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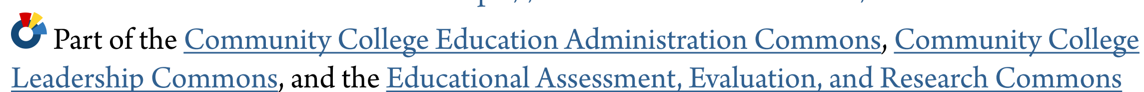
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William Thompson

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Walden University
2016

Abstract

Outcomes of Professional Development for Rural Community College Leaders

by

William T. Thompson Jr.

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

Walden University

September 2016

Abstract

To mitigate the loss of experienced administrators, community college leaders create internal grow-your-own (GYO) leadership development programs. Although the purpose of these programs is to ensure institutional efficacy by developing a pipeline of administrative and faculty leaders, little attention has been given to learning about the participants' post-program career advancement over time. Consequently, the value of GYO leadership training for participants is not well known. The purpose of this qualitative case study was to explore the post-program professional development of a group of participants 2 years after completing a rural community college GYO leadership program. The conceptual framework was guided by both the American Association of Community Colleges' Leadership competency model and situated learning theory. Research questions examined the leadership knowledge, skills, and behaviors the participants acquired from their training and how these knowledge, skills, and abilities were being used. Data sources included interviews of a cohort of 10 GYO leadership participants, leadership institute artifacts, and human resources documents, which were used for triangulation of the data. A constant comparative analysis methodology was used to identify themes. Research findings indicated that the participants most often applied their communication, collaboration, and advocacy knowledge and skills in their respective jobs, interests, and professional development over time. Academic and other leaders can use the research results to create positive social change by offering GYO leadership training programs to promote the advancement of the institution's mission, thereby improving the lives of the students and the health of the community.

Outcomes of Professional Development for Rural Community College Leaders

by

William T. Thompson Jr.

MA, Webster University

BS, Southern Illinois University

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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September 2016

Dedication

This dissertation is dedicated to my loving wife, Gayle, my two daughters, Stacey and Tonya, and to our six grandsons, Jimmy, Joshua, Justin, Jake, James, and Hunter. Gayle, you have stood by me with the patience of Job, and you have always supported me with whatever was needed in order for me to succeed. To daughters and all my grandsons I offer that you all are very special to me and I hope that you will include life-long learning as one of your goals to expand your mind and your horizons to make this a better world in which to live.

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Chapter 1: Introduction to the Study

The emerging shortage of community college CEOs, academic leaders, and administrative leaders is a national challenge, and the availability of qualified academic and administrative personnel to replace the increasing number of retiring community college leaders is a vital aspect of this problem (Amagoh, 2009; Campbell & Basham, 2007; Catalfamo, 2010; Eddy, 2012; El-Ashmawy & Weasenforth, 2010; Reille & Kezar, 2010). Studies have shown that the projected loss of many experienced community college CEOs, as well as academic and administrative personnel, will create a leadership gap that may adversely affect the respective community colleges' mission, especially in rural areas where approximately 732 (59%) out of a total of 1123 U.S. community colleges are located (American Association of Community Colleges, 2015).

In September 2013, six community college associations (Achieving the Dream, Inc., the American Association of Community Colleges, The Association of Community College Trustees, the Aspen Institute College Excellence Program, the League for Innovation in the Community College, and Student Success Initiatives) met to address the impending leadership crisis (Association of Community College Trustees (ACCT), 2013). As a result, the six community college organizations agreed to work together to develop and advance strategies to address strengthening the leadership pipeline (ACCT, 2013).

The exodus of community college leaders creates a significant loss of institutional experience, knowledge, expertise, history, and culture (Shults, 2001). Campbell and Basham (2007) argued that the most critical challenges facing 21st century community

colleges are identifying, developing, and retaining potential leaders who will assume the responsibilities for educating and training the U.S. workforce.

To mitigate the loss of community college leader experience, the American Association of Community Colleges (AACC) recommended that community college leaders create succession plans and internal grow-your-own (GYO) leadership training programs to identify and develop a pool of potential administrative and faculty leaders (AACC, 2005). Following AACC's recommendations, some community college leaders developed and implemented their versions of a GYO internal leadership development program (Reille & Kezar, 2010; Rowan, 2012; Wiessner &Sullivan, 2007). Although the purpose of these programs was to ensure institutional efficacy by training promising junior-level academic and administrative employees for future leadership positions, little attention has been given to learning about the participants' short-term post-program professional development. For the purpose of this study, *professional development* refers to career advancement, either through promotion, transfer, or growth within a current position. *Short-term* is defined as 1-3 years (W.K. Kellogg Foundation, 2004). Consequently, the value of community college GYO leadership training programs for participants is not well-known (Black & Earnest, 2009; Eddy, 2012; Grove, Kibel, & Haas, 2005; Inman, 2009).

This qualitative case study explores the participants' post-program professional development 2 years after completing a rural community college GYO leadership development program at an American community college. The research findings support the Walden University mission to promote positive social change because the research

results inform academic and non-academic organizations of the value of implementing a GYO leadership development program as a succession planning strategy to sustain the institutions' mission of serving their respective communities through education, industry training, economic development, and cultural programs.

In Chapter 1, I explore the background, growth, and development of the American community college. Next, I discuss the problem of the growing leadership gap in community colleges due to current and future academic and administrative leaders' departure from their institutions. To establish the purpose of the study, I then present the paucity of existing research on community college post-program leadership training program evaluations. Next, I provide the research questions, the conceptual framework, and theoretical foundation framing this qualitative case study, followed by the definitions, key concepts, assumptions, scope, delimiting factors, and limitations of the study. I then identify the potential contributions to the advancement of knowledge on community college post-program leadership training program evaluations and the implications for positive social change to the community. In conclusion, I present a summary of the chapter.

Background

The open-access community college is an American phenomenon (Cohen & Brawer, 2008). Community colleges were established based upon the concept of access and the idea that postsecondary opportunities should be made available to all adults, not to just a select few (Cremin, 1964). The community college movement began in the early period of the 20th century. Joliet Junior College became the first public 2-year college in

the United States in 1901 (Cohen & Brawer, 2008; Levin & Kater, 2013; Vaughan, 2006) and by 2005 all 50 states had at least one public or private community college (Cohen & Brawer, 2008). Because of their geographical service areas, community colleges have unique missions that distinguish them from 4-year colleges and universities (Eddy, 2012).

