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**AN ASSESSMENT OF A COMMUNITY COLLEGE'S GROW-YOUR-OWN
LEADERSHIP PROGRAM: PERCEPTIONS OF PROGRAM GRADUATES
AND COMMUNITY COLLEGE STAFF MEMBERS: A SEQUENTIAL
EXPLANATORY MIXED-METHODS CASE STUDY**

by

Keith L. Kirkland

A Dissertation

Submitted to the
Department of Educational Services and Leadership
In partial fulfillment of the requirement
For the degree of
Doctor of Education
at
Rowan University
March 1, 2016

Dissertation Chair: Patricia C. Donohue, Ph.D.

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Dedications

This study is dedicated to Jesus Christ, the Lord and Savior of my life,

The late Lee and Mary Kirkland, thank you for your love and always believing in me,

My wife and friend Lisa, who endured lonely days and nights and made other sacrifices so that I may pursue my dream,

My brothers and sister James, Brenda, Kenneth, and Andy, this one is for you too!

All of America's community college staff who aspired to become leaders and participate in the leadership process in their institutions,

All of the staff at all levels of Essex County College who aspire to become leaders and participate in the leadership process,

And to the New Jersey Council of County Colleges and Rowan University for the development of the Ed. D. in Educational Leadership: Community College Leadership Initiative which provided leadership training opportunities for New Jersey community college staff members.

Acknowledgments

I began this pursuit of a doctoral degree because of the encouragement that I received from Dr. A Zachary Yamba, President Emeritus and Executive Dean Charles G. Lovallo of Essex County College. Their undying friendship and constant belief in me is greatly appreciated. I also had the benefit of having one of the most amazing women that I have encountered in my life as the chairperson of my dissertation committee, Dr. Patricia C. Donohue. She was a model of professionalism and her love for community college leadership development inspired me to never give up and to keep moving forward regardless of life's curve balls. Also, Dr. Linda Milstein who always provided me with just the right amount of professional and constructive criticism. She is a wonderful person. Lastly, I would to express my sincere gratitude and appreciation to Dr. Monica Kerrigan of Rowan University for providing me with her invaluable insights and feedback throughout the entire study. She is a real treasure.

Thanks to the SUNY Leadership Institute Director Lee Riddell for permission to use the SUNY360 for this research and to Mark Hopkins, the owner of Cubix 360, for the technical support he provided for the use and assistance with interpretation of the SUNY360 results.

A special thanks to my friends and colleagues Dr. Alvin Williams and Lei Shi, for their insightful discussion and assistance. Thank you to Ms. Shanerah Green for all of her assistance. Special thanks go to Mercer County College MLA graduates and program administrator who participated in this study.

Lastly, to my friend and colleague Bert Shockley who constantly reminded not to forget to breath and to enjoy life's journey.

Abstract

Keith Kirkland

**AN ASSESSMENT OF A COMMUNITY COLLEGE'S GROW-YOUR-OWN
LEADERSHIP PROGRAM: PERCEPTIONS OF PROGRAM GRADUATES
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2015-2016

Patricia C. Donohue, Ph.D.

Doctor of Education

Community college scholars and researchers have expressed the need to develop community college staff, at all levels, for leaders and leadership roles in anticipation to forecasted retirements. These retirements represent a loss of experienced leader and leadership and can produce leadership gaps which can impact the ability of community colleges to continue its mission of providing educational service to the residents of the community they serve. To negate this loss of leaders and leadership some community colleges have invested resources to train the next cadre of leaders and leadership. One such training method is Grow-Your-Own Leadership (GYOL) program. An assessment of the community college's GYOL program graduates and program administrators was undertaken to collect primary data on their perceptions of whether their leader or leadership skills and competencies were developed or enhanced as a result of participation in the GYOL program.

Findings of this study indicate community college GYOL program graduates' leader and leadership skills and competencies were developed or enhanced and some of the graduates did enter the leadership pipeline and filled leadership positions at the college.

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Chapter 1

Introduction

The single biggest way to impact an organization is to focus on leadership development. There is almost no limit to the potential of an organization that recruits good people, raises them up as leaders and continually develops them. (Maxwell, 2001, p. 185)

Community colleges have become an integral part of America's system of higher education. They are an American invention that puts publicly funded higher education institutions close to home, within the reach of their community residents. The nation's first community college, Joliet Junior College in Illinois, started more than 100 years ago and offered prebaccalaureate programs for students who planned to transfer to 4-year universities (Cohen & Brawer, 2008).

Since the appearance of these early community colleges, there have been periods of significant growth of community colleges. For instance, during the 1960s, the number of community colleges increased exponentially, with enrollment growth "fueled by Baby Boomers coming of age. The construction involved in this growth in facilities was funded by a robust economy and supported by the social activism of the time" (AACC, 2012, para. 3). Also, there was publicly expressed a need for an increase in educational opportunities in higher education by business for trained workers and by community leaders who anticipated the prestige of a community college in their community (Cohen & Brawer, 2008). In response, the government launched domestic programs promoted by President Lyndon Johnson under the title of The Great Society. Some of the major governmental programs and projects funded included assistance to urban areas, improved

transportation, provision of medical care, and most notably, access to education. This period of funding served as the economic engine for construction of 457 community colleges, more than the total in existence before that decade. Since then, community colleges have become comprehensive institutions that welcome all who desire to learn, regardless of wealth, heritage, or previous academic experience (Cohen & Brawer, 2008). Due in most part to their open access policy, America's community colleges have gained significant popularity, as evidenced by the increase in the number of institutions from 1 in 1901 to 1,166 in 2012 (AACC, 2012, para. 3).

Most, if not all, of the nation's community colleges share the common mission of open access, comprehensive educational programming, and a commitment to lifelong learning (Cohen & Brawer, 2008). This mission has spurred an increase in enrollment that is supported by data from community college service organizations, community college scholars, and researchers. According to Burnham (2002), contributor to the AACC website, "1,100 community colleges enroll 13.5 million credit and non-credit students each year with over 800,000 students earnings certificates or degrees" (p. 16). The AACC (2012) stated, "[Community] colleges are the largest and fastest-growing sector of U.S. higher education, enrolling close to half (46 percent) of all U.S. undergraduates" (para. 1). Currently, "community colleges educate more than half the nation's undergraduates" (AACC, 2012, para. 4).

The open access policy is not the only reason for the growth of enrollment in community colleges. Community residents have found that community colleges offer access to higher education at an affordable cost and the opportunity to learn new job skills or upgrade existing job skills for re-entry into the workforce. Kemppainen (1999)

offered his perspective of the role of community colleges in preparing residents for the workforce.

Community colleges in the United States have evolved into one of the most important segments of higher education in the nation. They will continue to grow at an ever-increasing rate as our diverse, multicultural population explores opportunities to further education and training to meet the growing demands of the workplace. (p. 5)

President Obama also believes in the role that community college plays in providing access to higher education and preparing U.S citizens for the workforce. In 2008, He asserts:

Community colleges are a vital component of our higher education system, serving 12 million people each year, almost half of the undergraduate students in the U.S. Without community colleges, millions of people would not be able to access the education and skills they need to further their education or succeed in the workplace. (Obama.com, 2008, para. 4)

In his 2015 State of the Union address, 7 years later, President Obama continued to express a belief in the value of community colleges in shaping the workforce: “Forty percent of our college students choose a community college. Some are young and starting out. Some are older and looking for a better job. Some are veterans and single parents trying to transition back into the job market” (Obama, 2015, para. 50).

Community college researchers and the AACC have sought to explain the reasons for the growth in enrollment at community colleges. Vickers (2007) suggested that one of the causes of this growth is that “all community colleges strive to be responsive to the

needs of their communities and work to meet the demands of the local workforce” (p. 2). Focht (2010) asserted, “This explosive growth over the last five decades is indicative of an increasing number of students looking to transfer to four-year institutions, obtain necessary workforce skills and training, or engage in noncredit enrichment programs” (p. 3). “Community colleges are the gateway to postsecondary education for many minorities, low-income, and first-generation postsecondary education students” (AACC, 2012, para. 1). Since 1985, more than half (57%) of all community college students have been women (AACC, 2012). Also, 44% of Black and 51% of Hispanic undergraduate students began their higher education experience at community colleges (AACC, 2012).

Community college performance, like that of other complex organizations, depends on leadership (Dubrin, 2010; Yukl, 2008). Why are leaders and leadership essential to the effectiveness of the organization? They are essential because they serve to articulate the mission and vision of the organization and its subunits, they work with staff to articulate strategies and activities for achieving these goals, they motivate staff in their units to carry out strategies, they use organizational resources to create courses and programs to meet the needs of the community, stakeholders, and they collaborate across and within institutions to carry out organizational strategies. Community college leaders and leadership marshal the talent of their organizations to assist in meeting the needs of students and to deliver on the promise of open access, high-quality education, affordability, and workforce training.

In recent years, community college leaders and leadership have been challenged by external environmental factors. These factors test the leadership of community college leaders, requiring them to possess unique skills and competencies to navigate this

dynamic environment. For instance, most states have reduced appropriations for higher education (Cohen & Brawer, 2008). Furthermore, constraints on public funds show no signs of abating (AACC, 2012). These reductions and limitations lead to fewer operational dollars and ultimately could result in the inability of community colleges to hire new faculty and staff to handle the increased student load. Doing more with less is the current mantra for community college leaders and leadership; managing this new internal environment requires leaders to move their staff to greater levels of productivity to meet the external challenges of the times.

Another challenge faced by community college leaders and leadership is the need to develop an entrepreneurial spirit (Roueche & Jones, 2014). Community college leaders are challenged to develop new business models to combat flat state funding or reductions in federal, state, and county funding. They must identify new revenue sources, develop and nurture foundations, and reduce spending. This fiscal responsibility requires community college leaders to forge collaborations with other community colleges, workforce development boards, financial institutions, businesses, and philanthropic organizations to bridge the financial gaps.

Mellow and Heelan (2008) provided their perspective on specific issues faced by community college leaders and leadership. “We must understand the student population demographics-- the higher proportion of racial/ethnic minority groups, first-generation college students, and high-risk learners and be able to develop close ties with representatives of each group” (p. 133). Also, community college leaders and leadership should understand the use of technology as an alternative educational delivery system. The AACC supports the concept of increased understanding of the use of technology.

“Technology is the driving force behind the newest test of community colleges’ agility. . . distance learning technologies may increase community colleges’ capacity without massive new building projects” (AACCC, 2012, para. 2).

Boggs (2008) offered his view of the leadership challenges facing aspiring community college leaders:

While the founding leaders of the Community College Movement were pioneers and builders, today’s leaders operate in a more complex world. Resources are constrained, accountability requirements are increasing, labor relations are more contentious, and society is more litigious than ever before. Students expect community colleges to offer more learning opportunities and services twenty-four hours a day, seven days a week. Distance learning technologies are erasing geographical boundaries and competition for students is increasing. College leaders are expected to respond ever more quickly to meet emerging community and national needs such as a shortage of health care workers and teachers and to prepare students to live in an increasingly global society and economy. (p. 1)

These complex issues serve as a reminder of the challenging task that a current community college leader and leadership face and the skills and competencies needed by new and aspiring community college leaders and leadership to move their institutions forward.

By providing educational resources, terminal degrees, transfer programs, workforce training opportunities, and other community services, community colleges have realized their potential to be institutions of “first choice” in the nation’s higher

education system, fulfilling their comprehensive mission of providing quality educational services to all students who walk through their doors.

As the role of community colleges becomes more prominent in the educational landscape of the nation, strong leaders and leadership in these institutions will be necessary. Effective leaders and leadership, starting with the president and throughout the organization, will be essential to ensure that community colleges continue to accomplish their goals and objectives and fulfill their mission.

A Brief History of Community College Leader and Leadership Development

The architects of the community college movement laid the foundation for current community college leaders and leadership. These pioneers include William Rainey Harper (1851-1901), President of the University of Chicago's Joliet Junior College, which, according to the literature, is the oldest public junior college in the nation (AACC, 2012); Leonard Koos, who in his 1925 seminal work *The Junior College Movement* described the development of the public junior college, with emphasis on the types of junior colleges, their geographic distribution, enrollments, and programs of study (AACC, 2012); Walter Crosby Eells (1886-1962), who documented the growth and curricula of the public junior college, as well as its role in increasing access to higher education (AACC, 2012); and Jesse R. Bogue, who served as the Executive Secretary of the American Association of Junior Colleges and who in his 1950 book *The Community College* popularized the term *community college* (AACC, 2012). These pioneers made major contributions to the American community college movement (AACC, 2012) as the community colleges competed with universities for a place in America's system of higher education. Their idealism provided the educational, philosophical, and core values and

ethical guidelines that were used by university/4-year college administrators who migrated to community colleges to become presidents, vice presidents, and senior managers of the early community colleges. Some of these early community college leaders came from secondary school systems in which curricula contained 13th and 14th years, a source of some of the early community colleges (Burnham, 2002; Cohen & Brawer, 2008). As these secondary school leaders brought their administrative and organizational skills to the emerging field of community college, they established the framework for the nation's community college leadership.

A review of the community college literature provides insights into how these early community college presidents developed future leaders or leadership for the continuance of the community college movement. "Traditionally, community college leaders have risen through the academic ranks"(Eddy, 2010, p. 20). Some researchers have reported that these early community college presidents engaged in informal succession planning to groom key organizational members, such as vice-presidents and other senior managers (Ready & Conger, 2003). Focht (2010) described this as an incremental process. "Some leaders have acquired experience by moving through the ranks of the higher education system, enabling them to be effective leaders at each successive level" (p. vii). There is the notion that public school teachers became college professors and superintendents became college presidents, providing some of the early leadership for community colleges (Cohen & Brawer, 2008). The literature also suggests that community college leaders were selected by university and 4-year college senior administrators who oversaw early community colleges (Cohen & Brawer, 2008). One

fact is clear: No formal community college leadership programs were found in the literature prior to 1950.

Three formal community college leadership programs were established in the 1950s and 1960s. One leadership development program, federally funded through Title III appropriations, was entitled the National Defense Education Act (NDEA) of 1958. According to the National Council of Instructional Administration (NCIA) white paper (Katsinas & Kempner, 2005), the NDEA “provided significant funding for the full-time study and reflected a national need and commitment to well-trained community college administrators” (p. 8). A search of the literature failed to identify outcome data on participants or graduates of this program.

In 1960, an important initiative regarding community college leadership program training was funded by the W. K. Kellogg Foundation. The Foundation announced a series of grants to establish university centers for training 2-year college leaders. In all, 12 major universities established junior college leadership programs. The AACC (2012) reported that “hundreds of future deans and presidents were graduates of the Kellogg Junior College Leadership Programs” (para. 14).

Title III federal funding also introduced the Education Professional Development Act of 1968, which, like the NDEA Fellowships, was designed to provide training for community college administrators. Sparse information is available on the outcomes of program participants and no empirically based studies about the participants or formal assessment of graduates or data were available on any of the initiatives. However, it is clear that philanthropic organizations and the federal government recognized the need to develop community college leadership.

The Community College Leadership Gap

Leadership in community colleges has been a topic of numerous articles, dissertations, and research literature. A Google Scholar search on the subject of community college leadership produced hundreds of citations ranging from leadership roles to diversity in community college leaders. One recurring topic in this search was the impending leadership shortage in community colleges. In 2001, Christopher Shults wrote a research brief for the AACC entitled “The Critical Impact of Impending Retirement on Community College Leadership.” In the executive summary he wrote,

Community colleges are facing an impending leadership crisis. College presidents, senior administrators, and faculty leaders have been retiring at an alarming rate; a trend that is expected to continue as baby boomers age. The average age of people in these positions continues to increase, and upcoming retirements in the positions are projected to be higher than normal. (p. 2)

Authors, community college scholars, service organizations, and researchers have offered projections and statistical data and voiced opinions about the causes of this imminent threat to community college leadership. The AACC (2011) predicted an even more extreme turnover, reporting that by 2012 nearly 80% of America’s 1,200 community colleges would have to find replacements for their presidents. O’Banion (2006) warned that, in the next few years, 3,000 new leaders would be needed at the top two levels in community colleges and that, from 2007 through 2012, nearly 50% of community college presidents (about 600) and 25% of chief academic administrators (about 900) would retire; thus, 1,500 leaders would have to be prepared to take their

place. Wheeler (2007) reported that nearly 45% of community college presidents were expected to retire by 2010.

Furthermore, leaders and leadership among community college faculty and lower and middle administrators have the same declining statistics as those for senior management, and statistics for community college personnel in the leadership pipeline mirror those for senior management (Campbell, 2006; Eddy, 2010). Shults (2001) predicted a decline in community college administrators to fill the leadership gap. “Adding to the problem, employees in the traditional leadership pipeline are also aging and retiring, and individuals who move up the ladder create new vacancies at their current levels and also need to be replaced” (pp. 59-60). While these are national statistics, they are currently realized in community college leader or leadership statistics in New Jersey.

During a telephone interview with Dr. Larry Nespoli, President of the New Jersey Council of County Colleges, he reported that in 2009 through 2012, 9 of 19 (47%) New Jersey community colleges had experienced a change in President due to retirement or turnover (personal communication, September 4, 2012). These statistics confirm predictions cited above regarding the national leadership gap that has been realized in some New Jersey community colleges. Nespoli added, “It can be challenging to have that much turnover regarding the continuity of leadership” (personal communication, September 4, 2012).

The AACC predicted a 47% turnover by 2012. However, the current economic recession slowed retirement of leaders and leadership in community college. It is

expected that, once the recession has abated, more retirements will come in the near future.

Some researchers have concluded that replacing current community college leaders is challenging. McNair (2010) suggested that the anticipated retirements of presidents and vice presidents, a decrease in the number of advanced degrees awarded in community college leadership, the increasingly complex nature of community college leadership, and barriers to advancement are contributing factors. Knott (2011) suggested new and expanding requirements, including deploying technology, facing funding challenges, and adapting to economic transformation, have broadened the range of skills required to be an effective community college leader. Another challenge includes poaching of community college staff by competitors, such as 4-year colleges and universities, and the difficulty of retaining talented people (Byham et al., 2002). Wallin (2006) stated that skills and competencies needed to assume leader or leadership roles in community colleges are not standardized. There are no examinations for community college leaders or leadership positions. The apparent lack of standards to guide and prepare potential leaders for a leadership position in community colleges begs the question: How can current organizational members prepare themselves to provide the leaders or leadership required in today's multifaceted community colleges with their comprehensive missions and diverse constituencies?

The Impact of the Leadership Gap

A major concern that community colleges face is a loss of experienced leadership, which creates leadership gaps (Fulton-Calkins & Milling, 2005; Shults, 2001). An examination of some of the roles of community college presidents reveals that they (a)

serve fiduciary roles, (b) negotiate the relationship with their board of trustees and the heads of state agencies, (c) make decisions on faculty recruitment and selection, (d) conduct public relation activities, (e) coordinate joint activities with other institutions and community groups, and (f) ensure that the college mission is maintained along with establishing the values, culture, and goals and objectives of the college (Amey, 2006b; Cohen & Brawer, 2008). While these roles seem commonplace, the ever-evolving role of community college leaders or leadership has them also responding to the workforce needs of their communities, ensuring that their curricula meet the educational needs of their students and prospective employers, increasing focus on student success, and ensuring that their institutions achieve accreditation. Experienced senior managers, such as vice-presidents, chief finance officers, chief information officers, and deans, as well as other organizational members at various levels, contribute their experience and working knowledge of their external and internal environment, which helps to ensure that the aforementioned roles and functions are carried out and maintain the internal structure that supports the mission, goals, and objectives of their community colleges.

The retirement of community college presidents and senior administrators constitutes a significant loss of knowledge, expertise, history, experience, and culture (Shults, 2001) and leads to a leadership gap. Boggs (2003) issued a warning that the leadership gap in community colleges is imminent. “The time is drawing near for the most significant transition in leadership in the history of America’s community colleges” (p. 21). This clarion call suggests that the present community college leadership must engage in a proactive movement to ensure that future leaders are prepared to assume

leader and leadership roles necessary for the continuance of the community college movement.

There is also concern about the quality, experience, and preparation of those who will follow. Hence, there is a critical need for providing leader and leadership preparation to mid-level administrators: directors, deans, and other mid-level personnel who will move into the leadership pipeline or assume senior leadership roles (Wallin, 2006). In fact, all levels of leaders and leadership development or enhancement are needed to sustain the community colleges. Piland and Wolf (2003) suggest that the role of preparing future leaders and leadership is the responsibility of current leadership. They state, “Community college must become more active in the development of leaders. They need to take responsibility for playing a role in producing the next generation of leaders” (p. 96). In addition, they also state “Leaders must proactively identify and cultivate future leaders from faculty, administrators, and support staff at their college in community college.”(p. 97). The strongest statement in support of leadership development initiatives comes from Roe and Baker (1989): “Without planning and without training, the potential of many who could become excellent leaders is either underdeveloped or lost completely. We no longer have the luxury of such loss” (p. 7).

Filling the Leadership Gap

A review of the community college literature indicates a widening leadership gap. Ebbers and McFarlin (1998) contended that the answer to filling this leadership gap is present in the current rank and file of community colleges. “Literature reviewed for our study strongly suggests a majority of the next generations of senior community college

leaders are already employed as mid-level professionals in community college systems” (p. 45).

Pamela Eddy (2010) also stated that future community college leaders are currently employed in community colleges and contended that they are viable candidates who could fill impending vacancies. She stated that it is “...especially important in the community college given its reliance on promotion from within” (p. 21). Piland and Wolf (2003) concluded that leadership is needed at all levels of an institution and that those who develop programs must be mindful not to overlook this need. This perspective was repeated by Dr. Nespoli, President of the New Jersey Council of County Colleges: “I think we need competent people and leaders at all levels of the organization, and I think that GYOL programs do that well” (personal communication, September 4, 2012).

Dr. Nespoli pointed out that leadership in organizations is not exclusive to executive levels of organizations. In fact, like community college authors, he supported the notion that leaders and leadership exist at all levels of the organizations (Amey, 2005; Kouzes & Posner, 2007). Conover (2009) illustrated this point by alluding to Lester’s (2008) support of “nonpositional leadership,” which seeks to empower people to contribute regardless of their job classification or position in the organization and “strengthens the organization and provides leaders an opportunity to develop and practice leadership knowledge and skills” (p. 3).

Durbin (2010) stated that leadership is needed at all levels of an organization. “Leadership is not only found among people in high-level positions. Quite the contrary: leadership is needed at all levels of an organization and can be practiced to some extent even by a person not assigned to formal leadership position” (p. 3).

Dr. Patricia Donohue, President of Mercer County Community College (MCCC) in New Jersey, shared her insights regarding development of community college leadership.

I am interested in developing leadership talent at a lot of levels. It is not only about whether vice-presidents are good leaders or not and whether they are ready to become presidents. I need managers to be better leaders at the departmental level. I need deans to be better leaders at the division level, and I need vice presidents to be prepared to be promoted to president somewhere else. Leadership at all levels is really an important issue. (personal communication, January 18, 2013)

These authors, scholars, and community college presidents help to establish the point that filling the leadership gap requires development of leadership at all levels of the organization. It is also an incremental process that requires development or enhancement of leaders over time, preparing them to enter the leadership pipeline and to address leadership gaps.

The Leadership Pipeline

While various authors, scholars, and community college leadership practitioners acknowledge that a leadership gap in community colleges is real and imminent, they also agree that development of leaders who are prepared to assume leadership roles in these institutions is important. In other words, leadership must be *grown*. A search of the literature reveals numerous articles and books on the subject of leadership development in organizations referring to this process as developing the leadership pipeline.

Charan, Drotter, and Noel (2001) and Conger and Fulmer (2003) supported the position that leaders are needed at all levels for organizations to be successful. They were strong advocates of the idea of creating a leadership pipeline in organizations to develop leaders to assume future leadership roles. The leadership pipeline model was developed by Walter Mahler, a human resource consultant and teacher at General Electric during the early 1970s (Charan et al., 2001). The model involves training organizational members at various levels to prepare them for the next level of leadership. A proponent of Mahler's model, Charan et al. (2001) contended that companies should develop leadership at each level of the organization and define the various skills and competencies needed for leaders to move from one level to the next. A leadership pipeline should contain a series of professional development steps designed to build skills and competencies over time for aspiring managers (Charan et al., 2001). Implicit in this idea is that developing a leadership pipeline is an organizational process that does not stop at the senior management level. Leadership, as discussed earlier, should be developed at every level of the organization to prepare organizational members for the opportunity to move successively to the next leader or leadership position and eventually fill top leadership positions in the organization. Leadership also entails involvement by members of the organization who want to be leaders and creation of an internal climate that supports leader or leadership development.

Community college literature does not identify a particular type of leadership development program or model that is best suited for creation of the internal organizational environment for developing leaders to enter an organization's leadership pipeline. However, the cited literature seems to support that development of a leadership

pipeline is an internal process that requires organizations, including community college current leaders and leadership, to make a commitment and take an active role in the leadership development process.

Statement of the Problem

The success or failure of an organization is greatly influenced by the leadership that guides it (Dubrin, 2010; Yukl, 2008). Community colleges, like all complex organizations, require skilled and competent leaders and leadership to navigate their organizations through the challenges of their internal and external environments to fulfill their mission.

Leaders and leadership shapes the organization's values and culture. As Schein (2004) suggested, "Culture is created in the first instance by the actions of leaders; culture is also embedded and strengthened by leaders" (p. 414). If a culture of leader or leadership development or enhancement is not supported by the leader, then the chances of developing a leadership pipeline may not exist in the organization, leading to leadership gaps.

A gap in leadership may lead to an organization that is unsure of itself or unclear about the direction in which it is going. Realizing the need to develop leaders to address these challenges and to prepare organizational members to enter the leadership pipeline and reduce the gap caused by retirements or departures of presidents, vice-presidents, members of senior management, and members at other organizational levels, community colleges have sought various leadership training programs to develop the leadership capacity of their employees and institutions. Shults (2001) clearly supported leadership training programs: "In order to gain the skills and traits important to effective leaders,

those in the community college leadership pipeline must have access to appropriate professional development” (p. 5).

One of the challenges faced by current community college leaders and senior managers is to determine which type of program fulfills the leader or leadership development or enhancement needs of the individual employee or organization or both. This poses the question: Are there any formal assessments or evaluations of community college leader or leadership development programs that provide data on skills and competencies enhanced or developed as a result of the training? Are there any program outcomes reported on these leader or leadership development training programs to provide aid to current community college leaders in the selection of leader or leadership training programs for their organizations?

A review of the literature reveals that three types of leadership development solutions are currently available to community college senior management: (a) university-based graduate degrees, (b) short-term leadership programs such as institutes and seminars, and (c) college-based, in-house leadership development programs, known as *grow-your-own-leaders* (GYOL) programs. University-based graduate degree programs, as described by Amey (2006a), are “formal training programs that provide credentials, including master’s degrees and certificates, education specialists, and the doctorate in education and doctorate in philosophy” (p. 3). Short-term leadership programs are usually less than 1 year in length. Typically, these community college leadership programs are offered by nonprofit educational or advocacy organizations designed to support community colleges. Examples of these types of organizations are

the League for Innovation in the Community College and the AACC, both of which are designed for senior management leadership training.

Other programs geared toward development of community college leadership are offered by such organizations as the American Association for Women in Community Colleges, the National Community College Hispanic Council, and the National Council on Black American Affairs. It has long been noted that early community college leaders were predominately White males. Today, student populations have become diverse more quickly than the college leadership (Knott, 2011; AACC 2012 Website). The three organizations mentioned above are affiliates of the AACC and seek to increase diversity in community college leadership ranks by offering training programs, mentoring, and conferences devoted to empowering underrepresented groups to seek leadership positions. Some of the community college leadership training programs identified above have been in existence since the 1980s. However, a search of the literature, websites of nonprofit educational or advocacy organizations, and journals yielded relatively little data on the program outcomes or the skills and competencies that are enhanced through participation in these leadership development programs. The small amount of data available on the Internet about these program outcomes presents a challenge to community college leaders who seek to evaluate leadership development programs to determine which program fits their organizational needs.

The most recently developed community college leadership programs and the subject of this explanatory sequential mixed-methods case study are the GYOL programs. A search of the literature on the GYOL programs revealed qualitative information on the program structure or design. Most important, all of these studies illustrated the

importance and need for further study in the area of program outcomes on development and enhancement of participant leadership skills and competencies. Therefore, the specific problem that this study addresses is to provide data on a GYOL program to determine whether the program outcomes were achieved and to provide community college leadership development practitioners with a model for assessing outcomes of their programs.

Purpose of the Study

The purpose of this study was to determine whether an identified community college's GYOL program develops or enhances the leader or leadership skills and competencies of its graduates and provides the community college with staff members who are prepared to enter the leadership pipeline of that college and potentially address leadership gaps at the community college. An assessment of the community college's program graduates and program administrators was undertaken to collect primary data on perceptions of whether program graduates developed or enhanced leader or leadership skills and competencies as a result of participation in the GYOL program.

A sequential explanatory mixed-method case study design was used, involving collecting quantitative data first and then explaining the quantitative results with in-depth qualitative data. In the quantitative phase of the study, a multi-rater 360-degree pre/post tool was used to collect data from GYOL graduates at a community college to determine whether leader or leadership skills and competencies were developed or enhanced. The qualitative phase was conducted to explain the quantitative results and to compare participant reports with the perceptions regarding organizational members' development or enhancement of leader or leadership skills and competencies and their preparation to

enter the leadership pipeline. In this second (qualitative) phase of the study, interviews were conducted with program administrators to collect data in their own words regarding the impact of the participants' perceived and reported outcomes of the GYOL program in the community college.

The results of this study may help current community colleges leaders or leadership to make informed decisions about developing a GYOL program as a means for addressing their future leader or leadership development needs. The study may aid them in creating a leadership pipeline. The results may also have implications for designers, developers, and evaluators of community college GYOL programs and contribute to the existing body of knowledge in this area of study.

The Research Questions

This sequential explanatory mixed-methods case study addressed the following research questions:

1. Based on the perceptions of GYOL program graduates, what leader or leadership skills were enhanced or developed?
2. What leader or leadership skills, competencies, and characteristics did graduates report were enhanced or developed through their participation in the GYOL program?
3. Based on the perceptions of GYOL program administrators, what leader or leadership skills were enhanced or developed in GYOL program graduates?
4. What evidence do GYOL program administrators have to support their perceptions of enhanced or developed leader or leadership skills and competencies in GYOL program graduates?

5. What unexpected outcomes were identified by graduates resulting from participation in the GYOL program?

6. Based on the AACC leadership competencies, how well do the outcomes of this program address those competencies?

Significance of the Study

Leader or leadership development or enhancement activities at all levels of community colleges have been recognized as vital to the future of the community college movement (Boggs, 2003; Eddy, 2010; O'Banion, 2006; Shults, 2001). In addition to ensuring that quality presidents and senior management and leadership are developed, a larger number of mid-level leaders will be required (Dembicki, 2006a). Researchers, community college scholars, and practitioners have voiced their views regarding the impending community college leadership gap. Also, a review of the community college literature yielded numerous reports of the decrease in the number of candidates at various levels in the organization entering the leadership pipeline and the need to develop more, better, and more diverse leaders (AACC, 2012; McClenney, 2001; Shults, 2001). Based on community college scholars' predictions, the nation's community colleges are currently in the throes of a mass exodus of college presidents and other senior leaders who have led these institutions for the past three decades. Angel Royal, Associate Vice President of Leadership Development and Board Relations for AACC, stated, "As the economy continues to rebound these retirements will happen and the gap in leadership that many studies have referenced will materialize" (Violino, 2012, p. 1). According to the President of the New Jersey Council of Community Colleges, statistics show that, in

the past 3 years, New Jersey community colleges have undergone a significant loss in leadership (personal communication, September 4, 2012).

One community college in New Jersey developed leadership development opportunities for its employees. This community college, the site of this sequential explanatory mixed-methods case study, has a standing President whose tenure began in 2007 and who announced her retirement effective June 2015. This community college's GYOL program is open to all employees and geared to develop leaders or leadership at every level in the college. The community college has had a GYOL program since 2009 and has produced graduates who are currently employed at the college.

The President expressed her expected outcomes for the GYOL program as follows:

Mercer Leadership Academy (MLA) was established to provide a cadre of potential leaders for the college by developing or enhancing leadership skills, knowledge of the institution, and appreciation for the community we serve. It is our hope that our MLA graduates will realize their leadership potential, accept leadership roles, and make positive contributions to the college and our community. (personal communication, January 7, 2013)

Given the President's expectations of her community college's GYOL program, this study provided a unique opportunity to interview program graduates and program administrators at the community college to determine whether this program has prepared a cadre of potential leaders and leadership for the college. While most community college leadership program studies focused on senior managers, deans, administrative staff, and

program administrators, this study examined a GYOL program designed to grow leadership at various levels of the organization.

This study included interviews with GYOL program administrators to provide primary data to assess the outcomes of the GYOL program from an institutional perspective. Data about GYOL programs can be obtained from those who administer and participate in them (Vincent, 2004). Program administrators are in a good position to assess whether GYOL program graduates were prepared and, in fact, entered the leadership pipeline, the first step in addressing leader gaps at the community college.

This study provides data on outcomes of a GYOL program from one community college perspective and a method of assessment for other community colleges that have GYOL programs to determine the effectiveness or outcomes of their GYOL programs on their graduates from program administrators' perspectives. New Jersey has only two community colleges that actively offer a GYOL program. The results of this study could be used to assist other community colleges in New Jersey and the nation to consider developing GYOL programs to fulfill their future leader or leadership needs.

Scope of the Study

This sequential explanatory mixed-methods case study was delimited to graduates and GYOL program administrators of a single community college GYOL leadership program. Creswell (2009b) defined a case study: "Case studies are a strategy of inquiry in that the researcher explores in depth a program, event, activity, process, or one or more individuals" (p. 13). Graduates of the community college's GYOL program who chose to participate were asked about their perceptions of the program. Data for this study were collected over a 10-month period, and GYOL graduates were asked to participate in

interviews and complete questionnaires for data collection purposes. Program administrators were invited to participate in one-on-one interviews.

Definition of Terms

Community college: A nonresidential 2-year college established to serve a specific community that offers the Associate degree as its highest degree.

Development: The act or process of growing or causing something to grow or become larger or more advanced.

Enhancement: The act or process of increasing or improving something.

Grow-your-own leadership (GYOL) programs: Community college-based leadership development programs that emphasize personal and professional growth through development and application of leadership skills. Participants in these programs enhance their performance in their current and future positions and master standard leader or leadership approaches.

Leader development: A process that typically focuses on individually based knowledge, skills, and abilities associated with formal leadership roles (Day, 2001).

Leadership development: A process of expanding the collective capacity of organizational members to engage effectively in leadership roles and processes (McCauley, Moxely, & Van Velsor, 1998).

Leadership development program: Members of the AACCC defined leadership development programs as “developing future college leaders from among the existing ranks of midlevel administrators and faculty” (as cited in Jeandron, 2006, p. 1).

Leadership gap: Areas in an organization where there is a deficit between current capacity and needed capacity (Center for Creative Leadership, 2008).

Leadership pipeline: A long-term incremental process that provides opportunities for developing or enhancing leader or leadership skills and competencies of organizational members.

Program administrator: Community college representative responsible for the administration of the GYOL program.

Chapter Summary

Community colleges have been a major part of America's higher education landscape since the 1950s and grew in number during the 1960s. Community colleges are guided by leaders during periods of growth and external and internal challenges. Scholars, researchers, and authors have noted the aging of current community college leaders and have predicted that a leadership gap is imminent and can threaten the success of colleges. Therefore, the need for leaders and leadership development in community colleges has been identified and directly associated with how successful community colleges will be in meeting future diverse external and internal challenges.

A review of the literature reveals ways in which community colleges can meet the challenges of developing leaders and leadership to fill the leadership pipeline and address the impending gap. One of these methods, a GYOL program, is supported by scholars and researchers as a means to develop leaders and leadership in community colleges. However, data on whether such programs have helped to develop or enhance leader or leadership skills and competencies needed to enter the leadership pipeline and address a leadership gap at a community college is limited in the literature. Therefore, the purpose of this study was to assess whether a GYOL program develops or enhances leader or leadership skills and competencies in its participants, prepares them for leadership

positions, and addresses leadership gaps at the community college. It is intended that the results of this study will add to the community college leadership literature.

Chapter 2

Review of the Literature

Community college researchers and scholars suggest that U.S. community colleges are in the throes of a leadership shortfall. If community colleges are to continue their mission of offering an educational opportunity for the nation's diverse student population, it is vital that leader or leadership development opportunities exist for current community college staff and faculty to educate them for future leadership roles. A viable and documented community college leadership development training method is the GYOL program.

This chapter presents a review of literature aligned with Creswell's (2009b) recommendation of examining the works of scholars, researchers, and practitioners in the topic area, in this case community college leadership development. The researcher examined community college literature on GYOL programs to gain insight from results of other studies closely related to this study (Creswell, 2009b).

The literature review is presented in the following order: (a) the conceptual framework regarding whether community college leadership skills and competencies can be developed or enhanced, (b) literature-based skills and competencies of a community college leader, (c) AACC leadership competencies, (d) leader and leadership skills and competencies reported by leadership authors, (e) formalized leadership development programs, (f) GYOL development programs, (g) the Leading Forward Project, (h) a review of assessments of community college GYOL programs, (i) succession planning and leadership development, and (j) for-profit organization GYOL programs.

