

Professional Development Needs of Community College Administrators

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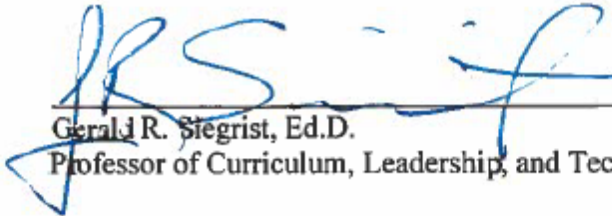
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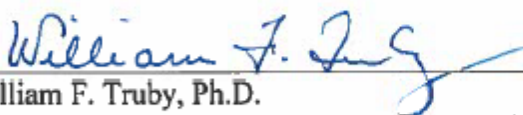
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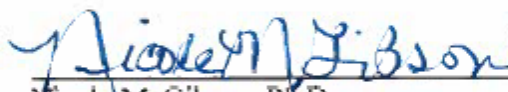
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ABSTRACT

The purpose of this study was to identify professional development needs of community college administrators in relation to the 45 competencies set forth by the American Association of Community Colleges (AACC). Essential competencies set forth by the AACC were classified into Organizational Strategy, Resource Management, Communication, Collaboration, Community College Advocacy, and Professionalism (AACC, 2015c). This study sought to determine whether there was a statistically significant difference in the importance of these competencies for administrative positions at community colleges located in the southeastern United States. Professional development needs, based on these competency categories, were considered when administrators were contemplated as one group and when administrators were categorized according to level of administration, including top-level, middle-level, lower-level educational, and lower-level support staff. Administrators were asked to rate the importance of each competency to their administrative position and to rate their self-perceived level of competence. The data were analyzed using a Friedman test, Wilcoxon signed rank test, and multivariate analysis of variance (MANOVA); triangulation was also conducted with qualitative, open-ended response data. Findings were considered significant at $p < .05$. The fundamental reasoning was that if a statistically significant difference existed between the self-perceived importance rating and present level of competence of an administrator, based on a weighted discrepancy scoring system and the AACC competency groupings, such discrepancy would serve as a suitable indicator of the need for professional development activities. The major conclusions of this study included (1) administrators were interested in improving their abilities related to certain,

selected competencies; (2) several competency areas were identifiable without regard to level of administration, and thus certain professional development needs can be viewed as uniform across all levels of administration; and (3) professional development needs were indicated most often related to organizational strategy, followed in order by resource management, communication, collaboration, and professionalism. Community college advocacy was viewed as least important.

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Finally, I dedicate this to my caring, loving daughter Katherine – my deepest appreciativeness for your love and inspiration.

Chapter I

INTRODUCTION

Background

According to the American Association of Community Colleges (AACC), the trademark of the community college has been its openness and availability to common, ordinary individuals within society (AACC, 2015a). This concept was originally created for land-grant institutes of higher learning, created in the time-span of the pre- and early 1900s (AACC, 2015a). These educational institutions helped introduce the movement to make post-secondary training available to all who desired an education. This type of educational institution, termed *Land Grant Colleges*, heralded the present-day community college which came into being as a result of the Truman Commission in the mid-1900s, following the Second World War (AACC, 2015a). The primary purpose of these institutions was to meet the educational needs of communities and their citizens by offering numerous of vocational programs, as well as general business and other liberal arts programs. Notwithstanding, the predominant theme was the closeness and relationship of the college to local citizens (AACC, 2015a).

Accessibility, to this day, is the cornerstone of community colleges throughout the United States. The primary mission of the community college is to educate all members of society by means of an open-door admittance strategy that delivers an affordable education and provides equal opportunity to all students. This format has been employed

to promote comprehensive educational programs and excellence in both teaching and student scholarship (AACC, 2015a).

Statement of the Problem

Community college staff and faculty frequently come into their positions with limited leadership experience; they are often chosen on the basis of scholarly qualifications (Duree, 2007; Hull & Keim, 2007; McPhail, Robinson, & Scott, 2008; Wallin, 2006). Compounding this experience deficit, educators face extensive diversity among students, with even larger diversity predicted over the next several decades (Gardiner, 2015). Taken together, along with the country's unyielding need for highly educated and knowledgeable graduates, and mounting displeasure with the distinction and knowledge of our graduates, research and practice in the field of professional development for educators is of great importance (Gardiner, 2015). From administrative staff just beginning their career, to long-time administrators, professional development needs thrive in the dynamic world of the 21st century (Duree, 2007; Hull & Keim, 2007; McPhail, Robinson, & Scott, 2008; Wallin, 2006). Even for the most well prepared administrator, it is unrealistic to assume that prior educational experience is adequate for all situations, at all times, during a professional career; and thus, there is a need to alter and/or reinforce these experiences through professional development (Gardiner, 2015).

Adding to the complexity of the aforementioned issues, community college leaders are retiring at a much more rapid pace than qualified understudies are being created (AACC, 2015c). Simply put, the pipeline of community college leaders is inadequate relative to the current and anticipated level of demand for such leaders, and this is creating a leadership shortfall (AACC, 2015c). In order to enable community

colleges to continue to function in their trademark capacity of providing widespread, inclusive access to higher education, particularly workforce development, it is essential that our future leaders have the requisite skills to lead complex, multifaceted organizations. To continue the standard of excellence, future leaders of our community colleges need exceptional, transformational leadership skills (AACC, 2015c). It is with this in mind that this research study seeks to discover precisely what leadership competencies (knowledge and skills) are necessary in order to adequately satisfy the current and anticipated community college leadership gap.

Theoretical Context for the Study

Various tasks within educational administration have become *fluid* and ever-changing due to administrative complexities and changes in consumer demands and beliefs, notably a strong discontentment with what are principally considered to be outdated practices in education, particularly within administration (Gardiner, 2015). Literature adds confidence to this notion and provides an overview of the rationale used to identify professional development (PD) needs presented herein, as well as outlines the benefits of PD to all levels of administration. While professional development needs have been defined in various ways (Bulman, 2015), the literature clearly supports the idea of a clear and present need for professional development (Huston & Weaver, 2007); such literature also documents the need to identify leadership competencies.

From administrative community college staff just beginning their career, to experienced administrators, literature has demonstrated that there is a clear and present need for professional development training (Duree, 2007; Hull & Keim, 2007; McPhail, Robinson, & Scott, 2008; Wallin, 2006). Even for the most highly trained and

experienced administrator, it is not realistic to assume prior education or experience is suitable for all situations that may arise during a professional career, and as such, there has been a need to adjust and strengthen one's capabilities by means of professional development training (Gardner, 2015).

Crawley (1995), in a study of higher education administration, found the needs of middle-level and senior staff and faculty members were routinely, inadequately being met. Such staff and faculty members frequently failed to participate in professional development training due to constraints of time and the fact that very few platforms and events were tailored to meet their job-specific needs. Added to this, Romano, Townsend and Mamiseishvili (2009) discovered higher education demands preparation and training that is uniform across a variety of roles common to most all administrative staff, and the need for professional development existed for virtually every administrator who was sampled. These needs were related to the ability to manage change and provide effective leadership.

A consensus appears in the literature, among community college leaders, that professional development programs which were offered in-house provided the best method for the planning and replacement of critical administrative positions (Green, 2008; Lester, 2008). That is to say, internal professional development programs have been widely considered to be an efficient, concrete way to transfer applicable knowledge and skills necessary for building competences of future community college leaders. According to Lester (2008), community college administrative leadership staff needed to undergo deliberate professional development activities so as to be optimally prepared for certain top-level administrative positions. Multidimensional, rational decision-making

was facilitated, according to Amey (2006) in a supportive environment which was less authoritarian, and internal professional development activities have been shown to nurture this form of leadership and governance. An important tool, in this respect, was peer coaching, according to Huston and Weaver (2007). Peer coaching was defined as a formative, collegial process whereby pairs of faculty and staff voluntarily worked together to improve or expand their approaches to leadership; in instances of reciprocal peer coaching, each professional selected an area of focus for consultation and worked with a coaching partner to bring about the improvement or growth desired, which allowed each participant to personalize the process (Huston & Weaver, 2007). During the 2005-2006 academic year, a peer coaching pilot program was conducted at Seattle University, whereby a team of peer coaches delivered support for a wide variety of staff and faculty initiatives (Huston & Weaver, 2007). One of the successes of peer coaching, as further discovered by Angelo and Cross (1993), was that it focused on real, individually selected, practice-centered problems and fostered analysis of specific content, in the context that teaching or learning took place.

Angelo and Cross (1993) conducted a national-scale research study of the training needs of lower and mid-level community college administrative staff in which they surveyed professional development specialists. It was determined that professional development training was most effective if it was aimed at a particular segment. Similarly, Blanton and Stylianou (2009) conducted a study at a mid-size state university, specifically to observe the concerns which were unique to discipline-specific professional development training. Several areas of particular significance, which were found, were the need for a culture of professional development, developing old-timers and recruiting

newcomers, the need for teaching scholars to coordinate professional development, challenging the *culture of service*, and the need for a language to facilitate thinking about practice (Blanton & Stylianou, 2009).

While a significant amount of national and regional professional development training activities has historically been available, such activities have not been successful at meeting many of the needs of community college administrators (O'Meara & Rice, 2005). Such professional development activities were often too expensive, time consuming, or at a time and place that was not pertinent to local needs, according to O'Meara and Rice. While such activities were an important source of professional development, research indicated that these activities must only compliment more individualized, content specific programs at local institutions (O'Meara & Rice, 2005).

Brown, Martinez, and Daniel (2002) studied 300 top-level administrators; they concentrated on identifying the essential knowledge and skills necessary to function as an effective community college leader. The majority of those surveyed indicated that the knowledge and abilities gained from their graduate-level academic experiences failed to adequately prepare them for their administrative management positions. Brown, Martinez, and Daniel concluded that administrative staff desired a greater degree of emphasis to be placed on goals and results, and that the techniques associated with any professional development training must be internal control focused. The greatest need areas included leadership training, people and communication skills, the ability to adapt to change, developing and implementing organizational efficiencies, finance and budgeting, and management of particulars related to enrollment and curriculum planning

(Brown, Martinez, & Daniel, 2002). General sentiment was that availability of on-the-job training and professional development was lacking (Brown, Martinez, & Daniel, 2002).

The goal of professional development within community colleges has been to advance and develop administrative staff, both personally and professionally, with the objective of improving institutional performance (Bulman, 2015). Inclusion of top-level administrators within an organization has been an important way to demonstrate a commitment and concern to faculty and staff, specifically that management has taken initiative in terms of both monitoring and improving the institution (Boggs, 2003). College and university administrators must use professional development as a tool to proactively and effectively deal with the ever-growing and complex nature of problems that universities face (Bulman, 2015).

One method of assessing professional development needs has been to evaluate the knowledge, skills and abilities needed for certain types of administrative management positions within community colleges. This approach, as Boggs (2003) described, was grounded in the 45 competencies established by the AACC. The AACC identified 45 competencies related to categories of Organizational Strategy, Resource Management, Communication, Collaboration, Community College Advocacy, and Professionalism which were viewed by the AACC as universally important for administrative positions in institutions of higher education (AACC, 2015c). These competencies were linked to the framework of strategic goals and objectives of the AACC, which came to being as a result of a qualitative study conducted in 2001, consisting of interviews with community college presidents (Boggs, 2003). These leadership competencies, according to Boggs (2003), became the foundation of what the AACC considered should basis of any

professional development training activities. The AACC has considered that leadership development, in accordance with its framework for leadership professional development activities, contributed to increased job-specific knowledge and skills, supported an increase in understanding of current administrative management practices, and in the end led to organizational improvement (AACC, 2015c). The 45 competencies established by the AACC, which were subsequently classified into six different competency categories, were termed *Competencies for Community College Leaders* by the AACC (AACC, 2015c). As cited by Boggs (2003), the AACC considered that the same competency based method widely used in education for certifying teachers would, over time, similarly influence the measurement and evaluation of community college administrative staff.

The 45 competencies provided by the AACC were used as the foundation for the competency guide described herein, for identifying administrative professional development needs within community colleges located in the southeastern United States. Barrick, Ladewick, and Hedges (1983) indicated that using a combination of rankings, i.e., knowledge based competencies, application of related skills, etc., was the most reliable approach to research and analyses using the Borich model. This was reaffirmed by Briers and Edwards (1999). Kitchel, Arnett, Cannon, and Duncan (2010) also incorporated this approach. Accordingly, this provided further support for grouping of the 45 competencies into the six aforementioned categories.

Numerous research studies have supported the rating of professional development needs based on a mean weighted discrepancy score using the Borich model (Barrick et al., 1983; Briers & Edwards, 1999; Kitchel et al., 2010). The Borich model was developed based on a discrepancy score derived from respondent-determined rating of

importance for their position, i.e., importance rating, and self-perceived level of competence for the specific competency (knowledge or skill) being tested, and competency rating (Barrick et al., 1983; Briers & Edwards, 1999; Kitchel et al., 2010). Moreover, in accordance with the Borich Model, if the instrument has been well developed, and if a model has been employed which uses a discrepancy score for the dependent variable, data can in fact be treated as interval data (Briers & Edwards, 1999).

Research has demonstrated that a group setting facilitated interaction and collaboration among participants, and that individuals have desired integration of concepts as well as practice-centered professional development (Duree, 2007; Hull & Keim, 2007; McPhail, Robinson, & Scott, 2008; Wallin, 2006). Professional development training should be viewed as a central method for improving organizational performance, and any such training should be methodical, well organized, and based on the application of knowledge and skills (McPhail, Robinson, & Scott, 2008).

The need for professional development has been established, and 45 competencies necessary in administrative positions have been identified. The study contained herein focuses on the importance of these competencies to administrators and their self-perceived level of competence. This study is intended to make a contribution in the development of human resources at community colleges and may be used as a model by other colleges to identify their specific professional development needs.

Purpose of the Study

The purpose of this study was to develop a competency guide, or set of competencies most imperative for positions within higher education, for use in meeting the administrative professional development needs within community colleges located in

the southeastern United States. As first reported by Ottenritter (2006), there were 45 competencies identified in the literature that were initially promulgated by the AACC beginning in April, 2005. These provided the basis for the competency guide used in this research study. In accordance with the AACC's competency framework, these competencies were classified into Organizational Strategy, Resource Management, Communication, Collaboration, Community College Advocacy, and Professionalism (AACC, 2015c). The next step in developing the competency guide was to determine if there was a difference in the importance of these competencies for administrative positions at community colleges located in the southeastern United States, as rated by administrators in their position and these same administrators' self-perceived level of competence. The Borich needs assessment model was used to find a mean weighted discrepancy score based on the difference between administrators' self-perceived importance rating and their self-perceived level of competence. The administrative competencies were considered individually and grouped into the six aforementioned competency categories. Administrators were considered as one group and further categorized by level of administration, including top-level administrators (TLA), middle-level administrators (MLA), lower-level educational administrators (LLEA), and lower-level support staff (LLSS).

Research Questions

The specific research questions to be answered are as follows:

1. By means of a weighted discrepancy score, is there a self-perceived need for professional development activities within or across the six community college

competency categories, when comparing the competencies and observing administrative staff members as one group?

2. Is there a statistically significant difference in the importance of the six community college administrative staff competency categories and the weighted discrepancy score, as derived from the difference between *ability* rating and the *importance* rating for each applicable competency, when administrative staff members are categorized into four groups?
3. What do community college administrators identify as the most imperative areas of professional development (PD) that could form the foundation of any professional development program for community college administrative staff?

Definition of Terms

1. Administration: The performance of management related functions and the direction of matters concerning the institution (AACC, 2015c).
2. Administrator: Employees whose position/title appears on the organization chart of the college (AACC, 2015c).
3. Competency: The capacity to identify, synthesize, and use relevant knowledge. For the purpose of this study, each question on the questionnaire in Appendix A embodies a competency (AACC, 2015c).
4. Leadership Skills: Leadership skills are the official's capability to work successfully as a team member and to build cooperative effort within the group that he/she leads. Leadership abilities involve a mindfulness of one's own attitudes, assumptions, and beliefs about other people and groups, and a reception to the existence of

- perspectives, insights, and beliefs which are different from his/her own (Kouzes & Posner, 2012).
5. Lower Level Administrators: All persons who hold managerial or administrative positions at any of the various campuses who directly guide programs or support services, with exception of Provosts and Deans (Pope & Miller, 2005; Miller & Pope, 2003).
 6. Middle Level Administrators: All Deans and faculty supervisors at the district offices and on all campuses (Bailey, 2008; Garza Mitchell & Eddy, 2008).
 7. Professional development: Any activity provided for administrators to increase their competence in higher education administration competencies (AACCC, 2015c).
 8. Community College: A comprehensive college operating with, and adhering to, the values and structure of a community college (AACCC, 2015a).
 9. Top-level Administrators: The President, Vice Presidents, Academic Affairs Officers, and Provosts at a community colleges located in the southeastern United States (Keim & Murray, 2008; Malm, 2008).

Research Procedures

Methodology

This study employed a survey research design. An electronic survey collected both quantitative and qualitative data; however, the preponderance of data were quantitative. The research design was therefore mixed methods, primarily quantitative, based on the nature of the survey instrument. Three open ended, written-response questions were included as an add-on to the otherwise quantitative survey, which were designed to corroborate the quantitative survey data and to invoke thought-provoking

responses to questions concerning career preparedness and the perceived need for professional development. These qualitative questions were intended to seek input from respondents as to what, if anything, they would have done differently in the preparation for their present leadership role, and what capabilities ought to be the basis of a professional development program. The two types of data were analyzed together to triangulate the self-assessed need for professional development based on the 45 competencies promulgated by the AACCC, in accordance with the research method outlined by Creswell and Plano Clark (2011).

The items on the questionnaire that correspond to each category are listed in the definition of terms. All administrative staff surveyed were asked to complete a questionnaire. The questionnaire (Appendix A) was based on a list of 45 competencies identified by the AACCC, compiled based on competencies needed in administrative positions within higher education. The survey required each participant staff member to rate the importance of each competency for their position and to rate their self-perceived level of competence. Competence was based on the ability to perform selected tasks for the selected competencies. In accordance with the Borich Model, the differences were then assessed between the required competencies and self-perceived level of competence. The Borich model was based on a discrepancy score derived from respondent-determined rating of importance for their position (i.e., importance rating) and self-perceived level of competence for the specific competency (knowledge or skill) being tested (i.e., competency rating).

Sampling Technique

The participating administrators consisted of all administrators surveyed who answered at least one question regarding competencies, out of 426 administrators selected on 13 community college campuses in the southeastern United States, including participants from four community college campuses in Florida, four randomly selected community colleges campuses in both Mississippi and Alabama, and one in South Carolina, as of April and May, 2016. Administrators of community colleges are published annually, and the 2015 *Higher Education Directory* by Higher Education Publications, Inc. was used as a basis for sample selection. A list of position titles is presented in Appendix B, categorized into top-level administrators (TLA), middle-level administrators (MLA), lower-level educational administrators (LLEA), and lower-level support staff (LLSS).

Data Collection Methods

With permission from the Institutional Review Board (IRB) of Valdosta State University (VSU), information was obtained from Higher Education Publications, Inc., consisting of names, e-mail addresses, and position titles. With this information, letters to prospective participants requesting participation were e-mailed on April 15, 2016. This e-mail included a link to the available questionnaire. A follow-up e-mail was sent on April 29, 2016 to those who failed to respond. A second follow-up e-mail was sent on May 13, 2016 to those who still failed to respond subsequent to the initial follow-up letter. Access to the survey terminated on May 27, 2016.

Administrators were asked for two separate responses on the questionnaire. First, they were asked to rate the importance of the competency to their administrative position

on an ordered response scale from “Not Important” to “Very Important.” Second, they were asked to indicate their self-perceived level of competence in each competency on a rating scale from “Low” to “High.” If a statistically significant difference existed between an administrators rating of the importance of the competency for their position and their self-perceived level of competence, then that competency was a suitable indicator of the need for professional development activities. The dependent variable was the weighted discrepancy score, as calculated by the weighted difference between the mean importance rating and the mean competency rating, as further described herein.

Barrick et al. (1983) stated that selecting topics based on a combination of rankings (i.e., knowledge based competencies, application of related skills, etc.) was more reliable than selecting based on one rating or grouping of competencies. This was reaffirmed by Briers and Edwards (1999). Kitchel et al. (2010) also incorporated this approach. The 45 competencies were therefore grouped according to a framework for professional development activities into the following general categories: (1) Organizational Strategy, (2) Resource Management, (3) Communication, (4) Collaboration, (5) Community College Advocacy, and (6) Professionalism.

Following the quantitative response section of the questionnaire, participants were asked to respond to three written-response, open-ended questions concerning their career preparedness and perceptions concerning the need for professional development. The data were collected in electronic form by Qualtrics© and downloaded into the Statistical Package for the Social Sciences (SPSS®) for data analysis.