Over 1,100 public community colleges have been established in response to the increased demand for higher education and occupational training (American Association of Community Colleges, 2015). The placement of rural, urban, and suburban community colleges into local communities provided postsecondary education access to previously excluded citizens desiring to improve their standard of living and quality of life (Levin & Kater, 2013). These institutions also became important to the economic development of the community by offering low-cost access to quality educational programs for individuals and the community (Cohen & Brawer, 2008; Levin & Kater, 2013).

Shortages of Leaders

The advancement of 20th century community colleges increased educational opportunities that created a broadening of economic and social opportunities for the American middle class (Cohen & Brawer, 2008). At the same time, the growth of these institutions also generated unforeseen challenges for early community college leaders: managing multiple mission responsibilities, coping with high numbers of diverse and underprepared students, and struggling with decreasing funding sources from federal, state, and local authorities (Vaughan, 2006). Today, these multiple mission challenges are still prevalent, but studies have shown that the cadre of experienced community college leaders to manage these challenges is declining at an alarming rate through reassignment,

retirements, and career changes (American Association of Community Colleges, 2014; Campbell & Basham, 2007; Eddy, 2012; Shults, 2001; Weisman & Vaughan, 2006).

According to Weisman and Vaughan (2006), approximately 80% of community college presidents in 2006 indicated they were considering retirement within the next 10 years. Eddy (2013) argued that this was not unexpected since half of the current presidents are over 60 years old. Furthermore, the number of projected vacant administrative positions will exceed the number of qualified candidates needed to fill those positions (Eddy, 2012). For example, from 2007 through 2012 almost 50% of community college CEOs (approximately 600 presidents and chancellors) planned to retire (Eddy, 2012). Compounding this situation, aging employees in other leadership positions are also retiring (Shults, 2001), creating additional vacancies. A 2014 American Association of Community Colleges (AACC) leadership study reported that almost 600 community colleges had hired new, interim, and previous-sitting CEOs since 2010. Currently, there is a surge of retiring leaders, and this trend will continue into 2022 (AACC, 2014).

The huge loss of community college leaders through retirements creates an enormous experience and knowledge gap (AACC, 2014; Eddy, 2012; Kouzes & Posner, 2012; Levin & Kater, 2013; Shults, 2001) that could have a serious impact on the efficient operation of institutions (Campbell & Basham, 2007). In order to sustain institutional efficacy, community colleges need a succession plan that identifies future personnel needs of the college as well as employees who may potentially fill those needs (AACC, 2005; Cameron, 2013). Preparing others to meet these needs is also a national

issue, and is generally met through training and preparation, either internal to the individual college or through broader opportunities (AACC, 2005; Cameron, 2013). To prepare both promising current employees and other new individuals to fill these future positions, leadership training is essential. Developing a succession plan and leadership development is one way to help fill this gap (AACC, 2005; Cameron, 2013).

Leadership development can be accomplished in several ways: (a) formal university graduate programs, (b) professional organization leadership institutes, consultants, professional trainers, seminars, and workshops, (c) nonformal community college customized in-house leadership training, recognized as grow-your-own (GYO) programs, designed for the college employees (Hull & Keim, 2007), and (d) informal or self-development (Catalfamo, 2010; Eddy & Rao, 2009; Krosigk, 2007; Lester, Hannah, Harms, Vogelgesang, & Avolio, 2011). I will briefly describe each and then provide a detailed discussion in Chapter 2.

Leadership Development Training

Universities have been a primary source for leadership training by offering master's and doctoral degrees in community college leadership. These programs focus on scholarship in research, grant writing, educational administration, and theory development. However, some academics question the value of these degrees because of the lack of focus on the context of the community college mission (Eddy, 2012; Shults, 2001).

Another strategy to address the leadership issue is through executive leadership preparation institutes or workshops offered by several national, regional, and state

professional organizations. Some of the better known programs include: (a) the League for Innovation in the Community College (League for Innovation in the Community College, 2015), (b) the Chair Academy Leadership Training (The Chair Academy, 2015), (c) the American Association of Community Colleges (AACC) John E. Roueche Future Leaders Institute (AACC, 2015), (d) the Association of California Community College Administrators (ACCCA, 2016), (e) the American Association of State Colleges & Universities Millennium Leadership Initiative (AASCU, 2016), and (f) the American Council on Education (ACE) Fellows Program (ACE, 2015).

A third method of leadership development is in-house faculty and staff GYO leadership training programs. The GYO program curriculum is designed around the institution's mission, culture, and budget and can vary from a 1-day workshop to a formal long-term institute. Because GYO leadership programs are typically offered at no cost to the employees on the community college campus, they are considered an economical way for developing potential leaders for the college (Stone, 1995). Unfortunately, the differences in the program depth of content make it difficult to classify and compare the different college GYO programs (Jeandron, 2006).

A GYO leadership program may be more appropriate for a rural community college than a university, state, or regional training program because the training can be tailored to the individual college's mission (Reille & Kezar, 2010; Rowan, 2012; Stone, 1995; Wiessner & Sullivan, 2007). Although the majority of community college presidents feel there is a need for campus-based leadership programs, very few colleges have them (Jeandron, 2006; Robinson, Sugar, & Miller, 2010). However, some

community colleges have advanced the American Association of Community College's (AACC) recommendation to grow their own future academic and administrative leaders and have developed their own programs. For example, Dallas County Community College District created an 8-month Basic Leadership Institute and Daytona Beach Community College established a 3-year Leadership Development Institute (Quinton, 2006). Pleasant Community College (PCC)—the college under inquiry in this study—is situated in a rural area of the Southeastern U.S., and also developed a GYO leadership development program for future department chairs, division chairs, and vice presidents.

GYO leadership programs are intended to prepare promising junior-level academic and administrative employees to assume future leadership positions (Levin & Kater, 2013). However, little attention has been given to learning about the participants' professional development several years after completing the GYO program, especially in rural community colleges (Collins & Holton, 2004; Groves, 2007; Kur & Bunning, 2002). Consequently, the value or effectiveness of rural community college GYO leadership training programs to the advancement of participants' professional development is not well-known (Eddy, 2012; Inman, 2009).

