

AN EXAMINATION OF THE LEADERSHIP COMPETENCIES WITHIN A COMMUNITY  
COLLEGE LEADERSHIP DEVELOPMENT PROGRAM

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By

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AN EXAMINATION OF THE LEADERSHIP COMPETENCIES WITHIN  
A COMMUNITY COLLEGE LEADERSHIP DEVELOPMENT PROGRAM

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## TABLE OF CONTENTS

ACKNOWLEDGEMENT .....	ii
LIST OF TABLES .....	vi
ABSTRACT .....	ix
1. INTRODUCTION TO THE STUDY	
Background .....	1
Conceptual Underpinnings of the Study .....	5
Statement of the Problem .....	13
Purpose of the Study .....	15
Research Questions .....	17
Limitations and Assumptions .....	18
Design Controls .....	19
Definitions of Key Terms .....	20
Summary .....	21
2. REVIEW OF RELATED LITERATURE	
Introduction .....	23
Historical Perspective of Community College Leadership .....	26
Challenges Facing Future Community College Leaders .....	29
Competencies for Future Leaders .....	42
Leadership Development .....	53
Summary .....	66

3. RESEARCH DESIGN AND METHODOLOGY	
Introduction .....	68
Research Questions.....	70
Rationale for Use of a Mixed Method Design .....	71
Population and Sample .....	73
Data Collection and Instrumentation.....	75
Data Analysis .....	80
The Researcher’s Biases and Assumptions.....	82
Summary .....	83
4. PRESENTATION AND ANALYSIS OF DATA	
Introduction .....	84
Research Questions.....	86
Data Analysis .....	87
Research Questions: Analysis of Data.....	90
Summary .....	175
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	
Introduction .....	177
Purpose of Study.....	177
Design and Procedures.....	179
Findings of the Study.....	181
Discussion of the Findings .....	193
Limitations and Design Controls.....	203
Implications for Practice .....	206

Recommendations for Future Research.....	208
Summary.....	209
REFERENCES.....	211
APPENDICES.....	222
Appendix A: AACC’s Competencies for Community College Leaders .....	223
Appendix B: Leadership Academy Competencies Survey .....	226
Appendix C: Institutional Review Board Approval .....	236
Appendix D: Focus Group Informed Consent .....	237
Appendix E: Participant Year Compared to Gender and Current Age.....	239
Appendix F: Participant Year Compared to Current Level of Education.....	240
Appendix G: Participation Year Compared to Years Employed at the College and in a Leadership Position.....	241
Appendix H: Participation Year Compared to Current Job Classification .....	242
VITA.....	243

## LIST OF TABLES

Table	Page
1. Test-Retest Reliability of Survey Instrument by Competency .....	92
2. Leadership Academy Participants' Current Age and Level of Education.....	94
3. Leadership Academy Participants' Years of Employment and in Leadership Positions.....	96
4. Leadership Academy Participants' Current Employee Job Classification .....	98
5. Year Participants Completed the Leadership Academy .....	99
6. Mean Scores for AACC's Competencies Embedded in Leadership Academy Curriculum .....	103
7. Organizational Strategy - Illustrations.....	106
8. Resource Management Leadership - Illustrations.....	111
9. Communication Leadership Competency - Illustrations .....	117
10. AACC's Collaboration Leadership Competency .....	123
11. Community College Advocacy Leadership Competency - Illustrations.....	131
12. Professionalism Leadership Competency - Illustrations .....	136
13. Descriptive Statistics of Participants' Overall Perception Based on Age .....	153
14. Analysis of Variance (ANOVA) for Overall Participant's Age between Groups.....	154
15. Descriptive Statistics for Leadership Competencies Based on Age.....	155
16. Analysis of Variance (ANOVA) for the Participant's Age between Groups .....	156

17.	Descriptive Statistics of Participants' Overall Perception Based on Education ...	157
18.	Analysis of Variance (ANOVA) for Overall Participant's Education between Groups.....	158
19.	Descriptive Statistics for Leadership Competencies Based on Education .....	159
20.	Analysis of Variance (ANOVA) for the Participant's Level of Education between Groups.....	160
21.	Descriptive Statistics of Participants' Overall Perception Based on Job Classification.....	161
22.	Analysis of Variance (ANOVA) for Overall Participant's Job Classification between Groups.....	162
23.	Descriptive Statistics for Leadership Competencies Based on Job Classification.....	163
24.	Analysis of Variance (ANOVA) for the Participant's Job Classification between Groups.....	165
25.	Descriptive Statistics of Participants' Overall Perception Based on Years of Leadership Experience.....	166
26.	Analysis of Variance (ANOVA) for Overall Participant's Years of Leadership Experience between Groups .....	167
27.	Post-Hoc Test of Leadership Competencies Based on Years of Leadership Experience.....	167
28.	Descriptive Statistics for Leadership Competencies Based on Years of Leadership Experience.....	168
29.	Analysis of Variance (ANOVA) for Participant's Years of Leadership Experience between Groups .....	170
30.	Post-Hoc Test of Community College Advocacy Competency Based on Years of Leadership Experience .....	171
31.	Descriptive Statistics of Participants' Overall Perception Based on Year in Leadership Academy .....	172
32.	Analysis of Variance (ANOVA) for Overall Participant's Year in Leadership Academy between Groups .....	172

33.	Descriptive Statistics for Leadership Competencies Based on Year in Leadership Academy .....	173
34.	Analysis of Variance (ANOVA) for Participant's Year in Leadership Academy between Groups.....	174
35.	Summary of Related Literature.....	194

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ABSTRACT

An extensive review of the literature suggested the nation's community colleges are quickly approaching a leadership crisis as current leaders, who began their careers in the 1960s and 70s, are fast approaching retirement. In response, community colleges have begun to invest a significant amount of time and money to develop their own leaders through in-house leadership development programs. The purpose of this study was to examine the curriculum content of an in-house leadership development program at a large multi-campus metropolitan community college. Transformational leadership theory and the American Association of Community Colleges' (AACC) *Competencies for Community College Leaders* served as the theoretical and conceptual frameworks to inform and direct this study. The researcher utilized a concurrent triangulation mixed-method evaluative case study approach to determine participants' demographic characteristics and to what extent transformational leadership theory and AACC's competencies were embedded within the program's curriculum.

Findings from the study indicated participants of the program represented a wide range of employees throughout the organization. The study also identified facets of AACC's competencies and transformational leadership theory were embedded within the curriculum to varying degrees. Implications of the study will help guide the institution in reviewing the program's curriculum content, structure, and rigor. Findings suggest the

importance of developing programs that meet the needs and expectations of participants. In addition, the study's research, methodology, survey instrument, and findings can serve as a resource to assist institutions looking to evaluate or develop a leadership development program from a developer and participant perspective.

## CHAPTER ONE

### Introduction to the Study

#### Background

Since the establishment of the first community college at the turn of the twentieth century, community colleges have continued to expand and play a vital role in providing a source of education across the country (Burnham, 2002). Community colleges are often seen as a pathway for post-secondary education, workforce training, personal enrichment, and job retraining (Jacobs & Dougherty, 2006; Levinson, 2005). In 1901, the first community college was established in Joliet, Illinois. Over the past 100 years, the number of community colleges has grown continuously, becoming complex institutions that have established themselves as uniquely innovative in delivering higher education (Burnham).

Since their inception, community colleges have played a significant role in providing affordable, quality education and training to the country (Cohen & Brawer, 2003). Evolving from a transitional educational institution, community colleges have become a primary provider of higher education in this country (Burnham, 2002). Reflecting the nation's egalitarian ideals, community colleges respond to the educational and workforce development needs of the community by opening their doors to the most diverse student body in the country (Burnham; Boggs, 2003). Unlike other higher learning institutions, community colleges are "expected to deliver quality education that is economically, socially and geographically accessible to a diverse population" (O'Banion & Kaplan, 2004, p. 16).

During the 1960s and 1970s, community colleges observed their largest growth going from 677 institutions in 1959 to 1,234 by 1979 (Cohen & Brawer, 2003). In 2008,

the American Association of Community Colleges (AACC) reported approximately 1,195 community colleges existed in the United States and served the needs of 11.5 million students throughout every state in the union (AACC, 2008). In the overall scope, community colleges educate 46% of all undergraduate students enrolled in institutions of higher education (AACC). Community colleges have become and will continue to play a vital role in the future of the country (Roueche, Baker, & Rose, 1989). Ultimately it will be the responsibility of the leadership of these institutions to ensure community colleges continue to meet the needs of the community.

Since the 1960s, several generations of community college leaders have guided these institutions through periods of growth and changing times (Sullivan, 2001). Today, community college leaders continue to be challenged. The community colleges have become increasingly complex over the years with their open-access mission that strives to be responsive to community needs while maintaining a focus on student learning (Boggs, 2003; Romero, 2004). Changes in student demographics, increased public accountability, limited resources, advances in technology, and economic variations have added to the complexity and responsibility of community college leaders (Cook, 2004).

An extensive review of the literature suggests community colleges are approaching a leadership crisis as the current leaders begin to retire (Boggs, 2003; McPhail, Robinson, & Scott, 2008; Patton, 2004; Romero, 2004; Sullivan, 2004; Wallin, 2002; Weisman & Vaughan, 2007). Many of the current leaders began their careers in community colleges during the 1960s and 70s and are now approaching retirement at a high rate (Shults, 2001; Sullivan; Weisman & Vaughan). A study of community college presidents suggested 57% of respondents were approaching retirement age with 56% of

them planning to retire within the next six years of the 2007 study and an additional 28% within 7 to 10 years (Weisman & Vaughan). This is not only isolated to the office of the community college president. Senior level administrators, faculty leaders, and employees at all levels of the organization, who are critical to the infrastructure of organization, have begun retiring (McCall, 2006; Manzo, 2003). In a 2004 study, it was estimated over 700 community college presidents, 1,800 upper-level administrators, and 30,000 faculty positions would need to be filled over the next few years (Patton). The potential loss of leadership throughout the country's community colleges has created the urgent need to identify new leaders at all levels of the institution in the immediate future.

At no single time in history has the community college system experienced such a massive turnover in leadership personnel (Boggs, 2003). Labeled by some as a major crisis within the country's community college system, many fear a great leadership vacuum will develop taking with it years of institutional experience and knowledge. This "critical leadership gap" throughout institutions will have a significant impact on community colleges (Campbell, 2006, p. 13). In addition, there exists an even greater concern regarding who will succeed as the next leaders of community colleges. It has been suggested community colleges will struggle to identify qualified individuals for future leadership positions (Amey, VanDerLinden, & Brown, 2002; Fulton-Calkins & Milling, 2005). Enrollment in graduate level programs focusing on developing community college leaders has declined over recent years. Compounding this program, community college employees are less willing to assume administrative leadership positions which have become more complex and unattractive (McPhail, et al., 2008; Patton, 2004; Piland & Wolf, 2003; Wallin, 2002).

Where will community colleges find the next generation of leaders? Goff (2002) posited, given the large number of retiring leaders, it is of vital importance to train new leaders. A review of the literature suggested if community colleges plan to weather the crisis, they must take an active role in identifying and developing the next generation of leaders. Astin and Astin (2001) contended institutions of higher education need not look far to identify future leaders, proposing all community college employees, regardless of their formal positions, are potential leaders for the future. Community colleges must turn their attention inward and begin identifying, recruiting, and developing their current employees for future leadership roles at all levels of the organization. Through effective leadership development, the next generation of community college leaders can gain the leadership skills necessary for the future (Kitchens, 2004).

While there is a plethora of professional leadership development programs, the literature (Bagnato, 2004; Mapp, 2008; Piland & Wolf, 2003; Watts & Hammons, 2002) revealed three prominent options: graduate level degree programs; workshops and seminars; and programs designed by community colleges to develop their own leaders. Programs offered by four-year institutions provide participants with theory based coursework, often leading to a graduate level degree, which focuses on community college leadership. Workshops and seminars are held both locally, nationally, and designed to develop basic leadership skills. The literature (McClenney, 2001; Piland & Wolf; Phelan, 2005; Romero, 2004; Watts & Hammons) suggested graduate level programs, workshops, and seminars fail to adequately prepare the next generation of community college leaders. However, programs designed by community colleges around the concept of *grow your own leader* (GYOL) may be the best method to develop future

community college leaders (Boggs, 2003; Filan, 2002; Kirby, 2004; Piland & Wolf; Watts & Hammons).

In light of the impending crisis, community colleges have begun developing their own leaders through GYOL programs. Researchers believed community colleges possess the necessary resources and experience to develop their own leaders—future leaders who are already employed within the institutions (McFarlin, 1999; Pope & Miller, 2005; Vickers, 2007). GYOL programs are intended to identify potential leaders within institutions and develop employees' professional leadership abilities by providing opportunities to gain new skills and knowledge. As these GYOL programs continue to grow in number and require the allocation of funding and valuable employee time, their success in reaching their goals is critical. Can these programs effectively develop the next generation of community college leaders? What is the content and foundation of these programs?

### Conceptual Underpinnings of the Study

The conceptual framework used in this study was grounded in the theoretical perspective of transformational leadership theory. A review of the literature (Allen, 1996; Bass, 1997; Roueche et al., 1989; Schmitz, 2008; Stewart, 2006) suggested it was critical for the next generation of community college leaders to possess a transformational leadership style, given the complex and challenging issues confronted by higher education and community colleges. In addition to transformational theory, the *Competencies for Community College Leaders* developed by AACC emerged to provide further direction for this study. Drawing from transformational leadership theory, AACC's competencies were recognized to be relevant and necessary for building the

success of the next generation of community college leaders (Amey, 2005; Duree, 2007; Schmitz).

### *Transformational Leadership Theory*

James MacGregor Burns (1978), the father of transformational leadership theory, provided the first definition of this theory, which he juxtaposed with transactional leadership. Burns' seminal work defined transformational leadership as when "one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 20). Burns viewed transactional and transformational leadership as being at opposite ends of the spectrum. He suggested transactional leaders develop a relationship with followers based on the exchange of valued items that are economic, political, or psychological in nature. According to Burns, transformational leaders seek ways to motivate the follower through satisfying higher needs and engaging the full person. He contended the relationship became mutually stimulating between the two and transformed followers into leaders and leaders into moral change agents. The concept of morality within leadership was of most concern to Burns. He believed transformational leadership consisted of a moral component that raised the "level of human conduct and ethical aspiration of both leader and led" (p. 20). Over the years researchers (Bass & Steidlmeier, 1998; Bensimon, Neumann, & Birnbaum, 1989; Kouzes & Posner, 2007) continued to expand and define the morality aspect of transformational leadership.

*Vision.* Most successful community colleges are those that have a defined mission and shared vision throughout the institution (Boggs, 1995). Roueche et al. (1989) suggested transformational leadership influences values and behaviors by working with

and through others to accomplish a shared vision. Where does the responsibility of developing a shared vision exist? The function of leadership is the development of a vision that anticipates what is to come or what could be, inspires a shared vision, and enlists others to share in the vision (Kouzes & Posner, 2007; Roueche et al.). Gardner (1990) argued leaders must be capable to think long-term, view the organization in a larger context, articulate a future that motivates followers, and “discern, in the clutter and confusion of the present, the elements that determine what is to come” (p. 130-131).

A leader’s vision provides followers with a sense of hope for the future, continuity between the past and future, and a framework for decisions and actions (Yukl, 2002). Transformational leaders translate their dreams and ideas to allow followers to identify and embrace a shared vision (Tichy & Devanna, 1986). A core characteristic of effective leadership is the ability to create a shared vision that is clearly articulated throughout the organization and aligns the energy and work of followers (Hesselbein, Goldsmith, & Beckhard, 1996). Transformational leaders acknowledge that leadership no longer exists solely at the top of the organization, but at all levels and within all employees and, therefore, leaders must develop a shared vision throughout the organization (Carroll, 2004; Kouzes & Posner, 2007, Wallin, Cameron, & Sharples, 2005). Tichy (1997) expressed a leader’s vision is critical, but that vision wasn’t enough; a leader must also be able to influence followers.

*Influence and people orientation.* An immense potential exists within leadership to influence followers (Burns, 1978). In fact, Yukl (2002) described a leader’s ability to influence as the “the essence of leadership” (p. 426) that affects the attitudes and behaviors of followers. A leader’s influence is less critical when leaders and followers

share in a common vision and are intrinsically motivated (Yukl). Bass (1985) argued the extent to which leaders are transformational in nature is contingent on the ability to influence. Transformational leadership is based on the premise of influence that exists within the leader-follower relationship (Burns). Transformational leaders influence “the values, attitudes, beliefs, and behaviors of others” by working together to accomplish shared goals (Roueche et al., 1989, p. 11). Researchers have attributed some of the source of influence to a leader’s personality and the power possessed as a result of their position, motivational ability, or expertise (Burns; Gardner, 1990; Komives et al., 1998; Yukl). Transformational leaders’ influence, however, exists as the result of leaders recognizing the role of their employees, creating a supportive environment, and developing relationships with employees based on trust, admiration, loyalty, and respect (Burns; Kouzes & Posner, 2007; Yukl). Bass found employees were drawn to and inspired by leaders because of the leader-follower relationship that existed. Transformational leaders are acutely aware of the importance of this relationship (Roueche et al.). Transformational leaders are able to influence and transform an organization through open communication, collaboration, empowerment, and delegation of authority by recognizing leadership exists throughout the organization (Kouzes & Posner; Romero, 2004; Roueche et al.).

*Motivational orientation.* A leader’s ability to motivate and influence has become the defining aspects of effective leadership in recent years, not the leader’s formal position or authoritative power (Leithwood & Duke, 1999). Yukl (2002) contended transformational leadership increases the motivation and performance of employees. Leadership is a process based on intentional influence that changes and affects people

and their environment (Hesselbein et al., 1996). Bass (1998) argued transformational leaders are able to inspire and challenge their followers to go beyond their own self-interests. Motivated followers draw from within to meet these challenges which results in a higher level performance (Roueche et al., 1989). Transformational theory assumes leadership is a shared process based on mutual relationships and shared vision between employees and leaders (Komives, Lucas, & McMahon, 1998; Kouzes & Posner, 2007). Therefore, a transformational leader can be observed developing relationships with employees, challenging them to higher levels of commitment and ethical standards, and transcending employees' self-interest for the betterment of the organization (Burns, 1978; Komives et al.; Leithwood, Jantzi, & Steinbach, 1999; Yukl). They inspire their employees by establishing expectations that challenge them, but also provide meaning, understanding, and intellectual stimulation that motivates them to do more than was initially expected (Bass; Yukl). The end result is leaders and followers working together from a shared vision throughout the organization to transform the organization (Duree, 2007; Roueche et al.).

*Morals and Values.* True leadership does not exist without a moral foundation that is exemplified by a leader's moral character and ethical values (Allen, 1996; Bass & Steidlmeier, 1998). Transformational leaders are value driven and use their values to guide their actions and inform their decisions (Kouzes & Posner, 2007; Tichy & Devanna, 1986). They move beyond the transactional leadership relationship of meeting a follower's basic needs to appealing to the moral values of followers (Yukl, 2002). Burns (1978) suggested leaders acknowledge their role in the relationship and appeal to social values that encourage collaboration, not for self-serving purposes, but for the end

values of “liberty, justice, [and] equality” (p. 426). Transformational leadership transcends the leader/follower relationship beyond the social exchange theory to a higher level of morality and intrinsic motivation (Bensimon et al., 1989). While Burns’ classical definition of transformational leadership had a strong moral connotation, over the years as the term gained in popularity, it “evolved into a code word for innovative or motivational leadership, and the moral connotation has been lost” (Bensimon et al., p. 12).

#### *AACC’s Competencies for Community College Leaders*

Concerned with the impending leadership crisis within community colleges, in 2003 the W.K. Kellogg Foundation funded AACC’s Leading Forward project to address the national need for community college leaders and to delineate a competency framework (AACC, 2005). College leaders from around the country, representing universities, community colleges, practitioners, and trainers, gathered for a series of four summits to identify the key knowledge, values, and skills necessary for the development of the next generation of community college leaders. Data collected from the summits were aggregated and submitted in a report to AACC, *A Qualitative Analysis of Community College Leadership from the Leading Forward Summits* (AACC, 2004).

Data from the report were contextualized to fit the community college environment and resulted in a set of competencies that would be deemed essential for future community college leaders (AACC, 2005; Duree, 2007). In fall 2004, AACC developed and administered a survey to participants who attended the original summits in order to ensure the set of competencies were indeed critical for future leaders. Finally, on April 9, 2005, the AACC Board of Directors unanimously approved the *Competencies for*

*Community College Leaders* (see Appendix A), a framework for the development of curricula in community college leadership programs.

AACC recognized the skills required by community colleges had expanded and, therefore, framed the competencies with the following principles:

1. Leadership can be learned.
2. Many members of the community college community can lead.
3. Effective leadership is a combination of effective management and vision.
4. Learning leadership is a lifelong process.
5. The leadership gap can be addressed through a variety of strategies such as college grow-your-own programs, AACC council and university programs, state system programs, residential institutes, coaching, mentoring, on-line, and blended approaches. (AACC, 2005, p. 2)

The six competencies of current and future community college leaders include:

1. **Organizational Strategy** – An effective community college leader improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students, and sustains the community college mission, based on knowledge of the organization, its environment, and future trends.
2. **Resource Management** – An effective community college leader equitably and ethically sustains people, processes and information, as well as physical and financial assets to fulfill the mission, vision, and goals of the community college.

3. Communication – An effective community college leader uses clear listening, speaking, and writing skills to engage in honest and open dialogue at all levels of the college and its surrounding community to promote the success of all students and to sustain the community college mission.
4. Collaboration – An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission.
5. Community College Advocacy – An effective community college leader understands, commits to, and advocates for the mission, vision, and goals of the community college.
6. Professionalism – An effective community college leader works ethically to set high standards for self and others, continuously improve self and surroundings, demonstrate accountability to and for the institution, and ensures the long-term viability of the college and community. (AACC, 2005, pp.4-6)

Along with defining the competencies, AACC developed illustrations (see Appendix A) that further defined and supported the competencies (AACC, 2005). Amey (2005) noted the effort by AACC would help close the “gap between what one needs to know and how one acquires that knowledge in order to lead effectively” (p. 685). Since the publication of the competencies in 2005, researchers have found they closely aligned with the tenets of transformational leadership (Duree, 2007; Schmitz, 2008). Similarly,

Wiessner and Sullivan (2007) posited AACC's *Competencies for Community College Leaders* were the most relevant to contemporary community college leaders.

### Statement of the Problem

Community colleges continue to play a critical function in the education and training of the younger generation and working adults. The role of community college leaders, regardless of position, is vital to the institution's success in fulfilling its mission (Roueche et al., 1989). Due to a variety of economical, demographical, and legislative factors, community colleges are experiencing a number of challenges. Continued growth in student enrollment, expanding student diversity, increased demands for public accountability, and severe budget constraints are some of the many challenges institutions and their leaders face (Cook, 2004; Duvall, 2003; Hockaday & Puryear, 2000; Phelan, 2005). To further exacerbate the situation, a significant number of presidents, senior administrators, faculty, and staff are preparing to retire leaving community colleges scrambling to recruit and educate future leaders (Shults, 2001; Weisman & Vaughan, 2007). Over the next five years, Shannon (2004) contended the greatest challenge community colleges will face is in the hiring, training, and retaining of personnel. Although research has been done over the past 20 years regarding the needs of future leaders, these studies have lacked the applicability for today's community college leaders who are preparing for the leadership positions of tomorrow (Cook). While some researchers have alluded to the fact that current economic times have slowed the rate of leaders retiring, these leaders will eventually retire, leaving a substantial hole within the leadership ranks of community colleges across the country (AACC, 2005; Evelyn, 2001; Kelly, 2002; Little, 2002; McPhail et al., 2008; O'Banion & Kaplan, 2004; Wallin, 2004).

The potential loss of leadership experience and institutional memory could be devastating to community colleges. Many of those preparing to retire began their careers in community colleges during the late 1960s and 70s (Bagnato, 2004; Bogg, 2003; Eddy, 2004; Shannon 2004). With their departure will go years of experience, knowledge, and skills. At no other time in history have community colleges faced such a large turnover in leadership positions at all levels of the organization (Boggs). In response to the potential crisis, professional development opportunities focusing on community college leadership have emerged. Institutions have expanded their offerings of graduate level programs, focusing primarily on community college leadership (McClenney, 2001). A variety of professional educational organizations have developed leadership seminars and workshops for community college employees (Kim, 2003). Additionally, recognizing the crisis ahead, many community colleges have also invested a significant amount of time and money designing “grow your own” leadership training programs that develop their employees throughout the organization to become the future generation of community college leaders (Wallin, 2004).

Given the impending retirement of community college leaders (AACC, 2005; Shults, 2001; Weisman & Vaughan, 2007) there is a general belief that institutions who possess the necessary resources should look within themselves to develop their own leaders through leadership development programs that are able to demonstrate successful outcomes (Boggs, 2003; Filan, 2002; Hockaday & Puryear, 2000; Kirby, 2004; Little, 2002; McCall, 2006; Piland & Wolf, 2003; Pope & Miller, 2005; Stone, 1995; Wallin, 2006; Watts & Hammons, 2002). The fundamental problem being addressed in this study was as follows: Are community college leadership development programs, designed to

develop employees at all levels of the institution, teaching the knowledge, skills, and competencies necessary for future leaders? What is the extent of these grow-your-own leadership programs? Are these programs designed around identifiable leadership theories and to what extent are they embedded within the program's curriculum?

### Purpose of the Study

The purpose of this study was to examine the curriculum content of an in-house leadership development program at a large multi-campus metropolitan community college from a transformational leadership perspective and AACCC's *Competencies for Community College Leaders* (AACCC, 2005). Given the large number of community college leaders preparing to retire in the near future, many community colleges are addressing the issue by developing employee leadership development programs. These programs are intended to identify and develop leadership abilities required of the next generation of community college leaders. With the continued reduction of funding for higher education and professional development, these programs must be effective and teach the skills and strategies necessary for community college leaders in the future.

This study investigated the curriculum of a single, in-house, leadership development program that was created by a multi-campus community college and offered to its employees as a means to identify potential and proven leaders, as well as develop and enhance their skills, and empower them with the knowledge, skills, and abilities to work more efficiently and effectively. An evaluative case study approach (Posavac & Carey, 2007) was used to examine participant's demographics along with the experiences and perceptions of the program's participants and steering committee members. In addition, the research analyzed the program's mission and goals. The researcher utilized

the transformational leadership theory embedded in AACC's *Competencies for Community College Leaders* to examine the program. Research suggested AACC's competencies were grounded in transformational leadership theory (Duree, 2007; Schmitz, 2008) and validated as being relevant to future community college leaders (Wisner & Sullivan, 2007).

The researcher utilized a concurrent triangulation mixed-method evaluative case study approach because of its proven usefulness when evaluating programs (Creswell, 2003). This method has the capability to identify program strengths and weaknesses that may affect and improve a program (Creswell; McMillan & Schumacher, 1997; Merriam, 1998). A three-step research design was used to examine the demographic information and perceptions of past and current participants regarding the content of the program. First, a 54-question mixed-method survey was developed by the researcher (see Appendix B) and administered to the program's past and current participants. The survey focused on quantitative demographic information and qualitative inquiries regarding the participant's perceptions of the program's curriculum content utilizing the competencies and illustrations developed by AACC. Secondly, the researcher held two focus groups, one consisting of seven current and past program participants and another consisting of seven members of the program's steering committee. Thirdly, the researcher performed a document analysis of the program's outlines, handouts, and other miscellaneous documents. Ultimately this study may serve to provide a framework to those responsible for designing and implementing in-house community college leadership development programs that are based on transformational leadership theory and AACC's *Competencies for Community College Leaders*.

## Research Questions

A review of the literature revealed an impending community college leadership crisis existed as the result of massive retirements of senior leaders (Shults, 2001; Weisman & Vaughan, 2007). Research suggested one solution to address the leadership crisis existing within community colleges. Because community colleges currently employ the next generation of leaders, community college leaders must look within to identify and develop employees' knowledge and skills necessary for future leadership roles throughout the organization (Boggs, 2003; Filan, 2002; Little, 2002). As a result of the crisis, community college leaders have created in-house (grow-your-own) leadership development programs designed to identify and develop future leaders within the institutions.

A further review of the literature revealed a set of leadership competencies grounded in transformational leadership theory and deemed to be essential to current and future community college leaders were developed by the AACC in response to the impending shortage of leaders (AACC, 2005). However, the literature suggested the knowledge, skills, and values within the competencies had not been fully integrated within existing leadership development programs (AACC; Amey, 2005). To help establish a consistent framework that contained and promoted the competencies, it was recommended the competencies be embedded within the curricula of community college leadership programs (AACC). Therefore, the encompassing questions that guided this study were framed in a way to provide insight into and understanding of the theoretical framework utilized to develop and embedded within the curriculum of an in-house community college leadership development program.

Major research questions to be considered are as follows:

1. What institutional levels are represented by the participants in the institution's leadership development program?
2. To what extent are the American Association of Community Colleges' *Competencies for Community College Leaders* embedded within the curriculum of the leadership development program?
3. How are the tenets of the transformational leadership theory present within the curriculum of the leadership development program?
4. Does a person's age, level of education, job classification, number of years in a leadership position, or when they participated in the program make a difference in their perception of the program's content?

#### Limitations and Assumptions

A concurrent triangulation mixed-method design was utilized to enhance the study's overall strength and validity in generating valuable information that can generally answer a broader and more complete range of questions (Creswell, 2003; Johnson & Onwuegbuzie, 2004). The design utilized both deductive and inductive scientific methods associated with quantitative and qualitative research respectively. While both quantitative and qualitative design methods contain weaknesses, Patton (1997) contended the strength of one methodology will counter the weakness of the other.

The following limitations were identified and are indicated as follows:

1. The results of the study were designed only to provide a snapshot of a single community college leadership development program.

2. The validity and reliability of the study's qualitative data were limited by the researcher's biases due to personal experience with the institution, the institution's leadership development program, and other leadership development programs.
3. The validity and reliability of the study's quantitative data were limited by the degree of validity and reliability within the survey instrument.
4. Responses by past participants were limited to the participants' memory and recollection.
5. The study relied upon voluntary participations from those who were contacted.

The decision of the researcher to utilize different methods of data collection further limited the study. The combined use of surveys and focus groups creates difficulties for researchers to adequately analyze qualitative and quantitative data and resolve discrepancies (Creswell, 2003). In addition, difficulty can arise in the acquiring of documents needed for document analysis, as some are protected and unavailable to the public.

### Design Controls

The researcher utilized a concurrent triangulation mixed-method evaluative case study design. This design allowed for the strengths and weaknesses associated with both qualitative and quantitative research to balance one another, thereby strengthening the overall study and enhancing its validity and general applicability (Creswell, 2003). The use of multiple methods to capture the data (surveys, focus groups, and documents) allowed the researcher to triangulate the data and enhance the internal validity of the study (Merriam, 1998).

As a result of the researcher's personal experience with the program, the opportunity for personal bias was noted. To control for the subjectivity of the study and increase its reliability, the researcher triangulated the data using multiple sources. The data were collected from three different sources (program participants, steering committee members, and program documents), thereby improving the quality of the data and the accuracy of their interpretations (Fraenkel & Wallen, 2003). The researcher also utilized member-checking to ensure accuracy of qualitative data collected during the focus groups (Creswell, 2003).

#### Definitions of Key Terms

*American Association of Community Colleges (AACC).* A professional organization representing the country's two-year institutions. The AACC is committed to supporting initiatives in the area of leadership, service, education, and legislative advocacy.

*Community College.* A public, not-for-profit two-year institution providing higher education in both general and vocational education.

*Competencies.* The fundamental knowledge, ability, values, and skills associated with a specific area.

*Competencies for Community College Leaders.* A set of competencies needed by community college leaders and developed through a series of leadership summits in conjunction with AACC's Leading Forward project.

*Grow-Your-Own Leadership Programs.* A leadership development program designed by community colleges and specifically geared to develop its employees for future leadership roles.

*Leadership Development.* A process in which time and money are invested in people to enhance and develop leadership skills.

*Leadership Skills.* The ability to motivate a group of people to work toward a common goal.

*Transformational Leadership.* For the purpose of this study, transformational leadership is defined as the ability of a leader to “exhibit leadership behaviors that reflect vision, demonstrate the ability to influence others, acknowledge the importance of attending to and motivating people, and act on the importance of modeling values conducive to institutional excellence” (Roueche et al., 1989, p. 269).

### Summary

Given the vital role of the community college, the next generation of community college leaders must be prepared to respond to the ever changing environment as they focus on new student demographics, increased public accountability, limited resources, advances in technology, and fiscal constraints. Since the early 1960s several generations of leaders have guided these institutions through periods of growth and change. Now, many of the current community college leaders, including presidents, senior level administrators, faculty leaders, and employees, are approaching retirement at a high rate (Filan, 2002; Shults, 2001; Weisman & Vaughan, 2007). This projected loss of leadership will create a loss of institutional memory, knowledge, and experience resulting in a “critical leadership gap” and an urgent need to identify new leaders in the immediate future.

While community colleges have responded to the crisis by developing and offering leadership development programs, there is considerable variety in the type of

training and the curricula utilized in these programs. A review of the literature revealed support existed with programs that were designed within community colleges to develop employees into future leaders versus other forms of leadership training programs (Little, 2002; Pope & Miller; 2005; Stone, 1995). The literature further identified a framework and definition of leadership competencies necessary for future leaders that were developed by the AACC. The literature supported the premise that community college leadership development programs should be designed around a framework of transformational leadership theory and AACC's *Competencies for Community College Leaders*.

The focus of this study was to evaluate the content and curricula of a leadership development program designed to prepare employees for future leadership roles within the institution using a theoretical framework of transformational leadership theory and AACC's *Competencies for Community College Leaders*. In Chapter Two, an overview of literature presents the constructs of transformational leadership theory and AACC's *Competencies for Community College Leaders*. Explored in Chapter Three are the study's research design and methodology, followed by Chapter Four with a presentation and analysis of data. Contained in Chapter Five are the findings, conclusions, and recommendations for future research.

## CHAPTER TWO

### Review of Related Literature

#### Introduction

There is a consensus that leadership within an organization is critical to its ability to flourish and be successful (Roueche et al., 1989; Tichy, 1997; Wallin, 2009; Yukl, 2002). Community college leaders occupy similar roles to leaders within the corporate, governmental, and social service world. Today's community college leaders find that an ever changing and complex environment exists in their institutions. Every year community college leaders help to "chart the educational, social and economic life of thousands of communities across the nation" (Vaughan, 1986, p. 7). Their daily decisions have the potential of affecting area business, surrounding communities, and thousands of students and employees.

Historically the concept of leadership has been extensively analyzed by researchers resulting in a variety of theories and perspectives. Leaders and their leadership abilities have been studied in terms of traits, behaviors, transactions, power, influence, situations, and transformational abilities (Bass, 1998; Bensimon et al., 1989; Burns, 1978; Yukl, 2002). Specifically, Yukl defined leadership as the "process of influencing others...and ...facilitating individual and collective efforts to accomplish the shared objectives" (p. 7). Similarly, Gardner (1990) characterized leadership as "the process of persuasion...by which an individual (or leadership team) induces a group to pursue objectives held by the leader...and his or her followers" (p. 1). In accord, Kouzes and Posner (2007) posited that leadership is about relationships, a leader's credibility, and their actions. From an application perspective, leadership influences organizations

through its “purpose, structure and social networks, [and] people” (Halliger & Heck, 1999, p. 220). Burns described leaders as those who stimulate and inspire their employees through intrinsic motivation.

A survey conducted in 2004 by the American Association of Community Colleges (AACC), concluded community college leaders in today’s environment must be knowledgeable and skilled in the areas of educational finances and fundraising, strategic planning, diversity and multiculturalism, cooperation and collaboration, shared governance, state and federal government mandates, and have a tolerance for ambiguity (McClenney, 2001; Shults, 2001). Wallin (2009) contented that a leader’s ability to influence others, communicate his/her vision, and lead the organization through change are critical to the success of community colleges. These institutional leaders must “influence the values, attitudes, beliefs, and behaviors of others by working with and through them in order to accomplish the college’s mission and purpose” (Roueche et al., 1989, p. 11).

The leadership style and philosophy of today’s leaders are the direct result of influence, mentoring, and training by leaders of the 1960s and 1970s (Vaughan & Weisman, 1998). Vickers (2007) agreed that the success and reputation of today’s community colleges is the result of the leadership provided to institutions by their earlier leaders. Similarly, Gardner (1990) found that “leaders cannot be thought of apart from their historic context in which they arise, the setting...and the system over which they preside” (p. 1).

