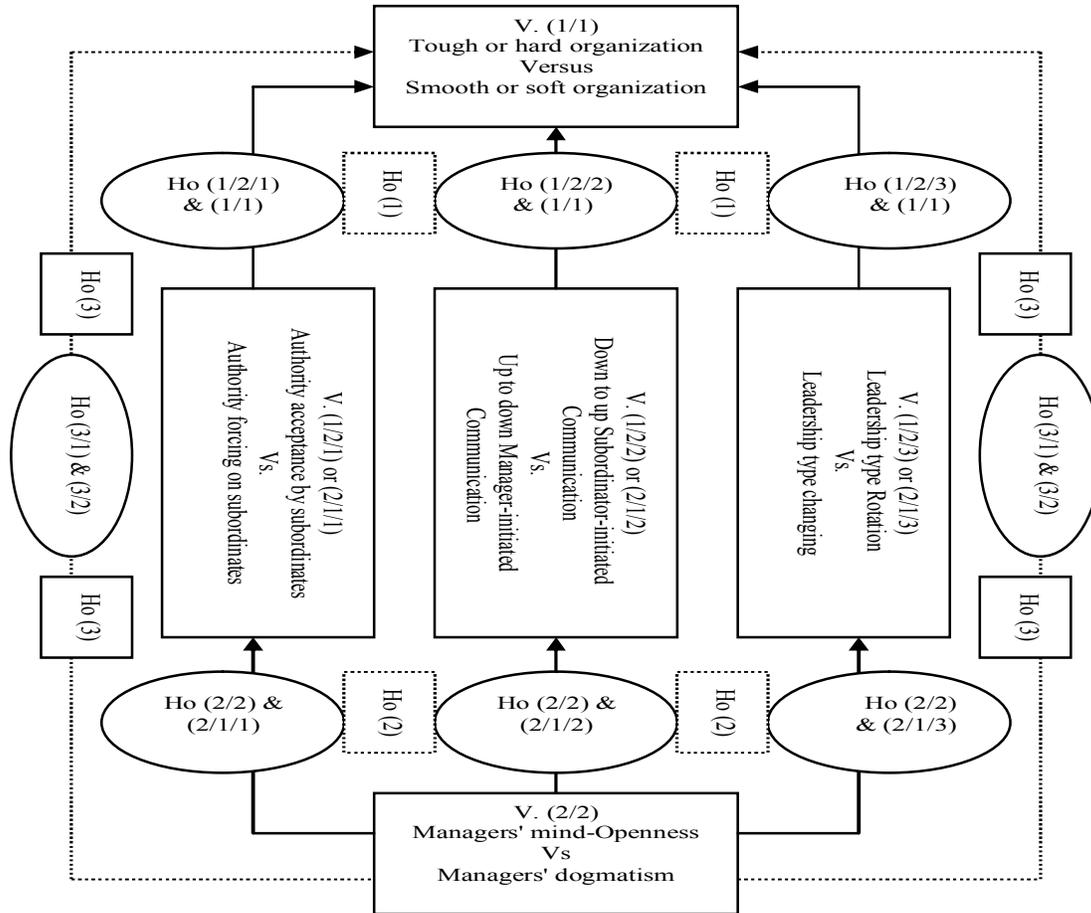
- ▶ The authority acceptance. (Intermediary coded A)
- ▶ The down to up subordinates' initiated communication. (Intermediary coded B)
- ▶ The leadership type rotation. (Intermediary coded C)
- ▶ Ho (2): There is no statistically denotative significant relationship between:
  - ▶ On the one hand, the managers' adoption/non-adoption of three directing practices which are:
    - ▶ The authority theory of acceptance. (Intermediary coded A)

- ▶ The down-to-up subordinates' initiated communication. (Intermediary coded B)
- ▶ The leadership type rotation. (Intermediary coded C)
- ▶ On the other hand, the existence/inexistence of the top managers' dogmatism
- ▶ Ho (3): There is no statistically denotative significant relationship between:
  - ▶ On the one hand, the existence of smooth/unsmooth cooperation based organizations.
  - ▶ On the other hand, the existence/inexistence of organizations' managers dogmatism.

**Figure (2): Showing the Hypothetical Model**



Source: Originally prepared for the purpose of this research



**Source: firstly designed for research**  
**Figure (3): A path of the hypothetical interrelationships of research**

**Research objectives:**

This research is basically striving to evaluate in general to what extent the managers' dogmatism could be a considerable reason that somehow holds back their directing function role in getting the smooth rather than rigid cooperation inside organizations taken place, therefore it procedurally targets the following aspects:

- ▶ Reviewing the field literature within the context of four axes which are dogmatism, authority acceptance, down to up subordinate-oriented communication, and the leadership-type rotation, to highlight through the research accumulation that, this research subject was not previously investigated or even addressed according to the adaptive perspective.
- ▶ Constructing the conceptual framework that identifies the research main axes of importance, and as a consequence highlights the research dependent, mediating, and dependent variables.
- ▶ Using an exploratory study to evaluate in reality the extent to which the target schools are

actually considered as rigid cooperation based organizations.

- ▶ Building a theo-hypothetical model to show a path of two interrelated relationship; one that's related to the relationship between the target organizations softness/hardness and the adoption/non-adoption of three directing practices which are the authority acceptance, down to up subordinate-initiated communication, and the leadership-type rotation, while the other is related to the relationship between the latter three variables and the existence of managers' mind openness/dogmatism.

- ▶ Establishing a particularly designed data collection technique, in the form of structured interviews, which have functioned to examine by the use of a five-scale closed questions the opinions of the interviewees concerning every single sub-variable included in the research hypotheses main variables.

- ▶ Applying - through the usage of "SPSS" - the most fitting descriptively statistic techniques such frequencies, percentages, weighted average, cross

tabulation, two-variable consensus frequency, and accord percentage so as to testify the hypothetical relationships and some of the denotations concerning each.

▶ Getting the results concluded, and then providing the initial recommendations that may be considered as a start point to open the gate for other research readers' further ones.

#### Research methodology:

##### ▶ Research population:

The research target population was the pre-university education teachers. Those are working in primary, preparatory, and secondary schools. The whole number of the population was 450 teachers. The population is classified into three sections to contain 150 teachers each. So as to represent proportionally the number of teachers in the three levels of the tertiary education.

Research field study was conducted on 30 governmental schools that are particularly based in Menoufia governorate, 10 schools from each pre-university education level have randomly been selected to represent the other ones in the same level, since they are nearly identical. Despite of the heterogeneity of research population sections in terms of its distribution amongst the three target levels of education, it has been looked at as homogeneous population regarding the research measurement objective. That's why there was no consideration to the heterogeneity of the population, out of just the fair distribution on the different schools' types and population's units or interviewees, while in the phases of research statistical testing and then analysis this has preferably been disregarded.

##### ▶ Research method

As shown by Table (2), this research is based upon using the structured interview as a qualitative methodical instrument of data collection. About 30 group interviews have generally been conducted with a total number of 450 school teachers, 150 teachers from every single one of the three levels of pre-university education schools have been interviewed in the form of groups. This occurred through 10 group-interviews at every level, each one has contained 15 interviewees or teachers either from primary, preparatory, or secondary schools.

Interview was administered through four phases to stay totally about two hours and half for each. In the first phase the research problem, objectives, and hypotheses were explained. In the second phase the axes and variables which represent the subject of the interviews' query have clearly been identified to the interviewees. In the third phase a piece of paper that contains these items and variables expressed about in the form of questions have been delivered to the interviewees to respond to each question in a five-cell

scale, which was ranged between definitely agree, agree, neither agree nor disagree, disagree, absolutely disagree. Then the fourth phase has been allocated to allow a sufficient room for an orally open discussion and/or comment concerning the whole and individual questions. However the single interviewees' answers were measurably considered for the statistical testing of research hypotheses while the open discussion was just analytically utilized.

Table (2) population size and distribution

Statement S.No.	Target tertiary education	Number of interviews in every level	Number of interviewees in interview	Number in sections & population
1	Primary school	10	15	150
2	Preparatory school	10	15	150
3	Secondary school	10	15	150
Total	Tertiary population	30	15	450

Source: Prepared for this research purpose

##### ▶ Research Limits:

In terms of the academic limits, there have been three governing literal axes to commit with concerning this research topic and/or subject. The first is focusing on the dogmatic behaviors and decisions of the managers. The second is tackling just three of the directing function non-structural aspects which are; working the authority acceptance, actualizing the down to up subordinate-initiated communication as internal permanent advisory work, and applying on a regular basis the leadership type rotation. The third is highlighting the significance of replacing the smooth rather than rigid type of cooperation in organizations. As so any other subjects are considered as irrelevant.

The research subject could be academically justified in terms of the researcher's particular interest in the area of management philosophy, that's why it was important to him to consider in general the subjects and issues like the impact of managers' dogmatism on practicing the management functions.

Regarding the practical limits, the field study was the pre-university education institutions. Those are the primary, preparatory, and secondary governmental schools; particularly those schools based in Menoufia governorate. The population units or interviewees were the non-managerial or academic school teachers. The examined community units, who are the subject of evaluation, or who around them the interviews are conducted, are the schools' top managers. Accordingly any other units or parties are empirically out of this research concern.

The research field study selection could be defended when getting informed that the researcher is currently working as an A. professor of business administration and vice-dean for developing the

environment and social affairs in the faculty of commerce, Menoufia University, Egypt. That's why the surrounding schools in the same geographical zone are, in actual fact, falling in his current work area of interest.

#### Research Field Study:

In order to get the research hypotheses testified a descriptive statistical technique was used. The answers of interviewees concerning all the variables and sub-variables have been subjected - within the context of initially formulated hypotheses - to a 5×5 cross tabulation.

The reason was to get; first the total number and/or percentage of the interviewees' responses that come to lie on the cross-tab diagonal cells, second the total number and/or percentage of the employees' responses those come to stretch out of the cross-tab diagonal cells - or on other cells of the same table, third making comparison between the two total numbers and/or percentage to check which overall is bigger than the other.

Whether the diagonal total number and/or percentage of responses have come as greater than the non-diagonal total number and/or percentage of responses, this result indicates that, in terms of the descriptive statistics, there is a statistically indicative relationship between both the variables which are five-cell represented in the table's vertical and horizontal axes.

it indicates as well that if we draw or express the employees' different responses in all the table cells in the form of diagram, the points that come on the diagonal, which is actually the bigger number of responses, compared with those out of the diagonal cells, will be more intensive or very close to each other to be most likely graphed in the form of a linear relationship. It is expected to take either the type of strait or curve line, this will be statistically indicative concerning the relationship between the cross tabulated two variables. Since, in general, it is given to consider that the two variables point-represented on the same line are most likely related, and could be interrelated, compared with any other two variables which point-sited on two different lines.

Furthermore, as long as the number and/or percentage of the diagonal responses located in the four and five ranked cells, which reflect both the variables in the negative case (disagreement), have come greater than the number and/or percentage of the diagonal responses positioned in the one and two ranked cells, which reflect both the variables in the positive case (agreement), this means that the hypothetical relationship between both variables has

been proved as it is initially developed, and vice versa, also this by far point toward sort of a direct relationship. Since the more of the negative case of the independent variable or the foundation of managers' dogmatism, the more the negative case of the dependent variable or the rigid - unsmooth - cooperation based organization, and vice versa.