Data Analysis Procedures

Out of 426 administrators selected on 13 community colleges campuses in the southeastern United States, which included four community college campuses in Florida, four randomly selected community colleges campuses in both Mississippi and Alabama, and one in South Carolina, respondents considered were those who answered at least one question regarding competencies. With this, a medium effect size, or statistical power of .7, was expected.

Background data about the campus administrators collected were grouped concerning position title and mean, median, and mode for years of experience, educational attainment, age, ethnicity, and gender. Such data were used as the basis for grouping into top-level administrators (TLA), middle-level administrators (MLA), lower-level educational administrators (LLEA), and lower-level support staff (LLSS). The leadership competencies by achievement and competencies by importance rankings were analyzed using descriptive statistics. SPSS® for Windows was used to perform Multivariate Analysis of Variance (MANOVA) and other procedures described below. Findings were considered statistically significant at $p < .05$. In addition to the above, qualitative data included with the results were collected and interpreted so as to triangulate the otherwise quantitative survey data.

Data were tabulated using a variety of methods to test the hypothesis and answer each research question. The null hypothesis tested was as follows: There is no statistically significant difference in the importance of the six community college administrative staff competency categories and the weighted discrepancy score, when administrative staff members are considered individually or categorized into four groups.

Numerous research studies have supported the rating of professional development needs based on a mean weighted discrepancy score, i.e., the Borich model (Barrick et al., 1983; Briers & Edwards, 1999; Kitchel et al., 2010). Moreover, if the instrument has been well developed, and if a model was employed which uses a discrepancy score for the dependent variable, data can in fact be treated as interval data (Briers & Edwards, 1999). As such, the dependent variable was the weighted discrepancy score, as calculated by the weighted difference between the mean importance rating and the mean competency rating.

With the data, first the “ability” rating was subtracted from the “importance” rating. Then, a weighted discrepancy score was calculated for each administrator on each competency by multiplying the discrepancy score by the mean importance rating for that competency. Next, a mean weighted discrepancy score was calculated for each competency by dividing the sum of the weighted discrepancy scores by the number of observations for that competency. Finally, the competencies were ranked using the mean weighted discrepancy score, and statistical significance and descriptive statistics were computed. To assess Research Question 1, the Friedman test was applied for individual competencies within each of the six categories and between the six categories. To further explore which pairs of categories differed at a statistically significant level, the non-parametric Wilcoxon signed rank test for two related samples was used. The tests were used due to the non-normality of the data as per Gibbons (2011). Research Question 2 was tested by means of running multivariate analysis of variance (MANOVA) for each competency category and level of administration.

The factor used as the independent variable was the status level of the administrators. The status level was coded into four levels: (1) top-level administrators (TLA), (2) mid-level administrators (MLA), (3) lower-level educational administrators (LLEA), and (4) lower-level support staff (LLSS). All the necessary assumptions for MANOVA were checked, as well as normality of the data. Findings were considered statistically significant at the alpha level of .05.

The administrative leadership competencies promulgated by the AACCC provided the basis for analyzing qualitative survey data derived from answers to three open-ended questions. The qualitative data provided added strength and support to the otherwise quantitative analysis. Similar to the quantitative data, the qualitative data were downloaded from Qualtrics for interpretation and analysis and used to answer Research Question 3.

Significance of the Study

Many functions within educational administration have been shifted due to organizational intricacies and a change in public attitudes, thoughts, and sentiments (Gardiner, 2015). This shift, according to Gardiner, has carried with it a strong displeasure with traditional processes in schooling, particularly within administration. Literature adds credence to the belief that colleges and universities have been mishandled at an administrative level and that new techniques and procedures are necessary to correct many past difficulties and problems. Added to this, in order to effectively deal with the ever-growing and complex nature of problems that colleges and universities face, college and university administrators must develop more efficient methods of handling their operations and in (Gardiner, 2015).

Limitations and Delimitations of the Study

Specific limitations and delimitations of this study include the following:

1. Geographical Location: This study was restricted to administrators at community college campuses located in Alabama, Florida, Mississippi, and South Carolina who held office as of as of April and May, 2016.
2. Participation was voluntary; voluntary participation, by nature, does not lend itself to necessarily ensuring that a representative sample exists.
3. The risk of non-respondents was a threat to validity; it is unknown whether differences existed between respondents and non-respondents.
4. The study and its findings may be indicative of that which may be found at other colleges but cannot be conclusive.
5. Accurateness of the data to be collected was restricted to the accuracy of the insights of the administrators and the candor of their responses.
6. Relevance, in terms of the applicability of the survey instrument uniformly across all levels of administration, represented a threat to reliability.
7. The data were limited to those higher education administration competencies from which the questionnaire was comprised.
8. The instrument asked for both the importance of each competency to an administrative position and the level of competence of the individual administrator. To any extent which the reader may have experienced difficulty in distinguishing between these two types of responses, the data will lack validity.

Summary

Administrators at 13 community college campuses located within the southeastern United States were asked to participate in an online survey consisting of three sections. In section one, demographic information was obtained. Section two consisted of a leadership self-assessment based on competencies vital for administrative positions in higher education. Section three consisted of open-ended questions concerning career preparedness. It was in context of the competencies most imperative for positions in higher education administration, which ought to form the foundation of a professional development program, that data were evaluated.

Chapter 2 contains a review of the literature. Research methodology is presented in Chapter 3. The findings are presented in Chapter 4. Summary and discussion of the data is contained in Chapter 5, along with implications, conclusions, and recommendations for further research.

Chapter II

REVIEW OF LITERATURE

Introduction

This study surveys the professional development needs of administrative staff at community colleges located in the southeastern United States. By definition, the community college has been strongly committed to the mission of increasing access to education (AACC, 2015a). This literature review commences with a brief account of the mission of the community college as an institution of higher learning. The literature review continues with a review of the history of the community college, as well as characteristic community college leadership and governance. An abundance of literature subsists concerning community college leadership and control structures. As the literature shows, the anticipated shortfall of qualified community college leaders has fashioned the necessity of research concerning leaders and why leadership professional development is necessary (AACC, 2015c). This literature review examines the topic of leadership and professional development through the study of top-level administrators, mid-level administrators, and lower-level administrators. Literature outlines unique demographic features of community colleges and the career pathways of campus administrators.

A presentation on the characteristics of modern-day leaders is included; there is a discussion of what is recognized concerning leadership advances in the 21st century. This is essential in order to adequately confront the known, as well as anticipated, community college administrative governance problems. The discussion includes a brief synopsis of

leadership theory. The numerous types of leadership professional development opportunities are subsequently presented herein, including but not limited to a discussion of the knowledge and skills which are necessary in order to successfully prepare for a leadership role within the community college. Literature supports the notion that there is a clear and present need for administrative professional development. This need is discussed at length, and lastly the perceived gaps in the literature are explored, along with implications for further research.

History of the Community College

According to the AACC, the distinguishing characteristic of community colleges has been its accessibility to common, everyday people in our communities. This was a notion which was initially fashioned for land-grant institutions of higher education created in the pre and early 1900s (AACC, 2015a). Land-grant institutions helped to launch the crusade to create post-secondary education which is accessible to everyone. These institutions, also called *Land Grant Colleges*, preceded the modern-day community college which came into existence as a product of the Truman Commission in the mid-1900s, after the end of the Second World War (AACC, 2015a). Its purpose was primarily to serve educational needs of local citizens within their respective communities with a variety of vocational as well as business and liberal arts programs. The overarching theme was its close proximity and relationship to the community (AACC, 2015a).

Significant challenges were present in the early part of the 20th century, including global economic competition (AACC, 2015a). Local and national leaders recognized that the best way to sustain economic strength and stability following World War II was to develop a more highly educated and skilled workforce. It was with this notion, and the

land-grant program, that community colleges became more prominent and began to serve a vital role within their communities; among other things, community colleges became known for supporting businesses and the community by means of providing education workforce and development training (Levin, 2000).

Also throughout this same time period, it was commonplace for high schools to offer vocational, as well as teacher training *tracks* or programs, which were part of the high school diploma curriculum (AACC, 2015a). This unique format and partnership with high schools has been, in large part, responsible for the rise to prominence of the community college; it has provided a career specific path for senior high school students. It is with this, that Central High School in Joliet, Illinois, was credited with integrating such programs, which according to the AACC were the first of its kind. Small classes, low student-faculty ratios, and vocational as well as academic programs were the hallmark of the community college (AACC, 2015a).

To this day, students at community colleges have remained chiefly local citizens, devoted to their community by means of employment and/or family relations (Cohen & Brawer, 1996). There has been a strong and mutually beneficial relationship between community colleges and local businesses and residents. Supporting this, the AACC indicated that over 50% of funding for community colleges has historically come from state or local sources (AACC, 2015a).

Accessibility has been the cornerstone of America's community colleges. Community colleges have sought to provide education to all members of society through an open-door admissions policy that has provided equal opportunity to all students, including but not limited to comprehensive scholastic programs; they have also provided

community-based instruction, teaching, and a means to support lifelong learning (AACC, 2015a). This open-door admissions policy has significantly improved access to post-secondary education among women and minorities, and those who have not been as well prepared for more distinctive colleges and universities (AACC, 2015a). Notwithstanding this, the close vicinity of campus locations to the community was key to early success and growth of the community college (Brawer, 1996). Over time, since its inception, community colleges have adjusted their mission in response to the unique and changing demands of their communities; these have included new educational philosophies and types of students, a changing labor market, and others (Travis & Travis, 1999).

Established in 1920, the AACC has been the leading voice and advocator of community colleges. Its birth has been traced to a collection of community college presidents who originally met in St. Louis, Missouri, at the request of the United States commissioner of education (AACC, 2015a). Its primary mission was to provide support for the nation's 2-year colleges. Until 1972, it was given the name of the American Association for Junior Colleges (AAJC), upon which time it was renamed the American Association of Community and Junior Colleges (AACJC); the association's name was shortened to its present-day usage in 1992 (AACC, 2015a).

Presently, the AACC represents more than 13 million students in nearly 1,200 2-year, associate degree granting colleges. International member countries which have also joined include Puerto Rico, Japan, Great Britain, Korea, and the United Arab Emirates (AACC, 2015a).

Today, community colleges represent the most prominent segment of higher education in the United States and enroll almost 50% of all undergraduate students in the

United States (AACC, 2015a). With its headquarters in Washington, D.C., this nonprofit organization is led by a 32-member elected board, tasked with advocating and advancing America's community colleges. The association advocates for community colleges primarily at a national level, but also works closely with directors of state offices in an effort to keep abreast of, and have an impact on, both federal and state policy; they are also active with several large, presidentially-based associations and work in partnership on issues of mutual interest within higher education. These include, but are not limited, to policy initiatives, pioneering new programs, research, and pursuing strategic relations with business and industry; close relations also exist between the association and federal agencies such as the Department of Education, Labor, Energy, Homeland Security, and others (AACC, 2015a). The AACC asserts that truly ground-breaking programs are absent in practice. As such, they are a promoter of comprehensive reform and process planning to implement and assess programs of professional development within education for administrative staff. The AACC believes that a well-planned, methodical administrator professional development program is the key to solving many of the problems confronting education (AACC, 2015a).

Structure of the Community College

Community colleges were the subject of a research study concerning morale and administrative management career contentment (Bailey, 2002). Bailey witnessed a certain likeness between administrative structures of community colleges and high schools. Bailey found the administrative structures of community colleges to mirror that of high schools, with an administrator at the helm and a local governing board. Bailey also observed that the position of an administrator at a community college has developed from

an emphasis on instruction to an emphasis on organizational, administrative responsibilities with more infrequent teaching duties.

A study on the scope of community college administrators, in terms of their job-specific functions, in 2002, revealed that the responsibilities of top-level administrative staff at community colleges were similar to that of a college president (Bailey, 2002). Top-level community college administrators were in charge of implementing wide-ranging policy initiatives and their responsibility was to oversee all significant activities at their campus. Such administrators were usually tasked with, among other things, budget and financial administration of their campus, varying only marginally in accordance with the community college's organizational chart or structure (Bailey, 2002).

Certain characteristics of community colleges became apparent in a qualitative research study of faculty culture conducted at a small, rural community college (Wolfe & Strange, 2003). College faculty members were selected by their peers in this research study based on their significance within various departments, as well as being considered well-informed and experienced with regards to general campus problems and concerns within faculty realms (Wolfe & Strange, 2003). Results reported by Wolfe and Strange indicated that certain negativity existed within community colleges; it was often considered among faculty as a second-rate institution within higher education, and faculty often perceived that they must be a *jack-of-all-trades*, in that much was expected of faculty, and there was a perceived general lack of separation of duties. Faculty was often required to serve multiple roles and fulfill certain responsibilities which might ordinarily be assigned to separate personnel within larger institutions; for example, excellence in

teaching was seen as a priority, yet pressures also existed to produce scholarly research (Wolfe & Strange, 2003).

Administrative Staff Careers

Community college administrators have been most notably tasked with leading in accordance with the mission of the organization (Eddy, 2006). Local administrators, according to Eddy, have therefore been in the best position to recognize their community college's unique purpose and to share and promote this purpose within the community. This has been an integral part of shaping the organizational culture (Eddy, 2006). In this regard, there has been a great deal of research on effective leadership within community colleges, particularly regarding top-level administrators, chiefly community college presidents (Duree, 2007; Malm 2008; Weisman & Vaughan, 2007). As further research has shown, a second layer exists within top-level administration, which consists of the Vice Presidents, Academic Affairs Officers, and Provosts (Amey & VanDerLinden, 2002; Anderson, Murray, & Olivarez, 2002; Keim & Murray, 2008). Similarly, significant research is available on mid-level administrators within community colleges, namely academic deans (Bailey, 2008; Garza Michell & Eddy, 2008), and lower-level administrative and faculty supervisors (Pope & Miller, 2005; Miller & Pope, 2003).

The aforementioned studies on leadership professional development were of particular importance, since the above mentioned literature pointed to the fact that those desirous of leadership positions at community colleges typically worked their way up the ranks from lower-level administrator, to mid-level administrator, and eventually to top-level administrator (Duree, 2007; Keim & Murray, 2008; Weisman & Vaughan, 2007). That is to say, a certain foundation involving professional development and training was

common to most community college leaders. Moving through the administrative ranks in this fashion has been widely recognized by multiple research studies of community colleges.

Presidents have most often been regarded as the originators of change, given the centralized nature of control structures within community colleges and the high degree of centralized control that presidents possess (Malm, 2008). In larger universities, for example, multiple control centers have been noted, and faculty often possessed a greater degree of influence within the organization (Malm, 2008). It is within this that a significant amount of research has existed related to career paths of presidents. One such study conducted by Amey and VanDerLinden (2002) examined the career paths of administrative staff at community colleges. They discovered directly preceding a promotion to presidency, approximately one-third had served as provost, and approximately one-quarter had previously served as a president of a community college. Additionally, over 10% served in a top-level capacity within academic affairs or instruction, namely as a chief academic affairs officer (CAO) or chief instruction officer (CIO), with more than half having served as CAO prior to their promotion to president (Weisman & Vaughan, 2007). Prior to the role of CAOs, Amey and VanDerLinden (2002) found over half served as either an associate or assistant academic dean. In short, data from over 2000 community college presidents has indicated that, at some point in their career, greater than half of all senior level administrative staff originated from within the ranks of the community college system. This is contrary to prior research in the 1980s by Amey and VanDerLinden, which indicated that community colleges were in

need of looking outside the education institution to find suitable staff to fill positions within most levels of community college leadership.

The career paths of mid-level administrative staff members within community colleges have been the subject of numerous studies (Wallin, 2006). One such study examined a small number of administrative staff holding mid-level positions; others have been conducted on a national scale (Wallin, 2006). One commonality among respondents, as noted by Wallin, was they often moved from a mid-level position with a community college into the succeeding position of higher rank within senior level management as vacancies became available. Preparation was therefore key to success in higher level positions, and those seeking advancement benefited from professional development opportunities; however, such professional development training opportunities were noticeably absent for most mid-level positions (Rosser, 2000).

Mid-level administrative members have consisted primarily of faculty support personnel (Rosser, 2000). Rosser concluded, among other things, that common functions within mid-level administration were often poorly defined and established. Frequently, there were misinterpretations and a lack of understanding within and between various segments of the community college concerning the function of mid-level administrators, and that administrative professional development was therefore greatly beneficial.

Mid-level administrative staff members of community colleges, especially academic deans, have shown they tend to possess a mindset more common to that of a manager, on the leader-manager spectrum; there has been a lack of inspiring leadership (Robles, 1998). Further supporting this notion, in a study of higher education personnel, Crawley (1995) noted that the needs of mid-career-level and senior staff and faculty

members have not been served. Crawley noted experienced staff and faculty members often did not participate in professional development due to time constraints; however, one deterrent may have been the fact that few programs were tailored to their specific needs. It has been noted when platforms for professional development training were tailored specifically to meet the needs of experienced staff and faculty, and designed specifically to bring together experienced staff and faculty to discuss their specialized practice needs, participants reported improvements in their knowledge, abilities, and confidence (Romano, Townsend, & Mamiseishvili, 2009). Further reported by Romano, et al. was that higher education demands training activities in several key areas and that this need was uniform across various administrative roles. Also indicated was that the need for professional development existed for virtually every college and university administrator; this is due to several factors of managing change and providing effective leadership (Romano et al., 2009).

An exploratory study examined the professional pathways of college faculty as they progressed into various leadership appointments. The study attempted to see if there was a correlation in such leadership appointments and participation in faculty senate (Pope & Miller, 2005). Qualitative data was obtained from college faculty through examination of their opinions of top-level administrators, namely what skills they deemed were necessary to function effectively as president. Results showed disparity between the views of faculty and administration concerning the most needed leadership skills of college presidents; specifically, faculty senate participants recognized merely four of the potential 12 leadership abilities as important (Pope & Miller, 2005). In contrast, a survey of the same number of community college presidents esteemed eight of the same

leadership skills as vital to the role of president (Pope & Miller, 2005). Remarkably, according to Pope and Miller, individuals from inside faculty positions favored community college classes for professional development to acquire the capabilities of a top-level administrator, whereas those from administration preferred on-the-job specialized professional development training. Findings were interpreted such that faculty lacked a comprehensive appreciation of the role of top-level administration (Pope & Miller, 2005). It was further believed by Pope and Miller that faculty needed to undergo additional training before they were ready to move into the ranks of top-level administrator positions. More specifically, according to Pope and Miller, the underlying issue concerned what administration within community colleges truly ought to be, versus with what they actually were at that present time. It was suggested that supplementary leadership professional development opportunities be made available to aspiring faculty before they entered administrative positions (Pope & Miller, 2005).

In the aforementioned research study, Pope and Miller (2005) recognized community colleges were trending in the direction of corporations when seeking to define the role of college president. It was noted business and education have certain similarities and institutions of higher learning could benefit from an understanding of business management, especially if the dissimilarities, in terms of institutional characteristics and operational systems, were carefully observed and taken into account. In fact, Pope and Miller traced the advancement of many well accepted management practices within higher education to the private sector, many of which were related to changes in organizational culture, and he suggested that education also needed to react to similar changes in culture and borrow management techniques from the private industry. Pope

and Miller concluded that professional development programs within higher education may realize a competitive advantage with the integration of business and industry-related organizational development theory and practice. Pope and Miller suggested that there was a glaring need for professional development activities at all levels, and that existing levels were not satisfactory.

McCarthy (2003) acknowledged transferring from within faculty ranks to a management-level position was problematic when devoid of leadership professional development. He further pointed out there was a pronounced negativity among faculty, in terms of their view of administration. From his personal experiences of moving through the faculty ranks and into administration, he attested to the fact that leadership professional development prospects were much greater as president than at any other point in his career. He found that he was forced to learn most of his leadership skills while on the job, and in retrospect, he would have been much more prepared for each stage of his career had he been offered professional development training at each level within of his career. McCarthy believed that while on the path to college president, most individuals pass through a foreseeable pathway, from faculty, to lower-level administrator, to mid-level administrator, to top-level administrator. This sentiment and the fact that most individuals lacked adequate preparation to be a college president based solely on work experiences was shared by Duvall (2003). Duvall had the belief that there were distinctive leadership qualities shared by all successful community college administrators.

Riggs (2009) predicted that there would be a shortage of community college administrators and he recommended that the seemingly inflexible passageway to become

a community college president, starting as faculty and becoming a lower-level administrator, or faculty leader, to eventually a mid-level position of dean, and then upper-level positions such vice-president or academic affairs officer, be relaxed. Given a scarcer quantity of contenders for top-level administrative positions within community colleges, and the rapid rate of retirement amongst current top-level administrators, there needs to be an increased amount of support for lower and middle-level leaders desiring career growth (Riggs, 2009). Riggs asserted that there was a pressing need for staff professional development amongst administrators and recommended that leadership professional development opportunities with education begin by evaluating the needs of the program beneficiaries and then employ a supportive and participatory methodology concerning implementation of the professional training; it must also involve both teachers and administrators (Riggs, 2009).

