

RETIREMENT CRISIS IN COMMUNITY COLLEGE LEADERSHIP:
A STUDY OF LEADERSHIP PROFILES OF COMMUNITY COLLEGE PRESIDENTS
IN THE HIGHER LEARNING COMMISSION OF THE NCA REGION

By

Jackie L. Freeze

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

Capella University

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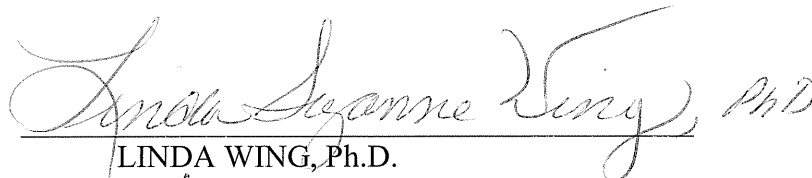
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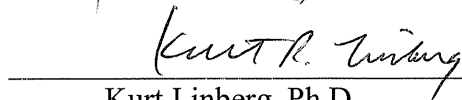
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Abstract

Community Colleges in the United States today are facing a potential crisis in leadership. By 2011, estimates indicate that 79 percent of today's community college presidents will retire (Schults, 2001). Complicating this major shift in leadership is an increasing complex environment that is impacted by the global economy, changing accountability standards, increasing enrollment and diversity, and decreased state funding for higher education. This study used two well-known assessments, The Leadership Profile and the Emotional Competence Inventory, to consider leadership and emotional intelligence attributes of community college presidents in the Higher Learning Commission of North Central Association region, and to develop a leadership profile of presidents. Presidents were encouraged to have subordinates complete the 360 degree instruments. Selected presidents were also interviewed to determine "defining moments" that impact the leader they are today. This study provided an informative view of community college presidential leadership in the NCA region and a broad profile of leadership skills, attributes, and emotional intelligence characteristics. Statistical analysis was done to determine whether there were leadership differences based on gender, ethnicity, years as a college president, institution enrollment, and career path the president had followed to the presidency.

Dedication

This dissertation is dedicated to my husband, Jon Schrade, who has been the “Wind Beneath my Wings” throughout this process. Without his support and belief in me, I never would have gotten started down this path. He was willing to sacrifice our free-time to looking at the back of my head as I took classes and wrote!

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I would particularly like to express my appreciation to the presidents who were willing to share their time and personal assessments to help with this project. Those who were interviewed were especially candid and willing to spend extra time to help a doctoral student. Initially, the interviews were what I looked forward to the least and they ended up being the most valuable and inspirational part of the process.

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Table of Contents

Acknowledgments	iii
Table of Contents	vi
List of Tables (if tables used)	x
List of Figures	xii
CHAPTER 1: INTRODUCTION	
Background of the Study	3
The Problem	5
Purpose of the Study	8
Research Questions	9
Significance of the Study	10
Definition of Terms	11
Assumptions and Limitations	13
Theoretical Framework	15
Nature of the Study	16
Organization of the Remainder of the Study	16
Summary	17
CHAPTER TWO: LITERATURE REVIEW	
What is Leadership?	19
Leadership Theories	23
Transformational Leadership Attributes	38

Emotional Intelligence	50
Defining Moments	55
Higher Education	56
The Community College	66
Leadership in the Community College	64
Issues and Challenges Facing Community College Leaders	74
The Community College President	80
Summary	90
CHAPTER THREE: METHODOLOGY	
Introduction	91
Purpose of the Study	91
Research Design and Methodology	92
Population and Sample	95
Instruments for this Study	97
Qualitative Analysis of Defining Moments	107
Research Process	108
Data Collection	108
Data Analysis	110
Research Questions/Hypotheses	111
Summary	114

CHAPTER FOUR: DATA COLLECTION AND ANALYSIS	
Introduction	115
Sample/Response Rate	117
Descriptive Information	118
Survey Instruments and Results	128
Research Questions	143
Summary	156
CHAPTER FIVE: QUALITATIVE ANALYSIS	160
Analyzing Interview Questions	162
Summary	172
CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Introduction/Overview	174
The Research	176
The Findings	180
Observations/Recommendation	185
Limitations of the Study	190
Significance of the Research	190
Recommendations for Future Study	192
Conclusions	193
REFERENCES	197
APPENDIXES	209

APPENDIX A, INITIAL LETTER	209
APPENDIX B, INVITATION E-MAIL	210
APPENDIX C, KICK-OFF E-MAIL	211
APPENDIX D, E-MAIL REMINDER 1	213
APPENDIX E, E-MAIL REMINDER 2	214
APPENDIX F, E-MAIL REMINDER 3	216
APPENDIX G, E-MAIL REMINDER 4	217
APPENDIX H, E-MAIL TO INTERVIEWEES	218
APPENDIX I, WEB SITE	220
APPENDIX J, LEADERSHIP PROFILE	222
APPENDIX K, EMOTIONAL COMPETENCE INVENTORY	225
APPENDIX L, DEMOGRAPHICS	229
APPENDIX M, INTERVIEW QUESTIONS	231

List of Tables

Table 1: Leadership Approaches and Common Elements	40
Table 2a: The Evolving College/University Culture	58
Table 2b: The Evolving College/University Culture Con't	59
Table 2c: The Evolving College/University Culture Con't	60
Table 3a: Occupational Personal Questionnaire Attributes	83
Table 3c: Occupational Personal Questionnaire Attributes	84
Table 4: TLP Categories	101
Table 5: TLP Reliability	102
Table 6: Cronbach's Alphas for the Ten TLP Scales	103
Table 7: Cronbach's Alphas for the ECI Scales	106
Table 8: Career Path to the Presidency	120
Table 9: Respondents by State	122
Table 10: Interviewees by State	123
Table 11: Interviewee Descriptive Stats Sub-scores	124
Table 12: All respondents Sub-scores	125
Table 13a: Group Stats, Comparing Interviewees and Non-interviewees	125
Table 13b Group Stats, Comparing Interviewees and Non-interviewees	126
Table 14: T-Test, Interviewees vs. Group	127
Table 15: Reliability of the Sample, TLP	131

Table 16: Leadership Profile, Descriptive Statistics	132
Table 17: TLP Correlations	134
Table 18: Subordinate Rating TLP	135
Table 19: Pair Sample Test, TLP	137
Table 20: Reliability of Sample, ECI	138
Table 21: Emotional Competence Inventory, Descriptive Stats	139
Table 22: ECI Correlations	140
Table 23a: ECI Subordinate ratings	141
Table 23b: ECI Subordinate ratings Con't	142
Table 24: Comparisons, Presidents and Subordinates	142
Table 25: Paired Sample Test, ECI	143
Table 26: ECI and TLP Correlation	146
Table 27: Presidential Tenure	148
Table 28: ANOVA, Tenure	150
Table 29: Chi Square, ECI and Gender	152
Table 30: Chi Square, TLP and Gender	152
Table 31: Chi Square, ECI and Ethnicity	153
Table 32: Chi Square, TLP and Ethnicity	153
Table 33: ANOVA, ECI & TLP	154
Table 34: Chi-Square, ECI and Route to Presidency	156
Table 35: Chi-Square, TLP and Route to Presidency	156

Table 36: Summary of Themes, Qualitative Question 1	166
Table 37: Summary of Themes, Qualitative Question 2	169

List of Figures

Figure 1: Ethnicity of Respondents

119

CHAPTER 1. INTRODUCTION

*The good leader will be one who helps groups form in ways which support each person's strengths and combine them effectively, while limiting the dangers of their weaknesses. Leaders will need to commit themselves to their own growth and that of others (Theobald, R. (1987). *The Rapids of change: Social entrepreneurship in turbulent times*. New York: Prentice Hall).*

The Community College system of today is facing a potential crisis in leadership. While community colleges continue to grow and maintain their major role in higher education in the United States, the need for responsiveness and flexibility expands daily. At the same time, large numbers of administrators and faculty, particularly presidents, will retire in the next decade. This pending upheaval in leadership presents a challenge to the continued strength and quality output of the community college.

This potential crisis could have a critical impact on the ability of community colleges to thrive in the future. In 2002, AACC held a summit of community college leaders to discuss issues impacting community colleges today. The resulting report claimed “community colleges are facing an impending crisis in leadership,” (O’Bannon, 2003). Many community college presidents will be retiring in this decade. Estimates vary from source to source; however, between 45 and 60 percent of all community college presidents will be retiring within the decade. According to Shults (2001), 45 percent of presidents responding to an AACC survey indicated they plan to retire by 2007. He goes on to say that 79 percent will retire by 2011. In 1998 the average age of presidents was 57 (Shults, 2001). Many community college presidents also report that a large percentage of their senior executives and long-term faculty expect to retire during the same period. Presidents are retiring faster than the available applicant pool can fill the vacancies, and because of the complexity of the job and perceived lack of rewards, fewer

people appear to want to make the transition. Leadership development programs were traditionally not something that could be commonly found in higher education and particularly in community colleges (Watts, 2002). In fact, only in recent years has it become a priority of businesses in the profit-making sector and considered at all in community colleges.

Leadership in the community college environment can be extremely complicated. Leaders in community colleges face all of the same leadership challenges as their peers in the business environment and other higher education entities. They regularly confront the unique characteristics of academia and the concepts of academic freedom and shared leadership, as well as other complex issues that are unique to community colleges. They are often charged with leading organizations that must be more flexible and responsive to the changing needs of the varying constituents served by most community colleges. They must have the skills to work with diverse populations of students, publics, and employees. They must maintain a variety of roles depending on circumstances facing the institution and its internal and external environments.

Further complicating the potential problem created by high levels of retirement is the fact that higher education itself is changing rapidly. There are shifting expectations from students, funding sources, and others who are demanding new levels of accountability. Many experts in the higher education community have written about the need for transformation in higher education. Community colleges, because of their inherent flexibility, are seriously impacted by the changing landscape. McClenney (1998) summarized by stating that innovations, which were effective in response to the changing environment to this point, will not be adequate in the future. Leaders will need even stronger skills to move their institutions forward into this century.

There are many studies that reflect on the leadership problem and the need for more concrete information about skills so that aspiring community college leaders can pursue professional development, but little work has been done on the skills and traits of effective community college presidents, and how these skills are developed. In the early 1980s, Elsner (1984) indicated that the crisis was developing in community college leadership and that institutions needed "a crystallized definition of the characteristics and skills that the next crop of leaders must possess," (p. 39). Twenty years later, much is still to be achieved in the accomplishment of this definition. It is also clear from the literature that community colleges, even more than some other entities, take their direction from the president. He or she establishes the spirit and vision for the college and has tremendous influence on the institutional culture. This leadership crisis, if not adequately addressed, could have a very damaging impact on a key segment of higher education in the United States.

Background of the Study

There has been a wealth of research on leadership. Much of it will be addressed in Chapter Two. There is consensus among most authors and leadership experts that leadership skills are not necessarily competencies one is born with, but rather they can be learned and refined. According to Hockaday and Puyear (2003), "leadership is an art and not a science. It is more persuasion than precision," (p. 1). Theories of leadership have built upon each other and have been revised to reflect the trends and needs of the current time. There is a great deal of agreement among experts regarding what characteristics are important to today's leader, particularly in the business arena. These same characteristics can be reviewed, assessed, and built upon as they relate to community college leaders.

There are a number of leadership development programs available to current and potential community college leaders. Examples include the Harvard Summer Institute, the League for Innovation Executive Leadership program, AACC and State-supported leadership programs such as the Leadership Institution for a New Century (LINC) in Iowa (Ebbbers, 2000).

Some of the best community college leadership development will come from within the community colleges. In-house programs have the benefit of being able to be developed on every community college campus and can include all potential campus leaders at relatively low cost (Watts, 2002). Twombly and Amey (1991) discussed their review of community college authors related to this subject. They point out that two-year colleges should prepare their own to assume leadership roles. Institutions must have a framework for understanding what skills, abilities, and characteristics are most important in community college leaders and must be able to structure leadership programs that lead to the development and enhancement of these skills. Institutions in California have come together to develop a leadership certificate for community college employees. The program is based upon research gathered which presents skills needed by and challenges facing community college leaders (Shulock, 2002).

Community colleges must also address some of the negative stigma attached to the community college presidency. Often this can be done by enhancing the knowledge level and capabilities of the leader in training and by addressing some of the fear of the unknown and mystique that is attached to this position. By learning more about skills and behaviors that current presidents bring to the job, the defining moments in their careers, and their visions of leadership development, important information becomes available to future leaders and institutions as they prepare to replace retiring leaders.

The Problem

There has been significant study and analysis related to the phenomenal growth of the community college over the last 100 years, yet there has been little substantial research on the leadership attributes that lead to effective community college leaders, and how these skills can be learned and shared with future generations of leaders. Leaders are described only in superficial terms, and little has been discussed regarding what kinds of characteristics and skills are necessary to guide these unique institutions into a successful future. Much of the data about them is demographic in nature.

There are a number of factors that influence this lack of concrete information:

One, it is very difficult to determine what effective leadership is in the community college context. Is it based solely on enrollment? Does it have to do with fiscal health and appropriate facilities? Does it have to do with tenure at a particular institution? Is it based on how well the organizational culture addresses constituent needs? Does it hinge upon employee satisfaction? Is it assessed by outside entities in any consistent way? Most probably, it is a combination of all of the above and other factors unique to each institution. “American universities have long embraced the concept of shared governance involving public oversight and trusteeship, collegial faculty governance, and experienced but generally, short-term administrative leadership,” (Duderstadt, 2000).

Two, while leadership in higher education, and community colleges in particular, encompasses many of the same characteristics and approaches as leadership in the business sector, there are some significant differences. “CEO’s have a singular goal (maximize the stock price), can fire subordinates and answer solely to their board. A university president has a far

more complex set of constituents: students, tuition-paying parents, alumni, donors, faculty, nonacademic staff, campus neighbors and trustees. Performance is harder to measure,” (McGinn, 2005, p. 40). Higher education was founded upon a premise of academic freedom that has created a heritage and culture of autonomy that is very unique and cannot be ignored when leadership issues are considered. The role of faculty in the institution and expected relationship between faculty and administration is very different than in the business environment. Often, leadership in higher education is viewed as an impediment to the educational process, not as support for what happens in the classroom. There is frequently a lack of understanding and respect for the community college president as well. A recent example of this added tension in higher education is portrayed by the difficulties President Larry Summers has been having with the faculty at Harvard (McGinn, 2005). His heavy-handed leadership tactics have alienated the faculty and may result in a vote of “no confidence” from them (McGinn, 2005). He has been charged with having “an imperious, abrasive leadership style unsuitable for the halls of academia,” (McGinn, 2005, p. 40). “A faculty member has two perquisites that are extraordinary in contemporary society: academic freedom, which means that faculty members can say, teach, or study essentially anything they wish; and tenure, which implies lifetime employment and security,” (Duderstadt, 2000, p. 249). The concept of tenure is unique to higher education with its implied permanency and shift of power for those who achieve it. This sometimes impacts a faculty person's willingness to change with the times and to respond to leadership initiatives. “While shared governance engages a variety of stakeholders in the direction of the university, it does so with awkwardness that tends to inhibit change and responsiveness,” (Duderstadt, 2000, p. 239). The motivations and incentives are very different.

Finally, the higher education bottom line is not the same as that in business where profit, rate-of-return, or some other concrete indicator is present. In higher education, particularly for public institutions, the threat of "going under" is often not understood nor acknowledged. There is no automatic understanding of an individual's role in the success of the institution, and each individual might define success differently when leadership is not able to encourage a shared vision.

It is readily apparent that community colleges are facing a leadership crisis if for no other reason than the overwhelming number of retirements that will take place in this decade. While this is not totally unique to community colleges, it does appear to have a more profound impact because of the strong heritage and traditions attached to higher education. Across every organization, the retirement of the baby boomer generation will influence leadership transitions. There also seems to be more of a stigma attached to the community college presidency—the general perception is that it's a no win situation fraught with political, financial, interpersonal, and decision-making pitfalls with very little financial gain. As Baker (2002) stated, recruitment challenges may obscure the real need for knowledge, skills and ability. "The issue confronting community college leaders is not only recruiting potential employees, but also selecting new employees who fit within the increasingly complex, contextualized, and interrelated job requirements of the positions they will fill" (p. 1).

A study that focuses on presidential characteristics and behaviors and results in a profile will represent a much needed addition to the research in the community college environment. A good study can be utilized to develop a skill set for the effective president that can be used to structure professional development programs for aspiring leaders. If one truly believes that

leadership traits can be learned (this will be discussed more later), a research effort that not only talks about what some of those attributes might be, but also about how learning can take place, will have significant value. A profile of the current president can lead to the creation of stronger leadership development programs as well as provide more concrete preparatory information for those who wish to be community college leaders.

Purpose of the Study

This study focused on assessing the leadership skills, attitudes, attributes, and behaviors exhibited by community college presidents in the Higher Learning Commission of the North Central Association region. It also considered emotional intelligence factors and how they contribute to the abilities of the community college leader. Finally, the study looked at the defining moments in a leader's life that have an impact on the leaders overall ability. The goal of the study was to develop a profile of a community college president in the Higher Learning Commission of North Central Association region. Results from this analysis provided some useful information regarding learning opportunities for aspiring presidents, and presented information for individual creation of a professional development plan for those wishing to enhance overall leadership ability even if their goal is not to attain a college presidency.

The study provided quantitative data on leadership in community colleges combined with a supplemental and related qualitative component that went beyond characteristics, to considering defining moments that impact a leader's evolution. Together they provided a comprehensive view of leadership in community college in the NCA region.

Research Questions

This study was designed to develop a profile of community college leadership based upon self-described leadership characteristics and responses to emotional intelligence factors by college presidents. Subordinate information was used to supplement results obtained from presidents. The study considered whether there are differences in attributes based upon tenure and length of time as a sitting president.

The following research questions formed the basis for this study:

1. What are the demographic traits, leadership characteristics, and emotional intelligence factors that can be developed into a profile for successful community college presidents?
2. Are there differences in leadership characteristics between presidents who have been at their institutions longer than five years and those who have been in place a shorter period of time?
3. Are there differences in presidential characteristics based upon factors such as gender, ethnicity, age, and enrollment of the institution?
4. Are there differences in ratings on the ECI and TLP based upon the career path the incumbent took to the presidency (academic affairs to the presidency, student affairs to the presidency, administrative affairs to the presidency, or other path to the presidency)?
5. Are there major life events (defining moments) that have an impact on the leader's subsequent approach to doing his/her job?

Significance of the Study

This study has the potential to be significant to the field because of the real and perceived view that there is a leadership crisis in the community college environment. If 79% of community college presidents are to retire within the next eight years (Shults, 2001), it will be imperative that institutions and individuals have resources for creating leadership development plans and can recognize that skills can be learned and improved upon; that performing well as a community college president is possible; and that the job is desirable. By taking the mystery from the position and by educating people about how they can develop related skills, it is hoped that those in a position to consider college presidencies will begin to see it as an appealing and rewarding position.

The literature on community college leadership represents a relatively minor portion of information in the overall field of leadership research. There is general information on the challenges and impending crisis and some specific information on the evolution of quality leadership programs targeted to community college leadership. However, there is little available research providing detail on skills and behaviors that lead to effective community college leadership. Shults (2001) points out that as retirements accelerate, “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 of the leadership of community colleges,” (p. 2). A study of this nature provides a more global, and certainly more current, opportunity for learning about and understanding leadership needs. It provides those who are considering college presidencies some detail on which skills and traits might be most beneficial to develop and enhance. Professional literature supports a growing need to provide

specific, supplemental leadership training for future leaders at the nation's community colleges (Anderson, 1997). In order to accomplish this training, information on characteristics and challenges becomes critical.

Finally, the transition of a president tends to be fairly traumatic to an institution of higher education and particularly to a community college where the culture is often more family-like and based upon the approach and attitudes of the president. By providing research information on the topic, the uncertainty can be lessened somewhat. By presenting a profile of leadership, the replacement search can be focused on concrete characteristics as opposed to vague expectations, and searches that have tended to center on what the institution does not want can be refocused on a profile of the successful applicant.

Definition of Terms

There are numerous terms that impact this study. Some of the most important are defined in this section.

Leadership. Leadership has hundreds of definitions in the literature; each designed to meet the needs of the current study or project. They all, however, have common premises and similar terminology. Yuki (1981) stated that: "leadership research should be designed to provide information relevant to the entire range of definitions so that over time it will be possible to compare the utility of different conceptualizations and arrive at some consensus on the matter." For the purposes of this study, the following definition will be utilized: "Leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of the members," (Bass, 1990, p. 19).

Community College Leader. Leaders are agents of change—persons whose acts affect other people more than other people's acts affect them," (Bass, 1990, p. 19)

Organizational culture. Each organization has its own distinctive culture. It is made of founders, past leadership, current leadership, crises, events, history, and size. Culture helps to create rites, rituals, and other undocumented ways of doing business. This culture helps to dictate acceptable behavior within the organization and as a result, influences leadership.

Organizational climate. Climate is the feel of the organization—individual and shared perceptions and attitudes of the organization's members. It is the shorter-term impact on organizational behavior. It is related to the style of the leader and reflects vision, values, and priorities of the organization.

Effective. This is a very difficult word to define. Everyone interprets what is effective in different ways. Meriam-Webster dictionary (2003) defines it as “producing a decided, decisive, or desired affect; impressive, striking; reading for service or action; producing or capable of producing a result.” In sum, effective leadership means that results that are appropriate to the situation, and the organization can and will be produced.

Crucible. A crucible is a "place, time, or situation characterized by the confluence of powerful intellectual, social, economic, or political forces, a severe test of patience or belief, a vessel for melting material at high temperature," (Bennis, 2002, p. 14). It is the “defining moment.”

Community College. For the purposes of this study, the community college is defined as any institution accredited to award the Associate of Arts or the Associate of Science as its

highest degree," (Cohen, 1996, p. 5). It is further limited to state or locally funded public community colleges accredited by the Higher Learning Commission of North Central.

American Association of Community College (AACC). This organization has been around for many years representing the interests and needs of the community college community. It started in 1920 as the American Association of Junior Colleges (AAJC), and became the American Association of Community and Junior Colleges (AACJC) in 1972 and evolved to its current name in 1992.

Emotional Intelligence (EI): At its most basic level, emotional intelligence is "the ability to accurately identify and understand one's own emotional reactions to those of others," (Cherniss, 2000, p. 2). "True emotional intelligence is being able to appropriately call upon information from the emotional center of the brain and balance that with information from the rational center of the brain," (Sterrett, 2000, p. 4).

Defining Moments: According to Badaracco, (1997) defining moments "occur when managers face business problems that trigger difficult, deeply personal questions. In deciding how to act, managers reveal their inner values, test their commitment to those values, and ultimately shape their characters," (p. 1). For the purposes of this study, this is a good definition; however, it will be broadened to also include those moments (work or personal) that have helped to define who one is as a leader.

Assumptions and Limitations

There were a number of assumptions and limitations of this study. They are outlined in the sections that follow.

Assumptions

1. Respondents will honestly represent their views of their own behaviors, attitudes, and skills.
2. A selected regional group of respondents will have representative responses for the United States community college population of presidents.
3. Subordinate data will complement that gathered from presidents.
4. The qualitative aspect of the study will support and add to the data gathering from the surveys.
5. Stability in response in the interviews of “defining moments” can be achieved through interviews with a minimum of eight leaders.
6. The two instruments used in this study accurately assess leadership and emotional intelligence in community college leaders.

Limitations

1. Data gathered in this study will be based upon self-reported assessments of characteristics and behaviors. People are not always realistic about their own abilities.
2. Since a survey will be used, it is possible that responses will be limited and/or biased based upon who is willing to respond.
3. Only a regional group of presidents will be surveyed. This does not assure that the response would be the same if the sample covered the entire United States.
4. Characteristics and behaviors measured are limited to those addressed by the survey instruments.

5. All possible indicators of institutional effectiveness are not being assessed and compared to leadership characteristics.
6. While a 360-degree leadership survey analysis including subordinates and peers would yield stronger information, a really comprehensive review is not feasible for this study. Subordinate responses were received for only 38 percent of presidents in the responding group.
7. There are many ways to define essential leadership factors—while the two instruments used are very comprehensive, they are not all-inclusive.

Multiple measures are used in the study to help to minimize some of the limitations above.

Theoretical Framework

This study was supported by the abundance of information available on leadership theory, how these theories developed and evolved, and how they impact today's leadership practice. Based upon the preponderance of information available in the literature about the current value and applicability of transformational leadership characteristics to leaders in business and in higher education, instruments used in this study will focus on transformational leadership. Chapter Two, the Literature Review, will compare the various theories and review community college leadership information, and develop a picture of the attributes and characteristics that can and should be found in the most effective community college leaders.

Nature of the Study

This study utilized both a descriptive and an inferential research design. It was focused on surveying community college presidents in the North Central Higher Learning Commission region to determine characteristics, skills, and emotional intelligence factors that represent their leadership style. Presidents were asked to respond to general questions covering demographic information and the route they took to the presidency. Leaders who participated in the “defining moments” interviews were selected from presidents who were willing to participate and had met the criterion of five or more years at their current institution. Descriptive statistics, t-tests, correlation analysis, and other statistical techniques were utilized to analyze the data. The interviews produced qualitative data that will be compiled and analyzed for commonality and trends. Triangulation of data will be a priority.

Organization of the Remainder of the Study

This study was organized into six chapters. Chapter 1 provides the introduction and a review of the problem, research questions, limitations, and other issues that lay the initial groundwork for the study. Chapter 2 contains an extensive review of the literature as it relates to leadership theory, leadership in general, and leadership in higher education and community colleges. This review helped to establish an historical and theoretical perspective and to identify a set of characteristics that are valuable in today's community college leader. Chapter 3 covers the methodology of the study and explains how data was gathered and analyzed. Chapter 4 provides the analysis of quantitative data and presents the overall results of the study. Chapter 5

provides the overview of the qualitative analysis of the interviews. Chapter 6 presents the conclusions, general discussion and recommendations for future research.

Summary

Community college presidential leadership styles impact every aspect of the college they serve. There is a recognized crisis in leadership based upon the number of potential retirees this decade and the lack of appeal of the community college presidential position. The number of vacancies is growing and pools of qualified applicants are shrinking. Pathways into positions of leadership are not expanding (Shulock, 2002). There is a great deal of research available on leadership in general and on community college leadership specifically. Most take a broad approach and talk about leadership in general terms. This study was designed to consider this wealth of information on leadership, to study current leaders, and to develop a profile of presidential leaders in the community college. It took a comprehensive look at community college leaders in the Higher Learning Commission region: what skills, attributes, and traits are most frequently found among current presidents, and what other life experiences have influenced these leaders' leadership behavior. There is consensus among community college leadership experts regarding the issues and challenges facing leaders and the characteristics and qualities of successful leadership. This study provides a comprehensive look at what skill levels on important leadership factors exist in community college leaders. The study culminates in a profile of leadership and discussion of “defining moments” that have an impact on leader’s current leadership style.

CHAPTER 2: LITERATURE REVIEW

This study considered the characteristics of community college leaders. It was based upon and informed by the wealth of literature that is available on leadership. Leadership is one of the most studied topics today and has been heavily addressed for decades. Much has been written about the historical evolution of the field, leadership theories and their evolution, characteristics necessary for leadership styles that suit their time, and examples of those who have achieved leadership greatness. It is important to understand the progression of theories and how they were developed and used to build the next theoretical perspective. This chapter covers an introduction to leadership, and the major theories of leadership, comparing and contrasting some of the perspectives of major experts in the field. It gives some environmental perspective to the evolution of leadership, and considers general leadership traits and characteristics that are deemed to be a critical part of transformational leadership for the twenty-first century.

Much of the leadership theory and consensus about critical leadership traits that can be found in the business environment is also applicable to leadership in higher education and particularly to community colleges. However, there are some unique factors that face institutions of higher education. This chapter looks at higher education, the historical advancement of community colleges, and leadership in the community college environment. This level of detailed review helps one to understand the unique factors that impact community college leadership.

Finally, this review summarizes the characteristics important to community college leaders of today and tomorrow.

What is Leadership?

"Leadership has been defined as the focus of group processes, as a function of personality, as a function of achieving compliance, as the exercise of influence, as a particular behavior, as a form of persuasion, as a power relationship, as a means to achieve goals, as initiation of structure, and as many combinations of these concepts" (Bass, 1990, p. 17). In some ways, this quote summarizes the evolution of the leadership theories that will be covered in this chapter. In a literature review, more than 125 definitions of leadership can be found (Hockaday, 2000). All have similarities, but portray varying nuances that reflect the complexity of the subject and whatever purpose the definition was serving. In many ways, it points out the basic problem with leadership theory (i.e., one recognizes good leadership when confronted by it, but often has difficulty describing it).

"Leadership is one of the world's oldest preoccupations," (Bass, 1990, p. 3). Many still associate leadership with the activities of one person doing all of the leading and directing. Certainly, when there are leaders, there are followers, and there are differing levels of influence in most situations and decision-making processes. "Society's fascination with leaders is counterproductive and keeps people from realizing that every person can be a leader" (Schiro, 2000, p. 5). While society stays focused on the talents of a few, the potential contributions of a far larger and more productive group are ignored. Bowden (1926) equated leadership with strength of personality (Bass, 1990). Other experts in the field quickly rebutted this statement.

Later definitions talked about inducing followers to comply in some way. Bennis (1959) said, "Leadership can be defined as a process by which an agent induces a subordinate to behave in a desired manner," (Bass, 1990, p. 13). Bennis' personal evolution to a more participative and

enlightened view of leadership as exhibited by his more recent writings is representative of a general progression in leadership theory.

According to Peters and Waterman (1994), leadership is "meticulously shifting the attention of the institution through the mundane language of management systems. It is altering agendas so that new agendas get attention. It is being visible when things go awry and invisible when they are working well. It is building a loyal team that speaks more or less with one voice. It's listening carefully most of the time—it's being tough when necessary, and it's the occasional naked use of power—or the 'subtle accumulation of nuances, a hundred things done a little better' as Henry Kissinger once put it," (as cited in Rowley, 1997, p. 79).

Leadership is not always clearly defined, but there are a number of common components to any discussion of the topic. Leadership is at the heart of the position of CEO and other members of an executive cabinet. The overall success of the organization may depend on their leadership ability. Leadership throughout the ranks should not be denied. Leadership is predominately about strategic matters such as planning and development. Effective leaders care about creative capacity in themselves and their followers. They must be able to see "outside the box." Leaders are passionate about "bottom line" results, but they define the bottom line in varying manners. Leaders are capacity builders. The approach differs depending on the business and the place they are in their evolution, but it exists for all. Leadership is about human relations. A good leader knows that he/she spends the majority of time dealing with people issues. Leaders look outward. They can see the future. Leaders develop and employ their "total intelligence" in leading. They are always thinking, always considering consequences and impact, and are able to read the subtle nuances of situations. Strong leaders are courageous. It

takes courage to take risks, to accept that everyone will not be happy with one all the time and to follow a path that is not always the most popular (Morley, 2001).

Leadership evolves with society. As values and important issues change, so do leadership demands. Virtually all conceptions of leadership include, implicitly or explicitly, a concept of power—the ability to influence the behavior of others (Rejai, 1997).

In sum, all leaders have four essential competencies: they are able to engage others by creating shared meaning; all authentic leaders have a distinctive voice; all true leaders have integrity; and all have the capacity to be adaptive," (Bennis, 2003). Most great leaders and authors on the subject believe that leaders are made not born and made more by themselves and their actions than by external means. They agree that no great leader really sets out to lead, but rather to express him or herself fully. Each has continued to learn and growth throughout their lifetime.

"Leaders have a significant role in creating the state of mind that is the society. They can serve as symbols of the moral unity of the society. They can express the values that hold the society together. Most important, they can conceive and articulate goals that lift people out of their petty preoccupations, carry them above the conflicts that tear a society apart, and unite them in pursuit of objectives worthy of their best efforts," (Gardner from Bennis, 2003, p.1).

The Importance of the Leader

Leaders are increasingly important to the success of an organization. They are responsible for organizational effectiveness. They understand that the environment of change leaves no place to hide and that in order to survive, one must embrace it. There is growing concern about the integrity and ethical behavior of organizations, and leaders are generally

viewed as the visible representation of their company. "Great leaders are judged as much by what they leave behind as by what they achieve during their tenure," (Freedman, 2003, p. 204). Whether or not leadership is understood, its impact on the success of the organization cannot be doubted.

Leadership Myths

There are a number of myths regarding leadership that are commonly represented by the media and within some of the popular literature. There are five key myths that are heard frequently and are believed to varying degrees: 1) Leadership exists only at the top of the organization; 2) leadership is a rare skill; 3) leaders are born, not made; 4) leaders are charismatic; 5) the leader controls, directs, prods and manipulates (Brungardt, 2000; Shtogren, 1999). Other commonly held beliefs include: leaders lead, followers follow; leadership is just good management; leadership is power; and leaders do anything to stay on top. The leadership theories discussed in the next segments address some of these myths and will point out some of the fallacies of these generalizations.

Eras of Leadership

Leadership theory has mirrored other dynamics that are happening in society at any given time. Reviewing these eras is helpful in putting the subsequent theories into context. Bass wrote, "The study of leadership rivals in age the emergence of civilization, which shaped its leaders as much as it was shaped by them" (as cited in Brungardt, 2000, p. 18). There is evidence that leadership occurred even in the most basic of civilized groups. Brungardt (2000) described the eras through which leadership theory has traveled: tribal, pre-classical, classical,

progressive, and post-progressive experts. Others use different terminology, but the intent is the same. One can see how leadership theories and models that were popular during various eras were appropriate for that place in time and were replaced by others that were more applicable to changing times. Many of the most popular theories today fit clearly into the progressive era while others have been adapted to apply to the post-progressive time.