Problem Statement

Research has shown a dearth of studies concerning the impact of a community college GYO leadership institute on the participants' professional development over a period of time after completing the program (Black & Earnest, 2009; Collins & Holton, 2004; Eddy, 2012; Groves, 2007). Usually, colleges have participants evaluate their leadership training at the end of the program (Jeandron, 2006). Case study research offers

the opportunity to explore and learn about the post-program professional development of leadership participants who completed a rural community college GYO leadership program (Catalfamo, 2010; Hopkins, & Grigoriu, 2005; Reille & Kezar, 2010).

Purpose of the Study

The purpose of this qualitative case study was to explore the recalled experiences of a group of leadership program participants working in a rural southeastern United States community college professional development 2 years after completing the program. Descriptive information gleaned from the experiences of the participants in the rural community college GYO leadership institute inform community college leaders and the research community about the program participants' post-program professional development after completing the program.

Research Questions

This study sought to answer a primary research question that was supported by three related research questions. They are as follows.

Primary Research Question: What are the long-term outcomes of a rural community college "grow-your-own" leadership program on the professional development of participants 2 years following program completion?

Research Question 1: How did program completion impact the perception of institutional knowledge, skills, and behaviors of the participants?

Research Question 2: According to participants, how did the program affect their attitudes about their careers and their behaviors regarding professional development?

Research Question 3: How have program participants used these knowledge, skills, and behaviors since completing the training?

Conceptual Framework of the Study

The AACC Competencies for Community College Leaders (2005, 2013) was the primary conceptual framework that informed this study and the review of the PCC leadership institute's program content. Lave and Wenger's (1991) situated learning experience model was also used to structure the exploration of the leadership participants' learning experiences and post-program professional development after completing the PCC leadership institute.

AACC Competencies

In 2005, AACC published the *Competencies for Community College Leaders* as the framework for developing curriculum competencies for community college GYO leadership programs. The framework was designed to assist aspiring leaders to develop their leadership skills, to provide curriculum guidelines to program directors, and to be a resource for employee employment, recognition, and professional development (AACC, 2005). The AACC recommended a comprehensive foundation of six critical core competencies as learning modules for community college GYO leadership development programs: "organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism" (AACC, 2005, pp.3-5).

In 2013, AACC published the second edition of *Competencies for Community College Leaders,* adding an enhanced leader development framework that encouraged GYO leadership directors to develop a comprehensive training program that exposes

leadership training participants to real world problems and issues facing community college leaders (AACC, 2013, p. 3). In addition to the enhanced leader development framework, AACC revised the original Competencies for Community College Leaders "organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism" (AACC, 2005, pp. 3-5) in to a progressive three-stage competency development process to help leaders advance through the leadership field. The three stages were defined as follows:

> The basic competency required for emerging leaders is presented, then that same competency evolves and deepens as that leader becomes a senior member of staff or a new CEO. The competency further evolves as the new CEO becomes more mature in his or her job (AACC, 2013, p. 6).

This study focused on the competencies needed for emerging leaders to be successful in their jobs. The competencies are further discussed in chapter 2.

Situated Learning

In addition to using the AACC competencies to collect information on the GYO leadership participants' program and learning experiences, I used the construct of situated learning (Lave & Wenger, 1991) to gather information from the learning strategies presented by the program director to facilitate participant learning in the GYO leadership institute. Situated learning construct embeds curriculum subject matter with real world activity, culture, and context to create meaning and understanding for the learner (Lave & Wenger, 1991; Stein, 1998). Situated learning emphasizes the participants' critical thinking processes by introducing complex and ambiguous issues in contextual settings

of the workplace, the community, or the individual's personal life (Stein, 1998). The AACC enhanced leader development framework discussed previously parallels the structure of the situated learning construct in that the leader's competencies develop as the individual gains experience in the leadership position. Situated learning consists of three interconnected components: (a) the enculturation process, whereby the participant learns the group's culture and adopts the appropriate values and behaviors in that group; (b) the concept of combining real world simulation activities to foster higher-order thinking rather than memorizing factual information; and (c) the application of situated learning in which knowledge is learned through the participants' involvement and interaction with others investigating, discussing, and reflecting on realistic situations and environments (Lave & Wenger, 1991).

Framing this study in the context of both the AACC leadership competency framework and the situated learning model helped me to explore and learn about the GYO leadership participants' post-program professional development after completing the program. A more thorough explanation of the framework is discussed in Chapter 2.

Nature of the Study

I selected a purposeful sample of 10 participants from the 2013 class of 30 participants who successfully completed a 12-month GYO leadership institute at PCC, a rural community college located in the southeastern part of the United States. I was interested in learning about the rural community college leadership program participants' post-program professional development after completing the PCC leadership institute

Approximately 30 potential participants met the criteria of completing the 12-month PCC leadership institute in 2013 and were employed at PCC when this study was conducted. In this research study, data collection took place through in-depth interviews with 10 rural community college academic and administrative employees who participated in the GYO leadership training program. Document reviews included PCC leadership institute artifacts, leadership institute participant applications, and PCC employee promotion or reassignment actions. I conducted an analysis of the qualitative data using Patton's (2002) constant comparative method of qualitative data analysis for this study.

Definition of Terms

The following definitions are provided in order to ensure an accurate description and mutual understanding of the terms that will be used in this study.

Behavior Change: Prochaska and Velicer (1997) defined behavior change as "an intentional process that unfolds over time and involves progress…" (p.1). Therefore, for the purpose of this study, behavior change is defined as the participant's actions in advancing and demonstrating professional development over time.

Grow-your-own Leadership Program: An institutionally developed short-term internal leadership training program designed to address the mission and leadership needs of that specific organization (Jeandron, 2006).

Junior-level academic employee: A full-time community college faculty employee assigned to a teaching position below the organizational level of the president, vice-president of instruction, academic division dean, and academic department head

(e.g., assistant academic department heads, department chairs, lead instructors, and instructors).

