LEADERSHIP DEVELOPMENT FOR ASPIRING

COMMUNITY COLLEGE PRESIDENTS

Neil Soriano Bagadiong

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Charlene Nunley, Ph.D.

Ronald Head, Ph.D.

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Abstract

Several longitudinal reports predicted a potential crisis in the nation's community college

system: a leadership gap due to a sizeable number of retirements of presidents and other high

ranking college leaders. First reported at the beginning of 2000, the gap continues to grow, and

recent research highlights the continuing trend. In the near future, several hundred new

presidents are needed to take the helm of the nation's two-year colleges. The next generation of

leaders will be new to this primary role, and they and the community college system will face

new leadership challenges, even different issues from just a few short years ago. Consequently,

the problem is that current presidential development programs may not be adequate in the face of

these yet undefined challenges. Certainly they teach useful concepts and practices; however,

their effectiveness can be enhanced by going beyond the field of education and by drawing on

more than the experience of just those who have spent their careers in the higher education arena.

This dissertation argues that one field of scholarship that might prove particularly useful to future

community college leaders is the field of management. Many significant and current

management theories can be relevant to better develop, equip, and arm leaders and managers of

the nation's community colleges. The purpose of this study is to offer five selected significant

and current management theories and practices and apply those theories to enhance the

leadership competencies and professional skills identified by the American Association of

Community Colleges (AACC) (2005). The primary focus will be on contemporary universal

theories of leadership and management that can be applied and are practical for the community

college leader.

Keywords: community college leadership, management theory, leadership development

Dedication

This work is dedicated to my entire family. First of all, to Chief Petty Officer (USN-Ret.) Nick and Zeny Bagadiong, who have always shown me that no matter where you come from, with dedication, hard work, and support from family that you can achieve anything. They have always instilled in me the importance of education, and now, in my second decade in higher education, their influence is exemplified by my chosen profession in helping students become the best they can be. Pop, thank you for giving me the gift of education, which you call "the great equalizer." And to my mom, thank you for showing me how to keep fighting for want you want in life.

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Table of Contents

List of Tables

TABLE

List of Figures

FIGURE

CHAPTER ONE

INTRODUCTION

Statement of the Problem

Researchers predict a substantial turnover of presidential leaders in community colleges,

leading to a dramatic increase of new presidents on college campuses, many of whom have never

served in a presidential role. Current research indicates a large number of retiring community

college presidents will leave a leadership gap. Most recently, the American Association for

Community Colleges (AACC) and the Association of Community College Trustees (ACCT)

(2013) reinforced these concerns by announcing a collaborative effort that will focus on

presidential leadership and community college governance. This professional development

program "is designed to address three trends that have the potential to erode community college

leadership at a time when the country is calling on community colleges to address completion

and student success, and to do more with fewer resources. These trends are the graying of the

pool of current and future community college presidents, the shrinking pool of potential

presidential candidates, and the continuous rotation and recomposition of governing boards"

(para. 2).

The trend in significant numbers of presidential retirements is not new, but cumulatively

is a growing concern; over a decade ago, Shults (2001) was the first to sound the alarm when he

reported the results of a survey that indicated that 45% of 249 community college presidents who

responded to a 2001 AACC survey planned to retire by 2007 (p. 1). Also, in two studies by

Weisman and Vaughan (2002, 2007), the first found that "79% of the 661 community college

presidents responding to their survey planned to retire in 10 years or less," and the second

corroborated their earlier findings and found that "84% of 545 responding presidents planned to retire in 10 years or sooner, and that 56% planned to retire in six years or sooner" (p. 6).

Several researchers have examined the root causes of the considerable number of retirements. Hassan, Dellow, and Jackson (2010) stated that "given that so many community colleges were created in the 1960s and 1970s, the leadership stream that matured with those colleges has reached retirement age. Large numbers of deans, vice presidents, and presidents are all very near retirement" (p. 181). Fulton-Calkins and Milling's (2005) research found that "the administrators and faculty employed in the 1960s and 1970s are now reaching retirement age" (p. 234). A *Community College Times* (2004) article indicated that in the next few years, "700 new community-college presidents and campus heads, 1,800 new upper level administrators, and 30,000 new faculty members will be needed" (as cited in Fulton-Calkins & Milling, 2005, p. 234).

Furthermore, research shows that as the number of community college presidential vacancies increase, the number of those who would traditionally succeed the president from within the institution is decreasing. Evelyn suggested that "the number of chief academic officers (CAOs) retiring may pose a greater crisis than that created by the retirements of the presidents" (as cited in Keim & Murray, 2008, p. 116). Vaughan (1990) viewed the CAO position as the stepping stone to the presidency, and "the overwhelming conclusion reached in his study is that current deans of instruction are almost mirror images of current presidents" (p. 186); however, separate research by Leubsdorf (2006) and O'Banion (2006-2007) indicated that "there is evidence that the pipeline to the CAO position is also shrinking" (Leubsdorf, p. 51; O'Banion, p. 45). Durée and his research colleagues found "that the average age for Chief Instructional Officers (CIOs) is about the same as presidents, and CIOs are likely to retire at the

same rate as their bosses" (as cited in Riggs, 2009, p. 29). In addition, other leaders within the

institution who would likely be more apt to take over the institution are retiring themselves. In a

2001 AACC survey of its membership, O'Banion found that "33% of presidents estimate that

one-quarter or more of their chief administrators (the ranks from which community college

presidents rise) will retire in the next five years" (p. 45). As stated earlier, the AACC and ACCT

collaborative professional development model was created to counteract the trend of the

shrinking pool of potential presidential candidates (American Association of Community

Colleges & Association of Community College Trustees, 2012, para. 2).

     To add to this deficit, external candidates may be even more difficult to find. Keim

catalogued community college graduate preparation programs and found most do not incorporate

the words ''community college'' in the program name, and a closer investigation shows that

"few contain any courses specifically related to community college operations, let alone

community college leadership development" (as cited in Phelan, 2005, p. 784). Patton reported

that the number of students currently enrolled in graduate community college administration

programs will fill only a fraction of these openings; moreover, the researcher discovered the

more alarming statistic that the number of degrees conferred in community-college

administration decreased 78% between 1983 and 1997 (as cited in Fulton-Calkins and Milling,

2005, p. 235). Additionally, magnifying the problem of a limited number of leadership

development programs both offered at the degree level and through professional organizations is

that current programs may not be adequate in the face of yet undefined challenges.

     In summary, the problem is that the substantial turnover of community college leaders is

leading to a large freshman class of presidents who will face new leadership challenges. Several

significant and current management theories offered in this dissertation can be relevant and can

be integrated into professional development programs to develop, equip, and arm leaders and

managers of institutions of higher education. Because many of these challenges, such as

innovation, cultural change, assessment, and financial restructuring, mirror challenges that have

been faced by managers in the private sector, the capability to address these challenges may be

enhanced by educating community college leaders to understand a variety of well researched

management theories. In addition, the selected theories may enrich the leadership competencies

identified by the American Association of Community Colleges in 2005.

Statement of Purpose

The purpose of this study is to explore significant and current management theories and

practices and integrate those theories into a learning and development program designed for

those pursuing the community college presidency. The primary focus will be on contemporary,

universal theories of leadership and management that can be applied and are practical for the

community college leader. The purpose is not to comprehensively identify all relevant

management theories but rather, by selection of several particularly relevant examples, to argue

for the important impact that theories of management can contribute to the development of future

community college leaders.

Context or Background related to the problem

Community college presidents are facing a wide variety of challenges. Many of the

challenges have existed since the beginning of the community college system movement, but

others are new. In the face of changing environments, presidents confront issues such as

decreases in funding, assessment and accountability, globalization, facilities issues, increasing

pressure to increase rates of student retention and completion by a variety of national and state

organizations, and a need to answer to multiple stakeholders.

College leaders also understand that the importance of community colleges to the nation's future has never been greater. Community colleges are key to the national agenda of raising the educational level of our country relative to other developed nations; the United States, which for generations led the world in college degree completion, now ranks 16th in the world in completion rates for 25- to 34-year-olds (American Association of Community Colleges, 2012, p. 5). Furthermore, the demographics of the community college student population highlight the magnitude of the central role that two-year colleges play in educating and training today's college student. According to the AACC's *2013 Community College Fast Facts*, of all of the country's college freshmen, 45% begin their higher education career at a community college, and 45% of all undergraduate students are enrolled in community colleges. In addition, the undergraduate minority student populations being served by community colleges are growing disproportionately in numbers compared to that of the four-year institutions: 56% Native American , 49% Hispanic, 44% Asian/Pacific Islander, and 42% African American (American Association of Community Colleges, 2013, p. 1). With these and many other challenges, the quality of leadership of community colleges has never been more critical.

Phelan (2005) asked, given the aforementioned challenges, "how does a future community college leader navigate the leadership minefield of the 21st century?" (p. 784). Vaughan (2000) stated that:

> Being unprepared or lacking knowledge is a precarious position, especially for presidents who fail to understand the inherent risks associated with the presidency and who lack some understanding of how to prepare for the unexpected—those unforeseen activities and events that, if not dealt with adequately, can topple even the most stable of presidencies. (p. vii)

Others, such as Palmer and Katsinas (1996) and Townsend (1996), have written about

preparation for community college leaders, but little research has been conducted about

leadership development programs specifically designed to prepare and update community

college leaders. In their collection of essays, Palmer and Katsinas (1996) described the state of

graduate education of community college leaders by sharing critical perspectives about such an

education: a historical perspective, the need for leaders to have quality writing skills, the focus

on understanding diversity and democracy, and how professional associations and the

professoriate impact training (pp. 1-2). Townsend (1996) described how "faculty in higher

education or community college education administration programs play a major role in

determining who the next generation of community college leaders will be and what they will be

like" and how the faculty act as "gatekeepers" (p. 60). Furthermore, those future college leaders

are further influenced by the faculty's doctoral experience; as students, they are "influenced by

what curriculum is taught, who teaches them, and how they are treated as students" (Townsend,

1996, p. 60). Again, there is a sufficient amount written about leader preparation but less about

the programs specifically designed to train future community college leaders.

A study conducted by the Aspen Institute (2013) in partnership with Achieving the

Dream resulted in identifying five qualities common among highly effective presidents, with

"effectiveness" defined as those leaders with institutions achieving high and/or significantly

improving levels of student success (p. 5). The researchers evaluated 16 prominent traditional

academic and continuing professional education programs that are specifically aimed at teaching

community college leadership and found that these programs provide instruction of many of the

basics skills, such as budgeting, finance, and assessment (p. 14). The gap they discovered in the

curricula is connecting those skills to the framework and ultimate goal of improving student

success and outcomes. The report suggested the alignment of training programs with the

qualities of effective presidents, such proficiencies as the ability to create and sustain needed

change, the ability to collaborate with external partners, and the ability to increase revenue all of

which concentrates on increasing levels of student access and success (pp. 14-16).

Phelan (2005) in his research of changes in and the continuing evolution of community

college leadership stated:

> Just as with other generational aspects, each new wave of community college leaders
>
> brings the potential for leadership in new dimensions, modalities, strategic approaches,
>
> and operational methods to an organization. Interestingly, Boggs (2003) stated that the
>
> leadership skills required for today's community college are very, very different from
>
> those of only a few years ago (p. 18). Indeed, the tactics and methods used in the early
>
> days of the community college movement could potentially wreak havoc in today's
>
> accountability-laden, economically-strapped, litigious, and labor conscious environment.
>
> As a sector of academe, community colleges are steeped in tradition, process, and
>
> institutional culture. Thus, change of any significance could potentially generate
>
> problems for leadership, bringing unintended consequences to an otherwise noble action,
>
> and therefore must be managed carefully. (p. 783)

In a more recent comprehensive report, the AACC (2012) concurred with Phelan's

assessment that vintage approaches and practices need to be transformed; "community colleges

have been developing leaders to maintain the inherited design. They need now to develop

leaders to transform the design. Reshaping the community college of today to meet the needs of

tomorrow means that community college leaders need to see change as their friend, embrace it,

and, then, indeed, lead it" (p. 17). To respond to the needs of the 21st century student, the AACC

called for dramatic changes to the nation's community colleges, and the leaders are called to "reimagine what these institutions are—and are capable of becoming" (American Association of Community Colleges, 2012, p. vii). These changes can only come from committed and strategic leadership and from fostering genuine collaboration and wide-ranging partnerships.

There are several organizations that currently offer professional development opportunities to develop leadership skills for those working in the community college system. Phelan (2005) mentioned that "organizations such as the League for Innovation in the Community College, the American Association of Community Colleges (AACC), and the National Chair Academy are but a few who have fielded leadership development programs" (p. 784). Hull and Keim (2007) listed additional national programs, along with costs and length of programs, in their research: the John E. Roueche Future Leaders Institute (FLI) and Future Presidents Institute (FPI), sponsored by the AACC; Harvard University's Seminars; American Council on Education (ACE) Fellows; the Community College Leadership Academy (CCLA), housed at University of San Diego; and the Institute for Community College Development, housed at Cornell University.

All of the above mentioned programs, including several universities offering degrees in higher education administration, community colleges, or related areas are intended for those who are preparing for or transitioning to the office of community college president or other community college senior leadership positions. While these programs undoubtedly have strong elements, they tend to be taught by "educational insiders," current or former college presidents, and college and community college educators. This dissertation will investigate whether the quality and comprehensiveness of these programs might be enhanced by the addition of significant management and leadership theory from the business management sector.

To substantiate this claim about the nature of current programs, one might examine the AACC's 2011 pre-conference day-and-a-half workshop, "The New CEO Institute: Hit the Ground Leading." The presenters were a mix of new and seasoned CEOs and were comprised of 14 presidents and two chancellors, all from community colleges. Another example is the 13-member faculty for the 2013 Harvard Seminar for New Presidents. It is comprised of nine current presidents, one professor of education, one professor of leadership, one lecturer/consultant in non-profit leadership, and one vice president for development and alumni relations. Three out of the four faculty members for the Community College Leadership Academy, housed at University of San Diego, are from higher education. The issue is that those developing and teaching our new presidents are primarily from higher education, and few are included from other fields to provide new insights, innovative approaches, effective problem-solving techniques, or smarter methods.

Additionally, the subject matter has its roots in what higher education has always taught; the AACC workshop included familiar topics on developing positive board relations, using data and technology, fostering the college mission, increasing student success, and understanding college finances. The Harvard Seminar for New Presidents listed as its objectives: exploring organizational culture and traditions, assessing the role of governing boards, fundraising, financial management, building the administrative team, becoming an academic leader, handling the lifestyle of being the president, and strategic planning (Harvard Graduate School, 2013). While a few of these do seem to be management oriented, most seem to center on day-to-day operations with limited application of management theory and practice.

This dissertation argues that those who desire to become the future leaders of our country's community colleges can benefit substantially from understanding relevant

management theories, skills, and practices, and that integration of these theories into their

development and training programs can help them as they face undefined future challenges.

Theoretical Base

Exploring theories that are from other fields that suit community college leadership will

be conducted throughout this dissertation. Some initial theories that can be applied and put into

practice are summarized. This list is not intended to be comprehensive or exhaustive but rather

is a representative selection of theories that can demonstrate the author's argument of the

relevance of management theory for the emerging leadership role of future community college

presidents. The list was selected based on a variety of criteria, described later in the dissertation,

and in consultation with three former college presidents who teach in the field of management.

The representative theories selected are briefly described in the paragraphs that follow.

Groupthink. Janis (1971) defined "Groupthink" as "the desperate drive for consensus at

any cost that suppresses dissent among the mighty in the corridors of power" (p. 43). He

described several historical events in which decision-makers conformed and in which

"independent critical thinking" was "replaced by groupthink," leading to "major fiascos" (p. 43).

Many new presidents are given a "honeymoon period," during which their particular

wishes are granted without much opposition, such as requests for new or changes in policies and

changes in their administrative team or other key personnel. Janis (1971) wrote that groupthink

occurs "when the members of the decision-making groups even avoid being too harsh in their

judgments of their leaders' or colleagues' ideas and even their own thinking" (p. 43). The

challenge that exists for a community college leader, especially a new person in this role, is to

create an organizational team and culture in which groupthink is unlikely to happen. Presidents

can ensure that policies exist to evaluate fundamental assumptions before important decisions are

made, have set procedures concerning how decisions are made, and how risks are determined

associated with the decision. They and their leadership teams, boards of trustees, advisory

committees, and ad-hoc task forces must explore all alternatives, seek relevant information from

those possibly outside the institution, and strongly encourage the openness of the exchange of

ideas and points of view. New presidents need to understand that good decision-making and

problem-solving processes are critical at their level of leadership.

     Double-loop Learning. Similar to "groupthink," Argyris' (2005) theory of double-loop

learning provides a leader and an organization with a deeper understanding of decision-making

and organizational learning. Tagg (2010) wrote "single-loop learning leads to first-order change

and innovation. Double-loop learning leads to second-order change and transformation. At the

highest level of generalization, double-loop learning leads to a paradigm shift, to a change in the

fundamental governing values that define the institution" (p. 54).

     Cartwright (2002) proposed applying double-loop learning in leadership education in

order to "influence people's thinking and behavior to become more effective leaders"; this type

of learning can be viewed as "a distinctive educational strategy that contains high-level potential

to shift the perceptions of our learners" (p. 69). To introduce the theory, she described the

concept using one of the frequently used analogies:

     Single-loop and double-loop learning are readily understood using the analogy of a

     household thermostat. Single-loop learning is about achieving a given temperature—like

     a thermostat set to 68 degrees that turns up the heat whenever the temperature drops

     below 68 (the objective). Double-loop learning involves changing the setting on the

     thermostat (i.e., changing the objective of the system). Double-loop learning calls for

     changing the objective itself. Indeed, double-loop learning is not only about changing the

objective, but involves questioning the assumptions about that objective, the ways of

discovering and inventing new alternatives, objectives, and perceptions, as well as ways

of approaching problems. (p. 69)

Community college leaders need to understand how their respective institutions learn.

The organizational learning consists of knowing how they assess if their organizational goals and

outcomes are being achieved or not being achieved, and from that, determining any errors that

may have led to any failure. When the institution fails in reaching its objectives, double-loop

learning questions the original policies and primary goals. A comprehensive inquiry can lead to

a change in action strategies and a shift in the original paradigm. Tagg (2010) cited several

organizations, such as the National Commission on Excellence in Education and the American

Association of Community Colleges, whose calls for paradigm shifts and reforms "that began in

the 1980s were challenging colleges and universities not to do more of the same, but to do

something different. The demand was for a qualitative change, not just a quantitative one"

(p.52).

Stakeholder Theory. In developing stakeholder theory, Freeman (2004) wrote that he

took on the "viewpoint of the executive and the claim was that if a group or individual could

affect the firm (or be affected by it, and reciprocate) then executives should worry about that

group in the sense that it needed an explicit strategy for dealing with that stakeholder" (p 420).

He and his colleagues developed a "useful way of thinking about stakeholder behavior in terms

of thinking through concrete actual behavior, cooperative potential, and competitive threat of

each stakeholder group" (Freeman, 2004, p. 420). Community college leaders need to

understand that building and investing in relationships with stakeholders is necessary to create

successful partnerships and to sustain the long-term viability, policies, and goals of the

institution.

Upper Echelons Theory. Hambrick (2005) wrote that executives are influenced by their

backgrounds, attitudes, aspirations, and behaviors based on their experiences throughout their

lives, and "see the world through the lenses of their personal histories, knowledge, values, and

other biases" (p. 110). In essence, the organizations they lead "then become reflections of their

top managers" (p. 109). The upper echelons theory also states that top management teams form

cognitive maps that are created from their own past experiences. In addition, the theory states

that the incoming environmental and organizational information and stimuli can be

overwhelming and complex and offers a three-step information filtering process which

eventually yields a highly personalized "construed reality" (p. 112).

Community college presidents and their senior leaders need to understand that they bring

their own set of experiences, personalities, traits, and values when becoming institutional leaders

and so do their senior level management teams and boards of trustees. After becoming aware of

this, they need to invite a diversity of people, opinions, and points of view in order to make

critical decisions in the midst of a great deal of inputs from inside and outside of the institution.

Change Management Theories. Kezar (2001) reviewed the extensive literature on

change and the change process and draws from a number of disciplines, such as political science,

anthropology, biology, physics, psychology, business, and management (p.5). She organized the

major change theories that affect change according to a typology of six categories: (a)

evolutionary, (b) teleological, (c) lifecycle, (d) political, (e) social-cognition, and (f) cultural

models (p. 5). By noting several, but not all, of the unique features of higher education

institutions found in the research, she applied these six organizational change models to those

institutions. Kezar wrote "the results of studies directly applied within the higher education

setting assist in understanding the efficacy of these models/theories, sometimes derived from

outside the realm of higher education, for understanding organizational change" (p. 6). Related

to the teleological model in which strong collaboration is needed, Kotter's eight-step change

process strongly encourages creating a climate for change through engaging and enabling the

whole organization; moreover, the model provides steps to implement and sustain the change and

allow it to be embedded in the organization (Cohen, 2005, p. 2).

Research Questions

Research questions explored in this study include the following:

- How does the current research describe the challenges facing community college
  presidents?

- How do current management theories fit into the AACC's *Competencies for*
  Community College Leaders, which describes a leadership framework organized
  around six competency domains: organizational strategy, resource management,
  communication, collaboration, community college advocacy, and
  professionalism?

- What are some of the current management theories that may be most useful in
  application to community college leadership?

- What criteria can be applied in assessing which theories are significant?

Definition of Terms

Management theory – theories related to understanding the process of administering and

coordinating resources effectively, efficiently, and in an effort to achieve the goals of the

organization (Lewis, Goodman, & Fandt, 2001, p. 5).

Management – the coordination of human, material, technological, and financial resources needed for an organization to reach its goals (Hess & Siciliano, as cited in Shriberg et al., 2002, p. 38).

Leadership development – increasing a person's abilities and capacities to provide strong leadership through a number of ways, such as formal training, developmental training, and self-help activities (Yukl, 2009, p. 458).

Organizational theory – "A macro examination of organizations that analyzes the whole organization as a unit" (Daft, 2010, p. 579).

Professional development – "Professional development is often defined very broadly, including wellness and personal needs such as stress management, as well as skill building, networking, and further education. For the purposes of this study, professional development is defined as those activities and experiences that increase job-related skills and knowledge and support the building of positive relationships" (Wallin, 2002, pp.27-28).

Continuing education – "…supporting leaders with exposure to theory, concepts, cases, guided experiences, and other practical information and learning methodologies is essential. The leadership gap can be addressed through a variety of strategies such as college "grow your own" programs, AACC council and university programs, state system programs, residential institutes, coaching, mentoring, online and blended approaches. Important considerations that apply to all forms of delivery include sustaining current leaders and developing new ones" (AACC, 2005, p. 2). This definition is used in this dissertation in the context of leadership education.

Organizational culture – "…a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaption and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (Schein, 2004, p. 17).

Strategic thinking – "Strategic thinking, acting, and learning are promoted by systematic information gathering about the organization's external and internal environment and various actors' interests, thoughtful examination of the organization's successes and failures, clarification of future direction, establishment of organizational priorities for action, and in general, attention to the acquisition and use of knowledge and skills" (Bryson, 2004, p. 11).

Leadership competencies – Skills, knowledge, traits, and capabilities that are essential to the effective performance of a leader.

Significance

This research has implications for the future of community colleges in three areas. First, the leadership gap will produce a set of new, inexperienced community college leaders. Second, these leaders will face a variety of challenges, many that have not been fully defined, such as dealing with an accelerating rate of change, an unpredictable financial environment, higher accountability, and a transforming method of educational delivery. Wallin (2002) cited a 2001 report issued by the Community College Leadership Development Institute that found that "the challenges of leading a community college have become increasingly complex and often contentious, while tenure in leadership positions has become shorter" (p. 29). Third, in their professional training, these leaders will need not only to learn the requisite presidential

managerial skills, but also, in order to face these challenges, that significant and current

management theories exist that can enhance the skills and knowledge of leading an institution of

higher education. If new leaders are not adequately prepared, Riggs (2009) warned:

> The way many community colleges function—with their roots grounded in outdated
>
> management practices, outmoded instructional delivery systems, and archaic approaches
>
> to student and institutional support services—simply will not work for institutions that
>
> are charged with serving as major democratizing forces and economic engines for a
>
> changing population, a changing world, and a rapidly evolving future. (p. 27)

He further added that "if community colleges do not effectively change soon, they are likely to

slide into insignificance" (p. 28) and cites the work by Alfred (2003), who concurred, by stating:

> Our colleges are now designed for continuity that avoids change. This dilemma
>
> lies within. Its face is administrative structures, processes, and decision-making that
>
> maintain consistency over extended periods in order to promote stability and
>
> growth. Building a college for continuity made sense when people and markets
>
> were predictable. But, the dramatically accelerated rate of change renders current
>
> approaches to business unfit for optimum growth and functioning. (p. 24)

Skinner (2010) agreed by writing:

> Leadership changes will take place when higher education's primary stakeholders are
>
> becoming increasingly skeptical (in some cases, cynical), as institutions face increasing
>
> competition for resources of all types, and when conventional means of securing new
>
> funds—raising tuition and other fees, spending from endowments, and traditional fund-
>
> raising—are becoming less tenable. Meanwhile, demographic trends in the age and

ethnicity of students, faculty, staff, and ultimately candidates will require boards to

change their preconceptions of what a president looks like. (p. 10)

Because of these challenges, he continued by stating "boards will need to recruit a new

generation of presidents with skills and perspectives different from those of their predecessors

and more attuned to the demands currently being placed on higher education" (p. 10).