Leadership Theories

"Leadership and learning are indispensable to each other," (John F. Kennedy from Leadership Quotes, p. 3). It is critical to have a good understanding of the evolution of leadership theory and to be familiar with the work of the best leadership experts as one attempts to understand and plan for leadership in today's world. Leadership has been studied heavily, and theory developed for nearly 100 years. However, many feel that it has been a topic of scholarly publications for hundreds of years. Cohen, 1998, talked about Peter Drucker's discussion of the writings of Greek philosopher/general, Xenophon, who talked about leadership over 2000 years ago. There is a tremendous amount of information and knowledge that has gone into the study of leadership. Browne and Cohen (1958) expressed the general concern about the usability of the much of the information available on the topic: "Leadership has been recognized to an increasingly greater extent as one of the significant aspects of human activity. As a result, there is a great mass of 'leadership literature' that, if it were to be assembled in one place, would fill many libraries. The great part of this mass, however, would have little organization; it would evidence little in the way of common assumptions and hypotheses; it would vary widely in theoretical and methodological approaches. To an extent, therefore, leadership literature is a

mass of content without any coagulating substances to bring it together or to produce coordination and point out interrelationships," (Fiedler, 1967, p. 4). To some degree, the same issues exist today. Today, as a result of the complex and rapidly changing environment, leadership has become a greater challenge, and even larger amounts of information are available about the topic. However, some of it is based upon "pop culture" and while interesting reading, it does not necessarily enhance the field of leadership theory. In an interview in the *Chronicle of Higher Education*, 83-year-old leadership guru, James MacGregor Burns, stated: "The study of leadership has become quite fragmented and some would say trivialized," (as cited in Mangan, 2002). Other studies are based upon sound research and new theoretical approaches and will become part of this review of theory. The following theories represent the major theoretical approaches to leadership.

Trait Theory (Great Man)

"There is no such thing as leadership by the masses. The individuals in every society possess different degrees of intelligence, energy, and moral force, and in whatever direction the masses may be influenced to go, they are always led by the superior few" (Bass, 1990, p. 38).

Early theory, in the 30s and 40s, considered that ability is innate in the leader? This theory was based on the concept that great leaders were born. Individuals inherit traits that predispose them to be good leaders. This theory, called trait theory or the "great man" theory, determined that great leaders possess certain qualities that set them apart from the rest of society. Some sources considered the Great Man a theory to have occurred prior to trait theory. Dowd (1936), for example, was very strong in his claims that leadership traits were inbred and not possible for everyone (Bass, 1990, p. 37).

Identified traits that were important to good leaders included physical attributes, intelligence, fluency of speech, personality and character aspects, and other characteristics (Daft, 1999). Two major questions were considered in trait theory research: What traits distinguish leaders from other people and what is the extent of these differences (Bass, 1990)? Examples of leaders who supposedly represented these inherited traits would be Martin Luther King and Lee Iacocca (Bass, 1990).

A number of studies were conducted in the 30s and 40s. They looked at individual behavior in group situations: choice of associates, ratings by qualified observers, and analysis of biographical and case history (Bass, 1990). Correlation analysis was done on characteristics such as age, height and weight, athletic prowess, fluency of speech, talkativeness, intelligence, scholarship, judgment and decision-making, insight, originality, adaptability, introversion-extroversion, dominance, initiative, persistence, ambition, responsibility, integrity and conviction, self-confidence, control of moods and optimism, emotional control, social activity and mobility, social skills, popularity and prestige, and cooperation. Generalizations could be made that the average person who occupied a position of leadership exceeded peers in intelligence, scholarship, dependability, activity, social participation, and socioeconomic status (Bass, 1990). The highest correlations from this early research were found in originality, popularity, sociability, judgment, aggressiveness, desire to excel, humor, cooperativeness, liveliness, and athletic ability. A 1948 study by Stogdill reviewed 167 studies on characteristics of leaders and identified a similar correlation among traits. His list included physical characteristics such as activity, energy, and mobility; intelligence aspects such as judgment, knowledge and fluency of speech; personality traits such as alertness, originality and creativity,

personal integrity, ethics and self confidence; work related factors such as drive, responsibility and task-orientation; and social aspects such as ability to enlist cooperation, popularity and tact (Daft, 1999). Certainly many of the traits from the various studies and expert analyses are similar; however, the lists are nearly exhaustive. No one would argue that possessing these traits is an asset to leadership; however, these comparative studies could not prove causation and this theory lost popularity decades ago as a stand-alone explanation for leadership ability. Today, however, one will see aspects of it in the studies of current leadership theorists.

In the late 80s, John Gardner studied a large number of corporations and concluded there were some qualities or attributes that most leaders seems to have: physical vitality and stamina, intelligence an action-oriented judgment; eagerness to accept responsibility; task competence; understanding of followers and their needs; skill in dealing with people; need for achievement; capacity to motivate people; courage and resolution; trustworthiness; decisiveness; self-confidence; and assertiveness and adaptability/flexibility (Gardner, 1990). He did not go so far as to say that leaders were born with these traits, but it was implied that the traits come more naturally to some. This study was a precursor to some of the later theories which combine trait with other theories that consider situational factors.

Behavior Theory

This theory stated that leadership effectiveness is determined by the behavior of the leader in primarily two areas: nature of managerial work and managerial behavior (Daft, 1999). Mintzberg developed a taxonomy of work roles in 1973: leader, liaison, figurehead, monitor, disseminator, spokesman, entrepreneur, disturber, handler, resource allocator, and negotiator (Yuki, 1998). These were then considered to determine what behaviors were best in each role.

Some versions of these models looked at as many as 2000 behaviors and that made it extremely complex. Ohio State University compiled a list of 150 behaviors that appeared to be good examples of important leadership functions. Their Leadership Behavior Description Questionnaire was used widely for the next 25 years (Bass, 1990). Key behaviors included consideration, initiating structure, concentration on task-oriented functions, participative leadership, and change-oriented behavior (the last two were added by more recent behaviorists) (Bass, 1990). Again, many of these behavioral traits are reflected in more modern theories.

McGregor's humanistic Theory X and Theory Y theory considered two alternative sets of human motivation. Theory X stated that humans are basically lazy, stupid, apathetic, and irresponsible and try to get out of work, and must be handled accordingly by leaders. Theory Y stated the opposite (Brundgardt, 2000). In many ways Theory X justified the trends at the time toward autocratic directive leadership. This leadership theory did begin to incorporate democratic vs. autocratic leadership and might be considered a precursor to more modern theories.

Power Approaches

Power is ubiquitous. It is "a relationship in which two or more persons tap motivational bases in one another to bring varying resources to bear in the process," (Burns, 1979, p. 15). The late 50s saw some research on leadership that was based on power structures. Organizations are made up of complex networks of power relationships and influence processes (Harrison, 2000). French and Raven (1959) developed a taxonomy of five different types of power: rewards, coercion, legitimacy, expertise, and reference (Harrison, 2000). Their value depended on their source, which could be the individual's place in the organization or personal traits. In 1981,

Pfeffer added political power to the list (as cited in Harrison, 2000). Elements of this theory can be seen in some of the current models.

Dyadic Theories

Dyadic theorists determined that the trait and behavior theories were too simple. They had minimized the relationship between leaders and followers. This theory focused on exchange between leaders and followers. The question: why leaders have more influence and greater impact on some followers (Daft, 1999)? It looked at traits and behaviors and matched them with follower realities. These theories represented the origins of the transactional models of leadership.

Situational (contingency) Theory

Early theorists sought to identify different types of leadership and relate them to the functional demands of society. They did not consider the interaction between the individual and the situation. When this connection began to be considered, more comprehensive theories began to emerge. Popular from the 60s to the 80s, this theory was based on the consideration that leadership is determined by and affected by the situation. This theory is virtually the opposite of the trait theory. It developed because of the failure to find universal traits and behaviors that could totally explain effective leadership. It is based on the premise that great leaders surface as a factor of time, place, and circumstances. Researchers believed that the same pattern is not effective in all situations. Numerous studies and sub-theories were created in the situational arena. It is being combined today with some of the trait theory in current leadership literature. Mahatma Ghandhi is described by situational theorists as someone who rose to great leadership status simply because of the situation (being in the right place at the right time) (Bass, 1990).

One of the early attempts to develop a contingency model was made by Fiedler. It was designed to help leaders determine leadership style combined with a related organizational situation that contributed to success (Daft, 1999). It also considered to what extent the leader's style is relationship-based as opposed to task-oriented. A lickert-scale type instrument was used to measure 16 bipolar traits (example: pleasant...unpleasant) (Daft, 1999). The situation was described in terms of three key elements that can either favorably or unfavorably impact the leader: quality of leader-member relations, task structure, and position power. Fiedler developed a classification combining these elements to determine when the situation is favorable to leadership success. One problem with Fiedler's model is that he held leadership style to be "fixed" which was very similar to conceptual foundation of the trait theories (Baruch, 1997).

Hersey and Blanchard developed a situational model that expanded on the basic theory to identify the relationship between leadership style and follower readiness under the styles. Styles were telling (directive style), selling (provides direction but allows input), participating (focuses on empowerment), and delegating (little direction and little support) (Daft, 1999). While this differed somewhat from Fiedler's taxonomy, the basic concepts were the same.

Path-Goal Theory was developed based upon the concept that it is the leader's responsibility to increase a follower's motivation to attain personal or organizational goals. It was based to some extent on the level of rewards provided for desired behavior (Daft, 1999). This model classifies leadership behavior into four categories: supportive, directive, participative, and achievement-oriented leadership. The situation had to do with personal characteristics of group members (Daft 1999).

The Vroom-Jago contingency model had similar components to other situational models but some basic differences. It focused on varying degrees of participative leadership and how each level influenced quality and accountability of decisions for followers. It had five decision styles that range from highly democratic to highly autocratic.

All situational models have common threads related to situational impact and the relationship to leader characteristics. Some later models went so far as to suggest that it is possible for the situation to have such an impact that it neutralizes leadership—in other words, no leadership is taking place. People are at the mercy of the situation. While this may be true on the short term, it is unlikely that such a situation could exist indefinitely without adverse impact on the organization. This certainly may happen initially in emergency situations; however, leadership almost always surfaces quickly.

Charismatic Leadership

First introduced in 1947 by German sociologist Max Weber, research on this theory really began in the 70s. It was based upon the fact that there are two essential attributes of a charismatic leader: the leader must be a person of strong convictions and individuals must want to identify with the leader (Harrison, 2000). House (1977) showed that charismatic leaders generated high degrees of loyalty, commitment, and devotion. Readers tend to think of negative examples of this type of leadership (Hitler, James Jones), but there are countless examples of charismatic leadership, some famous, some not, and many who were very effective.

According to Weber, charismatic leadership has the following characteristics: it is strictly personal; it refers to exceptional or supernatural powers; it may be secular or religious; it is a leader-follower relationship; its existence requires voluntary recognition on the part of

disciples and followers; this recognition depends upon the demonstration of constant proof; charisma is emotional, irrational, and communal; it is not bound by rules, codes or regulations; it involves a calling or a mission; it is most likely to emerge in times of crisis; it is revolutionary and transformative; and it is transitory and subject to routinization (Rejai, 1997).

Transactional Leadership

Hollander (1986) noted, "Leadership is now seen to be contingent on a combination of traits and situations involving a transaction or exchange between the leader and the led," (Bass, 1990, p. 53). This leadership approach looks at the cost-benefit of leadership actions. It places special emphasis on significant followers' perceptions of the leader. It is one of the process-oriented models. All leadership is an exchange (bartering) process, and there are tangible rewards for completion of tasks (Daft, 1999). Leadership relationships are based on a series of economic and social transactions. It was viewed to be effective because it could be easily used to clarify expectations. All parties have the same understanding of what denotes success. While researchers agree that there is great value in having a transactional component to leadership, it does not stand alone as a good leadership style.

Hollander (1964, 1978), Hollander & Julien (1969) and Homans (1961) all developed variations of this model (Hollander, 2001). Graen's (1975) Leader-Member Exchange Model was an evolution of these earlier models and focused on social exchange transactional development (Hollander, 2001). This model distinguished between the leader's relationships with those who are closer as compared to those who have a more distant relationship with the leader.

Transformational leadership

Leadership experts began to recognize that there appeared to be a more complex view of leadership. Leadership is a comprehensive package of skills, traits, and relationship factors. The focus is more about doing the right things as opposed to doing things right (Burns, 1998; Bennis and Manus, 1995; Bass 1990, Kotter, 1996, and Harrison, 2000).

Tichy and Devanna (1986) talked about leadership not being just charisma. It is "a behavioral process capable of being learned and managed. It's a leadership process that is systematic, consisting of purposeful and organized search for changes, systemic analysis, and the capacity to move resources from areas of lesser to greater productivity...to bring about a strategic transformation," (Bass, 1990, p. 54).

This leadership style is still very popular. "Transformational leadership occurs 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" (Burns, 1998, p. 20). Burns's ideas have been embraced and expanded by Bass (1985), Bennis & Manus (1995), Yammerino & Bass (1990), Hollander (2001). Generally, transformational leadership looks at the leader's effect on followers in terms of trust, admiration, loyalty and respect, and how well the leader motivates employees to do more than the individual ever thought they could. Transformation leadership inspires followers to go beyond their own self interests to the group good; develops followers into leaders, paints a vision of a desired future state, and communicates it in such a way that it can be embraced by all. Words like coach, mentor, and teacher are frequently mentioned within this context. It is believed that this type of leader can change the basic values, beliefs and attributes of followers and therefore, it is an appropriate style for current times (Harrison, 2000). The

focus is on intangible qualities such as vision, shared values, and processes to build relationships. The leader aims to change the framework itself and does so by appealing to the higher level needs and intrinsic motivations of followers (Robles, 1998). The goal is to find common group motivation for accomplishing goals. This leader empowers others to accept responsibility. They get results without being autocratic. They have strong personal convictions and believe in open communication. In addition to inspiring motivation, intellectual stimulation, individualized approaches, and dispersed leadership, this leader demonstrates expectations of excellence, quality, and high performance (walks the talk).

Burns (1979) suggested certain characteristics of transformational leadership: a) transformational leadership is collective rather than focused on the leader personally; b) transformational leadership is dissensual and promotes changes as a rule rather than simple status quo inaction; c) transformational leadership is causative rather than reactive or inactive; d) transformational leadership is morally purposeful; and e) transformational leadership is elevating (as cited in Brungardt, 2000).

Kotter (1996) developed an eight-stage transformational leadership model for planned organizational change. The steps included: a) establishing a sense of urgency; b) forming a powerful guiding coalition; c) developing a compelling vision and strategy; d) communicating the vision widely; e) empowering employees to act on the vision; f) generating short-term wins; g) consolidating gains, creating greater change; and h) institutionalizing changes in the organizational culture. This model is based upon the assumptions that change does not happen easily, and is never employed effectively if it is not led by high quality leadership (Kotter, 1996).

Since change is an integral part of today's organizational environment, this model has gained standing in use and popularity.

Contemporary Trait Theory (Personal-Situational Theories)

Some leadership theorists are returning to consideration of trait theory as a viable approach to explaining quality leadership. They are not necessarily focusing on leaders being born, but rather that certain traits can be learned and cultivated and lead to strong leadership.

Steven Covey's theory is based on the idea that if people are effective at leading their own lives, they will be more effective leaders. His principle-centered leadership is based upon: continually learning, service orientation, radiating positive energy, believing in other people, leading balanced lives, seeing life as an adventure, synergism, and exercise for self-renewal (Brungardt, 2000). The seven habits of highly effective people have become part of the pop culture. The habits are: a) be proactive; b) begin with the end in mind; c) put first things first; d) think win/win; e) seek first to understand, then to be understood; f) synergize; and g) sharpen the saw (as cited in Brungardt, 2000). These items are generally intuitive and make rationale sense and have found a huge following throughout the world.

Daniel Goleman and others in the field are pursuing trait theory through their research in the area of emotional intelligence. They argued that leaders who have a high level of emotional intelligence are self-aware, self-regulating, motivated, empathetic, and socially skilled (Brungardt, 2000). Pietersen (2002) identified four major categories of emotional intelligence that are necessary for strong leadership: self-awareness, self-management, social awareness, and social skills. This supports earlier research in the field of emotional intelligence. Effective

leaders build strong trust relationship and attempt to increase energy and effectiveness, and they create the future by tapping the power of followers.

Organizational culture has also been a foundation of models created by experts such as Del and Kennedy (1982), Schein (1985, 1990), and Kilmann (1985). This extends the situational model that considered organizational climate and explores the organizational culture's relationship to leadership. It is important to consider the culture in which leadership emerges and is expected to function.

Other Modern Theories

Servant-Leadership Theory is based on the concept that the successful leader influences others as a result of dedicating their lives to serving others (individuals, groups, and organizations). Servant-Leadership is a practical philosophy which supports people who choose to serve first, and then lead as a way of expanding service to individuals and institutions. Servant-leaders may or may not hold formal leadership positions. Servant-leadership encourages collaboration, trust, foresight, listening, and the ethical use of power and empowerment (Greenleaf, 2005). In many ways this theory is an extension of transformational leadership.

The *Social Exchange Model* of leadership started in 1993 at Fort Hays State University (Brungardt, 2000). This model focuses on the what, why, and how of leadership. They developed three principles of organization for leaders: creating change, collaboration, and civic leadership.

Collaborative Leadership Model. Chrislip and Larson (1994) expanded on the social change approach and developed a Collaborative Leadership model. They provided 10 elements

or conditions that define good leadership: (a) good timing and clear need; (b) strong stakeholder groups; (c) broad-based involvement; (d) credibility and openness of process; (e) commitment; (f) support or acquiescence of established authorities or powers; (g) overcoming mistrust and skepticism; (h) strong leadership in the process; (i) interim success; and (j) a shift to broader concerns (as cited in Brungardt, 2000). This theory is based on the idea that if the organization brings groups of people together with good information, they will create authentic visions and strategies for change efforts.

Revised Exchange Model. In 1996, Helen and Alexander Astin created a variation of the exchange model at UCLA (Brungardt, 2000). This model is based on three levels of interaction: individual level, group level, and the community/society level. Within the three levels, the model has seven C's of change: consciousness of self, congruence; commitment; collaboration; common purpose; controversy with civility, and citizenship. The first two address the individual level, three through six address the group level and seven addresses the community level.

The Skyhook Leadership Model was developed in 1999. Skyhook is a mining term that described a bolt driven upward into the mineshaft's ceiling and locked into the hard strata to keep the ceiling from caving in (Shtogren, 1999). Shtogren (1999) stated that in leadership one "puts up skyhooks so that people can reach for the dream, do what is right, and do it bravely" (p. 1). This theory addresses some of the common leadership concepts: vision, trust, open communication, meaningful work, empowerment and self-determination, teamwork and involvement and transformational style (face change with optimism and a conviction that apparent differences can be worked out) (Shtogren, 1999). One will notice that twenty-first century theories clearly focus on adapting to change.

Baruch & Lessem (1997) developed the Spectral Management Type Inventory that goes beyond the two-dimension analysis to consider eight different kinds of management types. The Spectral Model was originally used in human communication theory (Baruch, 1997). It profiles personality, management, and leadership style.

Bennis and Thomas (2002) argued that every leader who excels seems to have gone through at least one intense, transformational experience. They call it a crucible and believe strongly that these events help to form the best leaders. This study considers this aspect in terms of defining moments in the community college leader's life.

Summary of Leadership Theories

While all of the theories have merit and reflect the environment of their time, Hersey and Blanchard (1993) and others were quick to point out that "all leadership theories have not been conclusively validated by scientific release" (Baruch, 1997, p. 366).

Leaders must add value to the organization and must not take it with them when he or she leaves. The leader must create a culture of leadership where many are encouraged to lead and express their ideas and where the culture survives beyond his or her tenure. Today there is heightened focus on the role of the follower in the process. A critical limitation of the models still involves the failure to consider all levels of leadership. Finally, values will become a far more important component of leadership models of the future.

The Twenty-first Century Organization and Its Leader

The new century organization is required to rethink most of the twentieth century processes. Many companies are reinventing how they do business and how they view long-term success. Innovation is a daily fact of life. One of the most important aspects of this change has

to do with how the organization views people. In many businesses, people are the most important business commodity. For this reason, the company must often focus on attracting and keeping the very best talent. Chowdhury (2000) actually attached a formula to this concept: "Return on talent = knowledge generated/investment in talent," (p. 10). This is one of the most important, as well one of the most of the most costly endeavors of the company. Many companies are investing in talent management systems that help them to attract, keep, manage, and identify talent. Excellent leadership has a great impact on this talent management approach.

Transformational Leadership Attributes

"Managers are people who do things right, while leaders are people who do the right things (Bennis, 2003, p. 11). Leaders must understand and embrace both transactional and transformational skills. Edwards (2004) differentiates by stating that transactional managers clarify roles and tasks of subordinates and deal with operational issues. Transformational leaders have the special ability to bring about organizational change and innovation. Today's leader must develop and utilize a complex array of skills and characteristics. The leader of the future will need to master these complex skills and help others within their organization to development them. This section will attempt to synthesize the major findings among experts and researchers regarding skills and characteristics of the type of leader who is necessary to guide a firm into the future. It looks at individual traits and transformational abilities that are found in the most effective leaders in today's environment.

Kouzes and Posner talked about four lessons of leadership that underlie the skills that the good leader needs (Posner and Kouzes, 1995). Lesson one: leadership is everyone's business. Lesson two: leadership is a relationship. Lesson three: leadership starts with action. Lesson

four: leadership development is self-development. One should keep these lessons in mind when considering the skills that follow. These attributes support the transformational leadership theories as well as reflect some of the skills from the transactional model and from modern trait theory.

Jack Welch once said of his role at GE: "Look, I only have three things to do. I have to choose the right people, allocate the right number of dollars, and transmit ideas from one division to another with the speed of light," (Kouzes & Posner, 1995). "Leadership is much less about what you do, and much more about who you are," (Hesselbein, 2002, p. xviii). A new trend in leadership competency development is the modeling of competencies (Conger, 2004). This facilitates leadership development. These models offer clarity, consistency, and connectivity. They can, however, be complicated and particularly visionary.

Another good source of summary data on leadership skill is provided by the Center for Quality Management Leadership Study done in 1997-2000. An interesting aspect of this study was that it included the behavioral view of leadership along with the process view that was the foundation for a comprehensive longitudinal study of leadership ability (Duvivier, 2001).

The following chart summarizes elements that are common among the literature from various leadership experts. It is followed by detail on the most common traits felt to be necessary in today's world.

Table 1

Leadership Approaches and Common Elements

Leadership that matters		1	2	3	4	5	6	7
Behaviors	Communication	X	X	X		X	X	X
	Trust		X				X	
	Caring		X	X		X	X	
	Creative Opportunities (Risks)		X			X	X	X
Characteristics	Self-Confidence	X	X				X	
	Empowerment Orient.	X	X				X	X
	Vision (Cognitive Capability)	X	X	X	X	X	X	X
	Organization Context (Culture)		X					X

Leadership experts reflected above:

1 House /McClelland

2 Bennis & Nanus

3 Bass

4 Jaques/Streufert

5 Conger & Kanungo

6 Kouzes & Posner

7 Kotter & Heskert

Note: from Sashkin, M. & Sashkin, M. (2003), p. 183

Traits, Skills, and Characteristics of the Effective Leader of Today and Tomorrow

Leadership authors generate endless and extensive lists and attach numerous titles to the various leadership traits. The section below is a synthesis of those sources based on how often the trait was mentioned, how extensive research is on the characteristic, and utilizing descriptors that seem to best describe the most important leadership characteristics that will apply to the leader of the future and will be assessed in this study.

Vision. "If you can dream it, you can do it," (Walt Disney from Bennis, 1997, p. 102). "Some leaders look but don't see things happen...understanding how things happen makes the right actions obvious...effective leaders understand the consequences of actions," (Tao Te Chung from Sashkin, 2003, p. 90). There is nearly universal agreement that the leader of the future must have vision. Vision is clearly the single most commonly identified characteristic of leadership (Pielstick, 2003). Leadership analysts such as Sashkin, 2003; Burns, 1998; Bennis, 2001, include vision as a fundamental aspect of leadership. Providing a vision is the key difference between managing and leading. Maxwell (1999) expanded upon the leader's approach to visioning. He contended that vision starts within; it draws on the leader's history; it considers the needs of others; and it helps the leader to gather resources to move toward a new future. The ability to visualize the future, provide a descriptive picture of a potential future for the company, and develop a plan to take advantage of "possibilities" is a critical part of leadership for the future. The best leaders can communicate their vision in such a way as to excite those around him or her and get them on board to pursue an unknown future. A shared vision helps to unify an organization behind common goals and to generate excitement about where the company is going. "The foundation of effective leadership is thinking through the organization's mission, defining it and establishing it clearly and visibly, (Drucker, from Cohen, 1998, p. 5). Related to vision is the ability to understand and change the organization's culture so that it becomes supportive of vision and planning. Organizational culture is the shared values, beliefs, and norms of the company. Every organization has one, and it can have a tremendous impact on the success or failure of any change initiative. Any leader who ignores the culture is generally

doomed to failure. The only way a vision survives beyond an individual leader is for it to become a part of the organizational culture. The culture will prevail!

Communication. Honest and meaningful communication is an important part of good leadership and critical for the future. The leader establishes and maintains a system for communicating and recognizes that communication plays an important role in all areas of the organization. The communication climate within an organization can fall into two opposite camps or somewhere in between (Robertson, 2002): in the defensive climate, individuals perceive threats or anticipate threats from most communication; in a supportive climate, there is generally an absence of threat in the way people interact with each other. The good leader recognizes their climate and works to assure that positive and honest interaction takes place. One of the most important ways for this to happen is to assure that there is openness between leaders and employees. Related to the communication skill is the ability to be a good listener. The leader needs to fully understand the perceptions of followers, their needs and concerns. Listening is a skill that many find difficult. People like to talk more than listen, and even when listening, they filter information through their own biases and thoughts on a topic.

This important skill requires that the leader be able to communicate well with employees, customers, and those with whom the company partners. Leaders must be able to interact with people from all backgrounds and attitudes toward the business. More frequently leaders are leading across generations. The two largest generations are the Baby Boomers (many nearing retirement) and the Generation Y (Gen Next) younger groups (Black, 2003). Baby Boomers are experienced, loyal, and direct. They are not as technology adept nor as confrontive as their Gen Y peers. Generation Y people are educated, driven, and self-aware. They are much clearer

about the expectations they have for their workplace, their desire to be active partners on the job, and their level of technological ability is extensive (Black, 2003). They tend to be cynical and slow to trust.

Because of the global nature of the world economy, leaders are expected to cultivate communication skills that include interacting with people from various countries and cultures. This requires learning communication norms for various societies and cultures, and developing a level of sensitivity that many leaders have never before experienced. Communication is an ongoing, difficult, and critical leadership skill.

Relationship building. Good leaders focus on building strong relationships with others in the firm as well as those outside the firm. Bennis (2001) talked about moving into the era of human capital. Complex issues regarding relationships surround most leaders. There are a number of factors that contribute to strong relationships on the job. Some of them relate to character of the leader and will be discussed more fully later. Trust is an important part of this effort. Employees and others have trust in leaders who practice honest interaction, show respect, follow-through on what they say they will do, and model the type of behavior they expect from others. Consistency is a critical component of building sound relationships. Personal integrity is increasingly important, as so much scandal has touched leadership in major corporations. The best leaders really like and enjoy people. They have true empathy for the challenges workers face in and outside the workplace. Leaders recognize the importance of everyone within the organization.

Passion. Experts use a variety of terms to describe this characteristic, but essentially they are all talking about great leaders having passion for their organization and their own role within

it. Maxwell (1999) talked about passion being the first step to achievement; that it increases willpower and makes the impossible seem possible. In the complex society of tomorrow, the belief in one's ability to impact the impossible is critical. Passion is contagious. People cannot help but respond.

Competence/Intelligence. "Competence goes beyond words. It's the leader's ability to say it, plan it, and do it in such a way that others know that you know how—and know that they want to follow you," (Maxwell, 1999, p. 30). People tend to be much more willing to listen to and take direction from one whom they believe to be competent. Tomorrow's leaders "walk-the-walk." They are not afraid to show that they are capable of mastering a variety of tasks and they are willing to do what it takes to move the organization forward. They can use and understand technology. An understanding, if not in depth knowledge, of the challenges faced by workers is critical.

The first priority of the leader is to go where the action is. A strong intellect and high level of "business genius" is also an important part of the strong leader's make-up (Spechler, 2001). More frequently today, researchers are discussing the need for leaders to have a high level of intelligence. At one point, a high level of intellect was not considered to be a major priority for good leaders; however, the complexity of tomorrow's environment requires complex problem solvers. Daniel Goleman (2002) brought the whole area of emotional intelligence into the leadership discussion. It is now generally believed that emotional intelligence, which includes self-awareness, self-regulation, motivation, empathy, and social skills, is an important part of assessing potentially strong leaders. It not only relates to competence, but to relationship building and communication. Those who score highly on all or most of the Emotional

Competence Inventory factors tend to be strong leaders. Competent leaders are generally able to gain trust.

Character. "Character is the key to leadership," (Bennis, 1999, 40). Various authors and experts add a number of factors to their leadership skills list such as trustworthy, integrity, honesty. Character goes beyond ethical behavior to include the traits mentioned above. Maxwell (1999) said: "talent is a gift, but character is a choice." Generally, leaders cannot rise above the limitations of their character. Who they are generally dictates how they behave as a leader. Trust provides the underlying force that allows the organization to function. Trust was identified by a Hays Study, examining over 75 key components of employee satisfaction, as one of the two most important factors (Clark, 1990). Stakeholders in an organization look for constancy, congruity, and reliability on the part of leaders to measure how much the leader can be trusted. Credibility is one of the most important aspects of strong leadership. "A leader earns credibility and trust by being honest, by knowing how to do his or her job, and by telling the truth and being up-front ...," (Hopkins, 2000, p. 4). These leaders exhibit principle-centered and ethical approaches to their organization and to those within it. Much of the popular literature is written on the topic of value-driven or value-centered leadership. This approach to leadership, while addressing the same types of characteristics for the good leader, focuses on high standards, dignity and esteem, integrity, societal awareness and concern, changing the status quo into something better, and lifting the human spirit (Hesselbein & Johnston, 2002). "Values-based leadership is the process of achieving worthwhile results, contributing to the well-being of all involved while acting with respect, care and fairness for internal and external environments," (Parisi-Carew, 2000). The need for value-based leadership has a great deal to do with what has

been happening in the corporate world in recent years. Trust of big business is at an all-time low and leaders bear a major responsibility for regaining the respect and credibility for their corporation.

Commitment and Attitude. The leader of tomorrow has a strong commitment to the organization, the position, and the people with whom they work. Maxwell (1999) stated that "commitment can be displayed in a full range of matters to include the work hours one chooses to maintain, how one works to improve abilities, or what one does for fellow workers at a personal sacrifice," (p. 15). Positive attitude is also a critical component of leadership. Attitude is a choice, and it goes a long way in determining a person's behavior. People who work with and for a leader will mirror their attitude. Generally, maintaining a good attitude is easier than regaining one. Commitment and attitude are closely aligned to the perception of character as well.

Teacher and Learner. "It's what you learn after you know it all that counts," (John Wooden from Maxwell, 1999, p. 141). The best leaders of the future will be good teachers and life-long learners. They provide opportunities for employees to learn and grow. They serve as mentors and coaches. They see themselves as a resource and source of information for those with whom they interact in the organization. "Successful leaders are learners. And the learning process is ongoing, a result of self-discipline and perseverance...it is the capacity to develop and improve that distinguishes leaders from followers," (Maxwell, 1998, p. 24). It is also frequently discussed that a good leader serves more and more frequently as a role model. If people are truly the most valued resource of tomorrow's organization and success is based upon knowledge,

vision, and the ability to change, it stands to reason that a focus must be placed upon employee learning. The transforming leader practices lifelong learning.

Problem Solving/Planning. The strong leader needs to be able to anticipate problems, see the big picture when others are stressing over the minutia, and provide leadership in moving forward. They need to see major challenges in such a way as to move toward solutions instead of defeat. Good leaders question assumptions and conclusions and are sound researchers. The strong leader will be able to develop strong flexible plans that help to guide their organization.

Empowering. There is a tremendous amount that has been written about the need to involve and empower employees, partners such as suppliers, and even customers. A strong leader has the ability to involve everyone in the process and share the leadership. Shared leadership has become more important as the number of mergers and acquisitions grow and the numbers of partnerships and alliances increase radically in many industries. Good leaders treat subordinates as equals, give advice, help, support, and encourage activities on the job. Empowering others involves helping them to find their own power, realize their own potential, and gain the sense of confidence and autonomy necessary to make choices (Hossack, 1993). This skill is one that is often difficult for more traditional leaders to learn. They are used to being "in charge." They must work tirelessly to make leadership happen throughout the firm.

Work Ethic. Another important characteristic of the strong, future-oriented leader is a strong work ethic. This includes some of the factors mentioned under character such as reliability and honesty. It also includes self-discipline, high energy, dependability, and initiative. The strong leader sees what needs to be done and sets about getting it accomplished. This person is enthusiastic about what he or she is doing, looks forward to going to work, and does even the

most routine tasks with a minimum of stress. The good leader focuses on "doing the right things right," (Neff, 1999). The good leader is "there" during times of crisis and models a commitment to excellence.

Innovator/Change Agent/Risk Taker. As mentioned earlier in this paper, one of the most important trends in the organization today is the speed of change and the need to be a change-adaptable company. This is one of the most critical characteristics that will mark the difference in leaders of the future. Many within firms today are still stifling innovation. This includes leaders who are secure within the status quo. Approaches based upon suspicion of new ideas, need to control, making it extremely difficult to get a new idea approved, and treating the identification of a problem as a sign of failure, lead to suppressed creativity and innovation (Hesselbein, Goldsmith and Somerville, 2002). Innovators are change agents and are willing and able to take risks and accept failure, using it as a learning experience and moving on. Being an innovator relates closely to being a visionary and valuing the role of people throughout the organization. Being able to take risks is a critical part of twenty-first century leadership. "Every leader willing to take risks has moments when he isn't sure whether his people are following him or chasing him," (Gardner, 2003, p. 145). Courage is an important part of being a good leader. Leaders need the courage to sometimes make things right and to admit to mistakes and problems. They make mistakes but they don't quit.

