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Leadership Frames in Comprehensive Community Colleges: Implications for the Market-Responsive College

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Leadership frames in comprehensive community colleges:

Implications for the market-responsive college

By

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Leadership frames in comprehensive community colleges:

Implications for the market-responsive college

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Market-responsive college leaders are challenged to navigate external relationships with business and industry, government officials, and community leaders, as well as the resulting pressures of multiple missions of the comprehensive community college. The leaders are faced with 3 predominant issues involving the market-responsive college and its relationship to the overall comprehensive college. These issues include: (a) its relationship to the transfer role, (b) difficulty of defining and measuring its success, and (c) its placement within the organization. Bolman and Deal's (2013) leadership frames provide a model to understand how framing by market-responsive college leaders influences their organizations. A qualitative case study research method was used to explore how organizational frames used by market-responsive college leaders affect the market-responsive organization. The participants were 5 market-responsive college leaders from comprehensive community colleges in Mississippi. The findings suggest that market-responsive leaders, guided by their framework, affected their market-responsive college through reorganization, setting the tone of the relationship with academic transfer division, and establishing division

priorities through the selection and recognition of measures for success. They used the structural frame to change the college structure to fit the task and environment, the political frame to set the agenda and create a power base, and the symbolic frame to create faith in the market-responsive college. This study provides aspiring and existing leaders of market-responsive colleges with possible lenses to view commonly experienced issues and to gain insight into the benefits of reframing and multi-framing.

DEDICATION

To Angel, my wife. I would have never started this. I would have never finished. You make my life better.

To my parents. I don't know what it's like to not have support. You have always been wherever I needed you.

To Aaron and Andrew, my sons. It is another life lesson. Never give up. Keep working to make your life what you want it to be and use the lens of gratitude to see what you have.

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

Comprehensive community colleges are complex. Their open-door policy and mission to serve the community have predisposed the community college to fulfill many roles. Oftentimes, these roles are in competition (Cohen, Brawer, & Kisker, 2013). As Cohen (1969) aptly described, "The community college is – or attempts to be all things to all people, trying valiantly to serve; simultaneously as a custodian, trainer, stimulant, behavior-shaper, counselor, adviser, and caretaker to both young and old" (p. xvi). From its beginnings in the early 20th Century to prepare students for the university and to train workers for growing industry, it has adapted over its history to meet the needs of the communities served. Although its transfer role or collegiate function had primacy in the early years of community college development, the comprehensive community college has added developmental education, occupational education, adult and high school equivalency education, continuing education, and in recent years, workforce education (Cohen et al., 2013).

Occupational education, a precursor to the entrepreneurial college (Grubb, Badway, Bell, Bragg, & Russman, 1997), developed as a role of the community college to help individuals obtain a skill for employment. Although present in early community colleges, occupational education grew exponentially due to the passage of the Vocational Education Act in 1964. The Vocational Education Act was supplemented by the

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Comprehensive Employment and Training Administration (CETA), the Job Training and Partnership Act (JTPA), and the Carl D. Perkins Vocational Education Act (1984; Cohen et al., 2013).

Relationships between the community college and business and industry developed to help provide in-demand skills. As these relationships progressed, the needs of business and industry gained importance. In the early 1970's, workforce education, providing contract training for business and industry, began to form. The Vocational Act, CETA, and JTPA provided early national forms of workforce education (Cohen et al., 2013).

In the 1990's, global economic forces, governmental policies and funding, and institutional focus on funding acquisition expanded community colleges' missions and structures. Community colleges moved away from community social needs and towards community market needs. They became more economic development focused and entrepreneurial in behavior (Levin, 2001). To address community market needs, units within the comprehensive community college were charged with economic development activities (Grubb et al., 1997). Grubb et al. (1997) labeled such efforts outside traditional credit course offerings as the "entrepreneurial college," as distinguished from the regular "collegiate" college. Thus, the entrepreneurial college is considered a "college within a college." The entrepreneurial college is also referred to as the community education function (Cohen et al., 2013) and the market-responsive college (MacAllum, Yoder, & Poliakoff, 2004).

To meet the local market needs, leaders of market-responsive colleges face the challenges of building and maintaining relationships with external partners such as

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business and industry, local community leaders, and state government entities. They are required to navigate these external relationships as well as the resulting pressures on the mission of the comprehensive community college. These external pressures can conflict with goals of the collegiate units of the college. Therefore, market-responsive college leaders are challenged with navigating internal relationships while responding to external pressures (Grubb et al., 1997). Furthermore, market-responsive college leaders must apportion fiscal and human resources to develop training programs and design organizations to quickly create and deliver curricula, meeting the evolving demands of the workforce (MacAllum et al., 2004). Boggs (2008) described it as "creative and transformational leadership . . . unique challenges and equally unique responses by community college leaders who build alliances, systems and programs, often facing significant obstacles and even active resistance" (p. vii).

Bolman and Deal's (2013) leadership frames provide a model to understand how framing by market-responsive college leaders influences their organizations. The central tenet of their four-frame model is that leaders use a frame or multiple frames to view the organization or situation within the organization. Synthesizing organizational theories and research into a comprehensive framework, Bolman and Deal (2013) promoted the four frames of viewing an organization: structural, human resource, political and symbolic. Savvy leaders find ways to meld the many organizational roles to create a purposed organization by using multiple frames demonstrated by creative organizational structure, empowerment, negotiations, or meaning-making (Bolman & Deal, 2013).

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Statement of the Problem

Findings from a review of related literature suggest that market-responsive college leaders are faced with three predominant issues involving the market-responsive college and its relationship to the overall comprehensive college: (a) its relationship to the university transfer role (Brand, 1997; de la Torre, Jr. & Wells, 2014; Jones, 2016), (b) difficulty of defining and measuring its success (Cohen et al., 2013), and (c) its placement within the organization (Friedel, 2008; Van Noy & Jacobs, 2009).

The market-responsive college and its leaders offer a setting to explore how the leader's framing influences the organization. While there have been numerous studies ascertaining educational leaders' preferred frames and perceived leadership effectiveness (Bensimon, 1991; McArdle, 2013; Sypawka, Mallett, & McFadden, 2010), what remained to be explored was how the leader's framing influences the organization (Palmer & Dunford, 1996). The problem in this study was to explore how market-responsive college leaders frame the three predominant issues involving the market-responsive college and its relationship to the comprehensive college organization.

Purpose of the Study

The purpose of this study was to explore how market-responsive college leaders' framing of the three predominant organizational issues influence the market-responsive organization. Framing refers to how leaders' preferred framing, reframing, and multiple framing, based on Bolman and Deal's (2013) organizational frames, influence the organization. The predominant issues which provided the framework for this study included: (a) the market-responsive college's relationship to the university transfer role,

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(b) difficulty of defining and measuring its success, and (c) the market-responsive

college's placement within the organization.

Research Questions

The following research questions guided this study:

Central Question

How does the organizational frame(s) used by market-responsive college leaders

affect the market-responsive organization?

Sub Questions

1. How does the organizational frame(s) used by market-responsive college

    leaders affect the market-responsive organization's placement within the

    college?

2. How does the organizational frame(s) used by market-responsive college

    leaders affect the market-responsive organization's relationship to the

    transfer role of the college?

3. How does the organizational frame(s) used by market-responsive college

    leaders affect the market-responsive organization in defining and measuring

    its success?

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Definition of Terms

The following are definitions of key terms used in this study.

1. Adult Basic Education (ABE) is instruction provided to people beyond
    compulsory school attendance age whose formal education may be
    complete or incomplete (Cohen et al., 2013). ABE is typically included in
    entrepreneurial college activities (Grubb et al., 1997).

2. Career and technical education refers to credit-bearing courses and
    programs leading individuals to employment. Interchangeable historical
    terms referring to career-technical programs include vocational and
    occupational education (Cohen et al., 2013).

3. Community development promotes the "well-being of the local
    community in political, social, or cultural areas" (Grubb et al., 1997, p. 8).
    It focuses on the bigger picture of community life.

4. Community education refers to the entrepreneurial or market-responsive
    college activities that are outside the traditional college activities, such as
    credit courses and remedial offerings (Cohen et al., 2013).

5. Comprehensive community college serves as "both a principal provider of
    academic instruction and a major supplier of vocational preparation and
    workforce development" (Dunn & Kalleberg, 2016).

6. Contract training improves the job and academic skills of current or
    prospective employees though training under contract to employers
    (Adams, Edmonson, & Slate, 2013).

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7. Economic development is proactively "stabilizing or increasing employment in a local area" (Grubb et al., 1997, p. 6).

8. Entrepreneurial college is the work of community colleges outside of traditional functions of the community college (credit courses, remedial courses, and non-occupational-related community service). Grubb et al. (1997) delineated three functions emphasized in entrepreneurial colleges: (a) workforce development, (b) economic development, and (c) community development. The entrepreneurial college is considered a "college within a college" as opposed to referring to the entire college.

9. Framing is viewing the organization or situation through a lens or "mental model – a set of ideas and assumptions – that you carry in your head to help you understand and negotiate a particular 'territory'" (Bolman & Deal, 2013, p. 10). The lenses include four frames: structural, human resource, political, and symbolic.

10. Market-responsive college is a more recent synonym for the entrepreneurial college. The market-responsive college responds to the local community needs with workforce development, economic development, and community development activities (MacAllum et al., 2004).

11. Multiple framing is the use of more than one frame to view, understand, and act upon a situation or organization (Bolman & Deal, 2013).

12. Reframing is the act of choosing a different lens than the preferred lens through which to view a situation or organization (Bolman & Deal, 2013).

13. Transfer role refers to community college credit offerings designed to transfer to a university for completing a degree beyond the degree offered by the community college (Grubb et al., 1997; Van Noy, Jacobs, Korey, Bailey, & Hughes, 2008).

14. Workforce education is the response to the demands of employers for specific training. The training is considered non-standard in format and scheduling as opposed to traditional credit-bearing courses. Workforce development typically includes flexible scheduling, customized training for employers, partnerships with private training providers, and partnerships with public employers (Adams et al., 2013; Grubb et al., 1997).

Overview of Method

Based on the constructivist paradigm, this study used a qualitative, case study methodology. This method is appropriate for developing "an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals" (Creswell, 2014, p. 14). Five market-responsive college leaders from community colleges in Mississippi, representing different comprehensive community colleges with various organizational configurations, were purposefully selected. Creswell (2014) indicates that four to five cases are sufficient for case studies.

This study used qualitative data collection strategies which included interviews, documents, and audio and visual materials (Creswell, 2014). The interviews were open-ended questions designed by the researcher to identify emerging themes related to the research questions. Documents included meeting notes, agendas, advertisements,

organizational charts, and organizational memberships. In addition, audio and visual information were collected. These included website information, presentations, videos, and recordings. Field notes were utilized to record the researcher's thoughts, impressions, feelings, and biases.

The data were analyzed to identify common themes, deviations, and stories that illuminated the research questions. An explanatory framework guided by the research questions was used to structure, code, and define the data (Creswell, 2014). NVivo 11, a software program used by researchers for qualitative data analysis, was used to assist with organizing and analyzing content from interviews, website information, presentations, videos, and recordings (Leech & Onwuegbuzie, 2011).

Delimitations

The comprehensive community colleges were selected from the state of Mississippi. Workforce education and contractual training in Mississippi is state funded (Mississippi Community College Board [MCCB], 2017b). Therefore, results may not be applicable to comprehensive community colleges in which workforce training is not state funded and dependent on other funding sources. Additionally, observation, a qualitative technique often used to triangulate data (Creswell, 2014), was not feasible due to time constraints. Various types of documents were used to triangulate the data to assure validity.

Significance of the Study

A study of how market-responsive leaders' framing of issues influence the organization is important for several reasons. First, understanding how framing by

leaders influences their organizations may provide impetus for leaders to consciously employ the 4-frame model to address their organizational issues. Second, the rich narrative of this study may provide the practitioner guidance from other leaders' experiences of common issues. Third, this study extends the body of literature related to the 4-frame model by exploring how the leader's framing influences the organization.

CHAPTER II

LITERATURE REVIEW

Although the American community college has performed workforce related activities since its early days (Cohen et al., 2013), studies in the late 1990's exposed the development of the entrepreneurial college. The entrepreneurial college is also referred to in the literature as the market-responsive college (MacAllum et al., 2004). In its juxtaposition with the traditional credit functions of the comprehensive community college, the entrepreneurial college poses unique issues. The purpose of this study was to explore how the organizational frames or lenses used by entrepreneurial college leaders affect these unique organizational issues. The exploration of the literature focused on the entrepreneurial college and the four organizational frames as presented by Bolman and Deal (2013).

The Entrepreneurial College

The review of literature related to the entrepreneurial college is presented in two sections. First, an overview of research of the definitions and functions of the entrepreneurial college is presented. Second, the unique issues of the entrepreneurial college presented in the literature are discussed.

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Overview of Definitions and Functions

In their seminal study Grubb et al. (1997) examined the work of community colleges outside of traditional credit course offerings. Grubb et al. (1997) labeled such efforts as the "entrepreneurial college" as distinguished from the regular college. Thus, the entrepreneurial college is considered a "college within a college."

The qualitative study consisted of a purposeful sample of seven community colleges in the west, mid-west, and east (Grubb et al., 1997). The community colleges represented rural and urban, large and small student populations, and a variation in the breadth of economic related activities. The study did not claim to provide a representative sample, but provided a snapshot of the forms of economic, community, and workforce development engaged by community colleges across the nation. The researchers interviewed relevant community college presidents, administrators, and support staff from the seven colleges as well as state officials responsible for state workforce programs. Related data and college demographics were also collected.

Grubb et al. (1997) studied the entrepreneurial activities of the seven colleges with four goals: (a) understand the complexity of the entrepreneurial college; (b) understand the forces which have led to the entrepreneurial college development; (c) explore tensions that may develop between the entrepreneurial college and the traditional college; and (d) examine the effects of state policy on entrepreneurial efforts.

In contrast to the traditional functions of the community college, such as credit courses, remedial courses, and community service (non-occupational related), Grubb et al. (1997) delineated three new functions emphasized in entrepreneurial colleges: (a) workforce development, (b) economic development, and (c) community development.

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Since the activities were based on community needs and differed from community to community, activities in these functions were varied and differed from college to college. Further, Grubb et al. (1997) discovered that activities were difficult to categorize and measure since the functions often overlapped. In relation to programmatic activities, these functions are often used synonymously in literature (Copa & Wolff, 2002; Cleary, Fichtner & Rutgers, 2005; Dougherty & Bakia, 1999). Grubb et al. (1997) defined the three functions of workforce development, economic development, and community development.

Workforce development was defined as the response to the demands of employers for specific training (Grubb et al., 1997). The training is considered non-standard in format and scheduling as opposed to traditional credit-bearing courses. Workforce development typically includes flexible scheduling, customized training for employers, partnerships with private training providers, and partnerships with public employers. Dougherty and Bakia (1999) found non-credit workforce training more befitted to adult participants than traditional credit courses due to its informal, less intimidating format.

In addition to meeting the training demands of employers, Van Noy et al. (2008) suggested that non-credit workforce training provided three functions. Their findings were based on case studies of 20 community colleges in 10 states. First, college administrators have found that non-credit workforce training allowed them to start new programs quickly and then transition them to credit programs (Voorhees & Milam, 2005). Second, it provided a bridge for students not ready for credit classes to enter training (Grubb et al., 1997). However, Morest (2006) suggested that non-credit workforce training might create a barrier by limiting opportunities for low-income disadvantaged

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individuals. This finding suggested a potential digression from the community college mission and a topic of disagreement with community college leadership. Third, in the face of continued reductions in funding, administrators viewed non-credit workforce training as an opportunity to generate revenue (Morest, 2006).

In contrast to the reactive nature of workforce development, economic development was defined as proactive "stabilizing or increasing employment in a local area," (Grubb et al., 1997, p. 6) and often consisted of an array of varied activities. Examples of economic development activities provided in the study included uniting industries within clusters; technology transfer for small and medium size businesses; economic environmental scanning for new technologies, new work methods, new business regulations, and other local developments; local business leadership development; participation in local and regional economic policy creation; and industry recruitment.

Nickoli (2013) pointed out that community colleges are increasingly recognized as the "engines of economic development" (p. 69). In contrast, a survey of community college presidents in 45 states conducted 10 years earlier revealed that presidents saw the lack of recognition for the role community colleges could fill in economic development as a challenge to meeting workforce needs (Rothwell, Gerity, & Gaertner, 2004). Nevertheless, local economic development organizations have increasingly turned to community colleges as a partner to lure prospective companies looking to relocate as well as existing companies considering leaving the community (Nickoli, 2013). However, Nickoli (2013) found that the community college's central economic development focus was creating a "local skilled workforce by serving students of all ages and all levels of

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academic preparation, for helping to build a pipeline of workers to serve not only current needs but to prepare workers for future anticipated jobs" (p. 71).