Accordingly at the level of relationship and the level of its indication, it could be considered that the independent variable is going to be a sufficiently interpretive to the dependent variable.

#### Testing hypothesis Ho (1):

This is going to be cropped up through testing three sub-hypotheses as follows:

#### Testing the sub-hypothesis (1/1)

This sub-hypothesis concerns with examining the relationship between the dependent variable (1/1) that's pointing out to the foundation of the smooth/unsmooth cooperation based schools, and the independent variable number (1/2/1) - intermediary coded as (A) - that's considered with the schools top-managers' adoption/non-adoption to the authority theory of acceptance.

The former variable was whole-represented through the mode of all its included sub-variables while the latter variable was represented in detail via every single one of its built in sub-variables individually.

A cross tabulation was made between both variables, to show that the minimum of the frequencies and/or percentages, which are expressing the interviewees' consensus concerning the examined two variables together in all the five-scale cells located on the cross-tab diagonal, was collectively (365) equal to (81.2.3%).

This was greater than the maximum of frequencies and/or percentages that are expressing the interviewees' non-consensus regarding both the variables that's shown in the other cells of the cross-tab, stretched out of the diagonal, since it collectively was (85) equal to (18.8%). This is descriptively indicating a **statistically considerable relationship** between both the examined variables, see Table (3).

At the same time this logically points toward a **linear relationship** between both the variables, whether these relationships are - separately or even in a group - dot-represented in a diagram. Since the points or dots represent the frequencies of interviewees' answers in such a case are, more often than not, expected to be figure-positioned as very close to each other, in a way that to a large extent allow the drawing of either strait or curve line.

Table (3): The top managers' adoption/non-adoption to the authority theory of acceptance &amp; the establishment of smooth/unsmooth cooperation based organization

Hypothetical relationships	Consensus levels		Consensus at rank (1)		Consensus at rank (2)		Consensus at ranks (1+2)		Consensus at rank (3)		Consensus at rank (4)		Consensus at rank (5)		Consensus at ranks (4+5)		Consensus at (all ranks)		Non-consensus at (all ranks)		Weighted average
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	
Between independent variable (1/2/1) or A) separately represented in all its detailed sub-variables and dependent variable (1/1) collectively represented by the mode of all its sub-variables	1/2/1/1&1/1	20	4.4	26	5.8	46	10.2	36	8.0	111	24.7	236	52.4	347	77.1	429	95.3	21	4.7	4.20	
	1/2/1/2&1/1	25	5.6	17	3.8	42	9.2	33	7.3	153	34.0	191	42.4	344	76.4	419	93.1	31	6.9	4.11	
	1/2/1/3&1/1	22	4.9	27	6.0	49	10.8	38	8.4	101	22.4	210	46.7	311	69.1	398	88.4	52	11.6	4.13	
	1/2/1/4&1/1	26	5.8	26	5.8	52	11.6	23	5.1	106	23.5	202	44.9	308	68.4	383	85.1	67	14.9	4.12	
	1/2/1/5&1/1	24	5.3	23	5.1	47	10.4	34	7.6	108	24.0	230	51.1	338	75.1	419	93.1	31	6.9	4.18	
	1/2/1/6&1/1	13	2.9	15	3.3	28	6.2	16	3.6	116	25.7	205	45.5	321	71.2	365	81.2	85	18.8	4.32	
	1/2/1/7&1/1	26	5.8	13	2.9	39	8.7	16	3.6	149	33.4	172	38.3	321	71.7	376	83.6	74	16.4	4.13	
	1/2/1/8&1/1	24	5.3	25	5.6	49	10.8	9	2.0	116	25.7	221	49.1	337	74.8	395	87.8	55	12.2	4.22	
	1/2/1/9&1/1	16	3.6	12	2.7	28	6.2	16	3.6	97	21.6	238	52.9	335	74.5	379	84.3	71	15.7	4.39	
	1/2/1/10&1/1	19	4.2	13	2.9	32	7.1	28	6.2	117	26.0	202	44.9	319	70.9	379	84.3	71	15.7	4.24	
	1/2/1/11&1/1	26	5.8	20	4.4	46	10.2	16	3.6	112	24.9	205	45.6	317	70.5	379	84.3	71	15.7	4.18	
	1/2/1/12&1/1	18	4.0	18	4.0	36	8.0	28	6.2	120	26.7	238	52.9	358	79.5	422	93.8	28	6.2	4.28	
	1/2/1/13&1/1	25	5.6	24	5.3	49	10.8	36	8.0	117	26.0	224	49.8	341	75.8	426	94.7	24	5.3	4.15	
	1/2/1/14&1/1	24	5.3	28	6.2	52	11.6	34	7.6	111	24.7	234	52.0	345	76.7	431	95.8	19	4.2	4.16	
	1/2/1/15&1/1	22	4.9	12	2.7	34	7.6	19	4.2	104	23.1	238	52.9	342	76.0	395	87.8	55	12.2	4.32	
	1/2/1/16&1/1	26	5.8	21	4.7	47	10.4	15	3.3	108	24.0	247	54.9	355	78.9	417	92.7	33	7.3	4.26	
	1/2/1/17&1/1	19	4.2	22	4.9	41	9.1	20	4.4	110	24.4	242	53.8	352	78.2	413	91.8	37	8.2	4.29	
	1/2/1/18&1/1	16	3.6	12	2.7	28	6.2	31	6.9	123	27.3	223	49.6	346	76.9	405	90.0	45	10.0	4.29	
	1/2/1/19&1/1	17	3.8	16	3.6	33	7.3	26	5.8	120	26.7	226	50.2	346	76.9	405	90.0	45	10.0	4.28	
	1/2/1/20&1/1	24	5.3	15	3.3	39	8.6	38	8.4	116	25.7	228	50.7	342	76.4	419	93.1	31	6.9	4.22	

Source: Primary data based upon the field study

Furthermore, whether taking into consideration the total of frequencies and/or percentages express those answers located in the cross-tab diagonal cells which precisely ranked (4) and (5) together, it was found that it recorded at least (308) equal to (68.4%). Which has come far greater than the maximum of frequencies and/or percentages express the responses lied on the cross-tab diagonal cells ranked (1) and (2), that collectively was (52) equal to (11.6%). This reflects a **strong** consensus-based **direct** relationship; particularly it goes with the case on which this sub-hypothesis was initially considered. Since that was precisely expressing the negative case of both variables, or in other words, the relationship between the foundation of the hard, rigid, unsmooth or just structural cooperation based-schools and the top managers' non-adoption to the authority theory of acceptance.

Unlike the causality usually considered in the case of experimentation, as the independent variable is merely the one and whole or even the very controlled reason of the dependent one, It could be end in this state to sort of **descriptive causality** between both the examined variables, as long as the relationship between them has been statistically established according to the initially developed arrangement of the hypothesis's two variables that identified which variable is the independent and which one is the dependent. However, the descriptive causality herein is highlighting that the identified independent variable is just a reason amongst or in addition to many other reasons that may affect or lead to the identified

dependent variable. Therefore this suggested causality is particularly gone reliable because it is inversely deniable.

In the same Table (3), the weighted average that has been based upon those frequencies located on all cross-tab diagonal five cells, was additionally calculated to show through its minimum a value equal (4.11), this was greater than the scale's middle cell rank value or (3) with a difference equal (1.11). As a consequence the same orientation - indicates that the consensus on both variables was greater in the negative case than the positive one - was established again as previously shown concerning such a relationship.

Accordingly, it could be argued that the independent variable, that was the schools' top managers non-adoption to the authority theory of acceptance, has descriptively gone sufficient in explaining the dependent variable, which was the existence of rigid, hard, unsmooth or just structural cooperation based schools.

#### ► Discussing the sub-hypothesis (1/1)

#### ► A reality based interpretation:

According to the interviewees answers to the scale closed questions and the open comment allowed to them, it could be argued that, within the context of the non-adoption of the authority theory of acceptance, there are some reasons which actually justify the existence of unsmooth cooperation based schools, these could be considered due to the to the absence of the items included in Figure (4):

**Figure (4): A reality-based framework to the absence of the authority theory of acceptance considerations**

- *The absence of charisma- based acceptance*
- *The absence of academic level-based acceptance*
- *The absence of cultural-based acceptance*
- *The absence of social gains-based acceptance*
- *The absence of intellectual capabilities-based acceptance*
- *The absence of physical capabilities-based acceptance*
- *The absence of ethical aspects-based acceptance*
- *The absence of experience-based acceptance*
- *The absence of personality-based acceptance, like openness*
- *The absence of demographics- based acceptance*
- *The absence of uniqueness-based acceptance*
- *The absence of supreme and brilliance-based acceptance*
- *The absence of creativity & progress-based acceptance*
- *The absence of history-based acceptance*
- *The absence of future potentiality-based acceptance*
- *The absence of opportunity-based acceptance, since there is no alternative*
- *The absence of legitimacy-based acceptance, since he is the fairly winner.*
- *The absence of current phase-man based acceptance*
- *The absence of avoidance-based acceptance, I just want to avoid some one else*
- *The absence of legendary-based acceptance*

**Source: Firstly established for this research purpose**

► **A theory based analysis:**

In terms of the theory the above mentioned suggestions, which have been come up for justifying partially the dependent variable by the independent one, could be established again as well. This will be more highlighted when considering that in accordance with the authority theory of acceptance, authority is really taken place only when the managers' power and/or orders are accepted by their subordinates.

This in turn will never occur but through the latter acceptance to the manager himself. In other words, the subordinates have to have their own justifying reasons around the manager to accept him in his position as a powerful manager. Like considering his charismatic personality, his legitimacy, his age, his experience, his superiority, rewards that may occur by him, disciplinary actions that are avoided by him, etc.

Despite the authority theory of acceptance has always been subjected to a criticism due to the claim of it is unreal, since it gives too much emphasis on subordinates, Chester Bernard as the theory provider was the earliest who got in advance a pre-set precaution to this criticism. He considered that the "authority theory of acceptance" is a philosophy which argues that "authority does not depend as much on 'persons of authority' who give orders as on the willingness of those who receive the orders.

Although Bernard maximized the conditional role of subordinates in allowing the power to be truly taken place, he did not deny the role of managers' as the initial source of authority. He has gone to a very convincing claim by the call that the formal authority has no way to be reduced to just normal or minimum level whether not accepted by the subordinates. The acceptance of managers' authority will probably turn

it to be at the maximum level, that's indicative not only by execution but also through higher levels of positive reaction, obedience, satisfaction, compliance, commitment, loyalty, and belonging. Bernard as well as a large stream of his theory successively come supporters have believed that subordinates accept the authority if the advantages to be derived by its acceptance exceed the disadvantages resulting from its refusal.

According to Barnard (1948) , there are four factors will affect the willingness of subordinates to accept managers' authority; understanding the orders, consistency with the organizational purposes, coping with the employees' needs and desires, and the fitness to the subordinates physical and mental capabilities.

Regardless of the long history of the argumentatively critical views that has been directed to the previously hinted up theory of authority, it could be said that there are too many emerging reasons which clearly pushing toward rather than backward the application of its call. Those who agree with such a theory, who call for a balance point between the sources and recipients of orders as an important condition for the real occurrence of power effectiveness, have occupied a reasonably bigger space of commonness compared with the room got by those who have greatly stuck against the theory call.

In this research, it is well thought-out to highlight that from those reasons that may generally push organizations' managers toward the consideration of authority acceptance are environmental ones.