Community College Leaders

Research regarding current day community college leaders has pointed to one primary, distinguishing story; that is, the mean age of the leader has grown. Anderson, Murray, and Olivarez (2002) conducted a study of top-level administrators and noted that the mean age of community college presidents was less than 50 years of age in the mid-1980s and increased to 52 years of age by the start of the 21st century. According to Olivarez et al., top-level administrative positions, namely vice-president of academic affairs and chief academic officer, were held by those who were second in line to the president. As these administrators have increased in age, presidents have ultimately aged as well. This observation was also reflective in a study by Weisman and Vaughan (2007)

who reported that the mean age of community college presidents was nearing 60 years of age.

The cultural, ethnic, and racial makeup of community college leaders has clearly not mirrored the varied undergraduate populace, where over one-third of all community college students have been reported as being either minorities or nontraditional students (AACC, 2015a). The AACC reported that just over 80% of community college presidents were white (AACC, 2015a). Similarly, Weisman and Vaughan (2007) found that, in 2006, almost 90% of community college presidents were White Americans. Further, Bailey (2002) established that the racial makeup of top-level administration within community colleges was virtually identical, with whites representing approximately 80% (rounded). In the process of seeking to develop a new supply of future leaders, it has been necessary to take advantage of the opportunity to obtain a new equilibrium in the ethnic as well as racial diversity of community college leadership (Bailey, 2002).

Males have historically controlled the majority of top-level administrative positions within community colleges; approximately two-thirds have historically been men (Duree, 2007). In another study by Keim and Murray (2008), just over half of men were reported in chief academic officer positions. The AACC, with its own figures, showed about 70% as being men (AACC, 2015a). Eddy (2008) also established that representation of women was lacking in top-level administrative positions. While there has been some growth of women in top-level positions in the 1980s and 1990s, statistics by Weisman and Vaughan (2007) found that the current rate of women in top-level positions has declined or remained stagnant.

Leadership Theory and Practice

Maxwell (1998) established that, in an administrative context, actual leadership and organizational achievement are strictly interwoven, and no group is better than the eminence of its leadership. Logically, this remark supplicates the query of what then is leadership; what is the essence of leadership?

Substantial amounts of writings have been devoted to leadership as a discipline, particularly within the framework of being a successful leader in the face of managing change and uncertainty (Kouzes & Posner, 2012). Similarly, as Kouzes and Posner noted, individuals have frequently raised the question of whether the ability to lead is innate; that is, whether leaders are born with a certain ability or set of character traits that enable them to lead?

Examination of research data has indicated that there is very little direct or scientific evidence to support the assertion that individuals are born with this ability to lead. Kouzes and Posner (2012) explained that leadership is not about whom you are; it is about what you do. Further, Maxwell (1998) contended that most scholars have tended to believe that leadership is an ability that can be learned and refined over time in most individuals who are desirous of a leadership role. While most authorities on the subject of leadership have supported this idea, it is also believed that some people demonstrate a more of natural aptitude concerning leadership than others (Maxwell, 1998).

Kouzes and Posner (2012) branded five characteristics of exemplary leaders. These, according to Kouzes and Posner, included being a role model, communicating a shared vision, venturing beyond the status quo, empowering others, and offering recognition and encouragement amongst followers. Kouzes and Posner believed that

leadership is a learned behavior and that leaders can and should be developed at every level within an organization.

For periods of time spanning generations, management theorists, academicians, anthropologists, and the like, have attempted to identify the embodiment of leadership. While leadership can often be detected when seen in action, recounting and explaining it can sometimes be difficult. The concept of leadership is complex, and the search for a definitive explanation and understanding has been a continuing practice. In this regard, Kouzes and Posner (2012) mentioned that management theorists and academicians have attempted to isolate leadership qualities, or characteristics, from the study of supreme religious leaders, military figures and business icons. Further, industrial psychologists and organizations have sought to define the primary means by which leaders lead. One assumption has been that self-assured people throughout history have emerged as leaders and hold certain intrinsic abilities and character traits that have made them seemingly the most suitable to lead others. These character studies have underwritten the notion of the *Great Man* philosophy of leadership. Under this philosophy or theory, leadership is seen as an innate ability that one possesses from birth; it is a unique capability to control and direct individuals or groups. Bryman (1992) pointed out those characteristics of such leaders have included physical features related to stature, ability attributes related to knowledge and intellect, and certain personality traits such as dominance, charisma, and the ability to control others.

The theory of leadership concerning the *Great Man* belief has similarly conveyed the inherent supposition of ranked associations (Bryman, 1992). It proposed the presence of a *pecking order* of authority, structured into lines or positions, with the leader at the

peak. This ordered, or tiered, viewpoint, according to Bryman, seized dominance for spans well into the 20th century. In terms of managerial structure, each superior has exhibited power over their underlings who are ranked as a means of ensuring that they perform precisely according to their superiors' expectations. However, as establishments and civilization have progressed, so too have the necessities for a more thorough examination of leadership and multiple dimensions of the relationship between leaders and their followers.

Aside from the study of qualities that have characterized the *Great Man* theory of leadership, another widespread theme as it has pertained to the study of leadership has been, according to Blake and Mouton (1982), the distinction between task-and relationship-driven leadership. One of the standards for leadership effectiveness has been the accomplishment of critical responsibilities; that is, tasks and objectives. According to this theory, leaders must be prepared to devote the requisite time to building relationships and connections among their cohorts in order to rally them to successfully complete important tasks. One crucial test for leaders under this theory has been whether they can discover a suitable equilibrium between task and relationship given the exact organizational environment in which they work. No one style of leadership can be viewed as best in all situations; each is subject to many variables related to particular aspects of the situation and this equilibrium. Therefore, leadership ability in this context has centered on the ability or knack to be flexible, and the ability to adapt one's leadership style according to varying demands and circumstances.

This notion gave rise to Situational Leadership (Khan, 2013; Graffe, 1985), which was based on the idea that no one style of leadership would be appropriate for all

situations. Situational leadership theory, coined by Kenneth Blanchard and Paul Hersey, as published by Khan (2013) and Graeff (1985), emphasized the need for leaders to adjust so as to meet the needs of their cohorts. The situational leadership model was developed as a result of leadership's unique situational demands. Originally titled the *Life Cycle Theory of Leadership*, it was later retitled the *Situational Leadership Theory* (Graeff, 1983). This model was based on the belief that leader actions can alter cohort behavior. In short, the suitability of any given leadership style will depend upon the situation, and should be sensitive to the time and place, and based upon specific needs. As an example, a charismatic leader may prove suitable in conditions of chaos; however, such a leader may be bothersome or counterproductive in more mundane situations.

Servant leadership, a leadership theory espoused by Robert Greenleaf (1991), has taught that the attitude of the leaders should be that of a servant first and a leader second, primarily due to the fact that the servant leader puts others first. Whereas some leaders have been motivated by the need for self-advancement, Greenleaf (1991) established that the motivation of genuine servant leaders has been to meet the needs of their cohorts. The ten characteristics of servant leadership, established by Northouse (2013) were: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment, and building community. In large part, servant leadership, according to Greenleaf, was premised on the ability to listen to, and mentor, your cohorts. This ability, when combined with 360-degree feedback, was designed to assure the success of leaders and cohorts alike. Exemplary leaders have proven that they are adept at using *soft skills* when it comes to meeting the needs of others (Northouse, 2013). This, according to Northouse, has entailed a willingness to listen to, and assist, others, and to facilitate

growth and development through constructive feedback and healthy dialogue. An integral part of servant leadership has entailed building a community of support – linking mentors and coaches with other followers, and persuading employees and business partners to interact with one another; it is through this communication and personal interaction (i.e., interpersonal skills) that exemplary leaders have possessed the capability to encourage and motivate others along the path of their strategic vision (Northouse, 2013). In short, these leaders have possessed an ability to inspire and persuade their cohorts to do what is necessary for their organization to succeed.

Authentic leadership, according to George (2003) should be viewed as similar, in various respects, to servant leadership. That is to say, a primary tenant of leading with this approach has been to function as a support for others; such leaders empower their cohorts. *Authenticity* in this style of leadership denotes that such leaders recognize and accept their particular dispositions, principles, and values. That is to say, authentic leaders have been focused on identifying their purpose, being value and relationship driven, and being principally self-disciplined. Kouzes and Posner (2012) referenced the belief that leaders bring their actions into line with the shared values and beliefs of their cohorts; they have tended to behave towards their cohorts based on those values. Further, authentic leaders, according to Northouse (2013), have shown a strong sense of their own values, and their conduct was linked closely to those values; they demonstrated a strong, self-perceived notion of who they were, where they were headed, and an appreciation for doing the right thing. That is to say, they were passionate about their own beliefs and where they were headed; but at the same time, they demonstrated a keen awareness of, and consideration, for those around them. Common to most exemplary

leaders have been a deep-seeded aspiration and sense within their heart to satisfy a purpose.

In studying the diverse methodologies and approaches to leadership, we must understand and appreciate that, until the 20st century, no significant distinction was made between two other forms of leadership: transformational and transactional (Bass, 1985). The former, the transformational leader, according to Bass, has been primarily regarded as concerned with the enactment of new designs and providing convincing visions of an improved future. These insights have proven necessary to encourage followers to attain higher levels attainment or commitment within the organization (Bass, 1985). Transformational leaders have remained influential over time by constantly reinventing themselves and finding ways to be flexible and adaptable, in order to facilitate the advancement of their cohorts and those around them. In contrast, according to Kouzes and Posner (2012), the more traditional, transactional leader should be regarded as simply the facilitator between two individuals to achieve or fulfill specific tasks or functions based on a set of requirements and conditions. This has been essential to managing the present circumstances of every day organizational life. Transformational leaders, by comparison, have been more inspirational. Kouzes and Posner (2012) indicated that transformational leaders have facilitated taking individuals outside of their *comfort* zone to places where they did not ostensibly desire. Transactional leaders have assisted individuals in getting where they ought to be, which according to Schein (1992), meant taking individuals within an organization to a place where they embrace changes to organizational culture. Transactional leaders, on the other hand, have been regarded as laboring within the context of the organizational values and culture as they already exist.

Transactional leadership has traditionally begun with a contract, as well as a belief about leadership and human behavior (Aarons, 2006). The *transaction* typically is an agreement, expressed or implied, where the business or organization pays an individual in exchange for their expertise, work, and ultimately acquiescence or obedience in performing work assignments. To support and engage the worker, essentially the leadership system was found by Aarons (2006) to be based on rewards and punishment.

The transactional leadership model was based on certain assumptions concerning the motivation of people (Aarons, 2006). One such assumption was that individuals were motivated based on rewards and punishments. The leadership model also assumed that societal structures functioned optimally based on existence of a clear and distinct chain of command. Once someone has agreed to perform a job or task, an essential element or portion thereof to the contract or “transaction” can be found, according to Aarons, in that the individual relinquished or yielded all power and ability to their boss, or leader. That is to say, the primary or essential purposes of an employer-employee relationship involved subordination on the part of the employee to whatever it is that their manager or boss voiced and/or told them to do. In this context, or work environment, it was the leader’s ethical responsibility, according to Aarons, to chastise or otherwise discipline their employees or constituents if/when their efforts appeared to fall short of suitable standards of conduct or performance.

The transactional leadership style, according to Aarons (2006), has been manifested in many different types of organizations and in a variety of situations. Moreover, similar to the fact that leaders and leadership styles can range greatly,

transactional leaders can range from mostly detached or laidback, to facilitative, dictatorial or controlling. In a study by Deluga (2010), 451 students from an undergraduate business school randomly received a scenario depicting a male or female leader who was exhibiting, among other things, various transactional leadership characteristics. These included a laissez faire leadership style, the typical command/control, reward/punishment, structure, and others. The effects of each style and their emotional and metamorphic effects were studied. It was found that there were some benefits to this style of leadership. First, it can simplify the work environment and provide a platform for defining job roles and everyday tasks and responsibilities. Leaders exhibiting the transactional leadership style were found to be very practical in their mindset. Moreover, since transactional leaders set ideals which were based on compliance to applicable standards of performance, individuals who were extremely well motivated, particularly based on extrinsic rewards such as monetary compensation, typically blossomed in this type of environment. This leadership style has not existed without shortcomings. Many have found this form of leadership to be unnerving; it has also given the appearance of being unprincipled, both considered to be primary weaknesses/disadvantages (Deluga, 2010). It has been shown to stifle creativity, as established by Deluga (2010), and the boss, or leader, often can appear dictatorial. These factors have led to job dissatisfaction and increased turnover (Deluga, 2010).

Transactional leaders have thrived, according to Hoyt and Blascovich (2003), on creating strong, flawless organizations where clear expectations were communicated. This leadership style was tested in a laboratory environment by Hoyt and Blascovich (2003). In this study, leadership style (transformational or transactional) and group

setting (face-to-face, immersive virtual environment, and intercom) were manipulated experimentally by Hoyt and Blascovich for three-person ad hoc work groups. Results indicated that transactional leadership was associated with increased quantitative performance, but decreased qualitative performance. That being said, some transactional leaders were better than others at anticipating problems (i.e., early detection and prevention of problems). Notwithstanding, typically once a task was given to the subordinate, he/she was considered completely responsible at that point. The study by Hoyt and Blascovich demonstrated that, with transactional leadership, innovation was not as important as simply getting the job done by following predetermined criteria. If the task was completed satisfactorily, rewards were granted, namely for following and providing precisely what was expected. If, however, there was a problem with the work product or if the work was determined to be problematic (i.e., something went wrong), the subordinate was considered individually at fault, and remedial action was taken and the worker was punished.

Contemplating the difference between transactional and other forms of leadership has been critical to all who have chosen to pursue a career in leadership (Hoyt & Blascovich, 2003). Transactional leaders, according to Hoyt and Blascovich, have historically been concerned, first and foremost, with preserving the customary course of processes and procedures in the workplace. Transactional leaders have used a variety of discipline, power structures, and a collection of incentives to influence their constituents to achieve, according to Hoyt and Blascovich. That is to say, transactional leaders have primarily chosen to motivate their constituents by trading rewards for performance. Transactional leaders typically have chosen not to provide strategic vision for their

organizations; rather they have demonstrated an exclusive preoccupation with ensuring the smooth flow within the workplace day-to-day. Transactional leaders, similar to line supervisors, have operated based on the assumption that reward and punishment are directly tied to performance (Hoyt & Blascovich, 2003). Undeniably, according to Hoyt and Blascovich, in the Leadership vs. Management continuum, transactional leadership has been closer to the management end of the continuum.

Modern-day leaders have chosen not to coerce individuals to follow; rather, they have chosen to summon their cohorts to act (Bryman, 1992). Modern day leaders have come to the realization that, through their organizations, they are better able to help their cohorts develop a sense of belonging and ability to mature into and realize their full potential, according to Bryman. Bryman established that the fundamental key to effective leadership has been the ability to affect, or influence, others – not ability to exercise power and authority per se. Moreover, according to Bryman, leadership has been best defined not by anything that a single leader does, but rather by the ability to act as a team, to prompt individuals to act together, and to succeed in creating systems for success. Balanced with a continuous need to adapt and meet everyday challenges has been the need to achieve the ‘greater good’ – both for the organization and for society (Bryman, 1992).

Great leaders of the 21st century have understood clearly the importance of structuring their organization such that new leaders were groomed and prepared to succeed in future leadership roles (Kets deVries, 2007). The progression and development of this leadership conduit within their organization was noted as a distinct priority by Kets deVries (2007), which has brought us back to the age old question of

what constitutes a great leader? It has been impossible to provide a *pat answer* to this question due simply to the fact that leadership has always been relative to conditions and circumstances that were present, according to Kets deVries. In light of the diverse and ever changing factors involved with leadership, including corporate lifecycles, ethos, and the like, Kets deVries found that leaders must possess a widespread and diverse array of competencies to successfully execute their leadership character. Divergent from the “Great Man” view of leadership, leaders in the 21st century have realized that they must become accustomed to managing change and diversity to be effective (Kets deVries, 2007). Added to this, leaders throughout history have not functioned in sequestration, as was noted by Kets deVries. Henceforth, the enigma of leadership is that leaders have historically gained strength from their followers; this has not been obtained from ability to command others, but rather from inspiring them to follow, and in turn preparing them to in the end lead (Kets deVries, 2007).

The scholarship and exercise of leadership has indeed remained, and undoubtedly will permanently be, an effort in development (Kets deVries, 2007). Effective leadership, according to Kets deVries, has resided in the conception of how can we inspire individuals to act, and how can we inspire them to learn and grow? This is what has enabled individuals and organizations to evolve and adapt to changing circumstances, to reach their full potential, and to set themselves apart from those around them. Leadership has always been a progression; learning and growing takes time, according to Kets deVries. Organizations therefore need an enduring methodology to advance and construct appropriate conditions for such growth to occur. Kets deVries has found that genuine and effective leadership takes years to progress and mature, and this is precisely why it has

been so important to refine and grow following, succeeding, generation of leaders. It has often been said that it takes a village to raise a child – mothers, fathers, relatives, educators, and the labor force; the same can be said of our leaders. Leaders are a product of their environment, and so too has that environment, and those conditions, affected one's ability to lead (Kets deVries, 2007). That is the quintessence of leadership: the ability to gain strength from followers and mentors, the ability to inspire others to follow, and the ability to prepare those followers to eventually lead.

Leadership Professional Development Activities

Research has been performed on community college leaders to determine in what way their governance and leadership style was apparent. In two such examples, actively serving presidents were questioned, along with various support staff, specifically to identify various observable leadership styles and traits (Malm, 2008; Eddy, 2005). In each research study, both Malm and Eddy, respectively, noticed a pattern of similarity amongst presidents concerning their leadership styles; particularly each had learned to become adaptable to change and varied circumstances through a multi-faceted leadership approach. Results also indicated presidents were inclined to relate new situations to their past practices, and that there was a clear and present need to establish coaching or mentoring-type relationships early on in one's professional career in order to promote career growth and success.

The goal of professional development has been to develop the personal and professional growth of individuals and to ultimately enhance administrative performance (Bulman, 2015). Inclusion of administrators within professional development activities of an organization, according to Bulman, has been an effective method to demonstrate a

commitment and concern to both faculty and staff that administration has taken the initiative in terms of both monitoring and improving the institution. Bulman (2015) established that we can no longer simply maintain a system which is already in place within higher education; university administrators must develop more efficient methods of handling their operations and become proactive in order to effectively deal with the ever-growing and complex nature of problems that colleges and universities face.

The AACC set forth various goals with respect to leadership and governance at America's community colleges. Goal number four, as stated by the AACC on their website, is to "define the profession and build leadership capacity to ensure a successful future for community colleges" (AACC, 2015b, para. 4). The strategic objectives of this goal are as follows:

1. Develop and sustain AACC's Leadership Suite to provide emerging and seasoned leaders with professional development and renewal opportunities.
2. Lead efforts to enhance the quality and grow the quantity of future leaders.
3. Provide professional development opportunities to help cultivate and inspire transformational leaders. (para. 4)

The strategic goals and objectives of the AACC came to being as a result of a qualitative study conducted in 2001, consisting of interviews with community college presidents, designed to understand and classify the requisite leadership competencies required for college presidents (Boggs, 2003). These leadership competencies became the cornerstone of what the AACC believed should be the basis of professional development training (Boggs, 2003). The belief of the AACC is that leadership development training would increase knowledge and skills, promote an increased understanding of current

administrative practices, and ultimately lead to organizational improvement (AACC, 2015b). There ultimately ended up being 45 competencies which were subsequently classified into six different competencies categories and termed *Competencies for Community College Leaders* (AACC, 2015c). These were as follows: Organizational Strategy, Resource Management, Communication, Collaboration, Community College Advocacy, and Professionalism (AACC, 2015c). As cited by Boggs (2003), the AACC adopted the belief that the same competency based approach used in educating and certifying teachers would, over time, similarly impact the measurement and evaluation on college educators and administrative staff, particularly the degree by which they possessed desired competencies.

A study was conducted on a nation-wide scale by Duree (2007). Duree sought to further vet the above mentioned competencies as to their reliability and validity by asking college presidents across the country to rank each competency as to its significance in relation to their position, as well as their overall readiness in terms of meeting each competency at the outset of their tenure as president. The purpose of this study was to advance what is essentially a list of knowledge and skill to be included in professional development training programs, and to facilitate the use of assessment measures to support and foster a greater degree of educated decision making, particularly with respect to institutional improvement and accountability. It was concluded through factor analyses that not only were these competencies valid, but that relevant and effective professional development training programs were necessary in order to increase the expertise of college administrators. Such training was necessary so that administrators would possess the greatest amount of information and potential on which to base their judgement and

decisions, particularly with respect to educational accountability and improvement (Duree, 2007).