Community development was described as promoting the "well-being of the local community in political, social, or cultural areas" (Grubb et al., 1997, p. 8). Community development efforts were further differentiated from community service efforts. Community service efforts are a response to community demand for specific non-credit courses. Community development, however, focuses on the bigger picture of community life. Examples of community development activities conducted by entrepreneurial colleges discovered in the study included: community development education, participation in local task forces related to social issues, education leadership for elementary and secondary schools, programs for disadvantaged students, and provision of conference and performing arts facilities. Grubb et al. (1997) pointed out that community development activities and funding were often nebulous. As a result, these activities were difficult to identify and measure.

Grubb et al. (1997) found that the growth of entrepreneurial colleges was influenced by internal factors such as institutional missions, with occupational colleges adapting quicker, aggressive administrators promoting entrepreneurial approaches, faculty connected to employers, stable administration, and colleges with credit enrollment decline. External factors which affected growth included district and state policies advocating workforce training, increased need for customized training in response to increased outsourcing and to demands for higher skilled workers, and community pressures for economic and community development (Grubb et al., 1997).

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Unique Issues for the Entrepreneurial College

The characteristics of the entrepreneurial college, as described in research, have led to three predominant issues involving the entrepreneurial college and its relationship to the comprehensive college as a whole: (a) its relationship to the transfer role (Cohen et al., 2013; de la Torre & Wells, 2014; Jones, 2016), (b) difficulty of defining and measuring its success (Cohen et al., 2013), and (c) its placement within the organization (Van Noy & Jacobs, 2009; Friedel, 2008).

Relationship to the transfer role. The entrepreneurial college's relationship to the transfer role is framed within the debated issue of the multiple missions of the community college. Bailey and Averianova (1999) cited arguments in support of multiple missions of comprehensive community colleges. These arguments included (a) diversity provides more opportunities for students who are uncertain about their future career direction, (b) diversity gives the college more opportunities for recruitment from a larger pool of potential recipients of services, and (c) relationships with industry provides opportunities for all students (Bailey & Averianova, 1999). Citing arguments against multiple missions of the comprehensive community colleges, Baker (1999) suggested that colleges cannot adequately serve vocational students with an organizational structure that favors an academic mission. Additionally, Dougherty (1994) maintained that multiple missions contributed to inequality and class differences by filtering out students with low academic potential.

The fluidity of multiple missions of comprehensive community colleges were illustrated in the studies of Levin (2001) and Ayers (2015). Levin (2001), using a qualitative, multiple case study design of seven purposefully selected community

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colleges, described how the community college mission had evolved by the end of the 20th Century. He suggested that community colleges, in response to global forces, had moved "away from local community social needs toward local market needs and in line with national and international agendas of dominant influencers such as governments and businesses" (p. 1). This contrasts with its comprehensive mission from the mid-20th century to the 1990's during which the community college responded to local community needs by offering comprehensive studies and training to meet the needs of its individual students (Levin, 2001).

Ayers (2015), using corpus linguistics software, compared 1,009 community college mission statements from 2012-2013 to a collection of 427 mission statements from 2004. His findings suggested that community colleges, during the decade of the study, moved toward an emphasis on degree completion and gave less prominence to occupational and vocational education. Ayers' (2015) findings also suggested a move towards accountability and sustainable practices. He suggested that community colleges may be focusing limited resources on more narrowly focused programs. As a result, Ayers (2015) states, "What defines the community college of the future may not be its comprehensive range of programs but a commitment to local needs" (p. 208).

Although the varied roles of the community college have co-existed for decades, a number of researchers have suggested difficulties of the workforce role and its relationship to other roles, particularly the traditional transfer role (Cohen et al., 2013; de la Torre & Wells, 2014; Dougherty & Bakia, 1999; Jones, 2016). Recent federal legislation has focused on increased workforce training opportunities in community colleges (Lewin, 2012).   In tandem, there have been increasing appeals for stronger

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relationships between community colleges and local business and industry (Alssid, Goldberg, & Schneider, 2011; Blumenstyk, 2012). These activities contributed to community college academic faculty perceptions that the emphasis placed on the workforce mission of the community college occurs at the expense of the college's civic mission embodied in the liberal arts (Jones, 2016).

Jones (2016), in a qualitative study of student and faculty perceptions of the dual mission of workforce and civic roles in a comprehensive community college, suggested the emergence of two additional themes. First, liberal arts faculty saw a contradiction between the workforce focus of students' adaptation to existing systems and the liberal arts focus on students' critique and challenge of unjust systems. Second, there was a perception that the civic mission should be pursued outside of the college.

Brand (1997) interviewed 18 community college presidents to determine practices that improve economic development engagement of community colleges. In her study, presidents expressed that their missions incorporated both workforce and transfer programs. However, at many of the community colleges, a gulf existed between the two programs, each with its own culture, ways of operating and rules (Brand, 1997). Grubb et al. (1997) discovered that the entrepreneurial college, as compared to the remainder of the community college organization, was more likely to take risks, promote innovation, and focus on the employer as the client rather than students. Summarizing the findings of Schiefen (2010), workforce units were found to serve a market while credit and transfer programs performed an institutional function. Juxtaposed, these results suggest a divergence of mission between the entrepreneurial college and the traditional functions of the community college.

The divergence of community college academic and workforce missions and roles have been observed in outcome measures. Dunn and Kalleberg (2016) studied the relationship of 58 community colleges' mission foci and labor market outcomes of their students. They examined the differences in students' labor market outcomes from comprehensive, academic, and career-focused colleges. The findings suggested that students from career-focused colleges in comparison to comprehensive and academic focused colleges had better labor market outcomes with the mission focus accounting for about one-fifth of the between-college variation in labor market outcomes (Dunn & Kalleberg, 2016). These findings suggest that a community college's mission, even if it is inclusive of entrepreneurial functions, may have an impact on student outcomes. Therefore, it may be logically supported that the mission of the community college may influence the entrepreneurial functions.

Difficulty of defining and measuring its success. A second issue affecting the entrepreneurial college's relationship to the organization is defining and measuring success of the entrepreneurial college activities. Grubb et al. (1997) found that success was measured from a market-oriented perspective rather than traditional institutional measures of success such as completion rates, transfer rates, and placement rates. Market-oriented success was based on customer (industry) demand and repeat customer business (Grubb et al., 1997).

Carnevale, Smith, and Strohl (2010) proposed that entrepreneurial college activities are influenced, coordinated, and developed through partnerships with employers. In fact, partnerships with employers are required by the federal Workforce Innovation and Opportunity Act (Bird, Foster, & Ganzglass, 2014). Federal and state

measures of workforce training programs typically focus on number of partnerships, number of meetings held, program completion, certifications awarded, employment outcomes, and increased earnings (Bird et al., 2014). The implications of such measures, however, could reward actions that are contrary to community college open door values through selective admissions to improve training outcomes (Cohen et al., 2013).

Outcome measures for the entrepreneurial college are inexorably tied to accountability for its state funded non-credit workforce training. Van Noy et al. (2008) found that reporting on non-credit workforce training was required in most states, even in some states that did not fund non-credit workforce classes. Data required from community colleges varied from state to state. Examples of data elements included total number of students enrolled, number of offerings, number of employers served, and contact hours (Van Noy et al., 2008). Mississippi has developed five common measures for all non-credit workforce training: (a) percentage of non-employed training recipients subsequently employed after training, (b) employment retention two quarters after training, (c) average earnings of training participants for inclusivity reports, (d) earnings gains from time of participation compared to third quarter after-training earnings, and (e) business penetration measured by number of businesses served and number of new businesses served over a 24 month period (MCCB, 2017b).

Placement within the organization. The third predominant issue involving the entrepreneurial college and its relationship to the comprehensive college as a whole is the placement of the entrepreneurial college within the organization. Friedel (2008) reported that workforce training and education activities were situated in various places within

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organizations. In contrast, credit and student services units held appropriate places within the organization (Friedel, 2008).

Van Noy and Jacobs (2009) found non-credit workforce organized in two different forms within organizations. They found workforce units as separate structures from the remainder of the college with its own director or executive. They also found workforce units dispersed throughout the various credit departments by content. Each form had strengths and weaknesses. The separate, distinct form allowed for more flexibility and creativity in course offerings and staffing and often provided comprehensive services such as enrollment, advisement, and curricula development. However, this form also made it difficult to involve credit faculty as instructors or consultants in non-credit courses. Also, the dispersed form of organization made it difficult to communicate with industry without a single point of contact.

Neither study provided definitive reasons for the various placements of the entrepreneurial college within the overall college organization. However, the findings of Van Noy and Jacobs (2009) and Friedel (2008) pointed out that the structural placement selected by the community college leadership have potential implications for the operation of the entrepreneurial college.

Regardless of the organizational placement of the entrepreneurial college, MacAllum et al. (2004) found that successful market-responsive (entrepreneurial) colleges had structures in place that permitted rapid responses to internal and external environmental changes. Furthermore, market-responsive colleges foster environments that are "creative, responsive, and anticipatory" (Adams et al., 2013, p. 531).

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Four Frames of Viewing Organizations

The review of literature related to Bolman and Deal's (2013) four frames of viewing organizations is presented in three sections: (a) overview of the basics of the theory, (b) discussion of each of the four frames, and (c) reframing and related research.

Overview

Bolman and Deal (2013), synthesizing organizational theories and research into a comprehensive framework, promoted the four frames of viewing an organization: structural, human resource, political and symbolic. The structural frame focuses on the structure of the organization, such as the organizational chart, policies, and processes. The human resource frame is concerned with the people and their relationship to the organization as well as their development. The political frame views the organization as a living and political entity with a complex web of individuals and groups struggling for scarce resources. The symbolic frame focuses on the culture of the organization, specifically the visions, symbols, myths, and values.

Bolman and Deal (2013) defined a frame as "a mental model – a set of ideas and assumptions – that you carry in your head to help you understand and negotiate a particular 'territory'" (p. 10). The frame provides a lens that helps to more clearly understand a situation. This definition was based on the premise that "the world we perceive is for the most part, constructed internally" (Bolman & Deal, 2013, p. 36). There is too much information to attend to all the details in a given situation. Using frames provides a mental map created from small bits of observed data organized into a coherent pattern. Dane and Pratt (2007) described this process as occurring quickly,

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nonconsciously, holistically, and with thought and feeling working together. The key is correctly matching the situation with the appropriate mental map (Dane & Pratt, 2007).

The difficulty of matching the situation with the best mental model is complicated by the complexity, unpredictability, deceptiveness, and ambiguity of organizations (Bolman & Deal, 2013). This is further exacerbated by the perceiver's potential loss of creativity due to the strong reliance on the perceiver's existing mental models and failure to recognize new data that does not fit the chosen pattern (DeBecker, 1997).

Bolman and Deal (2013) proposed that administrators whose mental models blind them to the complexity of organizations often experience failure and frustration. Administrators with better mental models and the ability to use them experience success and possibilities. Bolman and Deal (2013) defined a "mess (problem) as both a troublesome situation and a group of people who eat together" (p. 40). The central challenge of leadership is to move the organization from a troublesome situation to a group of people who work together.

The Four Frames

Leaders view the organization and their world through distinctive frames. Typically, leaders will show preference for one or two frames. Table 1 presents an overview the four frames' images of reality related to central organizational and leadership concepts.

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Table 1

Overview of the Four-Frame Model

		Frame		
	Structural	Human Resource	Political	Symbolic
Metaphor for organization	Factory or machine	Family	Jungle	Carnival, temple, theater
Central concepts	Roles, goals, policies, technology, environment	Needs, skills, relationships	Power, conflict, competition, politics	Culture, meaning, metaphor, ritual, ceremony, stories, heroes
Image of leadership	Social architecture	Empowerment	Advocacy and political savvy	Inspiration
Basic leadership challenge	Attune structure to task, technology, environment	Align organizational and human needs	Develop agenda and power base	Create faith, beauty, meaning

Note: Reprinted from Reframing Organizations, by Bolman and Deal, 2013, p. 19

Structural frame. The structural frame, described by Bolman and Deal (2013), is based on the premise that "clear understood goals, roles, relationships and adequate coordination are essential to performance" (p. 44). The organizational chart provides a representative image of the structural frame. Placing people in the correct roles and relationships is the heart of the structural frame. Correct placement and coordination will reduce confusion, negative feelings, and ineffectiveness. Furthermore, the right structure will permit the pursuit of collective goals and individual differences.

The structural frame is based on six assumptions (Bolman & Deal, 2013).

- Organizations exist to achieve established goals and objectives.

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- Efficiency is increased and performance is enhanced through specialization and appropriate division of labor.

- Suitable forms of coordination and control ensure that diverse efforts of individuals and units mesh.

- The organization works best when rationality prevails over personal agendas and extraneous pressures.

- Effective structures fit an organization's current circumstances.

- Troubles arise and performance suffers from structural deficits, remedied through problem solving and restructuring. (p. 45)

According to Bolman and Deal (2013), the origins of the structural frame came from designs of industrial analysts attempting to maximize efficiencies. The work of Frederick Taylor, father of time and management studies, as well as Fayol, Urwick and Weber provided a foundation for the structural frame. Bolman and Deal (2013) attributed Weber for advocating a shift from patriarchy to a monocratic bureaucracy and for proposing a foundational model based on the following:

(a) fixed division of labor, (b) hierarchy of offices, (c) rules governing performance, (d) separation of personal from official property and rights, (e) technical qualifications for selecting personnel, and (f) employment as primary occupation and long-term career. (p. 46)

Bolman and Deal (2013) pointed out that structure forms can improve or limit the accomplishments of organizations. Adler and Borys (1996) proposed that structure can be enabling or coercive. Structure does not have to be defined as inflexible bureaucracy. Structure can improve morale if it assists, rather than interfering, with accomplishing

tasks and goals. Bryan and Joyce (2007) suggested that most companies were still designed for the industrial age rather than the globalization and digital age. Leaders' time would be well spent improving the organizational structures.

The division of labor is the central theme of the structural frame (Bolman & Deal, 2013). The division of labor is visible in job descriptions, protocols, and organizational rules. A natural tension exists within the coordination of division of labor. Vertical coordination, in which the higher levels coordinate and control the work of subordinates, creates difficulties in communication and flexibility. Lateral coordination, which encourages lateral communication and flexibility, creates difficulties in control of the organization. Individuals are often grouped by specialization into departments or divisions. However, the divisions tend to have different goals than other departments or divisions. As a result, organizational coordination is difficult and unique to the organization and its external environment (Bolman & Deal, 2013).

Bolman and Deal (2013) proposed that successful structural leaders perform key actions:

- study and analyze information and data before taking any action;

- rethink the relationship of structure, strategy, and environment;

- focus on implementation by cultivating understanding and acceptance; and

- experiment. (pp. 358-359)

Human resource frame. The central theme of the human resource frame is what people and organizations do for each other, focusing on the relationship between the people and the organization (Bolman & Deal, 2013). Organizations need people for their talents and efforts. People need organizations for rewards, both intrinsic and extrinsic. The human resource frame emphasizes that a good fit between people and the organization is necessary for success.

According to Bolman and Deal (2013), the human resource frame is based on four basic assumptions.

- Organizations exist to serve human needs rather than the converse.

- People and organizations need each other. Organizations need ideas, energy, and talent; people need careers, salaries, and opportunities.

- When the fit between individual and system is poor, one or both suffer. Individuals are exploited or exploit the organization – or both become victims.

- A good fit benefits both. Individuals find meaningful and satisfying work, and organizations get the talent and energy they need to succeed. (p. 117)

In the increasingly competitive global environment, organizations tend to address the organizational competitiveness using one of two approaches (Bolman & Deal, 2013). Many organizations focus on the immediate financial bottom line and cost reduction through downsizing and outsourcing. However, Markels and Murray (1996) pointed out that reducing costs through downsizing rarely provided long-term benefits. Rather, downsized organizations experienced loss of talent and lower morale (Reichheld, 1996). On the other hand, many successful organizations focus on developing and investing in

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their people with the belief that highly motivated and skilled people increase production and provide a competitive advantage in a knowledge-based economy (Labich, 1994).

To build a highly motivated and skilled workforce within the organization, Bolman and Deal (2103) provided six principles that need to be included in an effective human resource plan: "create and implement a shared human resource strategy, hire the right people, retain people, invest in people, empower people, and promote diversity" (p. 140). However, as Bolman and Deal (2013) pointed out, individual satisfaction and organizational effectiveness are dependent on interpersonal relationships. As such, leaders must understand that groups operate on two levels: task and process. Process includes group roles, conflict, and leadership.

Bolman and Deal (2013) delineated key principles that human resource leaders employ.