Many of today’s community college leaders began their careers in the 1960s and 1970s and now are reaching retirement at a high rate (Bagnato, 2004; Boggs, 2003;

Shults, 2001). Patton suggested in a 2004 study that over the next few years 700 new community college presidents, 1,800 new upper-level administrators, and 30,000 new faculty members will be needed to fill vacancies. Campbell (2006) indicated this unprecedented number of retirements of presidents and senior-level administrators could result in the loss of vital institutional knowledge and significant financial impact on institutions. Institutions face the loss of leaders who have come to possess an intimate understanding of the community college mission and values (Shults). As the realization of the leadership crisis has occurred, current leaders have become concerned, not knowing who will fill this void (Amey et al., 2002). In light of the upcoming leadership transition, leaders have begun to identify and develop the next generation of leaders (Bagnato; Mapp, 2008; Piland & Wolf, 2003; Watts & Hammons, 2002).

Reviewed in this chapter is the literature that more fully informs the focus of this study: to examine the extent and application of current leadership theory found in a community college leadership development program offering leadership education and development opportunities. This study was examined through four major themes, first exploring the development of community college leadership from an historical perspective. Secondly, the study explored the challenges facing future leaders. Thirdly, proposed competencies to be found in future leaders were examined and compared to the competencies included in the theory of transformational leadership. Finally, these constructs were combined in an analytical study to determine the extent to which they were evident in a local community college leadership program offered to current employees.

## Historical Perspective of Community College Leadership

To understand the necessary competencies of future community college leaders, one must look at community college leadership from a historical perspective. There were significant periods of growth and development which led to the current status. In addition, generational groups of leaders have been identified as complementary to this period of change (Sullivan, 2001; Vaughan, 1986).

### *Community College Development Periods*

Tillery and Deegan (1985) examined the life span of community colleges and identified separate development periods. The periods from 1900 to 1970 established the principle that education beyond high school was a valuable and important opportunity for both high school graduates and adults. The period from 1970 to 1985 expanded the mission to focus on the comprehensive programs available to the community. The period from 1985 to the present has continued to increase the range of diverse programs and opportunities for high school graduates and adults as well as community organizations.

Although, the first community college was established in 1901, it was not until the 1960s and 1970s that the community college movement experienced significant growth. The number of community colleges and students nearly doubled during the 1960s (Monroe, 1972) as new community colleges began to open weekly (Levinson, 2005). The opportunity for high school graduates and community members to further their education grew with the opening of each new community college. Many community colleges were seen as neighborhood institutions, resulting in a record number of high school graduates deciding to enroll in community college courses. These were students who previously would have forgone further education and entered the workforce (Cohen

& Brawer, 2003). In 1960, community college enrollment was at 3.5 million and by 1970 the number had jumped to 7.5 million, reaching 11.5 million by 2008 (AACC, 2008; Katsinas & Kempner, 2005).

### *Generational Leadership Groups*

As the community college movement continued to move forward with additional institutions, increased enrollments and expanded education and training programs, it also experienced significant changes in leadership styles among presidents. Probing beyond Tillery and Deegan's (1985) history of community colleges, Sullivan (2001) and Vaughan (1986) divided community college leadership from the past 40 years into generational groups. Sullivan identified three separate generations of community college leaders from the 1960s to present day, suggesting that each generation could be identified with common and unique characteristics, skills, and leadership styles. Likewise, Vaughan described community colleges as being well into a second generation of leaders, with a third generation of leaders beginning to emerge.

*Founders and builders.* The first generation of community college leaders, viewed as the founders and builders, helped to shape the community college movement (Oglesby, Windham, Tuerk, & Munday, 1996; Sullivan, 2004). It was this generation that worked to develop and establish a new form of higher education which offered a unique mission, core values, and practices that continue to exist in community colleges (Roueche et al., 1989; Sullivan; Vaughan, & Weisman, 1998; Vickers, 2007). This generation of leaders provided an "unbridled missionary zeal ... promoting the community college mission, speaking to any group that invited them" (Vaughan & Weisman, p. 7). During a period of unrest in America, these "great pioneers" promised "dramatic and sweeping social

change” (Oglesby et al., p.1). Riding the boom of community colleges, young employees were able to advance quickly within the organization to leadership positions (Oglesby et al.). Demographically, the leaders of these new institutions were primarily white married males, who came from the academic world, possessed a doctorate, and who had served in the military during World War II or the Korean War (Sullivan). They embodied an autocratic leadership style, prevalent in American industry at that period of time (Vaughan, 1989).

*Good managers.* In much the same manner, the emerging second generation brought with them many of the same leadership characteristics, personal experiences, and leadership styles as the founders (Sullivan, 2004; Vaughan, 1989). Growing up during the 1960s, this new generation of leaders experienced firsthand a society struggling with the Vietnam War and the Civil Rights Movement. As a result, they were more inclined to see community colleges as *the people’s college* (Vaughan, 1986). Moving beyond the brick and mortar leadership style that established earlier community colleges, this generation was characteristically viewed as good managers. They led their institutions through a sustained period of growth in enrollment that resulted in the availability of abundant resources (Sullivan, 2001; Vaughan). As the community colleges grew, the role of college leaders changed and the once all-powerful community college leader succumbed to the increasing involvement of governing boards (Cohen & Brawer, 2003). Much like the first generation, these leaders possessed a pioneering spirit that allowed them to expand the institutions while maintaining the institutional values and standards that had been established by the early founders (Roueche et al., 1989; Vickers, 2007).

*Collaborators.* Community colleges are now experiencing a third generation of leaders. This current generation of leaders has been “influenced, mentored, and trained by founding presidents of the 1960s and 1970s often adopting their philosophies and practices” (Vaughan & Weisman, 1998, p. 1). Seen as a generation of collaborative leaders (Sullivan, 2004), they successfully reached out and worked with various constituency groups within the institution and community for the betterment of the organization and student body (Goff, 2002). Since the 1980s, community colleges have organizationally grown more complex, resulting in a multifaceted role for the community college leader (Amey et al., 2002; Vaughan & Weisman). Institutional leaders have seen dramatic changes in student demographics, increased calls for accountability, economic downturns, large numbers of unprepared students, and the evolution of technology (Little, 2002; Oglesby et al., 1996; Sullivan). Unlike previous generations, institutions are seeing a significant growth in the number of female and minority leaders (Weisman & Vaughan, 2007). With this transition of change, the traditional leadership style within a hierarchical organizational structure no longer exists (Sullivan). Accompanying this transition of rapid change, the traditional autocratic leadership style has tended to disappear. Autocrats are being replaced by leaders who seek to delegate and empower followers, becoming leaders who will support and guide the institution to achieve its mission and vision (Kouzer & Posner, 2007; Morrison, Rha, & Helfman, 2003; Romero, 2004; Roueche et al., 1989).

### Challenges Facing Future Community College Leaders

It is apparent that the rapidly changing internal and external environment surrounding community colleges will continue to be a challenge for future college

leaders. Internally, there are major concerns that the projected significant increase in leaders reaching retirement age will result in the loss of experience and institutional memory (AACC, 2005; Campbell, 2006; Kelly, 2002; O'Banion & Kaplan, 2004; Shults, 2001; Weisman & Vaughan, 2002). Externally, increased state and federal requirements, decreased sources of revenue, the outside demand for additional job training by employers, expectations of diverse populations, accountability, and the evolutionary role of technology represent the type of forces requiring solutions from a fourth generation of new leaders (Ayers, 2002; Boggs, 2003; Cook, 2004; Hockaday & Puryear, 2000; Levin, 2000; Levinson, 2005; Shulock, 2002; Vaughan & Weisman, 1998). These conditions will require the development of programs to prepare future leaders to respond to new challenges (McClenney, 2001; Sullivan, 2004).

#### *The Anticipated Leadership Crisis*

Many of today's leaders began their careers in community colleges during the period of rapid growth of community colleges in the 1960s and 1970s, (Bagnato, 2004; Boggs, 2003; Eddy, 2004, Shannon, 2004). These leaders are now reaching retirement at an unprecedented rate. Boggs suggested community colleges around the nation will soon witness "the most significant transition in leadership in the history of American's community colleges" (p. 15). In a 2007 study, Weisman and Vaughan found that 62% of community college presidents reported being in their existing position for five years or more and were nearing retirement age with an average age of 58 years. The turnover in leadership positions is not isolated to the office of the president. Senior community college administrators and faculty members are also nearing retirement at a staggering rate. The average age of chief financial officers, chief academic officers, senior student

affairs officers, and directors of continuing education range from 50 to 54, according to a 2002 study (Amey & VanDerLinden, 2002). Shults (2001) found that 33% of presidents estimated at least one-fourth of their top administrative staff would retire by 2006. Shults also found that senior faculty members are nearing retirement at an alarming rate. In 1999, 27% of full-time faculty members were between the ages of 55 and 64. By 2006, 36% of presidents projected one-fourth of their faculty would be retiring.

In 1998, the Accrediting Commission of Community and Junior Colleges in the Western Region sounded the first alarm to alert institutions of the rapidly approaching mass retirement of the country's community college leaders (Romero, 2004). Researchers surveyed community college presidents in 2001 and found that 79% expected to retire by 2011 (Kelly, 2002; Shults, 2001). In a similar study by Weisman and Vaughan (2007), 55% of community college presidents intended to retire in six years, with an added 28% retiring in seven to ten years. Adding to the dilemma, recent studies indicate that over the next several years, community college leaders at all levels (administrators, faculty, and staff) will be retiring at above-average rates (Boggs, 2003; Evelyn, 2001; Fulton-Calkins & Milling, 2005; Katsinas & Kempner, 2005; Shults). However, with the current economic downturn within the United States and the effect this has had on retirement portfolios, Little (2002) and Wallin (2004) contended that many of these soon-to-be retirees delayed their retirement for a few years. Regardless of the time frame when this volume of employees reaches retirement, the state of community colleges is quickly approaching a leadership crisis that will have a lasting effect (AACC, 2005; Evelyn, 2001; Kelly; Little; McClenney, 2001; McPhail et al., 2008; O'Banion & Kaplan, 2004; Weisman & Vaughan, 2002).

The AACC and others estimated that in the next few years 700 new community college presidents, 1,800 new upper-level administrators and 30,000 new faculty members will be needed to fill vacancies (Patton, 2004). While retirement is expected within any organization, this situation is unique in that many of the employees who would typically move into these leadership positions are also retiring. Manzo (2003) argued that community colleges must also recognize that leaders at all levels of the organization that provide the infrastructure to the institution, are likewise nearing retirement. It has been suggested that as leadership positions become more complex, they in turn become less attractive (Wallin, 2002). Fewer community college employees are now willing to assume middle or senior level administrative positions, resulting in a smaller pool to choose from as organizations fill vacancies (Piland & Wolf, 2003). As the surge in establishing new community colleges leveled off and the employee base stabilized, community college graduate programs began to languish (Evelyn, 2001; Romero, 2004). Universities reported a significant decline of 78% in the number of advance degrees conferred in community college administration programs between 1983 and 1997 (Patton). According to Fulton-Calkins and Milling (2005) community colleges will struggle to find qualified leaders for leadership positions in the future. Patton contended this is the result of fewer students enrolling in graduate level community college administration programs. As leaders approach retirement, community college leaders around the country are becoming cognizant of an impending leadership gap (Campbell, 2002).

Campbell (2006) indicated that the potential retirement of a significant number of presidents and senior-level administrators could result in the loss of vital institutional

knowledge and significant financial impact on institutions. With the exodus of these leaders, “inestimable experience and history, as well as an intimate understanding of the community college mission, values, and culture, will disappear, leaving an enormous gap in the collective memory and the leadership of community colleges” (Shults, 2001, p. 2). With the unprecedented turnover of administrators, faculty, and staff, many institutions are struggling to identify who will fill these key positions (Amey et al., 2002). There is great concern how existing community college leaders will respond to the crisis as the pipeline for new leaders becomes more and more unstable (Shults).

### *Environmental Challenges*

As existing leaders prepare to retire, a fourth generation, the *millennium leaders*, will work in an environment unlike earlier generations of community college leaders (Sullivan, 2004; Vaughan & Weisman, 1998). They will become involved with a variety of complex and multifaceted issues including shared governance, expanded student services, increased accountability and assessment, limited financial resources, enrollment fluctuations, competition, federal and state mandates, technology, a litigious society, and a global economy (Cook, 2004; Duvall, 2003; Hockaday & Puryear, 2000; Phelan, 2005; Shulock, 2002). Facing enormous challenges with sometimes little preparation, community college leaders will learn to embrace ambiguity with an organization that is in constant flux where decisions are often made with inadequate information (Amey, 2005; Duvall). Leaders at all levels of the institution will become coalition builders and entrepreneurs who value and support collaboration, shared governance, and who embrace multiculturalism (Goff, 2002; Hockaday & Puryear; Kelly, 2002; Roueche & Jones, 2005; Vaughan, 1998). Successful leaders will be required to abandon traditional top-

down leadership styles in favor of a style that is more transitional in nature (Romero, 2004).

Demands on community colleges will make it necessary for leaders to explore areas that in the past were off limits or unimaginable, thereby allowing leaders to look beyond their institution's mission. The community college's mission and programming will continue to evolve and become more comprehensive and multifaceted, often blurring the traditional boundaries of two-year community colleges (Hockaday & Puryear, 2000). Community college leaders will continue to blend the boundaries between high school and community colleges by offering high school students college courses that simultaneously count toward high school graduation requirements (Hockaday & Puryear). The next generation of leaders will find themselves more focused on the global economy, distance education, and entrepreneurship (Levin, 2000).

As state funding for higher education becomes more limited and demands increase for more public accountability, community colleges will be asked to justify their institution's role and mission within their community while exploring alternative funding (Vaughan & Weisman, 1998). The next generation of community college leaders will transform the ideology of their institution and embrace a new paradigm of entrepreneurship across the institution (Flannigan, Greene, & Jones, 2005). Community college leaders will be challenged to defend the institutions place in higher education as they emphasize vocational training and de-emphasize the traditional academic curriculum. This shift in focus is due to increased attentiveness to the economic needs of businesses and industries that present employment opportunities for graduating students. Community colleges will engage in more workforce development and retraining, while

diminishing the emphasis on individual student development (Levin, 2000). The traditional academic culture will become less prevalent as the culture becomes more business oriented and a corporate philosophy develops where economic and system values prevail (Levin).

As the community college student population becomes more diverse, new challenges will evolve as institutions strive to meet student needs consistent with open admission policies. Unmatched among other institutions of higher education, community colleges will see a growing range of students who vary in ethnicity, age, language, social economics, college preparation, learning styles, and educational goals (Ayers, 2002; Boggs, 2003; Levinson, 2005; Shulock, 2002; Vaughan, 2006). Ayers suggested the population of students attracted to community colleges has historically been disenfranchised members of society. Consequently, many had to forego opportunities of higher education because of “financial or geographical limitations, lack of preparation, or family or job responsibilities” (Boggs, p. 16). It is anticipated that a growing number of first generation, international, and part time students will seek opportunities at community colleges (Levinson). Unlike the four-year institutions, community colleges will see an increased growth in both traditional and non-traditional students as more seek a less expensive educational option, decide to return to update their skills, or obtain training for a new career (Vaughan).

The literature suggests that community colleges have not only grown in size, but also in complexity, assuming social, political, and economic challenges (Amey et al., 2002; Bragg, 2002). While past community college leaders faced unique challenges, most were able to address issues following a top-down transactional leadership style. However,

the next generation of leaders must redefine their role in light of the current complex environment. Traditional responses will be inadequate, requiring leaders to embrace an environment of risk taking, innovation, and inquiry (Amey, 2005; Boggs, 2004).

Community colleges will need to seek leaders who have a vision beyond the status quo, embrace change, and can transform organizations (Bensimon et al., 1989). To address the impending leadership crisis and environmental changes facing community colleges, future leaders will be required to build upon the collaborative style of past generations and move towards a transformational style that builds coalitions, develops employees, and strives to internally motivate employees.

#### *Essential Characteristics of Future Community College Leaders*

The complex and challenging issues confronting future community college leaders will require much from them. Successful leaders find ways to challenge the status quo, construct a vision that can be shared, and inspire others around them (Kouzes & Posner, 2007; Tichy & Devanna, 1986). The next generations of community college leaders need to have a vision that challenges the norm, to be open to change, and have the ability to transform the organization (Bensimon et al., 1989). Woodard, Love, and Komives, (2000) contended a new style of leadership is required as institutions examine the downside of their hierarchical structure and practices which led them to become inflexible, unresponsive, and less willing to collaborate with both on-campus and off-campus stakeholders. As community colleges evolve and change to address societal needs, leaders will be asked to transform their organization based on a shared vision and with the support of their employees.

Ayers (2002) emphasized that community colleges will undergo fundamental changes as new community issues are identified and the needs of the students change. As strategic decisions are made regarding the institution's mission, Ayers contended that leaders will accordingly be required to transform their organization. Levinson (2005) suggested that community college leaders will need to continue to flatten the organizational structure by dispersing decision making and involving leaders at all levels of the organization. As states continue to cut community college funding, leaders will be forced to expand the institution's mission and explore alternative means of funding. Community colleges will be viewed as being entrepreneurial entities as compared to other institutions of higher education (Levinson). Consequently, community college leaders increasingly will focus on the institution's role within the global economy and institutionalizing entrepreneurship throughout the organization (Levin, 2000).

*Rationale for leadership change.* There is major consensus that the pace of change occurring within community colleges will require the next generation of leaders to have a broad mix of leadership traits and abilities (Bolman & Deal, 1997). Lorenzo and DeMarte (2002) foresaw a future where community college leaders continue to bring about organizational change and remain committed to developing employees. Leaders need to be involved with decentralizing leadership authority, emphasizing conflict resolution, and facilitating individual and organizational learning (Lorenzo & DeMarte). McFarlin (1999) found that community college leaders with educational preparation as change agents were better able to address challenges facing community colleges. Romero (2004) suggested leaders will be required to abandon traditional top-down leadership styles in favor of more collaborative styles. Bass and Riggo (2006) asserted that while

autocratic and authoritarian leadership styles still exist, they are no longer the norm — the role of the leaders has changed.

A review of the literature suggests transformational leadership provides an optimal approach to address current community college cultures and the many challenges facing the next generation of community college leaders (Allen, 1996; Amey, 2005; Filan, 2002; Johns & Moser, 1989; Pielstick, 1995; Schmitz, 2008; Stout-Stewart, 2005; Vaughan, 1986). One of the advantages of transformational leadership is that it can be universally applied across cultures and organizations (Bass, 1997). Cook's (2004) review of community college leadership literature revealed that while transactional and transformational leadership styles coexist and can be in opposition, the changing environment in community colleges requires a transformational leader.

*Characteristics of future generational leaders.* A variety of definitions regarding transformational leadership have been articulated by scholars. Transformational leaders have been described as building a relationship with followers not based on power, but on common goals, values, and motivation (Burn, 1978). This style of leadership raises the leader and follower “to higher levels of motivation and morality” (p. 20). Burns contended that transformational leadership ultimately transforms followers into leaders and leaders into moral change agents. Burns also described transformational leaders as having a moral component that involves working toward “real change” of moral values like liberty, justice, and equality (Allen, 1996, p. 14). Expanding on Burns description of the transformational leader's characteristics, Kouzes and Posner (2007) suggested that effective leaders need to be forward looking and demonstrate a sense of honesty, inspiration, and competency. Fulton-Calkins and Milling (2005) along with Astin and

Astin (2001) agreed that leadership must be based on a solid foundation of values that are shared and institutionalized throughout the community college. Tichy and Devanna (1986) suggested that transformational leadership is based on change, innovation, entrepreneurship, and the ability to move resources for greater productivity. Their research identified the following complementary list of characteristics that are exhibited by transformational leaders:

1. They identify themselves as change agents....to make a difference and transform the organization.
2. They are courageous individuals....prudent risk takers.
3. They believe in people....they work toward the empowerment of others.
4. They are value driven....able to articulate a set of core values and exhibited behavior.
5. They are lifelong learners....continuous commitment to learning.
6. They have the ability to deal with complexity, ambiguity, and uncertainty....dealing with the cultural and political side of the organization.
7. They are visionaries...able to dream, able to translate those dreams and images so that other people could share them. (pp. 271-278)

Similarly, Kouzes and Posner (2007) proposed exemplary leaders demonstrate five common characteristics:

1. Challenge the Process – Leaders are open to risks and challenge the status quo by searching for opportunities to innovate, grow, and improve.

2. Inspire a Shared Vision – They develop and articulate a vision that can be supported by a common purpose among employees.
3. Enable Others to Act – They develop relationships that foster collaboration, empower employees, and support employees’ personal and professional development.
4. Model the Way – They model the expected behavior by setting the example and supporting employees reach their goals.
5. Encourage the Heart – Leaders celebrate values and accomplishments along the way while recognizing employee contributions. (pp. 15-23)

In addition, Yukl (2002) provided guidelines for transformational leaders to follow: (a) articulate a clear and appealing vision, (b) explain how the vision can be attained, (c) act confidently and optimistically, (d) express confidence in followers, (e) use dramatic, symbolic actions to emphasize key values, (f) lead by example, and (g) empower people to achieve the vision (p. 263).

*Influence of transformational leaders.* Transformational leaders have the ability to “influence the values, attitudes, beliefs, and behaviors of others by working with and through them in order to accomplish the college’s mission and purpose” (Roueche et al., 1989, p. 11). Unlike transactional leadership, transformational leaders go beyond setting up simple exchanges or agreements with followers (Bass & Riggo, 2006).

Transformational leaders inspire their employees by establishing challenging expectations, but they also provide meaning, understanding, intellectual stimulation, support, and mentoring (Bass, 1998). This influence occurs through the development of a relationship between the leader and the follower (Burns, 1978; Kouzes & Posner, 1987).

It is through the expression of their personal standards, that transformational leaders are able to unite followers and change their goals and beliefs (Kuhnert & Lewis, 1987).

Burns (1978) suggested that transformational leaders recognize and exploit a follower's needs by identifying motives that satisfy the follower's higher needs and thereby engaging the person more fully. These leaders are able to develop a sense of trust, admiration, loyalty, and respect among their employees that ultimately motivates the employee to do more than was initially expected (Yukl, 2002).

Bass (1985, 1989) found that effective leaders displayed multiple styles of leadership. He identified leaders who showed combined characteristics of transformational, transactional, and laissez-faire leadership. Believing all leaders display some aspects of these traits, Bass (1989) described them as displaying a "Full Range of Leadership" (p. 7). Further expanding on Burns' 1978 definition of leadership, Bass found that transformational leaders become role models for their followers, inspiring a sense of respect and admiration from them. These leaders intellectually stimulate their employees, providing them with new frames to attack problems and emphasize rational solutions (Bass).

Yukl (2002) found that followers of transformational leaders are motivated internally and personally through a desire to emulate a charismatic leader. Examining the difference between transformational and purely charismatic leaders, Yukl suggested that transformational leaders can be found throughout the organization and these leaders create an empowering culture which fosters development of increasingly independent employees. A review of the literature of transformational leadership indicates a distinct

similarity between the characteristics of transformational leaders and the competencies necessary for the future community college leaders.

### Competencies for Future Leaders

Given the impending leadership crisis and future challenges, the state of community colleges will depend partly on the competencies the next generation of community college leaders possesses. Duree (2007) defined the term competency as the “fundamental knowledge, ability or expertise in specific areas or skill sets” (p. 18). Yukl (2002) described competencies as “personality traits, motives, cognitive skills and interpersonal skills” (p. 180). It is well established that competencies are the combination of skills, abilities, knowledge, and personal attributes (Yukl).

#### *Leadership Competencies Identified through Research*

Over the years, researchers identified and published a litany of skills, knowledge, and behaviors effective leaders demonstrated. Researchers have been searching to determine which of these the next generation of community college leaders should acquire. Wallin (2002) contended that most professionals have a body of knowledge they are expected to possess or master. However, an identifiable and agreed-upon body of knowledge for community college leaders does not exist, a result of each institution’s multifaceted and comprehensive mission. Given the amount of research on the topic and the overlap that exists from one study to another, a lack of clarification about the specific skills needed is evident. Watts and Hammons (2002) also indicated that a consistent set of skills was lacking. O’Rourke (1997) posited that even doctoral programs targeted toward community college leaders failed to establish a common set of competencies that future leaders were being taught. Wallin reported that as a result of the research and

media attention given to the concerns about a shortage of community college leaders, there was a proliferation of leadership development programs. Each program promoted its own concept of what skills and knowledge were needed. Given the myriad of possibilities, Wallin questioned which skills and knowledge would be necessary. Lemons (2007) concluded that researchers in higher education agreed that a “clear set of practical, relevant competencies is needed” (p. 34).

The research completed on competencies is nearly as abundant as that of research examining leadership skills, abilities, and knowledge. Early on, researchers identified planning, organizing, staffing, directing, leading, and controlling as primary competencies of leaders in two-year and four-year colleges (Townsend & Bassoppo-Moyo, 1997). From a business perspective, Bennis (1989) identified four competencies that existed among 60 corporate leaders: (a) management of attention, (b) management of meaning, (c) management of trust, and (d) management of self. Hammons and Keller (1990) surveyed community college presidents regarding their perception of the necessary competencies and personal characteristics of future leaders. These authors identified and defined 62 competencies from the literature which they divided into three categories: (a) leadership, (b) group related and (c) personal characteristics. Of the original 62 competencies, the survey participants identified 23 leadership and group related competencies and 20 personal characteristics that were considered critical. Overall the participants only reached consensus on five of the competencies: (a) delegation, (b) personnel selection, (c) decision-making, (d) judgment, and (e) commitment.

More recently, Townsend and Bassoppo-Moyo (1997) examined community college chief academic officers' perceptions of the knowledge, skills, and attitudes necessary for future leaders to exhibit. These researchers categorized a majority of the 160 responses received into four competencies: (a) contextual, (b) technical, (c) communication, and (d) interpersonal (p. 3). Of the four competencies, the contextual competency was considered by respondents as the greatest need. This focused on understanding the environment in which the individual works. The contextual competency included areas of legal, state, and federal issues; instructional technology; cultural diversity; development of curriculum; teaching and learning knowledge; and skill based performance. The technical competency was identified as the second greatest need and focused on one's ability to perform administrative functions such as budgeting, financial issues, analysis, scheduling, contracts, and performance evaluations. The communication competency focused on a leader's ability to effectively use oral and written communication with respondents and listening, speaking, and writing skills. The interpersonal competency considered the ability to deal effectively with people, requiring expertise in human relations, participatory management, supervision, team building, and conflict resolution. In addition, Townsend and Bassoppo-Moyo noted that the study identified a need for leaders to be capable of dealing with budget and financial issues, knowledge of laws and legal issues associated with higher education, and computer literacy. Agreeing with these findings, Lemons (2007) suggested that the Townsend study was unique in that it "bridged the gap between managerial skills and leadership skills" (p. 31).

Hockaday and Puryear (2000) posited that the leadership traits and skills that “served to create, nurture, and place community colleges in a strategic position” in the past will not change in the future; only the goals of an institution will change.

Recognizing that no two leaders are alike and there is not a typical leader, the authors identified a set of competencies that effective leaders demonstrate: (a) vision, (b) integrity, (c) confidence, (d) courage, (e) technical knowledge, (f) collaboration, (g) persistence, (h) good judgment, and (i) a desire to lead (pp. 1-2). In a similar approach, Woodard et al. (2000) explored both the individual’s and the organization’s capacity for leadership and developed a series of competencies for future leaders. Leaders should be professionals of character, learn to see multiple perspectives, lead from multiple frames, practice collaboration, and value all meaningful contributions. The authors contended that leaders must also focus on the leadership capacity of the organization to become a learning community, to promote the organization’s collective efficacy, to challenge complacency, and to constantly look ahead (Woodard et al.).

Brown, Martinez, and Daniel (2002) examined the competencies that were included in doctoral programs and the competencies required of community college instructional leaders. Brown et al. identified a list of 10 competencies that outlined 48 skills and areas of expertise derived from a review of literature, job announcements, and the curriculum of eight doctoral programs. The competencies identified were (a) leadership, (b) communication, (c) institutional planning and development, (d) management, (e) policy, (f) research methodology and application, (g) legal, (h) finance, (i) technology, and (j) faculty and staff development (p. 49). Post doctoral students were asked to rank the 48 skills based on 3 contexts: (a) needed skills, (b) doctoral emphasis

(skills emphasized in their doctoral program), and (c) recommended emphasis (skills recommended to prepare future community college leaders) (p. 49).

The results (Brown et al., 2002) showed that only 5 of the 10 competencies were ranked as being *needed skills* or *recommended emphasis*, they were leadership, communication, institutional planning and development, management, and faculty and staff development. Those competencies containing the fewest number of critical skills were institutional planning and development, management, and faculty and staff development. The communication competency received the highest ranking with respondents identifying skill areas of interpersonal communication, conflict resolution, and listening, writing, and public speaking skills as most critical. Respondents also identified four skills areas within the leadership competency as being critical – communicating a vision, understanding and application of change, understanding the community college mission, and collaborative decision making (Brown et al.).

Chiriboga (2003) examined the leadership competencies developed by the American Association of California Community College Administrators (ACCCA). These core competencies were identified and integrated into the ACCCA community college administrators' professional development curriculum and included areas of legal, budget, finance, and human resources along with shared governance (Chiriboga). Many of these competencies were grounded in basic management concepts. Chiriboga posited that community college leaders lacked these competencies as the result of their lack of formal business education.

Interested in what midlevel community college leaders felt were critical competencies, Wallin (2006) identified 45 leadership/management skills, knowledge, and

attitudes that were separated into three competency categories: (a) mission/advocacy/development, (b) management/operations, (c) personal/interpersonal (p. 519). Wallin found that midlevel leaders felt the strongest need was to develop personal and interpersonal competencies focusing on personal ethics, communicating and working with employees, and demonstrating enthusiasm and optimism. Respondents identified the second strongest need was to improve the mission, advocacy, and develop competencies that focused on shared values, mission, vision, employee motivation, and understanding the role of the community college within the community. A lesser degree of importance was seen in the management and operations competencies that focusing on conducting meetings, managing budgetary and financial issues, understanding legal issues, and building effective teams (Wallin). This appears to be somewhat contradictory to the findings of Townsend and Bassoppo-Moyo (1997) and Chiriboga (2003) who suggested a greater importance was found in basic management concepts.

#### *Competencies for Community College Leaders*

Recognizing there was a proliferation of leadership competencies being identified, studied, and taught the AACC initiated the Leading Forward project to address the growing need for community college leaders (AACC, 2005). Leading Forward was funded by a grant from the W.K. Kellogg Foundation for the purpose of addressing the need to develop a competency framework for current and future community college leaders (Bragg, 2004). Amey (2005) suggested the Leading Forward initiative would close the gap between the knowledge that community college leaders needed to possess and the method available to acquire that knowledge. Over a two year period, AACC conducted several summits with national community college leaders to build consensus

around key knowledge, values, and skills. The summits resulted in the identification of a set of community college leadership competencies. During the summits, leaders agreed upon five premises regarding leadership: (a) leadership can be learned, (b) leadership exists throughout the institution, (c) leadership is a combination of management and vision, (d) learning leadership is a lifelong process, and (e) the impending leadership crisis can be addressed through multiple strategies (AACC, pp. 2-3). In 2005 the AACC Board of Directors unanimously approved *Competencies for Community College Leaders* (see Appendix A) which resulted in the identification and endorsement of a set of six competencies for community college leaders (AACC). The competencies are:

1. Organizational Strategy which focuses on the quality and long term health of the institution, student success, sustaining the community college mission, knowledge of the organization, its environment, and future trends.
2. Resource Management that includes the management of physical, financial, information, and human resources.
3. Communication which focuses on basic communication skills of listening, speaking, and writing using an open, honest dialogue.
4. Collaboration which includes developing and maintaining relationships with internal and external constituencies that promotes student success, diversity, and the college mission.
5. Community College Advocacy which focuses on advancing the institution's mission, vision, and goals.

6. Professionalism which includes a transformational leadership style that involves acting ethically, with high standards, and demonstrates accountability (AACC, pp. 3-5).

A review of the literature indicates the knowledge, skills, and values necessary to address the challenges that future community college leaders will face are consistent with the six competencies adopted and endorsed by the AACC (McPhail et al., 2008). In addition, the characteristics of transformational leadership as described in the literature are also manifested in the AACC competencies.

#### *AACC Competencies/Transformational Leadership Characteristics*

A review of the characteristics and traits identified in the literature on transformational leadership clearly support these qualities and are also reflected in the six AACC leadership competencies. Duree (2007) and Schmitz (2008) contended that AACC's competencies were grounded in the transformational leadership tenets. Similarly, Wisner and Sullivan (2007) suggested that their research validated the competencies developed by AACC as being the most relevant to contemporary community college leaders.

*Organizational strategy competency.* Some of the skills associated with the organizational strategy competency endorsed by AACC included use of a systems lens to address cultural and environmental changes to the organization, development of a positive work environment, maintenance of personnel and fiscal resources, and alignment of organizational mission and resources with the future (AACC, 2005). This is consistent with Kouzes and Posner's (2007) contention that effective leaders need to be forward-

thinking, inspiring, and competent. Leithwood (1994) suggested transformational leaders articulate and communicate a vision and develop an intellectually stimulating environment. Similarly, Bolman and Deal (1997) contended that effective leaders used multiple lenses to address a situation.

*Resource management competency.* The resource management competency includes skills associated with ensuring accountability, supporting operational decisions, managing resources, taking an entrepreneurial focus, supporting employee professional development and advancement, and managing conflict and change (AACC, 2005). These skills are consistent with the Tichy and Devanna (1986) position that transformational leaders identify themselves as being change agents and work to empower their employees. Pope and Miller (2005) emphasized leaders embrace entrepreneurial thinking. The interpersonal competency described by Townsend and Bassoppo-Moyo (1997) that community leaders should possess skills in human relations, participatory management, team building and conflict resolution is consistent with the resource management competency identified by the AACC.

*Communication competency.* Skills described by AACC associated with the competency of communication focused on developing and communicating a shared mission and vision, creating open communication, and basic communication skills of listening, speaking, and writing (AACC, 2005). These skills are consistent with characteristics described by Kouzes and Posner (2007) who emphasized that exemplary leaders develop and articulate a shared vision. Tichy and Devanna (1986) and Hockaday and Puryear (2000) identified future leaders as needing to be visionaries. Based on studies by Brown et al., (2002) and Townsend and Bassoppo-Moyo (1997) a leader's

ability to communicate a vision and the institution's mission was deemed necessary for community college leaders.

*Collaboration and community advocacy competencies.* The skills identified by AACC that embrace and promote diversity, equity, and cultures; collaboration with stakeholders; building networks; and advancing lifelong learning (AACC, 2005) are consistent with those described in the literature as transformational leadership characteristics. It is clear that leaders of the future will need to recognize the importance of multiculturalism and be able to work collectively with diverse constituents (Hammons & Keller, 1990; O'Rourke, 1997; Tichy & Devanna, 1986). Weisman and Vaughan (1997) argued leaders must possess the skills to appreciate multiculturalism, build coalitions, and bring the institution together. Transformational leaders exhibited characteristics of being lifelong learners, able to build consensus around organizational goals (Leithwood, 1994).

*Professionalism competency.* The final AACC competency of professionalism is also illustrative of a transformational leadership style when leaders demonstrate the courage to take risks, promote higher standards, and maintain personal balance and flexibility (AACC, 2005). Kouzes and Posner (2007) contended that transformational leaders must model the behavior they expect from their followers. Community college leaders in the future will need to be committed to lead, courageous risk takers, and flexible (Hammons & Keller, 1990; Hockaday & Puryear, 2000; Tichy & Devanna, 1986).

### *Integrating AACC Competencies into Community Colleges*

While one of the results of AACC's Leading Forward initiative resulted in a set of standardized competencies, further challenges for community colleges were also identified. Community college leaders who participated in Leading Forward expressed concerns that the new competencies were not integrated into their organization's professional development (AACC, 2005). McPhail et al., (2008) furthered this concern and suggested it remained uncertain as to the extent to which AACC's competencies were being integrated into the curriculum of leadership development programs. Information gathered as a result of the Leading Forward initiative illustrated a critical need to establish a framework that promotes and integrates the competencies into the curricula of community college leadership development programs nationwide (AACC).