The following chapters will illustrate and support the problem and the purpose of this

dissertation. Chapter Two is the review of literature that highlights the evidence of an increasing

shortfall of community college leaders due to retirements, a decrease in the qualified candidacy

pool, and a reduction in a skilled and experienced external candidate population. Also, the

review provides an overview of challenges facing leaders and required competencies needed to

overcome those challenges. Finally, five selected business and managerial theories are

presented, each selected based on a variety of criteria and in consultation with three former

college presidents who teach in the field of management. Chapter Three presents the conceptual

model. The model capitalizes on the work of significant scholars from the field of management

and applies that work to the competencies for community college presidents that have been

identified by the AACC. Chapter Four describes the research method using a systematic review

and a narrative synthesis, the central research questions, and the key words and search criteria.

Chapter Five describes the expert review process and summarizes the feedback from five experts

in community college leadership. Chapter Six provides guidance for leadership development

programs and describes the implications for practice.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This literature review begins by examining research predicting that there will be a large number of new and inexperienced community college presidents/CEOs because a high rate of turnover is expected. Moreover, those who traditionally would assume the role of CEO are retiring at an equally high rate, and a limited number of external candidates exist as well.

Next, this review describes the requisite leadership skills that have been identified by professional organizations and educational institutions that also offer training and development opportunities in those areas, most notably the American Association of Community Colleges and its *Competencies for Community College Leaders*. Other programs, such as the Harvard Seminar for New Presidents, are also briefly examined. Also, research is presented describing the current climate and the variety of challenges facing community college presidents.

Finally, this literature review incorporates a summary of a variety of management theories that the author will argue are highly useful as learning tools for those ascending to the community college presidency.

Predictions of a Large Freshman Class of Presidents/CEOs

As stated in the introduction, a substantial turnover of presidential leaders in community colleges will likely result in a dramatic increase of new presidents on college campuses, many of whom have never served in the presidential role. Moreover, the numbers of those who would traditionally assume the role of the CEO is dwindling due to some of the same reasons, such as retirement. Finally, the external candidate pool is also limited.

As stated earlier, Shults (2001) was the first to sound the alarm by synthesizing the results of the 2001 American Association of Community Colleges Leadership Survey, reporting that there is a large leadership gap affecting community colleges in the near future. He wrote that the crisis resulted from: "(a) community college presidents have been retiring at a high rate—a trend that is expected to continue; and (b) the pipeline for potential leaders is similarly affected, with higher than normal projected retirements over the next 10 years" (p. 2).

Other key findings included the following:

(a) Nearly half of current community college presidents indicate they will be retiring in the next six years; (b) 33% of presidents believe that one-fourth or more of their chief administrators will retire in the next five years; (c) the skills presidents need in the future will be similar to those needed today, but there will be more emphasis on entrepreneurial spirit, command of technology, and adaptive approach; (d) the average age of people in the most common feeder positions to the presidency is over 50 years old; and

(e) Mentoring and professional development play key roles in preparing people for leadership positions. (p. 1)

Two studies by Weisman and Vaughan (2002; 2007) reaffirmed Shults' signaling of a large leadership gap; the first in 2002 found that 79% of the 661 community college presidents responding to their survey planned to retire in 10 years or less. In their 2006 study, they corroborated their earlier findings and found that 84% of 545 responding presidents planned to retire in 10 years or sooner, and that 56% planned to retire in six years or sooner. The 2006 survey also found with "the average age of current presidents is 58 years of age, it is not surprising that retirement is on the minds of some of these presidents…24% of the current presidents plan to retire within one to three years; another 32% plan to retire within four to six

years; and 28% plan to retire within seven to 10 years. The 84% of current presidents who plan to retire within the next 10 years is an increase from the 79% in 2001 and the 68% in 1996 who planned to retire within the same time period. In 1996, the average age was 54, and in 2001, it was 56" (p. 6). Durée (2008) conducted one of the most recent community college president surveys; his study of 415 community college presidents, which represents 38.2%of the national total, found that 79% will retire by 2012, and 84% by 2016 (para. 1). In addition, he found that the average age for vice presidents is about the same as presidents.

Continuing similar research on behalf of the AACC, Tekle's (2012) survey of community colleges CEOs focused on compensation; however, the survey instrument also assessed demographic information, length of tenure, and retirement. The valid responses rate was 39% of 952 CEOs. The results supported the forecast of a continual trend of retirements of the nation's community college leaders, with nearly 75% of respondents expressing that they plan retiring within the next 10 years—43% within the next five years and another 32% the following five years (p. 9). Moreover, "an additional 15% of respondents indicated that they plan to retire in the next 11-15 years" (p. 9.) The researcher also underscored that to better understand the retirement plans, the median age of the CEOs who responded in 2012 was 60 (p. 9). Based on these projections, the Aspen Institute (2013) predicted that by 2017, 500 community colleges will be led by different presidents than are at the helm today (p, 3). Weisman and Vaughan (2007) asserted "for those who aspire to the presidency, there will indeed be 'room at the top'" (p. 6).

Hassan, Dellow, and Jackson (2010) stated that given that so many community colleges were created in the 1960s and 1970s, the leadership stream that matured with those colleges has reached retirement age. Large numbers of deans, vice presidents, and presidents are all very near

retirement. O'Banion (2006), in referencing the same 2001 study by Shults, agreed that for

community colleges to survive, they must address a "looming crisis moving toward a calamity:

the retirement of legions of faculty and administrators who created and managed the modern

community college, and the lack of programs to prepare their next generation of replacements"

(p. 45). He cited the great need for both college administrators and faculty.

The need for community college faculty was exposed by the National Study of

Postsecondary Faculty, conducted by the National Center for Education Statistics in 2004.

O'Banion (2006), in citing the study, continued by adding "in the academic year 2003-04, there

were approximately 112,000 full-time community college faculty, and 221,400 part-time faculty.

These faculty members were asked to indicate the number of years until they expected to retire"

(p. 45). The results shown are in Table 2.1.

Table 2.1

Number of years until faculty members expected to retire

_____

Years	Full-Time	Part-Time
1-5 years	16.4%	13.8%
6-10 years	19.8%	16.5%
11-15 years	19.7%	16.9%
Total (1-15 years)	55.9%	47.2%

_____

Note. National Center for Education Statistics, as cited in O'Banion, 2006, p. 45.

O'Banion concluded that by using these retirement figures as a model, "community

colleges will need 18,375 new full-time faculty and 30,533 new part-time faculty in five years.

In the next fifteen years community colleges will need 62,608 new full-time faculty and 104,500 part-time faculty" (p. 45). How does this shortage affect the future of college leadership? Riggs (2009) cited a 2008 study by the American Council on Education that found the numbers at the starting line to the presidency are becoming smaller; "community colleges are hiring fewer full-time faculty, and those that are hired are older than their counterparts in the past" (p. 29). He concluded "there are problems at both ends of the leadership continuum, with too few qualified individuals entering the community college administrative career ladder and large numbers at or near the top of the career ladder leaving" (Riggs, 2009, p. 29).

Leubsdorf (2006) explained that:

Baby boomers make up the 78.2 million Americans alive today who were born between 1946 and 1964. The baby-boom generation, larger than those directly before or after it, has fueled the U.S. labor force for decades. But as the boomers age and begin to retire in the coming years, they will leave a sizable hole in the labor market. An estimated 6,000 jobs in postsecondary education administration will have to be filled annually between 2004 and 2014, the result of the field's growth and the retirement of current workers, according to the Bureau of Labor Statistics. (p. 51)

He also cited Shults' research that a large percentage of community college presidents planned to retire within the next decade, and senior administrators who traditionally replaced them were aging as well. He cited three examples:

At Montgomery College, a Maryland community college, 55% of administrators are older than 55, and 45% will be eligible to retire by 2010, and at the University of Kansas, 61% of senior administrators are 55 or over. At the University of Arizona, the annual retirement rate of 2% is expected to double or triple in the next five to 10 years. (p. 51)

Additionally, he wrote that many higher education institutions are not ready for this large gap. He stated that colleges need to have succession plans to have a smoother transition. Colleges may have to count on employees staying on the job longer to help with the gap and also consider mentoring junior staff in order for them to take on senior leadership roles.

Keim and Murray (2008) also supported the research of Shults (2001), O'Banion (2006), and Leubsdorf (2006); their research showed that as the number of community college presidential vacancies increase, the number of those who would traditionally succeed the president from within the institution is decreasing:

> The situation is much the same for chief academic officers (CAOs)—those who occupy the position that is the traditional stepping stone to the presidency. Moreover, CAOs are not only retiring in large numbers but also leaving academic administration for a variety of other reasons, and many community colleges are finding it difficult to replace them. (p. 117)

Their research highlighted one key point:

> Not only is the pipeline to the presidency shrinking but also the pipeline to the CAO position itself. If community college leaders want to increase the pool of qualified candidates for the presidency, they need to begin by increasing the pool of candidates for the CAO position. (p. 117)

Fulton-Calkins and Milling (2005) found that the administrators and faculty employed in the 1960s and 1970s are now reaching retirement age. Riggs (2009) added:

> With the two pools of applicants that have historically filled most of the vacant president positions shrinking, and the number of president vacancies on the rise, community

colleges will have an increasingly difficult time finding well qualified candidates to fill

their executive leadership positions. (p. 29)

He also offered several suggestions to solve the problem of a lack of qualified candidates, such

as creating a year-long administrator internship program, providing funding and release time for

formal education and for professional development programs, and holding regularly scheduled

roundtable discussions for all college leaders on a variety of leadership topics (pp. 34-35).

Competencies and Challenges for Community College Leaders

Using survey results, the AACC (2005) "developed a competency framework for current

and future college leaders. With wide utility for both individuals and institutions, the framework

can help emerging leaders chart their personal leadership development progress, provides

curricula guidelines for program developers, and offers human resource professionals direction

for staff recruitment, hiring, rewards, and professional development" (para. 2). The following

are the six competencies from the AACC's *Competencies for Community College Leaders*

(2005):

1. Organizational Strategy

An effective community college leader strategically improves the quality of the

institution, protects the long-term health of the organization, promotes the success of all

students, and sustains the community college mission, based on knowledge of the

organization, its environment, and future trends.

2. Resource Management

An effective community college leader equitably and ethically sustains people, processes,

and information, as well as physical and financial assets, to fulfill the mission, vision, and

goals of the community college.

3. Communication

An effective community college leader uses clear listening, speaking, and writing skills to

engage in honest, open dialogue at all levels of the college and its surrounding

community, to promote the success of all students, and to sustain the community college

mission.

4. Collaboration

An effective community college leader develops and maintains responsive, cooperative,

mutually beneficial, and ethical internal and external relationships that nurture diversity,

promote the success of all students, and sustain the community college mission.

5. Community College Advocacy

An effective community college leader understands, commits to, and advocates for the

mission, vision, and goals of the community college.

6. Professionalism

An effective community college leader works ethically to set high standards for self and

others, continuously improves self and surroundings, demonstrates accountability to and

for the institution, and ensures the long-term viability of the college and community.

In a survey conducted by Hassan et al. (2010), the competencies were vetted by a group

of community college presidents and board of trustee chairpersons from New York and Florida.

The results showed a strong consensus between both groups on the competencies. Furthermore,

two other results highlighted the utility of the competencies: first, the strong support by

presidents and trustees suggested the use of the validated competencies as a template for hiring

new leaders; "the AACC competency model is a useful template for structuring the screening,

interviewing, and selection processes for future community college leaders" (p. 190). Secondly,

the results suggested strategies for identifying candidates for leadership and strategies for

designing or improving "grow your own" leadership development programs (pp. 189-190).

McNair, Durée, and Ebbers (2011) used narratives from a national president study to gain

perspectives on the "gaps in prior preparation" (p. 3). With regards to the AACC competencies,

the researchers also found:

> Support of the use of the competencies in the development of future leaders and suggest
>
> that leadership development is a very personal journey. Consequently, it is difficult to
>
> prescribe a specific set of activities that will meet all needs. Precisely because the
>
> journey is personal, a unifying framework, such as the AACC competencies, can help
>
> ensure that, regardless of the path followed and activities undertaken, aspiring leaders can
>
> be confident that they will gain the skills needed for successful leadership. (p. 22)

The researchers also highlighted other studies that support the use of the competencies.

In working to serve the needs of the community college populations, Albert (2002) cited

several principles that effective presidents should consider "in order to ensure that their colleges

are delivering relevant, high-quality programs and services to the communities they serve"

(p. 415). With these significant roles and principles in mind, he linked them to the day-to-day

management responsibilities and offered the following priorities: (a) trustee relationship and

development; (b) enrollment management and its relationship to funding and budgeting; (c)

cultivation of community support through partnerships by engaging local business, industry, and

government; (d) having an extensive understanding of collective bargaining and shared

governance; (e) securing support of resources for information resources and technology; and

(f) continuous personal development (Albert, 2002, pp. 418-422). These management duties

mirror several of the AACC competencies, such as Collaboration, Resource Development, and

Community College Advocacy.

The findings from a report from the Aspen Institute and Achieving the Dream revealed

that "the best leaders from across the country have a special set of qualities and know-how that

enable them to lead institutions to high and improving levels of students success" (The Aspen

Institute, 2013, p. 2). The five characteristics of these effective presidents who have affected

student outcomes are (pp. 5-9):

- Deep commitment to student access and success.

- Willingness to take significant risks to advance student success.

- The ability to create lasting change within the college.

- Having a strong, broad, strategic vision for the college and its students, reflected

  in external partnerships.

- Capable of raising and allocating resources in ways aligned to student success

  goals.

The study suggested that training and educational programs which prepare leaders integrate these

skills into their curricula in order for presidents to lead community college to higher levels of

student success. The five qualities employ several of the AACC competencies: Organizational

Strategy promotes the success of all students through a strategic design; Resource Management

includes increasing revenue and allocating funds specifically aimed at positively affecting

student success; Collaboration and Community College Advocacy emphasizes building

relationships with external partnerships such as employers, funding agencies, and legislators to

boost student outcomes.

The 2011 Presidential Perspectives survey was "designed to provide timely data about key issues that confront presidents across all sectors of American higher education" (Green, Jaschik, & Lederman, 2011, p. 30). The survey addressed key concerns that confront presidents across all sectors of American higher education as they and their institutions sought to emerge from the downturn. The eight categories of questions addressed an array of current challenges presidents face, such as immediate significant problems confronting their institutions, strategies used during the economic downturn, and how effective were those strategies. The results highlighted the most pressing challenges facing the various institutions, public and private, doctoral through associate degree granting. For community colleges, the most pressing issues were: (a) budget shortfalls, (b) changes in state funding, (c) remediation and student readiness for college, (d) limits on our ability to respond to rising enrollments/increased demand, and (e) rising tuition and affordability (Green et al., 2011, Table 2). Most of the top five concerns revolved around the Resource Management competency.

Lorenzo and DeMarte (2002) wrote that organizations, including community colleges, will need to change if they are to thrive in the 21st century. They described two basic assumptions about the future of community colleges: "First, to remain viable, community colleges must continue to change in significant ways. Second, the colleges' success will probably be determined by their ability to recruit and develop effective leaders" (p. 47). They also depicted the evolution of educational leadership during the past century and characteristics that are still needed. Three additional factors are added "into the leadership equation: (a) the decentralization of leadership authority; (b) an emphasis on conflict resolution; and (c) the facilitation of individual and organizational learning" (p. 49).

Baker (2003) wrote:

> Today, community colleges are facing a paradigm shift: from available to convenient,
> from teaching to learning, from supported to self-assisted, from insulated to community-
> based, from self-focused to customer focused. This dramatic shift has muddied the path
> to the future for community college leaders. When faced with widespread and rapid
> societal changes, leaders often find that mapping the best route for their colleges can be
> an overwhelming task. (p. 13)

He described organizational culture as the key to the strategies to successfully reach goals,
respond to changes, and implement changes and innovation. He also described managerial roles
based on the Leadership Competencies Assessment Instrument. He cited the results of a survey
which indicates that the 118 community college presidents who responded gave themselves the
highest ratings in the "leadership" roles of visionary and ambassador, in the "informational" role
of advocate, and in the "decisional" roles of change agent and negotiator. Many of the day-to-
day functions were cited as less important, such as "task giver" and "disseminator" (Baker, 2003,
pp. 17-18).

Malm (2008) sought to "(a) identify the most significant environmental challenges and
uncertainties that forced organizational change at six different Maryland community colleges, (b)
discover what organizational change processes the presidents implemented to rally their
respective colleges and overcome the challenges, and (c) describe what leadership approaches
the presidents used to lead organizational change" (p. 616). Through guided conversations with
the six community college presidents, he identified the most significant environmental
challenges: (a) fiscal, internal culture, (b) employee recruitment and retention, (c) external
community relationships, (d) campus infrastructure growth, (e) student access to baccalaureate

degrees, and (f) new learning program demands (p. 618). In addition, two broad change process

categories materialized: general organizational activity, such as strategic planning, budgeting,

and decision-making, and specific leadership behavior processes, such as coalition building,

facilitating, collaboration, visioning, and strategizing (p. 621).

Malm (2008) also wrote that "leading organizational change is among the most important

and challenging leadership responsibilities. Effective leaders initiate and foster organizational

change and innovation. Leaders must be able to overcome entrenched interests and gain the

commitment of stakeholders with different values to meet external demands and change

organizations" (pp.614-615).

Phelan (2005) asked, given the upcoming unknown challenges, "How does a future

community college leader navigate the leadership minefield of the 21st century?" (p. 784). And

he cited Vaughan (2000), who stated that:

> Being unprepared or lacking knowledge is a…precarious position, especially for
>
> presidents who fail to understand the inherent risks associated with the presidency and
>
> who lack some understanding of how to prepare for the unexpected—those unforeseen
>
> activities and events that, if not dealt with adequately, can topple even the most stable of
>
> presidencies. (p. 784)

Phelan (2005) wrote "just as with other generational aspects, each new wave of community

college leaders brings the potential for leadership in new dimensions, modalities, strategic

approaches, and operational methods to an organization" (p. 783). Boggs (2003) concurred that

the leadership skills required for today's community college are very, very different from those

of only a few years ago (p. 18).

Romero (2004) cited two considerable trends that are expanding the leadership challenge: large growth in student enrollments, thus leading to more demand, and the "accumulated missions" that make community colleges "increasingly complex" (p. 31). Furthermore, she stated that the demand for effective leadership has increased because of the increase in accountability, changes in student demographics, and the multiplicity of the missions of the community college. In addition, strong external and internal collaboration is needed; she argued:

> No single individual can fulfill all these leadership needs; however, every individual leader must be willing to coordinate his or her activities with other leaders within the institution or the quality of decisions and the ability of the institution to truly serve its community will be hurt. (p. 31)

She added that:

> These leadership responsibilities have become more complex as our society has moved from an industrial to a knowledge age and as knowledge has become more specialized. The demands for effective leadership also have increased as educational institutions have been pressed to become more accountable—pressed by government watchdogs, by industry, and by students. The complexity of roles and missions thus demands a broad-based leadership structure that requires leadership at many levels of the institution continuously and simultaneously. (p. 31)

Wallin (2002) surveyed presidents' knowledge, skills, the usefulness of professional development activities, and limitations to their continuing education. The key point is summarized by the following:

> The responsibilities of technical and community college presidents have been vastly expanded in the last decade. The community, business and industry, and political leaders

have all come to view the college as an accessible resource meeting a wide variety of

needs. While technical and community college presidents have embraced these new

challenges, they have often done so at the expense of their own professional growth and

effectiveness. This study has demonstrated the perceived skills and knowledge that

presidents regard as critical to their success, the professional development activities that

are most useful, and the limitations that may keep presidents from providing the best

possible leadership. (p. 37)

The research shows that there is a substantial need for new leaders, and these new leaders

will be facing emerging and complex leadership challenges. Table 2.2 lists the challenges

chronologically from selected research. The table shows not only a growing number of

challenges but a wider variety as well over the past several years. Of the literature displayed in

Table 2.2, Vaughan and Weisman (1998) and Green, Jaschik, and Lederman (2011) are based on

empirical survey data collected by the authors; the remaining studies are based on analyses of

secondary sources of data or a review of literature. Current presidential development programs

may not be adequate in the face of undefined challenges. The selected theories can enhance the

leader competencies developed by the AACC. Each of the significant business and management

theories will have broad applicability by augmenting several of the competencies. Also, each

theory will impact contemporary, real-world issues and have direct relationship to the challenges

that have been outlined in the research literature for community colleges in the future and thus,

be grounded in validity of action research to the extent that each theory deals with pragmatic

issues of practice and practicing (Reason & Bradbury, as cited in Ladkin, 2004, p. 539). And

because many aspiring community college presidents seem to lack adequate time for professional

development, it is important that each theory can be learned efficiently and easily applied to the

academic management arena.

Table 2.2
Summary of challenges facing or expected to be facing community college leaders in the 21st century as supported in the literature (chronologically according to publication date)

Challenges facing community colleges in the 21st century	Vaughan & Weisman (1998)	Boggs (2003)	Romero (2004)	Cejda & Leist (2006)	Alfred (2008)	Shults (2008)	Malm (2008)	Skinner (2010)	Green, Jaschik, & Lederman (2011)	AACC (2012)
Funding Constraints	•	•	•	•	•	•	•	•	•	•
Changing student demographics	•		•	•	•	•		•	•	•
Balancing multiple missions	•	•	•			•		•	•	•
Accountability to stakeholders	•	•	•	•	•	•	•		•	•
Meeting needs of workforce development	•		•	•	•	•	•		•	•
Meeting needs of underprepared students	•		•	•	•		•		•	•
Keeping up with emerging technologies	•	•		•	•	•			•	•
Competition from for-profit institutions		•		•	•	•				
Nurturing private, public, k-12 & government partnerships		•	•	•		•	•	•	•	•
Changing instructional pedagogies						•	•		•	•
Increasing reliance on part-time faculty			•	•				•		•
Globalization pressures			•	•	•	•		•	•	•
Meeting requirements of baccalaureate degrees							•			
Redesign of organizational structures						•	•		•	•
Meeting completion agendas							•		•	•
Record enrollments/strained resources									•	•
Stimulating new and sustainable economic growth initiatives				•				•	•	•
Pressures of economic downturn									•	•

Current Professional Training Programs

The AACC's Future Leaders Institute (FLI), renamed the Roueche-FLI in 2012, began in 2003 in response to the research that predicted a large leadership gap in the next several years. Whissemore (2011) wrote "at the time, many community college staff members, from presidents and senior administrators to faculty, were speeding toward retirement. A leadership gap was feared" (para. 8).

She described that FLI "aims to give mid-level community college leaders practical guidance about what it takes to be an effective leader at a two-year institution" (para.3), and "the topics included leadership styles, community engagement and partnerships, and understanding legal issues. These are practical topics that leaders deal with daily" (para. 6). She also described FLI/Advanced (now the Future Presidents Institute) where "participants will learn to navigate the selection process for getting hired as a president, engage boards and trustees once they are presidents, and encourage constituencies to embrace ideas of success and completion" (para. 28).

The Harvard Seminar for New Presidents provides "new presidents with a practical and conceptual orientation to the presidency. It familiarizes new presidents with the opportunities and hazards they will likely face and prepares them to respond to the multiple responsibilities and constituencies of their new role" (Harvard Graduate School, 2013).

Key topics, as explained in the Harvard Graduate School (2013), are as follows:

- The Contexts of Leadership explores the importance of the culture and traditions of an institution.

- Governance addresses the role of governing boards, the relationship between the president and the board of trustees, and specific steps the chief executive can take to improve board performance.

- Presidential Fundraising examines important components of the fundraising process and the president's role in assuring its success.

- Presidential Perspective on Financial Management introduces new presidents to the role of financial information in institutional decision-making.

- Building the Administrative Team focuses on the president as chief executive and senior personnel officer.

- Academic Leadership explores the position of the president as academic leader.

- The Life of the President discusses issues and choices related to the lifestyle of a president.

- Strategic Planning examines the president's role in the design and implementation of strategic planning efforts and discusses how to develop and sustain institutional performance indicators.

The Executive Leadership Institute (ELI) lasts nine days and "provides the opportunity for potential community college presidents, or those in transition, to analyze their abilities, reflect on their interests, refine their skills, and engage in leadership discussions with an unparalleled faculty of community college leaders" (League for Innovation for the Community College, 2011). The topics that are covered during the ELI include finding and applying for the right job as president, the many roles of the president, ethical issues, working with the media, using data, and leading change.

The purposes of a study by Hull and Keim (2007) were to (a) identify leadership development programs and practices used in community colleges to prepare the next generation of upper-level administrators; (b) compare programs by geographic setting, regional accrediting body, and size; and (c) identify perceptions about the value, effectiveness, and need to expand programs and practices (p. 691). In their Appendix A, they included a list of national and regional training programs and provided a description of each.

The Community College Leadership Academy (CCLA) at the University of San Diego stated that its purpose is twofold: "(a) to provide community college leaders with the tools and education to meet these challenges and (b) to provide exposure and foundational training to individuals who are interested in pursuing opportunities in community college leadership" (University of San Diego, 2011). The academy prepares community college leaders by using an individualized approach, using a leadership survey, and providing coaching based on the survey results. Through this approach, "CCLA helps leaders to formulate their own visions for change and to implement solutions appropriately" (University of San Diego, 2011). During the four-day academy, the participants attend a variety of workshops that include topics of values clarification, dealing with change, exploring a leader's role within an organization, systems thinking, communication, ethical issues, goal setting, how to provide effective constructive feedback, and multiculturalism.