The political mobility toward more democracy and liberty in the third world, particularly in a developing country like Egypt, was a fairly sufficient reason for generating a different type of employees

who have come to organizations' workplace. Managers faced with new generations of subordinates who expect to be asked and consulted all the time concerning all the work related affairs. The socially and politically liberal development of the whole society in the third world countries has extended to continue within the organizations established there, if not evidently increased.

That's why people inside the organizations in a country like Egypt, which has passed through significant phases of democracy and liberalism, are eager to the decision-making participation, they are in need for convincingly accepting the authority of organizations' managers instead of being formally receiving this authority. Otherwise a big magnitude of ungoverned resistance and strikes that may threaten the production and stability will be waiting to face.

The social and political change trends that's positively occurred in many of the third world communities, like ours in Egypt, has really resulted in a society individual as well as an organization employee who has become a more ready-made type for authority acceptance rather than authority obligation.

This research argues that the absence of such orientation in dealing with managers' authority will most probably lead to a considerable magnitude of rigid unsmooth and/or tough cooperation within the organizations that makes them at maximum hard-type organized ones. Logically this is not the choice we are looking forward to, particularly if the change in the nature of the employees' aptitude concerning the managers' authority has become a well eye-witnessed phenomenon. It is given to say that teachers - within the field study investigated schools - are not exception to this base.

#### ▶ Testing the sub-hypothesis (1/2)

This sub-hypothesis concerns with examining the relationship between the dependent variable (1/1) that's pointing out to the existence of the smooth/unsmooth cooperation based schools, and the independent variable number (1/2/2) - intermediary coded as (B) - that's considered with the schools top-managers' adoption/non-adoption to the subordinates' initiated down-to-up communications. The former variable was whole-represented through the mode of all its included sub-variables while the latter variable was represented in detail via every single one of its incorporated sub-variables individually.

A cross tabulation was made between both variables, to show that the minimum of the frequencies and/or percentages, which are expressing the interviewees' consensus concerning the examined

two variables together in all the five-scale cells located on the cross-tab diagonal was collectively (367) equal to (81.5%). This was greater than the maximum of frequencies and/or percentages that are expressing the interviewees' non-consensus regarding both the variables that's shown in the other cells of the cross-tab, stretched out of the diagonal, which collectively was (83) equal to (18.5%). This is descriptively indicating a statistically considerable relationship between both the examined variables, see Table (4). At the same time this logically points toward a **linear relationship** between both the variables, whether these relationships are - separately or even in a group - dot-represented in a diagram. Since the points or dots represent the frequencies of interviewees' answers in such a case are, more often than not, expected to be figure-positioned as very close to each other, in a way that to a large extent allow the drawing of either strait or curve line.

Furthermore, whether taking into consideration the total of frequencies and/or percentages express those answers located in the cross-tab diagonal cells which precisely ranked (4) and (5) together, it was found that it recorded at least (310) equal to (68.8%). Which has come far greater than the maximum of frequencies and/or percentages express the responses lied on the cross-tab diagonal cells ranked (1) and (2), that collectively was (48) equal to (10.6%). This reflects a **strong** consensus based **direct** relationship; particularly it goes with the case on which this sub-hypothesis was initially considered. Since that was precisely expressing the negative case of the both variables, or in other words, the relationship between the existence of the hard, rigid, unsmooth or just structural cooperation based schools and the top managers' non-adoption to the subordinates' initiated down-to-up communication.

Unlike the causality usually considered in the case of experimentation, as the independent variable is merely the one and whole or even the very controlled reason of the dependent one, It could be end in this state to sort of **descriptive causality** between both the examined variables, as long as the relationship between them has been statistically established according to the initially developed arrangement of the hypothesis's two variables that identified which variable is the independent and which one is the dependent. However, the descriptive causality herein is highlighting that the identified independent variable is just a reason amongst or in addition to many other reasons that may lead to or affect the identified dependent variable. Therefore this suggested causality is particularly gone reliable because it is oppositely deniable.

Table (4): The adoption/non-adoption of the down to up initiated communication & the establishment of smooth/unsmooth cooperation based organization

Hypothetical relationships	Consensus levels		Consensus at rank (1)		Consensus at rank (2)		Consensus at ranks (1+2)		Consensus at rank (3)		Consensus at rank (4)		Consensus at rank (5)		Consensus at ranks (4+5)		Consensus at (all ranks)		Non-consensus at (all ranks)		Weighted average
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	
Between independent variable (1/2/2 or B) separately represented in all its detailed sub-variables and dependent variable (1/1) collectively represented by the mode of all its sub-variables	1/2/2/1&1/1	14	3.1	18	4.0	32	7.1	28	6.2	125	27.8	202	44.9	327	72.7	387	86.0	63	14.0	4.24	
	1/2/2/2&1/1	12	2.7	22	4.9	34	7.5	16	3.9	112	24.9	205	45.6	317	70.4	<b>367</b>	<b>81.5</b>	<b>83</b>	<b>18.5</b>	<b>3.97</b>	
	1/2/2/3&1/1	17	3.8	31	6.8	<b>48</b>	<b>10.6</b>	28	6.2	108	24.0	253	56.2	361	80.2	417	92.6	33	7.4	4.46	
	1/2/2/4&1/1	15	3.3	24	5.3	39	8.6	36	8.0	128	28.4	223	49.6	351	78.0	426	94.6	24	5.4	4.22	
	1/2/2/5&1/1	16	3.5	24	5.3	40	8.8	34	7.6	111	24.7	234	52.0	345	76.6	419	93.1	31	6.9	4.24	
	1/2/2/6&1/1	25	5.6	16	3.5	41	9.1	19	4.2	109	24.2	246	54.7	355	78.8	415	92.2	35	7.8	4.28	
	1/2/2/7&1/1	14	3.1	21	4.7	35	7.8	23	5.1	96	21.4	214	47.6	<b>310</b>	<b>68.8</b>	368	81.7	82	18.3	4.29	
	1/2/2/8&1/1	9	2.0	13	2.9	22	4.9	20	4.4	110	24.4	240	52.3	350	77.7	392	87.1	58	12.9	4.42	
	1/2/2/9&1/1	11	2.4	12	2.7	23	5.1	31	6.9	117	26.9	223	49.6	340	75.5	394	87.5	56	12.5	4.34	
	1/2/2/10&1/1	13	2.9	15	3.3	28	6.2	19	4.2	116	25.8	228	50.7	344	76.4	391	86.8	59	13.2	4.35	
	1/2/2/11&1/1	21	4.7	27	6.0	48	10.6	33	7.3	122	27.1	223	49.6	345	76.6	426	94.6	24	5.4	4.17	
	1/2/2/12&1/1	18	4.0	18	4.0	36	8.0	31	6.9	114	25.3	232	51.6	346	76.8	413	91.7	37	8.3	4.26	
	1/2/2/13&1/1	17	3.8	24	5.3	41	9.1	38	8.4	99	22.0	247	54.9	346	76.8	425	94.4	25	5.4	4.25	
	1/2/2/14&1/1	14	3.1	13	2.9	27	6.0	24	5.3	102	22.7	253	56.2	355	78.8	406	90.2	44	9.8	4.00	
	1/2/2/15&1/1	16	3.6	19	4.2	35	7.8	30	6.7	118	26.2	226	50.2	344	76.4	409	90.8	41	9.2	4.26	
	1/2/2/16&1/1	19	4.2	16	3.6	35	7.8	28	6.2	113	25.1	236	52.4	349	77.5	412	91.5	38	8.5	4.28	
	1/2/2/17&1/1	18	4.0	15	3.3	33	7.3	24	5.3	106	23.5	238	52.9	344	76.4	401	89.1	59	10.9	4.32	
	1/2/2/18&1/1	14	3.1	16	3.6	30	6.7	38	8.4	110	24.4	210	46.7	320	71.1	388	86.2	62	13.8	4.25	
	1/2/2/19&1/1	16	3.6	20	4.5	36	8.0	33	7.3	117	26.0	214	47.6	331	73.5	400	88.9	50	11.1	4.23	
	1/2/2/20&1/1	23	5.1	13	2.9	36	8.0	34	7.6	112	24.9	226	50.2	338	75.1	408	90.6	42	9.4	4.23	

Source: Primary data based upon the field study

In the same Table (4), the weighted average that has been based upon those frequencies located on all cross-tab diagonal five cells, was additionally calculated to show through its minimum a value equal (3.97), this was greater than the scale's middle cell rank value or (3) with a difference equal (0.97) . As a consequence the same orientation - indicates that the consensus on both variables was greater in the negative case than the positive one - was

established again as previously shown concerning such a relationship. Accordingly, it could be argued that the independent variable, that was the schools' top managers non-adoption to the subordinators' initiated down-to-up communication, has descriptively gone sufficient in explaining the dependent variable, which was the existence of rigid, hard, unsmooth or just structural cooperation based schools.

Figure (5): A reality-based frustrations throughout the phases of subordinates' initiated upward communication

- Frustrations of the suggestion phase
- Frustrations of the presenting phase
- Frustrations of the discussion phase
- Frustrations of the acceptance phase
- Frustrations of the justifying phase
- Frustrations of the applying phase
- Frustrations of the results and progress showing phase
- Frustrations of the hinting or pointing out to the source phase
- Frustrations of the rewarding phase, whether there is a success
- Frustrations of the reviewing phase, feed back if there is a failure
- Frustrations of the participation in correction phase, if there is a deviation.
- Frustrations of the recording the organization accumulative experience phase.
- Frustrations of the recording in the provider work CV phase.
- Frustrations of the encouragement of the same suggestions phase.
- Frustrations of the suggestion- sharing phase.
- Frustrations of the making up suggestion-supporting group phase.
- Frustrations of the benefit evaluation and comfort phase.
- Frustrations of the development and evolution phase.
- Frustrations of the decline avoiding phase.
- Frustrations of updating the participants and supporters effort phase.

Source: Firstly established for this research purpose.

▶ **A reality based interpretation:**

Utilizing the interviewees' answers and comments gotten by the field study, it could be argued that, within the context of the non-adoption of the subordinators' initiated down-to-up communications, there are some reasons, which actually justifying the

existence of unsmooth cooperation-based schools, these could be considered due to the frustrations faced by these subordinates in the different phases shown by the Figure (5):

▶ **A theory based analysis:**

In terms of the theory, particularly within the context of the very relevant area of literature, the above mentioned suggestions that have been come up to justify partially the dependent variable by the independent one could be additionally established when considering that is a need for working toward subordinate-oriented versus manager-oriented communication.

Management used to be thought of as a process. A communication process that's taken place between two wise parties; one is the manager or boss while the other is the subordinate or assistant. Both of them are relatively important to organization.

The subordinate importance is not only derived by the work that's originally entrusted by him but also by the work delegated to him by his manager and the work that may be fully performed by him when replacing the latter so as to compensate his absence. This highlights that management considers the importance of the subordinate as well as the importance of the manager. In order not to ignore the subordinate as a thinking entity management has always been defined as getting things done through rather than by the best of others. Accordingly the subordinate has fairly positioned in management theory, particularly after the phase of scientific management, in a place of thinker as well as performer.

Adopting such a perspective management has always been looked at as a two way communication process that's based upon an interacting activity, in other words it highly locates the continuity of action and reaction.