In support of integrating leadership competencies into leadership development programs, Zenger, Ulrich, and Smallwood (2000) suggested that competencies made more sense and were of greater use to participants if there is a clear link between the competencies and the organization's mission, values, and goals. Watts and Hammons (2002) posited that the quality and effectiveness of a professional development program would benefit from a "clear and consistent set of skills and competencies" (p. 63). By aligning the competencies with the professional development programs it will allow a stronger connection to exist between the leadership development experience and the actual work leaders do (Ottenritter, 2006). The next challenge is to address how community colleges will incorporate these competencies within their professional development programs.

## Leadership Development

The impending retirement of the current generation of community college leaders and the transition to new leadership will have a significant impact on community colleges across the nation. Sullivan (2001) argued that this transition is unlike previous generational transitions that occurred without much concern or preparation. However, in light of this transition, institutions have begun to identify and develop the next generation of leaders. McClenney (2001) reported that institutions are contemplating how they will “develop and prepare substantial numbers of future leaders who will possess the knowledge, skills, and personal characteristics to succeed in a future fraught with both enormous opportunity and unprecedented complexity” (p. 1).

The first step to address the approaching community college leadership crisis involves the identification of potential leaders who possess the requisite future leadership style (Eddy, 2009; Shults, 2001). However, community colleges experienced some challenges identifying qualified leaders who possess a considerably different type of leadership style than the generation before them (Fulton-Calkins & Milling, 2005; Sullivan, 2001). In light of the challenges, the role of developing future leaders has become more critical to the institution’s future and stability. Institutions can no longer allow leadership development to be left up to the individual employee; instead it must become a focal point for community college leaders (VanDerLinden, 2005). Community colleges must begin to develop a systematic approach and plan to address the leadership development needs of future leaders (Sullivan, 2004). The question becomes who and where are these leaders? The next generation of community college leaders may already be employed in the community college system (McFarlin, 1999; Vickers, 2007).

### *Leadership at All Levels*

A review of the literature confirms that leadership within community colleges exists at all levels and within all employees (AACC, 2005; Carroll, 2004; Kouzes & Posner, 2007; Wallin et al., 2005). To meet the impending leadership crisis, community colleges should develop a philosophy that everyone in the organization is a leader and develop “broad-based leadership structures” that support this view (Hockaday & Puryear, 2000; Romero, 2004. p. 32; Wallin, 2009; Zenger et al., 2000). Leaders are no longer solely defined by the formal leadership position they hold or exist solely at the top of an institution; instead all employees are viewed as potential leaders (Astin & Astin, 2001).

Given this philosophy, Wallin (2006) contended that a critical need exists to develop leaders at all levels of the organization. The success of any organization is based on the preparation of its employees and making it a priority to develop future leaders throughout the organization (Cohen & Tichy, 1997; Watts & Hammons, 2002). Community colleges need to prepare for this transition of leadership by engaging in the development of leaders throughout the institution (Amey, 2005). However, Amey noted that leadership development should not just address transitional events, but should also be an ongoing process to develop new leaders. The long term success of community colleges is tied to their ability to continually grow and regenerate new leaders (Cohen & Tichy; Watts & Hammons, 2002).

Filan (2002) contended that leadership is a learnable skill that is necessary at all levels within a community college. The development of leaders and their leadership skills is a continuous process. Leadership is a lifelong process influenced by personal and career development (AACC, 2005). Viewing leadership development from a cognitive

framework, Amey (2005) agreed that leadership should be a continuous process of learning that focuses on developing and sharing leadership roles throughout the community college. Amey argued that a cognitive leadership framework “flattens the hierarchy” within an organization by redefining the role of a leader (p. 691). The next generation of community college leaders will not be limited to a particular role or function; they will exist throughout the organization with common organizational goals and strategies (Romero, 2004; Wallin, 2009). Given the potential leadership crisis within community colleges, a flattened organizational structure with leaders at all levels would guide the institution toward the fulfillment of its mission and vision.

### *Leadership Development*

Institutions must begin to identify and develop systems to prepare future leaders throughout the organization. VanDerLinden (2004) argued that community colleges’ plans for succession are typically not well defined or organized. Institutions need to improve their process of developing people to meet the challenges of the future (Boggs, 2003). Future leaders can begin to learn from their experiences and those of others (Goff, 2003). Kitchens (2004) contended future leaders can gain the necessary leadership skills through effective leadership development. Yukl (2002) found that most leadership development programs are designed to improve basic skills and behaviors of entry and middle level managers. Leadership development should not only be focused on the acquisition of skills, but also based on a cognitive development model (Amey, 2004).

Based on the literature, leadership development has many facets and has been defined in terms of the individual and the organization. Wallin (2002) defined it as “those activities and experiences that increase job-related skills and knowledge and support the

building of positive relationships” (p. 2). From an organizational perspective, Katsinas and Kempner (2005) stated that leadership development “implies personal and professional growth, expanding the capacity to sustain, grow, and transform organizations dedicated to teaching, learning, and community development” (p. 3). Astin and Astin (2001) identified a link between the individual development of a leader and an opportunity for employees to change and transform the institution. During an AACC Leading Forward summit members defined leadership development as:

1. An investment in a process that provides opportunities and experiences.
2. Creating institutional capacity for all individuals to grow professionally.
3. A process of building skills and knowledge and reflecting of values.
4. Involving a systematic and intentional approach that develops key skills, knowledge and values. (AACC, 2004)

While professional development benefits both the individual and organization, for the purpose of this study, leadership development will be viewed as benefiting the community college as it transitions to the next generation of leaders. Watts and Hammons (2002) posited that the future success of community colleges will depend on preparation of future leaders. It is vital for institutions to be proactive in preparing for this massive departure of existing leaders (Edwards, 2004).

*Past leadership development.* As community colleges evolved, so has the development of its leaders. During the 1960s and 1970s when community colleges began to flourish, community college leaders consisted primarily of faculty members who had moved up the ladder, but lacked any formal leadership training (Duvall, 2003). Leadership training included a combination of on-the-job experience, graduate course

work, and short term leadership training opportunities (Duvall; Piland & Wolf, 2003). A few institutions developed formalized programs geared towards addressing the challenges community college leaders faced at that time (Bagnato, 2004; Hernandez, 2001; O'Rourke, 1997). Over the years, leadership development evolved to a process of teaching leadership theories and concepts and applying them to real-life scenarios (Morrison et al., 2003). During the 1990s, the demand for community college leaders slowed, which resulted in less emphasis being placed on training and the elimination of formal programs (Evelyn, 2001; O'Rourke).

*Current leadership development.* Employees may choose from a plethora of leadership development programs. Many of these new programs are utilizing contemporary delivery methods and pedagogy in developing new leaders (Bragg, 2002). However, the overall training has remained relatively the same: formal education (graduate level programs), workshops and seminars, on-the-job training, and in-house leadership programs (Bagnato, 2004; Mapp, 2008; Piland & Wolf, 2003; Watts & Hammons, 2002). In recent years, many of these programs increased and expanded as awareness of the impending leadership crisis became evident. Universities have begun to expand their offerings of master and doctoral programs that focus on community college leadership (McClenney, 2001). Both profit and non-profit organizations are offering a multitude of workshops and seminars on general leadership, educational leadership, and community college leadership (Kim, 2003). Community colleges are also responding by developing internal leadership programs and academies to further develop their own leaders (Wallin, 2004). Goff (2003) contended that both formal and informal professional development programs must be in place to support the next generation of leaders.

Regardless of the method, Shults (2001) stressed that future leaders must have access to appropriate training in order to obtain the necessary skills and knowledge.

The effectiveness of leadership development programs will depend upon their content (Yukl, 2002). A well-designed program can provide leaders at all levels with the knowledge, skills, tools, and application experience necessary to establish a foundation for a future leadership role. In designing a leadership program, Yukl identifies eight conditions that contribute to the success of a leadership training program: (a) clear learning objectives, (b) clear, meaningful content, (c) appropriate sequencing of content, (d) appropriate mix of training methods, (e) opportunity for active practice, (f) relevant, timely feedback, (g) enhancement of trainee self-confidence, and (h) appropriate follow-up activities (pp. 373-374). Programs designed around cohorts that examine current issues, problem solving techniques, role-playing, networking, active participation, and mentoring are also recommended for successful leadership development (Lane, 2002; McClenney, 2001; Pielstick, 1995; Shulock, 2002).

*Problems with leadership development.* The development of effective leadership training programs has also experienced challenges. Despite the constantly changing environment within community colleges, training programs for the next generation of leaders has not kept pace with the needs of the institutions (Phelan, 2005; Romero, 2004). Historically, educational institutions in general have been reluctant to direct their attention to the development of leaders in higher education (Birnbaum, 1992). When institutions tried to develop programs, there appeared to be a lack of consensus on how to prepare and train the new leaders (Manzo, 2003). In fact, researchers found that there existed dissonance within the myriad of leadership development programs being offered

(Vaughn, 2001). Piland and Wolf (2003) argued that employees ended up with a hodge-podge of skills and competencies after on-the-job training, graduate course work, and attendance at workshops conducted by professional organizations. Goff (2003) argued that more focus and emphasis was needed within the programs to effectively prepare the next generation of leaders.

From an organizational perspective, Connaughton, Lawrence, and Ruben (2003) stated that existing leaders have come to recognize the challenges in developing programs which allowed employees to translate vision and concepts into actual day-to-day practice. Wiessner and Sullivan (2007) contended that “millions of dollars and countless hours of staff and presenter time are devoted to professional development programming, yet the return on investment is not easily captured” (p. 1). To partially address this, institutions must move beyond the shotgun approach of professional development and establish a more systemic and sustainable model (McCall, 2006). McClenney (2001) summed up the issues by asking “whether the leadership development systems that served a movement well in the second half of the 20<sup>th</sup> century is now adequate to meet the leadership needs of the 21<sup>st</sup> ?” (p. 26).

#### *Formalized Leadership Development*

The most common form of leadership development for community college leaders is only available from institutions offering graduate education. The acquisition of leadership knowledge and skills in a graduate education program has long been the traditional path of educational leaders (McClenney, 2001; Watts & Hammons, 2002). Most master and doctoral programs focus on a specific academic discipline. However, recently programs centered on community college leadership have become available. In

2002, four-year universities offered 59 different programs containing community college leadership curriculum (Manzo, 2002). Based on a survey, Amey and VanDerLinden (2002) reported 48% of the senior-level community college administrators held a master's degree and 37% held a doctoral degree. Of the college presidents who responded to the survey, 87% held a doctoral degree in either education or philosophy. Research has shown a decline in enrollment in university graduate education programs for community college leaders (Romero, 2004). Bragg (2002) suggested these formalized programs will play a pivotal role in preparing the next generation of leaders as they did in the 1960s and '70s.

Most graduate education programs offer course work in “leadership development, organizational change, diversity, institutional development, community college teaching and learning, instructional leadership, and workforce, economic, and community development” (Bragg, 2002, p. 50). They are designed to “encourage the student to explore new knowledge and to consider new ideas” (Duvall, 2003, p. 65). As technology and pedagogy evolved so has the delivery method of these programs. Institutions rushed to employ technology that delivers doctoral programs over the internet and organizes students into cohorts (Duvall; Manzo, 2003).

Watts and Hammons (2002) suggested barriers continue to exist in providing effective graduate programs. They pointed to graduate classes frequently being scheduled based on the faculty desires and course content being based on the faculty member's particular interest. In agreement, McClenney (2001) emphasized graduate programs often focus on institutional and faculty needs and interests instead of the students. It is generally believed few systems exist within graduate education programs that can

adequately and comprehensively provide a training ground for future management. Consequently, there have been calls for significant change in the content and methods of these programs and how these programs are structured and delivered (Katsinas & Kempner, 2001; McClenney). Piland and Wolf (2003) suggested four-year universities cannot provide the type of leadership training needed for community colleges for two reasons. First, their focus on research and scholarly work does not lend them to be qualified role models in community college leadership. Their focus is paradoxical to the mission of community colleges. Secondly, much of their own leadership training has been on-the-job training of faculty members who simply moved up the ranks.

#### *Workshops & Seminars*

Today, there is an abundance of leadership workshops and seminars offered throughout the country. Many of these are designed to be short-term, lasting from one day to as much as one year (Mapp, 2008; Wallin, 2006). Predominately these programs are sponsored by state and professional organizations, non-profit entities, and for-profit corporations. State and national community college organizations also offer workshops at their annual meetings. AACC identified 30 short-term non-degreed leadership programs (Boggs, 2003). Kim (2003) identified several nationally-based community college leadership development programs offering extensive training in the areas of team building, finance, governance, technology, and community partnerships. These programs can jump-start a career, educate potential leaders on what they can and cannot do, build relationships, and provide a multi-faceted approach to leadership (Wallin, 2004).

However, Watts and Hammons (2002) expressed concern that the training offered in these types of programs may not be what is actually needed. Often the short-term

programs being offered lacked focus and theoretical underpinnings (Wallin, 2006). Suggesting that leadership competencies and enhanced leadership capabilities are best developed over time, Connaughton et al. (2003) believed many of these short-term programs set unrealistic goals. Watts and Hammons suggested that workshops and seminars not associated with a higher educational institution could be strengthened if certified by educational organizations. Alternatively, Piland and Wolf (2003) recommended professional organizations seek to develop linkages with graduate institutions in order to mesh the programs and reduce duplication. Short-term programs have their place in leadership training; however, the research suggests that they fail to adequately prepare the next generation of community college leaders to assume a leadership role in their own institution.

#### *Grow Your Own Leader Programs*

The last form of leadership training is based on the recommendation that institutions should look within themselves and utilize existing resources to develop their own leaders (Little, 2002). Boggs (2003) noted the best method to affect leadership development may be to encourage community colleges to develop their own programs. In light of the retirement of leaders, community colleges began developing on-campus leadership development programs that have been termed *grow your own leader* (GYOL) programs. Given the impending retirement of community college leaders, developing leaders internally is now critically important (Filan, 2002). Leaders need to create an environment that is leadership friendly and where leadership development is interwoven into the institution's culture (Bragg, 2004). Pope and Miller (2005) suggested that

community colleges possess the necessary tools and experience to develop their own leaders.

Weisman and Vaughan (2006) found that out of 545 community college presidents, 43% indicated they were sponsoring a GYOL program. Within those programs, 82% targeted mid-level academic managers or directors. Nearly 75% of the programs targeted mid-level student services and administrative managers or directors. They also found more than 60% of the GYOL programs targeted top administrators and faculty.

Employees are able to develop a better sense of the bigger picture of the organization, see how their efforts have an effect on the organization, and how they fit into the organization's mission (Stone, 1995). Thus it is apparent that individuals and institutions benefit from GYOL programs. Furthermore, VanDerLinden (2005) suggested on-campus programs are beneficial to the employee and the organization. Individual employees are given an opportunity to gain new skills, knowledge, and grow professionally, while the organization benefits from a larger and better skilled workforce. GYOL programs also encourage participants to develop a deep sense of collegiality and loyalty to the institution (Kirby, 2004).

Piland and Wolf (2003) noted that many community colleges fail to take an active role in developing the next generation of community college leaders. They contended that small, sporadic programs have been developed that are poorly funded, loosely organized, and become an additional job responsibility for someone. Wallin (2006) expanded this theme by suggesting that these programs also lack a clear focus and a theoretical framework. The research (Carroll, 2004) on leadership and AACC's leadership

competencies recommended community colleges develop GYOL programs based on a transformational approach to leadership. These programs must be inclusive of employees within the community college if they are to be successful (Carroll).

The content of any leadership development program is the most crucial element and often the one area where the most concern was identified. Boggs (2003) argued that community colleges improve and expand their professional development programs and develop leaders with the necessary competencies. The program's content becomes the foundation on which all activities and projects are based. Wallin (2006) recommended that campus-based programs be designed to assist employees to meet goals that are relevant to their level of preparation and experience. Depending on the content, the purpose and outcomes of the program can range from simply enhancing leadership skills and supporting a networking system to developing transformational leaders. Wallin advised that leadership development programs involve active learning, clear relevance, application to daily work life, and provide motivation to seek further professional development. The curriculum for these programs must be based on problems current leaders face (Bumphus & Royal, 2008). In addition, institutions would benefit from including in their leadership development programs not only the requisite skills, knowledge, and values necessary, but also emphasize the expectation and responsibility new leaders have to continue developing and practicing what they have learned (Kirby, 2004).

The use of leadership theories as a foundation is common among leadership programs (Yukl, 2002). While some programs describe an overview of leadership theories including, cultural, charismatic, transactional, and transformational, they do not

concentrate on just one theory for the focus of the program. After reviewing many leadership theories, Pielstick (1995) identified transformational theory as most suited for community colleges. He developed a theoretical community college leadership development program based on transformational leadership theory as a result of meta-ethnographic analysis. He examined the program format, content, delivery, and context. In outlining the content of his program, he identified seven transformational competencies and associated behaviors: (a) shared vision, (b) communication, (c) relationships, (d) culture, (e) leader actions, (f) leader characteristics, and (g) outcomes (p. 145). Pielstick wove each of these competencies throughout the program in order to develop effective and competent transformational leaders. Pielstick's carefully developed program present a theoretical structure to determine the extent to which the competencies inherent in the transformational leadership theory are found in community college GYOL programs.

The development of the next generation of community college leaders should not be taken lightly. Piland and Wolf (2003) suggested that community colleges take responsibility and become proactive in developing their own future leaders. All community colleges should consider developing in-house programs that develop potential leaders as they create leadership opportunities for employees throughout the institution (Watts & Hammons, 2002). The best and most effective leadership development for the next generation of leaders will take place within individual community colleges (Hockaday & Puryear, 2000; McCall, 2006).

## Summary

This review of literature established that leadership development programs for the next generation of community college leaders have a foundation based on AACCC's *Competencies for Community College Leaders* and the tenets of transformational leadership. A historical review of community colleges and their leadership highlighted significant changes occurring over the past 40 years. As community colleges became more complex and comprehensive, the role of the community college leader changed and became more complicated. The research revealed that within this decade, community colleges will experience an unprecedented number of presidents and senior administrators, faculty, and staff retiring after 20 and 30 years of service.

Research indicated that the next generation of leaders will be challenged with a variety of difficult and multifaceted issues. Environmental changes will force leaders to explore new programs, partnerships, and services, all of which further expand the community college mission. Leaders will face external pressures, including increased accountability and assessment, federal and state mandates, limited financial resources, and a changing global economy. The community college student population will continue to grow and become more diverse, bringing with it a variety of challenges to the institution. The literature suggested that a traditional top-down transactional leadership style be abandoned for a more collaborative and transformational style. Identified in the literature were competencies future community college leaders will need that are consistent with transformational leadership.

A review of the literature revealed that leadership should no longer exist solely at the top of the organization, but be evident throughout all levels and among all employees.

The role of leadership development was examined as a possible solution to the impending leadership crisis. Graduate coursework, workshops, and seminars, along with campus-based programs were identified and explored as possible vehicles to provide necessary professional development to future community college leaders. Research supported the increased availability of campus-based *grow your own leader* programs grounded in transformational leadership as being the most beneficial to the employee and organization.

Therefore, this research study focused on whether the AACC's *Competencies for Community College Leaders* and the tenets of transformational leadership were embedded within the curriculum and content of a campus-based leadership development program. Explored in Chapter Three will be the research design and methodology utilized along with the research questions, population sample, methods of data collection, and data analysis. Presented in Chapter Four are the analysis and the results of the data collected. Findings, conclusions, and recommendations for future research are described in Chapter Five.

## CHAPTER THREE

### Research Design and Methodology

#### Introduction

A review of the current literature in the previous chapter revealed that a significant number of existing community college leaders, including presidents, administrators, faculty, and staff are preparing to retire, resulting in a potential leadership shortage throughout the country's community colleges (Amey et al., 2002; Evelyn, 2001; Fulton-Calkins & Milling, 2005; Katsinas & Kempner, 2005; Kelly, 2002; Shults, 2001; Weisman & Vaughan, 2007). Many of these leaders began their careers in the 1960s and 1970s and the potential loss of institutional knowledge, skills, and leadership caused by their retirement will have a lasting effect on community colleges (Boggs, 2003; Campbell, 2006; Eddy, 2004; Shannon, 2004).

Compounding the problem is the concern as to who will assume these vacant leadership positions. Several researchers have indicated community colleges will struggle to find qualified leaders for these positions (Amey et al., 2002; Campbell, 2002; Fulton-Calkins & Milling, 2005; Patton, 2004). The literature suggested the next generation of community college leaders may already be employed in the community college system (Astin & Astin, 2001; McFarlin, 1999; Vickers, 2007). In order to prepare for this transition, community colleges can begin to establish a systematic approach addressing the leadership development needs of future leaders throughout the organization (Amey, 2005; Sullivan, 2004; Wallin, 2006).

A review of the literature revealed three formalized methods are currently utilized to develop community college leaders: formal education (graduate preparation programs),

workshops and seminars, and in-house (grow-your-own) leadership development programs (Bagnato, 2004; Piland & Wolf, 2003; Watts & Hammons, 2002). In-house leadership programs were identified as having the most promise in developing the next generation of community college leaders (Bragg, 2004; Boggs, 2003; Kirby, 2004; Little, 2002; Pope & Miller, 2005; VanDerLinden, 2005). The review of literature also identified a leadership development framework and a set of leadership competencies considered critical for future leaders. The review of literature concluded that community college leadership development programs need to be designed around a framework of transformational leadership theory and the American Association of Community College's *Competencies for Community College Leaders* (AACC, 2005).

The purpose of this study was to examine the curriculum content of an in-house leadership development program at a large multi-campus metropolitan community college. More specifically, the study used an evaluative case study approach incorporating a concurrent triangulation mixed-method design to examine the program's curriculum. The researcher utilized qualitative and quantitative surveys, focus groups, and document analysis in examining the curriculum. The theoretical framework for the study was based on transformational leadership theory and AACC's *Competencies for Community College Leaders* (AACC, 2005).

In this chapter, the rationale for utilizing a concurrent triangulation mixed-method study design is presented, followed by a description of the study's population and sampling technique. Data collection and instrumentation utilized by the study are then explored along with the method of data analysis. Finally, the researcher's own biases and

assumptions are examined to provide insight as to the perspectives that might have influenced the study.

### Research Questions

The overarching question guiding this study was “Are the principles of transformational leadership theory and AACC’s competencies included in an in-house (grow-your-own) leadership development program?” A comprehensive review of the literature (AACC, 2005; Boggs, 2003; Bumphus & Royal, 2008; Campbell, 2006; Hammons & Keller, 1990; Piland & Wolf, 2003; Roueche et al., 1989; Shults, 2001; Weisman & Vaughan, 2007) helped formulate the research questions and guided this study. The study first focused on the notion that leaders exist throughout an organization and, therefore, leadership development should take place at all levels of the organization. Next, the study examined how the leadership competencies developed by AACC were embedded within the institution’s leadership development program (AACC). Thirdly, the program’s curriculum was examined to determine how the tenets of transformational leadership theory were embedded in the curriculum. Finally, the study determined if the perceptions of those surveyed were impacted by five different demographic characteristics.

Therefore, the encompassing questions that guided this study were framed to provide insight and understanding of the theoretical framework developed and embedded within the curriculum of an in-house community college leadership development program. Major research questions considered were the following:

1. What institutional levels are represented by the participants in the institution’s leadership development program?

2. To what extent are the American Association of Community Colleges' *Competencies for Community College Leaders* embedded within the curriculum of the leadership development program?
3. How are the tenets of transformational leadership theory present within the curriculum of the leadership development program?
4. Does a person's age, level of education, job classification, number of years in a leadership position, or when they participated in the program make a difference in their perception of the program's content?

#### Rationale for Use of a Mixed Method Design

Upon completing a review of the relevant literature and developing research questions, the researcher determined a mixed-method design was the most appropriate for this study. An evaluative case study approach incorporating a concurrent triangulation mixed-method design (Creswell, 2003) was used to examine the institution's leadership development curriculum from a transformational leadership theory and AACC's *Competencies for Community College Leaders* (AACC, 2005). The concurrent triangulation mixed-method approach utilizes separate quantitative and qualitative methods in the collection of data. Research suggested both quantitative and qualitative research have strengths and limitations, but the strength of one method can often offset the limitation of the other method (Patton, 1997). The actual collection of quantitative and qualitative data for the study occurred concurrently. The researcher integrated the data during the interpretation phase allowing for the convergence of findings. This can either "strengthen the knowledge claims of the study or explain any lack of convergence" in the findings (Creswell, p. 217). The researcher chose this method in order to provide

rich, thick qualitative findings that could support and enhance the data found during the quantitative analysis.

A mixed-method approach also allowed the researcher to answer a broader, more complete range of research questions (Johnson & Onwueghuzie, 2004). The benefit of using a triangulating case study design results in well-validated and substantiated findings (Creswell, 2003). Through the use of multiple methods (qualitative, quantitative, and document analysis) to collect data, the researcher was able to provide an extensive analysis of the study's problem. Researchers have found the validity of a study is enhanced when data are collected using a variety of different methods and instruments (Fraenkel & Wallen, 2003).

The use of a concurrent mixed-method design was also beneficial in that it provides for a shortened time period needed to collect data (Creswell, 2003). With qualitative research, rich, thick data from surveys and focus groups can take a considerable amount of time to collect and analyze. In addition, when scheduling focus groups the researcher was not only limited by his own schedule, but also by those of the participants (Merriam, 1998).

A mixed-method case study methodology has many benefits, but it also has limitations (Merriam, 1988). The use of two different methods to collect and adequately analyze the data can be difficult for researchers (Creswell, 2003). Not only can it be difficult to compare data from various methods, ways to resolve discrepancies can be uncertain for researchers (Creswell). Another limitation is represented by the researcher's biases that can have a negative impact on the collection and analysis of qualitative data. In addition, the acquiring of documents needed for analysis can be difficult. With some

documents being protected and unavailable to the public, the researcher's access to valuable resources may be restricted. In order to address these limitations, the researcher used multiple methods of data collection such as surveys, focus groups, and document analysis to triangulate the findings. As described in the section, *Focus Group Protocol*, the researcher also used member-checking to ensure the accuracy of the qualitative findings (Creswell, 2003). Subsequent sections in this chapter will address other methods used by the researcher to address limitations.

### Population and Sample

An evaluative case study approach was used to study the curriculum content of an in-house community college leadership development program. Woodsburrow Community College District (pseudonym), a Midwest multi-campus community college district, was purposefully selected for this study (Creswell, 2003; McMillan & Schumacher, 1997). The institution offers a well-established in-house leadership development program to all full-time employees including staff, faculty, and administrators. Divided into five separate campuses located throughout the metropolitan area with a centralized administrative center, the college serves over 18,000 students each year and employs over 1,100 full-time employees.

The Woodsburrow's leadership development program, called the Leadership Academy, was designed and established in 2002, prior to when AACC's leadership competencies were outlined in 2005. The program was developed by employees of the institution through participation of a leadership development steering committee led members of the institution's Professional Development Department. Designed as a two-year program and offered every other year; the program is currently in the second year of

its fourth cohort. Since its implementation, 82 employees have completed the institution's leadership development program and an additional 29 will finish the summer of 2010 (n=110). Nine graduates were excluded from the participant population because they either relocated or serve on the program's steering committee.

The population for this research study consisted of two groups of an established in-house community college leadership development program. Specifically, the population consisted of all current and past participants of the Leadership Academy (n=101) and the program's steering committee (n=11). Recognizing that a difference may exist between the intended content of the program's curriculum, from the steering committee members' perspective compared to the content which current and past participants actually identify, the researcher included both groups throughout the study.

The researcher collected quantitative data from the Leadership Academy's current and past participants using an electronic survey. Qualitative data were collected using focus groups from participants of the last two Leadership Academies and steering committee members. In order to better address the research questions and given the changes in the program's curriculum over the years, the researcher used a random purposeful sample method to identify participants for the focus group (Fraenkel & Wallen, 2003; Patton, 2002). Merriam (1998) defined purposeful sampling as the method used to "select a sample from which the most can be learned" when the researcher wants to "discover, understand, and gain insight" (p. 61). Purposeful sampling increases the value of the information that is obtained from small samples (McMillan & Schumacher, 1997). The researcher chose the random technique among the various purposeful sampling methods in order to identify participants who could provide thick, rich

information regarding the program. Random purposeful sampling adds credibility to a sample when potential purposeful sampling is larger than the researcher can handle (Patton).

### Data Collection and Instrumentation

The principles and guidelines associated with the ethical research of human subjects were followed by the researcher during this study (Bogdan & Biklen, 1998; Creswell, 2003; Fraenkel & Wallen, 2003; McMillan & Schumacher, 1997). In particular, the principles of obtaining informed consent and the protection of the study's participants were of critical importance throughout the research project. Bogdan and Biklen contended research subjects must enter voluntarily and understand the nature of the study along with any dangers or obligations that are involved. In order to address these guidelines, the researcher obtained informed consent from all participants prior to the collection of research data. The informed consent included the purpose and procedures of the study, possible benefits or risks associated with the study, the right to participate voluntarily and withdraw at any time, the right to confidentiality, and signatures of participants (Creswell). The informed consent procedure was reviewed and approved by the Institutional Review Board of the University of Missouri.

In addition to obtaining consents from the participants, the researcher acquired permission from the Woodsburrow's administration to conduct the research on site. Throughout the study, the researcher was careful to minimize disruption and actively sought the inclusion of research participants (Bogdan & Biklen, 1998; Creswell, 2003). During the collection of data, the researcher utilized a survey along with conducting

focus groups. Pseudonyms and filtering of identifying information were used throughout the study to protect the identity of participants (Creswell).

### *Survey Instrument*

The researcher created and used the *Leadership Academy Competencies Survey* (LACS) instrument, primarily based on AACC's *Competencies for Community College Leaders*, to obtain data and informed consent from current and past participants of the program (see Appendix B). An electronic survey method was utilized for the study. The two-part LACS survey was developed to ascertain demographic information and perceptions of the leadership development program's curriculum content. The demographic section of the survey contained eight questions about the subjects' gender, age, level of education, employment status, job classification, number of years in a leadership position, years employed with the institution, and year the subject participated in the Leadership Academy.

Categories regarding the subject's job classification were based on the institution's job classification/salary range system. Woodsburrow uses an employee classification system to appropriately place all fulltime staff and administrative positions within the institution's pay structure based on a weighted nine-point job classification system. The nine weighted factors include the position's accountability and responsibility; necessary interpersonal skills and amount of public contact; impact of errors; decision making; supervision; complexity of the job; required education and training; working conditions; and years of experience necessary (Woodsburrow's Classification Manual, 2002). The institution classifies administrative positions within two ranges (Range 1 or Range 2) and staff positions within eight ranges (Range 2 to 9)

based on the above nine factors. Staff positions within Ranges 7, 8, and 9 were considered exempt and not compensated for over-time. Exempt positions were designated with the letter E within the system, i.e. Staff – Range 7E. Staff positions in the area of computer technology and maintenance were designated with a C or M accordingly. The separate designation identified those positions that were compensated differently based on the current job market. All fulltime faculty positions were classified based only on their level of education. For the purpose of this study, all faculty positions were grouped together into a single Faculty category.

The second part of the LACS survey was designed to measure the subject's perceptions of the existence and degree to which AACCC's *Competencies for Community College Leaders* (AACCC, 2005) were embedded within the institution's leadership development program curriculum. A set of 47 closed-ended questions were developed based on AACCC's definition of each of the six competencies which included (a) Organizational Strategy, (b) Resource Management, (c) Communication, (d) Collaboration, (e) Community College Advocacy, and (f) Professionalism (see Appendix A). Subjects were asked to rate the extent to which the institution's Leadership Academy stressed the importance or instructed them on various aspects of each competency. The survey utilized a five-point Likert scale with 5 representing that the program emphasized an aspect of the a competency to a Very Large Extent, and 1 (No Extent) representing that the program did not emphasize an aspect of the competency.

Prior to the administration of the LACS survey, it was pilot tested and retested to support the reliability of the survey as recommended by Fraenkel and Wallen (2003). The program's steering committee members were chosen to pilot test and retest the survey

due to their knowledge of the institution's leadership development program. Committee members were given instructions on how to complete the survey and were asked to provide feedback regarding the instrument's design, appearance, clarity, ease, and length. They were asked to complete the survey a second time within a period of two weeks to establish reliability of the scores. The survey was analyzed for test-retest reliability, producing a correlation coefficient. The results are presented in Chapter Four.

#### *Focus Group Protocol*

In order to fully address the research questions and provide rich, thick descriptions, the researcher conducted two focus groups with the study's two different populations (steering committee and program participants). Focus groups were selected due to their ability to provide a structured, organized method to collect detailed qualitative data enabling the researcher to better understand the topic (Bader & Rossi, 2002). The focus groups also facilitated the interpretation and provided added depth to the data collected from the survey (Steward, Shamdasani, & Rook, 2007).

Focus group participants were selected due to their ability to create a social environment that stimulates the awareness and ideas of participants that can "increase the quality and richness of data through a more efficient strategy than one-on-one interviewing" (McMillan & Schumacher, 1997, p. 453). Participants were given an informed consent form which explained the purpose of the study and their role was voluntary. The first focus group consisted of members of the Leadership Academy's steering committee members. The steering committee provided additional insight from a designer's perspective to the intended content of the program's curriculum. The second focus group included past subjects who participated in the institution's last two

Leadership Academies. These participants were selected using random purposeful sampling from participants who marked they were willing to participate in a focus group on the LACS survey. Random purposeful sampling allows the researchers to increase the credibility of the results by randomly identify participants who are believed to be knowledgeable of the research topic and would be of interest to the researcher (Patton, 2002). McMillan and Schumacher (1997) suggested the purposeful sampling technique also allows the researcher to identify research subjects within a large population.

The focus groups were conducted in a semi-structured 90-minute format consisting of open-ended experience and opinion questions. Questions were developed around the institution's Leadership Academy and AACC's *Competencies for Community College Leaders* (AACC, 2005). Using AACC's definition and illustration for each of the six competencies, questions focused on the extent to which the competencies were embedded within the program's curriculum and in what way they were included. An analysis of the survey data was used to help guide the discussions. The focus groups were audio recorded and later transcribed by the researcher. In order to insure accuracy of the transcripts, member checking was conducted (Fraenkel & Wallen, 2003). Participants were provided a copy of the transcript and instructed to review them for errors and confirm their stories were portrayed as intended. The researcher corrected all errors that were identified. Field notes were taken during the focus groups to record additional information not captured by the audio recording.

#### *Document Analysis*

The use of document analysis provided the researcher with stable, descriptive information about the program that included a historical perspective from development to

current design (Merriam, 1998). Official internal documents were obtained from the institution and included e-mails, program evaluations, memos, minutes from meetings, and planning documents. Many of these were critical in analyzing the program, but also provided insight to the leadership styles of the institution's officers and the values of the organization (Bogdan & Biklen, 1998). The researcher also obtained a copy of the Leadership Academy notebook given to each of the participants. This notebook contained agendas, outlines, and handouts for each of the program's sessions. Triangulation of the data occurred through the use of rich, thick descriptions obtained from the focus groups, field notes, and document analysis (Creswell, 2003; Fraenkel & Wallen, 2003; Merriam).

#### Data Analysis

The purpose of this study was to examine the curriculum content of an in-house leadership development program at a large multi-campus metropolitan community college from a transformational leadership perspective and AACCC's *Competencies for Community College Leaders* (AACCC, 2005). An evaluative case study approach with a concurrent triangulation mixed-method design was utilized. Although research supported the application of in-house leadership development programs, no research was found that evaluated a program's curriculum using AACCC's *Competencies for Community College Leaders*. The study utilized two phases of data analysis to document the findings from the survey and focus groups.

Phase one of the data analyses consisted of quantitative research and addressed research questions 1, 2, and 4. Results from the LACS (See Appendix B) were used to examine participant's demographic data and the statistical differences of participants' perceptions of the program's curriculum content. Quantitative data from the survey were

collected from current and past participants and entered into the Statistical Package for the Social Sciences (SPSS). The researcher utilized descriptive statistics that were generated from the data collected in order to address research questions 1 and 2. For research question 4, the demographic characteristics of age, level of education, job classification, number of years in a leadership position, and the number of years since participating in the leadership program were analyzed. The researcher utilized descriptive statistics and an analysis of variance (ANOVA) to determine if there was a statistical difference between participants' demographic characteristics and their perceptions of the program's content. The Fisher Least Squared Differences (LSD) test was used for the post hoc tests where a significant ANOVA F-value was found.