Presence. The strong leader has a presence. This does not mean being dominating and constantly at the center of the stage. It has nothing to do with being charismatic. It means exhibiting self-confidence, which inspires others to trust and follow. Leaders must have the type of bearing that will create a favorable impression in appearance and personal conduct. The

leader must inspire confidence. Collins (2001) described some of the most effective leaders who are not necessarily on center-stage. There is a growing discussion of stealth leadership; those who lead very effectively but are not the traditional visible representative of the company. Badaracco (2001), Collins (2001), and Myerson (2001) all discuss leadership without glamour. They contend that the best leaders are quiet and humble.

One characteristic that is not mentioned in this section is the area of charisma. There is much discussion in the literature about whether this is a critical component of good leadership. Some are still adamant that it is high on the list of priority characteristics. There are countless examples, however, of good leaders who are not particularly charismatic. "Effective leadership is not about charisma or the exercise of power; instead, it entails the creation of information and incentive systems that allow others to make decisions that, cumulatively, advance organizational objectives," (Hesselbein, 2002, p. 57). Collins, 2001; Gunder, et. Al; and Senge, 1999 all suggest that some of the best leaders lead from behind.

The skills and characteristics mentioned above should ideally be found throughout the corporation, not just in the top levels of management. "...recent events have highlighted the dangers of relying too much on the man or woman heading the business...we should not forget that top executives aren't solely to blame for the sins of their companies..." (Leaders Don't Lead Alone, 2003, p.1). The leader is the "architect of the ship, designing it so that it has all the components it needs to make a successful journey and reach its intended destination (Gunder, 2003). Leaders will not generally have all of these skills to the same degree. They should, however, recognize what is important, what they do well, and where they need to improve and be focused on continuous learning and growth.

Barriers that Impede Leadership

There are a number of barriers, some self-imposed and some institutional, that impact successful leadership even when many of the ideal characteristics and skills are present in the leader. Self-imposed barriers included not clearly understanding one's own strengths and challenges and not being able to formulate a plan for achieving personal goals. Some potentially good leaders have trouble sharing ideas and plans, thinking that by sharing credit and power, their leadership is compromised. Many still stress about what can't be done as opposed to what can. Hesselbein (2002) sums up concerns about self-imposed barriers by the comparing "chicken little" to the "little engine that could." Basically, the leader must be aware, know their skills, and not be afraid to act.

Institutional barriers include the inflexible hierarchical structure of the corporation, the corporate culture, racism and sexism, fuzzy lines of accountability, and a bottom-line mentality. Also, there is often no mentoring plan in place for potential leaders. Leadership development is simply not a daily priority. These barriers must be addressed for leadership to be truly effective and for the necessary pipeline of future leaders to exist in the future.

Emotional Intelligence

Emotional intelligence (EI) was formally conceptualized in 1990 by Jack Mayer, Ph.D., Psychology Professor at the University of New Hampshire, and Peter Salovey, Ph.D., Psychologist at Yale (Kemper, 1999). It became much better known, however, in 1995 with Goleman's book, *Emotional Intelligence*. Goleman (1995) defined emotional intelligence as the ability to recognize and regulate emotions in others and in one. EI determines one's potential for

learning the practical skills that are based on the competencies or elements that have been defined as part of emotional intelligence, the soft skills. Transformational leaders tend to display high levels of emotional intelligence. Bennis, 2001; Chen, Jacobs and Spencer, 1998; and Herkenhoff, 2004 believe that 85-90 percent of successful organizational leadership comes from emotional intelligence factors.

What does Emotional Intelligence Predict?

Emotional intelligence can be used to measure and predict a multitude of behaviors in a person's life. It measures a person's ability in relationships including team performance and ability to react to problems. It considers the broader aspects of personality. It measures parental warmth and how empathetic a person is. It can be used to assess life satisfaction. Finally, there is some research available that claims that it can be used to measure the relationship between ability and self-reported emotional intelligence, as well as the relationship between EI and IQ in job performance (BarOn, 2000). Ferres (2004) related leader emotional intelligence to the ability to facilitate organization change and reduce cynicism or resistance.

While the study of emotional intelligence is relevant in many settings, it is particularly suited to the work environment. Reasons include the fact that such competencies are critical for effective performance in most modern jobs. Many adults enter the work force without these competencies and training and development must take place on the job to make the person a productive employee. Corporations spend \$50 billion on training each year, and much of it is for this type of activity (Bar-On, 2000). Most adults spend more of their waking hours at work than at home, so it is important that they are productive members of the work group. Emotional

intelligence ability can help to give the organization a competitive advantage in learning and change management.

The Emotional Intelligence Quotient (EQ)

The Emotional-intelligence Quotient is "the array of personal-management and social skills that allows one to succeed in the workplace and in life in general," (Sterrett, 2000, p. 2). It includes measurements of intuition, character, integrity, motivation, communication, and relationship skills. "I have found; however, that the most effective leaders are alike in one crucial way: they all have a high degree of what has come to be known as emotional intelligence," (Goleman, 2004, p. 1).

The EQ allows one to express preferences, like one person over another, pursue a goal, control temper, argue persuasively, establish relationships, develop political savvy, and keep going in difficult times. In other words, emotional intelligence provides the coping skills for work place survival and excellence.

EQ vs. IQ

"Intelligence comprises the mental abilities necessary for adaptation to, as well as shaping and selection of, any environmental context," (Pfeiffer, 2001). This definition seems to say that not only do people adapt well to their environment, but that they mold their environment to meet their needs.

Evidence seems to indicate that emotional intelligence may be more than twice as important as standard IQ abilities in predicting competence on the job (Kemper, 1999). IQ accounts for, at most, 25 percent of variance in individual success (Cherniss, 2001, p. 4). There is evidence that lead scientists to believe that Einstein's superior intellectual ability may have

been related to the region of the brain that supports psychological functions--in other words, the emotional intellect (Kemper, 1999).

Competencies of Emotional Intelligence

Goleman, 1995; Sterrett, 2000; Mayer and Solvey (1997) agreed that emotional intelligence deals with the leader's ability to manage their emotional responses. Individuals who understand their own emotions can accurately identify their responses and change as needed. Emotional intelligence is divided into two dimensions with three facets within each dimension. It consists of knowledge, attitude, and behavior. Goleman identified four levels of emotional intelligence. Sterrett (2000) expanded on Goleman's earlier work and developed the six categories of emotional intelligence listed below.

Self-awareness (Knowledge) Self-awareness is the person's knowledge of him or herself. Can the individual explain emotions, preferences, intentions, goals, and values? This is the core of EI. It helps people to align values and actions.

Self-Confidence (Attitude) Self-confidence is the basic belief that one can do what is needed to produce the desired outcome. The level of self-confidence also determines how readily the person can admit mistakes and go out on a limb for what is right.

Self-Control (Behavior) "Anyone can become angry—that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way—that is not easy," (Aristotle from Goleman, 1995, p. ix). Self-control is the ability to handle one's emotions. There are two basic ways people get into trouble: they don't control emotions enough or they over-control emotions. Self-control does not mean not expressing any emotion. It means

using emotion effectively and thinking clearly and staying focused under pressure. Those who are spontaneous seem to perform the best.

Empathy (Knowledge). This competency measures how attentive one is to the emotional cues of others. It is the category most strongly linked to tolerance for diversity.

Motivation. (Attitude) Motivation is synonymous with enthusiasm, initiative, and persistence.

Social competency. (Behavior) Social competency is the person's ability to develop social skills. It is the culmination of the other dimensions of emotional intelligence. Can the person exchange pleasantries and interact socially with a group? How does the person communicate ideas, thoughts, feelings, and facts? This competency looks at leadership skills in terms of articulation and arousing enthusiasm in others. It is critical to managing and expressing emotion appropriately. This competency also considers whether the person is a catalyst for change.

Goleman, et.al, (2002) revised his early list of domains to include the following: Self-Awareness, Self-Management, Social Awareness, and Relationship Management. While the categories are different, Sterrett's basic structure is the same.

Emotional intelligence is still relatively new as an aspect of measuring leadership competence, but it has quickly become recognized as a very important consideration in leadership development. Those who have strong abilities in this arena are able to more adeptly master some of the most important leadership characteristics.

Defining Moments

Bennis and Thomas (2002) talked about crucibles, those difficult or life-altering events that significantly impact the leader and from which the leader has created meaning that has helped to shape who they are in their profession. These events can be global and relate to an era in history or can be extremely personal and individualized. "A defining moment can occur at any point in a president's career and thus is difficult to predict or avoid, (Vaughn, 2000). While much of the leadership literature focuses on traits or habits of leaders, every leader has a unique set of obstacles, challenges, and assets that become a part of their skill set (Bennis, 2002). "One of the key differences between leaders and non-leaders, we found, is the ability of leaders to transmogrify even the negatives in their lives into something that serves them," (Bennis, 2002, p. 14). Bennis found that every leader in their study of exceptional leaders had undergone at least one intense, transformational experience and that it is often at the heart of what makes the individual a good leader.

Leaders describe crucibles such as major world events like war or acts of nature, local events such as catastrophes as well as personal events such as an exceptional mentor, a single encounter that radically changed a point of view, and an emotional event (either positive or negative) that significantly influenced the person. The key to making the most of these events is adaptive capacity. The leader learns from these happenings and utilizes the knowledge to move forward, sometimes in new directions. Aldous Huxley observed: "Experience is not what happens to a man. It is what a man does with what happens to him," (Bennis, 2002, p. 94). The crucible makes the individual see the world in a new light.

Higher Education

Of all modern organizations, universities have the oldest continuous existence (Altbach, 1999). They started in approximately 1200 A.D. in Paris. The Paris model "placed the professor at the center of the institution and enshrined autonomy as an important part of the academic ethos," (Altbach, 1999, p.9). The concept of academic freedom began to evolve at the same time. In its worst-case definition that is still often invoked, it allows faculty to say or do anything they want to, including nothing. Related, of course, is the concept of tenure that had its beginnings in 1915 and has had a long heritage of supporting faculty autonomy. The basis of tenure is to provide freedom of teaching and research and extramural activities while providing a sufficient degree of economic security to the professor. This approach has a major impact today on the leadership dynamic in higher education. While many institutions have evolved far beyond these basic and somewhat negative tenets, they are often still alive and well in higher education institutions at every level.

While the basic structure of higher education has not changed appreciable since its inception, there are factors coming to the fore that threaten these fundamental values. Wilcox (1992) had begun to discuss some of these factors: demand for outcomes assessment; racism; tuition and fee price fixing and rate setting; calls for reform in athletics; admission quotas; and falsification of scientific data. Key among them today is the demand for accountability from external agencies (accreditation and funding sources) and the changing expectations and demands from the student customer. Also, higher education has been greatly affected by the changes in the technological environment and the rapidly changing information/knowledge needs of society. "Rather than an 'age of knowledge,' perhaps we should aspire instead to building a

'culture of learning,' in which people are continually surrounded by, immersed in, and absorbed in learning experiences," (Duderstadt 1997, p. 10).

Academic Culture

In the academic world, governance is the process through which institutional decisions are made. It is influenced by rules, regulations, committees, formal and informal groups and leaders, organizational structure, and history and culture of the institutions. Academic culture is different from that in the business environment and also varies by type of institution. Much of the current thinking about leadership is based upon corporate experience and is not always directly applicable to higher education (Robles, 1998). "Universities contrast greatly with mainline utilitarian organizations and have been described as organized anarchies...universities are likely to have problematic goals, unclear technology, and fluid participation in decision making," (Bass, 1990, p. 577). There are issues of size and purpose.

Bergquist, 1992, identified four cultures of academia. The collegial culture finds meaning primarily in the disciplines represented by the faculty in the institutions. Leadership tends to emerge based upon personality traits. The managerial culture finds meaning in the organization, implementation and evaluation of the work to be done, and assumes clear lines of authority. This aspect finds leadership in competence. The developmental culture finds meaning in the creation of professional development opportunities for the college community. It values research and planning. Leadership emerges from teaching and learning, personal and organizational dynamics, and institutional mission. The negotiating culture springs from the equality aspect of higher education. Some outgrowth of this culture has been the collective

bargaining movement. These cultural aspects can significantly impact the leadership attributes that are effective at a given institution.

Hanna, 2003, developed a comparison of the evolving college/university culture. It shows the transition that is slowly taking place in higher education and how that it will impact leadership. Some of the key aspects of that comparison are reflected in the table 2:

Table 2a

The Evolving College/University Culture

The Traditional Academic Culture	The Emerging Academic Culture
Leaders and staff abide by time-honored rules, policies, procedures and protocols	Leaders and staff draw on their own knowledge and expertise but take risks, often without a pre-tested methodology
Formal academic programs drive departmental decision-making	Learner's needs drive departmental decision-making; academic programs are responsive to the needs of the individual learner
Tenured faculty are primary academic decision-makers	Faculty share academic decision-making with key customers/stakeholders
Administrative and academic structures support the delivery of programs and courses	Academic support structures are tailored to the needs of the learner
People who can work within given structures are most important	People who can anticipate market shifts are most important
Key message is "Don't rock the boat"	Key message is "Seize the day"
Communication strategies are: --Internal, --Vertical --Formal	Communication strategies are: --External and internal, --Horizontal --Informal
Emphasis is on systems and resources "in hand"	Emphasis is on systems and resources "in waiting"
Strategic partnerships go unrecognized and untapped	Strategic alliances and partnerships are sought out and implemented
Segmented, specialized organizational structures are prevalent	Integrated, cross-functional organizational structures are reinforced
Budgets are stable and committed to existing programs; deficit financing is avoided	Budgets are fluid and opportunity-seeking; deficient financing is common

Table 2b

The Evolving College/University Culture Con't

New academic programs complement existing programs	New programs create openings for new markets
New programs must fit with existing structures	The best structure is determined for each new program
Actions tend to be evolutionary	Actions tends to be revolutionary
Risk-adverse behavior seeks to minimize competition with others through regulation	Risk-seeking behavior seeks to exploit competitive advantage over others
Stewardship and preservation are the critical elements of leadership	Vision and strategy are the critical elements of leadership
Stewardship and preservation focus on assessing the impact of new activities on existing undertakings	Strategies gravitate toward new market niches
Change efforts focus on improving programs and activities deemed valid by competitors	Change efforts focus on being first to develop a new program or activity
Staff tend to work to their own agendas and act independently of their colleagues	Staff often collaborate with each other and across disciplines in pursuit of organizational goals
Appraisal, reward, and recognition are based primarily on individual scholarship performance	Appraisal, reward, and recognition are based on individual and group scholarly and entrepreneurial performance
Organizational recognition comes from interaction with, and recognition by peers in other institutions and in terms of contribution to the science	Organizational recognition may also come from interaction with and recognition by, immediate colleagues and in terms of contribution to the organization.

Note: from Hanna, D.E. (2003). Building a leadership vision: Eleven strategic challenges for higher education. *EDUCAUSE*. July/August, 2003, pp. 25-34.

Summary of Leadership in Higher Education

It is important to be aware that the call for enhanced leadership in higher education comes more from external than internal forces. "Resistance to change is a hallmark of higher education," (O'Banion, 1997, p. 28). However, in a series of publications produced by the Kellogg Foundation, they find that there are many institutions embracing change and recognizing

the role of higher education in shaping the quality of leadership in America. "While real collaboration would ordinarily be very difficult to achieve in an environment that places such a high value on hierarchy and individualism, it is our view that a collaborative approach to leadership in academe—an environment that operates primarily through committees, task forces, and similar group structures—is still possible, depending on the particular values and beliefs that members of the academic community bring to their work," (Leadership Reconsidered, p.2).

In sum, higher education has the ability to be on the cutting edge of leadership development. By considering the leadership attributes important in the business community, recognizing environment trends, and utilizing some of the unique characteristics of higher education including a naturally more participative structure, higher education can create leaders who exemplify the best for their institutions.

The Community College

Background

One of the most important higher education innovations of the twentieth century was the community college movement (Witt, 1994). The first community college, Joliet Junior College in Illinois, opened in 1901, which makes the movement a little over 100 years old (Chase, 2003). The number of community colleges grew from 10 in 1909 to 610 in 1940 (Cohen, 1996). Between 1950 and 1980, community colleges grew at a rapid pace, demographics changes and missions continued to expand (American Community Colleges, 2001). Since the early 80s, community colleges have continued to grown in number, size and organizational complexity (Amey, 2002). Their commitment to access through low cost tuition, comprehensive

curriculum, and innovation was solidified. This commitment has remained strong today, but the challenges related to this comprehensive effort when facing declining resources are growing incrementally. "Community colleges will need to find new ways of creating value while simultaneously normalizing relationships with faculty and staff," (Alfred, 1998).

Forty-four percent of all undergraduate students (49% of first-time freshmen) are educated in community colleges (Chase, 2003). The nation's 1173 community colleges enroll over ten million students annually (About Community Colleges, 2003), providing transfer, technical, occupational, remedial, workforce development, continuing education, and personal enrichment programming. When branch campuses are included, there are approximately 1600 community colleges serving the diverse needs of students throughout the country (AACC). They also have the greatest student diversity of any type of higher education entity—46 percent of African-American students, 55 percent of Hispanics, 46 percent of Asian/Pacific Islander students, and 55 percent of Native American Students (About Community Colleges, 2003). Over one-third of community colleges students are 30 years of age or older (Pocket Profile, 2000). Fifty-two percent are first generation college students (Pocket Profile, 2000). Community colleges award more than 450,000 associate degrees and 200,000 certificates annually (About Community Colleges, 2003). They range in size from over 47,000 students at Miami Dade Community College to small schools serving only a few hundred (Pocket Guide, 2002).

Community Colleges serve students at all levels of academic ability. One of the common myths is that community colleges serve only under-prepared students. While they certainly do serve this population, they also draw high quality academic students for a variety of reasons. To

illustrate this fact, 36 percent of institutions surveyed indicated that they have an honors program (Striplin, 2000). These students add to the diversity and intellectual challenge of the community college environment. Also untrue is that community colleges are primarily occupational institutions. This same survey indicated that 54 percent of the courses in community college curriculum are in the liberal arts (Striplin, 2000).

Community colleges will continue to grow and to serve an important function in the education of America. Lifelong learning has become a necessity in today's complex society and community colleges are often on the forefront of this kind of delivery.

Whatever forms the community college takes, its purpose is to provide educational service to the entire community, and this purpose requires of it a variety of functions and programs. The basic mission of the community college has always been to provide access to post-secondary programs and services that lead to stronger more vital communities (Vaughn, 2000). Malcomb Baldrige, from National Quality Systems, discussed in 1994 how the challenge to community college leaders differs from the broader environment. He mentioned that community colleges serve clients with disparate and complicated needs; tend to have decision-making authority that is highly decentralized; are vulnerable to external influences such as funding sources and regulation; and education goals are not product-oriented (Roueche, 2002). The Baldrige awards have been well known in the private sector for a long time as an indicator of quality leadership and performance. In 2001 an education category was added to this prestigious award.

Community colleges are often among the first to embrace new technology and to expand availability to educational programs and services. For example, community colleges continue to

be ahead of many other types of higher education institutions in the delivery of quality Internet courses. They have also been instrumental in providing assistance to entrepreneurs and have become an important training and information center for small businesses in America.

One begins to understand why these comprehensive missions present challenges to community colleges leaders and to understand the complexity of leadership issues facing them. "Leadership is the ability to influence, shape, and embed values, attitudes, beliefs, and behaviors consistent with increased staff and faculty commitment to the unique mission of the community college," (Rouche, 2002, p. 16). While this definition is similar to those covered earlier in this study, it is important to recognize the unique nuances of higher education leadership.

The scope of influence of the community college network is far-reaching. They have a major impact on their communities, not only in economic terms, but often as an integral part of the social environment. Ninety-six percent train workers for business and industry and provide workplace literacy and English as a Second Language (Pocket Profile). They often serve as a cultural and educational center for their communities. In recent years, much research has been done and articles written about the value and impact of community colleges. In 2004, both the *Washington Post* and *U.S. News and World Report* reported on the value and impact of the community college. This impact of the community college is certainly documented by dramatically increasing enrollment and status in their communities.

As enrollment continues to surge in community college, many are questioning whether they can sustain the fundament feature of the community college: open access. Increasing cost at four-year institutions has helped to feed growth at community colleges, but it is not the only factor. Community colleges have always been responsive and attempted to meet the needs of

diverse constitutions. Funding has not always kept pace with service. President Bush talked about the importance of the Community College in his State of the Union address, and officials are hoping this commitment will translate into additional dollars to help community colleges meet demand and maintain their open access niche (Evelyn, 2005).

However, the challenges faced by community college leadership as they attempt to continue to be "all things to all people" are readily apparent. Strong, far-sighted leadership will be critical for the future viability of the community college. This will be a particular challenge because the average age of today's community college president is 57, and nearly half will retire in the next six years (Vaughan, 2000). Distributed leadership and leadership preparation becomes critical.

Leadership in the Community College

"A community college is a complex organization embracing many different disciplines, addressing a variety of instructional purposes or missions, and serving a staggering diversity of students. The wise president models the orchestra conductor, blending tradition with the new and ensuring that people of the institution forge an academic community without losing the vibrancy of individual contribution," (Constance Carroll, President San Diego College from Desjardins, 2001, p. 15). "Leadership is simply holding the goals of the institution in one hand and the people of the institution in the other and somehow bringing these two together in a common good," Hockaday, 2003, p. 3).

Community college leadership has mirrored most of the trends that have impacted the wider business environment. The model of leadership utilized when the community college

began was very much patriarchal and hierarchical and has evolved as student and employee needs and the external environmental factors have dictated. Community colleges, in many ways, have been at the forefront of leadership innovation. Community colleges have been ahead of the curve in providing leadership opportunities including presidencies for women and minorities (Townsend, 1995). They were often more participative and reflected transformational leadership characteristics early on.

Generations of Community College Leadership

Sullivan (2001) discusses four generations of community college leadership. Her discussion primarily looked at the presidential level. The first two were similar and characterized by common traits. The first generation was represented by the founding fathers that pioneered a new and democratic form of higher education. The second generation led the colleges through periods of rapid growth and abundant resources. These leaders were primarily white men who were married, in their fifties, and had risen through the academic ranks. Most had doctorates and many had served in the military (Sullivan, 2001).

Today's community college leaders are part of the collaborator generation. Gardner (1999) adds that the president of the future must bring all segments of the community college into the governing process and will be an expert at building coalitions. They have built on, and sometimes rebuilt, the foundation of the previous generations. Diversity can now be found in community college leadership; in fact, in a more representative way than in other areas of higher education. The number of women presidents has more than doubled since 1986 (from 8 to 22 percent) (Sullivan, 2001). The number of minority presidents has also grown, though at a somewhat slower rate, from 9 to 12 percent (Sullivan, 2001). There are some common, but not

universal characteristics among these leaders. Most began presidencies in their mid forties to fifties, and are largely the children of lower middle class values with strong education ethics. Many were the first in their family to go to college and often majored in education, the humanities/arts, or the social sciences (Sullivan, 2001). Many were also involved in social action groups during their early college experience. This generation of leaders has been instrumental in the team approach to leadership. Sullivan quoted John Gardner from the National Association of Community Leadership Organization in 1984: "The most effective leadership in the future will be provided by an individual, or better yet, a loosely linked group of individuals..." (p. 566).

Each decade has brought community college leaders different challenges. The 60s and 70s required builders and creators. The 80s focused on workforce development. The leaders of the 90s were faced with doing more with less and maintaining quality in the process. The 2000s have begun with a focus on technology and the concept of providing learning on demand (Harrison, 2000). While these issues face all of higher education, they tend to impact community colleges sooner and more directly.

Sullivan indicates that the nation is currently facing a crisis of confidence in its leaders which includes those in community colleges. Concerns are expressed regarding ethics and motives. Ethical leadership will be a key component of leadership in the twenty-first century. Succession planning and leadership development have become important topics of discussion. A study conducted among community college presidents identified five factors that might relate positively to outstanding leadership in community colleges. They are: a) completion of a terminal degree; b) study of higher education and community college leadership; c) frequent

experience with publishing and presenting scholarly work; d) preparation as change agents; and e) extensive involvement in both peer networks and mentorship relationships (Sullivan, 2001).

This list is somewhat unique to community colleges and must be used to supplement general characteristics needed by leaders to be effective in the broader environment.

Ten Truths of Community College Leadership

In addition to consideration of some of the key leadership issues/techniques that are prevalent in the literature, there are important nuances for community college leaders.

Jensen and Kirlin (2000) discussed ten truths of community college leadership:

Every decision has three elements: educational, fiscal, and political. Unlike decision making in the private sector that might be based on demand or market share and profit potential, in higher education, one must consider the educational component which brings with it a variety of historical and traditional frameworks. Fiscal issues for nonprofit institutions are not the same as for profit-making companies. Can the institution pay for the initiative or find grant funding to help? Finally, the political arena can be all-consuming. Institutions of higher education face a number of political environments: the legislature and state and national governing bodies; alumni and other community groups; students and families; and last but far from least, the faculty within the college.

No CEO ever got fired for having a lousy curriculum, but many have been fired for not balancing the books. What constitutes success is less clear and sometimes requires the community college leader to walk a "tight rope" among the various constituents and their varying expectations.

Change is stressful and threatening and will be resisted. This is a common issue facing leaders everywhere, but is particularly noticeable in higher education where faculty, specifically, often fall back to tradition or academic freedom as reasons for not trying new things.

Organizational conspirators are alive and well. In many ways this relates to the importance of culture to the success of the college. There are always those with strong opinions and influence over others who have little factual information but who will work to undermine any change effort.

Leadership and management are different skills. Much has been written about the differences between management and leadership. Both are necessary for the community college to succeed but management without leadership will not help a college cope with challenges of the twenty-first century.

Leaders must be self-strokers. The leader cannot be insecure and expect daily reinforcement from external sources. It will not happen. There will always be critics or those who have "no comment." This is particularly true in higher education where everyone has opinions regarding the failures of leadership.

There are three sides to every coin. There are generally points of view on each end of the spectrum and then a compromise that can give the institution the best possible solution to a problem or issue.

There are no secrets in a bureaucracy. Many leaders in education have a hard time recognizing this fact, and it is particularly true in small community colleges. The grapevine is wonderful and generally embellished by individual interpretations. It is far better to share

directly as much information as possible and limit the amount of filtering that takes place in the communication flow.

Not all rocks are meant to be turned over. There are many situations that even if addressed will not generate significant returns. Sometimes it is best to let a matter pass, particularly if the status quo is important to someone and means little in the overall success of the organization.

Community college administration is a contact sport. Many go into community colleges because of the direct involvement possible in most activities and settings. However, there is often surprise when a leader is confronted by active involvement in many decisions and processes throughout the institution. The leader must embrace this concept and recognize the valuable leadership setting this provides. It can be frustrating, however. Nothing is smooth, quick, or without discussion.

Desjardins (2001) developed a list of 22 competencies of community college leaders in the new age. They fall into four major categories: leadership fundamentals, culture and climate, influence, and business management. Her approach differs slightly from that generated by Jensen and Kirlin, but both point out the unique aspects of community college leadership and how higher education leaders can learn from research focused on the business community as long as adjustments are made to reflect the differences.

Leadership models in the Community College Environment

"It must be considered that there is nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle than to initiate a new order of things," Niccolo Machiavelli (Gardner, 1990, p. 36).

There is a variety of models or adaptations of business-oriented models that have evolved for the higher education community. They tend to have the same basic components of the general business-oriented models. Differences exist in how funding and profit are viewed and in the general structure of governance. Most current dialog regarding community college leadership takes the form of a discussion of the transformational leadership model. Higher education, to some extent, is more accustomed than the business world to a more participative form of leadership and to modeling change in structures.

Ganz (1995) presented a model that takes into account internal functioning and behaviors as well as the influences and demands of external constituencies. It had three interdependent elements: differentiation, integration, and the environment. When these three elements are balanced through strong leadership, effectiveness occurs. Differentiation, in this case, looks not only at job responsibilities and role, but also at the culture and subcultures of the college. Integration is the amount of cooperation and participative leadership that takes place within the institution. The environment refers to everything that surrounds and influences the colleges. Basically, the model encompasses all of the issues and challenges that impact community college long-term success. The author of this model contends that to effect positive change and renewal, there must be continuous assessment of these elements. Finally, the model relies on fundamental, not incremental change and leadership at all levels, providing a strong infrastructure. It compares to much that has been written in the business sector on transformational and situational leadership.

Murphy & Toomey (1993) presented an interesting model entitled Learnership/Leadership. The basic premise of this model was that learning and leading are

critically joined. Leaders must make learning a priority. They will grow as a leader only when they are growing as a learner. Because of the environment of uncertainty and change in community colleges, no one leadership style will suffice on a permanent basis. Thinking skills include the ability to deal with uncertainty, complexity, multiple perspectives, criteria and solutions, and the ability to regulate one's own thinking. (Murphy, 1993). Senge (1999) also described five "disciplines" that workers must master if they want to create a learning organization and develop leaders within that organization: systems thinking, personal mastery, mental models, building shared vision, and team learning. The Murphy model was the precursor of the modern concept of the learning college. Many of the elements within these disciplines are from other business models. This focus on learning was perhaps slightly ahead of the broader leadership community that, as only in recent years, considered the topic of learning organizations.

Dale Campbell (2002) served as editor of *The Leadership Gap*, a publication that discussed the community college leadership crisis. The authors of this publication brought together a number of cases that described innovative leadership programs in community colleges. They were based on the defined needs of individual institutions.

Colleges have found the transformational leadership model and its variations, very adaptable to higher education: "...rather it is finding a way to be successful in collaboratively defining the essential purpose of teaching and learning and then empowering the entire school community to become energized and focused," (Balster, 1992). The three over-arching goals of transformational leadership in colleges and schools tend to be helping staff develop and maintain

a collaborative, professional school culture, fostering teacher development, and helping teachers solve problems more effectively (Balster, 1992).

The Core Values Model was developed to assist community college leaders with effectively managing change (Baker, 1998). It used criteria drawn from the Burke-Litwin model and the U.S. Department of Commerce Baldrige National Quality Award (Baker, 1998). The Burke-Litwin causal model of organizational performance and change includes the following variables: external environment, mission and strategy, leadership, organizational culture and structure, management practices and systems, work unit climate, task requirements, individual skills, motivation, individual needs and value, and individual and organizational performance (Baker 1998). The Baldrige criteria include: leadership, information and analysis, strategic planning, human resource development, management, process management, outcomes/results, and customer focus and satisfaction. Using these variables, three categories and seven criteria were developed: drivers (external environment and leadership); systems and process (mission and strategy, college culture and information technology), and outcomes (individual and group responses and outcomes accountability) provide a road map for the college leader's professional development. The model assumed that external forces drive community college leadership, who in turn develop systems and processes to produce responses. The responses produce accountability and feedback.

There are many theories, styles, and models; however, no matter which is embraced, the leader should: establish a personal code of ethics; make sure personal values are harmonious with the college's; make a commitment to the development and use of a shared vision; build trust with all constituents; recognize the necessity of situational leadership without compromising

convictions; recognize that communities and colleges are dynamic; recognize that building relationships never ends; understand that keeping open communication is vital; recognize the need to become customer-focused; and realize not everyone will appreciate the leader all of the time! (Myron, 1995).

The Leadership Crisis in the Community College

In a leadership survey conducted by AACC in 2001, nearly one-half of responding community college presidents indicated they would be retiring in the next six years and 33 percent of presidents estimate that one-fourth or more of their chief administrators will retire in the next five years (O'Banion, 2003). Dr. John Roueche, who has lead the community college leadership program at the University of Texas as Austin for many years, also claims that "we know that not only are we going to have this huge turnover of presidents and vice presidents, but there will also be a shortage of deans and department heads," (Manzo, K.K., 2003, p. 6).

According to a survey conducted by the League for Innovation in Community Colleges, more faculty will retire in the next ten years than have retired in the last twenty. These changes will have a significant impact on the cultures and competencies of community college.

In addition to the concern about the high numbers of retiring leaders, there are also concerns about the levels of enrollment growth and the impact on quality. "Hobson's choice applies: choices of quality without growth and growth without quality are equally unacceptable (Baker, 2002, p. 632). According to Baker (2002), 35 organizational culture studies were completed in community college in 1999-2000. From a leadership perspective, faculty, staff, and administrators were increasingly dissatisfied when considering their personal ability to influence the directions of the college and the extent to which the culture was positively

motivating their performance (Baker, 2002). There was also dissatisfaction with the way the institutions were organized, communication, and organizational teamwork.

New community college presidents often feel under-prepared to deal with aspects of the job such as fundraising, financial management, and working effectively with governing boards (Shults, 2001).

Experts are concerned about whether there are appropriate doctoral programs to feed this type of leadership need (O'Banion, 2003) and formal and informal leadership development programs that are accessible to employees of community colleges that are often located in small rural communities. Also critical is "fit" for replacements. There must be alignment of the candidate's values, attitudes, and attributes with those of the institution they wish to lead. This requires consideration of the hard credentials which include knowledge, education, and experience as well as the soft credentials that include many of the defined leadership attributes in the broader world: communication, collaboration, ability to tolerate ambiguity, integrity, ability to plan and share a vision of the future, and skills to work with diverse populations.

Issues and Challenges Facing Community College Leaders

"In community colleges, the newest branch of American higher education, we need to understand the maelstrom of forces on whose support we depend," (Baker, 1998, p. 3). There are a variety of issues and challenges facing community colleges today. Every college is not the same, and each faces variations and unique nuances and challenges. However, general trends are similar across the country. Community colleges throughout their history have been committed to providing comprehensive educational opportunities. In many communities, the community

college is the center of the community. However, in many cases, community colleges have become as inflexible as their upper-division peers in opening the door for new learning formats. "The millennium generation of community college presidents will be required to redefine the role of the community college president to meet the new challenges," (Goff, 2002). Cohen and Brawer (1996) talked about the community college president's need for a basic understanding of the economy, demographics, and public attitudes toward education. During the 2002 Community College Futures Assembly, three critical issues were defined: meeting the needs (not wants) of stakeholders, constituents and the community; adequate funding; and distance learning (Campbell, 2002). These current focus areas are discussed within the challenges and trends mentioned below.

Environmental Challenges/Trends Impacting Community College Leaders

"New leaders lead from the center, not the periphery. Centered in themselves, the needs of students and the needs of the community," (Desjardins, 2001, p. 7). The following trends have aspects that are unique to higher education and will have tremendous influence on the community college leader of tomorrow.