- Human resource leaders communicate a strong belief in people.
- They are visible and accessible.
- They empower others. (p. 361)

Political frame. The political frame was based on political science research (Bolman & Deal, 2013). Conflict is at the center of the political frame. Naturally occurring and viewed as normal, conflict takes place in the struggle over scarce resources within organizations and between organizations. Bolman and Deal (2013) argued that conflict challenges the status quo and is the root of creativity and innovation. As a result, the political frame emphasizes strategy rather than the resolution of conflict. Bolman and Deal (2013) presented five assumptions of the political frame.

- Organizations are coalitions of different individuals and groups.

- Coalition members have enduring differences.

- Most important decisions involve allocating scarce resources.

- Enduring differences and scarce resources put conflict at the center and power as the most important asset.

- Goals and decisions emerge from negotiations and bargaining between competing stakeholders. (p.188-189)

Sought by competing individuals and groups, power is the most important asset in conflict (Bolman & Deal, 2013). Based on the work of a number of social scientists, Bolman and Deal (2013) generated a list of sources of power: (a) position power, (b) coercive power, (c) control of rewards, (d) information and expertise, (e) reputation, (f) personal power, (g) alliances and networks, (h) access and control of agenda, and (i) control of meaning and symbols.

Kotter (1985) stated that power derived from position only is not enough. Individuals in positions of power must also rely on other sources of power to accomplish task, goal, or mission. They must exert four skills: (a) agenda setting, (b) mapping the political terrain, (c) networking and building coalitions, and (d) bargaining and negotiating (Bolman & Deal, 2013). In their work, leaders face ethical and moral situations and must decide between a collaborative approach and an adversarial approach.

Bolman and Deal (2013) found that successful political leaders are guided by a set of principles.

- They clarify what they want and what they can get.

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- Political leaders assess the distribution of power and interests by analyzing the key players and their interests and power.

- They build networks to key stakeholders.

- Political leaders persuade first, negotiate second, and coerce only if necessary. (pp. 363-364)

Symbolic frame. "Meaning, belief, and faith are its central concerns" (Bolman & Deal, 2013, p. 244). The symbolic frame is concerned with how people understand and make reasonable the ambiguity experienced in life. Symbols are the basic essentials of culture, providing energy in moments of success and comfort in the face of difficulties (Bolman & Deal, 2013). Organizational symbols may take the appearance of myth, vision, values, heroes, stories, rituals, ceremonies, metaphor, humor or play. Each of these forms provide a function in organizations such as purpose, icons to emulate, explanations for contradictions, and creating community (Bolman & Deal, 2013). Symbols communicate the organization's culture.

Drawn from the work of organizational theory, sociology, political science, neurolinguistics programming, as well as anthropology, Bolman and Deal (2013), provided five assumptions upon which the symbolic frame is based.

- What is most important is not what happens but what it means.

- Events and actions have multiple interpretations as people experience situations differently.

- When facing uncertainty, people create symbols to resolve uncertainty and generate hope.

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- Events and processes are more important for what is expressed rather than the outcomes.

- Culture unites an organization to help it achieve its goals and mission. (p. 248)

Through the symbolic frame, leaders may view the organization as culture and as theater (Bolman & Deal, 2013). Over time, organizations develop unique internal processes or culture. Leaders who understand how to use organizational symbols from its culture can generate cohesiveness. Likewise, leaders who understand that appearances are as important as outcomes instill confidence and hope in the organization for both the organization itself and to outsiders (Bolman & Deal, 2013).

Successful symbolic leaders use the following set of practices:

- lead by example,

- use symbols to capture attention,

- frame experiences with plausible and hopeful interpretations of experience,

- communicate a vision,

- tell stories with the mission embedded, and

- respect and use history. (p. 366)

Related Research

Reframing provides the conceptual core and recommendation for examining a situation (Bolman & Deal, 2013). Reframing is viewing a situation through a different frame or multiple frames. Single frame usage may not be adequate in modern complex

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organizations. Based upon their qualitative studies of 183 managers in business and 145 administrators in education, Bolman and Deal (1991) asserted that leaders using multiple frames correlated with effectiveness. Results of the surveys showed that 76% of higher education administrators used more than one frame. The breakdown of use by frame was 71% for political, 67% structural, 59% human resource, and 17% symbolic.

In a subsequent survey of 1,331 employees' perceptions of the higher education administrators' frame preference (Bolman & Deal, 1991), human resource and structural frames were cited as used more often by administrators. However, leaders who were perceived as using the political and symbolic frames were seen as more effective.

Supporting Bolman and Deal's (1991) conclusions, Bensimon (1991) conducted a qualitative study to determine the number of frames used by college presidents. Through interviews of 32 presidents, she determined that 13 adopted a single frame orientation in their leadership, 11 used 2 frames, 7 demonstrated 3 frames, and 1 utilized 4 frames. University presidents were more likely to use multiple frames as compared to community college presidents. This finding suggested that a more complex organization may have elicited the use of multiple frames. Additionally, Bensimon (1991) noted that more experienced presidents were more likely to use multiple frames. This finding suggested that experienced presidents better understood the complexities of the organization and leadership. In a survey of the leaders' colleagues, Bensimon (1991) reported that leaders tended to overrate themselves in comparison to their colleagues' perceptions on the human resource and symbolic frames. Half of the leaders who rated themselves as using the symbolic frame were perceived the same way by their colleagues.

Sypawka et al. (2010), using the Leadership Orientations Instrument by Bolman and Deal (1991), examined the leadership frames used by 132 division deans in the North Carolina Community College System. The results indicated that the human resource frame, followed by the structural frame, were the most used frames. This finding supported the findings of Bolman and Deal (1991). Using a one-way analysis of variance (ANOVA), the researchers did not find any significant differences due to educational levels, prior years of business experience, nor longevity in their positions as deans.

McArdle (2013), using a mix methods research design, studied the leadership orientations of 18 community college presidents and 102 administrators who directly reported to the presidents in the same study. Quantitative data revealed that the human resource frame was the most used frame among both groups. The second frame most used by the administrators was the structural frame. This differed from the presidents' second frame of political. The qualitative data, derived from phenomenological research methods analyzing the responses to a leader's challenge scenario survey by six presidents and 25 of their direct report administrators, suggested that there was no linkage between the presidents' frame orientations and their direct-report administrators. However, administrators who had political frame-oriented presidents (N = 4), framed their critical leadership challenge as political.

Overall, the research related to the frame orientation of educational leaders suggested that the human resource and structural frames were the most used frames by community college leaders, and there was no relationship between the presidents' frame orientation and their administrators' frame orientation. Further, multiple frame usage

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was recommended in more complex organizations and was viewed by employees as more successful.

Conclusion

The review of literature presented the definition and functions of the entrepreneurial college and identified three predominant issues facing the college within the college. However, the literature is lacking on the perspectives of the entrepreneurial college leaders regarding the three predominant issues involving the entrepreneurial college and its relationship to the comprehensive college as a whole: (a) its relationship to the transfer role, (b) difficulty of defining and measuring its success, and (c) its placement within the organization. This research study explored the perspectives of entrepreneurial college leaders regarding the identified issues using the organizational frames proposed by Bolman and Deal (2013). Review of the literature related to Bolman and Deal's (2013) organizational frames suggested that community college leaders prefer the human resource and structural frames. However, further research was needed to understand how frame orientation and the use of multiple frames by leaders affect the organization. Therefore, this research extends the existing knowledge by exploring how the entrepreneurial college leader's organizational framing in relation to the three predominant issues affects the functioning of the entrepreneurial college.

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CHAPTER III

METHODOLOGY

This study sought to understand how organizational frames used by market-responsive college leaders affected the market-responsive organization. "How" questions are more appropriately addressed in qualitative studies (Yin, 2014). Therefore, the qualitative method was followed in this study.

As Merriam and Tisdell (2016) point out, forms of qualitative studies share "the search for meaning and understanding, the researcher as the primary instrument of data collection and analysis, the indicative investigative strategy, and the end-product being richly descriptive" (p. 37). This chapter describes the methodology employed for this qualitative study, including research design and general methodology, research questions, context, participants, instruments, data collection, data analysis, and a summary of the methodology.

Research Design

A qualitative case study method was most appropriate for the nature and context of this study. A qualitative approach is most suited for "exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (Creswell, 2014, p. 4). Such exploration and understanding is often reduced to "how" and "why" questions (Yin, 2014). Exploring how organizational frames used by market-responsive college

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leaders affect the market-responsive organization sought to inquire the meaning given to this human problem.

The most appropriate qualitative method for this study was the case study method. The case study method is defined as "an in-depth description and analysis of a bounded system" (Merriam & Tisdell, 2016, p. 37). This study sought to provide an in-depth description and analysis of how leaders' organizational framing affects the organization. The study was confined to the bounded system of state-funded, market-responsive organizations within community colleges. Yin's (2014) description of a case study further supports the choice of the case study method for this study. He states, "A case study is an empirical inquiry that investigates a contemporary phenomenon (the 'case') within its real-life context, especially when the boundaries between phenomenon and context may not be clearly evident" (p. 16). In this study, the boundary between the phenomenon of how organizational framing affects the organization and the context of market-responsive leaders and organizations cannot be clearly separated.

The Research Questions

The following research questions guided this study:

Central Question

How does the organizational frame(s) used by market-responsive college leaders affect the market-responsive organization?

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Sub Questions

1. How does the organizational frame(s) used by market-responsive college leaders affect the market-responsive organization's placement within the college?

2. How does the organizational frame(s) used by market-responsive college leaders affect the market-responsive organization's relationship to the transfer role of the college?

3. How does the organizational frame(s) used by market-responsive college leaders affect the market-responsive organization in defining and measuring its success?

Research Context

The context for this study was among Mississippi's comprehensive community colleges. Central activities in market-responsive community colleges, workforce education and contractual training, in Mississippi are state funded (MCCB, 2017b). Mississippi S.B. 2875 (2016) appropriated $38,746,320 for workforce training coordinated by the MCCB and administered by the community colleges. These funds are distributed as needed for training projects performed by each community college and approved by the MCCB (2017b). The MCCB receives up to $28,000,000 of this appropriation from the Workforce Enhancement Training Fund (WET), derived from .24% of the unemployment insurance tax on employers for FY 2017. MCCB's portion is .15% of the unemployment insurance tax or 62.5% of the WET fund. In addition, each community college receives $300,000 (FY 2017) designated for the operation, including staff and office expenses, of a local workforce center (Mississippi S.B. 2876, 2016).

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Mississippi's 15 community colleges are locally governed and operate autonomously. Each community college in Mississippi serves a collection of counties that comprise its district. The districts vary in size from one county for Meridian Community College to 11 counties for Northwest Mississippi Community College.

Pursuant to Mississippi Code Annotated § 37-29-71 (2016), the local community college board of trustees must annually prepare a budget which meets the general operation and maintenance needs of the college. Each community college's board of trustees is composed of elected superintendents of secondary education from each county within the college's district and appointees by each county's board of supervisors. The MCCB serves as the coordinating agency for the 15 community colleges. The MCCB, in communication with the community college presidents, prepares an annual legislative appropriation request for state funds.

Mississippi's 15 public community colleges receive funding primarily from three sources: state, federal and local funds. Figure 1 illustrates the sources of funding by average percentage for Mississippi's community colleges.
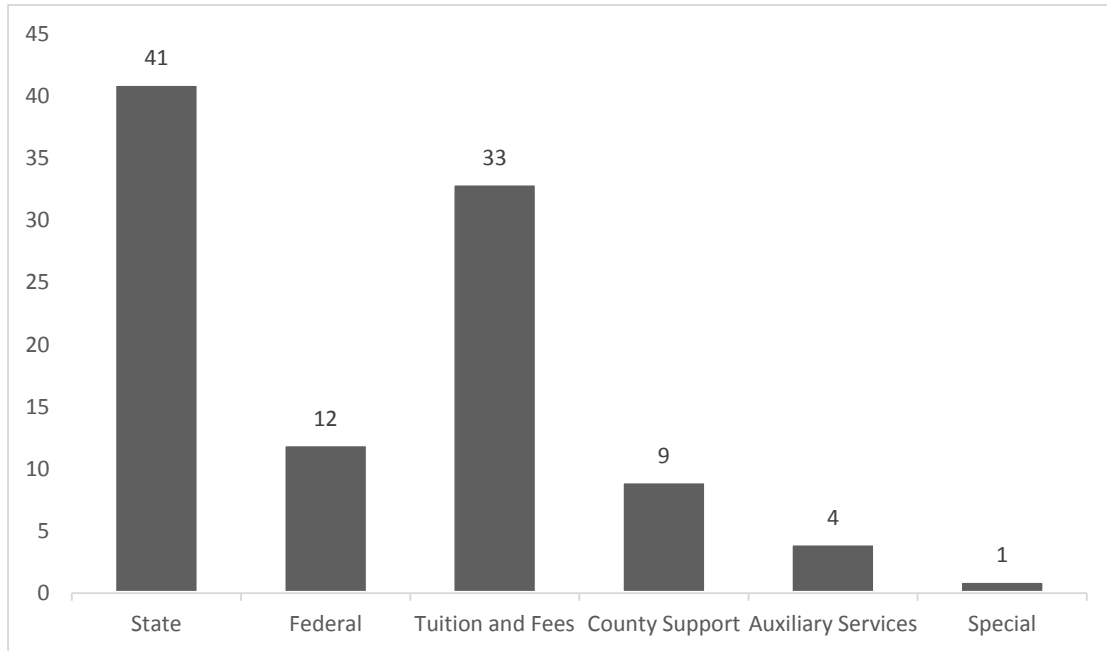
Figure 1.   Percentage by funding source (MCCB, 2016). This figure illustrates a comparison of the funding sources by percentage.

In Mississippi, the percentage of state funds to total for community college support has declined from 55.8% in fiscal year 2000 to 41.4% in fiscal year 2015 (MCCB, 2015). Nationally, average community college revenues per student decreased by 9% from the start of the recession in 2008 to 2013 (Desrochers & Hurlburt, 2016). During the period of 2007 to 2014, with decreased state funding, credit enrollment in Mississippi community colleges increased by approximately 6% from 67,719 to 71,834 (MCCB, 2015).

Participants

The participants for this study were purposefully selected for maximum variation. As Patton (2015) states, "Any common patterns that emerge from great variation are of particular interest and value in capturing the core experiences and central, shared dimensions of a setting or phenomenon" (p. 283). Five market-responsive college leaders

from community colleges in Mississippi, representing different comprehensive community colleges, various organizational configurations, and credit enrollment sizes, were purposefully selected. Creswell (2014) indicates that four to five cases are sufficient for case studies. Each market-responsive college leader selected was the highest-ranking executive directly responsible for market-responsive activities. Table 2 presents the characteristics of each of the participants and the respective colleges.

Table 2

Participant Characteristics

Participant	Areas of Responsibility[a]	Credit Headcount Enrollment (Fall 2015)[b]	Number of Counties Served[a]	Workforce Expenditures (2016)[c]
VP Allen	Career and technical education and support, workforce, WIOA	Total: < 3,000 Academic: 60% Career-Technical: 30% Non-degree: 10%	4	< $500,000
VP Brown	Career-technical education, workforce, government relations, public relations, recruitment and marketing, ABE, dislocated workers	Total: 4,000 – 6,000 Academic: 70% Career-Technical: 20% Non-degree: 10%	6	$500,000 - $850,000
VP Carter	Workforce, ABE, WIOA, continuing education	Total: 4,000 – 6,000 Academic: 70% Career-Technical: 25% Non-degree: 5%	5	$500,000 - $850,000
VP Davis	Academic and career-technical instruction, workforce, ABE, WIOA	Total: > 7,000 Academic: 70% Career-Technical: 25% Non-degree: 5%	4	>$1,500,000
VP Evans	Career-technical, workforce, ABE, WIOA	Total: > 7,000 Academic: 60% Career-Technical: 30% Non-degree: 10%	5	$500,000 - $850,000

Notes: [a] Obtained from each participant college's website. Exact titles withheld to protect identity. [b] Obtained from MCCB (2017a) Statistical Data AY2015-16. Precise data withheld to protect identity. [c] Obtained from MCCB (2017c) Final FY16 Accountability. Precise data withheld to protect identity.

The Instruments and Materials Used

Qualitative research assumes the researcher to be the primary instrument for data collection and analysis (Merriam & Tisdell, 2016). The researcher obtained data from three sources: (a) interviews, (b) documents, and (c) audiovisuals (Creswell, 2014). Interviews were the primary instrument for collection of data. The face-to-face interviews were semi structured, in depth, and composed with open-ended questions. The interview questions and linkage to the research questions are provided in Appendix A. Two market-responsive college administrators reviewed the interview questions. Their recommendations were incorporated and included clarifying the usage of "within the college" and "academic programs."

Documents included meeting notes, agendas, advertisements, organizational charts, and organizational memberships. In addition, audio and visual information was collected. These included website information, presentations, and videos. Field notes were used to record the researcher's thoughts, impressions, feelings, and biases.