Phase two of the data analysis utilized the qualitative data to address research questions 1, 2, and 3. Data were collected from the steering committee member focus group and the current and past Leadership Academy participant focus group. The focus groups were recorded and transcribed to better analyze the data. Transcripts were thoroughly read and analyzed in an effort to identify emerging themes and patterns (Creswell, 2003; Fraenkel & Wallen, 2003; Merriam, 1998). Themes and patterns were examined through the framework of the research questions, transformational leadership theory, and AACC's leadership competencies. Thick, rich descriptions were utilized to support the findings and interpretations regarding how the AACC leadership competencies and tenets of transformational leadership theory were embedded with the institution's Leadership Academy curriculum. Additional data from the survey, field notes, and documents

obtained from the institution were used to buttress and triangulate the data (Creswell; Merriam).

### The Researcher's Biases and Assumptions

The researcher of a qualitative study becomes the primary instrument through which all information and analysis are filtered by the researcher's views, values, and perspectives (Merriam, 1998). Along with the filtering of the information, the researcher's own biases and assumptions can skew the outcome and undermine the internal validity of the study (Fraenkel & Wallen, 2003). Experts emphasized researchers must clearly address their implicit thoughts and perspectives in the study to completely inform the reader of potential threats to validity (Fraenkel & Wallen; Merriam). By disclosing the researcher's biases, a more open and honest description of the study's results can be reported (Creswell, 2003).

An underlining bias the researcher brought to the study was a close association with the institution and other leadership development programs. However, these ties can be considered useful and positive rather than a disadvantage (Locke, Spirduso, & Silverman, 2000). The researcher is a past participant of the institution's Leadership Academy and is currently serving on the program's steering committee. It was the belief of the researcher that some aspects of AACCC's leadership competencies were embedded within the curriculum of the leadership development program, but not all. In addition, the researcher had experience with other leadership development programs.

The researcher also believed that leadership exists at all levels of an organization regardless of the employee's position, title, or rank within the organization. This is consistent with one of the fundamental tenets of transformational leadership theory

(Burns, 1978) and an area that was examined in this study. It was the belief of the researcher that the organization's Leadership Academy was built on the principles that leadership development was necessary throughout the organization, everyone was a leader, and therefore employees at all levels of the organization were included.

Finally, the researcher also brought a potential bias to the study, believing a person's perception of the Leadership Academy's curriculum would vary based on certain demographic differences. It was believed participants of the study who were older, had more leadership experience, or had certain jobs would identify more of AACCC's leadership competencies embedded within the curriculum.

### Summary

Provided in Chapter Three was information related to the design and methodology used to carry out this investigation of a community college's leadership development program from a transformational leadership theory and AACCC's *Competencies for Community College Leaders* (AACCC, 2005). A rationale was provided for the use of an evaluative case study approach incorporating a concurrent triangulation mixed-method design. The population and sample were described, along with data collection, and instrumentation. Details of the two-phased data analysis were explained, along with the researcher's biases and assumptions. The study's data analysis and research findings are presented in Chapter Four. Findings, conclusions, and recommendations for future research are described in Chapter Five.

## CHAPTER FOUR

### Presentation and Analysis of Data

#### Introduction

The current literature revealed existing community college leaders are preparing to retire at an alarming rate in the near future, resulting in a potential leadership shortage among community colleges (Amey et al., 2002; Evelyn, 2001; Katsinas & Kempner, 2005; Shults, 2001; Weisman & Vaughan, 2007). Researchers suggested, however, the next generation of community college leaders may currently exist among those employed in the community college system (Astin & Astin, 2001; McFarlin, 1999; Vickers, 2007). Given the large number of leaders preparing to retire in the near future, many community colleges have invested a significant amount of time and money developing their own leaders through in-house leadership development programs (Pope & Miller, 2005; Vickers; Wallin, 2004). The literature also identified a leadership development framework and leadership competencies considered critical for future leaders. The review of literature concluded that community college leadership development programs need to be designed around a framework of transformational leadership theory and the American Association of Community College's *Competencies for Community College Leaders* (AACC, 2005).

The purpose of this study was to examine the curriculum content of an in-house leadership development program at a large multi-campus metropolitan community college. The researcher applied a theoretical framework based on transformational leadership theory embedded within the American Association of Community College's (AACC) *Competencies for Community College Leaders* (AACC, 2005). An evaluative

case study approach that incorporated a concurrent triangulation mixed method design (Creswell, 2003) was utilized to examine the program. The study consisted of examining perceptions of the program's steering committee and program participants to determine the extent to which transformational leadership theory and AACC's *Competencies for Community College Leaders* were included within the program's curriculum. In addition, participants' demographics were examined along with an analysis of the program's mission, goals, processes, and curriculum.

Prior to the initiation of the data collection process, the researcher obtained approval from the Institutional Review Board (IRB) of the University of Missouri (see Appendix C). Data were collected through the use of a survey, two focus groups, and document analysis. The researcher designed and utilized the *Leadership Academy Competencies Survey (LACS)* instrument to obtain data from current and past participants of the program (see Appendix B). The electronic survey collected participants' informed consent, demographic information, and their perceptions regarding the extent to which AACC's six *Competencies for Community College Leaders* (AACC, 2005) and illustrations were embedded within the institution's leadership development program using a five-point Likert scale. Data from the survey were analyzed using the Statistical Package for the Social Sciences (SPSS) and used to develop questions for the study's two focus groups.

The researcher conducted two focus groups to fully address the research questions and triangulated survey data. The focus groups consisted of a semi-structured format with open-ended questions. Participants were given an informed consent form which explained the purpose of the study and their role was voluntary (see Appendix D). One

group was comprised of members of the program's steering committee and the other group consisted of current and past program participants who completed the program in Year 3 (2008) and Year 4 (2010). The focus groups were recorded and transcribed by the researcher. The data evolved into patterns as the transcripts were coded. These patterns, as well as excerpts from the focus groups, were used to provide triangulation to the quantitative analyses.

Additional data from official internal documents from the institution were collected and analyzed, these included e-mails, program evaluations, memos, minutes from meetings, and planning documents. The researcher also obtained a copy of the Leadership Academy notebook provided to each participant, which contained agendas, outlines, and handouts for each of the program's sessions. These artifacts provided additional information to help supplement the researcher's understanding of the program's mission, goals, and curriculum. Presented in this chapter are the research questions, description of the sample population, and analysis of each research question.

### Research Questions

The encompassing questions that guided this study were framed to provide insight and understanding of the theoretical framework developed and embedded within the curriculum of an in-house community college leadership development program.

Major research questions to be considered are as follows:

1. What institutional levels are represented by the participants in the institution's leadership development program?

2. To what extent are the American Association of Community Colleges' *Competencies for Community College Leaders* embedded within the curriculum of the leadership development program?
3. How are the tenets of transformational leadership theory present within the curriculum of the leadership development program?
4. Does a person's age, level of education, job classification, number of years in a leadership position, or when they participated in the program make a difference in their perception of the program's content?

#### Data Analysis

*Setting: Woodsburrow Community College District*

Woodsburrow Community College District (pseudonym) is a five-campus community college district located in a large mid-west metropolitan area. The college serves over 18,000 students each year and employs over 1,100 full-time employees. The institution offers a well-established in-house leadership development program to all full-time employees including staff, faculty, and administrators. The institution's leadership development program, identified as the Leadership Academy, was designed and established in 2002, prior to the time that AACCC's leadership competencies were outlined in 2005. The program was developed by employees of the institution through participation on a leadership development steering committee led by employees within the institution's Professional Development Department.

The mission of the program is to "foster the development of employees as leaders who support a culture of diversity, lifelong learning, and student success" (Leadership Academy Application, 2009). Designed as a two year program offered every other year;

the program is currently in the second year of its fourth cohort. The purpose of the Leadership Academy is to:

Identify both potential and proven leaders and assist them in the development and/or enhancement of skills necessary to make a meaningful contribution to Woodsburrow. Effective leaders know how to motivate, build strong teams, and articulate a shared vision. They are also aware of the key planning information to achieve desired ends. The Woodsburrow Leadership Academy will empower employees with the broad base of knowledge, skills, and abilities necessary to work more efficiently and effectively (Woodsburrow's Leadership Academy Application).

Each program is conducted over a two year period of time. The first year involves 10 sessions during the academic year. The second year participants complete a mentored project. Sessions provide participants with:

- Exposure to higher education leaders
- Opportunities for self-evaluation and reflection
- Exploration of leadership styles, values, and ethics
- Development of skills in change management, creativity, and innovation
- Conflict resolution skills
- Insight on the significance of diversity in developing a culture of excellence
- Knowledge of organizational processes and community connections
- Development of skills for balancing priorities
- Mentoring opportunities. (Woodsburrow's Leadership Academy Application)

The final part of the Leadership Academy provides participants an opportunity to put into practice what they learned and develop a relationship with a mentor while working on a *Mentored Project*. Participants design a project at the conclusion of the program's first year and collaborate with a mentor of their choice. This experience allows

them to become familiar with different leadership styles while benefiting the institution and enhancing Woodsburrow's student experience (Woodsburrow's Leadership Academy Application). The focus of the projects is based on opportunities offered by the institution and explores an area of interest to the participants. The project also allows participants to develop their leadership skills and strengths identified through the Academy.

A review of institutional documents related to the process used to select employees for participation in the program revealed a two-tier six-step process that encouraged a diverse make-up of participants in each class. Tier one of the process provided individual campuses and campus presidents input in the initial selection process. A campus committee selected by the president prioritized applications based on the comprehensiveness of the Leadership Academy application, reasons the employee wished to participate, and descriptions outlining how the experience would support their current position. The committee was requested not to take into consideration the education, leadership experience, or community service identified by the applicant. Tier two of the process involved the Leadership Academy Steering Committee making the final selection based on the criteria that ensured a diverse group was chosen. The committee used the employee's gender, ethnicity, employee classification, department they worked in, campus they worked at, longevity within the organization, educational background, leadership experiences, community service, and the prioritization provided in tier one in making their selection.

### *Population*

The study's population consisted of the current and past participants along with steering committee members of Woodsburrow Community College District's in-house employee leadership development program. Surveys were sent to 101 current and past participants; 71 were completed, yielding a return rate of 70%. Seven participants, a sample of 9.8% of subjects who completed the survey, were purposely selected to participate in the study's participant focus group. Participants were chosen based on their recent completion of the program, thereby allowing the researcher to capture information regarding the current Leadership Academy's curriculum. The composition of the participant focus group consisted of four staff, one faculty, and two administrators; four of the group completed the Leadership Academy in 2008 and three completed it in 2010. Seven members of the Leadership Academy steering committee representing staff, faculty and, administrators from the five campuses participated in the study's steering committee focus group.

### Research Questions: Analysis of Data

The researcher utilized an evaluative case study approach incorporating a concurrent triangulation mixed-method design (Creswell, 2003) to examine the institution's leadership development curriculum from a transformational leadership theory and AACC's *Competencies for Community College Leaders* (AACC, 2005). The concurrent triangulation mixed-method approach utilized separate quantitative and qualitative methods in the collection of data.

Quantitative data from the survey were entered into SPSS statistical package. The researcher analyzed the data using descriptive statistics to identify participants'

demographic characteristics and the extent to which the program's curriculum included aspects of AACCC's competencies. Inferential statistics, an analysis of variance (ANOVA), were also utilized to analyze the data and determine if a statistical difference existed between participants' demographics and their perceptions of the program's content. The Fisher Least Squared Differences (LSD) test was used for the post hoc test where a significant ANOVA F-value was found.

The survey was analyzed for test-retest reliability using the program's steering committee's responses. Pearson correlations were calculated on each competency subscale total to determine the reliability. The test-retest correlations for the AACCC's six competencies ranged from a low of  $r = .788$  (the correlation for Community College Advocacy) to a high of  $r = .940$  (the correlation for Collaboration). Results were reported in Table 1. All correlations in the test-retest were significant at the .01 level.

Table 1

*Test-Retest Reliability of Survey Instrument by Competency*

Competency	r	Sig. (2-tailed)
Organizational Strategy	.936**	<.001
Resource Management	.885**	<.001
Communication	.857**	<.001
Collaboration	.940**	<.001
Community College Advocacy	.788**	<.001
Professionalism	.933**	<.001
Total Test	.916**	<.001

*Note:* \*\*Correlation is significant at the 0.01 level (2-tailed).

Qualitative data from the study's two focus groups, composed of Leadership Academy steering committee members and the program participants, were collected and analyzed. The transcripts were coded for statements related to the extent and context that AACC's *Competencies for Community College Leaders* (AACC, 2005) were embedded within the program's curriculum. Themes and patterns emerged through the focus groups' descriptions and responses. The themes and patterns, as well as excerpts from the focus groups, were used to provide additional substance and help guide the researcher in addressing the research questions. The following subsections provide greater depth concerning the data analysis.

*Research Question 1. What institutional levels are represented by the participants in the institution's leadership development program?*

In order to address research question one and determine if participants of the Leadership Academy represent employees at all levels of the institution, demographic data from the LACS survey were analyzed using descriptive statistics. Participants' gender, age, level of education, years employed with the institution, years in a leadership position, and current employee job classification were analyzed from two different perspectives. The first analysis considered the overall composition of the Leadership Academy and the second analysis separated the participants into four groups, based on the year they participated in the program. The researcher buttressed the data by analyzing the transcripts from the steering committee's focus group and institutional documents as related to the goal of the program and the selection process used to identify participants for the Leadership Academy.

*LACS survey.* An initial analysis of the LACS' data indicated participants of the Leadership Academy fell within a wide range of the demographic characteristics. An examination of the data revealed of the 71 employees who completed the survey 69.0% (49) were female and 31.0% (22) were male. A majority of participants ranged in age from 31 to 60 years and represented a highly educated population. Shown in Table 2 are the breakdown of the participants' current age with 36.6 % between the age of 41 to 50 and 42.2% of participants above the age of 51 years. Only 21.1% of the participants were below the age of 40.

Data from the survey showed a majority of the participants held a 4-year college degree or Master's degree (see Table 2). Those with a 2-year or 4-year college degree comprised 31% of the participants and 67.6% had earned a post-graduate degree.

Table 2

*Leadership Academy Participants' Current Age and Level of Education*

Demographic	Characteristic	Frequency	Percentage
Current Age	26 – 30	2	2.8%
	31 – 40	13	18.3%
	41 – 50	26	36.6%
	51 – 60	25	35.2%
	61+	5	7.0%
Level of Education	High School/GED	1	1.4%
	2yr College Degree	7	9.9%
	4yr College Degree	15	21.1%
	Master's Degree	40	56.3%
	Doctorate	8	11.3%

The analysis included the number of years participants were employed with Woodsburrow and the years they had been in a leadership position (see Table 3). Data from the LACS indicated 50.8% of the program's participants had been employed by the institution for more than 10 years, while 12.7% had been employed for less than six years. The largest number of Leadership Academy participants, 26 (36.6%), had been

employed with institution between 6 and 10 years. Unlike the number of years employed with the institution, participants of the study were relatively new to being in a leadership role, with 34.7% having been in a leadership position for fewer than 6 years and 30.4% having been in a leadership position for fewer than 11 years. Of interest were the eight participants who completed the survey identifying themselves as not serving in leadership roles.

Table 3

*Leadership Academy Participants' Years of Employment and in Leadership Positions*

Demographic	Characteristic	Frequency	Percentage
Years Employed With Institution	1 - 3 years	3	4.2%
	4 - 5 years	6	8.5%
	6 – 10 years	26	36.6%
	11 - 15 years	21	29.6%
	16 - 20 years	9	12.7%
	21+ years	6	8.5%
Years in Leadership Positions	1 - 3 years	11	15.9%
	4 - 5 years	13	18.8%
	6 – 10 years	21	30.4%
	11 - 15 years	6	8.7%
	16 - 20 years	6	8.7%
	21+ years	4	5.8%
	Not considered a leader	8	11.6%

As noted in Chapter 3, Woodsburrow uses an employee job classification system to place all full time staff and administrative positions within the institution's pay structure. Administrative positions are placed within two ranges (Range 1 or Range 2) and staff positions within eight ranges (Ranges 2 through 9) based on a weighted system. All full time faculty positions are classified based only on their level of education. For the

purpose of this study, all faculty positions were grouped together into the single category of Faculty.

Consolidating the various job classification ranges of those still employed with the institution into subgroups, the survey revealed 60.5% (43) of respondents were staff, 16.9% (12) were faculty, 16.9% (12) were administrators, and 5.6% (4) were retired or no longer with the institution. Data obtained through document analysis indicated that of the 110 Leadership Academy graduates, at the time of their participation, 70% (77) were staff, 20.9% (23) were faculty, and 9.1% (10) were administrators. The difference between these two subsets is related to employees moving from staff to administrative positions and those who have retired or are no longer with the institution. Four respondents on the survey identified themselves as either being retired or no longer with Woodsburrow.

Further examination was conducted based on participants' ability to receive overtime compensation. Within Woodsburrow, administrators, faculty, and staff employees classified as "Exempt" were not eligible for overtime compensation. Staff positions considered to be exempt from over-time were identified as "Staff-Range 7E, 7EC, 7EM", "Staff-Range 8E, 8EC, 8EM", or "Staff-Range 9E, 9EC, 9EM" in the survey. Staff positions in the area of computer technology and maintenance are designed with a C or M accordingly. Of the 67 participants who were currently employed with the institutions, 80.6% (54) were in a position that could not receive over-time pay. A breakdown of those who participated in the survey and range of their job's classification is presented in Table 4.

Table 4

*Leadership Academy Participants' Current Employee Job Classification*

Demographic	Characteristic	Frequency	Percentage
Current Employee Job Classification	Staff-Range 2	0	0.0%
	Staff-Range 3	1	1.4%
	Staff-Range 4, 4C, 4M	1	1.4%
	Staff-Range 5, 5C, 5M	9	12.7%
	Staff-Range 6, 6C, 6M	2	2.8%
	Staff-Range 7E, 7EC, 7EM	17	23.9%
	Staff-Range 8E, 8EC, 8EM	8	11.3%
	Staff-Range 9E, 9EC, 9EM	5	7.0%
	Faculty	12	16.9%
	Administrator-Range 1	11	15.5%
	Administrator-Range 2	1	1.4%
	Retired or Not With College	4	5.6%

In order to fully address the research questions, a second analysis was conducted to further investigate the differences between the participants' demographic characteristics and the year they participated in the Leadership Academy. Institutional documents affirm that 110 employees who completed the program since its inception, 21 completed Year-1 (2004), 30 in Year-2 (2005), 30 in Year-3 (2008), and 29 employees completed the program in Year-4 (2010). A breakdown of those who participated in the survey and the year they completed the Leadership Academy is outlined in Table 5.

Table 5

*Year Participants Completed the Leadership Academy*

Demographic	Characteristic	Frequency	Percentage
Year Completed Leadership Academy	Year-1 (2002-2004)	12	16.9%
	Year-2 (2003-2005)	13	18.3%
	Year-3 (2006-2008)	19	26.8%
	Year-4 (2008-2010)	21	29.6%
	Unknown	6	8.5%

Six of the 71 participants who completed surveys did not indicate the year they participated in the Leadership Academy and therefore were removed from this analysis. A subgroup (n=65) was utilized for the following analysis. The difference between participants' demographic characteristics and the year they participated in the program was conducted and presented in Appendices E-H.

Based on curriculum changes that have occurred since the program's inception, the researcher choose to focus the examination on participants who had completed the program in the last two years (Year-3 and Year-4). The data indicated 30 employees (63.3%) who completed the program in Year-3 and 29 employees (72.4%) in Year-4, participated in the survey. Data from the survey revealed that 73.3% of Year-3 participants were female where as 79.3% of Year-4 participants were female (see Appendix E). The survey data also showed that out of 19 graduates from Year-3, who completed the survey, 36.9% were currently above the age of 51 years old (see Appendix E). It was observed that in Year 4, 47.6% of graduates completing the survey were

currently above the age of 51 years old, which indicates an increase of participants of this age. An analysis of participants' current level of education revealed, of those who completed the survey, 68.4% of Year-3 participants and 57.2% of Year-4 participants possessed a post-graduate degree (see Appendix F).

The researcher found participants of Year-3 and Year-4, who had completed the survey, had been with the institution between 6 and 15 years (see Appendix G). A majority of Year-4 participants, (52.4%) had only been with the community college between 6 and 10 years. A slight difference within the participants existed related to their experience in a leadership position between Year-3 and Year-4 participants (see Appendix G). Over 52% of Year-3 respondents had been in a work related leadership position for fewer than six years compared to over 47% of Year-4 respondents having between 6 and 10 years of leadership experience. An analysis of the job classification for all graduates of Year-3 and Year-4 was also performed (see Appendix H). The researcher identified subgroups of staff, faculty, and administrators within Appendix H and the analysis showed of the 30 graduates in Year-3, 80.0% (24) were staff, 16.7% (5) were faculty, and 3.3% (1) were administrators. Of the 29 graduates in Year-4, 75.9% (22) were staff, 6.9% (2) were faculty, and 17.2% (5) were administrators.

*Steering committee focus group.* Overall the steering committee felt the intent of the Leadership Academy was to provide a leadership development to a broad spectrum of employees throughout all levels of the organization. Of the various existing programs the steering committee reviewed during the development stages, Dallas County Community College District's leadership development program stood for many reasons. In particular, participants included staff, faculty, and administrators. "We liked the inclusiveness,"

added a committee member. In addition, while other programs focused first on identifying potential leaders to develop, the committee wanted the Woodsburrow's Leadership Academy to be "more broad-based and acknowledge that leadership can happen in anyone's position," expressed a committee member. The program was "not necessary a track to become a leader, but it was to empower people to become a leader within their own role...to be better employees...vested in the organization and to take leadership upon yourself," added another member.

The committee expressed that over time, as the officers of the district (chancellor, vice-chancellors, and college presidents) became more involved with the program, it was more difficult to maintain the intent of the program to develop "leadership wherever you are in the institution and not a track for administration," a committee member commented. An additional member stated,

I think to that our concept of having staff, faculty and administrators all participate is something that the steering committee has hung onto .... What we have found is with new officers coming in, since the inception of this [program], is they struggle with that concept that we laid out. They want to see it more as succession planning.

Committee members commented that the officers of the institution are not alone in thinking the program is some sort of succession planning tool. It was felt that many of the participants, who enter the program, do so with the belief that it will result in them being able to move up within the organization or be in a better position to move.

*Document analysis.* Through document analysis the researcher found some evidence of the intent to include employees at all levels of the organization. Past committee meeting minutes and the process utilized by the institution to identify a diverse group of participants showed evidence of the inclusiveness mentioned by the

steering committee. However, the intent was not clearly stated on the program's website or application material, which potential participants are directed to when interested in the program.

In summary, participants' demographic data including age, gender, level of education, job classification, years of service, and years in a leadership position illustrated a wide range of diversity among the Leadership Academy participants. Data from the study's steering committee focus group and document analysis showed the desire and effort to identify potential leaders throughout the organization at all levels.

*Research Question 2. To what extent are the American Association of Community Colleges' Competencies for Community College Leaders embedded within the curriculum of the leadership development program?*

In order to address research question two, four sources of quantitative and qualitative data were used to determine the extent to which AACC's competencies were embedded within Leadership Academy curriculum. Sources include the LACS survey, the steering committee focus group, the participants' focus group, and document analysis. Analysis of the data revealed that overall there were inconsistent perceptions between participants and the Leadership Academy steering committee regarding the extent to which AACC competencies were embedded in the curriculum of the leadership development program.

The LACS survey data included each of the AACC's competencies and their illustrations and were analyzed to determine their mean scores and standard deviations. Data from the LACS were then buttressed and triangulated with data collected from the focus groups and document analysis. Data from the LACS were based on a 5 point Likert

scale (1 = No Extent, 2 = Small Extent, 3 = Moderate Extent, 4 = Large Extent, and 5 = Very Large Extent).

Overall, participants of the survey felt the competencies were embedded to a moderate extent (M = 3.33) within the Leadership Academy curriculum. While the mean score for each of the six competencies all fell within the Moderate Extent range (3.00 – 3.99), Resource Management had the lowest score (M = 3.02) with a standard deviation of 0.71. The Community College Advocacy competency had the highest score (M = 3.70) with a standard deviation of 0.67. Displayed in Table 6 were the mean scores representing an overall score of the extent to which participants believed each of AACCC’s six leadership competencies were embedded within the Leadership Academy curriculum.

Table 6

*Mean Scores for AACCC’s Competencies Embedded in Leadership Academy Curriculum*

Leadership Competency	Mean Score	Standard Deviation	Standard Error Mean
Organizational Strategy	3.32	0.62	0.07
Resource Management	3.02	0.71	0.08
Communications	3.46	0.75	0.09
Collaboration	3.64	0.75	0.09
Community College Advocacy	3.70	0.67	0.79
Professionalism	3.64	0.76	0.09
Total Survey	3.33	0.99	0.11

*Note:* Likert scale ranged from 1= No Extent to 5 = Very Large Extent. N=71

Data collected from the participant focus group revealed a variety of perceptions of the program's curriculum and the extent to which AACC's competencies were embedded within the curriculum. Overall, the group felt the Academy's curriculum covered some of the competencies and illustrations to varying degrees. Resource Management, however, was identified as being extremely weak within the program. A central theme throughout the focus group centered on the participants' perception of the program and how it should be changed. Comments focused around the program's rigor, continuity, relevance, and application to current leadership issues.

Findings from the LACS survey and participant focus group were slightly different to those expressed by the steering committee's focus group. The group felt the program's curriculum covered many aspects of competencies with some being stronger than others. In addition, the group acknowledged that the Leadership Academy had been developed prior to the release of AACC's competencies in 2005. It was pointed out that over the years the program's curriculum changed and many of the sessions eliminated indirectly included facets of the competences. Despite this, the committee was of the opinion that overall the Leadership Academy emphasized the Communication competency "extensively" and communication was "embedded across the curriculum." The Collaboration competency was also viewed as being highly embedded within the program. Professionalism was identified as being strong and an underlying theme throughout the entire program. One committee member expressed,

I would like to think it is [strong]. With people coming in and participating in a professional manner. Dealing with people appropriately, you know, showing up on time. They are keeping the commitment and [we] make sure if they want to miss a day, they have to explain why. To me, that all ties into accountability and professionalism.

The Resource Management competency ranked midway on being embedded in the curriculum and on the low end the Community College Advocacy and Organizational Strategy competencies were viewed as being “very weak” throughout the program.

#### *Specific Competency Analysis*

A detailed analysis was completed to assess the extent to which each of the AACC competencies were embedded in the Academic Leadership program. This process included calculation of the LACS mean illustration scores for each competency. In addition the qualitative review included steering committee and participant focus group comments. Document analysis was completed to review the additional information available from committee, curriculum materials, and program manuals. The results for each competency are reported in the following section.

#### *Organizational Strategy Competency*

*LACS survey.* Using data collected from the LACS, the mean scores of each illustration were calculated. The scores all fell within the Moderate Extent range thus conveying that the illustrations were included to a moderate extent within the leadership academy’s curriculum (see Table 7). The lowest scoring illustration (Illustration C) had a mean score of 3.03 with a standard deviation of .971 and was based on the concept of leadership being able to use a system perspective to assess and respond to changes within the organization along with the needs of students and the community. The illustration with the highest score (M = 3.87) dealt with leaders creating a positive environment that supports innovation, teamwork, and outcomes (Illustration D) and had a standard deviation of .999.

Table 7

*Organizational Strategy - Illustrations*

Competency Illustrations	Mean Score	Standard Deviation	Standard Error Mean
A. Assess, develop, implement, and evaluate strategies regularly to monitor and improve the quality of education and the long-term health of the organization.	3.14	.743	.088
B. Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically.	3.06	.791	.094
C. Use a systems perspective to assess and respond to the culture of the organization; to changing demographics; and to the economic, political, and public health needs of students and the community.	3.03	.971	.115
D. Develop a positive environment that supports innovation, teamwork, and successful outcomes.	3.87	.999	.119
E. Maintain and grow college personnel and fiscal resources and assets.	3.24	.902	.107
F. Align organizational mission, structures, and resources with the college master plan.	3.56	.906	.108

Note: Likert scale ranged from 1= No Extent to 5=Very Large Extent. N=71

*Participant focus group.* Qualitative data collected from the participant focus group revealed that the program included aspects of Illustrations C, D, E, and F. “I think that C and F were really strong in the Leadership Academy....We did talk a lot about teamwork and things like that,” stated one participant. The extent to which the program

instructed participants on the institution and its leaders use the strategic plan (Illustration F) was questioned. A participant expressed,

[College leaders] did come in and talked about the strategic planning strategy...It would have been much better for them to have talked about ..., how we use strategic planning and how that happens.

Participants felt the Academy often failed to get into the “nitty gritty” aspects of leadership and was more focused on the “fluffy stuff”. One participant stated, “Several of us said that we felt like it was an extension of new employee orientation.” Another expressed, “The meat and potatoes of leadership skills like, organizational strategy, I don’t think was focused on.” A faculty member who is currently attending another leadership development program stated,

I’m going through the Chair Academy [a national leadership development program] which is a lot more geared toward this, but we actually spent time doing strategic planning, doing communication, transformational, service leadership. All that stuff is talked about in depth. We got little bits of it [in the Leadership Academy] where I could see where they took maybe some of the Chair Academy materials and like infused a little bit of it. I don’t remember us spending the whole afternoon just talking about strategic planning.

Another expressed,

I think some of what we call fluff was, I think there were parts that were important. For example, Strength Quest was extremely good. I wish we had done more with it as far as tying it into the reality of learning the organization.

There was some concern regarding the way the program covered the concept of developing an environment that supports innovation, teamwork, and outcomes (Illustration D). A participant stated,

If you’re really going to develop innovation, teamwork, and successful outcomes, you could say, these are the issues facing our campus, let talk

about it. What would you see? What can we do? Let's brainstorm for a solution. Isn't that what leaders do?

The group expressed that the program lacked the teachings of illustrations A within the Organizational Strategy competency. Participants stated the Academy failed to make the connections between group activities with institutional problems and the teachings of leadership skills. One participant stated,

It [was] like is this just a fluff exercise or is this going to have an impact or importance on anything. I felt like for a leadership Academy, there were things that in the organizational structure we could have sat in on a deans and chairs meeting to see how they run it. That would have been a good opportunity...It was a lot of this "this is my story, this is how I got to where I am" and sometimes I felt like it was tied to a skill, but more often they wouldn't.

Another participant expressed, "all of the components were good; I guess there was just maybe a little lack of closure about tying them all together." Agreeing with this statement, a participant added this comment and others agreed,

When we completed the application for the Academy, we had to list three issues that we thought were issues higher education was facing. And I remember filling out the application thinking, 'Oh wow, this is great.' I need to make sure that I put something you know good on here because we're probably going to talk about this and we never, never brought it up again.

*Steering committee focus group.* Overall the steering committee felt the Leadership Academy's curriculum was weak in teaching the concepts within the Organizational Strategy competency. They identified Illustrations B, D, E, and F as being currently or in the past embedded within the curriculum, but to varying degrees. Illustrations A and C were not mentioned by the group as being present or absent. The committee expressed that over the years Illustration B (using data in decision making) had been included within the program's curriculum during the first two years. This

appears to have been eliminated for the future due to the retirement of the officer who led the session. “I don’t think we are as strong on that anymore, but we really don’t have a replacement for that,” added one of the members.

The committee also identified the concept of developing a positive environment that supports innovation, and teamwork (Illustration D) was embedded within the program’s teaching through use of group work and encouraging participants to be creative with their mentor project. With the overall purpose of the Leadership Academy being to develop employees, the committee felt Illustration E was by design embedded within the program’s curriculum. A committee member expressed,

We are trying to develop the individuals and obviously if you develop your people and you grow your own, the organization is really stronger. I mean here again, it goes back to being vested [in] the organization and growing the organization.

The group also acknowledged the program does cover Illustration F in exploring and connecting the college’s mission and resources to the institution’s strategic plan. In reference to the mentoring projects participants must complete after the first year of the program, a committee member stated,

When they do their proposals, one of the things they are supposed to do is to show how it would somehow further aspects of the [institution’s] strategic plan. So there is a connection there; so it provides some basis for even doing the project.

*Document analysis.* Through document analysis of the program’s agendas and handouts from the most recent offerings (Year 3 and Year 4), the researcher found evidence of all six illustrations embedded throughout the program’s curriculum, but to varying degrees. While no one session was devoted to the Organizational Strategy, the Academy covered aspects of it throughout the program.

### *Resource Management Competency*

*LACS survey.* Data collected from the survey indicated participants believed the overall competency was embedded within the Leadership Academy curriculum to a Moderate Extent, but had the lowest overall mean score ( $M = 3.02$ ) among AACCC's six competencies. Within the Resource Management competency, AACCC identified eight illustrations to further define and support it (see Table 8). The mean scores of the eight illustrations were collected from the survey with a range from 2.82 - 3.49. The concept of ensuring accountability in reporting (Illustration A) had the lowest mean score ( $M = 2.89$ ) with a standard deviation of 0.99, while time management, planning, and delegation of skills (Illustration G) had the highest ( $M = 3.49$ ) with a standard deviation of 0.97. Of the eight illustrations, half fell within the Small Extent range (Illustrations A, D, E, and F).

Table 8

*Resource Management Leadership - Illustrations*

Competency Illustrations	Mean Score	Standard Deviation	Standard Error Mean
A. Ensure accountability in reporting.	2.89	0.99	0.12
B. Support operational decisions by managing information resources and ensuring the integrity and integration of reporting systems and databases.	3.00	1.07	0.12
C. Develop and manage resource assessment, planning, budgeting, acquisition, and allocation processes consistent with the college master plan and local, state, and national policies.	3.00	1.00	0.12
D. Take an entrepreneurial stance in seeking ethical alternative funding sources.	2.82	1.07	0.13
E. Implement financial strategies to support programs, services, staff, and facilities.	2.89	0.99	0.12
F. Implement a human resources system that includes recruitment, hiring, reward, and performance management systems and that fosters the professional development and advancement of all staff.	2.77	0.97	0.12
G. Employ organizational, time management, planning, and delegation skills.	3.49	0.97	0.11
H. Manage conflict and change in ways that contribute to the long-term viability of the organization.	3.31	0.93	0.11

*Note:* Likert scale ranged from 1= No Extent to 5=Very Large Extent. N=71

*Participant focus group.* The low overall mean score for the competency was also seen in the qualitative data collected from the participant focus group. An overall general consensus from the group was that the Leadership Academy did not teach many of the illustrations or the main aspects associated with the Resource Management competency. Pointing to Illustration F and E, one of the participants stated, “It would have been nice to have a larger discussion about what HR does. And you could have played in the concept of conflict management there and the whole process.” After some discussion, participants did identify two areas the program explored: ethics and budget. However, the group expressed some concerns regarding the depth to which the two areas were discussed, stating that the days those areas were covered, “the program missed the opportunity to fully engage the participants and explore the topic.”

Based on the response from the group, the concept of ethics and the teaching about it appeared to have been limited to one session. A participant stated,

We did have a session where we talked about ethics... and it was like ‘ok we gotta go, we’re on a time frame so we’ve got to cut this conversation short and move on.’ I remember several people really wanting to continue that conversation because we kind of got to a point where we just needed to keep going on. We were working on a problem, I think, and never really finished solving it or working through it.

Expressing further concerns related to the topic of ethics not being reviewed fully, a participant stated,

I think that’s the most important thing we should be teaching, now that I’m rethinking it. Because I think the general consensus around here is we, the line level workers, are very ethical, but the impression [is] that the higher ups are not ethical. And the transparency, like you said earlier, is important because if you don’t respect the person above you, you you’re not going to get the best out of that employee. And I don’t think we’re practicing ethically. I think we’re [only] telling people to.

Similar to ethics, the focus group identified a single exercise within a session where the concept of budgeting, within Illustration C, was taught. A participant expressed, “the only thing I would say, which may be touched on a little of this [competency], was Joe’s budget exercise and that was the only Resource Management that we did.” Participants overall expressed concerns regarding the extent to which the concept was covered. One participant stated,

You know what I think is unfortunate looking back now, in the current crisis we are in with budgeting. The Academy would have been the perfect opportunity to take a group of large constituents, from all these different areas and give us a clear understanding of how do we budget at our institution. And so when we get to this point and we have these town hall meetings and we’re talking about these numbers there’s a group of people that would understand and that could help communicate that to fellow colleagues. What does it mean when we’re looking at a \$5.2 million short fall? And where does that mean we’re going to cut when 75% of our budget is in salaries and payroll. I don’t think that’s clearly understood and this right here is when we do these resource measures, what an opportunity that was missed to really, I think, inform the leadership Academy participants on how we budget.