Significant Leadership and Management Theories for New Challenges

Existing training and development programs include the basic and fundamental topics, such as board relations, problem-solving, fundraising, financial management, building the administrative team, and strategic planning. Those who are aspiring community college leaders are receiving these essential but fundamental components of preparation and training to be

managers and administrators of their institutions. To increase their skill level across the

competencies described earlier, significant theories from the management and business sector

can be offered as ways to improve performance, innovation, and leadership capabilities. Several

representative theories that have been reviewed in preparation of this dissertation follow.

Groupthink. As noted in Chapter One, Janis (1971) wrote that groupthink occurs when

concurrence-seeking by people becomes so dominant that the cohesive in-group tends to override

realistic approaches of alternative courses of action (p. 43). The symptoms arise when the

members of the decision-making group even avoid being in judgment of their leaders' or

colleagues' ideas and even of their own thinking (p. 43). The "symptoms include:

1. Invulnerability – Creates excessive optimism that encourages taking extreme risks
   because of some degree of reassurance.

2. Rationale – Members ignore and discount warnings and do not reconsider their
   assumptions.

3. Morality – Members believe in the rightness of their cause and therefore ignore
   the ethical or moral consequences of their decisions.

4. Stereotypes – Negative views of the leaders of enemy groups make effective
   responses to conflict seem unnecessary.

5. Pressure – Members are under direct pressure not to express doubts against any of
   the group's views.

6. Self-censorship – Doubts from the group consensus are minimized or not
   considered.

7. Unanimity – The majority views are assumed to be unanimous, which can replace
   individual critical thinking and reality testing.

8. Mindguards – Members protect the leader from adverse information that is

problematic or contradictory to the group's past decisions" (pp. 44, 74).

Moorhead, Neck, and West (1998) presented a framework demonstrating the link

between characteristics of self-managing teams (SMTs) and groupthink antecedents. Groupthink

theory has "continued relevance to organizations because of the organizational trend toward self-

managing work teams," and the researchers specifically examined variables that will impact the

occurrence of groupthink within SMTs (p. 327).

Table 2.3

*Relationships between Self-Managing Team Characteristics and Groupthink
Antecedent Conditions*

Self-managing team distinguishing characteristics	Groupthink antecedent conditions
1. Task assignment	Task and interpersonal group cohesion
	Insulation of group from experts
2. Decision-making responsibility	Highly consequential decisions
	Time constraints
	Lack of norms for methodical decision-making
3. Skill requirements	Homogeneity of group members
	High stress from external threats
	Temporary loss of self-esteem due to recent failure
4. Reward systems	Temporary loss of self-esteem due to recent failure
	Task cohesion
5. Leadership	Lack of impartial leadership
	Interdependence

Note. Adapted from "The Tendency Toward Defective Decision Making within Self-managing Teams: The Relevance of Groupthink for the 21st Century" by G. Moorhead, C. P. Neck, and M. S. West, 1998, *Organizational Behavior and Human Decision Process, 73,* p. 333.

The researchers described the connection between SMTs and groupthink:

Our presentation thus far may suggest a simple, deterministic relationship between SMTs

and groupthink occurrence. In other words, due to the distinguishing characteristics of

SMTs, they will most likely experience the defective decision-making processes of groupthink. However, if this position were true, it would not be possible to explain the successes and benefits of SMTs written about in the academic literature and popular press. Therefore, we suggest that while SMTs possess characteristics that are conducive to groupthink, this relationship is not predetermined. SMT processes are complex. Thus, whether or not groupthink will occur in SMTs depends on the existence or absence of various conditions. (pp. 339-340)

Four variables could include: team decision-making norms, interaction with the external environment, training, and team member autonomy needs (p. 347).

The underlying assumption of this framework is that Janis's groupthink theory has validity and will continue to be valid as more organizations implement self-managing teams, thus increasing the possibility of ineffective decision-making and groupthink. As more organizations implement self-managing teams, groupthink theory will continue to have important ramifications into the 21st century (p. 347). They suggested further research: empirical study is needed to determine the extent to which groupthink antecedents characterize self-managing teams, and more insights are needed on the factors or variables that can reduce a team's susceptibility to groupthink (p. 347).

A review of literature by Paulus (1998) focused on the basis for groupthink's impact and scientific status. The groupthink perspective is seen as consistent with some other contributions to the group's literature. Interesting parallels between the groupthink and the brainstorming literature are noted. The summary concluded: additional research is required "before coming to a firm conclusion about the adequacy of the groupthink perspective" (Esser; Mohamed & Wiebe, as cited in Paulus, p. 370). Paulus wrote:

There is also a consensus that researchers should not limit themselves to testing the full

groupthink model as outlined by Janis. Some of the contributors have suggested

alternative factors that should be evaluated as contributors to decision-making quality

(political considerations, collective efficacy, and fear of rejection). Each of these appears

worthy candidates for further examination. In sum, if there is a consensus in these

papers, it is that we should not be restrained in our approach for evaluating the

groupthink model. The original model represents a brilliant construction founded in part

on the existing group dynamic literature. (p. 371)

Shriberg, Shriberg, and Lloyd (2002) described advantages to working in teams, such as a

diverse set of shared knowledge, enhanced performance, a higher degree of innovation, and

increased employee satisfaction and motivation. They warned of the one potential hazard of

groupthink, "the impairment in decision-making," where group members "dismiss information

that undermines their position, shun dissidents, and unify around a decision that may be

unfounded" (p. 56). This can occur in "highly cohesive groups" (p. 56).

Spitzers and Evans' (1997) writing about crucial tasks facing business leaders in today's

brutally competitive economy noted that the most important challenge was sharpening their

organization's ability to effectively solve problems, make decisions, and cut through the

information clutter. They applied the idea of "regression to the mean" to the discussion of teams.

In statistics, regression to the mean refers to "the tendency of a group to measure closer to the

average for the entire population as that group becomes larger." In team decision-making, they

stated that it is a variation of Janis' groupthink as "the tendency of a team to pull the thinking of

any individual to the average thinking of the team" (p. 130). Given the challenges cited above

that community colleges face and the shared governance process that most community colleges

employ, awareness of institutional leaders of the potential groupthink phenomenon could lead to

more encouragement of expression of diverse opinion and higher quality decisions, particularly

in contentious and high risk areas.

Double-loop Learning. Argyris (2005) stated that there are two types of theories of

action. Model I, or single-loop learning, is the more dominant because of its universal

applicability and has as its governing values: (a) be in unilateral control, (b) maximize winning

and minimize losing, (c) suppress negative feelings, and (d) be rational (p. 264). The three most

prevalent action strategies are: advocate ideas and positions, evaluate performance, and make

attributions about the causes of the actions of self and others. Since these strategies are started

and used in the way consistent with the overall governing values, inquiry into them is not

encouraged and neither is testing of claims. Argyris (2005) stated that the consequences of this

model include misunderstanding and escalating error, self-fulfilling prophecies, and self-fueling

processes (p. 265). Single-loop learning provides feedback about a course of action; however, if

new factors affect the action strategy, this level of learning may not be sufficient and, therefore,

Model II is required.

Model II, or double-loop learning, has as its governing values: (a) valid information, (b)

free and informed choice, and (c) internal commitment to the choice. The emphasis is upon

illustrating one's claims, encouraging inquiry, and testing these claims, and, by doing so, Model

II encourages and reinforces learning (p. 266). Hedberg further explained "in double-loop

learning, people or organizations come to terms with problems or mismatches in the governing

variables (beliefs) that guide their actions" (as cited in Kezar, 2001, p. 46).

This focus seems relevant since it is not uncommon for a community college to

characterize itself as a learning college, an institution where learning is the central purpose.

What brought about the learning college paradigm was the Learning Revolution that began in the early 1990s in which the community college became "the most visible crucible in which the concepts and practices of this revolution" were being forged (O'Banion, 2007, p. 713). This new paradigm suggested "that the old models of education are no longer functional and that they even stand in the way of changes that would substantially improve student learning" (O'Banion, 2007, p. 714). Wingspread Group on Higher Education (1993) described the concepts of the Learning Revolution as ''putting learning at the heart of the academic enterprise [which] will mean overhauling the conceptual, procedural, curricular, and other architecture of postsecondary education on most campuses" (p. 14). To institute this new model of practice and policy, or any significant organizational change, double-loop learning encourages the reevaluation and adjustment of an organization's governing values.

Tagg (2007) applied Model II learning to how things are organized and what methods are used in higher education. In looking at the learning gap that exists among students, the researcher stated that teachers are teaching as they were taught. The question is, "Why can't faculty change their teaching pedagogy?" He responded that "a major part of the explanation resides in the nature of colleges and universities as organizations" (p. 37). Why do people in organizations often behave in ways that even they cannot explain? He stated "all organizations, not just educational institutions, operate using a set of tacit assumptions, often invisible even to those within them, about how people in the organization should behave. These assumptions are frequently at variance with the written mission" (p. 37).

He also described the calendar, curriculum, and the actual quality of learning. Tagg (2007) wrote:

The governing values that determine the institutional learning system are embodied in the standardized routines of educational practice. Some years ago, John Meyer and Brian Rowan, organizational theorists at Stanford University, characterized these routine practices as 'ritual classifications.' These are the operational components and metrics of the organization's theory-in-use. (p. 38)

For example, he suggested that "if we adopt in practice the governing value that the curriculum is what students learn rather than what teachers teach, it will dramatically change the way we make decisions about it. The emphasis will shift from what teachers are doing to what students are doing. We will have to ask what we want students to learn in a course, what we want students to be able to do during and after a course" (p. 39). The researcher summarized that there are significant challenges facing community colleges, "but the core challenge that will determine our ability to address any of them is to see our own theories-in-use and reconsider them when our wheels are spinning on sand and we can get no traction to move forward" (p. 41).

Back and Seaker (2004) combined the use of double-loop theory and the Myers-Briggs Type Indicator (MBTI). They stated that:

As organizational and external environments become more complex, projects must evolve to be more organic in nature. This is accomplished by building a team that practices, incorporates, and nurtures double-loop learning. It is also postulated that the tendency toward thinking and behaving in this way is correlated with certain aspects of an individual's personality. Therefore, project success may actually be determined at the time individuals are selected for the project team–that is, prior to any formal planning and implementation of tasks. (p. 292)

The researchers hypothesized that because "double-loop learning requires an individual to have insights into the 'big picture' and to see beyond the constraints of rules and paradigms" those who have the intuitive MBTI personality type are more likely to be a double-loop learner (p. 293). Also, those individuals who have MBTI personality preferences favoring intuition, thinking, and perceiving are more likely to think and practice in a double-loop manner (pp. 293-294).

Double-loop learning allows community college leaders to truly understand what action strategies made a difference or completely failed and then adjust their paradigm accordingly. Tagg (2010) wrote that:

> We need to apply the lessons of learning and change to campus leadership and organization. In important ways, organizations learn the same way individuals do. The first prerequisite for both is a learning environment in which they can receive meaningful feedback on the consequences of their actions. Today, we know what information is important, and we know how to collect it and feed it back to those who need it. All the elements are in place to test the hypothesis that institutions of higher learning can, in fact, learn. (p. 60)

Double-loop learning's applicability to individual leaders, teams of decision-makers, departments, and entire organizations is well documented by several publications cited by Argyris since 1982 (Argyris, p. 269). When selecting members of a leadership team, it is "imperative that individuals and their teams possess the skills and abilities required to quickly change and adapt" (Back & Seaker, 2004, p. 297). This theory requires learning situations in which individuals can examine and experiment with their theories of action. Effective problem-solving in dealing with incongruences necessitates repeated public testing of theories-in-use by

organizations. Organizations, as a whole, need to know how to learn. As Tagg specifically focused on higher education institutions, he (2010) cited the historical 1983 report, *A Nation at Risk,* in which "advocates for change in higher education have conspicuously called for double-loop learning, and of a specific kind" (p. 55). The core criticism was that "institutions measured inputs rather than the outputs…the report called unambiguously and clearly for a shift of emphasis from inputs and processes to one on outcomes, specifically the learning outcomes experienced by students" (Tagg, 2010, p. 55).

Argyris (2005) acknowledged that moving individuals from Model I to Model II is challenging; "the learning is neither simple nor linear" (p. 271). Individuals must want to change their theory-in-use and remove their defensive reasoning mind-set. Those involved in leading an organization must ensure a true paradigm shift and changes in the organizational context for double-loop learning to be effective and beneficial. Lastly, the researcher acknowledged that "one of the future challenges is how to genuinely integrate managerial disciplines with effective implementation of double-loop learning in such a way that the new changes persevere" (p. 272).

Stakeholder Theory. Freeman (2005) defined "stakeholder" as "any group or individual that can affect or is affected by the achievement of a corporation's purpose" (p. 420) and stated in summarizing "the stakeholder approach:

1. No matter what you stand for or your ultimate purpose, you must take into account the effects of your actions on others, as well as their potential effects on you.

2. You must have an understanding of the stakeholder behaviors, values, and backgrounds/contexts including the societal context.

3. You must understand how stakeholder relationships work at three levels of analysis: the rational (organization as a whole), the process (standard operating procedure), and the transactional (day to day bargaining).

4. These ideas can be applied to new structures, processes, and business functions.

5. Stakeholder interests need to be balanced over time" (p. 424).

The researcher stated with great emphasis that "stakeholders are about the business, and the business is about the stakeholders" (p. 424).

The research on the stakeholder theory has been in four sub-fields: a) normative theories of business; b) corporate governance and organizational theory; c) corporate social responsibility; and d) strategic management (p. 428). Finally, with respect to strategic management, the key point is that prioritizing stakeholders is a complex task, more than just assessing their strength of their stake on the basis of economic or political power. The values, direction, and the enterprise strategy of a business or firm may dictate priorities (p. 431).

Kezar (2001) stressed that collaboration involves stakeholders throughout the organization to affect and produce organizational change, noting that many education institutions have a shared governance structure and committees that both work to influence change (p. 89). She also cited a dialectical model of change that was developed for higher education that found "change occurred based on the interest and goals of powerful groups. The study found conflict existing within all college environments studied; conflict translated into pressure for change" (Conrad, as cited in Kezar, p. 94). Clearly, as public entities, community colleges balance multiple stakeholders, both internal and external, and at times, these groups have strong conflicting opinions, points of view, and policy positions.

In working with the various stakeholders who may have differing levels of support for the college president, Zeiss (2003) offered strategies for new presidents to build collaboration and manage conflict:

> Experienced presidents learn to build solid relationships with each college stakeholder group in order to stay abreast of the ideas and issues important to them. In this way, the president can gain a better sense of when and to whom to delegate or direct. By simultaneously working to reconcile differences while upholding the vision, mission, and values of the institution, college presidents can develop and maintain trusting relationships. The most important step in building trusting relationships is to take time to identify whom you should get to know (and in what order) even before you take over the position. (p. 124)

He listed several key stakeholders to engage and to be familiar with: board members, administration and faculty, funding sources such as the legislature, staff and student leaders, the college foundation, and business leaders (p.124). Understanding stakeholder theory could lead to more careful consideration of stakeholder interests as key decisions are made.

Preble (2005) provided three key rationales or viewpoints that support the use of stakeholder management for organizations. First, the instrumental perspective enhances the financial performance of a firm. Several studies were cited in which meeting or exceeding the economic and fiscal goals and outcomes was the result of strategically managing stakeholders (Caulkin & Black, 1994; Kotter & Heskett, 1992; Mellahi & Wood, 2003). In one study, Donaldson and Preston (2005) reviewed a large number of instrumental studies of corporate social responsibility (all of which made reference to stakeholder perspectives and used conventional statistical methodologies); they concluded that all of these studies generated

'implications' that adherence to stakeholder principles and practices tended to achieve

conventional corporate performance objectives (i.e., profitability, stability, and growth) as well

or better than rival approaches (p. 71). The second viewpoint acts in contrary to the first:

ignoring or mismanaging stakeholders or acting socially irresponsible was costly to the firm,

damaging to their reputations, and substantially reduced shareholder wealth (Preble, 2005,

p. 413). The researcher cited several studies and cases in which the negative effects ranged from

public protests, negative publicity, and a decline or loss of value (Downing,1997; Frooman,1997;

Whysall, 2000). And finally, the moral viewpoint of stakeholder theory "involves the

specification of what firms ought to do or should do, from an ethical and moral standpoint, in the

treatment of shareholders and stakeholders" (Preble, 2005, p. 413). The proper attitude to adopt

is that the interests of all stakeholders are of intrinsic value and merit consideration by the firm

(Donaldson & Preston, 1995, p. 74).

As stated earlier, current and future research on the stakeholder theory is in four sub-

fields: (a) normative theories of business, (b) corporate governance and organizational theory, (c)

corporate social responsibility and social performance, and (d) strategic management (Freeman,

2005, p. 428). Freeman (2005) noted that in developing his theory, there was a lack of a clear

understanding of how to distinguish those who are stakeholders and those who are not; however,

other researchers have developed a framework for stakeholder identification (p. 430).

Upper Echelons Theory. Hambrick (2005) stated "the central idea of upper echelons

theory is that executives act on the basis of their highly personal interpretations of the situations

and options they face. That is, executives inject a great deal of themselves–their experiences,

personalities, and values–into their behaviors. To the extent those behaviors are of consequence,

say shaping strategy or influencing the actions of others, organizations then become reflections

of their top managers" (p. 109). Managers' characteristics influence the decisions that they make

and, therefore, the actions adopted by the organizations that they lead; this occurs because

demographic characteristics are associated with the many cognitive bases, values, and

perceptions that influence the decision making of managers (Nishii, Gotte, & Raver, 2007, p.3).

To expand on the description of how the theory works, Hambrick (2007) also described upper

echelons theory as "an information processing theory, offering a way to systematically explain

how executives act under conditions of bounded rationality" (p. 112). He explained that

"executives' characteristics serve to filter and distort information in a three-step process:

executives' experiences, values, and personalities affect their (1) field of vision (the directions

they look and listen), (2) selective perception (what they actually see and hear), and (3)

interpretation (how they attach meaning to what they see and hear)" (p. 337). The research also

found in top management teams (TMTs) pointed out that "few have 'team' properties" and

consist of primarily solo operators who are largely allowed to run their own shows, who interact

minimally, sometimes rarely seeing each other" (Hambrick, 2005, p. 120). The research cited

above on the development of future community college leaders supports the fact that

strengthening the leadership skills of team members is an important element of succession

planning.

Nishii, Gotte, and Raver (2007) applied upper echelons theory to diversity within TMTs.

After an analysis of 260 organizations, the researchers found that "the demographic diversity of

senior management teams is positively associated with the demographic diversity of workforces

at large and with the adoption of diversity practices, and that, furthermore, those firms that

adopted diversity initiatives outperformed those that did not" (p. 2). In addition, they also

determined that organizations wishing to attract, retain, and benefit from diverse talent should

begin by increasing the diversity of their senior management. With such a team in place, an organization shows a strong interest in advancement potential for diverse employees and is more likely to be sensitive to the issues requiring attention for their retention and advancement (p. 3).

Why the need for having a community college with a diverse set of top managers, as well as diversity amongst the board of trustees, faculty, and staff? Giegerich (2006) stated that community colleges educate 47% of the nation's African American undergraduates, 56% of Latinos, and 57% of Native Americans (p. 6). Engberg and Hurtado (2011) also noted the steady demographic shifts, based on the 2009 U.S. Census, that indicate campuses will be drawing students from more racially and ethnically diverse communities with an estimated 60% of Americans being non-White and one-third being Hispanic by 2100 (p. 416). Also, preparing students for a global society is "of critical importance in a world that has become more economically, socially, and culturally interdependent" (Banks; Friedman, as cited in Engberg & Hurtado, 2011, p. 416).

Hambrick (2007) stated that "researchers have generated substantial evidence that demographic profiles of executives, both individual executives and TMTs, are highly related to strategy and performance outcomes" (p. 335). However, more research is still needed to examine the psychological and social processes by which executive profiles are converted into strategic choices; "it is essential for ultimately improving the insights we can provide executives regarding how they might surmount or overcome the biases associated with their experiences and dispositions" (p. 337). He referred to this as the "black box problem" (p. 335). Further research is also needed into reverse causality, endogeneity (in which change comes from inside the model and is explained by the model itself), and executive effects under different national systems.

Change Management Theory. Kezar's (2001) monograph reviewed the wide-ranging research on the organizational change process that draws from a number of disciplines, such as political science, anthropology, biology, physics, psychology, business, and management (p.5). She organized the major change theories that affect change according to a typology of six categories: (a) evolutionary, (b) teleological, (c) lifecycle, (d) political, (e) social-cognition, and (f) cultural models, and stated "by understanding all major theories about change, leaders will be better equipped for facilitating the process" (p. 5). The typologies were then examined in relation to the unique characteristics that define higher education organizations; from the research, those characteristics are: (a) interdependent organization, (b) relatively independent of environment, (c) unique culture of the academy, (d) institutional status, (e) values-driven, (f) multiple power and authority structures, (g) loosely coupled system, (h) organized anarchical decision-making, (i) professional and administrative values, (j) shared governance, (k) employee commitment and tenure, (l) goal ambiguity, and (m) image and success (p. 61).

Evolutionary models. Evolutionary models state that the external environment is the catalyst for change in higher education affairs. The literature points to several themes regarding how external forces affect the higher education environment. Clark (1983) described two reasons why external forces cause ongoing change; he wrote "as superstructures become larger, more complex, and more dense in linkage, many external trends and demands become operational in the system as a whole to the extent that they become 'state demands'" (p. 107). These demands come from consumers, industry, and the educational profession itself and subsequently affect the legislation, adjust the priorities of the college, and impact regulations affecting the institution. Secondly, educational professionals—staff, faculty, and administrators—learn from outside their respective professions and reach out to other expert

colleagues in their fields. In addition, ongoing change comes from internal forces because "universities are increasingly innovation-prone organizations, moving ahead in a self-propelled fashion in those areas of new thought…" (Clark, 1983, p. 113). He added invention is "institutionalized in the work of the departments and counterpart units that embody the disciplines and professions" (p. 113).

Yet, with these external and internal forces causing change, higher education institutions differ from those organizations that are highly vulnerable to the external environment; colleges and universities have systems in place that reflect midlevel environmental vulnerability (Kezar, p. 81). Gioia and Thomas (1996) stated that "although changes in the external environment are clearly influential, strategy and information processing structure create an internal context for interpreting those changes" (p. 396). Basically, "organizational participants tend to interpret external environments through internal mechanisms" (Kezar, p. 85). In addition, loosely coupled systems allow for adaptive change because of the greater differentiation among components, higher degrees of specialization among workers, and lower predictability of future action, including change (Kezar, p. 70). In summary, Kezar wrote "this complex process of negotiating beliefs about external influences tends to emphasize a slow, iterative, constant change, moving towards homeostasis" (p. 82). Smith (1993) applied biological evolution theory to higher education organizations and wrote "it is incredibly hard to interject radically new ideas or programs into a stable population. Homeostatic forces will kill, dilute, or deflect them…" (p. 149)

Teleological models. Teleological models, also called planned change, scientific management, and rational models, cite that leaders and the internal environment are the reasons for organizational change. The literature points to several themes, such as mission, vision,

strategic planning, focus on leadership, incentives, and narrower efficiency and cost emphasis.

Much of the research finds that the efforts arising from these themes—developing and sharing a

mission, one true shared vision by all, a linear and rational strategic plan, successful change

solely from one leader, a plan that incentivizes with external rewards—result in little or no

success. "The unique characteristics of higher education are in conflict with the assumptions of

teleological models, which assume a clear vision, unambiguous plans, a decision-making chain

of command, clear delegation of responsibility, decisions based on facts, and rationality"

(Benjamin & Carroll; MacTaggart, as cited in Kezar, 2001, p. 91).

   Dialectical models.   According to Kezar, dialectical change models, or political models

"appear to have strong explanatory power for understanding the way change occurs in higher

education" (p. 93). Morgan stated "organizations pass through long periods of evolutionary

change (as the dialectical interaction between the polar opposites occurs) and short periods of

second-order or revolutionary change, when there is an impasse between the two perspectives"

(as cited in Kezar, p. 41). It is when the two forces interact with each other in some way that

generates the change. Kezar explained out of conflict comes a change, a "modified

organizational ideology or identity" (p. 41).

   Several themes arose from the literature: (a) the importance of interest groups and power

within colleges and universities for creating change; (b) persuasion and influence strategies; (c)

the significance of informal processes within change; (d) the efficacy of persistence; (e) the role

of mediation; and (f) the manner in which politics prevent change (Kezar, p. 93). Several studies

highlighted the fact that the catalysts creating change come from conflict between different

interest groups and their competing goals and self-interests, politicization of the academic

institutions, and variations of positions of power (Conrad, 1978, p. 108; Clark, 1983, p. 107;

Gioia & Thomas, 1996, p. 378). In addition, these interest groups protect their interests through the use of persuasion and influence.

Since universities and colleges have the unique distinctions of multiple power and authority structures, organized anarchical decision-making, and shared governance, the positions of power are diffused throughout the organization at different levels without a centralized origin. To build a power base, the different groups combine their efforts by building coalitions and include individuals who are influential. In addition, Hearn (1996) suggested taking a political perspective to affect change: manipulating symbols, staking out positions, forming interest groups, putting the "right" spin on issues, and proactively setting the agenda for both minor and major areas of concerns (pp. 146-147).