Conceptual Framework

Human and social capital theories served as the basis for the conceptual framework for this study. Also, a distinction was made between leader and leadership development and their relationship to human and social capital. A review of literature disclosed a relationship between human capital and leader development and social capital and leadership development (Coleman, 1988; Day, 2001; McCallum & O'Connell, 2009).

Human capital theory. According to the literature, human capital theory origins can be traced back to 18th-century economist Adam Smith, who developed this theory to explain the economic value of workers. Smith theorized that a nation's capital stock included the inhabitants' acquired useful knowledge and abilities that increased wealth for society as well as for the individual (Schick, 2008). The contemporary view of human capital was developed by economists Becker (1962) and Mincer (1958), who amplified Smith's ideas about the nature of human capital. Both suggested that a formal education is a good investment to increase employees' skills and abilities and provide benefits to both the employer and the employee. Mincer (1958) postulated that, other things being equal, personal incomes vary according to the amount of investment in human capital—the education and training undertaken by individuals or groups of workers. The implication is the greater the investment in a person in terms of education and training, the greater the human capital developed in that person.

Other scholars hold this perspective of investment in the individual as the main focus of the human capital theory. Sweetland (1996) suggested, "Individual and society derive economic benefits from investment in people" (p. 341). Gary Becker, Noble Prize

winner, considered by most scholars to be the father of human capital theory (Schick, 2008), offers:

Expenditures on education, training, medical care...produce human, not physical or financial, capital because you cannot separate a person from his or her knowledge, skill, health, or values the way it is possible to move financial and physical assets while the owner stays put. (Becker, 1993, p. 16)

What is clearly implied in these perspectives and descriptions of human capital theory is that the primary focus is on development and/or enhancement of individual skills and competencies through training, which becomes embedded in an individual, providing added value to the organization. According to Coleman (1988), “Human capital is created by changes in persons that bring about skills and capabilities that make them able to act in new ways” (p. S100).

Social capital theory. The origins of social capital theory can be traced back to the work of Pierre Bourdieu, who defined social capital as a resource “made up of social obligations (‘connections’), which is convertible, in certain conditions, into economic capital” (Bourdieu, 1986, p. 243). He also defined social capital as “the aggregate of actual or potential resources linked to possession of a durable network of essentially institutionalized relationships of mutual acquaintance and recognition” (1986, p. 248).

At the heart of his definition is the ability of individuals to develop a group or a network of people for the purpose of creating or availing themselves of the benefits of the resources contained in the group or network. Portes (1998) confirmed this interpretation of the purpose for developing groups or social network: “Social networks are not a natural given and must be constructed through investment with strategies oriented to the

institutionalization of group relations and usable as a reliable source of other benefits” (p. 3).

Del Favero (2003) specifically applied social capital theory to institutions of higher education and suggested that development of social capital, or social ties, between administrators and faculty members is essential to the effective governance of universities. This application is consistent with a social capital theory that describes the need for development of a relationship between the principal actor and the members of groups or networks. Furthermore, the development of social ties and relationships speaks to the main point of social capital theory as espoused by Bourdieu and, as will be shown later, is one of the leadership competencies identified by community college scholars and authors.

Leader Versus Leadership Development

There is a difference between a leader and leadership development. Day (2001) provided a strong argument for the difference between these two constructs. According to Day, “Developing individual leaders is not the same as leadership development efforts” (p. 7). Leader development focuses on nurturing individual skills and abilities (Day, 2001). Day and Halpin (2004) suggested that leader development helps people “to better participate in the leadership tasks of their respective organizations” (p. 6), which is consistent with the individual skills and abilities development theme found in leader literature (McCauley et al., 1998). Klien and Zeigert (2004) offered a similar definition of leader development: “the process whereby a leader gains knowledge or skills that enhance the leader’s effectiveness in setting direction, creating alignment, and maintaining commitment in groups of people who share common work” (p. 361).

Leadership development is a strategy that aids people to form better relationships and commitments through coordinated efforts with extended social networks, which can be used to achieve organizational goals and objectives (Day, 2001). Day and Halpin (2004) refine the definition of leadership and state “leadership can be seen as an outcome of mutual commitments, intrapersonal relationship, and social process” (p. 7). McCauley et al. (1998) viewed leadership development as a relationship-building process “expanding the collective capacity of organization members to engage effectively in leadership roles and processes” (p. 4). This view is shared by other authors on leadership who contend that leadership development should develop or enhance an organization to have better relationships among its members and improve their ability to work as a community through mutual commitments (Day & Halpin, 2004; Van De Valk, 2008).

Leader/Leadership and Human/Social Capital

Day (2001) and McCallum and O’Connell (2009) suggested that a relationship exists between leader/leadership and human/social capital. Day (2001) drew an analogy differentiating the individual and social aspects of leader and leadership development. He contended that human capital is to leader (individual skills and competencies) as social capital is to leadership (relationship skills and competencies). The focus of his research was to show the relationship between the practice and science of leadership development and the importance of building both human and social capital in organizations (Van De Valk, 2008). Day (2001) posited that leader development is the same as enhancing human capital development and emphasized the creation of social capital in organizations. Day illustrated his belief in the relationship between human capital and leader development and social capital and leadership development.

Table 1

Summary of Differences Between Leader Development and Leadership Development

Comparison dimension	Leader	Leadership
Capital type	Human	Social
Leadership model	Individual Personal power Knowledge Trustworthiness	Relational Commitments Mutual respect Trust
Competence-based skills	Intrapersonal Self-awareness Emotional awareness Self-confidence Self-regulation Self-control Trustworthiness Personal responsibility Adaptability Self-motivation Initiative Commitment Optimism	Interpersonal Social awareness Empathy Service orientation Social skills Building bonds Team orientation Change catalyst Conflict management

Note. Adapted from “Leadership Development: A Review in Context,” by D. V. Day, 2001, *Leadership Quarterly*, 11, 581-613.

As shown in Table 1, Day (2001) clearly associated leader development of human capital and its competency base with intrapersonal or individual skills. He also associated leadership development of social capital with interpersonal or relational-based skills.

McCallum and O’Connell (2009) made similar associations between human capital and individual competencies and social capital and relational competencies. They stated, “The two kinds of capital are complementary and that “there is a symbiotic

relationship between the two whereby gains to one allow for gains to the other” (p. 155), as shown in Figure 1.

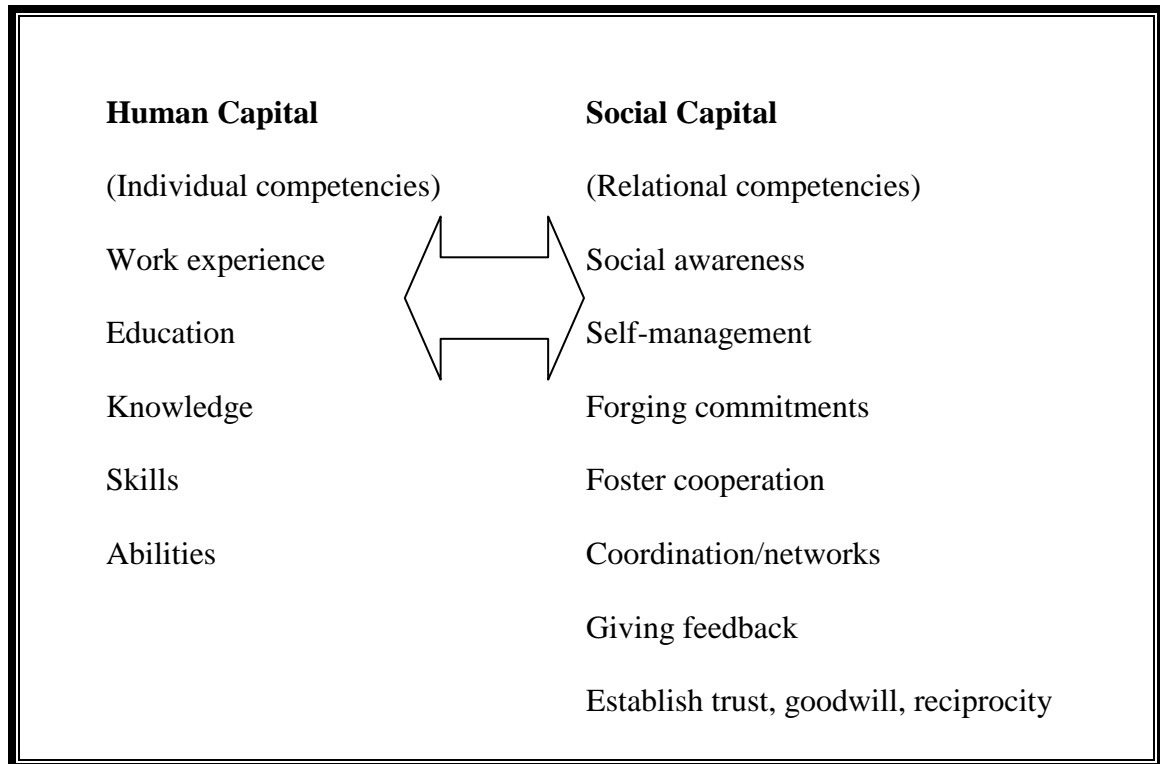


Figure 1. Human capital and individual competencies and social capital and relational competencies. Adapted from “Social Capital and Leadership Development: Building Stronger Leadership Through Enhanced Relational Skills,” by S. McCallum & D. O’Connell, 2009, *Leadership and Organization Development Journal*, 30(2), 152-166.

Both Table 1 and Figure 1 identify specific skills and competencies associated with human and social capital and leader and leadership development. Also, Figure 1 implies that individual and relational competencies are interconnected. This interconnectedness is consistent with Day and Halpin (2004), who stated that leader development helps people “to better participate in the leadership tasks of their respective organizations” (p. 6).

This study examined skills and competencies taught in a community college's GYOL program to determine whether they are the same as those discussed in the works by Day (2001) and McCallum and O'Connell (2009). This study builds on the work by Day (2001), who posited that leader development focuses on nurturing individual skills and abilities and defined leadership development as "an integration strategy of helping people to understand how to relate to others, coordinate their efforts, build commitments, and develop extended social networks by applying self-understanding to social and organizational imperatives" (Day, 2001, p. 586). The conceptual framework provided the researcher with a working definition of *leader* and *leadership* that was used to determine the outcomes of the GYOL program that was the focus of this study.

By assessing the leader and leadership skills and competencies developed or enhanced in the graduates of the GYOL program, the researcher interpreted their perceptions and made a comparison with those skills and competencies associated with human and social capital listed earlier. This study supports the work by Van De Valk (2008), who stated, "It seems clear that a relationship exists between leadership efforts and social capital" (p. 58). This study also adds data regarding the relationship between leadership development and social capital enhancement from a community college perspective and provides insight on the outcomes of the GYOL program in this study.

A search of the literature did not reveal a study of a community college GYOL program study that sought to examine the relationship between human capital and leader development and social capital and leadership development enhancement as part of its conceptual framework. Most of the research in this area is confined to corporate executives, community leaders, not-for-profit organizations, and youth and adult learners

(Van De Valk, 2008). The present study extends the work by Day (2001), McCallum and O’Connell (2009), and Van De Valk (2008) into a new area where their theories could be tested. A model of the conceptual framework for this study is shown in Figure 2.

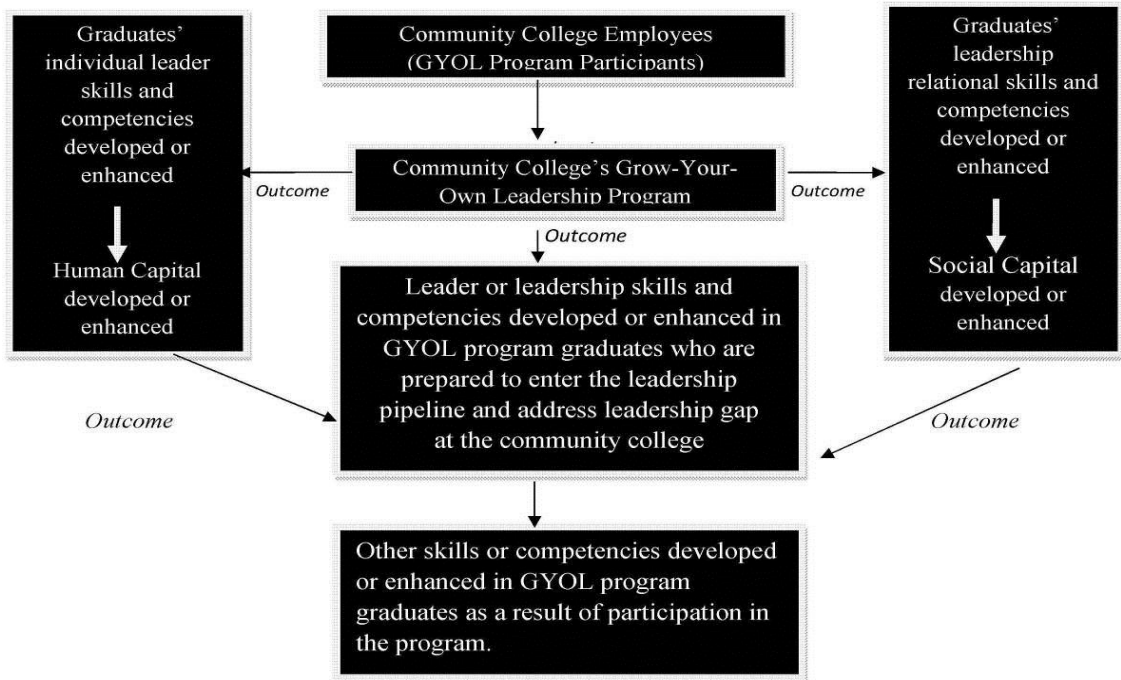


Figure 2. Model of the conceptual framework for this study.

This conceptual model illustrates that community college GYOL participants receive training in leader or leadership theory and the results or outcomes of GYOL program are skills and competencies developed or enhanced in participants that are associated with leader/human capital and leadership/social capital theories as espoused by Day (2001) and McCallum and O’Connell (2009). Therefore, assessment of GYOL program graduates in this study could be used to determine whether leader or leadership skills were enhanced or developed and would inform researchers whether human and

social capital skills were enhanced or developed and whether they were prepared to enter the leadership pipeline and address a leadership gap at the community college.

Conceptual Framework and Research Questions

The conceptual framework for this study suggests that the expected outcomes of the GYOL program are developed or enhanced skills and competencies associated with leader/human capital and/or leadership/social capital or other skills not directly associated with either paradigm. This study assessed these outcomes. This conceptual framework helped to shape the study's research questions in the following ways: (a) Subjective questions were designed to collect data directly from the GYOL program graduates to assess the outcomes of any leader (human capital) or leadership (social capital) skills and competencies that were enhanced or developed as a result of participation in the GYOL program, (b) objective questions were designed to collect data from the GYOL program graduates and program administrators to determine whether any leader (human capital) or leadership (social capital) skills and competencies were enhanced or developed as a result of participation in the GYOL program, and (c) *leader* and *leadership* were defined and a list of skills and competencies associated with leader (human capital) and leadership (social capital) skills and competencies were developed by which to assess the GYOL program. These lists were used to identify skills and competencies developed or enhanced in program graduates. However, the list was not exhaustive and it was anticipated that other skills and competencies could be identified that were developed or enhanced as a result of participation in the GYOL program, including the AACC competencies, which are national and well recognized by community college leaders,

scholars, and researchers. All of these skills and competencies found in the community college literature provided a lens for interpreting, as discussed later in the dissertation.

The identified leader and leadership skills and competencies found in the literature review served as the basis for developing an alignment table for the quantitative assessment tool survey items and the conceptual framework (discussed in Chapter 3) and a codebook used for interpretation and analysis of the outcomes of the GYOL program.

Can Community College Leadership Skills Be Developed or Enhanced?

One of the questions addressed in this sequential explanatory mixed-methods case study was whether community college leader or leadership skills can be developed or enhanced through participation in a GYOL program. Numerous leadership scholars and researchers have presented their perspectives in an attempt to answer this fundamental question. Both profit and nonprofit organizations have spent considerable financial resources, time, and commitment to send their members to leadership development programs with the goal that they will acquire or enhance leadership skills. A review of the literature identified proponents of the idea that leader and leadership skills and competencies can be taught and learned from leadership development programs.

The acquisition (development) or enhancement of leadership skills and competencies through professional development training has its critics. Ready and Conger (2003) contended that leadership development programs fail to develop or enhance leadership skills and competencies for three reasons: (a) Executives approach these programs with control, ownership, and power-oriented mindsets rather than with an understanding of the need for shared accountability; (b) leadership development efforts are not aligned with the organization's strategic goals; and (c) the metrics that most

leadership trainers or consultants use to assess the effectiveness of their leadership development efforts are not relevant to the organization that hired them. However, these authors offered recommendations to remedy these challenges that support the notion that leadership development programs can be successful in developing or enhancing leadership skills and competencies: (a) Share ownership and demand accountability for leadership development with other organizational members, (b) invest in processes, not products, to develop leadership programs around organizational processes and strategic goals, and (c) measure what matters, using metrics that are aligned with the organization's strategic goals and needs (Ready & Conger, 2003).

Allio (2005) questioned whether leadership development programs offer their participants a leadership learning experience. "They [leadership development programs] teach participants about leadership, presenting historical perspectives on leadership theory, new paradigms, and lists of leadership virtues. They give the aspiring leaders a cognitive experience. But do they teach them how to lead?" (p. 1072). He continued, "Leadership is simply not a craft that schools can teach; men and women become leaders only after tempering in the harsh crucible of organizational experience. Leadership cannot be taught; leadership can be learned" (p. 1072). However, he offered suggestions for those who develop leadership development programs, positing that those who are responsible for developing leaders should start by selecting the right candidates, create learning challenges, and provide mentoring as a way to enhance leadership learning in their participants (Allio, 2005).

The AACCC is a proponent of the idea that leadership can be taught and learned in leadership development programs. They expressed their thinking on the concept that

“leadership can be learned” on their website: “While it can be enhanced immeasurably by natural aptitude and experience, supporting leaders with exposure to theory, concepts, cases, guided experiences, and other practical information and learning methodologies is essential (AACC, 2012, para. 1). Kouzes and Posner (2007) wrote, “Our research continues to offer convincing evidence that leadership is an observable, learnable set of practices” (p. 82).

Literature-Based Skills and Competencies of Community College Leaders and Leadership

Community college leadership researchers have sought answers to the question, What skills and competencies are needed for leaders and leadership of a community college? Significant research has been devoted to this question because of its relevance to understanding community college leadership. Some of the research studies, papers, and articles discovered in the literature search were national in scope and some were conducted locally, in state community college systems. All provided insightful information from presidents and senior managers. These studies inform future community college leaders, leadership development program designers, and aspiring leaders about the skills and competencies needed to assume leader and leadership roles in their community colleges.

One of the earlier national studies that identified leadership skills and competencies was conducted in 1990 by Hammons and Keller and entitled “Competencies and Characteristics of Community College Presidents.” The goal of their study was to identify the competencies and characteristics of future community college presidents. Their methodology included developing a list of competencies and characteristics and then asking community college presidents to rate them in order of

importance. The list was developed from the available leadership literature, which included competencies found in Stogdill's 1974 seminal work *Handbook of Leadership*.

The authors identified and defined 62 competencies that were assigned to three categories: (a) leadership, (b) group related and (c) personal characteristics. These competencies are shown in Table 2. Of the original list of 62 competencies, 18 leadership, 20 personal characteristics, and 5 group-related competencies were considered important to community college presidents (Hammons & Keller, 1990). The college presidents reached consensus on the top five overall skills that presidents needed for future community college service: (a) delegation, (b) personnel selection, (c) decision making, (d) judgment, and (e) commitment.

One of the conclusions drawn from that research that informed developers of community college leadership programs was that "the study has produced a validated list of defined competencies that can be used in training programs for new or experienced presidents" (Hammons & Keller, 1990, p. 40). They recommended the following:

Once the results of this review suggested above are compiled, it is recommended that the resulting list of competencies be used as selection criteria in an assessment for future presidents, in the development of university-based training programs for community college presidents, and as the basis for the development of workshops and seminars for current and aspiring community college presidents. (Hammons & Keller, 1990, p. 40)

They further recommended use of the list of competencies as a basis for assessing leader or leadership programs. Following their recommendations, these leadership competencies

were compared to the outcomes of the GYOL program in this study for similarities or differences.

Table 2

Competencies and Characteristics of Community College Presidents by Category

Leadership	Personal	Group-related
Delegation	Judgment	Motivation
Planning	Positive attitude	Entrepreneurship
Finance/budgeting	Risk taking	Conflict resolution
Personnel Selection	Empathy	Use of power
Visionary	Commitment	Integrating
Performance appraisal	Energy	
Decision making	Emotional balance/control	
Organizing	Introspection	
Analysis	Integrity	
Interpersonal skills	Wellness	
Information processing	Sense of humor	
Controlling	Patience	
Knowledge of/ commitment to mission	Communication	
Public relations	Sense of responsibility	
Peer network	Research	
Leadership	Time management	
Professionalism	Flexibility	
Scholarly writing	Persistence	
	Creativity/stability	
	Charisma	

Note. Adapted from “Competencies and Characteristics of Community College Presidents,” by J. O. Hammons & L. Keller, 1990, *Community College Review*, 18(34), 34-41.

In 1997 Townsend and Bassoppo-Moyo conducted a descriptive and exploratory study in which they examined a national sample of community college chief academic officers “to gain a better understanding of what kind of education would be useful for two-year college academic administrators ” (p. 42). The population of that study, which was a part of a larger study, involved “chief academic officers in the more than 2,700

nonprofit colleges and universities listed in the 1987 Carnegie Foundation classification of higher education institutions” (p. 43). Townsend and Bassoppo-Moyo stated that “four hundred institutions, including 160 two-year schools, were randomly selected after stratifying by institutional type to ensure a representative sample of each institutional type” (p. 46). A two-page open-ended survey was sent to the chief academic officers of these institutions; 76 members responded.

Using a coding scheme developed by Stark, Lowther, Hagerty, and Orczyk (1986) and consisting of 11 professional preparation outcomes, 6 professional competencies, and 5 professional attitudes, the data from a two-page open-ended survey were coded and found to fit into four professional competencies: (a) contextual (understanding the legal issues and state and federal rules related to higher education), (b) communication (the ability to listen, speak, and write), (c) interpersonal skills, and (d) technical competence (the ability to think analytically). The results “shed some light on competencies considered most desirable by practicing chief academic officers for community college” (Bassoppo-Moyo & Townsend, 1997, p. 52).

Hockaday and Puryear (2000) posited that leadership traits and skills “served to create, nurture, and place community colleges in a strategic position” (p. 1). They identified a set of competencies that effective leaders demonstrate: (a) vision, (b) integrity, (c) confidence, (d) courage, (e) technical knowledge, (f) collaboration, (g) persistence, (h) good judgment, and (i) a desire to lead (pp. 1-2).

Rowley (2007) conducted a Delphi study that identified critical competencies needed by the community college president of the next decade. The competencies were ranked as follows: (a) board relations; (b) communication; (c) integrity; (d) leadership;

(e) serving students; (f) ethics; (g) analytical and decision-making abilities; (h) participative management; (i) ability to respond rapidly to multiple challenges, opportunities, and crises; (j) understanding organizational principles, and (k) vision.

These four studies provided valuable insight regarding what community college presidents and senior management considered to be important leader or leadership skills and competencies needed by community college leaders. The outcomes of these studies were compared to the outcomes of this GYOL program for similarities or differences. This raises the question, What about aspiring middle managers and other community college members who are considered as potential leaders and what skills and competencies do community college administrators or middle managers consider to be important in their leaders or leadership current positions?

In an inductive study entitled “Leadership Competencies and Their Development for Community College Administrators,” William Mapp (2007) sought to determine and assess the skills, knowledge, and abilities needed by community college administrators to assume leadership roles and to identify a theoretical framework to support the competencies. The study was also designed to identify the best preparation methods for the identified competencies that could be used in community college leadership programs. Mapp (2007) used 25 leadership competencies identified in community college publications and studies conducted by Hammons and Keller (1990), Townsend and Bassoppo-Moyo (1997), and Wallin (2002) and grouped them according to Mintzberg’s three managerial roles (interpersonal, decisional, and informational) to form the theoretical framework for his study. A survey was developed using these competencies and administered to community college administrators. The results generated a list, in

rank order, of what community college administrators considered essential competencies to be possessed by community college leaders. The overall results of the study showed that community college administrators agreed that all 25 competencies were significant, with the interpersonal skills of leadership, communication, strategic planning, conflict resolution, budget management, and personnel management being the most important to possess. The results of the study suggest that the best ways to learn all of these leadership competencies are (a) seminars, (b) mentoring, (c) hands-on-experience, (d) community college leadership programs, and (e) the classroom (Mapp, 2007). The significance of the study is that it provides a list of leader or leadership skills and competencies that can be used to assess outcomes of leadership development programs and suggests that community college leadership programs are one of the best ways for aspiring community college administrators to learn leadership skills and competencies.

Fulton-Calkins and Milling (2005) contributed to the discussion of community college leadership skills and competencies in their very thoughtful and insightful article entitled “Community College Leadership: An Art to Be Practiced, 2010 and Beyond.” They identified nine value-based skills that were critical for community college leaders in 2010 and beyond: (a) learning from the past while embracing the future, (b) enriching the inward journey, (c) leading from the center—values, (d) making connections—vision, (e) looking broadly for talent, (f) providing continual leadership opportunities through succession planning, (g) keeping faculty in the mix, (h) forging business and industry connections, and (i) not forgetting students—preparing the future workforce (p. 233).

All of the cited studies provided an array of leader or leadership skills and competencies that were used to compare the outcomes of this GYOL program for similarities or differences.

AACC Leadership Competencies (National Leadership Competencies)

In 2003, the AACC was awarded a grant called “Leading Forward” by the W. K. Kellogg Foundation to address the national need for community college leaders (AACC, 2012). One of the first tasks of the project was to conduct leadership summits to build consensus on the necessary knowledge, values, and skills needed by community college leaders and to determine the best way to develop and sustain leaders. Surveys were sent to all summit participants, seeking their assistance in identifying core competencies for community college leaders. Six competencies were identified and approved by the AACC Board of Directors and became the suggested foundation for a leadership program curriculum for community colleges, including GYOL leadership programs: (a) organizational strategy, (b) resource management, (c) communication, (d) collaboration, (e) community college advocacy, and (f) professionalism. The six leadership competencies are defined and illustrated in Table 3.

Using the AACC leadership competencies as the basis for their study in 2012, McNair, Duree, and Ebbers wrote an article published in the *Community College Review* entitled “If I Knew Then What I Know Now: Using the Leadership Competencies Developed by the American Association of Community Colleges to Prepare Community College Presidents.” The purpose of this article was to describe what presidents perceived to be gaps in their leadership preparation and to suggest recommendations for professional development for future leaders. McNair et al. used the results from Duree’s

(2007) doctoral dissertation entitled *The Challenges of the Community College President in the New Millennium: Pathways, Preparation, Competencies, and Leadership Programs Needed to Survive* to examine community college presidents' perceptions of their leadership development experiences in relationship to the AACC competencies.

Table 3

Competencies for Leaders as Identified by the American Association of Community Colleges (AACC)

Competency	Definition	Illustrations
Organizational strategy	An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students, and sustains the community college mission, based on knowledge of the organization, its environment, and future trends.	<ul style="list-style-type: none"> * Assess, develop, implement, and evaluate strategies regularly to monitor and improve the quality of education and the long-term health of the organization. * Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically. * Use a systems perspective to assess and respond to the culture of the organization; to changing demographics; and to the economic, political, and public health needs of students and the community. * Develop a positive environment that supports innovation, teamwork, and successful outcomes. * Align organizational mission, structures, and resources with the college master plan.
Resource management	An effective community college leader equitably and ethically sustains people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college.	<ul style="list-style-type: none"> * Ensure accountability in reporting. * Support operational decisions by managing information resources and ensuring the integrity and integration of reporting systems and databases. * Develop and manage resource assessment, planning, budgeting, acquisition, and allocation processes consistent with the college master plan and local, state, and national policies.

Table 3. *Competencies for Leaders as Identified by the American Association of Community Colleges (AACC) (Continued)*

Competency	Definition	Illustrations	
Communication	An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its surrounding community, to promote the success of all students, and to sustain the community college mission.	<ul style="list-style-type: none"> * Implement financial strategies to support programs, services, staff, and facilities. • Implement a human resources system that includes recruitment, hiring, reward, and performance management systems and that fosters the professional development and advancement of all staff. 	
		<ul style="list-style-type: none"> * Employ organizational, time management, planning, and delegation skills. • Manage conflict and change in ways that contribute to the long-term viability of the organization. 	
		<ul style="list-style-type: none"> * Articulate and champion shared the mission, vision, and values to internal and external audiences, appropriately matching the message to the audience. 	
		<ul style="list-style-type: none"> * Disseminate and support policies and strategies. 	
<ul style="list-style-type: none"> * Create and maintain open communications regarding resources, priorities, and expectations. 	<ul style="list-style-type: none"> * Convey ideas and information succinctly, frequently, and inclusively through media and verbal and nonverbal means to the board and other constituencies and stakeholders. 		
<ul style="list-style-type: none"> * Listen actively to understand, comprehend, analyze, engage, and act. Project confidence and respond responsibly and tactfully. 	Community college advocacy	An effective community college leader understands, commits to, and advocates for the mission, vision, and goals of the community college.	<ul style="list-style-type: none"> * Value and promote diversity, inclusion, equity, and academic excellence.
<ul style="list-style-type: none"> * Demonstrate a passion for and commitment to the mission of community colleges and student success through the scholarship of teaching and learning. 			
<ul style="list-style-type: none"> * Promote equity, open access, teaching, learning, and innovation as primary goals for the college, seeking to understand how these change over time and facilitating discussion with all stakeholders. 			
<ul style="list-style-type: none"> * Advocate the community college mission to all constituents and empower them to do the same. 			

Table 3. *Competencies for Leaders as Identified by the American Association of Community Colleges (AACC) (Continued)*

Competency	Definition	Illustrations
		<ul style="list-style-type: none"> *Advance life-long learning and support a learner-centered and learning-centered environment. * Represent the community college in the local community, in the broader educational community, at various levels of government, and as a model of higher education that can be replicated in international settings.
Collaboration	An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission.	<ul style="list-style-type: none"> *Embrace and employ the diversity of individuals, cultures, values, ideas, and communication style. *Demonstrate cultural competence relative to a global society. *Catalyze involvement and commitment of students, faculty, staff, and community members to work for the common good. *Build and leverage networks and partnerships to advance the mission, vision, and goals of the community college. *Work effectively and diplomatically with unique constituent groups such as legislators, board members, business leaders, accreditation organizations, and others. *Manage conflict and change by building and maintaining productive relationships. * Develop, enhance, and sustain teamwork and cooperation. *Facilitate shared problem-solving and decision-making.
Professionalism	An effective community college leader works ethically to set high standards for self and others, continuously improve self and surroundings, demonstrate accountability to and for the institution, and ensure the long-term viability of the college and community.	<ul style="list-style-type: none"> * Demonstrate transformational leadership through authenticity, creativity, and vision. *Understand and endorse the history, philosophy, and culture of the community college. * Self-assess performance regularly using feedback, reflection, goal-setting, and evaluation. • Support lifelong learning for self and others.

Table 3. *Competencies for Leaders as Identified by the American Association of Community Colleges (AACC) (Continued)*

Competency	Definition	Illustrations
		<ul style="list-style-type: none"> * Manage stress through self-care, balance, adaptability, flexibility, and humor. * Demonstrate the courage to take risks, make difficult decisions, and accept responsibility. * Understand the impact of perceptions, worldviews, and emotions on self and others. * Promote and maintain high standards of personal and organizational integrity, honesty, and respect for people. * Use influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge. * Weigh short-term and long-term goals in decision-making. * Contribute to the profession through professional development programs, professional organizational leadership, and research/publication.

Note. Adapted from *Community College Facts at a Glance*, by American Association of Community Colleges, 2012, retrieved from <http://www.aacc.nche.edu/ABOUTCC/HISTORY/Pages/pasttopresent.aspx>

Duree developed a closed-ended survey to ask respondents to rank their preparation for the presidency in relation to the six AACC competencies. An open-ended question was added to the survey that offered respondents the opportunity to provide narrative descriptions of what they wished they had done differently to prepare for community college leadership.

Using a coding scheme that centered on the AACC competencies, the researchers found that emergent themes supported the importance of these competencies for future leaders. In order of importance, competencies identified by the presidents as areas they needed to know more about before assuming their leadership role as president were

resource management, collaboration, community college advocacy, professionalism, organizational strategy, and communication. The results suggest that the presidents identified a strong relationship between leadership preparation and the AACC competencies. Some additional leadership skills outside of the AACC competencies were identified by respondents as essential to their leadership growth and development: time and organizational fit, preparation, professional development, on-the-job training and professional experiences, and mentoring, job shadowing, and internships (McNair et al., 2011).

Leader and Leadership Skills and Competencies Reported by Leadership Authors

Noted authors of works on leader and leadership development have contributed to the current thinking on skills and competencies needed for contemporary leaders and leadership practitioners. These authors include Bolman and Deal, John Kotter, and Daniel Goleman. In Bolman's and Deal's 2008 book entitled *Reframing Organizations: Artistry, Choice, and Leadership* a distinction is made between leader and leadership. The focus of the book was to provide leaders with a conceptual model for viewing their organizations. Bolman and Deal (2008) posited, "Learning multiple perspectives, or frames, is a defense against cluelessness. Frames serve multiple functions. These frames serve as maps that aid navigation, tools for solving problems, and getting things done" (p. 18). Their model consists of four frames: structural, human resource, political, and symbolic. Each of these frames provides leaders a distinctive and useful way to view their organization and to determine whether the leadership exhibited by organizational leaders is effective or ineffective. When viewed together, these lenses can reveal organizational deficiencies and possible solutions for improvements. According to Bolman and Deal (2008), leader

and leadership process can both be viewed through the lens of the four frames to reveal skills and competencies needed for leaders and the leadership process. The Bolman and Deal model is summarized in Table 4. Considering the conceptual framework for this study, this table suggests that human capital/leader skills and competencies are equated with analysts, catalyts, servants, advocates, negotiators, prophets, and poets who are flexible enough to reframe their leader experience, seek new issues, and examine possibilities of their organizations (Bolman & Deal, 2008). This table also suggests that the social capital/leadership process is effective when the leader helps to analyze and design, support, empower, advocate, build coalitions, and inspire.

Table 4

Comparison of Leader and Leadership Effectiveness According to Bolman and Deal

Frame	Leadership is effective when		Leadership is ineffective when	
	leader is	leadership process is	leader is	leadership process is
Structural	Analyst, architect	Analysis, design	Petty bureaucrat or tyrant	Management by detail and fiat
Human Resource	Catalyst, servant	Support, empowerment	Weakling, pushover	Abdication
Political	Advocate, negotiator	Advocacy, coalition building	Con artist, thug	Manipulation, fraud
Symbolic	Prophet, poet	Inspiration, meaning making	Fanatic, charlatan	Mirage, smoke, and mirrors

Note. Adapted from *Reframing Organizations: Artistry, Choice, and Leadership*, by L. G. Bolman & T. E. Deal, 2008, San Francisco, CA: Jossey & Bass.

Bolman and Deal (2008) shared other perspectives on leader and leadership.

According to these authors, “Leadership is thus a subtle process of mutual influence

fusing thought, feeling, by both leader and led” (p. 345). Their perspective is reflective of the relationship or interpersonal aspects of the social capital theory. Leaders, on the other hand, “help articulate a vision, set standards for performance, and create focus and direction” (p. 345) reflective of the intrapersonal skills and competencies associated with human capital theory.

John Kotter (1996) posited that one of the fundamental roles of leadership is to lead change. He developed an eight-stage transformation leadership model to initiate and sustain change in organizations: (a) establishing a sense of urgency, (b) creating the guiding coalition, (c) developing a vision and strategy, (d) communicating the change vision, (e) empowering broad-based action, (f) generating short-term wins, (g) consolidating gains and producing more change, and (h) anchoring new approaches in the culture (Kotter, 1996, p. 21). Kotter’s model is based on the assumption that change requires some action or is initiated by the leader and that successfully initiating and sustaining change requires engaging organizational members in the change efforts (Kotter, 1996). When viewed through the lens of human and social capital, the skills and competencies required to initiate the eight stages are aligned more with the social capital theory due to the relationship or the interpersonal aspects of each of these stages.

In his 1995 book entitled *Emotional Intelligence*, Daniel Goleman offered his theory in the development of self-regulation or understanding and controlling the inner self as a skill or competency for leaders. The main premise of his work was that it is important to recognize and regulate the emotions in oneself and in others (Goleman, 1995). He developed competencies called “EI competencies,” which he stated “are not innate talents, but learned abilities, each of which has a unique contribution to make

leaders more resonant, and, therefore, more effective” (Goleman, 1995, p. 38). Goleman developed four domains and 18 associated competencies that he claimed “link specific clusters of competencies to the underlying brain dynamics that drive them” (p. 38). Under the emotional intelligence domain of personal competence (capabilities that determine how one manages oneself), Goleman identified the need to develop self-awareness and self-management. Under the emotional intelligence domain of social competencies (capabilities that determine how we manage the relationship), he recommended development of social awareness and relationship management as key competencies needed for effective leadership (Goleman, 1995). Again, if these competencies are viewed through the lens of human and social capital, a natural alignment can be seen in the emotional intelligence domains of intrapersonal competencies (human capital) and interpersonal competencies (social capital), respectively.