Data Collection

Qualitative data were collected using interviews, documents, and audiovisual materials. Data were collected during the months of June through July 2017, after approval from the Mississippi State University Institutional Review Board (IRB) (Appendix B), the Mississippi Association of Community and Junior Colleges, and each participating community college. Prior to data collection, each participant was contacted by phone. The purpose of the research, assurance of anonymity, and procedures were explained using the phone script (Appendix C) content as the guide. After the participant expressed interest, an interview time and location were scheduled at a convenient time

and location for the participant. A cover letter (Appendix D) was emailed to each participant prior to the interview. The informed consent form (Appendix E) was presented to the participant at the time of the interview. Participants were not remunerated for their involvement in this study.

Interviews

The interviews consisted of open-ended questions to identify emerging themes related to the research questions. The interviews were conducted one-on-one and face-to-face during the months of June through July 2017, in a private location chosen by each participant. The interviews were audio recorded for transcription. Field notes were used to record the researcher's thoughts, impressions, feelings, and biases. A follow-up phone interview was used to clarify statements from the initial face-to-face interview or to elucidate data obtained from documents and audiovisuals.

Documents and Audiovisuals

Documents related to market-responsive college activities and research questions were collected during the visit of the participant's site. Site visits occurred during the months of June through July 2017. Documents included meeting notes, agendas, advertisements, organizational charts, and organizational memberships. In addition, audio or visual information was collected. This included website information, presentations, videos, or recordings.

Ethical Considerations

Participants were not exposed to any potential physical or psychological harm due to the research and were informed of the right to decline to participate at any time in the

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study. Participants were informed of the purpose of the study prior to data collection.
Consent forms were provided to all participants in this study at the time of the interview.

Interview responses, documents, and audiovisuals were collected for this
qualitative research. To protect identities, participant's names and locations were
replaced with pseudonyms during the transcription process. A code sheet was used to
link participants to pseudonyms. The code sheet, stored separately from the research
data, was kept locked in a file cabinet at the researcher's home. Use of data from this
research is limited to this study only.

Data Analysis

Analysis of the qualitative data followed linear, interrelated steps advocated by
Creswell (2014):

1. Transcribed the interviews and field notes into Microsoft Word documents
    for import into nVivo 11. Documents and audiovisuals were imported into
    nVivo 11. This process occurred during data collection to inform and
    refine the data collection process (Merriam & Tisdell, 2016).

2. Conducted a general reading of the data, adding researcher comments, to
    determine the credibility and depth of data. Read the written transcript
    while listening to the audio transcript helped to ensure accuracy.

3. Coded emerging and predetermined themes or categories in the data.

4. Identified five to seven themes, using framework matrices generated in
    nVivo 11, and shaped into a general description.

5. Developed a narrative to convey the description and provided a detailed
    discussion of themes.

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6.   Interpreted the findings from the researcher's perspective.

Validity

To ensure trustworthiness of the data, the following strategies were implemented (Creswell, 2014; Shenton, 2004):

- Triangulation – Data were collected from interviews, documents, and audiovisuals. Data were compared within participant and across participants.

- Rich, thick description – Detailed descriptions were provided of the contexts of the study, participants, and numerous perspectives on themes.

- Negative or discrepant information – Contradictory evidence concerning a theme or result was reported in the narrative.

- Clarification of researcher bias – The results included comments that indicated how the researcher's background may have shaped interpretations.

Summary of the Methodology

A qualitative case study research method was used in this study to understand how organizational frames used by market-responsive college leaders affect the market-responsive organization. Five market-responsive college leaders from community colleges in Mississippi were purposefully selected. The sources of data included interviews, documents, and audiovisuals. The data were transcribed, organized, and coded using nVivo 11 and framework matrices. Emerging themes were identified and discussed using rich, thick descriptions.

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CHAPTER IV

RESULTS

This study sought to understand how organizational frames used by market-responsive college leaders affect the market-responsive organization. Due to the study's exploration of a contemporary bounded system in its real-life context, the qualitative case study method was chosen (Yin, 2014). In this study, the boundary between the phenomenon of how organizational framing affects the organization and the context of market-responsive leaders and organizations could not be clearly separated.

The central question explored in this study was: How does the organizational frame(s) used by market-responsive college leaders affect the market-responsive organization? Three sub questions, derived from a review of the literature on market-responsive colleges, provided guidance for this research:

1. How does the organizational frame(s) used by market-responsive college leaders affect the market-responsive organization's placement within the college?

2. How does the organizational frame(s) used by market-responsive college leaders affect the market-responsive organization's relationship to the transfer role of the college?

3.   How does the organizational frame(s) used by market-responsive college leaders affect the market-responsive organization in defining and measuring its success?

This chapter presents the results of this study. The first section introduces the participants. The second section provides a thematic analysis organized by the research questions.

Selection of Participants

Five market-responsive college leaders from community colleges in Mississippi, representing different comprehensive community colleges, were purposefully selected by the researcher to provide maximum variation. The researcher gathered organizational charts, credit enrollment data, geographical locations, job titles, and contact information from the websites of Mississippi's 15 comprehensive community colleges. The researcher used the following criteria, listed in order of priority, to provide maximum variation: 1) organizational configuration, 2) credit enrollment size, and 3) economic demographics of the counties served by the college. Each participant selected was the highest-ranking executive directly responsible for market-responsive activities. To protect the participants' identities, pseudonyms were used as participant identifiers. Table 3 presents a summary of characteristics for the selected vice presidents (VP).

Table 3

Summary of Selected Participants

Participant	Areas of Responsibility[a]	Credit Headcount Enrollment (Fall 2015)[b]	Number of Counties Served[a]	Economic Demographics[c]
VP Allen	Career and technical education and support, workforce, WIOA,	Total: < 3,000 Academic: 60% Career-Technical: 30% Non-degree: 10%	4	Average Private Wage: $26,000 Private Employment: 20,000 Poverty Rate: 29% Establishments: 1,500 Population Growth: -.09% High School Completions: 78% Bachelor's Degree or More: 14%
VP Brown	Career and technical education, workforce, government relations, public relations, recruitment and marketing, ABE, dislocated workers	Total: 4,000 – 6,000 Academic: 70% Career-Technical: 20% Non-degree: 10%	6	Average Private Wage: $33,000 Private Employment: 82,000 Poverty Rate: 22% Establishments: 5,400 Population Growth: .88% High School Completions: 84% Bachelor's Degree or More: 23%
VP Carter	Workforce, ABE, WIOA, continuing education	Total: 4,000 – 6,000 Academic: 70% Career-Technical: 25% Non-degree: 5%	5	Average Private Wage: $29,000 Private Employment: 79,000 Poverty Rate: 25% Establishments: 4,900 Population Growth: .06% High School Completions: 83% Bachelor's Degree or More: 23%
VP Davis	Academic and career-technical instruction, workforce, ABE, WIOA	Total: > 7,000 Academic: 70% Career-Technical: 25% Non-degree: 5%	4	Average Private Wage: $34,000 Private Employment: 134,000 Poverty Rate: 19.5% Establishments: 7,000 Population Growth: .60% High School Completions: 86% Bachelor's Degree or More: 20%

Table 3 (Continued)

Participant	Areas of Responsibility[a]	Credit Headcount Enrollment (Fall 2015)[b]	Number of Counties Served[a]	Economic Demographics[c]
VP Evans	Career-technical, workforce, ABE, WIOA	Total: > 7,000 Academic: 60% Career-Technical: 30% Non-degree: 10%	5	Average Private Wage: $40,000 Private Employment: 188,000 Poverty Rate: 21.5% Establishments: 10,500 Population Growth: .32% High School Completions: 87% Bachelor's Degree or More: 27%

Notes: [a] Obtained from each participant college's website. [b] Obtained from MCCB (2017a) Statistical Data AY2015-16. Precise data withheld to protect identity. [c] Obtained from U.S. Cluster Mapping (2017) Data by Counties Custom Report.

VP Adams

VP Adams serves at a small comprehensive community college with few administrators, and the chain of command is frequently circumvented. VP Adams expressed his frustration, "So, you just have to bite your tongue and live with it or you fight it and move on? I choose to live with it. It is frustrating." VP Adams has been a market-responsive community college administrator for over 13 years at multiple community colleges. Prior to his role as an administrator, he served as an instructor in the community college system. He has been in his current position as vice president for over 5 years. He has been active in state chief officers' meetings and committees. VP Adams holds an advanced degree in educational leadership.

VP Brown

VP Brown has served as an administrator in the market-responsive college of his mid-size comprehensive community college for over 10 years. He has been in his current role as vice president for over 5 years. He has been active in state chief officers' meetings and committees. In addition, VP Brown has been active on national committees

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in workforce development. He possesses a terminal degree in a related workforce development field. VP Brown often supported his responses to interview questions with stories:

> There's no better advertising than John Doe going through the welding program and getting a job at a large company and making really nice money, then going back and telling his family and friends that I did this in a year or less. Now we take John's story and put it on Facebook for everybody to watch.

VP Carter

VP Carter has been in a market-responsive college leadership position for over 20 years. He has been in his current position as vice president for the market-responsive division of a mid-size comprehensive community college for over 3 years. Prior to assuming a leadership role in the community college system, VP Carter shared in a successful business. He has been very active in state chief operating officers' meetings and committees. He has also participated on national workforce committees. VP Carter was very colorful in his responses to interview questions. For example, regarding his decision to not use state funds for training provided by his division, he states,

> No, no, no, they (industry) will send four to six people, whatever they can send. No, I don't get into that…too much paperwork, too much stupid accountability. The company has means to pay for it and see value in it…so be it.

VP Davis

VP Davis has served as a community college administrator with increasing responsibilities for nine years. He has been in his current role as vice president,

responsible for market-driven programs, for the past six years. As a vice president, he is a member of the college's executive council, which advises the president on improvements in all operational aspects of the institution as well as to establish and maintain cohesiveness of policy and operation throughout the college. Prior to his role as an administrator, he served as a community college instructor in a college transfer program. He has been actively involved in local chambers of commerce and Rotary Club. He also volunteers for a variety of nonprofit organizations. He has been named as a top community leader by a local news outlet. VP Davis possesses a terminal degree in educational leadership. He described his data-driven approach to leadership:

> I measure everything. We look at what are current and existing best practices. What is the singular best things we do related to it? Then we ask the question, how can we do more? What do we need to keep? What do we need to throw away? What do we need to add to all of this so that we can do more? That is the way we approach everything.

VP Evans

VP Evans has over 12 years of administrative experience in the market-responsive division of his large comprehensive college. He has been in his current position as vice president for approximately four years. Training budgets and activities have multiplied exponentially during his tenure due to growth of industries within the college's district. The college has also experienced organizational restructuring during his tenure. VP Evans has been active in state chief officers' meetings and committees. VP Evans has completed a terminal degree in educational leadership. VP Evans' outlook is encapsulated in his statement:

Right now, the fastest growing segment of the college is career-technical and workforce training. We moved the needle from 22% enrollment in career tech to 33%. We went from working with a handful of companies in the area to working with 50 in a short period of time.

Thematic Analysis

The data were collected from June 2017 to July 2017. The data collection included interviews, documents, and audiovisuals. The data analysis began after the first interview to inform and refine the data collection process. For example, the researcher discovered during the first interview that a follow-up question was necessary regarding how restructuring occurred at the participant's college. The semi-structured questions did not directly encourage the participant to provide more details on the process of restructuring. The question, "Tell me how restructuring occurred at your college," was used as a follow-up question for each participant except for VP Adams. His college had already restructured prior to his employment at the institution.

The data analysis followed the process advocated by Creswell (2014). Using NVivo 11, the researcher used two processes for theme development, allowing for open analysis of the data before coding the predetermined themes. First, the researcher coded all the data to identify any emerging themes by research sub questions and main research question. Ultimately, themes that emerged from the open coding were merged into the predetermined themes. Second, the researcher coded the data by the predetermined themes of the four organization frameworks: 1) structural, 2) human resource, 3) political, and 4) symbolic. Table 4 provided the 4-frame view of organizational processes as a guide to coding for the predetermined themes.

Table 4

Coding Guide for Predetermined Themes

Organizational Processes	Frame			
	Structural	Human Resource	Political	Symbolic
Strategic Planning	Strategies to set objectives and coordinate resources	Gatherings to promote participation	Arenas to air conflicts and realign power	Ritual to signal responsibility, produce symbols, negotiate meanings
Decision Making	Rational sequence to produce right decision	Open process to produce commitment	Opportunity to gain or exercise power	Ritual to confirm values and provide opportunities for bonding
Reorganizing	Realign roles and responsibilities to fit tasks and environment	Maintain balance between human needs and formal roles	Redistribute power and form new coalitions	Maintain image of accountability and responsiveness; negotiate new social order
Evaluating	Way to distribute rewards or penalties and control performance	Process for helping individuals grow and improve	Opportunity to exercise power	Occasion to play roles in shared ritual
Approaching Conflict	Maintain organizational goals by having authorities resolve conflict	Develop relationships by having individuals confront conflict	Develop power by bargaining, forcing, or manipulating others to win	Develop shared values and use conflict to negotiate meaning
Goal Setting	Keep organization headed in right direction	Keep people involved and communication open	Provide opportunity for individuals and groups to make interests known	Develop symbols and shared values

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Table 4 (Continued)

Organizational Processes	Structural	Human Resource	Political	Symbolic
Communication	Transmit facts and information	Exchange information, needs, and feelings	Influence or manipulate others	Tell stories
Meetings	Formal occasions for making decisions	Informal occasions for involvement, sharing feelings	Competitive occasions to win points	Sacred occasions to celebrate and transform the culture
Motivation	Economic incentives	Growth and self-actualization	Coercion, manipulation, and seduction	Symbols and celebrations

Note: Reprinted from Reframing Organizations, by Bolman and Deal, 2013, p. 308

The analysis of the data from the sub questions and the main research question yielded the following themes.

How Does the Organizational Frame(s) Used by Market-Responsive College Leaders Affect the Market-Responsive Organization's Placement Within the College?

Analysis of the data produced the themes of 1) structural framework solution for a structural problem and 2) challenges of the market-responsive organization.

Structural framework solution for a structural problem. As expected by the researcher, due to the structural nature of the research question, the structural framework solution theme emerged from the analysis of the data. Except for VP Adams, whose college had already created a market-responsive division prior to his employment at the institution, all the VPs had experienced the reorganization of their college to create or expand the market-responsive division. In fact, their positions as vice presidents of market-responsive divisions had been created after their employment at their respective

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institutions. VP Brown told the story of his college's reorganization and his subsequent appointment as vice president over the new market-responsive division:

> I proposed it to our college president. Our president understood the important role that community colleges play in producing a labor force for the community. It would strengthen our place in the community if our organizational structure aligned workforce, career-technical, and adult education, so that we could get all three organizations working together to produce a trained workforce. So, I was made vice president over this new division.

VP Davis' story was slightly different. He was vice president over instruction but not workforce. He related his story of the reorganization:

> This institution constantly changes. We had a presidential change, and you can expect to have an organizational change any time you have a presidential change. The president streamlined and made it much more efficient and tried to place an emphasis where emphasis needed to be. But, what we did was this for the first two years, we did some immediate streamlining. At the end of about two years, we realized that the vice president over workforce training was going to retire, and we realized that my skill set was better for that.

The reorganizations merged existing departments within the colleges that shared a focus on training people for the workforce. Prior to reorganization, many of the departments operated independently, or as silos. Three of the five vice presidents used silos to describe the various market-responsive departments at their college. VP Davis described his college's solution to eliminating silos:

If you notice in our organization chart, workforce, career-technical, and community services are the same operation. That means we're not siloed. A lot of times you'll find an individual who reports to the president who strictly does non-credit training, workforce training, adult education, continuing education, health care, etc. Then, you find another individual whose division houses career-technical education and instruction. We put those two in the same division. I don't see how colleges these days can have silos anymore. Unfortunately, I know that it exists out there. But if your career-technical education and your workforce are not having a conversation daily, I don't see how that works. It couldn't work here.

Each of vice presidents viewed the solution to meeting market-driven needs through the structural lens, recommending reorganization to combine relevant market-responsive departments into one division. VP Carter provided a detailed explanation, emanating from a structural framework, for merger:

> The best way to do that was merger with our workforce for three reasons. First, to enhance the quality of instructors. Second, to bring direct industry feedback on the curricula. And third, to get industry partners to help us with upgrading of our equipment. Until that time, workforce had been the one getting external funds. We were able to provide professional development for some instructors, let go of some of them, and we were able to hire a talented pool of instructors with degrees and qualifications but with more relevant industry experience. The merger allowed us to do that.