He further expressed that the budgeting session failed to fully cover integral aspects of the institution’s budgeting system in regards to revenue sources, how head count and enrollment growth affects the budget, and enrollment efficiency. He stated, “The problem with his budget [exercise] is that it focuses on one side of the house. There was no instructional side of the house on how do we do instructional budgets.” Another participant expressed, “the [budget] exercise was more of a checkbook exercise...you get a little general overview just enough. And then you do this little exercise, but you miss out on really how does a leader budget and how does all of this affect the institution.”

Aspects of taking an entrepreneurial stance (Illustration D) were present in Year 3, but absent by Year 4. Comments from the group implied the institution was hoping to

get funding for an entrepreneurial grant and therefore Illustration D was included in the Year 3 Leadership Academy. By Year 4, the grant had ended. The institution began to move away from a significant entrepreneurial effort and the concept was removed from the Leadership Academy.

*Steering committee focus group.* Data collected from the steering committee focus group portrayed a very similar picture regarding the extent to which the Leadership Academy included some of the illustrations. The group identified the budgeting concept of Illustration C and the ethical aspect of Illustration D as currently being taught, but acknowledged the illustrations were not fully covered. In addition, the group agreed that Illustrations F and H were currently absent, but had been included within the program's curriculum at some point in the past. It was pointed out that Illustration A had never been included in the program. The group did not discuss whether Illustrations B, E and G were included or absent from the curriculum.

Consistent with the participants, the steering committee acknowledged Illustration C as being taught through the budgeting session, but not as extensively as it could have been. When asked overall to what extent the Leadership Academy covered aspects of Resource Management, one member responded, "I think that is middle of the road." "The budget piece was really good. The budget workshop was really good, but it was just the tip of the iceberg," added another member. "Susan (pseudonym) did a good job of re-enforcing that...but in these times, I think we need to do a better job on resource management," continued a member. "That's what we want to ask our leaders. How do you manage your resources?" added a member.

While the concept of ethical leadership as it relates to alternative funding resources (Illustration D) was not specifically covered in the Academy, the general concept of ethical leadership was acknowledged by the group as being included within the curriculum. “I think we hit the surface on that,” a committee member commented.

Another member expressed,

We have always done a session on ethics. It's like an hour and a half segment. And really until this year when Susan (pseudonym) was on board, she did a half day on ethics and it was well received. When I see ‘accountability’ and ‘ethics,’ I think that cuts across everything or should cut across everything...She created two scenarios that were very believable having to do with issues of ethics, and one was sort of on the instructional side of the house and the other was the business side of the house, so I think that it pulled out some really good discussions so everyone could see what our officers have to grapple with. Actually, it was the bigger questions of ethics.

While ethics has been a part of the curriculum from the beginning, the extent to which it is emphasized appears to have increased in subsequent years.

Over the years sessions were changed or eliminated as a result of the presenters retiring, leaving the institution, or poor presenter evaluations. With those changes, sessions that included concepts of Illustration F and H were eliminated. When asked to what extent the Academy teaches the concept of implementing a human resources system to recruit, hire, reward, and foster professional development and advancement (Illustration F), the group acknowledged having a session in the Academy called “Growing Our Own Leaders” that taught participants a step-by-step process to develop their resumes, identify future positions, and complete the application process. In addition, a session entitled *HR Role for Leaders* explored the relationship of human resources to leadership. The group identified this as a session that needs to be reinstated in future

academies. *Modeling the Way* was a third session the group identified that reviewed the concepts within Illustration F, but it has since been eliminated and replaced with a different topic.

The committee identified the concepts of managing conflict and change (Illustration H) as being present in early years. However both have been eliminated as “the officers have gotten more involved and had [other] things they wanted to include,” stated one committee member. “I think the one on change we didn’t get a lot of positive feedback....It was long and something happened and there was a disconnection,” added another member. “Some of them [the presenters] took kind of an academic approach to some of their topics and shared, you know, a bio of resources and maybe that wasn’t what the audience was expecting,” expressed another member.

*Document analysis.* An analysis of the program’s agendas and handouts from the most recent offerings (Year 3 and Year 4) revealed similar results as those previously reported. Illustrations A, B and F appear to be either not included at all or only touched on briefly by a single session. Concepts within Illustrations E and G were covered in two sessions, but failed to fully explore the content of these illustrations. Consistent with both focus groups, the concepts of budgeting and ethics appear to be included within the Academy as reflected in Illustrations C and D.

#### *Communications Competency*

*LACS survey.* Data collected from the LACS survey reflected that participants believed the overall Communications competency was embedded within the Leadership Academy curriculum to a Moderate Extent with a mean score of 3.46. Six illustrations were identified by AACC to further define and support the overall competency (see Table

9). The mean scores for each of the six illustrations ranged from 3.30 – 3.69. Illustration B (disseminate and support policies and strategies) had the lowest mean score (M=3.30) with a standard deviation of 0.96. Illustration A (articulating and championing a shared mission, vision, and values) showed the highest mean score (M=3.69) with a standard deviation of 0.87.

Table 9

*Communication Leadership Competency - Illustrations*

Competency Illustrations	Mean Score	Standard Deviation	Standard Error Mean
A. Articulate and champion shared mission, vision, and values to internal and external audiences, appropriately matching message to audience.	3.69	0.87	0.10
B. Disseminate and support policies and strategies.	3.30	0.96	0.11
C. Create and maintain open communications regarding resources, priorities, and expectations.	3.37	0.97	0.11
D. Convey ideas and information succinctly, frequently, and inclusively through media and verbal and nonverbal means to the board and other constituencies and stakeholders.	3.31	0.82	0.10
E. Listen actively to understand, comprehend, analyze, engage, and act.	3.51	0.89	0.11
F. Project confidence and respond responsibly and tactfully.	3.59	0.89	0.10

*Note:* Likert scale ranged from 1= No Extent to 5=Very Large Extent. N=71

*Participant focus group.* Based on data collected from the participant's focus group, there was consensus that the Leadership Academy touched only on Illustration A, D, and E within the Communication competency. The group pointed to sessions in the Academy that explored aspects of Illustration A. For example, during the retreat at the beginning of the Academy and in another session, participants talked about being involved in a process of identifying their personal mission, values, and ways of living a life of balance as a leader. They also described the format of each session which began with one of the institution's officers telling their life story and how they achieved their goals. "Through the officers' stories, especially some of the officers, you clearly got their passion and why they are a president within a community college system. And I think that was clearly articulated," expressed a participant.

The Academy also provided participants information and experience with features of Illustration D (conveying ideas and information succinctly) on public speaking to prepare them for a presentation at the end of the Academy. However, the instruction was limited to a single afternoon, as described by one participant, "In preparation for the presentation of the project to the board, we spent an afternoon meeting with speech faculty and did a couple of exercises on 'how to' in public speaking." Participants were unable to understand the purpose of the public speaking exercise and make the connection to leadership communication skills. A participant stated,

We didn't even know we were doing a presentation at that stage. It was kind of premature and so it put a lot of people in a position of being upset because they didn't understand why we were being asked to do the activity. People were questioning why are we doing that and why do we need this session? The other thing is that we were told we would do a presentation at the end of the Academy and we did that one little thing and

that was it. So then we're like ok, where's that presentation we're doing at the end? So there was no cohesive thing on the communication.

The group expressed mixed opinions about the extent to which Illustration E was included in the curriculum. Some of the participants suggested that each session provided them with an opportunity, through listening to presentations or working on group projects, to hone their skills within Illustration E (listen actively to understand, comprehend, analyze, engage and act). Others commented that they were “talked at” the entire time during the Academy and while communication skills were discussed, the program failed to teach the “nitty gritty” aspects of the competency. This was attributed to the lack of any overall template on which the Leadership Academy was based on. One participant expressed,

I get that maybe they used the template of other [trainings] and then, for example, I do believe that they took some supervision from the Supervisors Training, you know, and thought that ‘This was a good supervisor training’ so they added it in somewhere. And that ‘This was a good component of orientation’ and so they added that in. I don’t think that they really took the time to develop and think about this. I don’t feel they had a template of what they should be staging those on. I think that they were trying to develop something that met the communication guidelines but they were far from any type of guidelines that we have here [referring to AACC’s competencies]. It was a lot of listening and then we were trying to engage in activities.

The group did express some concerns regarding the extent to which the Leadership Academy actually taught leadership skills. One participant stated, “They kind of brushed over things. It wasn’t that they didn’t talk about it, but we didn’t get into anything very deep. It was all very surface.” Another participant described it as, “It was very, ‘oh we need to mention this and we need to mention that.’ Nothing very detailed.” “There was a lot of fluff and nurturing throughout and those are more personal skills

instead of leadership skill,” added a participant. “When I go to a leadership camp, I want to work. I want to feel like I’m getting some things, and I never experienced that,” commented another participant.

*Steering committee focus group.* Overall the group felt that communication was an “underlying theme” throughout the Leadership Academy. Several of the illustrations were either addressed directly through activities and lectures or were “covert” in nature. One committee member stated, “We are coming together and we are going to communicate. It is more a function of making sure we try to do some activities that involve talking to one another.” “Group activities,” added another member of the steering committee. The group identified Illustration A, C, D, E and F as being embedded within the program’s curriculum. The group did not specially identify Illustration B as being present or absent from the Academy.

While the committee expressed that the overall concept of communication was embedded throughout the curriculum, the extent to which the individual illustrations were included varied. Consistent with earlier comments made by the group, AACC’s competencies were not available when the program was first developed. Despite this, the program has covered many of the concepts within the Communication’s competency. The committee identified the concept of articulating and championing a shared mission, vision, and values (Illustration A) as being embedded to a large extent throughout the Academy and in every session.

Concepts surrounding Illustration C and D (creating and maintaining open communication and conveying ideas and information succinctly) were currently not viewed by the committee as being taught specifically. Instead activities and group work

throughout the Academy provided participants a venue to practice the skills. “I spent a lot of time with people that had the opposite point of view than I had about things or were at the other end of the spectrum,” commented a committee member who also participated in the program. The committee acknowledged one session about communication with entities outside the institution had been offered in the past, but was eliminated in Year 4 due to time. A committee member described it as learning “how important it is to talk to legislatures, talk to people in the community, and make them aware of what we do, what our mission is and in particular in the realm of politics.”

Leadership skills teaching participants the importance of active listening to understand, comprehend, analyze, engage, and act (Illustration E) were identified as being a part of the program’s retreat in Year 1 and Year 2. As later participants entered the program having already completed the activity associated with these skills, the committee decided to make the activity a prerequisite for participation for Years 3 and 4. Based on comments from the focus group, the program no longer includes the skills identified within Illustration E, in the program’s curriculum.

The concept of projecting confidence and responding responsibly and tactfully (Illustration F) were currently embedded within the curriculum, but this was not always the case. A member commented,

I think it was in the second year we added a segment taught by our communication faculty on public speaking, improving skills in the speaking arena. Then again, because of officer’s choices on the agenda, we let that go in the last Academy. And the things we saw as a result of that, in terms of anxiety about being in front of the group, we added it back. Because it is important and not everyone has that ease and so we’re not going to develop good public speakers in one small session, but we can at least impress upon them the importance of developing those skills.

*Document analysis.* An analysis of the program's agendas and handouts from the most recent offerings (Years 3 and 4) revealed that aspects of each illustration were present within the program to varying extents. Concepts around Illustrations A, C, D, and E were covered in three to four different sessions throughout the program. Various activities within the sessions touched on aspects within the illustrations. The analysis verified that the comments made by the steering committee focus group regarding Illustration F were not covered to a large extent, but by a single activity. Consistent with the absence of comments made by both focus groups regarding Illustration B (disseminating and supporting policies and strategies), documents of the last two years verified that no session or activities were offered pertaining to these skills.

#### *Collaboration Competency*

*LACS survey.* Data collected from the LACS survey revealed that participants believed the overall Collaboration competency was embedded within the Leadership Academy curriculum to a Moderate Extent with a mean score of 3.64. Eight illustrations were identified by AACC to further define and support the overall competency (see Table 10). The mean scores for each of the eight illustrations ranged from 3.31 to 3.92. Illustration B (demonstrate cultural competency relative to a global society) had the lowest mean score (M=3.31) with a standard deviation of 1.06. Illustration A (embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles) had the highest mean score (M=3.92) with a standard deviation of 1.00.

Table 10

*AACC's Collaboration Leadership Competency*

Competency Illustrations	Mean Score	Standard Deviation	Standard Error Mean
A. Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.	3.92	1.00	0.12
B. Demonstrate cultural competence relative to a global society.	3.31	1.06	0.13
C. Catalyze involvement and commitment of students, faculty, staff, and community members to work for the common good.	3.58	0.97	0.11
D. Build and leverage networks and partnerships to advance the mission, vision, and goals of the community college.	3.69	0.95	0.11
E. Work effectively and diplomatically with unique constituent groups such as legislators, board members, business leaders, accreditation organizations, and others.	3.55	0.92	0.11
F. Manage conflict and change by building and maintaining productive relationships.	3.49	0.95	0.11
G. Develop, enhance, and sustain teamwork and cooperation.	3.86	0.93	0.11
H. Facilitate shared problem-solving and decision-making.	3.69	0.92	0.11

*Note:* Likert scale ranged from 1= No Extent to 5=Very Large Extent. N=71

*Participant focus group.* Comments made by the participant focus group were consistent with the data collected from the LACS. Participants agreed Illustrations A, D, E, G, and H were all included within the Leadership Academy, but to differing degrees. Consistent with earlier comments made about previous competencies, the group expressed several concerns regarding the lack of depth the program provided in developing the skills associated with the competency and illustrations. Many of the sessions offered an indirect learning experience to participants.

While no one session was designed to exclusively teach concepts within Illustration A, G, and H, several opportunities were provided for participants to indirectly embrace and experience aspects of the illustrations. The Academy offered sessions and activities built around the institution's involvement with varying urban community centers. A charter high school serving the Latino community and one of the city's Hispanic centers provided participants a better understanding of diversity and other cultures (Illustration A). While these sessions provided participants an indirect learning experience, one focus group member felt the sessions should have taken a more direct approach to teaching diversity and inclusion:

I felt that area (a group activity) did promote diversity and it did promote inclusion. There was obviously an effort there on inclusion and diversity. Where I thought it was, though, it was more evaluating your own diversity experiences instead of teaching you how to be more accepting of diversity. There is a little bit of a difference. How do you feel about diversity? And teaching you how or why diversity is important because it may be an exposure our students have never had.

Another participant expressed some concerns that while the program provided opportunities to embrace diversity, certain aspects of the program were not sensitive to her own beliefs and culture:

I'm probably the most square person in this room. I don't drink. I don't eat pork and a lot of food offered was around pork. So I felt devalued. We had a Halloween activity that bothered me. I don't celebrate Halloween at all. There weren't always alternate choices. So should I bring my own food to eat? I felt a little devalued by the whole experiences and certain aspects of my personal situation.

Participants also agreed the concepts within Illustrations G (develop, enhance, and sustain team work and cooperation) and H (facilitate shared problem solving and decision making) were intertwined throughout the program. Several focus group members felt the program did a good job of providing opportunities to network with other participants and presenters. "[Illustration G and H] was maybe a by-product, because [the program] didn't really focus a lot on it, but I did feel like my Leadership Academy experience allowed me to network with my fellow colleagues," stated one participant. Beginning with the retreat, the program provided participants opportunities during each session to work in groups on various activities that involved teamwork, cooperation, decision making, and problem solving skills. While these sessions did not directly teach these skills, participants stated they were provided opportunities to develop and practice the skill sets.

The Leadership Academy's curriculum provided participants with an understanding of the various partnerships the institution had entered into over the years to advance the college's mission, vision, and goals (Illustration D and E). As mentioned earlier, the Academy offered sessions and activities built around the institution's involvement with varying ethnic community centers and agencies, but the extent to which these sessions touched on the partnerships and how they were built was of concern to participants. One focus group participant stated,

I thought we had some good stuff that day ...and a little bit about how the partnership that the Maple campus (pseudonym) was forming with them

and how they were going to try and get started. But again, it was just really kind of surface and I just kind of felt that we could have carried that farther and to many more areas. Not just had a day about it, but you could have really carried that farther with different items.

Another participant added, with others in agreement,

When we went to the Hispanic Center (pseudonym), fantastic place, but you know what we didn't hear? We didn't hear anything about how the Hispanic Center was a constituent of the institution and how we use the Hispanic Center and how they use us and how other opportunities for that type of partnership exist and how we go about making those. We didn't do any of that stuff and that's the stuff that's important to me.

Members of the participant group also identified a session that focused primarily on the connections and partnerships between area businesses and the Willow Campus (pseudonym). The session involved a panel discussion with members of area businesses and the college president. All of the participants agreed that they learned about the strong relationship the campus has with its community. "It's obvious that the Willow campus has a very connected relationship with their community," offered one participant. "What I got from that was Willow [campus] has a very strong relationship and is very deeply embedded with the community," added another participant. However, members again expressed major concerns regarding the extent to which the particular session taught how to develop and foster partnerships. Several felt the session only talked about the partnership, but never explained how they were developed. One participant stated,

It would have been nice to have used the Willow [campus] day to talk about how this partnership was developed? What the agreements were. If they were monetary agreements. How much time did the companies give back...It was really more of something you could get off any panel discussion that just talks about here's who I am and here's how my leadership is.

Another expressed,

In this situation the connection to Willow [campus] and the president of Willow and how he made those connections. How he uses those connections to benefit his campus. Those are the types of thing that I think if you're going to try and move up in the organization or move up in any organization, those are the types of things that you would like to know....Again, they missed the opportunity for really playing up with it could have been.

Aspects of how institutional leaders work with legislators and board member (Illustration E) was also lacking. "I don't think we ever discussed any of our connection with our legislatures," commented a participant. "Do we have a lobbyist now? What type of lobbying do we do?" questioned another participant. Regarding board members, a participant stated,

I would have like to have seen a board member there at some point to tell what they do here...and who they really are representing. How are they getting information from their constituents to bring here and what are they doing here to make a difference?

*Steering committee focus group.* Consistent with the participant focus group, the steering committee identified several illustrations that were embedded within the curriculum. Participants were indirectly exposed to many of the concepts within the illustrations which were embedded in both activities and instructional sessions. The committee identified five of the eight illustrations (Illustrations A, E, F, G, and F) which were to varying degrees included in the program. Illustrations B, C, and D were identified as being absent from the curriculum.

Illustration A, F, G, and H were viewed as being infused throughout the curriculum. The program provided participants indirect exposure to the illustrations through the composition of the participants, various activities, and group work. The

group referred back to earlier comments regarding the illustrations within the Communication competency as evidence that the Collaboration illustrations also existed within the curriculum. While the participant focus group, considered the cultural diversity sessions as offering an indirect learning experience, the steering committee pointed to the "diversity of the participants" and the activities they worked on as a group providing evidence that the illustrations were deeply embedded within the program. "Shared problem solving [Illustration H], I think is really infused throughout the entire Academy," expressed one member. Another committee member added,

I agree. Even managing conflict and maintaining productive relationships. I mean it is just the way we set it up and who chose to be in the Academy for that year. Is to say, okay we are working together and we gotta build relationships to keep this college running to basically teach these students.

The group also identified the concept of working effectively and diplomatically with constituents group (Illustration E) as being included in the program, but through a single session that has since been removed due to time. A committee member stated,

Business leaders kind of jumped out at me, because in the last two academies Dr. Palm (pseudonym) brought in a panel of community leaders. Sort of centering around that collaboration with the new Willow (pseudonym) campus development, the performing arts center, and how those collaborations come together to support the community and the college.

Concepts related to Illustration B, C, and D were seen as being absent altogether from the program's curriculum. Regarding the skills involved with demonstrating cultural competency relative to a global society (Illustration B), one committee member noted, "I don't know what we talked about with the global [society]." Another one added, "Or even cultural competence. I can't say that term has ever come up in the conversations in the Leadership Academy." Regarding Illustration D (advancing the mission, vision, and

goals of the community college), one member commented, “Some people don’t know what the goal of the community college is.... We are not the same as a four-year institution and I think some people get confused with that. Maybe if we talked more to who we really are.”

*Document analysis.* An analysis of the program’s agendas and handouts from the most recent offerings (Year 3 and Year 4) revealed aspects of each illustration were present within the program at differing extents. Concepts related to Illustrations A, C, D, E, F, G, and H were evident in the curriculum’s handouts and agendas. While the extent to which the illustrations varied within the program, document analysis supports that the illustrations were associated with three and sometimes four different sessions throughout the Academy. This was contrary to comments made by both focus groups that Illustrations C and D were absent from the curriculum. Consistent with the findings from both focus groups, the document analysis found no evidence related to the existence of Illustration B (cultural competency relative to a global society) in the program’s curriculum.

#### *Community College Advocacy Competency*

*LACS survey.* Data collected from the LACS survey showed participants believed the overall Community College Advocacy competency was embedded within the Leadership Academy curriculum to a Moderate Extent with a mean score of 3.70. The competency had the highest mean score of the six competencies (see Table 11). Six illustrations were identified by AACC to further define and support the overall competency. The mean scores for each of the six illustrations ranged from 3.54 to 4.03. Illustration D (advocate the college mission to all constituents and empower them) had

the lowest mean score ( $M=3.54$ ) with a standard deviation of 0.94. Similar to the Collaboration competency Illustration A (embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles), the Community College Advocacy competency Illustration A (value and promote diversity, inclusion, equity, and academic excellence) scored the highest within Community College Advocacy competency. The Illustration A had a mean score ( $M=4.03$ ) with a standard deviation of 0.91 showing participants felt the illustration was embedded within the curriculum to a Large Extent range.

Table 11

*Community College Advocacy Leadership Competency - Illustrations*

Competency Illustrations	Mean Score	Standard Deviation	Standard Error Mean
A. Value and promote diversity, inclusion, equity, and academic excellence.	4.03	0.91	0.11
B. Demonstrate a passion for and commitment to the mission of community colleges and student success through the scholarship of teaching and learning.	3.76	0.89	0.10
C. Promote equity, open access, teaching, learning, and innovation as primary goals for the college, seeking to understand how these change over time and facilitating discussion with all stakeholders.	3.73	1.00	0.12
D. Advocate the community college mission to all constituents and empower them to do the same.	3.54	0.94	0.11
E. Advance life-long learning and support a learner-centered and learning-centered environment.	3.70	0.87	0.10
F. Represent the community college in the local community, in the broader educational community, at various levels of government, and as a model of higher education that can be replicated in international settings.	3.97	0.89	0.11

Note: Likert scale ranged from 1= No Extent to 5=Very Large Extent. N=71

*Participant focus group.* Data collected from the participant focus group was similar with the data found in the LACS survey. Participants agreed that that Community

College Advocacy competency was embedded throughout the program curriculum.

Illustration A, B, D, and E were identified as being prominent in the program. Similar to earlier comments made with the other competencies, participants acknowledged that the Leadership Academy included aspects of the competency, but only “just kind of rubbed the surface.”

Consistent with Illustration A within the Collaboration competency, participants agreed that Illustration A (value and promote diversity, inclusion, and equity) within the Community College Advocacy competency was also included within the curriculum to a large extent. Several of the comments related to diversity previously reviewed in the Collaboration competency also applied to Illustration A within the Community College Advocacy competency.

Participants also agreed that Illustration B (demonstrating a passion and commitment to the mission of community colleges and student success) and Illustration D (advocating the community college mission) were included throughout the Academy in each session. “I think the officers’ stories, especially some of the officers, you clearly got their passion and why they are a president within the community college system. And I think that was clearly articulated,” added a participant. Another participant stated,

This is probably the one area I think the Leadership Academy did a very decent job in doing. That’s because this is more of the fluffy type of program that we’re kind of talking about. I feel like they did a very good job of really talking about the mission of the community college is and I think that is probably one area it was infused through some of our activities and mostly in the presidents’ stories.

Illustration E (advancing life-long learning) was seen as being the essence of the Leadership Academy and was stressed throughout the program. A participant expressed,

I sincerely believe you get out of it what you put into it. There's always opportunity for professional development here. There are always places to find it. They are very good about communicating all of that. The Leadership Academy is a beginning point and they could really make it grow.

The remaining Illustrations C and F were not discussed as being present or absent within the program's curriculum.

*Steering committee focus group.* Overall, the committee identified the Community College Advocacy competency as being very weak in the Leadership Academy. The steering committee only identified Illustration A as being currently embedded within the program's curriculum, but not to a strong extent. Illustration D and F were identified as being present in past programs, but had been eliminated. Illustrations B, C, and E were not identified as being present or absent from the program.

The group pointed to Illustration A as the only illustration embedded within the curriculum, but to a lesser extent than previous years. The first couple of years, an all day session based on aspects of diversity and inclusion was offered and taught by an officer who saw "diversity as kind of his special project and did quite a bit with that topic." Upon his retirement the session was replaced with a session on "engaging sort of the hip hop generation and how important that is for us to address." One committee member stated,

I would not say that Eric's (pseudonym) is as robust as Nick's (pseudonym) and again that is just because they had different focuses and history with the organization and so on. So I would not say that Nick's focus has been replaced....So we probably don't have a strong link there. It's there, but not as strong there. Not a whole day.

Illustrations D and F were identified by the committee as being originally present and embedded within the curriculum, but had been removed in the last two offerings of

the Academy. Illustration D (advocate the college mission to all constituents) was included in earlier years, but was removed in Year 4 due to the allotment of time. The group referenced earlier comments made regarding Illustration D under the Communication competency as evidence:

Grant (pseudonym) came and did a little session on community advocacy. Basically making our presence known out in the community and how important it is to talk to legislators, talk to people in the community and make them aware of what we do.

Illustration F, (representing the college in the local community, governmental, and as a model that can be replicated in international settings) was absent the last two years. The group did not mention aspects of representing the institution in local community or governmental settings, but instead focused on the international setting. Again, based on an officer's interest in establishing a community college in Haiti, his session focused on the concept of global education. Since his departure from the institution, sessions or activities related to international settings have not been introduced. The group agreed that the Leadership Academy was "lacking on the global perspective that we are starting to confront" and it needed to be addressed in future academies.

*Document analysis.* An analysis of the program's agendas and handouts from the most recent offerings (Year 3 and Year 4) revealed several sessions and activities associated with teaching the various illustrations. This was contrary to comments made by both focus groups who perceived that very few of the illustrations were embedded within the curriculum.

### *Professionalism Competency*

*LACS survey.* Data collected from the LACS survey revealed that participants believed the overall Professionalism competency was embedded within the Leadership Academy curriculum to a Moderate Extent with a mean score of 3.64. Eleven illustrations were identified by AACC to further define and support the overall competency (see Table 12). The mean scores for each of the 11 illustrations ranged from 3.41 to 3.89. Illustration G (understand the impact of perceptions, world views, and emotions on self and others) had the lowest mean score (M=3.41) with a standard deviation of 0.99. Illustration D (support lifelong learning) had the highest mean score (M=3.89) with a standard deviation of 0.85 within the competency.

Table 12

*Professionalism Leadership Competency - Illustrations*

Competency Illustrations	Mean Score	Standard Deviation	Standard Error Mean
A. Demonstrate transformational leadership through authenticity, creativity, and vision.	3.77	0.85	0.10
B. Understand and endorse the history, philosophy, and culture of the community college.	3.86	0.91	0.11
C. Self-assess performance regularly using feedback, reflection, goal-setting, and evaluation.	3.75	1.01	0.12
D. Support lifelong learning for self and others.	3.89	0.85	0.10
E. Manage stress through self-care, balance, adaptability, flexibility, and humor.	3.42	1.06	0.13
F. Demonstrate the courage to take risks, make difficult decisions, and accept responsibility.	3.61	0.95	0.11
G. Understand the impact of perceptions, world views, and emotions on self and others.	3.41	0.99	0.12
H. Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.	3.85	0.90	0.11
I. Use influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.	3.42	0.95	0.11
J. Weigh short-term and long-term goals in decision-making.	3.56	0.92	0.11
K. Contribute to the profession through professional development programs, professional organizational leadership, and research/publication.	3.49	1.07	0.13

Note: Likert scale ranged from 1= No Extent to 5=Very Large Extent. N=71

*Participant focus group.* Participants from the focus group differed in their views when compared with the LACS survey responses in some areas. The focus group identified Illustrations B, C, E, F, and H as present within the curriculum at differing levels. Illustrations G, I, and J were not discussed by the group. While, Illustrations D was not mentioned, it had the highest score within the LACS survey.

Consistent with previous comments, the group felt the Leadership Academy failed to fully explore the concepts within the Professionalism competency. Much of the curriculum broached the subject, but was often described by participants as another “missed opportunity” to train future community college leaders. “Every time you just feel like you’re right here at a level, they need to bring it up,” expressed one participant. “They probably need to have a good strong set of outcomes based on strategies.... They are right on the cusp of doing some great things,” added another participant.

The group agreed Illustration B “definitely endorsed the history, philosophy, and culture” throughout the program. “I do think the history was covered quite well with the Presidents telling their story. A lot of them had stories of this place [Woodsburrow],” one participant stated. Participants also noted hearing extensively about the history of the Willow campus, its community, and the ties the campus still has with the community during their visit to the campus. “I feel that it was important to hear about the history of the Willow [campus],” commented a participant.

There was consensus that Illustration C (self-assessed performance with feedback, reflection, goal-setting, and evaluation) and Illustration H (organizational integrity, honesty, and respect for people) were also embedded throughout the program. Participants pointed to one session that involved the college president leading them

through a process of identifying self-values, mission, and long-term life goals.

Additionally, another participant stated,

I think that's how our entire Academy kind of was, because we were using a book, we were using a guideline that had us start out with a 360 degree evaluation about yourself. We all did the DISC [360-degree personal profile system] and then we followed through these exercises that really more introverted. So when we did these things I thought that a lot of them had to do with self-evaluation. What I was really hoping to get out of the Academy was again a missed opportunity. Yes, I think self-evaluation is important and here's why, but let's go ahead now and tie that into the other part of that, which is 'how did that fit into you inside the importance of that inside the college system'. And we just never took that step farther, we were right here just never ever, and I think that's the same here with the Academy.

Others felt many of the concepts were indirectly taught through self-exploration activities and journaling which they were encouraged to utilize during each session. "We talked about personal mission and we did a value session. So I think some of that was covered, again it was more looking inward in our Academy," expressed one participant.

Participants identified two activities that explored the concepts of meditation and living a life of balance. The group suggested both touched on Illustration E (managing stress, balance, flexibility, and humor). The group also felt the Leadership Academy encouraged participants to take risks, make difficult decision, and accept the outcomes (Illustration F). However, one participant felt the Academy only talked about the concept, but failed to actually teach how to make such decisions:

When the decision didn't go well, they kind of talked about how they handled that professionally. But as far as did we learn how to do these skills? I would have to overwhelmingly say no. You would have to learn to do it yourself.

*Steering committee focus group.* The steering committee expressed that concepts associated with the Professionalism competency were embedded within the curriculum to

a large extent and they were underpinned throughout the program. The group identified several illustrations (A, B, E, G, and K) as being embedded within the curriculum to varying degrees. Sessions teaching aspects of Illustration I and J had been eliminated over the years and not replaced as personnel changed and feedback from participants was taken into consideration. Illustration C, D, F, H, I, and J were not mentioned during the focus group as being present or absent.

The group agreed that Illustrations A and B received very strong attention in curriculum. Unlike the participant focus group, the steering committee saw aspects of Illustration A (transformational leadership through authenticity, creativity, and vision) being embedded throughout the program's curriculum. The group felt that while no single activity was offered to directly teach the concepts; they were explored indirectly through the officer's stories. Understanding and endorsing the history, philosophy, and culture of the community college (Illustration B) was also considered as being very strong within the program. During the last Academy, two different activities were related to the history and philosophy of the institution and community colleges as a whole. Members of the committee stated the session on the overall history of community college received poor feedback and expressed an intention to eliminate it. The other session on the history of the institution received higher reviews and was "more inclusive. It was more [institution] specific...you could see how [the institution] fit into the broader history," expressed a committee member.

Illustrations E, G, and K were each viewed as currently being present within the program, but not to a large extent. While not offered initially, the concept of managing stress through self-care, balance, and adaptability (Illustration E) was included as a part

of the curriculum during Year 3 and Year 4. The committee noted that the session provided participants a good understanding of how to deal with the stresses associated with leadership at all levels, but was identified as the only session that teaches it.

Illustration G (understanding the impact of perceptions, world view, and emotions on self and other) was identified by the committee as being embedded within the curriculum, but to a limited degree. The committee agreed the Leadership Academy only touches on the aspect of learning styles and not on the world view. Consistent with earlier comments made by the group, the academy's curriculum fails to touch on the global side of leadership. Additionally, the group saw Illustration K (contribute to the profession through professional development program, organizational leadership, and research/publication) as being embedded within the curriculum to a "subtle" extent.

*Document analysis.* An analysis of the program's agendas and handouts from the most recent offerings (Year 3 and Year 4) revealed aspects of each illustration being present within the program at differing extents. The documents analysis revealed each of the illustrations, except for Illustration D, I, and K, as having several sessions and activities providing participants learning opportunities and exposure to the concepts. Consistent with the lack of comments made by both groups, no curriculum was identified as directly or indirectly teaching Illustrations D, I, and K.

In summary, data from the LACS survey, the steering committee focus group, the participants' focus group, and document analysis showed the extent to which the *American Association of Community Colleges' Competencies for Community Leaders* were embedded within the Leadership Academy curriculum differed.

*Research Question 3. How are the tenets of the transformational leadership present within the curriculum of the leadership development program?*

To fully address research question three and determine how the tenets of transformational leadership were included within the program's curriculum, the researcher performed an extensive review and analysis of institutional documents and transcripts from the study's two focus groups. An initial review revealed that the program's curriculum changed slightly each year the program was offered based on speaker availability and participant feedback. In order to use the most current and relevant data to address the question, the researcher choose to analyze the curriculum from the most recent Leadership Academy (Year 4).

The data were analyzed using the definitions and illustrations of transformational leadership outlined in Chapter 1 and Chapter 2 and organized into three categories (Vision; Influence and Motivation; Values) based on Roueche et al.'s (1989) definition of transformational leadership. Roueche et al. defined transformational leadership as the ability to "exhibit leadership behaviors that reflect vision, demonstrate the ability to influence others, acknowledge the importance of attending to and motivating people, and act on the importance of modeling values conducive to institutional excellence" (p. 269).

*Vision.* Transformational leaders articulate their dreams and ideas allowing followers to identify and embrace a shared vision (Tichy & Devanna, 1986). An analysis of the Leadership Academy's curriculum revealed multiple lessons and activities that provided participants opportunities for self-reflection to identify and develop their own vision. They were exposed to the vision of the institution's existing leaders and explored

the significance of leaders understanding an organization's past and future vis-à-vis developing their own vision and viewing the organization in a larger context.

A leader must develop a vision that anticipates what is to come or what could be, inspire a shared vision, and enlist others to share in the vision (Kouzes & Posner, 2007; Roueche et al., 1989). The development of a leader's vision occurs through an introspective examination by the leader (Nanus, 1992). Recognizing it is a necessity for leaders to know themselves before they begin to develop their own vision, the Leadership Academy provided several opportunities for participants to evaluate their personalities, values, strengths, and goals. The curriculum included the use of a 360-degree personal profile tool that allowed participants to examine their behavioral strengths, challenges, and how they interacted with others as a leader. The program also utilized *StrengthsQuest*, by Donald Clifton and Edward Anderson, a personality assessment inventory, to encourage participants to identify and use their talents and strengths as leaders. *Five Steps to Achieving a Life of Balance*, by Tom Vansaghi was a third tool used by the Academy that took participants through a process of identifying and finding a balance with their values, roles, and goals. A steering committee member noted that after completing one of the self-assessment exercises, "we gave people information and we encouraged them to talk to each other about the differences and we had different groups sitting together." Agreeing, another member stated,

Throughout the year we did make some intentional groupings. The idea that we wanted to have faculty, staff, and an administrator or different campuses at the same table. We didn't do that all the time, but hopefully we set up the environment that 'Oh it's a good thing to talk to somebody different than myself.'

Hoping to encourage participants to exam their role and purpose as leaders, the curriculum also included one of the college presidents taking the group through exercises to identify and define each participant's purpose as a leader.