Therefore management communications have historically had two sorts; one that's line oriented up-to-down type of communication. Which occurred by the manger as its tee original source, that passes through the formal authority line to the subordinates positioned in the lower levels of management; like instructions, decisions, orders, policies, clarifications, directions, etc.

The other is also up-to-down type of communication. This is occurred viathree steps; the first is temporarily up to down step that sourced by the manager to subordinate, the second step is down-to-up as a reaction by the latter, then the third step that's occurred by the former again for actualizing the communication. That's why it could be said that the second step will be useless whether the line manager refuse or freeze the first or third step.

As a consequence there is a stream of authors, in management communication, who consider the subordinate role as a true step only when it comes into effect. They believe in such a managerial communication in terms of the executing step, so in their view this kind of communication although it

includes a partial contribution of subordinate, itsubstantially looked at asan up-to-down type as well.

However it still considered as line directed communication due to its subject and form which are originally set or identified by the line manager decision.

additionally, there were too many other forms of communication which have accumulatively been come with the evolution of management thought and practice such as; slopping communications, those taken place through the inclined lines of functional authority, and the line-free forms of communication that's come within the context of committees, teamwork, MBO, MBP, spots, chaos etc.

All the above mentioned formal forms of communication could be top titled under the manager oriented communications; those hardly allow people inside the organization a minimum rigid form of cooperation.

In this research the concern is directed to another kind of communication that could be top titled under the subordinate-oriented communication. In which the subordinates, free of any managers' directions, will be the initiating source of the voluntarily down-to-up communication. Those take too many forms which may range from the simple suggestions to the organizational development programs.

These should be encouraged by positive and fairly quick reactions of managers, so as to get people inside the organization self-esteemed through the workplace and really motivated toward a smooth or soft type of organizational cooperation.

#### ► Testing the sub-hypothesis (1/3)

This sub-hypothesis concerns with examining the relationship between the dependent variable (1/1) that's pointing out to the existence of the smooth/unsmooth cooperation based schools, and the independent variable number (1/2/3) - intermediary coded as (C) - that's considered with the schools top-managers' adoption/non-adoption to the leadership type rotation. The former variable was whole-represented through the mode of all its included sub-variables, while the latter variable was represented in detail via all the included sub-variables individually.

A cross tabulation was made between both variables, to show that the minimum of the frequencies and/or percentages, which are expressing the interviewees' consensus concerning the examined two variables together in all the five-scale cells located on the cross-tab diagonal, was collectively (380) equal to (84.4%). This was greater than the maximum of frequencies and/or percentages that are expressing the interviewees' non- consensus regarding both the variables that's shown in the other cells of the cross-tab, stretched out of the diagonal which collectively was (70) equal to (15.6%). This is

descriptively indicating a **statistically considerable relationship** between both the examined variables,

see Table (5).

Table (5): The top managers' adoption/non-adoption of the leadership type rotation & the establishment of smooth/unsmooth cooperation based organization

Hypothetical relationships	Consensus levels		Consensus at rank (1)		Consensus at rank (2)		Consensus at ranks (1+2)		Consensus at rank (3)		Consensus at rank (4)		Consensus at rank (5)		Consensus at ranks (4+5)		Consensus at (all ranks)		Non-consensus at (all ranks)		Weighted average	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
Between independent variable (1/2/3 or C) separately represented in all its detailed sub-variables and dependent variable (1/1) collectively represented by the mode of all its sub-variables	1/2/3/1&1/1	24	5.3	30	6.7	54	12.0	19	4.2	97	21.6	248	55.1	345	76.7	418	92.8	32	7.2	4.23		
	1/2/3/2&1/1	26	5.8	25	5.6	51	11.3	26	5.8	108	24.0	238	52.9	346	76.9	423	94.0	27	6.0	4.19		
	1/2/3/3&1/1	14	3.1	12	2.7	26	5.8	23	5.1	140	31.1	211	46.9	351	78.0	400	88.8	50	11.2	4.30		
	1/2/3/4&1/1	26	5.8	25	5.6	51	11.3	33	7.3	106	23.6	214	47.6	320	71.2	404	89.7	46	10.3	4.13		
	1/2/3/5&1/1	22	4.9	31	6.9	53	11.7	29	6.4	96	21.3	216	48.0	<b>312</b>	<b>79.3</b>	394	87.5	56	12.5	4.14		
	1/2/3/6&1/1	18	4.0	26	5.8	44	9.7	38	8.4	112	24.9	211	46.9	323	71.8	405	90.0	45	10.0	4.16		
	1/2/3/7&1/1	24	5.3	22	4.9	46	10.2	27	6.0	115	25.6	236	52.5	351	78.1	424	94.2	26	5.8	4.21		
	1/2/3/8&1/1	26	5.8	27	6.0	53	11.7	33	7.3	102	22.7	220	48.9	322	71.6	408	90.6	42	9.4	4.13		
	1/2/3/9&1/1	14	3.1	14	3.1	28	6.2	33	7.3	96	21.3	228	50.7	324	72.0	385	85.5	65	14.5	4.32		
	1/2/3/10&1/1	24	5.3	24	5.3	48	10.6	25	5.6	98	21.8	238	52.9	336	74.7	409	90.8	41	9.2	4.22		
	1/2/3/11&1/1	26	5.8	19	4.2	45	9.9	21	4.7	106	23.6	208	46.2	314	69.8	<b>380</b>	<b>84.4</b>	<b>70</b>	<b>15.6</b>	4.18		
	1/2/3/12&1/1	24	5.3	31	6.9	<b>55</b>	<b>12.2</b>	37	8.2	105	23.3	238	52.9	343	76.2	435	96.6	15	3.4	4.15		
	1/2/3/13&1/1	26	5.8	27	6.0	53	11.7	27	6.0	111	24.7	235	52.2	346	76.9	426	94.6	24	5.4	4.17		
	1/2/3/14&1/1	18	4.0	12	2.7	30	6.6	17	3.8	100	22.2	240	53.1	340	75.3	387	86.0	63	14.0	4.37		
	1/2/3/15&1/1	26	5.8	30	6.7	56	12.4	33	7.3	117	26.0	223	49.6	340	75.6	429	95.3	21	4.7	<b>4.12</b>		
	1/2/3/16&1/1	20	4.5	25	5.6	45	9.9	24	5.3	114	25.3	232	51.6	346	76.9	415	92.2	35	7.8	4.23		
	1/2/3/17&1/1	18	4.0	24	5.3	42	9.3	38	8.4	108	24.0	229	50.9	337	74.9	417	92.6	33	7.4	4.21		
	1/2/3/18&1/1	26	5.8	18	4.0	44	9.7	25	5.5	102	22.7	238	52.9	340	75.6	409	90.8	41	9.2	4.24		
	1/2/3/19&1/1	25	5.6	19	4.2	44	9.7	30	6.7	116	25.8	226	50.2	342	76.0	416	92.4	34	7.6	4.19		
	1/2/3/20&1/1	20	4.5	32	7.1	52	11.5	28	6.2	114	25.3	233	53.1	347	78.4	427	94.8	23	5.2	4.18		

Source: Primary data based upon the field study

At the same time this logically points toward a **linear relationship** between both the variables, whether these relationships are - separately or even in a group - dot-represented in a diagram. Since the points or dots represent the frequencies of interviewees' answers in such a case are, more often than not, expected to be figure-positioned as very close to each other, in a way that to a large extent allow the drawing of either strait or curve line.

Furthermore, whether taking into consideration the total of frequencies and/or percentages express those answers located in the cross-tab diagonal cells which precisely ranked (4) and (5) together, it was found that it recorded at least (312) equal to (79.3%). Which has come far greater than the maximum of frequencies and/or percentages express the responses lied on the cross-tab diagonal cells ranked (1) and (2), that collectively was (56) equal to (12.4%). This reflects a **strong** consensus based **direct** relationship; particularly it goes with the case on which this sub-hypothesis was initially considered. Since that was precisely expressing the negative case of the both variables, or in other words, the relationship between the existence of the hard, rigid, unsmooth or just structural cooperation and the top managers' non-adoption of the leadership type rotation.

Unlike the causality usually considered in the case of experimentation, as the independent variable is merely the one and whole or even the very controlled reason of the dependent one, It could be end in this state to sort of **descriptive causality**

between both the examined variables, as long as the relationship between them has been statistically established according to the initially developed arrangement of the hypothesis's two variables that identified which variable is the independent and which one is the dependent. However, the descriptive causality herein is highlighting that the identified independent variable is just a reason amongst or in addition to many other reasons that may lead to or affect the identified dependent variable. Therefore this suggested causality is particularly gone reliable, particularly if it is oppositely undeniable.

In the same Table (5), the weighted average that has been based upon those frequencies located on all cross-tab diagonal five cells, was additionally calculated to show through its minimum a value equal (4.12), this was greater than the scale's middle cell rank value or (3) with a difference equal (1.12). As a consequence the same orientation - indicates that the consensus on both variables was greater in the negative case than the positive one - was established again as previously shown concerning such a relationship.

Accordingly, it could be argued that the independent variable, that was the schools' top managers non-adoption to the leadership type rotation, has descriptively gone sufficient in explaining the dependent variable, which was the existence of rigid, hard, unsmooth or just structural cooperation based schools.

► **Discussing the sub-hypothesis (1/3)**

► **A reality based interpretation:**

Utilizing the field study, it could be argued that - within the context of the non-adoption of the leadership type-rotation - there are some actual

reasons which may justify the existence of unsmooth cooperation based schools, these are pointed out as imperceptions to the aspects shown by Figure (6):

Figure (6): A reality-based framework of leadership type rotation imperceptions

- 
- *Considering all the parties share in taking decision*
  - *Utilizing the right of subordinates to express their opinion*
  - *Utilizing the participation in decision making or providing information*
  - *Utilizing the participation in decision taking or directly voting*
  - *Considering that expressing opinion is a subordinate's given right*
  - *Utilizing the qualification or capability of expressing opinion*
  - *Considering that capability to express opinion is a duty to be exert*
  - *Manager may sufficiently signing on decisions rather than taking them*
  - *Subordinates could be the actual source of decision taking*
  - *Decision may be taken just by the manager without ignoring their assistants*
  - *Convincing the assistants could be before, during or after taking decision*
  - *Leadership situation variable are the condition that govern the leadership type*
  - *People are normally created to accept a magnitude of democracy as well as autocracy*
- 

Source: firstly prepared for the purpose of this research

► **A theory based analysis:**

In terms of the theory, particularly within the context of the very relevant area of literature, the above mentioned suggestions that have been come up to justify partially the dependent variable by the independent one could be further established whether considering that there is a real need for working towards leadership type rotation vs. leadership changing.

It never was hardly predictable that organizations are most likely led by the same way as the society, within which they have been established is led. It was nearly a condition for organizations existence, success and may be continuity to have environmentally supreme out-to-in transferred variables and/or inputs. When employees are being fetched and recruited from an autocratically led society, they tend to expect an autocratic type of leadership to be the most spreading out within the organizations' workplace. Opposite to this, is the case of organizations serving in those democratically led communities, since workers will never accept an alternative to democracy. People in organizations tend to have a common preference to the type of leadership that more fitting to the way they have politically brought up or subject to in their communities and/or countries.

Despite that the above mentioned view is most probably derived by a reality-reading theory, it still deserves to be looked at as a bearer to an argumentative proposition. Particularly when taking

into consideration that there is another contradicting theory, that's based upon reality-reading as well, calling for denying such a hypothetically positive congruency between the way the organization individuals being led and the way the community people being led. It inversely considers that the more the people's vulnerability to autocracy in their public life the more the eagerness they expect to have for applying a democracy in their work life, and vice versa.