In retrospect, community college scholars and practitioners have provided myriad leader and leadership skills and competencies that are needed to develop the next generation of community college leaders and leadership. Also, following Hammons and Keller’s (1990) suggestion of the use of the leader and leadership skills and competencies found in the literature as the basis for assessing leader or leadership development programs, the skills and competencies identified above were used to develop a codebook for interpreting the data from the GYOL graduates and program administrators.

Formal Contemporary Community College Leadership Development Programs

To develop future leaders to fill the impending leadership gap, community college leaders have developed or sought to develop various leadership training programs for their employees. A review of the literature revealed three available types of formalized

community college leadership development solutions: (a) university-based graduate degrees, (b) short-term leadership programs such as institutes and seminars, and (c) college-based, in-house leadership development programs, known as GYOL programs. University-based graduate degree leadership programs, as described by Piland and Wolf (2003), “provide formal credentials, including master’s degrees and certificates, and a doctorate of philosophy degrees” (p. 3). These are cohort-based learning programs in which groups of students are admitted on a yearly basis and take courses together. This cohort structure provides support to candidates and opportunities for members to learn from one another, to use standard benchmarks to measure student progress, and to receive and provide assistance for the completion of their dissertations.

The first university-based graduate degree leadership programs were developed through grant funding from the W. K. Kellogg Foundation in the 1960s. Twelve universities participated in this grant and developed training centers for community college leadership training and development: Columbia Teachers College, Florida State University, Michigan State University, Stanford University, University of California (Berkeley), University of California (Los Angeles) University of Colorado, University of Florida, University of Michigan, University of Texas, University of Washington, and Wayne State University. The purpose of the university centers was to find and develop the new leadership necessary to stimulate the organizational development of community colleges. It is interesting to note that 8 of the 12 university programs had the title “Junior College Leadership Program,” reminiscent of the early community college designation.

In her 2006 report entitled *Breaking Tradition: New Community College Leadership Programs Meet 21st-Century Needs*, Amey (2006a) noted that the 12

university-based programs were designed to prepare community college administrators and faculty for such senior management positions such as deans, department heads, vice presidents, and presidents. University faculty taught courses and the program learning model was described as cohort-based learning, with participants taking courses in a common sequence throughout the program. The intended audience, as described by Katsinas and Kempner (2005), was “mid-level administrators and higher. Prospective participants need not be aspiring presidents, but program coordinators agree that early participation by those in leadership roles enhances their leadership opportunities and may encourage administrators to consider seeking a presidency in the future” (p. 11).

Amey (2006a) examined six contemporary university-based community college leadership programs and stated, “Each of the programs studied is relatively new and, therefore, does not have much assessment data to demonstrate effectiveness” (p. 18). However, qualitative data suggested that students were satisfied with their learning experiences and agreed that the material was important and beneficial to them in their current jobs, and future aspirations, the networks that they developed were significant, and they were more willing to assume leadership responsibilities, even while in the same jobs (Amey, 2006a).

In contrast, some researchers have argued that university-based programs do not enhance participants’ leadership skills or prepare them for leadership roles. Regarding the number of new community college leaders produced, Reille and Kezar (2010) posited that “university-based graduate and short-term programs do not adequately prepare a sufficient number of new leaders to fill the impending leader gap” (p. 5). These programs provide a formalized credential that is a preferred requirement for all presidential

candidates. Also, they claimed that these programs focus on theory, are not sensitive to the community college context, or miss important local leadership conditions that may vary, for example, by locale or by state (Eddy, 2008).

In recent decades, criticism of doctoral education in the United States has continued to mount (Eddy, 2008; Golde & Walker, 2006; Piland & Wolf, 2003; Shults, 2001). These critics cite underrepresentation of women and ethnic minorities, a high student attrition rate exceeding 50% in some departments, and doctorate award recipients “ill prepared to function effectively in their work settings” (Golde & Walker, 2006, p. 5).

Variations on university-based programs are the on-line/distance learning leadership programs offered by universities. Programs of this type are accredited by the regional accrediting associations and are relatively new programs for community college leadership. An example can be found at Walden University, which offers a Ph.D. degree in organizational leadership. “In 2003, leaders at Walden committed to creating a learning-centered model Ph.D. for community college administrators and faculty that would address the crisis in the community college” (O’Banion, 2006, p. 37). A review of dissertations in the topic area of higher education revealed that numerous doctoral candidates earned their degrees from this online program. However, no data were discovered in community college literature to determine the exact number of degrees awarded or the perceived effects of the program on the participants’ leadership skills.

Another university based on-line community college leadership program is offered by Morgan State University entitled “Community College Leadership Doctoral Program Online.” According to its website this program “focuses on training professionals for the unique situations encountered by senior administrators and faculty

in community colleges” (Morgan State University Website, 2014). It has been in existence since 2003 and has announced that they have already produced graduates who serve as presidents of community colleges (Morgan State University Website, 2014). However, a review of the literature did not reveal data on program graduates’ outcomes.

A unique variation of the university-based program is the Rowan University Community College Leadership Initiative (CCLI). This cohort-based 3-year program utilizes instructors from the university and community college presidents who serve as adjuncts to provide theoretical and practical instructional pedagogy in a hybrid format that includes online and classroom instruction. According to Dr. Lawrence Nespoli, Executive Director of the New Jersey Council of County Colleges, the Rowan CCLI “combined the academic, scholarly wisdom of full-time faculty at Rowan University with the practical knowledge and leadership wisdom of our community college presidents” (personal communication, September 4, 2012). However, a review of the literature did not reveal data on program graduates’ outcomes.

Short-term leadership programs are training programs developed by organizations and institutes that have been offered to aspiring community college leaders since the late 1980s. In 1988, the League for Innovation in the Community College was the first to offer a short-term leadership program entitled The Executive Leadership Institute (ELI), designed to provide community college senior managers with leadership training. The League’s website states the following:

The Executive Leadership Institute (ELI) provides the opportunity for potential community college presidents, or those in transition, to analyze their abilities, reflect on their interests, refine their skills, and engage in leadership discussions

with an unparalleled faculty of community college leaders. (League for Innovation in the Community College, 2011, para. 2)

This nationally recognized community college leadership program is designed to provide training for senior managers who seek a community college presidency.

Forty-three percent of ELI graduates and as many as seventy percent of some graduating classes have accepted presidential appointments. An interesting fact about The League's ELI program is that it does not offer this training for mid-level administrators. Therefore, department chairpersons, directors, and supervisors must seek other leadership training programs to fulfill their professional development needs (League for Innovation in the Community College, 2011, para. 3).

Another nationally recognized community college leadership program offered by the AACC is entitled Future Leaders Institute (FLI; AACC, 2012). A review of the FLI program description revealed a two-tier model uniquely designed for mid-level and senior-level community college administrators and faculty members. Specifically, the AACC offers the following description of the FLI's two training tracks:

FLI is designed for mid-level community college administrators. These individuals typically have the title of Dean, Associate Dean or Director and are responsible for multiple employees on their campus. FLI Advanced is designed for senior-level administrators who are looking to move into a presidency within the next couple of years. These individuals hold a position that reports directly to the president or chancellor of their institution and typically hold the title of Vice President. (AACC, 2012, para. 3)

The Chair Academy is a nationally recognized cohort-based leadership development program offered by the Maricopa Community College District at Mesa Community College. According to its website:

The Chair Academy began in 1992 with the International Conference for Chairs, Deans, and Other Organizational Leaders. The first Annual Academy Conference focused on providing leadership development for mid-level managers. In addition to designing the conference, the department chairs of the Maricopa Community Colleges also began to research and design a more extensive training program for academic and administrative leadership to meet the needs of midlevel organizational leaders. . . . The Academy is not designed for college presidents, rather for all those leadership positions from midlevel and above. (Chair Academy, 2011, para. 1)

Leadership topics covered in this program include Work Behavioral Styles, Complex Role of the Organizational Leader, Leadership assessments, Academy Surveys, Leading and Managing Effective Teams and Work Groups, Strategic Planning and Scenario Thinking, Managing Conflict Productively and Engaging in Crucial Conversations, Valuing Diversity & Cultural Competence, Facilitating, Integrating & Celebrating Strengths, Dimensions of Leadership, Leader as Manager, Hiring and Orienting for Excellence, Coaching, Developing & Talent Management, Recognizing and Celebrating, and Leading Part-Time Staff (Chair Academy, 2011). The target population for the Chair Academy is consistent with the beliefs of Pamela Eddy (2010), who contended that the formal leadership program should be geared to develop leadership among the rank and file.

Grow-Your-Own-Leadership Programs

Another approach to developing community college leaders is training through GYOL programs. These campus-based programs were developed to provide internal candidates with leadership development opportunities and to provide candidates for their leadership pipeline to build institutional leadership capacity. The literature has supported GYOL programs as a solution for developing leaders and leadership in community colleges (Bornheimer, 2010; Day, 2001; Jeandron, 2006; Reille & Kezar, 2010; Shults, 2001).

According to AACC (2005), the overall purpose of GYOL programs is typically threefold: (a) to study leadership theory and acquire a direct understanding of individual leadership styles, (b) to gain an understanding of all aspects of one's institution (e.g., operating budget, governance, stakeholder relations), and (c) to gather knowledge of current issues in community colleges and higher education in general. An additional and inherently understood outcome of such programs is to enhance the professional leadership ability necessary to ascend to senior leadership positions at these institutions. Angel Royal, former Associate Vice President of Leadership Development and Board Relations at the AACC stated another reason to develop GYOL programs in community colleges: "It appears that colleges see a moral obligation to grow leaders, which will have a major impact on the colleges' ability to continue delivering high-quality services to students" (Violino, 2012, p. 1).

Stone (1995) and Rielle and Kezar (2010) both suggested that GYOL leadership programs may even be more effective than an advanced degree or a statewide or nationwide leadership development program because they can be customized to the

college's characteristics, culture, goals, and specific needs. Another important aspect of GYOL leadership programs is that they are not specifically designed for senior managers or presidential hopefuls (Amey, 2006a; Eddy, 2008). These leadership development programs provide an opportunity for internal mid-level community college administrators, staff, and faculty to participate in leader and leadership training and are the subject of this research study. In fact, one of the overarching questions to be addressed in this study is whether a GYOL program prepares leaders to enter the leadership pipeline and fill leadership gaps at the community college.

GYOL Programs and the Leading Forward Project

In 2005, the AACC conducted a formal study of college, district, and state GYOL leadership programs, focused on developing future college leaders from among the existing ranks of mid-level administrators and faculty” (Jeandron, 2006). Many campuses, districts, and state systems have established GYOL programs to identify potential leaders among current faculty, staff, and administrators and to groom them for advanced leadership positions. The GYOL programs have emerged as a valuable and effective strategy. Based on the data collected in that study, the AACC selected 16 community college programs, two community colleges district programs, and five state programs as a sample to assess program characteristics, attendees' characteristics, and outcomes.

The report generated from the AACC study, entitled *Growing Your Own Leaders: Community Colleges Step Up*” by Carol A. Jeandron (2006), compiled the data from these community colleges and discovered recurring outcomes in the areas of program planning, program development, program delivery, and strength of the program. Jeandron

reported that (a) program participants were promoted or assumed leadership roles in their institutions, (b) participants reported that they had acquired leadership skills, (c) participants' level of involvement in campus activities and committees had increased, and (d) participants increased their collaboration across disciplines, developed innovative projects, and improved their problem-solving abilities and self-confidence (Jeandron, 2006). When these reported program outcomes are viewed through the lens of the conceptual framework of this study, it is suggested that (a) a study of GYOL programs can yield data (outcomes) on graduates, and (b) skills and competencies reported in the Jeandron study can be aligned with leader/human capital/ and leadership/social capital skills and competencies to support the theories espoused by Day (2001) and McCallum and O'Connell (2009).

Review of Assessments of Community Colleges' GYOL Programs

GYOL programs in community colleges can be traced back to the 1990s. The earliest GYOL leadership program reported in the literature appeared in 1995. Stone (1995) presented a paper entitled "Grow Your Own Community College Leaders: How One College Did It," in which she outlined the process for the development of Houston Community College's GYOL leadership program entitled the Leadership Training Institute (LTI) at the College Without Walls. The goals of this program were "(a) to provide the information and training for those individuals who want to grow professionally, and (b) to provide a structured program to help prepare college employees to assume leadership roles in the organization" (p. 4). An assessment of this program stated, "Participants were very positive in their evaluation of the program" (Stone, 1995, p. 6). Furthermore, she stated, "All [participants] felt that the program achieved its goals

and that the time was well spent” (p. 6). However, her paper did not offer qualitative data to support these anecdotal comments. Since the appearance of this paper, community colleges throughout the nation have developed their own versions of this campus-based leadership training program and national and state studies on these programs have followed.

In the past eight years, several studies have focused on community college GYOL development programs. Rielle and Kezar (2010, citing Anderson [1997] and Cota [2006]) asserted, “For the most part, researchers have not yet formally assessed the effectiveness of the content of GYOL programs” (p. 2). Their study, consistent with “Growing Your Own Leaders: Community Colleges Step Up,” provided a general assessment of 15 community colleges that offered GYOL leadership programs. They conducted open-ended qualitative interviews and focus group sessions with community college staff and stakeholders to obtain information on the leadership competencies most valued by the interviewees. Also, “data were collected on the respondents’ perspectives on leadership development and their suggestions for the new program, including goals, design, content, evaluation of outcomes, and available resources” (Rielle & Kezar, 2010, p. 10). Their findings suggest that

there are both pros and cons to GYO programs and that without careful attention to design problems or limitations; the integrity of the program can be compromised. Thus, GYO programs can offer a valuable source of leadership development if carefully and reflectively designed to incorporate best practices for programs, balancing the benefits of national standards and local norms. (p. 68)

Vickers (2007) conducted a mixed-methods study in which she “studied the impact of two existing leadership development programs on the community college system and its employees in Iowa” (p. viii). Data were collected from participants and program staff through open-ended and closed-ended surveys and focus groups. The data were compiled and analyzed and revealed that the “participants of the programs are earning promotions, the programs serve as retention tools for the colleges, participants are continuing their education, the credit earned in the programs is important to the participants, and participants are satisfied with the program topics”(p. viii). Other results shared by participants were that “the programs had a significant impact on them and their career development” (p. viii), and “participants should be surveyed on a regular basis to learn of any changes in educational or employment status” (p. 163). That study was one of the few that reported outcomes for campus-based GYOL leadership programs.

Focht (2010) reported results of a qualitative analysis of three community college campus-based leadership development programs and their impact on leadership capacity by program graduates. Participants’ and program administrators’ perceptions of program characteristics were obtained through an open-ended survey. Data yielded themes that, when analyzed, revealed that some program components resonated with participants and provided them with improved leadership capacities and an enjoyable learning experience. He states, “The sole purpose was to draw distinctions between intended outcomes and actual outcomes obtained after program completion as perceived by graduates” (p. 41). Focht offered details about the intended and actual outcomes of the program. He explained the purpose of this statement: “An important distinction sometimes exists in what program developers believe to be the most important principles versus the actual

takeaway lessons learned from each participant” (p. 41). One of the results of this study was awareness of six leadership competencies as perceived by the program graduates: honesty/integrity/ values, embracing and espousing the community college mission, collaboration and communication, decisiveness, vision, and team mentality. Furthermore, data from program administrators and from the participants were similar. These findings are germane to this study in that (a) outcomes can be viewed similarly, and (b) leadership competencies are aligned with leader/human capital and leadership/social capital paradigms. One of the conclusions of the study was the need to perform ongoing studies of GYOL leadership development program outcomes.

The studies by Reille (2009), Vickers (2007), and Focht (2010) provide insightful information on leadership program design and structure. The Focht (2010) study provided information on program outcomes regarding skills and competencies acquired by the participants as a result of their participation in the leadership development programs. That study also indicated that a qualitative study of GYOL program participants can provide data on the awareness of leadership competencies by the participants.

A further search of the literature revealed a few more studies that provided some information on program outcomes. Conover (2009) used mixed methods “to add descriptive data of the community college branch campus administrators and their self-assessment data regarding their executive leadership competencies for the position they currently hold or aspire to hold” (p. 7). The study addressed several research questions, two of which related to acquisition of leadership skills and competencies: (a) What is the self-perception of leadership competency attainment of community college branch

campus administrators? and (b) How are leadership competencies of community college branch campus administrators aligned with those endorsed for community college leaders by the AACC's Leading Forward Project? Results showed that (a) the participants did not agree that they had achieved perfect confluence with their job expectations and their performance, and (b) in order of importance, the community college administrators scored communication, collaboration, organizational strategy, community college advocacy, and professionalism as the five most important competencies, while resource management received the lowest ranking, in contrast to the AACC's Leading Forward Project competencies.

Knott (2011) conducted a mixed-methods study of three selected community colleges in the North Carolina community college system. This system developed an in-house or GYOL program called Leadership Development Institutes (LDIs). The purpose of these LDIs was to enhance the leadership pipeline of leaders and develop aspiring candidates to assume leadership roles when current leaders retire from their positions. The goal of the study was to describe the planning, developing, delivering, and strengthening of elements of three community college-based faculty and staff college LDIs at the local level. The research questions were designed to examine the program elements of the LDIs and the participants' perceived outcomes of leadership skills and competencies developed as a result of their participation in the LDI program. Some of the reported results were that participants perceived that they

identified the importance of networking and established new and broader relationships, . . . improvement in developing skills that allowed them to work with different people . . . learning more about leadership skills, theories, and

styles. LDI participants also described enhancements of their knowledge of the college and the community it serves. (Knott, 2011, p. 161)

Participants also reported gains in understanding how the college works, self-efficacy and said that the training carried over into their personal lives.

Rowan (2012) conducted a study to evaluate the effectiveness of community college GYOL program. In her study she examined collected data from 41 of the 91 program Participants who were still employed at the college, five program planners, the college president, and 11 senior administrators using Donald Kirkpatrick's four-level training evaluation model to determine the program's effectiveness. One of the interesting findings of her study indicated “that, while the GYO leadership development program generally met the college's desired objectives, the infrastructure to support continued leadership development was lacking” which supported her recommendation to strengthen of the college’s infrastructure to foster continued leadership development” (p. iv). This review of previously conducted GYOL program studies was informative in that (a) it supported that GYOL programs can be assessed using qualitative or mixed methods approach, (b) it yielded data on program outcomes, and (c) it showed that Focht (2010) obtained intended and actual outcomes of GYOL programs from a program developer perspective. These outcomes suggest that program graduates can be assessed to measure “intended and actual “outcomes.

Succession Planning and Leadership Development

There is a well-documented need to prepare leaders for the leadership pipeline and gap in community college leadership, and succession planning is one method used by community colleges to address this issue. Literature about succession planning in both

profit and nonprofit organizations discloses a range of definitions and perspectives. Mackey (2002) defined *succession planning* as “techniques used by organizations to attract, develop, and retain employees to meet current and future leadership and staffing needs” (p. ii). Rothwell (2002) stated that succession planning is a “systematic, long-term approach to meeting the present and future talent an organization must have if it is to continue to achieve its mission and meet or exceed its business objectives” (p. 32). Heuer (2003) defined succession planning simply as “preparing people for leadership positions” (p. 3). Conger and Fulmer (2003) attempted to resolve the confusion: “Succession planning and leadership development are natural allies because they share a vital and fundamental goal: getting the right skills in the right place” (p. 4). However, there is a difference between organizational members who are engaged in succession planning and those who are engaged in leadership development in the organization. Conger and Fulmer (2003) illustrated this point: “Whereas succession planning generally focuses on a few positions at the very top, leadership development usually begins in middle management” (p. 4). This study was designed to assess the outcomes of a formal GYOL leader and leadership development program at a community college that is geared for employees at all employment levels and is not linked to preparing selective leaders at the top of the organization, as suggested by succession planning model.

For-Profit Organizations’ GYOL Programs

For-profit organizations have long recognized the need to develop leaders and engage their mid-level managers in leadership development programs. GYOL programs are not the exclusive leadership development and training modality of community colleges. Since the early 1990s, for-profit and nonprofit organizations have recognized

the importance of developing leaders and maintaining a leadership pipeline to maintain their competitive advantage in their respective industries. Two examples of companies that developed and implemented internal leadership development programs are General Electric (GE) and PepsiCo.

GE, a major business conglomerate, was named America's Most Admired Company in 1998 and 1999 by *Fortune* magazine (Stewart, 1998). Under the leadership of CEO Jack Welch, GE forged an industry-competitive advantage through its strategy of developing innovative products and promoting internal cultural development. One of Welch's most significant leadership accomplishments was development of a positive culture of leadership development within the company. Welch's commitment to leadership development was driven by his personal philosophy to develop the company's human resources. He was quoted as saying, "That is my job. We spend all of our time on people. The day we screw up the people thing, this company is over" (Stewart, 1999, p. 27). GE's internal leadership development program, known as Change Acceleration Program (CAP), was championed by Welch and designed for presidents of businesses, officers of companies, and senior executives of organizations for the purpose of developing "core leadership competencies for the GE of the future" (Day & Halpin, 2001, p. 32). CAP is a 2-week leadership development program that includes 360-degree feedback, coaching, and action learning in which Welch has led some of the training.

PepsiCo, a global food conglomerate, also recognized the need to develop leaders and maintain a leadership pipeline. During his tenure (1983–1995) as Chairman and CEO, Roger Enrico demonstrated a personal commitment to leadership development. PepsiCo's leadership development program, called Building the Business, was led and

instructed by Enrico, who commits a few months of his time on a full-time basis, supported by several other executive teachers (Day & Halpin, 2001). The Building the Business Leadership Development Program's central philosophy was that the "most important responsibility of a leader is to develop personally other leaders" (Day & Halpin, 2001, p. 36). Participants in this program were selected executives who were considered high-potential managers. They were mentored by Enrico, which afforded him the opportunity to share his personal philosophies of leadership and management and to "socialize key leadership values" with the program's participants. The Building the Business leadership program included an action learning component that required participants to design a business project that could be incorporated into PepsiCo's strategic business goals and objectives. PepsiCo's Building the Business leadership program resulted in the ascent of many of the company's current executive leaders and their focus on leadership development is evident in their current philosophy. "Pepsi Corps is all about going beyond your day job to make an impact in the world. Through this project, we hope to develop the leaders of tomorrow by strengthening skills like flexibility, adaptability and resilience among the participants" (PepsiCo, 2012, para. 3).

No reports on the outcomes of for-profit GYOL programs could be found in the literature. However, the fact that these programs developed for internal candidates included 360-degree feedback and supported the leader or leadership needs of the organization is similar to the purpose of the community college GYOL program and helped to inform this study.

Chapter Summary

This chapter described the conceptual framework and explained how it informed the research questions and literature review. Human and social capital theories were linked to leader or leadership skills and competencies to serve as the conceptual framework for the study. Also provided was a brief historical look at the development of community college leaders and leadership. As noted, funding for leader and leadership development initiatives came from philanthropic organizations, as well as the federal government. Most scholars have agreed that leader or leadership can be taught and that program administrators should carefully consider what the program outcomes will be when developing these programs.

The review of the literature identified theories of leader or leadership skills and competencies that are needed by community college leaders, including the AACC competencies. These skills and competencies were used as yardsticks to measure the program outcomes of the GYOL leadership program in this study. There are at least three types of programs used by community colleges to develop leaders or leadership; however, scholars cited in this literature review have suggested that GYOL programs are the most effective. GYOL programs date back to 1995 and have been the focus of the AACC and multiple research studies. These studies have provided valuable insights into GYOL program design and outcomes. However, all of these researchers have stressed the need for further studies in this area.

There is a difference between succession planning and leader and leadership development. Succession planning is a more closed process involving selected individuals, while leader and leadership development include a wider array of

organizational members. For-profit organizations have long recognized the need to develop leaders and leadership from within their organizations and corporations and have maintained leader or leadership pipelines to ensure the success of their organizations.

Chapter 3

Methodology

The most dangerous leadership myth is that leaders are born—that there is a genetic factor to leadership. This myth asserts that people simply either have certain charismatic qualities or not. That’s nonsense; in fact, the opposite is true. Leaders are made rather than born. (Warren Bennis, as cited in Quotes, n.d., para. 1)

A review of the current literature as reported in Chapter 2 forecasts the impending shortage of community college leaders. As more presidents, senior managers, and faculty members retire, the leadership gap widens. As the leadership gap widens, the transfer of leadership skills among the existing leaders and organizational members or new leaders becomes more challenging. Community college literature suggests that training new leaders for future leadership roles in community college is more than just a need; it is an institutional imperative. Of the three types of leadership programs discussed in Chapters 1 and 2, this research assesses the effectiveness of a GYOL program as a method for developing community college leaders. The overarching question of this study was, *Can a GYOL program develop leader or leadership accomplishments and competencies in its participants?* Therefore, the purpose of this sequential explanatory mixed-methods case study was to collect data to address the following research questions about a specific community college’s GYOL program:

1. Based on the perceptions of GYOL program graduates, what leader or leadership skills were enhanced or developed?

2. What leader or leadership skills, competencies, and characteristics did graduates report were enhanced or developed through their participation in the GYOL program?

3. Based on the perceptions of GYOL program administrators, what leader or leadership skills were enhanced or developed in GYOL program graduates?

4. What evidence do GYOL program administrators have to support their perceptions of enhanced or developed leader or leadership skills and competencies in GYOL program graduates?

5. What unexpected outcomes were identified by graduates resulting from participation in the GYOL program?

6. Based on the AACC leadership competencies, how well do the outcomes of this program address those competencies?

One of the problems encountered in this study was a lack of participation by most of the study group members' supervisors and subordinates/peers to complete the SUNY360 assessment tool. Program graduates were given directions (Appendix C) explaining how to include raters. However, after an initial low response rate, program graduates were given the option to complete the SUNY360 assessment tool themselves without raters (supervisors and subordinates/peers) or to use the raters. Two of the 14 GYOL program graduates elected to include raters (supervisor, subordinate, or peer); however, due to the limited number of these raters, their supervisors' and subordinates'/peers' responses were not included in the analysis of qualitative data. A question was added to the interview protocol to ascertain the reason(s) for the lack of supervisors and subordinates/peers to complete the SUNY360 survey.

This study was designed to have GYOL program graduates' supervisors and subordinates/peers serve as a source for external validation of the GYOL program. Difficulties in the administration of the survey and lack of agreement among participants required a change in the external validation from the supervisors and subordinates to the GYOL program administrators. Therefore, the following two research questions (RQ3 and RQ4) were added to the interview protocol of this study, as shown in Table 5.

Table 5

Questions Added to the Interview Protocol

Research questions	Data collection method	Data collection tool	Data collection participants
RQ3. Based on the perceptions of GYOL program administrators what leader or leadership skills and competencies did they perceive were enhanced or developed in GYOL program graduates?	Qualitative	One-on-one Interviews	Program Administrators
RQ4. What evidence do GYOL program administrators have to support their perception of enhanced or developed leader or leadership skills and competencies in GYOL program graduates?	Qualitative	One-on-one Interviews	Program Administrators

As discussed in Chapter 2, the GYOL program administrators were invited to participate in one-on-one interviews to provide their organizational perspectives on the GYOL program outcomes. In fact, they served to validate the primary data supplied by study group members during one-on-one interviews.

The Research Site: MCCC GYOL Program

Established in 1966, MCCC's rich history mirrors the transformation of the junior college to the community college in the early community college movement described earlier. Its two campuses, West Windsor and downtown Trenton, served 12,799 credit students, according to its 2012-2013 Annual Report (MCCC, 2013).

The college's mission statement reads as follows:

Mercer County Community College is a comprehensive, publicly supported two-year institution focused on learning and student success. The college welcomes students of all ages from a broad range of backgrounds, abilities, interests, levels of education, and economic circumstances to a challenging and supportive environment dedicated to meeting the educational needs of 21st-century global citizens and lifelong learners. Mercer responds to a broad array of community needs, offering programs and services for employers, continuing education and training for the workforce, enrichment for youth, and cultural opportunities for people in the region. (MCCC, 2013, p. 1)

Six goals guide the college's quest to fulfill its mission:

To provide high-quality academic programs, courses, and instruction for a broad, diverse student population including:

- associate degree programs consisting of first- and second-year courses that transfer to four-year colleges and universities offering baccalaureate degrees;
- associate degree and certificate programs that prepare students for direct entry into occupations and careers;
- preparatory programs and courses to strengthen students' reading, writing, and quantitative skills;
- general education courses and experiences for each student that incorporate the best traditions of higher learning while supporting the educational needs of 21st century global citizens, workers, and lifelong learners;
- high-quality instruction and engaging learning experiences from dedicated faculty.

To offer high-quality continuing education programs including:

- professional development opportunities for individuals to enhance existing skills, learn new skills, and obtain industry certifications;
- training programs and resources for businesses, government agencies, and not-for-profit organizations;
- personal development and enrichment programs responsive to the current and emerging needs of individuals throughout the community.

To provide services and activities that support individual student success including:

- learning assistance, resources, and services beyond the classroom to support the identification and attainment of individual education objectives and career goals;
- co-curricular activities and services that build leadership skills, foster social and emotional growth, promote health and wellness, and prepare students for global citizenship.

To foster a campus culture that celebrates and values diversity, inclusiveness, and respect and supports the personal and intellectual growth of all students, faculty, and staff in a setting that is characterized by:

- integrity and responsible behavior;
- effective internal and external communication.

To maintain resources that support open admissions, affordability, quality teaching, innovation, and a safe and sustainable campus including:

- financial assistance to all eligible students;
- innovation and technology in programs, services, and methods of instruction that respond to community needs and contribute to student achievement and success;
- a safe, clean, and well maintained campus with practices and programs that promote and support institutional and environmental sustainability.

To foster community connections that enhances the cultural and economic vitality of Mercer County including:

- activities and programs which contribute to the civic, cultural, aesthetic, and recreational life of the community;
- cooperative relationships with other educational institutions, government agencies, community organizations, professional associations, and business and industry;
- year-round and summer activities for youth, including those that foster development through academics, recreation, and creative expression.

To maintain a commitment to assessment to evaluate the college's success in meeting these goals and improving institutional effectiveness. Co-curricular activities and services that build leadership skills, foster social and emotional growth, promote health and wellness and prepare students for global citizenship. (MCCC, 2013, para. 2)

MCCC, located in the center of the county, has two campuses: the main campus, which opened in 1972 and covers 290 acres situated in the rural part of central New Jersey, and a branch campus located in the downtown area of the state's capital, Trenton. The main campus features 14 buildings connected by a network of bridges to permit internal travel. Operationally speaking, each building houses separate academic or administrative departments. For instance, the AD building houses the administrative office of the President, Vice-Presidents, and administrative staff. The LA building houses the Liberal Arts department and the BS building houses the Business department.

MCCC employs about 400 full-time employees. Its organizational chart can be described as a tall structure with specific functional areas of academic affairs, compliance and human resources, student affairs, administration, and college advancement. Each member of these functional areas reports to an area head who is a member of the President's cabinet. Within each functional area are assistant deans, directors, chairpersons, and professionals and support staff members, who represent the workforce in this institution's hierarchical organization structure and serve as the source for participants in the MCCC GYOL programs. Most of the organizational members (faculty, professional, and support staff) belong to a collective bargaining unit.

According to its program literature (Appendix K), the Mercer Leadership Academy (MLA) was first offered at the college in 2009. It was designed to cultivate the leadership potential of faculty and staff through a year-long, cohort-based format that

provides participants with leadership training in a seminar-style meeting from 9 am to 1 pm one Friday per month during the fall and spring semesters. Members also participate in online discussions and activities. The MLA program's primary goal is to enhance the leadership ability of its participants through "a variety of discussion topics, activities, and speakers designed to enhance leadership ability" (MCCC, 2011, p. 3). The stated objectives of the MLA program are as follows:

develop the skills, knowledge, and attitudes for 21st-century community college leadership advocated by the AACC demonstrate an awareness of the place of the community college in American higher education

actively engage with current issues in Higher Education at the local, state and national levels study organizational structure, organization culture, and organizational change

analyze MCCC in the context of national and state models gain a deeper understanding of the College mission, vision, and values apply knowledge and skills to continuous improvement at MCCC promote interaction across divisions and departments

develop increased self-awareness as leaders and enhanced communication skills work collaboratively on a project of benefit to the College community. (MCCC, 2011, p. 2)

Participants complete a team-based or individual project that applies the knowledge and skills developed in the Academy to an area outside the participants' typical responsibilities. Graduates of the program are expected to serve as mentors for future cohorts.

Since its initial cohort in 2009-2010, 39 participants, or approximately 9% of the college's full-time employees, have completed the MLA program; 36 were still employed at the college during the time of this study, with titles such as Coordinator, Director, Assistant Director, Manager, Specialist, Librarian, and faculty members such as Professor and Assistant Professor, and support staff. The MLA graduates serve in a variety of areas and at various levels in the college (Table 6). In fact, the title of the 2011-2012 MLA program description and applications is "Leading at All Levels."

Table 6

Study Group Members' Job Titles

Member number	Position title
898347	Coordinator
939083	Assistant Director
913679	Librarian
691724	Professor
865392	Coordinator
458047	Manager
163876	Assistant Director
902037	Director
139131	Associate Professor
314978	Counselor
619352	Librarian
257368	Assistant Professor
379124	Specialist
395870	Professor

Note. Members are affiliated with the AAPF professional and faculty employees' unions.

Research Design: A Sequential Explanatory Mixed-Methods Case Study Approach

A sequential explanatory mixed-methods case study approach was used to collect data for this research study. A mixed method is a relatively new approach to research that

gained popularity in the 1990s. Its main premise is that the use of quantitative and qualitative methods in combination provides a better understanding of research problems than either approach alone (Creswell & Plano Clark, 2011). This research method has been defined by other research scholars, such as Tashakkori and Teddlie (1998). The mixed-methods approach is “an approach to inquiry that combines or associates both qualitative and quantitative forms” (Creswell, 2009b, p. 4). However, Creswell and Plano Clark (2011) provided a definition of the core characteristics of mixed-methods research: (a) collects and analyzes persuasively and rigorously both qualitative and quantitative data (based on the research questions), (b) mixes the two forms of data, sequentially by having one build on the other, (c) gives priority to one or both forms of data, (d) uses these procedures in a single study or multiple phases of a program of study, (e) frames these procedures with philosophical worldviews and theoretical lens, and (f) combines the procedures into specific research designs that direct the plan for conducting the study. Quantitative researchers collect numerical or empirical data while qualitative researchers collect data on the meaning of an event or activity (Creswell, 2009b). The purpose of collecting and analyzing both quantitative and qualitative data for this study was to address the research questions as effectively and thoroughly as possible.

An inspection of the research questions driving this study reveals that RQ6 was addressed using a combination of quantitative and qualitative data collection methods, RQ2 through RQ5 were addressed using qualitative data collection methods, and RQ1 was addressed using quantitative data collection methods (Table 7).

Table 7

Research Questions, Data Elements, and Data Collection Methods

Research question	Method	Tool	Participants
RQ1. Based on the perceptions of GYOL program graduates what leader or leadership skills were enhanced or developed?	Quantitative	SUNY360 degree Multi-rater questionnaire	GYOL program graduates
RQ2. What leader or leadership skills, competencies, and characteristics did graduates report were enhanced or developed through their participation in the GYOL program?	Qualitative	One-on-one Interviews	GYOL graduates
RQ3. Based on the perceptions of GYOL program administrators what leader or leadership skills did they perceive were enhanced or developed in GYOL program graduates?	Qualitative	One-on-one Interviews	Program Administrators
RQ4. What evidence do GYOL program administrators have to support their perception of enhanced or developed leader or leadership skills and competencies in GYOL program graduates?	Qualitative	One-on-one Interviews	Program Administrators
RQ5. What unexpected outcomes were identified by graduates resulting from participation in the GYOL program?	Qualitative	One-on-one Interviews	GYOL graduates
RQ6. Using the AACC Leadership competencies how well do the outcomes of this program address those competencies?	Quantitative and Qualitative	SUNY360 degree Multi-rater questionnaire and one-on-one interviews	GYOL program graduates and program administrator

Most research questions required participation by GYOL program graduates to collect data. Also, program administrators' perceptions were a primary focus of this study because of their intimate knowledge of the GYOL program, the participants, and the college environment. Therefore, they provided primary data to assess the outcomes of the

program. The program administrators' data were used to support or refute the other quantitative and qualitative data.

The methodology for collecting data on these research questions was informed by the nature of the questions. The research questions were addressed based on closed-end responses to allow participants to rate their perceptions about leader and leadership skills and competencies on a predetermined scale. Open-ended questions, which did not limit the participants' responses, were used in the qualitative phase of this study to collect data during one-on-one interviews. An interview protocol was developed consisting of questions designed to minimize variation in the questions asked during the interviews and to reduce bias arising from interviewing a range of participants (Patton, 1990). All interviews were conducted by the researcher to ensure consistency and to eliminate variation in collecting interview data.

The two methodological strands used to gather data to implement the mixed-methods research design are consistent with the method recommended by Creswell and Plano Clark (2011). Because one of the research questions and the conceptual framework suggested that other outcomes could not be assessed solely using quantitative methods, the qualitative phase provided data based on the participants' responses and insights as to why they reported leader or leadership skills and competencies, as well as any other outcomes related to their participation in the GYOL program.

The mixed-methods approach was a sequential explanatory design. The purpose of the design is to use one strand of the methodology (quantitative or qualitative) to explain, in more depth, the results of the other strand (Creswell & Plano Clark, 2011), as illustrated in Figure 3.