Social-cognition models. Social-cognition models propose change through learning and altering paradigms; the cause is not necessarily a monumental one such as a developmental challenge or dialectical tension, but "people simply reach a point of cognitive dissonance at which values and actions clash or something seems outmoded, and they decide to change" (Kezar, p. 45). Harris (1994) wrote that social cognition "offers a useful perspective on the process by which the broader cultural context of the organization manifests itself in the sensemaking efforts of organizational members" and "helps identify how the normative pressures arising from the behaviors of others (resulting from their own organizational schemas) in an organization can influence an individual member's schema-driven cognition" (p. 316). The approaches that came from the research included single- and double-loop learning, mental models, sensemaking, image, and institutional isomorphism and imitation or emulation (Kezar, p. 99).

Institutional isomorphism causes institutional change but not in response to external or internal forces. Instead, through the force of homogenization, institutions strive to be like other types of colleges perceived to be elite; Sporn (1999) stated that in the face of internal and external factors that are influencing adaption, research revealed that there is more of a converging pattern of institutional responses (p. 30). Emulating prestigious institutions provides a "means to gain legitimacy and increase survival" (Kezar, p. 105). Many community colleges search for and implement best practices from other institutions; some have even gone as far as hiring away those who work at these leading colleges.

Cultural models. "Cultural models emphasize the symbolic nature of organizations and the history and traditions as they represent the collection of change processes over time" (Kezar, p. 50). Other themes include institutional culture affecting the change process, deep transformation and paradigm shifts as uncommon, irrationality and ambiguity as characteristics of the process, and lack of interpretive power of the notion of a culture of change (Kezar, p. 105). The research points to the importance of symbolism and symbolic events that could be used to initiate change and of the institutional history and traditions in planning change. In addition, the institutional culture, such as those described as collegial, bureaucratic, and so forth, and the types of institutions play a role in the change process.

Kezar (2001) offered the following principles based on the research for leaders to consider when employing change:

Promote organizational self-discovery. An institution's existing structure or internal environment plays a significant role in influencing change. Leaders should use dialogues, campus summits, reading groups, and other mechanisms to draw people together to talk, relate, and understand issues. These types of events facilitate self-discovery (pp. 114-115).

Culture and institutional type affect change. Colleges need to ask themselves, "To what degree is your institution a collegial, organized anarchy, political, developmental, or managerial culture?" By using the tools of self-assessment, institutional audits of the change proposal for institutional compatibility, awareness of institutional culture, and reading groups, a campus leader can become knowledgeable and understand the institution's culture and may help with identifying the appropriate change strategy, or strategies, to use (p. 116).

Promote shared governance or collective decision-making. Community college leaders should involve the entire campus community in order to work together collaboratively. Instituting a collaborative process includes sensemaking, interpretive strategy, and coalition building to develop new mental models. These strategies would help employees understand the change, develop new mental models, integrate these models with their existing understanding, and develop a language for articulating the change (pp. 118-119).

Be aware of politics. College leaders who are facilitating change "should develop an understanding of alliances and coalitions on their campus, who are the heavyweights and people of influence, how informal processes can be used, what conflict exist, and what the motivation behind a proposed changed or beyond resistance" (pp. 115-116).

Be aware of image. College leaders can appeal to institutional image and emulation to be used as a lever for positive change: "institutional legitimacy is a critical force within a values-driven organization as higher education" (p. 120).

Connect the change process to individual and institutional identity. Campus leaders need to understand how important the sense of identity that faculty and staff have with the institution is to the change process. Also, the necessity of discussions related to mission at the beginning of a change process relates to the importance of institutional identity (p. 121).

Create a culture of risk. To promote and encourage change, community college leaders need to create a culture of risk-taking in which people can feel comfortable taking risks with decisions being made and "failure is not penalized" (p. 121).

Kezar acknowledged that there is not one specific model that can be employed because of the variety of circumstances an institution may face and at many different levels. In fact, combining models may be developed in order to address and affect comprehensive or complex change. Which models, or set of combined models, to be utilized will be based on type of change, scale of change, institutional structure, environment, and culture (p. 123).

Kotter's Change Process. Although Kezar (2001) stated that teleological models have had mixed results in terms of helping to explain change in higher education (p. 86), she did agree with Kotter's change management model in that building collaboration is essential in affecting change. "Collaboration's impact on change appears to be significant in terms of commitment, empowerment, engagement of individuals with thorough knowledge of the institution, and development of momentum" (Kotter, 1996, pp. 89-90). One of the earlier steps in Kotter's eight-step model builds commitment by establishing a sense of urgency in the organization to gain needed cooperation and to start the momentum for change. Another step involves creating a team, called the "guiding coalition," that can successfully direct the change effort; selecting the right members is based on the four characteristics of positional power, expertise, credibility, and proven leadership (Kotter, 1996, p. 57). And finally, the model calls for empowering those within the organization to create needed changes by removing obstacles, offering training, aligning the systems with the vision, and providing supportive supervisors (p. 115).

Kotter predicted that "the rate of environmental movement will increase and that the pressures on organizations to transform themselves will grow over the next few decades" (p. 30).

Because of this expectation, he came to the conclusion that the "only rational solution is to learn

more about what creates successful change and to pass that knowledge on to increasingly larger

groups of people" (pp. 30-31). Figure 2.1 is an overview of the eight steps (Kotter, 1996, p. 21).

The Eight-Stage Process of Creating Major Change

1. Establishing a sense of urgency
    Examining the market and competitive realities
    Identifying and discussing crises, potential crises, or major opportunities

2. Creating the guiding coalition
    Putting together a group with enough power to lead the change
    Getting the group to work together like a team

3. Developing a vision and strategy
    Creating a vision to help direct the change effort
    Developing strategies for achieving that vision

4. Communicating the change vision
    Using every vehicle possible to constantly communicate the new vision
    and strategies
    Having the guiding coalition role model the behavior expected

5. Empowering broad-based action
    Getting rid of obstacles
    Changing systems or structures that undermine the change vision
    Encouraging risk-taking and nontraditional ideas, activities, and actions

6. Generating short-term wins
    Planning for visible improvement in performance, or "wins," creating wins
    Visibly recognizing and rewarding people who made the wins possible

7. Consolidating gains and producing more change
    Using increased credibility to change all systems, structures, and policies
    that do not fit together and do not fit the transformation vision
    Hiring, promoting, developing people who can implement change vision
    Reinvigorating the process with new projects, themes, and change agents

8. Anchoring new approaches in the culture
    Creating better performance through customer- and productivity-oriented
     behavior, more and better leadership, and more effective management
    Articulating connections between new behaviors/organizational success
    Developing means to ensure leadership development and succession

Figure 2.1. Flow of the eight stage process. Adapted from "The Eight-Stage Process of Creating Major Change," by J. P. Kotter, *Leading Change*. Copyright 1996 by John P. Kotter and Harvard Business School Press.

Community college leaders can benefit by understanding change management theory and processes because of the high rate of change in the environment in which they exist. Wallin (2010) summarized the need for change leadership by writing "the old ways of managing and organizing and leading are no longer effective. The current environment calls for a different set of leadership skills from those that might have sufficed in less turbulent times. Earlier ways of predicting, modeling, and planning do not serve as well as they once did" (p. 5).

Conclusion

The research concludes that a number of new leaders for the nation's community colleges will be needed. This freshman class will be facing a variety of considerable challenges, many exclusively unique and inherent to the community college system. Phelan (2005) added "without question, numerous challenges, opportunities, stresses, and rewards await current and future generations of community college leaders" (p. 789). The training programs that exist provide ample training in leadership and basic management, specifically along the AACC competencies; however, the selected business and management theories that are presented look to enrich the training program by impacting and augmenting each of the competencies. Groupthink provides the base for new leaders to understand the importance of good decision-making and the problem-solving processes. Double-loop learning increases the capacity for leaders to better understand organizational learning and change. Stakeholder theory illustrates the importance of building strong relationships with the wide variety of interested parties. Upper echelons theory highlights the need for a diversity of opinions and points of view in order to make effective and appropriate decisions in the midst of a great deal of external and internal inputs. Change management and process prepares leaders and their community colleges for times when an institution is required to make changes to its intended goals due to any unforeseen circumstances, pressures, or

influences. By integrating these concepts into presidential training and development, the goal is

a more highly qualified community college president equipped to face current and future

challenges.

CHAPTER THREE

THE CONCEPTUAL MODEL

The purpose of the conceptual model is to elaborate the elements of an effective

professional development program for new and aspiring community college presidents that

incorporates important, scholarly management theory. The model capitalizes on the work of

significant scholars from the field of management and applies that work to the competencies for

community college presidents that have been identified by the American Association of

Community Colleges (AACC). The impending turnover of current community college leaders,

including both current CEOs and those who traditionally would be in line as new presidents, plus

a limited external candidate group, make it imperative that quality training and development be

provided for the emerging leaders who will set the agenda for community colleges in the early

21st century. The model incorporates the *Competencies for Community College Leaders,*

developed in 2005 by the American Association of Community Colleges with the input of

community college leaders from across the country. In addition, it incorporates current training

programs for college presidents that are offered by the AACC, Harvard University, and others,

such as the League for Innovation and the American Council on Education. The model seeks to

enhance these programs by proposing management theory additions that will be highly effective

in enhancing new presidential performance.

Assumptions

The first assumption is that the forecast of a large turnover of presidents will materialize

and the number of those who would traditionally succeed the president from within the

institution is also decreasing. This assumption is supported a number of studies by Durée

(2008), Keim and Murray (2008), Shults (2001), Tekle (2012), and Weisman and Vaughan (2002, 2007).

The current research also predicts a leadership gap resulting from a large number of departures of those who would traditionally succeed the CEO. Evelyn suggested that "the number of chief academic officers (CAOs) retiring may pose a greater crisis than that created by the retirements of the presidents" (as cited in Keim & Murray, 2008, p. 116). Additional research supports that the number of this internal population, such as chief instructional officers, is dwindling due to retirement, mirroring the same rates as presidents (Leubsdorf, 2006; O'Banion, 2006; Riggs, 2009).

Finding qualified leaders from the ranks of education may be difficult. Keim catalogued community college graduate preparation programs and found most do not incorporate the words ''community college'' in the program name (as cited in Phelan, 2005, p. 784). Patton's research corroborated by finding that "the number of degrees conferred in community college administration decreased 78% between 1983 and 1997" (as cited in Fulton-Calkins & Milling, 2005, p. 235). Moreover, several community college leadership programs have been eliminated in the past few years, and one specific program that was generally considered the leading community college leadership program at the University of Texas at Austin has dramatically curtailed its enrollment. The program saw the departure of its longtime leader and a restructuring of the program that now merged the Community College Leadership Program (CCLP) with the university's other higher education administration programs under a new Higher Education Leadership Program. The CCLP's incoming class of 2012 only included four students, less than a third of its usual amount (Hamilton, 2012, para. 6). A second example of a training program that has made significant changes is the Community College Leadership

Academy (CCLA) housed at University of San Diego described earlier in this dissertation; the

CCLA program no longer exists and has been replaced by a program that focuses on women in

leadership.

The second assumption is that new leaders desire training and development and will take

advantage of such a program. This assumption is supported by the fact that the AACC, Harvard,

and the League for Innovation programs are well attended each year. The AACC's Future

Leaders Institute (FLI) began in 2003 in response to the research that predicted a large leadership

gap in the next several years. This year, 45 participants were selected from different parts of the

country to attend the five-day program. Similarly, the Harvard Seminar for New Presidents

limits its enrollment to 45 presidents; however, those attending not only come from community

colleges but also from four-year universities and colleges (Harvard Graduate School, 2011). The

Executive Leadership Institute sponsored by the League for Innovation in the Community

College began in 1998, and almost 700 participants have graduated (League for Innovation for

the Community College, 2011).

The third assumption is that existing training and development programs, such as those

from the American Association of Community Colleges (AACC), the Harvard University series,

and the League for Innovation that include basic and fundamental topics, such as board relations,

problem-solving, fundraising, financial management, building the administrative team, and

strategic planning could be made more effective by incorporating scholarly management theory

relevant to presidents' most significant leadership challenges. Whissemore (2011) wrote that

FLI "aims to give mid-level community college leaders practical guidance about what it takes to

be an effective leader at a two-year institution" (para. 3), and "the topics included leadership

styles, community engagement and partnerships, and understanding legal issues. These are

practical topics that leaders deal with daily" (para. 6). The Harvard Seminar for New Presidents

listed its conventional objectives, such as exploring organizational culture and traditions,

assessing the role of governing boards, and financial management (Harvard Graduate School,

2013). Development of skills in many of these areas could be enhanced through in-depth

understanding of related management theories.

In the most recent survey of community college presidents conducted by Green, Jaschik,

and Lederman (2011), the most prevalent issues confronting community colleges over the next

two to three years are (a) budget shortfalls, (b) changes in state support, (c) remediation and

student readiness for college, (d) limits on ability to respond to rising enrollments/increased

demand, and (e) rising tuition/affordability (p. 7). The researchers also found in their survey that

the most used strategies to address the financial issues were the typical approaches: cutting

budgets, increasing the proportion of part-time faculty, and increasing tuition by 5% or more (p.

10). Clearly, the nature of these challenges is significant and creates the need for highly

developed leadership and management capabilities that have been researched extensively in the

management field.

Hypotheses

Hypothesis 1: Incorporating highly relevant management theories into presidential training

programs for community college presidents will improve performance of new presidents.

Community college presidents/CEOs manage the day-to-day responsibilities of their

office. Albert (2002) cited several principles that effective presidents should consider "in order

to ensure that their colleges are delivering relevant, high-quality programs and services to the

communities they serve," such as leading with the college's mission in mind, recruiting and

hiring strong faculty and staff, developing internal talent, partnering with the K-12 sector, and

supporting program evaluation and student outcomes assessment (p. 415). With these significant

roles and principles in mind, the researcher links them to the day-to-day management

responsibilities and offers the following priorities: (a) trustee relationship and development; (b)

enrollment management and its relationship to funding and budgeting; (c) cultivation of

community support through partnerships by engaging local business, industry, and government;

(d) having an extensive understanding of collective bargaining and shared governance;

(e) securing support of resources for information technology; and (f) continuous personal

development (pp. 418-422).

In addition to these basic managerial duties, presidents also serve in a number of

conventional roles: the main advocate for academia, chief proponent for students, primary

fundraiser, key lobbyist, and board and community leader, all of which are fundamental in

strengthening and sustaining their institutions. Baker (2003) wrote, however, that beyond the

routine challenges associated with these roles, "today, community colleges are facing a paradigm

shift: from available to convenient, from teaching to learning, from supported to self-assisted,

from insulated to community-based, from self-focused to customer focused" (p. 13).

Community colleges leaders will need to be able to successfully lead, understand, and navigate

in the paradigm shift. As today's community college students demand more accessibility to

services, information, and courses on their own time, a new delivery and interface model is

needed in order provide them with 24/7 convenience. Double-loop learning allows for

measuring how these changes can be added to campus offerings. Allowing for original ideas,

exploring best practices, looking at unconventional methods, and engaging experts outside of

higher education—thus combating groupthink—can also facilitate innovation. In addition,

change theory can provide steps to overcome obstacles and make the transformations successful.

As institutions become more community-based, stakeholder theory can assist leaders with truly understanding the community that surrounds not only themselves but surrounds their institution. By understanding the stakeholders' behaviors, values, and backgrounds, leaders can make informed decisions and increase the emphasis on each interested party. In the face of these changes and challenges and to move beyond management basics, significant management and leadership theory from the business sector can enhance the quality of training programs and improve presidential performance.

Hypothesis 2: Highly relevant management theories can be identified by developing criteria that relate integrally to the AACC competencies.

In determining which theories are to be integrated into a professional development program, a set of criteria can be established. Broad applicability of a theory across a number of the AACC's competencies would provide the benefits of greater utility and a more integrated management philosophy. Efficiency of a theory allows for a relative ease of learning, a coherent framework, and both a conceptual and practical structure. Relevancy of a theory can be defined as having meaningful influence on contemporary, real-world issues faced by community college presidents. Validity of action research is the extent to which the research deals with pragmatic issues of practice and practicing.

The criteria used for selection of the management theories are detailed in Table 3.1.

Table 3.1

Description of criteria used for selection of the management theories

Criteria	Description/Benefits
Broad applicability	Ability to apply several of the AACC's competencies/Greater utility and a more integrated management philosophy.
Relevancy	Having meaningful influence/Impacts contemporary, real-world issues; having direct relationship to the challenges that have been outlined in the research literature for community colleges of the future.
Efficiency	Relative ease of learning/Provides a more coherent framework and both a conceptual and practical structure. Ease of practical application in an academic environment.
Validity of Action Research	The extent to which the research demonstrates emerging and enduring consequences. The extent to which the research deals with pragmatic issues of practice and practicing. The extent to which the inquiry demonstrates good qualities of relational practice, such as democracy and collaboration. The extent to which the research takes into account a number of different ways of knowing (Reason and Bradbury, as cited in Ladkin, 2004, p. 539) The extent to which the research is well designed, incorporates reasonable sample sizes and uses appropriate statistical approaches.

In considering the validity of a theory, the type of research must be considered. Unlike scientific research or empirical quantitative research that utilizes experimental design, control groups, statistical control, etc., qualitative research uses "research methods that attempt to understand people or social entities from their own point of view" and the "qualitative 'data' often take the form of descriptions in natural language" (Katzer, Cook, & Crouch, 1991, p. 258). One specific type of qualitative research, action research, seems to describe the framework and methodology employed by many of the managerial theories. McKernan wrote in defining action

research: "…in a given problem area, where one wishes to improve practice or personal

understanding, inquiry is carried out by practitioners, first to clearly define the problem, second,

to specify a plan of action, including the testing of hypotheses by application of action to the

problem. Evaluation is then undertaken to monitor and establish the effectiveness of the action

taken. Finally, participants reflect upon, explain developments and communicate these results to

the community of researchers. Action research is the systematic self-reflective scientific inquiry

by practitioners to improve practice" (as cited in Ladkin, 2004, p. 537). Two researchers,

Reason and Bradbury, added that "a primary purpose of action research is to produce practical

knowledge that is useful to people in everyday conduct of their lives (as cited in Ladkin, 2004, p.

536). And in defining validity, they suggested five criteria: "(a) the extent to which the research

demonstrates emergence and enduring consequences; (b) the extent to which the research deals

with pragmatic issues of practice and practicing; (c) the extent to which the inquiry demonstrates

good qualities of relational practice, such as democracy and collaboration; and (e) the extent to

which the research takes into account a number of different ways of knowing" (p. 539).

Table 3.2

Competencies for Community College Leaders

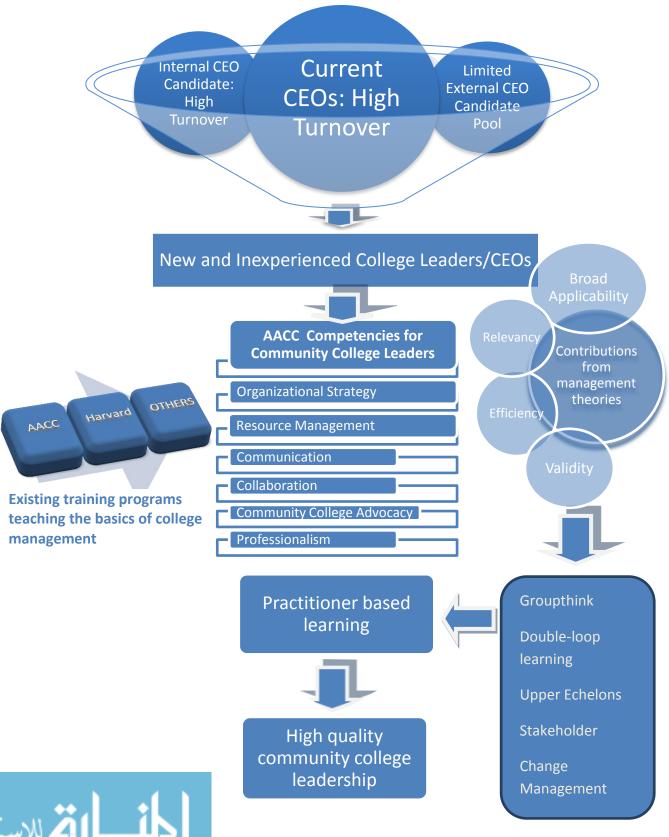| Competencies	Definition
Organizational Strategy	An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students, and sustains the college mission, based on knowledge of the organization, its environment, and future trends.
Resource Management	An effective community college leader equitably and ethically sustains people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college.
Communication	An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its surrounding community, to promote the success of all students, and to sustain the community college mission.
Collaboration	An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission.
Community College Advocacy	An effective community college leader understands, commits to, and advocates for the mission, vision, and goals of the community college.

Professionalism

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

Leadership Development for Aspiring Community College Presidents

Elements of the Conceptual Model

Impending Leadership Gap

The model presented begins with the expected leadership gap that is emerging in

community colleges and has been well documented in the Introduction and Literature review

chapters. Many authors cite the results of the 2001 American Association of Community

Colleges Leadership Survey examined by Shults (2001) as the catalyzing distress signal warning

of the threat of the gap (Fulton-Calkins & Milling, 2005; Hassan et al., 2010; Keim & Murray,

2008; Leubsdorf, 2006; O'Banion, 2006; Weisman & Vaughan, 2002, 2007). The funnel shape

reflects the fact that the pool of talent to fill emerging presidential leadership positions is

diminishing. The internal candidates who would traditionally assume the presidency are retiring

at the same rate as their leaders (Keim & Murray, 2008; Riggs, 2009; Shults, 2001). The

external pool from which to recruit is also decreasing (Fulton-Calkins & Milling, 2005; Phelan,

2005).

AACC Competencies

Also incorporated into the model are the leadership competencies for community college

presidents that have been developed by the AACC. These competencies, developed from input

of current community college leaders, have been published and are widely accepted in the

community college field. In a survey conducted by Hassan et al. (2010), the competencies were

vetted by a group of community college presidents and board of trustee chairpersons from New

York and Florida. The results showed a strong consensus between both groups on the

competencies. Furthermore, the results highlighted the two applications of the competencies: as

a template for hiring new leaders and as a strategy for designing leadership development

programs (pp. 189-190). In addition to this study, McNair (2010) and Eddy (2010) also

supported the use of the AACC leadership competencies as a framework for identifying essential

skills for community college leaders (as cited in McNair, 2011, p. 5).

Challenges Facing Community College Presidents

Malm (2008) identified the most significant environmental challenges through guided

conversations with six community college presidents: (a) fiscal, (b) internal culture, (c) employee

recruitment and retention, (d) external community relationships, (e) campus infrastructure

growth, (f) student access to baccalaureate degrees, and (g) new learning program demands (p.

618). In addition, two broad change process categories materialized: general organizational

activity, such as strategic planning, budgeting, and decision-making, and specific leadership

behavior processes, such as coalition building, facilitating, collaboration, visioning, and

strategizing (Malm, 2008, p. 621). Romero (2004) cited two considerable trends that are

expanding the leadership challenge: large growth in student enrollments thus leading to more

demand and the "accumulated missions" that make community colleges "increasingly complex"

(p. 31). Furthermore, she stated that the demand for effective leadership has been amplified

because of the increase in accountability, changes in student demographics, and the multiplicity

of the missions of the community college.

Phelan's (2005) monograph provided some "experiential insight into the leadership

aspect of the community college" (p. 783). A survey conducted by Vaughan in 1996 explored

presidential perspectives on major issues facing community colleges. The results showed

consistency "among six primary issues including: funding, technology, leadership and

governance, interacting with change, accountability and mission, and workforce development"

(Vaughan & Weismann, as cited in Phelan, 2005, p. 790). Another survey conducted by the

Michigan Community College Association in 2003 asked the state's 28 presidents to identify the

top issues facing their institutions, and "among some of the most common issues named were: instructional technology; leadership development for presidents; local property tax support; job training; manufacturing job losses; partnerships; demographics; domestic relations; policy governance; community college baccalaureate degree; succession planning; quality and accreditation; competition; board succession; politics; and capital funding" (as cited in Phelan, 2005, p. 790).

In 2011, the AACC, as the first phase of its new 21st-Century Initiative, thoroughly explored the issues, concerns, and constraints facing today's community colleges. The AACC met with from more than 1,300 stakeholders—students, college faculty and staff, administrators, trustees, state policymakers, and college presidents and chancellors in 10 regions of the country (p. v). The following are the significant challenges facing leaders:

- Student Success Rates. Student success rates are simply unacceptably low.

- Rocky Transitions. Disconnects exist in the transitions between high schools, community colleges, and baccalaureate institutions. The researchers found that students are underprepared at the high school level. Also, there are barriers to students transferring to four-year institutions and therefore hindering student progress (p. 10)

- Job Market Needs. "Close examination of the connections between education and training and employment demands reveals serious shortcomings pertaining to student career planning, curricular and program alignment with labor market needs, and the preparation of students in terms of high-demand job skills" (p. 10).

- Underfunding. "The Commission offers the following observation without reservation: Community colleges are not funded at a level permitting them to perform the monumental tasks expected of them" (p. 13).

- Acknowledging the Equity Challenge. "These conditions hinder middle-class students and have a devastating effect on low-income students and students of color, those often in greatest need of what community colleges have to offer" (p. viii).

Current Leadership Programs

Other leadership programs are incorporated into the conceptual model to validate their content is important but may not be sufficient for the emerging leadership challenges. Certainly, they teach useful concepts and practices; however, their effectiveness can be enhanced by going beyond the field of education and education experience to draw on proven and practical theories. An examination of these programs described earlier in this paper indicates that the subject matter and the faculty responsible for educating our future leaders are very much derived from higher education. Much has been written about the leadership and management roles involved in the community college presidency, and yet little in these existing programs seems to rely on management theory.