It is worthy to point out that the effect of the political type of the whole community leadership on the managerial type of the organizations' leadership cannot logically be an ignorable factor.

But there is no warranty concerning the sort and magnitude of such effect.

Accordingly, this research is not considering the previously mentioned two views in terms of the positive or even negative coefficient of correlation between the type of the publicly adopted leadership and the type of organizationally applied leadership.

Alternatively, it has gone into highlighting that people as individuals in community as well as workers in organizations are going to be, somehow, in need for all types of leadership. These leadership types in terms of the leader-follower relationship mainly include; democracy, optimal democracy, autocracy, and optimal autocracy.

Building on such an orientation, organizations have two alternative ways to utilize these four types of leadership. One in which organizations' managers

tend to be sticky for long with certain type of leadership and then, for whatever the reason, they have to shift radically or even gradually to another type of leadership, for example from autocracy to democracy, this is practically used to come in conjunction with the occurrence of the managers or leadership-changing.

The other in which organizations tend to be flexibly open to a situational or rotational application of all the four types of leadership, so there is no unjustifiable sticking with certain type of leadership. The leadership type rotation is favorably replacing the leadership type changing. Herein the leadership different types are considered to have equally the same level of significance to organization, in terms of both the advantages and disadvantages of each.

The research course point of reference is the latter view, it concerned with the real need for applying a situational leadership type-rotation. The mobility from one type of leadership to another will be a very repetitious everyday issue. This will happened according to the estimation of the manager as a leader in his interaction with different types of followers who have different characteristics and or qualifications.

Democracy will have the priority of being adopted by the organizations' managers whenever there is a room for the conditions of co-sharing in the decision making process. Not only through the right given to people by the manager's authority to express their opinions, but also through the duty that should be exerted by the people themselves for being sufficiently qualified and efficiently capable to express their opinion. Worthy mentioning to say that democracy according to the latter sub-condition is the responsibility of people rather than the authoritarian leaders.

When people miss or fail to have the capability or qualification to express their opinion they automatically loose the right given to them for doing so. Hence, democracy will be fake and useless.

Liberal or what so called in literature optimal democracy is the type of leadership that should be logically espoused whenever the leader's followers qualification to express their opinion are equal to or even exceed the capability of the leader himself concerning the decision that's taken in facing a certain issue. This more often than not happened when facing with technical and/or very specialized work aspects. Herein the decision is originally taken by the subordinators while the manager sufficiently prefers just to sign for accreditation, despite of his capability to share, somehow, in decision taking.

In other kinds of situations, managers should not forget that people have been innately created to be allowed for accepting some obligations; even in

religions they have been asked by god to be compliance with certain teachings like praying, fasting, etc. So in some occasions they feel boring of democracy or being asked for their views, alternatively they will be in urgent need for a clear cut decision and/or decisive opinion from their managers. Autocracy is the most preferable type of leadership when interest, rather than satisfaction and/or desire, is the focus. It should be considered that in terms of the benefit of people as well as organization in which they work, autocracy with its publicly recognized disadvantages is not less important than democracy with its realized advantages. Justithas historically been hated because it used to be practically experienced in connection with sort of tyranny. However this is not necessarily come about, better to take into account that tyranny is something to be avoidable.

In some other conditions in which the manager whilst taking solely the decisions cannot disregard the subordinators' satisfaction about such decisions. So a supplementary duty has to be done by him, which is significantly focused upon convincing these subordinators with the decision. This type of leadership is suitably applicable in cases such as being in a subordinators' lack of information in relation to the issue for which the decision is taken.

As so they just want to understand not only the decision but also the justifying reasons latent behind it. Otherwise a deal of preventing resistance and argument is expected to be faced with. Satisfying assistants could be taken placed before, during or even after the decision making process, but it should no way be occurred.

This research argues that having a considerable magnitude of smooth and/or soft cooperation within the organizations is a function in applying the leadership type-rotation, instead of being sticky for long with just one type of leadership.

Whatever the one type is, it will most probably lead to improper consequences, and then there won't be a way out of it but through the leadership changing. Waiting for changing the applied leadership type just through making change in the managers or leaders, after a relatively long period of time, will be insufficient for a significant participation in creating that work climate which allows a smooth type of people's cooperation inside the organizations.

Schools used to have their students as permanent customers who represent an important component or never ignorable part of the organizational climate. They are no way directly affected by the applied type of leadership. so rotational type is not only important for the teachers and other schools' employees but also its critical for

their inhabited customers or proportionally long staying-students.

▶ **Testing hypothesis Ho (2):**

This is could be shown through testing three sub-hypotheses as follows:

▶ **Testing the sub-hypothesis (2/1)**

This sub-hypothesis is concerned with examining the relationship between the dependent variable (2/1/1) - intermediary coded as (A) - that's pointing out to the schools top-managers' adoption/non-adoption to the authority theory of acceptance, and the independent variable number (2/2) that's considered with the existence/inexistence of the schools top-managers' dogmatism. The former variable was whole-represented through the mode of all its included sub-variables while the latter variable

was represented in detail via every single one of its included sub-variables separately.

A cross tabulation was made between both variables, to show that the minimum of the frequencies and/or percentages, which are expressing the interviewees' consensus concerning the examined two variables together in all the five-scale cells located on the cross-tab diagonal, was collectively (391) equal to (86.8%). This was greater than the maximum of frequencies and/or percentages that are expressing the interviewees' non-consensus regarding both the variables that's shown in the other cells of the cross-tab, stretched out of the diagonal, since it collectively was (59) equal to (13.2%). This is descriptively indicating a **statistically considerable relationship** between both the examined variables, see Table (6).

Table (6): The existence/inexistence of the top managers' dogmatism & the adoption/non-adoption to the authority theory of acceptance

Hypothetical relationships	Consensus levels		Consensus at rank (1)		Consensus at rank (2)		Consensus at ranks (1+2)		Consensus at rank (3)		Consensus at rank (4)		Consensus at rank (5)		Consensus at ranks (4+5)		Consensus at (all ranks)		Non-consensus at (all ranks)		Weighted average
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	
Between independent variable (2/2) separately represented in all its detailed sub-variables and dependent variable (2/1/1 or A) collectively represented by the mode of its all sub-variables	2/2/1&2/1/1	24	5.3	27	6.0	51	11.3	23	5.1	110	24.4	224	49.7	334	74.1	408	90.6	42	9.4	4.18	
	2/2/2&2/1/1	23	5.1	29	6.4	52	11.5	38	8.4	119	26.4	233	51.8	352	78.2	442	98.8	8	1.2	4.15	
	2/2/3&2/1/1	24	5.3	24	5.3	48	10.6	29	6.4	110	24.4	234	52.0	344	76.4	421	93.5	29	6.5	4.20	
	2/2/4&2/1/1	25	5.6	18	4.0	43	9.6	41	9.1	118	26.2	199	44.2	<b>317</b>	<b>70.4</b>	401	89.1	49	10.9	<b>4.11</b>	
	2/2/5&2/1/1	17	3.8	29	6.4	46	10.2	23	5.1	102	22.6	231	51.3	333	73.9	402	89.3	48	10.7	4.24	
	2/2/6&2/1/1	24	5.3	27	6.0	51	11.3	32	7.1	117	26.0	220	48.9	337	74.9	420	93.3	30	6.7	4.14	
	2/2/7&2/1/1	23	5.1	22	4.9	45	10.0	32	7.1	116	25.8	228	50.7	344	76.5	421	93.5	29	6.5	4.19	
	2/2/8&2/1/1	16	3.9	24	5.3	40	9.2	40	8.9	104	23.2	230	51.1	334	74.3	414	92.0	36	8.0	4.22	
	2/2/9&2/1/1	23	5.1	18	4.0	41	9.1	23	5.1	101	22.4	231	51.3	332	73.7	396	88.0	54	12.0	4.26	
	2/2/10&2/1/1	21	4.7	17	3.8	38	8.5	29	6.4	117	26.0	222	49.3	339	75.3	406	90.2	44	9.8	4.23	
	2/2/11&2/1/1	18	4.0	26	5.8	44	9.8	39	8.7	109	24.2	228	50.7	337	74.9	420	93.3	30	6.7	4.19	
	2/2/12&2/1/1	24	5.3	18	4.0	42	9.3	37	8.2	118	26.2	230	51.1	348	77.3	427	94.8	32	5.2	4.19	
	2/2/13&2/1/1	20	4.4	26	5.8	46	10.2	41	9.1	103	22.9	217	48.2	320	71.1	407	90.4	43	9.6	4.15	
	2/2/14&2/1/1	23	5.1	30	6.6	<b>53</b>	<b>11.7</b>	27	6.0	101	22.4	229	50.8	330	73.3	<b>391</b>	<b>86.8</b>	<b>59</b>	<b>13.2</b>	4.38	
	2/2/15&2/1/1	24	5.3	24	5.3	48	10.6	37	8.2	109	24.2	227	50.4	336	74.6	421	93.5	29	6.5	4.16	
	2/2/16&2/1/1	18	4.0	17	3.8	35	7.8	35	7.8	119	26.4	231	51.4	350	77.8	420	93.3	30	6.7	4.25	
	2/2/17&2/1/1	15	3.3	20	4.4	35	7.7	26	5.8	107	23.7	232	51.6	339	75.3	400	88.8	50	11.2	4.30	
2/2/18&2/1/1	20	4.4	28	6.2	48	10.6	34	7.6	109	24.2	228	50.7	337	74.9	419	93.1	31	6.9	4.18		
2/2/19&2/1/1	19	4.2	30	6.6	49	10.8	27	6.0	119	26.4	234	52.0	353	78.4	429	95.3	21	4.7	4.20		
2/2/20&2/1/1	22	4.9	20	4.4	42	9.3	36	8.0	108	24.0	230	51.1	338	75.1	416	92.4	34	7.6	4.21		

Source: Primary data based upon the field study

At the same time this logically points toward a **linear relationship** between both the variables, whether these relationships are - separately or even in a group - dot-represented in a diagram. Since the points or dots represent the frequencies of interviewees' answers in such a case are, more often than not, expected to be figure-positioned as very close to each other, in a way that to a large extent allow the drawing of either strait or curve line.

Furthermore, whether taking into consideration the total of frequencies and/or percentages express those answers located in the cross-tab diagonal cells which precisely ranked (4) and (5) together, it was found that it recorded at least (317) equal to (70.4%).

Which has come far greater than the maximum of frequencies and/or percentages express the responses lied on the cross-tab diagonal cells ranked (1) and (2), that collectively was (53) equal to (11.7%).

This reflects a **strong** consensus based **direct** relationship; particularly it goes with the case on which this sub-hypothesis was initially considered. Since that was precisely expressing the negative case of the both variables, or in other words, the relationship between the managers' non-adoption of the authority theory of acceptance and the existence/inexistence of the schools top-managers' dogmatism.

Unlike the causality usually considered in the case of experimentation, as the independent variable is merely the one and whole or even the very controlled reason of the dependent one, It could be end in this state to sort of **descriptive causality** between both the examined variables, as long as the relationship between them has been statistically established according to the initially developed arrangement of the hypothesis's two variables that identified which variable is the independent and which one is the dependent. However, the descriptive causality herein is highlighting that the identified independent variable is just a reason amongst or in addition to many other reasons that may lead to or affect the identified dependent variable. Therefore this suggested causality is particularly gone reliable because it is oppositely deniable.