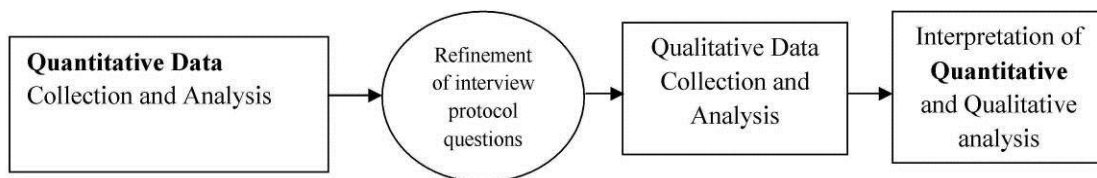


Figure 3. Sequential explanatory mixed-methods model. Adapted from *Designing and Conducting Mixed Methods Research*, by J. W. Creswell & V. L. Plano Clark, 2011, Thousand Oaks, CA: Sage.

After analysis of the quantitative data, an interview protocol was revised for the qualitative phase to assess or explain any differences in perceptions or to support the quantitative data and to collect data on leader and leadership skills and competencies as discussed in the conceptual framework. The revised interview protocol provided a simple triangulation through the use of multiple data sources (Patton, 1990).

Mixed-methods research has been used by other researchers of community college GYOL programs, including Conover (2009), Knott (2011), and Bornheimer (2010). Specifically, Knott and Conover both employed the concurrent triangulation methodology, while Bornheimer employed a descriptive case study approach. A further review of the literature on GYOL program studies did not uncover any studies that sought to use the sequential mixed-methods approach and the conceptual framework of this study. Therefore, this study provides a unique methodological approach for assessing GYOL programs.

Philosophical Underpinning and Worldview

Framing the sequential explanatory mixed-methods case study approach with philosophical worldview was based on the researcher's philosophical beliefs, type of data sought, and methods and strategies used to obtain this knowledge.

The philosophical underpinning for this study was that of a pragmatist. *Merriam-Webster Online Dictionary* defines a *pragmatist* as “a person who is oriented toward the success or failure of a particular line of action, thought, etc.; a practical person (Merriam-Webster, 2011, pragmatist). It is the researcher’s opinion that research studies should have some practical use in the context of the professional world. The researcher’s hope is that this research study may be used by other researchers and practitioners in the field of community college leadership to understand the nature of GYOL programs. This study can also assist developers of community college leadership programs in their decisions regarding what type of leadership development initiative is best suited for their institutions.

Creswell (2009b) explained the philosophical basis for this research approach, as can be seen from a few of his and Morgan’s (2007) perspectives. They suggested that pragmatism is not committed to any one system of philosophy and reality; rather, the pragmatist employs mixed-methods research for the following reasons: (a) Inquiries draw liberally from both quantitative and qualitative assumptions when they engage in their research; (b) individual researchers have a freedom of choice of the methods, techniques, and procedures of research that best meet their needs and purposes, and (c) for the mixed-methods researcher, pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as various forms of data collection and analysis.

Another strong characteristic of pragmatism as a philosophy includes the use of inductive and deductive reasoning embedded in qualitative and quantitative research methodologies. Qualitative methods in this study included the use of one-on-one

interviews, which required the researcher to draw information from data to develop general statements. The quantitative research draws from closed-end questions in the form of questionnaires and extracting data that required an analysis of numerical data and led the researcher from general information to develop specific statements. Utilizing these lines of reasoning to collect data provided the researcher a comprehensive approach to data analysis.

The Role of the Researcher

The role of this researcher (a community college administrator employed at another community college for more than 25 years) was to study the GYOL graduates and the program administrators at their community college to assess their perceptions of leadership skills and competencies acquired as a result of the graduates' participation in the GYOL program. Creswell (2009b) stated, "The goal of the researcher is to rely as much as possible on the participants' view of the situation being studied" (p. 8). Years of administrative and leadership experience of working in a community college, community organizations, and associations allowed the researcher to develop questions specifically designed to address the research questions and to listen with an experienced ear and read with experienced eyes the responses given during the interviews and survey. This perspective facilitated the study; however, it can introduce research bias into the study.

It is difficult to conduct any mixed-methods study free from bias due to the subjectivity of the qualitative phase. The researcher acknowledges his passion for the community college movement and desire to study leader or leadership development or enhancement at the research site. The researcher made a commitment to guard against

misinterpreting collected data. Two approaches to reduce researcher bias were to remain true to what the data showed and to ensure anonymity of the research participants.

Quantitative data were collected utilizing the SUNY360 assessment tool (Appendix C), after gaining permission to use the instrument (Appendix D). This tool was designed to be administered via an electronic delivery system managed by the SUNY Leadership Institute. Ample time (5 weeks) was allowed for prospective participants to respond to the invitation to participate in this study, to reduce pressure on potential participants and to contribute to reducing procedural bias. A follow-up email was sent to all prospective participants who had not responded to the first invitation.

During the quantitative phase, a randomly generated six-digit identification number was assigned to each research participant to ensure anonymity and provide the researcher a more objective approach to analyzing the survey and interview responses. The identification number helped to ensure the participant's comfort to respond freely to the survey and interview questions and thus to reduce response bias. Interview questions used during the qualitative phase were field tested in a pilot study to ensure that they did not contain leading questions. Also, data from the quantitative phase were used to tweak and develop additional questions for the interview protocol.

Most of the interviews took place in the study group member's office; one was conducted in a comfortable and secure room at the research site, and its location was known only to the researcher and the participant to ensure the participant's anonymity. To ensure that study group members' responses to interview questions were accurately reflected, all interviews were taped and transcribed verbatim. An invitation was sent all participants to review their interview transcriptions. The researcher kept facial

expressions and body movements to a minimum to avoid influencing the interviewee's responses. When necessary, second interviews were conducted to ensure the accuracy of the responses and to enrich data collected during the first interview. Notes were taken during each interview and checked against the transcripts.

Rationale for Sequential Explanatory Mixed-Methods Study

The reasons for employing a mixed-methods approach for this study are grounded in the Bryman (2006) typology described by Creswell and Plano Clark (2011). This typology lists 16 reasons for employing this research approach. Four of the reasons informed the researcher's decision to use the mixed-methods approach: (a) triangulation, (b) offset, (c) different research questions, and (d) enhancement or building on quantitative and qualitative findings. Triangulation refers to the ability to combine two methodologies (in this case, quantitative and qualitative) to collaborate the results (Creswell & Plano Clark, 2011). Offset focuses on the strengths and weakness of both quantitative and qualitative research and allows the researcher to compensate for the weaknesses and take advantage of the strengths of both. Different research questions refer to the ability of quantitative and qualitative research to answer different research questions. Enhancement or building on quantitative and qualitative findings refers to the use of the sequential explanatory mixed-methods to supply data to collaborate the results of research. Each of these reasons was implemented, as illustrated in the methodology section. The choice of a mixed-methods approach was based on the researcher's judgment that neither qualitative nor quantitative methods used alone would obtain a comprehensive understanding of the outcomes of a community college GYOL program.

Data Collection Guidelines

The researcher followed the principles and guidelines associated with ethical research on human subjects (Creswell, 2009b). Specifically, the guidelines for obtaining informed consent and protection of study participants were observed throughout the research project. Prospective participants were informed of the nature of the study, along with any time commitments on their part and asked to participate on a voluntary basis. The researcher obtained informed consent documents (Appendix H) from all participants before collection of data. The informed consent document included the identification of the participant and the sponsoring institution, a description of how participants were selected, the purpose and procedures of the study, possible benefits or risks associated with the study, the right to participate voluntarily and withdraw at any time, a guarantee of confidentiality, the level and type of participant involvement, and a signature by the participant (Creswell, 2009b). The informed consent procedure was reviewed and approved by the Institutional Review Boards of Rowan University and MCCC.

Unit of Analysis and Selection Criterion

The units of analysis for this study were MLA program graduates who responded to the invitation to participate in the study. At the time of the study, 36 MCCC employees had completed the GYOL program since its inception in 2009-2010 and were still employed at the college. Over the years, slight changes had been made to the program; however, the core curriculum remained unchanged. Therefore, while each cohort training experience varied slightly, all cohorts received essentially the same training. Members from each of the graduating cohorts from 2009-2010, 2010-2011, and 2011-2012 participated and comprised the study group.

According to Patton (1990), “The key issue in selecting and making decisions about the appropriate unit of analysis is to decide what it is you want to be able to say something about at the end of the study” (p. 168). As previously discussed, the primary purpose of this study was to assess GYOL program graduates, their supervisors and subordinates, and program administrators to determine whether leader or leadership skills were developed or enhanced as a result of participation in the training program. Since most of the program graduates did not include raters in this study, information from raters was not used.

The study group of program graduates who accepted the invitation to participate in the study was comprised of the following 14 graduates: two from 2009-2010, five from 2010-2011, and seven from 2011-2012, representing 36% of all GYOL program graduates for that period. This type of non-probability sampling falls under the category of purposeful or criteria sampling. Purposeful sampling, as defined by Creswell and Plano Clark (2011), “means that researchers intentionally select (or recruit) participants who have experienced the important phenomenon or the key concept being explored in the study” (p. 173). Patton (1990) stated that criterion sampling “involves selecting cases that meet some predetermined criterion of importance” (p. 176). Focht (2010) used purposeful sampling in his study of a GYOL program at two specific institutions and one college-wide system having leadership development institutes. His criterion sampling also included participants who had completed the GYOL program. The selection criteria used to form the study group were (a) completion of the GYOL training, (b) currently employment at the community college, (c) availability and willingness to participate in the study.

Identification of Unit of Analysis

Before contacting the GYOL program graduates, identification or a tagging process was completed with assistance by one of the MLA program administrators. A list of program graduates from the 2009-2010, 2010-2011, and 2011-2012 cohorts was obtained from the program administrator. Each graduate was randomly assigned a 6-digit identification number (e.g., 273951). A letter or email from the researcher and an email from the program administrator were sent to each program graduate, inviting that person to participate in the research study. As each program graduate responded favorably to the invitation, an identification number was assigned, recorded, and used as the only source of identification throughout the research and reporting processes. The identification number ensured that each GYOL program graduate's data could be identified and analyzed to address the research questions, and, most important, ensured confidentiality. One of the GYOL program administrators confirmed that these employees had completed the GYOL program and were still employed at the community college.

Data Collection Methods and Instruments

After identification of study participants, data collection began. As stated earlier, one of the advantages of the sequential explanatory mixed-methods design is that one strand of the methodology (quantitative or qualitative) is used to explain, in depth, the results of the other strand. The sequential order of this study was the quantitative strand or phrase followed by the qualitative strand or phrase. Each strand is discussed separately.

Quantitative Data Collection Methodology

The initial phase of the sequential explanatory mixed-methods design was a quantitative phase. The SUNY360 degree multi-rater inventory (Appendix B) was selected to collect the quantitative data. According to an April 13, 2010, *Community College Times* article entitled “GL360: A New Idea for Leadership Development,” the SUNY360 gathers input from multiple perspectives and uses the data to illuminate and develop competencies identified by the American Association of Community Colleges” (Riddell, 2010, p. 1). Its origin, characteristics, and purpose are described below.

The SUNY360 questionnaire is a closed-end questionnaire with a predetermined interval scale. It was designed to assess AACC leadership skills and competencies and used to collect data on leader and leadership skills and competencies, as discussed in the section on the conceptual framework of this study. Dr. Kevin Knott used a similar assessment tool in his study entitled “Developing Tomorrow’s Leaders Today: Leadership at Selected North Carolina Community Colleges” (Knott, 2011). The Institute for Community College Development (ICCD, 2007) designed a 33-item instrument based on the Community College Leadership Competencies issued by the AACC. This survey was the predecessor to the SUNY360; both were designed by Mark Hopkins of the SUNY Leadership Institute (formerly ICCD). With the help of Ruth Hopkins, a leadership consultant for the SUNY Leadership Institute, Dr. Knott refined the ICCD assessment tool for his study (Knott, 2011).

The SUNY Leadership Institute continued testing of the SUNY360 instrument to remove redundancy and grouped the survey items (reduced from six to four categories) in ways that statistically made sense and gave rise to the current form of the SUNY360

(personal communication, Mark Hopkins, 2014). However, for the purpose of this study, Mark Hopkins, designer of the SUNY360 assessment tool, reviewed the researcher's alignment of the six AACCC leadership competencies with the corresponding 42 survey items (Appendix D). The resulting alignment table is discussed later in this chapter.

Only two study group members included raters (supervisors and subordinates/peers) in their responses. The lack of inclusion of raters did not reduce the validity of the instrument. The fact that only program graduates participated in the study by using the assessment tool reduces the conclusions that can be drawn to those of the program graduates (personal communication, Mark Hopkins, 2014).

A 360-degree assessment tool, like the SUNY360, is defined as “feedback” to a person (usually a manager or executive) on how others see him or her (Bracken, Dalton, Jako, McCauley, & Pollman, 1997, p. ix). Payne (1998) described 360⁰ assessments as the “practice of providing an employee with perceptions of his or her performance from a number of sources” (p. 16). The assessment is represented by a circle, with the research subject figuratively in the center of the circle. An article from the *International Journal of Selection and Assessment* written by Tim Payne entitled “360 Degree Assessment and Feedback” stated, “Usually 360-degree ‘instruments’ are questionnaires constructed to measure ‘performance dimensions,’ ‘competencies’ or ‘leadership qualities’” (p. 16). Also, they provide an objective assessment of employee skills; some organizations have linked 360 assessments to pay and grade (Alimo-Metcalf, 1998). Given the fact that this study was modified to capture data from the program graduates’ perspectives, not their raters’ perspectives, of leader and leadership skills and competencies, data from the 360-degree

assessment were still used to assess graduates and served as a reliable tool for this assessment.

Besides being one of the limited types of 360 degree multi-rater or assessment tools designed specifically for community college leadership assessment, the other advantages of using the tool were: (a) It can be delivered by way of a secure website, where open communication is encouraged by safeguards on anonymity; (b) most participants, their supervisors, and subordinates can complete the SUNY360 inventory in about 15 minutes, rating themselves in 42 statements about leadership in community colleges and leadership at large; (c) the observers (supervisors, subordinate, and peers) are chosen by the participant, not the college, and their identities are known only to the participant, not to the researcher; (d) the instrument has been shown to be reliable and valid; and (e) the reports generated from the SUNY360 assessment allow subjects to identify differences between their self-ratings and the ratings by observers (Riddell, 2010).

The SUNY360 assessment tool was developed by the SUNY Leadership Institute in 2008. The AACC leadership competencies are incorporated into the 42 items in this assessment tool, using a Likert-type item scale rating. The demographics of the respondents who took part in the reliability test for this instrument represented all sectors of community college administration and faculty, with such titles as department chair, faculty, and clerical staff. The age range of the participants was 29 to 65 years and the group included both males and females. Reliability, as measured by Cronbach's alpha, for the AACC constructs of Core Skills (based on the AACC Communication, Collaboration, and Professionalism items), Resource Development (based on the

Resource Management items), Advocacy (based on the Advocacy items), and Organizational Integrity (based on the Organizational Strategy items) ranged from .9789 to .8819, denoting a high level of consistency of response. Moreover, SUNY360 showed a Cronbach's alpha range of .9789 to .9783 for participants in different leadership roles at the college where the reliability test took place. The tool was validated using multiraters. Mark Hopkins, the designer of the SUNY360, stated that the fact that only program graduates participated in the study using the assessment tool reduced the range of conclusions that could be drawn to those of the program graduates (personal communication, 2014) and would not affect the reliability of the tool.

In light of the high reliability of this tool and the fact that the community college's GYOL leadership program accepts participants from various levels of the college community is very similar to the demographics of the respondents who took part in the reliability test, the SUNY360 assessment tool was deemed the most appropriate tool for this research study.

One of the major considerations for using the SUNY360 assessment tool for the quantitative phase of this study was that this assessment tool was specifically designed to assess leader and leadership skills and competencies identified by the AACC. These skills and competencies were approved by the AACC Board of Directors and were suggested as the foundation for a leadership program curriculum for community colleges, including GYOL leadership programs. Therefore, the SUNY360, by design, was expected to provide quantitative data to determine whether AACC leader or leadership skills and competencies were developed or enhanced as a result of participation in the GYOL program. In fact, the developer of the SUNY360 stated, "The SUNY360 is

reliable and validated for measuring AACC leadership skills and competencies.” (Mark Hopkins, personal communication, 2015). Another fact to support the use of this tool is that the MLA program curriculum was developed using the AACC leadership competencies as the focus of its core curriculum to serve as a reliable assessment of program outcomes.

After discussion with the developer of the SUNY360 assessment tool, it was agreed that the use of this tool to measure individual pre/post perceptions of the MLA program was within the design capabilities of the tool. Furthermore, since the survey items of the SUNY360 were aligned to leader/human and leadership/social capital skills and competencies, this tool was used to address the conceptual framework of the study.

According to one of the MLA program administrators, post evaluation of the participant’s leadership skills was performed. However, these program evaluations were not specific to leader or leadership skills and competencies of individuals in an evidence-based form. To collect data on the study group members’ perceptions of the MLA program before and after participation, the SUNY360 was used based on its pre/post format for this research.

The use of the SUNY360 post/pre-assessment tool avoided some of the inherent threats to the validity of the traditional pre/post assessment approach, such as response shift bias (Howard & Dailey, 1979), which is one of the criticisms of the pre/post assessment design. The post/pre design, used in the SUNY360 tool, reduces the response shift and, according to Colosi and Dunifon (2006), this Post/pre assessment method is “more likely to underestimate the program’s effect on participants” (p. 2).

The “post” and then “pre” design of a multi-rater assessment tool, such as the SUNY360, is “popular because it is implemented at only one point in time” (Colosi & Dunifon, 2006, p. 2). The theory behind this design is that, by testing what participants believe about program content after program completion, their standard of assessing the changes in knowledge, skills, or attitudes is consistent and not subjected to a response shift bias (Rockwell & Kohn, 1998, as cited in Colosi & Dunifon, 2006). It also improves accuracy because participants can reflect on what they learned (Davis, 2003).

No pre/post assessment was performed with program graduates by the community college’s GYOL program administrator. The lack of a pre/post assessment begs the question, What were the perceptions of the GYOL leadership program graduates’ leadership skills before their participation in the program? The use of the SUNY360 post/pre assessment tool enabled the researcher to answer that question. This SUNY360 question format contained an “after” and “before” interval scale for identifying their perceptions of a leadership skill or competency, as seen in the following example.

After						Before				
Not at all.....						Not at all.....				
.....Nearly Always					 Nearly Always				
1	2	3	4	5	Communicates well in meetings	1	2	3	4	5

This format was selected to be used in both the supervisor’s and subordinate’s versions of the SUNY360, allowed for comparison of various before-and-after perceptions of leader and leadership skills and competencies for each group, and allowed for cross-group comparison of all participants in the study. However, only the GYOL program graduates who comprised the study group were assessed using this format.

The SUNY Leadership Institute agreed to add up to nine items to provide demographic information about the study group members. The addition of these items allowed the researcher to add specific questions to the instrument. Additional information included job title and collective bargaining affiliation. The ability to add items to the SUNY360 assessment tool added value to the study and afforded the researcher an opportunity to gain a better perspective of the GYOL program graduates' viewpoint of their community college.

Pilot Testing of the Assessment Tool

The assessment tool was pilot tested at another community college in New Jersey that offered a GYOL program. The program administrator at the college was contacted, and a list of the names of the program graduates was forwarded to the researcher. Only two of the available program graduates agreed to participate in the study. Due to the lack of responses by the program graduates, the researcher decided to use these two program graduates as the pilot group to determine whether the delivery system of the assessment tool worked and reviewed the responses by the pilot study group. This pilot study revealed that the online delivery system allowed pilot group members to access and complete the assessment tool and showed that they understood and responded to all of the assessment tool items. Therefore, the researcher proceeded to use this assessment tool for the members of the main study group of the MLA program.

Quantitative Data Collection and the Conceptual Framework

The conceptual framework for this study centered on the relationship between human capital and leader and social capital and leadership. As stated in Chapter 2, a review of the literature revealed a relationship between human capital and leader

development and social capital and leadership development (Coleman, 1988; Day, 2001; McCallum & O'Connell, 2009). Leader development focuses on nurturing individual skills and abilities (Day, 2001). Leadership development is a strategy that helps people to form better relationships and commitments through a coordinated effort that extend social networks, which can be used to achieve organizational goals and objectives (Day, 2001). Furthermore, Day (2001) drew an analogy differentiating the individual and social aspects of leader and leadership development. He stated that human capital is to leader (individual skills and competencies) as social capital is to leadership (relationship skills and competencies).

The relationship between human capital and leader development and social capital and leadership development was used to align the SUNY360 survey items. Each survey item was designated as either human or social capital, based on the description of the skills and competencies in the wording of the survey items, and then presented in an alignment table. This alignment table (Appendix D) was submitted for review to the developer of the SUNY360 assessment tool and to Dr. McCallum, a researcher in the field of community college leadership cited in Chapter 2.

After review, both the developer of the SUNY360 assessment tool and Dr. McCallum endorsed the alignment table. In fact, Dr. McCallum, via a letter (Appendix L) said,

Upon review of Mr. Kirkland's dissertation model, I believe he has developed a conceptual framework that integrates the human and social capital elements appropriately. Further, I have reviewed Mr. Kirkland's work to align the Leadership 360 Skill Inventory with the human capital/leader/individual skills and

competencies and social capital/leadership/relational skills and competencies. I found the alignment table developed by Mr. Kirkland outlining the Leadership 360 Skills Inventory and human and social capital elements to be well done and without question of misalignment. (personal communication, June 2013)

Matching the 42 survey items with the most highly correlated leader/human and leadership/social capital skills and competencies resulted in the alignment illustrated in Table 8.

The alignment table was separated according to corresponding leader/human and leadership/social capital skills and competencies. Separation of the alignment table does not reflect the original order of the questions on the SUNY360 assessment tool as presented in Appendix C, indicated by the number next to the survey item. This alignment table facilitated descriptive and inferential statistical analysis of the SUNY360 data, which included an alignment of the AACC leadership competencies and assessment of the perceptions of leader/human capital/individual skills and competencies and social capital/leadership/relational skills and competencies of study group members as described in the conceptual framework.

Table 8

Human and Social Capital and SUNY360 Survey Alignment

Survey item	Human capital (Leader)	Social capital (Leadership)
2 Demonstrates deep knowledge of the [community college], such as its history and culture.	x	
13 Initiates a budgeting strategy to guide the effective use of staff and resources in support of program goals.	x	
9 Demonstrate the ability to explain the role of community colleges in higher education.	x	
8 Establishes information gathering processes to inform decisions.	x	
38 Helps improve the [college] by developing one's own professional knowledge.	x	
4 Uses time effectively, employing skills such as planning and delegating.	x	
32 Expresses [college] values clearly.	x	
12 Weighs short-term needs with long-term goals.	x	
10 Finds ways to fund new programs.	x	
36 Persistently pursues ways to further the (college) mission	x	
11 Develops open communication about priorities and expectations.	x	
15 Conveys ideas clearly when speaking.	x	
20 Maximizes use of [college] resources such as personnel time, budgeted funds, and other assets	x	
18 Integrates knowledge of others' cultures in daily performance.	x	
14 Effectively manages personal stress.	x	
17 Accepts responsibility for taking risks and making difficult decisions.	x	
41 Conveys ideas clearly in writing.	x	
31 Ensures accountability through accurate and timely reporting.	x	
7 Aligns goals and resources in order to support college priorities	x	
23 Is honest and ethical in all actions.	x	
29 Networks and establishes partnerships that help achieve the [college]'s goals.		x
35 Helps others understand the [community college]'s mission and goals so they can, in turn, do the same.		x
1 Seeks ways to involve others in problem solving and making decisions.		X

Table 8. *Human and Social Capital and SUNY360 Survey Alignment (Continued)*

Survey item	Human capital (Leader)	Social capital (Leadership)
37 Fosters professional development for everyone.		x
39 Takes action to improve the quality of the college		x
5 Effectively helps others support [college] policies		x
6 Develops and sustains teamwork and cooperation.		x
16 Uses influence wisely to create a positive working climate.		x
42 Seeks feedback on one's own performance and adjusts behavior.		x
27 Maintains a [college]-wide systems perspective when solving problems.		x
19 Manages conflict and change by relating well with different viewpoints.		x
6 Promotes a lifelong learning environment for everyone in the [college].		x
26 Seeks input from people who differ by gender, ethnicity, or nationality.		x
21 Works effectively with stakeholders across the community.		x
25 Responds to others with tact and composure and avoids defensiveness.		x
40 Builds consensus on ways to work toward the common good.		x
30 Shares a vision and a sense of purpose.		x
28 Listens carefully and recognizes others' perspectives.		x
22 Combines personal transparency with an awareness of others.		x
24 Considerate of individual differences such as cultures, values, and styles.		x
33 Shows respect for others.		x

Data Analysis Methodology

Data analysis for this sequential explanatory mixed-methods case study followed the five basic steps as shown in Table 9, as recommended by Creswell and Plano Clark (2011).

Quantitative data were analyzed using descriptive and inferential statistics in the initial phase of the study. Data from this initial phase were used to modify the interview protocol to enhance data collected during the second (qualitative) phase. Quantitative and qualitative data were compared to validate reported outcomes and deepen understanding of the GYOL graduates' perceptions to address the research questions (Creswell & Plano Clark, 2011; Rossman & Wilson, 1985; Tashakkori & Teddlie, 1998).

Quantitative Data Collection

The research study, including the assessment tool, was approved by the Rowan University Human Subjects Review Committee in December 2012. The electronic survey was sent in early April 2014. Participants were sent an email by the SUNY Leadership Institute with the link to the assessment tool and were assigned a password and user identification. Participants were allowed 4 weeks to complete the assessment tool online. An independent website was created for the assessment tool, and all post and pre responses or nominal interval data were sent to the website and then transferred directly to a spreadsheet. The SUNY360 assessment tool site manager was available to answer questions and to provide technical guidance as needed.

Participants who agreed to participate in the study were sent an email with detailed instructions for completing the assessment tool, including how to include raters, and were encouraged to contact the researcher if additional assistance was needed to complete the assessment tool. The website was closed in late May 2014, and no submissions were taken after that time. All participants completed a consent form (Appendix I) before participation in the study.

Table 9

Sequential Explanatory Mixed-Methods Steps for Analysis of Data

Rigorous quantitative data analysis	General procedures in data analysis	Persuasive qualitative data analysis procedures
Code data by numeric values. Prepare data for analysis with a computer program. Clean database. Recode or compute new variables for analysis. Establish codebook.	1. Prepare the data for analysis	Organize documents and visual data. Transcribe text. Prepare data for analysis with a computer program.
Visually inspect data. Conduct descriptive analysis. Check trends and distributions.	2. Explore the data	Read through the data. Write memos. Develop qualitative codebook.
Choose appropriate statistical test. Analyze data to address research question or test hypotheses. Report inferential tests, effect size, and confidence intervals. Use quantitative statistical software programs.	3. Analyze the data	Code data. Assign labels to codes. Group codes into themes (or categories). Interrelate themes (categories) or abstract to a smaller set of themes. Use qualitative data analysis software programs.
Represent results in statement of results. Provide results in table and figures.	4. Represent the data analysis	Represent findings in discussions of themes or categories. Present visual models, figures, and/or tables.
Explain how the results address the research questions or hypotheses. Compare the results with past literature, theories, or prior explanations.	5. Interpret the results	Assess how the research questions were addressed. Compare findings with literature. Reflect on the personal meaning of the findings. State new questions based on the findings.

Note. Adapted from *Designing and Conducting Mixed-Methods Research*, by J. W. Creswell & V. L. Plano Clark, 2011, Thousand Oaks, CA: Sage.

Participants comprised the study group of 14 program graduates. Post/pre interval data from all participants for all 42 items on the SUNY360 assessment tool were entered into a spreadsheet and inspected for abnormalities (Appendix E). An inspection of the spreadsheet showed that four participants responded to all pre/post survey items. One participant responded to 41 post/pre-survey items, four responded to 40 Post/pre survey items, two responded to 39 post/pre-survey items, two responded to 38 post/pre-survey items, and one participant responded to 34 post/pre-survey items. Of 1,176 post and pre-survey items, 35 were left blank, yielding a response rate of 97%. Survey item(s) skipped by the participants were noted and were used to inform the interview protocol during the qualitative phase of this study.

Responses to the interview protocol questions revealed that some respondents did not answer some of the assessment tool items. Responses to the interview protocol questions revealed that some of the study group members did not answer some of the assessment tool items. Reasons given were (a) did not apply to their position, (b) completely missed the question, and (c) did not understand the question. According to Brick and Kalton (1996), “The usual form of compensation for item nonresponse is imputation, which involves assigning a value for the missing response” (p. 216). In cases in which program graduates did not give a response to either a posttest or pretest item, the mode for the responses for all participants was placed in the blank cell on the spreadsheet (Babbie, 2010; Brick & Kalton, 1996). For analysis purposes, data from the SUNY360 were converted using descriptive statistical methods to interpret the information and to address the research questions. All scores were placed in a spreadsheet. Posttest and pretest scores for each program graduate were aligned, and differences for each posttest

and pretest survey item for each respondent were calculated by subtracting pretest scores from posttest score items. Next, these differences in item scores were averaged to determine overall gains as measured by the assessment tool. Each assessment tool item was aligned with the AACC leadership competencies and leader/human capital and leadership/social capital skills and competencies.

SUNY360 scores for posttest and pretest items for all program participants were averaged and compared. The average posttest and pretest score for each item was converted into a percentage and rounded to the thousandth decimal point. The percentage increases reflected in responses to the survey items were ranked from largest to smallest and placed in a table for comparison (Appendix F).

Quantitative Data Analysis

Members of each of the MLA graduating cohorts that participated in this study were assessed individually and comprised the unit or study group of 14 program graduates whose survey responses were analyzed for the quantitative phase of this study. For analysis purposes, data from the SUNY360 were converted using descriptive statistical methods to interpret the collected information and to address the research questions. All scores were placed on a spreadsheet. Posttest and pretest scores for each program graduate were aligned and differences on each posttest and pretest item for each respondent were calculated by subtracting pretest scores from posttest scores. Next, these difference scores were averaged to determine overall gains as measured by the assessment tool. Each assessment tool item was aligned with its leader/human capital and leadership/social capital skills and competencies.

SUNY360 scores for posttest and pretest items for all program participants were averaged and compared. The average posttest and pretest score for each item was converted to a percentage and rounded to the thousandth decimal point. The percentage increase/decrease of scores for the survey items were ranked from largest to smallest and placed in a table for comparison (Appendix F).

The study group showed an increase in the posttest scores over pretest scores for 39 of the 42 survey items. Three of the 42 survey items had the same posttest and pretest scores. However, to determine the significance of differences between the raw posttest and pre-assessment scores, inferential statistical analysis for each item was accomplished using a paired-items *t* test. Results measure whether training received by study group members in the MLA made a difference in their perceptions of their leader or leadership skills and competencies as measured by the assessment tool. The results of this test are shown in Appendix G, along with the coding for the corresponding AACC leadership competencies. The *t*-test scores revealed a significant difference for 21 of the 42 items. The significant *p*-value threshold was set at .05. Appendix G contains the table showing survey items with significant *p* scores, ranked from lowest to highest.

The 21 survey items with significant *p* scores were grouped under their corresponding AACC leadership competencies, with the following frequencies: collaboration (5), community college advocacy (4), communication (3), professional development (3), resource management (3), and organization strategy (3). Conover's (2009) study yielded similar findings, with the exception of order: communication, collaboration, organizational strategy, community college advocacy, and professionalism. However, that study also ranked resource management as the lowest leadership

competency. The results indicated that all six of the AACC leadership competencies were significantly affected by participation in the MLA program. Specifically, collaboration (5) and community college advocacy (4) were affected by participation in the MLA program, followed by communication (3), professional development (3), resource management (3), and organization strategy (3). Collating these scores by their human and social capital categories revealed that 13 were associated with social capital/leadership skills and competencies and 8 were associated with human capital/leadership skills and competencies. To determine the reason(s) for these results, the following questions were added to the interview protocol.

In your own words, please tell me what leader or leadership skills or competencies you believe were developed or enhanced as a result of participation in this MLA program.

Do you feel that you are a better leader because of your participation in the MLA program? (Show definitions) Why?

Do you feel that your leadership has been enhanced or developed because of your participation in the MLA program? (Show definitions) Why?

The addition of these questions allowed study group members to respond in their own words. Thus, their responses reflected their perceptions of which leader or leadership skills and competencies were developed or enhanced by participation in the program.

Qualitative Data Collection Methodology

The second phase of this sequential explanatory mixed-methods design consisted of qualitative data collection. This phase helped to connect the two strands and was the “point of interface for mixing by identifying specific quantitative results that call for

explanation” (Creswell & Plano Clark, 2011, p. 83). Data from the quantitative strand were analyzed as described above and used to revise the interview protocol (Appendix I). This data triangulation (Patton, 1990, p. 187) was accomplished by adding the following questions to the interview protocol:

2. In your own words, please tell me what leader or leadership skills or competencies you believe were developed or enhanced as a result of participation in this MLA program.

3. Reflecting on the survey, the data indicated that you did not answer some of the questions. Can you tell me why you did not respond to these questions?

9. Do you feel that you are a better leader because of your participation in the MLA program? (Show definitions) Why?

These questions linked the interview protocol with the quantitative assessment tool data and provided insight into the data collected from the SUNY360 assessment tool used in the quantitative strand. The revised interview protocol questions assisted in collecting data to address the research questions.

One-on-One Interviews

One-on-one interviews were conducted with 13 of the 14 MLA program graduates who participated in the quantitative phase of this study. Yin (2003) suggested that interviews are one of the most important sources of information. As a primary source of triangulation data, these interviews were constructed to allow the researcher to ask participants about the “facts of a matter as well as their opinions about events” (Yin, 2003, p. 90). The interview process used a semistructured format (Rubin & Rubin, 2005). The interview protocol (Appendix J) consisted of open-ended statements “in which you

ask key respondents the facts of a matter as well as their opinions about events” (Yin, 2003, p. 90).

An attempt was made to perform a pilot test of the one-on-one interview questions. Before the pilot test, the questions were reviewed for validity by a community college administrator in New Jersey who holds an Ed.D. in Adult and Continuing Education from Rutgers University. The administrator has more than 27 years of experience in higher education and has held leadership positions at two community colleges and community-based organization committees. She retired as the Vice President for Outreach Business and Community Development and has led several community colleges statewide initiatives.

Based on feedback from this expert, some of the original questions for the interview protocol were changed to avoid leading questions and ambiguity. Initially, the interview protocol consisted of 10 questions. After analysis of quantitative data, the questions listed above were added to the interview protocol. A question was added to the interview protocol to determine reasons for nonresponses to the assessment tool item(s). Another question was added to discover the reason(s) for exclusion of supervisors and subordinates in the quantitative phase. The resulting interview protocol (Appendix I) consisting of 20 questions was used to conduct the pilot test. Members from another community college that offered a GYOL program were asked to participate in the pilot test but declined. Therefore, the researcher used the first two interviews of the study group as the pilot test.

After the interview protocol was given to the first two members of the study, responses were reviewed and the instrument was deemed to reflect clearly the study

group members' responses and address the interview protocol questions. No further changes were made to the interview protocol, and it was used to collect data from the remaining study group members.

Twelve one-on-one interviews were conducted onsite and one was conducted via telephone. Arrangements were made by the community college's GYOL program administrator to secure space conducive to interviews (comfortable and confidential). Participants signed a consent form allowing the interview to be taped using a digital tape recorder (Creswell & Plano Clark, 2011). An interview protocol containing a list of questions was given to each interviewee at the interview session.

Participants were given an adequate amount of time to respond to each question. Notes were taken during the regarding reactions to the questions. A transcription service transcribed all interview tapes. The transcriptions were checked by the researcher for accuracy. Also, for member checking, each transcript was sent to the interviewee for review and approval. Three members approved the transcriptions; the others did not respond to the member checking request. Notes taken during the interview sessions were reviewed to confirm responses. All transcripts were examined and coded based on a codebook developed before the interviews. Original tapes and raw transcripts were kept to confirm data from the interview sessions.

Qualitative Data Collection: The Study Group

The overall purpose of qualitative inquiry is to produce findings (Patton, 1990). The qualitative data collection process focused on confirming, understanding, and explaining data collected during the quantitative phase of this study, starting with hearing directly from the study participants about their perceptions, in their own words, regarding

development or enhancement of leader or leadership skills and competencies related to their participation in the GYOL program. Thirteen of the 14 MLA graduates comprised the study group for the qualitative phase. One study group member had left the college before start of qualitative data collection. Attempts were made to contact this MLA graduate; however, no response was received.

The researcher's approach to conducting the interviews was to ask questions and allow the interviewees to interpret the questions and respond in their own words. Creswell (2009b) stated, "The goal of the researcher is to rely as much as possible on the participants' view of the situation being studied" (p. 8). Consistent with Creswell (2009b), the responses of the interviewees was presumed to reflect their perceptions of the MLA program.

Before the start of the interview, a copy of the definitions of *leader* and *leadership* (from Chapter 1) was provided to the interviewee. Each interviewee was asked to respond to all 20 questions on the interview protocol. The responses to each question are summarized below.

1A. This study was designed to include your supervisor and subordinate/peer. However, they were not included in this study. Could you please tell why they were not included in this study?