Financial resource issues. Many states are facing financial crises that are impacting educational institutions. Appropriations are shrinking, and there is growing need to find alternative sources of funding. Since public community colleges have historically low tuition and fees, the majority of the operational revenue is generated in other ways. It can be state, local, federal, or other grant or endowment funding.

Education of state legislatures and other decision makers. There is growing need to educate power-holders and decision-makers regarding the role and value of the community

college. Higher education is finding itself facing a time whereby automatic respect and trust is no longer there. Higher education is finding its place changing in the world today. This is true at the local, state, and national levels. “These challenges,” according to Hockaday and Puyear, 2000, “are relevant in a global economy: new competition and the move toward privatization, distance education, competency-based instruction and mission boundary blurring, and new funding challenges,” (p. 6-7).

Enrollment impacts. Many community colleges are growing at a very rapid pace, while at the same time facing decreases in resource allocations. This presents a serious challenge to the comprehensive community college mission and to the open-door access offered by these institutions. It is difficult to remain responsive when the resources are not available through traditional channels.

Increased accountability demands. There is a growing demand for accountability from a variety of sources. Higher education, in general, has been unwilling or unable to document success. Funding sources are questioning the success of education in general but particularly community colleges. Are they educating and training today’s and tomorrow’s workforce appropriately? Accrediting agencies are placing a greater focus on assessment and accountability. Students (consumers) are placing greater pressure on educational entities to provide education on demand.

Business and industry needs. Industry has been increasingly critical of the role education plays in training graduates to be productive workers. All of higher education is experiencing this concern. Community colleges face the added pressure of determining and providing for the

continuing education needs of industry employees. They want responsive and high quality training that is customized and provided on demand.

Demographic shifts. Students are changing. The number of traditional-age students is declining and students have more educational options. Many of these traditional students are opting first for a community college education. Community colleges are better prepared to deal with a diverse student population, but there are still challenges related to shifts in the demographic setting. There is also a shift in faculty demographics. Many institutions have aging faculties who will be retiring in large numbers in the next few years. (Sullivan, 2001)

Changing Middle Class. The United States is seeing an erosion of the middle class lifestyle and related jobs. There is a wider gap between the poor and the rich. The growth in jobs is often in areas that require high levels of education or are in the minimum wage, little training needed, category. How do community colleges adapt occupational programs to match needs (Harrison, 2000)? One classic example is the nursing shortage and the fact that community colleges cannot turn out enough qualified ADN's. Programs are expensive and have limited enrollment, yet the demand is extremely high.

Social forces impacting higher education. There are number of changes in society that have potential impact on the higher education community: single parent families; crime rates and shifts in type; levels of personal debt; government roles and related perceptions; and trust issues.

Aging facilities. Many community colleges, built in the 50s and 60s, are facing problems with deferred maintenance and reduced budgets. How does the institution refurbish and make needed repairs with limited funds?

Globalization/Competition. Since the advent of the Internet, higher education is much more global. Students are aware of what is available in the larger community, and their expectations of educational facilities are continually increasing. Also, the pressure is on faculty and support staff to keep knowledge current and to offer the same level of service as the "neighbors." Competition and the need for collaboration have also significantly increased as a result of this globalization.

Shift from teaching to learning. Emphasis is being placed on a more student-driven approach to higher education. Students will continue to demand ready access and useable content. Students today want more of the things they value—low cost, access, and convenience (Alfred, 1998). Student learning has become the outcome of quality teaching.

Impact of Technology. Technology has changed the world of education. Colleges must embrace some of that technology in order to stay competitive. Internet courses are here to stay. Equipment and technology in the classroom must stay current, and the cost can sometimes be prohibitive. However, technology should not become the controlling force in educational decision-making. It is a means to an end, not an end in itself.

Managing information. There is virtually an unmanageable amount of information available today, and it is changing constantly. Similar to business, institutions must develop ways to manage and utilize this information. Unique to education is that they also have a responsibility to help those they serve learn to manage information.

The over-arching leadership issue surfacing from the above list that will present the greatest challenge to community college leaders is the ability to manage change well and continuously. Community colleges face their most difficult challenges in 50 years. Drucker

(1990) predicted this trend before it started "As long as there are people, there will be a need for colleges, and as long as there is a need for colleges, there will be a need to plan for the future together" (Drucker, 1990, p. 45). He went on to say that institutions would need to answer these questions. a) What is the best approach to handling the large number of students without necessary competencies or commitment to completing a college program? b) How does the community college learn to quickly prepare individuals to meet the requirements of the job? c) How can the community college reflect all of the prevailing culture and workplace issues? d) How can the community college adapt to a world of justifying resources?

Community colleges that haven't begun the transformation are likely to experience significant hardship. The following are common dynamics that exist in community colleges that are not change-ready (Gunder, 1995, p. 3): a territorial culture in which programs compete for resources and the favor of decision makers; reduced communication across the campus; mistrust and low regard for mutual need and respect; too much executive control; too many decisions moving to the top; low staff morale; avoidance and withdrawal to protest lack of meaningful involvement. All of these dynamics are counterproductive to change readiness and good leadership.

Gunder, Zeiss and Howdyshell (1995) talked about the need to build a leadership structure for the future community college. These leaders will exhibit personal mastery in their field, in the issues and concerns of their institutions, and a global vision of the challenges facing their institution from the external environment. They will also provide a forum for followers to build these skills and become tomorrow's leaders.

Leaders will need to continue to build and enhance leadership and governing skills, building vision, mission and values, and be continually involved in assessment and accountability. As part of the process, developing skills to foster culture change will be critical. To help change culture one must first understand it.

Leaders of tomorrow will also need skills in core processes such as academic development; class scheduling; strategic and annual planning and budgetary control; student progress flows through programs and services; student registration and other services; policy development; instructional support; staff recruitment, orientation, development and evaluation; and community development and leadership (Gunder, 1995).

What these broad-based and complex expectations show is the tremendous importance of training and skill building for leaders, as well as the depth of challenge that faces leader.

The Community College President

Pierce and Pederson (1997) reported that between 1989 and 1995 there were more than 150 books, articles, monographs, and reports which focused on the community college presidency. They covered a host of topics including career paths, priorities, relationships, and leadership styles. Few, however, discuss in great depth the attributes important to successful presidents and training necessary to build these skills. Some authors suggest a clear presidential pipeline from the senior academic officer, but there is little analysis of skills related to this dynamic (Twombly, 1991 and Vaughan, 1990). It is possibly based more on tradition than on attributes and "fit."

Presidential career paths. Amey, VanDerLinden, and Brown (2002) conducted a study of college presidents using a stratified random sample of presidents from the AACC database. Results indicate that 22 percent were promoted into the presidency from within their present institution, 66 percent were hired from other community colleges, and 12 percent came from other sectors. Sixty-six percent had been in their position for five years or less; 45 percent had been at their present institution for 10 years or longer. This dynamic mirrors research that indicates that the average tenure has declined from an earlier high of 10 to a current level of five years (Duderstadt, 2000).

Twenty-five percent of those in the Amey survey had come from a previous presidency and prior to their first presidency, most were from the academic side, 37 percent from the academic side of the institution, 12 percent from student affairs, and 3.6 percent from other types of administrative positions. Nearly one-third had worked at a four-year institution. Twenty-seven percent of the respondents were female and their career paths were similar to those of their male counterparts. Twenty-two percent of the surveyed administrators had attended or completed a degree at a community college and 56 percent report having a mentor along the way. Eighty-seven percent of the respondents had an earned doctorate (about half in higher education administration) (Amey, 2002).

These survey results paralleled results obtained from a similar survey done by Moore et al. in 1985, although there were more women and more minorities in this later sample (Amey, 2002).

Meeting the Challenge: Community College Presidential traits and behaviors

“The foundation for the concept of transformational leadership requires a vision of change, communication to accomplish the vision, and a means for followers to accomplish that vision through their own commitment to it,” (Burns, 1978). There is no typical community college leader. They have all kinds of traits, appearances, and styles. However, there are clearly traits/habits/behaviors strong community college leaders share. Garman (2001) when taking his first presidency claimed “what matters most is open, honest, accurate communication with a good dose of common sense, lots of willingness to trust, and constant dedication to the success of students and those who serve students,” (Goff, 2002, p. 12). The research of Alfred and Rosevear, 2000; Ebberts, McFarlin, and Crittenden, 2003; and Hockady and Puyear, 2000 provide extensive information on leadership traits and skills. This section will consider some of these characteristics, keeping in mind that their importance will vary based upon the situation/environment facing the leader. First and foremost, the person must WANT to lead. Many in today's colleges are content to carry out their job and assume a leadership role. Gardner in 1965 wrote: "many of the nation's brightest students, to all appearances, have been carefully schooled to avoid the responsibilities of leadership," (Fincher, 1998, p. 3). If this is the case, it is no wonder there is a crisis in leadership. The 21st Century Leadership Profile Project was started in 1995 to develop a profile of the community college leader. It measured 19 characteristics that are essential or important for leaders throughout the community colleges (Campbell, 2002). The Occupational Personal Questionnaire (OPQ) was used to assess leaders. The table below summarizes the attributes from the community college profile project:

Table 3a

Occupational Personal Questionnaire (OPQ) Attributes

	Attribute	Low Level of Attribute	High Level of Attribute
T2	Data Rational	Judges on basis of intuition	Judges on basis of data/logic
F6	Critical	Accepts points without questions	Critically evaluates ideas
T9	Forward Planning	Operates without preplanning	Enjoys forming short-terms plans Enjoys forming long-term plans
T5	Traditional	Prefers nontraditional work culture	Follows conventional approach
R6	Socially confident	No lower level for this attribute	Is confident with people
T4	Behavioral	Avoids analyzing others' behavior	Likes analyzing others' behavior
T10	Detail Conscious	Leaves details to others	Is concerned about details
R1	Persuasive	Dislikes persuading/negotiating	Can sell and be persuasive
R2	Controlling	Prefers others to take control	Prefers to direct or take control
F9	Achieving	Wants security more than success	Is ambitious for success
R8	Democratic	Decides without consultation	Consults others before deciding
F1	Relaxing	Worries about work problems	Can switch off work pressures

Table 3b
Occupational Personal Questionnaire (OPQ) Attributes Con't

R9	Caring	Tends to disregard people issues	Is empathetic and tolerant
T7	Conceptual	Avoids theoretical approaches	Enjoys working with theory
T6	Change oriented	Seeks little change/variety in work	Seeks change/variety in work
R5	Affiliative	Prefers to work alone	Likes to work with groups/teams
T8	Innovative	Sticks to prevalent ideas/solutions	Enjoys creating novel solutions
F5	Optimistic	Expects the worst to happen	Keeps an optimistic outlook
F4	Emotional Control	Communicates with emotion	Keeps feelings hidden

Note: Saville & Holdsworth, 1996 from Campbell, D.F., ed. (2002). *The Leadership Gap*. Washington, D.C.: Community College Press, p. 6.

The following list summarizes some of the typical and important transformational leadership skills and how they are viewed in the community college context. Gardner, 2003; Hockaday and Puyear, 2000, Roueche, 2002, and Baker (2003) agreed that the following were the most important traits for leaders in the community college setting. The list is almost identical to the one provided earlier in this study for leadership in the business context. The slant of a particular variable is tailored to the higher education environment, however.

Vision. "Leadership starts with the creation of a vision for the organization and its constituents," (Rowley, 1997, p. 78). This does not mean that a leader is solely responsible for

creating the vision for the college. The good leader really needs to have a strong view of what the institution should look like in the future (Hockaday, 2000). He/she must have a good understanding of the environment, future trends, and how they impact the institution. Without vision, the leader truly is only a manager taking care of the daily tasks related to doing business. The good leader will involve the campus community in the visionary process and help people consider it as daily and budgetary decisions are made and directions chosen. Senge (1990) stated, "A shared vision is not an idea. It is not even an important idea such as freedom. It is rather, a force in people's hearts, a force of impressive power. At its simplest level, a shared vision is the answer to the question 'What do we want to create?' In higher education, steeped in academic heritage, there is often tremendous resistance to the idea that what "we've always done" is no longer good enough.

Knowledge. The good community college leader must have a strong foundation and good working knowledge of the community college philosophy. In today's environment, this includes a strong grasp of technical issues. The leader must have a working knowledge of communication and educational technology and a clear understanding of how the technologies are used to accomplish the college's mission. Consider in today's world, the college administrator (and they are out there) who cannot effectively utilize e-mail. He/she is at a serious disadvantage. Knowledge extends throughout the spectrum requiring the good leader to stay current, share reference, and help the campus community to stay informed.

Culture and Climate. The leader's responsibility in the community college is to work to create a culture and climate that is student centered and learning-focused, that stresses

community centeredness, values cultural pluralism, creates cohesiveness, and fosters and rewards creativity and innovation and other excellence.

Integrity/Ethics. According to Vaugh (1992), ethics in higher education are "the set of principles, beliefs, and rules of moral conduct that guides the actions of the members of the college community," (p. 5). All leaders must display a strong ethical approach to doing the job. Integrity and trust will be a key component for the transformational leader, the person who motivates people to achieve beyond their expectations. Our society is seeking leaders who represent sound ethical approaches and can be trusted to be honest and straightforward even when it's painful. There is no better place to model high ethical standards than in higher education. There is an expectation for higher education and community colleges that they will model and teach these values to students who will later become leaders in other sectors.

Authenticity: The effective community college leader is what he or she appears to be. The person "walks the talk."

Confidence and Courage. Tomorrow's leader will need a high degree of self-confidence and risk-taking ability. These two go hand-in-hand because only truly confident people are able to risk failure and accept that one can learn from mistakes and move on. There will be misjudgments and mistakes. The strong leader needs to be able acknowledge them, take responsibility, and move on. A good sense of humor is essential in this area.

Team worker/Communicator. Leaders must truly believe in participative leadership and collaborative activities. In order to do this, the leader needs to genuinely respect people and to be willing to approach things in a variety of ways in order to "get the job done." William Wenric, Chancellor, Dallas CO. Community College District claimed: "My philosophy is to

employ quality people, empower them to do their job by removing barriers, and getting out of their way," (Gunder, 1995, p. 42). Communication through sharing information and active listening is critical.

Driven/persistence. The leader of tomorrow must be willing to push and strive to accomplish what needs to be done while still maintaining some personal balance. Some people thrive on stressful situations and challenges tasks. Others do not want this type of environment on a regular basis and do not respond well to the constant stress. "Leadership is not a lot of statistics and detail...I think it should be the detail, but a good leader stays at the broad-brush level and keeps things moving," (Desjardins, 2001, p. 26).

Change Agent. In the foreseeable future, change will be a factor for every community college. The good community college leader must be a change agent. Some people are open to and even embrace change. Others find it uncomfortable and stressful. The good leader must be change-ready and be able to effect change. This means understanding the institution's culture and being able and willing to work to change the culture and subsequently change the path of the institution. Without incorporating a change-ready component in one's institution, permanent change is unlikely.

Intuitive/aware. Rowley (1997) called this the helicopter trait; being able to understand a situation at different levels of detail. Leaders must be able to "read" the nuances of a situation and hear what is not being said. This is particularly true in higher education when many responses are predicated upon unspoken aspects of the institutional culture. Edwards (2004) talks about thinking and living large.

Prepared. A strong community college leader needs to be willing and able to do research on an issue or topic. This is a knowledge-based society and the need to stay current impacts every leader. Community colleges deal with a variety of publics and issues and staying aware is even more critical in this environment. Research can take the form of active research, professional development, or contact with people knowledgeable in a particular subject either within or outside the college.

Collaborative—Community colleges in today's environment cannot function in isolation. Partnerships within and outside the college are critical.

Good leaders will also foster skills in all of the areas discussed earlier under general leadership, understand the differences that will require adjustment in the community college environment, and be able to help others to develop strong leadership skills. Finally, the strong community college president has a strong desire to lead.

Summarizing Community College Leadership

"Our nation's community colleges are entering their second century with a rekindled sense of purpose, a renewed understanding of their core values, and a heightened resolve to preserve the open door to higher education," (Thomas, 2002, p. 9). The community college needs to be moving forward and remain responsive to the communities served if they want to be successful in the future. This will require the development of new competencies, new ways of looking at competition, possible dramatic culture changes, and leadership that will be suitable for a transforming organization. All of higher education must accept the idea that "value" is now defined by the students (customers) rather than by faculty and staff and that this is a fundamental shift in the academic heritage. Constance Carroll, President, San Diego College, uses the

orchestra conductor as a metaphor for the higher education leader. The role of the higher education leader is to "blend tradition with the new and assure that the people of the institution forge an academic community without losing the vibrancy of individual contribution," (Desjardins, 2001, p. 15).

The learning college concept is one of the most important trends for the future. A learning leader must perceive environmental changes and their implications for the college and provide enough discomfoting information to unfreeze complacency (Myran, 1995). A true learning college models this behavior at all levels, encouraging and rewarding life-long learning

Transformational leadership lends itself to the community college environment. Transformational models focus on communicating values in ways that provide meaning and empowerment to followers (Wilcox, 1992). Roeche (1989) summarized by stating that it is "the ability of the community college CEO 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," (p. 11). This is really the modern definition of community college leadership. Today's community college leader must know when to lead and when to follow.

Summary

This chapter has focused on a review of the literature that relates to the field of leadership. It started by considering how leadership is defined and perceived. It emphasized the evolution of leadership theory and models. The field of emotional intelligence and identify defining moments were reviewed. It considered the growing need to develop future generations of leaders. The chapter began by considering the broad leadership literature and then more

narrowly focused on higher education and community college leadership in particular. One cannot look at leadership in a particular industry without considering the broader context from which it is formed.

This chapter has laid the foundation for a study of community college leadership that will use theories and trends to analyze information about the attributes of current community college presidents. This review also helps to select appropriate survey instruments that reflect the kinds of attributes that should be considered. Finally, it will help to provide the groundwork for further study of leadership development in community colleges.

CHAPTER 3. METHODOLOGY

Introduction

This chapter will examine the inquiry and analytical methods used in this study. Quantitative, qualitative, and mixed method research will be discussed as they relate to the approach utilized in this study. Survey research is discussed and analyzed in the context of the two surveys that were deemed to be most appropriate for this study. A brief description of the qualitative component of the study was also presented. The population sample was covered as well as the procedures for collecting data, the research questions and hypotheses, and the methodology that was utilized for the analysis.

Purpose of the Study

This study had two primary goals. The first goal was to examine the self-defined leadership attributes and emotional intelligence factors of community college presidents in the North Central Higher Learning Commission region, and to develop a profile of skills and behaviors that reflect those most commonly found in presidents. Employee responses for those presidents who had subordinates participate in the surveys were also part of the analysis. The employee survey was undertaken to add supplemental information to the primary data gathered from the presidents. It was not a primary component of the study's data collection. A secondary goal was to determine whether there were differences in characteristics based upon the institution's enrollment, the demographic characteristics of presidents, and the tenure of an individual president.

The second major goal was related to and designed to supplement the first: to determine what “defining moments” mark the career of community college leaders and assess how they might impact the leadership evolution of the president. This qualitative analysis was designed to supplement data gathered through the primary quantitative research of this study.

Together, the quantitative information gathered from the two surveys which led to the profile and the more qualitative information from the “defining moments” provided a clear picture of community college leadership. This, in turn, helped to provide information and guidance to those considering community college presidencies by helping them to determine if they are interested in and suited to the roles and responsibilities common in this complex leadership role.

Research Design and Methodology

This study utilized descriptive and inferential data analysis. According to Stanton (2003), "descriptive research typically encompasses an array of research objectives. The fact that a study is descriptive, however, does not mean that it is simply a fact-gathering expedition. A good descriptive study presupposes much prior knowledge about the phenomenon studied," (p. 1). Because of the abundance of information available in the scholarly literature about leadership in general and higher education specifically, it is particularly apropos in this study. Descriptive research is designed to characterize the subject and identify associations among selected variables. In this case, it was used to describe the leadership attributes/characteristics of the college presidents. It was also used to estimate the proportion of the people in the population who exhibit each characteristic and allow for predictions over a broader population. Inferential

statistics were used to draw and measure the reliability of conclusions about the population based upon information obtained from a sample of the population (Cooper, 2001). This helped to facilitate the generalization of results to the broader community college presidential population.

In the past two decades, there has been a tremendous increase in the number of research approaches that are available and being used by researchers. These advances provide for many options, but also some confusion on the part of researchers who are trying to develop their research plan (Creswell, 2003). With a study of something as complex as leadership in the community college environment, it was critical to consider all possible avenues of data.

Within this overall structure, a combination of quantitative and qualitative data gathering was done. Quantitative research is a "rational, linear process that has been heavily influenced by the application of scientific methods which in turn, has been mainly seen in positivist terms," (Bryman, 1988). Quantitative research takes a "cause and effect" approach to research thought, reduces elements in the research to specific variables and hypotheses and questions, and uses measurement, observation, and the testing of theories. This research method relies on statistical techniques and approaches. Many studies of leadership use quantitative methods of research, and it has proven to be very informative. Surveys and interviews are common and accepted methods for gathering quantifiable data that is later statistically analyzed. This type of research lends itself to the ability to make generalizations about the topic and to provide numerical data to support conclusions.

Qualitative research is based upon the premise that there are multiple meanings for human experiences; meanings socially and historically constructed with an intent of developing a theory or advocacy/participatory perspective. It takes the subject's perspective as central and

draws heavily from philosophical traditions. It generally requires detailed observation and a holistic view of a particular situation. It generally requires intense or prolonged contact in the "field," and the emphasis is on interpretivism (Coleman, 2002). Interpretive research is based upon a construct in which people understand reality in different ways and that the researcher is part of, not separate from, the research. Conger (1998) argued that the very complexity of the issue of leadership dictates a need for a qualitative component in any comprehensive study of leadership. He contended that the limited scope of quantitative studies prohibited complete understanding of the leadership phenomena and that the measurement of one static moment in time is not comprehensive enough for this type of study (Conger, 1998). According to Conger, the complexity of leadership study is related to several important characteristics of leadership. Specifically, "leadership involves multiple levels of phenomena, possesses a dynamic character, and has a symbolic component," (Conger, 1998, p. 2). He went on to explain that quantitative methods alone are insufficient to consider all of these factors. Conger believes that a major paradigm shift must still occur before this type of research will be fully embraced by the leadership research community. He has completed two qualitative leadership studies using participant observation and contends that observation combined with interviews, proves to be a powerful research methodology. For the purposes of this study, the qualitative aspect was intended to broaden the scope and value of the data gathered through quantitative methods.

A mixed method approach to the research was used for this study. Comprised of a combination of quantitative and qualitative research, it provided for a richer look at leadership in the community college setting. Careful consideration was given to the triangulation of these two aspects of the study, and they were integrated to give a comprehensive view of the characteristics

and impacts that come together to make up the leader of today. Quantitative analysis was conducted on survey data gathered from the presidents through recognized and validated leadership survey instruments: The Leadership Profile (TLP)--today's version of the Leader Behavior Questionnaire (LBQ); and the Emotional Competency Inventory (ECI). Surveys were sent to the entire population and comprised the majority of the data for this study. The qualitative component involved interview data from 35 presidents who met the minimum criterion of five years as a community college president.

Triangulation was done in an effort to link the two data collection methodologies and to obtain results that provide stronger indicators of effective leadership. Triangulation is based on the assumption that any bias inherent in a particular data source or method would be neutralized when used in conjunction with other data sources and methodologies (Jick, 1979). Several other authors (Green; Caracelli & Graham, 1989; Mathison, 1988; and Swanson, 1992) described five purposes for combining methods in a single study: triangulation seeks convergence of the results; complimentary, overlapping, and different facets of the phenomenon may emerge; the first method can be used sequentially to help inform the second; contradictions and fresh perspectives emerge and mixed methods add scope and breadth to the study (Creswell, 1994). In this study, qualitative results were compared to quantitative data to determine where similar characteristics and factors were apparent.

Population and Sample

The population for this study was public community college presidents in the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA) region.

This included the states of Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming and involved 294 public community colleges. Institutions in this group have some traits in common because they are all under the same accreditation standards. This study represented a non-random purposive sample of community college presidents in the United States. Members were selected based upon the desire to study a group of presidents who have some common expectations through the Higher Learning Commission structure, and who could be identified and reached in a systemic fashion. Purposive sampling is particularly relevant when one is concerned with understanding the audience. This is the case in this study. A census approach was taken to distribution of surveys. All presidents in the population were included in the process. This was done because of the relatively small size of the total population and concern about possible response rate from a sample. An appropriate sample of this population would be 142 presidents (Sample Size Calculator, 2003) so surveying the entire population allowed for a lower response rate that would still provide accurate data.

This population was representative of the entire population of 997 public community colleges (AACC Fact Sheet, 2004). The study population of 294 represents 30% of public community colleges. An adequate sample at the alpha level of .05 for the entire population would be 286 (Sample Size Calculator, 2003). A similar study, conducted by Wen (1999) of community college presidents nationally utilized a sample of 28%. Gay (1996) determined this was a sufficient sample size. Presidents in the Higher Learning Commission area represent 19 states and a widely disbursed geographical area. Presidents nationally have the same average tenure as those in the NCA region, have the same academic credentials and background, and face

similar challenges and environmental factors (AACC Fact Sheet, 2003; Higher Learning Commission, 2003). While the NCA population represented a purposive sample and will not be utilized to make judgments about the broader United States population, it is likely that the results are representative of the whole.

Instruments used in this Study

Since the primary purpose of this study was to develop a profile of the community college president of 2004 in the broad nineteen state Higher Learning Commission region, it was determined that the best way to gather this information was through survey research. "Survey research is the method of collecting information by asking a set of pre-formulated questions in a predetermined sequence in a structured questionnaire to a sample of individuals drawn so as to be representative of a defined population," (Coleman, 2002, p. 19). Survey research provides for a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. It can take the form of self-administered questionnaires, interviews, and structured record reviews. There are dozens of instruments on the market that purport to measure leadership capacities. Is it possible to administer an inventory that will measure leadership ability? The answer, according to Lashway (1997) is a qualified "yes." One must know what is being researched and whether the instrument in question will measure it appropriately. Two methods of survey were decided upon: a quantitative survey that would be completed in written format on the Web by respondents, followed by a sampling of interviews to gather more detailed information on the presidents in the sample.

The survey has several advantages: it is objective; scoring can be done in such a way that there is no room for personal bias; it can be designed to systematically explore key leadership qualities; and feedback allows organizations to compare themselves with a much larger pool (Lashway, 1997). The major disadvantage is that a written response is at least one step removed from real behavior. What people say about how they behave and what they actually do may be remarkably different. This is why 360-degree formats which involve peer and subordinate reviews have evolved in leadership study. As long as the researcher understands that every assessment reflects a particular set of assumptions about leadership (Lashway, 1997), the instrument can be used with confidence among groups and over time. One must remember that there are over 125 documented definitions of leadership in the literature, and therefore, it is a very complex field of study. All of these factors were taken into consideration as the decision was made regarding the appropriate instruments to use for this study.

Many instruments were reviewed for this study, and several finalists were selected that addressed the fundamental goals of this study: to identify transformational leadership and emotional intelligence characteristics among community college presidents and allow for the creation of a leadership profile. These final surveys were reviewed carefully; considering individual questions, use of the survey by other entities, and outcomes from the survey questions. It was determined that in order to gather all of the information of interest in this project, two surveys would be needed: one that would measure leadership characteristics and behaviors; and one that focused directly on the emotional intelligence factors that are so important to today's transformational leader. It was decided that the leadership survey needed to be of the 360-degree

type that would facilitate the gathering of perspective from the president and his/her subordinates.

The two surveys selected were The Leadership Profile and the Emotional Competency Inventory which are described in detail below. They were deemed to most appropriately address the goals of the study and to provide information that would generate a leadership profile. They also provided an excellent foundation for the subsequent interview component.

The Leadership Profile (previously the Leadership Behavior Questionnaire--LBQ)

After extensive review of the various survey instruments and considering how they relate to the study goals, The Leadership Profile was selected as the leadership instrument for the study. This assessment, created by Sashkin and Burke, was one of the first to focus on top-level executive leadership from the transformational perspective (Clark, 1990). Sashkin and Burke (1990) identified three personal characteristics that differentiate effective organizational leaders: (a) leaders believe they have an impact on the bottom line; (b) they use power to empower others; and (c) they have a long-term view that allows them to function over a period of at least a decade (Clark, 1990). The questionnaire consists of 50 items forming 10 scales. Sashkin and Burke indicated that their instrument was theory and research based and it parallels the evolution of leadership theory. They used existing leadership research to identify the three most important personal characteristics and then attempted to structure their scales to assess those areas. The instrument has been used extensively to assess leadership at all levels of organizational structure and for all types of organizations.

The early leadership profile was revised several times over the years to reflect current leadership theory and now focuses on the visionary leader (Sashkin, 1995). This is a slightly

different approach from most of the surveys, and it provides some good analytical information for leadership studies. It also provides some useful sub-scores in areas such as empowerment and creative leadership. In today's version of the assessment, The Leadership Profile (TLP), the first five scales measure specific leadership behaviors, the next three assess personal characteristics, and the last two indicate the extent to which one is building a positive organizational culture (Leslie, 1998). Sashkin and Burke believe that both transactional and transformational leadership skills are important in the effective leader (Sashkin, 2003). The ten scale measurements produced from the assessment are: capable management, reward equity, communication leadership, credible leadership, caring leadership, creative leadership, confident leadership, follower-centered leadership, visionary leadership, and principles leadership (Sashkin, 2003). Rosenbach and Sashkin (2004) contend that the keys to effective management include supportive follower relations, providing clear task direction and coaching, and knowing when to do what and how to reward for getting the work done right. Based upon research of experts in the field and analysis of leadership over a number of years, they indicate that transformational leaders require specific skills and have certain personal characteristics. An effective leader, in their opinion, will demonstrate a high degree of both transactional and transformational leadership (Rosenbach and Sashkin, 2004). The following table shows the scales from the TLP with a sample question for each.

Table 4

TLP Categories and Sample Questions

Scale	Sample Question
Capable management	This person makes sure people have the resources they need to do a good job.
Reward Equity	This person recognizes good performance with rewards people value.
Communication	This person grabs people's attention, focusing on important issues in a discussion.
Credible Leadership	This person acts in ways consistent with her or his words.
Caring Leadership	This person respects people's differences
Creative Leadership	This person designs situations that permit people to achieve their goals.
Confident Leadership	This person makes a difference.
Follower-Centered Leadership	This person seeks power and influence to attain goals people agree on.
Visionary Leadership	This person has plans that extend over a period of several years or longer.
Principled Leadership	This person encourages others to act according to the values and beliefs we share.

Note: Saskin, 2003, p. 194.

Reliability. Both reliability and validity have been extensively tested on this questionnaire and each of its iterations. Test-retest reliability correlations have been done. Two groups were tested twice with a year in between. The table of results is provided below. All of the scales had a positive correlation and were statistically significant while some had a stronger correlation than others.

Table 5

TLP Reliability

Test-Retest Reliability Correlations	A	B	C
Group I. One year to two years after training program. (N= 189)	.485**	.379**	.402**
Group IIa. Pretraining to posttraining (N=505)	.533**	.502**	.519**
Group IIb. Posttraining t one year after training	.460**	.217*	.615**
Group III. Pretraining to postraining (N= 341)	.532**	.231**	.490**

**p < .01 *p < .05

- A Transactional Leadership (sum of Scales 1 and 2)
 B Transformational Leadership Behavior (Scales 3 – 6)
 C Transformational Leadership Characteristics (Scales 7 -9)

Note: Saskin, 2004, 196

Cronbach's Alpha statistics were produced to assess the degree to which the items of the TLP are inter-correlated in seven separate studies. All but two of the scales were good to excellent in terms of internal reliability. Scale eight shows low and unacceptable reliability on two subscales. Overall, the reliability tests show this instrument to be reliable. Table 6 summaries these statistics:

Table 6

Cronbach's Alphas for the Ten TLP Scales

Scale	A	B	C	D	E	F	G
1. Capable Management	.769	.767	.794	.822	.804	.780	.900
2. Reward Equity	.801	.801	.805	.890	.866	.900	.930
3. Communication Leadership	.647	.688	.682	.822	.654	.790	.890
4. Credible Leadership	.857	.785	.847	.892	.778	.890	.940
5. Caring Leadership	.764	.771	.790	.900	.822	.900	.940
6. Creative Leadership	.804	.814	.795	.811	.839	.840	.910
7. Confident Leadership	.764	.740	.768	.747	.812	.830	.870
8. Follower-Centered Leadership	.213	.334	.208	.366	.401	.440	.510
9. Visionary Leadership	.562	.589	.419	.568	.592	.640	.520
10. Principled Leadership	.596	.597	.572	.714	.674	.710	.780

Key Group A, B, C = U.S. Air Force Offices

D = Audit team members in "Big 6" accounting firms, N=149

E = Engineers in high tech firms in Virginia, N=68

F = Design engineering in major U.S. high tech corporations, N= 300

G = Florida public school teachers and principals, N = 1466

Note: Sashkin and Sashkin, 2003

Validity. The TLP is shown to be a valid instrument. It has been tested to assure it is a valid measurement of leadership. It was tested for criterion, content, and construct validity.

Criterion validity was used to show the relationship to performance outcomes. Questions were

also examined to determine content and construct validity. Factor analysis was done using three large data sets (Sashkin, 2003). This analysis provided support for the construct validity of the TLP and visionary leadership theory. The instrument was correlated with two other well-known leadership measurements: the Leadership Practices Inventory (LPI) and the Multifactor Leadership Questionnaire (MLQ) (Sashkin, 2003).

The TLP has been successfully used in school districts and at Air University, which means it has a documented education application. Norms from previous users are also available for comparison. Factor analysis was completed with the Air University sample of 505 individuals. Detail analysis has been provided for each scale and provides some evidence for construct validity in the educational population.

Overall, the various studies show that the TLP is a reliable assessment tool with strong criterion validity and evidence of construct validity (Saskin, 2003).