In the same Table (6), the weighted average that has been based upon those frequencies located on all cross-tab diagonal five cells, was additionally calculated to show through its minimum a value equal to (4.11), this was greater than the scale's

middle cell rank value or (3) with a difference equal (1.11). As a consequence the same orientation - indicates that the consensus on both variables was greater in the negative case than the positive one - was established again as previously shown concerning such a relationship.

As a consequence, it could be argued that the independent variable - that was the existence or inexistence of the schools top-managers' dogmatism - has descriptively gone sufficient in explaining the dependent variable, which was the schools' top managers' non-adoption of the authority theory of acceptance.

► **Testing the sub-hypothesis (2/2)**

This sub-hypothesis concerns with examining the relationship between the dependent variable (2/1/2) that's pointing out to the schools top-managers' adoption/non-adoption to the up-ward subordinators' initiated communication - intermediary coded as (B) -and the independent variable number (2/2) that's considered with the existence/inexistence of the schools top-managers' dogmatism.

Table (7): The existence/inexistence of the top managers' dogmatism & the adoption/non-adoption of the down to up initiated communications

Hypothetical relationships	Consensus levels		Consensus at rank (1)		Consensus at rank (2)		Consensus at ranks (1+2)		Consensus at rank (3)		Consensus at rank (4)		Consensus at rank (5)		Consensus at ranks (4+5)		Consensus at (all ranks)		Non-consensus at (all ranks)		Weighted average	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
Between independent variable (2/2), separately represented in all its detailed sub-variables and dependent variable (2/1/2 or B) collectively represented by the mode of its all sub-variables	2/2/1&2/1/2	19	4.2	30	6.7	49	10.9	31	6.9	121	26.8	209	46.4	330	73.2	410	91.1	40	8.9	4.14		
	2/2/2&2/1/2	25	5.6	28	6.2	53	11.8	40	8.9	119	26.4	203	45.1	322	71.5	415	92.2	35	7.8	4.07		
	2/2/3&2/1/2	28	6.2	30	6.7	58	12.9	41	9.1	113	25.1	202	44.8	315	69.9	414	92.0	36	8.0	4.04		
	2/2/4&2/1/2	21	4.7	23	5.1	44	9.8	39	8.7	120	26.6	232	51.6	352	78.2	435	96.6	15	3.4	4.19		
	2/2/5&2/1/2	25	5.6	30	6.7	55	12.3	38	8.5	119	26.4	200	44.4	319	70.8	412	91.5	38	8.5	4.06		
	2/2/6&2/1/2	22	4.9	29	6.5	51	11.4	40	8.9	100	22.2	209	46.4	309	68.6	400	88.8	50	11.2	4.11		
	2/2/7&2/1/2	28	6.2	30	6.7	58	12.9	37	8.3	115	25.5	199	44.2	314	69.7	409	90.8	41	9.2	4.04		
	2/2/8&2/1/2	21	4.7	29	6.5	50	11.2	40	8.9	139	30.9	206	45.7	345	76.6	435	96.6	15	3.4	4.10		
	2/2/9&2/1/2	25	5.6	31	6.9	51	12.5	39	8.7	118	26.2	220	48.8	338	75.0	428	95.1	22	4.9	4.14		
	2/2/10&2/1/2	22	4.9	29	6.5	51	11.4	38	8.5	114	25.3	208	46.2	322	71.5	411	91.3	39	8.7	4.11		
	2/2/11&2/1/2	20	4.4	21	4.7	41	9.1	37	8.3	139	30.9	223	49.5	362	80.4	440	97.7	10	2.3	4.19		
	2/2/12&2/1/2	28	6.2	17	3.8	45	10.0	21	4.7	135	30.0	218	48.4	353	78.4	419	93.1	31	6.9	4.18		
	2/2/13&2/1/2	22	4.9	20	4.5	42	9.4	40	8.9	139	30.9	202	44.8	341	75.7	423	94.0	27	6.0	4.13		
	2/2/14&2/1/2	17	3.8	30	6.7	47	10.5	41	9.1	131	29.1	200	44.4	331	73.5	419	93.1	31	6.9	4.11		
	2/2/15&2/1/2	19	4.2	21	4.7	40	8.9	37	8.3	119	26.4	219	48.6	338	75.0	415	92.2	35	7.8	4.20		
	2/2/16&2/1/2	24	5.3	20	4.4	44	9.7	33	7.3	124	27.6	192	42.7	316	70.3	393	87.3	57	12.7	4.11		
	2/2/17&2/1/2	26	5.8	30	6.7	56	12.5	22	4.9	128	28.4	205	45.5	333	73.9	411	91.3	39	8.7	4.10		
2/2/18&2/1/2	27	6.0	23	5.1	50	11.1	30	6.7	139	30.9	196	43.6	335	74.5	415	92.2	35	7.8	4.09			
2/2/19&2/1/2	20	4.4	24	5.3	44	9.7	36	8.0	129	28.7	189	42.0	318	70.7	398	88.4	52	11.6	4.11			
2/2/20&2/1/2	27	6.0	31	6.9	58	12.9	33	7.3	128	28.4	204	45.3	332	73.7	423	94.0	27	6.0	4.06			

Source: Primary data based upon the field study

The former variable was whole-represented through the mode of all its included sub-variables while the latter variable was represented in detail via every single one of its included sub-variables in isolation.

A cross tabulation was made between both variables, to show that the minimum of the frequencies and/or percentages, which are expressing the interviewees' consensus concerning the examined two variables together in all the five-scale cells

located on the cross-tab diagonal were collectively (393) equal to (87.3%). This was greater than the maximum of frequencies and/or percentages that are expressing the interviewees' non-consensus regarding both the variables that's shown in the other cells of the cross-tab, stretched out of the diagonal, since it collectively was (57) equal to (12.7%). This is descriptively indicating a **statistically considerable relationship** between both the examined variables, see Table (7).

At the same time this logically points toward a **linear relationship** between both the variables, whether these relationships are - separately or even in a group - dot-represented in a diagram. Since the points or dots represent the frequencies of interviewees' answers in such a case are, more often than not, expected to be figure-positioned as very close to each other, in a way that to a large extent allow the drawing of either strait or curve line.

Furthermore, whether taking into consideration the total of frequencies and/or percentages express those answers located in the cross-tab diagonal cells which precisely ranked (4) and (5) together, it was found that it was at least (309) equal to (68.6%). Which has come far greater than the maximum of frequencies and/or percentages express the responses lied on the cross-tab diagonal cells ranked (1) and (2), that collectively was (58) equal to (12.9%). This reflects a **strong** consensus based **direct** relationship; particularly it goes with the case on which this sub-hypothesis was initially considered. Since that was precisely expressing the negative case of the both variables, or in other words, the relationship between managers' non-adoption of the subordinators' initiated upward communication and the existence/inexistence of the schools top-managers' dogmatism.

Unlike the causality usually considered in the case of experimentation, as the independent variable is merely the one and whole or even the very controlled reason of the dependent one, It could be end in this state to sort of **descriptive causality** between both the examined variables, as long as the relationship between them has been statistically established according to the initially developed arrangement of the hypothesis's two variables that identified which variable is the independent and which one is the dependent. However, the descriptive causality herein is highlighting that the identified independent variable is just a reason amongst, or in addition to many other, reasons that may lead to or affect the identified dependent variable. Therefore this suggested causality is particularly gone reliable because it is oppositely deniable.

In the same Table (7), the weighted average that has been based upon those frequencies located on all cross-tab diagonal five cells, was additionally calculated to show through its minimum a value equal to (4.04), this was greater than the scale's middle cell rank value or (3) with a difference equal (1.04). As a consequence the same orientation - indicates that the consensus on both variables was greater in the negative case than the positive one - was established again as previously shown concerning such a relationship.

Accordingly, it could be argued that the independent variable, that was the existence of the

schools top-managers' dogmatism, has descriptively gone sufficient in explaining the dependent variable, which was the schools' top managers' non-adoption of the down-to-up subordinates' initiated communication.

#### ► Testing the sub-hypothesis (2/3)

This sub-hypothesis concerns with examining the relationship between the dependent variable (2/1/3) that's pointing out to the schools top-managers' adoption/non-adoption to the leadership type rotation - intermediary coded as (C) -, and the independent variable number (2/2) that's considered with the existence/inexistence of the schools top-managers' dogmatism. The former variable was whole-represented through the mode of all its included sub-variables while the latter variable was represented in detail via every single one of its built-in sub-variables individually.

A cross tabulation was made between both variables, to show that the minimum of the frequencies and/or percentages, which are expressing the interviewees' consensus concerning the examined two variables together in all the five-scale cells located on the cross-tab diagonal were collectively (375) equal to (83.3%). This was greater than the maximum of frequencies and/or percentages that are expressing the interviewees' non-consensus regarding both the variables that's shown in the other cells of the cross-tab, stretched out of the diagonal, since it jointly was (75) equal to (16.7%). This is descriptively indicating a **statistically considerable relationship** between both the examined variables, see Table (8).

At the same time this logically points toward a **linear relationship** between both the variables, whether these relationships are - separately or even in a group - dot-represented in a diagram. Since the points or dots represent the frequencies of interviewees' answers in such a case are, more often than not, expected to be figure-positioned as very close to each other, in a way that to a large extent allow the drawing of either strait or curve line.

Furthermore, whether taking into consideration the total of frequencies and/or percentages express those answers located in the cross-tab diagonal cells which precisely ranked (4) and (5) together, it was found that it was at least (303) equal to (67.4%). Which has come far greater than the maximum of frequencies and/or percentages express the responses lied on the cross-tab diagonal cells ranked (1) and (2), that collectively was (60) equal to (13.3%). This reflects a **strong** consensus based **direct** relationship; particularly it goes with the case on which this sub-hypothesis was initially considered. Since that was precisely expressing the negative case of the both variables, or in other words, the relationship

managers' non-adoption of the authority theory of acceptance and the existence/inexistence of the schools top-managers' dogmatism.

Unlike the causality usually considered in the case of experimentation, as the independent variable is merely the one and whole or even the very controlled reason of the dependent one, It could be end in this state to sort of **descriptive causality** between both the examined variables, as long as the relationship between them has been statistically established according to the initially developed arrangement of the hypothesis's two variables that identified which variable is the independent and which one is the dependent.

However, the descriptive causality herein is highlighting that the identified independent variable is just a reason amongst, or in addition to many other, reasons that may lead to or affect the identified dependent variable. Therefore this suggested

causality is particularly gone reliable because it is oppositely deniable.

In the same Table (8), the weighted average that has been based upon those frequencies located on all cross-tab diagonal five cells, was additionally calculated to show through its minimum a value equal to (4.10), this was greater than the scale's middle cell rank value or (3) with a difference equal (1.10). As a consequence the same orientation - indicates that the consensus on both variables was greater in the negative case than the positive one - was established again as previously shown concerning such a relationship.

Accordingly, it could be argued that the independent variable, that was the existence of the schools top-managers' dogmatism, has descriptively gone sufficient in explaining the dependent variable, which was the schools' top managers' non-adoption of the authority theory of acceptance.