Two members had their supervisor and subordinate/peer complete the SUNY360 assessment tool. The remaining 11 gave mixed responses. One stated that it was an oversight, two stated that they thought the researcher would reach out to the supervisor and subordinate, one stated that he/she had an interim supervisor and did not feel that that person was in a position to perform an evaluation. A faculty member reported that she did

not have a supervisor but was subject to a faculty review process, which was not included in the assessment. One stated, “I believe that was a choice offered to them, and they chose not to participate.” Another stated, “Probably just had a practicality, as you can see that my supervisor works on a different campus.”

1B. How would you have described a leader’s or leadership before your participation in the MLA program? After your participation in the program?

Eleven participants expressed a noticeable difference in their perception of leader or leadership after participation in the program. Descriptions of leader or leadership given by study group members prior to participation in the MLA program included terms such as “willing to see a need and willing to step in and often with the ability to bring others along with them,” “someone who takes charge,” “someone that can rally the troops,” being at the forefront of a meeting or department,” recognize the abilities of their staff” leads people into a project or a task that needs to be done,” those in positions were more leading and making policy and changes to a larger scope,” some who can get a great consensus of faculty and the other departments to work together,” “somebody who is focused, organized, driven, and motivating” “manage people” and “someone who is extrovert who is accessible, someone who is transparent.” After participation in the MLA program, study group members expressed leader or leadership in more detailed or deeper terms. These terms illustrated enhanced appreciation for the organization and collaboration with colleagues. Examples of these terms included “deeper understanding of organizational dynamics,” “understand that everyone has a little leader in them,” “I can motivate them and I can get them all together to accomplish something beyond what they think that they can do,” “understanding of the organization they’re working with or

kind of how their group fits into the bigger picture,” “leadership isn’t just about leading but also, more importantly, being able to follow,” “you need to reach really out to those people who are involved and are knowledgeable of particular areas,” “you have to deal with people and everybody has different personalities,” “I see more of how the department fits into the overall puzzle . . . an integral part of the mission of this community college,” and “if a leader is passionate about what a leader believes and feels, it pushes that drive and ignites other people.”

1C. As a result, of your participation in the MLA program, has your perception of a leader or leadership changed? If so, how did it change?

Three participants reported no change in their perception of a leader or leadership; the others reported various degrees of change in their perception of leader or leadership. Most of the responses contained key phrases related to the ability of a leader or leadership to have a deeper understanding of organizational dynamics (ORST) and communication (COMM) skills or competencies. Other responses indicated that some of them perceived that a leader has a developed or enhanced self-awareness, goal setting, listening, and organizational change.

2. In your own words, please tell me what leader or leadership skills or competencies you believe were developed or enhanced as a result of participation in this MLA program.

Participants identified other leader or leadership skills developed or enhanced as a result of their participation in the program. The predominant response from 7 of the 13 study group members was an increase in communication skills (COMM). Three reported that they had developed or enhanced the perception of a global view of the organization

(ORST). Other individual responses included learning leadership theory, learning organizational change, personal, organizational skills, networking opportunities, and an understanding of the role of a leader.

3. Reflecting back on the survey, the data indicated that you did not answer some of the questions. Can you tell me why you did not answer these questions? (Show the questions not answered.)

Responses revealed that some members had not answered some assessment tool items because “they did not apply to my position,” “completely missed the question,” or “did not understand the question.”

4. How has your participation in the MLA program prepared you for leader or leadership roles or positions at MCCC?

One participant reported that the MLA program had not prepared him/her for the leader of leadership roles at the institution. Another reported that the program had prepared him/her for a leader or leadership role but there were no plans to pursue it. The remaining participants expressed that the MLA program had prepared them for leader or leadership roles.

An analysis of the keywords or phrases that were matched to codes from the codebook showed that four study group members perceived that they were prepared for leader or leadership roles by developing or enhancing their self-confidence (GPLL). Four participants stated that a developed or enhanced ability for collaboration (COLL) had prepared them for leader or leadership roles at the college. Single responses included networking, professional development, community college advocacy (ADVO), and a

developed or enhanced understanding of how the college worked and its organizational structure (ORST).

5. When you applied to the MLA program, what did you hope to gain from it?

Twelve of the 13 participants reported gains from the program. Four stated that these gains were achieved from a developed or enhanced understanding of how the college worked and its organizational structure (ORST), four expressed that they had gained from engaging in a professional development activity. Other responses included gains in the ability to collaborate (COLL), self-confidence, networking, and self-awareness. These included combinations of responses expressed by three participants who perceived that understanding how the college worked and its organizational structure (ORST) was gained from participation in the MLA program. It should be noted that, despite clarification of the question about what they *hoped* to gain, the participants responded about what they *had* gained.

6. What has been the effect of your participation in the MLA program in your department?

Three of the 13 participants stated that their participation in the MLA program had had no effect on their department. Three reported that participation in the MLA program had developed or enhanced their ability to engage in team-building activities and two reported improved communication (COMM) with staff members in their departments. Single responses included developed or enhanced collaboration (COLL), planning, listening skills, project management, and self-confidence in the ability to lead.

6A. What has been the effect of your participation in the MLA program for you personally?

One participant reported no personal effects of the MLA program. Five expressed that the effects of MLA program gave them more self-confidence. Two reported development or enhancement of understanding of how the college worked, two stated that they had greater collaboration with colleagues and understood the roles of their colleagues in the institution.

7. What has been the effect of your participation in the MLA program in your college?

Three of the 13 study group members reported that they had no impact on the college after participation in the MLA program. The remaining participants reported various levels of engagement in college after participation in the MLA program. Six stated that, through developed or enhanced collaboration (COLL), they were able to engage in discussions and activities with colleagues from various departments. The remaining three reported the ability to understand the needs of the institution and participate in a college-wide committee that had positively affected their ability to engage in college-wide activities. The remaining three reported the capacity to engage in networking, communication (COMM), and form better lines of communication “between departments” and with other community college members.

8. What did you learn that you felt enabled you to participate in projects outside the scope of your regular duties?

Three participants indicated that they did not learn leader or leadership skills and competencies that enabled them to participate in projects outside of the scope and duties of their regular duties. The remaining 10 reported that development or enhancement of skills and competencies had allowed them to engage in college-wide projects. These

skills and competencies included collaboration (COLL), self-confidence, self-awareness, team building, networking, planning, communication, and developed or enhanced ability to conduct research on an individual level.

8A. Can you describe or give me some examples of projects for which you used what you learned in the MLA?

Two participants did not give an example of a project that was related to leader or leadership skills and competencies learned in the MLA program; others offered examples. For instance, two mentioned that they had more involvement with faculty and staff in college-wide projects. Others discussed specific college projects in which they had participated after participation in the MLA program and attributed that ability to skills and competencies learned in the MLA program. Two said that their capstone project was implemented as a college-wide project. One said, “My capstone project with the MLA program was to implement a diversity day here at the campus.” They stated that the ability to implement this project was due to the networking opportunities and collaborations with members of the MLA program.

9. Do you feel that you are a better leader because of your participation in the MLA program? Why?

Twelve participants reported that they were better leaders due to participation in the MLA program. Reasons included enhanced self-awareness in their skills and competencies (three participants) and seeing the bigger picture (ORST) (two participants). Other reasons given by participants included self-confidence (being aware of others’ strengths and weaknesses), professional development activities achieved

through participation in the MLA program, teambuilding, being able to lead others, self-confidence, and collaboration (COLL).

10. Do you feel that your leadership has been enhanced or developed because of your participation in the MLA program? (Show definitions) Why?

Twelve participants reported that their leadership had been enhanced. Three expressed that participation in the MLA program had provided a professional development opportunity, and two stated that they were able to communicate better (COMM) with colleagues. Individual responses included role modeling, understanding organizational change, self-awareness of leadership abilities, and problem solving.

11. Tell me about a promotion you have earned or given more responsibility since your participation in the MLA program.

Seven participants provided examples of either a promotion or assumption of more responsibility since participation in the MLA program. Four stated that they had not received a promotion or assumed more responsibilities after participation in the MLA program. Three said that promotions or additional responsibilities were not attributed to participation in the MLA program and gave other reasons, such as staff shortage, which required them to assume extra duties or responsibilities in their departments or other professional development activities for the increase in departmental responsibilities.

12. Do you attribute this promotion or increase in responsibility in your leader or leadership skills and competencies to your participation in the MLA program? Why or why not?

Seven participants expressed that their promotion or increase in responsibility was a direct result of participation in the MLA program. The remaining six did not attribute a

promotion or increase in leader or leadership skills and competencies to participation in the MLA program. One said, “Fortunately, I am a full-time faculty, so there’s no other further promotion I could receive unless I decided to go on the administrative side.”

Along similar lines, another faculty member reported being in the same position as before participation in the MLA program.

13. Please tell me about any unexpected outcomes that you can attribute to your participation in the MLA program.

Four participants reported no unexpected outcomes. The remaining graduates articulated various unexpected outcomes. Most notable unexpected outcomes (expressed by five members) were relationship building/collaboration (COLL) with members of their MLA cohort. The remaining members said that they were encouraged to try new things and appreciated the professional development opportunity.

14. Would you recommend this program to your co-worker or colleague? Why?

All participants stated that they would recommend the MLA program to a co-worker or colleague. In fact, four stated that they had already done so. The reasons offered included heightened awareness of the community college, seeing the bigger picture, and opportunity to collaborate with other college members. A notable response from one participant was,

They [faculty members] do not understand the greater picture. I think that being a participant in this kind of program gives you greater insight and hopefully will start developing some of us to take on more leadership roles in the future as people start retiring and things change, and things develop and move.

15. Is there anything you'd like to talk about related to your participation or the outcomes of the MLA program that you think is important that I may have overlooked?

Six participants rated the interview as thorough and had no other perceptions of outcomes of the MLA program to offer. Notable responses included, "The only thing that I would really like just to hone in on is the collaboration that was afforded to us as a part of the MLA program. To be able to collaborate with others is very, very important," "I think that this is a great way to provide those leaders who will be taking on new responsibilities and have them be able to become more productive, more quickly as they assumed the responsibilities because they'll have a greater breadth of knowledge moving forward," and "I'm wondering is it offered to every community college throughout the state. So it should be."

16. May I call upon you to ask additional questions if necessary?

All answered "yes."

Participant responses were read three times carefully to perform content analysis. Next, notable excerpts (words or phrases) from the responses were highlighted and compared to codes from the codebook. The codes were analyzed for frequency to identify emerging themes to be used to address the research questions. Themes reflected the study group's perception of their development or enhancement of leader/human capital or leadership/social capital skills and competencies. Five themes emerged from this analysis: (a) An understanding of how an organization works helped to develop or enhance leader and leadership skills and competencies in some members of the study group; (b) collaboration by community college colleagues helped to develop or enhance leader or leadership skills and competencies in some members of the study group; (c)

communication helped to develop or enhance leader and leadership skills and competencies in some members of the study group; (d) developed or enhanced self-awareness played a role in some study group members' reported leader or leadership skills and competencies; and (e) developed or enhanced self-confidence played a role in some study group members' reported leader or leadership skills and competencies.

Qualitative Data Collection: Program Administrators

This study included one-on-one interviews with program administrators to serve as an external evaluation or validation of the MLA program outcomes. These program administrators were in a position to observe program graduates in the workplace of the MLA program. The interview protocol for the program administrators (Appendix J) was designed to provide data to address the research questions and corroborate the study group's perceptions of the outcomes of the MLA program. Both program administrators had worked with the program since its inception in 2009, had worked at the college long before development and implementation of the MLA, and were responsible for development of the program. These program administrators served at the senior level of the college's administration and had observed or received reports from the MLA study group members in their workplaces after completion of the MLA program.

Following guidelines established by Creswell (2009b), the researcher relied on the MLA program administrators' responses to the interview protocol to record their perceptions of MLA program outcomes. Responses were summarized and representative quotes were excerpted as follows.

1. What is your position at the college?

At the time of the interview, both program administrators served in senior leadership levels at the college. Both worked at the college for over ten years in other positions, one as a faculty member and the other in an administrative position, working their way up through the college to their current positions. Moreover, both program administrators expressed an appreciation for the professional development opportunities at the college

2. How long have you been a program administrator for the MLA program?

One program administrator had been with the MLA program from its inception in 2009, having helped to create the program. The other administrator had served as a guest lecturer and helped program participants to manage their program projects since the inception of the program. In 2013, she assumed the role of co-program administrator. Both administrators have been involved with the MLA program since its inception.

3. Please briefly describe your role as the program administrator for the MLA program.

The program administrators described their roles in similar terms. Their roles included conducting most of the training, promotion of the program, establishment and development of the curriculum, development of the application process and forms, maintainance of the program schedule, arrangements for guest speakers, follow-up with program participants through the program year, and mentoring of the participants through the program topics and development of program projects.

4. How do you evaluate the success of the MLA program?

The program administrators evaluated the success of the projects and monitored how the MLA graduates engaged the college community after participation in the

program. One stated, “In many cases, they [program graduates] are now taking on activities and participating in leadership position within the institution and also participation on committees that they normally would not do.” One stated that they received informal, anecdotal evaluations from other college members, who spoke in very positive terms of the MLA graduates in the workplace, which speaks to the outcomes of the program.

5. What kinds of evaluation or data collection methods did you use for the MLA program?

Program evaluation forms were administered to all program graduates via online surveys and paper evaluations. These evaluations asked study participants to rate themselves and the program.

6. What did the program evaluation(s) or data tell you about the outcomes of the MLA program?

Overall, both program administrators reported that the data from the program evaluation revealed positive program outcomes. Their comments included the following:

It was a worthwhile experience, people felt they knew more about community colleges. . . . They [study group members] now have a greater understanding of the institution that gave them the confidence to step up to some sort of leadership position and whether that leadership position was chairing a governance committee or an ad-hoc committee or doing something a little outside of their normal job.

7. How well did the outcomes of the MLA program align with the AACC leadership competencies?

Both program administrators confirmed that the MLA program outcomes were aligned with the AACC leadership competencies. The program curriculum was designed with the AACC leadership competencies as the focal point. One program administrator stated, “We called attention to that [AACC leadership competencies] quite frequently” during the program. The other program administrator stated, “We introduced the AACC Competencies for CC Leaders [program participants] in the first class and then revisit them in an exercise in the last class.” She shared that the AACC leadership competencies of communication, collaboration, organization strategy, and community college advocacy received greater attention than professionalism and resource management.

8. Were these outcomes consistent with the goals and objectives of the MLA program?

Both program administrators affirmed that the outcomes were consistent with the MLA program goals and objectives. One stated, “At the beginning of each program session goals and objectives discussed and tied into the lecture material.” The other reported a direct relationship between the outcomes of the MLA program and the goals and objectives.

9. In your own words, please tell me what leader or leadership skills or competencies you believe were developed or enhanced in the MLA graduates as a result of participation in this MLA program.

The program administrators responded to this question from two distinct approaches. One stated that the MLA graduates had developed a better understanding of

community colleges and advocacy for community colleges, indicating that “knowing all [of] the different moving parts of the comprehensive community college help them be better advocates for their position and also advocate outside the college.” She also said that understanding the college mission and vision helped them to be self-aware as leaders and that it was the primary thing that led to some other changes. “We also work collaboratively as a part of the leadership academy and practice communication skills.” The other program administrator shared, “I think they’ve learned that leadership can be learned” and expressed that a leader is “someone who is disciplined, collaborative and has a sense of humility.” Also, she stated, “I think they believed, and now they do believe, I believe as we do, that leadership can happen at all different levels.” They agreed that study group members also learned that they should take responsibility for their leadership development.

10. Do you feel that the MLA graduates are prepared to assume leader or leadership roles in your community college? If yes, please explain.

The program administrators agreed that the study group members were prepared to assume leader or leadership roles in their community college. Both gave examples of MLA graduates serving on Middle States Accreditation and college-wide committees. One discussed how projects developed during the MLA program were institutionalized at the college. “I’ve seen people volunteering now that you do not normally see on committees, even faculty members, which are great.” Another comment focused on the development of relationships and networks:

The connections they made with people from different sectors of the college that they now know whom to tap into when they have. They know who to contact

when they have questions or to try to connect with different people. They understand more about how the college works. So, I think that is the kind of background they need to be very effective for governance leadership positions. . . . Some have left the college for new opportunities and some are now playing very visible and invaluable parts of the college community and college life.

One said,

We asked the study participants how it [MLA program] impacted their understanding of both Mercer County Community College and the community college sector as a whole and then one of things we asked them is if they felt more willing and prepared to take on a greater leadership position at the institution and that actually we had all but one person said yes to that.

11. Do you attribute any promotion or increase in responsibility in the MLA graduates to participation in the MLA program? If no, why not?

One of the program administrators responded, “definitely increased responsibility.”

We have a couple of participants now, at least, one that is now an acting Dean. . . . you could see examples of people [MLA graduates] have moved up or taken on huge programs. We have one of our cohort members [MLA graduates] taking [on] another whole student service program.”

The other program administrator reiterated her earlier response,

They had now the greater understanding of the institution that gave them the confidence to step up and to some leadership position and whether that leadership

position was chairing a governance committee or an ad-hoc committee or doing something a little outside of their normal job.

It should be noted that the names of study group members were given to the program administrators to confirm promotions and increased responsibility by some of the study group members. Based on their observations of study group members in the workplace, three (23%) of the MLA graduates had received promotions and six (46%) had assumed increased responsibility, which the program administrators attributed to participation in the MLA program.

12. How has the MLA program benefitted MCCC?

Both program administrators expressed that the MLA program had benefitted the study group members and the college. One noted that the program sends a positive message to the college community regarding belief in the staff and concern for their growth and professional development.

I think [college] community gets that we believe in the people, it is about the “Who,” not the “What.” It shows our level of commitment to that. . . . We do believe in professional development in leadership and that it is critical, and we value it, and there are benefits to that.

The other program administrator noted benefits of the MLA program through the lens of networking and relationship building.

I think it is had even more benefit than I originally envisioned when we started this program. I think the connections that people made from each of their classes and then later classes participating in the activities of the earlier classes. They brought those connections back to their jobs with them. People have stayed in

touch. Become friends and there's much cross-institutional collaboration that has had a lasting effect.

An additional observation by one of the program administrators focused on the resonating effects of the MLA program on the college. "It has really surprised me that things [student projects] that got started 4 years ago are still things that we use."

13. Please tell me about any unexpected outcomes that you can attribute to the MLA graduates' participation in the program.

One program administrator described how the MLA had affected study participants as the program resonated within the college after the study group members' participation in the program.

I think the most unexpected is just that it was you know how things come up all the time that people refer to their participation. How foundational that was and people bring some of the ideas that we talked about in the leadership academy into their everyday work in a way that has had just a very tangible lasting impact.

The other program administrator responded by discussing the development of individual skills and the ability for study group participants to work together. She stated, "People gain a better sense of where they excel and how to use that more effectively . . . [and] realize what they bring to [the college] and what other people can bring by working in a team."

14. Is there anything you'd like to talk about related to your role or the outcomes of the MLA program that you think is important that I may have overlooked?

One program administrator described using the data from the MLA to make program improvements. Refinements included use of different textbooks and other source

materials for lectures and various team projects. They noted that the 2009-2010, 2010-2011, and 2011-2012 cohorts received essentially the same training: “80% of the training is similar.” The other program administrator considered the interview to be complete and had nothing to add.

Qualitative Data Analysis Methods

According to Creswell (2009a), “We examine the qualitative data working inductively from particulars to more general perspectives, whether these perspectives are called themes, dimensions, codes or categories” (p. 43). The transcription service transcribed the interviews. Specific data units, such as words or phrases, were gleaned from the transcripts, matched against the codebook, and reviewed for emerging themes to address the research questions.

Coding Scheme

Codes or tags are labels for assigning a unit of meaning to descriptive or inferential information compiled during a study (Miles & Huberman, 1994). Codes were developed to assist with data reduction and simplification of the interview data. The codes were generated using the theory-driven codes method that involves three steps: (a) generate the code, (b) review and revise the code in the context of the data, and (c) determine the reliability of the codes (DeCuir-Gunby, Marshall, & McCulloch, 2011). Codes were developed based on the conceptual framework, MCCC’s program outcomes, and leader and leadership competencies and skills discussed in the literature review of this study, including the AACC leadership competencies. Specifically, they were derived from theories or concepts that guided the research (DeCuir-Gunby et al., 2011). Codes were generated from these sources (Figure 4).

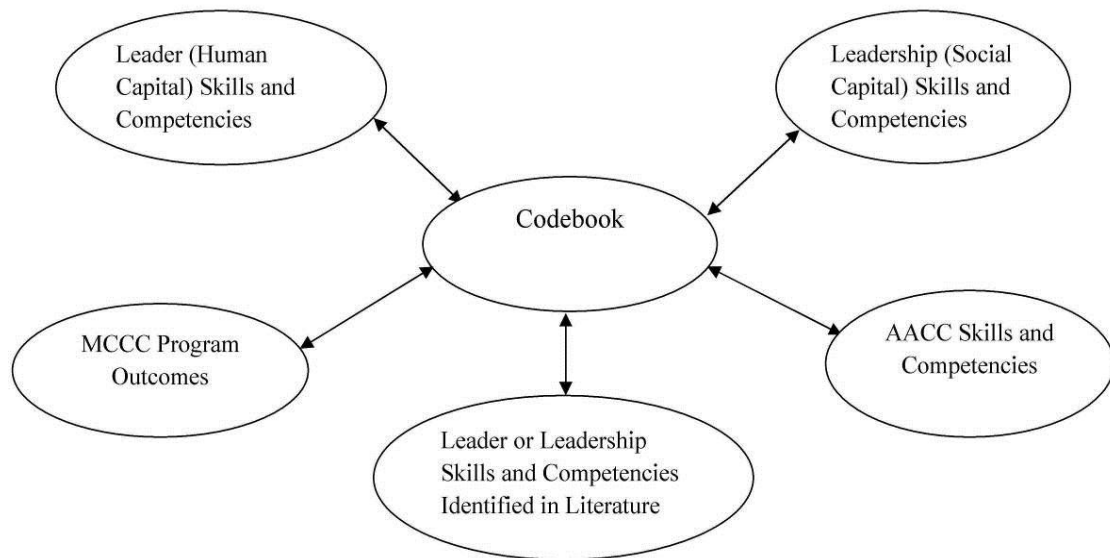


Figure 4. Coding generating scheme.

The coding scheme for analyzing interview transcripts began with development of the codebook, using the aforementioned coding generation scheme. Miles and Huberman (1994) suggested creation of a “start list” or “code book” before field work. The start list or codebook (Table 10) was derived from the coding generation scheme, following the circular process of coding suggested by Miles and Huberman.

Next, the codes were reviewed for appropriateness and how they applied to the data. For example, codes generated for the AACC leadership competencies were checked against AACC leadership illustrations for content and meaning. The researcher determined that the descriptions found in the illustrations matched codes for coded segments of data found in the interviews.

Table 10

Coding Book

Code Origin	Skills and Competencies Category	Code	Conceptual Framework	Research Question(s) Addressed
American Association of Community Colleges	Organization Strategy	ORST	Social Capital	ALL
	Resource Management	REMA	Human Capital	ALL
	Communication	COMM	Social Capital	ALL
	Collaboration	COLLA	Social Capital	ALL
	Community College Advocacy Professional	COMA PROF	Social Capital Human Capital	ALL ALL
	GYOL Program Leadership Literature	See Leadership Skills and Competencies from literature	GPLL	Human and Social Capital
Mercer County Community College Leadership Program	Develop the skills, knowledge, and attitudes for 21st-century community college leadership advocated by the AACC	See AACC skills and competencies listed above.	Human and Social Capital	ALL
	Demonstrate an awareness of the place of the community college in American higher education	HI-ED1	Social Capital	ALL
	Actively engage with current issues in Higher Education at the local, state and national levels	HI-ED2	Social Capital	ALL
	Study organizational structure, organizational culture, and organizational change	ORST	Social	ALL
	Analyze MCCC in the context of national and state models	ORST	Social Capital	ALL
	Gain a deeper understanding of the College mission, vision, and values	ORST	Human Capital	R1& R3
	Apply knowledge and skills to continuous improvement at MCCC	ORST	Social Capital	ALL
	Promote interaction across divisions and departments	COLLA	Social Capital	ALL
	Develop increased self-awareness as and enhanced communication skills	Self-awareness	Human Capital	ALL
	Work collaboratively on a project of benefit to the College community.	COLL	Social Capital	ALL

Codes developed from the GYOL program literature were also found to match coded interview data. For example, self-awareness and self-confidence descriptions found in the GYOL program literature matched coded segments of data from reports given in the interviews. The codes were then checked and rechecked by reviewing the interview transcripts; they consistently matched the definitions and descriptions of the concepts found in the coding scheme.

Analysis of the codes found in interviews was accomplished by entering the data into a table (Table 11) to determine which codes were most prominent for all members of the study group as a single group for interview questions. Table 11 was constructed by placing study group members' identification numbers on the vertical axis and the interview questions on the horizontal axis. Codes found in each study group member's interview responses were entered in the table based on the corresponding identification number and interview response(s). Entering these data helped to determine the number of times study group members used the code in one or more of their interview responses. An inspection of the data showed the following outcomes: 12 of the 13 study group members' responses to interview questions were coded for organizational strategy (ORST), 12 for collaboration (COLL), 7 for communication (COMM), 8 for professional development (Prof Dev), 10 for self-awareness, and 10 for self-confidence. These findings allowed identification of emerging themes, summarized in Table 12 and discussed in Chapter 4.

Table 11

Codes Identified in Responses to One-on-One Interview Questions

ID	1B	1C	2	4	5	6	6A	7	8	9	10	13
865392	ORST COLL	Organizational Change ORST	ORST	COLL ORST	ORST	COLL Teambuilding	ORST Inspirational	ORST	ORST IMPR	Self- Awareness	ORST	COLL
913679	COMM	COMM	Personal - organization Planning COMM	Self- Confidence	Self- Confidence Self- Awareness ORST	Planning Goal Setting	Self- Confidence	COMM	COLL COMM	Per Dev	COMM	COLL COMM
898347	PROF COLL	Goal Setting	Self- Awareness Leading	Self- Confidence	Self- Awareness Prof Dev	Teambuilding	COMM Self- Confidence Prof Dev	COLL	Teambuilding	Self- Confidence	ORST Prof Dev	Prof Dev
619352	ORST	ORST	COLL	Self- Confidence ORST	NR	Leading	ORST	NR	ORST Self- Confidence	ORST Prof Dev	Self- Awareness	NR
163876	Follow ship Goal setting COMM	COMM Listening	COMM	COLL	ORST COLL	Self- Awareness COMM Leading Listening	Self- Confidence	COLL Networking	COLL Networking	Self- Awareness Teambuilding	Role Modeling	NR
902037	ORST Decision Making COLL	NR	Self- Awareness	COLL	Prof Dev ORST	Project Management Leading Listening	Per Dev	COLL	Self- Awareness	PROF	PROF IMPR	NR
458047	Leading COMM	Self- Awareness ORST	COMM COLL COMM	COLL	Prof Dev	Project Management Self- Awareness	Self- Confidence Self- Confidence Self- Awareness	COLL	COMM	ORST	Prof Dev	NR
939083	Self Awareness COLL ORST	ORST	COMM COLL COLL	Self- Confidence Self- Awareness COLL	ORST COLL	Project Management Self- Awareness	Self- Confidence Self- Confidence Self- Awareness	COLL	Planning	Leading	Organizational Change	COLL Networking
395870	ORST COMM Goal Setting	ORST	COLL Team - Building	Per Dev	Prof Dev ORST	NR	COLL ORST	IMPR	COLL	Self- Awareness	Self- Awareness Problem solving	COLL Networking
314978	COLL ORST	NR	Planning COMM	ORST COMM	ORST	COLL Teambuilding	COLL	COLL Relationship Building NR	Leadership	Leading	Prof Dev COMM	COLL Networking
139131	NR	NR	ORST	ORST	Prof Dev ORST	NR	NR	NR	NR	ORST	NR	ORST
691724	Self Awareness COLL Management	NR	COLL COMM	NR	ORST COLL ORST	COLL Self- Awareness	ORST	COLL	NR	NR	Prof Dev	NR
257368	Self Awareness	Self- Awareness	COMM	PROF Mentoring	Prof Dev	NR	Self- Awareness	NR	NR	Prof Dev COLL	Self- Awareness	NR

Note. ORST = Organizational Strategy, COMM = Communication, COLL = Collaboration, Per Dev = Personal Development, Prof Dev = Professional Development, IMPR = Improvement in Other Skills. Table 12 shows that codes for collaboration (COLL), Organizational Strategy (ORST),

Table 12

Summary of the Findings

Code	<i>f</i>
ORST	12
COLL	12
GPLL: Self-Awareness	10
GPLL: Self-Confidence	10
COMM	8
GPLL: Professional Development	7
GPLL: Teambuilding	4
GPLL: Networking	4
GPLL: Personal Development	3
GPLL: Goal Setting	3
GPLL: Planning	2
GPLL: Leading	2
GPLL: IMPR	2
GPLL: Organizational Change	1
GPLL: Leadership	1
GPLL: Listening	1
GPLL: Management	1
GPLL: Mentoring	1
GPLL: Inspirational	1
GPLL: Personal Organization	1
GPLL: Project Management	1
GPLL: Problem Solving	1
GPLL: Followship	1
GPLL: Decision Making	1
GPLL: Relationship Building	1
GPLL: Role Modeling	1

Note. *f* = number of time code appeared in at least one of the interview responses

Communication (COMM), professional development (Prof Dev), self-awareness (GPLL-self-awareness), and self-confidence (GPLL-self-confidence) were prominent in the interview responses across the data set. These codes supported emergence of five themes: (a) An understanding of organization dynamics helped to develop or enhance leader and leadership skills and competencies in some members of the study group, (b) collaboration between community college colleagues helped to develop or enhance leader or leadership skills and competencies in most members of the study group, (c)

communication helped to develop or enhance leader and leadership skills and competencies in some members of the study group, (d) developed or enhanced self-awareness played a role in some study group members' reported leader or leadership skills and competencies, and (e) developed or enhanced self-confidence played a role in some study group members reported leader or leadership skills and competencies. It is noteworthy that the prevalence of these codes that led to the five emerging themes was significant because of the number of differences articulated across many of the interview responses or data set. All study group members were asked the same open-ended questions. The answers were spontaneous and reflected their interpretation of the questions. A discussion of these themes and supportive quantitative and qualitative data is presented in Chapter 4.

Triangulation of the Quantitative and Qualitative Phases

“A researcher typically connects the two phases while selecting the participants for the qualitative follow-up analysis based on the quantitative results of the first phase (Ivankova et al., 2006, as cited in Creswell, Plano Clark, Gutmann, & Hanson, 2003, p. 11). Thirteen of the 14 study group members participated in the qualitative phase. Another connecting point was the development of the qualitative data collection protocols, grounded in the outcome of the quantitative phase to investigate those results in depth through collecting and analyzing qualitative data in the second phase of the study. Data captured via the assessment tool was matched to the study group members' and program administrators' interviews responses to triangulate the data to support the five themes. The next connection point or triangulation was the addition of the questions

to the interview protocol that were grounded in the results of the quantitative phase of the study.

Quantitative and Qualitative Data Merger and Analysis

The overall purpose of employing a mixed-methods study is to collect data to address research questions (Creswell & Plano Clark, 2011). The “point of interface” (Creswell & Plano Clark, 2011, p. 66) or the stage of integration where the quantitative and qualitative strands of data are mixed becomes a major point of consideration to address the research questions. This study employed a “mixing of data collection” (Creswell & Plano Clark, 2011, p. 67) in which the data from the quantitative strand were analyzed and used to revise interview protocol questions for the qualitative strand. This mixing of data collection served as a source of triangulation of the data and assisted in analysis of the data. Moreover, the agreement between the two methods supported the researchers’ belief that the results of this study were valid and not “a methodological artifact” (Bouchard, 1976, p. 268).

The SUNY360 assessment tool had been used in another mixed-methods GYOL program study that yielded program participants’ outcomes. It was expected that the quantitative strand or data from the SUNY360 would yield results that affirmed the development or enhancement of leaders or leadership. Creswell and Plano Clark (2011) suggested that “creative qualitative data collection instruments should not extend beyond those needed to answer the research question” (p. 179). Therefore, in this integration state, the qualitative tools used during the interviews were developed focusing on data collected during the quantitative strand and the conceptual framework.

Qualitative data were analyzed to give detailed meaning to the quantitative statistical information through the description of complementary aspects of the qualitative thematic data and to address the research questions through the lens of the conceptual framework. A discussion of theme analysis in Chapter 4 describes how the two data strands did or did not confirm each other.

Reliability, Validity, Trustworthiness, and Credibility

Validity, credibility, and trustworthiness are essential components of a research study (Creswell & Plano Clark, 2011). In both the quantitative and qualitative approaches, they ensure that the quality of the data, results, and interpretation are sound and can be repeated by other researchers. Reliability is “the extent to which results are consistent over time and an accurate representation of the total population under study, . . . if the results of study can be reproduced under a similar methodology, then the research instrument is considered to be reliable” (Joppe, 2000, p. 1). Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform (Patton, 1990). Each of these components is discussed separately.

Quantitative Reliability

The tool that was used to collect quantitative data was the SUNY360. This tool was selected because it was one of the few tools available that assesses leader and leadership skills and competencies. Another reason for selecting the SUNY360 assessment tool was that its reliability has been documented as an effective tool to measure leadership skills and competencies (SUNY360 Reliability and Validity Report, 2007).

We looked at the reliability of the SUNY360 scale for several audiences. All participants so far have been community college employees and the full SUNY360 has a Cronbach's Alpha of .9789. When subgroups of the participants, such as faculty and administrators are considered, the Cronbach's Alpha remains high, indicating reliability across a broad spectrum of participants. (p. 4)

Graduates of the community college GYOL program consisted of sub-groups (faculty and administrators) that were identical to those used to establish the reliability of the SUNY360. It was a logical extension that this tool would ensure that same high level of reliability in the sample of GYOL program graduates in this study.

Quantitative Validity

Quantitative validity “means that the scores received from participants are a meaningful indicator of the construct being measured” (Creswell, 2009b, p. 210). The constructs assessed in this study were leader and leadership. The SUNY360 was designed to measure leadership skills as prescribed by the AACC. According to the SUNY360 Reliability and Validity Report (2007),

To further assure content validity, ICCD assembled an expert panel of college leadership trainers in 2009 who reviewed the current GL360 competencies for clarity and meaning. Their suggestions were incorporated in the GL360 used for all participants in the pilot Campus Based Leadership Program at three New York State Community Colleges. . . The validity of the tool stems from its basis in the competencies developed at the AACC and has been confirmed by independent studies. (p. 4)

Qualitative Reliability and Validity

In qualitative research, the focus of reliability and validity is whether the data provided by participants are “accurate [and] can be trusted and [are] credible” (Creswell & Plano Clark, 2011, p. 211). Qualitative reliability and validation were achieved through two methods: member checking and triangulation. Member checking of the original interview transcripts was offered to all interviewees. Member checking gave these study group members opportunity to correct errors and any wrong interpretations that may have occurred during the transcription process. Three interviewees approved the transcripts. Outside of grammatical mistakes, all three found the transcripts to be accurate. Also, program administrators were asked to confirm some of the responses given by interviewees. For example, they were asked about promotions or increases in job responsibilities reported by study group members during the interviews. The program administrators confirmed that promotions and increases in job responsibilities had occurred among some members of the study group.

Triangulation was accomplished by checking the data from the quantitative phase with the data from the qualitative phase. Some of the leader and leadership skills and competencies reported by study group members during the interviews were the same as those reported by study group members during the quantitative phase. This finding is discussed in Chapter 4.

Chapter Summary

This chapter described the research method used to investigate each of the six research questions. Quantitative and qualitative data collection and analysis procedures used in this sequential explanatory mixed-methods case study approach were described.

In addition to describing data collection methods, instruments, and protocols, the chapter provided a description of the assessment tool, conceptual framework, and analysis and merging of each type of data. Quantitative and qualitative reliability and validity considerations were discussed.

Chapter 4

Results and Analysis of Findings

This chapter presents the results of the study. The purpose of the study was to determine whether a community college's GYOL program develops or enhances the leader or leadership skills and competencies of its graduates and provides the community college with staff members who are prepared to enter the leadership pipeline and address leadership gaps at that college. A sequential explanatory mixed-methods research design was applied to gather data from the GYOL study group and the GYOL program administrators who shared their perceptions about growth in leadership qualities among the study group members. The results of this research will add to the body of knowledge by providing understanding of GYOL program outcomes.

Participants in the study included full-time faculty, staff, and GYOL program administrators at MCCC, West Windsor, New Jersey. Fourteen faculty and staff members from the college participated in online surveys and 13 of them participated in one-on-one interviews. Findings also included results of GYOL program administrators' interviews.

The findings reported in this chapter are guided by the conceptual framework, which is based on the works of Dr. David V. Day and Dr. Shelly McCollum, both of whom espoused the relationship between leader/human capital skills and competencies and leadership/social capital skills and competencies. The conclusions of the study are discussed in the context of the conceptual framework in Chapter 5. The AACC leadership competencies served as the foundation for curriculum development of the MLA program. Therefore, this study also assessed how well the MLA program addressed these AACC leadership competencies.