Emotional Competence Inventory (ECI)

The second instrument utilized in this study was the Emotional Competence Inventory (ECI) which is designed to measure elements of emotional intelligence. Emotional Intelligence is “the capacity for recognizing ones own feelings and those of others, for motivating oneself, and for managing emotions effectively in ourselves and others,” (ECI Handbook, 2004). It is based on emotional competencies identified by Dr. Daniel Goleman in his 1998 *Emotional Intelligence* (ECI Technical Manual). It was originally developed in 1991 for use with MBA and executive students at Weatherhead School of Management, Case Western Reserve University (ECI Technical Manual). It has shown a high degree of construct validity against a variety of behavioral and questionnaire measures. The ECI measures 20 competencies that are organized

into four clusters: self-awareness, self-management, social awareness, and relationship management. Self-awareness includes emotional self-awareness, accurate self-assessment, and self confidence. Self-management includes scores in emotional self-control, transparency, adaptability, achievement orientation, initiative, and optimism. Social awareness measures empathy, organizational awareness, and service orientation. Finally, relationship management considers developing others, inspirational leadership, change catalyst, influence, conflict management and teamwork, and collaboration.

Reliability has been tested through test-retest and internal consistency. Chronbach's alpha coefficients were run to determine internal consistency and present an overall consistency coefficient of .75. The results indicate good internal consistency reliability (ECI Technical Manual). Table 7 represents a summary of 5354 assessments tracked via Chronbach's Alphas. It shows each of the factors that are a part of the Emotional Competency Inventory under the major categories of: self-awareness, self-management, social awareness, and social skills. This is a vast database of those who have taken the inventory in a variety of organizational settings and leadership positions. It also provides comparisons for the four major clusters. All factors and clusters are considered to be within the reliable range for this distribution. An analysis will be provided later for the sample in this study.

Table 7

Chronbach's Alphas for ECI ratings from the Hay North American Database

ECI Cluster	Competency	Alpha Coefficient
Self-Awareness	Emotional Self-Awareness	.61
	Accurate Self-Assessment	.68
	Self-Confidence	.80
Self-Management	Self-Control	.78
	Trustworthiness	.74
	Conscientiousness	.81
	Adaptability	.60
	Achievement Orientation	.78
	Initiative	.72
Social Awareness	Empathy	.81
	Organizational Awareness	.75
	Service Orientation	.85
Social Skills	Developing Others	.77
	Leadership	.69
	Influence	.73
	Communication	.77
	Change Catalyst	.84
	Conflict Management	.75
	Building Bonds	.75
	Teamwork and Collaboration	.81
ECI Clusters	Self-Awareness	.61
	Self-Management	.79
	Social Awareness	.71
	Social Skills	.92

Note: Emotional Competence Inventory Technical Manual, 2002

Validity of the ECI was tested for content and construct validity. One of the construct validity tests involved a comparison of the ECI and the Myers Briggs (MBTI). Pearson correlations were calculated to determine the relationship between the two instruments. There was a moderate to strong correlation between the two. Several other instruments were tested against the ECI with similar results.

General Informational and Demographic Questions

Each respondent was also asked to complete a series of informational questions that included demographic information, information on their career path to the presidency, and time in presidential leadership. Information was also gathered on enrollment and other institutional information from the *Higher Education Handbook (2004)*.

Qualitative Analysis of Defining Moments

"Reality in qualitative research is concerned with the negotiation of truths through a series of subjective accounts," (Winter, 2000, p. 5). Winter argues that "since validity is not a feature of a particular methodology, process or test, within qualitative research, all that remains is how representative the description is and how justifiable are the findings?" A random group of presidents who met the hurdle criteria were selected for a follow-up interview. The hurdle criterion was simply being in a presidential position for five or longer years. This data was gathered for presidents in the initial population who respond to the survey.

Each president was asked to map their defining moments, both personal and those from the external environment, that have impacted his/her career. Defining moments "occur when managers face business problems that trigger difficult, deeply personal questions" (Badaracco, 1997, p. 1) and lead to permanent changes in how they lead. A brief telephone interview was conducted with each to obtain answers to the questions and to address anything that was not clear or needed some kind of expanded explanation. The interview allowed for interaction with the participants and for each to expand upon items in their lifeline. Each interview was taped and a journal was kept of each interview in order to summarize impressions and issues that emerge

through the discussion. Results were compiled to identify commonalities and relationship to the leadership characteristics.

It was expected that after approximately five interviews, some repetition would begin to emerge; after eight there would be some solid indicators; and at 8 to 15 there would be stability in responses. Sufficient interviews were conducted to reach this stability level.

Results were summarized and correlated with the quantitative component of this study to develop a comprehensive view of the current community college president.

Research Process

The process for this study included the following: (a) Identifying the public community colleges in the NCA region; (b) making arrangements for the use of The Leadership Profile and Emotional Competency Inventory instruments; (c) creating the web site for access to the survey instruments; (d) inviting presidents to participate; (e) providing instructions and access to the instruments; (f) conducting the surveys and follow-up on non-respondents; (g) entering data into a spreadsheet environment; (h) conducting analysis in SPSS of descriptive and inferential statistics; (i) analyzing results; and (j) publishing findings.

Data Collection

Respondents for this study were community college presidents and representatives of their cabinet from community colleges in the Higher Learning Commission (NCA) region.

A personalized initial invitation to participate was mailed to presidents in the sample. They were informed about the goals of the study, the sample population, and the methodology. They were

also informed that responses would be tracked for follow-up purposes. Five days later an initial e-mail was sent to the population reminding them of the letter and explaining the online survey procedure. They were introduced to the web site for the study:

www.wvcc.cc.wy.us/pjfreeze/default.htm. This first mailing was also used as an opportunity to clean-up e-mail addresses and changes in presidential leadership. All addresses were clean and active before the data collection officially began. Some changes to presidential names were done after the data collection began, as well, based on feedback from someone at the institution. Presidents who provided their names and were interested were told they would receive a summary of their personal results and a general survey when the dissertation was complete.

Online survey collection was determined to be the most likely to generate a quick positive response. Many studies have talked about the promise of e-mail/web-based surveys (Schaefer & Dillman, 1998; Sheehan & Hoy, 1999; Weible & Wallace, 1998). E-mail surveys have demonstrated superiority over postal surveys in terms of response speed and cost efficiency (Sheehan, 2001). They have been extensively utilized in recent years with good results (Yun, 2000). Three days later, the kick-off e-mail was sent providing logins and passwords for the surveys. All were accessible from the research web site. Demographic questions were included at the end of the Emotional Competency Inventory (ECI). Each president and/or subordinate was requested to respond to two surveys: The Leadership Profile and the Emotional Competence Inventory. Each president was allowed to include a maximum of five subordinates in the process. Following the initial opening of data collection, there was substantial communication with people in the sample; some had questions about access, while others were expressing support or an inability to participate at this time. Twenty-six, or nine percent, of the sample

indicated that they could not participate at this time. Reasons cited included: an imminent job change, too new to the current job, impending retirement, or some type of major happening on their campus such as a natural disaster or NCA visit. Respondents were offered a paper survey alternative if they felt uncomfortable with the online format. Only one respondent requested this format.

Ten days later, a follow-up e-mail was sent to those who had not responded requesting their participation and reminding them about the short time commitment involved. On average, one could complete both surveys and the demographic questions in about 20 minutes. Another follow-up was sent 10 days later, followed by a final request five days later. Two days before the online data collection would be locked, a final short reminder was sent to those who had not responded. In total, the data collection period lasted a little over six weeks and included six communications. The close of the survey phase started the follow-up process for the “defining moments” interview phase.

Data Analysis

The Statistical Package for the Social Sciences (SPSS) version 12 and Excel 2003 were utilized to analyze the quantitative data. Descriptive statistics such as frequency, mean, and mode were utilized to summarize the detail about the variables in the surveys, the general information questionnaire, and the data gathered regarding institutional enrollment. Descriptive statistics "consist of techniques for describing large amounts of data in abbreviated fashion," (Understanding and Summarizing Variables, 2003).

Inferential statistics were used to make comparisons among variables and presidents and to reach conclusions about attributes. Inferential statistics "go beyond mere description and use sample data to draw conclusions and make inferences about a population," (Understanding and Summarizing Variables, 2003). Inferential statistics "consist of methods for drawing and measuring the reliability of conclusions about a population based on information obtained from a sample of the population," (Lapin, 1980, p. 6).

Research Questions/Hypotheses

Research Questions (restated)

This study was designed to develop a profile of community college leadership based upon self-described leadership characteristics and response to emotional intelligence factors. It examined relations between perceived leadership characteristics and emotional intelligence factors and a number of other variables. It considered whether there were differences based upon tenure at their current institution and length of time the person has been a college president.

The following research questions formed the basis for this study:

1. What are the demographic traits, leadership characteristics, and emotional intelligence factors that can be developed into a profile for successful community college presidents?

This was addressed through use of gathered demographic information and results from The Leadership Profile and the Emotional Competency Inventory.

2. Are there differences in leadership characteristics between presidents who have been at their institutions longer than five years and those who have been in place a shorter period of time?
3. Are there differences in presidential characteristics based upon factors such as gender, ethnicity, age, and enrollment of the institution?
4. Are there differences in leadership ratings on the ECI and TLP based upon the career path the incumbent took to the presidency (academic affairs to the presidency, student affairs to the presidency, administrative affairs to the presidency, or other path to the presidency)?
5. What major life events (defining moments) have an impact on the leader's subsequent approach to doing his/her job?

Using SPSS, general descriptive statistics were generated to establish frequency, mean and mode for the characteristics, factors, and other variables. Crosstabs were run to determine relationships among the variables.

Hypotheses

The following related hypotheses were tested as a part of this study:

Hypothesis 1(H₁): There is a positive relationship between rating on The Leadership Profile and the Emotional Competency Inventory for community college presidents in the Higher Learning Commission NCA region as evidenced by their responses and resulting correlations between the TLP and ECI.

Independent variables are the leadership characteristics and emotional intelligence factors. The dependent variable is the tenure of the president. Chi square analysis was used to

determine the independence of the variable. To test this hypothesis, correlation analysis with an alpha level of .05 was run on these variables to determine the association between variables. Correlation analysis tells us “the degree to which two variables are related,” (Lapin, 1980, p. 278).

Hypothesis 2(H₂): There is a significant difference between the tenure of the community college president at their current institution and the self-described leadership characteristics as rated on the TLP and ECI instruments.

In addition to correlation analysis, a one-way ANOVA test at the alpha .05 level were run to help determine the differences between the TLP and EI scores and length of time the respondent had served as a community college president.

Hypothesis 3(H₃): There is a significant difference between the career path taken by the president to the presidency and leadership characteristics and emotional intelligence ratings.

The dependent variable is the route taken to the presidency (from academic affairs, from student services, from business services, etc.). The independent variables will be the leadership characteristics and emotional intelligence factors.

Chi square tests at the alpha level of .05 were run to consider the relationship of the sample to the entire Higher Learning Commission community college population.

Qualitative Analysis

As mentioned in Chapter One, leadership is a very complex area of study. Qualitative research can supplement the quantitative approach. Partially structured interview questions were utilized (see Appendix M). Additional questions were asked as the interview progressed.

Analysis included a review of notes for common themes and direction. Repetition in responses was desired to show valid trends in the data.

Summary

The methodology for this study was based upon survey research that provided quantitative information on leadership characteristics of the transformational leader in the community college. It was supplemented by a qualitative component that added value to the characteristics identified. Research design, population, data collection, and analysis were considered and a skeletal plan developed. Together, they provided good information on these leaders and how one can go about identifying characteristics and skills for professional development activity.

CHAPTER 4. DATA COLLECTION AND ANALYSIS

Introduction

This chapter presents the results of this study. The chapter provides an overview of the research process and data collection. It discusses the survey instruments utilized and the gathering of demographic information. The sample and response rate are reviewed. Descriptive statistics are provided summarizing the characteristics of the sample population, and inferential statistics are utilized to look at relationships among the variables. Results from each survey are provided along with a comparison of the relationships between the two. Employee ratings are summarized and compared to those reported by the community college presidents. Finally, the research questions are addressed and analyzed.

The purpose of the study was to evaluate and research leadership attributes and abilities as reported by community college presidents in the Higher Learning Commission of the NCA region through responses on two instruments: The Leadership Profile and the Emotional Competence Inventory. Both instruments measure elements that most leadership experts, as discussed in the literature review, believe are critical components of transformation leadership. These transformational leadership elements were considered along with other factors in the search for a leadership profile for the community college president. To supplement information provided by the president him or herself, presidents were encouraged to have subordinates complete both instruments. However, subordinate participation was not required in order for presidents to participate. Subordinate information was utilized only to enrich and supplement information provided by the president. Requiring subordinate involvement could have negatively impacted the overall response rate. Both study surveys are 360-degree instruments

designed to be completed by leaders, peers, subordinates, supervisors, and others who interact with the leader. The results provided a comprehensive profile of leadership among community college presidents in the Higher Learning Commission of the North Central region. To complement the quantitative information gathered from the surveys and demographic question responses, presidents were asked if they were willing to participate in an interview to discuss other influences (defining moments) on their leadership ability. Results from these interviews will be discussed in Chapter 5. Together, the ratings from The Leadership Profile, the Emotional Competence Inventory and the interviews provide a picture of the community college president of 2005.

Detailed results from the two surveys can be found in this chapter along with summary information on demographic questions asked as a part of the survey process. Comparison information among the various factors is also provided. This comparative analysis helped to determine if there are differences in leadership ratings based on various demographic attributes and other factors.

Data were analyzed through descriptive and inferential statistics. Descriptive statistics summarize frequencies for the demographic information and overall scores on the various factors in the two surveys. They were also used to consider modes, means, median, ranges, and standard deviations as appropriate. Crosstabs were used to consider the relationship between variables. Inferential statistical analysis included t-tests, chi-square tests, one-way ANOVAs, and Pearson Correlation analysis. Excel 2003 and SPSS 12 software packages were utilized to analyze data and conduct statistical tests.

Sample/Response Rates

One hundred twenty, or 41%, of the presidents in the sample responded to the research study. Five of the surveys were discounted in the clean-up process: two appeared to be incomplete surveys from someone who had already submitted a survey; two had all the same rating throughout as the survey prior to it, and one was only one-third complete. This left 115 complete and usable surveys that were utilized in the analysis. This resulted in a 39% response rate of useable data. Based upon on-line calculation systems used as reference, this response represents an alpha level of .05 with a confidence interval of 7% (Sample Size Calculator, Survey Random Sample Calculator, 2004). Given the nature of this fairly homogeneous population and the similarity of responses on the surveys, this is considered an acceptable response rate with an appropriate level of risk, and it is believed that the data will adequately reflect the population.

One hundred thirty-seven completed and usable surveys were received from subordinates. This represented an overall response for 41% of the presidents who participated in the process. Again, because of the similarity of responses among presidents, this group is expected to provide representative data for the presidential group and their subordinates.

Following the close of the data collection period for surveys, those who said they would be willing to be interviewed regarding their leadership defining moments were identified and checked against the basic criteria: holding a presidential position for a minimum of five years. Fifty-two (43%) of respondents said they would be willing to participate in the interview. Forty-three met the hurdle criteria, and an e-mail was sent to each of them inviting them to participate in the interviews. Thirty-three people responded positively to the interview request. Three

indicated they were extremely busy and would participate if needed. They were not scheduled. Seven did not respond. Telephone interviews were schedule for the thirty-three respondents. Interviews spanned a period of one month and were held at a variety of times which were convenient to the respondent including early morning, regular daytime working hours, and evenings. The 33 interviews represent 28% of the responding sample population. Results of these interviews will be discussed in Chapter 5. Again, given the homogeneity of responses and the trends that emerged almost immediately, they are representative of the sample population.

Descriptive Information

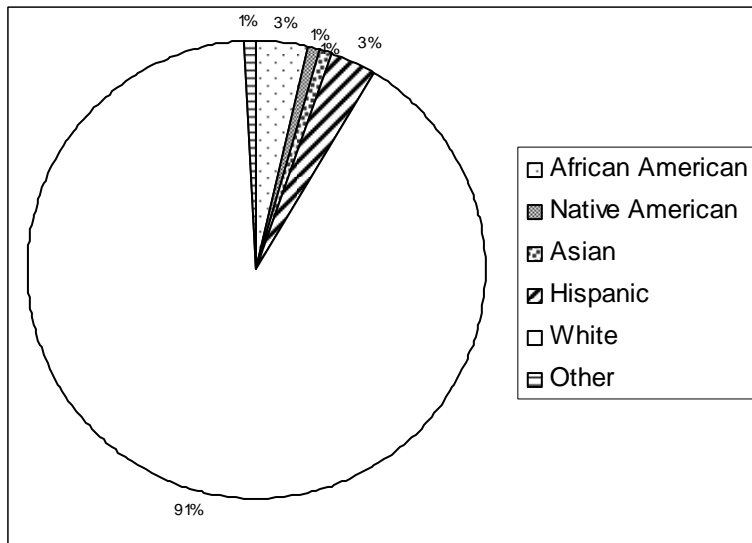
Participants in the study were community college presidents in the Higher Learning Commission North Central region. Most held the title of President. There were two chancellors included in the pool. One hundred-fifteen (all respondents) provided answers to most questions in the demographic section. While the study represented a purposive sample and is not making inferences about the larger community college presidential population, information is provided here to show how the demographic characteristics of this sample compare to the national population. The information is provided simply to show the similarity between this sample and the nation.

Eighty-four respondents were male (73%) and 31 were female (27%). This compares to 2004 data published by the American Association of Community Colleges that shows 27.6% of all community college presidents are female (Community College Leaders, 2004). While the percentage of female community college presidents increased significantly in the nation between 1991 and 2001 (11 to 28%), the relative percentage seems to have leveled off in 2004. Ethnicity

of the community college president in the NCA region is still predominantly white: 90.4% of those who responded were white, followed by 3.5% for African American and Hispanic respectively. This is a somewhat higher distribution of white respondents over the national averages for 2004 which show the white percentage to be 80.1 percent of the total group of presidents.

Figure 1

Ethnicity of Respondents



Analysis of highest degree attained showed that 58.3% of the sample holds the Ph.D., 29.6% hold the Ed.D., 10.4% have a master’s degree, and 1.7% have a bachelor’s degree. Clearly, the majority of the presidents (87.9%) hold a doctorate. This compares to 88% of presidents nationwide in the 2001 survey of presidents (Community College Presidency, 2001).

Nationally, in 2001, the average age of all presidents was slightly under 55. For this sample the average age is a little over 51; however, 58.3% of the respondents were in the 56- to 65-year-old range.

Nationally, the rate of presidential retirement may be as high as 79% in 10 years (based on 2001 survey data). In this study, 45.2% will retire in the next five years (by 2009) and an additional 31.3% in 6-10 years. By 2014, there will be a 76.5% retirement rate. Three percent of the responds in sample were in the process of retiring in 2004-05.

The majority of the presidents (55.7%) in this sample came from the academic affairs ranks immediately prior to their first presidency. However, those who were interviewed indicated that they had experience in many other segments of their institution as well. This trend of evolving from academic affairs compares to about 39% of the community college presidents nationally. In this study, 15.7% came directly from student affairs, compared to a national average of 7%. A significant number, 19.1%, came from other higher education jobs.

Table 8

Career Path to the Presidency

	Frequency	Percent	Valid Percent	Cumulative Percent
From Academic Affairs	64	55.7	55.7	55.7
From Student Affairs	18	15.7	15.7	71.3
From Business Affairs	7	6.1	6.1	77.4
From Other Higher Ed Admin	22	19.1	19.1	96.5
From Non-Higher Education	2	1.7	1.7	98.3
Other	2	1.7	1.7	100.0
Total	115	100.0	100.0	

Presidents were asked to report how many years they have been president of their current institution and how long they had held presidential positions in total. In this sample, 55.8% of

the presidents had been president at their current institution 1-5 years. This compares to a national average of 52.4% (The Community College Presidency, 2001). Twenty-seven percent have been president at their institution from 6 to 10 years; 9.7% for 11-15 years; and 7.2% 16 or more years.

The number of presidents who are in their first position was fairly high in this study. Sixty-seven or 58 percent were in their first presidential position. Their average number of years in the position was 6.37 years. Overall, the average number of years in the presidential position was 8.23.

Respondents of this survey represent the 19 states of the Higher Learning Commission NCA Region. There were no respondents from four of the states: North Dakota, New Mexico, South Dakota, and West Virginia. Minnesota and Illinois made up the largest proportions of the respondents in the study with 13.9% and 13% respectively. They were followed by Colorado and Kansas with 9.6% each. Several states had over 50% of the presidents in the state respond. They include Kansas, Minnesota, Nebraska, Oklahoma, and Wyoming. Wyoming had the highest response at 71.4% of the presidents in the state. Table 9 shows the response rates from the various states. There were three states, North Dakota with 3 institutions, New Mexico with 9 institutions, and West Virginia with 4 that had no presidents respond. There were 9 presidents whose state could not be identified. Overall, the representation from the Higher Learning Commission NCA states was deemed to be an adequate representation of the states.

Table 9

Respondents by State

State	Population	Respondents	% of State	% of Total
Arkansas	13	4	30.77%	3.50%
Arizona	21	7	33.33%	6.00%
Colorado	15	11	73.33%	9.60%
Iowa	15	7	46.67%	6.00%
Illinois	50	15	30.00%	13.00%
Kansas	21	11	52.38%	9.60%
Michigan	27	5	18.52%	1.70%
Minnesota	29	16	55.17%	4.00%
Missouri	19	6	31.58%	13.90%
North Dakota	3	0	0.00%	0.00%
Nebraska	6	3	50.00%	5.00%
New Mexico	9	0	0.00%	0.00%
Ohio	21	2	9.52%	1.70%
Oklahoma	11	6	54.55%	5.20%
South Dakota	5	0	0.00%	0.00%
Wisconsin	18	8	44.44%	7.00%
Wyoming	7	5	71.43%	4.40%
West	4	0	0.00%	0.00%
Virginia				
Unknown		9		7.80%
TOTAL	294	115	39.12%	100.0%

Enrollment at responding institutions ranged from 350 to 31,135 students. The average for the responding institutions was 5584. This compares to an average of 5541 students in the entire sample. Overall, there is marked similarity between the demographic aspects of this respondent sample and the nation as a whole.

The Interviewees

The 33 interviews represented 14 of the 19 NCA states in the study. The chart below shows the distribution. Gender distribution of the group included 24 males (73%) and 9 females (27%)—same relative distribution as respondents on surveys.

Table 10

Interviewees by State

State	Number of Respondents
Arkansas	1
Arizona	3
Colorado	6
Illinois	1
Iowa	3
Kansas	1
Minnesota	3
Missouri	3
Nebraska	1
New Mexico	1
Ohio	2
Pennsylvania	1
Wisconsin	3
Wyoming	4

The tables that follow summarize the quantitative analysis scores for the interviewed presidents. This information is provided to show a complete picture of those who were interviewed and to compare them to the group as a whole. Because interviewees volunteered and had to meet only minimal benchmarks (five years as a community college president), it was important to see if this group was significantly different from the group as a whole.

Those who were interviewed compared to the entire sample

Table 11

Interviewees--Descriptive Statistics, Subcategory and Totals for TLP and ECI

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>M</i>	<i>SD</i>
Total Self Awareness	33	3.75	4.50	4.0961	.20092
Total Self Mgt.	33	3.83	4.75	4.2758	.23783
Total Social Awareness	33	3.83	4.75	4.2758	.23783
Total Relationship Mgt.	33	3.42	4.67	3.9706	.26871
Total ECI	33	3.69	4.57	4.1133	.18469
Total Transactional Leadership	33	36	50	42.09	3.591
Total Transformational Lead Behavior	33	78	99	89.06	5.761
Total Transformational Leader Characteristics	33	75	95	83.76	4.803
Grand Total TLP	33	195	242	214.91	12.143

Table 12

Entire Responding Group Descriptive Statistics, Subcategories and Total for ECI and TLP

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>M</i>	<i>SD</i>
Total Self Awareness	113	2.83	4.50	3.9987	.30820
Total Self Mgt.	113	3.08	4.92	4.1917	.32932
Total Social Awareness	113	3.08	4.92	4.1917	.32932
Total Relationship Mgt.	113	3.04	4.67	3.9080	.30049
Total ECI	113	3.22	4.57	4.0328	.24825
Total Transactional Leadership	107	31	50	40.36	4.099
Total Transformational Lead Behavior	107	68	100	85.83	6.564
Total Transformational Leader	107	64	95	81.21	5.852
Characteristics					
Grand Total TLP	107	172	242	207.40	14.719

Table 13a

Group Statistics, Comparing Interviewees and those who didn't interview

	Interview	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SE</i>
Total Self Awareness	No	80	3.9585	.33574	.03754
	Yes	33	4.0961	.20092	.03498
Total Self Mgt.	No	80	4.1570	.35591	.03979
	Yes	33	4.2758	.23783	.04140
Total Social Awareness	No	80	4.1570	.35591	.03979
	Yes	33	4.2758	.23783	.04140
Total Relationship Mgt.	No	80	3.8821	.31056	.03472
	Yes	33	3.9706	.26871	.04678

Table 13b

Group Statistics, Comparing Interviewees and those who didn't interview

Total ECI	No	80	3.9996	.26406	.02952
	Yes	33	4.1133	.18469	.03215
Total Transactional Leadership	No	74	39.59	4.098	.476
	Yes	33	42.09	3.591	.625
Total Transformational Lead Behavior	No	74	84.39	6.419	.746
	Yes	33	89.06	5.761	1.003
Total Transformational Leader Characteristics	No	74	80.07	5.946	.691
	Yes	33	83.76	4.803	.836
Grand Total TLP	No	74	204.05	14.598	1.697
	Yes	33	214.91	12.143	2.114

A t-test was conducted comparing those who were interviewed with those who were not.

Results are listed in Table 14:

Table 14

Paired Sample T-Test, Interviewees and the Entire Group

		t-test for Equality of Means					95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Total Self Awareness	Equal variances assumed	-2.194	111	.030	-.13756	.06271	-.26182	-.01330
	Equal variances not assumed	-2.681	96.378	.009	-.13756	.05131	-.23940	-.03572
Total Self Mgt.	Equal variances assumed	-1.759	111	.081	-.11876	.06750	-.25252	.01501
	Equal variances not assumed	-2.068	88.009	.042	-.11876	.05742	-.23287	-.00464
Total Social Awareness	Equal variances assumed	-1.759	111	.081	-.11876	.06750	-.25252	.01501
	Equal variances not assumed	-2.068	88.009	.042	-.11876	.05742	-.23287	-.00464
Total Relationship Mgt.	Equal variances assumed	-1.430	111	.156	-.08848	.06188	-.21110	.03414
	Equal variances not assumed	-1.519	68.548	.133	-.08848	.05825	-.20471	.02775
Total ECI	Equal variances assumed	-2.254	111	.026	-.11371	.05045	-.21368	-.01374
	Equal variances not assumed	-2.605	84.410	.011	-.11371	.04365	-.20050	-.02691
Total Transactional Leadership	Equal variances assumed	-3.019	105	.003	-2.496	.827	-4.136	-.857
	Equal variances not assumed	-3.176	69.653	.002	-2.496	.786	-4.064	-.929
Total Transformational Lead Behavior	Equal variances assumed	-3.583	105	.001	-4.669	1.303	-7.253	-2.085
	Equal variances not assumed	-3.735	68.095	.000	-4.669	1.250	-7.163	-2.175
Total Transformational Leader Characteristics	Equal variances assumed	-3.136	105	.002	-3.690	1.177	-6.023	-1.357
	Equal variances not assumed	-3.402	75.278	.001	-3.690	1.085	-5.851	-1.529
Grand Total TLP	Equal variances assumed	-3.732	105	.000	-10.855	2.909	-16.622	-5.088
	Equal variances not assumed	-4.004	73.206	.000	-10.855	2.711	-16.257	-5.453

Generally, those who interviewed rated themselves at a slightly higher level than those who did not become a part of the interview pool. They were, however, representative enough of the sample for generalizations and comparisons to be made. On most of the factors the difference is not enough to say there is a significant difference in ratings.

Survey Instruments and Results

Two survey instruments were administered to each responding president, and the same two instruments were administered to subordinates who participated in the study. Both are 360-degree instruments designed to be used by the leader, peers, subordinates, and others who have a relationship with the leader.

The focus of this study was on evaluating the results from the two instruments for each president to develop a leadership profile and answer related research questions about the responding presidents. One must remember that subordinate responses were not a required part of the participation in the study. The opportunity to include subordinates was provided as an option to the president. These responses are described and analyzed in this section in order to provide another way to look at the presidential profile and to enrich the scope of the information being provided in the study. Readers should be aware, however, that subordinate responses are more widely dispersed than those of the presidents and do not represent ratings for all responding presidents. This was not a correlation study between presidential and subordinate rating and in-depth comparisons were not conducted.

The Leadership Profile (TLP)

The TLP has two scale categories that measure transactional leadership and four that expand on transformational leadership traits. It consists of 50 statements. Respondents answer based on a likert scale that uses the following ratings: little or no extent; slight extent; moderate extent; great extent; very great extent. Presidents responded to each of the statements based upon their own perception of how well they practice the particular leadership aspect in question. Subordinates answered the same statements as they perceive their presidents practice each aspect of leadership.

Within Transactional Leadership, Scale 1 measures capable management which looks at day-to-day managerial tasks and development and utilization of the knowledge-base of the organization. Five statements within the survey address each capability. Scale 2 considers reward equity—how well do leaders identify what motivates employees and others and rewards them accordingly?

In the Transformational Leadership Behavior category, Scale 3 measures communication leadership. It assesses the ability to manage and direct the attention of others through clear and focused communication. Good leaders must focus on key issues while still understanding and being sensitive to individual feelings. Scale 4 measures credible leadership. This is the integrity scale. Is the leader reliable? Are actions consistent with words? Credible leaders have a high level of integrity and authenticity. Scale 5 measures caring leadership. It looks at how well the leader demonstrates respect and concern for others. Transformational leaders consistently express concern for others. They understand that everyone has a benefit to the organization. Scale 6 measures creative leadership. Good transformation leaders are willing to take risk but do

not take undue risks—they create opportunities. They empower others to accept challenges.

They view mistakes as learning opportunities.

In the Transformational Leadership Characteristics category, Scale 7 considers confident leadership. How self-assured and in control of their destiny are they? This scale also asks about the degree to which the leader is able to instill the same self-confidence in followers. Scale 8 looks at follower-centered leadership. The transformational leader recognizes that positive use of power and influence can help a group achieve goals. They share the power with followers. This scale looks at the degree to which the leader sees followers as empowered partners and not as subordinates to be manipulated. Scale 9 measures visionary leadership from the standpoint of the leader's ability to define and express a clear future for the organization. It considers how followers are involved in the process. Scale 10 considers principled leadership. It looks at how well the leader shares values and beliefs and how well they reflect the important issues facing the organization. Elements of principled leadership include managing change, achieving goals, developing effective teamwork, and creating consensus.

For the purpose of this study, scores for each statement were translated into a 1 to 5 scale and were totaled to reach the 10 category scores. Rating equated to 1 = little or no extent; 2 = slight extent; 3 = moderate extent; 4 = great extent; and 5 = very great extent. The category scores in each area were summed to achieve the total for the three major areas: transactional leadership and transformation leadership behaviors and characteristics. Major area totals were added to determine the Grand Total Leadership Score within the survey. This scoring methodology was the one recommended by the authors of the survey.

One hundred and seven of the 115 presidents responded completely to the TLP survey. The maximum possible total on the Transactional Leadership scale was 50. The mean presidential score on the transactional leadership scales was 40.36 with a standard deviation of 4.10. The maximum on Transformational Leadership Behavior and Transformational Leadership Characteristics was 100 each. The mean presidential score was 85.83 with a standard deviation of 6.56 and 81.21 with a standard deviation of 5.85 respectively. The community college presidents in the sample ranked themselves highest on Transformational Leadership Behavior.

Reliability

Internal scale reliability for this study was tested by conducting Cronbach's Alphas for the 10 scales. Table 15 shows the results:

Table 15

Cronbach's Alphas for Reliability of The Leadership Profile

TLP Scale	Cronbach's Alphas Presidents	Cronbach's Alphas Subordinates
1. Capable Management	.759	.844
2. Reward Equity	.717	.899
3. Communication Leadership	.722	.877
4. Credible Leadership	.874	.924
5. Caring Leadership	.767	.919
6. Creative Leadership	.722	.909
7. Confident Leadership	.736	.859
8. Follower-Centered Leadership	-.207*	.532
9. Visionary Leadership	.479	.543
10. Principles Leadership	.755	.759

Two scales, follower-centered leadership and visionary leadership were below acceptable levels of reliability; however, Sashkin and Rosenbach (2003) had determined that the Follower-Centered category should really be two separate scales. Recalculated, personalized power becomes a .671 and pro-social power becomes a .422 for the presidents which bring personalized power to the acceptable level of reliability.

The presidential responses on the ten scales are summarized in the table below. All of the scales have a fairly normal distribution.

Table 16

The Leadership Profile--Descriptive Statistics

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>M</i>	<i>SD</i>
Capable Mgt.	107	16	25	20.62	2.162
Reward Equity	107	14	25	19.75	2.278
Communication Leader	107	15	25	19.88	1.872
Credible Leader	107	17	25	22.91	2.191
Caring Leader	107	17	25	21.79	2.215
Creative Leader	107	16	25	21.26	2.071
Confident Leader	107	14	25	21.14	2.246
Centered Leader	107	15	24	19.64	1.840
Visionary Leader	107	15	24	19.28	1.882
Principled Leader	107	17	25	21.15	1.877

Note: five questions, scale 1-5 for each factor, max score 25

Using correlation analysis, the three main categories of leadership and the grand total were compared on ethnicity, the career path the person took to the presidency, enrollment at their current institution, number of years the respondent had been a president at their current institution, and number of years serving as a president at any institution. There was no significant correlation (at the $P = .01$ level) among any of these variables. The only correlation was found between the three main categories of leadership for the respondents: transactional, transformational behavior, and transformational characteristics. This result indicates that regardless of the president's performance level, there is no significant correlation between scores on the instrument and factors such as tenure, career path, age or ethnicity, and enrollment at their institution. These are not significant factors in the performance of the community college president as indicated by these transformational and trait-oriented instruments.

