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Inspirational leadership: the written theory versus the theory-in-action

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INSPIRATIONAL LEADERSHIP: THE WRITTEN THEORY VERSUS THE THEORY-IN-ACTION

by
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Abstract

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The purpose of this study was to observe the leadership practices of Dr. Austin at Warren County Community College (WCCC), Washington, NJ versus the espoused leadership practices of inspirational leadership (Austin, 2009). The study also examined Dr. Austin's leadership qualities to determine ways they fit current effective practices as outlined by Kouzes and Posner (2001) and ways they deviate. A single case-study design was constructed and data were collected from interviews, observations, public announcements, and the *Leadership Practices Inventory* (LPI). Data analysis suggests that Dr. Austin performed a variety of leadership practices that had a positive impact on WCCC. Findings suggest that Dr. Austin exhibited a majority of the leadership practices outlined in the espoused theory of inspirational leadership, although empowerment of every employee at the individual level was not observed. Findings also suggest that inspirational leadership creates and supports individuals that positively influence an organization's efficiency and ability to handle complex situations.

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Chapter I

Introduction

Leadership in colleges and universities is an important topic within American higher education. Studies in leadership and management have historically been separated into two practices. One set of authors advocated for strong management skills (Buckingham & Coffman, 1999; Fieldler & Garcia, 1987), while others focused on leadership as a way to establish consensus on acceptable values, motivate followers, and learn as an organization (Austin, 2009; Bass & Bass, 2008; Kouzes & Posner, 2001; McGregor, 1985; Shamir, House, & Arthur, 1993; Zagorsek, Dimovski, & Skerlavaj, 2009). Current theory observes leadership and management as intertwined. Leadership and management are viewed as tools for motivating and managing followers by empowering them at the individual level around a common vision or journey. Emergent theory such as Inspirational Leadership (Austin, 2009) is on the cutting edge of describing effective qualities of leadership and management. Little information is known on the specifics of inspirational leadership and its application in real-life situations. Research describing inspirational leadership in practice is invaluable to the field of educational leadership and leadership theory.

Statement of the Problem

Inspirational leadership argues that the inspirational leader exists within all leadership and management theory. It acts as a set of core qualities used to inspire an organization around an inspirational agenda (Austin, 2009). Research on inspirational leadership has shown links to an increase in follower engagement in organizations. It was also observed that inspirational leaders display specific characteristics that make that leader unique (McEarchern, 2005). Literature and research concerning the topic of inspirational leadership is limited. Additional research is needed to examine how inspirational leadership fits into current theory as well as real-life situations.

Significance of the Problem

Current trends in higher education such as a rise in non-traditional students, a bottle-necking of faculty positions, stricter accreditation guidelines, budget challenges, and increase in potential student applicants are requiring colleges and universities to constantly reassess their target populations, degrees offered, and financial plans. Leaders in higher education must be cutting edge, creative, and innovative in order to keep their organizations financially salient. It is important that descriptive qualitative research be done on emergent leadership theory, such as inspirational leadership, to open up conversation, dialogue, and additional questions that will successfully guide future leaders.

Purpose of the Study

The purpose of this single-case study was to understand and describe the leadership actions of Dr. William Austin. A review of the literature suggests that descriptive case-study research is needed throughout all facets of leadership theory (Bono

& Illies, 2006; Bryman, 1992; McEarchern, 2005). The specific focus of the study was to assess Dr. Austin's leadership practices in-action versus his espoused theory of inspirational leadership (Austin, 2009). Interview, observation, and public announcement data were used to build on the significant knowledge gap surrounding the theory of inspirational leadership.

Assumptions and Limitations

The study was limited to observations of Dr. William Austin's leadership practices during the 2009-2010 spring semester at Warren County Community College (WCCC), Washington, NJ. Interview and public announcement data were cited from a variety of time periods throughout the history of the college. The study does not take into account leadership practices or observations of those practices in terms of gender, race, or status. The single-case study method confines the interpretations and analysis to the context of the specific participant and site. Conclusions drawn from the study are my interpretations of participants' interpretations of events. The study also relied heavily on an honest and accurate recalling of an event. Therefore, there is the possibility of bias. The study is meant to be a rich snap shot of Dr. William Austin's leadership practices within the time frame of the study and the conclusions drawn can only be used to hypothesize information concerning inspirational leadership not as a predictor of future actions or events.

The study was further limited by the way participants were selected and by the size of the college. An email was sent to every employee at WCCC using an email account through the college. From the list of over 300 individuals only seven volunteered to take the LPI and be interviewed in the study. The assumption can be made that these

individuals understood the nature of the study, had necessary time to participate, and personally felt engaged or knowledgeable enough to contribute. Moreover, it can be assumed that only a particular type of person willing to engage in the study came forward to participate while many others did not. This created an area of possible bias in the study. The sample of participants may not fully represent a random sampling of the college's employees. The small size of the college and the fear of being indentified may also have limited the study.

The single-case study method also requires the researcher to exert some amount of influence on the study itself. During the interview process or the observation process, I made every effort to eliminate bias, but the potential for bias is salient (Marshall & Rossman, 2006).

Operational Definitions

1. Constituency Group: Faculty, staff, administration, or students at WCCC during the 2009-2010 spring semester.

2. Espoused Theory: Theory that exists outside of the context of situations and variables (Argryis & Schön, 1974).

3. Heterarchy: An organizational model that suggests a flow of information from the bottom-up in an organization versus a top-down approach found in hierarchy (Austin, 2009).

4. Inspirational Leadership: A specific leadership model created by Dr. William Austin which outlines eight challenges a leader must face to inspire, support, and propagate success and leadership within an organization (2009).

5. LPI: *Leadership Practices Inventory* created by Kouzes and Posner (2001).

6. Qualitative Research: Providing real-life data and interpretation of that data for the field of study (Marshall & Rossman, 2006).

7. Single-Case Study: An in-depth descriptive study of a single case and its actions within a particular circumstance (Gerring, 2007).

8. Strategic Planning: The act of planning for an organization that allows individuals to plan for themselves and for their organization through the formation of empowered teams (Austin, 2009).

9. Theory-In-Action: The theory a person applies to real-life situations that accounts for context and variables (Argryis & Schön, 1974).

Research Questions

This study addressed the following questions:

1. Does Dr. Austin's theory-in-action correlate with his espoused theory on inspirational leadership?

2. Does Dr. Austin exhibit effective qualities of leadership as outlined by Kouzes and Posner (2001)?

Overview of the Study

Chapter II examines the literature surrounding the study including environmental pressures, a review of leadership theory, Kouzes, Posner, and the LPI, inspirational leadership, and espousal theory.

Chapter III describes the methodology used in the study. The context of the study, site, participants, data collection, brief data analysis, and compliance with the Institutional Review Board are all included in this chapter.

Chapter IV provides a profile of the sample of participants, an interpretation of data, and findings. Findings and analysis of interview, observation, and public announcement data were used to answer the research questions proposed in the study. Narrative is used to bridge the sections together.

Chapter V provides a summation of the study. Data uncovered in relation to the research questions posed are discussed. The chapter explores any limitations in the study-design, recommendations, and areas for further inquiry

Chapter II

Literature Review

Environmental Analysis

Navigating current global economic hardships has forced many organizations to take action in one of two ways. The organization must cut costs to be fiscally viable in the future or expand on growth opportunities to add value to products or services. A successful move in either direction requires the organization to have strength and stability in both its leadership and follower positions. If the organization lacks strength and stability the impact of the decision to cut costs or expand revenue could have significant unforeseen consequences. A recent Career Vision Report (2005) reported that only 45% of employees nationwide are satisfied with their jobs and only 20% actually feel passionate about what they are doing for an organization. Organizations of higher education are no different. Colleges and universities are facing rising costs in technology and employee benefit packages, accompanied by devastating endowment losses. Although organizations of higher education are complex and slow to change they must begin to make decisions regarding the fiscal viability of their future.

Institutions of public higher education are particularly interesting when it comes to deciding how to cut costs, expand, or change the current organization. There are a number of constituencies involved in the process, overseeing board of trustees, administration, faculty, students, and members of the local community. This creates an environment where decision-making is extremely difficult and outcomes hard to predict.

Selingo (2008) reported that administrators and leaders in public higher education often think that they have better relationships with faculty than they actually do. Furthermore, it was stated that staff, administrators, and faculty report strong commitment to institutions that have a distinct culture. It can be deduced that leaders in higher education must clearly understand the relationships they have created with particular contingency groups, must foster transparency and integrity in those relationship, and must create a campus culture for those relationships to flourish (Austin, 2009; Bass & Bass, 2008; Kouzes & Posner, 2001). If those elements are in place stakeholders of public higher education organizations will be able to make appropriate decisions regarding the future success of their institution as well as predicting possible outcomes.

Unfortunately, saying leaders in public higher education must create a culture of transparency and integrity is much easier said then done. The systems in place at medium and large universities tend to be extremely resistant to change at any level. Management and leadership become very complex in institutions where staff and administrators already have doubt about the value of their job and the mission of the organization. The only answer is to foster a positive and unique culture by empowering individuals to be creative, autonomous, self-motivated, transparent, and accountable. A theory behind this idea is called inspirational leadership. Dr. William Austin (2009) has extracted this leadership model from a number of leadership and management theories, constructing a set of core elements that contribute to the ideal inspirational leader.

Review of Leadership Theory

Trait focused. In order to understand the concept of inspirational leadership theory and its function within current core theory it is important to examine leadership

theory holistically. Burns (1979) states that the idea of leadership acquires its moral

strength and purpose from human moral development. Leadership theory was initially

used to analyze specific characteristics that made an individual a leader. This type of

leader is an individual authority, sometimes viewed as a hero or savior of an organization.

In recent years, Bass and Bass (2008) stated that the specific traits of a leader, and more

so how followers perceive the leader's traits are directly related to a leader's success.

Traits such as perceived intelligence, abilities, personality, character, physical

appearance, and competence all have an impact on an individual's ability to lead. As

research progresses theory starts to examine the relationships formed between leaders and

followers instead of looking primarily at an individuals' leadership traits.

Charismatic. Bono and Ilies (2006) reported that a leader who is emotionally

positive has the greatest chance of being perceived as effective. The authors also state

that organizational success is related to a leader's ability to allow followers to have

positive emotional experiences while playing an active role in their emotional lives.

Shamir, House, and Arthur (1993) state that certain leader behaviors can have a profound

impact on motivating followers. The researchers report that actions performed by a leader

carry significant symbolic meaning. An example of this is a leader making a point to put

excessive effort into a task. It is a symbolic action that shows followers the leader's work

ethic and values. Certain aspects of a follower's self-concept are triggered by particular

leader behaviors, in this case the example of the leader's work ethic. In theory, this leads

to follower motivation as well as new opportunities for future motivation. Charismatic

leadership tends to be very leader oriented, pulling elements from both trait and

transactional theories. Uncovering and defining the charismatic traits of a leader and their

believed affects on follower motivation is extremely difficult as well as multifaceted. Research concerning charismatic leadership is under attack for validity and generalizeability.

Social exchange. This human-centered leadership model argues that individuals work harder and more efficiently when their needs are met. McGregor (1985) observed leaders viewing followers under two different categories. These two categories comprise McGregor's Theory X &Y. Theory X suggests that leaders believe followers are only motivated by the fear of being punished or by material rewards. Leaders tend to have little confidence in their followers and therefore overcompensate by micromanaging. The relationship between leader and follower is direct and authoritative on the part of the leader and submissive on the part of the follower. Theory Y states that leaders view followers as self-motivating and creative individuals. Leaders strive to align forces that motivate their followers with organizational goals. Theory Y is a more humanistic way of viewing followers and allows individuals to find personal satisfaction in their work. Followers look to take on more responsibility in order to feel more satisfied (McGregor, 1985).

Transactional. Transactional leadership focuses on the way leaders set tasks or jobs for followers to accomplish. Once the task is complete followers receive some previously agreed upon reward. Bass and Bass (2008) state that this type of leadership tends to be autocratic and power oriented. Leaders are placed in a position to assign tasks, manage those tasks, and give out rewards as they see fit. This type of leadership model is only successful when followers are completely loyal and devoted. It begins to fail when leaders abuse the contractual relationship by being deceptive and unfair. Transactional

leadership is the basis for hierarchical organizations where there is a clearly defined top and bottom with managers making up the middle.

Contingency model. Fiedler and Garcia (1987), state that the contingency theory of leadership defines the ability of a leader to achieve successful outcomes in task-completion as a product of three variables: leader/member relations, the task, and position of power. These three variables determine the situational control of the leader. The researchers created the *Least Preferred Co-worker* (LPC) survey that rates leaders on how much they value the completion of a task versus their relationship with co-workers. Leaders who score high on the LPC are said to value their relations with co-workers over the completion of a task. These types of leaders would be most effective in completing tasks that require the leader to exercise personal relations with co-workers. Leaders who score low on the LPC value completing the task over preserving their co-worker relations, and would be most effective completing tasks that were task centered. Through the use of the LPC and the three variables of situational control the researchers were able to show that certain types of leaders are effective in certain situations.

This type of leadership is not used to build on or develop organization goals, nor is it used to achieve a certain amount of organizational productivity. Social Exchange, Transactional, and the Contingency model of leadership are focused on the interaction between a leader, a follower, and a task. This creates a relationship based on superiority and inferiority typically associated with poor management. The argument is that when one individual holds all of the power in making decisions, giving out tasks, and rewarding it creates a passive follower. Bryman (1992) reports that creating a relationship

between a leader and follower where neither individual is exceptional is key to leader success.

Transformational. Transformational leadership tends to be democratic, team oriented, human centered, and values based (Bass & Bass, 2008). By engaging followers on a humanistic level a leader can gain personal trust in order to make a comprehensive change in the culture or value set of an organization (McGregor, 1985). Timing and context is everything in transformational leadership. Finding and highlighting appropriate issues to motivate and inspire follower consensus, creating and acting on a common vision, planning for conflict, and empowering individual followers to become leaders themselves are crucial for transformational success. Everything is bound in the context of a situation. The culture is one that rewards followers who align their own interests with the good of the group or team.

Burns (1979) states that a small well lead group of individuals can produce effective and efficient results even under high levels of stress. Unfortunately, there are many overlapped layers working at once in a small group setting that challenge leaders. Issues such as external constituencies, conflict in goals and vision, as well as ignorance toward individual personality traits can bog down the efficiency of a small group. Burns (1979) states that addressing these issues is the first step to leading a small group. By building a set of group goals and values a leader can more easily align the task to the group. Moreover, creating a sense of mutual obligation can facilitate interaction between small groups; both groups need an element of the other for their own success. Transformational leadership also begins to emphasize organizational learning as a model for long-term success. Building programs and processes that encourage proactive,

collaborative, data driven, and creative problem solving throughout the organization combined with a reflective learning component are fundamental to transformational leaders and organizations (Bass & Bass, 2008).