The AACC competencies were the subject of another research study on middle-level community college leaders by Wallin (2006). Researchers sought to gather data concerning the knowledge and abilities considered necessary for mid-level management positions within community colleges. Professional ethics was viewed as the most essential skill, trailed by myriad of other skills including communication and decision making and the ability to work with others, including support staff, and maintaining an exuding a positive attitude that is consistent with the values of the organization. Other technical skills related to budgeting and financial planning were among the most sought after skills which could be seen as the basis for a professional development program along with secondarily related skills such as asset management and information technology. Developing relationships with stakeholders and building a professional network were also viewed as important (Wallin, 2006). In short, Wallin concluded that the program emphasis for professional development training ought to be centered on what were generally considered to be higher-order skills in areas which current training either was not available or not being offered.

Another study which was conducted surveyed 50 leadership doctoral students on their preparedness related to the aforementioned AACC competencies (McPhail, Robinson, & Scott, 2008). While some unfavorable aspects were noted concerning their learning environment, the participants favored formalized courses in which to learn the desired professional development competencies, i.e., to acquire the knowledge and skills necessary to function effectively as a community college leader. In another similar study,

Romano et al. (2009) noted that, when asking students to use the perspective of a college administrator, teamwork and administrative strategy were considered of utmost importance, along with on-the-job training and a diverse methodology related to that training (Romano et al., 2009).

Top-level academic officers have also been studied. One such study by Brown, Martinez, and Daniel (2002) concentrated on the foundational skills and experience needed to become an effective community college leader. Through surveying 300 top-level academic officers and obtaining their endorsement of the requisite knowledge and skill areas relevant to their position, certain need areas were established. While all respondents possessed an accredited doctorate, most indicated that the knowledge and abilities gained from their academic experiences had not adequately prepared them for their position and that graduate programs within post-secondary education did not adequately satisfy the professional development needs of administrative staff. Brown, Martinez, and Daniel came to the conclusion that administrative staff desired more emphasis on goals and results, and that the techniques associated with any professional development training must be internal control focused and include such things as seminars and other on-campus workshops and conferences. The greatest need areas relating to leadership training were people and communication related skills, with communication skills accounting for half of the most vital skills (Brown, Martinez, & Daniel, 2002). According to Brown, Martinez, and Daniel, additional, specific skills viewed as important were the ability to adapt to change with respect to meeting the mission and values of the organization. Developing and implementing organizational efficiencies and other key skills were needed such as finance and budgeting, as well as

management of particulars related to enrollment and curriculum planning. General sentiment was there is little, accessible, on-the-job training and professional development in this regard (Brown, Martinez, & Daniel, 2002).

Bailey (2008) conducted a study of academic deans to contrast the “real” and “ideal” administrative leadership of community colleges, according to perceptions of the administrator. Researchers were tasked with identifying and analyzing relationships between administrative leadership paradigms in each, and providing a set of recommendations to serve as a guide for administrative staff. No significant differences existed between “real” and “ideal” administrative leadership, as perceived at each level of community college administration. The “ideal” administrator, as Bailey pointed out, typically works full time, and has a top-level, professional career; work is of primary importance, and private, family life is of secondary concern. Bailey therefore recommended that the focus of professional development training for mid-level leaders be to assist those mid-level managers in finding an appropriate balance between work and personal demands.

Various studies have researched best methods for conveyance of professional development activities. In one such study, McPhail, Robinson, and Scott (2008) observed doctoral students in a higher-education leadership program. Respondents indicated that, among other things, a group setting facilitated interaction and collaboration among participants. Primarily, according to McPhail, Robinson, and Scott, individuals desired integration of concepts as well as practice-centered professional development. It was concluded that professional development training should be viewed as a central method for improving organizational performance, and any such training should be methodical,

well organized, and based on the application of knowledge and skills (McPhail, Robinson, & Scott, 2008).

Hull and Keim (2007) studied leadership professional development activities nationwide through specific identification of community college leadership institutes such as Future Leaders Institute, Chair Academy, and others. Data on overall program usefulness and success measures were obtained from participants. It was noted that, while participants found many different options available for professional development training, such programs did not meet all of the present needs of educational administrators (Hull & Keim, 2007). Typically, professional development programs were either too costly, too time consuming, or lacking in terms of ability to meet local or regional needs. While outside training activities were important, many college presidents felt that such outside activities should merely compliment other training programs offered by individual institutions. Moreover, Hull and Keim established that mentoring activities were also a vital form of professional development when it came to preparing new academic leaders for future positions in senior management. In short, Hull and Keim concluded that professional development programs were most effective when designed for a specific environment, particularly one in which those responsible for training activities could regulate which management practices and approaches which were needed in each situation. That is to say, some personal and professional objectives could only be met within a local or regional setting, and it is with this that more colleges and universities have gauged their own administrative staff requirements and formulated their own administrative staff professional development (Hull & Keim, 2007).

Community college presidents have recognized the need to cultivate leaders, including but not limited to the next generation of college presidents, and to equip them with certain key skills (Shults, 2001). Shults established that administrative staff was often ill-prepared when it came to certain crucial responsibilities, and that time was often cited as one of the most limiting factors when it came to participation in professional development activities. Wallin (2006) noticed that time and attention to professional development was lacking due to the fact that college presidents have many time consuming responsibilities, such as participating in conferences with other senior administrative staff, performing needs assessments for the institution, and evaluating instructional techniques.

Community colleges, particularly presidents and other top-level administrators, have been advised to make a contribution to the advancement of our future leaders through their own administrations by pledging sufficient economic and monetary, as well as human capital (Phelan, 2005). As such, Boggs (2003) noted that internal professional development activities were often presented for added convenience, and to encourage participation; these activities were also often arranged to help minimize the many issues which ordinarily prevent participation, including but not limited to encumbrances associated with time and funding. As Boggs noted, some of the more effective internal professional development activities consisted of simulation and re-creation of actual, predictable scenarios, as well as practicums and mentoring.

Various leadership experts within community colleges have agreed that in-house professional development programs have provided an excellent method for managing replacement planning for key positions within the organization (Green, 2008; Lester,

2008). Professional development in this regard is considered to be a systematic, practical method for conveying appropriate information and knowledge needed to build the necessary skills and capabilities of upcoming community college administrators. Administrative staff from inside community colleges have required specific professional development training in order to be adequately prepared for top-level leadership positions, and involving management-level employees in the development and evaluation of professional development activities has therefore been of key importance (Lester, 2008). Offering such professional development training in-house, according to Lester, has been the most attractive and viable method of fulfilling these needs.

Multifaceted thinking and decision-making has been facilitated when leaders tend to be less totalitarian and more supportive, and in-house professional development has fostered this form of leadership (Amey, 2006). One useful tool in this regard is peer coaching, as evidenced by a peer coaching pilot program at Seattle University during 2005-2006 (Huston & Weaver, 2007). The motivation for this project was rooted partly in the benefits of peer coaching described in the literature and partly in the local need for more feedback and collaboration among faculty and staff. Following the pilot project, a team of peer coaches provided support to a wide range of staff and faculty members who had requested coaching assistance. Peer coaching was defined by Huston and Weaver (2007) and placed into two distinct frameworks. More specifically, it was defined and regarded by Huston and Weaver as a formative, collegial process whereby pairs of faculty or staff voluntarily work together to improve or expand their approaches to leadership. Taken a step further, in context of reciprocal peer coaching, professionals selected an area of focus for consultation and then worked with a coaching partner to

bring about the improvement or growth desired, which allowed each participant to personalize the process. When grounded in mutual respect and trust, as well as confidentiality, peer coaching, according to Slater and Simmons (2001) became a non-evaluative opportunity for development. One of the noted successes of peer coaching is that it focused on real, individually selected, practice-centered problems (Angelo & Cross, 1993). Further, it fostered analysis of specific content in the context that teaching or learning took places. It was conducted by staff or faculty to answer questions they themselves formulated, in response to issues or problems in their own work, which was especially valuable for experienced staff and faculty members who benefited the most from professional development that is both practice- and problem-centered (Daley 2000).

A nationwide study of the training requirements of lower and middle level staff by Angelo and Cross (1993) was conducted to survey professional development specialists. Angelo and Cross concluded that a professional development program was most effective if it was deliberately designed and tailored to a specific sector. Further, Blanton and Stylianou (2009) conducted a study at a mid-size state university in order to examine the issues unique to discipline-specific professional development in higher education. Through content-focused professional development activities, several key areas were identified as vital to building a community of sound training practices. These included the need for a culture of professional development, developing old-timers and recruiting newcomers, the need for teaching scholars to coordinate professional development, challenging the *culture of service*, and the need for a language to facilitate thinking about practice.

An abundance of national and regional professional development activities has historically been made available, but these activities have not successfully met much of the needs in higher education management (O'Meara & Rice, 2005). Such professional development programs have been seen as being too expensive, time consuming, or offered at a time and place that is not pertinent to local needs. These activities have been an integral source of professional development, but must only complement the programs of individual institutions, as they have often been superficial and unrelated to specific needs (O'Meara & Rice, 2005). O'Meara and Rice concluded that professional development programs should be individually planned to meet specific needs for specific administrators.

Eddy (2009) established that new administrators would be more well equipped to assume a leadership role if targeted professional development opportunities were more readily available. Eddy concluded that administrators, had they been exposed to professional development activities early on that were more effectively developed for their specific situation, and if such programs involved appropriate personnel to adequately determine which leadership skills were desirable in particular circumstances, they would have been able to assume positions with less difficulty and had greater opportunities for promotion.

Summary

This literature review has been offered in three primary segments that, taken together, deliver a foundation upon which to advance the foregoing model for identifying administrative professional development needs. Included was a background on the community college and the unique foundation upon which it operates. It was noted that

essential skills and abilities for community college administrators have been deliberated from numerous viewpoints, including the study of unique characteristics of the community college and the population which it is intended to serve, leadership trait theory, and professional development needs of organizations. A significant amount of information exists on the subject of community college leadership and governance, including leadership practices, career pathways, and the essential knowledge and capabilities of such leaders.

Literature postulates that there is a clear and present need for administrative professional development. A synopsis of research studies that either mentioned the term *competency*, either in recognizing capabilities required for specific positions, or by referencing particular proficiencies upon which to base administrative professional development needs, was presented. Also included were research studies that endeavored to provide a measurement of administrative professional development requirements of various leadership positions and that would be valuable in formulating administrative professional development.

Guidance provided by the AACC concerning the desired competencies of community college administrators has been examined in relation to each level of community college administration. This study examined regional professional development needs of a community colleges located in the southeastern United States would add to the body of knowledge concerning community college leaders and offer a unique perspective that is presently absent from the literature. This study attempted to fulfill a need and provide a unique and currently missing perspective.

Notwithstanding the above, the need for professional development has been established, and 45 competencies necessary in administrative positions have been identified. The study focused on the importance of these competencies to administrators and their self-perceived level of competence. This study makes a contribution in the development of human resources within community colleges located in the southeastern United States and offers a model which can be used by other colleges to identify their specific professional development needs.

Chapter III
METHODOLOGY
Overview

This study used a mixed methods research design. The preponderance of data were quantitative in nature, obtained by means of a survey research instrument. Qualitative data were obtained concurrently, using the same survey instrument, derived from answers to open-ended response questions. The study design, as well as instrumentation, sampling techniques, data collection and data analysis procedures, are described herein. This chapter concludes with a summary and mention of the data presented in the succeeding chapters.

The aim of this research study was to develop a competency guide, or set of competencies most imperative for positions within higher education, for use in meeting the administrative professional development needs within community colleges located in the southeastern United States. The 45 competencies identified by the AACC provided the basis for the competency guide (AACC, 2015c). The next step in developing the competency guide was to determine if there is was difference in the importance of these higher education administrative competencies for administrative positions at community colleges located in the southeastern United States, as rated by administrators in their position and these same administrators' self-perceived level of competence. This was computed in accordance with the Borich Model, based on a mean weighted discrepancy score (Barrick, Ladewick, & Hedges, 1983; Briers & Edwards, 1999; Kitchel, Arnett,

Cannon, & Duncan, 2010). The higher education administrative competencies were considered individually and when categorized into (1) Organizational Strategy, (2) Resource Management, (3) Communication, (4) Collaboration, (5) Community College Advocacy, and (6) Professionalism (AACC, 2015c).

Administrators were considered:

1. As one group.
2. When grouped into four categories of (1) top-level administrators (TLA), (2) middle-level administrators (MLA), (3) lower-level educational administrators (LLEA), and (4) lower-level support staff (LLSS).

The specific research questions to be answered were as follows:

1. By means of a weighted discrepancy score, is there a self-perceived need for professional development activities within or across the six community college competency categories, when comparing the competencies and observing administrative staff members as one group?
2. Is there a statistically significant difference in the importance of the six community college administrative staff competency categories and the weighted discrepancy score, as derived from the difference between *ability* rating and the *importance* rating for each applicable competency, when administrative staff members are categorized into four groups?
3. What do community college administrators identify as the most imperative areas of professional development (PD) that could form the foundation of any professional development program for community college administrative staff?

The null hypothesis being tested was as follows:

There is no statistically significant difference in the importance of the six community college administrative staff competency categories and the weighted discrepancy score when administrative staff members are considered individually or categorized into four groups.

Research Design

Obtaining both quantitative and qualitative data simultaneously is intended to create a positive combined effect based in large part on the interaction of the two types of data (Creswell & Plano Clark, 2011). As opposed to a quantitative-only or qualitative-only research design, the mixed methodology gives the researcher a chance to rank each form of data and determine its involvement in the study as a whole. This is based on a number of factors, including the quantity and availability of the respective data, the depth of such data, and the degree to which each is most directly connected to the objectives of the study (Creswell & Plano Clark, 2011). The order in which data are gathered is of significance when using a mixed methodological approach. Quantitative data may be collected first, and/or the preponderance of the data may be quantitative in nature; conversely, qualitative data may be collected first, and/or the preponderance of the data may be qualitative in nature. Alternatively, both forms of data may be collected simultaneously; but in either case, the researcher will use both types of data and each form of data to compliment the other. This ordering and emphasis of the data will significantly impact the research design. Added to this, Creswell and Plano Clark (2011) list three classic systems of research design, including explanatory, exploratory, and triangulation. Creswell and Plano Clark recommend use of a visualization model to

provide a graphical depiction of the research design and the manner that such design addresses the central problem of the study and attempts to answer the related research questions. The graphical depiction is displayed in Figure 1.

As illustrated in Figure 1, the objective of this research study was to collect data concerning leadership competencies within community colleges. For purposes of the research contained herein, triangulation as described by Creswell and Plano Clark (2011) was used. The questionnaire contained in Appendix A was developed based on the 45 competencies identified by the AACC, needed for higher education administration (AACC, 2015c). Quantitative data was obtained as it related to community college leadership competencies, and such information included both proficiency data and suitability data as it related to the competencies. Data was obtained by asking respondents to rate both the importance of each competency as it related to their current position and their self-assessed level of competence for each specific competency. The desired competencies were categorized into Organizational Strategy, Resource Management, Communication, Collaboration, Community College Advocacy, and Professionalism (AACC, 2015c). The survey was designed to also collect qualitative data in the form of written responses to long-answer questions, which asked participants to discuss the level of satisfaction with the training received prior to entering the field of educational administration, describe the elements or factors viewed as most essential to preparation for a career in community college administration, and describe the most important capabilities that should be the basis of a professional development program. This mixed methods approach afforded the opportunity to introduce such qualitative data which was designed to triangulate the aforesaid quantitative data.

The survey research instrument was administered to personnel in lower-level, middle-level, and top-level administrative positions. Recognizing the dissimilarities between positions of leadership and administration, such distinctions have been made. This research project was self-financed, so as matter of expediency, both forms of data were accumulated by means of the same survey instrument.

Visual Model of Procedures

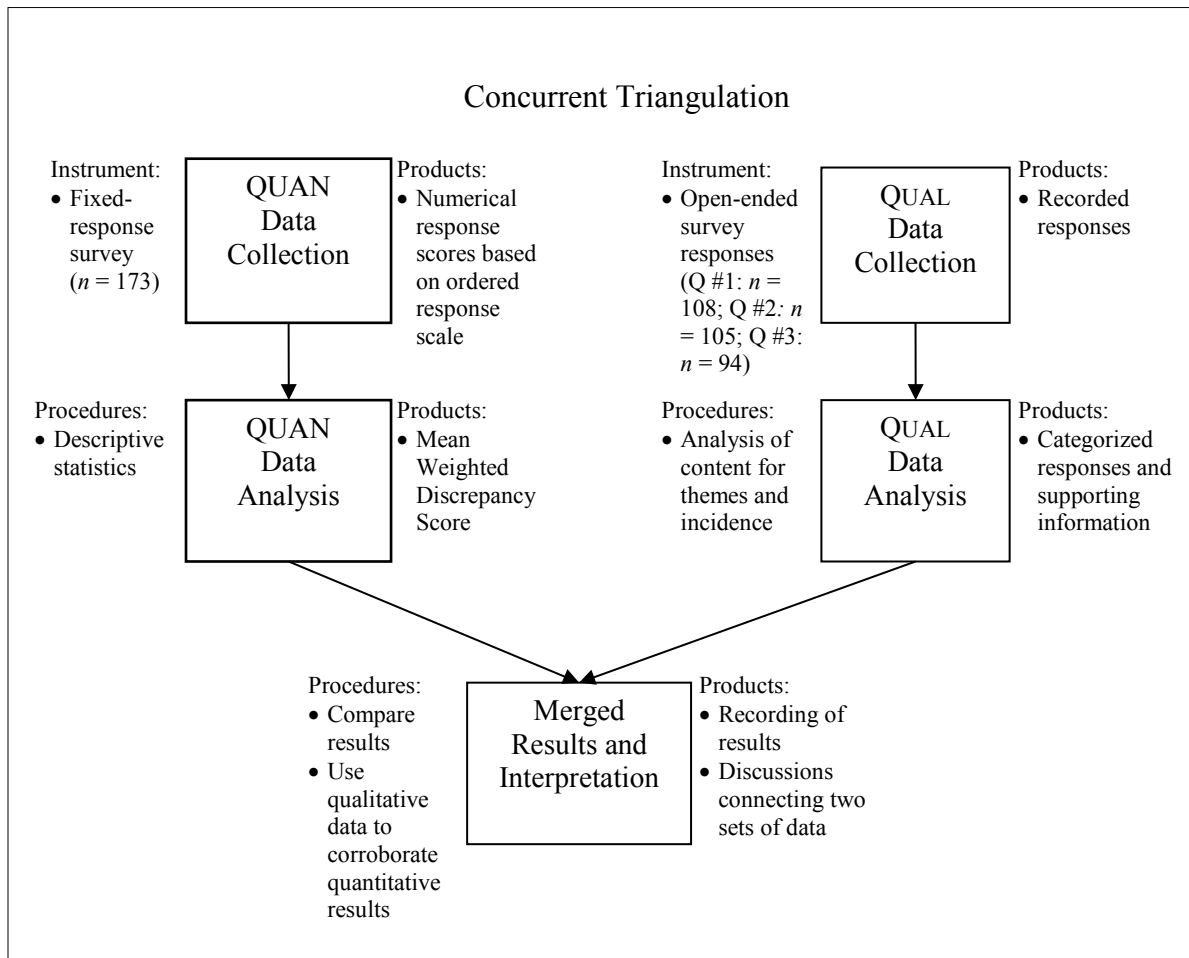


Figure 1: Visual Model of Mixed Method Design – Concurrent Triangulation

Using a survey research design, both quantitative and qualitative data were gathered electronically. While predominantly quantitative in nature, due to the volume

and nature of the quantitative section of the questionnaire, three qualitative research questions were asked; these will be designed to invoke long-answer responses to questions concerning preparedness as well as perceived need for professional development training. Both forms of data were then used to triangulate the leadership competencies and requisite capabilities and knowledge of community college administrators.

Participants and Setting

Participation in this research study was on a voluntary basis and consisted of all available and willing surveyed on 13 community college campuses located in the southeastern United States, including four community college campuses in Florida, four randomly selected community colleges campuses in both Mississippi and Alabama, and one in South Carolina. Out of 426 administrators selected for sampling, a total of 173 respondents answered at least one question regarding the competencies. There were 29 respondents who chose not answer any of the questions related to the competencies and as a result they were removed from any further analysis. The position titles identified are presented in Appendix B; these consisted of top-level administrators (TLA), middle-level administrators (MLA), lower-level educational administrators (LLEA), and lower-level support staff (LLSS).

Instrumentation

As initially described by Ottenritter (2006), 45 competencies have been recognized in the literature and publicized by the AACC beginning on April 9, 2005. These competencies formed the foundation for the competency guide used in this study. In accordance with the AACC's competency framework, these competencies were

classified into Organizational Strategy, Resource Management, Communication, Collaboration, Community College Advocacy, and Professionalism (AACC, 2015c). The AACC's competency framework and the individual competencies contained therein are of public domain (AACC, 2015c).