Junior-level administrative employee: A full-time community college employee assigned to a non-academic administrative position below the organizational level of president, vice-president, division director, department director (e.g., assistant department directors, program specialists, program technicians, program coordinators, and program assistants).

Leadership development program competencies: The American Association of Community Colleges (AACC) identified six competencies that community college leaders should possess: "(a) organizational strategy, (b) resource management, (c) communication, (d) collaboration, (e) community college advocacy, and (f) professionalism" (AACC, 2005, pp. 2-5).

Rural community college: A 2-year publicly controlled associate degree granting institution located in a large geographical area serving a community population of 100,000 citizens or fewer (Hardy & Katsinas, 2007).

Assumptions

This study focused on interviewing leadership development program participants who were directly involved in the GYO leadership development institute provided at PCC. Because the participants selected for the study completed the GYO leadership training, I assumed they were knowledgeable and able to remember and elaborate on their experiences with the leadership development program. Furthermore, the study was based on the assumption that internal leadership development participants would volunteer and

answer honestly the interview questions. Finally, it was assumed that the participants' interview responses accurately reflected their opinions.

Scope and Delimitations

The scope of this qualitative single case study was the study of 10 participants from the PCC leadership institute 2013 cohort which consisted of 30 employees. The study explored the perceived outcomes of the leadership development institute on the faculty and administrative participants' professional development after completing the program.

The delimitations for this study were:

1. This qualitative single case study included only current PCC employees who completed the rural PCC leadership institute from October 2012 – May 2013.
2. This study did not focus on exploring the impact of the leadership development institute on the institution directly or indirectly. The study was limited to the experiences of individual participants.
3. The leadership skills and experiences examined in the study were aligned with the leadership institute goals.
4. This qualitative single case study involved face-to-face interviews with 10 leadership development program participants and took place February 2016 through March 2016 at PCC. The PCC leadership institute program director had confirmed that 27 of the 30 participants from the 2013 GYO leadership cohort were employed at PCC at the time of the study. Therefore, I did not have any problems identifying a sufficient number of PCC study participants.

Document reviews included the PCC leadership institute curriculum offered at the college, leadership institute participant applications, and employee promotion or reassignment activities provided by the college human resources office within the last 2 years. These documents will be discussed in detail in Chapter 3.

Limitations

One limitation to this study is that a single qualitative case study is not generalizable (Creswell, 2013). Yin (2014) advised not to generalize the results of a case study as would be appropriate with a quantitative study, arguing that "cases are not 'sampling units' and also will be too small in number to serve as an adequately sized sample to represent any larger population" (p. 40). Stake (1995) emphasized that before any analysis of a case study is performed, the researcher must fully understand the distinctive attributes of the case being studied. Listening, recording, and interpreting the participants' stories enable the researcher to portray a broad pattern of knowledge about the participants' lived experiences. The discoveries of this single case study, therefore, can inform college leaders and qualitative researchers of the perceived outcomes of the leadership institute on the participants' professional development after completing the program.

It is also important to be aware of the subjective nature of the participants' reflections and that these views may have changed over time. Therefore, it was essential to remind the participants to discuss what they believed now as opposed to what they remembered experiencing 2 years ago.

Other limitations to this study were sample size and my role as the researcher. There were approximately 30 potential participants who met the criteria of completing the 12-month PCC leadership institute in 2013 and employed at PCC at the time of the study. Also, because of the small number of graduates in this one class, all of the members of the cohort were considered for the study. This process is called within-case sampling because the researcher determines the groups that will be selected for the case study, and the participants within each group who will be invited to participate in the study (Miles, Huberman, & Saldana, 2014).

Over 40 years of my acquired leadership knowledge and experience may have skewed the reporting of fieldwork and data analysis by inserting subjective and personal bias into the study. I offer this disclosure because I co-developed and facilitated a 13-month GYO leadership development program at another rural community college where I was formerly employed in the southeastern part of the United States. In order to avoid possible threats to the conclusions of a qualitative study, Maxwell (2013) recommended that the researcher use memoing to describe reactions to participants' responses to the interview questions. Therefore, I recorded my observations and feelings during the field work and data analysis and referred back to those notes to ensure I was being objective in my assessment and synthesis of the data I had collected.

Significance of the Study

This study is potentially important beyond the academic field of community GYO leadership development programs. The abundance of literature on leadership development programs spans multiple professions outside of academia including:

business, healthcare, industry, and government. Additionally, there is literature available on the use of pre- and post program assessment instruments to assess the participants' level of satisfaction and perceived level of knowledge gained immediately after completing an internal leadership program (Black & Earnest, 2009; Coloma, Gibson, & Packard, 2012; Rohs, 2002).

Because this traditional practice provides practitioners with timely feedback on the merits of the program in the short-term, the impact of the program on the participants over time rarely is known (Black & Earnest, 2009; Coloma et al., 2012; Rohs, 2002; W.K. Kellogg Foundation, 2001). Research studies have shown that the end result of leadership development programs can be disconcerting because of the difficulty in measuring the effects of individual characteristics, situational limitations, and the application of learning. Consequently, the availability of scientifically-based program assessment models from colleges and universities is limited (Black & Earnest, 2009; Drew, 2010; Eddy, 2012).

A Research Gap

This study addressed the absence of published research and studies of community college GYO leadership participants' post-program professional development over time (Black & Earnest, 2009; Eddy, 2012). Conducting this type of research on GYO leadership participants' post-program professional development helps to inform institutional leaders whether their investment in the GYO leadership program was worth the cost. With this type of research, institutional leaders may be able to determine if the leadership program cost yielded any kind of benefit to the institution or the participant.

Implications for Positive Social Change

The research findings support the Walden University mission to promote positive social change by informing academic and nonacademic organizations of the value of developing an internal leadership development program to address the deficit in leadership caused by the turnover (e.g. accepting another job, career change, resignation due to board conflict, or retirement) of organization leaders.

As discussed previously, in-house GYO leadership programs may be a cost-effective means to develop and mold future community college leaders (as compared to more expensive university programs, professional organization leadership institutes, consultants, professional trainers, seminars, and workshops) so as to uphold the mission of the institution (Amagoh, 2009; Eddy, 2012). However, because of rural institutions' smaller operating budgets, even the cost of running an internal leadership training program can be expensive, compared to their larger suburban and urban counterparts (Hull & Keim, 2007).