Democratic leadership models like transformational leadership run the risk of favoring all followers equally (Selingo, 2008). This can cause the process of change to become slow and unproductive. Zagoršek, Dimovski, and Skerlavaj (2009) report that although transformational leadership has been shown to produce extremely positive results in regards to organizational learning, direct reward leaders have proven to be more effective. Organizational learning experienced in transformational leadership does not produce immediate results whereas an individual reward based system would, so findings may be skewed.

Kouzes, Posner, and the LPI

Kouzes and Posner (2001) have built a survey instrument to assist qualitative case studies on leadership. Their research uses many elements of transformational leadership to define itself. The *Leadership Practices Inventory* (LPI) is a survey that uses five practices of exemplary leadership to determine alignment between leadership skills and the five practices, as well as how others perceive that alignment. The two perspectives make the instrument particularly rich and effective. The five practices used to assess leadership are the product of hundreds of thousands of case studies. The case studies were composed of what the researchers defined as ordinary people in everyday leadership positions. Kouzes and Posner prefaced their research by saying that they did not want to focus their study entirely on established famous leaders. Through their research they were

able to define their five best practices of leadership, challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart.

Drawing on concepts developed in transformational leadership, challenging the process means taking risks, striving to improve the organization through those risks, and learning from failures. Inspiring a shared vision encompasses elements of all mentioned leadership theory and can be defined as a common vision of the organization. Enabling others to act is providing an organization with a culture that promotes honesty, trust, dignity, and teamwork. Collaborating in this type of environment is powerful and effective. Modeling the way is essential to Kouzes and Posner's (2001) exemplary leader because it sets standards and norms for the rest of the organization. By modeling the way, leaders can support and guide followers. Through this practice of leadership issues surrounding short-term and long-term rewards as outlined by Zagorsek, Dimovski and Skerlavaj (2009) are addressed. Leaders can model the way by breaking extensive long-term goals into smaller short-term tasks. Followers can then receive more immediate reward and feedback from short-term success. The final practice, encouraging the heart, essentially means to reward and praise individuals for their efforts. It is important for leaders to empower followers.

Inspirational Leadership and the Inspirational Agenda

Inspirational leadership as outlined by Austin (2009) exists within each leadership model and theory discussed so far. Dr. William Austin describes inspirational leadership as "the dominant leader archetype of the theoretical framework" (p. 269). An inspirational leader has an inspirational agenda. The agenda is an absolute need to create a culture that educates, motivates, inspires, and supports followers. An inspirational

leader must create awareness, independent thought, creativity, a mission, and set of agreed upon values. McEarchern (2005) reports that inspirational leadership comes from a combination of emotional and spiritual intelligence. Emotional intelligence is the extent to which a leader is aware of the emotional environment of the organization and the emotional lives of followers. Spiritual intelligence is creating a sense of belief and purpose within an organization. These two broad concepts show up in Austin's model under what he labels "Arouse Feelings & Ideas" and "Envision a Spirit" (p. 269). Through these ideas a leader begins to create a more aware follower and an independent thinker.

Austin's ideal inspirational model begins to describe the interaction between leader, followers, and the surrounding culture emphasizing eight practices. The eight practices are: (a) create a quest for the "Holy Grail," (b) create a sense of urgency, (c) trust instincts over figures, (d) hold the line on integrity, (e) break the management rules, (f) believe in your people, (g) demonstrate through results, (h) and share the wealth. Each practice has a unique set of characteristics that are described in greater depth below:

a) Creating a quest for the Holy Grail challenges a leader to project a unique vision for the organization that encourages a shared journey for both the organization and its members. Emphasized are shared personal and professional values and goals aligned with organizational goals. Moreover, an inspirational leader must acknowledge this journey and live its hardships, failures, and successes side-by-side with followers.

b) Creating a sense of urgency challenges the "status quo" by taking risks that could potentially lead to greater success. Leaders highlight a need and act on the need

with confidence and enthusiasm. If a risk is unsuccessful the leader must accept failure

and turn it into an opportunity for learning.

c) Trust instinct over figures such as quantitative data challenges a leader to have

comprehensive knowledge of the organizational context. An inspirational leader is

confident in his/her preparation and allows instinct to guide decision-making. The

inspirational leader uses knowledge of available data, possible decisions, and possible

outcomes to build instinctual reactions.

d) Holding the line on integrity challenges a leader to create an organizational

environment built on trust and integrity. It allows members to work to their potential. A

common technique is to use teamwork and collaboration to foster relationships that

develop individuals professionally and personally.

e) Breaking management rules under the inspirational model means discarding

notions of equality among all followers. The inspirational leader strives to be fair and

honest, but is attentive to matching talent with task. The inspirational leader publicly

praises and rewards members for accomplishment, further promoting a culture of risk,

creativity, transparency, and accountability.

f) Demonstrate through results challenges the leader to set an example for

performance, support, and guide followers, while simultaneously creating short-term

reward and praise. The inspirational leader only takes reward and praise once the activity

is completed.

g) Share the wealth allows a leader to always reward and praise followers for

accomplishment before taking any credit themselves. The inspirational leader promotes

altruism and a commitment to the organization's goals as the ultimate sacrifice.

h) A belief in people highlights the importance of trust and responsibility between the leader/follower relationships. The inspirational leader recognizes that followers do not need to be micromanaged to perform effectively. Instead, the inspirational leader observes efforts, rewards successes, and supports failures as opportunities to learn.

Espousal Theory

Argryis and Schön (1974) argue that there is a gap between what a theorist espouses and what he/she actually does. Their research relies on two variations of theory, espoused theory and theory-in-use. Qualitative reflection, dialogue, and learning can be extracted by observing certain interactions between the two variations of the theory. Initially, the variables used in the espoused theory and the theory-in-use are examined for internal consistency. Variables with a high internal consistency will not interfere or limit other variables over time. Variables with low internal consistency will interfere with one another pushing other variables outside ranges of acceptability.

The espoused theory and the theory-in-use will then be tested for congruence. Taking observations of the theory-in-use and comparing them to the components of the espoused theory will test congruence. Next, the theory-in-use is observed for effectiveness, does the theory-in-use produce wanted results or unwanted consequences? Finally, if the theory-in-use produces wanted results than similar observations can be made to confirm its testability. Testability is also a product of variable consistency. If variable consistency begins to degrade over time than the theory-in-use will become less congruent, even if found to be initially congruent.

Testing espoused theory versus theory-in-use can provide valuable feedback for leaders in regards to their own actions. This process can shed light on variable

inconsistency as well as new and interesting components within the espoused theory. Values created by the theory-in-use can also be reflected on independently by the observer without the possibility of bias from the creator of the espoused theory. This multiple perspective view can add depth to the reflection process.

Summary of the Literature Review

Colleges and universities exist in an environment that requires increasingly progressive leadership. Environmental pressures create the need for change. Change is exceptionally difficult in higher education because of the number of stakeholders. Exceptional leaders must tackle issues head on, and the whole field of leadership theory must expand to meet their needs.

Leadership theory points to specific components of successful leaders and managers. Recent theory attempts to restructure leadership as a comprehensive individual that propels an organization toward a common vision combining effective leadership and management to accomplish a task. Current theory attempts to place leaders in a role to affect an institution at the individual level where growth and change begin.

A theory that combines management and leadership with the goal of empowering followers to become future leaders is Inspirational Leadership and the Inspirational Model, as outlined by Dr. William Austin (2009). More research is needed to uncover how inspirational leadership functions in-action. Current research into effective leadership as well as espousal theory assessment helps to fill in the knowledge gap surrounding inspirational leadership and its application to real-life situations.

Chapter III

Methodology

Introduction

Qualitative research is becoming increasingly accepted and honored in the academic community (Marshall & Rossman, 2006). It can be used to study social situations and instances within a particular context (McMillan, 2008). Qualitative research is interpretive, flexible, natural, and critical. This type of research places the researcher into the routine life of a particular setting, group, or individual and can provide deep enriched data on an otherwise unquantifiable situation (Marshall & Rossman, 2006).

Gerring (2007) defines a single-case study as the process of using various inquiry methods intensively to derive information from a singular case that represents a greater number of cases. The singular case is not fully representative of the greater population and therefore requires the use of a case study to determine variations (2007). The variation in this single-case study becomes Dr. Austin's espoused theory of inspirational leadership, which is set within the greater population of leadership. By studying Dr. Austin's inspirational theory-in-action light can be shed on the general subject of leadership. Case studies are typically good at generating hypotheses because they produce strong causal insight and causal strength. Data concerning cause and effect is abundant in descriptive case studies even if the relationship between the two is not apparent or clear (2007). The study lent itself to the single-case study method because the research questions posed were meant to help uncover potential causes and effect of Dr.

Austin's leadership style. The intent was to construct hypotheses concerning the nature of inspirational leadership.

Qualitative approaches draw on various methods of inquiry such as interviews, observations, and action research to explain specific social phenomena under certain conditions during a particular instance of time (Marshall & Rossman, 2006). This case study used four methods of inquiry: qualitative type descriptor data from the *Leadership Practices Inventory* (LPI) as outlined by Kouzes and Posner (2001), interview data, field observations, and public announcements. Interview data, field observations, and public announcements were used to triangulate and reference specific examples of Dr. Austin's leadership practices. It is important to understand that the design of this study was emergent, techniques used to observe situations were altered and readjusted as data were collected (McMillan, 2008). Moreover, the study was both synchronic and diachronic, as interviews were administered and observations were made on single situations multiple times throughout a longer interval of time (Gerring, 2007).

Narrative analysis also plays a significant role in the single-case study (Marshall & Rossman, 2006). The majority of interview questions asked participants to describe instances of effective or ineffective leadership. Constructing narrative is crucial to constructing identity, situations, and lives (Sfard & Prusak, 2005). McEarchern (2005) states that telling stories helps to engage participants in the subject. This technique was used to ensure participants were given the best opportunity to describe accurate narrative. Finally, in order for the qualitative research to be complete I took into account and communicated my own perspectives and biases. This was particularly important when it came to interpreting findings (McMillan, 2008).

The Site

The criteria established for selecting a site were purposefully crafted to fit the nature of the study. First, the site had to be an institution where Dr. Austin held a leadership role. Secondly, the site had to contain a sampling of various constituents who interacted with Dr. Austin as followers. Third, the site had to be readily accessible at various times during the semester. Warren County Community College in Washington, NJ was the only possible site available that matched the criteria for this study.

This study was done at Warren County Community College (WCCC), in Washington, NJ during the 2009-2010 spring semester. Reported by the Commission on Higher Education for the State of New Jersey (2009), WCCC is accredited by the Middle States Commission on Higher Education and the most recent re-accreditation was in 2008. It is ranked in the top 20 fastest growing community colleges in the nation, with a headcount increase of 102% since 2001. The faculty is made up of 16 tenured professor and associate professor positions and 10 non-tenured professor and associate professor positions. The board of trustees consists of 11 positions with a Chair, Vice Chair, Alumni Trustee, Treasurer, and Secretary. During the 2009-2010 spring semester faculty was negotiating contracts with the college.

Participants

After selecting the site, I was granted permission and consent of participation by Dr. William Austin, President of WCCC (Appendix E). All employees at WCCC were emailed requesting their participation in the study. Participants were then selected to represent the various constituency groups that Dr. Austin interacts with such as faculty, administration, and staff. Participants within those groups were chosen based on who was

available. Time constraints and interest in the research restricted the number of participants available. The sample was neither random nor purposeful, but based on individuals who came forward to participate. This limited points of view and created an area for bias. Also, student views were not included in this study, which created a further limitation. In total there were eight participants: three administrators, one full-time faculty member, two part-time faculty members, one staff member, and Dr. Austin. This small sampling increased the chance for bias as well as the chance for influence on the part of me as the researcher.

Participants were given a letter of consent (Appendix A) to sign, debriefing them on the purpose of the study, information being collected, and methods of collection. Participants were asked to engage in interviews and to complete their own particular section of the *Leadership Practices Inventory*, whether it was the self-assessment or the observer assessment. The Rowan University institutional review board's approval letter to perform the research was granted on December 16, 2009 (Appendix F).

Instrumentation and Data Collection

The single-case study used a combination of interviews, observations, public announcements, and the *Leadership Practices Inventory* results to provide deep and rich data. The interview questions (Appendix B) were delivered to participants in their interview. Tape recording was the primary method of interview data collection, unless participants were uncomfortable with the method. If they were uncomfortable then the interviewees were asked to write down their own responses to questions as they answered them out loud, while I took additional notes.

The transcription process of turning interview answers into usable data is notoriously open to misinterpretation on the part of the researcher. Spoken word is never as uniform as written word. I was required to inference punctuation and transitions. Misplacing pauses of thought or simple pauses of breath can change the meaning of the answer and likewise, the meaning of the interview (Marshall & Rossman, 2006). To counteract this issue I sent copies of the transcribed interviews to their respective participants so they could make adjustments or suggestions. This also acted as a way to check for validity of participants' responses. I then collected the revised transcriptions for analysis.

Observations were made using a field-note method that non-judgmentally described events, behaviors, and artifacts in a particular setting (Marshall & Rossman, 2006). The observations made of Dr. Austin in various leadership settings were crucial to determine congruence between his espoused theory and his theory-in-action. Field notes were detailed and meticulous in an attempt to replicate a specific instance. Each field note had sections: (a) containing the description of the event, (b) containing comments by the researcher, and when possible (c) containing comments by Dr. Austin post-event. This method not only served to describe the event, but also took into account my perspective and the participant perspective. The observation method of inquiry was emergent due to the varying amount of influence I placed on the event being observed. Furthermore, according to Marshall and Rossman (2006), field-notes and researcher perspectives may create ideas for new interview questions.

The *Leadership Practices Inventory* (LPI) developed by Kouzes and Posner was given to participants in this study after the interviews had been completed. A paper copy

was given to each participant, which was then transferred to an electronic version of the LPI (LPI Online, 2008). Dr. Austin was given a self-assessment tool and the other participants were given an observer assessment tool. Each assessment is made up of 30 Likert-scale items. Six items represent each of the five leadership practices outlined by Kouzes and Posner (2001). The LPI is based on many years of research and is tested through analysis of internal reliability, which has shown that the five practices are highly correlated within each scale. The LPI has also been observed to score very high on test and retest reliability. It is reported that the LPI has high "face validity" and "predictive validity," which means that people understand the results and that over the course of time the LPI has proven to be an accurate predictor of high, moderate, and low-performing leaders (LPI Online, 2008). The purpose of administering the LPI was to assess if Dr. Austin displays effective qualities of leadership as outlined by Kouzes and Posner. The literature review points to direct connections between Dr. Austin's (2009) theory of inspirational leadership and Kouzes and Posner's (2001) effective qualities of leadership.