Data were obtained in Section I which provided background information about each respondent. This information included current position title, years of experience in current position, educational attainment, prior (background) experience, age, ethnicity, and gender. Current position titles were grouped in accordance with the aforementioned information, in Appendix B, according to the level of administrator. Years of experience were grouped according to: 0-5 years of experience, 6-10 years of experience, 11-15 years of experience, and greater than 15 years of experience. Educational experience was grouped as follows: high school or equivalent, vocational/technical school – 2-year, some college, including Associate's degree, Bachelor's degree, Master's or Specialist Degree, Doctoral degree or Doctoral Candidate, and Professional degree – MD, JD, etc., and Other. Age was grouped according to: 26-40, 41-55, and 55 or older. Ethnicity was grouped according to: Caucasian/White, Black/African American, Latino/Hispanic, Asian/Pacific Islander, Indigenous or Native American, Multiracial, or Other. Gender was either Male or Female.

In Section II, competencies were measured; this section contained the survey and encompassed a listing of capabilities (knowledge and skills) which have been identified by the AACC as applicable to institutions of higher education (AACC, 2015c). These competencies were then grouped according to the AACC's foundation for professional development activities into the following general categories of (1) Organizational

Strategy, (2) Resource Management, (3) Communication, (4) Collaboration, (5) Community College Advocacy, and (6) Professionalism (AACC, 2015c).

College administrators were requested to provide two discrete answers to each question on the survey. Initially, they were asked to rate the applicability or importance of the competency as it related to their current leadership role on an ordered response scale from “Not Important” to “Very important.” 1 = “NOT” Important, 2 = Marginal importance, 3 = Average importance, 4 = Above Average importance, 5 = “VERY” Important, D = Do Not Wish to Answer. Secondly, they were asked to provide the assessment of their self-perceived degree of competence on a rating scale, from “Low” to “High.” 1 = “LOW” - Not at or close to the level needed for success in that competency; needs substantial development, 2 = Marginal skills and aptitude in that competency; some training would be required to bring skills up to an acceptable standard, 3 = Adequate skills and aptitude in that competency; not quite at an ideal level and would benefit from additional training, 4 = Good skills and aptitude in that competency; above average ability is apparent, 5 = “HIGH” - Well developed (superior) skills and aptitude in that competency; no additional training is needed at this time, and D = Do Not Wish to Answer.

The questions in Section II were further classified into the aforementioned categories of Organizational Strategy (Questions 1 through 6), Resource Management (Questions 7 through 14), Communication (Questions 15 through 20), Collaboration (Questions 21 through 28), Community College Advocacy (Questions 29 through 34), and Professionalism (Questions 35 through 45).

All 45 questions from this section can be found in Appendix A. Each category was defined as follows:

1. Organizational Strategy – Ability to think and plan strategically; for example, the ability to develop and align the mission, structure, and resources of the college in accordance with its strategic plan.
2. Resource Management – Ability to effectively manage resources; for example, the capability to establish a system of accountable reporting.
3. Communication – Ability to communicate effectively; for example, the ability to generate and support open communication as it relates to resources, priorities, and expectations.
4. Collaboration – Ability to create and manage effective working relationships; for example, the ability to assist in the facilitation of collective problem solving and decision-making.
5. Community College Advocacy – Value and promote diversity and lifelong learning; for example, the ability to demonstrate commitment to the community college mission of equity, accessibility, innovation, teaching excellence, and student scholarship.
6. Professionalism – Demonstrate effective leadership skills; for example, the ability to use power and influence judiciously so as to facilitate and optimize the exchange of knowledge in teaching and learning.

In Section III, at the conclusion of the questionnaire, respondents were asked to rate their preparedness as well as their perceived need for professional development training; both were in the form of qualitative responses to open-ended questions. In this

section, respondents were first asked to identify their level of satisfaction with the training they received prior to entering their current position. Second, respondents were asked to list the top three things they view as most essential to preparation for a career within community college administration. Third, respondents were asked to list the top three capabilities that, in their opinion, should be the basis of any professional development program. All replies were interpreted and used to search for emergent themes. Such data was combined with the otherwise quantitative survey results, again noting emergent themes.

The total estimation of time which was needed to complete this survey was 25 minutes. In summary, the survey data collected are listed below:

Demographic:

1. Current position title
2. Years of experience in current position
3. Educational attainment
4. Background experience
5. Age
6. Ethnicity
7. Gender

Quantitative:

1. Self-assessment of administrative leadership competencies for current position
2. Self-assessment rating of importance: administrative leadership competencies

Qualitative:

1. What is your level of satisfaction with the training you received prior to entering your current position?
2. What are the primary elements or factors that you view as most essential to preparation for a career within community college administration?
3. What are the most important capabilities that, in your opinion, should be the basis of any professional development program?

Reliability and Validity

Participation in the study was on a voluntary basis, and as such, participant selection, as well as the risk of non-respondents, were foreseen to be the primary threats to validity. Voluntary participation, by nature, does not lend itself to necessarily ensuring that a representative sample exists. That is to say, the participant group may not represent the greater population, and as such, conclusions may not be representative of all community college administrators. Non-respondents compound this uncertainty, as we were therefore not able to determine or assess the extent to which differences existed between respondents and non-respondents. Further, any difficulty on the part of the respondents to differentiate between the two types of quantitative responses would cause the data to lack validity; the instrument asked for both the importance of each competency to an administrative position and the level of competence of the individual administrator.

Relevance, in terms of the applicability of the survey instrument uniformly across all levels of administration, presented a concern as to reliability. Notwithstanding, judicious effort was given to the creation of the survey instrument, to assure reliability of

the instrument. Moreover, every reasonable effort was made to ensure that the survey was thorough based on competencies established in the literature and evaluated by the AACC (AACC, 2015c).

Sampling Strategy

Public community college administrators are listed in the 2015 *Higher Education Directory* which is published by Higher Education Publications, Inc.; this was used as the basis for sample selection. Out of 426 administrators selected on 13 community college campuses in the southeastern United States, including four community college campuses in Florida, four randomly selected community colleges campuses in both Mississippi and Alabama, and one in South Carolina, there were a total of 173 respondents who answered at least one question regarding the competencies. There were 29 respondents who did not answer any of the questions related to the competencies and as a result they were removed from any further analysis.

Procedures

Valdosta State University (VSU) Institutional Review Board (IRB) approval was obtained prior to data collection (see Appendix A). Upon gaining VSU IRB approval, both quantitative and qualitative information from administrative management personnel at a community colleges located in the southeastern United States was collected. Administrators were asked to complete e-mailed questionnaires during the spring, 2016 semester.

A letter appealing to college administrators and asking them to participate in the study through completion of the online questionnaire, accompanied with a web-based link, was e-mailed to administrators on April 15, 2016 (see Appendix C). This letter

explained the purpose of this research study and provided evidence of IRB approval (see Appendix A). Administrators who received the e-mail were notified that participation would be held in strict confidence and that all responses would be completely anonymous. Tracking of Internet Protocol (IP) address and related information was deactivated as it related to completion of the electronic survey, in accordance with IRB standards. The e-mail was sent three separate times, 2 weeks apart. Follow-up procedures also involved a second request for participation, which was e-mailed after 2 weeks, on April 29, 2016, and a third request after 4 weeks, on May 13, 2016. Survey participants used a link to connect to the Qualtrics website hosting the on-line questionnaire. Follow-up e-mails were designed to reach those who did not respond and who may not have received, due to various reasons, the initial e-mail request sent through Qualtrics.

In order to prevent duplication of survey submissions, only one attempt per computer was allowed. The Qualtrics website contained safeguards designed to preclude repetitive attempts at submittal of completed questionnaires, in order to preserve the reliability of the data. After completing the questionnaire, collected survey data were downloaded from the website into the Statistics Package for the Social Sciences (SPSS), version 17.0, for descriptive statistical analysis. Qualitative data included with the results were interpreted and analyzed to triangulate the otherwise quantitative survey data.

Data Collection and Management

The survey data was collected from community college administrators located in the southeastern United States. Such data was collected by electronic means, utilizing Qualtrics. The survey instrument was developed based on the 45 competencies promulgated by the AACC. Background information about each respondent was

collected in Section I. This information included current position title, years of experience in current position, educational attainment, prior (background) experience, age, ethnicity, and gender.

Competencies were measured in Section II, as they related to the capabilities (knowledge and skills) which have been identified by the AACC. In Section III, respondents were asked to rate their preparedness as well as their perceived need for professional development training (see Appendix A).

An e-mail listing of community college administrative leaders' contact data as of 2015 was procured. This information was obtained from *Higher Education Publications, Inc.* This yield names and contact information of 426 individuals identified as holding current positions in administrative leadership. Initial letters requesting involvement were e-mailed on April 15, 2016; contained in the letter was a uniform resource locator (URL) providing linkage to the available questionnaire.

A follow-up e-mail was directed to those who failed to respond, and this was sent 2 weeks subsequent to the initial request. In similar fashion, a third e-mail was sent 2 weeks subsequent to the second request, in an effort to reach anyone who has failed to respond. These second and third requests for participation was offered to those whose e-mail filters may have been blocking attempted e-mail correspondence from Qualtrics. The questionnaire was closed May 27, 2016.

Data Analysis

All data were collected by means of an electronically administered survey using Qualtrics; once complete, data were transferred into SPSS for performance of descriptive statistical measures.

Descriptive statistics were analyzed concerning years of experience in current position, educational attainment, prior (background) experience, age, ethnicity, and gender; such descriptive data included median, mean, and mode. The administrative staff leadership competencies were assessed with similar descriptive measures, including a Mean Weighted Discrepancy Score (MWDS) in accordance with the Borich model.

Procedures - Research Questions 1 and 2

The dependent variable was the weighted discrepancy score, as calculated by the difference between the mean importance rating and the mean competency rating. First the “ability” rating was subtracted from the “importance” rating. Then, a weighted discrepancy score was calculated for each administrator on each competency by multiplying the discrepancy score by the mean importance rating for that competency. This was followed by the calculation of a mean weighted discrepancy score for each competency by dividing the sum of the weighted discrepancy scores by the number of observations for that competency. Finally, the competencies were ranked using the mean weighted discrepancy score. The data were then input into SPSS. The level of significance for all analyses was $p < .05$.

Research Question 1 was assessed with a non-parametric Friedman test, which was applied for individual competencies within each of the six categories and between the six categories. To further explore which pairs of categories differed at a statistically significant level, the non-parametric Wilcoxon signed rank test for two related samples was used. The tests were used due to the non-normality of the data as per Gibbons (2011).

Research Question 2 was assessed by means of running multivariate analysis of variance (MANOVA) for each competency category and level of administration. The factor used as the independent variable was the status level of the administrators. The status level was coded into four levels: (1) top-level administrators (TLA), (2) mid-level administrators (MLA), (3) lower-level educational administrators (LLEA), and (4) lower-level support staff (LLSS).

Procedures – Research Question 3

In accordance with data analysis procedures supported by Creswell and Plano Clark (2011), data gathered from respondents were qualitatively interpreted and mined for corresponding and like constructs. The administrative leadership competencies promulgated by the AACC served as the basis for which the qualitative data was contextualized and analyzed (AACC, 2015c). This qualitative data functioned to strengthen and support the otherwise quantitative survey data. Similar to the quantitative data, the qualitative data was downloaded from Qualtrics for analysis.

Ethical Considerations

It is with this that the survey was well-thought-out; judicial effort was made to assure reliability and validity of the instrument. Notwithstanding the aforementioned threats to validity and reliability, every effort was made to ensure that the survey was professionally established based on competencies which were grounded in current literature and vetted by the AACC.

Meeting and exceeding the utmost in ethical standards was of primary importance. It is with this that the study was presented to the IRB at VSU in March,

2016. Since the study did not pose any risk to its participants, this review granted an exception to the conventions for protection of human subjects.

Those participating in this study were notified that their participation was voluntary and that, as such, they were able to vacate the survey at any time without need for notice or permission. Participants were also notified that all responses will be held in strict confidence, and completed surveys will be stripped of all identifying tags and information. Moreover, participants were notified that this study was exempted from the protections of human subjects.

Summary

An electronic questionnaire was e-mailed to all participant administrators to gather detailed information concerning requisite competencies (knowledge and skills) needed for community college leadership and participants' self-assessed level of competence. This information was corroborated by responses to long-answer questions which were qualitative in nature. All data were considered in relation to leadership competencies promulgated by the AACCC. Chapter 4 covers the presentation and analysis of the survey results. Chapter 5 contains a summary of the findings and suggestions for further research.

Chapter IV

RESULTS

Demographic Data

The response rate was 41% based on a total of 173 respondents who answered at least one question regarding the competencies. There were 29 respondents who did not answer any of the questions related to the competencies and as a result they were removed from any further analysis. There were 92 females (55.8%) and 73 males (44.2%), with 8 respondents choosing not to indicate their gender. The majority of respondents were white (77.3%), followed by African American (19.6%), Native American (1.2%), Asian (1.2%) and Hispanic (0.6%). Ten respondents did not indicate their ethnicity. The mean age of the respondents was 50.53 ($SD = 9.97$), with the youngest respondent 27 years old and the oldest respondent 77 years old. Eight respondents chose not to disclose their age. When the age of the respondents was grouped, most respondents were between 41 and 55 years old (47.3%), followed by respondents over 55 years old (34.5%) and respondents between 27 and 40 years old (18.2%). With regards to the years of experience in educational administration, mean was 15.01 years ($SD = 9.74$), with no years of experience as the minimum and 43 years as the maximum. When the years of experience in the educational administration were grouped, most respondents had over 15 years of experience (39.0%), followed by those with 11 to 15 years of experience (25.6%), 6 to 10 years of experience (19.8%) and 5 or less years of experience (15.7%). The number of years of experience in their current position had a

mean of 9.70 years ($SD = 8.75$), with a minimum of 0.30 years and a maximum of 40 years. When the years of experience in the current position were grouped, most respondents had 5 or less years of experience (41.9%), followed by 6 to 10 years of experience (23.3%), 11 to 15 years of experience (18.6%) and over 15 years of experience (16.3%). One respondent chose not to indicate their years of experience in educational administration and one respondent did not state the number of years in their current position. The highest education level attained for almost half of all respondents (45.6%) was a Master's Degree, followed by a Bachelor's Degree (23.4%), Doctoral Degree or Doctoral candidate (22.8%), Associate's Degree (5.8%) and a Professional Degree (2.3%). The majority of respondents were lower level support staff (84, 48.6%), followed by middle level administration staff (40, 23.1%), top level administration staff (30, 17.3%) and lower level administration staff (19, 11.0%).

Missing Data

Some respondents chose not to answer all the questions in the questionnaire related to the importance of the higher administrative competencies and/or the self-perceived level of competence. Responses marked as "Do not wish to answer" were considered missing data as well. The percent of missing data per variable ranged from 0.19% for the "Ability to enhance educational quality through development, implementation, and evaluation of strategies" self-assessment competency to 3.95% for the "Ability to use power and influence judiciously so as to facilitate and optimize the exchange of knowledge in teaching and learning" self-assessment competency, with the percent of missing values increasing in the later stages of the questionnaire. The length of the questionnaire appears to have played a factor in the attrition rate.

Missing data can be classified according to Rubin's (1976) nomenclature: MCAR – missing completely at random, MAR – missing at random and MNAR – missing not at random. In MCAR data the missing values are due to randomness and are not related to either observed variables or some potentially unobserved variables. MAR data has a more stringent definition, where the missing values are related to the ones already observed in the study. Once the MAR data are controlled for the observed values, the resulting dataset becomes MCAR. MNAR data has the most stringent conditions, where the data are missing either due to other observed variables or due to some unobserved variables. The basic premise is that we can obtain a random subset of data for a variable if we can control for a conditional variable. In this study the data are assumed to be MAR, and the missing values are replaced using the multiple imputation technique (MI). The alternative is listwise or casewise deletion of the missing data, which can introduce bias in the analysis and reduce the overall power of the results (Manly & Wells, 2014).

Five imputed data sets were created using the SPSS fully conditional specification (FCS) or chained equations imputation. As the variables are categorical, a multinomial logistic regression was used. An incomplete variable is imputed one at a time and the filled-in variable from one step is used as a predictor in all subsequent steps. The 90 variables (competencies importance and self-assessment) were imputed and used as predictors, while the demographic characteristics (gender, ethnicity, grouped age, grouped years of experience in educational administration, grouped years of experience in current position, highest education level, administrative level) were used as predictors only. The pooling procedure used Rubin's rules, where the final estimate of the mean is the average of individual ones across the five imputed sets, and the estimated total

variance is calculated as $T = \text{average within-imputations variance} + (1 + \frac{1}{5}) * \text{between-imputations variance}$ (IBM Knowledge Center, 2016).

The results for the original dataset (with casewise and listwise deletion), as well as the pooled imputed results (where available), were reported. There is no consensus on a pooling method for the Friedman test, the Wilcoxon test or the MANOVA test. As such the results for the statistical tests were not pooled, unless the Rubin rules could be applied.

Inferential Statistics

The normality of the 45 weighted discrepancy scores for each competency, as well as the scores for the six groups were assessed using the Shapiro-Wilk test. The null hypothesis that the data are normally distributed was rejected for all 51 variables ($p < .001$) at the 95% confidence level. Thus to answer the first research question the non-parametric Friedman test was applied for individual competencies within each of the six categories and between the six categories. To further explore which pairs of categories differed at a statistically significant level, the non-parametric Wilcoxon signed rank test for two related samples was used. The tests were used due to the non-normality of the data as per Gibbons (2011).

Category 1: Organizational Strategy

There were six competencies with their associated weighted discrepancy scores included in the first category. The pooled mean weighted discrepancy score per competency are presented in Table 1. The highest pooled mean was exhibited by C4, while the lowest mean was for C5. To further identify if the differences were statistically significant, a non-parametric Friedman test was applied. The results for the original data,

as well as for the five imputations data showed that the differences were statistically significant, with all the p -values less than .001. The results of the Friedman statistical tests are presented in Table 2. Thus the null hypothesis that there are no differences between the weighted discrepancy scores within the Organizational Strategy category can be rejected.

Table 1

Organizational Strategy Weighted Discrepancy Scores per Competency

Competency	Pooled Mean	Original Mean
C4 Ability to foster a positive environment which promotes innovation, collaboration, and successful results.	1.85	1.79
C2 Ability to develop strategic plans through use of data-based decision making practices.	1.58	1.55
C6 Ability to develop and align the mission, structure, and resources of the college in accordance with its strategic plan.	1.37	1.28
C3 Ability to meet the needs of students and community partners with a systems perspective.	1.00	1.03
C1 Ability to enhance educational quality through development, implementation, and evaluation of strategies.	0.99	1.09
C5 Ability to grow and maintain college assets, financial resources, and human capital.	0.75	0.82

Note. Ranked by Pooled Mean ($n = 173$). Original data mean ($n = 146$).

Table 2

*Organizational Strategy Results for the
Friedman Tests*

Data Set	Chi-Square
Original Data	31.32*
Imputation 1	42.39*
Imputation 2	35.98*
Imputation 3	40.82*
Imputation 4	39.25*
Imputation 5	41.04*

Note. $df = 5$. Original data ($n = 146$) and the five imputed data sets ($n = 173$).

* $p < .001$.

Category 2: Resource Management

There were eight competencies with their associated weighted discrepancy scores included in the second category. The pooled mean weighted discrepancy score per competency are presented in Table 3. The highest pooled mean was exhibited by C13, while the lowest mean was for C10. To further identify if the differences were statistically significant, a non-parametric Friedman test was applied. The results for the original data, as well as for the five imputations data showed that the differences were statistically significant, with all the p -values less than .001. The results of the Friedman statistical tests are presented in Table 4. Thus the null hypothesis that there are no differences between the weighted discrepancy scores within the Resource Management category can be rejected.

Table 3

Resource Management Weighted Discrepancy Scores per Competency

Competency	Pooled Mean	Original Mean
C13 Ability to demonstrate effective skills related to organizational planning, time management, and delegation.	1.47	1.65
C14 Ability to ensure the long-term sustainability of the college by appropriately managing conflicts and resistance to change.	1.32	1.47
C8 Capability to manage informational resources necessary to support operational decision making.	1.19	1.24
C9 Capability to develop and manage resources in a manner which is consistent with the college's strategic plan.	1.14	1.25
C7 Capability to establish a system of accountable reporting.	1.05	1.11
C11 Ability to implement the fiscal strategies which are necessary to support college programs, support staff, services, and facilities.	0.79	0.68
C12 Ability to implement a system which facilitates the growth of human capital through professional development programs.	0.64	0.60
C10 Ability to seek ethical, alternative funding sources with a business-like mindset.	0.36	0.42

Note. Ranked by pooled data mean ($n = 173$). Original data mean ($n = 132$).

Table 4

*Resource Management Results for the
Friedman Tests*

Data Set	Chi-Square
Original Data	31.24*
Imputation 1	34.87*
Imputation 2	29.26*
Imputation 3	27.37*
Imputation 4	22.18*
Imputation 5	29.41*

Note. $df = 7$. Original data ($n = 132$) and the five imputed data sets ($n = 173$).