Table 17

Correlation Analysis of the Factors within The Leadership Profile

		Total			
		Total	Total	Transformational	Grand
		Transactional	Transformational	Leader	Total
		Leadership	Lead Behavior	Characteristics	TLP
Gender	Pearson Correlation	-.061	-.029	.071	-.001
	Sig. (2-tailed)	.533	.771	.468	.988
Ethnicity	Pearson Correlation	.120	.068	.014	.070
	Sig. (2-tailed)	.218	.486	.883	.477
Route to Pres	Pearson Correlation	-.015	-.016	.025	-.002
	Sig. (2-tailed)	.877	.869	.801	.987
Enrollment	Pearson Correlation	-.087	-.175	.005	-.100
	Sig. (2-tailed)	.372	.072	.961	.304
Yrs. Pres Cur Inst	Pearson Correlation	.105	.074	.145	.120
	Sig. (2-tailed)	.286	.453	.141	.224
Total Yrs	Pearson Correlation	.053	.042	.110	.077

** Correlation is significant at the $P < 0.01$ level (2-tailed).

Subordinate Analysis. While the purpose of this study was to develop a presidential profile from presidential responses to the TLP and ECI and other demographics factors, subordinate analysis was used to complement and compare to presidential results. Subordinate responses provided additional data which can be viewed within the totality of this research study.

One hundred thirty-seven employees responded to the TLP survey addressing the leadership skills of their presidents. They represented responses regarding 38 individual presidents. The average number of respondents per president was three. This was a response rate of 33 percent of the presidential sample. The table below summarizes the data from the subordinates on the TLP.

Table 18

Subordinate Response to The Leadership Profile

<i>Variable</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
Capable Mgt.	20.05	2.847	12	25
Reward Equity	18.90	3.44	12	24
Total Transactional Leadership	39.01	6.062	24	49
Communicational Leadership	19.52	3.472	9	25
Credible Leadership	22.38	2.566	16	25
Caring Leadership	21.27	3.189	13	25
Creative Leadership	20.47	3.089	12	25
Total Transformational Behavioral Leadership	83.65	11.193	52	100
Confident Leadership	22.28	3.224	14	34
Centered Leadership	19.52	2.736	10	25
Visionary Leadership	18.54	2.495	12	23
Principled Leadership	20	2.694	12	25
Total Transformational Leadership Characteristics	80.29	9.178	56	93
Grand Total All Three Categories	205.95	25.452	132	238

These data are not meant to provide a complete correlation analysis of ratings by presidents and their subordinates. It is utilized to enrich the scope of data analysis and show how employee ratings compare to a select group of individual presidents. Responses from subordinates were compared to those of their presidents. Average employee responses were slightly lower than those of their presidents. The average on transactional leadership was 39.01 with a standard deviation of 6.17, compared to 40.36; on transformational leadership behavior, the average was 83.65 with a standard deviation of 11.19 compared to 85.83 for the presidents; on transformational leadership characteristics, the average was 80.29 with a standard deviation of 9.18 compared to 81.2. Correlation analysis was done comparing the 38 presidents and their subordinate responses. There was no significant correlation in any of the subtotal or total categories on The Leadership Profile. Paired sample t-tests were run to determine the differences between the mean subtotal and total scores for the 38 presidents and their subordinates. All four pairs were significant at an alpha level of .05 which indicates that there is a significant difference in the mean ratings of the two groups. The chart below shows the paired sample t-test that was run on these factors. Subordinates consistently ranked presidents lower than they rated themselves; however, those factors that are rated higher or lower by the presidents are also the same ones rated higher or lower by subordinates so it is pretty clear where strengths and challenges exist.

Table 19

TLP, Presidents and Employees, Paired Samples Test

		<i>M</i>	<i>SD</i>	<i>Paired Differences</i>		<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	
				<i>Std. Error Mean</i>	<i>95% Confidence Interval of the Difference</i>				
				<i>Lower</i>	<i>Upper</i>				
Pair 1	Grand Total TLP - TLP Emp.	5.733	29.439	4.776	-3.943	15.409	1.201	37	.238
Pair 2	Grand Total TLP Total Transformational Leader Characteristics - TLP Emp Total Transactional	42.104	9.385	1.503	39.062	45.146	28.018	38	.000
Pair 3	Total Transformational Lead Behavior - TLP Emp Tot Transformational Beh.	3.482	12.228	1.984	-.537	7.501	1.755	37	.087
Pair 4	Total Transformational Leader Characteristics - TLP Emp Tot Transformational Ch	1.105	11.153	1.809	-2.561	4.771	.611	37	.545

The Emotional Competence Inventory (ECI)

The Emotional Competence Inventory (ECI) consists of 72 questions with approximately 4 related to each of the competencies. The likert scale for the ECI allows for responses of never, rarely, sometimes, often and consistently. Numerical assignments of 1-5 were assigned: 1 = never; 2 = rarely; 3 = sometimes; 4 = often; and 5 = consistently. Respondents could also say

that they did not know. “Don’t know” responses received a 0. The major categories were compiled using an average for each group of questions.

One hundred thirteen of the 115 responding surveys were usable. This represents 39 percent of the presidents in the sample. Scale averages ranged from 3.39 on Initiative to 4.56 on Optimism with an overall average of 4.02 (5 point scale). A complete summary of the outcomes can be found in the table that follows.

Reliability

Internal scale reliability for this study was tested by conducting Cronbach’s Alphas for the 4 scales. All scales except self-awareness for the presidents were determined to have good internal reliability. Scores for subordinates were in the excellent range. Table 20 shows the results:

Table 20

Cronbach’s Alphas for Reliability for the Emotional Competence Inventory

ECI Scale	Cronbach’s Alphas	
	Presidents	Subordinates
Self-Awareness	.541	.772
Self-Management	.698	.851
Social Awareness	.662	.821
Relationship Management	.758	.884

Table 21

Emotional Competency Inventory, Descriptive Statistics

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>M</i>	<i>SD</i>
Accurate Self Assessment	113	2.75	4.50	3.8761	.33261
Emotional Self Awareness	113	2.25	5.00	4.2389	.56733
Self Confidence	113	2.00	4.50	3.8805	.40242
Total Self Awareness	113	2.83	4.50	3.9987	.30820
Achievement Orientation	113	3.25	5.00	4.2456	.40640
Adaptability	113	2.00	5.00	4.1128	.48411
Emotional Self Control	113	2.25	4.25	3.4690	.33262
Initiative	113	2.25	5.00	3.3916	.40211
Optimism	113	3.75	5.00	4.5619	.32653
Transparency	113	2.50	5.00	4.4137	.50969
Total Self Mgt.	113	3.08	4.92	4.1917	.32932
Empathy	113	2.50	5.00	4.3385	.43420
Organizational Awareness	113	2.75	5.00	3.8473	.45493
Service Orientation	113	2.75	5.00	4.3894	.44438
Total Social Awareness	113	3.08	4.92	4.1917	.32932
Change Catalyst	113	2.50	4.50	3.7677	.39770
Conflict Management	113	2.50	4.25	3.4513	.43283
Developing Others	113	3.00	5.00	4.2080	.45916
Influence	113	2.75	5.00	4.1128	.50774
Inspirational Leadership	113	1.75	5.00	4.1925	.63211
Teamwork & Collaboration	113	2.75	4.25	3.7124	.34431
Total Relationship Mgt.	113	3.04	4.67	3.9080	.30049
Total ECI	113	3.22	4.57	4.0328	.24825

Pearson Correlation analysis was completed considering the ECI categories and the demographic factors. Total Self Awareness was significantly correlated at the $P < .05$ level with Route to the Presidency. Total Social Awareness and Ethnicity had a significant correlation at the $P < .05$ level. There were numerous correlations among variables at both the $P < .05$ level and $P < .01$ level. In addition, the emotional intelligence factors have a correlation between scores on the scales and factors such as ethnicity.

Table 22

Correlation Analysis of Factors on the Emotional Competence Inventory

		Total Self Awareness	Total Self Mgt.	Total Social Awareness	Total Relationship Mgt.	Total ECI
Gender	Pearson Correlation	.184	.163	.163	.029	.112
	Sig. (2-tailed)	.052	.084	.084	.761	.236
Ethnicity	Pearson Correlation	.080	.208*	.208*	.059	.180
	Sig. (2-tailed)	.401	.027	.027	.532	.057
Age	Pearson Correlation	-.033	.058	.058	.068	.062
	Sig. (2-tailed)	.730	.538	.538	.472	.515
Yrs. to Retire	Pearson Correlation	-.019	-.147	-.147	-.135	-.114
	Sig. (2-tailed)	.839	.120	.120	.153	.229
Enrollment	Pearson Correlation	.036	-.049	-.049	.033	-.008
	Sig. (2-tailed)	.717	.619	.619	.741	.936

* Correlation is significant at the 0.05 level (2-tailed).

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

N = 113

Subordinate Analysis. As with the subordinate information from the TLP, this data is used to supplement and enrich the information provided by presidents. It does not directly address one of the research questions. One hundred thirty-seven employees responded

completely to the ECI survey. They represented assessments of 47 presidents, 41% of the responding presidential pool. Table 23 summarizes the data from the subordinates.

Table 23a

Subordinate Response to the Emotional Competency Inventory

<i>Variable</i>	<i>Mean</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
Self-Assessment	3.52	.44799	2.13	4.25
Self-Awareness	3.42	.96769	1.25	5.00
Self Confidence	3.55	.51353	2.00	4.25
Total Self-Awareness	3.50	.54098	2.13	4.42
Achievement Orientation	4.01	.52216	2.38	4.88
Adaptability	3.92	.57920	2.25	5.00
Emotional Self-Control	3.38	.55232	2.00	6.42
Initiative	3.0553	.54300	1.75	4.55
Optimism	4.31	.51587	2.50	5.00
Transparency	3.97	.65583	2.38	5.00
Total Self-Management	3.77	.40839	2.25	4.48
Empathy	4.07	.59348	2.50	5.00
Organizational Awareness	3.49	.57265	1.75	4.25
Service Orientation	4.24	.57730	2.25	5.00
Total Social Awareness	3.93	.48485	2.39	4.71
Change Catalyst	3.80	1.12323	1.75	8.81
Conflict Management	2.98	.51002	1.88	4.25
Developing Others	3.88	.55562	2.25	5.00

Table 23b

ECI Subordinate Rating con't

Influence	3.93	.59611	2.00	5.00
Inspirational Leadership	4.19	.69739	2.13	5.00
Teamwork and Collaboration	3.52	.39213	2.25	4.25
Total Relationship Management	3.72	.47591	2.13	5.06
TOTAL ECI	3.73	.42692	2.22	4.52

Results were similar to those found in the TLP, with employee responses lower overall than the presidents' rankings of themselves.

Table 24

Comparative subtotals, President and Employee, ECI:

Variable	President	Subordinates
Self-Awareness	4.00	4.50
Self-Management	4.03	3.77
Social Awareness	4.19	3.95
Relationship Management	3.91	3.71
Total ECI	4.03	3.73

Table 25

Paired Sample t-test, President's ECI and Subordinate ECI:

		M	SD	Paired Differences		t	df	Sig. (2-tailed)	
				Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Total Self Awareness - ECI Emp. Total Self-Awareness	.51489	.57286	.08356	.34670	.68309	6.162	46	.000
Pair 2	Total Self Mgt. - ECI Emp. Total Self-Management	.41426	.42028	.06130	.29086	.53766	6.757	46	.000
Pair 3	Total Social Awareness - ECI Emp. Total Social Awareness	.25277	.49772	.07260	.10663	.39890	3.482	46	.001
Pair 4	Total Relationship Mgt. - ECI Emp. Total Relationship Mgt.	.22872	.49150	.07169	.08441	.37303	3.190	46	.003
Pair 5	Total ECI - ECI Emp. Total ECI	.32532	.42957	.06266	.19919	.45145	5.192	46	.000

**Correlation significant at the $P < .05$ level

Pearson's Correlation Analysis was completed for the subordinate and president's ranking (comparing only those presidents who had subordinate responses). There was significant correlation at .05 alpha level between presidential and employee rating on self-awareness and self-management. Paired sample t-tests were run on the sub-categories and the overall ECI average. At the .05 alpha confidence level, there is a significant difference in each of the pair comparisons.

The Research Questions

This study considered five research questions. (a) What are the demographic traits, leadership characteristics, and emotional intelligence factors that can be developed into a profile for successful community college presidents? (b) How do leadership characteristic ratings differ

among presidents who have been president of their institution for five years or less and those who have been there longer than five years? (c) Are there differences in presidential characteristics based upon factors such as gender, ethnicity, age, and enrollment at their institution? (d) Are there differences in ratings on ECI and TLP based upon the career path the incumbent took to the presidency? (e) What major life events (defining moments) have an impact on the leader's subsequent approach to doing his or her job? The first five questions will be considered in this section. Question 5 will be addressed as a part of Chapter 5. The study included three hypotheses that relate to research questions 2 through 4. These will also be considered in this section.

Research Question 1: The first question involved evaluating the results of the two surveys, TLP and ECI, and the demographic information to form a profile of today's community college president in the Higher Learning Commission of the North Central Region. The profile of average president in this study is a 51-year-old white male who holds the Ph.D. degree. He ascended to the presidency from academic affairs and has been in his current position for less than 6 years. The president governs an institution of 5600 students. The president reports that he frequently utilizes emotional intelligence competencies in the leadership areas of self-awareness, self-management, social awareness, and relationship management. His overall average score is 4.03 out of 5 on the ECI. The president's area of lowest rating is relationship management (3.91). The president scores 4.04 on transactional leadership; 4.29 on transformational leadership behavior; and 4.06 on transformational leadership characteristics. On a 5 point scale, 4 = "great extent." Employees assess their president at a 3.73 overall on the leadership characteristics and 3.90 on transactional leadership, 4.18 on transformational

leadership behavior, and 4.01 on transformational leadership characteristics. As is typical in 360 degree studies, there is a slight disconnect between the president's view of his skills and behaviors and the view of his subordinates.

Relationship between TLP and ECI Presidential Ratings

This study utilized two instruments that, together, considered the majority of skills and attributes defined as important to community college leaders. One aspect of the research that was important was to determine if presidents who scored at high levels on one survey would subsequently score at a high level on the other. Analysis was done to determine whether there was, in fact, a similarity in ratings for individuals on both surveys.

Hypothesis 1 (H₁): There is a positive relationship between ratings on The Leadership Profile and the Emotional Competency Inventory for community college presidents in the Higher Learning Commission NCA region, as evidenced by their responses and resulting correlations between the TLP and the ECI.

H₀: There is no similarity in ratings for community college presidents between The Leadership Profile and the Emotional Competency Inventory.

There was a positive correlation at the $P < .01$ and $.05$ levels in participant responses between the ECI and TLP for several of the variables. Most importantly, the Total ECI score correlated positively at the $P < .01$ level with all of the three subtotals and the grand total in the TLP. Overall, this indicates that if a president scores at a high level on one of the instruments, he/she is likely to score high on the other. The Total TLP variable also correlated positively with all of the subtotals in the ECI. The Total Self Management and Total Social Awareness had a positive correlation at the $P < .05$ level and Total Self Awareness and Total Relationship Management were significant at the $P < .01$ level. As a result of the significant relationship between the variables, the null hypothesis can be rejected, and the conclusion can be drawn that

there is a positive correlation between The Leadership Profile and the Emotional Competency Inventory responses for the group of presidents. These two surveys support each other in the analysis of leadership. They measure different characteristics and results are complementary and help to broaden the scope of the profile. According to the literature, The Leadership Profile focuses on characteristics and behaviors of the transformational leaders with a lesser consideration of transactional leadership behavior (Saskin, 2004). The Emotional Competency Inventory considers transformational leadership behavior as well as introduces some of the trait theory considerations that have been around for decades (Goleman, 2001). Together, in this study, they provided a good view of the community college leader and his/her level of competency on a wide range of leadership characteristics.

Table 26

ECI and TLP Correlations

		Total Transactional Leadership	Total Transformational Lead Behavior	Total Transformational Leader Characteristics	Grand Total TLP
Total Self Awareness	Pearson Correlation	.237*	.269**	.242*	.282**
	Sig. (2-tailed)	.015	.006	.013	.004
	N	105	105	105	105
Total Self Mgt.	Pearson Correlation	.202*	.237*	.130	.214*
	Sig. (2-tailed)	.039	.015	.187	.029
	N	105	105	105	105
Total Social Awareness	Pearson Correlation	.202*	.237*	.130	.214*
	Sig. (2-tailed)	.039	.015	.187	.029
	N	105	105	105	105
Total Relationship Mgt.	Pearson Correlation	.361**	.399**	.335**	.412**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	105	105	105	105
Grand Total ECI	Pearson Correlation	.339**	.390**	.309**	.392**
	Sig. (2-tailed)	.000	.000	.001	.000

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

* Correlation is significant at the 0.05 level (2-tailed)

Research Question 2: The second research question considered whether there are differences in leadership characteristics between presidents who have been at their institution longer than five years and those who have been there five years or less.

Hypothesis 2 (H₂): There is a significant difference between the tenure of the community college president at his/her current institution and self-described leadership characteristics as rated on the TLP and ECI instruments.

H₀ There is no relationship between the tenure of the community college president at his/her current institution and the self described leadership characteristics on the TLP and ECI.

Descriptive statistics were utilized to determine the demographic characteristics of the groups. One-way ANOVAs were run on the groups with the TLP and ECI as independent variables and the tenure of the president as the dependent variable. Sixty-three (55%) of the presidents had served as president of their institutions for five years or less; fifty (44%) respondents had served for more than five years; two did not respond to the question. The average tenure as president at their current institution is 6.37 years with an average tenure overall of 8.26 years. Gender distribution for those presidents who have been at their institution five years or less is 71% male and 29% female; for the group in their position for more than five years, they are 74% male and 26% female, which is identical to the sample as a whole and to national averages. It appears that for this sample the gender distribution is changing somewhat for those who have been on the job the shorter period of time. In terms of ethnicity, 96% of those who have been at their current institution longer than 5 years are white, while white executives represent only 87% of those who have been at there institution 5 years or less (again, comparable to the national average). This again shows a shift in demographics for newer

presidents. Sixty-six percent of those who have been at their institution longer than 5 years are between the ages of 56 and 65, compared to 52% of those who have been their 5 years or less.

Table 27 shows more detail on this distribution.

Table 27

Presidential Tenure

Category	Variables	Presidents < 6 yrs.	Presidents >= 6 yrs.
Gender	Male	45 71%	37 74%
	Female	18 29%	13 26%
Ethnicity	African American	4 6%	
	Asian	1 2%	
	Hispanic	3 5%	
	Native American		1 2%
	White	55 87%	48 96%
Age	<35	3 5%	
	36-45	3 5%	1 2%
	46-55	23 37%	12 24%
	56-65	33 52%	33 66%
	Over 65	1 2%	4 8%
Route to Presidency	From Acad. Affairs	33 52%	29 58%
	From Student Affairs	12 19%	6 12%
	From Bus Affairs	2 3%	5 10%
	From Other Higher Ed	13 21%	9 18%
	From Non-Higher Ed	2 3%	
	Other	1 2%	1 2%

A one-way analysis of variance was run on the subcategories and grand totals for The Leadership Profile and the Emotional Competency Inventory with the years the president had served at their current institution as president as the dependent variable. With alpha level of .05, the null hypothesis could not be rejected. Most of the F ratios of mean squares are close to one for this analysis which means the null is true. The tests show no relationship between tenure and leadership characteristics. For the total ECI $F(18, 92) = 1.185$ with a significance level of .290 and for the total TLP $F(18, 86) = .942$ with a significance of .533. The table below shows the overall results from the analysis of variance.

While no significant relationship appeared for the overall group of presidents in the sample, when the ANOVA is rerun with only those who have been at their institutions less than six years, there is a significant relationship in two of the subcategories and the total for the ECI. Total Self-Management ($F, 5.674, \text{Sig.}, .001$). This indicates that there is a relationship between the ratings on the inventories and the tenure of the president at the institution for those who have been on the job less than six years.

Table 28

ANOVA, Presidential Tenure at the Institution

		<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Total Self Awareness	Between Groups	1.885	18	.105	1.133	.335
	Within Groups	8.503	92	.092		
	Total	10.388	110			
Total Self Mgt.	Between Groups	3.048	18	.169	1.730	.048
	Within Groups	9.005	92	.098		
	Total	12.054	110			
Total Social Awareness	Between Groups	3.048	18	.169	1.730	.048
	Within Groups	9.005	92	.098		
	Total	12.054	110			
Total Relation Mgt	Between Groups	1.370	18	.076	.801	.694
	Within Groups	8.737	92	.095		
	Total	10.106	110			
Total ECI	Between Groups	1.287	18	.071	1.185	.290
	Within Groups	5.550	92	.060		
	Total	6.837	110			
Total Trans Lead	Between Groups	389.086	18	21.616	1.345	.181
	Within Groups	1381.905	86	16.069		
	Total	1770.990	104			
Tot Transformation Leader Behavior	Between Groups	689.795	18	38.322	.856	.631
	Within Groups	3850.167	86	44.769		
	Total	4539.962	104			
Total Transformational Leader Characteristics	Between Groups	538.668	18	29.926	.835	.655
	Within Groups	3081.523	86	35.832		
	Total	3620.190	104			
Grand Total TLP	Between Groups	3764.856	18	209.159	.942	.533
	Within Groups	19102.992	86	222.128		
	Total	22867.848	104			

Research Question 3. This question considered whether there were differences in presidential leadership characteristics as displayed on the TLP and ECI based upon factors such as gender, ethnicity, age, and enrollment at their institution. Each demographic factor was compared separately. Crosstabs and chi square analysis were done on gender, ethnicity, and age and the leadership characteristics. ANOVA was conducted on enrollment and leadership characteristics. Tables representing these data can be found at the end of this section. The Chi Square value for gender and the ECI was 62.146 with an assumed significance of .645. With a significance level this high, the null hypothesis that there are no significant differences in leadership characteristics based upon gender could not be rejected. The Chi Square value for gender with the TLP was 55.992 with a significance level of .126. Again, this is high enough that the null hypothesis cannot be rejected. Gender cannot be said to make a significant difference in leadership characteristics.

Crosstabs and chi square analysis were performed on ethnicity and the total ECI and TLP ratings. The Pearson Chi Square value of 353.587 had a significance of 2.32. The null hypothesis cannot be rejected. The Total TLP Chi Square value of 273.723 with a significance of .015 indicates that the null hypothesis can be rejected, and there appears to be a significant relationship between ethnicity and leadership characteristics.

Crosstabs and chi square analysis were compiled on age and the total ECI and TLP scores. The ECI Pearson Chi Square value of 260.734 had a significance of .613 while the TLP Chi Square was 205.464 with a significance of .094. The ECI was at a significance point that indicated the null hypothesis could not be rejected. The TLP, on the other hand, indicates that there is a relationship between age and the TLP scores.

Analysis of Variance (ANOVA) was conducted to determine the relationship between the Enrollment at the president's institution and the TLP and ECI scores. For the ECI, $F(6, 98) = 1.083$ with a significance of .518. The null hypothesis cannot be rejected for this variable. For the TLP, $F(6, 100) = 8.772$ with a significance of .005. The null hypothesis can be rejected and there appears to be a relationship between institutional enrollment and TLP scores.

Table 29

Chi Square Test, Total Rating Emotional Competence Inventory and Gender

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	62.146(a)	67	.645
Likelihood Ratio	74.605	67	.245
Linear-by-Linear Association	1.413	1	.235
N of Valid Cases	113		

a 136 cells (100.0%) have expected count less than 5. The minimum expected count is .27.

Table 30

Chi-Square Tests, Total Rating The Leadership Profile and Gender

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	55.992(a)	45	.126
Likelihood Ratio	67.294	45	.017
Linear-by-Linear Association	.000	1	.988
N of Valid Cases	107		

a 89 cells (96.7%) have expected count less than 5. The minimum expected count is .28.

Table 31

Chi Square Tests, Total Rating Emotional Competence Inventory and Ethnicity

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	353.587(a)	335	.232
Likelihood Ratio	81.213	335	1.000
Linear-by-Linear Association	3.624	1	.057
N of Valid Cases	113		

a 408 cells (100.0%) have expected count less than 5. The minimum expected count is .01.

Table 32

Chi-Square Tests, Total Rating The Leadership Profile and Ethnicity

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	273.723(a)	225	.015
Likelihood Ratio	68.572	225	1.000
Linear-by-Linear Association	.512	1	.474
N of Valid Cases	107		

a 272 cells (98.6%) have expected count less than 5. The minimum expected count is .01.

Table 33

ANOVA, ECI and TLP Total and Institutional Enrollment

		<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Total Self Awareness	Between Groups	9.325	98	.095	.831	.689
	Within Groups	.687	6	.115		
	Total	10.012	104			
Total Self Mgt.	Between Groups	9.915	98	.101	.841	.682
	Within Groups	.722	6	.120		
	Total	10.637	104			
Total Social Awareness	Between Groups	9.915	98	.101	.841	.682
	Within Groups	.722	6	.120		
	Total	10.637	104			
Total Relationship Mgt.	Between Groups	8.421	98	.086	1.633	.280
	Within Groups	.316	6	.053		
	Total	8.737	104			
Total ECI	Between Groups	5.711	98	.058	1.083	.518
	Within Groups	.323	6	.054		
	Total	6.034	104			
Total Transactional Leadership	Between Groups	1725.285	100	17.253	1.865	.220
	Within Groups	55.500	6	9.250		
	Total	1780.785	106			
Total Transformational Lead Behavior	Between Groups	4545.972	100	45.460	12.988	.002
	Within Groups	21.000	6	3.500		
	Total	4566.972	106			
Total Transformational Leader Characteristics	Between Groups	3577.977	100	35.780	4.169	.038
	Within Groups	51.500	6	8.583		
	Total	3629.477	106			
Grand Total TLP	Between Groups	22807.720	100	228.077	8.772	.005
	Within Groups	156.000	6	26.000		
	Total	22963.720	106			

Overall, the majority of the demographic factors show no significant correlation to presidential ratings on the TLP and ECI.

Research Question 4: Research question 4 considered whether there are differences in ratings on ECI and TLP based upon the route the incumbent took to the presidency.

Presidents were asked to respond to a general question regarding the route they took to the presidency. While many had jobs in several areas, they could determine which the most significant route in their career progression was: from academic affairs, from student affairs, from business affairs, from development, from other higher education administration, or from non-higher education administration.

Hypothesis 3 (H_3): There is a significant difference between the career path taken by the president to the presidency and leadership characteristics and emotional intelligence ratings.

H_0 : There is no difference between the path taken to the presidency and the leadership characteristics and emotional intelligence ratings.

Chi square analysis was run on each of the subcategories and the total ECI and TLP ratings. On the ECI, the total value of 302.604 with 335 degrees of freedom had a significance level of .898. This indicates that the null hypothesis could not be rejected. For the TLP the total value is 275.001 with 225 degrees of freedom and a significance of .013. The null hypothesis can be rejected and there is a correlation between the route to the presidency and the TLP rating. Scores differ significantly based upon the route to the presidency; however, the majority of the respondents came from academic affairs so there is a larger N for this group.

Table 34

Chi-Square Tests, Total Rating Emotional Competence Inventory & Route to Presidency

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	302.604(a)	335	.898
Likelihood Ratio	187.321	335	1.000
Linear-by-Linear Association	1.684	1	.194
N of Valid Cases	113		

a 408 cells (100.0%) have expected count less than 5. The minimum expected count is .02.

Table 35

Chi-Square Tests, Total Rating The Leadership Profile & Route to Presidency

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	275.001(a)	225	.013
Likelihood Ratio	146.424	225	1.000
Linear-by-Linear Association	.000	1	.987
N of Valid Cases	107		

a 276 cells (100.0%) have expected count less than 5. The minimum expected count is .02.

Summary

This chapter provided an overview of the data analysis that addressed the research questions in this study. It reviewed the research process, the population sample studied, and the response rates. Overall, 115 good responses were received representing a 39% response rate

from this population. The response rate represented an adequate return based upon a 95% confidence level and the homogeneity of the population and the responses. The chapter considered the research questions and the analysis related to each, as well as their related hypotheses. Basic demographic information gathered in the study was summarized using descriptive statistics. Demographic information and ratings on the TLP and ECI were considered, and a general profile of the presidential leader in the NCA region was developed. It was determined that presidential responses on the TLP and ECI were significantly correlated on several of the dimensions including the overall grand total categories, and the instruments complement each other in a study of leadership attributes.

Five research questions were analyzed and results provided. The three related hypotheses were tested. Relationships among and between variables were also tested. Hypothesis 1 addressed the relationship between the TLP and ECI and showed that there was a significant correlation between responses on the two instruments. Correlation analysis was done on the subcategory totals and grand total rating on each instrument. There was a significant relationship at the $P < .05$ or $P < .01$ on all of the variables which indicated there was a very high likelihood that the two variables are related and presidential responses on one will have similar ratings on the other.

Hypothesis two considered whether there was a relationship between the tenure of the president at his/her current institution and their leadership ratings. ANOVA analysis was done, and no significant relationship was found and the null hypothesis could not be rejected. In this sample there was no significant relationship between the number of years the president had been president at their institution and their ratings on the ECI and TLP.

Hypothesis three considered whether there was a significant relationship between the career path taken to the presidency and the president's leadership ratings on the TLP and ECI. Chi Square analysis indicated that there was no significant relationship on the ECI, but there was a relationship at the $P < .05$ on the TLP. This result indicates that no concrete conclusions can be drawn about the relationship between the route taken to the presidency and the ECI factors. However, there does appear to be a relationship between the route and the TLP characteristics. On the whole, based upon a confidence level of .95, there is a significant relationship found on The Leadership Profile where none exists on the Emotional Competence Inventory.

In addition to addressing the research questions and hypotheses, general comparative information was provided in this chapter relative to demographic characteristics and subordinate rating of their president on the leadership scales. This analysis helped to enrich the scope of the data in the study and provided some additional comparative analysis. As is the case in many studies of this type, subordinate ratings were slightly lower than those of their presidents. Demographic comparisons to national data show that there is substantial similarity between the nation and the sample population.

Overall, this chapter provided a comprehensive look at the research conducted and the data analysis related to the research questions. It provided a profile of the community college president in the NCA region, analysis of demographic factors that do or do not affect leadership ability, and presented some opportunities for further study.

CHAPTER 5. QUALITATIVE ANALYSIS

“Some think there is much more power attached to the presidency than there is, particularly faculty people. People, like faculty, who have been in a position of autonomy, are surprised at the lack of power and control over their own time and destiny,” (Long-time president from the Interview Pool, 2004). The previous chapter considered the analysis of quantitative data and provided a conceptual framework for leadership among community college presidents in the Higher Learning Commission of NCA region. It looked at presidential ratings on skills and abilities that are important to an effective leader. This chapter takes the next step to consider some of the less concrete, but no less important factors that help to shape today’s leader. Most leaders do not stop to consider events in their life that may influence their leadership ability. They are often too busy doing to be reflective and introspective. This chapter is designed to enrich the profile of the community college leader developed in the previous chapter. Many of the interviewees reported that this study afforded them with an opportunity they had never exercised before—to consider and reflect on life events that have helped them become the leader they are today.

Life is made up of defining moments—a collection of events that change the way one sees the world and the way the person sees him or herself. The moments that shape one’s life are more likely to be small and personal, but can sometimes be more global in scope and can result from regional, national, or international events or crises. Defining moments add another dimension to a review of leadership characteristics. While many leaders may not be consciously aware of those moments that impact their leadership behavior, they do acknowledge that they are a factor in the complexity of leadership evolution (Badaracco, 2001). Leadership experts

(Conger, 1998, Yuki, 1998, Krathwohl, 1998 and Miles and Huberman, 1984) also agree that a study of leadership characteristics is enhanced and enriched by a qualitative component to the study. Yuki (1998) concluded that it is desirable to use multiple methods in researching leadership. The interviews in this study were designed to provide supplemental information to enhance the quantitative data gathered from the two surveys.

Within this study, the interview component was designed to identify defining moments in one's evolution that contributed to the leader they are today. Interviews are one of the primary data collection methods in qualitative research. It is a way to consider thought processes and gain knowledge about people's perceptions, feelings and emotions (Krathwohl, 1998). Only one criterion was established in order to be eligible for the interview: minimum of five years as a community college president. This criterion was utilized in order that presidents would have some experience on the job as they responded to the "defining moments" questions and reflected on their leadership evolution. Respondents to the surveys were asked whether they would be willing to participate in a supplemental interview regarding defining moments. Fifty-two of the respondents said they would be willing to participate in the interview, and forty-three actually met the hurdle criteria. All were contacted by e-mail regarding their willingness to be interviewed. Thirty-three telephone interviews were scheduled at the convenience of the interviewee. Those interviewed represented 14 of 19 Higher Learning Commission of NCA states and had the same relative gender distribution as the overall respondent group. Their experience ranged from the minimum of five years to a maximum of 26 years. They worked at small (less than 2000 students) to large (over 22,000 students) institutions. Interviewees were

sent the five questions and the interview approach in advance so they could think about responses prior to the actual interview.

The quantitative chapter provided a comparison of leadership TLP and ECI scores for those who were interviewed compared to the entire group of respondents. This helped to establish applicability of interview responses to the entire group. Since the interviewees were self-selected, this is an important comparison.

Each interviewee was given a brief introduction, an overview of the study goals and approach, and was reminded that they had already participated in the survey portion of the study (Appendix M). They received an overview of defining moments and were asked to respond to questions using a life-line approach (start with earliest applicable experiences and work forward). It was suggested that they map it out prior to the interview. Only a few of the presidents actually prepared for the interview in this fashion, however. Most hadn't been able to do much advance preparation. They were encouraged to consider events from both the external and internal environment that might have influenced the leader they are today. Respondents were assured of confidentiality. Direct quotes would not be used without their permission. They were also asked if they minded having the interview taped. All interviews were taped to supplement the notes taken in a journal record during the process. Tapes were referred back to during the analysis phase and quotes drawn directly from them. Interviews lasted from 15 to 45 minutes depending upon the involvement level of the respondent. Some quickly and clearly summarized events while others wandered through various life experiences.