According to Eddy (2013) "rural community college presidents lead in regions of the U.S. with low-income per capita, aging populations, fewer business and manufacturing opportunities, and lower levels of participation in college attendance" (p. 120). Roessler (2006) reported that in fiscal year 2001, the average total budget for rural community colleges was $23.4 million, compared to $50.2 and $102.4 million respectively, at suburban and urban community colleges. Nonetheless, post-program leadership assessment may help rural community college leaders and other leadership

training practitioners substantiate the program's cost effectiveness, based on GYO leadership program participants' outcomes (Eddy, 2012).

Professional Application

This study is significant because it has the potential to extend beyond the academic field of community college GYO leadership development programs to learn about participants' post-program professional development after completing the GYO program. The findings from this research will inform institutional leaders from multiple professions about whether their investment in an internal leadership program was beneficial to the participants.

Summary

I explored internal GYO leadership institute participants' perceptions regarding their post-leadership development professional development over time. Chapter 1 presented an examination of the research, indicating that institutional leadership development practitioners routinely perform post-training assessments of leadership training participants' satisfaction with their training experience as well as a self-assessment of their leadership knowledge and development; however, there were few studies designed to explore the participants' post-program professional development after completing the leadership program (Black & Earnest, 2009; Eddy, 2012). The purpose of this qualitative case study was to explore the participants' post-program leadership professional development 2 years after completing the GYO program.

Chapter 2 supports the need for this qualitative case study through the review of the literature evaluating internal leadership development programs, the research questions

for this qualitative case study, and the methodology that was used in this study. As the literature review will show, there is very little published research on GYO leadership participants' post-program professional development in community colleges or other organizations.

Chapter 2: Literature Review

The emerging shortage of community college CEOs, academic leaders, and administrative leaders is a national challenge, and the availability of qualified academic and administrative leaders to address the shortage is critical to sustaining the community college mission (Amagoh, 2009; Campbell & Basham, 2007; Catalfamo, 2010; Eddy, 2012; Reille & Kezar, 2010). Current research indicates that many of the approximately 1,500 community college baby-boomer presidents and senior leaders born between 1946 and 1964 are retiring (Reille & Kezar, 2010).

In 2006, the AACC reported that “84 percent of community college presidents were expected to retire within a decade” (AACC, 2006), and a 2012 study revealed that “42 percent planned to retire in the next 5 years” (AACC, 2012). Consequently, community colleges are facing an impending leadership shortage of CEOs, academic leaders, and administrative leaders and need new strategies to address the deficit (Catalfamo, 2010).

These departing leaders were the catalyst behind the transformation of the community college from an extension of the high school in secondary school systems, into separate and distinct postsecondary institutions (Boggs, 2011; Cohen & Brawer, 2008; Vaughan, 2006). Their seminal work produced local postsecondary education opportunities to citizens previously denied access to 4-year colleges and universities (Greenberg, 1997), offered students vocational and technical training programs in the manufacturing and trades industry (Cohen & Brawer, 2008), and provided avocational learning opportunities to their communities (Vaughan, 2006). Since the founding of the

first American public junior college in 1901, senior community college leaders have been instrumental in advancing the community college in the United States (Levine & Kater, 2013).

Although current literature has not yet confirmed whether the predictions have come true, analysis of AACC's membership database of approximately 1200 colleges indicates that approximately 600 community college CEOs have been hired since 2009 (AACC, 2012). This still raises the question of whether there will be a sufficient number of junior administrative leaders and faculty leaders prepared to assume these projected senior leadership vacancies. One avenue many community colleges are taking to prepare these future leaders is conducting an internal leadership development program. However, there have been few, if any, studies done to explore the outcomes these programs have on the individuals who complete the training. Chapter 2 supports the need for this qualitative case study through the review of the literature evaluating internal leadership development programs.

To examine the leadership crisis, this chapter is organized into four sections. I begin the chapter by describing the conceptual framework for the study. Next, I examine the impending leadership crisis emanating from the massive departure of community college CEOs, academic leaders, and administrative leaders from their institutions. Next, I identify leadership training strategies that institutional leaders can consider to foster leadership development opportunities for their employees. Then, I conclude the chapter with the rationale for selecting the qualitative case study to address the research questions in this study.

Summary of Literature Searches

The literature review encompasses a variety of books, research briefs, journal articles, dissertations, conference presentations, and workshop training resources acquired in print from libraries and online databases. Online sources and databases included: Walden University Library, AACC Website, Walden University Dissertations only and all Dissertations, Google Scholar, Academic Search Complete, Education Research Complete, Education Resource Information Center, Sage, ProQuest, PsycINFO, Thoreau, and EBSCO databases.

The key words used to search for scholarly publications included *authoritative leadership, case study*, *community college*, *community college history*, *community college leaders, developing higher education leaders*, *developing organizational teams*, *grow-your-own leader programs*, *higher education leadership programs*, *leadership*, *leadership competencies*, *leadership development*, *leadership traits*, *leadership theory*, *organizational effectiveness*, *professional development*, *leader training program evaluation*, *rural community colleges*, *transactional leadership*, and *transformational leadership*.

Because existing research evaluating or assessing GYO leadership development programs was sparse, multiple database search engines such as Thoreau and Google Scholar were used to locate peer reviewed journal articles, online reports, and citations to other journal articles. For example, to find information about leadership post program training evaluation I used the Thoreau multiple data base search engine. The initial search produced 80 journal articles from 1973 to 2015. After changing the publication date to

2010-2015 the search results were reduced to 28. This second search also eliminated some relevant journal articles from the first search. As a result, I reverted to the original publication date parameters to obtain all relevant citations for review.

The Conceptual Framework

The purpose of any GYO leadership development training is to prepare employees for broader and more responsible positions through the teaching of relevant information in the context of the college environment. The conceptual framework for this study evolved because of the lack of research on GYO rural community college leadership development post-program evaluation and assessment outcomes (Black & Earnest, 2009; Carman, 2007; Grove et al., 2005; W.K. Kellogg Foundation, 2001). Additionally, it presented an opportunity to perform a qualitative case study to explore and learn about GYO leadership institute participants' post-program development after completing the program. This case study was guided by two parts of the framework: the six core leadership competencies and the enhanced framework of leadership competencies recommended by the AACC (AACC, 2005, 2013) and situated learning theory (Lave & Wenger, 1991).