* $p < .001$.

Category 3: Communication

There were six competencies with their associated weighted discrepancy scores included in the third category. The pooled mean weighted discrepancy score per competency are presented in Table 5. The highest pooled mean was exhibited by C20, while the lowest mean was for C17. To further identify if the differences were statistically significant, a non-parametric Friedman test was applied. The results for the original data, as well as for four imputations data sets showed that the differences were statistically significant, with all the p -values less than .05. The results of the Friedman statistical tests are presented in Table 6. Thus the null hypothesis that there are no differences between the weighted discrepancy scores within the Communication category can be rejected for all the data sets, with the exception of Imputation 1 ($\chi^2(5) = 10.70, p = .06$).

Table 5

Communication Weighted Discrepancy Scores per Competency

Competency	Pooled Mean	Original Mean
C20 Ability to exude confidence and react responsibly and with tact.	0.89	1.03
C18 Ability to effectively communicate ideas and information to all stakeholders.	0.87	1.17
C15 Ability to communicate the mission, values, and vision of the college to both internal and external stakeholders.	0.86	0.67
C19 Ability to demonstrate attentiveness and understanding, as well as analyzing, engaging, and taking applicable actions.	0.83	1.05
C16 Ability to maintain and communicate policies and strategies.	0.76	1.08
C17 Ability to generate and support open communication as it relates to resources, priorities, and expectations.	0.69	1.01

Note. Ranked by pooled data mean ($n = 173$). Original data mean ($n = 130$).

Table 6

Communication Results for the Friedman Tests

Data Set	Chi-Square
Original Data	13.76*
Imputation 1	10.70 [†]
Imputation 2	22.28***
Imputation 3	14.61*
Imputation 4	11.85*
Imputation 5	18.01**

Note. $df = 5$. Original data ($n = 130$) and the five imputed data sets ($n = 173$).

[†] $p = .06$. * $p < .05$. ** $p < .01$. *** $p < .001$.

Category 4: Collaboration

There were eight competencies with their associated weighted discrepancy scores included in the fourth category. The pooled mean weighted discrepancy score per competency are presented in Table 7. The highest pooled mean was exhibited by C26, while the lowest mean was for C25. To further identify if the differences were statistically significant, a non-parametric Friedman test was applied. Results for the original data, as well as for the five imputations data showed the differences were statistically significant, with all *p*-values less than .001. Results of the Friedman statistical tests are presented in Table 8. The null hypothesis that there are no differences between the weighted discrepancy scores within the Collaboration category is rejected.

Table 7

Collaboration Weighted Discrepancy Scores per Competency

Competency	Pooled Mean	Original Mean
C26 Ability to manage conflict and change through forming and maintaining working relationships.	1.39	1.42
C27 Ability to cultivate and sustain an environment of collaboration and teamwork.	1.38	1.34
C28 Ability to assist in the facilitation of collective problem solving and decision-making.	0.92	0.86
C23 Ability to summon faculty, staff, students, and the community to work together to achieve collective good.	0.75	0.85
C24 Ability to create effective networks and relationships necessary for advancing the college's mission.	0.72	0.92
C21 Ability to show regard for the diversity of individuals of all cultures and classes, including their values, ideas, and communication styles.	0.57	0.65

(continued)

Competency	Pooled Mean	Original Mean
C22 Ability to exhibit cultural competency in a global world.	0.22	0.03
C25 Ability to diplomatically and effectively work with lawmakers, accrediting bodies, business leaders, and others.	0.07	0.72

Note. Ranked by pooled data mean ($n = 173$). Original data mean ($n = 125$).

Table 8

Collaboration Results for the Freidman Tests

Data Set	Chi-Square
Original Data	31.36*
Imputation 1	47.57*
Imputation 2	42.58*
Imputation 3	47.60*
Imputation 4	48.81*
Imputation 5	49.28*

Note. $df = 7$. Original data ($n = 125$) and the five imputed data sets ($n = 173$).

* $p < .001$.

Category 5: Community College Advocacy

There were six competencies with their associated weighted discrepancy scores included in the fifth category. The pooled mean weighted discrepancy score per competency are presented in Table 9. The highest pooled mean was exhibited by C32, while the lowest mean was for C30. Two of the pooled means were negative (C30, C34), indicating the importance assigned to the competencies was lower than the self-perceived level of competence. To further identify if the differences were statistically significant, a

non-parametric Friedman test was applied. Results for the original data, as well as for the five imputations data showed the differences were not statistically significant, with all the p -values exceeding .05. Results of the Friedman statistical tests are presented in Table 10. Thus the null hypothesis that there are no differences between the weighted discrepancy scores within the Community College Advocacy category could not be rejected.

Table 9

Community College Advocacy Weighted Discrepancy Scores per Competency

Competency	Pooled Mean	Original Mean
C32 Ability to promote the community college mission to students and stakeholders, and ability to similarly empower these individuals to do the same.	0.34	0.46
C33 Ability to promote a student-centered learning environment which supports lifelong learning.	0.25	0.00
C29 Demonstrate commitment to equal opportunity, academic excellence, diversity, inclusion.	0.17	0.11
C31 Ability to demonstrate commitment to the community college mission of equity, accessibility, innovation, teaching excellence, and student scholarship.	0.10	-0.22
C34 Ability to exemplify the community college as a model of higher education, and to represent it accordingly throughout the community.	-0.02	0.11
C30 Demonstrate dedication to student success, in accordance with the community college mission, through commitment to teaching excellence and student learning.	-0.03	-0.07

Note. Ranked by pooled data mean ($n = 173$). Original data mean ($n = 118$).

Table 10

Community College Advocacy Results for the Friedman Tests

Data Set	Chi-Square	<i>p</i>
Original Data	4.53	.48
Imputation 1	4.33	.50
Imputation 2	8.09	.15
Imputation 3	3.73	.59
Imputation 4	3.67	.60
Imputation 5	5.23	.39

Note. $df = 5$. Original Data ($n = 118$) and the five imputed data sets ($n = 173$).

Category 6: Professionalism

There were eleven competencies with their associated weighted discrepancy scores included in the sixth category. The pooled mean weighted discrepancy score per competency are presented in Table 11. The highest pooled mean was exhibited by C39, while the lowest mean was for C38. Two of the pooled means were negative (C36, C38), indicating the importance assigned to the competencies was lower than the self-perceived level of competence. To further identify if the differences were statistically significant, a non-parametric Friedman test was applied. The results for the original data, as well as for the five imputations data showed that the differences were statistically significant, with all the p -values less than .001. The results of the Friedman statistical tests are presented in Table 12. Thus the null hypothesis that there are no differences between the weighted discrepancy scores within the Professionalism category can be rejected.

Table 11

Professionalism Weighted Discrepancy Scores per Competency

Competency	Pooled Mean	Original Mean
C39 Ability to succeed at creating balance using stress management techniques such as self-care, flexibility and humor.	2.23	2.65
C44 Capability to balance and set both short-term and long-term goals for decision-making purposes.	1.64	1.46
C37 Capability to set goals and perform self-assessments on a regular basis by means of eliciting feedback and performing self-reflection and evaluation.	1.07	0.92
C40 Possess the courage to make difficult decisions, take calculated risks, and willingness to accept responsibility.	0.91	0.96
C35 Ability to possess transformational leadership skills.	0.86	0.97
C42 Ability to encourage and uphold high standards of integrity, both personally and professionally, including honesty and respect for all.	0.76	0.33
C43 Ability to use power and influence judiciously so as to facilitate and optimize the exchange of knowledge in teaching and learning.	0.45	-0.11
C41 Capability to demonstrate an appreciation for the impact of worldviews, including the insights, emotions, and perceptions of others.	0.39	0.58
C45 Demonstrate commitment to the profession through organizational leadership, professional development, and research and publication.	0.30	0.41
C36 Ability to exhibit an appreciation of the community college's philosophy, culture, and past history.	-0.28	-0.50
C38 Ability to be a supporter of lifelong learning, for others as well as one's self.	-0.47	-0.30

Note. Ranked by pooled data mean ($n = 173$). Original data mean ($n = 116$).

Table 12

Professionalism Results for the Friedman Tests

Data Set	Chi-Square
Original Data	97.98*
Imputation 1	138.94*
Imputation 2	102.75*
Imputation 3	108.51*
Imputation 4	108.90*
Imputation 5	100.99*

Note. $df = 10$. Original data ($n = 116$) and the five imputed data sets ($n = 173$).

* $p < .001$.

Category Comparison

The pooled mean weighted discrepancy score per category is presented in Table 13. The highest pooled mean was exhibited by Organizational Strategy, while Community College Advocacy had the lowest mean. To further identify if the differences were statistically significant, a non-parametric Friedman test was applied. The results for the original data, as well as for the five imputations data showed that the differences were statistically significant, with all the p -values less than .001. The results of the Friedman statistical tests are presented in Table 14. Thus the null hypothesis that there are no differences between the weighted discrepancy scores between the six categories can be rejected.

Table 13

The Six Categories Weighted Discrepancy Scores

Category	Pooled Mean	Original Mean
Organizational Strategy	1.25	1.24
Resource Management	0.99	0.96
Communication	0.82	0.76
Collaboration	0.75	0.75
Professionalism	0.72	0.63
Community College Advocacy	0.13	0.19

Note. Ranked by pooled mean ($n = 173$). Original data mean ($n = 84$).

Table 14

The Six Categories Results for the Friedman Tests

Data Set	Chi-Square
Original Data	26.11*
Imputation 1	32.22*
Imputation 2	36.28*
Imputation 3	44.72*
Imputation 4	50.71*
Imputation 5	42.76*

Note. $df = 5$. Original data ($n = 84$) and the five imputed data sets ($n = 173$).

* $p < .001$.

As the Friedman test was statistically significant, post-hoc paired tests across all six categories were run using the Wilcoxon signed-ranks tests. There were a total of 15

pairs analyzed. The results are presented in Table 15. The mean weighted discrepancy score for the Organizational Strategy category was not statistically significantly different from that of the Resource Management category for the original data ($Z = -0.99, p = 0.32$), as well as for the five imputations ($p > 0.05$). In contrast, Organizational Strategy mean weighted discrepancy score was higher than the Collaboration score, Community College Advocacy score, as well as the Professionalism score for the original data ($Z = -2.74, p = 0.01$; $Z = -4.93, p < 0.001$; $Z = -2.31, p = 0.02$), as well as for all five imputations ($p < 0.05$). The difference between the Organizational Strategy category and the Communication category was not statistically significant for the original data ($Z = -1.20, p = 0.23$), as well as for imputations 1 and 4, indicating that the data are sensitive to the missing values. As a pooled result is not available, there is no direct conclusion that can be drawn about the difference in the scores of Organizational Strategy and Communication. The mean weighted discrepancy score for the Resource Management category was not statistically significantly different from that of the Communication category, Collaboration category, as well as the Professionalism for the original data ($Z = -0.61, p = 0.54$; $Z = -1.50, p = 0.13$; $Z = -0.68, p = 0.49$ respectively), as well as for the five imputations ($p > 0.05$). In contrast, Resource Management mean weighted discrepancy score was higher than the Community College Advocacy score for the original data ($Z = -3.24, p < .001$), as well as for all five imputations ($p < 0.05$). The mean weighted discrepancy score for the Communication category was not statistically significant different from that of the Collaboration category, as well as Professionalism for the original data ($Z = -0.78, p = 0.44$; $Z = -0.13, p = 0.89$), as well as for the five imputations ($p > 0.05$). In contrast, Communication mean weighted discrepancy score

was higher than the Community College Advocacy score for the original data ($Z = -3.63$, $p < 0.001$), as well as for all five imputations ($p < 0.05$). The mean weighted discrepancy score for the Collaboration category was not statistically significant different from that of the Professionalism category for the original data ($Z = -0.24$, $p = 0.81$), as well as for the five imputations ($p > 0.05$). In contrast, Collaboration mean weighted discrepancy score was higher than the Community College Advocacy score for the original data ($Z = -3.35$, $p < .001$), as well as for all five imputations ($p < 0.05$). Lastly, the Professionalism mean weighted discrepancy score was higher at a statistically significant level than the Community College Advocacy score for the original data ($Z = -3.63$, $p < 0.001$), as well as the five imputations.

Table 15

Results for the Wilcoxon Sign Ranks Test for All Pairs of Categories

Category Pair	<u>Original Data Set</u>		<u>Imputation 1</u>		<u>Imputation 2</u>		<u>Imputation 3</u>		<u>Imputation 4</u>		<u>Imputation 5</u>	
	Z	Asymp. Sig. (2- tailed)	Z	Asymp. Sig. (2- tailed)	Z	Asymp. Sig. (2- tailed)	Z	Asymp. Sig. (2- tailed)	Z	Asymp. Sig. (2- tailed)	Z	Asymp. Sig. (2- tailed)
Resource Management - Organizational Strategy	-0.99 ^b	0.32	-1.20 ^b	0.23	-1.92 ^b	0.06	-1.90 ^b	0.06	-1.12 ^b	0.26	-1.48 ^b	0.14
Communication - Organizational Strategy	-1.20 ^b	0.23	-1.62 ^b	0.11	-2.36 ^b	0.02*	-2.51 ^b	0.01*	-1.50 ^b	0.13	-2.44 ^b	0.02*
Collaboration - Organizational Strategy	-2.74 ^b	0.01**	-2.25 ^b	0.02*	-3.18 ^b	0.00**	-3.47 ^b	0.00**	-3.25 ^b	0.00**	-2.05 ^b	0.04*
Community College Advocacy - Organizational Strategy	-4.93 ^b	0.00**	-4.64 ^b	0.00**	-4.96 ^b	0.00**	-5.92 ^b	0.00**	-6.02 ^b	0.00**	-5.42 ^b	0.00**
Professionalism - Organizational Strategy	-2.31 ^b	0.02*	-2.20 ^b	0.03*	-3.03 ^b	0.00**	-2.68 ^b	0.01**	-3.28 ^b	0.00**	-2.46 ^b	0.01*

(continued)

Category Pair	<u>Original Data Set</u>		<u>Imputation 1</u>		<u>Imputation 2</u>		<u>Imputation 3</u>		<u>Imputation 4</u>		<u>Imputation 5</u>	
	Z	Asymp. Sig. (2- tailed)	Z	Asymp. Sig. (2- tailed)	Z	Asymp. Sig. (2- tailed)	Z	Asymp. Sig. (2- tailed)	Z	Asymp. Sig. (2- tailed)	Z	Asymp. Sig. (2- tailed)
Communication - Resource Management	-0.61 ^b	0.54	-0.46 ^b	0.64	-0.79 ^b	0.43	-0.89 ^b	0.37	-0.76 ^b	0.45	-1.10 ^b	0.27
Collaboration - Resource Management	-1.50 ^b	0.13	-0.41 ^b	0.68	-1.48 ^b	0.14	-1.51 ^b	0.13	-1.82 ^b	0.07	-0.50 ^b	0.62
Community College Advocacy - Resource Management	-3.24 ^b	0.00**	-3.75 ^b	0.00**	-3.79 ^b	0.00**	-4.15 ^b	0.00**	-5.11 ^b	0.00**	-4.12 ^b	0.00**
Professionalism - Resource Management	-0.68 ^b	0.49	-0.54 ^b	0.59	-1.35 ^b	0.18	-0.78 ^b	0.44	-1.99 ^b	0.05	-0.68 ^b	0.50
Collaboration - Communication Community College	-0.78 ^b	0.44	-0.29 ^b	0.77	-0.94 ^b	0.35	-0.91 ^b	0.37	-1.17 ^b	0.24	-0.35 ^c	0.73
Advocacy - Communication Professionalism - Communication	-3.63 ^b	0.00**	-2.85 ^b	0.00**	-3.29 ^b	0.00**	-4.04 ^b	0.00**	-4.83 ^b	0.00**	-3.23 ^b	0.00**
	-0.13 ^b	0.89	-0.06 ^b	0.95	-1.14 ^b	0.26	-0.37 ^b	0.71	-1.72 ^b	0.09	-0.48 ^c	0.63

(continued)

Category Pair	<u>Original Data Set</u>		<u>Imputation 1</u>		<u>Imputation 2</u>		<u>Imputation 3</u>		<u>Imputation 4</u>		<u>Imputation 5</u>	
	Z	Asymp. Sig. (2- tailed)	Z	Asymp. Sig. (2- tailed)	Z	Asymp. Sig. (2- tailed)	Z	Asymp. Sig. (2- tailed)	Z	Asymp. Sig. (2- tailed)	Z	Asymp. Sig. (2- tailed)
Community College Advocacy - Collaboration	-3.35 ^b	0.00**	-3.53 ^b	0.00**	-2.98 ^b	0.00**	-4.40 ^b	0.00**	-3.94 ^b	0.00**	-4.18 ^b	0.00**
Professionalism – Collaboration	-0.24 ^b	0.81	-0.34 ^b	0.74	-0.12 ^b	0.91	-0.40 ^c	0.69	-0.057 ^b	0.57	-0.351 ^b	0.73
Professionalism - Community College Advocacy	-3.63 ^c	0.00**	-3.78 ^c	0.00**	-3.38 ^c	0.00**	-4.71 ^c	0.00**	-3.93 ^c	0.00**	-4.80 ^c	0.00**

Note. * Statistically significant at the 0.05 level ($p < 0.05$). ** Statistically significant at the 0.01 level ($p < 0.01$). b Based on positive ranks. c Based on negative ranks.

To answer the second research question, a one way MANOVA was run, with the six categories as the dependent variables and the administration level as the independent variable. The results indicate that there was no statistically significant difference in the six categories based on the respondents' administration level for the original data, $F(18, 213) = 1.01, p = 0.45$; Wilk's $\Lambda = 0.79$, partial $\eta^2 = .07$. The Levene's test of equality of variances was rejected at the 95% confidence level for the Collaboration Category $F(3, 80) = 3.36, p = 0.02$ and the Community College Advocacy $F(3, 80) = 3.00, p = 0.04$ for the original data. The same test could not reject the null hypothesis of equality of variances for the five imputation sets ($p > 0.05$). The MANOVA results for the five imputation sets were similar to the original data set, indicating that there is no statistical difference in the mean weighted discrepancy score of the six categories between the different administration levels. Since the results for the original data set and those of the five imputations agree, it can be concluded that there are no differences in the scoring across the six categories based on a respondent's administration level. The results are presented in Table 16.

Table 16

MANOVA Results with the Six Categories as the Dependent Variables and the Administration Level as the Independent Variable

	Wilks' Lambda	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Original Data	.79	1.01	18.00	212.62	.45	.07
Imputation 1	.91	0.88	18.00	464.35	.61	.03
Imputation 2	.91	0.87	18.00	464.35	.62	.03
Imputation 3	.93	0.70	18.00	464.35	.82	.03
Imputation 4	.92	0.75	18.00	464.35	.77	.03
Imputation 5	.90	0.97	18.00	464.35	.50	.03

Qualitative Data

There were 108 respondents who chose to answer the first open-ended question, “Please discuss your level of satisfaction with the training you received prior to entering the field of educational administration. Specifically, how well equipped have you been to meet the responsibilities and demands of your position based upon your prior education and training?” Out of those, 69 (63.89%) responded that they had an adequate to very good level of education and training for the administration position they hold. The remaining 39 (36.11%) were not satisfied with the education and training they had prior to entering the field, finding most of their education came from on-the-job training or was not adequate for the current demands of their position.

Some of the respondents who stated they were well equipped for their position felt their education was the foundation upon which they build further skills; others felt that their education was pivotal for the administrative role they entered. One respondent stated that their educational training at various universities “provided a great foundation for performing in education administration.” Many of the respondents who indicated their education was an asset also stated their experience in the corporate world as business owners or in other positions was essential for them feeling well equipped for their position. One respondent found professional development in the private sector to be more specific to the competencies required to be a leader, stating, “Prior to entering higher education my experience was in corporate education in the private sector. I found professional development in the private sector to be much more specific to the competencies and skills required of a leader. Those experiences provided me a well-rounded development in the areas of interpersonal skills, situational leadership, servant

leadership and other topics.” Other respondents identified experiences during their positions in higher education as the only way to acquire certain competencies. In one such example, a respondent stated, “I believe my education prepared me for most aspects of leadership positions. There are some things, however, that you can only learn by experience.”