Table (8): The existence/inexistence of the top managers' dogmatism & the adoption/non-adoption of the leadership type rotation

Consensus levels	Consensus at rank (1)		Consensus at rank (2)		Consensus at ranks (1+2)		Consensus at rank (3)		Consensus at rank (4)		Consensus at rank (5)		Consensus at ranks (4+5)		Consensus at (all ranks)		Non-consensus at (all ranks)		Weighted average	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
Hypothetical relationships Between independent variable (2/2), separately represented in all its detailed sub-variables and dependent variable (2/1/3 or 3) collectively represented by the mode of its all sub-variables	2/2/1&2/1/3	23	5.1	18	4.0	41	9.1	18	4.0	106	21.4	211	46.9	317	68.3	376	84.2	74	17.8	4.23
	2/2/2&2/1/3	29	6.4	31	6.9	60	13.3	26	7.1	103	22.9	240	53.3	343	76.2	429	95.3	21	4.7	4.15
	2/2/3&2/1/3	24	5.3	25	5.6	49	10.9	22	4.9	110	24.4	239	53.1	349	77.5	420	93.3	30	6.7	4.22
	2/2/4&2/1/3	22	4.9	19	4.2	41	9.1	33	7.3	118	26.2	198	44.0	316	70.2	390	86.6	60	13.4	4.15
	2/2/5&2/1/3	17	3.8	18	4.0	35	7.8	18	4.0	103	22.9	238	52.9	341	75.8	394	87.5	56	12.5	4.33
	2/2/6&2/1/3	23	5.1	29	6.4	52	11.5	33	7.3	117	26.0	220	48.9	337	74.9	422	93.7	28	6.3	4.14
	2/2/7&2/1/3	22	4.9	23	5.1	45	10.0	25	5.6	109	24.2	227	50.5	336	74.7	406	90.2	44	9.8	4.22
	2/2/8&2/1/3	16	3.6	25	5.6	44	9.2	32	7.1	104	23.2	237	52.7	341	75.9	417	92.6	33	7.4	4.22
	2/2/9&2/1/3	24	5.3	19	4.2	43	9.5	23	5.1	105	23.3	235	53.2	340	76.5	406	90.2	44	9.8	4.25
	2/2/10&2/1/3	22	4.9	18	4.0	40	8.9	25	5.6	113	25.1	222	49.3	335	74.4	400	88.8	50	11.2	4.23
	2/2/11&2/1/3	18	4.0	26	5.8	44	9.8	32	7.1	108	24.0	232	51.6	340	75.6	416	92.4	34	7.6	4.22
	2/2/12&2/1/3	23	5.1	17	3.8	40	8.9	28	6.2	102	22.7	238	52.9	330	75.6	398	88.4	52	11.6	4.36
	2/2/13&2/1/3	20	4.4	27	6.0	47	10.4	33	7.3	106	23.5	207	46.0	313	69.5	398	88.4	52	11.6	4.10
	2/2/14&2/1/3	23	5.1	25	5.6	48	10.7	24	5.3	102	22.7	201	44.7	303	67.4	375	83.3	75	16.7	4.15
	2/2/15&2/1/3	22	4.9	23	5.1	45	10.0	29	6.4	103	22.9	227	50.4	330	73.3	404	89.7	46	10.3	4.21
	2/2/16&2/1/3	17	3.8	32	7.1	49	10.9	24	5.3	119	26.4	237	52.6	356	79.0	429	95.3	21	4.7	4.22
	2/2/17&2/1/3	19	4.2	20	4.4	39	8.6	30	6.7	117	26.0	210	46.7	327	72.7	396	88.0	54	12.0	4.20
	2/2/18&2/1/3	21	4.7	21	4.7	42	9.4	27	6.0	114	25.3	234	52.0	348	77.3	417	92.6	33	7.4	4.24
	2/2/19&2/1/3	24	5.3	19	4.2	43	9.5	30	6.7	118	26.2	240	53.4	358	79.6	431	95.7	19	4.3	4.23
	2/2/20&2/1/3	18	4.0	20	4.4	38	8.4	31	6.9	105	23.3	219	48.7	324	72.0	393	87.3	57	12.7	4.23

Source: Primary data based upon the field study

► **Discussing the hypothesis (2)**

► **A reality based interpretation:**

Utilizing the interviewees' answers to the closed questions and also the open comment allowed to them, it could be argued that within the context of the top-managers dogmatism existence - there are some reasons which actually justify the top managers non-adoption to the authority theory of acceptance, non-adoption to the down to up subordinators' initiated communications, and the non-adoption to the leadership type rotation. These were sourced as summarized below by the Figure (7).

► **A theory based analysis:**

In terms of the theory, particularly within the context of the very relevant area of literature, the above mentioned suggestions that have been figured

out to justify dependent variable by the independent one could be further established whether considering that we are in a real need for working toward managers' mind-openness vs. dogmatism.

As a concept dogmatism is the practice of being extremely clinging to certain belief, tenet, idea, decree, dogma or doctrine. It is clearly witnessed in reality when being faced with someone who is pronouncing his view rigidly and arrogantly as if it is an absolutely certain, while this is not necessarily true.

The dogma that's sticking with, could be related to issues such as; religion, politics, marriage, gender relations, culture traditions, life style, work methods, social attitudes, behavioral traditions, rooted thought streams, and even modern ideas, innovative propositions and novelties.

- 
- ▶ **Self-sourced dogmatism**
    - Mental capabilities
    - Physical capabilities
    - Psychological capabilities
  - ▶ **Personality-sourced Dogmatism**
    - Inherent Personality capabilities
    - Gained Personality capabilities
    - Oriented personality traits
  - ▶ **Learning-sourced dogmatism:**
    - Single loop learning versus double loop learning
    - Selected zones and areas of knowledge
    - Chosen sources of knowledge rather than free ones
  - ▶ **Specialization sourced dogmatism:**
    - Specialization in managerial irrelevant area
    - Specialization in restricted management area
    - Specialization in management derivative area
  - ▶ **Social sourced dogmatism**
    - Norms
    - Behaviors
    - Orientations and trends
  - ▶ **Cultural sourced dogmatism**
    - Traditions and habits
    - Values and beliefs
    - Language or dialect
  - ▶ **Discrimination sourced dogmatism**
    - Gender
    - Class or geographic region
    - Relatives and friends
  - ▶ **Management facet - dogmatism**
    - Art type
    - Science type
    - Spontaneity type
  - ▶ **Theocratic dogmatism**
    - Ideology
    - Group or party orientation
    - Religion
  - ▶ **Opinion sourced dogmatism**
    - Information
    - Analysis
    - Creativity
  - ▶ **Gambling sourced dogmatism**
    - Far ambitious
    - Chaos believer
    - Risk taker
- 

**Source: Firstly prepared for the purpose of this research**

**Figure (7): A reality-based framework of the top managers' dogmatism sources**

Dogmatic people used to act as if they were the sole and unique experts' concerning the topic or subject around which they may involve in a discussion or debate with others, even if those others have logically very convincing evidence that's definitely neither dismissible nor rejected. They have no possibility that they may be wrong, simply they refuse to see things but through their own ways and fail to consider others' perspectives or views in relation to the same issues.

Dogmatic people look definitely blind to their own rigid certainty and the offensive way they come across. They eternally use the shoot-and-reload style of communication with others. Therefore in too many cases they are seen far obnoxious. The dogma, that's constituted to govern and predispose people's way of thinking as well as acting in an extremely unchangeable type, is sourced by reasons which are related to so many fields such as; psychology, biology, neurology, ecology, culture, and social learning.

However, in his dogmatism scale Rokeach (1952) has pointed out that it is more widely expressed in all the domains of knowledge and practices, particularly in religion, politics, management, and leadership. When dogma goes to be a widely and institutionally settled and pervasive in

theory and/or reality it used to be considered as an ideology.

In his robust measure to dogmatism, Altemeyer (2006) stated that so far no one was able to generate a theory about the plausible causes shape this personality trait. As a consequence he denied that dogmatism is going away any time soon.

Despite of the wide base of abhorrence to dogmatism as a negative human phenomenon, it could be positive and well-liked by some people, particularly when they have to go extreme in defending, for example, their own religion or honor. As so it should be argumentatively highlighted that dogmatism could be exceptionally looked at as a justifiably positive phenomenon. However, this is contradicting with the fact that dogmatism hatred will be out of the infinite values zone. That is socially, culturally or even humanly well accepted. Therefore the double facets dogmatism is too much scholarly rejected, due to the common connection between such a phenomenon and the absence or the non-existence of acceptably justifying reasons to the dogmatic view. Dogmatism cannot be existed but as a negative phenomenon.

Dogmatism underestimates the relativity of thought and lays claims to knowledge of absolute truths. It is worth mentioning that the best way for exactly considering how dogmatism will never be but negative phenomena, is to recognize that in terms of its content or intangible part it is implicitly contradicting with rationality. While the dogmatic people insist to impose their views through using sort of irrational claims with insufficiently examined premises, which rise up too much lack of evidence, rational people have no need to prove what they call for because it has already had kind of standing commonsense or logically pre-set acceptance. As a tangible part of behavior dogmatism could be indicated by closed-mind actions, that's why it is realized when being compared with the open-minded actions.

Adopting the latter approach to dogmatism, it could be said that, in all the interested domains of knowledge, it is commonly considered as a personality negative trait rather than anything else. Given that, it is expected to be a characteristic to any individual. This won't be that harmful as long as the person is management-position free. The problematic issue will be, no way, in a highly harmful case when this individual is working in a position of a country president or an organization boss. Herein the dogmatic manager, whatever his managerial level, is expected to cause too much trouble because his dogmatism will neither stopped at the level of adopting a dogma-oriented way of thinking nor using a dogma-oriented way of behaving toward or dealing

with his subordinates but it will extend to contain derivatively negative sub-phenomena such as; rejecting definitely others' opinions, imposing obligatory his own opinion, using his allowed formal authority and power to get his opinions come into effect, insisting on what he considers as true and turn down any change that's may force by the organizations' in and/or out environmental reality.

This type of closed-mind organizations' managers will be the key reason for preferring authority obligation to authority acceptance, preferring leadership changing to leadership-type rotation, and preferring manager-oriented form of communication to the subordinate-oriented form. These factors in turn are expected to be real mediators in founding the hard organization that's based upon reaching a rigid or rough level of organization's initial characteristic or co-operation. Opposite to the previously mentioned type of managers, is the type of the open-minded ones who will reversely be the key reason for applying authority acceptance rather than authority obligation, adopting leadership-type rotation instead of waiting long for the occurrence of the leadership changing, and considering the initial subordinate-oriented communication more willingly than the manager-oriented one. These factors will be in turn the real mediators, which are reasoning the favorable soft organization that's based upon the capability of

reaching a smooth level of organization's initial characteristic or co-operation.

► **Testing hypothesis Ho (3):**

This hypothesis concerns with examining the relationship between the dependent variable (3/1) that's pointing out to the foundation of the smooth/unsmooth cooperation based schools, and the variable number (3/2) that's considered with the existence/inexistence of the schools top-managers' dogmatism. The former variable was whole-represented through the mode of all its built-in sub-variables while the latter variable was represented in detail via every single one of its incorporated sub-variables separately.