AACC Competencies

Since 2005, the AACC has recommended a comprehensive foundation of six critical core competencies as learning modules for community college GYO leadership development programs: "organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism" (AACC, 2005, pp. 3-5). Each of the six competencies was defined in AACC's *Leading Forward:*

Competencies for Community College Leaders publication, which also offered examples of how the skills related to these competencies could be developed (AACC, 2005; Ottenritter, 2006). In addition to defining the competency framework for leader training, the AACC developed a how-to monograph titled *Growing Your Own Leaders: Community Colleges Step Up* (AACC, 2006). This document presented a framework to help college leaders with leadership succession planning and offered guidelines for developing a customized internal leadership program specific to the institution.

The AACC published an enhanced leader development framework that included the following revision to the original competencies for community College leaders: "(a) organizational strategy, (b) institutional finance, research, fundraising, and resource management, (c) communication, (d) collaboration, and (e) community college advocacy" (AACC, 2013, pp. 6-11). Note that the competency on professionalism was omitted in the revised model absent of an explanation The revisions emphasized that leadership programs must be designed with measurable outcomes that inform emerging leaders on "theory, concepts, case studies, guided experiences, and other practical information and learning methodologies" (AACC, 2013, p. 5). The AACC Competencies model is designed to guide the leaders' development through a continuum of evolving knowledge and skills: "(a) competencies for emerging leaders, (b) competencies for new CEOs within the first 3 years on the job, and (c) competencies for new CEOs that have been in their positions for 3 or more years" (AACC, 2013, p. 6). Although I recognize that the experience and job levels of participants will vary in a GYO leadership program, in this study I only focused on the competencies for emerging leaders.

A description of each AACC competency is as follows:

- organizational strategy – continuously improve institutional quality based on the college mission;
- institutional finance, research, fundraising, and resource management – effectively manage all college assets, including physical, financial and human resources;
- communication – promote the exchange of ideas and information flow throughout the institution in support of the college mission;
- collaboration – develop and maintain positive relationships with internal and external stakeholders;
- community college advocacy – promote the community college mission on the local, state, and national level (AACC, 2013, pp. 6-11).

Although the AACC competencies are generally viewed as an excellent resource for leadership programs, the research on how these competencies are transferred into practice is sparse (Duree, 2007; Eddy, 2013; Jeandron, 2006; Reille & Kezar, 2010).

Duree (2007) found professional development was done through formal leadership programs or through university programs. Duree learned that of the six AACC competency areas examined, community college leaders indicated they were underprepared in the areas of organizational strategy and resource management. Likewise, Eddy (2013) learned from studying leadership preparation experiences with rural community college leaders that little emphasis was placed on organizational planning strategies and managing limited resources (p. 40). In a study of a community

college GYO leadership program, the researchers established that with its general focus on the AACC competencies, the program was more of a broad-based introduction rather than a comprehensive program that related to the mastery of the competencies (Benard & Piland, 2014, p.27).

Applying the AACC competency framework to GYO leader programs can help community college leaders develop a training program tailored to their institution's mission (Sinady, Floyd, & Mulder, 2010). Leadership competencies provide community college leaders a critical framework for developing the skills of individuals who want to advance their community college profession (Campbell, Syed, & Morris, 2010).

Situated Learning

Situated learning gained prominence as an innovative model of teaching in the late 1980s (Herrington & Oliver, 1995). Situated learning theory proposes that student learning is better achieved by connecting theory presented in the classroom with real-world practices in contextual and cultural settings where it will be used (Brown, Collins, & Duguid, 1989). Student learning becomes problem focused rather than content focused (Stein 1998).

Situated learning derives its meaning from various theoretical interpretations emanating from various fields of study including psychology, sociology, and anthropology (Borko, 2004). The development of situated learning can be credited in part to the Russian psychologist Lev Vygotsky who conceptualized "the zone of proximal development or ZPD" (Vygotsky, 1978, p. 86). The ZPD characterizes learning in which knowledgeable partners, working with students, guides the student's development by

linking the student's knowledge of a topic or task with the new topic or task being learned. Learners have a ZPD for each task they are expected to master, and they must be in the zone to benefit from assistance.

The situated learning tradition includes aspects of social learning theory (SLT), which states that through social interaction with others (i.e., through observation and modeling group behaviors) a person learns to develop and enhance self-efficacy, skill development, and knowledge of reality (Bandura, 1986). Bandura (1986) further stated that "through modeling we can transmit skills, attitudes, and emotional proclivities" (p. 5). Thus, SLT posits that leadership development program participants, having observed and interacted with other program participants and instructors, can develop leadership behaviors that can increase their capacity to assume greater roles and responsibilities in the institution (Black & Earnest, 2009).

SLT is also grounded in adult learning theory or andragogy. Andragogy posits that adults advance their knowledge best through life experiences (Knowles, 1984). Adult learning occurs when the student is inspired to learn and chooses his or her desired learning experience because of that inspiration. Inspirational stimuli can occur for various outcomes: (a) to achieve self-efficacy, (b) to advance the individual's capacity to serve his or her community, or (c) to experience career progression (Black & Earnest, 2009, p. 186). This research would suggest that, for a leadership training program to be effective, informing adult learners of the value of the skills they need to acquire and their importance to them are the main factors necessary to inspire achievement of the individual's desired learning experience. Adult learners acquire knowledge foremost

through social interaction and hands-on experiences (Black & Earnest, 2009). This suggests that similarities exist between Bandura's (1986) SLT and Knowles's (1984) adult learning theory since adults are inspired to learn through social interactions (i.e., professional and personal relationships and alliances) in the areas of individual performance, self-regulation, and self-efficacy (Black & Earnest, 2009).

In contrast to the traditional teacher-centered practice of teaching subject matter in the classroom, situated learning emphasizes learner-centered instruction. In this context, the trainee engages in a scenario-based learning activity that poses real-world problems or issues embedded in the subject-matter (Naidu, 2008). The embedded scenario is designed to challenge the learner to make critical decisions to solve the problem or issue presented in the situation.