Why the need to enhance these training programs and look beyond the field of higher education? Lorenzo and DeMarte (2002) wrote that "tomorrow's leaders must be adept at reshaping their organizations in fundamental ways," including organizations such as community colleges (p. 47). They described two basic assumptions about the future of community colleges: "First, to remain viable, community colleges must continue to change in significant ways. Second, the colleges' success will probably be determined by their ability to recruit and develop

effective leaders" (p. 47). And for those leaders to be effective, they can benefit from training

programs infusing significant management, leadership and change management theory.

Kezar, Carducci, and Contreras-McGavin (2006) described new pressures brought about

by reductions in higher education funding by state government, an increase in accountability and

assessment, growth in globalization and competition, and additional demands from policymakers

who "regularly implore campuses to integrate technology, respond to community needs, and

provide a higher quality education for less money" (p. 1). In the face of these challenges, "the

type of leadership required in this new context…may call for different skills and the reeducation

of campus stakeholders if they want to be successful leaders" (p. 1).

Criteria

The criteria used for selection are highlighted in Table 3.1. They include broad

applicability across a number of the competencies, efficiency and ease of learning, relevancy to

current issues and challenges, and validity of action research.

Significant Theories for Consideration

A variety of management theories were considered as part of the dissertation process,

each of which has been carefully scrutinized in accordance with the criteria listed above. In

addition, this author developed the list of theories to consider through conversations with three

former college presidents who teach in the field of management and two current regional

chancellors at a large statewide community college system, all of whom understand the field of

management.

Groupthink. Community college presidents/CEOs can benefit from understanding this

theory as it enhances the skills needed in Organizational Strategy, Communication, and

Collaboration from the AACC competencies (American Association of Community Colleges,

2005). Effective leaders need to recognize the symptoms of groupthink that may prevent them from making quality decisions. Groupthink contributes to effective performance in Organizational Strategy because it suggests that effective presidents assess and evaluate strategies, use data-driven evidence from all internal and external stakeholders, and develop a positive environment that supports innovation and teamwork. In addition, it impacts the skill of Communication because effective presidents engage in honest, open dialogue at all levels of the college and its surrounding community and listen actively to comprehend, analyze, engage, and act. In Collaboration, effective presidents develop, enhance, and sustain teamwork and cooperation and facilitate shared problem-solving and decision-making. By listening and inviting open dialogue and cooperative decision-making, leaders consider all alternatives, reexamine the initially preferred decision made by the majority after risks and drawbacks become apparent, and invite and utilize experts from within their own organization whose knowledge may be valuable (Janis, 1979, p. 75). By fully understanding how groupthink begins, develops, and is sustained in an organization, a leader can attempt to prevent any unforeseen setbacks and negative consequences and ensure that contingency plans are in place.

To prevent groupthink, Janis' recommendations can be used by presidents, be incorporated into their management philosophy, and then be utilized when decision-making and policy development are necessary with their top management teams, boards of directors, supporters of the college, and other stakeholder groups. The recommendations to employ are practical and learnable. Understanding groupthink theory is relevant because of today's fast changing environment and with more accountability and influence from a variety of stakeholders, high quality decision-making is a necessity for any college to succeed.

Double-loop Learning. Double-loop learning provides a leader and an organization with a deeper understanding of decision-making and organizational learning. Double-loop learning is based on an individual's understanding that processes must be "continuously invented, shaped, and modified, in light of the feedback from the environment"…resulting "not simply in new decisions but in new rules and methods for deciding" (Argyris & Schön, as cited in Back & Sneaker, 2004). Community college presidents/CEOs can benefit from understanding this theory as it enhances the skills needed in Organizational Strategy, Communication, and Collaboration; from the AACC competencies (American Association of Community Colleges, 2005).

Double-loop learning theory contributes to effective performance in Organizational Strategy because it suggests that effective presidents use a systems perspective to assess and respond to the culture of the organization in order to learn about errors or unattained goals. In systems thinking, complex problems are examined by stepping back and analyzing all the factors that contribute to a particular activity and the relationship between these factors. When errors occur, conflict develops, or other unintentional negative consequences arise during or resulting from an action or decision, community college presidents can employ the typical strategies to correct the errors, usually single-loop learning. What is missing many times, however, is the question of what actually caused the mistake or missed goal, and therefore, the governing value must be revisited, requiring double-loop learning. Double-loop learning also enhances Communication through reinforcing actively listening to analyze the issues or problems at hand. With Collaboration, the theory stresses effective presidents facilitate shared problem-solving and decision-making, thus providing more opportunities for organizational learning.

The recommendations to employ are practical and learnable. One example of how double-loop learning can be effectively used is in assessment. In the current atmosphere of

accreditation bodies providing measurement indicators, funding based on persistence and graduation rates, learning outcomes becoming the rule, and students being assessed at various points in their college career for a number of satisfaction metrics, there is a need to reexamine the original governing values if the desired outcomes or consequences are not achieved, which for many institutions is never 100%. By leaders reexamining the original processes, a paradigm shift may occur.

Stakeholder Theory. Understanding and applying the stakeholder theory can greatly assist community college presidents/CEOs in building strong relationships with the complex array of stakeholders within which community college presidents operate: community leaders, elected officials, donors, alumni, corporate leaders, faculty, staff, students, and family members.

Stakeholder theory contributes to effective performance in Resource Management because it suggests that community college leaders equitably and ethically sustain people to fulfill the mission and goals. One group, the employees of the college, will sense that they are essential and contribute positively to the institution by the president implementing a human resource management system that fosters professional development and advancement of all staff. This theory also stresses that Communication—open and honest communication—is needed at all levels of the college. Stakeholder theory undoubtedly increases Collaboration and Community College Advocacy by effective presidents understanding, embracing, and recognizing the diversity that exists in the world around them. By doing so, the leader can gain the commitment of stakeholders to work for the common good. They also build and leverage networks and partnerships to advance the mission, vision, and goals of the community college by understanding the goals and desires of each group and, in turn, how the college can help with those.

This theory can be readily employed by presidents. In addition, the relevancy of

stakeholder theory grows along with the increasing number of stakeholders beyond trustees,

legislators, college employees, and students; the expanding mission of the community college

naturally adds more and more interested parties, such as international business and college

partners, non-governmental reform networks, foundations vested in community colleges, and an

increasing virtual student population.

Upper Echelons Theory. Hambrick (2005) writes that "executives inject a great deal of

themselves–their experiences, personalities, and values–into their behaviors. To the extent those

behaviors are of consequence, say shaping strategy or influencing the actions of others,

organizations then become reflections of their top managers" (p. 109). Upper echelons theory

contributes to effective performance in Organizational Strategy because it suggests that leaders

need the perspectives of a diverse management team to assure that their processes of assessment,

decision-making, and evaluation are not biased by their personal perspectives. In Collaboration,

effective presidents embrace and employ the diversity of individuals, values, and ideas.

Also, many times community college presidents/CEOs are faced with a decision that is

accompanied by a great deal of data, facts, and opinions. Filtering and interpreting this

enormous amount of information can be almost impossible because of a limited field of vision.

The individual leader then relies on personal interpretation, and those interpretations must be

recognized, explored, tested, and be confronted to make sure sound decisions are made. For

Resource Management, effective presidents can make better decisions by managing information

resources and ensuring the integrity and integration of reporting systems and databases. By

creating the capability of self-assessment of performance regularly through feedback, reflection,

and evaluation, effective presidents can develop themselves professionally. In developing

Communication, presidents listen actively to understand, comprehend, analyze, and act.

Change Management Theory. Organizational change is inevitable, with increasing

pressures from decreased funding, new competitors, globalization, accountability, and expanding

missions of community colleges. Leaders must able to navigate the change, remove obstacles,

share the vision, empower their faculty and staff, and ensure that future change can occur.

Kotter (1996) writes that strong leadership is the key to change management; creating and

sharing a vision is a large part of that leadership as well as empowering employees who are able

to manage themselves (pp. 165-167).

In Organizational Strategy, effective presidents can use the change theory models when

both internal and external influences and forces cause the institution to alter its original course.

Change theory models can contribute to effective Collaboration by helping presidents avoid or

manage conflict and by building and maintaining productive relationships with those who can

affect change in the organization. Also, this theory can bolster Community College Advocacy

by looking at how the needs, goals, and missions of the college may change, whether the need

for change is immediate or long-term. Presidents need to understand how these needed changes

can be made successfully and in collaboration with stakeholders. In developing Professionalism,

effective presidents demonstrate transformational leadership through authenticity, creativity, and

vision. To cause change, they also demonstrate the courage to take risks, allow others to do the

same without penalty, make difficult decisions, and accept responsibility.

The change models and process is very relevant today with a number of challenges

confronting the next generation of community college leaders. The flexibility of using a

combination of change models allows for a usable framework that can be used under a variety of circumstances or conditions.

Practitioner Based Learning

The model alleges that this practitioner based learning will result in the greater effectiveness of new community college presidents. To assure that this is the case, the model suggests that the impact of this new learning method can be tested through evaluation. Several methods to measure the effectiveness of the proposed training program, such as interviews, content analysis, and surveys, are outlined in Chapter Six.

The conceptual model brings in the AACC competencies and infuses them with significant management and business theories. The theories can strengthen the competencies by providing unique perspectives and expertise to overcome the challenges facing the freshman class of new community college presidents/CEOs. Ultimately, through deliberate learning and practitioner based learning, the result will be a more resilient individual leader in the community college system resulting in a stronger, more adaptive system as a whole.

CHAPTER FOUR

RESEARCH METHODOLOGY

Introduction

The review of literature investigated the predictions of a substantial need for new leaders

in the community college system nationwide because of the growing number of retiring

community college presidents and of those candidates who would traditionally take their place.

Next, the research explored emerging and complex leadership challenges that the new leaders

will face as well as training programs that assist in training the freshman class of leaders. Select

management and leadership theories are framed around the six leadership competencies,

developed by the American Association for Community Colleges, which can be enhanced if

integrated into a training program.

Research Method

Systematic review. The research methodology used in this dissertation is systematic in

nature with a broad exploration of the research literature in higher education and in business and

management. According to Petticrew and Roberts (2006), systematic reviews are literature

reviews that adhere closely to a set of scientific methods that explicitly aim to limit systematic

errors mainly by attempting to identify, appraise, and synthesize all relevant studies in order to

answer a particular question or set of questions (p. 9). With the specific questions in this study,

the use of a systematic review can be seen as a "paradigm shifter"—as "a challenge permitted by

close examination of the underpinning evidence" (p. 20). Petticrew and Roberts (2006) wrote

that much current theory and practice is based on assumptions about what works, about what is

appropriate, and on past practices (p. 20). In addition, they state that social research is conducted

within "schools" of thought, which can limit the outcomes, findings, and what is to be researched (p. 20). This systematic review of literature allows the exploration of management theories and the proposition that the selected theories can enhance current practices.

Narrative synthesis. As the next step in the systematic review process, a narrative synthesis will be applied to synthesize the evidence and the studies analyzed. In the previous chapters of this dissertation, the steps of the systematic review process—defining the research questions, determining the types of studies needed, conducting a comprehensive literature search, critically appraising the studies—have been presented and delineated (Petticrew and Roberts, 2006, p. 27). Narrative synthesis is "a part of a larger review process that includes a systematic approach to searching for and quality appraising research based evidence as well as the synthesis of this evidence" and is "concerned with combining the findings of multiple studies" (Popay et al., 2006, p. 5).

The researchers list the four elements of a narrative synthesis (Popay, 2006, p. 11):

- Developing a theory of how the intervention works, why, and for whom
- Developing a preliminary synthesis of findings of included studies
- Exploring relationships in the data
- Assessing the robustness of the synthesis

Theory development. As stated previously and described in the conceptual model chapter, this dissertation purports that new and aspiring community college presidents can greatly benefit from scholarly management theory. The model capitalizes on the work of significant scholars from the field of management. These selected management theories are applied to the competencies for community college presidents that have been developed by the American Association of Community Colleges (AACC).

Preliminary synthesis. In developing a preliminary synthesis of findings, one common technique, thematic analysis, was used in the analysis of qualitative data in primary research to identify systematically the main, recurrent, and/or most important (based on the review question) themes and/or concepts across multiple studies (Popay et al., 2006, p. 18). From that analysis of the initial research, discoveries of two key themes in the literature were the triggers in developing the overall research topic: the significant turnover of community college presidential leaders resulting in a large number of first-time presidents/CEOs and the considerable number of new and undetermined challenges that would be facing leaders as they arrive on campus to take the helm.

There is solid research that supports the forecast of the large number of presidential retirements; several longitudinal quantitative surveys with valid response rates were conducted since 2001 and most recently in 2012 (Durée, 2008; Leubsdorf, 2006; Shults, 2001; Weisman & Vaughn, 2002, 2007; Tekle, 2012). Relevant articles were reviewed to determine competencies required by new leaders, and several articles listed the same or similar skills sets. In addition, other research predicted new expertise, training, and abilities will be required in the future to face new challenges.

Exploring relationships. Popay et al. (2006) suggested one method, conceptual modeling or mapping, to show relationships between studies, to link evidence from multiple studies, and to highlight key concepts relevant to the research questions (p. 20). As the exploration of more and more research continued, several patterns and relationships among the research began to emerge. First, the population of those who would be qualified to become college presidents was also decreasing; Vaughan (1990), Durée (2008), and Keim & Murray (2008) noted that those who would traditionally take on the presidency were retiring at alarming

rates, and many were the same age as their presidents. Secondly, training programs for future

community college presidents, namely the Community College Leadership Academy, Harvard

Seminar for New Presidents, and the Executive Leadership Institute, were not in focus with

respect to modern day leadership challenges; those same programs were not in balance with the

required competencies developed by the AACC.

Finally, the significant management and business theories had value and utility with

regards to the complex issues and problems facing community colleges. As stated earlier in this

dissertation, the management and leadership theories were selected based on a variety of criteria,

such as broad applicability, relevancy, efficiency, and the validity of action research. The

theories were then synthesized with the six AACC leadership competencies.

Robustness of the synthesis. Assessing the robustness of the synthesis is needed to

provide an assessment of the strength of the evidence for drawing conclusions about the likely

size and direction of effect and generalizing conclusions on effect size to different population

groups and/or contexts (Popay et al., 2006, p. 12). Robustness can be used to refer to the

methodological quality of the primary studies included in the review (p. 15); therefore, only

studies that are peer reviewed and are published in scholarly journals and additional seminal

works are included in the research. Secondly, the trustworthiness of a synthesis will depend on

both the quality and the quantity of the evidence base on which it is built (p. 15); therefore, in

tables in this chapter, the research articles, journals, association publications, and book chapters

are listed along with the credentials of author(s), research type and publication type, sample size

if quantitative, and frequency of citations.

Research Process

Academic databases in the University of Maryland University College library system were used to search for relevant articles, journals, quantitative and qualitative studies, books, association publications, newspaper articles, and books. One of the primary databases used to locate related research was Business Source Complete (BSC) because of the focus on management, leadership, and business theories. Others included Education Resource Complete (ERC) and Web of Science. In addition, websites of several associations were explored to find related articles; these included the American Association of Community Colleges and the Lumina Foundation. Websites of several institutions and associations offering training and leadership development programs were utilized, such as those of the Harvard Graduate School, the League for Innovation, and the University of San Diego. The frequency of citations for each applicable journal or research article was primarily determined using Google Scholar.

The searches were conducted using the following criteria: (a) scholarly (peer reviewed) journals, (b) journal articles published after 2000, and (c) full text available. Also, if there were references cited in research articles, those studies were located, downloaded, read, and cited to provide a primary source.

Research Questions

Research questions guided the review of literature and the key words used in the database searches. As noted in Chapter One, the research questions explored by this study include:

- How does the current research describe the challenges facing community college presidents?

- How do current management theories fit into the AACC's *Competencies for Community College Leaders*, which describes a leadership framework organized

around six competency domains: organizational strategy, resource management,

communication, collaboration, community college advocacy, and

professionalism?

- What are the current management theories that may be most useful in application

  to community college leadership?

- What criteria can be applied in assessing which theories are significant?

Key Words and Search Criteria

Key words were used in the database searches in the context of the research themes.

Table 4.1 lists the key words, related area, and database used with number of articles located.

Table 4.1

Key words in database search

Key words	Related research area	Data Base, Number of Articles
Community college presidents Community college CEOs Community college leaders	Predictions of a Large Freshman Class of Presidents/CEOs Competencies and Challenges for Community College Leaders	Education Resource Complete (ERC), 460 ERC, 30 ERC, 625
Community college presidents *and retirements* Community college CEOs *and retirements* Community college leaders *and retirements*	Predictions of a Large Freshman Class of Presidents/CEOs	ERC, 5 ERC, 0 ERC, 7
Community college leadership *and competencies*	Competencies and Challenges for Community College Leaders	ERC, 1148 ERC, 37
Community college administration *and competencies*	Predictions of a Large Freshman Class of Presidents/CEOs Competencies and Challenges for Community College Leaders	ERC, 2848 ERC, 67
Community colleges and leadership challenges	Competencies and Challenges for Community College Leaders	ERC, 172
Continuing education and community college leaders Community college leadership	Current Professional Training Programs	ERC, 26 ERC, 534

development		
Professional development for community college presidents		ERC, 81
Training programs for community college leaders		ERC, 38
Management theory *and community college*	Significant Leadership and Management Theories for New Challenges	Business Source Complete (BSC), 565
Organizational theory *and community college*		BSC, 247
Organizational culture *and community college*		BSC, 89
Leadership theory *and community college*		BSC, 92
Strategic thinking *and community college*		BSC, 7
Groupthink		BSC, 64; ERC, 35
and community college		BSC*, 0;* ERC*, 0*
Upper echelon theory		BSC, 57; ERC, 0
and community college		BSC, 0; ERC, 0
Stakeholder theory		BSC, 2056; ERC, 142
and community college		BSC, 1*;* ERC*, 11*
Double-loop learning		BSC, 44; ERC, 7
and community college		BSC, 0; ERC*, 1*
Change management		BSC, 32938; ERC, 1688
and community college		BSC, 361; ERC,68
Change process		BSC, 16390
and community college		BSC, 166; ERC, 161

Literature Evaluation

The specific key words/phrases and a combination of the words were centered around the

four research areas in the literature review: (a) predictions of a large freshman class of

presidents/CEOs; (b) competencies and challenges for community college leaders; (c) current

professional training programs; and (d) significant leadership and management theories for new

challenges. The fourth research area included subsequent key words/phrases concentrating on

the five main management theories selected: groupthink, upper echelon theory, stakeholder

theory, double-loop learning, and change management/process. The articles were divided into

the four areas and were evaluated by reading the abstracts, introductory paragraphs, major

headings, and the recommendations or conclusions for this narrative synthesis. The articles were

assessed for their relevancy to the research areas and their focus on community college

leadership, especially at the president/CEO and vice president/dean levels. For those with direct

relationship to the research topics, the full article was read and analyzed. Quantitative research,

qualitative research, and seminal scholars, especially the formative, groundbreaking authors of

the theories employed, had highest priority. Expert opinion received priority when the experts'

credentials are extremely sound and when the experts' work has been highly cited.

A comprehensive database search was conducted to locate all relevant published and

unpublished studies related to the four research topics to limit any biases. In addition, the quality

of systematic reviews depends upon the quality of the primary studies on which they are based

and on the rigor, transparency, and reporting of the inclusion and exclusion criteria used, which

leads to high quality reviews of existing and emerging evidence in which bias is minimized

(Davies, 2000, p. 375). The description of the research, as in Table 4.2, is readily transparent,

listing the appraisal criteria to minimize threats to both internal and external validity: credentials

of author(s), any bias detected, the research type and publication type, sample size, significant

outcomes of research, and the frequency of citations. In addition, the protocol of the systematic

review and the narrative synthesis outlines the steps taken in conducting the research, allowing

for the study to be replicated.

Predictions of a large freshman class of presidents/CEOs. After a review of the

articles in which researchers conducted mainly quantitative surveys concerning current

presidents' and vice presidents' future career plans, it was evident that the researchers

corroborated each other's findings. Some of articles were excluded because the definition of

"leadership" was leadership at program chair or director level. In addition, several articles led to

researching the low number of full-time faculty.

Table 4.2 shows an analysis of the literature review for the predictions of a large freshman class

of presidents/CEOs.

Table 4.2

Analysis of research related to the substantial need for new community college leaders

Article	Credentials of author	Bias detected Yes/No	Research type and Publication type	Sample Size	Outcome of research and Frequency of citations
Durée, C. (2008, July 31). *Iowa State study of community college presidents finds national shortage on horizon.* Retrieved from http://www.public.ia state.edu/~nscentral/ news/08/jul/ccleader ship.shtml	Doctoral student Iowa State University. Currently, Chancellor Iowa Valley Community College District. Spent 9 years as the Vice President of Instruction, Chief Academic Officer and Career and Technical Education Dean at Southwester n Community College. Served as Chairperson for the Iowa Community College Chief Academic Officers and Career and Technical	No	Original research study Quantitative survey Dissertation	415 community college presidents	More recent community college president survey supports impending large number of retirements; study of 415 community college presidents, which represents 38.2% of the national total, found that 79% will retire by 2012, and 84% by 2016. In addition, he found that the average age for vice presidents is about the same as presidents. Frequency of citations: 3

	Education Deans, and as President of the Iowa Association for Career and Technical Education.				
Shults, C., (2001). *The critical impact of impending retirements on community college leadership* (Research Brief Leadership Series No. 1,AACC-RB-01-5). Washington, DC: American Association of Community Colleges.	Research Associate at American Association of Community Colleges. Currently, Director of Planning and Institutional Effectiveness at Suffolk County Community College. Served as Assistant Provost at Mississippi Valley State University.	No	Original research study Quantitative and qualitative studies Association publication	Primary survey: 936 community college presidents	Quantitative survey; synthesis of several quantitative and qualitative research studies with similar results; multiple studies confirm that a substantial number of community college CEOs will be retiring Frequency of citations: 182
Vaughan, G. B. (1990). *Pathway to the presidency: Community college deans of instruction*. Washington, DC: American Association of Community and Junior Colleges.	Professor of higher education and editor of the *Community College Review* at North Carolina State University. He was president of Piedmont Virginia Community College in Charlottesville, Virginia, for 11 years	No	Original research study Quantitative survey and qualitative research Association publication	591 community college presidents, 619 chief academic officers, 130 female CAOs, 9 CAOs of African-American heritage, 14 CAOs of Hispanic heritage	Quantitative and qualitative surveys. Chapters include a focus: (1) the role as the institution's CAO; (2) profiles of current CAOs (3) the career pathway to the position; (4) frustrations and satisfactions experienced by female CAOs; (5) experiences of Black CAOs; (6) experiences of Hispanic CAOs; (7) CAO views on leadership as compared to the views of community college presidents. Response rates include: for community college presidents: 70.5%; for CAOs: 53%; for CAOs of African-American heritage: 60%; CAOs of Hispanic heritage: 93%. Frequency of citations: 57

	and president of Mountain Empire Community College in Big Stone Gap, Virginia, for six years. He has written over 100 articles and a dozen books related primarily to community colleges. His books on the community college presidency have won two national awards. In addition, he received the AACC highest leadership award, as well as a number of other national awards. He served on the board of directors of the AACC for three terms.				
Weisman, I. M., & Vaughan, G. B. (2002). *The community college presidency 2001* (Research Brief Leadership Series No. 2, AACC-RB-02-1). Washington, DC: American Association of Community Colleges.	[1]Visiting professor at the Department of Adult and Community College Education at North Carolina State University. Currently the	No	Original research studies Quantitative research Association publication	661 community colleges presidents who are AACC members	Survey comparison to previous years of 1984, 1991, and 1996; results show a number of retirements of college leaders. Response rate of approximately 71%. Frequency of citations: 121

	Associate Vice Chancellor for Academic Affairs and Student Services with Antioch University. She has served on the editorial boards of two scholarly journals: *Community College Review* and *Adult Education Quarterly: A Journal of Research and Theory*, and written or coauthored several books. [2]See previous citation.				
Weisman, I. M., & Vaughan, G. B. (2007). *The community college presidency: 2006* (Research Brief Leadership Series). Washington, DC: American Association of Community Colleges.	See previous citation.	No	Original research studies Quantitative research Association publication	545 community colleges presidents who are AACC members	Survey comparison to previous years of 1984, 1991, 1996, and 2001. Results show predictions of a large number of retirements. Response rate of 61%. Frequency of citations: 104
Keim, M. C., & Murray, J. P. (2008). Chief academic officers' demographics and educational backgrounds. *Community College Review, 36*(2), 116-132.	[1] Professor, Educational Administration and Higher Education, Southern Illinois University; two separate terms as	No	Literature review Non experimental research Peer-reviewed Journal	300 community college CAOs	Comprehensive literature review describing the imminent retirements of large numbers of community college presidents and CAOs. Non experimental research and trend analysis to determine the educational backgrounds and demographic characteristics

	President of the Council for the Study of Community Colleges. served as editor of seven volumes of Directory of Graduate Preparation Programs in College Student Personnel. She was published widely and was an author of more than 100 books, peer-reviewed manuscripts, monographs, and reports. She lectured broadly, and was widely recognized as an expert in higher education. She was a founding member of Association for the Study of Higher Education and served as a member of the executive council for American College Personnel. Association			randomly selected from AACC Membership Directory	of public 2-year CAOs or vice presidents and compare these findings to those of previous studies. 100% response rate of random sample. Females are making progress in serving in this position; those with earned doctorates have declined. Frequency of citations: 7

	[2]Professor of Higher Education, California State University, Long Beach. Had a 25-year career as a faculty member and administrator in community colleges. He is the author of 80 publications and has presented at over 60 national and international conferences.				
Lorenzo, A. L., & DeMarte, D. T. (2002). Recruiting and developing leaders for the 21st century. In D. F. Campbell and Associates (Eds.), *The leadership gap: Modern strategies for leadership development* (pp. 47-57). Washington, DC: Community College Press	[1]President of Macomb Community College (MCC); well published and is a national speaker. He has contributed to nearly three dozen books and monographs, has served on two editorial boards, and is a member of the World Future Society. National recognition of his achievements includes 10	No	Literature review Association publication		Literature review focusing on trends, changes, and evolution of leadership. Three situational leadership programs are presented. Frequency of citations: 10

	major leadership awards and two honorary doctoral degrees. [2]Assistant to the president and executive director of planning of MCC. Currently is the vice president for academic and student affairs at Tidewater Community College. Served as vice president for learning at Northeast Wisconsin Technical College in Green Bay and as director of research for the National Initiative for Leadership and Institutional Effectiveness.				
O'Banion, T. (2006). Crisis and calamity in the community college. *Community College Journal, 77*(3), 44-47. Retrieved from EBSCO*host.*	Director of the Community College Leadership Program at Walden University and President Emeritus and Senior League	No	Expert opinion Peer reviewed journal		Literature review citing the impending leadership gap and offering solutions to solve the predicted crisis. Frequency of citations: 13

	Fellow at the League for Innovation. Author of 14 books and over 170 monographs, chapters, and articles on the community college. President of the League for Innovation in the Community College for 23 years until his retirement.				
Romero, M. (2004). Who will lead our community colleges? *Change, 36*(6), 30-34.	Founding director of the Community College Leadership Development Initiatives, hosted by the Claremont Graduate University. Served as Vice President for Instruction at Pikes Peak Community College, and as President/ Superintendent of the Siskiyous Joint Community College District in northern California. Currently is	No	Expert opinion Association publication		Analysis of challenges facing community college leaders and citation of data concerning large leadership gap due to retirements. Frequency of citations: 38

	working with the Achieving the Dream Lumina Foundation Project as a coach and as faculty to the their Trustee Training.				
Leubsdorf, B. (2006, September 1). Boomers' retirement may create talent squeeze. *Chronicle of Higher Education,* p. 51.	Editorial Intern, The Chronicle of Higher Education; Editorial Assistant at The Associated Press, Reporter at ASNE, Reporter Business Intern at Arkansas Democrat-Gazette	No	Article in trade publication		Article with interviews of five community college leaders and two executive search professionals. An analysis of demographic data for five institutions of higher education and information provided by three professional association supports the expected leadership gap. Frequency of citations: 23

Competencies and challenges for community college leaders. Relevant articles were

reviewed to determine competencies required by community college leaders. Much of the

research contained the same or similar skills sets, while others predicted new expertise and

abilities required in the future. Similarly, articles cast a new set of challenges. The nature of

these challenges is significant and creates the need for highly developed leadership and

management capabilities that have been researched extensively in the management field. Table

4.3 shows the analysis of the literature review for competencies and the impending and complex

challenges facing community college leaders.