The five basic questions were: (a) Describe major events that occurred in your personal life that helped to shape the leader you are today; (b) Describe major happenings in your career

evolution that have helped to influence your leadership ability; (c) Assess the impact of life happenings on an individual's leadership ability; (d) Do leaders have a good understanding of the impact of defining moments on their leadership ability? Describe how they use this information to improve/change leadership ability; (e) What other considerations might come into play when considering the impact of defining moments on leadership ability? Depending on how the discussion related to an individual question proceeded, additional sub-questions were asked to gather a more complete understanding of the defining moment and/or its impact.

In order to compile responses in a systematic fashion, a grid was created to help track common responses and trends. Keywords and phrases were included and searched for in the responses. Unique information about a respondent's experience was also catalogued.

Research Question 5 addresses the information gathered from the interviews: *What major life events (defining moments) have an impact on the leader's subsequent approach to doing his or her job?* The information in the remainder of this chapter reflects the responses to the five broad questions asked of each interviewee. In order to protect confidentiality of respondents, the decision was made not to attribute quotes directly by name. Presidents are described in general terms.

Analyzing the Interview Questions

Interview Question 1: Describe major events that occurred in your personal life that helped to shape the leader you are today. Themes in responses to this question began to appear very quickly in the interview process. An expectation that they would mention major national and international events was quickly dispelled. Only one respondent described a national event. In this case, the Kent State Shooting. "Kent State was pivotal. It was a defining moment in my

world view,” (Female president). She went on to talk about the fact that her husband was actually there that day and her coworkers (she was a high school English teacher) were very judgmental about the “stupidity” of the students. She felt it had a permanent impact on her openness as a leadership and her ability to see different points of view. Most described very personal events that had a lasting impact on their leadership style. Some events were from early childhood while others were related to experiences the person had as an adult. The most common theme relating to personal experiences involved the presence of a mentor or mentors in the person’s life. Nineteen of the respondents talked about at least one mentor, and six others talked about heroes or role models. Mentors included family members, teachers, employers, or others who provided support and a belief that the individual could “become someone.” Heroes or role models included Harry Truman, John Kennedy, and administrators at colleges where respondents attended or worked. “Numerous people helped me out as I grew and that has helped me to recognize how important it is when someone will extend a hand,” (Retiring, long-term president). The leadership impact of mentors related to being given opportunities to take leadership roles, seeing how someone else handled difficult situations, building self-confidence, and being trusted and counted upon. “I was a student Rotarian and had lunch with the president of the college every week and then I was student body president working with Dr. Hall, the College President, “I had the opportunity to work with and influence the process,” (President who worked much of his career at one institution). Almost all of the leaders who were interviewed had some early leadership opportunities such as alter boy, president of their first grade class, lifeguard, driving a tractor at age six, and student leadership in high school or college. “I was a lifeguard and taught swimming in high school and early college. Something

about that led to teaching and leadership development...I'm one of the few nurse presidents. I worked in a long-term care facility. That helped me with organization skills and interpersonal/communication skills. I was kind of shy and it helped me to become more outgoing," (Nurse President). Several mentioned watching negative leadership behavior that served to model what "not to do." One president commented, "I saw two presidents who ended up being fired because of their ego." The presence of mentors served as a self-confidence builder, provided opportunities that might not otherwise exist, and provided resource people for future planning and ideas.

The second most obvious theme was displayed by the number of respondents who either served in the military or grew up in a military family—one-third of the interviewees. They all talked about the leadership skills (adaptability, appreciation for diversity, and interpersonal skills) they gained from moving frequently and/or serving in places like Vietnam. A major theme here seemed to be the belief that there is no gain without a certain amount of pain: effort equals results. They frequently mentioned that events that have a lasting impact often involve a painful experience or something that was stressful or hurtful.

Many respondents also mentioned the impact of family, culture, and belief systems. One president talked about her diverse experience this way: "I was born in India, grew up in Portugal, and came to the US for one year 31 years ago. I come from a bi-racial family and learning was always very important. At the dinner table each night my father would ask us what we had learned today and if we couldn't talk intelligently about it, we would have to further research it." A number of presidents talked about a strong work ethic being instilled by parents at an early age. "I was the president of my first grade class;" "I got to teach a science unit in the eight grade

which helped to build self-confidence;” and “I grew up on the dairy farm and was very involved with 4-H which helped to build leadership skills and self-confidence.” Several grew up on farms where they had to take responsibility at an early age. Ethics and honesty seemed to be common themes in this context. Some described experiences such as stealing something at a very young age and being required to return it and apologize. Several also mentioned that having their own children impacted their leadership ability from the standpoint of becoming more flexible and less dictatorial or less sure they had all of the answers. “Having become a parent makes me a better president, particularly when dealing with people in all levels and stages of development,” said one president. Several of the interviewees had either been born in a foreign country or had spent significant time living in one, which helped them to appreciate diversity and multiple perspectives and to bring different cultural approaches to their leadership ability.

Another theme that ran through the interviews involved experiencing something “bad” early on. Some spoke of losing a parent at an early age and having to take leadership roles early on. Others had life-threatening illnesses such as polio or had family members who did. One president was a young man in the military when a fellow soldier died in his arms. All mentioned that this kind of trauma taught them to be more patient, flexible, and to appreciate people and those skills were now reflected in their leadership ability as a community college president.

The responses to this question support numerous aspects of measurement in the TLP and ECI, particularly the factors that are important in the Emotional Competency Inventory. In sum, all seemed to recognize that they had been given many little opportunities to grow and lead as they matured and that everything they experienced and learned had an impact on the kind of

leader they were today. They generally all agreed that they did not consciously consider these impacts as they led, but all were influences on how they responded in a particular situation. These responses also point out the fact that there is no one “right” way for a leader to evolve. There are many factors and influences on leadership ability and two people can even react differently to the same type of situation.

Table 36

Summary of Themes:

Most Frequently mentioned Theme	Impact of Mentors/Role Models
Second Most Frequent Theme	Family/Support Network
Third Most Frequently Mentioned Theme	Early Leadership Opportunities
Fourth mentioned theme	Military/Early travel experience
Fifth mentioned theme	Values and Belief systems
Sixth mentioned theme	Work Ethic
Seventh mentioned theme	Bad or traumatic experiences

Interview Question 2: Describe major happenings in your career evolution that have helped to influence your leadership ability. While this question asked presidents to consider “major” happenings in their career evolution, most could not think of major events, but rather a series of smaller occurrences that helped to shape them. There was also quite a bit of overlap with responses to the first question. People had some difficulty distinguishing between personal and career happenings. Major events that were mentioned: A fairly new president had to fire someone and then the person died—lesson about doing the hard things while remaining compassionate. Someone recognized a future president’s potential and told him “quit and go

back to school” or “we’ll fire you.” One person taught college during the Vietnam War and worked in Virginia immediately after desegregation—lesson in perspective and equity. A major catastrophic event occurred when an administrative dean was caught embezzling and this person was pushed into a job he was not prepared for, but ultimately excelled in—lesson in how drive and motivation goes a long way in helping to excel even when specific skill is lacking. While in the military as a company commander, one future president did not get selected to lead the unit he really wanted, but instead got one that was perceived to be “bad.” They ultimately became one of the best—lesson in motivating people and not making premature judgments about ability. During the fourth year of her presidency, one president received a vote of “no confidence”—had to rebuild relationships and take a hard look at her skills and behaviors. “Rebuilding relationships had a profound impact. I am a better person because of it.” She went on to stay at that institution for 12 years. Another person attended the National Institute on Leadership and was inspired by Carolyn Desjardins, a renowned advocate for women and leadership (now deceased).

A couple of themes emerged from the responses to this question. Many of the presidents who were interviewed had substantial breadth in their career evolution holding numerous positions throughout their college campuses. One commented that “varied experiences are very helpful. A well-rounded background helps to take on the challenges of the presidency.” Each job and experience added to the scope of leadership ability and knowledge. One president stated, “I’ve had nearly every job on this campus—downside, I can do most of them.” Most interviewees were involved in other activities outside of their job including consulting for entities such as ACE and NCA, leadership in civic organizations such as Rotary and Kiwanis,

and other volunteer activities. A number of the newer presidents came directly from the public sector bringing a slightly different skill set to the job of community college president. This trend presents an interesting opportunity for future study.

The second major theme was that the development of leadership skills is progressive. Each happening teaches lessons that the president needs to learn. There is no magic way to gain skill in leadership without working on it, making mistakes, and continuously learning. None of the respondents believed that leaders were born; however, several believed that certain skills came more easily to some: skills such as relationship building, communication, and listening. One president's thoughts on the subject: "I believe I developed leadership skills in a progressive way, particularly interpersonal skills and working collaboratively. I am also now more comfortable speaking in public."

Several of the presidents talked about not necessarily "planning" to become a community college president. "My career evolution was lucky...I couldn't have planned it. I got an opportunity to take an interim position in an area I knew nothing about and that was the beginning." "I was a priest then a college dean and then a president. I worked in a small college where I got a wide breadth of experience."

The final theme that emerged from this question was that the strong leader really must like people. One president said, "Every person is key to the success of the organization. We must like and value people." Other comments talked about the desire to help others and how people can make a difference. Another strong comment talked about the importance of values. "Start with a good person and they can be trained. Major problems result from lack of values and ethics."

A number of life/job lessons were discussed by the interviewed presidents. They include: have confidants one can trust to tell the truth; people along the way are all important; take advantage of opportunities; trust intuition; one needs to be able to look oneself in the mirror; take responsibility seriously; make a commitment and get involved in the culture; and make sure the job is a “fit.” Early in her career one president was told by the current president, “Bette, I can hire 100 people with your qualifications, but I can only have you with your intuition.”

Overall, the responses to this question showed that leadership development consists of many smaller events and is rarely the result of major and/or memorable happenings. Each little success and failure becomes a learning exercise that complements the leader’s development.

Table 37

Summary of Themes

Most frequent theme	Breadth of experience throughout the college community
Second most frequent theme	Development of job skills is progressive
Third most frequent theme	One must like people
Fourth most frequent theme	Impact of major catastrophic events
Fifth most frequent theme	Early events that had significant career impact
Sixth most frequent theme	Involvement in community and external activities

Interview Question 3: Assess the impact of life happenings on an individual’s leadership ability. What skills, attitudes, behaviors might be changed as a result of a related or unrelated event? Uniformly, interviewees agreed that life happenings do have an impact on an individual’s leadership ability. Some felt the impact was minimal and others thought it was major, however,

they generally agreed it is situational. There was agreement that leadership is really learned and that it is a continuous process. While several agreed that some traits (like charisma, speaking, listening) are innate, they all agreed that practice and learning improves ability. One president said that he is proud to be known on his campus as the “Merchant of Hope.” “There was always someone there to extend a hand when I needed it. I try never to betray that.” The portion of the question that addressed what skills might be changed as a result of life events garnered a variety of answers, but generally responses addressed some of the least tangible aspects of leadership. Common examples included positive attitude, achievement orientation, moral development, philosophy development, and fundamental orientation to doing business. Most respondents talked about learning from disappointments and mistakes as well as from successes. Several mentioned the value of broadening knowledge and the fact that there is no substitute for experience. One presidential comment: “As you have opportunities and challenges, it is important to have connections to consult and who can help you to develop your leadership style.” Another recommended: “Stay connected nationally. Be a part of the Higher Learning Commission or the AACCC. Stay in touch with the flow.”

One president summed up responses to this question well by stating “one can’t be a leader in isolation,” therefore, working with and helping other people becomes a critical component of leadership. Several presidents talked about parenting as being an excellent learning tool for leaders and the fact that serious events help people keep things in perspective.

In sum, this question provided leaders with the opportunity to consider the concept of leadership development and learning. All were open to the concept of continuous learning and

the value of being open to new opportunities. This helps the leader to take a more global view of their environment and change with the evolution of their institution and their jobs.

Interview Question 4: Do leaders have a good understanding of the impact of defining moments on their leadership ability? How does it support other things we know about our leadership skills and behavior and how we develop this ability? This question caused most respondents to pause and consider. “I’m too busy doing, busy trying to accomplish work, tasks, and projects. I never have time to be introspective.” The consensus was that the majority of leaders have a very difficult time assessing their own strengths and weaknesses. In addition, they spend very little time being introspective and don’t reflect enough. It is too easy to get caught up in day-to-day activities. One president pointed out that old school leaders don’t realize the impact they have, and they tended not to be as self-aware (generational). Another pointed out that the presidency is a lonely job and that it was easy to try to insulate oneself from even legitimate criticism. Many presidents mentioned that they do not think about challenges unless provoked to do so. Several leaders mentioned the fact that subordinates tend to not be completely honest on evaluations resulting in a challenge to get good feedback.

The interviewees agreed that the best leaders are sensitive and have the ability to be introspective and spent dedicated time reflecting. One president said, “Capable professional leaders have a sense of vision of significant congruency (see themselves clearly).” Many of the presidents mentioned that the best way to develop the ability to “see clearly” was to have someone who can help point out issues and concerns. This can be a confidant, spouse, or trusted team member. Most agreed that this ability often comes with time and experience.

Interview Question 5: What other considerations might come into play when considering the impact of defining moments on leadership ability? One president's comments were particularly relevant to this question: "It is like the gold fish being aware of the water...you have to have good friend to talk to and listen to. You need feedback." Many of the interviewed presidents reinforced concepts that they had discussed in earlier questions. They focused on the value of networking and support, continuous learning, and the value of helping people. Looking for teachable moments was critical. One president stated, "Focus on why it is you want to be a president. Learn how important other people are in the process." Another critical concept is the importance of recognizing the impact of their style. Too often they don't realize how important it is to watch what is said and how it is said.

Several key leadership comments are worth mentioning here. "One can't separate personal and professional life. You are the person you are, and you will lead accordingly;" the president "needs an ego, but not one that is 'untouchable';" and "leadership is a collection of bits and pieces and the power to sort them out." Several leaders also mentioned that the closer they got to retirement, the less they worried about what they were "supposed to do" and more about simply doing what they thought was "right."

Summary

The information gathered from the interviews was very comprehensive and fell into a number of themes. Early in the interviews, repeated topics and themes began to emerge. There was a great deal of similarity in the responses to questions. Many of the topics addressed in the interviews can also be found as important transformational leadership characteristics in the scales

of the TLP and ECI. There was substantial comparability among the categories on the surveys and the topics discussed by interviewees.

Presidents were very candid in their responses, and all agreed that leadership development is a lifelong learning process. They spoke frequently about the situational aspects of the skills that were needed to an effective community college president. They were willing to share the positive and the negative, the things that reflected well on them as an individual, and those that did not. They were also willing to give their time to support leadership endeavors such as this study. One president's comments reflected the sentiment of many of the respondents, "We're all good at some things and not at others. The smartest and best leaders are those who can recognize the difference. Good leaders have done a fair amount of thinking and reading about leadership in general and one's own skills specifically." Conclusion: There is an impact from "defining moments" on the leadership evolution and ability of an individual.

This chapter summarized the data gathered from presidents in the interview process. The approach taken involved asking each president to develop a time line of defining moments in their life, focusing on those that had the most impact on them as a leader. Patterns in responses began to emerge quickly, and it became clear that these moments do have an impact on the way the leader behaves in a variety of situations. While they may not be consciously aware of these more subtle impacts, they are certainly a part of who a leader becomes. This segment of the study provided excellent supplemental and supporting information to the more concrete quantitative data gathered through the surveys.

CHAPTER 6. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction/Overview

This chapter will provide a brief review of the study, discuss major findings from the research, and will make some recommendations for future study. Results from the study will be discussed in the context of the literature review, particularly the transformational leadership model and the traits, skills, and behaviors that are viewed to be important to today's effective leaders. The significance of the study will be reviewed and limitations that could be addressed in future work will be discussed.

Community Colleges are still relatively young in the spectrum of higher education. They are slightly over 100 years old and have now developed a strong niche and important role in education in the United States, but they are still relatively unknown in most other countries. Community colleges have broad missions that include providing academic transfer, occupational, continuing education, adult basic education, and community services courses as well as serving as a resource for workforce development and community cultural events. They are expected to be responsive and flexible and to change to meet the evolving needs of the communities they serve. Community colleges serve a diverse population of students: from those who have high levels of academic ability to those with deficiencies in basic skills; students from a wide range of ethnic, racial, and economic backgrounds; and students who are degree-seeking as well as those who are simply looking to enhance job skills or gain new knowledge for personal enrichment. Forty-four percent of all undergraduate students are currently educated by community colleges (Chase, 2003). This wide range of programs and services and the wide spectrum of students make leading the community college a major challenge, particularly in an environment where

resources are often diminishing and accountability is increasing. The community college president has a broad range of responsibilities and must be able to function well in a variety of situations.

The potential crisis for community college leadership arises from the expectation that as many as 79 percent (Shults, 2001) will retire by 2011. In addition to presidential retirements, there will be large numbers of retirees from the other administrative ranks as well as among faculty. Without adequate preparation of future leaders and a sufficient pool of interested applicants for these positions, a void will quickly develop in the leadership arena. At a time when community colleges need strong leaders to move them through the changes that are occurring in higher education, they may find that the qualified leaders simply are not there.

Nationally, there has been some significant movement to provide training for aspiring leaders; however, the programs are still reaching relatively small numbers. Quality programs such as the University of Texas, Austin Ph.D. Program in Community College Leadership, the League for Innovation's Executive Leadership Program, Harvard's Summer Institute, and the American Association of Community College's Presidential Fellows Program have helped to fill the gap. Some institutions have developed in-house leadership development and mentoring programs to help groom future leaders. However, even with some of these innovative programs, there remains a tremendous need to identify the skills and traits that, when developed, will prepare future presidents. This need for concrete information on skills and abilities provided the motivation for this study. The study focused on skills, attitudes, attributes, and behaviors that current community college presidents exhibit. It also looked at the events in a leader's life that impact leadership ability. The goal of the study was to develop a profile of the community

college president in the Higher Learning Commission of North Central Association region. This profile would help aspiring leaders and those who do the hiring to identify skill-building opportunities and determine priorities when considering applicants.

The Research

This study of community college leadership utilized a mixed methodology gathering both quantitative and qualitative data on presidents in the community college today. The goal was to gather as much information as possible that could prove useful to those trying to gain more knowledge about the skills and behaviors necessary for the good community college president, and to provide specific information on areas where a prospective president could focus to enhance those skills.

The Problem

Many of today's presidents were influenced, mentored, and trained by the founding presidents of the 60s and 70s (Vaughn, 1999). They often simply adopted these presidents' philosophies and practices and view issues from a historical perspective rather than a more future-oriented approach. The greatest contribution of founding presidents tended to be the missionary zeal brought to "telling the story" of the community college and helping to make believers out of the unknowing. Today, the community college has a generally established niche and reputation, and telling the story is not nearly as important as it was in the past. Today's presidency is, in many ways, more complicated. Leaders face global environments that impact workforce preparation as well as teaching mediums. Changes in revenue streams and how success is measured have added pressure to the position. Keeping pace with technology and an

increasingly diverse student population has added to the complexity. Finally, president-board and external funding agency relationships are increasing complex.

While there have been innumerable substantial studies of leadership, there was little significant information available on community college leadership and skills, behaviors, and attributes that lead to effective leadership in the community college environment. This fundamental lack of information makes it difficult for those who are interested in presidencies to identify critical skills and to work on those areas where competencies need development. This study was designed to address this gap in information.

The Population

The population for this study included the 294 public community college presidents in the Higher Learning Commission of the North Central Association of Colleges and Schools. The NCA region covers 19 states and represents 30% of the community colleges in the United States. One hundred twenty presidents responded to the request for information (this represents a 41% response rate). Of the 120 responses, 115 provided complete information and were included in the analysis. This response rate represented a 95% confidence level with a confidence interval of 7%. This was deemed to be an acceptable level of risk based upon the homogeneity of the population and responses. Responding presidents were also encouraged to include subordinate responses to the two 360-degree surveys. Thirty-three percent of the presidents involved subordinates (131 useable surveys were analyzed).

The Research Process

Online surveys were conducted via a web-site created for the study. Members of the population were sent a letter inviting them to participate. Everything else was done online.

Survey instruments utilized include two nationally recognized and validated surveys. The Leadership Profile (TLP) provided ten scales that considered three major leadership categories: transactional leadership; transformational characteristics; and transformational behavior. This survey was selected primarily because of its focus on transformational leadership. The second instrument, the Emotional Intelligence Inventory (ECI), provided complementary information to the TLP. It considered emotional competencies identified by Goleman (1998). The survey measured 18 competencies organized into four clusters (self awareness, self-management, social awareness, and relationship management). Again, these are important interpersonal skills of the transformational leader. This research study utilized these survey instrument ratings along with demographic information on the presidents and their institutions to develop a profile of today's community college president.

The data gathering period for the survey research lasted a little over six weeks with reminders sent weekly to those who had not yet responded. The majority of respondents (73.9%) completed the surveys in the first three weeks of the data collection period.

During the data collection period, presidents were asked if they would be willing to participate in a second phase in the research process—an interview discussing defining moments in their leadership evolution. A basic hurdle criterion was set at five years in a presidential position. Fifty-two (45%) of the respondents said they would be willing to be interviewed, and 43 met the hurdle criterion. This number was higher than expected, but the decision was made to contact each person willing to be interviewed. Of this group: 33 responded positively to the interview request, and interviews were scheduled; 3 indicated that the timing was not good for their participation, and 7 did not respond. The 33 respondents (29% of the responding sample)

were interviewed by telephone over a one month period. Prior to the interview, the president was provided with the basic questions and asked to develop a timeline of “defining moments,” in their life. Responses to these interviews were enthusiastic and well-considered.

Data gathered from the quantitative surveys was cleaned up and summarized in Excel 2003. Basic averages were also calculated in Excel. Data was then transferred to SPSS 12 and statistical analysis was conducted using a variety of statistical approaches. Qualitative data was recorded and documented in a journal. It was then summarized and catalogued using key words and phrases.

Research Questions

This study involved five basic research questions and three related hypotheses. Research questions: 1) What are the demographic traits, leadership characteristics, and emotional intelligence factors that can be developed into a profile for successful community college presidents; 2) Are there differences in leadership characteristics between presidents who have been at their institutions longer than five years and those who have been in place a shorter period of time? 3) Are there differences in presidential characteristics based upon factors such as gender, ethnicity, age, and enrollment at the institution; 4) Are there differences in ratings on ECI and TLP based upon the career path the incumbent took to the presidency; and 5) What major life events have an impact on the leader’s subsequent approach to doing his/her job? Research questions one through four were addressed utilizing the quantitative data gathered from the surveys and question five was addressed through the qualitative data results from the “defining moments” interviews.

The Findings

Research Question 1 and Hypothesis 1

Research question one combined the demographic data and results from the TLP and ECI surveys to develop a profile of the president in the NCA region. The average president in this study is a 51-year-old male who has been in the presidency less than 6 years. He scores at a relatively high level on all aspects of the TLP and the ECI. On the TLP, he averaged 4.15 on a point scale (83% average) or to a “great extent” he practices the leadership attributes assessed this study. On the ECI, he averaged a 4.03 (often) on a 5 point scale (86% average).

While averages can be calculated and are helpful in looking at the proficiency level of leaders on each skill, this research study did not identify a standard profile of the Higher Learning Commission NCA community college president. There were no correlations among age, ethnicity, enrollment of their institution, length of time as a community college president, nor career path taken to the presidency. There was broad correlation among the major categories of the TLP and ECI indicating that a president generally scores consistently across the factors (example: if one scores high in the subcategory of transformational leadership they tend to also score at a high level on the ECI self awareness subcategory). Average scores were also higher for this group of community college presidents than they were for other documented groups of leaders in other types of organization (Rosenbach, 2004).

The study clearly showed that presidents come from a variety of backgrounds and life experiences. They vary by gender and ethnicity, yet their leadership rating, based on the two instruments used, does not vary according to any of these factors. There is a strong individual factor that comes into play and which supports much of what the literature on transformation

leadership espouses. There are situational and individual factors that are a part of the success of the leader. The study showed clearly that much of the leadership development is individual and influenced by events in the leader's life and professional development activities pursued by the leader. Leadership skill can be cultivated and developed.

Research Question 2 and Hypothesis 2

Research question two considered whether there were leadership differences in presidents based upon tenure as a president, comparing those with five year or less with those who had more than five years on the job. Fifty-five percent of the presidents had served for five years or less. The average presidential tenure was 6.37 years. The null hypothesis that there was no relationship between the tenure of presidents and self-described leadership characteristics on the TLP and ECI could not be rejected. One-way analysis of variance was run on the major category totals, and the grand total of each survey against the time in the position. Most of the F ratio mean squares were close to 1 which means the null could not be rejected. This study did not show a relationship between leadership ratings and tenure on the job.

Research Question 3

The third research question considered whether there are differences in presidential characteristics based upon gender, ethnicity, age, and enrollment. A combination of cross tabs, chi square analysis and ANOVA were conducted on the demographic factors and sub-category and grand total scores. Null hypotheses could not be rejected on most of these statements: and therefore, this study did not show that there were significant differences in leadership ratings on the ECI based upon factors such as gender, ethnicity, age, and enrollment. The Leadership Profile showed some significant difference on several factors in age, ethnicity and enrollment.

There was little evidence to show that any of these factors made a difference to leadership ratings on the instruments utilized.

Research Question 4 and Hypothesis 3

The fourth research question of the study looked at whether there were differences in leadership rating based upon the career path taken to the presidency and whether there is any relationship to the leadership profile of a community college leader. The null hypothesis that there was no relationship between path taken to the presidency and leadership ratings could not be rejected for the ECI, but could be for the TLP. This indicated that there was a relationship between route to the presidency and TLP ratings by presidents. Fifty-six percent of the respondents in this study came from academic affairs, which means that a majority pursued the more traditional academic path to the presidency. However, during the course of the interviews, it became clear that most of these presidents had very broad levels of experience throughout various components of higher education.

Research Question 5

The final research question related to the qualitative analysis in this study. What major life events have an impact on the leader's subsequent approach to doing his or her job? Thirty-three individuals from 14 of the 19 NCA states were interviewed as a part of this process. To determine if there were differences between those who were interviewed and those who were not, a t-test was run on the quantitative data's sub-category totals and grand totals. This analysis showed that those who were interviewed had slightly higher ratings in all categories than those who were not. This might indicate that those who agreed to be interviewed had a slightly better view of their own leadership ability and greater self confidence, and as a result, were more

willing to be interviewed. Since this was not tested, there is no concrete way to determine why the scores were different between the two groups.

The interviews provided supplemental qualitative information to TLP and ECI results. Interviewees were asked five basic questions, and additional information might be sought depending on a person's response to an interview question. All interviewees were asked to map a life line of defining moments (significant events) in their lives. Many discussed events from early childhood, and all talked about things that happened to them early in their career. Themes began to emerge early in the process. One major commonality was that of mentors and role models. There is much in the literature about learning from mentors, and this study showed that there are many leaders who perceive their have been influenced by a mentor or role model. According to Shults (2001), 71% of presidents have served as a formal mentor. Twenty-five percent of the respondents mentioned something in this category. Other trends mentioned included growing up in or entering the military, impact of family members and culture, and experiencing some kind of negative event early in their life. Many mentioned words that are common descriptors in the definitions of the survey factors, particularly those in the ECI. Most leaders talked about major happenings from a very personal context; few seemed to be impacted by external events except in the most global of ways. Another key factor that emerged from the interviews was that most of the presidents have significant breadth in their careers, working in a variety of positions within community college leadership and finding ways to branch beyond one's niche area. Experience in academic affairs, student services, administration, and development were deemed to be critical. This becomes an important point to those who wish to become presidents and have very compartmentalized experience.

All of the presidents interviewed believed that the development of skills is progressive and that the skills one focuses on depends upon the needs of their institution at a given time reinforcing the situational aspect of transformational leadership. Leadership skills evolve as the institution the president serves evolves. This supports the situational aspect of transformational leadership. Again, this is a key point for those aspiring to become presidents. Skills can be learned through practice and professional development activities. Most presidents did not think they spent much time being introspective and considering their own deficiencies and making plans to enhance these skills. They did agree, however, that those who could do this were much more effective leaders.

Presidents also stressed that effective presidents genuinely like people. That isn't to say that people don't anger and frustrate them; but that overall, they care about people and want to make them happy. This relates to many of the important skills measured by the TLP (Caring) and ECI (relationship management categories).

The interviews provided much complementary information that can be used to support key elements of the surveys. All of the skills they talked about gaining from life experiences are assessed by these instruments. While life events do have an impact on the leader, they do not create a group of new skills, but rather help the leader to build and enhance skills that are already part of the good leader's repertoire.

Summary

This study addressed five research questions in a effort to identify skills, attributes and behaviors of community college presidents. The final outcome was to be a profile of the community college leader. While a full profile could not be identified for the research sample,

the research provided systematic information on leadership capability on a number of transformational leadership scales and showed that the average leader has a high level of proficiency in these areas. The study also showed trends and commonality in life events and leadership opportunities. Mentors play an important role in the evolution of a strong leader as does work ethic and integrity. Leaders interviewed strongly endorse the idea that leadership development is a lifetime endeavor and they are constantly learning and changing. They also agreed that skills are used at different levels at different times depending on the needs of their institution and external environment (situational aspect).

Observations/Recommendations

This study was grounded in the transformational leadership theory of leadership experts such as Bass (1990 and 1998), Bass and Avolio (1994), Bennis (2003), Conger (2004), and Roueche, Baker and Rose (2002). All of these researchers discussed the evolution from transactional leadership to transformational leadership ability and the need in a changing environment to utilize transformational skills. Important attributes such as vision, communication, relationship building, passion, competence/intelligence, character, commitment and attitude, teaching and learning, problem solving/planning, empowering, work ethic, and innovator/change agent were repeatedly discussed in the literature. These attributes provide an overview of what is needed to be an effective leader in an increasingly complex world. Others, such as Gardner (2003), Hockaday and Puyear (2002) and Roueche (2002) addressed community college leadership specifically, agreeing that the above abilities were important and adding understanding of the institutional culture and climate, integrity and ethics, confidence and

courage, and collaborative behavior. All agreed that rarely does a leader have all of these attributes at the same level of competence and that as an organization evolves, those that are most important will shift. However, a person who wishes to be a strong leader must work on skills and abilities in all of these areas. The consensus is that leaders are not born; that it is a constant learning and growing process, and that the good leader must be self-aware and able to continue professional development activities to enhance abilities. This study showed that these skills are apparent in community college leaders and that the leaders believe in lifelong learning. It also indicated that there is a significant individual factor that supports the situational leadership theories that indicate that necessary skills found in effective leadership shift based upon current needs of the institution.

The Quantitative Results

The surveys utilized in this study were selected carefully in order to gather data on the broadest range of these important characteristics. Rosenbach and Saskin (2004) extend the transformational leadership model to include the belief that strong leaders also need to be adept at transactional functions. The Leadership Profile measures transactional ability as well as transformational behavior and characteristics. Ratings for the presidents in this study in the transactional arena were high (mean 4.01 out of 5) for capable management which assesses the day-to-day managerial ability. They were somewhat lower in the area of employee reward equity (mean 3.78) which looked at motivation and rewarding of employees.

The Leadership Profile looked at two major areas of transformational leadership (behavior and characteristics) and measured most of the areas mentioned above as necessary attributes for transformational leaders: communication, credibility, caring, creativity,

confidence, employee-centered (empowering), visionary, and principled. The instrument has been utilized extensively in business and education and the owners maintain ongoing databases of scores. Presidents in this study rated fairly high on all of these attributes which is to be expected if the skills necessary to be successful are truly those discussed by leadership experts. Their lowest scores were in communication (3.90), employee-centered leadership (3.90), and visionary leadership (3.71). While these scores are still fairly high, they indicate that there is still room for growth and improvement in these areas. This is not surprising given that most of the presidents have been in that role for less than six years and are still learning.

The Emotional Competency Inventory expanded on the less concrete skills that are so important in the transformational environment: self-assessment, self-confidence, achievement orientation, adaptability, emotional self-control, initiative, optimism, transparency, empathy, organizational awareness (culture), service orientation, change catalyst, conflict manager, developer of others, influence, inspirational leadership, and teamwork and collaboration. This survey rounded out the list of attributes that experts believe are important to transformational leaders. Again, this study did not present any new information. While some areas scored lower than others, all were at a fairly high level indicating that once one reaches the presidential level in today's environment, they have attained some level of competency in these important areas.

On the ECI, lowest self-scores were in emotional self-control (3.47), initiative (3.39), and conflict management (3.45). These lower scores are not surprising because these areas tend to be some of the most difficult to gain proficiency.

While subordinate responses were not gathered for every president, those who responded (about 37% of all presidents in the response group) mirrored the presidential responses. While overall, employee responses were somewhat lower, high and low areas were the same.

The only major transformation leadership factor that was not assessed by this study was the one relating to specific knowledge. There were no questions that specifically addressed concrete knowledge.

The quantitative data supported the conceptual framework of this study and provided useful information regarding strength areas for community college presidents as transformational leaders in the Higher Learning Commission (NCA) region. It provides one with the ability to see how presidents view their own skills related to what is important in leadership today.

The Qualitative Results

The qualitative component of this study was designed to supplement the information gathered in the quantitative segment. The interviews provided presidents with the opportunity to consider some of the impacts on them as individuals that might have led to the leadership skills and abilities they have today. Presidents were asked to discuss “defining moments” in their lives that had an impact on their current leadership ability. All were very honest and forthcoming and shared incidents that were positive and motivational as well as those that were less positive but still a learning experience. The key relationship to the literature on leadership here is that most leaders do not take the time to be introspective and to consider why they may be acting or reacting in certain ways. This ability to self-assess is a critical component for outstanding leadership. Both Hesselbein (2002) and Badaracco (2001) talked about the importance of

assessing one's own abilities. Most leaders agree it is important, but also indicate that they do not have the time to spend in this kind of cerebral effort.

By adding an interview component to the study, the complex and constantly changing environment emerged in a way that would not have been possible using only quantitative data. One began to pick up on the genuine caring of these administrators as well as their passion and commitment to community college education. Leadership is relational and contextual and evolving. Effective leadership takes advantage of personal traits, the context of the situation, and the interaction between the two (Bass, 1990).