Situated learning is likened to new employee training through an apprenticeship or internship (Naidu, 2008). Similar to Vygotsky's ZPD theory, the trainee observes and learns from the work of experts and through hands-on training and emersion into the culture of the organization, to acquire new job skills (Resnick, 1987). Meaningful learning takes place when real-life examples and experiences are embedded into the context of the students' learning process (Stein, 1998). However, Errington (2009) cautioned practitioners using "near-world" scenario based learning as a strategy for conveying contextual knowledge to the learner to remind learners to detach themselves from the scenario presented so as to not think of it as indeed a factual depiction of a real-world situation but to examine and reflect upon the actions (p. 595).

As previously discussed, framing this study in the context of both the AACC leadership competency framework and the situated learning model helped to guide the exploration of the GYO leadership program participants' post program professional development.

Community College Leadership Crisis

The community college crisis is a result of the exodus of community college CEOs, senior and mid-level administrative leaders, and senior faculty leaders (Boggs, 2011). The departure of community college leaders (retirements, job-changes, and promotions) creates a significant loss of institutional experience, knowledge, expertise, history, and culture (Eddy, 2012). Community colleges were established based upon the concept of access and the notion that postsecondary opportunities should be made available to all adults and not to just a select few (Cremin, 1964; Vaughan, 2006). The placement of community colleges into local communities provided postsecondary education access to previously excluded citizens desiring to improve their standard of living and quality of life (Boggs, 2011; Levin & Kater, 2013). Many of the retiring CEOs, administrative leaders, and senior faculty leaders began their community college careers in the 1950s. Between 1960 and 1970, (after an era of slow growth in the 1950s), more than 450 new, public community colleges opened throughout the country, almost tripling the number of public community colleges while enrolling 34 percent of all students in U.S. higher education (Cohen & Brawer, 2008).

Social forces that bolstered enrollment growth included a peak in the number of baby boomers coming of age and the end of school segregation in the South, which

encouraged commitment to access and equity (Boggs, 2011; Levin & Kater, 2013). A key event fostering the community college's growth in the U.S. was President Truman's Commission on Higher Education Report (Greenberg, 1947). The report made three recommendations: improve access to higher education, increase the development of community colleges, and increase federal funding of educational institutions. In order to break down the barriers to college access and equity (for those who could not afford to attend college), the commission recommended that the federal government provide financial aid to lower-income citizens (Greenberg, 1997). In addition, the increase in access also meant making public education equally available to all students (Levin & Kater, 2013). Thus, expanding college access meant more students enrolling in higher education institutions and the immediate need for more postsecondary institutions. The commission's goal of doubling higher education enrollments by 1960 inspired the initiative to build more community colleges since they were cost-effective and could be constructed quickly (Greenberg, 1997).

By the 1980s community colleges enrolled approximately a third of the students in higher education (Vaughan, 2006). Currently there are 1,123 public community colleges in the United States (AACC, 2015) with at least one located in each of the 50 states (Cohen & Brawer, 2008). In 2013, community colleges enrolled almost half of the students in higher education (AACC, 2015).

Studies have shown that the projected loss of many experienced community college CEOs, as well as academic and administrative personnel, will create a leadership gap that may adversely affect the community college mission (Boggs, 2011; Campbell et

al., 2010; Eddy, 2012; Wallin, 2006). Weisman and Vaughan (2006) found that of the 545 community college presidents responding to their 2006 Career and Lifestyle Survey, 62% had served as president for more than five years; the average age of the presidents was 58; and 84 percent were expected to retire within a decade.

A 2014 AACC study revealed that 75% of community college presidents surveyed in 2012 planned to retire within the next 10 years. The Association of Community College Trustees (2013) reported that the exodus of retiring community college presidents happened faster than expected with almost 200 CEOs departing the presidency since May 2012. Although current literature has not yet confirmed whether the predictions have come true, analysis of the AACC membership database indicates that approximately 600 community college CEOs have been hired since 2009 (AACC, 2014).

Adding to the concern of the exodus of large numbers of community college presidents and CEOs is another leadership gap that will be created by retiring senior and mid-level administrative leaders and faculty leaders with 30 to 40 years of community college experience (Reille & Kezar, 2010). O'Banion (2007) estimated that with the exodus of community college baby-boomers, over 1,200 administrative leadership positions and over 18,000 full-time faculty positions will need to be filled.

If these estimates hold true, the lack of qualified personnel to fill those vacancies could jeopardize the community college mission. The 21st century community college is charged with improving student graduation rates and workforce training success. These objectives must be met if the United States is to increase economic growth and social

mobility (AACC, 2014). Replacing the intellectual capital of seasoned key community college personnel (i.e., chief financial officers, vice presidents, directors, and deans), will be a monumental task (Amey & VanDerLinden, 2002; Corbett, 2012). The larger baby-boomer population of 76 million compared to the 43 million Generation Xers adds to the dilemma with a smaller pool of potential replacements to fill the void left by these veteran professionals (Kaye & Cohen, 2008). Furthermore, this leadership gap is exacerbated by the challenges community colleges encounter recruiting and hiring qualified administrators and faculty members to fill vacant leader positions (Campbell & Basham, 2007; Ebbers, Conover, & Samuels, 2010; Eddy, 2012; Hardy & Katsinas, 2007; Pennington, Williams, & Karvonen, 2006; Williams, Pennington, Couch, & Dougherty, 2007).

Campbell and Basham (2007) argued that the most critical challenges facing 21st century community colleges are identifying, developing, and retaining potential leaders who will assume the responsibilities for educating, training, and retraining the United States workforce. Amagoh (2009) agreed, claiming that the institutionalization of an inclusive leadership development program is critical to ensure leadership efficacy and institutional performance in dealing with the demands of global change. Therefore, new strategies are needed to address the leadership deficit (Catalfamo, 2010).

Eddy (2013) posited that rural community colleges will experience the brunt of leadership changes since these institutions face mission challenges unique to their setting compared to their suburban and urban counterparts. The service areas of rural community colleges typically cover large geographic regions with smaller community populations

(Williams et al., 2007). It is estimated that there are 732 rural community colleges representing (65%) of the total of 1,123 U. S. community colleges (AACC, 2015).