Table 4.3

Analysis of research related to competencies and challenges

Article	Credentials of author	Bias detected Yes/No	Research type and Publication type	Sample Size	Outcome of research and Frequency of citations
American Association of Community Colleges. (2005). *Competencies for community college leaders.* Retrieved from http://www.aacc.nche.edu/Resources/	Professional organization	No	Qualitative study Association publication	95 respondents to survey	AACC survey of attendees at four day-long leadership summits and to members of the Leading Forward National Advisory Panel. Respondents agreed on 6 competencies and provided suggestions for minor modifications, which were reviewed by AACC staff and integrated into the competencies. Response rate of 76%.
The Aspen Institute. (2013, June). *Crisis and opportunity: Aligning the community college presidency with student success*. Retrieved from http://www.aspeninstitute.org/publications/crisis-opportunity-aligning-community-college-presidency-student-success	Professional organizations	Yes, only leaders who are a part of the AtD Leader College Network and/or whose colleges placed in the top five in the Aspen Prize for Community College Excellence competition	Qualitative study Curriculum review Association publication	14 current college presidents who are a part of the Achieving the Dream Leader College Network and whose institutions placed in the top five in the Aspen Prize for Community College Excellence competition, and nine experts who have worked with community colleges on improving student success	The Aspen Institute and Achieving the Dream conducted primary research through interviews of college presidents and nine experts. Research highlighted the need for presidents to develop skills and qualities that focus on improving student outcomes and success. Research also supported that a rapidly changing environment faces community college leaders. Frequency of citation: n/a

McNair, D. E., Durée, C. A., & Ebbers, L. (2011). If I knew then what I know now: Using the leadership competencies developed by the American Association of Community Colleges to prepare community college presidents. *Community College Review, 39*(1), 3-25. doi:10.1177/009155211 10394831	[1]University of the Pacific. Published research articles focusing on community college leadership development in the *Community College Review, The Community College Journal of Research & Practice, The Journal of Research on Leadership Education*, and *New Directions for Student* Services. [2]See previous citation. [3]Iowa State University, University Professor and Professor, Educational Leadership and Policy Studies. Co-Director, Community College Leadership Program. Well published in numerous journals and has received national and state awards for service to associations.	No	Quantitative study Peer reviewed journal	282 community college presidents	Research results in descriptions of how presidents perceive gaps in prior preparation and offers recommendations to support the professional development of future leaders. Response rate of 68%. Frequency of citation: 5

Green, K.C., Jaschik, S., & Lederman, D. (2011). *Presidential perspectives: The 2011 Inside Higher Ed survey of college and university presidents.* Retrieved from http://www.insidehighered.com/news/survey/president2011	[1] Senior research consultant at Inside Higher Ed, and the founding director of The Campus Computing Project. [2,3] Editor and two of the three founders of Inside Higher Ed	Yes, out of the 956 institutions that replied, 344 were public two year colleges, thus only a small representation of public and private four-year schools	Original research study Quantitative and qualitative survey Trade publication	A total of 956 campus and system presidents, chancellors, and CEOs of two-and four-year colleges and universities that enroll 500 or more students based on Fall 2007 enrollment data from IPEDS	Results highlight the most prominent issues. Addresses key concerns that confront presidents across all sectors of American higher education as they and their institutions seek to emerge from the downturn. Response rate of 33% Frequency of citation: 3
Vaughan, G. B., & Weisman, I. M. (1998). *The community college presidency at the millennium.* Retrieved from ERIC database. (ED417789)	See previous citation.	No	Original research studies Quantitative and qualitative survey Association publication	680 community college presidents	Career and Lifestyle Survey. One of the earliest studies on leadership challenges. Chapter 7 highlights major issues facing presidents used in Table 2.2 and how they are preparing their institutions. Response rate of 73.4%. Frequency of citations: 72
Wallin, D. L. (2002). Professional development for presidents: A study of community and technical college presidents in three states. *Community College Review, 30*(2), 27.	Assistant professor in the Department of Occupational Studies at the University of Georgia	Yes, only presidents in three southern states	Quantitative and qualitative research Peer reviewed journal	76 community college presidents in three states (NC, SC, and GA)	Surveys with open ended questions that focused on continuing education. Reflects also changes in the responsibilities of community and technical college presidents. Response rate of 76% Frequency of citation: 23
Cejda, B. D., & Leist, J. (2006). Challenges facing community colleges: Perceptions of chief academic officers in nine states. *Community College Journal of Research and Practice,* 30: 253-274. doi: 10.1080/10668920500	[1]Department of Educational Administration University of Nebraska. Coordinates the Community College Leadership program and	Yes, only nine states and were located in the Southwest and South	Literature review Quantitative and qualitative survey Peer reviewed journal	114 CAOs in nine states	Review of literature to assess the extent to which issues and challenges remain at the forefront among community-college practitioners. Survey using a Likert scale to assess CAOs and their view of the extent to which these issue and challenges remain at the forefront. Response rate of 56%

322343	serves as the Executive Director of the National Council of Instructional Administrators [2]Texas Tech University. Associate professor of educational leadership at Texas A&M University-Commerce. Authored or coauthored over a dozen research articles.				Frequency of citation: 21
Hassan, A. M., Dellow, D. A., & Jackson, R. J. (2010). The AACC leadership competencies: Parallel views from the top. *Community College Journal of Research & Practice, 34*(1), 180-198. doi:10.1080/10668920 903388172	[1]Clinical associate professor at the University of Southern California, School of Social Work. A retired Air Force officer, he brings 25 years of experience in military social work and leadership development. His scholarship encompasses a diverse array of publications and presentations in social work, leadership, higher education administration, military and pedagogy	Yes, represen tation from only two states	Descriptive non-experimenta l survey On-line publication	17 community college presidents from New York; 13 community college presidents from Florida 16 board chairpersons from New York; 13 board chairpersons from Florida (N=59)	Examined how a group of community college presidents and board of trustee chairpersons viewed the competencies, characteristics, and professional skills identified by the AACC as important for effective community college leadership. The presidents were asked to identify those activities and experiences that they found helpful in developing the AACC leadership competencies. The results suggest that presidents and board of trustee chairpersons converge in their views of the leadership competencies. Response rate of 51%. Frequency of citation: 4

	[2]Associate Professor of Higher Education at University of South Florida. Served as interim president at Chipola Junior College and as president of Broome Community College. Research and publication interests have focused on community college leadership and the impact of globalism on community colleges. [3]Department of Leadership and Behavioral Sciences, U. S. Air Force Academy				
Phelan, D. J. (2005). Crossing the generations: Learning to lead across the leadership life cycle. *Community College Journal of Research & Practice, 29*(9), 783-792. doi:10.1080/10668920 591006647	President, Jackson Community College. Served as the President of Southeastern Community College. He consults, teaches various courses in higher education, administration, business, leadership, quality, and	No	Monograph Interviews One case study Peer reviewed journal		Provides some experiential insight into the leadership aspect of the community college. Highlights new challenges. Offers suggestions of different sources of learning and in developing new college leaders. Focused topics include needed curricular changes in graduate leadership programs and leadership recruitment and retention; concludes with a brief consideration of future challenges for aspiring community college leaders. Frequency of citation: 15

	management at several colleges and universities at both graduate and undergraduate levels, as well as serves on dissertation committees. A regular national presenter and an author of numerous professional articles, monographs, and essays, he has been honored for his work in higher education and community service. Serves on the AACC's 21st-Century Commission on the Future of Community Colleges.				
Malm, J. R. (2008). Six community college presidents: Organizational pressures, change processes and approaches to leadership. *Community College Journal of Research and Practice, 32*(8), 614-628.	Dean of Continuing Education for Colorado State University-Pueblo. Earned his doctorate in Management from the University of Maryland University College as an Orkand Research Fellow.	Yes, small number of participants does not make results generalizable	Ethnomethodological research Peer reviewed journal	Six community college presidents from Maryland	Focus was to identify the organizational challenges and uncertainties that have forced organizational changes in their respective Colleges; to discover what organizational change processes these presidents have implemented to overcome the challenges; and to describe what leadership approaches were used to lead change. Frequency of citation: 9

	Participated in the North Central States Higher Learning Commission Accreditation Self-Study Task Force in Colorado.				
Albert, L. S. (2002). Presidents and chief academic officers of community colleges. In R. M. Diamond & B. A. (Eds.), *Field guide to academic leadership* (pp. 413-423). San Francisco, CA: Jossey-Bass.	Vice chancellor for education services at San Jose/ Evergreen Community College District; past interim president of the American Association for Higher Education	No	Literature review Association publication		Outcome of review proposed principles on academic leadership and institutional effectiveness and links principles to managerial responsibilities. Frequency of citation: 61
Baker, G. A, III. (2003). Achieving transformational change. In D. D'Errico (Ed.), *Leadership strategies for community college executives* (pp.13-23). Washington, DC: Community College Press.	Professor of Community College Leadership, North Carolina State University, an Achieving The Dream coach, and director of College Planning Systems. Named to the Joseph D. Moore Endowed Chair in Community College Leadership at North Carolina State University in August 1992. Received The	No	Literature Review Book chapter		Literature review examining the leadership roles of community college presidents in shaping their organizational culture. Describes the results of the Leadership Competencies Assessment Instrument to categorize and describe managerial roles; survey also ask leaders to rate their competency in the roles. Frequency of citation: 14

	Order of the Long Leaf Pine, North Carolina's highest honor. Also served as Professor of Higher and Community College Education at the University of Texas at Austin. His publication credits include more than 250 books, articles, and reports. He has been honored nationally and by several states for his work.				
Fulton-Calkins, P., & Milling, C. (2005). Community-college leadership: An art to be practiced: 2010 and beyond. *Community College Journal of Research & Practice, 29*(3), 233-250. doi:10.1080/10668920 590901176	[1]Professor of Higher Education, University of North Texas. Past chancellor of Oakland Community College and past president of Brookhaven College, Dallas County Community College District. Authored several books, monographs, and articles.	No	Literature review Peer reviewed journal		Research explored the large leadership gap, new challenges of leaders, and offers nine pragmatic suggestions/leadership skills to employ. Frequency of citation: 44

Kezar, A. J. (2001). *Understanding and facilitating organizational change in the 21st century.* San Francisco, CA: Jossey-Bass.	Associate professor at the University of Southern California. Dr. Kezar is a national expert of change and leadership in higher education and her research agenda explores the change process in higher education institutions and the role of leadership in creating change. She is well published with 14 books, over 75 journal articles, and over a hundred book chapters and reports.	No	Expert analysis Academic Journal		Provides a definition of organizational change, models of change, and applies those models to higher education. Frequency of citation: 250
Kezar, A. J., Carducci, R. , & Contreras-McGavin, M. (2006). *Rethinking the "L" word in higher education: The revolution of research on leadership*. San Francisco, CA: Jossey-Bass.	[1]See previous citation. [2]Doctoral student in the Division of Higher Education and Organizational Change at UCLA. Currently, Assistant Professor Department of Educational Leadership & Policy Analysis University of	No	Expert analysis		Literature review of new theories and paradigms of leaderships; provides new leadership concepts applied leadership to higher education. Frequency of citation: 112

	Missouri. [3]Doctoral candidate in higher education at the University of Southern California.				
Riggs, J. (2009). Leadership for tomorrow's community colleges. *Community College Enterprise, 15*(2), 27-38.	Professor of Education at California State University, Stanislaus. Served as President of Columbia College. Has numerous published articles and conference presentations, has taught at several institutions, and has number of memberships in professional organizations.	No	Expert Opinion Peer reviewed journal		Literature review examining several studies pointing to a need for new leaders and offers suggestions to develop new leaders; also, a focus on new leadership challenges due to major democratizing and economic forces in rapidly changing environment. Frequency of citation: 1
Vaughan, G. B. (2000). *Balancing the presidential seesaw: Case studies in community college leadership*. Washington, DC: Community College Press.	See previous citation.	No	Case studies Association publication		Case studies for the Presidents Academy of the AACC. Specifies new challenges for community college presidents used in Table 2.2. Frequency of citation: 13
Wingspread Group on Higher Education. (1993). *An American imperative: Higher expectations for higher education.* Racine, WI: The Johnson Foundation.	Wingspread Group on Higher Education, a group of national leaders	No	Expert opinion Book		Researchers and authors stress the need for fundamental changes in higher education. One main argument is the need to put student learning first; higher education must help to create a nation of learners by being engaged more thoroughly in all of the

					education enterprise. Frequency of citation: 32
Skinner, R. A. (2010). Turnover: Selecting the next generation's presidents. *Change, 42*(5), 9-15. Retrieved from EBSCO*host.*	Senior consultant to Harris/IIC Partners, a global executive recruiting firm. Previously, senior vice president for the Association of Governing Boards of Universities and Colleges and president of Royal Roads University in Canada, Clayton State University, and Georgia GLOBE (Global Learning Online for Business & Education) of the University System of Georgia.	No	Expert opinion Peer reviewed journal		Literature review citing qualities and skills in new presidents, such change management, entrepreneurship, being collaborative, and strategic management. Frequency of citation: 2
Alfred, R. L. (2008). Governance in strategic context. *New Directions for Community Colleges, 141*, 79-89. doi: 10.1002/cc.317	University of Michigan and the Center for Community College Development; authored more than 150 publications on organizational strategy, governance, institutional effectiveness, planning and assessment,	No	Expert opinion Peer reviewed journal		Literature review examining external and internal forces impacting community colleges and how the changing the context for governance and mandating new and different approaches to decision-making. Challenges for leaders were used in Table 2.2. Frequency of citation: 9

	and change management in colleges and universities; active in a number of professional organizations in higher education including the Council for the Study of Community Colleges of which he is Past President, the Association for the Study of Higher Education, and the American Association of Community Colleges; serves on the editorial boards of the *Community College Review, The Community College Catalyst* and the *Community College Journal of Research and Practice.*				
Shults, C. (2008). Making a case for a positive approach to improving organizational performance in higher education institutions. *Community College Review, 36*(2), 133 - 139.	See previous citation.	No	Expert opinion Academic Journal		Literature review providing challenges in today's changing environment such as the need for organizational learning, networking, collaboration, flexibility, and developing human capital. Challenges are listed in Table 2.2; offers the Community College

doi:10.1177/00915521 08324656					Abundance Model based on positive psychology. Frequency of citation: 9
Sullivan, L. G. (2004). Generations of leadership. *Community College Journal, 74*(4), 35-37.	W. Dallas Herring Professor of Community College Education at North Carolina State University; Executive director of the National Institute for Institutional Effectiveness and directs the Hispanic Leadership Fellows Program for the National Community College Hispanic Council. Past president of the Community College of Baltimore County, Essex Campus and of Middlesex Community College, and interim president of Gateway Community College. Served a past president of the American Association of Women in Community Colleges.	No	Expert opinion Academic Journal		Researcher describes the first two earlier generations of presidents: "founders" and "managers," the "collaborators" generation as the current generation, and the new generation, which are the "millennium" leaders. The authors states as the 21st century begins, both the external circumstances confronting all types of organizations and the expectations of people inside those organizations are undergoing radical and unremitting change, with the consequent need--even demand--for a renewal in leadership, including community colleges. Frequency of citations: 7

Current professional training programs. Articles describing current training programs

sponsored by higher education institutions and professional organization are highlighted in Table 4.4.

The research does not include graduate degree programs offered at several institutions. In addition,

information, topics covered, and learning outcomes were obtained directly from the institution's

website.

Table 4.4

Analysis of research related to current presidential training programs

Article	Credentials of Author	Bias detected Yes/No	Research type and Publication type	Outcome of research and Frequency of citation
Boggs, G. R., & Kent, E. L. (2002). Presidents academy: An evolution of leadership development. *New Directions for Community Colleges, 2002*(120), 51.	[1]Past president and CEO of the American Association of Community Colleges. He serves on several boards and commissions, including the National Science Board's Commission on 21st Century STEM Education. He has served on the Boards of Directors of the Western Association of Schools and Colleges and the American Association of Community Colleges. He has published numerous articles and has been recognized for his work, such as being recognized by the Public Broadcasting System with its Terry O'Banion Prize for Teaching and Learning for "triggering the most significant	No	Literature review Peer reviewed journal	Researchers describe the AACC Presidential Academy, Summer Institute, DC Institute, and Taming Technology Institute. Frequency of citation: 3

	educational movement of the past decade" [2]Freelance writer and editor in Washington, D.C. ; assistant news editor at Knight Ridder Business News; former associate editor at the AACC and former editor at *USA Today*			
Hull, J. R., & Keim, M. C. (2007). Nature and status of community college leadership development programs. *Community College Journal of Research & Practice, 31*(9), 689-702. doi:10.1080/106689206 00851621	[1]Served as vice president of instruction at Rend Lake College, Ina. Currently, the vice president for academic services at Lake Land College. [2]See previous citation.	No	Quantitative study Peer reviewed journal	Survey of incumbent community college presidents (n=286); national and regional programs were listed and ranked to determine the participation by top-level community college administrators. Response rate of 74%. Frequency of citation: 16
The Aspen Institute. (2013, June). *Crisis and opportunity: Aligning the community college presidency with student success.* Retrieved from http://www.aspeninstitute.org/publications/crisis-opportunity-aligning-community-college-presidency-student-success	[1]Achieveing the Dream, Inc., is a national nonprofit leading the nation's most comprehensive non-governmental reform network for student success in higher education history. [2]The Aspen Institute and the Aspen College Excellence Program aims to identify and replicate practices, policies, and leadership that significantly improve student outcomes.	Yes, only leaders who are a part of the AtD Leader College Network and whose colleges placed in the top five in the Aspen Prize for Community College Excellence competition were interviewed	Qualitative study Curriculum review Association publication	Interview of (n=14) community college presidents and nine experts who have worked with community colleges on improving student success. In less than five years, 500 community college presidents are projected to retire. Leadership development programs must teach skills and qualities to new presidents in order for them to improve student success. Response rate of 100%. Frequency of citation: n/a
Palmer, J. C. & Katsinas, S. G. (Eds.). (1996). *Graduate and continuing education for community college leaders: What it means today. New Directions for Community Colleges, 95*. San Francisco, CA: Jossey-Bass.	[1]University of Illinois, Normal. [2]University of Toledo	No	Literature review Peer reviewed Journal	Literature review of the status of community college education as an academic specialty. Frequency of citation: 6

Townsend, B. K. (1996). The role of the professoriate in influencing future community college leadership. In J. C. Palmer & S. G. Katsinas (Eds.), *Graduate and continuing education for community college leaders: What it means today. New Directions for Community Colleges* (pp. 59–64). San Francisco, CA: Jossey-Bass.	Professor of higher education in the Department of Leadership at the University of Memphis	No	Literature review Peer reviewed journal	Literature review analyzing how professors influence and select the new leaders, what they are taught, and who teaches the students. Frequency of citation: 11
Community College Leadership Academy (CCLA). Retrieved from http://www.sandiego.edu/soles/centers/ccla/	University of San Diego. (2011)	No	University website	Describes the purposes of the program and the approaches used to prepare community college leaders.
Harvard Seminar for New Presidents. Retrieved from http://www.gse.harvard.edu/ppe/programs/higher-education/portfolio/new-presidents.html	Harvard Graduate School. (2013).	No	University website	Describes the program and the program objectives for new presidents.
Executive Leadership Institute 2012. Retrieved from http://www.league.org/eli/	League for Innovation for the Community College. (2011).	No	Association website	Describes the program and the strategy for the training for new presidents.
Whissemore, T. (2011, March 11). FLI prepares the next wave of community college leaders. *Community College Times.* Retrieved from http://www.communitycollegetimes.com	Editorial Assistant at American Association of Community Colleges.	No	Article Association publication	Provides a description of the Future Leaders Institute sponsored by the AACC.

Significant leadership and management theories for new challenges. As stated earlier

in this dissertation, the management and leadership theories were selected based on a variety of

criteria, such as broad applicability, relevancy, and the validity of action research. Also, the

theories were chosen in consultation with three former college presidents who teach in the field

of management. Then, the theories were synthesized with the six AACC leadership

competencies. Each of the competencies can be enriched by particular theories:

1) Organizational Strategy: Groupthink, Double-loop Learning, Upper Echelons Theory, Change Theory

2) Resource Management: Double-loop Learning, Stakeholder Theory, Upper Echelons Theory

3) Communication: Groupthink, Double-loop Learning, Stakeholder Theory, Upper Echelons Theory

4) Collaboration: Groupthink, Stakeholder Theory, Upper Echelons Theory, Change Theory

5) Community College Advocacy: Stakeholder Theory, Change Theory

6) Professionalism: Groupthink, Upper echelons Theory, Change Theory

An analysis of the selected theories and related research appears in Table 4.5.