The 42 two items on the GL360 assessment tool were organized in a table that aligned leader/human capital skills and competencies and leadership/social capital skills and competencies with AACC leadership competencies. An analysis of post-program and pre-program changes in the GL 360 assessment tool items and an analysis of interviews provided information about the development or enhancement of leader/human capital or leadership/social capital skills and competencies and the corresponding AACC leadership competencies among the GYOL participants.

The data collected and analyzed in this study were used to address the following research questions:

1. Based on the perceptions of GYOL program graduates, what leader or leadership skills were enhanced or developed?
2. What leader or leadership skills, competencies, and characteristics did graduates report were enhanced or developed through their participation in the GYOL program?
3. Based on the perceptions of GYOL program administrators, what leader or leadership skills were enhanced or developed in GYOL program graduates?
4. What evidence do GYOL program administrators have to support their perceptions of enhanced or developed leader or leadership skills and competencies in GYOL program graduates?
5. What unexpected outcomes were identified by graduates resulting from participation in the GYOL program?
6. Based on the AACC leadership competencies, how well do the outcomes of this program address those competencies?

Persons invited to participate in this study included all graduates of the MCCC Leadership Academy program from the 2009-2010, 2010-2011, and 2011-2012 cohorts who were still employed at the college at the time of the study. Some of the graduates of the MLA program had left the college, seeking higher positions at other institutions. These cohorts consisted of administrative staff and faculty members who were full-time employees before participating in the GYOL program and were still full-time employees at the college at the time of the study. The study examined the impact of the community college's GYOL program entitled MLA on the study group members regarding leader or leadership skills and competencies exhibited in the workplace. Fourteen (39%) of the 36 program graduates from those cohorts participated in the quantitative phase of the study. These program graduates described themselves as members of the professional bargaining unit (11) or faculty bargaining unit (3).

Discussion of the Emerging Themes

Five themes emerged from the analysis of the study group's quantitative and qualitative data: (a) An understanding of organization dynamics helps to develop or enhance leader and leadership skills and competencies, (b) collaboration between community college colleagues helps to develop or enhance leader or leadership skills and competencies, (c) communication helps to develop or enhance leader and leadership skills and competencies, (d) developed or enhanced self-awareness played a role in developing leader or leadership skills and competencies, and (e) developed or enhance self-confidence played a role in developing leader or leadership skills and competencies.

Understanding of organizational dynamics. One of the six leadership competencies developed by the AACC is an organizational strategy. The AACC defines *organizational strategy* in the following manner:

An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students, and sustains the community college mission, *based on knowledge of the organization*, its environment, and future trends. (AACC, 2104, para. 1; italics added)

Gaining knowledge of the system (in this case, the community college) or understanding organizational dynamics includes understanding how the foundation works and understanding the functions of other institutional members is a central component of this leadership competency and serves as the substructure for the leadership competency. A review of the quantitative and qualitative data from this study strongly indicates that study group members perceived and reported that understanding organizational dynamics was achieved through participation in the MLA program.

An examination of the quantitative data from the GL360 assessment tools showed organizational strategy (ORST) to be one of the leadership categories that showed a significant increase in scores for study group members. Three of 21 (14.3%) survey items with a significant difference indicated that study group members perceived organizational strategy a significant leadership competency. An examination of the items on the assessment tool related to this leadership competency helped to explain the difference in

perception. As shown in Table 13, all three of these survey items were developed to assess study group members' perceptions of their understanding of the community college.

Table 13

Assessment Tool Items Related to Organizational Strategy Leadership Competency with $p < .05$

Survey Item	Increase/decrease (Difference)	<i>t-test results</i> ($p < .05$)	Average prescore	Average postscore	Human Capital	Social Capital	AACC Leadership competencies
2. Demonstrate deep knowledge of the [community college], such as its history and culture.	26.10%	.000	3.00	3.78	x		ORST
39. Take action to improve the quality of the college.	12.00%	.003	3.64	4.14		x	ORST

Note. AACC = American Association of Community College, ORST = Organizational Strategy
* $p < .05$

The researcher suggests that the MLA program provided study group members with an opportunity to learn more about the college beyond their immediate departments, the functions and roles of their cohort, and the external environment, developing or enhancing their perceptions of the organizational strategy leadership competency.

Also, qualitative data reported by the study group members showed that the leadership competency of organizational strategy frequently appeared in their interview

responses. Referring to the summary of the qualitative data in Table 13, organizational strategy (ORST) appeared in 12 of the 13 study group members' responses to one or more of the open-ended interview questions.

In the interviews, the researcher found evidence of this theme of understanding organizational dynamics expressed in various ways. Nevertheless, the implications were the same: Understanding how the college worked (i.e. functions of the various areas and departments of the college and the roles of their colleagues in the organization) provided them with an additional lens to view their institution. It also enabled them to see how their department fit in the overall structure of the college and was fundamental to them in engaging their colleagues as a leader or in leadership roles after participation in the MLA program. A good example of this is illustrated in the following excerpts from two study group members.

Deeper understanding of organizational dynamics was helpful in recognizing additional things that a leader needs to consider before embarking on a new project or in terms of bringing people along with them on the project particularly if they're leading a team.

I would say yes simply because I understand the workings of the institution better, so it helps me understand the roles and constraints that administrators and leaders have at the college, which I think is very helpful for anyone. So in that regard, yes, I feel better prepared, and I've utilized what I learned in the MLA program.

The implication expressed here is that knowing more about their institution presented new opportunities to understand their roles, their colleagues, and other departments in the institution, and provided a common ground to practice this leadership competency. The

researcher suggests that institutional silos based on lack of knowledge were broken down, which produced a forum to engage colleagues outside of their departments to facilitate understanding of their roles and the roles of their colleagues across institutional lines. These qualitative data provided support for the leadership competency of organizational strategy as a factor for the quantitative scores for this leadership competency

Qualitative data provided by program administrators during their interviews also supported the theme of understanding of organizational dynamics to develop or enhance leadership competency acquired through participation in the MLA program. One report from a program administrator illustrated this point:

The connections they made with people from different sectors of the college . . . I think the connections that people made from each of their classes and then later classes participating in the activities of the earlier classes. They brought those connections back to their jobs with them.

Understanding organizational dynamics was also a component of the curriculum that supported MLA program objectives.

It can be inferred from this quote that the MLA program developed or enhanced study group members' ability to see the "big picture" to provide the ability, as one study group member stated, to "see more of how the department fits into the overall puzzle." According to the other program administrator, the ability to see the "big picture" had a lasting effect on study group members beyond their participation in the MLA program. Based on all three data sources, it was concluded that organizational strategy was developed or enhanced in study group members and that this difference could be attributed to their participation in the MLA program.

As a leadership competency, the ability to develop or enhance understanding of organizational dynamics in the workplace fit well within the construct of social capital theory. Bourdieu (1986) defined *social capital* as “the aggregate of actual or potential resources linked to possession of a durable network of essentially institutionalized relationships of mutual acquaintance and recognition” (p. 248). Data suggested that developing the ability to understand organizational dynamics is the “mutual acquaintance and recognition” that Bourdieu referenced and provided opportunities for study group members to engage colleagues in the leadership process. An excellent illustration of this point was offered in an interview.

Being able to see things from different perspectives and to understand how all the different areas impact one another was important. There are people that I met in leadership academy that have worked together the same amount of time, but I never knew who they were.

Another study group member stated,

This [MLA program] has allowed me to see the bigger possibilities of a community college. I am by nature introvert, but I was able to meet new people and get new faces and get a different understanding of the many, many, facets that make up this college.

The MLA program brought together organizational members from across the campus and allowed them to get to know one another and to form the “mutual acquaintance and recognition” described by Bourdieu. The researcher suggests that the MLA program provided a forum for study group members to discuss their various roles in the college. The forum, a curriculum component, led to a majority of the study group members

understanding their institution, their colleagues, and themselves, which helped them to develop or enhance their social capital, as espoused by Bourdieu.

Collaboration. The AACCC defined *collaboration* as follows: “An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission” (AACCC, 2012, para. 4). Illustrations of this leadership competency were “Build and leverage networks and partnerships to advance the mission, vision, and goals of the community college” and “Develop, enhance, and sustain teamwork and cooperation.” Quantitative and qualitative data in this study indicated that the leadership competency of collaboration was developed or enhanced in a majority of the study group members.

The quantitative data from this study indicated that all six AACCC leadership skills had significant *p* values but the leadership competency of collaboration had the highest statistical significance in the study. A review of the assessment items corresponding to the leadership competency of collaboration showed that 5 of 21 (24.8%) of the significant survey items were designed to assess study group members’ perceptions of their ability to collaborate with college community members, as illustrated in Table 14.

Table 14

Assessment Tool Items Related to Collaboration Leadership Competency with $p < .05$

Survey Item	Increase/decrease (difference)	<i>t</i> -test results ($p < .05$)	Average prescore	Average postscore	Human Capital	Social Capital	AACC leadership competencies
29 Networks and established partnerships that helps achieve the [college]'s goals.	18.50%	.006	3.14			x	COLL
1 Seeks ways to involve others in problem solving and making decisions	14.27%	.026	3.43	4.00		x	COLL
18 Integrates knowledge of other's cultures in daily performance	6.12%	.040	3.64	3.93		x	COLL

Note. AACC = American Association of Community College, COLL = Collaboration
 $*p < .05$

Each of the five assessment items required study group members to state whether they perceived the ability to form networks, engage in teamwork activities, involve others in problem-solving and decision-making processes, and integrate knowledge of their colleagues. Thus, the quantitative data supported the perceived increase in competencies of collaboration.

The qualitative data supported the quantitative data. Referring to the summary chart of the qualitative data in Table 12, collaboration (COLL) appeared in 12 of the 13 (92%) response sets to one or more of the open-ended questions. This high frequency of

appearance in study group members' perceptions and responses strongly indicates that participation in the MLA program developed or enhanced the leadership competency of collaboration in a majority of the study group members.

During interviews, study group members expressed that the MLA program had provided an opportunity to engage in collaborative activities with the members of their cohort. According to the MLA program literature, collaboration was identified as one of the stated objectives. The MLA program literature clearly states the program was designed to get participants to "work collaboratively on a project of benefit to the college community." This collaborative experience of working on projects with classmates during participation in the MLA program was reported by study group members to have had a positive effect on their ability to work collaboratively with other community college members during and after completing the program. In fact, one study group member stated,

I would say anything is possible, for this department . . . has strengthened our relationship with other departments because I have worked with [others classmates] on my project. I worked with [someone] from the virtual college. So, it definitely helped to have that relationship while trying to improve things on our website, for example, after the leadership academy.

This quote is a good example of the results produced by participating in the MLA program. This study group member understood that opportunities to form collaborative relationships across the college were available and sought to use these relationships in the workplace in a way that was beneficial to the college. Other study group members also shared this developed or enhanced leadership competency of collaboration and the

opportunity to exercise this competency in the workplace. This can be gleaned from the following reflections on the MLA program:

I think that the MLA program really afforded me the opportunity to be able to network and to be around individuals that I wouldn't have normally had the opportunity to do. . . I was able to build really strong relationships. If I needed something on campus I know who to contact, as opposed to going through, the command chain. . . I have formed professional colleagues that I know at the college, I can call up in a minute and say, "I'm not quite sure what to do with this, and I'm not quite sure what to do with that."

All three of these quotes provide an example of the leadership competency of collaboration that they were able to practice in the workplace. Furthermore, these examples show study group members' ability to "build and leverage networks and partnerships" with their community college colleagues that supported study group members' perceptions of the leadership competency of collaboration from the quantitative data.

Qualitative data from one of the program administrators corroborates the leadership competency of collaboration perceived and reported by study group members.

This program administrator stated,

I think the connections that people made during each of their classes and then later classes participating in the activities of the earlier classes. I think it is really important. They brought those connections back to their jobs with them. People have stayed in touch. Become friends and there's a lot of cross-institutional collaboration that has had a lasting effect.

Taking into consideration the quantitative and qualitative data from study group members and program administrators, the researcher suggests that the leadership competency of collaboration was developed or enhanced in study group members who attributed it to their participation in the MLA program, similar to reports from other GYOL program studies.

As a leadership skill and competency, the ability to collaborate with other members of an organization also fits well within the construct of social capital theory. “Social networks are not a natural given and must be constructed through investment with strategies oriented to the institutionalization of group relations and usable as a reliable source of other benefits” (Portes, 1998, p. 3). It is evident from the quantitative and qualitative data in this study that the ability to build a relationship through collaborative efforts has benefitted the participants, their departments, and ultimately their community college, and has led to enhancement of their social capital. Study group members spoke of the “mutually beneficial” nature of their relationship with their colleagues and attributed this to their participation in the MLA program. They showed the ability to network and with persons with whom they normally would not have had the opportunity, and the relationships were reported to last far beyond participation in the MLA. These data strongly indicate their development or enhancement of social capital as an outcome of the MLA program.

Communication. The AACCC defined *communication* in the following manner:

An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its

surrounding community, to promote the success of all students, and to sustain the community college mission. (AACC, 2012, para. 3)

Examples of communication were found in the data. A review of the assessment items corresponding to the leadership competency of communication (Table 15) showed that 3 of 21 (14.3%) of the significant survey items were designed to assess study group members' perceptions of their ability to communicate with college community members. Study group members reported their ability to communicate orally and listen to colleagues' perspectives. Their perceptions are supported by qualitative data.

Table 15

Assessment Tool Items Related to Communication Leadership Competency with $p < .05$

Survey Item	Increase/decrease (difference)	<i>t</i> -test results ($p < .05$)	Average prescore	Average postscore	Human Capital	Social Capital	AACC leadership competencies
28 Listens carefully and recognizes other's perspective	7.30%	.019	4.08	4.39		x	COMM
28 Listens carefully and recognizes other's perspective	7.30%	.019	4.08	4.39		x	COMM
5 Effectively helps others support [college] policies	11.90%	.028	3.13	3.57		x	COMM

Note. AACC = American Association of Community College, COMM = Communication
* $p < .05$

Table 12 showed that responses to interview questions by 7 of the 13 (53%) study group members were coded for the leadership competency of communication (COMM). Two quotes from study group members provided insight into how their ability to communicate was developed or enhanced after participation in the MLA program and its effect on their ability to “use clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college.”

I think that time management, in general, was something that was really helpful but general communication and learning how to communicate better with other people in other areas of the college that are not in my area and even with people who are at higher levels like my superiors for example.

I think more importantly communication. Being able to communicate is very, very important in both written, both verbal and nonverbal. More importantly, written as well. Making sure that you say what you mean and not beat around the bush I think is very, very important.

An interesting point demonstrated in the quote is that communication with colleagues was not limited to supervisors but included colleagues vertically and horizontally across the college. Another point observed in this quote is the intent of communication. These study groups members’ responses to interview questions provided evidence of their perceptions and reported development or enhancement of their capacity and desire to communicate effectively and the opportunity to communicate across the college after participation in the MLA program.

One of the stated objectives of the MLA program was to “enhance communication skills.” During their interviews, program administrators supported that

study group members' perceptions of their ability to communicate were an important outcome of the program. When a program administrator was asked what leader or leadership skills were developed or enhanced in the MLA graduates as a result of participation in the program, the administrator responded, "I do not know that we necessarily enhance that, as much as had practiced those sort of things. Practice communication skills." This quote speaks to the intentionality of the MLA program to develop or enhance communication skills in its participants, resulting in a positive effect on developing or enhancing these competencies in a majority of the study group members, which provides support for the quantitative data item scores associated with this leadership competency.

As a leadership competency, communication fits well within the construct of social capital theory. Hazelton and Kennan (2000) discussed the role of communication in developing social capital. "It [communication] changes the relationship between actors that produce social capital. These changes can only be accomplished through communication" (p. 81). A good illustration of this "change in the relationship between actors" can be found in the following quote from one of the study group members.

I would not have formed a strong friendship bond with my fellow participants.

And so even now I still communicate with others who participated in the program, and so I did not expect to form strong friendship bonds. And that does help with interdepartmental communication. So, I definitely think that is a very good benefit from it.

The formations of "strong friendship bonds" and "interdepartmental communication" were changed in the leadership competency of communication and were

used by study group members in the workplace after participation in the MLA program. It can be concluded that the development or enhancement of the leadership competency of communication led to developed or enhanced social capital in a majority of the study group members and could be attributed to their participation in the MLA program.

Self-awareness. Another theme identified from the qualitative data was a developed or enhanced sense of self-awareness. Self-awareness as a skill was not measured by the assessment tool; therefore, this study does not contain any quantitative data assessing this skill. Self-awareness, as defined by Crisp and Turner (2010), “is a psychological state in which people are aware of their traits, feelings and behavior” (p. 3). Church (1997) defined self-awareness as “the ability to assess one’s own behaviors and skills as they are manifested in workplace interactions” (p. 281). Responses given during interviews with study group members show developed or enhanced sense of self-awareness, that is, the ability to recognize a change in their perception of the organization and themselves as a result of participation in the MLA program.

Self-awareness appeared in 10 of 13 (77%) study group member responses to one or more interview questions. Quotes that demonstrate developed or enhanced self-awareness after participating in the MLA include the following.

The leadership program gave me an opportunity also to assess my skills at various levels and the different competencies involved. I think that what it—what that did was allowed me to then make honest—do an honest evaluation of my skills in where I needed to improve.

If I didn’t have opportunity to even just pause and analyze my own inherent strengths and weaknesses as a leader, I won’t be able to continue to be effective

and to be able to move the department forward in the direction that it needs to go in.

Both of these quotes provide insight into the study group members' ability to self-reflect and see themselves, their departments, and college differently after participation in the MLA program. It shows the moment of "aha!" that signals a change in perception about the world around and the recognition of a new leader or leadership possibilities in the organization and greater understanding of oneself. Another study group member illustrated this point: "I think what the leadership program did was opened my eyes to some of the other things going around campus that I was not aware of." Self-awareness was one of the stated goals of the MLA program, and the qualitative data supported accomplishment of that goal.

Program administrators agreed that development or enhancement of self-awareness was observed in study group members after participation in the MLA program. One spoke of how self-awareness served as a foundation for other developments or enhancement of other leader skills or competencies. "I think it was that kind of understanding of the college mission and vision that really helped them to be self-aware as leaders, and that was the primary thing that leads to some of the other changes." This self-reflective nature is basic to double loop learning (Argyris, 1990) and can lead to greater knowledge of oneself within the context of the organization.

Self-awareness is one of the skills that effective leaders demonstrate (Hockaday & Puryear, 2000). Day (2001) placed self-awareness in the category of human capital. Moreover, Day, Zaccaro, and Halpin (2004) stated that leader development helps people "to better participate in the leadership tasks of their respective organizations" (p. 6). The

researcher suggests that development or enhancement of self-awareness as reported in the majority of study group members facilitated their ability to understand their strengths and weaknesses, enabling them to engage in broader leadership activities in their institution and in their ability to lead others.

As a leader skill or competency, self-awareness is in the category of human capital. Coleman (1988) stated, “Human capital is created by changes in persons that bring about the skills and capabilities that make them able to act in new ways” (p. S100). It is evident from both sets of qualitative data that a majority of the study group members and one program administrator expressed a change in how study group members perceived their colleagues, departments, and the institution. One program administrator that demonstrated this point: “I think it was that kind of understanding of the college mission and vision that really helped them to be self-aware as leaders, and that was the primary thing that leads to some of the other changes.”

Self-confidence. According to Kirkpatrick and Locke (1991),

Self-confidence plays an important role in decision-making and in gaining others’ trust. Obviously, if the leader is not sure of what decision to make, or expresses a high degree of doubt, then the followers are less likely to trust the leader and be committed to the vision. (p. 54)

Hockaday and Puryear (2000) also pointed out that self-confidence is part of a set of competencies that effective leaders demonstrate. Self-confidence was not a skill measured by the assessment tool; therefore, this study does not contain any quantitative data assessing this skill. Self-confidence appeared in 10 of 13 (77%) study group members’ responses to one or more interview questions, providing clear and concise

statements of the development or enhancement of self-confidence due to participation in the MLA program. Two quotes are, “MLA gave me more self-confidence” and “I am more confident now.” The researcher suggests that one of the reasons for this developed or enhanced self-confidence was the supportive structure of the MLA program. One of the study group members demonstrated this point:

The people that ran the leadership academy were very positive, very motivational, very encouraging which I think helps. So that helps to kind of okay, well, if they think I can do it, then I can do it, you know [sobbing]. Saying this makes me emotional. . . I think it [MLA program] given me a little more confidence and comfort to be able to say, “Yeah, I can do this!”

Another reason for the development or enhancement of self-confidence is increased understanding of how the institution works. This point was demonstrated in a program administrator’s observations of the study group members in the workplace during an interview.

They now had a greater understanding of the institution that gave them the confidence to step up to some sort of leadership position and whether that leadership position was chairing a governance committee or an ad-hoc committee or doing something a little outside of their normal job.

An additional quote illustrates the supportive nature of the program and its effect on one study group member’s self-confidence: “I think I have the skills and the ability and it kind of made me confident to identify what I have and they [MLA program] kind of taught me to how to use it.”

It is apparent from these quotes that self-confidence was developed or enhanced, which is essential for good leaders. The researcher concluded after an analysis of both sets of qualitative data that one of the program outcomes of the MLA program was self-confidence reported by a majority of participants as contributing to their development or enhancement of this leader skill.

Self-confidence, as suggested by the conceptual framework of this study, fits in the construct of leader/human capital. Day (2001) associated self-confidence with the intrapersonal development target. When self-confidence viewed as an intrapersonal competency, it can be readily surmised that self-confidence, as an individual skill is an intrinsic factor, belonging solely to a person, and is an essential skill for leaders. “Human capital is created by changes in persons that bring about skills and capabilities that make them able to act in new ways” (Coleman, 1988, p. S100). The researcher concluded that development or enhancement of self-confidence as reported by a majority of the study group members and program administrators illustrates a change in the study group members’ perception of themselves and represents a change in their human capital to enable them to act in a new way.

A summary of the emerging themes and the quantitative and qualitative data supporting those themes is shown in Table 16.

Table 16

Quantitative and Qualitative Data Support for Emerging Themes

Theme	Supported by quantitative data (study group)	Supported by qualitative data (study group)	Supported by data (program administrators)
An understanding of organizational dynamics helped to develop or enhance leader and leadership skills and competencies in some members of the study group.	X	X	X
Collaboration between community college colleagues helped to develop or enhance leader or leadership skills and competencies in some members of the study group.	X	X	X
Communication helped to develop or enhance leader and leadership skills and competencies in some members of the study group.	X	X	X
Development or enhancement self-awareness played a role in some study group members' reported leader or leadership skills and competencies.		X	X
Development or enhancement self-confidence played a role in some study group members' reported leader or leadership skills and competencies.		X	X

Interrelationship of emerging themes. The themes that emerged from the data were discussed individually. However, they are not mutually exclusive. McCallum and O'Connell (2009) described the connections between human capital and individual

competencies and social capital and relational competencies. “The two kinds of capital are complementary . . . there is a symbiotic relationship between the two whereby gains to one allow for gains to the other” (McCallum & O’Connell, 2009, p. 155). Evidence of human/leader and social/leadership capital skills and competencies working in combination after participation in the MLA program was discovered in the emerging themes.

A few examples of the concept of interrelationships of emerging themes discovered in responses by study group members during interviews indicated that the leadership/social capital competencies of collaboration and leader/human capital of self-awareness were complementary. This point was illustrated by one study group member:

I would go back to a previous response where I become more attuned and more open and taking more time to allow my staff to have input on various initiatives to set their own goals, their own time-frames and just help them achieve those goals and time frames.

Communication and self-confidence were reported by one study group member as outcomes of the program.

I learned how to mobilize people to get something. I learned how to talk to people. I learned how to move forward. But at the same time, confidence, it was confidence that “Wow, I can do it!” They gave me the tools and it was just not what they are saying. If you really utilize them, “I can do it.” So [it was] empowerment and confidence.

Another study group member stated,

Before I knew people and talked to them, but to get up in front of people to talk was a big issue for me. Now I have no problems getting up and doing presentations, no problem organizing things or getting people involved. That is personally for me.

Organizational strategy and self-awareness were also found to work in combination. One study group member reported, “I also am more aware of the politics that are involved in the running of a college and that was a big eye-opening experience that I was not really aware of; how tied we were to the political structure.” Along the same lines, another study group member shared,

All this awareness of me personally has given me a warm hug kind of a feeling, I am not alone, and I got colleagues who have leadership roles, and there is a culture that we share, we have got an experience that we share, on different levels.

Data indicated that understanding organizational dynamics facilitated study group members’ ability to communicate. Although both are categorized as leadership/social capital competencies, there is evidence that they worked together to develop or enhance some of the study group members’ leadership skill or competencies. The combination of organizational strategy and communication is supported by two study group members.

It connected me particularly because of my role here with a larger part of the college community, exposed me to roles that made this college the vibrant institution that it is with a face. Now I know somebody that works in X area or Y area, I now can pick up the phone and say you know what I’ve got a student struggling with this. . . [I] can you give advice [on] how I help them or can you help them? It developed a richer connective tissue between people who are

committed to the success of the students and of the institution. You learned in the same way. I think that community college helps students have a better grasp of the broader world in which they will function. It went more internal for me, gave me a better grasp of the workings of the success of this institution how all of the different pieces fit together.

From my own perspective, there may be a bit easier communication between departments perhaps because we've met each other face to face once a month for nine months. When I have to get in touch with the registrar . . . or I had to talk to a certain Dean, I know him because of [being in the program]. . . So maybe there's, to me personally, a little bit more familiarity, a little more friendliness between departments. I have a person to reach out to, not just a department.

In addition, this example shows the ability of the study group member to branch out beyond the department and connect with other departments to form a collaborative relationship that benefits both departments and the college.

Program administrators also provided evidence that supported human/leader and leadership/social capital skills and competencies working in combination. One stated,

They [program graduates] now had a greater understanding of the institution that gave them the confidence to step up to some sort of leadership position and whether that leadership position was chairing a governance committee or an ad hoc committee or doing something a little outside of their normal job. . . I think it was that kind of understanding of the college mission and vision that really helped them to be self-aware as leaders, and that was the primary thing that leads to some of the other changes.

Based on the evidence from the assessment tool (quantitative data) and responses (qualitative data) given during interviews with study group members and program administrators, the concept of the symbiotic relationship between human and social capital espoused by McCallum and O'Connell (2009) and interconnectedness noted by Day and Halpin (2008) was an outcome of the MLA program that some of the study group members practiced in the work place.

Chapter Summary

This chapter presented the results of the study. Analysis of the quantitative and qualitative data from study group members and program administrators revealed the emergence of five prominent themes. Each theme was discussed in the context of its relationship to leader/human capital and leadership/social capital conceptual framework of this study. The data indicated an interrelationship of emerging themes that illustrated that both leader/human and leadership/social capital contributed to development or enhancement of study group members' leader or leadership skills and competencies and the MLA program outcomes.

Chapter 5

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This sequential explanatory mixed-methods case study was conducted to assess a community college's GYOL program to determine whether the program develops or enhances the leader or leadership skills and competencies of its graduates and provides the community college with staff members who are prepared to enter the leadership pipeline to address leadership gaps at that college. The perceptions of the study participants were assessed using the GL360 survey instrument for collection of quantitative data and subsequent one-on-one interviews for collection of qualitative data to confirm or refute the data collected during the quantitative stage. The MLA was selected as the target for this study because it has been in existence since 2009 and has produced graduates who were still employed at the college and available to participate in the study. MLA program administrators also participated in one-on-one interviews and provided their perceptions of the program graduates, and their data served as the external validation of the primary data.

This chapter presents the purpose of the study and design and procedures employed in the research, a summary of findings, conclusions, limitations, and recommendations for further inquiry.

Purpose of the Study

A review of the community college literature indicates that community colleges face impending retirement of community college leaders. The AACC (2011) predicted a high turnover, reporting that by 2012 nearly 80% of America's 1,200 community colleges

would lose their presidents. In fact, the state of New Jersey is experiencing this loss of senior level administrators. According to Dr. Larry Nespoli, Executive Director of New Jersey Council of County Colleges, in New Jersey during a 3-year period (2009 through 2012), 9 of 19 (47%) New Jersey community colleges had a change in President due to retirement or turnover (personal communication, September 4, 2012). Not only are community college presidents scheduled to retire at an alarming rate; lower- and middle-level administrators have the same declining statistics (Byham et al., 2002; Eddy, 2010). This anticipated leadership gap in community colleges points to the need to develop new leaders and leadership to lead community colleges.

Some community college researchers contend that the potential for a new leader or leadership exists in the current rank and file of community colleges (Ebbers & McFarlin, 1998; Eddy, 2010; Vickers, 2007). This raises the question, what are community colleges doing to cultivate leadership to fill the impending leadership gap?

Community colleges have used numerous strategies to develop or enhance leaders or leadership capacity in their institutions. One such strategy is an in-house leadership development program known as the GYOL program, which has become a program of interest for some community colleges (Jeandron, 2006). The AACC has endorsed the use of GYOL programs to cultivate college community members to prepare them to enter the leadership pipeline of that college. “The leadership gap can be addressed through a variety of strategies such as college grow-your-own programs” (AACC, 2012, para. 4). Research is needed to determine the effectiveness of these programs. Furthermore, reviews of the literature reveals a handful of GYOL programs have formally evaluated the effectiveness of their programs (Cota, 2006). A recent search showed only a few

studies that reported outcomes of GYOL programs. Therefore, the goal of the present study was to conduct a formal assessment of a GYOL program's graduates and its program administrators to determine whether the program develops or enhances the leader or leadership skills and competencies of its graduates and provides the community college of this study with staff members who are prepared to enter the leadership pipeline and address leadership gaps at that college.

Design and Procedures

A sequential explanatory mixed-methods design (Creswell, 2012) was used to collect data regarding GYOL program outcomes. The first stage of this study consisted of collecting quantitative data. These data were utilized to revise the interview protocol for the qualitative second phase of the study. This phase informed the result of the first phase and allowed triangulation of the two phases.

A GYOL development program developed and administered by a New Jersey community college (MCCC) was selected and served as the site for this study. The study participants were graduates of the GYOL program who were still employed at the college at the time of the study. The MLA program administrators who were responsible for development and administration of the program led each session of the program. Therefore, they had an opportunity to assess program graduates during and after participation in the MLA program.

Since 2009, 36 members of MCCC participated in the MLA program. Fourteen program graduates who were still employed at the college at the time of the study participated in the quantitative phase of this study and 13 of them participated in the qualitative phase. MLA program administrators participated in one-on-one interviews.

To assess whether the GYOL program developed or enhanced leader or leadership skills and competencies in its graduates, the following research questions were posed.

1. Based on the perceptions of GYOL program graduates, what leader or leadership skills were enhanced or developed?
2. What leader or leadership skills, competencies, and characteristics did graduates report were enhanced or developed through their participation in the GYOL program?
3. Based on the perceptions of GYOL program administrators, what leader or leadership skills were enhanced or developed in GYOL program graduates?
4. What evidence do GYOL program administrators have to support their perceptions of enhanced or developed leader or leadership skills and competencies in GYOL program graduates?
5. What unexpected outcomes were identified by graduates resulting from participation in the GYOL program?
6. Based on the AACC leadership competencies, how well do the outcomes of this program address those competencies?

Quantitative data were collected utilizing the GL360 assessment tool developed by the SUNY Leadership Institute, using the 2005 AACC leadership competencies. Study group members were requested to answer 42 survey items using a 5-point Likert-type scale to rate their pre/post perceptions of the MLA program. The items were aligned with AACC leadership competencies and human and social capital, skills and competencies

that most highly correlated with the survey items as identified by the researcher and supported by the developer of the survey tool and Dr. Shelly McCallum.

The paired scores from this assessment tool were placed on a spreadsheet to perform a descriptive analysis and then transferred to Mini-Tab V.14 for inferential statistical analysis (paired-samples *t* tests). The results of the inferential analysis were used to address Research Questions 1 and 6.

Qualitative data from the study participants were collected via interview protocols developed by the researcher for study group members and program administrators. All interviews were digitally tape recorded and transcribed by a transcription service and the data were thoroughly reviewed by the researcher. Text data were examined using a predetermined codebook and analyzed for emerging themes and patterns. Both quantitative and qualitative data were used to address Research Questions 2, 3, 4, and 5.

Summary of Findings of the Study

This study was designed to address six research questions to answer the overarching question of the study. Analysis of quantitative and qualitative data collected from study group members yielded findings that indicated that a majority of study group members and program administrators perceived the development or enhancement of leader and leadership skills and competencies after participating in the MLA program.

Descriptive statistics indicated that all study group members perceived a change in their leadership skills and competencies after participation in the MLA program. This outcome was based on responses to 42 survey items (Appendix B) in the assessment instrument. The 42 survey items with the AACC leadership competencies and human and

social capital skills and competencies indicated development or enhancement of both human and social capital skills and competencies.

A paired-samples *t* test was applied to each of the respective posttest and pretest score pairs; 21 of the 42 responses for each paired survey item were significantly different ($p < .05$; Appendix H). The alignment of the 21 significant survey items with the six AACC leadership competencies indicated that collaboration and community college advocacy were the most highly perceived differences between posttest and pretest scores, followed by communication, professional development, resource management, and organization strategy. Leadership/social capital skills and competencies were perceived more often than leader/human capital skills and competencies by study group members, as indicated by survey item scores.

Qualitative data from the interview protocol indicated that a majority of the study group members reported development or enhancement of their leader skills as illustrated in tables 11 and 12. They reported growth or enhancement of self-confidence and self-awareness, both intrapersonal skills associated with leader/human capital skills. The appearance of these skills was not surprising, given that they are stated goals of the MLA program.

Analysis of the quantitative and qualitative data resulted in emergence of five themes (a) An understanding of organization dynamics helped to develop or enhance leadership skills and competencies, (b) collaboration between community college colleagues helped to develop or enhance leadership skills and competencies, (c) communication helped to develop or enhance leadership skills and competencies, (d) developed or enhanced self-awareness played a role in developing leader skills and

competencies, and (e) developed or enhanced self-confidence played a role in in developing study group members' reported leader skills and competencies.

The results of the one-on-one interviews with the program administrators corroborated the quantitative and qualitative study group results reflected in the emerging themes. Program administrators reported observing, in the workplace, the development or enhancement of leader or leadership skills and competencies described in the five emerging themes, which served to validate the study group members' perceptions and reports.

Discussion of Findings

The literature cited in Chapter 2 discussed the need to prepare the next generation of community college leaders or leadership in anticipation of an impending leadership gap (Eddy, 2010; O'Banion, 2006; Shults, 2001). This impending leadership gap has already begun to take shape in community colleges in New Jersey. The importance of developing tomorrow's leaders or leadership today has been discussed in dissertations and articles and by community college associations such as the AACC and the League for Innovation in Community Colleges. The community college literature and service organizations call for leadership development programs to address the impending need (AACC, 2012; Goff, 2002; Knott; 2011; Vickers, 2007). One of these leadership development programs is the GYOL program. GYOL programs have received much attention; however, a few studies in community college GYOL program literature have provided data on outcomes and impact of these programs in developing tomorrow's leaders and leadership. The reported findings address the research question of this study

and will contribute to the body of knowledge concerning community college GYOL programs and provide insightful data on the outcomes of these programs.

Based on collected data, three conclusions were drawn: (a) the MLA was successful in developing or enhancing both leader or leadership skills and competencies in the study group members, (b) some of the study group members were prepared to enter the leadership pipeline of the college after participation in the MLA program and addressed some leadership gaps at the college, and (c) the MLA program achieved successful outcomes related to its program design. These conclusions are discussed in the following subsections, with a discussion of the leader and leadership and the conceptual framework of the study.

Developed or enhanced. One of the fundamental questions raised in this study was, can a GYOL program develop or enhance the leader or leadership skills and competencies in its participants? Most community college leadership studies cited in this study stress development of leader or leadership skills and competencies as an outcome of the GYOL program (Brown, Martinez, & Daniel, 2002; Campbell, Syed, & Morris, 2010; Eddy, 2010; O'Banion, 2006; Shults, 2001; Wallin, 2006). The Leading Forward Report outlines recommendations and leadership competencies to enhance leadership development in community colleges (AACC, 2005). However, a review of community college literature failed to identify any studies that specifically discussed a GYOL program's ability to enhance existing leadership skills and competencies in its participants. Based on responses to Item 10 of the interview protocol, 11 of 13 study group members reported that their leader or leadership skills or competencies had been enhanced, and two reported that their leader or leadership skills and competencies had

been developed as a result of participation in the MLA program. Of the latter two, one was a faculty member who, after participation in the MLA program, described her job duties as mainly instructional activities; the other was a librarian who, after participation in the MLA program, became more involved in a college-wide committee. More important, the outcomes of this study indicate that study group members viewed themselves as having some level of leadership development or having served in a leadership capacity after participation in the MLA program. Therefore, the researcher suggests that the MLA program enhanced their existing leadership competencies.

Leader and Leadership and the Conceptual Framework

The conceptual framework for this study allowed the researcher to discern the difference between a leader and leadership. Human and social capital theories have been in existence for a number of years and have been applied to a multitude of disciplines. The theoretical link between these two theories, which served as the conceptual framework for this study, is that human capital is to the leader (individual skills and competencies) as social capital is to leadership (relationship skills and competencies). The conceptual framework is based on work by Day (2001) and McCallum and O'Connell (2009). Both supported the theory that leader/human capital development entails development of intrapersonal skills and competencies, while leadership/social capital entails development of interpersonal skills and competencies (Day, 2001; McCallum & O'Connell, 2009). Evidence of the development or enhancement of leader/human capital and leadership/social capital was indicated by the quantitative and qualitative data collected in this study and discussed separately in the following two sections of this chapter.

