

Public Abstract

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Title:Characteristics of Effective Mid-Level Leaders in Higher Education

The goal of this research study was to create a competency model that provides institutions of higher education with a set of competencies viewed as critical for success for those employed in the position of director (director, assistant director, associate director). The competency model for directors was derived from the results of six focus groups with mid-level leaders, one focus group with upper level administrators serving as subject matter experts and a survey sent to approximately 500 individuals holding the title of director, assistant director or associate director across four campuses of a Midwestern university system. Focus group participants were asked to rank Lomingers 67 positive competencies as critical, important, and not important for success for directors working in higher education. Ratings of the competencies were compiled and analyzed. After the results were collected from the seven focus groups, a survey was created. This survey consisted of the top 32 (of 67 total) competencies rated most critical for success by all focus group participants. The survey was completed by 149 individuals within the Midwestern university system. The survey results were then compared with the focus group results to finalize the competency model.