Data Analysis

To analyze qualitative data I read and interpreted interview transcriptions and observations using a content analysis procedure (Sisco, 1981). As themes began to emerge they were then categorized or added to prior themes. For a full description of the logical analysis of written data see Appendix C. Descriptive data collected from the LPI were calculated by LPI online and presented in a report to show comparisons between Dr. Austin's self-assessment and the assessments of observers (Appendix D).

Chapter IV

Findings

Profile of the Sample

Participants in this study consisted of the following: participant (A) a full-time associate professor of Psychology, participant (B) a part-time adjunct instructor of Mathematics, participant (C) a part-time adjunct instructor of Mass Media, participant (D) an administrator within the department of Academics, participant (E) an administrator within the department of Campus Operations, participant (F) an administrator within the department of Continuing Education, participant (G) a security guard stationed in the college employed by a third party company, and Dr. Austin during the 2009-2010 spring semester at Warren County Community College. Participants were not classified by age, gender, race or ethnicity.

Participant (A) was very engaged in the institution. The participant had a large amount of appreciation for the professional development and encouragement received from WCCC and Dr. Austin. The participant engaged in the interview process thoroughly and provided many candid remarks in response to questions and general dialogue.

Participant (B) was genuinely interested in the research and the interview process. The participant gave many candid remarks in response to questions and conversation, but did not cite any positive connection to the institution or college leadership. Being one of many adjuncts employed at WCCC, the participant felt disconnected from the college, its leadership, and did not believe he would continue as an employee. This participant's

interview was marked by accolades and positive experiences from work at other institutions.

Participant (C) was extremely engaged and openly welcomed my inquiry into the leadership at WCCC. The participant had a long-standing history with the college, bearing witness to many changes in leadership and organizational structure. The participant talked candidly about the college's past and used it as a comparison to where the college is now. The participant's view of the change was very positive. As an adjunct instructor, this participant felt connected to WCCC unlike participant (B).

Participant (D) was also very engaged in the college. This participant actively worked on projects to bring new courses and accreditation to the university. The participant worked directly with Dr. Austin on a number of occasions and was able to cite examples of his leadership. The participant felt connected and invested in the college, which bore true during our conversations and interview.

Participant (E) was invested in the college in a number of ways. Becoming an employee at WCCC was a step the participant never foresaw as part of a possible career path. The participant attributed a lot of this career move to the leadership and motivation of Dr. Austin. This participant interacts with Dr. Austin often and was able to cite examples of his leadership at WCCC.

Participant (F) also interacts with Dr. Austin often and felt invested in the college. This participant's professional career was propelled by the actions of Dr. Austin and WCCC. The participant was able to cite a number of examples where the leadership change at WCCC had a direct impact on the viability of continuing education and the participant's own job.

Participant (G) displayed a great deal of positivity when describing the leadership at WCCC. The participant described feeling included in the college even while being employed by a third-party company. The participant engaged in the interview process and conversation about leadership thoroughly, citing specific people he looked up to during his life to make comparisons to the leadership at the college.

The results of the interviews showed that participants made direct connections between what they believed to be effective leadership practices and those practices in action at Warren County Community College. Results also showed some participants were not able to make those same connections for a variety of reasons. Participants familiar with current effective leadership practices easily engaged in dialogue in terms of Dr. Austin's Inspirational Leadership model, even if they were not familiar with the specific model. Participants less familiar with leadership discourse were able to provide insight into how they personally connected or did not connect to the leadership of Dr. Austin at WCCC. The constituency group associated with the participants, whether administration, faculty, or staff, and their working proximity to the president directly impacted participants' exposure to Dr. Austin's leadership practices. For example, administrators that worked directly with Dr. Austin were likely exposed to certain leadership practices that other administrators were not. Likewise, administration in general was exposed to practices that faculty and staff were not.

The semi-silent voice in this study was the full-time faculty. Of the 26 full-time faculty members only two expressed interest the study. Traditionally, faculty embrace research, intellectual inquiry, and academic pursuits. The lack of interest in participating

in the study may suggest a divide between the faculty and the leadership, although no example was reported.

In contrast, there were specific reports from selected adjunct faculty describing a lack of support from the leadership at WCCC. This may reflect a uniquely personal perspective not shared by other adjunct faculty.

Current State of Warren County Community College

Warren County Community College is located in Washington, New Jersey. As stated on the college's website under "About WCCC," its mission is "building a community of learners through accessible, quality learning opportunities designed to meet personal aspirations" with a vision to "provide lifelong learning opportunities that enhance individual success, strengthen commitment to community, and embrace innovation and change" (Warren, 2012). As of the 2009 Institutional Profile Report the WCCC student body consists of 1,860 credit students 56.5% of which are part-time, and 3,635 registered non-credit students. The college offers a variety of certification and associate degree programs, as well as four-year degree tracks through partnerships with various universities in the area. Both full-time and part-time faculty teach the courses offered by the college. Full-time faculty teach 38.9% of courses, part-time faculty teach 57.09% of courses, while other types of faculty make up the 4% difference.

Geographically, the area is marked by rugged yet beautiful hills and valleys that can make travel and transportation difficult. Warren County's location in rural northwest New Jersey is bounded by the Delaware River to the west and located within the Delaware watershed lending to a successful agricultural history.

The college is currently working to secure funding to build a medical training facility in Hackettstown, NJ in partnership with the Hackettstown Hospital to expand their recently accredited nursing program that offers two- year Associative degrees. During the research time period Dr. William Austin and the college decided to plan another expansion of WCCC by acquiring an existing building in Phillipsburg, NJ. This decision was spurred on by the current state-wide financial crisis. As funding to higher education in New Jersey continues to be cut Dr. Austin saw an opportunity to minimize the negative impact of the cuts by putting a WCCC business incubator and extra teaching space to hold non-credit courses in a town that could benefit from such resources. The money generated from the courses as well as current businesses renting space within the building would help leverage the overall cost of the expansion. The most recent progress made toward the Phillipsburg expansion that occurred during the research period was the approval by Warren County's Board of Freeholders for the college to go forward to procure the funds for the expansion.

Brief History of Warren County Community College 1981-2003

After its establishment in the early 1980s and through its first 11 years of existence, Warren County Community College functioned without a permanent campus, holding mostly training and enrichment programs in the local high school. In 1992 the bonds were officially issued to allow for an Educational Park to be created that would include a college campus (Charlton, 1992). The permanent building still in use today was finished in 1996.

The president prior to Dr. William Austin, Dr. Vincent Desanctis took the position in 1988. Two years after the permanent building was finished he tried to convince Warren

County officials and the public that WCCC needed to expand its physical plant (VanHorn, 1998). A disconnect existed between what the college president, the college board of trustees, the county board of freeholders, and the public saw as the future of Warren County Community College (VanHorn, 1999). Some individuals felt the college needed to grow, others believed there was no need for a college at all. Whatever the personal opinions and reasons were, Dr. Desanctis over the course of four years was unable to officially secure approval to expand the college's physical plant. During that time the college had immersed itself in extended legal battles with the county and had been accused of unethical political actions, which some believe fostered a negative view of the college from Warren County officials, WCCC board of trustees, employees, and Warren County residents (Coppola, 2001; Lawrence, 1999; Zanki, 1999).

In September 2002 it was announced that Dr. Desanctis would not seek reappointment for presidency and would officially leave December 31, 2003 (Blok, 2002). In April of that same year the WCCC faculty publicly expressed that they wanted to have a voice in the new presidential search committee (Block, 2003). The faculty was denied that request and in early November 2003, after a closed-door executive meeting, the board of trustees hired Dr. Austin as the new president of WCCC (Adely, 2003).

Brief History of Dr. Austin: Undergraduate Education to President of WCCC

Dr. Austin received his B.A. from Loyola College, MD, his M.A. from Temple University, and a Doctorate in Education from Nova Southeastern University. His experience working in the Social Science Data Library (SSDL) as a research assistant at Temple eventually lead him to found his own consulting firm. During the time Dr. Austin was doing consulting for businesses he was also working for various community colleges

and organizations, as well as beginning to write a book on strategic planning. Dr. Austin saw success working as Vice President for Academic Services and Vice President for Student Services at Gloucester County Community College (GCCC) and it was during this time that he realized "he could probably run a college pretty successfully." That realization is part of what lead Dr. Austin to apply for and pursue college president positions, specifically a brand new opening at Warren County Community College.

After a brief closed-doors executive meeting on November 10, 2003 Dr. William J. Austin was hired to be Warren County Community College's fourth president by the college's board of trustees (Adely, 2003). When thinking about the position of president at an institution of higher education an image of a long-standing faculty member or an individual with prior experience as a college or university president comes to mind; Dr. Austin came from neither of these backgrounds. What made his presidential appointment unique was his experience in varying leadership roles in the community college setting and organizational consulting for businesses and corporations. At the time of his hiring, he was the youngest person to be named a president of a college in the state of New Jersey. His youth coupled with his experience in the corporate world lead participants in the study to speculate whether that combination was the reason for his success improving the overall quality of education WCCC could provide students.

Analysis of the Data

Research Question 1: Does Dr. Austin's theory-in-action correlate with his espoused theory of inspirational leadership?

The results of the interviews, field-notes, and public reports showed that Dr. Austin did and currently does act out elements of the inspirational leadership model,

although some participants as well as Dr. Austin himself cited specific examples where the theory-in-action did not correlate to the espoused theory. I interpreted themes derived from qualitative data and compared them to inspirational leadership literature to determine congruence of Dr. Austin's espoused theory of inspirational leadership versus his theory-in-action (Austin, 2009). Specific examples of how Dr. Austin's leadership practices were or were not congruent to inspirational leadership practices were solicited from interview participants, observed by me, and documented in public announcements.

There were two specific areas of Dr. Austin's current leadership practices that were not in congruence with the inspirational leadership model. The first practice is individual reward. Examples of rewarding or giving credit to WCCC's top-performing employees at the individual level was not directly observed by any of the participants, although examples of Dr. Austin acknowledging specific groups of people were cited. The second example observed was that one adjunct faculty member was not able to cite examples of Dr. Austin in any kind of leadership role. This may imply that some members of the constituency were not receiving the same kinds of communication cited by administrators, full-time faculty, or other adjunct faculty participants.

The following sections are organized to best show how Dr. Austin's leadership practices and theory-in-action were or were not congruent with his espoused inspirational leadership practices. Each section concentrates on one of Dr. Austin's espoused inspirational leadership practices. The section then consists of a description of the espoused practice, Dr. Austin's take on the practice and his role in acting upon it, examples interviewees observed disseminated by participant and constituency group, any available public announcements pertaining to the practice, and examples of the practice

that I personally viewed. The totality of each section should give an accurate picture of how congruent Dr. Austin's theory-in-action was to his espoused theory of inspirational leadership.

Create a Quest for the "Holy Grail"

Findings. While Dr. Austin exemplified qualities that describe an inspirational leader creating a quest for the "holy grail," there was evidence of negative internal consistency in his theory-in-use. More specifically, in his pursuit of realizing his quest for the "holy grail" at WCCC, aspects of the inspirational leadership model were circumvented due to limited staff and time. The size of the college and resources available compelled Dr. Austin to prioritize his energy and focus on one particular initiative and plan, which may have negatively affected his ability to fully embody other inspirational leadership practices in-action.

Espoused theory. Dr. Austin stresses the creation of a common vision, journey, or goal that provides opportunities for the leader and followers to grow and learn personally and professionally. The leader's responsibilities are to get other individuals to join the journey, support and guide individuals through euphoric or difficult times in the journey, to be transparent and open about the journey, and to show determination in reaching the common end through concrete goals.

Dr. Austin's view. Dr. Austin spoke at length during interviews about having a mission that represents a consensus of need and direction for the organization, and making sure everything he was doing as a leader focused on or pertained to the mission.

> This (WCCC) is a very simple model. It would be different at a different
> university with a different history. Here it's pretty easy. We had to build

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out this (current college physical plant) and now have to expand in these

two other directions (Hackettstown and Phillipsburg projects).

He spoke of a drive to focus solely on the mission in the face of conflict, as well as

possible negative impacts it may have due to the limit of physical time and energy he can

devote to other issues.

I know there are people here that literally believe they are in a political

battle with me...The reality is it's a one-man or one-woman fight because

I'm not at the other end. They are talking into a receiver and I'm not

holding the other end because I'm fighting externally to go here and to go

there. Here's the vision, come with us, be a part of it and ultimately the

morale will go up and down based on the successes or failures...

Finally, Dr. Austin commented candidly in reference to the progress toward the mission

at WCCC and its reflection on his career. "Ultimately that will be the legacy of this

presidency. Is it the legacy that I see as my career legacy, no, it's the legacy required

because of where the institution is."

Faculty views. Participant (A) a full-time Psychology professor described

seeing concrete examples of the mission in action when Dr. Austin was first hired.

In the past 10 years we have made some great strides in making

connections with community. The community is coming on campus to

events like the fall festival... It was a good sense of community

involvement. Will was very much in support of melding the college and

community together.

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Participant (A) went on to describe examples of the current "holy grail" quest for WCCC. "It's growing the addition to this building; it's moving out to Phillipsburg and Hackettstown." Examples were also described of ways the college and Dr. Austin supported the participant's growth as a professional.

> The school really helped in supporting me to get my doctorate. The school paid for it through tuition reimbursement program...It required me to have time to commit to field training and an academic year of residency and Will was really accommodating. I think he recognizes when he has good people who are motivated to do something with their lives and he is in support of that and would never get in the way of them from doing that.

> Participant (B) an adjunct Mathematics instructor was unable to cite any examples of Dr. Austin's leadership practices that involved the mission or vision of WCCC.

> Participant (C) an adjunct Mass Media instructor cited examples of Dr. Austin gathering support for the mission and vision of WCCC and some of the ways he was able to achieve that goal.

> It's another challenge for Dr. Austin here. At least he has established good relationships with the (Warren County) freeholders. Now they are behind the Phillipsburg project. Dr. Austin has a more appropriate way of dealing with skeptics... somehow he was able to get his points across without being condescending or having people feel like he was talking down to them.

In general, faculty participants were able to describe ways Dr. Austin identified the mission and vision of WCCC, rallied consensus and support for the cause, and supported professional growth among followers.

Administration views. Participant (D) an administrator under the department of Academics cited specific ways Dr. Austin included followers in creating and ultimately becoming invested in the mission.