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VP Adams, whose college had created a separate market-responsive division prior to his employment at the college, commented on the structural placement of his division:

> I think it contributes to the success because I have a direct line to the president. So, by me reporting directly to him, I can communicate the needs and the challenges or opportunities straight to the president, get his support, and communicate that on down.

The impetus to reorganize, combining all market-responsive departments within the colleges, came from increased demand from the market itself, including business and industry, local and state government, and community organizations. As VP Brown commented on the purpose of his division, "We are the entity expected to produce workers." VP Evans shared his college's reaction to a major industry relocating in his district:

> When the project hit, it was something that could not be done with one part of the college such as non-credit training or just career-technical training. To produce the workforce required, there were some changes that had to be made. We realized then that we were operating in a direction that we would struggle to meet the needs of a company coming in, unless we could work together. The only way we could foresee meeting the needs was restructuring, combining departments of the college.

The timing of reorganization, even though market driven, was opportunistic for three of the colleges. Retirements of senior leaders and other intervening factors were cited as the reason for the timing of reorganization. VP Evans stated, "We had two vice presidents to retire. It was a perfect opportunity to make that change to operate under one

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leadership. It's the way things evolved." VP Brown explained the timing of reorganization at his college, "Katrina came along, retirements, industry demands led to reorganization."

The analysis of the data suggested that the structural framework, rather than the political framework, was used in responding to the growing demands. Achievement of the mission to "fit the tasks and environment," a structural concept, was indicated as the justification for reorganization (Bolman & Deal, 2013, p. 308). VP Carter explained the mission of the market-responsive college:

> Our mission is simple. It is to enhance economic opportunities for the residents in our communities. On one side, we have to engage businesses to see what their needs are for the workforce. What kind of employees do they want? What skills training and upgrade training do they want? On the other side, we have to work with the residents in our communities who want to get jobs. We provide education and training for them and we try to provide education and training that will lead to these jobs. The way we have merged does not impede, it only enhances economic development.

The vice presidents did not indicate that competition for resources within the institution, which fits within the political framework, was the justification for reorganization. Since central activities in market-responsive community colleges, such as workforce education and contractual training, are state funded in Mississippi (MCCB, 2017b), competition for institutional funds is less warranted. However, VP Carter, admitting to using his market-responsive division's relationship to business and industry as political leverage to gain

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internal resources, stated, "Sure, I use business and industry as leverage to get what we need."

Rather than competing for internal funds, the data suggests that the vice presidents recognized that reorganization would remove departmental barriers allowing more efficient use of existing resources. VP Brown stated it most clearly, "Having everybody work together toward shared goals and major milestones is tremendous, and it helps us better use the taxpayers' money." VP Davis described the improved efficiency at his institution in terms of process and fiscal matters:

> This helps in many ways. It allows the same group and division who sees employers see the students. So, we have a great way to match employers with students and employers with programs. We have the ability to share lab spaces. We have the ability to share equipment. We have the ability to share faculty members. It is not uncommon for a credit-based faculty member to be doing non-credit instruction or vice versa.

In addition, the reorganization of market-responsive departments into one division placed the organization in a better position to obtain external funds. As VP Carter stated, "There's obviously high value that we're bringing that both business and industry and local supervisors, as well as, state and federal are contributing to support us." VP Evans shared the difference in a government training contract, "Two years ago we probably received less than $100,000. Today, our contract is a little over a million dollars." VP Davis offered the clearest example of obtaining external funds:

> The largest corporate investment in career and technical education at this institution occurred about 3 years ago. It was a multimillion dollar investment by

a regional corporation. They built us a lab. They built us a new program. But, it

came out of a workforce training project. So, we were able to put the two

together. By merging them together, you get more money, resources, and no

silos. You get good jobs for the students because one of the major hiring entities

out of our career and technical programs is one of our workforce partners.

Challenges of the market-responsive organization. The participants' overall

opinions on their structural placement within the college were positive as expressed by

VP Brown:

> The structure does not impede. I don't think it could be any better. I have all the
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> authority and control I need to help them. I don't have to go and work with
>
> somebody else in another division of the college that doesn't understand the
>
> economic development puzzle.

However, the leaders and their market-responsive divisions faced internal and external

challenges:

> Probably, a more impeding factor than structure is really just communication and
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> turnover. Even within the division, you can never communicate well enough.
>
> Then, anytime you have turnover of new staff, you're starting over from ground
>
> zero. There are many more impediments to what we can do and working with
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> economic development people outside this institution than inside. The state,
>
> federal accreditation and rules are our problems. We've been able to minimize
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> institutional problems which have helped us to better fight outside battles. If you
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> were divided internally, I don't know how you would fight the external battles.
>
> The rules and regulations in economic development funding, workforce training

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funding, and career technical education are increasingly growing complex. Our impediments are more external than internal, and more with state and federal than local. (VP Davis)

The analysis of the interviews indicated the participants' use of structural, human resource, and political frameworks to address internal and external challenges. Reframing from structural to the human resource framework, VP Brown provided personal growth opportunities to instructors, such as additional income and professional development, to address the challenge of getting credit instructors to also provide non-credit instruction:

> That just opened the floodgates because the faculty in automation began talking to their fellow faculty, like welding, all these other programs. Now we have a huge team and they're hungry a lot of times and want to go out and make some extra money. But it helps them engage with industry. It helps them find new advisory council members. It helps them place students. It's been a win-win-win.

VP Carter, using structural framework to best fit roles, addressed similar challenges, "We were able to provide professional development for some instructors, let go of some of them, and we were able to hire a talented pool of instructors with degrees and qualifications but with more relevant industry experience."

Addressing external challenges, VP Davis used the structural and political frameworks. Discussing regulations imposed by external organizations and following establish channels, he stated, "We've taken the position that when a set of regulations reach the point of being an impediment, we go to the source to see if there's any leeway on it." From the political perspective, VP Davis stated that his organization tries to

influence policy before it becomes policy. He provided an example of a policy being developed by their accrediting agency for which the agency was creating a task force to explore the issues:

But, as it started becoming a thing, they started a task force on it. We were in a position where we knew we were about to start offering half a degree that way. We volunteered to be on the task force. We were able to have some influence on that policy. We try to influence as much as we can on the front end rather than having to deal with it on the back end.

VP Adams used the structural framework to respond to threats of closure of programs within his market-responsive division from his president, responsible for the financial stability of the entire college. He explained, "I kind of had to make recommendation to close them after he decided to close them, if that makes sense. It wasn't my initial recommendation for the program. He basically said we are going to shut it down."

VP Adams expressed his frustration with the difference between frameworks used by his president and himself. His president, using the human resource framework, often made decisions that affected the market-responsive division. The president tended to give priority to employee needs rather than the market-responsive division's needs. In a follow-up question asking how he responded to the president when their opinions differed, he stated:

That is fine line you have to walk. I, personally, haven't crossed that line. I just kind of get in my hole, my fox hole, and dig a little deeper. I kind of stay under the radar. I don't try to second guess him. I don't go around him to get things

done. I go through him, if that makes sense. I just kind of say, yes sir. I let him

make those decisions, and I just go along with what he says.

When pressed about how he would address the president about the difference in views,

VP Adams continued from the structural framework:

> I think I would go straight to him, and I think he would be open with that. I
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> would voice my concerns and the needs that the community has for training or for
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> new programs or whatever. I think he would be open to that. It goes back to that
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> direct line of communication. He would be responsive and open to receiving that
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> feedback, and I think he would heed to it and do whatever we needed to do.

In summary, two themes emerged related to the market-responsive organization's

placement within the college: 1) structural framework solution and 2) challenges of the

market-responsive organization. The colleges reorganized, creating a separate division in

each college by merging departments within the college that shared the mission of

training people for the workforce. The leaders used the structural, human resource, and

political frames to address internal and external challenges.

How Does the Organizational Frame(s) Used by Market-Responsive College Leaders Affect the Market-Responsive Organization's Relationship to the Transfer Role of the College?

Two major themes emerged from the analysis of the data related to the market-

responsive organization's relationship to the transfer role of the college. First, the theme

frameworks of the relationship emerged from the participants' expression of their

perception, or lens, used to view the relationship. Second, the participants shared their

approaches to resolve the challenges affecting the relationship, as well as their market-

responsive organization. The stories emerged as frameworks applied to the challenges.

Frameworks of the relationship. The structural and political frameworks were predominantly used by the participants to view the relationship to the transfer role. All the participants expressed a positive relationship at the administrative level. VP Adams' statement captured the sentiment, "I think it is very good. I work closely with the VP of Academic Affairs. We work together on articulation agreements through the Institution of Higher Learning. We communicate very well. So, I think it's very positive."

VP Davis viewed the relationship through the structural lens. During the reorganization that had occurred three years prior to this study, the college had merged the credit transfer division into the market-responsive division. VP Davis shared his view of the relationship:

> It is one in the same. The same dean that oversees the academic transfer, at whatever location he or she is at, oversees the career and technical programs. The associate vice president who coordinates the career and technical programs from the district-wide perspective and the dean of workforce training programs share projects. They both do workforce projects. They are integrated. What I am saying is when department heads meet on campus, all of them are there. It came about when we put career and technical education and workforce training together. Let me say it this way, career and technical education and academic transfer were together at one time. Workforce and all of these things sat to the side. The first move was to take career and technical education, workforce training, and put it together. That left academic instruction over here to its own accord, if you will. When this became a well-oiled machine, then we folded in the next piece.

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VP Brown and VP Adams also viewed the relationship through the structural lens. Like VP Adams, VP Brown expressed a positive relationship with his administrative counterpart and attributed problems to external organizational policies and practices:

> I have a great relationship with the vice president of academic services. We have a great relationship. We do some things together. There's some policies in the state that prevent us from doing more. For example, an industry asked us to contextualize our math course a little more. Of course, college algebra is a prep course for Calculus 1. But these guys don't need to know calculus, nor do most of our technical graduates. They need some applied math. But, we couldn't because of SACS requirements or state policies or something. It creates barriers to better serving our industries and our companies because of some of these policies that the academic side of the house have. It's state policy. Locally, we can do a lot of things, but state policies prevent a lot of it. It's hard to move and adjust.

Differing with the structural framework used by VP Davis and VP Brown, VP Evans' preferred framework for viewing the relationship was political. He attributed the cause of the strained relationship to economic and social-based programmatic changes:

> Here, it's always been called up the hill and down the hill. That's just because there's a big hill between the career-technical and academic side of the campus. But, with programs like the MI-Best program, the integrated pathways, and dual enrollment, we're seeing enrollment patterns change. And, when you come out of a recession in which you had record numbers for enrollment, and you increased sections to accommodate the students that wanted to go to college, and as the

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economy changed, you still had all those sections. People had become

accustomed to having all those sections. When you try to change and back the

sections down, it creates an us and them type deal. The integrated pathways

piece, for instance, it really has gotten the remediation side of the mathematics

and reading departments sweating bullets over those remedial courses, because

we're doing it in a different way. Ideally, it would be better if, instead of

worrying about it, they would work closer with career-tech and be that integrated

pathway teacher in the classroom. Instead, they don't see that. They say they

aren't career-technical educators. No, but they are math instructors, and we're

building math skills simultaneously in the integrated classrooms.

Providing more evidence of his political view, VP Davis continues:

Dual enrollment is affecting the enrollment on the academic side of the house.

They may get enough hours to skip the community college all together. As a

result, you're seeing a decline in enrollment in academics that's creating an us

against them environment. It shouldn't be, but that's a barrier.

VP Carter also shared a political framework on his market-responsive

organization's relationship to the transfer role. He attributed the difficult relationship to

the past academic dean. He related the story of the relationship:

It used to be excellent. The last few years not as good, but it's going to get better

again. At community colleges, we're so driven by the personality of the person

who leads the division. The prior VP of academics was very engaged because he

had come from a technical background. It was not that thinking that

manufacturing students are down there. But, the one who was here until this past

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June was focused on university parallel. My students were university transfer, yours aren't. My teachers have masters' degrees, yours don't. My students have 30 on the ACT, yours have 17 to 20. Even though, like most other community colleges, we graduate 23%. If you take out of that, percentage-wise, the career-technical students that graduate at an 85 to 90% rate; the university parallel students obviously graduate at a rate lesser than that 23%. So yes, we have some brilliant university transfer students, but the snobbishness seems to imply that the academic, university transfer students, are way better than the career and technical students. They don't understand that all the middle-skill jobs are technical jobs.

He further attributes this elitist attitude and its effects on the college's mission to the priority often given by administration to the transfer classes:

To have an English class, it doesn't cost a lot of money. You have to pay for the instructor. There's only so many chairs and technology and all that you need. So, they are not high cost. It's easy to get noses in there, FTEs, and tuition. That's what presidents want. They are enrollment driven. We've gone away from our mission.

Finally, VP Carter expresses the basis for the competition between the transfer role and the market-responsive division:

As long as your funding is through FTEs, tuition, and local millage, there has to be the political game played at your county level to meet those needs. But, there's also a lot of rivalry for limited resources from within the college.

Frameworks applied to challenges. The participants used multiple frameworks to address challenges to their market-responsive organizations' relationships to the

transfer role in their institutions. The structural, political, and symbolic frames were represented in the results.

VP Davis, viewing the relationship to the transfer role through the structural frame, also applied the structural frame to addressing challenges. As an example, VP Davis described the resulting relationship with the transfer role after merging the transfer role with the market-responsive division:

> This was a largely structural move because the goal is all instruction. No matter what kind it is. Same umbrella, same division, same department, all of them talking together. A career and technical faculty member and academic faculty member are going to be sitting in the same professional development sessions. They are going to be working together on student learning outcomes. It doesn't matter. Workforce trainers, the whole group, are all under one umbrella.

Reorganization, using the structural frame, merged the divisions to share the same instructional goal and professional development activities. Applying the structural solution allowed the administration to resolve any existing conflicts and to keep the organization moving in the right direction as determined by the administration. VP Davis admitted that the human resource frame was overlooked in the solution:

> The only thing that I think that we probably could have studied a little bit better was that we should have helped people with their skill sets. Maybe, more than what we did, because we had some people who were predominantly doing academic that now had to do CTE, and didn't know that much about it. We had some people who were doing a little bit more CTE, who were now doing a little bit more academic and they did not know that much about it.

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In his interview, VP Adams did not address challenges to the internal relationship with the transfer role. Instead, he focused on the transfer of technical credits to the universities. He described the challenge and his structural approach to the problem by reorganizing, specifically converting programs to Associate of Applied Science (AAS) degree programs:

The problem we encounter is schools not taking credit for the career programs and technical classes. I think that would be a big problem, but now you see more and more schools buying into the B.S. of Applied Technology. You see more and more schools going that way. I think that all of the rest of the programs we have converted to AAS programs, like welding and air conditioning, where they were technical. We are working towards getting all of them, like carpentry, to the AAS program, and it's improved by the possibilities for students to acquire a B.S. degree. The students are getting transfer credit for their academics, but if they can get 30 or 40 credits for their technical classes, it is really going to help all the programs, not just one or two with specific articulation agreements.

Reflecting on the power of business and industry within the communities, VP Brown viewed the challenge of transfer of technical credits to the universities through the political lens:

I see colleges, 4-year colleges, more and more of them, creating programs that accept career and technical credits for transfer. I think they see from the business and industries that they serve that they need employees with hands-on skills. I think that's helped the relationship.

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Viewing the nature of the relationship to the transfer role through the political lens, VP Carter also approached the challenges to the relationship to the transfer role through the political frame. He was not timid about using the financial capital his division contributed to the college and his division's relationship to influential, external organizations as leverage. He described the experience of contending for more convenient times for academic classes to be offered to technical students:

By just getting mad and angry and fighting, and like most things to show by reason. If not, then by just raising Cain. The last time, it required getting into the cabinet meeting and calling it out. With declining student enrollment, particularly in university parallel enrollment, with career-technical gaining in enrollment, the financiers, the administration, including the president and the vice president of administration realized that it was appropriate to be more flexible in scheduling. Basically, yes, a political maneuver. You know that community colleges are notorious for both intra- and inter- politics. It's one of the basic drawbacks. As long as your funding is through FTEs, tuition, and local millage, there has to be the political game played with your county level to meet those needs. But, there's also a lot of rivalry for limited resources from within the college. That's why I think it's been a major, positive thing for manufacturing credit programs because workforce has the relationships and is innovative enough to bring in external funds. When things get bogged down in bureaucracy, you can ask your industry partners to help in moving that ball forward.

VP Evans used multiple frames to address the relationship challenges with the transfer role of the college. Using the symbolic frame to address a political frame issue,

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VP Evans advocated transparency. By involving all departments of the college in market-responsive division meetings, he hoped to create openness in order to produce commitment. He stated, "We want to be transparent, so that we all work together."