Yukl (2002) contended that a leader's vision provides followers a sense of hope not only for the future, but for the past and creates continuity between them. The theme, transformational leaders understanding the importance of knowing where an organization has been before they can begin to identify where it needs to go in the future, came forward through the analysis. Acknowledging the importance of leaders understanding of the past, the Leadership Academy offered three sessions that covered the history of community colleges, the institution, and two of the campuses. While comments made by the participant's focus group indicated the history was not necessary and too extensive, these sessions did provide a foundation to build upon. Not just focusing on the past, the Academy's curriculum also included a discussion about the greatest challenges facing community colleges today, teachings in the area of leading change, and how to redesign community college to be more responsive to community needs.

Transformational leadership influences values and behaviors by creating a shared vision and working with and through others to align their energy and work (Hesselbein et al., 1996; Roueche et al., 1989). The concept of a shared vision also emerged as an additional theme in the curriculum. Each session within the Leadership Academy took advantage of Woodsburrow's existing leadership with the officers of the college (chancellor, vice-chancellors, and campus presidents) sharing their life stories with the participants (*Officer's Story*). This often included a reflection by the officer of what they learned through the years related to leadership and how they advanced to their current

position. Incorporated within the story was each leader's vision related to overall leadership and their role as community college leader. Feedback from the participants and steering committee agreed that the leader's stories were the most popular and provided a wealth of information. Often included within the officers' stories were examples of how they were able to bring some of their visions into reality. One particular example was further explored and incorporated into the curriculum through a session that examined how one of the institution's leaders turned his vision into reality by developing the college's new health science facility.

Transformational leadership is based on the assertion that leaders and followers work together through a shared vision (Roueche et al., 1989). The importance for a leader to understand and utilize the concept of shared governance and community collaboration within higher education surfaced as an additional theme within curriculum. The Academy's curriculum provided participants an opportunity to learn how employees within Woodsburrow have come together based on a shared vision and alignment of their efforts. A participant recalled,

We did have an opportunity to talk in groups, but I when I think about the class that I was in - the feedback that we got was that our group was a group who liked to talk and I think a lot of us felt we had good conversations going.

The *Shared Governance Panel* session featured an employee who discussed shared governance and how it is utilized within the institution to help align the focus and work of three diverse groups (faculty, staff, and administration) in achieving Woodsburrow's mission. Recognizing a leader's shared vision involves not only those within the institution, the Academy described how community leaders have aligned their efforts and

collaborated with the institution to achieve the vision and goals of the college  
(*Community Collaboration and Leadership Panel*).

Teaching participants how to view the organization in a larger context became evident through the analysis of the program's curriculum. Gardner (1990) argued leaders must be capable to view the organization in a larger context. Using Bolman and Deal's (1997) *Reframing Organizations* concept, participants were led through the process and provided examples of how Woodsburrow's leaders have looked beyond its existing walls and viewed the college in a larger context. In one session participants explored Bolman and Deal's concept of reframing to develop a leader's ability to use multiple frames/lens to contextualize the organization and their vision. The Academy also provided several illustrations of how the institution's leaders moved the institution beyond its walls to develop relationships with the community and K-12 schools offering them support through new programs and initiatives. Participants were exposed to the *High School Advisory Team* that worked with area high schools to better prepare students for college; the *Pre-Collegiate Program* that worked with churches in the area, encouraging their attendees to enroll in college; and the *Knowledge Is Power Program* (KIPP) school that involved the institution sponsorship of an open-enrollment, college-preparatory school that served the city's urban core. Each of these examples provided participants with demonstrations of how institutional leaders have been successful in viewing the organization in a larger context to better serve the students and the community.

*Influence and Motivation.* In an ever changing world, today's leaders must offer more than a vision, they also need to provide motivation and a plan of action (Tichy, 1997). Transformational leaders recognize the importance of the role they play in

motivating, inspiring, and challenging their employees and the organization (Bass, 1998; Leithwood & Duke, 1999). An immense potential exists within leadership to influence followers, a skill that leaders must recognize (Burns, 1978; Tichy, 1997). Much of the literature in the area of transformational leadership describes the importance of the leader-follower relationship that enables leaders to influence and motivate their employees. A review of the Leadership Academy's curriculum revealed the program did not directly explore the importance of this relationship and the development of leadership skills in the areas of employee influence and motivation, but took an indirect approach to teaching the concepts

The researcher identified one session that included the word motivation within the title; however, the session failed to provide any real direct substance on the topic. Although there was no direct reference to developing motivation within the curriculum, a steering committee member indicated that the Academy attempted to empower participants to lead:

And that is something we had a lot of discussion on...that it was not necessarily a track to become a leader, but it was to empower people to become a leader within their own role. Basically to be better employees, I think. To be more maybe vested in the organization and to take leadership upon yourself, that to be a leader doesn't necessarily mean you have to be an administrator.

Consistent with the indirect learning format utilized throughout the Leadership Academy, several sessions were identified that indirectly explored aspects of influence and motivation within the areas of self-reflection, change, communication, collaboration, and mentoring. In relation to this, a steering committee member commented,

I think it is totally motivating to hear where they started and where they are....The officer is there getting to work with the employees - like it

creates ownership and [and the participant thinks], 'I'm invested in my organization, because the officer...thinks enough of us employees to be in there working with us, in helping mentor us, teach us - and we can learn from that, whether we want to advance with the organization or if we just want to do a better job in our role.' So I think it is really really important to have that - and that's what as a participant I really got out of it....It highly motivates you and gives you hope. Wow, look where they started and look where they went.

In order for transformational leaders to develop a relationship with employees based on trust, admiration, loyalty, and respect (Burns, 1978; Kouzes & Posner, 2007; Yukl, 2002), they need to be cognizant of who they are as a person and leader. As noted earlier, the program's curriculum had an overall theme of self-evaluation and reflection. Several sessions, throughout the Academy, provided opportunities for this experience primarily using the *StrengthsQuest* material and the 360-degree personal profile system. In addition, two videos, *Everyday Creativity* and *Celebrate What's Right with the World* were viewed and discussed during the program. These videos focused on leadership creativity, problem solving, risk taking, and encouraging leaders to visualize possibilities and find solutions in leadership challenges. "They encouraged you to take risks because I think that was the entrepreneurship for our academy," a participant commented.

The concepts of change, communication, and collaboration were additional themes that surfaced within the Leadership Academy's curriculum. Leadership is a process based on intentional influence that changes and affects people and their environment (Hesselbein et al., 1996). Through open communication, collaboration, empowerment, and delegation of authority, leaders are able to influence and transform an organization (Kouzes & Posner, 2007; Romero, 2004; Roueche et al., 1989). A variety of sessions and activities within the program gave participants an opportunity to learn

about influencing organizational change, developing open communication, and collaborating with their fellow participants.

Aspects of organizational change were explored within one session, titled *Leading Change – Eight Components*, that outlined the process of managing change within an organization from a leader's perspective. In addition, *Ethics 4 Everyone*, *Reframing Organizations*, and *How Do We Redesign Community Colleges to Be More Responsive to Community Needs* were additional sessions that contained aspects of organizational change and the leader's role in the process. The concept of open communication was addressed through use of the *StrengthsQuest* material and indirectly in the *Shared Governance Panel* session. Throughout the program, participants were involved in several group activities that offered them firsthand experience related to collaboration. Participants were often purposefully placed in divergent groups to give them the experience of working together toward a shared goal.

Bass (1998) contended transformational leaders are capable of inspiring and challenging their followers to go beyond their own self-interests. A review of the curriculum revealed a capstone project, in which participants identified a mentor to guide them through a year-long project (*Mentored Project*). This provided participants an opportunity to experience first-hand the leader-follower relationship identified by Burns (1978) and Bass's contention of the role leaders play to inspire and challenge their followers. In addition to the *Mentored Project*, the Leadership Academy offered participants a session on *Employee Mentoring* that explored the concept of employees mentoring each other. The panel discussed their experience with mentoring a fellow employee and the benefits of the relationship.

*Morals and Values.* A solid moral foundation is the basis of transformational leadership that is exemplified by a leader's moral character and ethical values (Allen, 1996; Bass & Steidlmeier, 1998). Transformational leaders are value driven and use those values to guide their actions, inform their decisions, and appeal to the moral values of followers (Kouzes & Posner, 2007; Tichy & Devanna, 1986; Yukl, 2002). An analysis of the Leadership Academy's curriculum revealed multiple lessons and activities that encouraged participants to explore and examine their own morals and values and how they align and interact with those of Woodborrow and the community. Individual, organizational, and community morals and values and how they interact in a leadership role emerged as a theme through the examination of the curriculum.

Transformational leadership is based on a solid ethical and moral foundation (Allen, 1986; Bass & Steidlmeier, 1998). An analysis of the Leadership Academy's curriculum identified a day-long session focused primarily on ethics and ethical leadership. Additional days within the Academy provided sessions offering further insight and educational opportunities on leadership ethics, morals, and values. Many of the Academy's topics that examined aspects of a leader's vision, influence, and motivation also provided opportunities for participants to explore the importance of a leader's morals and values. A steering committee member noted that in one session,

The instructor created two scenarios that were very believable having to do with issues of ethics, and one was sort of on the instructional side of the house and the other was the business side of the house, so I think that it pulled out some really good discussions so everyone could see what our officers have to grapple with. Actually, it was the bigger questions of ethics.

Through the analysis of the Academy's curriculum, a theme of self-reflection, identification, and development of leadership morals and values emerged. Using self-examination exercises and presentations from leaders within the institution, participants were allowed an opportunity to identify and explore their own morals and values as they relate to leadership and those of leaders within the organization. The Academy utilized *StrengthsQuest* throughout the curriculum, thereby encouraging participants to examine their personal strengths and abilities. Intertwined with the *StrengthsQuest* curriculum was the opportunity for participants to clarify their own morals and values. The Leadership Academy's curriculum also included a session to develop balance in life, a 360-degree personal profile system, and lessons requiring participants to identify and explore their purpose. Similar to the *StrengthsQuest*, these exercises provided participants with an indirect method to further examine their own morals and values.

Presentations by the institution's leaders provided participants additional opportunities to explore the area of morals and values of community college leaders. As noted earlier, each session began with one of Woodsburrow's officers (chancellor, vice-chancellors, or college presidents) presenting their "story." The presentations allowed the officers to share not only their story, but their vision and values. The presentations were highly regarded by both the steering committee and the participants who felt it provided participants a view into the morals and values of the institution's leaders and an opportunity to compare their own values to those of the leaders.

Through an analysis of the program, a theme emerged which emphasized how an individual's leadership morals and values interact with their employees and the organization's morals and values. The concept that transformational leaders are not self-

servicing, but looked to build relationships that are mutually stimulating with their employees and in the end engage both of them to a higher level of morality was the premises of transformational leadership theory developed by Burns in 1978. Participants were provided several opportunities to develop an awareness and understanding of the values associated with community colleges and the institution through sessions on the history of community colleges, the institution, and two of the individual campuses. Program content focusing on moral leadership and the community college mission, personal leadership and organizational success, and shared governance provided participants additional insight to the organization's values and the connection to ethical leadership. A participant commented that illustration C (Responding to culture) and F (Aligning organizational mission) found in the Organizational Strategy competency was strongly emphasized in Leadership Academy, "Dr. Brown (pseudonym) helped us develop our own mission around living a life of balance." The curriculum also examined the use of ethics and morals in budgeting. An activity encouraged participants to view the process of balancing a budget not from a financial perspective, but from an ethical and moral view. The activity was focused on the question "How do budget cuts affect employees and students and do they align with the institution's mission and values?"

A societal theme that emerged from examination of the curriculum centered on the institution's and its leaders' moral responsibility to support their surrounding community and work toward the betterment of students. Sessions entailed an exploration of ways to redesign community colleges to be more responsive to community needs and understanding the history of the community they serve. The program emphasized an awareness of the importance in developing institutional collaborative partnerships with

the community, outside organizations, and businesses on various projects to better the community. Another session focused on the role Woodsburrow and its leaders have, to influence minority male students.

In summary, the data illustrated that the Leadership Academy offered both a direct and indirect opportunity for participants to explore, examine, and participate in selected activities involving the basic themes of vision, motivation, and values inherent in the theory of transformational leadership.

*Research Question 4. Does a person's age, level of education, job classification, number of years in a leadership position, or when they participated in the program make a difference in their perception of the program's content?*

In order to address research question four, data collected from the *Leadership Academy Competencies Survey* were used to fully address the research question. Descriptive statistics and an analysis of variance (ANOVA) were performed using participants' demographic data along with their perceptions of the Leadership Academy's content. The data were initially analyzed utilizing an overall composite score of the six leadership competencies. A secondary analysis was performed using the individual leadership competencies scores. The dependent variables were the participants' perception of the Leadership Academy's content based on American Association of Community College's (AACC) *Competencies for Community College Leaders* (AACC, 2005). The independent variables were the participants' demographic characteristics (age, level of education, job classification, years of supervisory experience, and the number of years since participating in the program). A critical value of .05 was used to determine the statistical significance.

## Age

Illustrated in Table 13 is the initial analysis of the participants' perception of the curriculum content based on their age using a composite score of the individual leadership competencies collected from the 71 completed *Leadership Academy Competency Surveys* (LACS). Those participants between the ages of 31 and 40 years perceived the curriculum contained the leadership competencies the least with a mean score of 3.09. Those 61 years and older had the highest mean score of 3.66.

Table 13

*Descriptive Statistics of Participants' Overall Perception Based on Age*

Group	N	Mean	Std. Deviation	Minimum	Maximum
26 - 30 years	2	3.43	0.08	3.37	3.48
31 - 40 years	13	3.09	0.48	2.36	3.77
41 - 50 years	26	3.55	0.67	2.42	4.81
51 - 60 years	25	3.54	0.64	2.48	4.69
61 or over	5	3.66	0.24	3.37	3.98

A one-way analysis of variance was conducted to determine if a significant difference existed in the participants' perceptions vis-à-vis their age. As illustrated in Table 14, the obtained  $F(4, 66) = 1.612$ ,  $p = .182$ , indicated there was no statistical significance between the participants' perception and their age.

Table 14

*Analysis of Variance (ANOVA) for Overall Participant's Age between Groups*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.356	4	0.589	1.612	0.182
Within Groups	24.12	66	0.365		
Total	26.476	70			

Further analysis of the data was performed to determine if the participants' age made a significant difference in their perception of the curriculum with regards to each individual leadership competency. Illustrated in Table 15 are the mean, standard deviation, minimum, and maximum scores for each of the competencies based on the participants' age.

Table 15

*Descriptive Statistics for Leadership Competencies Based on Age*

Group	Years	N	Mean	Std. Deviation	Minimum	Maximum
Organizational Strategy	26 - 30	2	3.17	0.24	3.00	3.33
	31 - 40	13	3.09	0.52	2.50	4.33
	41 - 50	26	3.36	0.64	2.00	4.50
	51 - 60	25	3.40	0.71	2.00	4.83
	61 or over	5	3.33	0.24	3.00	3.50
Resource Management	26 - 30	2	2.63	0.71	2.13	3.13
	31 - 40	13	2.67	0.61	1.63	3.50
	41 - 50	26	3.11	0.75	1.25	4.38
	51 - 60	25	3.03	0.72	2.00	4.75
	61 or over	5	3.60	0.19	3.38	3.88
Communication	26 - 30	2	3.33	0.71	2.83	3.83
	31 - 40	13	2.97	0.71	2.00	4.17
	41 - 50	26	3.58	0.76	2.17	5.00
	51 - 60	25	3.55	0.76	2.17	5.00
	61 or over	5	3.67	0.31	3.33	4.00
Collaboration	26 - 30	2	3.69	0.27	3.50	3.88
	31 - 40	13	3.11	0.60	2.38	4.00
	41 - 50	26	3.85	0.76	2.63	5.00
	51 - 60	25	3.64	0.79	2.25	5.00
	61 or over	5	3.85	0.39	3.25	4.25
Community College Advocacy	26 - 30	2	4.19	0.62	3.75	4.63
	31 - 40	13	3.28	0.52	2.25	4.00
	41 - 50	26	3.71	0.70	2.50	5.00
	51 - 60	25	3.83	0.68	2.63	5.00
	61 or over	5	3.85	0.50	3.38	4.63
Professional	26 - 30	2	3.55	0.64	3.09	4.00
	31 - 40	13	3.38	0.53	2.55	4.36
	41 - 50	26	3.66	0.91	2.18	5.00
	51 - 60	25	3.75	0.76	2.36	5.00
	61 or over	5	3.67	0.46	3.18	4.18

A one-way analysis of variance was conducted to determine if a significant difference existed in the participants' perceptions vis-à-vis their age. As shown in Table 16, there was no significant difference between the participants' perception for each of the leadership competencies and their age.

Table 16

*Analysis of Variance (ANOVA) for the Participant's Age between Groups*

		Sum of Squares	df	Mean Square	F	Sig.
Organizational Strategy	Between Groups	0.936	4	0.234	0.599	0.665
	Within Groups	25.795	66	0.391		
	Total	26.731	70			
Resource Management	Between Groups	3.752	4	0.938	1.968	0.110
	Within Groups	31.466	66	0.477		
	Total	35.218	70			
Communication	Between Groups	3.925	4	0.981	1.845	0.131
	Within Groups	35.101	66	0.532		
	Total	39.026	70			
Collaboration	Between Groups	5.091	4	1.273	2.437	0.056
	Within Groups	34.464	66	0.522		
	Total	39.555	70			
Community College Advocacy	Between Groups	3.319	4	0.830	1.959	0.111
	Within Groups	27.952	66	0.424		
	Total	31.271	70			
Professionalism	Between Groups	1.197	4	0.299	0.506	0.732
	Within Groups	39.051	66	0.592		
	Total	40.247	70			

*Level of education*

Illustrated in Table 17 is the initial analysis of the participants' perception of the curriculum content based on their level of education using a composite score of the

individual leadership competencies collected from the 71 completed LACS surveys. The data indicated participants with a post high school degree had similar perceptions of the leadership competencies within the curriculum. The mean score for these participants ranged from 3.34 to 3.64. The single participant with only a high school/GED education had a mean score of 2.55.

Table 17

*Descriptive Statistics of Participants' Overall Perception Based on Education*

Group	N	Mean	Std. Deviation	Minimum	Maximum
High School/GED	1	2.55	-	2.55	2.55
2 Year College	7	3.58	0.64	2.72	4.61
4 Year College	15	3.64	0.44	2.79	4.36
Masters	40	3.42	0.68	2.36	4.81
Doctorate	8	3.34	0.46	2.56	3.90

A one-way analysis of variance was conducted to determine if a significant difference existed in the participants' perceptions vis-à-vis their level of education. As illustrated in Table 18, the obtained  $F(4, 66) = 1.047, p = .390$ , indicated there was no statistical significance between the participants' perception and their education.

Table 18

*Analysis of Variance (ANOVA) for Overall Participant's Education between Groups*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.579	4	0.395	1.047	0.390
Within Groups	24.897	66	0.377		
Total	26.476	70			

Further analysis of the data was performed to determine if the participants' level of education made a significant difference in their perception of the curriculum in regard to each individual leadership competency. Illustrated in Table 19 is the mean, standard deviation, minimum, and maximum scores for each of the competencies based on the participants' education.

Table 19

*Descriptive Statistics for Leadership Competencies Based on Education*

Group		N	Mean	Std. Deviation	Minimum	Maximum
Organizational Strategy	HS/GED	1	3.00	-	3.00	3.00
	2 Year College	7	3.38	0.68	2.67	4.33
	4 Year College	15	3.51	0.43	2.67	4.33
	Masters	40	3.28	0.70	2.00	4.83
	Doctorate	8	3.15	0.44	2.33	3.67
Resource Management	HS/GED	1	2.38	-	2.38	2.38
	2 Year College	7	3.07	0.76	1.88	4.13
	4 Year College	15	3.21	0.49	2.13	3.88
	Masters	40	3.02	0.80	1.25	4.75
	Doctorate	8	2.73	0.50	2.00	3.50
Communication	HS/GED	1	2.50	-	2.50	2.50
	2 Year College	7	3.64	0.89	2.00	4.67
	4 Year College	15	3.70	0.70	2.83	5.00
	Masters	40	3.36	0.75	2.17	5.00
	Doctorate	8	3.46	0.67	2.50	4.50
Collaboration	HS/GED	1	2.38	-	2.38	2.38
	2 Year College	7	3.88	0.73	2.88	5.00
	4 Year College	15	3.71	0.56	2.63	4.63
	Masters	40	3.59	0.81	2.25	5.00
	Doctorate	8	3.69	0.76	2.88	4.75
Community College Advocacy	HS/GED	1	2.50	-	2.50	2.50
	2 Year College	7	3.70	0.62	3.13	4.75
	4 Year College	15	3.82	0.61	2.75	5.00
	Masters	40	3.69	0.70	2.25	5.00
	Doctorate	8	3.66	0.65	3.13	4.75
Professional	HS/GED	1	2.55	-	2.55	2.55
	2 Year College	7	3.77	0.69	3.09	4.91
	4 Year College	15	3.90	0.64	2.64	4.91
	Masters	40	3.60	0.81	2.18	5.00
	Doctorate	8	3.35	0.68	2.27	4.36

A one-way analysis of variance was conducted. As shown in Table 20, there was no significant difference between the participants' perception for each of the leadership competencies and their level of education.

Table 20

*Analysis of Variance (ANOVA) for the Participant's Level of Education between Groups*

		Sum of Squares	df	Mean Square	F	Sig.
Organizational Strategy	Between Groups	0.999	4	0.250	0.641	0.635
	Within Groups	25.732	66	0.390		
	Total	26.731	70			
Resource Management	Between Groups	1.620	4	0.405	0.796	0.532
	Within Groups	33.598	66	0.509		
	Total	35.218	70			
Communication	Between Groups	2.40	4	0.600	1.081	0.373
	Within Groups	36.626	66	0.555		
	Total	39.026	70			
Collaboration	Between Groups	2.184	4	0.546	0.964	0.433
	Within Groups	37.371	66	0.566		
	Total	39.555	70			
Community College Advocacy	Between Groups	1.663	4	0.416	0.926	0.454
	Within Groups	29.608	66	0.449		
	Total	31.271	70			
Professionalism	Between Groups	3.066	4	0.767	1.361	0.257
	Within Groups	37.181	66	0.563		
	Total	40.247	70			

*Job classification*

Illustrated in Table 21 is the initial analysis of the participants' perception of the curriculum content based on their job classification using a composite score of the individual leadership competencies collected from the LACS survey. Of the 71

participants who completed the LACS survey, the data from four participants who identified themselves as retired or no longer with the institution were excluded from the analysis. The data showed a majority of participants had a similar mean score ranging from 3.15 to 3.72.

Table 21

*Descriptive Statistics of Participants' Overall Perception Based on Job Classification*

Group	N	Mean	Std. Deviation	Minimum	Maximum
Staff Range 3	1	4.11	-	4.11	4.11
Staff Range 4	1	3.71	-	3.71	3.71
Staff Range 5	9	3.31	0.70	2.48	4.61
Staff Range 6	2	3.15	0.61	2.72	3.58
Staff Range 7E	17	3.32	0.45	2.78	4.21
Staff Range 8E	8	3.72	0.55	2.85	4.36
Staff Range 9E	5	3.35	0.90	2.55	4.81
Faculty	12	3.31	0.75	2.36	4.54
Administrator	12	3.68	0.47	3.13	4.49

A one-way analysis of variance was conducted to determine if a significant difference existed in the participants' perceptions vis-à-vis their job classification. As illustrated in Table 22, the obtained  $F(8, 58) = .875, p = .542$ , indicated there was no statistical significance between the participants' perception and their job classification.

Table 22

*Analysis of Variance (ANOVA) for Overall Participant's Job Classification between Groups*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.595	8	0.324	0.875	0.542
Within Groups	21.489	58	0.370		
Total	24.084	66			

Further analysis of the data was performed to determine if the participants' job classification made a significant difference in their perception of the curriculum in regard to each individual leadership competency. Displayed in Table 23 is the mean, standard deviation, minimum, and maximum scores for each of the competencies based on the participants' position. Participants who identified themselves as *Retired* were removed from the analysis.

Table 23

*Descriptive Statistics for Leadership Competencies Based on Job Classification*

Group		N	Mean	Std. Deviation	Minimum	Maximum
Organizational Strategy	Staff Range 3	1	3.67	-	3.67	3.67
	Staff Range 4	1	4.33	-	4.33	4.33
	Staff Range 5	9	3.17	0.67	2.17	4.17
	Staff Range 6	2	3.00	0.24	2.83	3.17
	Staff Range 7E	17	3.21	0.46	2.50	3.83
	Staff Range 8E	8	3.56	0.59	2.67	4.33
	Staff Range 9E	5	3.37	0.72	2.67	4.50
	Faculty	12	3.11	0.76	2.00	4.50
	Administrator	12	3.40	0.51	2.67	4.17
Resource Management	Staff Range 3	1	3.25	-	3.25	3.25
	Staff Range 4	1	3.50	-	3.50	3.50
	Staff Range 5	9	3.01	0.74	2.25	4.13
	Staff Range 6	2	2.69	1.15	1.88	3.50
	Staff Range 7E	17	2.91	0.48	1.88	3.63
	Staff Range 8E	8	3.16	0.86	2.00	4.25
	Staff Range 9E	5	3.18	0.90	2.00	4.38
	Faculty	12	2.61	0.72	1.25	3.50
	Administrator	12	3.19	0.62	2.38	4.25
Communication	Staff Range 3	1	4.33	-	4.33	4.33
	Staff Range 4	1	3.67	-	3.67	3.67
	Staff Range 5	9	3.28	0.83	2.17	4.67
	Staff Range 6	2	3.00	1.41	2.00	4.00
	Staff Range 7E	17	3.34	0.55	2.50	4.50
	Staff Range 8E	8	3.81	0.72	2.83	5.00
	Staff Range 9E	5	3.27	1.06	2.17	5.00
	Faculty	12	3.44	0.91	2.17	5.00
	Administrator	12	3.60	0.52	2.33	4.17

Table 23 (continued).

*Descriptive Statistics for Leadership Competencies Based on Job Classification*

Group		N	Mean	Std. Deviation	Minimum	Maximum
Collaboration	Staff Range 3	1	4.50	-	4.50	4.50
	Staff Range 4	1	3.50	-	3.50	3.50
	Staff Range 5	9	3.38	0.86	2.25	5.00
	Staff Range 6	2	3.56	0.97	2.88	4.25
	Staff Range 7E	17	3.35	0.52	2.63	4.13
	Staff Range 8E	8	3.91	0.63	3.00	4.63
	Staff Range 9E	5	3.43	0.98	2.63	5.00
	Faculty	12	3.66	0.89	2.50	4.88
Administrator	12	4.02	0.63	3.25	5.00	
Community College Advocacy	Staff Range 3	1	4.38	-	4.38	4.38
	Staff Range 4	1	3.63	-	3.63	3.63
	Staff Range 5	9	3.53	0.62	2.50	4.75
	Staff Range 6	2	3.31	0.09	3.25	3.38
	Staff Range 7E	17	3.60	0.66	2.50	5.00
	Staff Range 8E	8	4.14	0.57	3.00	4.75
	Staff Range 9E	5	3.50	0.91	2.63	5.00
	Faculty	12	3.51	0.80	2.25	5.00
Administrator	12	3.89	0.56	3.13	4.75	
Professionalism	Staff Range 3	1	4.55	-	4.55	4.55
	Staff Range 4	1	3.64	-	3.64	3.64
	Staff Range 5	9	3.51	0.84	2.55	4.91
	Staff Range 6	2	3.32	0.19	3.18	3.45
	Staff Range 7E	17	3.52	0.73	2.18	4.82
	Staff Range 8E	8	3.74	0.70	2.82	4.91
	Staff Range 9E	5	3.38	1.02	2.36	5.00
	Faculty	12	3.52	0.88	2.27	5.00
Administrator	12	3.95	0.66	3.09	5.00	

A one-way analysis of variance was conducted. As shown in Table 24, there is no significant difference between the participants' perception for each of the leadership competencies and their job classification.

Table 24

*Analysis of Variance (ANOVA) for the Participant's Job Classification between Groups*

		Sum of Squares	df	Mean Square	F	Sig.
Organizational Strategy	Between Groups	2.816	8	0.352	0.978	0.462
	Within Groups	20.870	58	0.360		
	Total	23.686	66			
Resource Management	Between Groups	3.161	8	0.395	0.824	0.585
	Within Groups	27.805	58	0.479		
	Total	30.966	66			
Communication	Between Groups	3.169	8	0.396	0.705	0.686
	Within Groups	32.572	58	0.562		
	Total	35.741	66			
Collaboration	Between Groups	5.404	8	0.675	1.274	0.275
	Within Groups	30.753	58	0.530		
	Total	36.156	66			
Community College Advocacy	Between Groups	3.774	8	0.472	1.054	0.408
	Within Groups	25.957	58	0.448		
	Total	29.730	66			
Professionalism	Between Groups	3.185	8	0.398	0.658	0.726
	Within Groups	35.100	58	0.605		
	Total	38.285	66			

*Leadership experience*

Table 25 illustrates the initial analysis of the participants' perception of the curriculum content based on their years of leadership experience using a composite score of the individual leadership competencies collected from the LACS survey. Of the 71

participants who completed the LACS survey, the data from 10 participants who identified themselves as not having been in a leadership position were excluded from the analysis. The mean score ranged from 3.13 to 4.05 with the lowest score being from participants who had the longest tenure in a leadership position.

Table 25

*Descriptive Statistics of Participants' Overall Perception Based on Years of Leadership Experience*

Group	N	Mean	Std. Deviation	Minimum	Maximum
1 - 3 years	11	3.18	0.49	2.36	3.90
4 - 5 years	13	3.39	0.47	2.71	4.29
6 - 10 years	21	3.54	0.67	2.42	4.61
11 - 15 years	6	4.05	0.40	3.25	4.32
16 - 20 years	6	3.75	0.67	2.87	4.69
21 years or more	4	3.13	0.39	2.56	3.41

A one-way analysis of variance was conducted to determine if a significant difference existed in the participants' perceptions vis-à-vis their years of leadership experience. As illustrated in Table 26, the obtained  $F(5, 55) = 2.52$ ,  $p = .040$ , indicated there was a statistical significance between the participants' perception and their years of supervisory experience.

Table 26

*Analysis of Variance (ANOVA) for Overall Participant's Years of Leadership Experience between Groups*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.035	5	0.807	2.52*	0.040
Within Groups	17.615	55	0.320		
Total	21.649	60			

Note.  $p < .05$

The researcher conducted a post-hoc comparison using the Fisher Least Squared Differences (LSD) to analyze the statistical significance exhibited in Table 27. As illustrated, the data revealed the perception of participants who had been in a leadership position for 11 to 15 years were significantly different than participants who had been in a leadership position for 1 to 3 years, 4 to 5 years, and 21 years or more.

Table 27

*Post-Hoc Test of Leadership Competencies Based on Years of Leadership Experience*

Leadership Years Category		Mean Diff.	Sig.
11-15 years	1 - 3 years	0.867*	0.004
	4 - 5 years	0.661*	0.022
	6 - 10 years	0.512	0.056
	16 - 20 years	0.297	0.368
	21 years or more	0.920*	0.015

Note.  $p < .05$

Further analysis of the data was performed to determine if participants' years of leadership experience made a significant difference in their perception of the curriculum with regards to each individual leadership competency. Displayed in Table 28 is the mean, standard deviation, minimum, and maximum scores for each of the competencies based on their years of supervisory experience.

Table 28

*Descriptive Statistics for Leadership Competencies Based on Years of Leadership Experience*

	Group	N	Mean	Std. Deviation	Minimum	Maximum
Organizational Strategy	1 - 3 years	11	3.05	0.56	2.17	4.33
	4 - 5 years	13	3.36	0.48	2.50	4.00
	6 - 10 years	21	3.26	0.72	2.00	4.50
	11 - 15 years	6	3.83	0.35	3.50	4.33
	16 - 20 years	6	3.69	0.72	2.83	4.83
	21 years plus	4	2.88	0.50	2.33	3.50
Resource Management	1 - 3 years	11	2.78	0.59	1.63	3.75
	4 - 5 years	13	2.96	0.64	1.88	3.88
	6 - 10 years	21	3.10	0.73	1.25	4.25
	11 - 15 years	6	3.46	0.79	2.00	4.25
	16 - 20 years	6	3.08	0.91	2.38	4.75
	21 years plus	4	2.63	0.47	2.00	3.13
Communication	1 - 3 years	11	3.20	0.71	2.17	4.17
	4 - 5 years	13	3.41	0.76	2.33	5.00
	6 - 10 years	21	3.51	0.72	2.17	4.67
	11 - 15 years	6	3.92	0.47	3.00	4.33
	16 - 20 years	6	3.72	1.06	2.33	5.00
	21 years plus	4	3.17	0.54	2.50	3.83

Table 28 (continued).

*Descriptive Statistics for Leadership Competencies Based on Years of Leadership Experience*

	Group	N	Mean	Std. Deviation	Minimum	Maximum
Collaboration	1 - 3 years	11	3.23	0.75	2.25	4.75
	4 - 5 years	13	3.53	0.61	2.50	4.75
	6 - 10 years	21	3.77	0.73	2.63	5.00
	11 - 15 years	6	4.25	0.67	3.00	4.75
	16 - 20 years	6	4.15	0.80	2.88	5.00
	21 years plus	4	3.31	0.22	3.00	3.50
Community College Advocacy	1 - 3 years	11	3.45	0.62	2.25	4.63
	4 - 5 years	13	3.55	0.46	3.00	4.63
	6 - 10 years	21	3.79	0.73	2.63	5.00
	11 - 15 years	6	4.46	0.34	4.00	5.00
	16 - 20 years	6	4.04	0.54	3.38	4.75
	21 years plus	4	3.50	0.34	3.25	4.00
Professionalism	1 - 3 years	11	3.38	0.49	2.55	3.91
	4 - 5 years	13	3.52	0.64	2.82	5.00
	6 - 10 years	21	3.78	0.80	2.64	5.00
	11 - 15 years	6	4.38	0.55	3.45	4.91
	16 - 20 years	6	3.83	0.84	2.64	4.91
	21 years plus	4	3.30	0.72	2.27	3.91

A one-way analysis of variance was conducted. As indicated in Table 29, there was not a significant difference in the participants' perception and their years of leadership experience within the Organizational Strategy, Resource Management, Communication, and Professionalism leadership competencies. However, the analysis did reveal a significant difference within Collaboration and Community College Advocacy competencies. The obtained  $F(5, 55) = 2.72, p = .029$ , indicated there was a statistical significance between the participants' perception and their years of supervisory

experience within the Collaboration competency. Additionally, the obtained  $F(5, 55) = 2.98, p = .019$ , indicated there was also a statistical significance between the participants' perception and their years of supervisory experience found within the Community College Advocacy competency.

Table 29

*Analysis of Variance (ANOVA) for Participant's Years of Leadership Experience between Groups*

		Sum of Squares	df	Mean Square	F	Sig.
Organizational Strategy	Between Groups	4.134	5	0.827	2.265	0.061
	Within Groups	20.072	55	0.365		
	Total	24.206	60			
Resource Management	Between Groups	2.595	5	0.519	1.063	0.391
	Within Groups	26.857	55	0.488		
	Total	29.452	60			
Communication	Between Groups	2.843	5	0.569	1.044	0.401
	Within Groups	29.963	55	0.545		
	Total	32.806	60			
Collaboration	Between Groups	6.503	5	1.301	2.721*	0.029
	Within Groups	26.287	55	0.478		
	Total	32.790	60			
Community College Advocacy	Between Groups	5.288	5	1.058	2.981*	0.019
	Within Groups	19.509	55	0.355		
	Total	24.797	60			
Professionalism	Between Groups	5.218	5	1.044	2.160	0.072
	Within Groups	26.577	55	0.483		
	Total	31.795	60			

Note.  $p < .05$

The researcher conducted a post-hoc comparison using the Fisher LSD to analyze the statistical significance exhibited in Table 30. The post-hoc data demonstrated no

significant difference in the participants' perception and their years in a leadership position related to the Collaboration competency. However, the post-hoc data did reveal a significant difference in the participants' perception and their years in a leadership position as it related to the Community College Advocacy competency. As illustrated in Table 30, the data revealed the perception of participants who had been in a leadership position for 11 to 15 years were significantly different than participants who had been in a leadership position for 1 to 3 years, 4 to 5 years, 6 to 10 years, and 21 years or more.