> What he did was involve everybody in the strategic planning process and he actually explained what it would be ...What struck me about that whole process was the amount of involvement that he generated with everybody and the amount of time that was invested in that. I think rather than him creating the vision and laying it out before us, he allowed us to create the vision or at least feel that we created the vision.

The participant went on to cite specific examples of the current concrete plans in work at WCCC and their alignment with the college's mission.

> This is going to be one of those colleges that have different sites all over the county. They talked about a place in Blairstown, they have a place in Hackettstown, and now in Phillipsburg. That strategically puts us circling the county if you look at a map. Does that bring quality education? Does that make it accessible to the residents of this county? Yes it does.

> Participant (E), an administrator within the department of Campus Operations, also cited how Dr. Austin accomplished goals that will concretely progress the college's mission.

At last night's board of school estimate meeting we found out our

approval for the satellite campus in Phillipsburg, and if you look at his

whole plan at the way the county is set up, Washington being the center

focus of the campus, a satellite (campus) in Phillipsburg and a satellite in

Hackettstown you are encompassing the whole community.

The professional growth of participant (E) was also cited as being a product of Dr.

Austin's leadership practices.

I came here (WCCC) pursued my masters, went through a leadership

academy, and am in the process of a QPA program right now, going to

finish that up. I wouldn't have dreamed when I was in the private sector

that I would want to further my education, but I was just inspired to do

that.

Participant (F) an administrator within the department of Continuing Education

described seeing specific ways in which Dr. Austin was being transparent and actively

pursuing the mission of WCCC.

We started to see that there was focus on students and enticing them to

want to come here...Before we were only invested in keeping our job, so

now we are more invested in attracting students, and attracting faculty of a

better quality...Will took the time to go out to all these community groups,

agencies and different organizations and market the college and his

philosophy and I think that he has turned our reputation around

tremendously.

The participant went on to describe ways Dr. Austin incorporates the mission into specific departments.

> We make sure that we incorporate the vision of the institution in
>
> everything that we have done in this department... we needed to look at
>
> where the failures were, where the weaknesses were...Will looks for the
>
> weaknesses and he has us analyze ourselves, our programs, our
>
> departments, and look where the mistakes are, where the weaknesses are,
>
> and what needs to be improved. Sure we need to recognize what we do
>
> well, but we need to find what needs fine-tuning and what needs to be
>
> strengthened because that's growth.

In general, participants within WCCC administration observed Dr. Austin gathering support and consensus toward the creation of the mission and vision of WCCC, actively pursuing the mission and vision of the college through concrete goals and plans, being transparent with his pursuit, creating an environment where specific departments incorporate the mission and vision in their daily processes, and fostering professional growth among individual administrators.

Staff views. Participant (G) a security guard not directly employed by WCCC was unable to cite specific examples of Dr. Austin personally pursuing the mission and vision of the college, but was able to describe the effects of Dr. Austin's quest for the "holy grail" through interactions with students and various individuals on the college campus. The participant's observations and conversations with students show Dr. Austin embodied the student-centered approach that is at the heart of the WCCC mission. "He teaches and

works with the students. A lot of students can go to him and sit in his office and he helps them out. As far as leadership goes he is very student centered."

Participant (G) also observed individuals viewing Dr. Austin's expansions plans for WCCC as positive. "Most people that I have talked with like his ideas about moving into Hackettstown and Phillipsburg."

Public announcements. Reports through local mass-media outlets from October 2008 through April 2010 documented specific plans and initiatives made by Dr. Austin and WCCC toward the mission and vision of the college that support the examples observed by interviewed participants. The announcements begin in October 2008 with an initiative to partner WCCC with Hackettstown Regional Medical Center in order to create a health education center. That partnership would provide comprehensive medical training for students seeking degrees that require such. The partnership was initiated by Dr. Austin and Gene Milton, president of the Hackettstown Regional Medical Center (Lechiski, 2008).

In January 2009 it was reported that WCCC opened a 19,000 square-foot expansion within the college's current physical campus that allowed for additional classroom space as well as a modern nursing lab to support WCCC's nursing program (Loigu, 2009).

Finally, in March 2010 WCCC was granted approval by the Warren County Board of Freeholders to go forward with plans to create a branch campus in Phillipsburgh, NJ. This new campus will allow for additional class space to bring Continuing Education courses and a business incubator to a new part of Warren County (Mullin, 2010).

Public announcements show that Dr. Austin actively pursued concrete goals and initiatives that supported WCCC's mission to make quality learning opportunities accessible, enhance commitment to the community, and embrace innovation and change.

Researcher observations. Dr. Austin and WCCC's plan to expand into a branch campus in Phillipsburgh, NJ allowed me a chance to observe a mission driven initiative during my research period. A Board of School Estimate meeting with the Warren County Board of Freeholders was scheduled on January 24, 2010 for WCCC to seek approval on the Phillipsburgh project. I participated in a meeting between Dr. Austin and his upper administration consisting of various deans and directors of college departments on January 23, 2010. During this meeting Dr. Austin outlined an auxiliary plan if approval for the Phillipsburgh project was denied. The auxiliary plan included a comprehensive internal remodeling and updating of the current college's physical plant. Dr. Austin explained that in the event the Phillipsburgh project was denied the back-up plan would go into effect. It would show WCCC's students and staff that even if expansion were impossible the college would continue to progress and enhance the learning resources that currently existed.

The following day, January 24, 2010 I personally participated in the first of two Board of School Estimate meetings with the Warren County Board of Freeholders. The purpose of the meeting was for Dr. Austin to outline WCCC's plan to create a branch campus in Phillipsburgh, NJ. That specific meeting ended without final approval for the plan, but was eventually granted in March 2010. During the meeting I observed Dr. Austin diagramming the plan in a clear practical way. Throughout his presentation he referred to the resources, accessibility, and county need that the proposed expansion

would satisfy within the community of Phillipsburgh. He spoke with community member's voicing concerns about rumors and possible negative impacts of the proposed funding on county tax payers, and was transparent on exactly how the college planned on funding the project. The meeting's outcome did not provide an approval for the plan.

On March 10, 2010 WCCC received approval by the Warren County Board of Freeholders to go forward with the branch campus in Phillipsburgh. Dr. Austin explained to me that he would now be focusing the majority of his time and energy into making the plan a reality. A possible negative impact of that commitment would be that he would not be able to dedicate much time to other issues concerning the college. In plain terms, his office door would be closed more.

My experience with the transition of the Phillipsburgh expansion from plan to approval and finally into realization showed me that Dr. Austin actively and aggressively embodied leadership practices that describe an inspirational leader creating a quest for the "holy grail." He was able to help create, support, and promote a plan that would align itself with the mission of WCCC, as well as be transparent about the possibility of unforeseen negative consequences.

Create a Sense of Urgency

Findings. Dr. Austin was cited and observed exhibiting qualities of an inspirational leader creating a sense of urgency by highlighting issues, communicating those issues, and empowering individuals to find solutions.

Espoused theory. This practice is described as a leader analyzing the current situation and looking for an opportunity to highlight and solve a problem. The leader's responsibilities include the following: finding ways to enhance the organization at all

levels, offering solutions to problems, uncovering problems with solutions, identifying leaders as they emerge from followers, and empowering those new leaders to lead.

Dr. Austin's view. Dr. Austin cited examples in which he highlighted or acted on an issue or problem concerning the college in order to make progress toward solving the problem. The first example concerned the vitality of WCCC when Dr. Austin was first hired. "Coming to this college was very simple because they were going to close it. I mean there is an immediate sense of urgency." Dr. Austin described how he communicated state mandated college budget and faculty contract changes.

> We had a (state mandated) 1.5% cut in salary to pay for healthcare... We
> went to the (faculty) union leadership and gave them the board's offer.
> They could settle on the offer and not take the cut, or they could sit and
> negotiate for maybe a little bit more money, take the cut and end up with
> less. So it created for them a real situation or urgency.

Dr. Austin explained that by communicating this issue to faculty and creating an environment that allowed for a quick solution he could then spend time on other issues facing the college.

Dr. Austin also commented that cuts in state funding for WCCC and the state of the economy acted as a sense of urgency for him to show how a change in plan for the college was necessary.

> You and I can read the news and see what the new governor is doing and
> we can see that this is going to be unlike any other time...I think that this
> means that we will be part of the solution, but it also means regardless of

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whether he wants to or not his (the governor) hands will be tied on that

issue (of cutting state funding to higher education).

So we did our planning process last year, and I could see this tidal wave

coming I watched the economy collapse. I had the plan but I didn't write

the formal document because I immediately began on this project

(Phillipsburgh project).

Faculty views. Participant (A) observed Dr. Austin creating open lines of

communication and empowering individuals that would aid him in highlighting

issues and solving problems. "You must make sure there is communication

amongst all employees at the college. This is essential because we didn't have it

in the past. We had very segregated offices in the past." The participant went on to

explain that Dr. Austin was observed highlighting statistics and community need

to create a sense of urgency for approval on the Phillipsburgh project.

Will put it right out there. There is so much research to support that

education does lower the crime rate in a community and I can't understand

why freeholders, representatives of the community and the people, would

not be knowledgeable about this.

Participant (B) was not able to cite any examples of Dr. Austin creating a sense of

urgency.

Participant (C) observed Dr. Austin identifying the need to progress the

Phillipsburgh project, supporting Participant (A).

In the case of what we are dealing with getting the branch campus in

Phillipsburg there is a need and he is simply meeting the need. You can't

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just create a desire or a need, but he stepped up to address a need that has

been there that just needed a leader to bring about some action on it.

In general, faculty was able to cite examples of how Dr. Austin created a sense of

urgency by communicating effectively, highlighting a problem or need, and

proposing a plan to solve that problem.

Administration views. Participant (D) observed Dr. Austin communicating

effectively in order to be transparent about budget limitations due to a cut in state

funding.

We just had a meeting and we were talking about how the state is coming

in and is really affecting us with budget cuts... (Dr. Austin commented)

"Something is going to happen, but we do not know what, but I will tell

you we are not going to have any money. Look around you and figure out

how to get more accomplished with less money."

The participant went on to explain how Dr. Austin was observed being open about a state

mandated bill requiring employees to pay for a percentage of their healthcare benefits,

highlighting a sense of urgency for individuals to be aware and make changes

accordingly.

Yesterday he talked about a couple bills that are being signed into law that

will directly affect us as public employees, right now we do not pay into

our health benefits, and now we will start paying into our health benefits

1.5%. There is another bill that will affect the way our pensions are run.

He talked to all of us and said, "Go back and talk to your people that this

is coming down the line and he said 1.5% is for your budget and their

(personal) budget."

Participant (E) cited Dr. Austin creating a sense of urgency by viewing WCCC as

an organization that can never be standing still, it is always moving toward its mission.

He felt that you are never in a situation where you are status quo, you are

either deteriorating or moving forward. To me that's the urgency that's

instilled in us...We are always moving forward; tomorrow can be better

than today. Whether its academics with new programs, me with physical

space, or student services how can we show compassion to students,

showing that we are here for them, they are the customers.

Participant (F) observed Dr. Austin empowering leaders within the college to

solve problems through the creation of teams and committees "The creation of

committees makes you feel like everyone is a team working toward common goals."

Participants from the WCCC administration were able to cite Dr. Austin

communicating and highlighting issues effectively to individuals within the college,

empowering employees to solve issues, and creating a forward thinking mantra for the

college.

Staff views. Participant (G) observed an effect of an issue on the WCCC campus

that the Phillipsburgh project would help to solve "As time went on it (WCCC

enrollment) grew a lot. It is very busy now, very busy. Big difference. You could say it is

overcrowded."

Researcher observations. During the Board of School Estimate meeting on

January 24, 2010 I observed Dr. Austin using the source of funding for the Phillipsburgh

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project as a reason to approve and act on it immediately. He planned on funding the

expansion project with the County College Chapter 12 Bond Program. This program

helps finance facilities at county colleges. Information was given to every individual at

the meeting detailing the way the funding would apply to WCCC's plan for Phillipsburgh

and included the announcement of a commitment letter for $9.5 million from the

Department of Treasury and a time frame of five months for the issuing of the bond to be

approved, otherwise the funding would go to other county colleges. This information

created a direct sense of urgency for the board of freeholders to make a decision to

approve the Phillipsburgh project.

Trust Instinct over Figures

Findings. Dr. Austin was observed making decisions for WCCC that utilized his

past and current experiences and knowledge in combination with data and figures.

Espoused theory. Dr. Austin outlines this practice as the ability of leaders to

draw upon past life experience to help interpret data and make effective decisions.

Leaders must have a complete and exact understanding of a situation. If the leader has

worked hard and has truly taken advantage of lifelong learning then he/she can allow

their instincts to evolve. Through the leader's experience and instinct followers will get a

sense of how in touch with reality the leader is. The perception that the leader is in touch

with reality will help the leader to explain situations and decisions to people.

Dr. Austin's view. Dr. Austin cited this element of inspirational leadership as the

ability to know all of the data surrounding a decision then making a "gut call."

What you want to do is a combination of both. You want to look at the data

in your system, in your mind's eye looking at the world, qualitative and

quantitative combined, and at some point you will have to make a gut call.

He cited the example that statistics are not confined to formal quantifiable or surveyed

qualitative data at WCCC. Due to the physical size of the campus he is able to collect

informal qualitative data just from listening to what people are talking about "in the

hallways."

This is such a small institution that I have a pretty good sense of what

everybody thinks about what we are doing and how we are doing it...In a

small institution like this there is a lot of qualitative information that you

can have simultaneously with the quantitative, because as much as people

think they are whispering in the hallways you can hear every word

everybody says.

Dr. Austin further explained that it's important for him to not let "whispering in the

hallways" impact the way he views individuals. If the quantitative data suggest WCCC

employees feel a particular way about the decisions being made for the college, yet what

is being said "in the halls" or informally discussed suggest otherwise, it would ultimately

be up to Dr. Austin to absorb and process all of that information and make a decision

based on his past experience and what he feels is appropriate given the mission and

vision of the college.

You need to have a strong sense of character for that so that it doesn't

influence your perception of people because people have a right to gripe at

some point...But ultimately when you are in the leadership role you have

to make that decision and live with it.

Faculty views. Participant (A) observed Dr. Austin using his prior experience and

skills when making decisions concerning the future of WCCC.

His instinct is evident in his vision of the future and his ability to look at

an organization and see where that organization goes. He utilizes the tools

that he has learned in statistics and management, but he has that instinctual

ability to do that.

Participant (B) did not observe Dr. Austin using instincts and data to make

decisions concerning WCCC.

Participant (C) observed Dr. Austin using his instinct to convince individuals who

were skeptical of the need to expand WCCC, rather than relying solely on data projecting

increases in enrollment.