Of the respondents who indicated they were not well prepared for the position through prior education or training, some felt that the current requirements of their position were different from the education they received, especially if that education took place in the distant past. In one such example, it was stated, “I believe the training I received prior to entering the field of educational administration was minimal at best for the situations we face in community college leadership today because the environment and challenges are drastically different from that years ago. This points to the need for professional development and lifelong learning.” One respondent indicated the absence of education or training and specified that the majority of learning took place on the job; this respondent stated, “It was basically non-existent. I was not very well equipped when I began my career in education. I have learned lots over the past 18 years but there is always room for improvement. I always feel there are so many things I could do better than I do the today.” Many respondents pointed to the need for continuous professional development and identified their own desire to drive the process as an important prerequisite, especially in an evolving field. In one such example, it was stated, “In my line of work I continuously study and stay current with trends publications and stay current with the technologies we have deployed. My prior education was just a foundation. The rapid change in my industry requires constant adaptation.” While some

respondents found mentoring and learning on the job to be less valuable than in the past, others had similar views as a respondent who stated, “I had no formal training, but had two excellent mentors. A lot of my training has been trial by fire... and fortunately, I have been able to figure things out, keep moving forward, and have more success than failure.” Learning on the job was cited by many respondents as the only training and education relevant to their position in administration. While some valued this experience, others indicated that it was not satisfactory for them to successfully meet the position requirements. One such respondent stated, “My formal education and prior work experience gave me some insight into and knowledge about administration in general; however, I received essentially no training prior to entering the educational administration field. I have learned on the job, which sometimes is not advantageous and which made me feel ill-equipped at times to meet the responsibilities and demands of my position.”

The second open-ended question asked the respondents to “list the primary elements or factors you view as most essential to preparation for a career in community college administration.” There were a total of 105 respondents who chose to answer this question. Many respondents listed an understanding of the community college mission, goals, background and procedures as essential for their career in community college administration. One respondent stated, “Professional development to help understand the history, mission, and future of the community college mission is helpful, too.” The thorough understanding of the diversity of the student population was mentioned by several respondents, including “understanding of cultural diversity and inclusiveness” as well as “knowledge of campus culture.” The importance of understanding the student

demographics was also underlined by several respondents, including “understanding the demographics and needs of the community college student.” Knowledge of how to assure student success was a reoccurring theme in the responses, including “a desire to see students succeed when most other people wish for them to fail” and the “ability to forgive students for their mistakes and assist them when you feel that they don't deserve it.” Also mentioned was “keeping the student as the priority of why you exist and grow in your efforts.”

Soft skills were mentioned, such as relationship building, teamwork, networking with other professionals, negotiating skills, collaboration skills, conflict management, community relations, diplomacy, lifelong learning, work ethic, active listening, empathy, flexibility, passion, integrity, courage, and humility. *Hard skills* were mentioned, including global technology skills, administrative techniques, budgeting, data collection, research capabilities, information-based decision making, time management, policy, procedures and laws knowledge.

Various leadership skills were mentioned by several respondents, including supervision skills, planning skills, evaluations and follow-up skills, strategic planning/thinking, delegation of tasks, mentoring, and systems thinking. Several respondents indicated that having an exposure to different areas of the community college was essential in the preparation for a career in administration. One respondent stated, “I cannot imagine doing this job with no experience as a faculty member. I am confident my faculty have full assurance that I act in the best of interest of our students, our faculty, and the institution as a whole. I believe there is a trust here that is possible only because of the track my career has taken.” For the educational aspect, some respondents

mentioned higher degrees, such as Bachelor's or PhDs as an important step in the preparation process. One respondent felt that without a PhD, no advancement to higher positions was possible, stating, "They've gotten to where you can't go to the top unless you have a PhD."

For the last open-ended question, the respondents were asked to "list the most important capabilities that, in your opinion, should be the basis of a professional development program." There were 94 respondents who chose to provide an answer for this last question. Some of the *hard* capabilities mentioned in the responses were budgeting, financial management, technology, data analysis, project management, fundraising and problem solving. For the *soft* capabilities, respondents mentioned communication, active listening, interpersonal skills, networking, team building, conflict management, mediation, customer service, time management, compassion, commitment, flexibility, consistency and fairness.

Some of the same leadership related capabilities were mentioned as in the second open ended question, which included leadership, strategic planning, employee motivation, delegation, supervision, interviewing/hiring practices, resource management and process improvement. One respondent highlighted the need for introspective skills for successful leaders, stating, "I would love to see more intrapersonal leadership for development in administration. Frequently our leaders get to where they are because they aren't afraid of making decisions and taking responsibility. The downside being many people are not aware of the processes that occur within themselves when they make a decision."

Working with students and other people from diverse backgrounds was mentioned as an important capability by some of the respondents. Student success as the leading motivation for professional development programs was also mentioned by a few respondents. One participant highlighted the need for experiential learning, stating, “Professional development needs to encompass an experiential learning component and not be the standard *sage on a stage* type of experience. I believe it is also critical for the participant to do active reflection on how to apply the knowledge gained through these experiences to their real career objectives.” In addition, some respondents felt that the professional development program should role-specific development, while others saw the benefit of a mix between general professional development and role-specific professional development.

Chapter V

SUMMARY AND DISCUSSION

Summary

The goal of this study was to develop a competency guide, i.e., to determine the set of competencies most imperative for positions in higher education administration, which can be used for purposes of meeting administrative professional development needs within community colleges located in the southeastern United States. The 45 competencies identified by the AACC provided the basis for this guide, and these were classified into (1) Organizational Strategy, (2) Resource Management, (3) Communication, (4) Collaboration, (5) Community College Advocacy, and (6) Professionalism, in accordance with the AACC's framework for professional development activities (AACC, 2015c). The first step in developing the competency guide was to assess the competencies established by the AACC and determine if there was a statistically significant difference in the importance of these administrative competencies to administrative leadership positions at community colleges. The final step was to set forth the competencies in rank order, in accordance with their Mean Weighted Discrepancy Score (MWDS). The MWDS characterizes each grouping of competencies according to how participants regarded such competencies and their essential purpose for positions in higher education administration. Determinations were made based on whether a statistically significant difference existed between the self-perceived

importance rating of administrators and their present level of competence, based on a weighted discrepancy scoring system and the AACCC's competency groupings.

Administrators at four community colleges within Florida, as well as four randomly selected colleges in both Alabama and Mississippi, and one in South Carolina, were asked to rate the importance of each competency to their position, as well as their present level of competence. The response rate was 41% based on 173 completed surveys, out of 426 e-mails sent, whereby respondents answered at least one question regarding the competencies. There were 29 respondents who did not answer any of the questions related to the competencies and as a result they were removed from any further analysis. The presentation of the results and the accompanying analyses of the data have been presented in the preceding Chapter 4 of this study.

The balance of this chapter follows with a qualitative discussion, which is based on the analyses presented in Chapter 4 and accompanies each of the three original research questions in the preceding section, followed by implications, conclusions and recommendations.

Discussion

Research Question 1:

By means of a weighted discrepancy score, is there a self-perceived need for professional development activities within or across the six community college competency categories, when comparing the competencies and observing administrative staff members as one group?

To answer this research question, the initial part of the null hypothesis was tested, as follows: There is no statistically significant difference in the importance of the six

community college administrative staff competency categories and the weighted discrepancy score, when administrative staff members are considered individually.

In order to test this, it was necessary to compare the MWDS by competency category. MWDS were then ranked by category, with Organizational Strategy exhibiting the highest pooled MWDS of 1.254 and Community College Advocacy with the lowest score of .133. A Friedman test which was applied to the data revealed that the weighted discrepancy scores were in fact statistically significant, and as such, the null hypothesis was rejected when considering staff members individually.

Post-hoc paired tests were performed across all six categories, with 15 resulting pairs being compared using the Wilcoxon signed-ranks test. Results showed that the mean weighted discrepancy score (MWDS) for Organizational Strategy was significantly greater than the score for Collaboration, Community College Advocacy, and Professionalism, based on the original data set and all imputation sets. Similarly, the MWDS for Resource Management was significantly greater than the score for Community College Advocacy. Additionally, the MWDS for Communication was significantly greater than for Community College Advocacy. Furthermore, the MWDS for Collaboration was significantly greater than for Community College Advocacy. Lastly, the MWDS score for Professionalism was significantly greater than for Community College Advocacy. The other pairs were not considered to be statistically significant.

These findings were in overall agreement with those which have been found in the literature and supports the need for specialized professional development programs to serve the needs of administrators and their institutions. For example, Romano et al.

(2009) found that teamwork and organizational/administrative strategy were of utmost importance, and that diverse approach to such training is necessary. Brown, Martinez, and Daniel (2002) found that the greatest need areas were people and communication related skills. Other specific skills viewed as important were the ability to adapt to change with respect to meeting the mission and values of the organization. These included skills related to resource management, such as developing and implementing organizational efficiencies and other key skills were needed such as finance and budgeting, as well as management of particulars related to enrollment and curriculum planning.

The six competencies categories were ranked by order of importance according to their MWDS in Chapter 4. These provided the basis for the competency guide, or set of competencies most imperative for positions in higher education administration, listed below. The competencies are listed in order of relative importance, by Pooled Mean:

1: Organizational Strategy (Pooled Mean = 1.25; Original Mean = 1.24)

- Ability to foster a positive environment which promotes innovation, collaboration, and successful results. (Pooled Mean = 1.85; Original Mean = 1.79)
- Ability to develop strategic plans through use of data-based decision making practices. (Pooled Mean = 1.58; Original Mean = 1.55)
- Ability to develop and align the mission, structure, and resources of the college in accordance with its strategic plan. (Pooled Mean = 1.37; Original Mean = 1.28)
- Ability to meet the needs of students and community partners with a systems perspective. (Pooled Mean = 1.00; Original Mean = 1.03)

- Ability to enhance educational quality through development, implementation, and evaluation of strategies. (Pooled Mean = 0.99; Original Mean = 1.09)
- Ability to grow and maintain college assets, financial resources, and human capital. (Pooled Mean = 0.75; Original Mean = 0.82)

2: Resource Management (Pooled Mean = 0.99; Original Mean = 0.96)

- Ability to demonstrate effective skills related to organizational planning, time management, and delegation. (Pooled Mean = 1.47; Original Mean = 1.65)
- Ability to ensure the long-term sustainability of the college by appropriately managing conflicts and resistance to change. (Pooled Mean = 1.32; Original Mean = 1.47)
- Capability to manage informational resources necessary to support operational decision-making. (Pooled Mean = 1.19; Original Mean = 1.24)
- Capability to develop and manage resources in a manner which is consistent with the college's strategic plan. (Pooled Mean = 1.14; Original Mean = 1.25)
- Capability to establish a system of accountable reporting. (Pooled Mean = 1.05; Original Mean = 1.11)
- Ability to implement the fiscal strategies which are necessary to support college programs, support staff, services, and facilities. (Pooled Mean = 0.79; Original Mean = 0.68)

- Ability to implement a system which facilitates the growth of human capital through professional development programs. (Pooled Mean = 0.64; Original Mean = 0.60)
- Ability to seek ethical, alternative funding sources with a business-like mindset. (Pooled Mean = 0.36; Original Mean = 0.42)

3: Communication (Pooled Mean = .82; Original Mean = .76)

- Ability to exude confidence and react responsibly and with tact. (Pooled Mean = .89; Original Mean = 1.03)
- Ability to effectively communicate ideas and information to all stakeholders. (Pooled Mean = .87; Original Mean = 1.17)
- Ability to communicate the mission, values, and vision of the college to both internal and external stakeholders. (Pooled Mean = .86; Original Mean = .67)
- Ability to demonstrate attentiveness and understanding, as well as analyzing, engaging, and taking applicable actions. (Pooled Mean = .83; Original Mean = 1.05)
- Ability to maintain and communicate policies and strategies. (Pooled Mean = .76; Original Mean = 1.08)
- Ability to generate and support open communications as it relates to resources, priorities, and expectations. (Pooled Mean = .69; Original Mean = 1.01)

4: Collaboration (Pooled Mean = 0.75; Original Mean = 0.75)

- Ability to manage conflict and change through forming and maintaining working relationships. (Pooled Mean = 1.39; Original Mean = 1.42)

- Ability to cultivate and sustain an environment of collaboration and teamwork. (Pooled Mean = 1.38; Original Mean = 1.34)
- Ability to assist in the facilitation of collective problem solving and decision-making. (Pooled Mean = .92; Original Mean = .86)
- Ability to summon faculty, staff, students, and the community to work together to achieve collective good. (Pooled Mean = .75; Original Mean = .85)
- Ability to create effective networks and relationships necessary for advancing the college's mission. (Pooled Mean = .72; Original Mean = .92)
- Ability to show regard for the diversity of individuals of all cultures and classes, including their values, ideals, and communication styles. (Pooled Mean = .57; Original Mean = .65)
- Ability to exhibit cultural competence in a global world. (Pooled Mean = .22; Original Mean = .03)
- Ability to diplomatically and effectively work with lawmakers, accrediting bodies, business leaders, and others. (Pooled Mean = .07; Original Mean = .72)

5: Professionalism (Pooled Mean = 0.72; Original Mean = 0.63)

- Ability to succeed at creating balance using stress management techniques such as self-care, flexibility and humor. (Pooled Mean = 2.23; Original Mean = 2.65)
- Capability to balance and set both short-term and long-term goals for decision-making purposes. (Pooled Mean = 1.64; Original Mean = 1.46)
- Capability to set goals and perform self-assessments on a regular basis by means of eliciting feedback and performing self-reflection and evaluation. (Pooled Mean = 1.07; Original Mean = 0.92)

- Possess the courage to make difficult decisions, take calculated risks, and willingness to accept responsibility. (Pooled Mean = 0.91; Original Mean = 0.96)
- Ability to possess transformational leadership skills. (Pooled Mean = 0.86; Original Mean = 0.97)
- Ability to encourage and uphold high standards of integrity, both personally and professionally, including honesty and respect for all. (Pooled Mean = 0.76; Original Mean = 0.33)
- Ability to use power and influence judiciously to as to facilitate and optimize the exchange of knowledge in teaching and learning. (Pooled Mean = 0.45; Original Mean = -0.11)
- Capability to demonstrate an appreciation for the impact of worldviews, including the insights, emotions, and perceptions of others. (Pooled Mean = 0.39; Original Mean = 0.58)
- Demonstrate commitment to the profession through organizational leadership, professional development, and research and publication. (Pooled Mean = 0.30; Original Mean = 0.41)
- Ability to exhibit an appreciation of the community college's philosophy, culture, and past history. (Pooled Mean = -0.28; Original Mean = 0.50)
- Ability to be a supporter of lifelong learning, for others as well as one's self. (Pooled Mean = -0.47; Original Mean = -0.30)

6: Community College Advocacy (Pooled Mean = 0.13; Original Mean = 0.19)

- Ability to promote the community college mission to students and stakeholders, and ability to similarly empower these individuals to do the same. (Pooled Mean = 0.34; Original Mean = 0.46)
- Ability to promote a student-centered learning environment which supports lifelong learning. (Pooled Mean = 0.25; Original Mean = 0.00)
- Demonstrate commitment to equal opportunity, academic excellence, diversity, and inclusion. (Pooled Mean = 0.17; Original Mean = 0.11)
- Ability to demonstrate commitment to the community college mission of equity, accessibility, innovation, teaching excellence, and student scholarship. (Pooled Mean = 0.10; Original Mean = -0.22)
- Ability to exemplify the community college as a model of higher education, and to represent it accordingly throughout the community. (Pooled Mean = -0.02; Original Mean = 0.11)
- Demonstrate dedication to student success, in accordance with the community college mission, through commitment to teaching excellence and student learning. (Pooled Mean = -0.03; Original Mean = -0.07)

Research Question 2:

Is there a statistically significant difference in the importance of the six community college administrative staff competency categories and the weighted discrepancy score, as derived from the difference between “ability” rating and the “importance” rating for each applicable competency, when administrative staff members are categorized into four groups?

To answer this research question, the secondary portion of the null hypothesis was tested, as follows: There is no statistically significant difference in the importance of the six community college administrative staff competency categories and the weighted discrepancy score when administrative staff members are categorized into four groups.

In order to test this, a one way MANOVA was run, with the six categories as the dependent variables and the administration level as the independent variable. The results indicated that there was no statistically significant difference in the six categories based on the respondents' administration level for the original data; as such, the secondary portion of the null hypothesis was accepted. Accordingly, it is presumed that the need for professional development is uniform across all levels of administration. Literature supports this notion and the idea that the need for professional development is uniform across all levels of community college administration. For example, Romano et al. (2009) reported higher education demands training activities in several key areas and that this need was uniform across various administrative roles. Also indicated by Romano et al. was the need for professional development existed for virtually every college and university administrator; this is due to several factors of managing change and providing effective leadership. Moreover, Wallin (2006) noted that one commonality amongst community college administrators is that they often moved from lower and mid-level positions within community colleges into the succeeding positions of higher rank within senior level management as vacancies became available. Preparation was therefore key to success in higher level positions, and those seeking advancement closely regarded the benefits from professional development opportunities.

Research Question 3:

What do community college administrators identify as the most imperative areas of professional development (PD) that could form the foundation of any professional development program for community college administrative staff?

To answer this research question, it was necessary to examine the open ended response-type questions provided with the survey instrument. Over one-third, or 36% were not satisfied with the education and training they had prior to entering the field, with most finding that their education came from on-the-job training and was not adequate for the current demands of their position. Some respondents indicated they found professional development in the private sector to be more competency specific, particularly of competencies required to be a leader. Leadership competencies of particular interest included strategic planning, employee motivation, delegation, supervision, interviewing/hiring practices, resource management and process improvement. Various other leadership skills mentioned included supervision skills, planning skills, evaluations and follow-up skills, strategic planning/thinking, delegation of tasks, mentoring, and systems thinking. Several respondents felt having an exposure to different areas of the community college was essential in the preparation of a career in administration.

Of the respondents who indicated they were not well prepared for the position through prior education or training, some indicated the current requirements of their position were different from the education they received. In such cases, prior experience was either non-existent or unrelated to current needs. Many respondents pointed to the need for continuous improvement and lifelong learning due to the rapidly evolving nature

of their field. While some respondents found mentoring and learning on the job to be less valuable, some disagreed and stated that while they had no formal training, they had one or two excellent mentors. Learning on the job was cited by many respondents as inevitable and pointed to receiving either minimal or no training prior to entering the field of educational administration.

Many respondents listed an understanding of the community college mission, goals, background, and procedures as essential for their career in community college administration. Having a thorough understanding of the diversity of the student population was also mentioned by several respondents, as well as possessing an understanding the student demographics. Concern over how best to assure student success was a reoccurring theme, as well as developing the ability to respond compassionately and with tact, even in situations where a student may be incorrect.

A variety of *soft skills* were mentioned as being important, including relationship and interpersonal skills, active listening, teamwork, networking with other professionals, negotiating skills, collaboration skills, conflict management, community relations, diplomacy, lifelong learning, work ethic, active listening, empathy, flexibility, passion, integrity, courage, humility, and fairness. *Hard skills* that were mentioned included competencies related to technology, data analysis, budgeting, data collection, research capabilities, information-based decision making, time management, policy, and knowledge of relevant procedures and laws.

Respondents indicated that professional development needs to encompass an experiential learning component. Moreover, some respondents felt that an effective professional development program should role-specific, while others saw the benefit of a

mix between general professional development and role-specific professional development activities.

Taken altogether, the aforementioned results echo much of the existing literature on leadership professional development. For example, leaders in the 21st century, according to Kets deVries (2007) have realized they must become accustomed to managing change and diversity to be effective. Also, Wallin (2006) found that professional ethics was viewed as the most essential skill, trailed by myriad of other skills, including communication and decision making, the ability to work with others, including support staff, and maintaining an exuding a positive attitude that is consistent with the values of the organization. Other technical skills, according to Wallin, were related to budgeting and financial planning; these were among the most sought after skills that could be seen as the basis for a professional development program, along with secondarily related skills such as asset management and information technology. Developing relationships with stakeholders and building professional networks were also viewed as important. Wallin concluded that programs for professional development training ought to be centered on what were generally considered to be higher-order skills in areas which current training either was not available or not being offered.

Brown, Martinez, and Daniel (2002) found that the greatest need areas relating to leadership training were people and communication related skills, with communication skills accounting for half of the most vital skills. According to Brown, Martinez, and Daniel, additional, specific skills viewed as important were the ability to adapt to change with respect to meeting the mission and values of the organization. Developing and implementing organizational efficiencies and other key skills were needed such as

finance and budgeting, as well as management of particulars related to enrollment and curriculum planning.

Pope and Miller (2005) recognized community colleges were trending in the direction of corporations when seeking to define the role of college president. It was noted business and education have certain similarities and institutions of higher learning could benefit from an understanding of business management, especially if the dissimilarities, in terms of institutional characteristics and operational systems, were carefully observed and taken into account. In fact, Pope and Miller traced the advancement of many well accepted management practices within higher education to the private sector, many of which were related to changes in organizational culture, and they suggested that education also needed to react to similar changes in culture and borrow management techniques from the private industry. Pope and Miller concluded that professional development programs within higher education may ultimately realize a competitive advantage with the integration of business and industry-related organizational development theory and practice.