Table 4.5

Selected significant business and management theories

Article	Credentials of Author	Research type and Publication type	Sample Size of Study	Outcome of research and Frequency of citation
Groupthink				
Janis, I. L. (1971). Groupthink. *Psychology Today*, 43-46, 74-76.	Research psychologist Yale University. Seminal author of groupthink. Wrote or co-wrote more than a dozen books. Received	Seminal work Professional magazine		Theory is presented including historical occurrences, symptoms, and consequences of groupthink. Frequency of citation : 12

	several national association awards.			
Moorhead, G., Neck, C. P., & West, M. S. (1998). The tendency toward defective decision-making within self-managing teams: The relevance of groupthink for the 21st century. *Organizational Behavior and Human Decision Process, 73*(2/3), 327-351.	[1]Department of Management Arizona State University. Well published in academic and managerial journals. Research has concentrated in the fields of groupthink, group decision-making, job design, leadership, and organization structure. [2]Department of Management Virginia Polytechnic Institute and State University. Research specialties include employee/executive fitness, self-leadership, leadership, group decision-making processes, and self-managing teams. Has authored five	Literature review Peer reviewed journal		Researchers presents a framework demonstrating the link between characteristics of self-managing teams and groupthink antecedents. Frequency of citation: 60

	books, as well as over 80 publications in scholarly journals [3]Deptartment of Management Arizona State University			
Paulus, P. B. (1998). Developing consensus about groupthink after all these years. *Organizational Behavior and Human Decision Process 73*(2/3), 362-374.	University of Texas at Arlington. Publishes books and numerous articles on research in the area of group behavior and environmental psychology.	Peer reviewed journal		Literature review; eight papers with different insights about the theory and concludes that more research is needed. Frequency of citation: 34
Spitzers, Q. & Evans, R. (1997). *Heads, you win!*. New York, NY: Simon & Schuster.	[1]A strategy and organization-al development specialist [2]Over 27 years of working with the top team of organizations; focus on complexity management and organization design	Book		Examines those issues that have the most significant impact, in the current business environment, on problem-solving and decision-making processes. Janis' groupthink is applied to team decision-making. Frequency of citation: 32
Shriberg, A., Shriberg, D., & Lloyd, C. (2002). *Practicing leadership: principles and applications*. New York, NY: John Wiley & Sons.	[1]Professor of management Xavier University [2]Ph.D. from Northeastern; school	Literature review Book		Provides several leadership theories and applications. Highlights advantages in working in teams and warns of barriers of effective teams caused by groupthink. Frequency of citations: 104

	psychologist, writer, and diversity trainer [3]Professional writer and syndicated columnist			
Double-loop learning				
Double-loop learning in organizations: A theory of action perspective. In K. G. Smith & M. A. Hitt (Eds.), *Great minds in management: The process of theory development* (pp. 261-279). New York, NY: Oxford University Press.	Argyris, C. (2005). Professor emeritus at Harvard Business School. Seminal author of double-loop learning.	Seminal work Expert opinion supported by Argyris' and others' research based studies Chapter		Describes both models and how to transition from I to II. Provided field studies that were presented to group members who acted as consultants; results and consequences shared. Frequency of citation: 1,426
Back, K. M., & Seaker, R. (2004). Project performance: Implications of personality preferences and double loop learning. *The Journal of American Academy of Business, Cambridge 4*(1/2), 292-297. Retrieved from EBSCO*host*.	[1]Assistant Professor in the Master's Degree Technology Project Management at the University of Houston - University Park. [2]Assistant professor, Department of Information and Logistics Technology	Literature review Peer reviewed journal	8 industry and academic leaders who met certain criteria	Researchers theorize that certain personalities based on the MBTI are conducive to double-loop learning or single-loop learning. Frequency of citation: 16
Tagg, J. (2010). The learning-paradigm campus: From single- to double-loop learning. *New Direction for Teaching and Learning, 123,* pp. 51-61.	Professor emeritus of English at Palomar College, Published work on higher education	Literature review Peer reviewed journal		Researcher applies theory to higher education due to one of the main criticisms of the evaluation of colleges was that they measured inputs rather than the outputs. Researcher purports that higher education now needs to apply the lessons of

doi:10.1002/tl.409	reform in *Change, About Campus, On the Horizon, and Planning for Higher Education*			learning and change to campus leadership and organization. Frequency of citation: 2
Tagg, J. (2007). Double-loop learning in higher education. *Change*, *39*(4), 36-41. Retrieved from EBSCO*host*.	See previous citation.	Literature review Peer reviewed journal		Researcher applies theory to higher education; examines issues such as the academic calendar, curriculum, and the time "horizon" of learning. Frequency of citation: 10
Cartwright, S. (2002). Double-loop learning: A concept and process for leadership educators *Journal of Leadership Education 1*(1), 68-71.	Adult education specialist at Oregon State University.	Expert analysis Peer reviewed journal		Researcher provides an analogy of double-loop learning as she applies the usefulness of the strategy of double-loop learning for leadership education and development. Frequency of citation: 4
Stakeholder				
Freeman, R. E. (2005). The development of stakeholder theory: An idiosyncratic approach. In K. G. Smith & M. A. Hitt (Eds.), *Great minds in management: The process of theory development* (pp. 417-435). New York, NY: Oxford University Press.	Professor of business at Darden School at the University of Virginia. Seminal author of the stakeholder theory.	Seminal work		Literature review; introduces theory and provides assessment of theory citing other research studies; sets theory in strategic management and suggests future research areas. Frequency of citation: 14
Preble, J. F. (2005). Toward a comprehensive model of stakeholder management. *Business and Society Review, 110*(4), 407–431.	Associate professor at the Alfred Lerner College of Business and Economics, Department of Business Administratio n, University of Delaware.	Expert analysis Peer reviewed journal		Researcher discusses how stakeholders can be systematically identified and sorted and provides several rationales and supporting empirical evidence as to why organizations can benefit by adopting a stakeholder perspective. A detailed six-step stakeholder management process model is then developed and mapped out. Frequency of citation: 83

Zeiss, T. (2003). First year strategies for new presidents. In D. D'Errico (Ed.), *Leadership strategies for community college executives* (pp.121-133). Washington, DC: Community College Press.	President of Central Piedmont Community College; past chair of the board of the AACC.	Literature review Association publication		Researcher provides strategies for new presidents including identifying and getting to know key stakeholders. Frequency of citation: 14
Upper echelons				
Hambrick, D. C. (2005). Upper echelons theory: Origins, twists, and lessons learned. In K. G. Smith & M. A. Hitt (Eds.), *Great minds in management: The process of theory development* (pp. 109-127). New York, NY: Oxford University Press.	Professor of management, Penn State University. Seminal author of upper echelons theory.	Seminal work Chapter		Provides introduction and empirical evidence and research for support and refinement of theory. Frequency of citation : 44
Nishii, L., Gotte, A., & Raver, J. (2007). *Upper echelon theory revisited: The relationship between upper echelon diversity, the adoption of diversity practices, and organizational performance* (CAHRS Working Paper #07-04). Ithaca, NY: Cornell University, School of Industrial and Labor Relations, Center for Advanced Human Resource Studies. Retrieved from http://digitalcommons.ilr.cornell.edu/cahrswp/461	[1]Cornell University. Well published in the areas of diversity, leadership, and inclusion. Has received numerous awards for teaching, advising, and academic recognition. Presented at a number of conferences. [2]Cornell University. Currently, human resources manager for one of the	Non-experimental survey University publication	260 senior human resource officials from U.S. organizations that were listed in a commercially available directory called the *Leadership Directory*	Survey of about organization's diversity officer, diversity of senior management team, and diversity programs offered. Researchers found a relationship of the demographic diversity of senior management and the demographic diversity of workforce. Response rate of 43%. Frequency of citation: 6

	nation's leading food manufacturer [3]Queen's University. Published articles about cultural, workplace harassment, and open systems models.			
Giegerich, S. (2006). Barrier buster: Two-institutions help students achieve their dream. *Lumina Foundation Focus*, Winter.	Journalism instructor at Columbia University and formerly an education writer for the Associated Press	Association publication		Review of literature and interviews; cites several surveys and quantitative studies. Supports the need for a diverse top management team in working and representing a diverse student population. Frequency of citation: 5
Engberg, M. & Hurtado, S. (2011). Developing pluralistic skills and dispositions in college: Examining racial/ethnic group differences. *Journal Of Higher Education, 82*(4), 416-443.	[1]Assistant Professor, Higher Education Loyola University Chicago. Numerous published articles, technical reports, books, and conference papers. [2]Professor and director of the Higher Education Research Institute (HERI) at the University of California–Los Angeles. served as Director of the Center for the Study	Literature review Longitudinal quantitative study Peer reviewed journal	4,697 students at four campuses	Main point of article is that research shows demographic shifts that indicate campuses will be drawing students from more racially and ethnically diverse communities; supports the need for a diverse top management team in working for and representing a diverse student population. Survey that served as a primary component of a national collaborative research project entitled *Preparing College Students for a Diverse Democracy*. The survey focused on the pre-college behaviors and attitudes of first- year students who matriculated during the Fall 2000 academic year. Response rate of 35%. Frequency of citation: 9

	of Higher and Postsecondary Education at the University of Michigan. Well published. Served on numerous journal editorial boards in education.			
Change theory and process				
Kezar, A. J. (2001). *Understanding and facilitating organizational change in the 21st century.* San Francisco, CA: Jossey-Bass.	See previous citation.	Expert analysis Academic Journal		Provides a definition of organizational change, models of change, and applies those models to higher education. Frequency of citation: 284
Kotter, J. P. (1996). *Leading change*. Boston, MA: Harvard Business School Press.	Seminal author on change theory.	Book		Theory is developed by researcher analyzing more than 100 companies and identifies the most common mistakes leaders make in attempting to create change; offers an eight-step process to overcome the obstacles and carry out the firm's agenda. Frequency of citation: 4,948
Harris, S. G. (1994). Organizational culture and individual sensemaking: A schema-based perspective. *Organization Science 5(3*), 309-321.	Associate Professor of Management ,College of Business, Auburn University	Expert analysis Peer reviewed journal		Researcher presents and describes a schema-based perspective on the individual-level dynamics of culturally influenced sensemaking in organizations. The categories of schema knowledge relevant to understanding sensemaking in organizations and the cultural influences on their emergence are examined. Frequency of citation: 330
Cohen, D. S. (2005). *The heart of change field guide*. Boston, MA; Harvard Business	Coauthor with Kotter and a Principal with	Expert analysis Book		Provides a practical framework for implementing the eight steps of organizational change

School Press.	Deloitte Consulting, LLP. Kotter is the seminal author of change management.			developed by Kotter. Provides practical tools and checklists in concrete and actionable steps. Frequency of citation : 36
Wallin, D. L. (2010). Looking to the future: Change Leaders for tomorrow's community colleges. *New Directions for Community Colleges, 149*, 5-12. doi:10.1002/cc.390	See previous citation.	Literature review Peer reviewed journal		Researcher cites the importance of change leadership; this leadership anticipates the future, analyzes the internal and external environment, acts by means of appropriate and timely data to ensure accountability while building on the strengths of its teams, and affirms and sustains change. Frequency of citations: 5
Wingspread Group on Higher Education. (1993). *An American imperative: Higher expectations for higher education.* Racine, WI: The Johnson Foundation.	See previous citation.	Literature review Expert analysis Association publication		A collection of essays that reinforce the need for changes in the country's educational system to remain globally competitive. Double-loop learning can be applied as institutions become learning colleges. Frequency of citation: 26
Ladkin, D. (2004). Action research. In C. Seale, G. Gogo, J. Gubrium, & D. Silverman (Eds.), *Qualitative research practice* (pp. 536-548). Thousand Oaks, CA: Sage Publications Ltd.	Professor in Leadership and Ethics Cranfield University, School of Management; numerous journal articles, books/chapters, and conference papers.	Expert analysis Book Chapter		Researchers provide overview of action research and its definition of validity. The theories presented in this dissertation are action research, which produces practical knowledge that is useful to people. Frequency of citation: 45

Use of Subject-Matter Experts

The expertise of those in the field is a distinct part of the evidence-based review

dissertation process. Experts in the research area review the research questions,

comprehensiveness of the literature review, and quality of the research model. In addition, the

experts may recommend additional research articles or studies that are relevant to the dissertation

that may have been undetected during the database search (Petticrew & Roberts, 2006, p. 104).

Several experts were contacted with extensive expertise and experience in community college

leadership, and four have agreed to share important feedback with regard to the first three

chapters, namely the Introduction, Literature Review, and Conceptual Model. The feedback

provided was framed around several key measurements: (a) significance of dissertation topic to

the future operation of community colleges; (b) potential of dissertation work to contribute to the

practice of management in the community college environment; (c) rigor of argument that

defines the problem statement; (d) originality of topic or approach; (e) quality of the references

(f) validity of assumptions; (g) quality of research questions; (h) thoroughness of presentation;

and (i) quality of writing. The following is a description of each of the four reviewers:

The first expert earned his Ph.D. in Higher Education from a medium-sized Midwestern

university. He has worked for four different higher education institutions, including an elite

private university in the Midwest and now a large community college. He began at one of the

regional campuses, working in a variety of student affairs positions and then became a campus

dean at another region for over four years. He was then appointed chancellor of a region that is

the largest post-secondary institution in the Southeastern part of the state, enrolling over 10,000

students annually in credit and non-credit programs. This expert was chosen because of his

strong ability to lead, commitment to the profession, and his background, which, like many others, did not start in higher education.

The second expert earned her doctorate in education leadership and policy studies at a large Midwestern university. She attended the Management and Leadership in Education program at Harvard University. She currently is president of a specific campus of a community college in the Midwest after serving as interim president for the previous 11 months. She served at the same campus as a faculty member and then served as department chair. While serving as the district's Tech Prep coordinator for three years, she was responsible for founding the city's Tech Prep Consortium. She served as associate dean for business and human development for four years and as executive dean for two years. Under her leadership, a brand new center for engineering and manufacturing was constructed and opened. She is the immediate past chair of her state's Community College Association Presidents and Chancellors' Council. This expert was chosen because her experience as associate dean for business and human development may provide some interesting viewpoints.

The third expert earned a doctorate in educational administration from a large university in the South and received a distinguished graduate award from the university's College of Education. He is currently a director of a citywide economic development association and served as chancellor of a community college. He also serves as adjunct professor in a Community College Leadership Program at a large university. He has held several administrative positions with a community college district, including special assistant to the chancellor, vice president for student services, and vice president of instruction. Additionally, he has held administrative and teaching posts at several colleges. He also is a member of the board of trustees of an association of colleges and schools and was president of the association of his

state's colleges and universities. This expert was chosen because he also is a consultant of an

executive search firm that works in the area of higher education. He is fully aware of the skills,

qualities, and attributes higher education institutions are looking for in their future

president/CEO.

The final expert earned his Ph.D. in Community and Junior College Education from a

large university in the East. His 30-year academic career in the public and private sectors

included service to institutions located in Maryland, Virginia, and North Carolina. He is

currently the president of a community and technical college which serves nearly 1,900 students

through 70-plus degree, diploma, and certificate programs at one main campus and two other

campus locations. Previously, he was vice president for the senior institution's secondary

campus where he oversaw enrollment management efforts of approximately 300 adult

undergraduate students and 1,200 graduate students statewide. He was also the dean of business,

health, and technologies at a large community college in the South. This expert was chosen

because of his wealth of experience, including his tenure at several institutions and in business

education.

Conclusion

A comprehensive review of the literature in each of the thematic areas of the dissertation

identified a large body of research based studies as well as quality expert opinions by renowned

and nationally recognized experts. The research that has been reviewed employed a variety of

quantitative, qualitative, and mixed methods approaches. Seminal works of the theorists are

included as a foundation for the proposed model. Any studies that have been identified to have

extensive bias or inadequate methodology have been eliminated from the dissertation research

effort. Expert opinion has also been solicited from highly experienced leaders in the field, who

will provide guidance in refining the dissertation approach and methodology.

ANALYSIS AND FINDINGS

Introduction

The purposes of this chapter are to report and respond to the feedback provided by the

four selected expert reviewers in experienced community college leadership and to provide the

findings from the analysis and synthesis of the primary studies. The subject-matter experts

review process began by identifying experts in the field and then requesting their participation in

the expert review process. The expert reviewers were identified through a variety of means:

personal acquaintance, recommendations from faculty and colleagues in the class cohort, and

identifying those who are prolific contributors and authors to the field of study found in the

research literature. The previous chapter contains the background of the four selected reviewers

who agreed to share their feedback.

Analysis of Subject-Matter Experts Review

The expert review process included sending via email an introductory letter, evaluation

form (included in the Appendix), and the first three chapters of this dissertation. The

introductory letter explained the purpose of the review and described the systematic review

process, asking for assistance in evaluating the significance of the research topic, locating

important references that might have been missed, and assuring that the topic is focused and

directed toward useful purposes that will benefit community colleges.

The evaluation form included nine questions to guide the assessment and analysis of the

dissertation chapters. Each question was ranked based on a Likert scale from a low score of 1 to

high score of 5. In addition, written feedback was requested for each point at issue. The form

includes the following nine areas:

- Significance of dissertation topic to the future operation of community colleges

- Potential of dissertation work to contribute to the practice of management in the community college environment

- Rigor of argument that defines the problem statement

- Originality of topic or approach

- Quality of references

- Validity of assumptions

- Quality of research questions

- Thoroughness of presentation

- Writing quality

The following is a summary of the feedback provided in response to these areas and an explanation of how concerns were addressed.

Significance of dissertation topic to the future operation of community colleges

The expert reviewers agreed that the dissertation topic was very relevant, and most experts ranked the significance as high. The reviewers agreed with the evidence of an "empty bench for emerging leaders" and that the leadership gap and leader preparation for future presidents merits discussion and is worthwhile. One reviewer also supported the need for leadership training because of "the rapid rate of change being experienced now and predicted for the future." One reviewer stated that it is valuable to explore the application of management and business theories.

Potential of dissertation work to contribute to the practice of management in the community college environment

Each of the expert reviewers rated the potential of dissertation work to contribute to the practice of management in the community college environment as high. One reviewer pointed out that community colleges will be competing with "other industries for the same talent pool" in the future. For the dissertation to reach its potential, however, several of the reviewers made the following observations: the dissertation research must satisfy its purpose, the selected leadership theories must be salient, the professional development for leaders is conducted with efficiency, and that the outcomes are shared widely. These concerns were addressed in Chapter Six.

Rigor of argument that defines the problem statement

The experts had mixed reviews concerning the rigor of the argument that defines the problem statement. Two reviewers agreed that a strong case was built in defining the problem, which "encourages the reader to delve into the discussion." Also, one of the two experts added support for the argument by stating that "the challenges are widely recognized throughout the community college sector."

There are areas for improvement, such as the use of old data; more current statistics should be used more prominently. This concern was addressed by adding the findings of the latest AACC survey of community college presidents, which supported the earlier studies of a substantial number of retiring leaders—about 75% of the respondents expressed they plan to retire within the next 10 years (Tekle, 2012, p. 9). Most importantly, two experts agreed that a clearer statement of the problem is needed, that the reader is left to assume what exactly is the actual problem that the dissertation is attempting to solve. This concern was addressed by providing a summary at the conclusion of the Statement of the Problem section.

Originality of topic or approach

Many of the reviewers agreed that the topic, although not original, is a contemporary

issue facing many institutions. Several of the experts also agreed the application of business

theory is unique and appropriate in its approach in the development of aspiring community

college leaders. One reviewer stated that the approach was hard to assess and that the research

methodology was difficult to ascertain. This concern was addressed in Chapter Four by more

clearly explaining the research process and how the elements of narrative synthesis integrate the

findings from across numerous studies. The research process, the method of creating a

preliminary synthesis of findings and subsequently discovering relationships among the selected

management theories, as well as the AACC competencies, led to the overall dissertation findings.

The final reviewer made an observation with regard to community college leaders understanding

the need for management and business theories and recommended one line of research by

examining the academic majors of community college leaders. Although this final

recommendation is beyond the scope of this dissertation, it has been suggested as a topic for

further research.

Quality of references

The reviewers had various ratings, from three to five, with respect to the quality of

references. Many of the reviewers offered feedback such as the overuse of quotations and

references that are over 10 years old. This concern was addressed by adding more current

research. Also, since Chapter Four was not included in the review, one reviewer stated that it

was difficult to assess the quality of the references without more information about the articles,

studies, or researchers.

Validity of assumptions

The reviewers were mixed with their ratings of the validity of assumptions. Two agreed that the assumptions are valid but the other two were uncertain or had concerns. One reviewer, in examining Assumption Three, suggested that the current training programs are in fact based on scholarly management theory, which this study claims they are not. The reviewer asks what sets this proposal apart from those training programs. This concern was addressed by examining in detail the objectives and topics covered in several training programs. One reviewer agreed there is a bias toward traditional as opposed to practical training programs, admitting to one of the claims of the dissertation that most training of community college leaders includes only the foundational skills taught by those in higher education.

Quality of research questions

Most of the reviewers agreed that the research questions were logical, sound, comprehensive, and adequate. One reviewer suggested the questions will need more clarity and focus as the dissertation process moves forward. In addition, a clearer presentation of the hypothesis statements in the conceptual model is needed. To address this, the hypothesis statements were reevaluated and revisions were made for a more distinct comparison between conventional managerial competencies and traditional presidential roles versus the need for new skills in the face of paradigm shifts caused by a changing community college environment.

Thoroughness of presentation

Most reviewers rated the thoroughness of the presentation as high; however, suggestions for improvement were made, such as reducing the redundancy in the chapters and constructing a list of limitations. One reviewer questioned whether other management theories were researched

before selecting those included in this study. This concern was addressed in Chapter Four

through a discussion of the criteria for inclusion and exclusion of references.

Writing quality

Two reviewers offered several suggestions for improvement in writing quality:

developing transitions between paragraphs and phrasing to improve readability, reorganizing the

literature review chapter, and being consistent with tenses. These concerns were addressed with

the assistance of an editor.

The author appreciated all of the feedback from the reviewers; their vast experience in

their respective past and current positions is appropriate for this dissertation topic. In addition,

their comments about the applicability and the practical use of the theories for future training of

the next generation of leaders are very encouraging. The expert reviewers provided several

positive comments. Also, in the balance, there were a number of areas that were improved:

(a) More recent research has been incorporated into the dissertation.

(b) A more defined problem statement provides a clearer understanding of what the

dissertation is designed to solve.

(c) The research methodology has been more clearly explained, including the elements of

narrative synthesis that integrated the findings from across numerous studies.

(d) A clearer presentation of the hypothesis statements is now in the conceptual model

chapter.

All of these issues identified by the expert panel were addressed in refining the dissertation.

Analysis of Findings Based on Significance of the Problem

This research determined there will be the predicted substantial turnover of community

college presidents and of those within the college who would traditionally assume the

presidential role. One of the findings from the research is that there is a growing struggle to find

high quality leaders due to the dwindling external pool of candidates that is resulting from a

decrease in appropriate university degree programs. Therefore, a leadership development

implementation strategy is crucial to solving the turnover problem.

Analysis of the Findings Based on the Literature Review

This study employed an evidence-based approach with extensive review of the content of

the existing literature. This review focused on:

- Predictions of a Large Freshman Class of Presidents/CEOs

- Competencies and Challenges for Community College Leaders

- Current Professional Training Programs

- Significant Leadership and Management Theories for New Challenges

This review concluded that there is adequate quantitative and qualitative research to document a

significant turnover of community college leaders, creating a demand for a large number of new

presidents. Research evidence documented the fact that the freshman class of leaders will be

facing a variety of considerable challenges, many exclusively unique and inherent to the

community college system. Analysis of existing training programs led to the conclusion that

they have many strong elements with some including a partial application of management

theory; however, alignment of the AACC competencies with several significant and highly

researched management theories suggests that inclusion of these theories could enrich the

preparation of community college presidents. Research indicated that the juxtaposition of

management theory with the AACC competencies has not been done previously and will add a

new dimension to the concept of leadership development in community colleges.

Survey and Summaries of Surveys

One of the methods of this dissertation involved analyzing surveys critically to determine if the results were valid and reliable based on adequacy of sample size, adequacy of response rate, and lack of bias. After including research that met those criteria, one can conclude that surveys of community college presidents indicated a large number of presidential retirements; several longitudinal quantitative surveys with valid response rates were conducted since 2001 and most recently in 2012 (Durée, 2008; Leubsdorf, 2006; Shults, 2001; Tekle, 2012; Weisman & Vaughn, 2002, 2007). Several studies also confirmed that the number of those who would traditionally succeed the president is shrinking; reasons include a maturing group of high-level administrators (Hassan et al., 2010; Leubsdorf, 2006; Riggs, 2009).

Surveys also substantiated the growing number of challenges facing community college leaders. Table 2.2 demonstrates a finding that community college leaders will face a number of challenges, including budget shortfalls, changes in state funding formulas, and remediation and student readiness for college, and rising tuition and affordability. The composite research resulted in a finding that these challenges are becoming more complex and are rapidly changing.

Expert Opinion Literature

Research of expert leaders in the field of higher education further documented the finding that there is a leadership gap crisis accompanied by formidable challenges facing community college leaders. O'Banion (2006) described the community college climate as being in a "crisis and calamity" and then offered solutions to increase the qualified candidate pool of future institutional leaders. Several experts provided similar reasons and explanations for the gap and for the causes of the increased variety of challenges; moreover, they agreed that leaders need to change their current practices in order for community colleges to remain viable (Alfred, 2003;

Lorenzo & DeMarte, 2002; Riggs, 2009; Romero, 2004; Skinner, 2010). Each of these experts is

a prolific author in the field, has outstanding experiential and educational credentials, and has

published works that are highly cited.

Seminal Works

Careful examination of the competencies needed for community college presidents as

developed by the American Association of Community Colleges demonstrated a relevancy for

several management theories as a tool for developing those competencies. Moreover, the

detailed illustrations demonstrating each of the competencies emphasizes and highlights even

more the value and applicability of the theories in enhancing each skill. The research literature

demonstrated that these competencies are accepted standards in the field. The significant

management theories from business that can enhance these competencies are the seminal works

of Janis' (1971) groupthink theory, Kotter's (1996) organizational change process, Argyris'

(2005) double-loop learning, Freeman's (2005) stakeholder theory, and Hambrick's (2005) upper

echelons theory. In addition, Kezar (2001) synthesized a wide range of scholarly research on

organizational behavior and change from inside and outside higher education with the intent of

identifying a set of principles that leads to a better understanding of change process in higher

education.

Findings Regarding Research Questions

The findings of this study can best be discussed by looking at the research questions and

examining if they have been adequately answered and by looking at the related to hypotheses to

determine if they are adequately supported.

How does the current research describe the challenges facing community college presidents?