When Dr. Austin came in here from what I have read, he simply said,

"when we have utilized all the space we've got, then I will come to you

and say that we need this (Philipsburg project)." He let the skeptics be

convinced just with the hard evidence, once they saw this place was filled

to the gills. Then they realized what was going on.

Faculty in general observed Dr. Austin using his skills and experience in organizational

development, as well as his instincts to make decisions that would help provide solutions

for issues at WCCC.

Administration views. Participant (D) observed Dr. Austin using his

instinct from past experiences in organizational development to decide on the

Phillipsburgh project site as a way to effectively solve problems at WCCC.

> He had made a comment that he runs the college like a business...That
>
> may be where his instincts lie. As far as, he might look at a site and think
>
> "this is going to be great" and then he might back it up with the data but in
>
> his mind he knew that was the site from the second he saw it, something in
>
> his gut instinctively said that would be perfect...The parking lot, the
>
> exposure, and everything would be a great place to have WCCC on the
>
> side of that building that was all instinctive.

Participant (E) cited Dr. Austin making decisions to expand WCCC during

an economic time when other organizations would look to conserve resources and

cut programs.

> There's been a lot of talk like the economy is bad let's circle the wagons,
>
> hunker down, and weather the storm. At the last freeholder meeting, when
>
> he is addressing the public he is says, "this is the time to move forward,
>
> this is the time you have to get out there." This is when people need our
>
> help, pushing the business incubator and education; I mean that is instinct.

Participant (F) cited Dr. Austin using his prior knowledge and experience to see

value in Continuing Education department during poor economic times, when other

organizations may have minimized or have seen little value in similar departments. This

led him to give more resources to the department to increase programs, which helped

offset WCCC's costs.

He understands other things that other presidents just don't understand.

Continuing Education is a department that has many different rules and

requirements and sometimes no rules and requirements, unlike the credit

side. He really understands Continuing Ed and values it; a lot of other

college presidents do not. They just view it as basket weaving and it's not

just that. We are workforce development first and foremost and we put

people out there in the work force or we train people already in the work

force. He knows the importance of this concept, particularly in these

economic times, and I value the fact that he understands.

Participants in administration observed Dr. Austin making decisions based on his prior

knowledge and experience, as well as data, that would further progress WCCC toward its

mission and vision.

Staff views. Participant (G) did not cite and examples of Dr. Austin

trusting his instincts over figures.

Researcher observations. I did not directly observe Dr. Austin making

decisions that would exemplify him trusting instincts over figures. This may have

been due to the research time constraints or the limited amount of time I spent

with him one-on-one.

Hold the Line on Integrity

Findings. Dr. Austin was observed being open, accessible, honest, trustworthy in

his position as WCCC president, as well as invested in instilling and expecting those

same qualities from his employees.

Espoused theory. This practice is described as a leader creating, promoting, and embodying integrity, trust, trustworthiness, and honesty in everything that is done personally and professionally. The leader acts as an example for followers to have faith, trust, and mimic. The leader will never sacrifice integrity for any reason.

Dr. Austin's view. Dr. Austin cited that he prioritized trust and honesty from his employees once he was hired at WCCC. He held his employees to high standards and was transparent about not accepting anything less then that.

> So what I did when I started was that I wanted a lot of honesty, trust, and trustworthiness in the institution and set some goals. And I said if you can't do these things the good news is that you are going to go help some other institution in the achievement of mediocrity, and people laughed but a lot of people are gone from the institution that were here.

Faculty views. Participant (A) observed Dr. Austin being accessible as a president, prior to his hiring the president was viewed as less accessible "There was no access to the president or leaders of the college prior to Will being appointed." The participant went on to explain that Dr. Austin was observed being transparent about times when he was less accessible "his door is now locked a lot. He said it's due to some kind of threat."

Participant (B) did not observe Dr. Austin performing actions that would describe him holding the line on integrity.

Participant (C) observed Dr. Austin being honest and open about the focus and purpose of his goals, as well as holding open dialogue with individuals impacted by those decisions. This allowed those individuals to feel included in the process.

Austin had more of the common touch with the people and people got the

feeling that he actually listened and cared about their concerns. He had his

goals in mind; he was just a little more patient and made people feel like

he was more inclusive with the public.

The participant also described a way that Dr. Austin displayed honesty about college

issues by keeping lines of communication open with WCCC staff.

One thing that Dr. Austin does, as an adjunct, that I like is that he keeps us

all updated with emails on what's going on with the trustees or in general.

It's not just the publicity sent to the outside world but its also keeping your

staff informed.

Faculty in general observed Dr. Austin being accessible, honest, and transparent about his

decisions, issues, and position at WCCC.

Administration views. Participant (D) observed Dr. Austin actively protecting the

future of prospective and current employees at WCCC, displaying integrity.

There are a couple of positions that are open that haven't been filled, and

he made the comment that we are not filling those positions because there

is nobody in there now so we are not affecting somebody's life as much as

if I filled those positions and six months from now had to go to someone

in this room and lay them off. He said these are people's lives that we

would be really affecting.

The participant also cited Dr. Austin holding employees to high standards and

expectations, but also being open to dialogue if that employee does not believe he/she

can fulfill a particular responsibility.

If he asks you to do something and you say ok, he expects to walk away

from that and have it done, if you don't want to do it you can turn around

to him right then and there and say I don't think I should do that because,

and he will dialogue with you.

Finally, a personal example was cited concerning the participant's hiring. Dr. Austin was

observed prioritizing the participants' personality and character, over the participants

experience level for the particular position. "I think when he hired me, he looked more at

my integrity and the kind of person that I was rather than my experience level. I had no

experience (in that position)."

Participant (E) cited Dr. Austin being respectful and open to opinions and ideas

from individuals within meetings and within the organization "When we have meetings

everyone's opinion is welcomed...He listens and respects everyone." The participant also

cited feeling part of the journey through conflict concerning the Phillipsburgh project and

understanding when Dr. Austin is not as accessible "We lived through these attacks on

expansion with him so we know that there are going to be days when he is going to be in

his office with the door closed working on other things."

Participant (F) cited mimicking Dr. Austin's decision-making process in an effort

to do the "right thing."

I am emulating him without even realizing it. When a problem comes up I

always think, "what would Will do" because then I know I will pick the

right thing, the right thing not only for the organization, but the right

decision that he would make.

The participant also observed Dr. Austin being committed to individuals' progress by being hands on with their performance and using that interaction to further instill integrity and trust.

> He meets with every single person, and he personally reviews each employee's performance...He meets with everybody. Sure it takes time but he feels that's important. That's when some staff members have the most interaction with him and that's when he is able to instill his student first philosophy and his lean, compassionate, and accountable vision.

Overall, administration observed Dr. Austin being open and transparent, accessible, invested in instilling those same qualities in individuals within the organization, and a figure to emulate.

Staff views. Participant (G) directly commented on Dr. Austin's character "And like I said he is trustworthy and runs the college successfully, and I have never heard anybody complain, they work very well with him."

Researcher observations. I observed Dr. Austin displaying trustworthiness and honesty in the January 24, 2010 Board of School Estimate meeting when explaining the need and problems that Phillipsburgh expansion would satisfy for WCCC and the surrounding community and how he would achieve those goals. I also observed Dr. Austin's integrity toward the mission of WCCC with his auxiliary plan to beautify and enhance the current WCCC campus if the Phillipsburgh project did not go through. Finally, through private conversations with Dr. Austin I observed him being candid, open, and honest about his struggles and successes concerning his career and position as a college president.

Break Management Rules.

Findings. Dr. Austin was observed displaying leadership qualities that would represent a leader breaking management rules. He was observed opening lines of communication throughout the college by eliminating bureaucratic processes, empowering his management staff to be more autonomous in their positions, making efforts to move poor-performing employees into different positions that would allow opportunities for individual success, and being realistic about when an employee has had enough opportunity afforded them leading to a removal from the organization.

Espoused theory. Inspirational leaders should publicly reward star performing staff to inspire poor performing staff to work harder. They should look to take calculated management risks that will return rewards. The leader will not manage people with coercion, but will give them agreed upon autonomy and responsibility. The inspirational leader will look for new ways to empower followers, be honest and aware of poor performance, realize that this can be due to a variety of reasons, and make efforts to identity those issues. It is important to understand that many performance issues are the effects of personal issues. The person must resolve those personal issues themselves. Therefore, leaders should make every effort to either find a job in the organization that better fits the poor performing employee or efforts should be made to move that employee to another organization. It is important for the leader to refuse to fail in every situation and to be open and public about that confidence.

Dr. Austin's view. Dr. Austin cited examples of ways he took management risk, was transparent about poor-performing employees, and empowered his management staff to be autonomous in their positions. He cited taking management risks early on after he

was hired as WCCC president in an effort to develop a more autonomous culture of employees willing to invest in the institution, "so immediately I began saying yes to people. Even to bad ideas. Because they had been told "no" for so many years that if we didn't start saying "yes" nothing was going to happen."

Dr. Austin also cited an example of an interaction with an employee who had lost sight of the college's mission, creating a situation where Dr. Austin had to prioritize protecting the mission over the professional relationship with the employee.

We had a faculty member leave last year. It was time for him to go. The students were not his mission anymore, I don't know what his mission was, but it wasn't the students. At the end of the day when you are the leader you try to be a general and protect the people, but you always have to be an admiral and protect the ship and the mission.

Dr. Austin commented on how he empowers his management staff to be autonomous. He explained that they must be autonomous because the amount of time he has, as president, does not allow him to micromanage even if he wanted to, without sacrificing other important duties.

What a lot of people probably don't realize is that I don't spend a lot of time with my management...because at the end of the day they are running their own show. They have to run their own show because there is not enough time for me to run their show and do what I have to do as president and whatever else I have to pick up when someone leaves the institution.

Finally, Dr. Austin commented on the one of the negative side effects to giving management staff more autonomy. He explained that individuals not accustomed to

having the freedom to make management decisions will often look to him for advice, which could further influence their own view of their autonomy in their positions.

> I think at times people get very confused because they aren't used to that
> level of freedom. Some people will develop a pattern of coming in for
> answers all the time and then a year later they will think, "he is always
> telling me what to do."

That effect in combination with the time limits Dr. Austin has to devote to management could also have a negative impact on his ability to address concerns "not being present as much as I would like means that a person could not come to me that day and express their exactly concern about doing a specific task."

Faculty views. Participant (A) observed Dr. Austin moving individuals to different positions within teams or committees that were a better fit for that individual and the group.

> He is very much about teams and chairs and co chairs of teams, and he
> makes sure that if there are problems in the team that people are not a
> good fit he will readjust. He will say yeah that's fine if you want to handle
> this team instead of that team, do it because it's a better fit.

Participant (B) did not observe Dr. Austin displaying any practices that would describe breaking management rules.

Participant (C) was not able to cite examples of Dr. Austin performing actions involved in breaking management rules.

In general only the full-time faculty participant was able to cite Dr. Austin moving individuals around in teams or committees. Adjunct participants may not have been able

to cite examples of this practice due to their limited time on campus or their limited interaction with Dr. Austin in a management context.

   Administration views. Participant (D) cited a personal experience with Dr. Austin concerning a poor-performing employee and Dr. Austin's plan to give that employee every opportunity to succeed.

> I had someone working for me that just wasn't cutting it...Will worked
> with me on that and made me keep this person in the position for a year
> and said, "ok I want to make sure that you have given this person every
> single opportunity to rise to the occasion and do the job"... We went
> through the year and the process and now the person is not coming back
> next year, so that person was given every opportunity to correct that
> behavior, wasn't punished, but that individual had a huge amount of
> energy and assistance and time devoted to her.

The participant also observed situations where poor-performing employees were moved to different positions within the organization and benefited from the change.

> People who are not doing well are given every opportunity to succeed or
> put in the correct position...I have seen people moved around, where
> maybe they were in one position and they weren't really doing well, and
> rather then removing that person, they were kept and moved to a different
> position where they are doing a better job.

   Participant (E) observed success from Dr. Austin moving poor-performing employees to different positions within WCCC, which supports examples observed by participant (D) "I have seen him take people and redirect them to a different

department...these people probably had no idea that they would even fit where he put them and have just taken off."

Participant (F) observed Dr. Austin creating autonomy in his staff by removing bureaucracy and simplifying processes.

If anyone has a problem now you just go and resolve whatever it is, you don't have to go through a ten-step process that takes two weeks and nothing gets done. If there is an issue with anything or anyone, you just go talk to whoever it is and take care of it. That wasn't happening at all before.

In general participants in administration observed Dr. Austin empowering individuals to succeed, providing opportunities for individuals to find success in different positions within WCCC, or removing individuals from the organization when appropriate. He was also observed promoting autonomy by removing bureaucracy.

Staff views. Participant (G) observed individual who were successful in their positions being rewarded with promotions.

Everyone I have talked to seems very happy with their positions. I have seen a lot of people go up in position too from promotions...I have seen that and if the person deserves the position he puts them in the right place.

Researcher observations. I did not directly observe Dr. Austin displaying qualities that would describe someone breaking the management rules. Again, this may have be due to the limited amount of time I had to observe Dr. Austin during the research time period and the depth of access I had to the inner workings of the college at that time.

Believe in Your People

  Findings. Dr. Austin was observed setting high expectations for his employees, giving employees autonomy in their positions, freedom to make mistakes, simultaneously learning from those mistakes, and actively assessing employee performance.

  Espoused theory. Inspirational leaders believe in their followers' abilities to be leaders and learners. They value individuals' abilities and possible successes. They let followers make mistakes instead of trying to prevent them. These mistakes are then used to create instances for learning and self-development. Star performing staff will learn and grow from these mistakes. The leader can use those moments to address the organization as a whole, acknowledge learning opportunities, and the meaning derived from them.

  Dr. Austin's view. Dr. Austin cited setting high expectations for himself and his employees. He pointed to the size of the institution as being a limit for the amount of resources available, therefore requiring individuals to achieve more than they thought they could in order for the institution to progress.

    I set very high expectations for people because I set them for myself. The only way to have a small organization like this grow the way it did is to have people doing more than they thought they were capable of doing.

    He went on to comment that although believing in people means allowing them more autonomy in their positions, like examples illustrated in "breaking management rules," it can have a negative side-effect if individuals interpret that autonomy differently, or are not confident in their decision-making abilities.

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Faculty views. Participant (A) cited Dr. Austin's support in the participant's professional development as quoted in "quest for the "holy grail." The participant also observed Dr. Austin actively getting to know and showing his value of individuals at WCCC.

> When Will came along he started to make some changes. The first thing he did was take everybody out on an individual basis to get to know them as a human being and find out what their goals and motives were, and try to nurture them.

Participant (B) did not observe Dr. Austin performing actions that would describe the inspirational leadership challenge of "believe in your people."