Table 30

*Post-Hoc Test of Community College Advocacy Competency Based on Years of Leadership Experience*

Leadership Years Category		Mean Diff.	Sig.
11-15 years	1 - 3 years	1.000*	0.002
	4 - 5 years	0.910*	0.003
	6 - 10 years	0.673*	0.018
	16 - 20 years	0.417	0.231
	21 years plus	0.958*	0.016

*Note. p < .05*

*Leadership Academy*

Illustrated in Table 31 is the initial analysis of the participants' perception of the curriculum content based on the year they completed the Leadership Academy. Of the 71 participants who completed the LACS survey, the data from six participants who identified themselves as not sure what year they completed the Leadership Academy were excluded. A composite score of the individual leadership competencies collected from the LACS survey was used in the analysis. The mean scores for Year 1, Year 2, Year 3, and Year 4 participants were 3.44, 3.59, 3.29, and 3.49 respectively.

Table 31

*Descriptive Statistics of Participants' Overall Perception Based on Year in Leadership Academy*

Group	N	Mean	Std. Deviation	Minimum	Maximum
Year 1 (2002 - 2004)	12	3.44	0.52	2.56	4.32
Year 2 (2003 - 2005)	13	3.59	0.58	2.55	4.54
Year 3 (2006 - 2008)	19	3.29	0.70	2.36	4.81
Year 4 (2008 - 2010)	21	3.49	0.67	2.48	4.61

A one-way analysis of variance was conducted to determine if a significant difference existed in the participants' perceptions vis-à-vis the year they participated in the Leadership Academy. As illustrated in Table 32, the obtained  $F(3, 61) = .63, p = .599$ , indicated there was no statistical significance between the participants' perception and the year they completed the Leadership Academy.

Table 32

*Analysis of Variance (ANOVA) for Overall Participant's Year in Leadership Academy between Groups*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.763	3	0.254	0.63	0.599
Within Groups	24.649	61	0.404		
Total	25.412	64			

Further analysis of the data was performed to determine if the year when the participants completed the Leadership Academy made a significant difference in their

perception of the curriculum related to each individual leadership competency. Displayed in Table 33 is the mean, standard deviation, minimum, and maximum scores for each of the competencies based on the year they participated.

Table 33

*Descriptive Statistics for Leadership Competencies Based on Year in Leadership Academy*

Group		N	Mean	Std. Deviation	Minimum	Maximum
Organizational Strategy	Year 1	12	3.28	0.52	2.33	4.17
	Year 2	13	3.62	0.59	2.67	4.50
	Year 3	19	3.11	0.75	2.00	4.83
	Year 4	21	3.23	0.52	2.17	4.17
Resource Management	Year 1	12	3.14	0.54	2.00	3.88
	Year 2	13	3.17	0.63	2.00	4.25
	Year 3	19	2.80	0.91	1.25	4.75
	Year 4	21	3.02	0.71	1.88	4.25
Communication	Year 1	12	3.39	0.65	2.33	4.50
	Year 2	13	3.63	0.48	3.00	4.50
	Year 3	19	3.34	0.92	2.00	5.00
	Year 4	21	3.49	0.81	2.17	5.00
Collaboration	Year 1	12	3.67	0.63	2.50	4.75
	Year 2	13	3.73	0.75	2.63	4.88
	Year 3	19	3.45	0.80	2.50	5.00
	Year 4	21	3.62	0.82	2.25	5.00
Community College Advocacy	Year 1	12	3.57	0.56	3.00	4.63
	Year 2	13	3.74	0.78	2.50	5.00
	Year 3	19	3.49	0.68	2.25	5.00
	Year 4	21	3.86	0.67	2.50	5.00
Professionalism	Year 1	12	3.56	0.71	2.27	4.82
	Year 2	13	3.64	0.81	2.18	5.00
	Year 3	19	3.56	0.70	2.64	5.00
	Year 4	21	3.73	0.87	2.55	5.00

*Note.* Year 1 (2002- 2004), Year 2 (2003 – 2005), Year 3 (2006 – 2008), Year 4 (2008 – 2010)

A one-way analysis of variance of this data is shown in Table 34. There was no significant difference between the participants' perception for each of the leadership competencies and the year they participated in the Leadership Academy.

Table 34

*Analysis of Variance (ANOVA) for Participant's Year in Leadership Academy between Groups*

		Sum of Squares	df	Mean Square	F	Sig.
Organizational Strategy	Between Groups	2.095	3	0.698	1.882	0.142
	Within Groups	22.634	61	0.371		
	Total	24.728	64			
Resource Management	Between Groups	1.356	3	0.452	0.840	0.477
	Within Groups	32.810	61	0.538		
	Total	34.166	64			
Communication	Between Groups	.713	3	0.238	0.407	0.748
	Within Groups	35.635	61	0.584		
	Total	36.349	64			
Collaboration	Between Groups	.688	3	0.229	0.385	0.764
	Within Groups	36.340	61	0.596		
	Total	37.028	64			
Community College Advocacy	Between Groups	1.550	3	0.517	1.127	0.345
	Within Groups	27.972	61	0.459		
	Total	29.522	64			
Professionalism	Between Groups	.366	3	0.122	0.199	0.897
	Within Groups	37.342	61	0.612		
	Total	37.708	64			

In summary, a participants' age, level of education, job classification, and the year they participated in the program exhibited no significant difference in their perception of the program's content as related to AACC's *Competencies for Community College*

*Leaders* (AACC, 2005). However, participants' perceptions were significantly different when the number of years they had in a leadership position was taken into account.

### Summary

The purpose of this study was to examine the curriculum content of an in-house leadership development program at a large multi-campus metropolitan community college using an evaluative case study approach that incorporated a concurrent triangulation mixed method design (Creswell, 2003). The researcher applied a theoretical framework based on transformational leadership theory embedded within the American Association of Community College's (AACC) *Competencies for Community College Leaders* (AACC, 2005). The study consisted of examining perceptions of the program's steering committee and program participants to determine the extent to which AACC's *Competencies for Community College Leaders* were included within the program's curriculum. In addition, participants' demographics were examined along with an analysis of the program's mission, goals, processes, and curriculum.

The study's data were collected through the use of an electronic survey, two focus groups consisting of participants and the program's steering committee, and an analysis of institutional documents. Data from the survey were used to analyze demographic characteristics of participants and their perceptions of the program's content from a quantitative perspective. Focus groups were conducted to fully address the research questions and triangulate the survey data. Transcripts from the focus groups were analyzed and evolved into patterns. These patterns, as well as excerpts from the focus groups, were used to provide triangulation to the quantitative analyses. Data from document analysis were collected and analyzed providing additional information to help

supplement the researcher's understanding of the program's mission, goals, and curriculum. Presented in this chapter were the research questions, description of the sample population, and analysis of each research question. Discussed in Chapter Five are the study's findings, conclusions, limitations, implications for practice, and further research recommendations.

## CHAPTER FIVE

### Summary, Conclusions, and Recommendations

#### Introduction

This study examined a leadership development program created by a community college district and offered to its employees as a means to identify potential and proven leaders, as well as develop and enhance their knowledge, skills, and abilities. In completing this study, the researcher utilized a conceptual framework based on transformational leadership theory and American Association of Community College's (AACC) *Competencies for Community College Leaders* (AACC, 2005). Participants' demographic characteristics and their perceptions of the curriculum content were examined. Additional data was collected from the program's steering committee and through document analysis. Presented in this chapter is the purpose of the study, design and procedures used in the research investigation, the study's findings as well as the conclusions, limitations, implications for practice, and recommendations for further research.

#### Purpose of Study

The purpose of this study was to examine the curriculum content of an in-house leadership development program at a large multi-campus metropolitan community college. Transformational leadership theory and AACC's *Competencies for Community College Leaders* (AACC, 2005) were used as the theoretical framework for this analysis. An extensive review of the literature suggested the nation's community colleges are quickly approaching a leadership crisis as current leaders, who began their careers in the 1960s and 70s, are now fast approaching retirement (Boggs, 2003; McPhail et al., 2008;

Patton, 2004; Romero, 2004; Shults, 2001; Sullivan, 2004; Wallin, 2002; Weisman & Vaughan, 2007). Researchers have indicated the next generation of community college leaders may already exist within the community college system (Astin & Astin, 2001; McFarlin, 1999; Vickers, 2007). In response, community colleges have begun to invest a significant amount of time and money to develop their own leaders through in-house leadership development programs (Astin & Astin; McFarlin; Pope & Miller, 2005; Vickers; Wallin, 2004). The literature concluded that these programs need to be designed around a framework of transformational leadership theory and the AACC's *Competencies for Community College Leaders* (AACC; Duree, 2007; McPhail et al.; Pielstick, 1995).

Given the impending retirement of community college leaders (AACC, 2005; Shults, 2001; Weisman & Vaughan, 2007) there is a general belief that institutions who possess the necessary resources should develop leaders within their organization through in-house programs that include measureable outcomes (Boggs, 2003; Filan, 2002; Hockaday & Puryear, 2000; Kirby, 2004; Little, 2002; McCall, 2006; Piland & Wolf, 2003; Pope & Miller, 2005; Stone, 1995; Wallin, 2006; Watts & Hammons, 2002). The fundamental problem being addressed through this study was as follows: Are community college leadership development programs, designed by institutions to develop employees at all levels of the institution, teaching the knowledge, skills, and competencies necessary for future leaders? Are programs designed around identifiable leadership theories, and are they embedded within the program curriculum?

A comprehensive review of the literature (AACC, 2005; Boggs, 2003; Bumphus & Royal, 2008; Campbell, 2006; Hammons & Keller, 1990; Piland & Wolf, 2003; Roueche et al., 1989; Shults, 2001; Weisman & Vaughan, 2007) supported the

formulation of research questions that guided this study. The encompassing questions were framed to provide insight and understanding of the theoretical framework developed and embedded within the Leadership Academy curriculum offered by Woodsburrow.

Major research questions to be considered are as follows:

1. What institutional levels are represented by the participants in the institution's leadership development program?
2. To what extent are the American Association of Community Colleges' *Competencies for Community College Leaders* embedded within the curriculum of the leadership development program?
3. How are the tenets of transformational leadership theory present within the curriculum of the leadership development program?
4. Does a person's age, level of education, job classification, number of years in a leadership position, or when they participated in the program make a difference in their perception of the program's content?

#### Design and Procedures

The researcher utilized an evaluative case study approach that incorporated a concurrent triangulation mixed method design (Creswell, 2003) to examine a leadership development program within a community college district. The mixed method approach allowed the researcher to address a broader, more complete range of research questions (Johnson & Onwueghuzie, 2004). The use of both quantitative and qualitative data provided the study with rich, thick qualitative findings that supported and enhanced the data found during the quantitative analysis. The researcher triangulated the data using information collected through document analysis.

An in-house leadership development program within a Midwest multi-campus community college district was purposefully selected for this study (Creswell, 2003; McMillan & Schumacher, 1997). The population consisted of all current and past participants of the leadership development program and the program's steering committee. The study examined perceptions of the steering committee members and program participants to determine the extent that tenets of transformational leadership theory and AACC's *Competencies for Community College Leaders* were included within the program's curriculum. In addition, participants' demographic information was examined along with an analysis of the program's mission, goals, processes, and curriculum.

The study utilized a survey to collect quantitative data along with focus groups to obtain qualitative data. The researcher utilized the *Leadership Academy Competencies Survey* (LACS) to collect the quantitative data from current and past participants of the program (see Appendix B). The two-part survey ascertained participants' demographic information and perceptions of the leadership development program's curriculum content. Participants were asked to use a five-point Likert scale to rate the extent to which the institution's leadership development program stressed the importance of or instructed them on each of the illustrations within AACC's *Competencies for Community College Leaders* (AACC, 2005). Data from the LACS were entered into the Statistical Package for the Social Sciences (SPSS) for analysis. The researcher utilized descriptive statistics to address research questions 1 and 2. Both descriptive statistics and an analysis of variance (ANOVA) were used to address research question 4.

In order to fully address research questions 2 and 3 the researcher conducted two focus groups, the first consisting of members of the steering committee and the second participants of the program. Focus groups were selected for their ability to provide a structured, organized method to collect detailed qualitative data and facilitated the interpretation and provided added depth to the data collected from the survey (Bader & Rossi, 2002; Steward, Shamdasani, & Rook, 2007). The focus groups were conducted in a semi-structured 90-minute format and consisted of open-ended experience and opinion questions. Using AACC's definition and illustration for each of the six competencies, questions focused on the extent to which the competencies were embedded within the program's curriculum and in what way they were included.

The focus groups were audio recorded and later transcribed by the researcher. Themes and patterns were examined through the framework of the research questions, transformational leadership theory, and AACC's leadership competencies. Thick, rich descriptions were developed to support the findings and interpretations regarding the extent to which AACC's leadership competencies and tenets of transformational leadership theory were embedded with the institution's Leadership Academy curriculum. Additional data from the study's survey, field notes, and documents obtained from the institution were used to buttress and triangulate the data for the research questions (Creswell 2003; Merriam, 1998).

### Findings of the Study

The study's research questions were answered using quantitative and qualitative data gathered from the administration of the *Leadership Academy Competency Survey*,

two focus groups, and document analysis. Quantitative data from the survey were entered into *Statistical Package for the Social Sciences (SPSS)* and analyzed using descriptive and inferential statistics. Qualitative data that were collected from the study's two focus groups were examined through the framework of the research questions, transformational leadership theory, and AACC's leadership competencies. Thick, rich descriptions were developed to support the findings and interpretations.

### *Question 1*

The researcher utilized primarily quantitative data in order to address the research question and determine if the institution's Leadership Academy included employees from all levels of the institution. Qualitative data from the focus groups and document analysis were used to buttress the quantitative data that were collected and analyzed from the LACS survey. Overall, the data revealed participants of the Leadership Academy represented a wide range of demographic characteristics and all levels of employment within the institution.

The researcher found, using the study's steering committee focus group and document analysis, the intent of the Leadership Academy was to provide leadership development to employees throughout all levels of the organization. The selection of the program participants was carefully considered to include not only staff, but faculty and administrators in order to obtain a diverse participant population. The purpose of the Leadership Academy was not only to develop a succession system, moving employees into higher positions, but to develop them at all levels of the organization. The committee recognized that leaders exist throughout the organization, regardless of their position or job title. However, participants of both focus groups expressed that many participants and

some officers (chancellor, vice-chancellors, and campus presidents) misunderstood the program's goal and struggled with the concept that the Leadership Academy was not intended to be a succession program. Participants often looked at the program as a means to becoming better prepared to move up within the organization.

To fully understand the makeup of those participating in the Leadership Academy over the years, demographic data from the *Leadership Academy Competencies Survey* (LACS) were analyzed using descriptive statistics. Participants' demographics were analyzed as a collective whole of all participants and separately, based on the year they participated in the program. Participants' gender, age, level of education, years employed with the institution, years in a leadership position, and current employee job classification were analyzed. An analysis of the survey data found participants of the college's Leadership Academy represented a wide range of employees within the organization.

Since the inception of the Leadership Academy, a mix of both genders has participated in the program, but a majority of the employees were females, both collectively and in each year's cohort group. The age of participants also varied widely from those beginning their careers to employees nearing retirement age. Based on results from the study's survey, a majority of participants were in the middle to late stages of their careers (41 to 60 years old). The level of education of participants varied from a high school/GED to a doctorate with a large portion having earned a master's degree. The number of years participants were employed with the institution also varied from those hired within the last three years to those hired more than 21 years ago. Collectively, a large percentage of the participants had been with the institution between 6 and 15 years.

Unlike the number of years employed with the institution, participants of the study were relatively new to serving in a leadership role. A majority of participants were noted as being in a leadership position for fewer than 10 years. This finding was consistent when the data were further analyzed based on the year they participated in the program. Of interest to the researcher was the number of participants who after completing the Leadership Academy did not consider themselves to be in a leadership position. The final analysis of the participants' demographics was based on the job classification system utilized by the college to place employees within the institution's pay structure. Participants' job classification varied greatly from entry level positions to high level administrators. A large percentage of participants were classified as staff, and a lesser number were evenly split between faculty and administrators. Within the staff ranges, the largest number of participants occupied mid to upper-level staff positions that were exempt from overtime pay and were identified as supervisors and department managers through document analysis.

### *Question 2*

To fully address the research question, qualitative and quantitative data were collected and analyzed to determine to what extent the American Association of Community College's *Competencies for Community College Leaders* were embedded within the curriculum. Data sources included the LACS survey, the steering committee focus group, the participant focus group, and document analysis. The study analyzed data from each of the six competencies and related illustrations within each competency that were developed by AACC to further define them. Overall, the researcher found a

variance among each of the data sources regarding the extent to which AACC's competencies were embedded within the Leadership Academy curriculum.

Based on quantitative data from the LACS survey, the researcher found participants overall felt AACC's six competencies (Organizational Strategy, Resource Management, Communication, Collaboration, Community College Advocacy, and Professionalism) were present within the curriculum to a Moderate Extent. While the extent to which each of the competencies identified as being present within the curriculum differed slightly, all of them fell within the Moderate Extent range. Participants of the survey selected the Community College Advocacy competency as being the most evident and the Resource Management as the least evident within the curriculum.

Of the 45 illustrations identified by AACC to better define the six competencies, the quantitative data from the LACS survey reflected that participants perceived the extent to which the illustrations were present within the curriculum ranged from a Small Extent to a Large Extent. In addition to the overall extent of the Community College Advocacy competency being embedded within the curriculum, the six illustrations associated with the Advocacy competency also received the highest score and ranged from Moderate Extent to Large Extent on the LACS survey. In particular, concepts promoting diversity, inclusion, equity, and representing the institution in the greater community were viewed as being strong. The Resource Management competency was identified as being the least embedded in the curriculum and half of the illustrations were perceived to be embedded within the curriculum to a Small Extent. Participants perceived the following concepts as being weak within the program: ensuring accountability,

looking entrepreneurially to alternative funding, implementing strategies to support programs and services, and implementing a human resource system that supports employees.

Data from the Leadership Academy's steering committee revealed the Leadership Academy program was established prior to the release of AACC's leadership competencies. Despite this, the committee felt the program addressed many of the competencies and illustrations. The committee identified both the Communication and Collaboration competencies as being emphasized "extensively" and "embedded across the curriculum." The Community College Advocacy and Organizational Strategy competencies were both viewed as being very weak within the curriculum. Several comments by the steering committee suggested the program provided a general overview of the leadership competencies and did not cover any one competency extensively. The committee noted that the current curriculum had changed over the years and some of the core leadership skills originally part of the Leadership Academy are not longer present; they would have matched some of AACC's concepts. Much of this change was attributed to sessions deleted or modified as presenters retired or participant evaluations reflected negative feedback. Additionally, as officers within the institution began to take a more active role (identified as beneficial by the committee), the officers often modified the curriculum to meet their interests, requiring that other existing activities be eliminated. While several of the illustrations were identified as being present or absent within the curriculum, a large number were not identified either way.

Data analyzed from the participant focus group revealed a general theme of concern about the extent to which the competencies were embedded within the

curriculum and the overall rigor of the program. Most participants felt the program was very surface oriented, “brushed over things,” failed to “get into anything very deep,” and missed several opportunities to truly teach leadership skills. While participants felt the program covered some of the illustrations and concepts within AACCC’s leadership competencies, several were not identified by the group as being present or absent. Of those that were, the group felt many were weak and tied to the development of soft skills, self-reflection, participants identifying their strengths, and not the development of specific leadership skills. Several comments referred to the existing curriculum as being the “fluffy stuff” of leadership and not the “nitty-gritty” leadership skills necessary for today’s environment. The researcher noted that some of the focus group participants were quite vocal and expressed subjective comments.

Participants acknowledged a major strength of the program was the networking that occurred among participants during group activities and social events. However, participants expressed a lack of connection between the group activities to current institutional programs and the teachings of leadership skills. Providing closure on topics and tying the various activities together as they related to leadership also surfaced as a weakness within the program. An additional theme from the focus group was that the program needed to be based on a template with strong outcomes that support the development of leadership skills and connect them to the current issues within the institution. One participant stated, “Several of us said that we felt like it was an extension of new employee orientation.” The group suggested two different leadership programs should be developed, one using the current curriculum but geared toward entry level

leaders or new employees, and another with curriculum more rigorous and geared to senior level staff and leaders.

### *Question 3*

The research question related to determining how the tenets of transformational leadership were included within the program's curriculum was addressed by reviewing and analyzing institutional documents and transcripts from the study's two focus groups. In order to use the most current and relevant data to address the research question, the researcher analyzed the curriculum from the most recent Leadership Academy (Year 4). The data were analyzed using the definitions and illustrations of transformational leadership outlined in Chapter 1 and Chapter 2. Data were categorized into three themes (Vision; Influence and Motivation; Morals and Values) based on Roueche et al.'s (1989) definition of transformational leadership. Overall the data suggested the Leadership Academy offered both a direct and indirect opportunity for participants to explore, examine, and participate in selected activities involving the basic themes of vision, influence, motivation, and values inherent in the theory of transformational leadership. A central theme surfaced throughout the program's curriculum associated with participants identifying and clarify their personal goals, strengths, and abilities through personal profile tools, self-evaluation activities and self-reflection.

*Vision.* An analysis of the Leadership Academy's curriculum revealed multiple lessons and activities that provided opportunities for self-reflection to identify and develop their own vision, understanding the vision of the institution's existing leaders, exposure to the significance of leaders understanding an organization's past and future vis-à-vis developing their own vision, and learning to view the organization in a larger

context. Recognizing it is a necessity for leaders to know themselves before they can begin to develop their own vision, the program provided several opportunities for participants to evaluate their personalities, values, strengths, and goals. The Academy also helped participants identify and find balance with their values, roles, and goals. The concept of transformational leaders understanding the importance of knowing where an organization has been before they can begin to identify where it needs to go in the future came forward through the analysis. The Academy reviewed the history of community colleges and the institution, the greatest challenges facing community colleges today, leading change, and how community colleges can be more responsive. The concept of a shared vision also emerged in the curriculum with officers of the college sharing their life story with the participants. Their anecdotes often included their vision related to overall leadership, their role as community college leaders, and how they were able to bring some of their visions into reality.

The curriculum provided participants an opportunity to learn how diverse employee groups within the institution have come together with a shared vision to focus their work in supporting the institution's mission. Recognizing a leader's shared vision not only involves those within the institution; the Academy demonstrated how community leaders have aligned their efforts and collaborated with the institution to achieve the vision and goals of the college. Teaching participants how to view the organization in a larger context and to look beyond its existing walls also became evident through the analysis of the program's curriculum.

*Influence and Motivation.* A review of the Leadership Academy's curriculum revealed the program was weak in teaching the aspects of leadership influence and

motivation. The program was limited in exploring the concepts of leaders influencing and motivating their employees. Instead, the program took an indirect approach to explore the importance of the leader-follower relationship and the development of these skills. The program encouraged participants to see themselves as leaders regardless of their position: “[The role of the program] was to empower people to become a leader within their own role... to take leadership upon yourself.”

The concepts of self-reflection, change, communication, collaboration, and mentoring surfaced as the curriculum was analyzed. The Leadership Academy used self-reflection activities to allow participants an opportunity to better understand themselves and their leadership role in influencing and motivating others. The program provided participants an introduction to organizational change and the leaders’ role in influencing the process. Leadership skills involving open communication were also addressed. Participants were encouraged to collaborate with others in discussions and group activities, giving them an indirect opportunity to develop these skills. Participants were often purposefully placed in divergent groups to give them the experience of working together toward a shared goal. The year-long mentoring project at the conclusion of the first year provided participants an opportunity to experience first-hand the leader-follower relationship and the role leaders play in motivation and challenging employees. The Leadership Academy also explored the concept of employees mentoring each other through a panel discussion.

*Morals and Values.* An analysis of the Leadership Academy’s curriculum revealed multiple lessons and activities that encouraged participants to explore and examine leadership ethics, morals, values, and how they align and interact with those of

the institution and the community. A daylong session devoted to learning and clarifying ethics, along with ethical leadership, was offered through sessions that provided opportunities for participants to explore the importance of a leader's morals and values. Self-examination exercises and presentations from leaders within the institution provided participants an opportunity to identify and explore their personal strengths, abilities, morals, and values. The program used a 360-degree personal profile system, assisted the participants in identifying and exploring their own purpose, and encouraged them to examine their morals and values. Presentations made by the institution's leaders provided participants an insight to a leaders' values and offered participants an opportunity to clarify their own values and compare them to those of the leaders.

Participants were also provided several opportunities to develop an awareness and understanding of the values associated with community colleges, the institution, and the community. Program content focused on the history of community colleges and the institution, moral leadership, the community college mission, and personal leadership and organizational success. Shared governance and budgeting provided participants additional insight to the organization's values and the connection to ethical leadership. The concept of an institution's and leaders' moral responsibility to support their surrounding community and work toward the betterment of students surfaced through the analysis. There was a focus on exploration of redesigning community colleges to be more responsive and understanding the history of the community the institution serves. The program emphasized the importance in developing institutional collaborative partnerships with the community, outside organizations, and businesses on various projects to better the community.

#### *Question 4*

The researcher utilized qualitative data to address research question four and determine if a participant's demographic characteristics had an effect on their perception of the Leadership Academy's content based on AACC's *Competencies for Community College Leaders* (AACC, 2005). Using data collected from the LACS survey, the researcher conducted two analyses utilizing descriptive statistics and an analysis of variance (ANOVA) to compare the participants' perception of the Leadership Academy's curriculum content to their age, level of education, job classification, number of years in a leadership position, and the year when they participated in the Leadership Academy. A critical value of .05 was used to determine the statistical significance.

The researcher conducted an initial analysis of the data using a composite score of the six leadership competencies. The data from the descriptive statistics suggested participants' perceptions of the extent to which AACC's leadership competencies were embedded within the Leadership Academy's curriculum varied to some degree when compared to their age, level of education, job classification, number of years in a leadership position, and when they participated in the program. An ANOVA was conducted to determine statistical significance. No statistical significance was found between the participants' perception and their age, level of education, job classification, and when they participated in the program. However, a statistical significance was exhibited in the number of years a participant was in a leadership position and their perception of the program's content vis-à-vis AACC's competencies. A post-hoc examination was conducted on the data to further analyze the statistical significance exhibited around the number of years a participant was in a leadership position and their

perception. The data revealed the perception of participants who had been in a leadership position for 11 to 15 years was significantly different from participants who had been in a leadership position for 1 to 3 years, 4 to 5 years, and 21 years or more.

A secondary analysis looking at each of the six competencies independently was conducted by the researcher. Using descriptive statistics, the data suggested the participants' perception of the extent AACC's leadership competencies were embedded within the Leadership Academy's curriculum varied when compared to their age, level of education, job classification, number of years in a leadership position, and when they participated in the program. Consistent with the composite score analysis, no statistical significance was found when an ANOVA was conducted between the participants' perception and their age, level of education, job classification, and when they participated in the Leadership Academy. As exhibited earlier, a statistical significance was exhibited in the number of years a participant was in a leadership position and their perception of the program's content vis-à-vis AACC's competencies. A post-hoc examination was conducted on the data to further analyze the statistical significance related to the number of years a participant was in a leadership position and their perception. The data revealed the perception of participants who had been in a leadership position for 11 to 15 years was significantly different from participants who had been in a leadership position for 1 to 3 years, 4 to 5 years, 6 to 10 years, and 21 years or more.

#### Discussion of the Findings

The following section examines the results of this study in relation to the current literature on leadership development, AACC's *Competencies for Community College*

*Leaders*, and transformational leadership theory. Presented in Table 35 is a summary of the related literature vis-à-vis the study's findings.

Table 35

*Summary of Related Literature*

Researcher (s)	Leadership At All Levels	AACC's Competencies for Community College Leaders	Transformational Leadership
AACC, 2005	X	X	X
Amey, 2005	X		
Bass & Steidlmeier, 1998			X
Brown et al., 2002		X	
Burns, 1978			X
Carroll, 2004	X		
Cohen & Tichy, 1997	X		
Hockday & Puryear, 2000	X	X	
Kouzes & Posner, 2007	X	X	X
Leithwood & Duke, 1999			X
McPhail et al., 2008		X	
Ottenritter, 2006		X	
Roueche et al., 1986			X
Tichy & Devanna, 1986		X	X
Wallin, 2006; 2009	X		X
Wallin et al., 2005	X		
Watt & Hammons, 2002	X		
Wisner & Sullivan, 2007		X	
Yukl, 2002		X	X

### *Finding 1*

The researcher found that data from question one indicated participants of the institution's Leadership Academy represented a wide range of employees throughout the organization. An analysis of the quantitative data within the LACS survey indicated participants' gender, age, level of education, years employed with the institution, years in a leadership position, and current employee job classification illustrated the institution's development of leaders throughout the organization (Amey, 2005). While demographic data exhibited a diverse population, the data revealed that, based on their age, a large portion of employees participating in the Leadership Academy were in the middle to late stages of their career. In addition, over half of the participants had been with the institution for more than 11 years. The data also showed limited participation on behalf of faculty and administrators in the program. These demographics appeared to be somewhat contrary to the overall purpose of the program, which was to develop future leaders. However, based on the overall findings, the researcher was able to conclude that participants of the Leadership Academy represented a wide range of employees throughout Woodsburrow.

No longer solely defined by the formal leadership position employees hold, it is evident that Woodsburrow supports the concept that all employees are potential leaders and development of the institution's future leaders must be nurtured throughout the organization (Amey, 2005). Based on comments made by the steering committee and the wide range of participants' demographic characteristics, a goal of the program encourages participants to see themselves as leaders regardless of their position, "to

empower people to become a leader within their own role.” This concept is consistent with research that suggested in order for institutions to meet the impending leadership crisis, they must develop a philosophy that leadership exists at all levels and within all employees (AACC, 2005; Carroll, 2004; Hockaday & Puryear, 2000; Kouzes & Posner, 2007; Wallin, 2009; Wallin et al., 2005). Based on the overall findings, the researcher was able to conclude that Woodsburrow has created a leadership development program that recognizes the critical need to develop leaders throughout the organization at all levels (Cohen & Tichy, 1997; Wallin, 2006; Watt & Hammons, 2002).

### *Finding 2*

Data from research question two indicated the Leadership Academy was not designed around AACC’s *Competencies for Community College Leaders* (AACC, 2005). Comments made by the steering committee implied the program was developed prior to the competencies being released in 2005 and the program had not undergone a major review of its purpose since its inception. A review of the research literature suggested the AACC’s six competencies were essential to the development of future community college leaders (AACC). The use of the competencies within leadership development programs was deemed critical and identified as being the most relevant to contemporary community college leaders (McPhail et al., 2008; Wisner & Sullivan, 2007). Ottenritter (2006) contended that aligning the competencies with the professional development programs supports a strong connection between the leadership development experience and the actual work leaders do.

Yukl (2002) contended the effectiveness of a leadership development program is dependent upon the program’s content. A major purpose of research question two was to

examine the extent to which AACC's competencies and illustrations were perceived to be embedded within the curriculum. While not developed around AACC's competencies, the researcher was able to conclude that all six of the leadership competencies were present within the curriculum, but to a varying extent. Data revealed there was a variance of the extent to which participants perceived the competencies and their illustrations were present within the curriculum. Although a large number of illustrations were perceived as embedded within the curriculum, many were identified as being weak or absent. Some of this variation was attributed to the different data sources utilized by the study. The program's steering committee's perception of the extent to which these items were included differed from individual program participants' views. These findings supported the research by McPhail et al., (2008) who questioned the extent to which AACC's competencies were embedded within leadership development programs.

Based on the study's data, the researcher was able to conclude illustrations within the competencies of Collaboration and Professionalism exhibited a strong presence within the Leadership Academy's curriculum. In addition the illustration of valuing and promoting diversity, inclusion, and equity included in the Community College Advocacy competency was also identified as having a strong presence. These results were consistent with themes and activities identified within the curriculum focused around leadership vision, the history of community colleges and the institution, self-assessment, embracing diversity and values, working for the common good, building networks, teamwork, and collaboration (AACC, 2005). Research has suggested future leaders will need to have a vision, be committed to lead, collaborate, embrace the importance of

multiculturalism, work collectively with diverse constituents, building coalitions, and bring the institution together (Hockaday & Puryear, 2000; Tichy & Devanna, 1986).

Other illustrations within the competencies the researcher was able to suggest as being strong within the curriculum included developing a positive environment supporting innovation and teamwork (Organizational Strategy); articulating and championing a shared mission and vision (Communication); commitment and passion for the mission, and representing the community college in the community (Community College Advocacy). Each of these illustrations was consistent with previous research that indicated the importance of them for future community college leaders (Brown et al., 2002; Kouzes & Posner, 2007). While other illustrations were identified as being present within the curriculum, the researcher found many of them indirectly covered, which coincided with comments made by participants and steering committee members.

Data from the study enabled the researcher to conclude that the Resource Management competency as extremely weak within the curriculum. Illustrations focusing on accountability, looking entrepreneurially, implementing strategies to support programs and services, and implementing a human resource system that supports employees were perceived as weak, and few activities associated with them could be identified within the program. While perceived by the steering committee as being embedded within the curriculum to some extent, participants of the program failed to identify the competencies or the illustrations in the program. Research has suggested these illustrations and the Resource Management competency are critical to the development of future community college leaders (Tichy & Devanna, 1986). Given the financial state community colleges are currently facing vis-à-vis a growing enrollment coupled with state budget cuts, this

data indicates the absence of attention to the Resource Management competency within the curriculum is a significant finding.

### *Finding 3*

Using data from research question three, the researcher concluded that the institution's Leadership Academy included some facets of transformational leadership theory throughout the curriculum. However, the researcher's analysis of documents and focus group data revealed that transformational leadership or other leadership theories were not formally considered as a basis for curriculum development. While these theories were not directly referenced within the program, the belief by the Leadership Academy's steering committee that leadership exists throughout the organization and at all levels is consistent with the tenets of transformational leadership theory (Burns, 1978). The program also included several learning opportunities that indirectly broached the theory's tenets. The researcher identified sessions and activities that explored leadership skills grounded in transformational leadership theory and classified the curriculum around Roueche et al.'s (1989) definition of transformational leadership and the themes of vision, influence, motivation, morals, and values.

An analysis of the curriculum by the research identified several sessions related to leadership vision that were grounded in transformational leadership theory (AACC, 2005; Kouzes & Posner, 2007; Roueche et al.; Tichy & Devanna, 1986; Yukl, 2002). Participants were provided opportunities for self-reflection to identify and develop their vision, exposure to the shared visions of current leaders within the institution, understanding the importance of an organization's past and future vis-à-vis developing a vision, using a shared vision to influence and align the work of others, and learning to

view the organization in a larger context. Curriculum grounded in transformational leadership theory around a leader's ability to influence and motivate were also identified (Burns, 1978; Kouzes & Posner, 2007; Leithwood & Duke, 1999; Roueche et al.; Wallin, 2009; Yukl, 2002). Taking a more indirect approach, the Leadership Academy explored the concepts of leadership influence and motivation through activities focused on self-reflection, organizational change, communication, collaboration, and employee mentoring. Participants were also provided an opportunity to hear from current leaders and recognize how they have used influence and motivation within the institution.

Consistent with previous findings, the program's curriculum provided participants an introduction to leadership morals and values that were grounded in transformational leadership theory (Bass & Steidlmeier, 1998; Burns, 1978; Kouzes & Posner, 2007; Tichy & Devanna, 1986; Yukl, 2002). The research data identified several activities focused on the moral and value aspect of ethical leadership, current leaders, the individual participant, the institution, and the community. Activities involved self-reflection, presentations by current leaders, exploring the values of community colleges and the institution, and recognizing the responsibility to the surrounding community and students.

#### *Finding 4*

The final question that helped guide this study examined the question of whether the participants' demographic characteristics made a difference in their perceptions of the Leadership Academy's content. Demographic data collected in research question one was compared to participants' perception of the curriculum content. Based on the analysis, the researcher was able to suggest that no significant difference existed between the

participants' perception of AACC's *Competencies for Community College Leaders* (AACC, 2005) being embedded within the Leadership Academy's curriculum content based on their age, level of education, job classification, and the year they participated in the program. However, the data exhibited a significant difference in the participants' perception for those who held a leadership position for 11 to 15 years.

In addition to addressing research question four, the data also strengthened the overall findings related to research question two which focused on the curriculum's content based on participants' perceptions. The data also negated one of the researcher's assumptions at the onset of the study that participants' perceptions regarding the program's content would vary based on the demographic characteristics measured.