Leadership/Social Capital

Leadership/social capital development refers to the development or enhancement of relationship skills and competencies (Day, 2001). The relationship aspect of social capital entails “helping people understand how to relate to others, coordinate their efforts, build commitments, and develop extended social networks by applying self-understanding to social and organizational imperatives” (Day, 2001, p. 568). Leadership/social capital also encompasses the ability to engage other organizational members in a process that produces “durable network of more or less institutionalized relationships of mutual acquaintance or recognition” (Bourdieu, 1986, p. 249). According to the AACC, three leadership competencies are needed for developing leadership/social capital facilitating relationships for the leadership process: communication, collaboration, and understanding how the organization works (AACC, 2012). All of these increases were reported by members of the study group.

Quantitative and qualitative data from responses found in Appendix G and table 11 respectively showed that study group members perceived the development or enhancement of AACC leadership competencies after participation in the MLA program. The assessment tool, which was developed based on the AACC leadership competencies, showed an increase in posttest over pretest scores. Based on an alignment of survey items with the AACC leadership competencies, data indicated that all six of the AACC leadership skills were perceived to be significantly different after participation in the MLA program, reflecting an increase in social capital in members of the study group.

The leadership competencies that were most prominent were, in order, communication, collaboration, organizational strategy, community college advocacy,

professional development, and resource management. These findings are consistent with Conover (2009) and Rowan (2012) community college GYOL program studies cited earlier in this study. Moreover, emerging themes which showed that communication, collaboration, and organizational strategy as reported significant earlier in this study by most study group members were unique to this study.

Communication. As a leadership competency, communication is considered essential for leadership success (AACC, 2012; Duree, 2007; McCallum & O'Connell, 2009; Shults, 2001). The ability to develop open lines of communication, both written and oral, with organizational members and the ability to listen to staff contribute to effective leadership (Durbin, 2010). Based on the data reviewed in Chapter 4 it can be reasonably concluded that development or enhancement of the communication competency provided study group members opportunities to form lines of communication with staff and faculty members in their departments and across the campus. The lines of communication that were reported in Chapter 4 of this study by study group members to be opened indicated that some organizational defense mechanisms were overcome (Argyris, 1990) and department and organizational barriers were reduced, which helped study group members to have meaningful dialogues with campus-wide colleagues. This is consistent with findings reported in other GYOL leadership studies.

In the context of the conceptual framework of this study, communication is aligned with social capital and is considered necessary for future leaders (McCallum & O'Connell, 2009) and facilitates building networks and relationships, as described by social capital theorists (Del Favero, 2003; Portes, 1998).

Collaboration. Collaboration involves development of relationships with colleagues, stakeholders, and other constituencies (AACC, 2012). Community college scholars maintain that collaboration is a necessary competency for effective leadership (Conover, 2009; Hockaday & Puryear, 2000; McCallum & O’Connell, 2009; McNair et al., 2011) and has been identified as a GYOL program outcome in other studies (Bechtel, 2010; Knott, 2011). It is reasonable to conclude from the quantitative data presented in Chapter 4 of this study that collaboration was developed or enhanced and allowed study group members to reach out to community college members across the campus in an expansive way. The new relationships developed, as reported by study group member in Chapter 4, through the collaborative process helped to overcome organizational defense mechanisms of individuals and groups (Argyris, 1990) and promote trustworthiness and a win-win perspective among members of the college. Similar to communication, collaboration is aligned with social capital, is considered necessary for future leaders (McCallum & O’Connell, 2009), and facilitates building of networks and relationships as described by social capital theorists (Del Favero, 2003; Portes, 1998).

Organizational strategy. Organizational strategy, as defined by the AACC, is: An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students, and sustains the community college mission, based on knowledge of the organization, its environment, and future trends. (AACC, 2012, para. 1)

The operative words in this definition for purpose of this study were *based on knowledge of the organization and its environment*.

During one-on-one interviews, a majority of the study group members expressed that acquisition of organizational knowledge or understanding how the college worked was an outcome of the MLA program. It is reasonable to conclude that the 10 study group members developed or enhanced their understanding of how the college worked, including learning about other departments, college policies, the statewide higher education environment in which the college operates, and the role of other organizational members, all of which facilitated an understanding that there are multiple audiences in the college. Also, quantitative and qualitative data presented in Chapter 4 indicated that a majority of the study group members had a better understanding of the organizational culture of the college, which is an indication of the development of cultural competency (Eddy, 2010) that entails “understanding the college culture and reading the context of what is valued” (Eddy, 2010, p. 32).

By developing or enhancing the competencies of organizational strategy, study group members moved out of their comfort zones and performed leadership functions in their departments and the college. The community college literature supports the need to understand the college environment as a competency for community college leadership (AACC, 2012; Brown et al., 2002; Fulton-Calkins & Milling, 2005; Townsend & Bassoppo-Moyo, 1997).

Community college advocacy. Data from the quantitative phase of the study indicated that community college advocacy was the second-highest leadership competency as perceived by study group members; however, it was weakly supported by the qualitative data. According to the AACC, community college advocacy is defined as “an effective community college leader understands, commits to, and advocates for the

mission, vision, and goals of the community college” (AACC, 2012, para. 4). A review of the AACC illustrations for this competency compared to the reports given during interviews with study group members revealed examples of community college advocacy. For example, one study group member mentioned that, due to her promotion and as part of her new responsibilities, she currently represented the college on a statewide committee. Another study group member reported in Chapter 4 that she currently pursued other leadership development opportunities in her community because participation in the MLA program had raised her self-awareness of the need to branch out and work with community-based organizations and projects. Indirect evidence based on the way study group members expressed their thoughts about the college indicated their support for the college. In a majority of the interview responses, a strong sense of passion and commitment to the mission of the community college, the community that it serves, and the students was evident. It is reasonable to conclude that this commitment indicates study group members’ alignment with the fundamental mission and values of a community college, which is essential for community college advocates. The AACC supports community college advocacy as a competency that is needed for effective leadership (AACC, 2005).

Professional development. The quantitative data revealed that the professional development leadership competency had shown an increase in the posttest and pretest scores by study group members. The AACC defined this leadership competency as “an effective community college leader works ethically to set high standards for self and others, continuously improve self and surroundings, demonstrate accountability to and for the institution, and ensure the long-term viability of the college and community” (AACC,

2012, para. 6). Analysis of the qualitative data revealed expressions of professional development in seven study group members' responses, indicating that participation in the MLA program was viewed as a professional development opportunity. Study group members expressed gratitude for the opportunity to participate in the MLA program, which the researcher viewed as an indication of their perceptions of professional development. Program administrators reported that professional development was not emphasized in the MLA program, but they considered the MLA as professional development for the college.

Resource management. Of the six AACC leadership competencies that were perceived as significant, resource management was not corroborated by the qualitative data in this study. The AACC defined this leadership competency as “an effective community college leader equitably and ethically sustains people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college”(AACC, 2012, para. 2). An analysis of responses vis-a-vis the AACC illustrations did not reveal evidence of resource management. An inspection of the goals of the MLA revealed that resource management was not stated as one of the primary goals of the program. Study group members who responded to questions on the assessment tool may have answered these questions based on their job duties and responsibilities as mid-level managers, which may have considered monitoring budgets as part of their job description. Resource management was not emphasized or discussed in the lectures in the MLA program, which explains why this leadership competency was not reported by study group members.

The MLA program was developed based on the AACC leadership competencies, as well as the assessment tool. This study confirms the use of this assessment tool as a method for assessing AACC leadership competencies-based GYOL programs. Moreover, quantitative data from this study indicated that AACC leadership competencies were included in the program, which addresses Research Question 6.

Leader/Human Capital

Leader/human capital development refers to the development or enhancement of individual-level skills and abilities, such as self-awareness, self-confidence, trustworthiness, and initiative (Day, 2001). Analysis of qualitative data as discussed in Chapter 4 provided evidence of the development or enhancement of two of these skills in a majority of study group members: self-awareness and self-confidence. The inclusion of these skills is a good indication that participation in the MLA program developed or enhanced one or both cognitive skills, which were reported outcomes in other GYOL program literature and studies (Bechtel, 2010; Knott, 2011; Yukl, 2002).

Self-awareness. Self-awareness is identified as one of the desirable skills for leaders (Goleman, 1995). Self-awareness entails understanding one's emotions, strengths, weaknesses, needs, and drives (Goleman, 1995). Wheatley (2006) stressed the importance of the leader's self-awareness, maintaining that leaders are "obligated to help the whole organization look at it, to be reflective and learningful about its activities and decisions" (p. 131). Church (1997) noted that importance of reflection for a leader and defined self-awareness as "the ability to assess one's own behaviors and skills as they are manifested in workplace interactions" (p. 281). Avolio and Gardner (2005) cited Day's understanding of self-awareness:

Self-awareness is not a destination point, but rather an emerging process where one continually comes to understand his or her unique talents, strengths, a sense of purpose, core values, beliefs, and desires. It can include having a basic and fundamental awareness of one's knowledge, experience, and capabilities. (p. 324)

Responses by study group members and one program administrator presented in Chapter 4 indicated study group members' heightened awareness of their understanding of personal and unique talents, strengths, a sense of purpose, core values, beliefs, and desires. It is reasonable to conclude that there is clear evidence that a majority of the study group members' developed or enhanced self-awareness after participation in the MLA program. Self-awareness was also exhibited in the workplace, as reported by 11 study group members and in other GYOL studies (Bechtel, 2010; Knott, 2011; Vickers, 2007).

Self-confidence. Self-confidence has been associated with leader performance (Durbin, 2010; Hollenbeck & Hall, 2004) and is part of a set of skills that effective leaders demonstrate (Hockaday & Puryear, 2000). A leader's display of self-confidence is the basis for effectiveness and performance (De Cremer & Van Knippenberg, 2004; Durbin, 2010). It informs followers of the leader's cognitive abilities, signaling the leader's ability to solve problems and make decisions (Dubrin, 2010). Self-confidence is also an indication of the leader's ability or capability to accomplish something (Hollenbeck & Hall, 2004). Self-confidence is "a judgment, based on weighing all our capabilities—our abilities, our motivation, all the resources we can muster—versus the requirements of the task at hand" (Hollenbeck & Hall, 2004, p. 257). A majority of study group members, as reported in Chapter 4 and 5, confirmed their belief in their ability to

move out of their comfort zone and try new ideas and methods as practicing leaders in the workplace.

Self-confidence has also been reported as an outcome of leader or leadership training programs (Jeandron, 2006; Knott, 2011; Yukl, 2002). Reports from study group member and program administrators indicated development or enhancement of self-confidence after participation in the MLA program. Their application in the workplace indicated that “self-confidence is something that can be changed” (Hollenbeck & Hall, 2004, p. 257). Looking at the data and analysis in Chapter 4, it is reasonable to conclude that this change in study group members’ self-confidence was also due to their participation in the MLA program and contributed to their developed or enhanced sense of self-confidence. A review of the literature shows that the change in self-confidence reported in this study was also reported in other leadership studies (Bechtel, 2010; Knott, 2011; Vickers, 2007).

Interrelationship of emerging themes. An unexpected finding in this study was the interrelationship of emerging themes. Emerging themes generated from the qualitative data do not stand alone; the competencies contained within these themes are linked (Eddy, 2010). The linking of themes perspective allows the construct of leader or leadership to move beyond the thinking that “leadership competencies are made up a mere list of items to learn and master” (Eddy, 2010, p. 110) and indicates the multidimensional leadership model “representing more tools in the toolbox” (Eddy, 2010, p. 59) that allows a leader to apply various skills and competencies simultaneously in a given situation in their organizations.

AACC leadership competencies are also linked to the theory of inclusivity (Eddy, 2010), which is the application of one or more these competencies playing a role in another competency. Data from responses given by study group members and program administrators indicated that this principle was seen in the workplace. At least two study group members reported that communication and collaboration had led to an enhanced organizational strategy (opportunity to understand how the college works or seeing the big picture). There were also reports that communication and self-confidence, organizational strategy and self-awareness, and an understanding of organizational dynamics facilitated communication with colleagues. This principle of inclusivity is similar to the notion of the symbiotic relationship between human and social capital (McCallum & O'Connell, 2009) and interconnectedness (Day & Halpin, 2008) noted earlier in study group members' reports. Based on responses by study group members and program administrators, both multidimensional and inclusivity were developed or enhanced in study group members after participation in the MLA program.

Other Significant Outcomes of the MLA Program

In addition to development or enhancement of leader or leadership skills and competencies, there were other significant outcomes of the MLA program. These outcomes included some of the study group members' ability to develop leadership at all levels of the college, become members of a pool of leaders to enter the leadership pipeline, and fill leadership gaps at the college.

Developing leadership at all levels. A review of the community college literature shows that leadership in community colleges exists at all levels and includes all employees (Bechtel, 2010; Durbin, 2010; Hockday & Puryear, 2007; Kouzes & Posner,

2007; Wallin, Cameron, & Sharples, 2005). The literature also reveals that formal leadership development programs have primarily targeted those with “presidential aspiration rather than encompassing all those from the rank and file that may eventually move up through the leadership ranks” (Eddy, 2010, p. 21). The target MLA program recruited college community members from all levels of the college, which is a strong indication of an understanding of distributive leadership (Harris, 2008), where leadership is shared throughout the college and offers opportunities for developing leaders and leadership at all levels.

By offering formal leadership training through the MLA program, the college has acknowledged existing informal or formal leadership roles of staff and faculty and has developed leadership development training to enhance existing skills and competencies in staff and faculty to prepare them for future leadership roles at all levels in the college. Moreover, by developing and offering the MLA program, the college bridged the gap between espoused theories and theories in use (Argyris, 1990) of leadership development and created a culture of leadership development that is authentic and visible to all members of the college. This was the first step toward developing leadership at all levels.

Based on perceptions and reports collected to address Research Questions 1 through 5, 12 of the 13 study group members (92%) expressed that their leader or leadership skills and competencies had been developed or enhanced. A review of the organizational positions and titles of the study group members shows that 10 members were members of the professional bargaining unit, holding positional titles such as director, assistant director, coordinator, manager, counselor, or specialist. The three remaining study group members were either assistant or associate professors and

members of the faculty bargaining unit. Both groups represented mid-level managers and mid-career faculty in the college organizational structure, which is the target for GYOL programs (Byham et al., 2002; Dembicki, 2006b; Eddy, 2010; Wallin, 2006). These positions were just one or two levels below the senior leadership level and would not normally provide the opportunity to participate in leadership development opportunities (Eddy, 2010). After an inspection of the titles and position of the study group members in the institution, the researcher concluded that the MLA program's intention was to focus leadership development efforts on leadership training for all levels of personnel in the institution. However, mid-level managers were the most frequently represented group in this study and were cultivated to assume leadership roles in the college (Amey & Van Der Linden, 2002; Eddy, 2010; Watts & Hammons, 2002).

The development of a leadership pipeline. An outcome of developing leaders at all levels is an increase in the leadership capacity of the organization. The MLA program provided leader or leadership development opportunities to members of the college from professional and faculty ranks, thereby increasing the leadership capacity of the college. It is reasonable to conclude that this increased leadership capacity of the college led to formation of a pool of potential leaders who were prepared to assume additional leadership roles. Based on the reported promotions and increased responsibilities, some of the study group members from this pool of potential leaders were recognized and were offered higher positions and given new responsibilities, which can reasonably be attributed to their performance in the MLA and workplace after participation in the program.

Community college literature presents a strong case for development of a leadership pipeline or pool of potential leaders (Duree, 2007; Knott, 2011; Pope & Miller, 2005; Shults, 2001; Vaughn, 2001). Leadership should be developed at every level of the organization to prepare organizational members to move to the next leader or leadership positions or levels. A leadership pipeline should contain a series of professional development steps designed to build skills and competencies over time for aspiring managers (Charan et al., 2001). A search of community college leadership literature did not reveal any definite leadership pipeline models currently used by a community college to support development of its potential leaders or leadership. However, the literature recommends that development of a leadership pipeline should include a simple, non-bureaucratic process owned by a senior leadership team, allowing people to nominate themselves and offering development at all levels of the organization (Leskiw & Singh, 2007; Zenger, 2013). Based on data collected to address Research Questions 3 and 4, and as reported by one of the program administrators and included in the MLA program application description, the application process was simple and straightforward. A senior management team, including the President, was in place to oversee the application and selection process, and the program was offered to organizational members at all levels of the college (Amey, 2005; Kouzes & Posner, 2007).

Filling the leadership gap at the college. One of the main purposes of developing a GYOL program is to prepare organizational members to assume leadership roles in the community college (Fulton-Calkins & Milling, 2005; Jeandron, 2006; Stone, 1995). A leadership gap is indicated by a deficit between current capacity and needed capacity. Qualitative data from study group members and program administrators

confirmed that some study group members had become part of a pool of potential leaders from which to fill current or future leadership needs in the community college. Six study group members reported that they had assumed leadership roles or had been given more responsibilities after participation in the MLA program. Program administrators confirmed these reports. Examples of these roles were participation in college-wide committees and subcommittees, chairing committees, and participation in Middle States Accreditation Self-Study committees and steering committees. Two study group members reported that they had been promoted. In all of these cases, the immediate leadership needs of the college were filled by graduates of the MLA program who demonstrated developed or enhanced leader or leadership skills or competencies in the workplace and a readiness to assume new roles.

Based on the data, it is reasonable to conclude that the MLA program developed or enhanced skills and competencies needed to assume leadership roles. Also, there was a strong indication that performance in the MLA provided senior leadership a method for evaluating the study group members' ability to move through the leadership pipeline and assume leadership positions or additional responsibilities to fill leadership gaps at the college.

Additional Outcomes of the MLA Program

Two additional outcomes of the MLA program were observed and merit discussion: Leadership can be learned, and reasons for the success of the program.

Leadership can be learned. Community college scholars and service organizations support the position that leadership can be learned (AACC, 2012; Allio, 2005; Doh, 2003; Kouzes & Posner, 2007; Mapp, 2007; Ready & Conger, 2003; Wallin,

2006). Quantitative data showed that leadership/social capital was more prominent among study group members than leader/human capital. This difference in study group members' perceptions of leadership/social capital is an indication of the effects of the MLA program on leadership knowledge acquisition. Data collected in interviews were supported by examples of how the MLA program provided a leadership learning experience that enabled a majority of the study group members to apply these experiences during their participation in the program and in the workplace. These data substantiate the conclusion that leadership can be learned, as cited in the literature review.

Reasons for successful outcomes of the MLA program. Based on data provided by the study group members, program administrators, and a conversation with the community college president, some of the success of the MLA program can be attributed to the intent of the program, working on team projects during the program, and the cohort experience.

Intentions of the MLA Program. The success of leadership development programs, such as the MLA program, resides in the intentions of an institution to provide the program (Ready & Conger, 2003). As stated in the MLA program application, "The intent of the MLA program was to enhance the leadership ability of its participants" (AACC, 2012, para. 4). It is reasonable to conclude that this is accomplished by overcoming obstacles that lead to program failure. Leadership development authors have contended that leadership programs have failed to deliver leadership development for their organizational members for three reasons or pathologies (Ready & Conger, 2003). One of these reasons or pathologies was the executives' approach to these programs to

control, ownership, and power-oriented mindsets rather than with an understanding of the need for shared accountability. The target MLA program resolved this pathology by sharing accountability for leadership development with other organizational members and developing leadership programs based on organizational strategic goals.

An example offered by Ready and Conger (2003) to remedy “executives approach these programs to control, ownership and power-oriented mindsets” (p. 1) can be seen in the following excerpt:

The CEO and top team set the tone for the whole company. Chairman and CEO Sam Palmisano put it this way: “One key to our success over the past decade has been that we established leadership development as a top corporate priority. Every manager and every executive at IBM are accountable for identifying and developing leaders.” (p. 1)

During an interview, one of the program administrators stated that the MLA program was a high priority of the President. A conversation with the President provided evidence of her commitment to developing leadership at the college.

I am interested in developing leadership talent at many levels. It is not only about whether vice-presidents are good leaders or not and whether they are ready to become presidents. I need managers to be better leaders at the departmental level. I need deans to be better leaders at the division level, and I need vice presidents to be prepared to be promoted to president somewhere else. Leadership at all levels is really an important issue. (personal communication, January 18, 2013)

Organizational culture is created by the actions of leaders and “embedded” and “strengthened” by leaders (Schein, 2004). An organization’s culture develops from its

leadership, while the culture of the organization can affect development of its leadership (Bass & Avolio, 1993). Establishing an MLA program and promoting it across the campus follows the community college president's vision, facilitating the establishment of a culture of leadership development within the community college. This clear message for leadership development is supported by an all-inclusive application process whereby any member of the college can recommend colleagues to the program. The application process is also a strong indication of sharing accountability for leadership development among all organizational members. "Individuals in all organizational units who are interested in developing leadership skills are encouraged to apply" (2012, MLA Application, 2011, para. 4). This simple statement is a strong indication of the intent of the MLA program to be inclusive of all members of the college, sharing accountability for leadership development among organizational members, and the intent of the MLA program to develop leadership at all levels of the college.

Another reason or pathology was, "Companies are frequently in search of quick fixes, and they orient their leadership initiatives around commercial products that have limited relevance to their actual needs (Ready & Conger, 2003, p. 1). The community college remedy to this pathology was development of MLA program goals and objectives that are directly tied to the needs of the college. It has already been noted that the President of the college firmly asserted her belief in developing leadership at the college. The MLA program was designed and developed by the President and her senior administrative staff. It was based on institutional needs rather than a "canned" leadership program offered by a leadership consultant company that may or may not have reflected the college's leadership needs or the culture of the college (Hoppe, 1998; Ready &

Conger, 2003). A clear set of unique objectives was developed based on leadership needs that were relevant to the college (Vaughn, 2001). They served as a framework for this program. By constructing the MLA program leadership goals, the college avoided leadership development programs with little relevance to their leadership development challenges and organizational culture (Allio, 2005; Ready & Conger, 2003).

Reports from study group members showed that the MLA program was successful in developing and enhancing a majority of the study group members' perceptions of their ability to communicate and collaborate with colleagues, understand how the institution work, and enhance self-awareness and self-confidence, all of which were part of the stated goals of the program. These goals are tied to the college President's philosophy of leadership development. The goals of the MLA program are also tied to one of the college's Human Resource Department plans to provide professional development opportunities for faculty and staff. The goals align with one of the college's four goals stated in the mission: "To foster a campus culture that celebrates and values diversity, inclusiveness, and respects and supports the personal and intellectual growth of all students, faculty, and staff" (MCCC, 2013).

Working on team projects. Working on team projects contributed to the success of the MLA program. One research study has shown that working on team projects, as an integral part of the leadership development experience that provides a benefit to the college community, advances institutional goals, and promotes collaboration is a successful element of a GYOL program (Curtis et al., 2006). It is similar to the Building the Business program, which included an action learning component that required participants to design a business project that could be incorporated into

PepsiCo's strategic business goals and objectives. Community college scholars and service organization have also discussed the need for a practical experience component of leadership development programs (AACCC, 2012; Allio, 2005; Townsend & Bassoppo-Moyo, 1997).

Data related to Research Question 2 provided insightful information on the effects of working on team projects and its impact on developing or enhancing leadership competencies. Some study group members reported in interviews that working on team projects in the MLA program provided a practical leadership experience that was realized in the workplace after completion of the program. Two members discussed their experience of working on team projects, what they learned, and how it was transferred to their workplace.

It helped me because right after the Leadership Academy, I went into a project manager role, and one of the project management roles was to implement a new ERP system in the college that helps and then I was not just dealing with IT, but I was dealing with all the different departments on campus. So that helped me in that sense to know how to deal with my other colleagues and so on and other departments and making a plan and the implementation.

My capstone project with the MLA program was to implement a diversity day here at the campus. When I started with the MLA program, we had just done a needs assessment and a big survey campus-wide and one of the things that students and teachers actually felt that there wasn't a lot of diversity here. So I implemented diversity day, which turned into diversity week the year after. So diversity day was a panel discussion with students and staff. It went very well. We

had a very, very diverse panel. We did it on both campuses. I did one here on the West Windsor campus and another one over at the Trenton campus. And it was really eye-opening for a lot of students to be able to know that they are not alone on campus. It also opened up dialogues between students and teachers and professors to really start talking and opening up those lines, and that was hard. It was hard putting that together because I think we had involved every organization here on campus.

These excerpts illustrate the value of working on team projects during the MLA program. Also, working on team projects provided “organizational experience” and an opportunity to practice leadership competencies of communication, collaboration, and organizational strategy, as well as development or enhancement of self-confidence and self-awareness that could be transferred to the workplace. An observation by one program administrator provided evidence of study group members’ ability to transfer the skills and competencies developed or enhanced by participating in the MLA in the workplace.

I think you know the huge benefit of the projects that people worked on, and many of those projects were not just a one-time thing. Some events have become institutionalized. Some of them are ongoing. They have had a tremendous impact on the life of a college and projects. Some of them have created documents or pamphlets that we are still using. Some have created programs that continue. Some have to build a website that was still maintained and it really was a surprise to me that thing that got started four years ago are still things that we use.

As can be gleaned from these excerpts, participating in team projects provided these two study group members opportunities for experiential learning (McCauley et al., 1998) that was demonstrated in the workplace.

One of the criticisms leveled against leadership development programs in organizations refers to them as a “haphazard process” (Ready & Conger, 2003, p. 46). This was clearly not the case with the MLA program. Based on the program promotional literature, data from interviews, and study group members’ reports, the MLA program was highly structured. Goals and objectives were developed for each session, a lecture schedule was presented, and a team project and reading assignments were included in the curriculum. The curriculum was also designed to give participants a combined practical and theoretical leader and leadership learning experience, all of which contributed to the successful outcomes of the program. Based on the data related to Research Questions 2 and 3, the combination of the practical and theoretical leadership experience resulted in developed or enhanced ability to collaborate with colleagues, form better lines of communication with colleagues, and enhance self-confidence. It is reasonable to conclude that these outcomes were achieved through this highly structured program that enabled at least six of the study group members to make positive leader and leadership contributions to the college.

The MLA cohort experience. One of the design features of the MLA program was the use of a cohort-based model. Cohorts are used in GYOL programs because “the feeling of connectedness cohorts generate, along with the sharing of current on-the-job issues and experiences, makes this approach especially relevant to practitioners” (Duvall, 2003, p. 67). Research studies have shown that cohort-based leadership programs provide

a support system and professional network (Jackson & Kelley, 2002). One study suggested that the effects of cohort-based leadership program were “students’ social and interpersonal relationships, program completion rates, cohesiveness, and professional networking” (Barnett, Bason, Yerkes, & Norris, 2000, p. 272). Similarly, qualitative data from this study confirmed the development or enhancement of study group members’ interpersonal (leadership, social capital) and professional networking in the form of collaboration and communication.

In a study entitled “Exceptional and Innovative Programs in Educational Leadership” Jackson and Kelley (2002) asked, Does the opportunity for interpersonal relations develop more effective ways to deal with staff in the workplace? Qualitative data collected in this study showed that most study group members reported the ability to engage in networking activities with members of their cohort and their colleagues in the workplace after participation in the MLA program. Program administrators’ observations of MLA graduates in the workplace confirmed the transfer and application of leader/human capital and leadership/social capital competencies and skills in the workplace. The MLA program literature describes these outcomes as a goal of the program, and it is reasonable to conclude that this cohort-based experience contributed to the successful outcomes of the MLA program.

The outcomes of the MLA program were compared with the report generated from the AACC study entitled “Growing Your Own Leaders: Community Colleges Step Up” by Carol A. Jeandron in 2006. She reported that (a) program participants were promoted or assumed leadership roles in their institutions, (b) participants felt that they had acquired leadership skills, (c) participants’ levels of involvement in campus activities

and committees had increased, and (d) participants had increased their collaboration across disciplines, developed innovative projects, and improved their problem-solving abilities and self-confidence. The outcomes of this study confirmed that all four of the those reported outcomes occurred in this study, as supported by the following quantitative and qualitative data: (a) Six study group members reported that they were either promoted or had assumed additional duties and responsibilities, (b) study group members perceived that they had developed or enhanced their leadership skills and competencies, (c) some study group members had served on campus-wide committees, and (d) some reported having developed or enhanced collaboration and self-confidence. The findings of this study are similar to results reported by Vickers (2007) in that participants earned promotions.

Limitations of the Study

Several limitations in the study are acknowledged. First, the study did not go as planned. Originally, a 360-degree assessment was planned that would collect data from the study group members' immediate supervisors and subordinates to assess the effects of the MLA program on study group members from their perspective. This did not occur; had it occurred, different results might have been realized. For example, the inclusion of supervisors and subordinates could have provided an evaluation of the outcomes of the MLA program from various workplaces and organizational levels in the college. The inclusion of raters could have provided a more comprehensive picture of the impact of MLA program on the leadership capacity of the college and how it was influenced by MLA program graduates.

If this study had been conducted as planned, the 360-degree assessment tool would have provided study group members with an assessment of their perceived leadership abilities in the workplace. The result of this assessment could have been used to enhance the professional development of study group members.

Another potential issue is that the 36 MLA participants included members of a union that was not represented in the study group. The inclusion of the perspective of these members of another collective bargaining union could widen the scope of data to better represent all members of the community college.

The results of this study reflect the outcome of a single community college GYOL program and are not generalizable. All of the GYOL programs reviewed for this study were unique to the need of a particular community college or community college system, and some were not based on AACC leadership competencies (Knott, 2011; Vickers, 2007). However, the mixed-methods methodology used in these studies confirmed the design as a viable method to collect data to capture participants' perceptions and reflections of their experience in a GYOL program.

This study relied on voluntary participation by study group members and program administrators. Fourteen of the 36 graduates of the MLA program who were working at that college at the time of the study participated. One study group member indicated that she was participating to "help the researcher" and her perceptions and reports may or may not have been genuine.

Another limitation in study centers on the 2011-12 MLA cohort. At the time of this study, this cohort had not had much time in the college after completion of the MLA program to achieve promotions or new responsibilities. Further, some participants

responded to this open question about college-wide responsibilities. Others may have limited their response to job-specific changes.

This study did not collect data on study group members' years of employment or demographic information such as gender, educational background before participating in the MLA program, or years employed in the college before participation in the MLA program. This information could have provided insightful data on the diversity of the study group members, but might also have limited anonymity.

Implications for Practice

Community colleges have developed GYOL programs to prepare organizational members for future leadership roles to alleviate predicted leadership shortages (Boggs, 2003; Byham et al., 2002; Eddy, 2010; O'Banion, 2006; Shults, 2001). These shortages affect not only executive and senior leaders, but also mid-level leaders (Byham et al., 2002; Dembicki, 2006b; Eddy, 2010). Hence, the need to develop leadership at all levels in community colleges has received attention in the community college literature (Amey & Van Der Linden, 2002; Eddy, 2010; Watts & Hammons, 2002).

This sequential explanatory mixed-methods research study was conducted to provide a means to formally assess the outcome of a GYOL program and to determine whether the program develops or enhances the leader or leadership skills and competencies of its graduates and provides the community college with staff members who are prepared to enter the leadership pipeline to address leadership gaps at that college. The study demonstrated that a sequential explanatory mixed-methods design has the potential to measure effects of a GYOL program.

One of the keys to implementing this methodology was the selection of the quantitative assessment tool. The GYOL program that was the target of this study was developed using AACC leadership competencies. The SUNY360 assessment tool was also based on AACC competencies. This agreement provided a natural correlation between the GYOL program and assessment of the outcomes of the program. Supervisors and subordinates did not participate in the quantitative phase of this study. Nevertheless, the difference between posttest and pretest scores provided primary data regarding the study group members' perceptions of the program that were validated by qualitative data provided by study group members and program administrators.

This formal assessment of the MLA program can provide future GYOL researchers a methodology and an opportunity to test the conceptual framework of this study and determine whether the outcomes of other GYOL programs compare with the outcomes of the program in this study. Although the survey did not go as planned, it demonstrates a methodology that elicits validated perceptions and reflections by the study group members and program administrators before and after experiences with the MLA program.

A unique feature of this study was the conceptual framework. The relationship between leader/human capital and leadership/social capital theory was used to assess the outcomes of a GYOL program. A review of the community college literature revealed that the conceptual framework utilized in this study has not been applied in any previous community college GYOL program studies. The key to the use of the conceptual framework as a method for assessing the outcome of the GYOL program was an alignment table that correlated AACC leadership competencies (embedded in the GL360

survey items) with the skills and competencies described in human and social capital theory and the relationship between leader and leadership skills and competencies. In fact, the basis of identifying the difference between a leader and leadership was provided by the conceptual framework. In effect, the use of this conceptual framework provided a bridge between community college leader/leadership theory and practice. In addition, similar to Boleman and Deal model of viewing organizations through frames, the researcher suggests that the conceptual framework used in this study offers an additional lens to view their GYOL program and their organizations. This conceptual framework should be explored in future GYOL program studies.

One of the findings of this study was the importance of self-awareness and self-confidence. The lack of data on self-awareness and self-confidence from the SUNY360 assessment tool limited the analysis of the findings and triangulation of quantitative and qualitative data in this area. The research suggests that these skills be considered in future designs of the SUNY 360 tool.

This study also confirmed that GYOL programs can develop or enhance leadership skills and competencies in mid-level staff and faculty at a community college. Community college leadership development studies cited in Chapter 2 of this study indicate a need to development leadership at all levels. It should be noted that GYOL programs have the potential to acquire leaders and leadership skills and competencies in its participants, as demonstrated in this work. However, GYOL programs should be considered to provide only the initial steps to development of a pool of candidates for the leadership pipeline. The AACC is very clear on this point: “Learning leadership is a lifelong process, the movement of which is influenced by personal and career maturity as

other developmental processes” (AACC, 2012, para. 3). Leader and leadership development is an ongoing process. Leader or leadership development activities such as the pursuit of advanced degrees and continued practice in the workplace can augment or take advantage of skills and competencies developed in GYOL programs.

During this study, the researcher began to see how the outcomes of this study could be applied to practicing community college leaders and leadership. Admittedly, the researcher used the outcomes to assess his personal leader/human and leadership/social capital used in his practice as a community college mid-level administrator and considered this information as a useful guide for his professional development efforts. Community college leadership, as well as higher education presidents, senior leadership, and senior faculty members, may consider how this new lens could enable them to assess their own leader/human capital embodied in their practice. Also, these leaders may examine how they promote their leader/human and leadership/social capital during institutional governance, policy development, change efforts, and other functions that they use to guide their institutions. Self-reflection by these leaders would provide insights on leader and leadership development and enhancement needs at all levels of their institutions.

Recommendations for Future Research

The focus of this study was to determine whether a community college GYOL program can prepare faculty and staff for future leader or leadership roles to meet the challenge of predicted leadership shortages (AACC, 2012; Goff, 2002; Knott, 2011; Vickers, 2007). The outcomes of this study strongly suggest that a community college’s GYOL program can provide potential leaders with training to assume leadership roles.

This study was designed to answer the overarching question of whether a GYOL program develops or enhances the leader or leadership skills and competencies of its graduates and provides the community college with staff members who are educated to enter the leadership pipeline to address leadership gaps at that college. The researcher acknowledges that this question required dual answers and a methodology to collect data to address this question. A symbiotic relationship exists between leader and leadership, as described in the conceptual framework of this study. The mixed-methods approach allowed for collecting, analyzing, and integrating both quantitative and qualitative data in the research process to understand the symbiotic relationship between the constructs of leader and leadership as stated in the research problem (Creswell & Plano Clark, 2011; Tashakkori & Teddlie, 2003). Since the conceptual framework for this study was dualistic, having two sets of skills and competencies, the methodology employed facilitated collection and analysis of both sets of data. Developers of GYOL programs may consider the methodology used in this study and the conceptual framework to assess outcomes of their programs.

One of the suggestions for future GYOL researchers for conducting a study of this type is to obtain a letter of commitment from supervisors and subordinates before collection of quantitative data. This measure could help to ensure full participation by supervisors and subordinates and provide a broader spectrum of data as intended in the use of the 360-degree assessment tool.

A large number of community colleges have implemented GYOL programs to provide leaders and leadership for their future needs. This study should be viewed as an assessment method to determine the outcomes of these programs.

This study shows that a community college GYOL program can develop or enhance participants' leader or leadership skills and competencies. Continuation of these programs in community college is recommended to assist with development of community college leadership pipelines, which will enable program participants to assume current and future leader or leadership roles.

Some participants reported using leader and leadership skills and competencies in informal leadership roles separate from the job structure. Research design for future GYOL studies should consider or explore informal leadership roles in the community college and assess the impact of a GYOL program on these roles in the workplace as well as the formal job structure.

Final Thoughts

As a long-standing administrator of a community college, observing a college president and senior leadership retire from the college, the researcher understands the need to develop or enhance potential leaders and leaders in community colleges. Their retirement represents a loss of leader or leadership experience, as well as institutional memory, which drove the researcher to determine how to develop leaders or leaders within the college to negate this loss. Developing or studying a possible solution to the loss of leadership in our community colleges was the impetus for this study.

Through development and implementation of a GYOL program, the community college in this study made a firm commitment to developing or enhancing the leader or leadership potential of its staff and faculty to ensure satisfaction of its future leader or leadership needs. It is the researcher's hope that this work may offer insights into the potential of this GYOL program so that other community colleges and community

college leaders or leadership development practitioners and scholars may use the data to explore the viability of a GYOL program on their campuses.