Participant (C) did not directly observe Dr. Austin performing actions that would describe the inspirational leadership challenge of "believe in your people."

In general only the full-time faculty participant directly observed Dr. Austin supporting professional development and valuing individuals' abilities.

Administration views. Participant (D) observed Dr. Austin allowing individuals freedom to make their own decisions concerning their jobs at WCCC.

> I don't seem him as a person who walks in there and makes a decision and says, "this is how its going to go," he brings the appropriate team in on making the decisions and he does listen to certain things...Will doesn't get involved in the little details allows you to do what you have to do. Give him the idea and the end result, he is on top of it and knows what is going on, but he lets you do it.

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The participant also cited that Dr. Austin believes that individuals should be allowed to fail in order to succeed.

One thing he said that day that he hired me, was that he believes that everyone should have the opportunity to fail in the sense that sometimes you give people a chance because sometimes they may surprise you...there may be times when someone might come along that you may not think deserves it, but everybody deserves a chance.

Participant (E) cited Dr. Austin supporting the participant's professional growth, as cited in the "quest for the "holy grail" section. The participant went on to comment that he/she is aware of the high expectations set by Dr. Austin and strives to achieve them "he is someone who I feel like I don't want to let down, I feel like I work very hard to meet his expectations and the expectations of the college."

The participant also cited the college's accreditation processes as an example of empowered individuals working as a team to achieve something vital to the college "I know when Middle States came here and we got the re-accreditation it was such a team effort." Within that process the participant observed an individual describing Dr. Austin's commitment and belief in his employees to one of the accreditation staff members "one of the staff said " you know what we like about Will, he takes us and makes us better."

Participant (F) also cited Dr. Austin allowing individuals to make mistakes to a certain degree and use them as opportunities to improve themselves "he allows people, as long as it is not at the expense of students, to make their own mistakes so they learn from them, but he will step in when he has to."

The participant also observed Dr. Austin being directly involved in assessing individuals' performance and professional growth "he meets with every single person, and he personally reviews each employee's performance."

In general administration participants observed Dr. Austin creating opportunities for individuals to learn by allowing them to make mistakes, actively assessing their performance, and supporting their professional growth.

Staff views. Participant (G) did not directly observe Dr. Austin performing actions that would describe the inspirational leader challenge "believe in your people."

Researcher observations. I did not directly observe Dr. Austin performing actions that would describe the inspirational leader's challenge to "believe in your people." I did indirectly observe individual participants who had been given the opportunity to make mistakes and succeed professionally prior to the research time period.

Demonstrate Through Results

Findings. Dr. Austin was observed following through on goals and initiatives such as expanding and enhancing all aspects of WCCC and improving the relationship between the college and surrounding community. He was also observed defending the integrity of and giving praise to WCCC students and staff. Due to the size of the institution and the amount of time and resources Dr. Austin had at his disposal it was observed that he prioritized accomplishing goals, initiatives and commitments, over devoting more time to individuals with specific issues. Devoting personal time to those individuals could be included in variables of inspirational leadership theory such as "believe in your people" and "breaking management rules." Therefore, an internal

inconsistency was observed between the variable "demonstrate through results" and other variables within the espoused theory in terms of Dr. Austin's theory-in-action.

Espoused theory. This practice is described as a leader following through on initiatives, goals, and commitments. The leader will find successes in work, guarantee successes in the future, and publicly acknowledge them. The leader only accepts reward when it is earned.

Dr. Austin's view. Dr. Austin cited personally strengthening the relationship between WCCC and the surrounding community by actively interacting and communicating with the community to change the reputation the college had gotten from its past.

> The college did not recruit anyone who was disabled or a minority. We didn't have a staff member who wasn't Caucasian. We didn't have any diversity in our student body. A lot of those issues I had to take care of myself, going out into the community and welcoming people back to the college because the place had a reputation.

He also cited that by changing the college's reputation and pursuing new marketing strategies student enrollment increased, programs offered increased, and new faculty were added, "we had huge increases in enrollment from marketing, we added programs, we added faculty."

Dr. Austin went on to candidly describe how his work on the Phillipsburgh project had made him reflect on the sacrifices he had to make as a leader to accomplish the task.

> We got the building but at the end of the day, I am just exhausted...in my mind we could have gotten there in such a better way as human

beings...It's not that people were against the vision; it's just the tone and

tenor of the conversation. It's the manor and means that we had to arrive

to get at victory. Its what I feel that I personally lost as a human being in

getting us there.

He went on to add that additional sacrifices had to be made when deciding

to prioritize his time and energy on accomplishing the Phillipsburgh project.

I say this particular job at this particular time requires a lot of sacrifice

from the leader...The sad part is that at the end of the day I'm so exhausted

by all this other noise that they (individual employees) probably had a

legitimate thing they liked to have heard but its not going to be heard.

People might say, "he did so many great things with brick and mortar," but

I look back and think there was a lot lost in having to do that job.

Faculty views. Participant (A) observed Dr. Austin following through on his

commitment to strengthening the college's relationship with the surrounding community.

That's always been a battle for us, as members of this college, to be in the

forefront of the community and in the past ten years we have made some

great strides in making connections with community. The community is

coming on campus to events like the fall festival in September. It was a

good sense of community involvement. Will was very much in support of

melding the college and community together.

The participant also cited Dr. Austin's work on the Hackettstown and Phillipsburgh

projects as examples of his commitment to following through on goals and initiatives.

Participant (B) did not observe Dr. Austin performing actions that describe an inspirational leader "demonstrating through results."

Participant (C) observed Dr. Austin following through on goals by completing an expansion on the Washington, NJ campus "When he came here they did the project of completing another wing at the current campus, which was held up for a long time because people did not see the need." The participant also credited Dr. Austin with strengthening the relationship between WCCC and the surrounding community

It hasn't been easy even though he did come in at a time when a lot of

people were glad the previous president was gone, so he had that going for

him as a fresh face and a new voice, but still the challenges were there and

the college does seem to be better accepted in the community now then it

had been. A lot of the credit does go to him, the buck stops there.

In general, the faculty observed Dr. Austin following through on commitments to expand WCCC at its Washington, Hackettstown, and Phillipsburgh campuses, as well as personally strengthen the relationship between the college and the surrounding community.

Administration views. Participant (D) observed Dr. Austin actively engaging with the community in defense of his commitments to WCCC.

From the time Will first came here I felt he had a much more wide open

vision then anybody could have realized about the college. He kind of

went head to head with a lot of the local officials and really didn't back

down.

The participant also added that Dr. Austin was observed actively defending and supporting the WCCC students and staff during a meeting between the college and county officials. The example was given after a letter was sent out to the community criticizing WCCC, "He said "I do not know who wrote this letter, but you can say anything you want about me, but don't say anything about our students or staff because they work very hard and are very committed!""

Participant (E) described how Dr. Austin has established WCCC within the community.

> Since I have come here I have seen how it has expanded, how it's affected
> a lot of people lives, and how it's taken on a positive attitude with in the
> county. I know years ago this wasn't a welcomed entity in the county...He
> has taken this place and turned into something that is vital to the
> community.

The participant also described how Dr. Austin's follow-through on his plans to expand the college into Phillipsburgh and Hackettstown show commitment to the vision and goals of the college.

Participant (F) observed Dr. Austin formally engaging the WCCC staff with matters involving the college and the plan for the college, "Then Will started to have in-services, which we never had before, and we started a strategic planning process."

The participant also described how Dr. Austin has changed the relationship between WCCC and the surrounding community through various initiatives and goals.

> There was a time when the local politicians wanted the College to cease to
> exist...That perception has changed dramatically. Will took the time to go

out to all these community groups, agencies and different organizations and market the college and his philosophy and I think that he has turned our reputation around tremendously.

In general, administration participants observed Dr. Austin following through on commitments and goals to enhance all aspects of WCCC, support and give praise to students and staff, and change the relationship between the college and the community in a positive way.

Staff views. Participant (G) observed a growth in the number of students attending WCCC, "Well I will tell you, almost six years ago, there were not as many students. As time went on it grew a lot." The participant also commented that the students seem generally satisfied with the college. Finally, the participant cited the approval of the Phillipsburgh project as an example of Dr. Austin accomplishing goals.

Public announcements. Reports from mass-media outlets help document and support examples of Dr. Austin accomplishing goals, and initiatives. Many of these reports overlap with examples given in the "quest for the holy grail" section such as the health education center initiative in Hackettstown, NJ in 2008, the expansion of the Washington, NJ campus in 2009, and the approval for the Phillipsburgh, NJ expansion in 2010 (Lechiski, 2008; Loigu, 2009; Mullin, 2010).

Researcher observations. I observed Dr. Austin accomplishing the goal he set out to get approval for the Phillipsburgh project, as well as his commitment to actively planning and pursuing the initiatives for the project.

Share the Wealth

Findings. Dr. Austin was observed giving reward and praise to groups of individuals. Individual praise was not directly observed. Dr. Austin's focus on promoting and accomplishing the vision for the college through concrete goals may negatively impact his ability to reward his followers.

Espoused theory. The inspirational leader will reward followers before accepting reward or praise. The leader is altruistic in nature and rewards followers matching their effort, needs, and desires. The end result is for followers to be inspired to work harder on their own freewill and not just for a reward.

Dr. Austin's view. Dr. Austin cited an example that he initiated a merit-based system for rewarding and promoting faculty. He explained that initially the system was successful, but when individuals who had received promotions got on the committee that ran the promotion system they decided to make it more difficult or deny individuals promotions whom Dr. Austin felt deserved them. It created a disconnect between Dr. Austin and the committee because Dr. Austin would ultimately promote the individual despite the committee's decision. He explained that he does not have enough time or resources to have the discussions about the reward promotion system and its purpose with individuals who have lost sight of those values. Ultimately, for Dr. Austin, he feels that he has neglected the communication aspect of his leadership, which may have a negative impact on his ability to successfully reward employees.

> If I had more time, if I wasn't working on the expansion project, I could
>
> probably sit for the time it would take to explain to someone that this is
>
> about parity and fairness, about academics yes, but also about giving

people a livable wage... If they say he doesn't communicate well they are

absolutely right. I have nowhere near communicated as much as I would

have liked to in the last two years because other things pull you and as

much as I have tried there are only so many hours in the day and some

people get lost in the shuffle and things happen and I can't deny that.

Dr. Austin spoke about how he felt he had not come full-circle to give feedback to

individuals concerning the plan prior to the Phillipsburgh project because he prioritized

that project over all else. Some of that feedback may have included individual reward or

praise for accomplishing and initiating goals related to the previous plan.

The planning went through and we are initiating goals, but I haven't gotten

back to everyone in the way I would have liked to do it and certainly not

how I would do it in the book. I have done it on the fringes because all of

my attention has gone to this (Phillipsburgh project).

Faculty views. Participant (A) observed Dr. Austin publicly

acknowledging the work and efforts of groups of people, and individuals at an

annual awards ceremony "Publicly he will always acknowledge the board of

trustees, often the faculty as a whole...Individually we only have awards

ceremony once a year." The participant also cited an example of Dr. Austin after

he was first hired employing a creative way to acknowledge enthusiasm among

individuals.

When he first started here he had these stuffed fish and one of the

administrative assistant he made the "Funzar." When she saw that

someone was enthusiastic about what they were doing she would put a fish

on their desk or chair. That was a way people could understand who was

being individually rewarded.

Participant (B) did not observe Dr. Austin performing actions that would describe an inspirational leader "sharing the wealth."

Participant (C) did not directly observe Dr. Austin performing actions that would describe an inspirational leader "sharing the wealth," but did comment that if it was happening it may be "behind the scenes."

In general, only the full-time faculty participant cited Dr. Austin publicly acknowledging the efforts of groups or individuals within WCCC.

Administration views. Participant (D) received occasional verbal acknowledgment from Dr. Austin for efforts and tasks completed, but have not directly seen Dr. Austin giving rewards to individuals. The participant went on to explain that in the current economic times acknowledgment will be the only reward one may receive since raises or promotions are increasingly more difficult to fund.

Participant (E) did not cite any examples of Dr. Austin performing actions that would describe an inspirational leader "sharing the wealth."

Participant (F) observed Dr. Austin never taking praise for himself when it comes to WCCC "Will doesn't take the credit for strengthening this institution himself." The participant went on to describe how Dr. Austin acknowledges positive efforts from his staff, diverts praise to specific departments, and acknowledges individuals in the context of a small group situation.

Last night at the meeting, he said that college staff has done a tremendous

job. Outside organizations commend him or the freeholders commend him

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but he always diverts the credit to somebody else...I think that he always

diverts the successes of the college to specific departments. He recognizes

them in meetings publicly. When we are in meetings or in small groups, he

will recognize when someone does something well.

In general, administration participants observed Dr. Austin acknowledging the

hard work and successes of individuals and groups within WCCC.

Staff views. Participant (G) cited the annual award's ceremony as a way

Dr. Austin gives reward to individuals, "He rewards people. Last Christmas he

had an event, I never go the parties, but I went...He gave a lot of rewards to

people, like the certificate on the wall over there. Awards of appreciation like

that."

Researcher observations. I attended a benefit dinner for the Warren

County College Foundation, which is used to fund foundation initiatives and

student scholarships. During this event I observed Dr. Austin acknowledging the

efforts of individuals at WCCC, board of trustee members, members of the

Warren County Freeholders, as well as individuals within the local community.

Research Question 2: Does Dr. Austin exhibit effective qualities of leadership as

outlined by Kouzes and Posner (2001)?

The L.P.I. 360 report (Appendix D) shows how Dr. Austin's leadership at WCCC

does or does not fit within five qualities of leadership (a) Model the Way, (b) Inspire a

Shared Vision, (c) Challenge the Process, (d) Enable Others to Act, and (e) Encourage the

Heart deemed effective by Kouzes and Posner (2001). The report is a product of a self-

assessment completed by Dr. Austin and seven observation assessments by the interview

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participants in this study. When scores were averaged and compared it can be determined how often Dr. Austin believes his own leadership fulfills the five practices the L.P.I. 360 assesses and how often observers actually see him fulfilling those practices.

Extraneous participants who committed to taking the observer portion of the assessment but either gave Dr. Austin perfect scores or no score were included in the report. Therefore, the report itself may not give a complete accurate assessment of his leadership. Interview data were used to support results from the L.P.I. 360 report.

The results of the L.P.I. 360 report show that Dr. Austin uses all effective leadership practices as outlined by Kouzes and Posner (2001) at the minimum "once in a while" represented by a score of four and at the most "usually" represented by a score of eight. The report breaks the self and average observers scores down for each practice so significant differences between the two scores can be interpreted. A significant difference between the scores is defined as +/- 1.5 in the report. A negative significant difference describes Dr. Austin's score as being greater than the average of the observer's scores. A positive significant difference describes Dr. Austin's score as being less than the average of the observer's scores.