#### *Finding 5*

In addition to the findings related to the study's research questions, additional themes surfaced regarding the participants' perception of the program. A central theme that emerged from the participants' focus group concentrated on the lack of rigor within the program. The researcher found participants comparing the program to an "extension of new employee orientation" that "brushed over things" and "didn't get into anything very deep." Participants felt the "nitty gritty" aspects of leadership were never really discussed; instead the program focused on the "fluffy stuff" related to leadership and personal skill development. On several occasions, participants felt the program often missed opportunities to fully engage the audience to thoroughly explore the various leadership topics discussed. Yukl (2002) found that most leadership development programs are designed to improve basic skills and behaviors of entry and middle level managers.

Given the overall focus of the Leadership Academy, to develop leaders at all levels of the organization, participants represented a wide range of employees with varying leadership skills, knowledge, and experiences. Wallin (2006) suggested programs should be designed to assist employees to meet goals that are relevant to their level of preparation and experience. Although it appears the Leadership Academy was designed in such a way to provide a broad perspective of leadership, it is the researcher's finding that the program failed to be relevant to all participants, especially those with previous leadership training and experience. Findings from the study supported the argument that institutions must move beyond the shotgun approach to professional development and establish a more systemic approach and sustainable model (McCall, 2006; Sullivan, 2004).

Data also indicated participants perceived the program as an assortment of leadership skills thrown together with little structure, continuity, or defined outcomes. An analysis revealed the Leadership Academy was modeled after Dallas County Community College Leadership Development program. However, no data could be identified that indicated the program was grounded in leadership theory or suggested measureable outcomes had been established. Over the years as curriculum was modified on the basis of feedback from participants and retirement of presenters, the program moved away from the original model. In addition, as the institution's existing leaders became more involved, changes to the curriculum occurred to better match the leaders' interests or focus. Data suggested these modifications eliminated sessions and activities that included leadership skills within AACC's competencies. Changes in the program and the lack of measureable outcomes resulted in a more generic leadership development curriculum and

weakened the content of the program. Some of the sessions lacked continuity and often failed to fully explore the critical leadership skills as originally intended. The study's findings supported Wallin's (2006) argument that in-house leadership development programs often lack a clear focus and theoretical framework. Researchers have contended successful programs have clear learning objectives and competencies, meaningful content, and appropriate sequencing of the content (Watts & Hammons, 2002; Yukl, 2002).

Data also indicated participants often felt the program's curriculum failed to provide relevance and application to current issues within the institution and opportunities for participants to apply the skills being taught. Wallin (2006) and Yukl (2002) deemed each of these is necessary conditions in leadership development. Boggs (2003) also contended the curriculum of a leadership development program should be based on the problems current leaders face. While successful in providing an overview of critical leadership skills, participants felt the Leadership Academy failed to connect the skills to relevant leadership issues and explore how leaders use them in their daily work. Examples of these focused on communication, strategic planning, developing community relationships, and establishing partnerships. Referring to Bloom's Taxonomy of Learning Domains, one participant suggested the program was only designed to meet the knowledge domain and it failed to move participants to the application domain.

#### Limitations and Design Controls

The researcher utilized a concurrent triangulated mixed-method design throughout the study. The use of a mixed method design allows the researcher to analyze both qualitative and quantitative data in addressing the research questions. However, a mixed

method design can create limitations by creating difficulties for the researcher to adequately analyze the data and resolve discrepancies between the types of data (Creswell, 2003). Therefore, the researcher chose the triangulated mixed-method design in order to strengthen the overall study and answer a broader, more complete range of questions (Creswell; Johnson & Onwuegbuzie, 2004). The mixed-method design allowed for the strengths and weaknesses associated with the methodology of both qualitative and quantitative research to balance one another, thereby strengthening and enhancing the study's validity and general applicability (Creswell; Patton, 1997).

The researcher identified several limitations within the study as noted in Chapter 3. However, every precaution was taken in order to minimize the degree and effect of each limitation throughout the study. The following limitations were identified:

1. The results of the study were designed only to provide a snapshot of a single community college leadership development program.
2. The validity and reliability of the study's qualitative data were limited by the researcher's biases due to personal experience with the institution, the institution's leadership development program, and other leadership development programs.
3. The validity and reliability of the study's quantitative data were limited by the degree of validity and reliability within the survey instrument.
4. Responses by past participants were limited to the participants' memory and recollection.
5. The study relied upon voluntary participation from those who were contacted.

The researcher utilized an evaluative case study approach to study the curriculum of a single leadership development program. An evaluative case study limits the study by provided data from a single program and constrains the researcher from generalizing the findings to other programs (Patton, 1997). However, Merriam (1998) contended the use of a case study approach was ideal for answering the questions like those asked in this study. The study's approach allowed the researcher to develop a more in depth understanding of the program using detailed descriptions, themes voiced by participants, and data representative of various audiences and their values (McMillan & Schumacher, 1997). Patton suggested the use of a case study approach in a program evaluation provides the researcher with a holistic approach to understanding a program and solid ground for making improvements.

In order to counter the researcher's personal experience with the program and subsequent personal bias, the research design utilized multiple methods to capture the data. The use of surveys, focus groups, and document analysis allowed for the triangulation of the data and enhancement of the study's internal validity and reliability (Merriam, 1998). The triangulation of data also improved the quality of the data and the accuracy of their interpretations (Fraenkel & Wallen, 2003). The researcher also utilized member-checking to ensure accuracy of qualitative data collected during the focus groups (Creswell, 2003).

To improve the reliability and validity of the survey designed by the researcher and utilized to collect the study's quantitative data, the questionnaire was pilot tested and retested. The LACS survey was piloted by members of the institution's Leadership Academy steering committee who were familiar with the program and AACC's

leadership competencies. Modifications to the survey were made based on feedback from the steering committee members and statistical analysis of the test and retest.

The study's data, as related to participants' perceptions, were limited to participants' memory and recollection of the program's content whose experience with the program was as much as eight years ago. In addition, the program's curriculum changed over the years further limiting the study. To minimize these limitations, the researcher utilized participants from the program's two most recent cohorts in the study's focus groups. This provided the study with a sample population offering qualitative data from the program's most recent offerings. The study's data analysis that compared the various cohort groups also used the most recent cohorts to reduce the effect on the limitation.

#### Implications for Practice

Given the impending retirement of current community college leaders, it is incumbent upon community college leaders to prepare the next generation of leaders to assume the role and responsibilities of these important positions. Research has suggested institutions should look within themselves to develop their own leaders (Boggs, 2003; Little, 2002). As the number of community college leadership development programs expand to meet this need, the extent to which they are able to successfully prepare the next generation of community college leaders is crucial. This study's findings have direct implications for the existing Woodsburrow Leadership Academy and other community college leadership development programs striving to meet this goal.

While relatively young, Woodsburrow's Leadership Academy continues to evolve each year as it solicits participant feedback and incorporates changes recommended by

the program's steering committee. Findings from this study will help guide the steering committee in revising the program's curriculum based on transformational leadership theory and AACC's competencies. The major findings that can assist the committee in reviewing its curriculum include the extent to which AACC's competencies and transformational leadership theory are embedded within the curriculum, the lack of defined objectives, outcomes, and assessment, and the participants' perceptions of the overall program related to content, structure, continuity, and rigor. Another finding from the study suggests the need for two types of leadership development programs: one which focuses on an orientation to the college and basic leadership skills and, the other designed to offer advanced leadership development activities relevant to mid-level experienced personnel within the organization. Recent retirements within the program's steering committee provides the institution an opportunity to fully examine the program and utilize the study's findings.

In addition to implications for Woodsburrow, the study's findings can serve as a resource to assist those community colleges interested in developing or modifying their existing leadership development programs. These institutions will be able to utilize findings from the study to develop or examine their curriculum which incorporates transformational leadership theory and AACC's *Competencies for Community College Leaders* (2005). The essential use of transformational leadership theory and AACC's competencies in the development of community college leaders is well documented in research (AACC; McPhail et al., 2008; Schmitz, 2008; Wisner & Sullivan, 2007). Institutions looking to provide a leadership development program based on AACC's competencies and transformational leadership theory will be able examine their programs

from the developer and participant perspectives using the study's research, methodology, and survey instrument. The integration of AACC's competencies within the development of community college leadership programs will assist program planners to identify the knowledge and skills future leaders need to know and apply (Amey, 2005).

Another implication based on the findings identifies the importance of institutions to develop programs that meet the needs and expectations of participants. A review of the literature confirmed the concept that leadership potential exists at all levels of the organization and there is a critical need to develop these leaders (AACC, 2005; Carroll, 2004; Kouzea & Posner, 2007; Wallin, 2006). However, data from the study suggested a program that includes a wide representation of employees can result in a curriculum that fails to be relevant to all of the participants. In addition, the curriculum may not correspond to the leadership development levels and needs of participants based on their previous leadership skills, knowledge, and experience. Leadership programs should be designed to meet the goals and be relevant to employees based on their level of preparation and experience (Wallin).

#### Recommendations for Future Research

Given the vital role that community colleges play in today's society and the ever changing environment in which they operate, community college leaders play a critical role in ensuring the institution is prepared to respond to the needs of the community. As noted throughout the study, research has suggested the development of the next generation of community college leaders is essential given the impending retirement of many existing leaders (Goff, 2002). The development of these future leaders has increasingly become identified as a major responsibility of the community college.

The finding of this study indicated Woodsburrow's Leadership Academy was developed prior to the release of AACC's *Competencies for Community College Leaders* in 2005 and had not undergone any major evaluations or modifications since its inception. The findings also suggested the extent to which the program's curriculum included AACC's competencies and transformational leadership theory were weak in some areas. Given the recent changes in the steering committee's leadership and incorporation of relevant findings from the study, this research should be replicated after the program has been redesigned and implemented.

The need to develop leaders throughout the organization is well documented within the research literature (Wallin, 2006). Institutions must be cognizant of the demographic makeup of employees they are selecting to participate in these programs to insure they represent a wide range of employees at all levels of the organization. Recent research has indicated a shortage of minorities exist within the leadership of educational institutions (Amey et al., 2002). Further research should be conducted within Woodsburrow's Leadership Academy to ensure the minority population within the institution is represented in the Leadership Academy.

### Summary

Research has indicated the country's community colleges are fast approaching a leadership shortage as unprecedented numbers of existing leaders prepare to retire. The literature has suggested that the next generation of community college leaders will be challenged with challenging and multifaceted issues. The development of these leaders will be critical to the success of community colleges in the future. As a possible solution, research has supported the development of campus-based leadership development

programs. A review of the literature contends these programs should be developed with a foundation based on AACC's *Competencies for Community College Leaders* (AACC, 2005) and grounded in transformational leadership theory to prepare leaders at all levels of the organization.

The purpose of this study was to examine the curriculum content of a leadership development program from AACC's *Competencies for Community College Leaders* (AACC, 2005) and a transformational leadership perspective. Using a triangulated mixed-method methodology, the study investigated the curriculum of a single, in-house, leadership development program that was created by a multi-campus community college. Findings from the study indicated participants of the program represented a wide range of employees throughout the organization. Data revealed facets of AACC's competencies were embedded within the curriculum to varying degrees. The study also identified tenets of transformational leadership theory throughout the program's curriculum. Finally, the study found relatively no significant difference between participants' demographic characteristics and their overall perception regarding the extent of the program's content. The review of literature and the results of this study supported the belief that the role community colleges will play in the development of the next generation of community college leaders is critical to its future.

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## APPENDICES

## Appendix A

### AACC's Competencies for Community College Leaders

#### **Organizational Strategy**

*An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students, and sustains the community college mission, based on knowledge of the organization, its environment, and future trends.*

##### Illustrations:

- Assess, develop, implement, and evaluate strategies regularly to monitor and improve the quality of education and the long-term health of the organization.
- Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically.
- Use a systems perspective to assess and respond to the culture of the organization; to changing demographics; and to the economic, political, and public health needs of students and the community.
- Develop a positive environment that supports innovation, teamwork, and successful outcomes.
- Maintain and grow college personnel and fiscal resources and assets.
- Align organizational mission, structures, and resources with the college master plan.

#### **Resource Management**

*An effective community college leader equitably and ethically sustains people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college.*

##### Illustrations:

- Ensure accountability in reporting.
- Support operational decisions by managing information resources and ensuring the integrity and integration of reporting systems and databases.
- Develop and manage resource assessment, planning, budgeting, acquisition, and allocation processes consistent with the college master plan and local, state, and national policies.
- Take an entrepreneurial stance in seeking ethical alternative funding sources.
- Implement financial strategies to support programs, services, staff, and facilities.
- Implement a human resources system that includes recruitment, hiring, reward, and performance management systems and that fosters the professional development and advancement of all staff.
- Employ organizational, time management, planning, and delegation skills.
- Manage conflict and change in ways that contribute to the long-term viability of the organization.

## **Communication**

*An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its surrounding community, to promote the success of all students, and to sustain the community college mission.*

Illustrations:

- Articulate and champion shared mission, vision, and values to internal and external audiences, appropriately matching message to audience.
- Disseminate and support policies and strategies.
- Create and maintain open communications regarding resources, priorities, and expectations.
- Convey ideas and information succinctly, frequently, and inclusively through media and verbal and nonverbal means to the board and other constituencies and stakeholders.
- Listen actively to understand, comprehend, analyze, engage, and act.
- Project confidence and respond responsibly and tactfully.

## **Collaboration**

*An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission.*

Illustrations:

- Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.
- Demonstrate cultural competence relative to a global society.
- Catalyze involvement and commitment of students, faculty, staff, and community members to work for the common good.
- Build and leverage networks and partnerships to advance the mission, vision, and goals of the community college.
- Work effectively and diplomatically with unique constituent groups such as legislators, board members, business leaders, accreditation organizations, and others.
- Manage conflict and change by building and maintaining productive relationships.
- Develop, enhance, and sustain teamwork and cooperation.
- Facilitate shared problem-solving and decision-making.

## **Community College Advocacy**

*An effective community college leader understands, commits to, and advocates for the mission, vision, and goals of the community college.*

Illustrations:

- Value and promote diversity, inclusion, equity, and academic excellence.
- Demonstrate a passion for and commitment to the mission of community colleges and student success through the scholarship of teaching and learning.
- Promote equity, open access, teaching, learning, and innovation as primary goals for the college, seeking to understand how these change over time and facilitating discussion with all stakeholders.
- Advocate the community college mission to all constituents and empower them to do the same.
- Advance life-long learning and support a learner-centered and learning-centered environment.
- Represent the community college in the local community, in the broader educational community, at various levels of government, and as a model of higher education that can be replicated in international settings.

## **Professionalism**

*An effective community college leader works ethically to set high standards for self and others, continuously improve self and surroundings, demonstrate accountability to and for the institution, and ensure the long-term viability of the college and community.*

Illustrations:

- Demonstrate transformational leadership through authenticity, creativity, and vision.
- Understand and endorse the history, philosophy, and culture of the community college.
- Self-assess performance regularly using feedback, reflection, goal-setting, and evaluation.
- Support lifelong learning for self and others.
- Manage stress through self-care, balance, adaptability, flexibility, and humor.
- Demonstrate the courage to take risks, make difficult decisions, and accept responsibility.
- Understand the impact of perceptions, world views, and emotions on self and others.
- Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.
- Use influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.
- Weigh short-term and long-term goals in decision-making.
- Contribute to the profession through professional development programs, professional organizational leadership, and research/publication.

## Appendix B

### Leadership Academy Competencies Survey

#### Leadership Academy Competencies Survey

Thank you for your willingness to take part in this study of Woodsburrow's Leadership Academy. Your participation is completely voluntary and you may withdraw from participation at any time you wish without fear of consequence. The next page explains how you and your rights will be protected.

## Leadership Academy Competencies Survey

Dear Participant:

Thank you for considering participation in my study of community college leadership competencies, embedded within the Woodsburrow Leadership Academy. This study is part of my dissertation research for a doctoral degree in educational leadership and policy analysis from the University of Missouri-Columbia. Your participation will take approximately 15 minutes.

Before you make a final decision about your participation, I need to explain how your rights as a participant will be protected:

**VOLUNTARY:** Participation in the study is completely voluntary. You may withdraw from participation at any time you wish without penalty, including in the middle of completing the survey. Your consent to participate or refusal to participate will not negatively affect you in any way. You may also decline to answer any questions that you feel uncomfortable answering.

**BENEFITS:** By participating, you are helping contribute to the body of knowledge of developing community college leaders using in-house programs.

**RISKS:** There are minimal risks involved. These could include an outsider observing the participant recording responses that could be considered 'negative' towards his or her institution. However, these risks are indeed minimal and no more than those occurring in daily life.

**CONFIDENTIALITY:** Participants' answers will remain confidential, anonymous, and separate from any identifying information. Only the researcher and the dissertation supervisor will have access to identifiable data. Collected data will be kept locked and destroyed three years after completion of this study. Participants' identity will not be published. Data will be aggregated from statistical analysis and summarized for reporting, protecting participants' confidentiality at all times.

**INJURY:** It is not the policy of the University of Missouri to compensate human subjects in the event the research results in injury. The University of Missouri does have medical, professional and general liability self-insurance coverage for any injury caused by the negligence of its faculty and staff. Within the limitations of the laws of the State of Missouri, the University of Missouri will also provide facilities and medical attention to subjects who suffer injuries while participating in the research projects of the University of Missouri. In the event you suffered injury as the result of participating in this research project, you are to immediately contact the Campus Institutional Review Board Compliance Officer at (573) 882-9585 and the Risk Management Officer at (573) 882-3735 to review the matter and provide you further information. This statement is not to be construed as an admission of liability.

If you have any questions about this research project, please feel free to contact me at home (816)505-1619, my office (816)604-3036 or [brian.bechtel@mcckc.edu](mailto:brian.bechtel@mcckc.edu). You may also contact my Faculty Advisor, Dr. Barbara N. Martin at (660) 543-8823 or [bmartin@ucmo.edu](mailto:bmartin@ucmo.edu). If you have questions regarding your rights as a participant in research, please feel free to contact the University of Missouri's Campus Institutional Review Board at (573) 882-9585.

By completing the online survey entitled "Leadership Academy Competencies Survey" you agree to participate in the study being conducted by Brian Bechtel.

**1. By completion of this online survey it is understood that you agree to participate in this study and waive the requirement for a written consent. Please click the button below, indicating that "I agree" to participate.**

I agree

I do not agree

## Leadership Academy Competencies Survey

### 1. Are you Male or Female?

- Male
- Female

### 2. What is your age?

- 18 - 25 years old
- 26 - 30 years old
- 31 - 40 years old
- 41 - 50 years old
- 51 - 60 years old
- 61 or over

### 3. What is the highest level of education you have completed?

- High School/GED
- Some College
- 2-Year College Degree
- 4-Year College Degree
- Master's Degree
- Doctoral Degree
- Professional Degree (JD)

### 4. Is your current position:

- Full-Time
- Flexible Part-Time
- Part-Time

## Leadership Academy Competencies Survey

### 5. Which Woodsburrow Salary Range best fits for your current position?

- Staff - Range 2
- Staff - Range 3
- Staff - Range 4, 4C, 4M
- Staff - Range 5, 5C, 5M
- Staff - Range 6, 6C, 6M
- Staff - Range 7E, 7EC, 7EM
- Staff - Range 8E, 8EC, 8EM
- Staff - Range 9E, 9EC, 9EM
- Faculty
- Administrator - Range 1
- Administrator - Range 2
- Retired or currently not at MCC

### 6. How long have you been employed with Woodsburrow?

- 1-3 years
- 4-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 years or more

### 7. How long have you been in a work related leadership position?

- 1-3 years
- 4-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 years or more
- I don't consider myself a leader

## Leadership Academy Competencies Survey

8. What year did you participate in Woodsburrow's Leadership Academy?

- Year 1 (2002 - 2004)
- Year 2 (2003 - 2005)
- Year 3 (2006 - 2008)
- Year 4 (2008 - 2010)
- Not sure what year

## Leadership Academy Competencies Survey

Please take time to answer the following questions regarding the content of Woodsburrow's Leadership Academy:

**1. Organizational Strategy - An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students, and sustains the community college mission, based on knowledge of the organization, its environment, and future trends.**

**Based on the above community college leadership competency, to what extent does Woodsburrow's Leadership Academy stress the importance of or instruct how to:**

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	No Extent
Assess, develop, implement, and evaluate strategies regularly to monitor and improve the quality of education and the long-term health of the organization.	<input type="radio"/>				
Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically.	<input type="radio"/>				
Use a systems perspective to assess and respond to the culture of the organization; to changing demographics; and to the economic, political, and public health needs of students and the community.	<input type="radio"/>				
Develop a positive environment that supports innovation, teamwork, and successful outcomes.	<input type="radio"/>				
Maintain and grow college personnel and fiscal resources and assets.	<input type="radio"/>				
Align organizational mission, structures, and resources with the college master plan.	<input type="radio"/>				

**2. Resource Management - An effective community college leader equitably and ethically sustains people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college.**

**Based on the above community college leadership competency, to what extent does Woodsburrow's Leadership Academy stress the importance of or instruct how to:**

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	No Extent
Ensure accountability in reporting.	<input type="radio"/>				
Support operational decisions by managing information resources and ensuring the integrity and integration of reporting systems and databases.	<input type="radio"/>				
Develop and manage resource assessment, planning, budgeting, acquisition, and allocation processes consistent with the college master plan and local, state, and national policies.	<input type="radio"/>				
Take an entrepreneurial stance in seeking ethical alternative funding sources.	<input type="radio"/>				
Implement financial strategies to support programs, services, staff, and facilities.	<input type="radio"/>				
Implement a human resources system that includes recruitment, hiring, reward, and performance management systems and that fosters the professional development and advancement of all staff.	<input type="radio"/>				
Employ organizational, time management, planning, and delegation skills.	<input type="radio"/>				
Manage conflict and change in ways that contribute to the long-term viability of the organization.	<input type="radio"/>				

## Leadership Academy Competencies Survey

**3. Communication - An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its surrounding community, to promote the success of all students, and to sustain the community college mission.**

**Based on the above community college leadership competency, to what extent does Woodsburrow's Leadership Academy stress the importance of or instruct how to:**

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	No Extent
Articulate and champion shared mission, vision, and values to internal and external audiences, appropriately matching message to audience.	<input type="radio"/>				
Disseminate and support policies and strategies.	<input type="radio"/>				
Create and maintain open communications regarding resources, priorities, and expectations.	<input type="radio"/>				
Convey ideas and information succinctly, frequently, and inclusively through media, verbal, and nonverbal means to constituencies and stakeholders.	<input type="radio"/>				
Listen actively to understand, comprehend, analyze, engage, and act.	<input type="radio"/>				
Project confidence and respond responsibly and tactfully.	<input type="radio"/>				

**4. Collaboration - An effective community college leader develops and maintains, responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission.**

**Based on the above community college leadership competency, to what extent does Woodsburrow's Leadership Academy stress the importance of or instruct how to:**

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	No Extent
Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.	<input type="radio"/>				
Demonstrate cultural competence relative to a global society.	<input type="radio"/>				
Catalyze involvement and commitment of students, faculty, staff, and community members to work for the common good.	<input type="radio"/>				
Build and leverage networks and partnerships to advance the mission, vision, and goals of the community college.	<input type="radio"/>				
Work effectively and diplomatically with internal and external stakeholders.	<input type="radio"/>				
Manage conflict and change by building and maintaining productive relationships.	<input type="radio"/>				
Develop, enhance, and sustain teamwork and cooperation.	<input type="radio"/>				
Facilitate shared problem-solving and decision-making.	<input type="radio"/>				

## Leadership Academy Competencies Survey

**5. Community College Advocacy - An effective community college leader understands, commits to, and advocates for the mission, vision, and goals of the community college.**

**Based on the above community college leadership competency, to what extent does Woodsburrow's Leadership Academy stress the importance of or instruct how to:**

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	No Extent
Value and promote diversity and inclusion.	<input type="radio"/>				
Demonstrate a passion for and commitment to the mission of community colleges and student success through the scholarship of teaching and learning.	<input type="radio"/>				
Value and promote equity.	<input type="radio"/>				
Promote open access, teaching, learning, and innovation as primary goals for the college, seeking to understand how these change over time and facilitating discussion with all stakeholders.	<input type="radio"/>				
Advocate the community college mission to all constituents and empower them to do the same.	<input type="radio"/>				
Advance life-long learning and support a learner-centered and learning-centered environment.	<input type="radio"/>				
Value and promote academic excellence.	<input type="radio"/>				
Represent the community college in the local community, in the broader educational community, at various levels of government, and as a model of higher education that can be replicated in international settings.	<input type="radio"/>				

## Leadership Academy Competencies Survey

**6. Professionalism - An effective community college leader works ethically to set high standards for self and others, continuously improve self and surroundings, demonstrate accountability to and for the institution, and ensure the long-term viability of the college and community.**

**Based on the above community college leadership competency, to what extent does Woodsburrow's Leadership Academy stress the importance of or instruct how to:**

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	No Extent
Demonstrate transformational leadership through authenticity, creativity, and vision.	<input type="radio"/>				
Understand and endorse the history, philosophy, and culture of the community college.	<input type="radio"/>				
Self-assess performance regularly using feedback, reflection, goal-setting, and evaluation.	<input type="radio"/>				
Support lifelong learning for self and others.	<input type="radio"/>				
Manage stress through self-care, balance, adaptability, flexibility, and humor.	<input type="radio"/>				
Demonstrate the courage to take risks, make difficult decisions, and accept responsibility.	<input type="radio"/>				
Understand the impact of perceptions, world views, and emotions on self and others.	<input type="radio"/>				
Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.	<input type="radio"/>				
Use influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.	<input type="radio"/>				
Weigh short-term and long-term goals in decision-making.	<input type="radio"/>				
Contribute to the profession through professional development programs, professional organizational leadership, and research/publication.	<input type="radio"/>				

## Leadership Academy Competencies Survey

Thank you for completing this survey and participating in this study. Remember, your identity will remain confidential in the reporting of the results of this survey.

**1. If you would be interested in participating in a focus group, please provide your contact information below.**

Name:

Phone:

E-mail:

## Appendix C

### Institutional Review Board Approval

**Brian.Bechtel**

---

**From:** Schmidt, Rachel D [SchmidtRD@missouri.edu]  
**Sent:** Monday, March 08, 2010 3:54 PM  
**To:** Brian.Bechtel; bmartin@ucmo.edu  
**Subject:** Campus IRB Exempt Approval Letter: IRB # 1161677

Dear Investigator:

Your human subject research project entitled An Examination of the Leadership Competencies Taught within a Community College Leadership Development Program meets the criteria for EXEMPT APPROVAL and will expire on March 08, 2011. Your approval will be contingent upon your agreement to annually submit the "Annual Exempt Research Certification" form to maintain current IRB approval.

You must submit the Annual Exempt Research Certification form before **January 22, 2011**. Failure to timely submit the certification form by the deadline will result in automatic expiration of IRB approval.

If you wish to revise your exempt activities, you must contact the Campus IRB office for a determination of whether the proposed changes will continue to qualify for exempt status. You may do this by email. You will be expected to provide a description of the proposed revisions and how it will impact the risks to subject participants.

Please be aware that all human subject research activities must receive prior approval by the IRB prior to initiation, regardless of the review level status. If you have any questions regarding the IRB process, do not hesitate to contact the Campus IRB office at (573) 882-9585.

Campus Institutional Review Board

## Appendix D

### Focus Group Informed Consent

I, (Name \_\_\_\_\_), (Date \_\_\_/\_\_\_/\_\_\_)  
consent to participate in this research project and understand the following:

**PROJECT BACKGROUND:** This project involves gathering data through focus groups and an electronic survey to examine the curriculum content of the institution's Leadership Academy from a transformational leadership perspective utilizing the American Association of Community Colleges' (AACC) Competencies for Community College Leaders. The program's co-chairs, steering committee members, along with current and past participants will be chosen to participate in the study. The data will be collected for analysis and may be published. Participants must be 18 years of age to participate.

**PURPOSE:** The purpose of this study focuses on determining if the curriculum of the institution's Leadership Academy is aligned with AACC's Competencies for Community College Leaders.

**VOLUNTARY:** The focus groups and electronic survey are voluntary. Participants may refuse to answer any question or choose to withdraw from participation at any time without any penalty or loss of benefits to which they are otherwise entitled.

**WHAT DO YOU DO?** Sign this consent form and return it to the researcher. The focus groups should take no more than 90 minutes to complete.

**BENEFITS:** Your participation in this research project will enrich and expand the educational knowledge base within the field of community college leadership development. The findings could serve to increase the understanding of how the curriculum of the institution's leadership development program aligns itself with intended outcomes and AACC's Competencies for Community College Leaders.

**RISKS:** This project does not involve any risks greater than those encountered in everyday life.

**CONFIDENTIALITY:** Your confidentiality will be maintained in that a participant's name will not appear on the electronic survey, interview, focus groups, or in the published study itself. A code number may be assigned so that responses may be grouped for statistical analysis. The data will only be reported in aggregate form.

**INJURY:** It is not the policy of the University of Missouri to compensate human subjects in the event the research results in injury. The University of Missouri does have medical, professional and general liability self-insurance coverage for any injury caused by the negligence of its faculty and staff. Within the limitations of the laws of the State of Missouri, the University of Missouri will also provide facilities and medical attention to subjects who suffer injuries while participating in the research projects of the University of Missouri. In the event you suffered injury as the result of participating in this research project, you are to immediately contact the Campus Institutional Review Board Compliance Officer at (573) 882-9585 and the Risk Management Officer at (573) 882-3735 to review the matter and provide you further information. This statement is not to be construed as an admission of liability.

Thank you for your assistance in providing current information regarding the institution's leadership development program. Your efforts are greatly appreciated. If you have any questions about this research project, please feel free to contact me at home (816) 505-1619, my office (816) 604-3036 or at [brian.bechtel@mcckc.edu](mailto:brian.bechtel@mcckc.edu). You may also contact my Faculty Advisor, Dr. Barbara N. Martin at: Dr. Barbara Martin, 4105 Lovinger Hall, Central Missouri State University, (660)543-8823 or at [bmartin@ucmo.edu](mailto:bmartin@ucmo.edu). If you have questions regarding your rights as a participant in research, please feel free to contact the University of Missouri's Campus Institutional Review Board at (573) 882-9585.

I confirm that the purpose of the research, the study procedures, the possible risks and discomforts as well as potential benefits that I may experience have been explained to me. Alternatives to my participation in the study also have been discussed. I have read this consent form and my questions have been answered. My signature below indicates my willingness to participate in this study.

---

Signature

---

Date

## Appendix E

### Participant Year Compared to Gender and Current Age

Demographic	Year-1 2002-2004	Year-2 2003-2005	Year-3 2006-2008	Year-4 2008-2010
<b>Gender</b>				
Male ( <i>n</i> )	33.3% (4)	46.2% (6)	31.6% (6)	14.3% (3)
Female ( <i>n</i> )	66.7% (8)	53.8% (7)	68.4% (13)	85.7% (18)
<b>Current Age</b>				
26-30 years ( <i>n</i> )	0.0% (0)	0.0% (0)	0.0% (0)	9.5% (2)
31-40 years ( <i>n</i> )	16.7% (2)	7.7% (1)	26.3% (5)	19.0% (4)
41-50 years ( <i>n</i> )	66.7% (8)	15.4% (2)	36.8% (7)	23.8% (5)
51-50 years ( <i>n</i> )	8.3% (1)	69.2% (9)	31.6% (6)	38.1% (8)
61 or over ( <i>n</i> )	8.3% (1)	7.7% (1)	5.3% (2)	9.5% (2)

*Note:* Includes only those who identified the year they completed the program.

## Appendix F

### Participant Year Compared to Current Level of Education

Level of Education	Year-1 2002-2004	Year-2 2003-2005	Year-3 2006-2008	Year-4 2008-2010
High School/GED ( <i>n</i> )	0.0% (0)	0.0% (0)	0.0% (0)	4.8% (1)
2-Yr College Degree ( <i>n</i> )	8.3% (1)	0.0% (0)	10.5% (2)	9.5% (2)
4-Yr College Degree ( <i>n</i> )	25.0% (3)	15.4% (2)	21.1% (4)	28.6% (6)
Master's Degree ( <i>n</i> )	41.7% (5)	61.5% (8)	68.4% (13)	52.4% (11)
Doctorate Degree ( <i>n</i> )	25.0% (3)	23.1% (3)	0.0% (0)	4.8% (1)

*Note:* Includes only those who identified the year they completed the program.

## Appendix G

### Participation Year Compared to Years Employed at the College

#### and in a Leadership Position

Demographic	Year-1 2002-2004	Year-2 2003-2005	Year-3 2006-2008	Year-4 2008-2010
<b>Years Employed At College</b>				
1-5 years ( <i>n</i> )	16.7% (2)	0.0% (0)	10.5% (2)	19.1% (4)
6-10 years ( <i>n</i> )	16.7% (2)	30.8% (4)	31.6% (6)	52.4% (11)
11-15 years ( <i>n</i> )	58.3% (7)	23.1% (3)	31.6% (6)	14.3% (3)
16-20 years ( <i>n</i> )	8.3% (1)	30.8% (4)	10.5% (2)	9.5% (2)
21 years or more ( <i>n</i> )	0.0% (0)	15.4% (2)	15.8% (3)	4.8% (1)
<b>Years in Leadership Position</b>				
1-5 years ( <i>n</i> )	41.7% (5)	23.1% (3)	52.9% (9)	23.8% (5)
6-10 years ( <i>n</i> )	33.3% (4)	15.4% (2)	23.5% (4)	47.6% (10)
11-15 years ( <i>n</i> )	8.3% (1)	7.7% (1)	5.9% (1)	9.5% (2)
16-20 years ( <i>n</i> )	0.0% (0)	15.4% (2)	5.9% (1)	9.5% (2)
21 years or more ( <i>n</i> )	16.7% (2)	7.7% (1)	5.9% (1)	0.0% (0)
Not Considered A Leader ( <i>n</i> )	0.0% (0)	30.8% (4)	5.9% (1)	9.5% (2)

*Note:* Includes only those who identified the year they completed the program.

## Appendix H

### Participation Year Compared to Current Job Classification

Job Classification	Year-1 2002-2004	Year-2 2003-2005	Year-3 2006-2008	Year-4 2008-2010
Staff-Range 3 ( <i>n</i> )	-	-	-	-
Staff-Range 4, 4C, 4M ( <i>n</i> )	-	-	-	-
Staff-Range 5, 5C, 5M ( <i>n</i> )	8.3% (1)	7.7% (1)	5.3% (1)	28.6% (6)
Staff-Range 6, 6C, 6M ( <i>n</i> )	0.0% (0)	0.0% (0)	10.5% (2\2)	0.0% (0)
Staff-Range 7, 7C, 7M ( <i>n</i> )	16.7% (2)	15.4% (2)	26.3% (5)	33.3% (7)
Staff-Range 8, 8C, 8M ( <i>n</i> )	0.0% (0)	15.4% (2)	15.8% (3)	14.3% (3)
Staff-Range 9, 9C, 9M ( <i>n</i> )	8.3% (1)	15.4% (2)	5.3% (1)	4.8% (1)
Faculty ( <i>n</i> )	33.3% (4)	15.4% (2)	21.1% (4)	4.8% (1)
Administrator -1 ( <i>n</i> )	25.0% (3)	15.4% (2)	10.5% (2)	14.3% (3)
Administrator - 2 ( <i>n</i> )	0.0% (0)	7.7% (1)	0.0% (0)	0.0% (0)
Retiret/Not with College ( <i>n</i> )	8.3% (1)	7.7% (1)	5.3% (1)	0.0% (0)

*Note:* Includes only those who identified the year they completed the program.

## VITA

Brian C. Bechtel was born on February 10, 1970, in Lincoln, Nebraska to Larry Bechtel and Jodi Upright. He graduated from Lincoln Southeast High School in 1988. In 1992, he received a Bachelor of Arts degree in Exercise Science from the University of Nebraska. He earned a Master of Arts degree in Educational Administration from the University of Missouri-Kansas City in 2001, and a Doctorate of Education in Educational Leadership and Policy Analysis from the University of Missouri-Columbia in 2010.

Brian Bechtel is employed by The Metropolitan Community College where he has been since 1993. His work experience includes serving as Fitness Center Specialist, Fitness Center Coordinator, Fitness Center/Building Manager, Financial Manager, Administrative Intern – Budget and Data Management, and currently Associate Dean. In addition, he has taught courses in business management as an adjunct faculty member.

Bechtel currently resides in Kansas City, Missouri, with his wife, Sheri Bechtel, and their daughters, Taylor, Abi, Kennedy, and Madison.