During the interviews with study group members and program administrators, the researcher was impressed with the sincerity and enthusiasm displayed by MLA program graduates and program administrators, including the president of the college. Most of the study group members expressed sincere gratitude to the college for having selected them to participate in the MLA program. They noted that the college was making an investment in them and the future of their college and they agreed that they would recommend this program to colleagues. These expressions of sincerity, enthusiasm, and gratitude were seen in administrators, professionals, and faculty members. In short, members from all levels of the college who had participated in the MLA program agreed that the program had value and stated that they would recommend the program to colleagues.

The data from this study suggest that the MLA program was successful in developing leadership and leadership skills and competencies in its participants. Some program graduates had exercised leader or leadership roles in the college after participation in the MLA program and attributed this experience to the skills and competencies that they had acquired through participation in the MLA program. This research concurs with Amey (2006a, 2006b), Knott (2011), and other community college leader and leadership scholars and researchers in the hope that, as community college presidents and senior leaders look for future leaders and leadership for their college, they will first look at the rank and file of their organization and consider a GYOL program to develop tomorrow's community college leaders and leadership at all levels.

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Appendix A

Permission Letter for Use of Assessment Tool



December 10, 2012

Keith Kirkland, Associate Dean
Community and Extension Programs
Essex County College
303 University Avenue
Newark, New Jersey 07102

Re: Permission to use GL360 in Dissertation

Dear Keith:

I am responding to your request to use the SUNY Leadership Institute's GL360 Skills Inventory for your research study, the results of which will be included in your dissertation entitled: An Assessment of a Community College's Grow-Your-Own Leadership Program: Perceptions of Program Graduates and Community College Staff.

This document gives you permission to use the GL360 under the following conditions:

- The skills inventory will be used for the sole purpose of conducting the quantitative portion, which includes a limited number of subjects for a pilot study, of your sequential mixed methods research study.
- You anticipate that this study will begin during the third week of January 2013 and will require the use of the GL360 skill inventory for at least six weeks or until the second week of March 2013. It is your hope that the results of the study will be completed by June 2013.
- SUNY Leadership Institute will have access to the results and will be allowed to reference the study and those results in all future research papers, in descriptions of the GL360 and in advertisements for the GL360 without monetary compensation to you or to Rowan University or Essex County College.

Community Colleges are in a very fast pace, ever changing environment, therefore making them ripe for outstanding leadership. I look forward to your research adding value to the field of leadership.

Good luck in your research and contact us if we can assist.

A handwritten signature in cursive script, appearing to read "Lee Riddell".

Lee Riddell
Director

6333 State Route 298, East Syracuse, NY 13057
Tel. (315) 214-2423
www.sunyli.suny.edu

Appendix B

SUNY360 Assessment Tool

Skills Inventory of Mark R Hopkins



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Because of your relationship to Mark R Hopkins, your responses may be attributed to you in Mark R Hopkins's final report. Check help for more information.

To what extent does Mark R demonstrate these competencies:

These responses should reflect the behavior you would expect to see						These responses should reflect the behavior you have observed most recently						No Answer		
To a						To a								
No Answer	Not at all	Little	Some	Great	Fairly	Not at all	Little	Some	Great	Fairly				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Seeks ways to involve others in problem solving and making decisions.	36
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. Demonstrates deep knowledge of the community college, such as its history and culture.	36
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. Develops and sustains teamwork and cooperation.	36
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. Uses time effectively, employing skills such as planning and delegating.	36
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. Effectively helps others support college policies.	36
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Promotes a lifelong learning environment for everyone in the college.	36
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. Aligns goals and resources in order to support college priorities.	36
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<< BACK
You are viewing items 1-15 of 44.
NEXT >>

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Because of your relationship to Mark R Hopkins, your responses may be attributed to you in Mark R Hopkins's final report. Check help for more information.

To what extent does **Mark R** demonstrate these competencies:

These responses should reflect the behavior you want to see						These responses should reflect the behavior you have observed most recently.					
No Answer	Not at all	To a small extent	To a moderate extent	To a great extent	Not Answered	Not at all	To a small extent	To a moderate extent	To a great extent	Not Answered	Comments
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Skills Inventory of Mark R Hopkins



LEADERSHIP INSTITUTE

Because of your relationship to Mark R Hopkins, your responses may be attributed to you in Mark R Hopkins's final report. Check help for more information.

To what extent does Mark R demonstrate these competencies:

These responses should reflect the behavior you rated prior to Jan 1, 2012						These responses should reflect the behavior you have observed most recently					
No Answer	Not at all	Little	Some	Great	Highly	Not at all	Little	Some	Great	Highly	No Answer
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Appendix C

Instructions for Participation and Completion of the SUNY360 Survey Instrument

Thank you for agreeing to participate in this study. These instructions are given to help you complete the survey. Please read and follow these instructions carefully to ensure the data collected from this survey is accurate and reflects your honest experiences or perceptions of the Mercer Leadership Academy graduates' skills and competencies exhibited in the workplace.

The format of this survey is designed to measure perceptions both before and after participation in the MLA program. Therefore, you must reflect on your or the MLA graduates' leader or leadership skills and competencies exhibited in the workplace before participated in the program and after participated in the MLA program.

Instructions:

- ❖ MLA graduates will receive a request from the SUNY Leadership Institute to participate in the study.
- ❖ MLA graduates will be asked to select a supervisor and subordinate only to participate in this survey. If a subordinate is not available, a peer may be substituted for a subordinate. The MLA graduate must enter supervisor's and subordinate's email into the SUNY360 system. In turn, the supervisor and subordinate will receive a request generated by the SUNY Leadership Institute to participate in the survey.
- ❖ MLA graduates and their designated supervisors, subordinates or peers will receive email instructions on how to access to the SUNY360 survey instrument through a secure network.
- ❖ Read each item carefully and select the columned response that best reflects your pre and post experiences and perceptions as an MLA graduate or the MLA graduate that you are being asked to evaluate. Please be sure you are selecting a response for each pre and post experiences and perceptions.
- ❖ You must answer each question. Do not leave any questions blank.
- ❖ If you select "No Answer" or "No Answer Comments," then you must click on the comment button at which time a space will appear for you to type briefly in the reason

why you selected “No Answer” or “No Answer Comments” for your response. Your comments will be provided verbatim to the MLA participant as part of a report of the survey findings. However, the rating response will not be associated with your comments and will remain anonymous.

- ❖ You will be given a specific amount of time to complete this survey. You will also receive email reminders from SUNY360 encouraging you to complete this survey within the specific timeframe. Please adhere to this timeframe and complete the entire survey.

Your help and participation are extremely important for the success of this study! Please make every effort to complete this survey. Please keep these instructions handy as you complete the survey.

Once again, thank you very much for your participation in this study.

Best Regards,

Keith Kirkland, Rowan University Doctoral Student

Appendix D

SUNY360 Questions and Alignment Table of Human and Social Capital Theory

Question Stem	Human Capital	Social Capital
1. Seek ways to involve others in problem-solving and making decisions		X
2. Demonstrates deep knowledge of the community college, such as history and culture	X	
3. Develops and sustains teamwork and cooperation		X
4. Uses time effectively, employing skills such as planning and delegations	X	
5. Effectively helps others support of college policies		X
6. Promotes a lifelong environment for everyone in the college		X
7. Aligns goals and resources in order to support college priorities	X	
8. Establishes information gathering processes to inform decisions	X	
9. Demonstrates ability to explain the role of community college with high education	X	
10. Find ways to fund new programs	X	
11. Develops open communication about priorities and expectations	X	
12. Weighs short-term needs with long-term goals	X	
13. Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals	X	
14. Effectively manages personal stress	X	
15. Conveys ideas clearly when speaking	X	
16. Use influence wisely to create a positive climate		X
17. Accepts responsibility for taking risks and making difficult decisions	X	
18. Integrating knowledge of other's culture in daily performance	X	
19. Manages conflict and changes by relating well with different viewpoints		X
20. Maximizes use of college resources such as personnel time, budgeted funds, and other assets.	X	
21. Works effectively with stakeholders across the community		X
22. Combines personal transparency with an awareness of others.		X

Question Stem	Human Capital	Social Capital
23. Is honest and ethical in all actions	X	
24. Considerate of individual differences such as culture, values, and styles		X
25. Responds to others with tact and composure, and avoids defensiveness		X
26. Seeks input from people who differ by gender, ethnicity, or nationality		X
27. Maintains a college-wide system perspective when solving problems		X
28. Listens carefully and recognizes others' perspective		X
29. Networks and establishes partnerships that help achieves the college's goals		X
30. Shares a visions and a sense of purpose		X
31. Ensures accountability through accurate and timely reporting	X	
32. Expresses college values clearly	X	
33. Shows respect for others		X
34. Helps others align their goals with the primary teaching and learning goals of the college		X
35. Helps other understand the community college's mission and goals so they can, in turn, do the same		X
36. Persistently pursues ways to further the college's mission	X	
37. Fosters professional development for everyone		X
38. Helps to improve the college by developing one's own professional knowledge	X	
39. Takes action to improve the quality of the college		X
40. Builds consensus on ways to work toward the common goal		X
41. Conveys ideas clearly in writing	X	
42. Seeks feedback on one's own performance and adjust behavior		X

Participant ID #	Class	College Name	Relationship		Social		Human		Human		Human		Human	
			newDEC01	oldDEC01	newDEC02	oldDEC02	newDEC03	oldDEC03	newDEC04	oldDEC04	newDEC05	oldDEC05	newDEC06	oldDEC06
898374	2009-2010	Mercer County Community College	5	3	4	2	5	5	5	4	5	3	5	5
939083	2009-2010	Mercer County Community College	2	4	3	3	5	5	4	3	5	4	3	3
913679	2010-2011	Mercer County Community College	4	4	3	3	4	4	3	3	4	3	4	1
691724	2010-2011	Mercer County Community College	5	5	4	4	5	5	3	3	3	3	3	3
865392	2010-2011	Mercer County Community College	4	4	5	4	3	3	5	4	5	4	3	3
458047	2010-2011	Mercer County Community College	4	3	3	2	5	4	4	3	4	3	4	4
163876	2010-2011	Mercer County Community College	4	4	4	3	4	4	4	3	4	3	4	3
902037	2011-2012	Mercer County Community College	4	4	4	4	4	4	3	5	5	5	5	5
139131	2011-2012	Mercer County Community College	3	3	3	3	4	4	3	3	4	4	3	3
314978	2011-2012	Mercer County Community College	4	3	4	4	4	4	4	4	4	4	3	1
619352	2011-2012	Mercer County Community College	3	3	3	3	5	5	5	4	2	2	2	2
257368	2011-2012	Mercer County Community College	5	5	3	3	4	4	5	3	3	3	4	3
269403	2011-2012	Mercer County Community College	3	4	3	2	4	4	3	3	3	3	3	3
395870	2011-2012	Mercer County Community College	4	4	4	4	4	4	3	3	4	4	3	3
avg			3.8571	3.7857	3.5714	3.1429	4.2857	4.1429	3.8571	3.5000	3.9286	3.4286	3.0714	3.0714
Difference			0.0714		0.4286		0.1429		0.3571		0.5000		0.5	0.5
Percentage			1.9%		12.0%		3.3%		9.3%		12.7%		18.4%	18.4%

Mode	3	4	5
newDEC01	3	4	5
oldDEC01	4	5	3
newDEC02	4	4	1
oldDEC02	3	3	4
newDEC03	4	4	4
oldDEC03	4	4	5
newDEC04	3	3	3
oldDEC04	3	3	1
newDEC05	3	3	2
oldDEC05	4	4	3
newDEC06	4	4	3
oldDEC06	4	4	2

OLD Initiates a budgeting strategy to guide effective use of staff and resources in use of programs solving problems.	Social	OLD Maintains a (college)-wide systems solving problems.	Human	OLD Maximizes use of (college) resources such as personnel time, budgeted assets, and other assets.	Human	OLD Uses time effectively, employing skills and delegating.	Human	OLD Weighs short- and long-term goals.	Social	OLD Builds consensus on ways to work common good.	Social	OLD Considers of individual differences such as interests, values and styles.	Social	OLD Helps others align their goals with the primary teaching and learning goals of the (college).	Human	OLD Integrates knowledge of performance, daily performance.	Social	OLD Promotes a learning environment for students in the (college).
3	4	3	4	4	4	5	4	5	4	4	3	4	4	4	3	4	3	3
2	3	2	4	4	3	3	3	3	4	3	3	5	4	4	3	5	5	3
1	2	2	3	3	3	3	3	3	2	2	4	4	4	3	2	2	2	2
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5	5	5	5	5	4	4	4	4	5	5	5	5	5	5	4	4	5	5
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3	3	3	4	4	4	4	4	4	5	5	5	5	4	4	4	4	5	5
2,5714	3,4286	3,0714	3,8571	3,5000	4,0714	3,6429	3,7143	3,3571	3,9286	3,6429	4,5000	4,2857	3,7143	3,2857	3,7857	3,5000	4,0000	3,6429
0.3571	0.3571	0.3571	0.3571	0.4286	0.3571	0.4286	0.3571	0.2857	0.2857	0.2143	0.2143	0.4285	0.4285	0.2587	0.2587	0.3571	0.3571	0.3571
10.4%			10.2%	10.5%	9.6%		9.6%	7.3%	7.3%	4.7%	4.7%	13.0%	13.0%	8.2%	8.2%	9.8%	9.8%	
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3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

Appendix F

Ranking of Study Group Members' Pre/Post Test Scores

Survey Item	Percentage Increase/Decrease (Difference)	Rank	Average Pre Score	Average Post Score	Human Capital (Leader)	Social Capital (Leadership)	AACC Leadership Competencies
#2 Demonstrates deep knowledge of the {community college}, such as its history and culture.	26.1%	1	3.00	3.78	x		PROF
#9 Demonstrates ability to explain the role of {community colleges} within higher education.	18.70%	2	3.08	3.79	x		ADVO
#29 Networks and establishes partnerships that help achieve the {college}'s goals.	18.50%	3	3.14	3.86		x	COLL
#13 Initiates a budgeting strategy to guide the effective use of staff and resources in support of program goals.	18.4%	4	2.50	3.07	x		REMA
#16 Uses influence wisely to create a positive working climate.	15.9%	5	3.57	4.14		x	PROF
#36 Persistently pursues ways to further the (college) mission	15.9%	6	3.14	3.64		x	COLL
#8 Establishes information gathering processes to inform decisions.	15.50%	7	3.50	3.86	x		REMA
#1 Seeks ways to involve others in problem solving and making decisions.	14.27%	8	3.43	4.00		x	COLLO
#35 Helps others understand the {community college}'s mission and goals so they can, in turn, do the same.	13.0%	9	3.28	3.74		x	ADVO
#37 Fosters professional development for everyone.	12.70%	10	3.43	3.93		x	REMA

Survey Item	Percentage Increase/ Decrease (Difference)	Rank	Average Pre Score	Average Post Score	Human Capital (Leader)	Social Capital (Leadership)	AACC Leadership Competencies
#38 Helps improve the {college} by developing one's own professional knowledge.	12.50%	11	2.71	3.00	x		PROF
#39 Takes action to improve the quality of the college	12.00%	12	3.64	4.14		x	ORST
#5 Effectively helps others support {college} policies	11.90%	13	3.14	3.57		x	COMM
# 6 Develops and sustains teamwork and cooperation.	11.60%	14	3.79	4.29		x	COLL
#42 Seeks feedback on one's own performance and adjusts behavior.	10.70%	15	3.50	3.92		x	PROF
#4 Uses time effectively, employing skills such as planning and delegating.	10.50%	16	3.64	4.07	x		REMA
#27 Maintains a {college}-wide systems perspective when solving problems.	10.40%	17	3.07	3.43		x	ORST
#20 Maximizes use of {college} resources such as personnel time, budgeted funds, and other assets	10.2%	18	3.50	3.78	x		ORST
#32 Expresses {college} values clearly.	9.9%	19	3.42	3.76	x		COMM
#6 Promotes a lifelong learning environment for everyone in the {college}.	9.8%	20	3.64	4.00		x	ADVO
#12 Weighs short-term needs with long-term goals	9.60%	21	3.36	3.71	x		PROF
#26 Seeks input from people who differ by gender, ethnicity, or nationality.	9.4%	22	3.78	4.14		x	PROF
#34 Helps others align their goals with the primary teaching and learning goals of the {college}.	8.88%	23	3.36	3.69		X	ADOV

Survey Item	Percentage Increase/ Decrease (Difference)	Rank	Average Pre Score	Average Post Score	Human Capital (Leader)	Social Capital (Leadership)	AACC Leadership Competencies
#19 Manages conflict and change by relating well with different viewpoints.	8.76%	24	3.71	4.07		x	COLL
#30 Shares a vision and a sense of purpose.	7.8%	25	3.57	3.85		x	PROF
#11 Develops open communication about priorities and expectations.	7.41%	26	3.57	3.86	x		COMM
#21 Works effectively with stakeholders across the community.	7.27%	27	3.64	3.93		x	COLL
#25 Responds to others with tact and composure and avoids defensiveness.	7.27%	28	3.64	3.93		x	COMM
#40 Builds consensus on ways to work toward the common good.	7.20%	29	3.64	3.93		x	COLL
#15 Conveys ideas clearly when speaking.	7.15%	30	3.71	4.00	x		COMM
#28 Listens carefully and recognizes others' perspectives.	7.03%	31	4.08	4.39		x	COMM
#18 Integrates knowledge of others' cultures in daily performance.	6.12%	32	3.54	3.77	x		COLL
#14 Effectively manages personal stress.	5.54%	33	3.64	3.86	x		PROF
#17 Accepts responsibility for taking risks and making difficult decisions.	5.25%	34	3.86	4.07	x		PROF
#41 Conveys ideas clearly in writing.	4.85%	35	4.21	4.43	x		COMM
#24 Considerate of individual differences such as cultures, values, and styles.	4.75%	36	4.29	4.50		x	COLL
#33 Shows respect for others.	4.49%	37	4.57	4.79		x	PROF
#31 Ensures accountability through accurate	3.33%	38	4.14	4.29	x		REMA

Survey Item	Percentage Increase/ Decrease (Difference)	Rank	Average Pre Score	Average Post Score	Human Capital (Leader)	Social Capital (Leadership)	AACC Leadership Competencies
and timely reporting.							
#7 Aligns goals and resources in order to support college priorities	1.9%	39	3.78	3.85	x		REMA
#10 Finds ways to fund new programs.	0.00%	40	3.35	3.35	x		REMA
#22 Combines personal transparency with an awareness of others.	0.00%	41	4.14	4.14		x	PROF
# 23 Is honest and ethical in all actions.	0.00%	42	4.74	4.74	x		PROF

Appendix G

Study Group Pre/Post Test Ranked by Significant *p* Values

Survey Item	Percentage Increase/Decrease (Difference)	<i>t</i> -test Results Rank by <i>p</i> Value (<i>p</i> < .05)	Average Pre Score	Average Post Score	Human Capital (Leader)	Social Capital (Leadership)	AACC Leadership Competencies
#2 Demonstrates deep knowledge of the {community college}, such as its history and culture.	26.1%	0.000	3.00	3.78	x		PROF
#9 Demonstrates ability to explain the role of {community colleges} within higher education.	18.70%	0.000	3.08	3.79	x		ADVO
#35 Helps others understand the {community college}'s mission and goals so they can, in turn, do the same.	13.0%	0.000	3.28	3.74		x	ADVO
#39 Takes action to improve the quality of the college	12.00%	0.003	3.64	4.14		x	ORST
#29 Networks and establishes partnerships that help achieve the {college}'s goals.	18.50%	0.006	3.14	3.86		x	COLL
#4 Uses time effectively, employing skills such as planning and delegating.	10.50%	0.008	3.64	4.07	x		REMA
#27 Maintains a {college}-wide systems perspective when solving problems.	10.40%	0.019	3.07	3.43		x	ORST
#20 Maximizes use of {college} resources such as personnel time, budgeted funds, and other assets	10.2%	0.019	3.50	3.78	x		ORST
#6 Promotes a lifelong learning environment for everyone in the {college}.	9.8%	0.019	3.64	4.00		x	ADVO
#12 Weighs short-term needs with	9.60%	0.019	3.36	3.71	x		PROF

Survey Item	Percentage Increase/ Decrease (Difference)	t-test Results Rank by p Value ($p < .05$)	Average Pre Score	Average Post Score	Human Capital (Leader)	Social Capital (Leadership)	AACC Leadership Competencies
long-term goals							
#28 Listens carefully and recognizes others' perspectives.	7.03%	0.019	4.08	4.39		x	COMM
#1 Seeks ways to involve others in problem solving and making decisions.	14.27%	0.026	3.43	4.00		x	COLLO
#5 Effectively helps others support {college} policies	11.90%	0.028	3.14	3.57		x	COMM
# 35 Helps others align their goals with the primary teaching and learning goals of the {college}.	8.88%	0.028	3.36	3.69		X	ADOV
#13 Initiates a budgeting strategy to guide the effective use of staff and resources in support of program goals.	18.4%	0.029	2.50	3.07	x		REMA
#37 Fosters professional development for everyone.	12.70%	0.029	3.43	3.93		x	REMA
#16 Uses influence wisely to create a positive working climate.	15.9%	0.040	3.57	4.14		x	PROF
#15 Conveys ideas clearly when speaking.	7.15%	0.040	3.71	4.00	x		COMM
#18 Integrates knowledge of others' cultures in daily performance.	6.12%	0.040	3.54	3.77	x		COLL
#21 Works effectively with stakeholders across the community.	7.27%	0.046	3.64	3.93		x	COLL
#6 Develops and sustains teamwork and cooperation.	11.60%	0.047	3.79	4.29		x	COLL
#8 Establishes information gathering processes to inform decisions.	15.50%	0.055	3.50	3.86	x		REMA
#26 Seeks input from people who differ by gender, ethnicity, or	9.4%	0.055	3.78	4.14		x	PROF

Survey Item	Percentage Increase/Decrease (Difference)	t-test Results Rank by p Value ($p < .05$)	Average Pre Score	Average Post Score	Human Capital (Leader)	Social Capital (Leadership)	AACC Leadership Competencies
nationality.							
#19 Manages conflict and change by relating well with different viewpoints.	8.76%	0.055	3.71	4.07		x	COLL
#41 Conveys ideas clearly in writing.	4.85%	0.082	4.21	4.43	x		COMM
#24 Considerate of individual differences such as cultures, values, and styles.	4.75%	0.082	4.29	4.50		x	COLL
#33 Shows respect for others.	4.49%	0.082	4.57	4.79		x	PROF
#11 Develops open communication about priorities and expectations.	7.41%	0.104	3.57	3.86	x		COMM
#25 Responds to others with tact and composure and avoids defensiveness.	7.27%	0.104	3.64	3.93		x	COMM
#40 Builds consensus on ways to work toward the common good.	7.20%	0.104	3.64	3.93		x	COLL
#36 Persistently pursues ways to further the (college) mission	15.9%	0.131	3.14	3.64		x	COLL
#32 Expresses {college} values clearly.	9.9%	0.153	3.42	3.76	x		COMM
#14 Effectively manages personal stress.	5.54%	0.189	3.64	3.86	x		PROF
#17 Accepts responsibility for taking risks and making difficult decisions.	5.25%	0.189	3.86	4.07	x		PROF
#30 Shares a vision and a sense of purpose.	7.8%	0.218	3.57	3.85		x	PROF
#31 Ensures accountability through accurate and timely reporting.	3.33%	0.336	4.14	4.29	x		REMA
#38 Helps improve the {college} by developing one's own professional knowledge.	12.50%	0.459	2.71	3.00	x		PROF
#42 Seeks feedback on one's own performance and	10.70%	0.686	3.50	3.92		x	PROF

Survey Item	Percentage Increase/Decrease (Difference)	<i>t</i>-test Results Rank by <i>p</i> Value (<i>p</i> < .05)	Average Pre Score	Average Post Score	Human Capital (Leader)	Social Capital (Leadership)	AACC Leadership Competencies
adjusts behavior.							
#10 Finds ways to fund new programs.	0.00%	1.000	3.35	3.35	x		REMA
#22 Combines personal transparency with an awareness of others.	0.00%	1.000	4.14	4.14		x	PROF
#23 Is honest and ethical in all actions.	0.00%	1.000	4.74	4.74	x		PROF

Appendix H

Study Consent Form

Purpose: You are invited to participate in a research study being conducted for a dissertation at Rowan University in Glassboro, New Jersey. The purpose of this study is to a community college’s Grow-Your-Own-Leadership(GYOL) program at your college entitled “Mercer Leadership Academy” develop or enhance leader or leadership skills and competencies in its participants. There is no deception in this study. I am interested in your perceptions of the Mercer Leadership Academy and data collected will be used solely for the purpose of addressing the research questions.

Use of Consent Form: This consent form serves as an acknowledgment of your participation. Each program graduate, supervisor, and subordinate/peer participating in this study must read and sign and initial a separate form in the spaces indicated on this form. This form will be kept confidential and stored in a secure place during and after the completion of this study.

Please check your participation status:

_____ I am a graduate of the MLA program

_____ I am a supervisor of a graduate of the MLA program

_____ I am a subordinate or peer of a graduate of the MLA program

Participation: Your participation in this study is voluntary. No fee or payment will be offered for your participation. You will be asked to complete an on-line assessment tool which will take approximately 15 minutes and participation in a one-on-one interview which will take approximately 20 minutes.

Research Personnel: The following people are involved in this research project and may be contacted at any time:

Keith Kirkland, Researcher, kirkla08students@rowan.edu

Dr. Monica Kerrigan, Dissertation Committee Member, kerriganm@rowan.edu

Potential Risk/Discomfort: There are no known risks in this study. However, you may withdraw at any time, and you may choose not to answer any question that you feel uncomfortable in answering. All data will remain confidential and in no way be identifiable to you and the community college it represents.

Anonymity/Confidentiality: The data collected in this study are confidential. All data will be coded so that your name is not associated with this study. In addition, raw and coded data are made available only to the researcher associated with this study.

Right to Withdraw: You have the right to withdraw from the study at any time without fear of reprisal. You may omit questions if you do not want to answer them.

*If you have any questions about your rights as a research subject, you may contact the Associate Provost
for Research at:*

*Rowan University Institutional Review Board for the Protection of Human Subjects
Office of Research, 201 Mullica Hill Road, Glassboro, NJ 08028-1701, Tel: 856-256-5150*

Participants' Initials _____

I would be happy to answer any questions or problems concerning your participation in this study. Please feel free to contact me at keithkirkland16@gmail.com or call me at (973) 877-3105 or my faculty advisors Dr. Monica Kerrigan at kerriganm@rowan.edu

I agree to participate in a study entitled "An Assessment of a Community College's Grow-Your-Own Leadership Program: Perceptions of Program Graduates and Community College Staff Members: A sequential explanatory Mixed Methods Case Study" which is being conducted by Keith Kirkland, a doctoral student at Rowan University Educational Leadership Program.

(Signature of Participant) (Date)

I agree to allow audiotaping during the one-on-one interviews with the use of a digital tape-recorder for the purpose of developing a written transcript of my interview session for data analysis purposes. I understand that the data collected will be used only for purposes approved by the IRB.

(Signature of Participant) (Date)

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 publication or education provided that I am in no way identified and my name is not used.

(Signature of Participant) (Date)

(Signature of Investigator/ Researcher) (Date)

Appendix I

Mercer County Community College

Leadership Academy Graduate's Individual Interview Protocol

Interview Date _____ Consent Granted: Yes _____ No _____

Location _____ Participant's Code: _____

Introduction:

Thank you for participating in this interview. You have been selected because you are a graduate of Mercer County Community College Leadership Academy (MLA). The questions you will be asked are part of a doctoral study I am conducting on the participants of Mercer County Community College's Grow-Your-Own-Leadership program. I am interested in looking at how the MLA program worked at Mercer County College. I am also interested in knowing if your leader or leadership skills and competencies were developed or enhanced as a result of your participation in the MLA program.

Your participation in this interview will provide primary data for this study which will be based upon your perceptions of leader or leadership skills and competencies you exhibited in the workplace or other professional endeavors related to your work that are a result of participation in the MLA program. There are no risks involved with you or your institution in this study, and the result may provide insights into your leader or leadership skills and competencies obtained through your participation in the MLA program. You will be assigned a code number to protect your identity and your name will not be used anywhere in this study and will be held in strict confidence. All data from this study will be stored in a safe, secure place both during and three years after this study. Your information will be of tremendous value to this study.

Responses to the interview questions will be tape recorded and later transcribed. The actual taped recording and transcriptions containing your response will be assigned an alphanumeric code as its file name.

With your permission, I would like to begin the interview.

First, I would like to show you a definition of leader and leadership development for you to consider during this interview.

Questions:

1A. This study was designed to include your supervisor and subordinate/peer. However, they were not included in this study. Could you please why they were not included in this study?

1B. How would you have described a leader's characteristics or leadership prior to your participation in the MLA program? After your participation in the program?

1C. As a result, of your participation in the MLA program has your perception of leader or leadership changed? If so, how did it change?

2. In your own words, please tell me what leader or leadership skills or competencies you believe were developed or enhanced as a result of participation in this MLA program.

3. Reflecting back on the survey, the data indicated that you did not answer some of the questions. Can you tell me why you did not answer these questions?

4. How has your participation in the MLA program prepared you for leader or leadership roles or positions at MCCC?

5. When you applied to the MLA program what did you hope to gain from it?

6. What has been the effect of your participation in the MLA program in your department?

6A. What has been the effect of your participation in the MLA program for you personally?

7. What has been the effect of your participation in the MLA program in your college?

8. What did you learn that you felt enabled you to participate in projects outside the scope of your regular duties?

8A. Can you describe or give me about some examples of projects for which you used what you learned in the MLA?

9. Do you feel that you are a better leader because of your participation in the MLA program? (Show definitions)Why?

10. Do you feel that your leadership has been enhanced or developed because of your participation in the MLA program? (Show definitions) Why?

11. Tell me about a promotion you have earned or given more responsibility since your participation in the MLA program?

12. Do you attribute this promotion or increase in responsibility in your leader or leadership skills and competencies from your participation in the MLA program? Why or why not?

13. Please tell me about any unexpected outcomes that you can attribute to your participation in the MLA program.

14. Would you recommend this program to your co-worker or colleague? Why?

Is there anything you'd like to talk about related to your participation or the outcomes of the MLA program that you think is important that I may have overlooked?

May I call upon you to ask additional questions if necessary?

Thank you for your participation.

Appendix J

Mercer County Community College

Leadership Academy Program Administrator's Interview Protocol

Interview Date _____ Consent Granted: Yes _____ No _____

Location _____ Participant's Code: _____

Introduction:

Thank you for participating in this interview. You have been selected because you are a program administrator of Mercer County Community College Leadership Academy (MLA). The questions you will be asked are part of a doctoral study I am conducting on the participants of Mercer County Community College's Grow-Your-Own-Leadership program. I am interested in exploring how the MLA program worked at Mercer County College. Specially, I am interested in knowing if the MLA graduates demonstrated developed or enhanced leader or leadership skills and competencies as a result of the MLA graduates' participation in the MLA program and if they prepared to assume leader or leadership roles in your community college.

Your participation in this interview will provide primary data for this study and is based upon your perceptions of leader or leadership skills and competencies you have seen in the workplace or other professional endeavors related to the MLA graduates' work at MCCC. There are no risks involved with you or your institution in this study, and the result may provide insights into your leader or leadership skills and competencies obtained through your participation in the MLA program. You will be assigned a code number to protect your identity and your name will not be used anywhere in this study and will be held in strict confidence. All data from this study will be stored in a safe, secure place both during and three years after this study. Your information will be of tremendous value to this study.

Responses to the interview questions will be tape recorded and later transcribed. The actual taped recording and transcriptions containing your response will be assigned an alpha-numeric code as its file name.

With your permission, I would like to begin the interview.

Questions:

1. What is your position at the college?
2. How long have you been a program administrator for the MLA program?
3. Please briefly describe your role as the program administrator for the MLA program?
4. How do you evaluate the success of the MLA program?
5. What kinds of evaluation or data collection methods did you use for the MLA program?
6. What did the program evaluation(s) or data tell you about the outcomes of the MLA program?
7. How well did the outcomes of the MLA program align with the AACCC leadership competencies?
8. Were these outcomes consistent with the goals and objectives of the MLA program?
9. In your own words, please tell me what leader or leadership skills or competencies you believe were developed or enhanced in the MLA graduates as a result of participation in this MLA program.
10. Do you feel that the MLA program graduates are prepared to assume leader or leadership roles in your community college? If yes, please explain.
11. Do you attribute any promotion or increase in responsibility in the MLA graduates from participation in the MLA program? If no, why not?
12. How has the MLA program benefitted MCCC?
13. Please tell me about any unexpected outcomes that you can attribute to the MLA graduates participation in the program.
14. Is there anything you'd like to talk about related to your role or the outcomes of the MLA program that you think is important that I may have overlooked?

May I call upon you to ask additional questions if necessary?

Thank you for your participation.

Appendix K

Mercer Leadership Academy Application

Leading at all Levels

“The ideal leader has vision, makes expert use of data from the field, and builds a team that can implement the necessary foundation to achieve the dream, solidly based on the evidence of what works.”

Gail Mellow and Cynthia Heelan, *Minding the Dream*, pp. 133-134

The Mercer Leadership Academy is designed to cultivate the leadership potential of our faculty and staff. The third cohort will start in September 2011 and will consist of 18-20 faculty and staff members, selected through an application process. The Academy will have seminar-style meetings from 9 am – 1 pm on one Friday per month, during the fall and spring semesters. In addition, members will participate in online discussions and activities.

The Leadership Academy will incorporate a variety of discussion topics, activities, and speakers designed to enhance leadership ability. By the end of the program, participants will

- develop the skills, knowledge, and attitudes for 21st-century community college leadership advocated by the AACC
- demonstrate an awareness of the place of the community college in American higher education
- actively engage with current issues in Higher Education at the local, state and national levels
- study organizational structure, organization culture, and organizational change
- analyze MCCC in the context of national and state models
- gain a deeper understanding of the College mission, vision, and values
- apply knowledge and skills to continuous improvement at MCCC
- promote interaction across divisions and departments
- develop increased self-awareness as leaders and enhanced communication skills
- work collaboratively on a project of benefit to the College community

The fall semester will focus on discussion of a core text, Mellow and Heelan’s *Minding the Dream: The Process and Practice of the American Community College*. Participants will serve as discussion leaders for at least one topic in one session (each session will have 2-3 discussion leaders). Discussion leaders will prepare presentations and activities for their topic(s) and, where appropriate, moderate the online follow-up discussion. In the spring semester, participants will research and discuss organizational change (based on Bolman and Deal’s *Reframing Organizations*) and major issues in higher education. Sessions will include discussions, presentations, and occasional invited speakers.

Participants will also complete a team-based or individual project that applies the knowledge and skills developed in the Academy to an area outside participants' typical responsibilities. The projects, planned in consultation with President Donohue, will provide an opportunity for participants to demonstrate their leadership within the college community and to develop a product that responds to specific needs and interests of the college. The project development process will take place during the fall semester when each team or individual will identify a problem or challenge, submit a preliminary summary, conduct research, consult colleagues outside the Leadership Academy, and submit a proposal. Participants will work on the project in the spring semester and present a final report at the final session of the Academy. Participants will work on these projects either as individuals or in small teams.

Participation in all Academy activities is mandatory. It is anticipated that participants will serve as mentors for future cohorts.

Applications

Individuals in all organizational units who are interested in developing leadership skills are encouraged to apply. Please complete the application (below) and submit it to Ms. Diane Badessa by May 6, 2011.

For More Information

If you have questions or would like additional information, please contact Linda Scherr, Deborah Kell.

Name:

Your Current Position:

Length of Service in Current Position:

Length of Service in Higher Education:

1. Briefly, describe the teaching areas, programs, departments, and services for which you are responsible.
2. What are your short-term and long-term career goals in higher education?
3. Please submit a one-page personal statement of why you would like to participate in the **Mercer Leadership Academy**. In what ways do you expect your

particular skills, experience, and perspective will contribute to small group discussions and activities?

Signature and

date: _____

Note: Your signature indicates your commitment to participate fully in the Academy by attending all sessions, participating online, preparing through readings and research, and completing a project.

Please provide two references who may be contacted during the applicant review process (conducted by President Donohue and the Executive Team).

Name	email/ext
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Please return by May 6, 2011, to:

Ms. Diane Badessa

Attn: Leadership Academy Application

Appendix L

Alignment Table Letter of Endorsement



June 3, 2013

To whom it may concern,

This letter is in response to Mr. Keith Kirkland's request for review of his dissertation approach linking an assessment of a community college's grow-your-own-leadership program to human and social capital concepts. Upon review of Mr. Kirkland's dissertation model, I believe he has developed a conceptual framework that integrates the human and social capital elements appropriately.

Further, I have reviewed Mr. Kirkland's work to align the Leadership 360 Skill Inventory with the human capital /leader/individual skills and competencies and social capital/leadership/relational skill and competencies concepts. I found the alignment table developed by Mr. Kirkland outlining the Leadership 360 Skill Inventory and human and social capital elements to be well done and without question of misalignment.

I believe Mr. Kirkland has developed an interesting research study that will serve to add insight and value to the on-going discussion of leadership development and associated human and social capital components.

Should you have any questions regarding my review of Mr. Kirkland's application of human and social capital elements within the context of his study please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads 'Shelly McCallum'.

Dr. Shelly McCallum, Associate Professor
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