While those who were interviewed were self-selected to a large extent, the similarity of responses and attitudes indicates that they are representative of the transformational leader in the community college environment. They were from a wide range of institutions and represented both the newer president and the seasoned ready-to-retire president.

The interview data showed numerous common trends and consistency in types of events that impact leadership. The information will be helpful in assisting those who want to improve leadership skills and opportunities. Presidents were very consistent and clear regarding the impact of things such as the working with mentors and watching role models; involvement in early leadership opportunities; work ethic; value and belief systems; experience in the military or world travel; and the impact of negative events when the person was relatively young. For example, it is within the realm of possibility for any individual to seek out mentors and role-models or leadership opportunities in a variety of formal and informal settings.

Limitations of the Study

This study was limited somewhat by the fact that the population was a purposive sample of the NCA region and not a random sample of all community colleges in the United States. It was chosen because of common traits, expectations, and policies, as well as the accessibility of the group by the researcher. Therefore, results cannot be extrapolated to the entire community college environment. While the response rate of 41 percent was adequate, it would have provided for a stronger study if a majority of the presidents in the sample had responded.

The subordinate component provided some useful comparisons but was not as valuable as it could have been if all presidents would have been required to include subordinate input. This was not done because of concerns about the response rate if presidents had to include subordinates.

Those who were interviewed did not represent a random sample of the respondents which opens the results to be skewed in some way. Whenever respondents are allowed to self-select, there is the possibility of some type of unique characteristics of the group that do not represent the whole. Again, this was done for convenience and in order to get a sufficient number who were willing and open to participating. It was felt that the information gathered from willing participants would be richer than that gathered from some who did not have the time or interest to be involved.

Significance of the Research

The findings of this study have both a theoretical and practical use in the broader transformational leadership area. The results support the transformational theory that has been developed by Bass, 1998; Bennis, 2003; Conger, 1999; Roueche, 2002; and others. It reinforces

the conceptual context of the study of transformational leadership. This study added to the literature on transformation leadership because it focused on community college leaders, which is not commonly done.

From a practical standpoint, it provided information on what characteristics and abilities, and at what levels, current community college presidents exhibit transformational leadership traits. It presented a broad profile of who are currently sitting presidents, indicating hiring trends and providing guidance to those who may be considering a presidency.

This study was conducted primarily because of the high level of community college presidential retirements that are expected to occur in the next decade. George Boggs, president of the American Association of Community Colleges, has identified this challenge as one of the most significant facing institutions in the next five to ten years (Edwards, 2004). If there are not sufficient leaders in waiting who are prepared to take the place of those who retire, there could well be a significant crisis in community college leadership. Studies such as this help to provide concrete information for one who is interested in the presidency to understand what kinds of skills are necessary and to work on areas where the person may have less experience or ability. O'Bannion (2003) stated that "now that community colleges have matured, they have become very difficult organizations to lead and manage," (p. 2). This more sophisticated and complex environment requires that leaders come into the job knowing what to expect and exhibiting proficiency in many of the skill areas necessary to move their institutions forward.

Recommendations for Future Study

As this study progressed, a number of questions surfaced, and there is an opportunity for additional study to consider in greater detail some of the issues. The list below provides some suggestions for this additional work.

1. Since the sample for this study was limited to public institutions in the Higher Learning Commission, NCA region, the opportunity presents itself to study the entire community college public and/or private sector. Privatization of higher education is a growing trend, and it has entered the community college arena to some extent. Looking at leadership in this type of institution would provide added insights into community college leadership in an environment that is much more closely aligned to the for-profit business environment. A national study would help to assure that presidents throughout the nation have similar skills and abilities.
2. An intriguing study would involve a longitudinal look at presidents and how their perceptions of their skills change over time. If one could identify a group of first-year presidents and follow them through five, ten, or even entire presidential careers, richer information would be provided on how skills evolve and are developed.
3. A study which required both subordinate and peer reviews would also add depth to the body of knowledge on community college leadership. It is difficult to encourage people to share such personal information and to be honest, but the value to the literature would be tremendous. Presidents would have sound information on how they view themselves as compared to how others view their abilities; where there are

commonalities and where there is disconnect that might need to be addressed through professional development.

4. A study that included a more in-depth and participative interview or case study research methodology would also be beneficial. This study focused on the impact of defining moments, not on asking presidents to verbally review their transformational leadership skills. There would be value in this type of in-depth supporting analysis that could be compared to results of a more quantitative approach.

Conclusions

“A successful college president needs a combination of many qualities—an understanding of what education is really about, some capacity for administration (which includes the ability to deal with people), a high degree of physical and emotional stamina, honesty, courage, personal integrity, and leadership skills,” (Nasworthy, 2002, p. 67). These expectations require a highly proficient leader who can survive in an increasingly complex environment. To add to the complexity, community colleges now face demands for service exceeding financial capacity, the uncertain but costly impact of technological change, and unprecedented competition for students, programs, and funding (Meeting the leadership challenge, 2000). In this complex environment it is not surprising there is no one ideal profile of the president, but rather a variety of successful individuals whose skills are appropriate to their institution and the time.

While there is no typical leader, they come in all sizes and shapes (Hockaday, 2000), this study’s goal was to develop a profile of the community college president of today and to identify

the skills, behaviors, and attributes that presidents need to be effective on the job. It is not possible for any community college president to have all of these skills and traits in equal measure (Goff, 2002). Success, ultimately, is measured in how one applies the skills to the task and the ability to assess one's own challenges and to build on them and to be open to learning new approaches and to exercising different skills and abilities at different times. Seventy-one percent of incoming presidents made organizational adjustments and changes in the first year (Goff, 2002). The key is to know when and how to effect these changes and to get others within the institution to feel they are a part of the process. This study supported this contention from the viewpoint that while presidential and employee ratings were fairly high across all of the characteristics on both The Leadership Profile and the Emotional Competency Inventory, some were higher than others, and those at the lower end tend to be skills that require a higher level of complex behavior: examples, employee empowerment/involvement issues and vision. Since many of the presidents in the sample had been in their positions less than six years, it would be expected that their skills are still evolving.

“The millennium generation of community college presidents will be required to redefine the role of the community college president to meet the new challenges,” (Goff, 2002, p. 5). Trends in leadership more recently addressed involving all stakeholders in a partnership in the success of the institution. This is an area where more traditional leaders continue to struggle. Being visionary is also a challenging area where presidents often can't realistically see their own abilities in this area. They are often far more visionary than they believe. The interviews within this study supported the concept that leaders have a variety of traits and skills, and that most can be learned and developed (Hockaday, 2000). Coleman (2002) also contends that emotional

intelligence increases with age and is, therefore, learned to at least some degree as a president spends more time in the position.

Yuki (1998) talked about the concepts of transformation leadership serving well when considering the need to change the way things are done (Baker, 1998). Roueche, Baker, and Rose (1989) also talked specifically about the appropriateness of transformational leadership in the face of the changing community college. This study focused on transformation leadership skills and attributes and the community college president providing sound information on how presidents rate their skills in these areas and how they have evolved to their current level of ability. A well-established college culture can be hostile to change and must be led in a collaborative and caring fashion which is the foundation of transformational leadership.

“The new leaders we need for community colleges must be grounded in knowledge and research about leadership development that truly prepare them for the unique environments in which they operate,” (Romero, 2004, p. 34). This study helps to provide practical information on transformational skills and the levels exhibited by current community college presidents. It added some good anecdotal information directly from presidents regarding impacts on their leadership ability. It has accomplished its goal in supplementing the information on community college leadership and providing concrete direction for those wishing to build their leadership ability.

“There will never be a magic formula for leading the nation’s 1000 or so public community colleges...Today’s presidents have had to bridge the past to the present, building on the experiences of the founding presidents, (Vaughn, 1999, p. 158). Tomorrow’s leaders will have to build on the foundations from today. The most one knows about today’s leaders, their

characteristics, behaviors, and abilities, the more likely they are to move their community colleges successfully into the future.

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APPENDIX A
INITIAL LETTER TO SAMPLE

May 8, 2004

«AddressBlock»

Dear «F8»:

An Invitation to Participate

In the next day or two you will receive an e-mail asking you to participate in a study of community college leadership that I am currently doing as part of a dissertation in organization and management. As you probably know we are facing a crisis in community colleges. It is estimated that 79% of community college presidents will retire by 2011 and there are equally high retirement numbers in other key leadership positions as well. Do we all have leadership development programs in place, and do we know what skills and characteristics exemplify today's quality president? That is the foundation of this study.

The study will involve two on-line surveys. Each of you will be asked to complete The Leadership Profile which looks at characteristics of leadership and the Emotional Competency Inventory which looks at the four major categories of emotional leadership. In total, it shouldn't take you longer than 30-40 minutes to complete. You will also be given the opportunity to identify five subordinates who can complete the inventories to give us some comparison of leadership viewpoints. You will receive a summary of your results when the study is completed. As you know a 360 degree perspective of leadership is very informative. All information will be kept strictly confidential. Finally, a few presidents will be able to share information on defining moments in your life that have helped to mold your leadership abilities.

Why should you participate?

1. I really believe this is needed information so that we can help to groom the leaders who will be replacing the retiring presidents.
2. We really need to have a good response rate so the study is valid and so I don't run afoul of my committee!
3. You will get personal results and access to the completed study.

I know how busy you are at the end of the academic year, but hope that you will take a few minutes to help me and to add to the literature on community college leadership. Thank you so much in advance for your help.

Jackie Freeze
Ph.D. Candidate, Capella University
Dean for Student Affairs
Western Wyoming Community College

APPENDIX B
INVITATION E-MAIL

First E-Mail Sent 5-13, Data and E-mail addresses Cleaned Up and Additional Mailing Sent 5-14

Hello <Name>:

By now, you have received my letter discussing the survey process I am asking you to participate in. Again, I am hoping that you will find the time in your busy schedule (about 30-40 minutes) to complete the two surveys and help to add to the literature on community college leadership. I hope you will also involve 5 of your subordinates. If you do not decide to include subordinates, you can still participate yourself. They are two separate analyses.

As you know, community colleges are facing a crisis in leadership as more than 70% of all presidents will retire in the next 10 years. We need to know more about the skills and characteristics that presidents need to be effective on the job. We need to get more people excited about pursuing this leadership track. Finally, we need to know more about how emotional intelligence factors relate to the leadership characteristics of community college presidents. This study will consider all of this.

I am really excited about doing it and need your help to make it worthwhile. The surveys will go active this weekend. I will send you another e-mail stating they are ready and asking that you try to **complete them by May 28**. I know many of you work weekends and thought this might provide a quiet time for you to complete them. Everything is on-line so there is no mailing, etc. involved. If you are uncomfortable with the online format, please let me know and I'll send paper.

How the process will work: I will send you an e-mail with the link to my web site. There are two surveys there. For the ECI you will simply enter, complete and submit. The TLP has a login and password. I will send those to you in the next e-mail. It is a survey where results go into a national comparative database. At the end of the data collection period, I will send you your individual results. Otherwise, everything is reported in aggregate to protect confidentiality.

Please call or e-mail me if you have any questions. Thanks again for your willingness to participate. Please watch for Saturday's mailing.

Jackie Freeze
ABD, Capella University
Dean for Student Affairs
Western Wyoming Community College

APPENDIX C
E-MAIL TO KICK-OFF DATA COLLECTION

E-mail to Kick-off Data Collection, Sent May 15

Hello <Name>:

Thank you to those of you who sent back words of encouragement regarding my research after the last e-mail. It held to reinforce my enthusiasm for this project. This e-mail officially kicks off my data collection period. Here are the instructions for completing the process.

1. Go to my web site at <http://www.wgcc.cc.wy.us/pjfreeze/Default.htm>
2. Decide if you **are going to have subordinates participate** as well. If so, you will need to send them the web site address. They will also fill out both surveys and will need one of the logins and passwords below.
3. Read the instructions and complete the **ECI Inventory** and submit back to me (takes about 15 minutes). There are some demographic questions at the end of the ECI that will need to be completed.
4. Read the Instructions and Click on the link for the **TLP Survey**. Complete the survey and submit. For this one you will need the Login and Password listed for you below. It should take around 20 minutes.
5. That's all and you have my gratitude for participating.

If you decide you are uncomfortable with the online format, I can send you a paper and pencil version of the surveys. Confidentiality will be maintained carefully; however, for all of the online data. Presidents will see their individual results and a summary of subordinate's (if done). Everything else will be aggregated.

If you said yes to the defining moments question, I will contact you sometime in June to get you to talk about those events in the national, regional or personal environment that have helped to shape you as a leader.

My priority date for having everyone complete the surveys is **May 28**. However, several have contacted me about doing it in June and I will be keeping it open so that we can do that. Just let me know.

Logins and Passwords

President's:	Login	Password
Subordinate 1:	Login	Password
Subordinate 2:	Login	Password
Subordinate 3:	Login	Password
Subordinate 4:	Login	Password
Subordinate 5:	Login	Password

If you have any other questions, please contact me.

Thank you again for your willingness to take a few minutes to join in this process. I will send individual results sometime this summer and will make my complete dissertation and a summary of findings available as soon as I can.

Regards,

Jackie Freeze
ABD, Capella University
Dean for Student Affairs
Western Wyoming Community College
307-382-1639

APPENDIX D
E-MAIL REMINDER ONE

E-mail Reminder—Sent May 24

Dear <Name>:

What would a week be without a note from your favorite doctoral student? I just wanted to send a quick reminder note regarding the leadership study I am conducting. If you have not already done so and have the time, I would really appreciate it if you would complete the surveys this week. Some of you have contacted me regarding completing it early in June, and I will be extending the time for the first couple of weeks in June, but would like as many as possible this week so I can see how the response rate is coming together. So far, I have about half the surveys I need so each one counts.

Here is the link to the web site again so you don't have to look it up:

www.wvcc.cc.wy.us/pjfreeze/default.htm. The two surveys will take you about 30-40 minutes. If you decide to include staff be sure you give them the log in and password for the five people that I supplied last week. If you have misplaced them, let me know and I will re-supply them. Remember, it is not required to include subordinates in order for you to participate. This piece is simply providing added breadth to the analysis and will make it a stronger study.

If you have questions or I can do anything else to help, please let me know. Again, I really appreciate your willingness to help me with this step. Thanks

Jackie Freeze
ABD, Capella University
Dean for Student Affairs
Western Wyoming Community College
307-382-1639
jfreeze@wvcc.wy.edu

APPENDIX E
E-MAIL REMINDER TWO

E-mail Reminder—Sent June 1

Important Reminder: I still really need your help!

Good morning <Name>:

I hope that you had an excellent holiday weekend and got to spend some time away from the office. I know that May is an extremely hectic month and June isn't much better as it tends to be budget time for most of us. Once again, I am following up to ask you to help with my doctoral research as well as to supplement the body of knowledge on community college leadership. I still need about 50 more responses to make this a really valid study in terms of response. I do apologize to those few who did respond and didn't include your name on the survey form. That is the only way I can update the response records and therefore, you are still receiving reminders.

The study includes all presidents in the Higher Learning Commission (NCA) region and if we get a good response, should provide some useful information about leadership within our Association. If I don't get an adequate response, I will have to branch out to other community colleges and that will change the focus a bit. Please consider taking a few minutes to complete the surveys.

Here is the link to the survey page: <http://www.wgcc.cc.wy.us/pjfreeze/default.htm>

I've also included the login and passwords needs for the TLP just in case you have them filed away somewhere. Remember, including subordinates is optional. You can simply complete the president's section and be done. If you opt to have subordinates complete surveys, the summary results will be included in what I send you. For purposes of the study, they are reported only in aggregate form.

Login and Password for You: Login Password

Login and Password for Subordinates:

I will keep the access open much of June, but would appreciate an early response so I can determine if I will need to send additional surveys to other community colleges in the US. Again, thank you so much for the help. I am sorry to keep bothering you, but I am sure you

understand the need to get a strong response on a survey like this. Let me know if there is anything I can do to help.

Jackie Freeze
ABD, Capella University
Dean for Student Affairs
Western Wyoming Community College
Rock Springs, WY 82901
307-382-1639

APPENDIX F
E-MAIL REMINDER THREE

E-mail Reminder—Sent June 14

Final Reminder (maybe)

Good morning <Name>:

It's amazing that June is half over. I hope this note finds you enjoying some summer and getting caught up on all that gets left undone during the regular academic year. Again, I would like to ask you to consider completing the two surveys that are part of my doctorate study in community college leadership. I do apologize if you are one of the small number who returned the surveys without names so you are getting an unnecessary reminder. To date, I have received a pretty good response rate but would like it to be somewhat higher so I know for sure the responses are representative

It will take you about ½ hour to complete the two surveys. They are quick answer questions that you don't have to spend a lot of time thinking about. Simply go to my site at <http://www.wvcc.cc.wy.us/pjfreeze/default.htm> and follow the links to complete the two surveys for presidents. The Emotional Intelligence survey does not require a login and password. Just click, complete and submit. The Leadership Profile does require the login and password. The codes assigned to you are:

Login
Password

If you decide to have those who work with you fill out the survey, remember they will also need logins and passwords. They were sent to you previously, but I would be happy to send them again if needed. Just let me know.

I feel like I am bothering people with these reminders and hope that you understand the need to follow-up. If you are like me, things sometimes go to the bottom of my e-mail and until someone reminds me I forget to act upon it.

I hope you will take a moment to fill out the surveys this week and help me to provide some useful information to our colleges. Thank you.

Jackie Freeze
ABD, Capella University
Dean for Student Affairs
Western Wyoming Community College

APPENDIX G
E-MAIL REMINDER FOUR

Final E-mail Reminder—Sent June 28

Final Survey Deadline Approaching

Good morning <Name>:

This is just a final reminder that if you are planning to complete my community college leadership surveys, the period for data entry ends on Wednesday, June 30. It would be great to get a few more responses so if you were planning to complete, now is the time to take 15 minutes and get them done. I know how busy you are but the help would be greatly appreciated. At this point, I am right on the line for a good strong response rate.

Remember, you will get a summary of results back. If you included staff, you will also get a summary of their responses.

The link is <http://www.wvcc.cc.wy.us/pjfreeze/default.htm>. The EI does not require a login and password. For the TLP, here is your login and password once again. Login: 1145000. Password 992179.

Thank you so much and have a great summer and a prosperous FY 05.

Jackie Freeze
ABD, Capella University
Dean for Student Affairs
Western Wyoming Community College
Rock Springs, WY
307-382-1639

APPENDIX H
E-MAIL TO THOSE WHO WERE WILLING TO BE INTERVIEWED

E-Mail Sent to those who responded that they would be willing to be interviewed and who met the hurdle criterion. Sent June 22

Hello <Name>:

I hope summer is progressing well for you. Sometime ago you participated in the surveys for my doctoral study on community college leadership. One of the questions on the survey asked if you would be willing to take part in an additional interview to discuss defining moments in your life that have impacted your leadership style/behaviors. You responded that you would be willing to participate. I would like to schedule telephone interviews in the next couple of weeks. If you are still willing to participate, would you let me know what dates and times might be convenient for you? I am willing to do them during the work day or in the evening, on the weekend or early in the morning. Just let me know. The interviews should be fairly short (15 minutes or so).

The interview: below please see the tentative questions and a brief description of defining moments. I've provided them so you can think about responses before we talk.

Everyone's life is made up of defining moments--A collection of events that change the way you see the world and the way you see yourself. The moments that shape our lives are much more likely to be small and personal, rather than huge national or international events, but can also be something of such magnitude that it has significant impact on society.

Ask each respondent to think in terms of their lifeline, starting young and moving through those events that formed the leader they are today.

Questions:

- a. What was the event?
 - b. How did it impact you?
 - c. How do you think it changed your leadership skills/behaviors?
1. Describe any major events that occurred in your personal life that helped to shape the leader you are today. How do you see this event(s) impacting your leadership skills?
 2. Describe any major happenings in your career evolution that have helped to influence your leadership ability.
 3. Overall, how would you assess the impact of life happenings on an individual's leadership ability? What skills, attitudes, behaviors might be changed as a result of a related or unrelated event?

4. If you think there is an impact on behavior resulting from life events, do you think that most leaders have a good understanding of the impact on their leadership behavior? Is it important that leaders be aware of the factors that influence(d) them? If it is important, how does it fit in with other things we know about our leadership style and approach? How does a leader become more sensitive to his/her own influences?

Thanks so much for your continued help.

Jackie Freeze
Dean for Student Affairs
Western Wyoming Community College
ABD, Capella University
307-382-1639

APPENDIX I
WEB SITE LAYOUT



Crisis in Community College Leadership
A Profile of Community College Leadership
Dissertation Research by Jackie Freeze

Welcome

Thank you so much for your willingness to give an hour of your time to help with what I hope will be an important addition to our knowledge of community college leadership. I also appreciate your willingness to help a doctoral student complete an important part of the program with sound data.

Scope of Study

I hope that this study will add to the body of research knowledge on the community college presidency. With as many as 80% of community college presidents set to retire in this decade, it will be very important to understand the characteristics, skills and competencies that current presidents have. The goal of this study is to create a profile of the community college president which should allow for future research on excellence in community college leadership and development of professional development tracks for aspiring presidents. The “defining moments” segment of the study will provide a unique perspective on other impacts on leadership development.

Benefits to Participants

While your participation is helping me tremendously and should help the field of research in community colleges, I want to make sure you get something back personally. Each respondent will get score results from each inventory which should provide insights into your own leadership style and could help you to structure leadership development programs on your campus. At the end I will put together a short summary of overall results and send them to each participant so that you may use them as a tool in leadership development.

[Informed Consent Form](#)

General Instructions

Each survey takes about twenty minutes. There are two components for each person--The Leadership Profile (TLP) and the Emotional Competency Inventory (ECI) which has some demographic questions at the end.

1. Presidents will complete the ECI and TLP for presidents
2. Presidents should identify 5 members of their cabinet to complete both the ECI and TLP. We are encouraging you to include subordinates, but if that is a major problem, just do the president's section. The ECI includes some demographic information at the end that will help us categorize respondents.

3. The ECI is not password protected. The TLP has a password for each respondent. They were in the e-mail you just received. You need to provide them to the subordinates.
4. Complete each survey and hit the submit button. The web-based results will be incorporated into the two individual databases. You can do them at different times, but we need both. In total, it should take no more than 40 minutes.
5. Please complete the process by May 28, 2004
6. When the process is completed, each president will receive a results sheet. Otherwise, the data is used only in aggregate form and will not be identifiable by individual.

The Instruments

The Emotional Competency Inventory (ECI)

- [Instructions](#)
- [Emotional Competency Inventory](#) (for presidents)
- [Emotional Competency Inventory](#) (for president's staff)

The Leadership Profile (TLP)

- [Instructions](#)
- [Leadership Profile](#) (for presidents)
- [Leadership Profile](#) (for president's staff)

Contact Information

Please contact me throughout the process with questions or concern.

Jackie L. Freeze

Dean for Student Affairs

Western Wyoming Community College

2500 College Dr.

Rock Springs, WY 82901

W 307-382-1639 H 307-362-8223

Fax 307-382-1654

jfreeze@wwcc.wy.edu or jfreeze@sweetwaterhsa.com

Reminders

Final Date for Completing Surveys: June 30

The Results

Composite results of the entire study will be published on this site and may be accessed by any of you when it is completed. I will also try to put regular updates on so you know where we are

Thank you to Western Wyoming Community College and President Tex Boggs for allowing me to use the college's web site to host this page and for their support and encouragement as I work through this effort

APPENDIX J THE LEADERSHIP PROFILE

Web Access directly to the Rosenbach and Saskin site. Separate sections for president and subordinates. Same questions, changed wording slightly depending on whether it was the president responding him or herself or someone else who was rating them.

Instructions for TLP Participants

Hello Online **TLP** Survey Participant:

Please follow these instructions carefully. There are two terms that appear in these instructions that you should understand. The first term is “Participant”, which is “you”, the person working to understand her or his own leadership style. The second term is “Observer”, which refers to the people you will ask to complete the TLP survey to describe your leadership style. Below are instructions for you, the “Participant”, to follow to assess your own leadership behavior. You must complete the “Participant” version of the TLP and ask your “Observers” to complete their part. Please complete *your* participation and forward instructions to your “Observers” immediately in order to allow maximum time for observers to respond before the deadline.

- 1) Go to the link – <http://www.leadingandfollowing.com>
- 2) Click on **Login**
- 3) Click again **Click Here to Log In**
- 4) Type in your Login ID and Password
Login ID: xxxxxxxx
Password: xxxxxxxx
- 5) Complete the New Participant Page and submit
- 6) You now have accessed the TLP survey
- 7) Please complete the TLP survey and submit
- 8) Now refer to the TLP Observers message and follow those instructions

The instructions for the “Observers” chosen by you to help assess your leadership style follow below and are different than yours. The term “Observer”, refers to the people you will instruct on how to complete the TLP survey for you, via the Internet.

For each of the “Observers”, you the “Participant,” must provide a Login ID and Password. Attached are sets of Login IDs and Passwords specially created only for your own “Observers?” You should provide one Login ID and its corresponding Password to each of your “Observers”. You should also provide each “Observer” with instructions on how to complete the survey. Instructions for the “Observers” are provided below. These instructions, along with separate Login IDs and Passwords can be “cut and pasted” and emailed to observers or printed and delivered by some other method.

Instructions For TLP Observers

These instructions will describe how to complete the TLP survey. There are two terms that are important to know. The first term is “Observer”, which is “you”, the person who is completing the survey. The second term is “Participant”, which refers to the person you are describing when answering questions on the TLP, i.e. the person who asked you to participate in this survey. Please keep in mind that when you complete this survey you are assessing the “Participant’s Leadership Style” - not your own. The “Participant” will use the data you provide to help him or her become a more effective leader. This survey is completely confidential; the Participant will not have access to individual responses, so please answer as honestly as you can. Please complete your assessment before the deadline provided. Instructions on how to complete the survey follow:

- 1) Go to the link – <http://www.leadingandfollowing.com>
- 2) Click on **Login**
- 3) Click again **Click Here to Login ID**
- 4) Type in your Login ID and Password
Login ID: xxxxxxxx
Password: xxxxxxxx
- 6) You have now accessed the TLP survey
- 7) Please complete TLP survey and submit

Thank you for your participation.

APPENDIX K
EMOTIONAL COMPETENCE INVENTORY—VERSION 2

Instructions

The following statements reflect behaviors that you may or may not have observed in the individual you are rating. You will be asked to report on your experiences with this person. Please respond to all items by filling in the circle that is closest to your observation and experience with this person.

It should take you less than 20 minutes to complete this questionnaire. Each item in the questionnaire describes a work-related behavior. Think about your experiences with this individual over the previous 12 months. Then, use the scale below to indicate how frequently you have observed each behavior.

An example survey item:

Item Number	Please carefully respond to each survey item below. The person you are rating:	Never	Rarely	Sometimes	Often	Consistently	Don't know
75	Listens carefully when you are speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the above example, fill in the circle that best indicates how frequently you have observed this behavior in the individual you are rating. For example, if the person you are rating never carefully listens to you when you are speaking then fill in, “Never.” If he or she infrequently listens carefully to you, then fill in, “Rarely.” If this person listens carefully to you about half of the time, then fill in “Sometimes.” If you observe this most of the time, then fill in “Often” and if the person listens carefully very frequently (i.e., all the time or nearly all the time) and consistently, then fill in, “Consistently.”

Please try to respond to all of the items. If for some reason an item does not apply to this individual or you have not had an opportunity to observe any particular behavior then choose, “Don’t know.”

Item Number	Please carefully respond to each survey item below. The person you are rating:						
		Never	Rarely	Sometimes	Often	Consistently	Don't know
1	Recognizes the situations that arouse strong emotions in him/her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Has mainly positive expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Initiates actions to create possibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Anticipates obstacles to a goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Is reluctant to change or make changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Has sense of humor about oneself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	In a group, encourages others' participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Gives constructive feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Adapts ideas based on new information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Sets measurable and challenging goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Solicits others' input	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Takes calculated risks to reach a goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Believes the future will be better than the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Gives directions or demonstrations to develop someone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Looks for feedback, even if hard to hear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Reflects on underlying reasons for feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Makes self available to customers or clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Publicly states everyone's position to those involved in a conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Relates well to people of diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Makes work exciting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Is defensive when receiving feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Brings up ethical concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Listens attentively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	Stays composed and positive, even in trying moments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	Leads by example	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	Acts on own values even when there is a personal cost	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	Knows how their feelings effect their actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	Airs disagreements or conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Item Number	Please carefully respond to each survey item below. The person you are rating:	Never	Rarely	Sometimes		Consistently	Don't know
				Often			
29	Inspires people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	Applies standard procedures flexibly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31	Has "presence"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32	Monitors customer or client satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33	In a conflict, finds a position everyone can endorse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34	Engages an audience when presenting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35	States need for change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36	Advocates change despite opposition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37	Gets impatient or shows frustration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38	Recognizes specific strengths of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39	Understands informal structure in the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40	Behaves calmly in stressful situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41	Personally leads change initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42	Gets support from key people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43	Understands the organization's unspoken rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44	Keeps their promises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45	Understands historical reasons for organizational issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46	Takes personal responsibility for meeting customer needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47	Acknowledges mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48	Presents self in an assured manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49	Handles unexpected demands well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50	Articulates a compelling vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51	Is not politically savvy at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52	Seeks ways to improve performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53	Acknowledges own strengths and weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54	Can see things from someone else's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55	Believes oneself to be capable for a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56	Cuts through red tape or bends rules when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57	Stays positive despite setbacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Item Number	Please carefully respond to each survey item below. The person you are rating:	Never	Rarely	Sometimes		Consistently	Don't know
				Often			
58	Develops behind-the-scenes support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59	Persuades by appealing to peoples' self interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60	Acts impulsively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61	Does not cooperate with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62	Doubts their own ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63	Avoids conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64	Matches customer or client needs to services or products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65	Establishes and maintains close relationships at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66	Hesitates to act on opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67	Provides on-going mentoring or coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68	Aware of own feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69	Changes overall strategy, goals, or projects to fit the situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70	Seeks information in unusual ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71	Is attentive to peoples' moods or nonverbal cues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72	Learns from setbacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX L
PRESIDENTIAL SURVEY ANALYSIS
DEMOGRAPHIC QUESTIONS (CODES)

Gender

- 0 Male
- 1 Female

Ethnicity

- 1 Black Non-Hispanic
- 2 Native American or Alaskan
- 3 Asian
- 4 Hispanic or Latino
- 5 White
- 6 Hawaiian, Pacific Islander
- 7 Other

Age

- 1 < 35
- 2 36-45
- 3 46-55
- 4 56-65
- 5 Over 65

Highest Degree

- 1 Ph.D.
- 2 Ed.D.
- 3 Masters
- 4 Bachelors
- 5 Other

Route to Presidency

- 1 From Academic Affairs Leadership
- 2 From Student Affairs Leadership
- 3 From Business Affairs Leadership
- 4 From Development
- 5 From Other Higher Ed. Administration
- 6 From Non-Higher Ed. Administration
- 7 Other

Years to Retirement

- 1 1-5
- 2 6-10
- 3 11-15

- 4 Other
- 5 Don't Know

Years as President at Current Institution (Actual Number of Years)

Years as a President at Any Institution (Actual Number of Years)

Other Coding

ECI Survey Questions

- 1 Never
- 2 Rarely
- 3 Sometimes
- 4 Often
- 5 Consistently
- 0 Don't know

The Leadership Profile Questions

- 1 Little or no extent
- 2 Slight extent
- 3 Moderate extent
- 4 Great extent
- 5 Very Great extent

Interview

- 0 No
- 1 Yes

Response Week

- 1 Week one
- 2 Week Two
- 3 Week Three
- 4 Week Four
- 5 Week Five
- 6 Week Six

Employee Respondent Positions

- 1 Chief Academic Officer
- 2 Chief Student Affairs Officer
- 3 Chief Business Officer
- 4 Chief Development Officer
- 5 Other

APPENDIX M
DEFINING MOMENTS INTERVIEWS
PARTIAL STRUCTURED INTERVIEW QUESTIONS
TELEPHONE INTERVIEW

Introduction

Thank you

Explain that the interview should last about 15 minutes. All will be reported without names. At the end of the interview I'll ask if you are willing to allow quotes to be used

Groundwork:

Study is considering the various facets of community college leaders.

Really believe that strong leaders are not born, but are the product of a complex system of relationships, professional development, and life experiences.

Emotional intelligence (relatively new aspect of looking at a leaders—emotional competencies). Based on Daniel Goleman's work.

Self Awareness
Self Management
Social Awareness
Relationship Management

The Leadership Profile (Saskin and Burke)

Five scales measuring leadership behaviors
Three measuring personal characteristics
Last two relate to creating positive organizational culture

Capable Management
Reward equity
Communication leadership
Credible leadership
Caring leadership
Creative leadership
Confident leadership
Follower-centered leadership
Visionary leadership
Principled leadership

Defining moments helps to close the loop regarding what makes a good leader.
Most of us don't think in terms of what has happened in my life that has impacted

my approach to leadership. I am trying to show there are patterns of defining moments.

Types of events
Events that are huge in scope
Positive and negative

Everyone's life is made up of defining moments--A collection of events that change the way you see the world and the way you see yourself. The moments that shape our lives are much more likely to be small and personal, rather than huge national or international events, but can also be something of such magnitude that it has significant impact on society.

Ask each respondent to think in terms of their lifeline, starting young and moving through those events that formed the leader they are today.

Questions:

1. Describe any major events that occurred in your personal life that helped to shape the leader you are today. How do you see this event(s) impacting your leadership skills?
2. Describe any major happenings in your career evolution that have helped to influence your leadership ability.
3. Overall, how would you assess the impact of life happenings on an individual's leadership ability? What skills, attitudes, behaviors might be changed as a result of a related or unrelated event?
4. If you think there is an impact on behavior resulting from life events, do you think that most leaders have a good understanding of the impact on their leadership behavior? Is it important that leaders be aware of the factors that influence(d) them? If it is important, how does it fit in with other things we know about our leadership style and approach? How does a leader become more sensitive to his/her own influences?
5. Other considerations that might fall into the defining moments category.