Using the symbolic frame, VP Evans included academic administration in meetings to transform the culture of the college. He stated, "What we've done to strengthen that is, that at our monthly career-technical and workforce deans and directors' meetings, we have the figure heads from academics sitting in there as well." Another symbolic measure of inclusion and cooperation included the opening of a collegewide, high-technology lab, called the FAB Lab, which could have been designated solely for market-responsive programs. He described the lab and its results:

> We're showing where the high-end technology that's in career-tech involves mathematics. We're using the STEM side to build these relationships. Just yesterday, we had all the academic department heads come in to the FAB lab. They are all trying to figure out how they can integrate that into their academic curricula. The FAB lab is open to everybody, including the public. It's getting the conversation going. So, we're using STEM to tie academics and career-tech together.

VP Evans also used the political frame to address challenges of the market-responsive division's relationship to the transfer role. Using new programs which compete with existing academic remedial programs, VP Evans sought to force the transfer role programs to work with the market-responsive programs. He shared these efforts:

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A second measure, we're working real hard on the academic side through our integrated pathways trying to get students who are enrolled in two or more remedial classes to maybe look at the MI-Best program or look at another avenue instead of sitting in a lot of remediation classes, working on academics and remediation simultaneously. We've implemented another program. Students who are in two or more remedial courses are given the opportunity to take courses set up in eight week blocks. If they don't get the passing scores by the end of the first eight weeks, then they stay in the course the remainder of the semester. If they excel during the first eight weeks, then they move on to the next course in the sequence. Also, each student that goes through that program are required to visit every career and technical program to see if that's something they want to participate in.

In summary, the leaders used the structural and political frames to view the market-responsive college's relationship to the transfer role of the college. Four of the five leaders expressed positive relationships to administrators of the transfer divisions at their institutions. However, two also viewed the divergent roles in a competitive manner. The leaders used multiple frameworks to address challenges to their relationships with the transfer role. The structural, political, and symbolic frames were represented in the results.

How Does the Organizational Frame(s) Used by Market-Responsive College Leaders Affect the Market-Responsive Organization in Defining and Measuring its Success?

Analysis of the data related to defining and measuring success produced the themes of 1) an ideal organization by the resources, 2) success by the numbers, and 3) persuasion by the stories.

Ideal organization by the resources. When describing their ideal market-responsive organization, the leaders focused almost exclusively on structural resources. VP Davis captured this in his 2-part analysis of his ideal organization:

First, you have to look at the content of the division to see if it is right. I personally think that what we have now is probably about the closest we are going to get. Does something not fit? I guess someone could make the case to what didn't fit. I think everything fits to some degree. It is all either instructional based or something that is tied to some economic development piece. So, I think everything we've got fits well and we work well together.

The leaders never expressed their ideal organization in terms of human resource development nor political capital. The symbolic frame was alluded to by VP Carter, realizing there must be a cultural change in his college. While they described their ideal organization as having quality instructors, they never conveyed their ideal through a successful employee development program designed to empower the employees. Rather, they viewed the ideal organization as already having competent employees fulfilling the assigned roles in the structure. Such a viewpoint is consistent with the structural framework. VP Davis shared the second part of his ideal organization:

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The second part of the answer is staffing, and that is a much more critical and telling piece to me, that you can have whatever structure you want; your staff will either make it or kill it. It's as simple as that. There are two issues with staffing: skilled and confident people who can operate independently and having enough of them. You cannot operate a division like ours without skilled people who can operate their units independently of upper level leadership because it is too big.

VP Evans expressed the same sentiment regarding human resources but from a fiscal viewpoint, "I'd be able to hire the best instructors out there and pay them a wage that's competitive." He continued his description of the ideal organization in terms of having adequate physical and infrastructure resources, but struggled with the priorities of physical infrastructure and human resources:

I'd like unlimited access to equipment and more modern buildings. I'm working out of buildings from 1953. The infrastructure in them are outdated. I'd want lines waiting to get into programs outside the door. The tough decisions to make is between personnel and equipment and a nice place to house them in. These go hand in hand. The quality of instruction would be my first, to be able to pay people what they're worth.

VP Carter had a slightly different structural perspective on the ideal market-responsive organization that would require a symbolic change in the culture of the college to better meet the needs of working students. He focused on operational issues:

I would like a system change to really meet the needs of people who are working and have two shifts of instruction: morning and late evening and Saturdays. We bring a lot of external funding for our division to support it. I would like for us to

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be absolutely independent of our college for funding; still under SACS and all that, but run it like a business. I would like for our instructors and students to be real entrepreneurs.

While sharing the same structural perspective on the ideal organization as the remaining market-responsive leaders, VP Adams, however, shared a unique human resource problem. He related his issue:

If it were ideal, probably, I would have state of the art technology in the classrooms and labs, which we do not have in some of the programs. And, the reason why we don't is based on the instructors. The funds are there to purchase the equipment. Support is there from administration to really revamp these labs; but, the instructors are hesitant to buy in for some reason. I just can't get them to see the importance of updating their labs.

VP Adams' attainment of his ideal organization was hampered by a structural problem regarding the breakdown of the chain of command. He was unable to force the instructors to update their labs. As an example, he purchased trainers for one program. However, preferring to continue to use older equipment, the instructor would not use the trainers. When VP Adams tried to force the issue with the instructor, he was overridden by the college president. He described the incident:

He has not used them at all. He is still using the old stuff. He is not implementing what I wanted him to do with that and without writing him up. I just make small hints is all I can do. Because we are so small, I got into some trouble for trying to get faculty to come into shape or in line, so to speak, to do what they are supposed to do. I didn't really get in trouble, but I got my hand

slapped. Because we are so small, the instructors feel like they can go straight to

the president. You just have to bite your tongue and live with it or you fight it

and move on. I chose to live with it.

In contrast to VP Adams' structural problem, VP Davis shared his congenial

relationship with his president's structural perspective:

I am the only remaining member of the old guard under the previous president.

So, the president's and my goal from the beginning has been to put everything in

the best place to maximize what we do and to be innovative about doing it. We

have done a lot. But, what did I say earlier? This institution always changes, and

it always will change: moving this unit from this division, this division to this

division, or creating a new division within this division, or starting a new division.

Every fiscal year we do that on some scale. Sometimes, it is larger than others.

In my opinion, if you don't do that, you are not responsive.

While the leaders mentioned human resources and cultural issues, the structural

frame dominated the discussions of the ideal market-responsive college. The leaders

focused on the organizational structure, infrastructure, and the ability to employ

competent instructors who could achieve the organization's goals.

Success by the numbers. The leaders' perspectives on defining and measuring

success were focused on their organizations' achievement of goals and performance of

the various departments. These were often expressed in terms of data. VP Evans

expressed this structural frame as he described the success of his organization:

We gauge that by the request we get from students coming in, the growth that

we've had in career and technical the last couple of years, moving that needle

from 22% to 33% enrollment versus academic enrollment, more people calling you, more proactive instead of reactive in calling people to say that we've got this program. That's pretty much how we gauge it on a daily basis. On a yearly basis, I look at individual programs, and I've got stats and numbers that show enrollment, placement rates, things that are asked for in Perkins. We've got Dashboard that produces charts and graphs in real time so we can see where we're at. When we change an instructor, are we going up or down, are we still placing people that come out of this program? We're able to use data coming out of our institutional research division on a daily basis to be able to evaluate our program. We're data driven.

Similarly, VP Davis provided data and added the accomplishment of tasks as an evaluation of the success of his division. He described his daily assessment:

I would answer the question this way, the first thing I would say is "well, over the course of the last year, we have issued x number of competencies based assessments. We are starting a new health sciences division worth $12 million. We got $4 million in grants. We started a new massage therapy program, a new truck driving program, and a new systems-based electronics program. We got a Governor's WIOA grant. We increased our WIOA funding by an additional half million dollars. I lay out the successes that I have seen in the past, because if I am going to assess today, I am going to look to the past to do it. The next thing I will sit here and tell you is what I see coming. I see an office of apprenticeships coming. I see 15 new workforce projects for the casinos in the county, which has been a goal for us. I see a new staff member coming in to help with accreditation.

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I see reaccreditation for the Respiratory Therapy program. I see all the successes

that we are going to have in the next year.

VP Davis continued his description of daily success, but from anecdotal evidence viewed

through the symbolic frame:

Then I would say to you, this morning when I came in, everybody is here.

Everybody is working together. There is a team of folks that I left a while ago in

the back that are strategizing on how to change the advising model for the

institution, people down here who are being creative and active in what they do;

and the atmosphere is good.

Figure 2 demonstrates VP Evans' faculty and staff strategy session on revising their
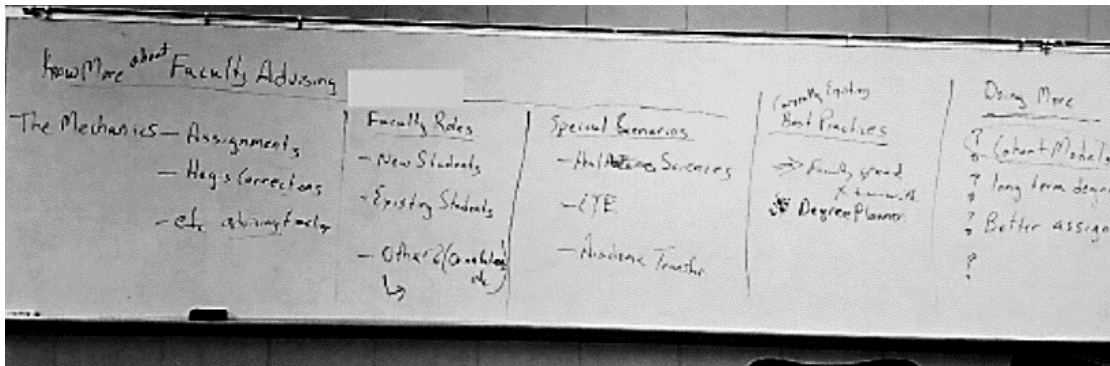
advising model.

Figure 2.   VP Evan's faculty and staff advising strategy chart.

VP Davis further described the extent of his assessment of projects and daily

operations:

Now if you are talking about assessment, if you ask a question about assessment

otherwise, I measure everything. I want to know how many students we have,

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what kind they are, where they are, what they are doing, when they are withdrawing, what faculty members have what withdrawal rates, who's passing what, what my placement rates are, are my wage gains up, what my professional development sites look like, how many faculty. We are a data driven institution. We have pages and pages and volumes of charts and graphs on just about every question you can imagine, and we are asking more every day.

VP Davis showed the researcher his market-responsive division's collection of data, which he called their portfolio. The contents provided data for measures typically required in reports for stakeholders such as MCCB, Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC), and the U.S. Department of Education (ED). However, reports, such as satisfaction data and instructor workshop results, provided information to VP Davis for assessment of program activities. He described the contents of the portfolio:

This is our portfolio that demonstrates what we do: status of our new programs, enrollment data, conferred degree, Perkins status, satisfaction data, student learning outcomes, attrition, instructor workshop results, adult education, and national certifications. We can tell you all of it, and we look at it all the time. We try to take as comprehensive of an assessment as we can. How many grants did we get verses how much effort we put into getting them.

In addition to the frequent collection of data to measure ongoing success of market-responsive college activities, all the participants collected data for the ED's Carl Perkins funding. The measures included enrollment levels, retention, completion, job

placement, skills attainment, and enrollment and completion for non-traditional by gender students.

In measuring success, the leaders relied on data, observation, and task completion. The data indicated that leaders relied on the structural frame for determining the information collected and activities to be measured. The symbolic frame was used, on a limited basis, by two of the leaders. There was little evidence of the leaders' use of the human resource and political frames in their measurements of success. There was little evidence of evaluation as a process for helping individuals grow and improve or as opportunity to exercise power.

Persuasion by the story. Communication of success with internal and external stakeholders and the use of success to address any challenges emerged from the data as a theme. The data indicated that the leaders relied on the structural, political, and symbolic frames to leverage success with internal and external stakeholders.

VP Davis exhibited evidence of his use of the structural frame in using evaluation results to address internal stakeholders on an expansion of the goal for the adult education department. The goal had always been to help adult education participants earn a high school equivalency credential. VP Davis told his story of the use of evaluation results in the expansion of that goal to better meet the original goal:

I gave you a big spill earlier on how non-credit and credit and our instruction staff are working together. That is true. We get more money out of industry. We get more placement. We get all that. But, the one thing our data told us that was not occurring to the degree we wanted it to occur was non-credit individuals ultimately moving into credit instruction. We get some of it, but we were not

getting what we wanted. So, the last couple of years we said, "Ok, let us try to make that work." One, in particular, would be adult education. It has traditionally been, and was the thinking of the institution, that the purpose of our adult education program at the college was to get an individual a high school equivalency credential. The one, and only goal, for 20 years was to take an individual with no high school diploma, work with them, have them take a test, and get the high school diploma equivalency. That was it. No more goal. So, as long as we were meeting that goal adequately and so forth, nobody ever questioned it. Nobody ever looked at it; and we moved ahead. But, then a couple of years ago, we started asking this question, "How do we begin to do this?' We begin to change the mindset. Last year, my leader over that unit, in the opening of the year meeting, asked the staff what the goal was. They all said what we had been saying for 20 years, which is to get them a high school equivalency. The leader stepped back and said, "That is not the goal." You could have heard a pin drop. He then said, "The goal is to get them a college education."

After one year, the expansion of the goal resulted in a structural change:

So, we changed the thought dramatically. Now, over the course of a year, we realized that the programs and the structure that we had was not going to support that goal. So, beginning Monday, whenever the first of July is, we have an entirely new adult education division: a lot of new people, new schedules, new curriculum, and more integration with career technical education. Totally different; so we can meet the goal of getting these folks a college education.

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The remaining leaders used the political and symbolic frames to view the use of evaluation results to persuade stakeholders to make changes. VP Evans approached from the political framework to persuade the admissions office at his institution to process applicants for a high-demand program in a quicker timeframe. He related his story:

We met resistance in admissions. We're in conversations with the registrar. We have one administrator that says my students in that technical program are no more important than any other student. But, we have a company that's paying $4 million a year in tuition. They're giving scholarships to 1,000 students per year at $4,000. That's not hard to figure out. Six hundred students per year are taken out of poverty just through one short-term program. But, we keep running into resistance. But, after they saw the numbers, they realized the significance of running 1,000 students through a single program and a company paying tuition for 1,000 students each year. So, our partnerships are helping.

VP Adams used the political frame to motivate his instructors to improve their programs. He described how he used past successes to improve his division and motivate instructors:

By highlighting those successes, we create an environment of competition, so to speak. So, we would highlight those successes during faculty meetings, on Facebook, and newspaper articles. You know, highlight those successes and an awareness of what we are doing here is important and an awareness of student placement in particular jobs. Share success stories, so to speak. Create that awareness and get the others involved in that. Once they see the other programs

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and the successes of those programs, they tend to buy into it. It's kind of a competition and want their name up there.

VP Carter motivated his employees using the structural view by giving rewards for successes. He was able to give monetary rewards through the creation of a fee structure for workforce training provided to companies. His situation was unique since, when possible, he did not use state workforce funds on training projects. The use of state workforce funds on a project prohibits charging for services. The college allowed the collected funds to remain in an account for use by the market-responsive division. He described his efforts to structurally and symbolically motivate his people through rewards and celebrations, respectively:

> I celebrate programs. We bring all the programs together. Give the person more accolades and feed them. Celebrate all successes in public. Let the people know that you are recognizing success. If you show consistent success, maybe financially reward them and do it in public. I have monetarily rewarded people that do good. Reward success in multiple ways. We celebrate them and buy them additional equipment for that program. We still live in America, incentives work. I've given individual bonuses. We eat a lot, we celebrate a lot. We put people on videos and newspapers. People do like accolades from others, including their peers.

Documented in the interviews, documents, and web videos, the leaders often used success stories of program participants to broadcast the work of their market-responsive division. Reframing a political process into the symbolic frame, VP Carter provided the

best explanation of how he used stories to convince political representatives of the importance of the market-responsive college's work:

> Recognition is good; success, especially when it's of human interest. If I can find two people who are in the youth program that are on the margins of society, who came here to get their GED, finished short-term training, worked on internships, enrolled in a career and technical program like welding, graduated, and got employment making $48,000 per year in less than two years, then, send the story to your representative. Send it to the newspapers. Let your supervisors know, high schools, and others. They all want to be associated. President Kennedy was right, "Success has a thousand fathers and failure is an orphan." So, yes, whenever you have success, celebrate it. Tell that story.

He clarified his purpose for educating the political representatives, which gives insight into his political framework:

> You have to build relationships and advance your ideas. You have to have systemic changes and bring in policy makers who understand what changes need to occur. When I say policy makers, I'm referring to the ones who control funding, legislators. What if you were to get $6000 instead of $2000 for a manufacturing student? That would change things.