Implications

In order to effectively plan professional development activities for community college administrators, the needs of these administrators must first be recognized. The emphasis of this research was therefore on the ranking of competencies in order of relative importance to community college administrators, based on their self-perceived level of competence and the weighted discrepancy scoring system. Now that the individual competencies have been ranked in order of relative importance, administrators who are planning professional development activities have a foundation upon which to

build customized training activities. While recognizing that individuals and institutions have unique, job-specific needs, this research study confirmed that certain needs are uniform across all levels of administration. Accordingly, this study advances the discussion and planning of professional development activities in a distinctive manner. It provides deans, vice-presidents, and others who are planning training activities with unique insights about the needs of community college administrators. Not only are the categories ranked in order of relative importance, specific competencies within each category are also ranked. Based on time and resources available, those planning professional development activities should set an acceptable needs-based threshold. Once an appropriate threshold – or starting point – is determined, individual competencies should be selected with pooled mean weighted discrepancy scores exceeding that threshold. The results of this study will then provide the appropriate themes upon which to develop specific training materials.

Rather than ranking competencies solely by order of importance, this study measured and ranked the competencies according to their relative order of importance, which was based on the difference that existed between the self-perceived importance rating and corresponding present level of competence. The measurement and ranking of this relative importance is of particular value since administrators are in the best position to evaluate and attest to their own needs and the demands of their position. This corresponds with the literature which showed a disparity between the views of faculty and administration concerning the most needed leadership skills of top-level administrators. As Pope and Miller (2005) noted, faculty participants recognized only four of the potential 12 leadership abilities as important, whereas top-level administrators

found eight of the same leadership skills as vital to their role. In addition, Pope and Miller found that individuals from inside faculty positions favored community college classes for professional development, whereas those from administration preferred on-the-job, specialized professional development training. In short, faculty lacked a comprehensive appreciation for the top-level administrator role, and faculty needed to undergo additional training before they were ready to move into such administrative positions (Pope & Miller, 2005). This underscores the fact that those who are presently functioning within administration are in the best position to understand and prioritize their own needs. This study is therefore of significant value given that it prioritized professional development needs based on the requirements of administrative staff, in accordance with the relative importance of such competencies to current administrative positions within community colleges.

Conclusions

1. The competency guide, or set of competencies determined to be the most essential for positions in community college administration, may be used by other community colleges for purposes of determining and meeting their administrative professional development needs.
2. Numerous competencies are confined within the six competency categories which were identified by this study. The individual competencies, competency categories, and their respective mean weighted discrepancy scores are outlined in Chapter 4.
3. A review of the literature indicates present resources for administrative professional development are not adequate and that in order for professional development training

- to be successful in meeting the needs of community college administrators, activities must be tailored specifically to the needs of the institution and its staff.
4. Community college administrators demonstrated an interest in improving their skills and abilities in selected competency areas, as indicated by the statistical significance of the mean weighted discrepancy scores listed in Chapter 4. This interest was also demonstrated by the willingness of administrators to participate in this study, which was evidenced by a 41% response rate.
 5. The demonstrated need for professional development did not vary significantly by level of administration, supporting the idea that many professional development activities are uniform across all levels of administration.

Recommendations

The primary recommendations of this study are directed to those individuals in community colleges who plan professional development activities for administrative staff. Administrative staff have shown a self-perceived need for professional development training in several distinct competencies within higher education. The competency guide is intended to provide a means of identifying and meeting administrative professional development needs in a subtle fashion than by asking administrators directly where they need improvement. The competency guide may be used to target specific competencies for administrative professional development training within community colleges. Those who plan such training activities can use the findings of this study to plan professional development activities to meet the needs of individuals or groups of administrators.

Based on this study and a review of the literature, specific recommendations are offered as follows:

1. Further research should be done to identify the best delivery methods for professional development activities.
2. Further research should be done to identify how community colleges can work with other institutions of higher learning, including but not limited to other colleges and professional development organizations.
3. Further research should be done to find desired competencies for specialized areas of educational administration.

Due to the previously mentioned limitations of this study, stated in Chapter 1, as well as the uniqueness of particular institutions, it is recommended that replication of this study be done at other community colleges across the nation in order to further define specific professional development needs.

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APPENDIX A:
Institutional Review Board Exemption Certificate

APPENDIX B:
Administrative Staff Questionnaire

Appendix B:

Administrative Staff Questionnaire

You are being asked to participate in a survey research project entitled “Identifying Administrative Staff Professional Development Needs,” which is being conducted by Shawn Folberg, a doctoral candidate in Organizational Leadership at Valdosta State University. This survey is anonymous. No one, including the researcher, will be able to associate your responses with your identity. Your participation is voluntary. You may choose not to take the survey, to stop responding at any time, or to skip any questions that you do not want to answer. You must be at least 18 years of age to participate in this study. Your completion of the survey serves as your voluntary agreement to participate in this research project and your certification that you are 18 or older.

Questions regarding the purpose or procedures of the research should be directed to Shawn Folberg at 229-296-9521 or smfolberg@valdosta.edu. This study has been exempted from Institutional Review Board (IRB) review in accordance with Federal regulations. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-259-5045 or irb@valdosta.edu.

Please be assured that all responses will be kept strictly confidential. All data will be aggregated for analysis and reporting purposes. You may skip any questions that you do not want to answer, or you may write N/A.

PART I. Background/Demographic Information

- 1.) What is your current position title?
- 2.) How many years of experience do you have in your current position?
- 3.) What is your educational attainment (Please list degrees/certifications)?
- 4.) How many years of experience do you have in educational administration?

- 5.) What is your current age?
- 6.) What is your ethnicity?
- 7.) What is your gender?

PART II. Administrative Competencies

This section of the questionnaire covers an inventory of higher education administrative competencies required in higher education based on the American Association of Community Colleges (AACC).

For each competency you are asked for the following two separate responses:

1. Rate the importance of the competency to your administrative position on a continuous scale from "NOT" important to "VERY" important.
1 = "NOT" Important
2 = Marginal importance
3 = Average importance
4 = Above Average importance
5 = "VERY" Important
D = Do Not Wish to Answer
2. Rate your present level of competence on a continuous scale from "LOW" to "HIGH."
1 = "LOW" - Not at or close to the level needed for success in that competency; needs substantial development.
2 = Marginal skills and aptitude in that competency; some training would be required to bring skills up to an acceptable standard.
3 = Adequate skills and aptitude in that competency; not quite at an ideal level and would benefit from additional training.
4 = Good skills and aptitude in that competency; above average ability is apparent.
5 = "HIGH" - Well developed (superior) skills and aptitude in that competency; no additional training is needed at this time.
D = Do Not Wish to Answer

		IMPORTANCE TO YOUR POSITION						PRESENT LEVEL OF OF COMPETENCE					
		<u>NOT</u>			<u>VERY</u>			<u>LOW</u>			<u>HIGH</u>		
		1	2	3	4	5	D	1	2	3	4	5	D
1.)		1	2	3	4	5	D						
		Ability to enhance educational quality through development, implementation, and evaluation of strategies.											
2.)		1	2	3	4	5	D						
		Ability to develop strategic plans through use of data-based decision making practices.											
3.)		1	2	3	4	5	D						
		Ability to meet the needs of students and community partners with a systems perspective.											
4.)		1	2	3	4	5	D						
		Ability to foster a positive environment which promotes innovation, collaboration, and successful results.											
5.)		1	2	3	4	5	D						
		Ability to grow and maintain college assets, financial resources, and human capital.											
6.)		1	2	3	4	5	D						
		Ability to develop and align the mission, structure, and resources of the college in accordance with its strategic plan.											
7.)		1	2	3	4	5	D						
		Capability to establish a system of accountable reporting.											
8.)		1	2	3	4	5	D						
		Capability to manage informational resources necessary to support operational decision-making.											
9.)		1	2	3	4	5	D						
		Capability to develop and manage resources in a manner which is consistent with the college's strategic plan.											
10.)		1	2	3	4	5	D						
		Ability to seek ethical, alternative funding sources with a business-like mindset.											
11.)		1	2	3	4	5	D						
		Ability to implement the fiscal strategies which are necessary to support college programs, support staff, services, and facilities.											
12.)		1	2	3	4	5	D						
		Ability to implement a system which facilitates the growth of human capital through professional development programs.											
13.)		1	2	3	4	5	D						
		Ability to demonstrate effective skills related to organizational planning, time management, and delegation.											
14.)		1	2	3	4	5	D						
		Ability to ensure the long-term sustainability of the college by appropriately managing conflicts and resistance to change.											
15.)		1	2	3	4	5	D						
		Ability to communicate the mission, values, and vision of the college to both internal and external stakeholders.											
16.)		1	2	3	4	5	D						
		Ability to maintain and communicate policies and strategies.											

17.)	1	2	3	4	5	D	Ability to generate and support open communication as it relates to resources, priorities, and expectations.	1	2	3	4	5	D
18.)	1	2	3	4	5	D	Ability to effectively communicate ideas and information to all stakeholders.	1	2	3	4	5	D
19.)	1	2	3	4	5	D	Ability to demonstrate attentiveness and understanding, as well as analyzing, engaging, and taking applicable actions.	1	2	3	4	5	D
20.)	1	2	3	4	5	D	Ability to exude confidence and react responsibly and with tact.	1	2	3	4	5	D
21.)	1	2	3	4	5	D	Ability to show regard for the diversity of individuals of all cultures and classes, including their values, ideas, and communication styles.	1	2	3	4	5	D
22.)	1	2	3	4	5	D	Ability to exhibit cultural competency in a global world.	1	2	3	4	5	D
23.)	1	2	3	4	5	D	Ability to summon faculty, staff, students, and the community to work together to achieve collective good.	1	2	3	4	5	D
24.)	1	2	3	4	5	D	Ability to create effective networks and relationships necessary for advancing the college's mission.	1	2	3	4	5	D
25.)	1	2	3	4	5	D	Ability to diplomatically and effectively work with lawmakers, accrediting bodies, business leaders, and others.	1	2	3	4	5	D
26.)	1	2	3	4	5	D	Ability to manage conflict and change through forming and maintaining working relationships.	1	2	3	4	5	D
27.)	1	2	3	4	5	D	Ability to cultivate and sustain an environment of collaboration and teamwork.	1	2	3	4	5	D
28.)	1	2	3	4	5	D	Ability to assist in the facilitation of collective problem solving and decision-making.	1	2	3	4	5	D
29.)	1	2	3	4	5	D	Demonstrate commitment to equal opportunity, academic excellence, diversity, inclusion.	1	2	3	4	5	D
30.)	1	2	3	4	5	D	Demonstrate dedication to student success, in accordance with the community college mission, through commitment to teaching excellence and student learning.	1	2	3	4	5	D
31.)	1	2	3	4	5	D	Ability to demonstrate commitment to the community college mission of equity, accessibility, innovation, teaching excellence, and student scholarship.	1	2	3	4	5	D
32.)	1	2	3	4	5	D	Ability to promote the community college mission to students and stakeholders, and ability to similarly empower these individuals to do the same.	1	2	3	4	5	D
33.)	1	2	3	4	5	D	Ability to promote a student-centered learning environment which supports lifelong learning.	1	2	3	4	5	D

34.)	1	2	3	4	5	D	Ability to exemplify the community college as a model of higher education, and to represent it accordingly throughout the community.	1	2	3	4	5	D
35.)	1	2	3	4	5	D	Ability to possess transformational leadership skills.	1	2	3	4	5	D
36.)	1	2	3	4	5	D	Ability to exhibit an appreciation of the community college's philosophy, culture, and past history.	1	2	3	4	5	D
37.)	1	2	3	4	5	D	Capability to set goals and perform self-assessments on a regular basis by means of eliciting feedback and performing self-reflection and evaluation.	1	2	3	4	5	D
38.)	1	2	3	4	5	D	Ability to be a supporter of lifelong learning, for others as well as one's self.	1	2	3	4	5	D
39.)	1	2	3	4	5	D	Ability to succeed at creating balance using stress management techniques such as self-care, flexibility and humor.	1	2	3	4	5	D
40.)	1	2	3	4	5	D	Possess the courage to make difficult decisions, take calculated risks, and willingness to accept responsibility.	1	2	3	4	5	D
41.)	1	2	3	4	5	D	Capability to demonstrate an appreciation for the impact of worldviews, including the insights, emotions, and perceptions of others.	1	2	3	4	5	D
42.)	1	2	3	4	5	D	Ability to encourage and uphold high standards of integrity, both personally and professionally, including honesty and respect for all.	1	2	3	4	5	D
43.)	1	2	3	4	5	D	Ability to use power and influence judiciously so as to facilitate and optimize the exchange of knowledge in teaching and learning.	1	2	3	4	5	D
44.)	1	2	3	4	5	D	Capability to balance and set both short-term and long-term goals for decision-making purposes.	1	2	3	4	5	D
45.)	1	2	3	4	5	D	Demonstrate commitment to the profession through organizational leadership, professional development, and research and publication.	1	2	3	4	5	D

PART III. Qualitative Responses

- 1.) Please discuss your level of satisfaction with the training you received prior to entering the field of educational administration. Specifically, how well equipped have you been to meet the responsibilities and demands of your position based upon your prior education and training?
- 2.) Please list the primary elements or factors you view as most essential to preparation for a career in community college administration.

PART III. Qualitative Responses (Continued)

- 3.) Please list the most important capabilities that, in your opinion, should be the basis of a professional development program.

APPENDIX C:

Titles of Administrative Staff Members Categorized for Analysis

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Titles of Administrative Staff Members Categorized for Analysis

TOP-LEVEL ADMINISTRATORS

- Campus Director
- Chief Advancement Officer
- Chief Academic Officer
- Chief Fiscal Officer
- Chief Public Relations Officer
- Executive Vice President & Chief Financial Officer
- President/Campus President/Interim President
- Provost
- Vice President
- Vice President for Academic Affairs
- Vice President Administration
- Vice President Advancement
- Vice President of Business/Administrative Services
- Vice President Information Technology
- Vice President of Institutional Advancement & Student Development
- Vice President of Instruction/Student Success
- Vice President of Operations
- Vice President and Dean of College
- Vice President for Finance & Administrative Services
- Vice President for Student Services/Enrollment Management
- Vice President of Workforce Training

MIDDLE-LEVEL ADMINISTRATORS

- Assistant Dean of Admissions/Records
- Assistant Dean Career Technical Programs
- Assistant Dean of Students
- Assistant Dean Recruitment/Admissions/Financial Aid
- Associate Dean of Advancement
- Associate Dean Business/Information Technology
- Associate Dean for Corporate Programs
- Associate Dean Liberal Arts/College Transfer Programs
- Associate Dean Transfer General Standards
- Associate Dean Distance Education
- Associate Dean Health Occupations
- Associate Dean Instruction/Instructional Programs/Effectiveness/Distance Ed./Development
- Dean/Interim Dean of Academic Affairs
- Dean of Academic Programs/Services
- Dean of Academic Technology

- Dean of Administrative Services & CBO
- Dean of Applied Technologies
- Dean of Arts and Sciences
- Dean of Associate in Science Programs
- Dean of Business/Business Affairs/Finance/Administration/Admin Services
- Dean of Campus Development/Campus Services
- Dean/Associate Dean of Career Technical Ed. & Workforce Development
- Dean/Associate Dean/Acting Dean of Instruction/Instructional Affairs/Outreach/Advancement & Effectiveness
- Dean of Enrollment Services
- Dean of Federal Programs
- Dean/Associate Dean of Health Sciences
- Dean Health/Wellness & Sports Technology
- Dean of Humanities/Humanities & Social Sciences
- Dean of Institutional Services/Communication Development
- Dean Math & Science/Natural Sciences
- Dean of Operations
- Dean of Planning/Research & Grants/Research Development
- Dean/Associate Dean of Students/Student Services/Student Affairs/Student Development/Student Support
- Dean STEM Ed./Online Learning
- Dean of Technology/Technology Services/Instructional Research

LOWER-LEVEL EDUCATIONAL ADMINISTRATORS

- Acting Director/Director of Workforce Development/ Workforce Solutions/Skills Training
- Chair of Business & Social Sciences
- Chair of Computer & Information Technology
- Chair of Health Sciences
- Chair of Humanities
- Chairperson, Math/Science
- Coordinator RTW (Return to Work Programs)
- Coordinator of Testing/Secondary Education
- Director of Academic Technology
- Director/Coordinator of Evening Programs
- Director of Adult Education
- Director Associate in Arts Programs
- Director of Allied Health & Nursing/Nursing Coordinator
- Director of College and Career Readiness
- Director of Community/Corporate/Continuing Education
- Director of Counseling/Advising & Testing
- Director of Learning Resources/Resource Center
- Director of Library Services/Librarian/Head Librarian
- Director of Science/Health Sciences

- Director Social Sciences/Human Services
- Director of Technical Programs
- English/Languages Division Director
- Faculty Supervisor
- Mathematics Division Director
- Program Director Public Safety Academy

LOWER-LEVEL SUPPORT STAFF

- Administrative Assistant to President/Presidents Office/Special Programs
- Athletic Director/Director of Athletics
- Bookstore Manager
- Chief of Police/Director of Police/Security
- Controller/Comptroller Business Services/Business Manager
- Coordinator Residence Life
- Coordinator of Data Management
- Director of Auxiliary Services
- Director of Accounting and Finance
- Director of Admissions/Admissions Officer/Coordinator
- Director of Advancement/ Graduation & Job Placement Specialist
- Director of Career/Job Resource Center
- Director of College Relations/Community & Government Relations
- Director of Communications/Marketing
- Directory of Computer Services/AS-400 Program & Systems Admin.
- Director of Development/Development & Alumni Relations
- Director of Diversity
- Director of Enrollment Services/ Registrar/Assistant Registrar
- Director of Facilities & Maintenance/Physical Plant/Buildings & Ground
- Director of Student Financial Aid/Financial Services/Veterans Services
- Director/Executive Director of Foundation
- Director of High School Relations
- Director/Executive Director of Human Resources
- Director of Housing and Special Events
- Director of Institutional Research/Effectiveness/Sponsored Research
- Director of Information Technology/Technology Systems/Services/MIS/
Networking Systems
- Director of Legal Affairs/Title IX/College Attorney
- Director/Administrator of Instructional Effectiveness & Planning
- Director of Grants/Research
- Director of Public Information/Public Relations/Marketing & Media
- Director of Purchasing/Purchasing Coordinator/Plant Operations
- Director of Safety/Public Safety & Security
- Director of Student Services/Support Services/Development
- Director of Recruitment/Retention & Success/Enrollment
- Social Security System and Disability Coordinator

APPENDIX D:

Initial E-mail to Prospective Participants

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Initial E-mail to Prospective Participants

You are being asked to participate in a survey research project entitled “Identifying Administrative Staff Professional Development Needs,” which is being conducted by Shawn Folberg, a doctoral candidate in Organizational Leadership at Valdosta State University. This survey is anonymous. No one, including the researcher, will be able to associate your responses with your identity. Your participation is voluntary. You may choose not to take the survey, to stop responding at any time, or to skip any questions that you do not want to answer. You must be at least 18 years of age to participate in this study. Your completion of the survey serves as your voluntary agreement to participate in this research project and your certification that you are 18 or older.

Questions regarding the purpose or procedures of the research should be directed to Shawn Folberg at 229-296-9521 or smfolberg@valdosta.edu. This study has been exempted from Institutional Review Board (IRB) review in accordance with Federal regulations. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-259-5045 or irb@valdosta.edu.

April 15, 2016

Dear Fellow Professional,

I am writing to ask you for your assistance. As part of my doctoral studies at Valdosta State University, I am developing a model for identifying administrative professional development needs at community colleges located within the southeastern United States. I have developed a questionnaire which represents a significant portion of that model, and it is designed to afford material for future planning of professional development activities.

Your cooperation with completion of the questionnaire will provide a means of testing the proposed model and provide information to ensure that future professional development activities at community colleges are more meaningful and relevant.

The questionnaire is designed to be simple to complete, and I am requesting your participation. It will take approximately twenty-five minutes of your time to complete. You can close out of the survey at any time and return to it using the same link, as your responses will be saved automatically. Please kindly use the enclosed link (below) to access the questionnaire with Qualtrics. Please use the password of “staff1” when prompted. All responses will be categorized according to broad categories specified by the American Association of Community Colleges (AACC). All analyses will be performed based on these broad categories, and findings will be based solely on these categories and not on individual responses. Your participation is greatly appreciated!

Sincerely,

Shawn M. Folberg
Doctoral Candidate, Valdosta State University

APPENDIX E:

Follow-up E-mail to Prospective Participants

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April 29, 2016

Dear Fellow Professional,

I recently sent you a request to participate in my doctoral research survey entitled "Identifying Administrative Staff Professional Development Needs." I would like to take this opportunity to thank you for your participation, if you've already completed the survey. If you haven't yet had the opportunity to complete this survey, I would like to kindly ask that you please take the time to complete the survey at your earliest convenience. Thank you in advance for your participation. Your participation is greatly appreciated! For your convenience, I am attaching the link to the survey, below. Thanks again.

<https://valdosta.co1.qualtrics.com/...>

Password: staff1

Sincerely,
Shawn M. Folberg
Doctoral Candidate,
Valdosta State University