Sub-themes observed for frequency in the interview analysis often related to themes cited by Kouzes and Posner under a variety of the leadership practices contained in the L.P.I. 360 report. This information can be combined with the L.P.I. 360 report data to help build a clearer picture of Dr. Austin's leadership practices. The tables below each leadership practice show the result of the L.P.I. 360 report for that particular practice. The information provided shows the rating Dr. Austin gave himself as well as the average rating he received from the observers for each theme. A key to the scale used can be

found in the L.P.I 360 report (Appendix D). The table also includes the frequency (*f*) that a sub-theme was mentioned during any of the interviews.

The practice "Model the Way" shows positive significant difference on the tasks of making certain that people adhere to agreed-on standards, and is clear about his/her philosophy of leadership. The report shows negative significant difference in the task of asking for feedback on how his/her actions affect people's performance. On average, observers reported Dr. Austin "fairly often" exhibiting qualities that would describe this practice.

Sub-themes observed in the interviews that relate to themes cited in "Model the Way" are as follows: commitment to follow through on the plan, being transparent about plans and actions, building consensus, and leading by example. The most frequently observed sub-themes were commitment to follow through on the plan and being transparent in his leadership (see Table 4.1).

Table 4.1

Model the Way

Theme	Self	Average	*f*
Sets a personal example of what is expected	7	8.1	5
Makes certain that people adhere to agreed-on standards	5	6.7	0
Follows through on promises and commitments	8	8	6
Asks for feedback on how his/her actions affect people's performance	6	4.3	0
Builds consensus around organization's values	7	8	5
Is clear about his/her philosophy of leadership	6	7.6	8

The practice "Inspire a Shared Vision" shows negative significant difference on the tasks of talking about future trends influencing our work, describing a compelling image of the future, showing others how their interests can be realized, and speaking with conviction about meaning of work. On average observers reported Dr. Austin exhibiting qualities of this practice "fairly often."

Sub-themes observed in the interviews that relate to themes cited in "Inspire a Shared Vision" are as follows: building consensus, highlighting current and future need, professional growth, and organizational planning (see Table 4.2).

Table 4.2

Inspire a Shared Vision

Theme	Self	Average	f
Talks about future trends influencing our work	9	7.1	3
Describes a compelling image of the future	10	8.3	4
Appeals to others to share dream of the future	8	6.7	5
Shows others how their interests can be realized	8	6	7
Paints "big picture" of group aspirations	9	8.6	2
Speaks with conviction about meaning of work	9	6.7	3

The practice "Challenge the Process" shows negative significant difference on the tasks of seeking challenging opportunities to test skills, challenging people to try new approaches, searching outside organization for innovative ways to improve, and experimenting and taking risks. On average observers report Dr. Austin exhibiting qualities of this practice "sometimes."

Sub-themes observed in the interviews that relate to themes cited in the report under "Challenge the Process" are as follows: actively moving forward with plans, creative planning, learning from mistakes, and innovation. Themes most frequently observed in the interviews were creative planning and innovation (see Table 4.3).

Table 4.3

Challenge the Process

Theme	Self	Average	*f*
Seeks challenging opportunities to test skills	9	6.6	3
Challenges people to try new approaches	7	5.4	3
Searches outside organization for innovative ways to improve	10	6.3	4
Asks "What can we Learn?"	7	5.6	1
Makes certain that goals, plans, and milestones are set	9	8.3	3
Experiments and takes risks	8	6.1	3

The practice "Enable Others to Act" shows positive significant difference on the tasks of developing cooperative relationships and giving people choice about how to do their work. On average, observers reported Dr. Austin exhibiting qualities of this practice "fairly often."

Sub-themes observed in the interviews that relate to themes cited under "Enable Others to Act" are as follows: setting high expectations for himself and others, creating teams, accepting input from all parts of the campus, lead by example, and encourages personal and professional growth. Creating and perpetuating teams, creating autonomy in

job positions, and allowing individuals to grow professionally were themes most observed in interviews for practice (see Table 4.4).

Table 4.4

Enable Others to Act

Theme	Self	Average	*f*
Develops cooperative relationships	6	7.9	5
Actively listens to diverse points of view	5	6.3	2
Treats people with dignity and respect	7	7.6	4
Supports decisions other people make	6	7.3	4
Gives people choice about how to do their work	6	7.6	5
Ensures that people grow in their jobs	7	8.4	7

The practice "Encourage the Heart" shows a positive significant difference on the tasks of creatively rewarding people for their contributions and giving team members appreciation and support. On average, observers reported Dr. Austin exhibiting qualities of this practice "sometimes."

Sub-themes observed in interviews that relate to themes cited under "Encourage the Heart" are as follows: recognizing motivated employees, rewarding small groups, deferring praise from himself onto others, job autonomy, and annual recognition ceremonies. Themes most frequently observed related to rewarding groups and teams, recognizing motivated employees, and allowing autonomy for individuals' jobs (see Table 4.5) .

Table 4.5

Encourage the Heart

Theme	Self	Average	*f*
Praises people for a job well done	7	6.1	1
Expresses confidence in people's abilities	6	6.3	5
Creatively rewards people for their contributions	5	7.1	2
Recognizes people for commitment to shared values	8	7.9	3
Finds ways to celebrate accomplishments	5	6.3	2
Gives team members appreciation and support	6	7.7	4

Looking at the practices holistically shows that Dr. Austin scores his leadership practices of Inspiring a Shared Vision and Challenging the Process significantly higher than the observers, while he scored his practices of Modeling the Way, Enabling Others to Act, and Encouraging the Heart significantly lower than the observers. The frequency of observed sub-themes from the interviews confirms the L.P.I. 360 report, as fewer themes were observed for practices on which Dr. Austin scored himself higher, and more themes for those practices on which he scored himself lower.

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

The study explored the leadership practices of Dr. William Austin at WCCC during the 2009-2010 spring semester. The data collected were first used to analyze congruence between his espoused practice of inspirational leadership and his theory-in-action, and second to understand if he exhibited effective leadership practices as outlined by Kouzes and Posner (2001).

An interview and one LPI assessment tool was administered to eight participants. Participants signed documents of informed consent before participating and were allowed to revise transcriptions of their interviews if they wished. To provide additional historical and contextual information I collected observation data in the form of field notes and referred to public announcement data in the form of newspaper articles. These sources of information were all used to answer the questions posed in this study.

I analyzed the LPI report data personally (Appendix D). Qualitative data were analyzed using rules and procedures for logical analysis of written data (Appendix C). Interpretations were made by me and are therefore subject to my bias.

Discussion of Findings

Espoused theory versus theory-In-Action. Variables within Dr. Austin's espoused theory and theory-in-action were first observed for internal consistency (Argryis & Schön, 1974). Variables within the espoused theory all have high internal

consistency. In an organization with enough resources to balance available time and focus none of the variables would limit or interfere with one another.

The internal consistency of variables within Dr. Austin's theory-in-action are varied. The variables described in his espoused challenges to create a sense of urgency, trust instinct over figures, hold the line on integrity, break management rules, believe in your people, and share the wealth were observed to have high internal consistency as theory-in-action. Variables within these challenges did not limit or interfere with other variables within the theory-in-action. The variables within Dr. Austin's leadership challenges to create a quest for the holy grail and demonstrate through results were observed to have low internal consistency. Some variables within these challenges did interfere or limit other variables within the espoused theory.

I observed that due to limited time and attention, Dr. Austin had to prioritize particular challenges while neglecting others. Dr. Austin focused most of his time and energy into the challenges of creating a holy grail and demonstrating through results. That focus had a negative impact on his ability to fully assess and reward individuals for work they had completed. The negative impact on those variables directly affects Dr. Austin's ability to act out his espoused challenges to break the management rules, believe in your people, and share the wealth.

Dr. Austin's espoused theory and theory-in-action were then observed for congruence (Argryis & Schön 1974). All variables within his espoused theory were cited as theory-in-action by participant interviews, observations, and public announcements at one point in his tenure with WCCC, but not necessarily during the time of the study.

The theory-in-action did produce wanted results, as Dr. Austin was able to concretely demonstrate WCCC's progress toward its mission and vision. Concomitantly, some variables of his theory-in-action were observed to have low internal consistency. Future observations would be needed to determine the testability of Dr. Austin's theory-in-action to produce similar positive results over the course of time. It can be concluded that congruence between espoused theory and theory-in-action can degrade if more time and attention are not given to the leadership challenges of breaking the management rules, believing in people, and sharing the wealth.

Dr. Austin's Leadership

Dr. William Austin's leadership at Warren County Community College exhibited all elements of transformational leadership, current effective leadership practices, and what he defines as inspirational leadership. He facilitated employees playing an active role in planning by aligning personal and professional goals with institutional and departmental goals. He created need by highlighting current key issues such as the recession and decrease in state funding. Then, he actively engaged solutions to those issues such as expanding the college into branch campuses to generate revenue and expanding their current campus to allow for greater enrollment.

Dr. Austin's human centered approach to leadership allowed for greater autonomy for employees in their positions by eliminating bureaucratic processes and encouraging individuals to further their degrees and improve themselves by learning. Most participants reported feeling more engaged and motivated to excel in their personal and professional lives since being exposed to Dr. Austin's leadership practices and WCCC. This allowed him to hold employees to higher standards morally and ethically. He was

transparent about the standards by which he held himself and promoted individuals that were performing beyond his expectations, likewise removing those who were not.

His leadership was observed to be team oriented through the formation of committees to work on accreditation for the college's nursing program and planning for individual departments. (Austin, 2009; Bass & Bass, 2008; Burns, 1979; Kouzes & Posner, 2001; McGregor, 1985).

The LPI 360 Report (Appendix D) reinforces the assertions made about Dr. Austin's leadership. Observers scored him significantly higher when it came to setting and adhering to standards for him and others, allowing individuals more power and autonomy in their positions, and motivating them to work toward the mission and vision of the college. On average, Dr. Austin was observed exhibiting effective leadership qualities "sometimes" to "fairly often" (Kouzes & Posner, 2001).

Finally, the study revealed an area of Dr. Austin's leadership that may begin to shed light on how the metaphor of inspirational leadership relates to transformational leadership. Finding ways to inspire followers can be challenging within the context of a very small community college existing in a recessing economy, with dramatically reduced state funding, and increased demand on everyone to do more with less. In Dr. Austin's case finding the right individuals and making personal passionate connections with them by whatever means, gaining their trust, and empowering them to become leaders themselves created an inspired culture. Those autonomous inspired leaders, now feeling connected and invested in the college, naturally sought out their own motivated followers while simultaneously weeding out under-performing individuals. Followers

were strengthened and further connect to the college in a continuous self-propelling cycle (Austin, 2009).

Conclusions

The findings from this study support that Dr. Austin's leadership is transformational and inspirational. The effectiveness of his leadership is shown through the success of the college, its students, and its employees. There is obviously a lot more going on internally at the college than could have possibly been encompassed in this study. The time constraints and various limitations only allowed exposure of a small snippet of a much larger story.

In the study, many people were observed finding success and therefore inspiration and further motivation to succeed in their lives and jobs, while others were slipping through the cracks unnoticed. Administrators who had gone through leadership training and were successfully identifying and supporting future leaders beneath them were observed to have gained a lot personally and professionally from their experiences. As they became more efficient at inspiring leadership in their own positions the college was able to deal with more complex issues quicker and more efficiently.

The study shows that Dr. Austin is making leadership decisions that are positively affecting outcomes at WCCC. It also shows that he is practicing his espoused inspirational leadership model. Whether or not inspirational leadership as he defines it is a new way of looking at leadership and management, the practices observed at WCCC during this study could have positive implications across a variety of colleges, universities, and organizations in general.

Recommendations for Practice

Based upon the findings and conclusions of the study, the following suggestions for practice are presented:

1. Leaders in higher education should always look to empower individuals who show the motivation and drive to do more in their positions through further leadership training.

2. Leaders in higher education must look to quickly remove individuals whose values and work ethic are not aligned with the agreed upon standards.

3. Leaders in higher education should begin to invest in leadership training for full-time and adjunct faculty to help bridge the gap between the faculty and administration.

4. Leaders in higher education should focus on fully understanding the relationships they have with constituencies and the impact that relationship has on their ability to lead successfully.

Recommendations for Further Research

Based upon the findings and conclusions of the study, the following suggestions for further research are presented:

1. Future research on Dr. Austin's leadership practices should be extended over multiple years to encompass multiple strategic planning cycles to observe the organization functioning around the strategic plan.

2. Future research should utilize more comprehensive interview techniques.

3. Future research should sample all constituency groups equally and purposefully.

4. Future research should include students and the community members.

5. Future research could look at examining an individuals' emotional connection to a leader and how that relates to a leader's success.

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Appendix A

Consent Form

Informed Consent Form

Rowan University
Principle Investigator: David Dinn, M.A. in Higher Education Administration Candidate
Department of Educational Leadership

I agree to participate in a study entitled "Inspirational Leadership: The written theory versus the theory in action," which is being conducted by David Dinn, a graduate student in the Rowan University Higher Education Administration program.

The purpose of this study is to provide a deeper understanding into how inspirational leadership functions in real-life situations. The data collected in this study will be submitted for publication as a master's thesis.

I understand that I will be required to complete the *Leadership Practices Inventory* and participate in interviews. My participation in the study should not exceed three hours.

I understand interviews will be done in three intervals. No interval will exceed one hour. Interviews will be done face-to-face and will be tape-recorded. Transcriptions of interviews will be given back to me for review and then resubmitted to the investigator.

I understand that my responses will be anonymous and that all the data gathered will be confidential. I agree that any information obtained from this study may be used in any way thought best for the publication of education provided that I am in no way identified and my name is not used.

I understand that there are no physical or psychological risks involved in this study, and that I am free to withdraw my participation at any time without penalty.

I understand that my participation does not imply employment with the state of New Jersey, Rowan University, the principal investigator, or any other project facilitator.

If I have any questions or problems concerning my participation in this study, I am to contact David Dinn at (609)-694-4190, or email at dinnd61@students.rowan.edu or Dr. Burton Sisco by phone at (856)-256-4500 x. 3717 or email sisco@rowan.edu.

_____ _____
(Signature of Participant) (Date)

_____ _____
(Signature of Investigator) (Date)

Appendix B

Interview Questions

Interview Questions

The following represents the core of questions likely to be asked in each interview. These questions are subject to change given the nature of the study and each participant.

1. What do you believe it means for a leader to create a sense of urgency?
    a. Can you describe an actual scenario or illustrate an example?
        Did you see this as a positive or negative situation?