The organizational frames used by the market-responsive leaders affected the market-responsive organization in defining and measuring its success. When describing their ideal organization, the leaders focused on their structural resources. As they defined and measured success, they focused on their organizations' achievement of goals and performance. Communication to the market-responsive employees and the community at

large, particularly political representatives, was an important activity for the leaders. Communication served the purpose to motivate people to support the work of the market-responsive college. The leaders were multi-framed in their approach and used structural, political, and symbolic frames to leverage internal and external stakeholders.

How Does the Organizational Frame(s) Used by Market-Responsive College Leaders Affect the Market-Responsive Organization?

Themes for the main research question of this study emerged from the data presented in the three sub questions:

1. How does the organizational frame(s) used by market-responsive college leaders affect the market-responsive organization's placement within the college?

2. How does the organizational frame(s) used by market-responsive college leaders affect the market-responsive organization's relationship to the transfer role of the college?

3. How does the organizational frame(s) used by market-responsive college leaders affect the market-responsive organization in defining and measuring its success?

The themes emerged as the four frames of viewing the organization: 1) structural, 2) human resource, 3) political, and 4) symbolic. Figure 3 illustrates the four frames and the organizational effects.

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Human
Resource

Structural
organizational structure
goal attainment
priorities in decision-making
professional development

relationships to other divisions of the institution

Symbolic
cultural change in college
inspire market-responsive employees

Political

attainment of resources and services

generate political and financial support

Figure 3. The four frames and the organizational effects.

Structural. The market-responsive leaders predominantly used the structural frame. The structural frame provided the leaders with a logical and consistent view which shaped the market-responsive organization's structure, goals, decision-making, and relationships to other divisions of the colleges. Four of the five leaders were active participants in the restructuring of their college to create a market-responsive division, consisting of the different departments considered important to achieve the overall goal of training people for jobs. VP Brown captured the leaders' sentiment about reorganization, "It would strengthen our place in the community if our organizational structure aligned workforce, career-technical, and adult education, so that we could get all three organizations working together to produce a trained workforce." The restructuring placed the related departments into one division, making it easier to communicate and share resources. VP Brown emphasized the sharing of resources, "To

be able to leverage the assets of all three departments to help all these programs and people in these programs to be successful is tremendous."

The leaders merged departments that shared common goals and mission into one division. VP Carter summed up the market-responsive mission expressed by all the leaders, "Our mission is simple. It is to enhance economic opportunities for the residents in our communities." VP Brown spoke of the collaboration between departments that were previously divided, "Having everybody work together toward shared goals and major milestones is tremendous, and it helps us better use the taxpayers' money." VP Davis explained the results, "By merging them together, you get more money, resources, and no silos. You get good jobs for the students because one of the major hiring entities out of our career and technical programs is one of our workforce partners."

The structural frame was primarily used by the leaders in decision-making. VP Davis provided the best example of this frame used in decision making. His example explained the process to evaluate the need for existing programs:

> We as a community college, traditionally, have been an institution that did not close many programs. We do not do that anymore. We review every program every year. If we see a program that does not meet our matrix and is struggling, we work on it for a year. We go in a year later, and if we have shown no progress, we close it down.

Market demand determined the need for new training programs. VP Brown provided an example:

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Our success story of addressing the utility companies' needs was on our local

news. Some folks in the heavy equipment industry saw it and was excited about

it. This led to the heavy equipment industry asking for the same thing.

VP Carter explained the basis for offering training, "On one side we have to engage

businesses to see what their needs are for the workforce, what kind of employees do they

want, what skills training and upgrade training they want to do."

In relation to decision-making, restructuring also provided the leader with a path

to control of all market-responsive college activities. All the market-responsive

departments, previously operated as silos, were united in one division with the leader at

the level of vice president. The resulting division focused on a market-responsive

mission. VP Brown gave the clearest statement about the control that restructuring gave

to him:

> The structure does not impede. I don't think it could be any better. I have all the
>
> authority and control I need to help them. I don't have to go and work with
>
> somebody else in another division of the college that doesn't understand the
>
> economic development puzzle.

In contrast, VP Adams did not experience the same control over market-

responsive college activities as the remaining leaders. Although his structure was similar

with a distinct market-responsive division, differences between the organizational

framework of the president and VP Adams did not allow the same control over employee

behaviors. Employees in the market-responsive division could circumvent the division's

management by going directly to the president. VP Adams described the situation:

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Because we are so small, the instructors feel like they can go straight to the president. The president has an open door, pretty much, concept. So, if anyone wants to see him, they can go in and see him. It really undermines the support of the administration because there is no repercussion for not following the chain of command.

This frequently resulted in reduced performance toward market-responsive goals. VP Adams provided the example of one department that would not make improvements to his lab. He expressed his frustration:

Ideally, all the programs would be cutting edge technology programs. A lot of them are but we have one or two that are not. It is kind of embarrassing when we bring people through and here is this lab, and it is just really embarrassing.

The market-responsive college leaders used different frames to view the relationship to other divisions of the college. Leaders that used the structural frame focused on activities to promote communication and cooperation across divisions outside of the market-responsive division, or did not see the need to systematically bridge the structural divide.

VP Davis created a structure which integrated academic transfer leadership and faculty with the market-responsive division to accomplish communication and cooperation. For example, VP Evans described this structural relationship:

This was a largely structural move because the goal is all instruction. No matter what kind it is. Same umbrella, same division, same department, all of them talking together. A career and technical faculty member and academic faculty member are going to be sitting in the same professional development sessions.

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They are going to be working together on student learning outcome. It doesn't matter. Workforce trainers, the whole group are all under one umbrella.

The remaining leaders, who viewed the relationship to the academic transfer role through the structural lens, did not see the need to systematically bridge the divide. VP Adams and VP Brown presented little evidence of efforts to improve relationships. Their statements regarding the relationship to the transfer role of the college were brief. VP Adams described the relationship, "I think it is very good. I work closely with the VP of Academic affairs. We work together on articulation agreements through Institution of Higher Learning. We communicate very well. So, I think it's very positive." VP Brown's description was similar, "I have a great relationship with the vice president of academic services. We have a great relationship. We do some things together." After making the statements, both leaders switched the conversation to the issue of transferring technical coursework to the universities.

Providing the predominant lens for the market-responsive leaders, the structural frame gave the leaders a logical frame to approach organizational issues. Thus, the market-responsive college's organizational structure, goal attainment, priorities in decision-making, and relationships to other divisions of the institution were shaped by the leaders' preferred structural frame.

Human resource. Little evidence of the use of the human resource frame was presented in the data. Although the leaders presented little evidence of the use of the human resource lens in the interviews, examination of documents and media revealed that all five colleges had formal professional development plans. All instructors and professional employees were required to participate, earning a minimum number of hours

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for continued employment. No evidence was observed regarding the enforcement of the policy.

The researcher conducted a follow-up phone interview with VP Evans to explore his statement in the interview, "The only thing that I think that we probably could have studied a little bit better was we should have helped people with their skill sets. Maybe more than what we did…" In its context, the statement was expressed from the structural frame. The emphasis was on the performance of the organization rather than the needs of the people. However, the statement indicated the possibility of the use of the human resource frame when viewing the employees. However, as the researcher expected, the follow-up interview confirmed that the focus was on the performance of the organization. He described the program:

> The board of trustees at our institution require all employees to get 15 hours of professional development each year. These hours can be in pedagogy, content area, and technology. What the employees take during the year is based on what we talk about at their evaluation. We look at what each one needs at evaluation time and lay out the person's professional development plan. Human resources then looks at all that's needed, based on the plans, and organizes the training for the year. If we need *x* number of Excel training, then they set it up. But whatever training they do, it must be based on what's needed for their job.

Also through the structural lens, VP Carter briefly mentioned the development of the people. His statement was in the context of describing the benefits of the merger of separate departments into one market-responsive division. He stated, "We were able to provide professional development for some instructors, let go of some of them, and we

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were able to hire a talented pool of instructors with degrees and qualifications, but with more relevant industry experience."

VP Brown employed the human resource frame to motivate credit instructors to teach non-credit courses. He provided professional development opportunities and extra income for instructors that participated. He stated, "Now we have a huge team and they're hungry a lot of times and want to go out and make some extra money." He described the outcome as a win for the instructors and the market-responsive division.

The existence of professional development programs and the leaders' statements indicated that the market-responsive leaders realize the importance of development of their people. However, the data suggests that it is viewed from a structural perspective with emphasis on organizational performance. The impact of the lack of market-responsive leaders' human resource perspective on the market-responsive college was not evident.

Political. When the structural frame could not provide a path to obtain needed resources or actions, the leaders often reframed to the political frame to gain resources or services from others to achieve the market-responsive division's goals. The political frame influenced the leaders' external and internal relationships.

> As long as your funding is through FTEs, tuition, and local millage, there has to
> be the political game played at your county level to meet those needs. But,
> there's also a lot of rivalry for limited resources from within the college. (VP
> Carter)

The market-responsive colleges' relationships to divisions within the institution were affected by the competition for college funds. The environment became

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increasingly competitive due to the reduction in academic transfer enrollment, attributed to the growth of high school dual enrollment, online course enrollment, and social-based programmatic changes, such as MI-Best programs. VP Evans explained the effect of dual enrollment:

> Dual enrollment is affecting the enrollment on the academic side of the house. They may get enough hours to skip the community college altogether. As a result, you're seeing a decline in enrollment in academics that's creating an "us" against "them" environment.

The leaders frequently used their relationships with business and industry and community groups as leverage to gain internal funding or services. VP Carter expressed this clearly, "Sure, I use business and industry as leverage to get what we need…when things get bogged down in bureaucracy, you can ask your industry partners to help in moving that ball forward." He also used the financial capital his division contributes to the college as leverage. As an example, he used his financial capital as political leverage to obtain more flexible scheduling of academic transfer classes:

> With declining student enrollment, particularly in university parallel enrollment, and with career-technical gaining in enrollment, the financiers, the administration, including the president and the vice president of administration realized that it was appropriate to be more flexible in scheduling. Basically, yes, a political maneuver.

VP Evans used the market-responsive college's relationship to a large business that provided funds to his college as an advantage for obtaining faster processing of applications by the admissions office. Although resistant initially, the admissions office

improved their efficiency in processing applications following the threat of reduction of funds, due to loss of enrollment.

The leaders' use of the political frame assisted the market-responsive colleges in obtaining internal and external funds. Use of the political frame also helped to get cooperation and services from other internal college divisions for the benefit of the market-responsive college.

Symbolic. The leaders used the symbolic frame to create a cultural change in their college, inspire market-responsive employees, and generate political and financial support for market-responsive activities.

To relieve tensions and competition between the market-responsive division and other divisions of his college, VP Evans performed symbolic acts to institute a culture of transparency and inclusion. The market-responsive division established an advanced technology lab using grant funds. The lab could have been used solely by the market-responsive division. However, as a symbolic act of inclusion, the lab was made available for the entire college's use. At market-responsive division meetings, he included academic transfer department heads as a symbolic gesture of inclusion and transparency. "What we've done to strengthen that is that at our monthly career-technical and workforce deans and directors' meetings, we have the figure heads from academics sitting in there as well," VP Evans stated.

The symbolic frame was also used to inspire market-responsive employees. Celebrations of success were used to motivate and create a cohesive atmosphere. VP Carter talked about his division's celebrations, "We eat a lot, we celebrate a lot. We put people on videos and newspapers. People do like accolades from others, including their

peers." He indicated that the celebrations show employees what is important to the organization, "Celebrate all successes in public. Let the people know that you are recognizing success."

By reframing a political issue, the leaders used the symbolic frame to inspire public officials to financially support the work of market-responsive divisions. VP Carter provided a description of using symbolic stories to emphasize the importance of market-responsive work:

> Recognition is good; success, especially when it's of human interest. If I can find two people who are in the youth program that are on the margins of society, who came here to get their GED, finished short-term training, worked on internships, enrolled in a career and technical program like welding, graduated, and got employment making $48,000 per year in less than two years, then send the story to your representative. Send it to the newspapers. Let your supervisors know, high schools, and others. They all want to be associated.

Stories and symbolic acts were important ways for the market-responsive leaders to inspire their employees to succeed, encourage political representatives to support their success, and change the culture of their college.

Summary of Results

Themes for the main research question emerged from the data presented in the three sub questions. The themes were the four frames of viewing the organization: 1) structural, 2) human resource, 3) political, and 4) symbolic. The leaders primarily used the structural frame, providing them with a logical and consistent view which shaped the organization's structure, goals, decision-making, and relationships to other divisions of

the college. Aside from VP Brown's use of professional development and extra pay to entice instructors to teach non-credit courses, little evidence of the use of the human resource frame emerged from the data. The leaders used the political frame to obtain funds, internally and externally, and to gain services from other divisions within the college. Finally, they used the symbolic frame to create cultural change in their college, inspire their employees, and derive political and financial support.

CHAPTER V

DISCUSSION

The purpose of this study was to explore how market-responsive college leaders'
framing of the three predominant organizational issues influenced the market-responsive
organizations. The following was the central research question: How does the
organizational frame(s) used by market-responsive college leaders affect the market-
responsive organization? Three sub research questions, based on the three predominant
issues identified in the literature, provided structure for exploration of the central research
question:

1. How does the organizational frame(s) used by market-responsive college
    leaders affect the market-responsive organization's placement within the
    college?

2. How does the organizational frame(s) used by market-responsive college
    leaders affect the market-responsive organization's relationship to the
    transfer role of the college?

3. How does the organizational frame(s) used by market-responsive college
    leaders affect the market-responsive organization in defining and measuring
    its success?

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This chapter provides a discussion of the significant findings of this study in relation to existing research, limitations of this study, recommendations for further research, and implications for practice.

Significant Findings

The discussion of significant findings will be presented by the research sub questions and then summarized in the central research question.

How Does the Organizational Frame(s) Used by Market-Responsive College Leaders Affect the Market-Responsive Organization's Placement Within the College?

Two themes emerged in the results that suggests how the organizational frames used by market-responsive college leaders affect the market-responsive organization's placement within the college. The themes included a structural solution for a structural problem and frames used to address challenges to the market-responsive organization.

The structural frame was the predominant frame used by the market-responsive leaders in relation to the placement of the market-responsive organization within the college. This differs slightly from McArdle's (2013) finding that the structural frame was the second most used frame by college administrators who directly reported to presidents. Four of the five leaders were inaugural, or first generation market-response leaders. They were active leaders in the creation of a separate market-responsive division at their institutions. The leaders' choice of the structural frame was influenced by the need to quickly meet the market demands for a trained workforce. Consistent with recommendations from Bolman and Deal (2013), the choice was further influenced by the need to work top down for quick implementation, the need for technical quality, and

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to "fit the tasks and environment" (p. 308). The structural frame provided the leaders with the logical frame to reorganize separate departments with similar goals into one division with one leader in control. This structural alignment is consistent with the findings of Van Noy and Jacobs (2009). They found workforce units as a separate structure within the college with its own executive.

One weakness of this configuration, however, was reported by Van Noy and Jacobs (2009). Contrary to their findings that workforce units as separate structures made it difficult to involve credit faculty as instructors or consultants in non-credit courses, results in this study showed involvement of credit faculty in non-credit courses. This is likely due to the inclusion of career and technical credit programs in the market-responsive divisions in this study. Due to the resulting interconnectedness of the credit programs with non-credit programs and the ability of leaders to offer additional income to instructors, the leaders reported fewer difficulties involving credit faculty with non-credit courses compared to the difficulties experienced before reorganization.

A second weakness, expressed by Dougherty (1994), was addressed by the market-responsive colleges in this study. Dougherty maintained that multiple missions contributed to inequality and class differences by filtering out students with low academic potential. The market-responsive colleges integrated the services of their adult education, career and technical programs, and workforce training to provide integrated and contextual learning programs, such as MI-Best, for individuals with low academic potential. These programs simultaneously addressed academic and workplace skills.

The market-responsive leaders indicated their contentment with their organization's placement within the college. Consistent with the findings of Adams et al.

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(2013, p. 531) that market-responsive colleges foster environments that are "creative, responsive, and anticipatory," the leaders' reorganization into separate market-responsive divisions placed the organizations in a better position to obtain external funds, to use funds more efficiently, and to respond to market demands without involving others unfamiliar with economic development.

The findings suggest that first generation market-responsive leaders use the structural frame to organize their organization to fit the environment of market demands and quick response.

How Does the Organizational Frame(s) Used by Market-Responsive College Leaders Affect the Market-Responsive Organization's Relationship to the Transfer Role of the College?

Two major themes emerged in the results: the organizational frameworks used to view the relationship and approaches used resolve the challenges affecting the relationship.

Consistent with the findings of Brand (1997), four out of the five community colleges in this study exhibited a gulf between the market-responsive division and the academic transfer division. The remaining community college had addressed the divide with a structural merger of the academic transfer division with the market-responsive division. Market-responsive leaders' efforts to bridge the divide depended on their view of the importance of academic transfer courses. For leaders that expressed little interest in academic transfer courses, their relationship to academic transfer leadership was described as cordial. For leaders that perceived academic transfer courses as important to the market-responsive college, they viewed the relationship through the political lens. The relationship was described as "us" and "them."