A cross tabulation was made between both variables, to show that the minimum of the frequencies and/or percentages, which are expressing the interviewees' consensus concerning the examined two variables together in all the five-scale cells located on the cross-tab diagonal was collectively (379) equal to (84.3%). This was greater than the maximum of frequencies and/or percentages that are expressing the interviewees' non-consensus regarding both the variables that's shown in the other cells of the cross-tab, those are stretched out of the diagonal, since it jointly was (71) equal to (15.7%). This is descriptively indicating a **statistically considerable relationship** between both the examined variables, see Table (9).

Table (9): Existence/inexistence of the top managers' dogmatism & the foundation of smooth/unsmooth cooperation based organizations

Hypothetical relationships	Consensus levels		Consensus at rank (1)		Consensus at rank (2)		Consensus at ranks (1+2)		Consensus at rank (3)		Consensus at rank (4)		Consensus at rank (5)		Consensus at ranks (4+5)		Consensus sat (all ranks)		Non-consensus at (all ranks)		Weighted average
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	
Between independent variable (3/2) separately represented in all its detailed sub-variables and dependent variable (3/1) collectively represented by the mode of its all sub-variables	3/2/1&3/1	25	5.6	19	4.2	44	9.8	21	4.7	106	23.6	208	46.2	314	69.8	<b>379</b>	<b>84.3</b>	<b>71</b>	<b>15.7</b>	4.19	
	3/2/2&3/1	23	5.1	30	6.7	53	11.8	37	8.2	103	22.9	237	52.7	340	75.6	430	95.6	20	4.4	4.16	
	3/2/3&3/1	26	5.8	26	5.8	52	11.6	27	6.0	110	24.4	233	51.8	343	76.2	422	96.0	18	4.0	4.18	
	3/2/4&3/1	20	4.4	17	3.8	37	8.2	28	6.2	118	26.3	198	44.0	316	70.3	381	84.7	69	15.3	4.19	
	3/2/5&3/1	17	3.8	19	4.2	36	8.0	21	4.7	98	21.8	235	52.2	333	74.0	390	86.6	60	13.4	4.32	
	3/2/6&3/1	25	5.6	29	6.4	<b>54</b>	<b>12.0</b>	32	7.1	115	25.6	220	48.9	335	74.5	421	93.6	29	6.4	4.13	
	3/2/7&3/1	24	5.3	18	4.0	42	9.3	30	6.7	112	24.8	228	50.7	340	75.5	422	93.8	28	6.2	4.21	
	3/2/8&3/1	16	3.6	23	5.1	39	8.7	37	8.2	97	21.6	234	52.0	331	73.6	407	90.4	43	9.6	4.25	
	3/2/9&3/1	22	4.9	17	3.8	39	8.7	23	5.1	100	22.2	232	51.6	332	73.8	394	87.6	56	12.4	4.27	
	3/2/10&3/1	23	5.1	19	4.2	42	9.3	29	6.4	114	25.4	221	49.1	335	74.5	406	90.2	44	9.8	4.20	
	3/2/11&3/1	18	4.0	25	5.6	43	9.6	33	7.4	109	24.2	230	51.2	339	75.4	415	92.2	35	7.8	4.22	
	3/2/12&3/1	24	5.3	17	3.8	41	9.1	34	7.5	105	23.4	238	52.9	343	76.3	418	92.9	32	7.1	4.23	
	3/2/13&3/1	21	4.7	26	5.8	47	10.5	37	8.2	110	24.4	207	46.0	317	70.4	395	87.8	55	12.2	4.13	
	3/2/14&3/1	25	5.6	26	5.8	51	11.4	27	6.0	112	24.8	200	44.4	<b>312</b>	<b>69.2</b>	390	86.6	60	13.4	4.11	
	3/2/15&3/1	22	4.9	23	5.1	45	10	30	6.7	106	23.6	227	50.4	333	74.0	408	90.6	42	9.4	4.20	
	3/2/16&3/1	18	4.0	22	4.9	40	8.9	33	7.4	117	26.0	235	52.3	352	78.3	425	94.4	25	5.6	4.24	
3/2/17&3/1	21	4.7	20	4.4	41	9.1	28	6.2	111	24.6	230	51.2	341	75.8	410	91.1	40	8.9	4.24		
3/2/18&3/1	19	4.2	21	4.7	40	8.9	30	6.7	107	23.8	232	51.6	339	75.4	409	90.9	41	9.1	4.25		
3/2/19&3/1	16	3.6	31	6.9	47	10.5	33	7.4	113	25.0	221	49.1	334	74.1	414	92.0	36	8.0	4.18		
3/2/20&3/1	20	4.4	20	4.4	40	8.8	36	8.0	100	22.2	238	52.9	338	75.1	414	92.0	36	8.0	4.24		

Source: Primary data based upon the field study

At the same time this logically points toward a **linear relationship** between both the variables, whether these relationships are - separately or even in

a group - dot-represented in a diagram. Since the points or dots represent the frequencies of interviewees' answers in such a case are, more often

than not, expected to be figure-positioned as very close to each other, in a way that to a large extent allow the drawing of either strait or curve line.

Furthermore, whether taking into consideration the total of frequencies and/or percentages express those answers located in the cross-tab diagonal cells which precisely ranked (4) and (5) together, it was found that it was at least (312) equal to (69.2%). Which has come far greater than the maximum of frequencies and/or percentages express the responses lied on the cross-tab diagonal cells ranked (1) and (2), that collectively was (54) equal to (12.0%).

This reflects a **strong** consensus based **direct** relationship; particularly it goes with the case on which this hypothesis was initially considered. Since that was precisely expressing the negative case of the both variables, or in other words, the relationship between the foundation of the hard, rigid, or unsmooth or just structural cooperation and the existence of the schools top-managers' dogmatism.

Unlike the causality that's usually considered in the case of experimentation, as independent variable is merely the one and whole or even the very controlled reason of the dependent one, It could be end in this state to sort of **descriptive causality** between both the examined variables, as long as the relationship between them has been statistically established according to the initially developed arrangement of the hypothesis's two variables; those identify which variable is the independent and which one is the dependent.

However, the descriptive causality herein is highlighting that the identified independent variable is just a reason amongst, or in addition to many other, reasons that may lead to or affect the identified

dependent variable. Therefore this suggested causality is particularly gone reliable because it is oppositely undeniable.

In the same Table (9), the weighted average that has been based upon those frequencies located on all cross-tab diagonal five cells, was additionally calculated to show through its minimum a value equal to (4.11), this was greater than the scale's middle cell rank value or (3) with a difference equal (1.11) . As a consequence the same orientation - indicates that the consensus on both variables was greater in the negative case than the positive one - was established again as previously shown concerning such a relationship.

Accordingly, it could be argued that the independent variable, that was the top managers' dogmatism, has descriptively gone sufficient in explaining the dependent variable, which was the existence of a rigid, hard, unsmooth or just structural cooperation based schools. This proves again the same result previously gotten by examining the relationship between the two variables in the case of having an intermediate variable, that's relevant to the main directing practices which are represented via the sub-variables coded A, B, and C.

### ► **Discussing the hypothesis (3)**

#### ► **A reality based interpretation:**

Further to what has been mentioned before, the existence of rigid, hard, unsmooth or even just structural cooperation based schools may be practically justified within the top managers' dogmatism: when considering moreover the factors shown by the Figure (8):

- *The schools' top managers believe in nothing but the work technical aspects.*
- *The schools' top managers believe that technical aspects represent the serious ways to get objectives attained.*
- *The schools' top managers believe in ignoring other work social and emotional considerations*
- *They believe that as long as they have regulations, organizational climate is not a key factor in managing organizations.*
- *The schools' top managers cannot realize that managing organization is not only a matter of professionalism in using efficiently the management functions*
- *The schools' top managers cannot realize that success is a function of two facets issue; one is the managerial performance and the other is getting supported by the organizational climate.*
- *The organizational climate key incorporated item is the satisfaction of the employees; whether they are teachers or administrative staff.*
- *The satisfaction of people in conditionally occurred though the way the directing function is being performed.*
- *This is particularly true, when having practices such as; opportunity of accepting the managers' authority, opportunity to be free in initiating the down to up organizational and managerial communications, and opportunity of leadership type rotation.*
- *These are the main pillars of smooth cooperation based schools, otherwise they will stay at the limit of unsmooth, just structural, or regulation based cooperation*
- *Whether there is an existence of managers' dogmatism, these practices are going to be idled; since the paths for these opportunities to be brought to reality used to be closed.*
- *Dogmatism is a reason underlying the unsmooth cooperation based schools.*

Source: firstly prepared for the purpose of this research

Figure (8): How dogmatism could be a reason to the schools failure to get turning to smooth cooperation based organizations

► **A theory based analysis:**

In line with the previously mentioned details it could be argued that the empirical attempt of this research to set any cognitive framework to the managerial dogmatism was not that far deviated from the conceptual framework generally given to such a concept by the theory. Dogmatism was provided as an upshot of three interacting properties.

One is the authoritarianism, and this practically occurred by the managers when merely sticking with the application of the formal authority that's given to them by the positioning on the organization hierarchy map, while go far in rejecting to strive for being accepted by their subordinators as authority holders and/or practitioners. They refuse to consider that as long as they want their subordinators to execute the orders they have to realize that the latter as a wise party have their own brains, accordingly they could not admit that subordinators' acceptance is the real source of authority.

The second is the intolerance that may drive these managers for being extremely dominant and rigid. This evidently reflects in communicating with the subordinators. They used to restrict the internal communication within the manager oriented type rather than the subordinator initiated one. As so the communication process as an action and reaction is going to be controlled within the context required by the manager. Accordingly there is no room for subordinators to initiate any kind of communication.

The third is the change denial, which creates a strong resistance to utilizing the leadership type rotation. Instead of being subjected all the time to just one type of leadership, that's selected by the dogmatic manager, which no doubt prevent the benefits may occur by the rotating use of other leadership types.

## Conclusions and Recommendations

### Conclusion:

To sum up, dogmatism used to spoil, in key aspects, the performance of directing function to the extent that in turn ruins the cooperation within organizations. It makes cooperation as a main characteristic of organization stay at the minimum level or just structurally unsmooth rather than the maximum level or the flexibly soft and smooth one.

The effect of the top managers' dogmatism on the establishment of unsmooth based schools could be intermediary justified by the non-adoption of three directing practices which are; the authority theory of acceptance, the down to up subordinators' initiated communication and the leadership type rotation.

### Recommendations:

► People who are nominated to be generally managers and particularly top managers, should necessarily subject to a test of dogmatism, before

being actually place on these positions. This has to be taken seriously by **designing a dogma testing map**. That should include a test for every single type of dogmatism such as self-dogmatism, personality-dogmatism, learning dogmatism, specialization dogmatism, social dogmatism, cultural dogmatism, management dogmatism, theoretic dogmatism, opinion dogmatism, discrimination dogmatism, and gambling dogmatism. This has to be orally supported by an oriented structured interview to get completely ensured of the non-dogmatism of the nominated managers.

► Organizations, in general, have to subject to a periodical evaluation of dogmatism that may have a dual focusing. On the one hand, on making an evaluation to the nature of cooperation to check whether it is soft or hard, this could be generally indicated by testifying the organizational climate aspects. On the other hand on making an evaluation to the directing function capability to keep - through its main practices - the characteristics of the smooth cooperation-based organization.

### Future Research Topics:

- Evaluating the subordinates' dogmatism.
- The impact of subordinates' dogma on decision making effectiveness.
- Avoiding dogma as a governing factor to the favorable organizational climate.
- The risky effect of dogmatism in strategic planning process.

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