2. What do you believe it means for a leader to trust instinct over figures?
    a. Can you describe an actual scenario or illustrate an example?
        Did you see this as a positive or negative situation?

3. What do you believe it means for a leader to break management rules?
    a. Can you describe an actual scenario or illustrate an example?
        Did you see this as a positive or negative situation?

4. What do you believe it means for a leader to believe in their people?
    a. Can you describe an actual scenario or illustrate an example?
        Did you see this as a positive or negative situation?

5. Is something inspirational about Dr. Austin?
    a. What do you believe is inspirational about him?
    b. Can you describe qualities or describe a scenario that you think embodies an inspirational act.

Appendix C

Rules and Procedures for Logical Analysis of Written Data

Rules and Procedures for Logical Analysis of Written Data

The following were made regarding what was to be the unit of data analysis (Sisco, 1981):

1. A phrase will be the basic unit of analysis.

2. Words not considered pertinent to the phrase will be edited out.

3. Phrases will be edited for syntax and grammar.

4. Phrases will be represented separately.

5. If a phrases needs clarification in context then information will be added to the unity by using parentheses

The following decisions were made regarding the procedures for categorization of content units:

1. Initial analysis of units will illuminate broad themes.

2. As units of data suggest further categories, they will be added to the broad themes in place.

3. Once units have been identified and classified categories will be brought into broader categories.

Appendix D

L.P.I. Report

KOUZES
POSNER

LPI

LEADERSHIP PRACTICES
INVENTORY

Feedback Report
for William Austin
Administration Date:
October 16, 2010

Austin

Printed On:
November 20, 2010

LPI

Leadership Practices Inventory

The Five Practices Data Summary

This page summarizes your LPI scores for each Practice. The Self column shows the total of your own responses to the six statements about each Practice. The AVG column shows the averages of all your Observers' ratings. The Individual Observers columns show the total of each Observer's rating. Scores can range from 6 to 60.

Manager Direct Report Co-Worker Other
AVG Average of all LPI Observer Ratings

	Self	AVG	*Individual Observers*						
			C	C2	C3	C4	C5	C6	C7
Model the Way	39.0	42.7	58.0	42.0	53.0	45.0	53.0	6.0	42.0
Inspire a Shared Vision	53.0	43.4	59.0	51.0	58.0	52.0	54.0	6.0	24.0
Challenge the Process	50.0	38.3	59.0	52.0	47.0	37.0	52.0	6.0	15.0
Enable Others to Act	37.0	45.0	57.0	45.0	56.0	49.0	51.0	6.0	51.0
Encourage the Heart	37.0	41.4	59.0	41.0	50.0	49.0	52.0	6.0	33.0

1

LPI

Leadership Practices Inventory

The rating scale runs from 1 to 10
1 - Almost Never	6 - Sometimes
2 - Rarely	7 - Fairly Often
3 - Seldom	8 - Usually
4 - Once in a While	9 - Very Frequently
5 - Occasionally	10 - Almost Always

Model the Way Bar Graphs

- Clarify values by finding your voice and affirming shared ideals
- Set the example by aligning actions with shared values

The set of bar graphs for each of the six leadership behaviors related to this Practice provides a graphic representation of your and your Observers' average ratings for that behavior. Scores can range from 1 to 10.

Self   Manager   Direct Report   Co-Worker   Other

1.	Sets a personal example of what is expected	S	7.0
		C	8.1
6.	Makes certain that people adhere to agreed-on standards	S	5.0
		C	6.7
11.	Follows through on promises and commitments	S	8.0
		C	8.0
16.	Asks for feedback on how his/her actions affect people's performance	S	6.0
		C	4.3
21.	Builds consensus around organization's values	S	7.0
		C	8.0
26.	Is clear about his/her philosophy of leadership	S	6.0
		C	7.6

LPi

Leadership Practices Inventory

The rating scale runs from 1 to 10
1 - Almost Never	6 - Sometimes
2 - Rarely	7 - Fairly Often
3 - Seldom	8 - Usually
4 - Once in a While	9 - Very Frequently
5 - Occasionally	10 - Almost Always

Inspire a Shared Vision Bar Graphs

- *Envision the future by imagining exciting and ennobling possibilities*
- *Enlist others in a common vision by appealing to shared aspirations*

The set of bar graphs for each of the six leadership behaviors related to this Practice provides a graphic representation of your and your Observers' average ratings for that behavior. Scores can range from 1 to 10.

Self   Manager   Direct Report   Co-Worker   Other

#	Behavior		Self	Co-Worker
2.	Talks about future trends influencing our work	S / C	9.0	7.1
7.	Describes a compelling image of the future	S / C	10.0	8.3
12.	Appeals to others to share dream of the future	S / C	8.0	6.7
17.	Shows others how their interests can be realized	S / C	8.0	6.0
22.	Paints "big picture" of group aspirations	S / C	9.0	8.6
27.	Speaks with conviction about meaning of work	S / C	9.0	6.7

LPi

Leadership Practices Inventory

The rating scale runs from 1 to 10
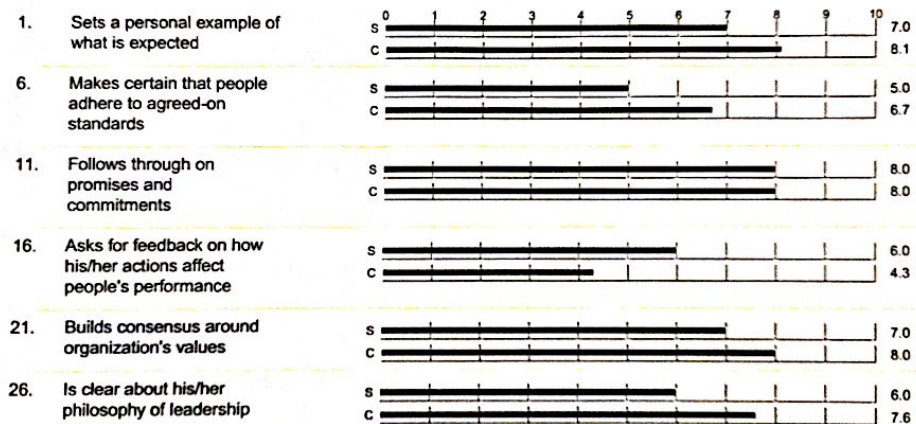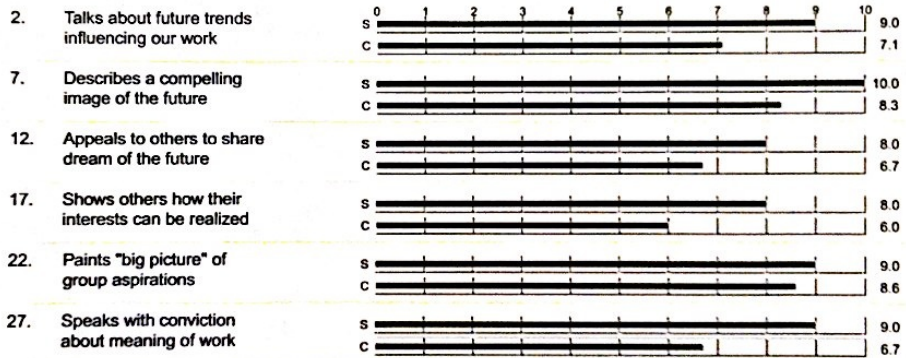|	
1 - Almost Never	6 - Sometimes
2 - Rarely	7 - Fairly Often
3 - Seldom	8 - Usually
4 - Once in a While	9 - Very Frequently
5 - Occasionally	10 - Almost Always

Challenge the Process Bar Graphs

- Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve.

- Experiment and take risks by constantly generating small wins and learning from experience.

The set of bar graphs for each of the six leadership behaviors related to this Practice provides a graphic representation of your and your Observers' average ratings for that behavior. Scores can range from 1 to 10.

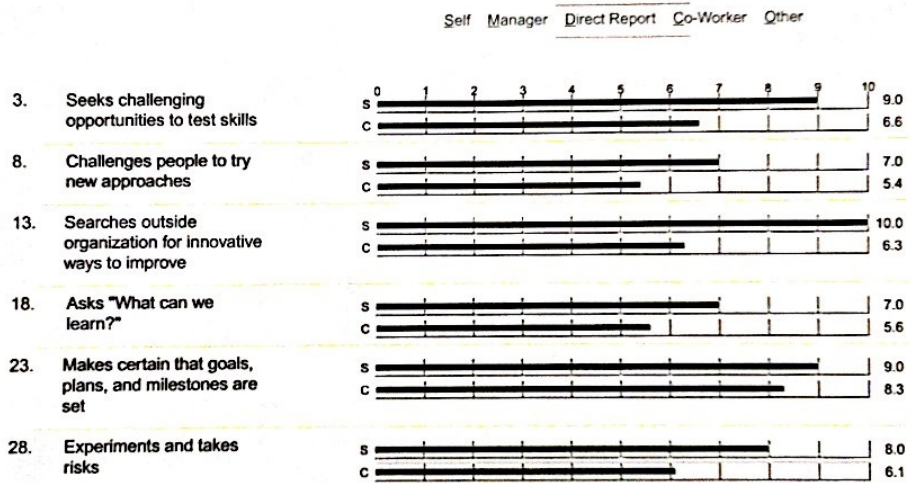Self   Manager   Direct Report   Co-Worker   Other

#	Behavior	S	C
3.	Seeks challenging opportunities to test skills	9.0	6.6
8.	Challenges people to try new approaches	7.0	5.4
13.	Searches outside organization for innovative ways to improve	10.0	6.3
18.	Asks "What can we learn?"	7.0	5.6
23.	Makes certain that goals, plans, and milestones are set	9.0	8.3
28.	Experiments and takes risks	8.0	6.1

LPI

Leadership Practices Inventory

The rating scale runs from 1 to 10
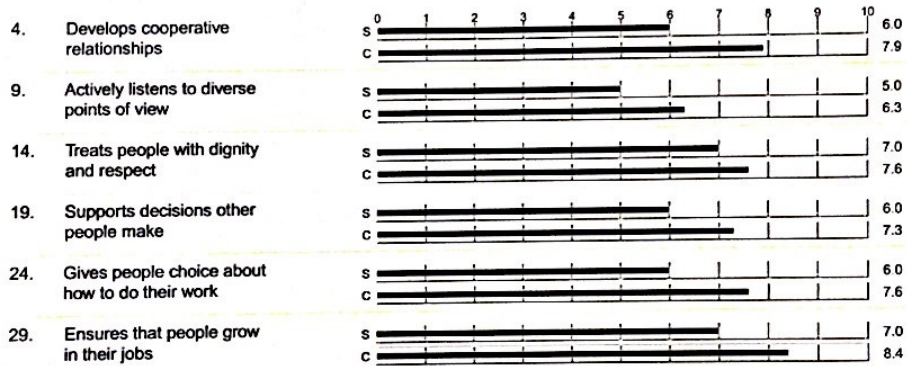|	
1 - Almost Never	6 - Sometimes
2 - Rarely	7 - Fairly Often
3 - Seldom	8 - Usually
4 - Once in a While	9 - Very Frequently
5 - Occasionally	10 - Almost Always

Enable Others to Act Bar Graphs

- Foster collaboration by building trust and facilitating relationships.

- Strengthen others by increasing self-determination and developing competence.

The set of bar graphs for each of the six leadership behaviors related to this Practice provides a graphic representation of your and your Observers' average ratings for that behavior. Scores can range from 1 to 10.

Self   Manager   Direct Report   Co-Worker   Other

#	Behavior	S	C
4.	Develops cooperative relationships	6.0	7.9
9.	Actively listens to diverse points of view	5.0	6.3
14.	Treats people with dignity and respect	7.0	7.6
19.	Supports decisions other people make	6.0	7.3
24.	Gives people choice about how to do their work	6.0	7.6
29.	Ensures that people grow in their jobs	7.0	8.4

LPI

Leadership Practices Inventory

The rating scale runs from 1 to 10
1 - Almost Never   6 - Sometimes
2 - Rarely   7 - Fairly Often
3 - Seldom   8 - Usually
4 - Once in a While   9 - Very Frequently
5 - Occasionally   10 - Almost Always

Encourage the Heart Bar Graphs

- Recognize contributions by showing appreciation for individual excellence
- Celebrate the values and victories by creating a spirit of community

The set of bar graphs for each of the six leadership behaviors related to this Practice provides a graphic representation of your and your Observers' average ratings for that behavior. Scores can range from 1 to 10.

Self   Manager   Direct Report   Co-Worker   Other

#	Behavior		Score
5.	Praises people for a job well done	s	7.0
		c	6.1
10.	Expresses confidence in people's abilities	s	6.0
		c	6.3
15.	Creatively rewards people for their contributions	s	5.0
		c	7.1
20.	Recognizes people for commitment to shared values	s	8.0
		c	7.9
25.	Finds ways to celebrate accomplishments	s	5.0
		c	6.3
30.	Gives team members appreciation and support	s	6.0
		c	7.7

Appendix E

Site Permission

2010-085

Warren
County Community College

475 Route 57 West, Washington, NJ 07882 • (908) 835-9222 • www.warren.edu

December 7, 2009

Dear Mr. David Dinn,

As President of Warren County Community College and acting IRB committee, I give David Dinn permission to conduct his study at Warren County Community College during the Spring 2010 semester, as well as permission to use any existing data, documents, and records necessary to his study during that time.

Sincerely,

Dr. William Austin
President

Learning Without Limits

Appendix F

I.R.B. Approval

December 16, 2009

David Dinn
31 North Drive
Tabernacle, NJ 08088

Dear David Dinn:

In accordance with the University's IRB policies and 45 CFR 46, the Federal Policy for the Protection of Human Subjects, I am pleased to inform you that the Rowan University Institutional Review Board (IRB) has exempted your project:

IRB application number: 2010-085

Project Title: Inspirational Leadership: The Written Theory Versus the Theory-In-Action

If you need to make significant modifications to your study that will compromise the basis of this exemption, you must notify the IRB immediately. Please reference the above-cited IRB application number in any future communications with our office regarding this research.

If, during your research, you encounter any unanticipated problems involving risks to subjects, you must report this immediately to Dr. Harriet Hartman (hartman@rowan.edu or call 856-256-4500, ext. 3787) or contact Dr. Gautam Pillay, Associate Provost for Research (pillay@rowan.edu or call 856-256-5150).

If you have any administrative questions, please contact Karen Heiser (heiser@rowan.edu or 856-256-5150).

Sincerely,

Harriet Hartman

Harriet Hartman, Ph.D.
Chair, Rowan University IRB

c: Burton Sisco, Educational Leadership, Education Hall

Office of Research
Bole Hall Annex
201 Mullica Hill Road
Glassboro, NJ 08028-1701

856-256-5150
856-256-4425 fax