Market-responsive leaders who viewed the relationship with academic transfer as political addressed challenges using the political and symbolic frames. The challenges were categorized as the other departments' fear of the growth of the market-responsive division's role in the college and the need for the academic transfer division to offer courses more suitable for market-responsive students. The fear was approached using the symbolic frame, which included acts of transparency and inclusion. The market-responsive division's need for services from academic transfer were approached using the political frame, which included confrontation, using political weight from business and industry, and the increasing enrollment in market-responsive programs. This finding provides additional depth to Schiefen's (2010) conclusion that workforce units served a market while academic transfer programs performed an institutional function.

On the basis of these findings, it appears that market-responsive leaders use different frames in relation to the transfer role of the institution. The priority assigned by the leader to academic transfer courses influences the type of relationship, demonstrated in this study as cordial, competitive, or inclusive. The frames used, respectively, included structural, political, and symbolic.

How Does the Organizational Frame(s) Used by Market-Responsive College Leaders Affect the Market-Responsive Organization in Defining and Measuring its Success?

Three themes related to defining and measuring success emerged from the results: leaders described their ideal organization by its resources, measured success with data, and communicated success through stories.

The market-responsive leaders described their ideal organization in terms of the resources needed to ideally accomplish the market-responsive college's mission. The

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leaders' descriptions of the ideal market-responsive organization, emanating from a structural framework, focused on the organizational structure, infrastructure, and the fiscal ability to employ competent instructors who could achieve the organization's goals.

The leaders' perspectives on defining and measuring success were one dimensional. They focused on their organizations' achievement of goals and performance of the various departments to measure ongoing success in meeting the needs of business and industry. This finding is consistent with the proposal of Carnevale, Smith, and Strohl (2010) that entrepreneurial college activities are influenced, coordinated, and developed through partnerships with employers. Contrary to the finding of Grubb et al. (1997) that market-responsive organizations measured success from a market-oriented perspective rather than traditional institutional measures, market-responsive colleges in this study used a variety of market-oriented measures, as well as traditional measures such as enrollment, retention, and placement. This is a result of the inclusion of credit programs within the market-responsive colleges in this study.

The leaders relied on structural framework elements, such as data, observation, and task completion, to measure success. The symbolic frame was used, on a limited basis, typically to anecdotally assess the daily mood of the organization. There was little evidence of the leaders' use of the human resource and political frames in their measurements of success. The leaders did not use evaluation as a process for helping individuals grow and improve nor as opportunity to exercise power. The lack of perspective from the human resource frame was most likely due to the singular focus on the mission of meeting the human capital needs of business and industry.

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Evidence of the market-responsive colleges' successes were used to garner external funding and to leverage internal funds and services. To communicate the successes of the market-responsive college, the leaders used multiple frames, including structural, political, and symbolic.

Externally, the leaders shared the market-responsive college's success to motivate political representatives, influential community leaders, and the public to financially support the market-responsive college. The leaders often reframed this political process through the symbolic frame. They shared their symbols of success by telling the stories of successful market-responsive participants.

Internally, the market-responsive leaders used the structural and political frames to leverage their success to obtain services from other divisions. They used their division's relationship with influential community leaders and business and industry as well as their funding contributions and enrollment growth as leverage to influence action.

The market-responsive leaders employed multiple frames to motivate their employees, including structural, political, and symbolic. They often used monetary rewards, competitive environment, and celebrations.

The findings suggest that market-responsive leaders viewed the success of the market-responsive organization through the structural lens and used multiple frames when relating to organizations and individuals outside the market-responsive college.

How Does the Organizational Frame(s) Used by Market-Responsive College Leaders Affect the Market-Responsive Organization?

The findings suggest that market-responsive leaders exhibited unconscious patterns of thought in regards to each of the three issues explored in this study: 1) the

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market-responsive college's placement within the organization, 2) its relationship to the transfer role, and 3) defining and measuring its success. The patterns paralleled a respective frame from the 4-frame model. The structural frame was the predominant framework used by the market-responsive leaders. However, they were more likely to use the political and symbolic frames when attempting to obtain funds or services from other organizations outside of the market-responsive division.

Although all the leaders in this study were executive-level vice presidents, in terms of frame usage, the market-responsive leaders resembled both senior managers and middle and lower level managers. Lynn (1987) found that senior managers emphasized the political frame by "building legislative support, negotiating, and identifying changing positions and interests" (p. 248). While Luthans, Yodgetts, and Rosenkrantz (1988) found that middle and lower level managers focused on structural activities. This suggests that market-responsive leaders must deal with complexity in institutions with multiple missions while simultaneously managing task-oriented activities to meet market demands. They must be leaders and managers, focusing on purpose as well as execution (Bennis & Nanus, 1985).

The finding in the case of VP Davis suggested a relationship between data-driven management and the 4-frame model. VP Davis indicated that he measured everything, including enrollment trends to obscure measures, such as how many times an advisor meets with an advisee and the results of the meetings. Based on the performance data, VP Davis used the structural frame to guide him in addressing issues originating from the remaining three frames. For example, using data and responding from the structural frame, VP Davis would decide: 1) the type of training needed for employees to meet

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performance objectives, 2) the political issues affecting policy that needed to be addressed, and 3) the appropriate symbols needed to advance a goal. Based upon this finding, it appears that the developed use of a data-driven, single frame approach can provide guidance through issues originating from the remaining three frames.

Based on the findings, the market-responsive leaders, guided by their framework, affected their market-responsive college through reorganization, setting the tone of the relationship with academic transfer division, and establishing division priorities through the selection and recognition of measures for success. They used the structural frame to "tune the structure to task and environment," the political frame to "establish agenda and power base," and the symbolic frame to create faith in the market-responsive college (Bolman & Deal, 2013, p. 308).

This study extends previous research on Bolman and Deal's 4-frame model by examining the use of frames in a subset of educational leadership within comprehensive community colleges. The findings suggest that the frames most used by market-responsive leaders differ from educational leaders in previous studies (Bensimon, 1991; Bolman & Deal, 1991; Sypawka, 2010; McArdle, 2013). This is most likely due to the unique, externally-driven mission of the market-responsive college. Furthermore, this study provides additional discussion on the three predominant issues of market-responsive colleges from the perspective of state-funded market-responsive leaders.

Limitations of the Study

The limitations of the study included the emergence of an unforeseen characteristic of the sample and the researcher's time limitation.

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The researcher used the following criteria, listed in order of priority, to provide maximum variation: 1) organizational configuration, 2) credit enrollment size, and 3) economic demographics. During the analysis of the data, the researcher realized that four of the five participants were first generation market-responsive leaders at their institutions. Each of the four was an inaugural leader involved in the formation of the market-responsive division at his college. While the researcher sought to understand how the frames used by market-responsive leaders affected the market-responsive organization, it is uncertain if market-responsive leaders beyond the first generation at their institutions would view the issues differently. Nevertheless, the findings in this study are helpful for understanding how framing affects the market-responsive college.

A second limitation was a time constraint to complete this study. Due to the time constraint, observation was limited to the visit for conducting the interview. The researcher, however, collected documents and audiovisuals to triangulate the data in the absence of lengthy observations.

Recommendations for Future Research

While this study provided insight into how framing by market-responsive leaders affect the organization, quantitative research into the preferred frames of market-responsive leaders would be beneficial in extending the findings of this study. It would also be beneficial to quantitatively determine if differences exist between the preferred frames of first generation market-responsive leaders' and the preferred frames of subsequent generations.

This study found little evidence of the use of the human resource frame by market-responsive leaders. While the intense focus by leaders on meeting the market

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demands may have precluded human resource framing, further research into the effects on the organization, resulting from the lack of human resource framing by market-responsive leaders, would be helpful.

Understanding the relationship between data-driven management and the 4-frame model would be valuable to data-driven practitioners. The finding in this study was based on a single case. Therefore, an in-depth study of the use of data-driven management and the 4-frame model could provide leadership guidance for data-driven leaders.

Additionally, this study was limited to state funded market-responsive organizations in Mississippi. Replication of this study in other regions, particularly in states where workforce training is not state funded, would be useful in extending the findings of this study.

Implications for Practice

This study has important implications for market-responsive leaders as well as those aspiring to become market-responsive leaders. First, the leaders in this study unconsciously used frameworks to view market-responsive issues. The intentional use of the 4-frame model would assist with correctly matching the situation with the appropriate mental map (Dane & Pratt, 2007). Administrators with better mental models and the ability to use them experience success and possibilities (Bolman & Deal, 2013). Second, this study provides aspiring and existing leaders of market-responsive colleges with possible lenses to view commonly experienced issues and to gain insight into the benefits of reframing and multi-framing. In addition, this study raises the awareness of the lack of use of the human resource frame among market-responsive leaders. Leaders may benefit

by addressing the paradox between the market-responsive organization's mission of developing people and the lack of addressing the human resource frame within their own organization.

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APPENDIX A

INTERVIEW QUESTIONS

Interview Questions

1. Describe your college's organizational structure.

2. How does the placement of your division within the college structure contribute to the success of your division?

3. Describe your college's involvement in economic development activities.

4. How does the placement of your division within the college structure impede your division's ability to engage in economic development activities?

5. How have you addressed the impediments?

6. What changes to the organizational structure would improve your college's ability to engage in economic development activities?

7. If you were to make the changes you've mentioned, how would you go about it?

8. How would these changes affect your division of the college?

9. How would you describe your relationship with the academic transfer division of your college?

10. What steps have you taken to strengthen your relationship to academic transfer programs?

11. What problems have you encountered while taking steps in improve your relationship with academic transfer programs?

12. How did you address the problems? (How would you address the problems?)

13. How has improving your relationship with academic transfer programs affected your division of the college?

14. How would a strong working relationship with the academic transfer division improve your division of the college?

15. Describe your division of the college if it were ideal.

16. How do you daily assess the success of your division?

17. What formal measures of success have been implemented for your division?

18. What problems have you encountered with these measures?

19. How have you addressed these problems? (How would you address the problems?)

20. How have you used successes to improve your division?

21. How have you used failures to improve your division?

Linkage to Research Questions

Table A1

Linkage of Interview Questions to Research Questions

Research Question	Supporting Interview/ Survey Questions	Statistical Analysis
MRQ: How does the organizational frame(s) used by market-responsive college leaders affect the market-responsive organization?	All questions	Analysis for themes
SRQ 1: How does the organizational frame(s) used by market-responsive college leaders affect the market-responsive organization's relationship to the transfer role of the college?	9-14	Analysis for themes
SRQ 2: How does the organizational frame(s) used by market-responsive college leaders affect the market-responsive organization in defining and measuring its success?	15-21	Analysis for themes
SRQ 3: How does the organizational frame(s) used by market-responsive college leaders affect the market-responsive organization's placement within the college?	1-8	Analysis for themes

APPENDIX B

INSTITUTIONAL REVIEW BOARD APPROVAL

MISSISSIPPI STATE
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NOTICE OF APPROVAL FOR HUMAN RESEARCH

DATE:	June 22, 2017
TO:	Stephanie King, PhD, Educational Leadership
FROM:	Jodilyn Roberts, HRPP Officer, MSU HRPP
PROTOCOL TITLE:	Leadership Frames in Comprehensive Community Colleges: Implications for the Market-Responsive College
PROTOCOL NUMBER:	IRB-17-388

Approval Date: June 22, 2017   Expiration Date: June 22, 2018

This letter is your record of the Human Research Protection Program (HRPP) approval of this study as exempt.

On June 22, 2017, the Mississippi State University Human Research Protection Program approved this study as exempt from federal regulations pertaining to the protection of human research participants. The application qualified for exempt review under CFR 46.101(b)(2).

Exempt studies are subject to the ethical principles articulated in the Belmont Report, found at www.hhs.gov/ohrp/regulations-and-policy/belmont-report/#

If you propose to modify your study, you must receive approval from the HRPP prior to implementing any changes. The HRPP may review the exempt status at that time and request an amendment to your application as non-exempt research.

In order to protect the confidentiality of research participants, we encourage you to destroy private information which can be linked to the identities of individuals as soon as it is reasonable to do so.

The MSU IRB approval for this project will expire on June 22, 2018. If you expect your project to continue beyond this date, you must submit an application for renewal of this HRPP approval. HRPP approval must be maintained for the entire term of your project. Please notify the HRPP when your study is complete. Upon notification, we will close our files pertaining to your study.

If you have any questions relating to the protection of human research participants, please contact the HRPP by phone at 325.3994 or email irb@research.msstate.edu. We wish you success in carrying out your research project.

Jodilyn Roberts

Review Type:	EXEMPT
IRB Number:	IORG0000467

APPENDIX C

PHONE SCRIPT

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Phone Script

Hello, my name is David Campbell. I am working on my dissertation at Mississippi State University. My study seeks to find out how leaders' framing of the organization affect the market-driven departments of the community college. The information you give, if you choose to participate, will be used to help community college leaders address challenges more effectively. May I share with you the requirements for participation?

If no: I appreciate your time and thank you for taking my call.

If yes: If you choose to participate in this research study, you will be interviewed, at a convenient location chosen by you, for approximately 90 minutes about your market-driven departments. A brief follow-up phone interview may also be requested to clarify any information or data. Additionally, I will need to collect documents (e.g., brochures, newsletters, and website) and audiovisuals related to your departments. Your total time commitment should be no more than 2.5 hours, including interview, collection of documents, and a follow-up phone interview if necessary.

Of course, your participation in this research is voluntary. You may refuse to participate or withdraw from the study at any time. If you participate in the study, you can refuse to answer any questions you do not want to answer. The information you provide will be kept private. Your name and the college will not be identified in the results. Would you be willing to participate?

If yes: Great! I'd like to email you a letter that provides the information that I've shared with you today as well as contact information. Do you have any questions?

If no: I'd be happy to answer any questions that you may have and I do appreciate your time and consideration of my request.

APPENDIX D

COVER LETTER

Dear Participant,

The market-driven departments at your community college which you represent are often faced with challenges, such as relationships with academic transfer programs, measuring and communicating success, and their place within the overall organization. In this research study, I want to find out how leaders' framing of the organization affect the market-driven departments of the community college. The information you give will be used to help community college leaders address challenges more effectively.

If you participate in this research study, you will be interviewed, at a convenient location chosen by you, for approximately 90 minutes about your market-driven departments. A brief follow-up phone interview may also be requested to clarify any information or data. Additionally, I will need to collect documents (e.g., brochures, newsletters, and website) and audiovisuals related to your departments. Your total time commitment should be no more than 2.5 hours, including interview, collection of documents, and follow-up phone interview if necessary.

Participation in this research is voluntary. You may refuse to participate or withdraw from the study at any time. If you participate in the study, you can refuse to answer any questions you do not want to answer. The information you provide will be kept private. Your name and the college will not be identified in the results.

If you should have any questions about this research, please feel free to contact me at (662) 710-7648 or by email at dc127@msstate.edu. You may also contact my advisor at Mississippi State University, Dr. Stephanie King, Associate Professor, Educational Leadership, at (662) 325-7066 or by email at sking@colled.msstate.edu.

Thank you for your assistance!

Sincerely,

David Campbell

APPENDIX E

INFORMED CONSENT FORM

Informed Consent Form for Participation in Research for Exempt Research*

Title of Research Study: Leadership Frames in Comprehensive Community Colleges: Implications for the Market-Responsive College

Researcher(s): David Campbell, Mississippi State University; Dr. Stephanie King, Major Advisor, Mississippi State University

Procedures: I would like to ask you to participate in a research study examining how organizational framing by leaders affect the organization. If you participate in this study, you will be asked to participate in an interview at a location chosen by you. The interview will take about 90 minutes and will be audio recorded for transcription. If you wish, a copy of the questions will be provided to you in advance of the interview. A brief follow-up phone interview may also be requested to clarify any information or data. You will also be asked to provide, at your discretion, any documents and audiovisuals that support your answers and comments. Your total time commitment should be no more than 2.5 hours, including interview, collection of documents, and follow-up phone interview if necessary. All identifiers contained in materials provided, including interview transcripts, will be removed to provide confidentiality in the reporting of results.

Questions: If you have any questions about this research project, please feel free to contact David Campbell at 662-710-7648 or Dr. Stephanie King at 662-325-7066.

Voluntary Participation: Please understand that your participation is voluntary. You can refuse to answer any questions you do not want to answer. You may discontinue your participation at any time.

Please take all the time you need to read through this document and decide whether you would like to participate in this research study.

If you decide to participate, your completion of the research procedures indicates your consent. Please keep this form for your records.

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*The MSU HRPP has granted an exemption for this research. Therefore, a formal review of this consent document was not required.