Several research studies described a number of various challenges facing college leaders. One example is the survey by Green et al. (2011) that highlighted the most prominent challenges facing two-year institutions trying to emerge from the recent economic downturn, such as budget shortfalls, changes in state funding formulas, and remediation and student readiness (p. 7). The Aspen Institute (2013) emphasized that presidents must adapt and develop new skills to face new challenges, such as the states' increasing accountability measures, tying funding to outcomes, and calling for greater transparency on student graduation and employment rates (p. 3). Another study by McNair et al. (2011) provided descriptions of how presidents perceive gaps in prior preparation and supported the use of the AACC leadership competencies (American Association of Community Colleges, 2005) as a framework for identifying essential skills for community college leaders. Two other examples include Wallin's (2002) survey, which cited changes in the responsibilities of community and technical college presidents, and Phelan (2005) who described a challenging climate because today's "environment is accountability-laden, economically-strapped, litigious, and labor-conscious" (p. 783).

How do current management theories fit into the AACC's "Competencies for Community College Leaders," which describes a leadership framework organized around six competency domains: organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism?

First, the utility of the AACC's competencies has been examined by researchers. The research of Hassan et al. (2010) confirmed that the competencies, characteristics, and professional skills identified by the AACC are important for effective community college leadership. Although only two states were represented, the results are worthy of inclusion

because the results showed substantial agreement between presidents and board chairpersons

who were surveyed about the importance of the AACC survey items for successful community

college leadership (p. 185). In addition, the two states selected have a large numbers of colleges,

have strong a diversity of community college sizes, and have different funding schemes and

governance systems (p. 183). McNair et al. (2011) used narratives from a national study of

presidents to gain perspectives on the "gaps in prior preparation," and the research strongly

supported the use of the competencies in the development of future leaders.

The management and leadership theories were selected based on a variety of criteria and

were then integrated into the six AACC leadership competencies. The representative theories

were carefully examined for significant applicability to a variety of the AACC competencies.

That examination led to the conclusion that development of each of the competencies can be

enriched by understanding and application of particular theories:

(a) Organizational Strategy: Groupthink, Double-loop Learning, Upper Echelons Theory,

Change Theory.

(b) Resource Management: Double-loop Learning, Stakeholder Theory, Upper Echelons

Theory

(c) Communication: Groupthink, Double-loop Learning, Stakeholder Theory, Upper

Echelons Theory

(d) Collaboration: Groupthink, Stakeholder Theory, Upper Echelons Theory, Change

Theory

(e) Community College Advocacy: Stakeholder Theory, Change Theory

(f) Professionalism: Groupthink, Upper echelons Theory, Change Theory

What are some of the current management theories that may be most useful in application to

community college leadership?

Groupthink, double-loop learning, stakeholder, upper echelons, and change management

theory and process are defended in this study as having high utility. This list is not intended to

be comprehensive but rather is a representative selection of theories that can demonstrate the

application of management theory to the development of leadership competencies for future

presidents.

Moorhead et al. (1998) indicated antecedents as indicators to warn leaders and their

management teams of the possibility of being enmeshed in groupthink, which, in turn, could lead

to defective decision-making. Tagg (2010) supported double-loop learning to allow community

college leaders to truly understand what action strategies made a difference or completely failed

and then adjust their paradigm accordingly. For new presidents, Zeiss (2003) demonstrated how

successful, experienced presidents learn to form solid relationships, build collaboration, and

maintain trusting relationships with stakeholders. Also, by thoroughly being knowledgeable of

their stakeholders, the leaders are able stay well-informed of their important issues and can more

ably manage conflict by having more familiarity to reconcile any differences. Nishii et al.

(2007) applied upper echelons theory to diversity within top management teams, which could be

a president's executive team, senior cabinet, or board of trustees. Community college presidents

and their teams need to understand that they bring their own set of experiences, traits, and values

when becoming institutional leaders. After becoming aware of this, they need to invite a

diversity of people, opinions, and points of view in order to make more informed decisions on

critical issues. Wallin (2010) reinforced the need for change leadership because the past ways of

predicting, modeling, and planning do not serve as well as they once did (p. 5). Kezar's (2001)

frameworks for change and Kotter's eight-step change process encourage creating a climate for

change; the need is greater as community colleges are experiencing and are responding to an

ever-changing environment (Wallin, 2010, p. 5).

What criteria can be applied in assessing which theories are significant?

Each theory was selected based on broad applicability across a number of the

competencies, efficiency and ease of learning, relevancy to current issues and challenges, and

validity of action research. Several of these criteria were mentioned by the dissertation's expert

reviewers as important. Also, three former college presidents who teach in the field of

management were consulted in the selection process.

Affirmation of Hypotheses

Hypothesis 1: Incorporating highly relevant management theories into presidential training

programs for community college presidents will improve performance of new presidents.

The research of several authors confirmed that training beyond basic management skills is

needed for future presidents due to the complex and uncertain changes in the community college

environment (Alfred, 2003; Boggs, 2003; Malm, 2008; Phelan, 2005; Riggs, 2009; Skinner,

2010; Vaughan, 2000). Significant management and leadership theory from the business sector

can enhance the quality of training programs and improve presidential performance. For

example, in order to increase and improve communication and to foster collaboration with

internal and external audiences, Zeiss (2003) employs stakeholder theory to build and maintain

relationships. Another example is in developing the competency of strategic planning,

organizational learning and transformation are crucial, thus employing double-loop learning,

change theory, and upper echelons theory and acknowledging groupthink (Alfred, 2003;

Giegerich, 2006; Tagg, 2010). Finally, in developing the skill of community college advocacy,

stakeholder theory and change management can make a strong, positive impact (Alfred, 2003;

Cohen, 2005; Zeiss, 2003).

Hypothesis 2: Highly relevant management theories can be identified by developing

criteria that relate integrally to the AACC competencies.

The five selected theories satisfied the established criteria. In addition to consulting with

three former community college presidents who teach in the field of leadership, the criteria were

utilized to identify scholarly and relevant management theories to incorporate into the

competencies. The first criterion is the broad applicability of a theory across a number of the

AACC's competencies, providing the benefits of greater utility. The second criterion is the

efficiency of a theory allowing a relative ease of learning, a coherent framework, and both a

conceptual and practical structure. Thirdly, having relevancy is defined as having meaningful

influence on contemporary, real-world issues faced by community college presidents. The final

criterion is its validity of action research, the extent to which the research demonstrates emerging

and enduring consequences and deals with pragmatic issues of practice and practicing (Ladkin,

2004, p. 539). The selected theories met the conditions of each of the criteria.

Limitation on Interpretation of the Study

One limitation to this study is that the research on community colleges and management

and business theories is very limited. Key word searches in the database of "community

college," combined with each of the selected individual theories, yielded a small number of

results for a majority of the theories. Change management and process, however, generated a

few hundred results, thus showing applicability and utility of their concepts and principles to

two-year colleges. Another limitation was that many prominent business management theories

did not include research pertaining to community colleges; however, their use in other

organizational entities suggests that their utility could be transferred to the community college

environment. Leaders of higher education institutions, those in the medical and health care

industries, and government agencies have used groupthink in their decision-making and

planning. Double-loop learning has also been used in higher education and healthcare but also

by foundations in their improvement programs. Stakeholder has been widely used in both the

private and public sector. Upper echelon theory has been used by both sectors as well with

additional practices in strategic planning efforts and in facilitating and stimulating innovation. A

final limitation is that the research has not validated the selected theories as well as other

possible theories through primary research; for example, by convening focus groups of

presidents, interviewing presidential search consultants, and interviewing current providers of

training programs.

Summary

A finding of this dissertation is that evidence-based research and narrative synthesis

provide reasonable confirmation that employing scholarly management and business theories

will assist new community college presidents by enhancing their leadership competencies to face

new challenges. This primary research reinforces and supports the conceptual model that is

presented. This study synthesized the surveys, literature reviews, seminal works, and expert

reviews of over 80 authors. The evidence-based methodology resulted in a content analysis that

reviewed the most reliable literature and valid studies from higher education and business and

industry.

Further Research Opportunities

It may be reasonable to assert that the representative theories could be applied to all

levels of higher education. Many similar challenges are facing four-year institutions, both

private and public. Furthermore, an analysis of the non-profit organizations and their issues and

needs could uncover the need for similar training for their organizational leaders/CEOs,

foundation boards, boards of trustees, staff, and volunteers. Finally, an expert reviewer

recommended the examination of the academic majors of community college leaders.

Confirmation of the assertions and the analysis of the credentials of current presidents await

future research.

CHAPTER SIX

MANAGEMENT IMPLICATIONS

Introduction

The research evidence reviewed in this dissertation substantiates the claim that the

nation's community college system is experiencing a crisis: a substantial leadership gap at the

highest level of president. Several reasons are contributing to the diminishing pool of highly

qualified candidates: a significant number of retirements of presidents/CEOs and internal

candidates due to maturity, a continuing shrinking pipeline of those entering the system, and a

limited number of external candidates due to a reduction in university degree programs focusing

on community college leadership and administration. Riggs (2009) summarized that "there are

problems at both ends of the leadership continuum, with too few qualified individuals entering

the community college administrative career ladder and large numbers at or near the top of the

career ladder leaving" (p. 29). With a set of new leaders taking the helm, they will face new,

complex, and fast-changing challenges, and they will need training to adequately face these

obstacles.

This final chapter incorporates the findings of the study and provides implementation

guidance for leadership programs to integrate the selected scholarly management and business

theories from outside of higher education with the six leadership competencies developed by the

American Association of Community Colleges (2005). The five theories are representative but

not exhaustive of the management theories that could support leadership development of

community colleges. They were selected based on previously defined and established criteria

and with consultation with three former community college presidents who are currently

teaching community college management and policy. This guide provides a conceptual

approach to how leadership programs for aspiring community colleges can go beyond the

instruction of basic administrative skills and enhance the AACC competencies by incorporating

the five scholarly management theories to produce highly qualified community college

presidents. Implications for management theory and practice for community college leaders as

well as implications for management research with community college applications will be

discussed.

Leadership Implementation Strategy

Based on a comprehensive review of literature, a narrative synthesis, and feedback from

experts in the field of college leadership, this chapter provides guidance to leadership

development programs for aspiring community college presidents.

1. Organizers of current leadership programs need to recognize that future leaders need

   training beyond the basic college operational skills, such as budgeting, board

   management, and fundraising; such training should provide an additional set of skills

   based on scholarly theories from outside of the field of education.

2. Organizers of current leadership programs need to understand and acknowledge that,

   because of increasingly new and complex challenges, there is a need to refocus

   leadership development models in order to produce highly qualified presidents who

   can successfully lead the nation's community colleges in order to maintain their

   viability and competiveness (Alfred, 2003; Lorenzo & DeMarte, 2002; Phelan, 2005;

   Riggs, 2009; Romero, 2004; Skinner. 2010).

3. The effectiveness of college leadership programs could be enhanced by making them

   less insular, incorporating quality research and theory from a variety of scholarly

fields. This dissertation focuses on business and management theory. Other fields

such as sociology and psychology might also merit consideration. However, the

argument for inclusion of management and leadership theory is strong; this

dissertation clearly substantiates the relationship between the selected theories

(groupthink, double-loop learning, stakeholder theory, upper echelon theory, and

change management and process) and the six leadership competencies developed by

the AACC.

Definitions and Illustrations of Competencies. To better advise the leadership programs in

implementing this strategy of incorporating management theory, a definition of each of the

competencies along with several illustrations of the skill is provided.   This is intended to present

a clearer understanding to those participants in the program. The definitions and the selection

illustrations are from the AACC's *Competencies for Community College Leaders* (2005) and

should be shared with the learners.

1. The Organizational Strategy competency is defined as the ability to be an effective,
   strategically-minded leader who is guided by complete and practical knowledge of
   the organization, its environment, and future trends. The competency is illustrated by
   using data-driven evidence and proven practices from internal and external
   stakeholders, using a systems perspective to assess and respond to the culture of the
   organization, and developing a positive environment that supports innovation,
   teamwork, and successful outcomes (AACC, 2005, p. 3).

2. The Resource Management competency is define as an effective community college
   leader who equitably and ethically sustains people, processes, and information as well
   as physical and financial assets to fulfill the mission, vision, and goals. This skill is

illustrated by supporting operational decisions by managing information resources

and ensuring the integrity and integration of reporting systems and databases,

developing and managing resource assessment, planning, budgeting, acquisition, and

allocating processes consistent with the college master plan and standardized policies.

Additionally, the effective leader takes an entrepreneurial stance in seeking ethical

alternative funding sources, employs organizational, time management, planning, and

delegation skills, and manages conflict and change in ways that contribute to the

long-term viability of the organization (AACC, 2005, p. 3).

3. The Communication competency is defined as an effective community college leader

    who uses clear listening, speaking, and writing skills to engage in honest, open

    dialogue at all levels of the college and its surrounding community. The skill is

    illustrated by the ability to articulate and champion shared mission, vision, and values

    to all audiences, to disseminate and support policies and strategies, and to listen

    actively to understand, comprehend, analyze, engage, and act (AACC, 2005, p. 4).

4. The Collaboration competency is define as an effective community college leader

    who develops and maintains responsive, cooperative, mutually beneficial, and ethical

    internal and external relationships that nurture diversity, promote the success of all

    students, and sustain the community college mission. The skill is illustrated by the

    ability to embrace and employ the diversity of individuals, cultures, values, ideas, and

    communication styles and to catalyze involvement and commitment effectively and

    diplomatically of all college stakeholders to work for the common good. Also, this

    skill involves having the ability to manage conflict and change by building and

maintaining productive relationships and developing teamwork, shared problem-solving, and decision-making (AACC, 2005, p. 4).

5. Professionalism is defined as an effective community college leader who works ethically to set high standards for self and others, continuously improves self and surroundings, demonstrates accountability to and for the institution, and ensures the long-term viability of the college and community. The skill is illustrated by demonstrating transformational leadership through authenticity, creativity, and vision and by self-assessing performance regularly using feedback, reflection, goal-setting, and evaluation. Also, this skill requires a demonstration of courage to take risks, make difficult decisions, and accept responsibility and an understanding of the impact of perceptions, world views, and emotions on self and others. Finally, the ability to weigh short-term and long-term goals in decision-making is necessary (AACC, 2005, p. 5).

6. The Community College Advocacy competency is demonstrated by an effective community college leader who understands, commits to, and advocates for the mission, vision, and goals of the institution. This skill is illustrated by a leader who values and promotes diversity, inclusion, equity, and academic excellence and demonstrates a passion for and commitment to the mission of community colleges and student success through the scholarship of teaching and learning. Also, a strong leader promotes equity, open access, teaching, learning, and innovation as the primary goals for the college, seeking to understand how these change over time, and facilitates discussion with all stakeholders. Finally, advancing life-long learning and supporting a learner-centered environment is a part of this skill (AACC, 2005, p. 5).

Utility of Theories. For those refocusing their leadership development programs, an overview of the functionality and practicality of each of the applied theories is presented to program instructors. The following outlines in what ways each theory effectively augments competencies for future college presidents.

1. Groupthink enhances Organizational Strategy, Communication, Collaboration, and Professionalism. New presidents need to understand that good decision-making and problem-solving processes are critical at their level of leadership. The challenge that exists for a community college leader is to create a senior management team and a board of trustees where groupthink is unlikely to happen. Presidents can ensure that policies exist to evaluate fundamental assumptions before important decisions are made and have set procedures concerning how decisions are made and how risks are determined associated with each decision. Presidents must explore all alternatives, seek relevant information from those within and outside the institution, and strongly encourage the openness of the exchange of ideas and points of view.

2. Double-loop learning enhances Organizational Strategy, Resource Management, and Communication. Double-loop learning bolsters the capacity for leaders to better understand organizational learning and change because it suggests that effective presidents use a systems perspective to assess and respond to the culture of the organization. This systems perspective then allows for organizational learning in when goals or objectives are not achieved. In systems thinking, complex problems are examined by stepping back and analyzing all the factors that contribute to a particular activity and the relationship between these factors. When errors occur, conflict develops, or other unintentional negative consequences arise during or

resulting from an action or decision, community college presidents employ the typical

strategies to correct the errors, usually employing single-loop learning. What is

missing many times, however, is the question of what actually caused the mistake or

missed goal, and, therefore, the governing value must be revisited, requiring double-

loop learning. Double-loop learning allows community college leaders to truly

understand what action strategies made a difference or completely failed and then

adjust their paradigm accordingly. This concept enhances the Communication

competency through emphasizing listening to evaluate and to understand situations.

The Collaboration competency facilitates organizational learning through engaged

problem-solving and decision-making.

3. Stakeholder Theory enhances Resource Development, Communication,

Collaboration, and Community College Advocacy. Understanding and applying the

stakeholder theory can greatly assist community college presidents/CEOs in building

strong relationships with the complex array of interested parties. One of the most

important groups with which to have strong relationships is obviously the

employees—faculty and staff—that comprise the foundation of the institution.

Stakeholder theory enhances the Resource Management competency because

community college leaders should equitably and ethically sustain people to fulfill the

mission and goals. The employees of the college will sense that they are essential and

contribute positively to the institution by the president implementing a human

resource management system that fosters professional development and advancement

of all staff. This theory can also assist college presidents in considering the interests

of those external stakeholders who affect the availability of resources for colleges,

including state and local governments and donors. This theory also stresses that

Communication is needed at all levels of the college. This theory increases

Collaboration and Community College Advocacy competencies by encouraging

presidents to understand and appreciate the diversity that exists around them. By

doing so, leaders gain the commitment of stakeholders to work for the common good.

They also build and leverage networks and partnerships to advance the mission,

vision, and goals of the community college by understanding the goals of each group

and, in turn, how the college can help with those goals. The expanding mission of the

community college is naturally adding more interested stakeholders: for-profit senior

institutions, veterans groups, international business and foreign college partners, non-

governmental reform networks, federal governmental agencies, foundations vested in

community colleges, educational technology companies, and an increasing virtual

student population.

4. Upper Echelons Theory enhances the Organizational Strategy, Resource

Management, Communication, Collaboration, and Professionalism. Upper echelons

theory develops the Organizational Strategy competency by asserting the need for

presidents to create a diverse management team to assure that its own processes of

assessment, decision-making, and evaluation are not biased by their own personal

perspectives. Effective presidents embrace the diversity of individuals and solicit

their knowledge and abilities, thus building Collaboration. Also, many times

presidents are faced with a decision that is accompanied by a great deal of data, facts,

and opinions. Filtering and interpreting this enormous amount of information can be

almost impossible due to a limited field of vision. The individual leader then relies

on personal interpretation, and those interpretations must be recognized, explored, tested, and confronted to make sure sound decisions are made. For Resource Management, effective presidents can make better decisions by managing information resources and ensuring the integrity of reporting systems and databases. Also, by creating the capability of self-assessment of performance through feedback, reflection, and evaluation, presidents can develop themselves professionally.

5. Change Theories enhance approaches to Organizational Strategy, Collaboration, Community College Advocacy, and Professionalism. Change theory enhances the Organizational Strategy competency by providing a plan when an institution is required to make changes to its intended goals or objectives due to circumstances that may have been unforeseen. This theory augments the Collaboration competency by building and maintaining productive relationships with those who can affect change in the organization. Also, this theory bolsters Community College Advocacy by looking at how the needs, goals, and missions of the college may change, whether the need for change is immediate or long-term. Presidents will understand how these needed changes can be made successfully in collaboration with stakeholders. To cause change, they demonstrate the courage to take risks, allow others to do the same without penalty, make difficult decisions, and accept responsibility. The flexibility of using a combination of change models allows for a usable framework that can be used under a variety of circumstances or conditions.

Implications for Management Theory

As stated previously, the representative scholarly management and business theories were selected based on established criteria of broad applicability, relevancy, efficiency, and action

research validity. With the constant changing environment in which community colleges operate and exist, there will be a need for other relevant theories in the future that can affect the abilities and skills needed for effective leadership in the community college system. The following are two examples of other significant concepts or models to consider for future leaders that would prove beneficial in increasing their competencies.

Currently, because of changes in state funding models, a reduction of state appropriations in a sluggish economy, and competition from for-profit and online institutions, more and more community colleges will need leaders who can guide their institution to become more entrepreneurial to generate more funding. In a key word search of "entrepreneurship" and "community college president" in the UMUC library database, only one article acknowledged that the entrepreneurial spirit should be integrated into community colleges; Zeiss (2010) commented:

> In order to thrive, we need only look at good business models and adopt those elements that help our colleges operate more efficiently and become more adept at raising revenues. In effect, we should think of our colleges as educational enterprises solidly in control of their own destinies. Colleges that have already adopted these measures will tell you that the experience is liberating and that their ability to service students and communities has improved dramatically. (p. 24)

He states that in the past two decades, he and his institutional stakeholders "have learned that colleges don't sacrifice educational quality by becoming entrepreneurial; they ensure it" (p. 24). However, in contrast to Zeiss' plea, entrepreneurship degrees and courses are only offered entirely through business or management degree programs, at the undergraduate and graduate level, but not integrated into higher education management curricula or training programs.

Management and business theories on creating an entrepreneurial culture would be invaluable to aspiring community college presidents in order to face financial shortages.

Although business and industry has led the way in globalization through numerous practices and structures of conducting research, manufacturing, customer service, and distribution and retail of goods, higher education is behind in encompassing a global philosophy. Milliron (2007) writes:

> We [U.S. higher education] have much work to do to meet the challenges of the global transformation at hand. Most of our schools and colleges are using an industrial factory model based on an agrarian calendar, to meet the needs of an information age. We are trapped in old models designed for very different times. Our arguments are too often about finding funding rather than fundamentally redesigning our colleges to impart internationally relevant and transcendent skills—particularly in workforce development. (p. 37)

Without a capacity to lead with a global view, presidents will have difficult challenges in a great period of societal and economic transformation. Milliron (2007) concludes that "community colleges must take on this global challenge, help our students transcend their expectations, and prepare them for the change-filled road ahead. It is one of the highest callings of our time" (p. 37). Therefore, globalizing the community college in its operations, ventures, curriculum, instructional methods, and overall culture is needed for the institution to compete in today's world economy and community. Presidents need to lead their faculty, staff, and students by providing a universal and international connectivity. Management and business theories on globalization would greatly assist new college leaders face these formidable tasks.

These challenges are representative and not an exhaustive list. Theories that can be utilized by community college presidents to skillfully and expertly face these challenges are reserved for future study.

Implications for Management Practice for Community College Leaders

Those who develop leadership development programs for aspiring and newly hired community college leaders need to develop and incorporate appropriate content from scholarly management fields and from other disciplines as well. Such programs should include some faculty from outside the community college field and particularly some with substantial management expertise from private and non-profit sectors. Aspiring college presidents should seek training and development programs that incorporate relevant management content that can support them in addressing the complexity of challenges faced by community college presidents today.

Limitations. The value and impact of the leadership theories on the AACC competencies is well documented and effectively argued in this study; however, one limitation to this study is the research on community colleges and management and business theories is very limited. Other limitations were presented previously in this study.

Implications for Management Research with Community College Application

Future management research related to community colleges needs to continue to examine the nature of the presidential leadership job and to determine whether other theories and practices can support the development of community college presidents. Some of these theories could come from management but theories from other fields may prove relevant as well. Examples are value creation based on corporate theory from business, group dynamics theory from sociology, and motivation theory from organizational psychology.

Several possible measurements of effectiveness of a refocused training program could

include:

1. Interviews with presidential participants one year into their tenure to assess the utility

of the training and long-term tracking to determine if longevity of presidents who

undergo this training is more significant than of those who did not received the

training.

2. Content analysis of written statements in response to a questionnaire or reflective

statements from presidential participants one year into their tenure to assess the utility of

the training.

3. Case study observation to determine whether presidents who attend training programs

with broad management content apply that learning and whether it impacts their success

on the job.

4. Long-term tracking to determine if longevity of presidents who undergo this training

is more significant than of those who do did not received the training.

5. At the end of the training programs, initial surveys of presidential participants'

attitudes about new pedagogy and curriculum and reflections on their learning to be

conducted.

6. At the end of the training programs, exit interviews to be conducted to determine the

value of the training and to identify strengths and weaknesses.

From the results of these measurement activities, the utility and efficiency of the selected

theories can be determined, thus reinforcing or disconfirming the assertions of this study. The

results and evaluations are areas important for future study. However, if the impact on

community college leadership is substantial, an abundant number of future management and

business theories, such as those previously mentioned, which are based on the set criteria, should be incorporated into leadership development programs.

Conclusion

Sullivan (2004) wrote that "both the external circumstances confronting all types of organizations and the expectations of people inside those organizations are undergoing radical and unremitting change, with the consequent need—even demand—of a renewal in leadership. Community colleges are no exception" (p. 35). The need for well-prepared community college leaders has never been greater for the continued viability of the community college system, the continued advancement of the student population it serves, and the continued growth of the nation's economy. Their skills sets and competencies can only be more enriched through additional concepts and principles from outside of education. By integrating and applying management theories with the leadership competencies, this implementation strategy provides training program developers a paradigm on which to base their curricula in order to provide new presidents expanded expertise, knowledge, and ability.

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Appendix

Evaluation Form
Leadership Development for Aspiring Community College Presidents
by Neil Bagadiong

Please rate each of the following questions on a scale of 1 to 5, with 1 being low, and 5 being high. In addition, for each question, we request that you prepare a written response.			

Q. No.	Question	Rating	Comments
1	Significance of dissertation topic to the future operation of community colleges?		
2	Potential of dissertation work to contribute to the practice of management in the community college environment?		
3	Rigor of argument that defines the problem statement?		
4	Originality of topic or approach?		
5	Quality of the references?		
6	Validity of assumptions?		
7	Quality of research questions?		
8	Thoroughness of presentation?		
9	Writing quality?		

Evaluation by: [name of expert]