Rural community colleges have fewer resources than their suburban and urban colleagues because they are often situated in high poverty areas with fewer residents, resulting in fewer enrollments and smaller operating budgets (Eddy, 2012; Williams et al., 2007). In a rural community college, faculty and staff take on a variety of roles, even as the programs offered are more limited than at urban and suburban colleges (Hardy & Katsinas, 2007). Inadequate resources in rural colleges limit administrative staff and faculty members' opportunities to pursue formal career development (Eddy, 2012). Thus, many rural community college employees aspiring to move into leadership positions generally acquire on-the-job experience and skills, and, if available, participate in GYO leadership programs to develop leadership skills along the career pathway (Eddy, 2012).

Because of their small size and lean operating budgets, rural community colleges are also at a disadvantage with their suburban and urban counterparts when recruiting and employing new personnel from outside the college. Low pay, combined with multiple responsibilities at these institutions, discourages the most talented individuals from applying for leadership opportunities (Eddy, 2012; Pennington et al., 2006; Williams et al., 2007).

Role of Community Colleges in Education Today

The comprehensive community college began around the mid-1980s (Vaughan, 2006). Community colleges evolved in response to the increased demand for higher education and occupational training (Cohen & Brawer, 2008). These institutions also

became important to the economic development of the community by offering low-cost access to quality education programs to individuals and to the community (Cohen & Brawer, 2008; Levin & Kater, 2013). Today, all 50 states have one or more public community colleges (Cohen & Brawer, 2008).

If the present era mirrors the past, community colleges will continue to operate with fewer resources while responding to the demand for more and different services (Levin & Kater, 2013), and their ability to do so will be dependent on the demographics, economy, and public attitudes of the nation, states, and the communities (Cohen & Brawer, 2008). Furthermore, providing access to large numbers of at-risk students adds to the difficulty of managing community college student enrollments (Levin & Kater, 2013). Many first-time attending students enroll unprepared or underprepared for the rigors of college work (Boggs, 2011; Shudde & Goldrick, 2015). Consequently, these students must begin college taking remedial courses in reading, writing, or math (Boggs, 2011; Shudde & Goldrick, 2015).

According to the Community College Research Center (2015), 68% of community college students take at least one remedial or developmental education course and only 28% earn a credential. Many students do not complete their postsecondary programs because of insufficient finances; many are single-parent households with family responsibilities; many are working at least part-time while attending college (Boggs, 2011; Shudde & Goldrick, 2015). Other factors affecting the lack of student success are inefficient and ineffective organizational and state policies and practices (Boggs, 2011).

Another challenge for community colleges is the competition for students from business colleges, specialized training institutes, and proprietary trade schools. Business colleges, specialized training institutes, and proprietary trade schools "thrive on public funds administered through state and federal aid, but their programs, purposes, governance, and decision making processes set them quite apart" (Cohen & Brawer, 2008, p. 450), in comparison to the bureaucratic operating restrictions imposed on the community college (Cohen & Brawer, 2008). Equally disconcerting is that more for-profit institutions are seeking recognition and accreditation as two-year colleges (Cohen & Brawer, 2008).

Managing Limited Community College Resources

Historically, community college operations respond to social and economic change rather than lead it (Levin & Kater, 2013). College tuition and state and local funding are the core resources for community colleges (Cohen & Brawer, 2008). Community college funding evolved from the low-cost extensions of secondary schools whereby the local community provided the funds (Levin & Kater, 2013). When the colleges became separate autonomous institutions from the high schools, community college leaders found themselves competing for funding with secondary education, universities, welfare, health services, parks and recreation, state and county highways, and prisons (Cohen & Brawer, 2008; Levin & Kater, 2013). At the same time, because of economic factors, this public funding has decreased over the past two decades, and in the near term, little evidence suggests that state and local funding will increase (Levin & Kater, 2013).

Another conundrum facing community college leaders is the increase of student tuition to off-set instructional costs. According to Cohen and Brawer (2008), students receiving federal student loans and Pell Grants are affected the most by tuition increases and may lose the opportunity to attend postsecondary education institutions. This practice of tuition increases by state funding authorities limits access and closes the open-door to those needing it the most (Cohen & Brawer, 2008).

Some community college leaders have become innovative in their efforts to supplement their budgets by becoming entrepreneurial (Cohen & Brawer, 2008). Community college foundations are aggressively seeking funds from philanthropic organizations, from state funds for unique programs, and from public agencies with funds for professional development training (Cohen & Brawer, 2008). Others lease open areas on campus for private and public agency initiatives that can benefit the community (Levin & Kater, 2013). Offering low-cost contract training in specialized programs to local businesses has become increasingly popular, thus reducing some of the overhead from college curriculum programs (Levin & Kater, 2013).

Business and industry partnerships are essential support systems for expensive for-credit health occupation programs (Levin & Kater, 2013). Therefore, community college leaders collaborate with area hospitals, doctors, and dentists for additional monetary and facility resources to off-set training costs (Levin & Kater, 2013). Other community college presidents have contracted expensive occupational training with proprietary programs like cosmetology, truck-driving, and hospitality (Levin & Kater, 2013).

However, these practices and other initiatives in managing the fiscal constraints facing community college leaders also require change from those in management and leadership roles at the college. Consequently, shared-governance must replace the traditional top-down management control of the community college (Bolman & Gallos, 2011; Cohen & Brawer, 2008).

Changing Leadership Roles in Community Colleges

The increasing numbers of retiring presidents, senior administrators, and faculty members will take its toll on the college and community with the huge loss of years of pedagogical knowledge and administrative experience (Cohen & Brawer, 2008). Levin & Kater (2013) recommended providing more responsibility and leadership opportunities to mid-level managers to facilitate and manage adaptive change in the organization. The authors argued that in times of turmoil and difficulty, collective leadership allows managers the autonomy to work and move among different levels of the organization, matching the talents of employees within the college (Levin & Kater, 2013). Cohen and Brawer (2008) stipulated that these changes would not become a reality until the exodus of long standing presidents and chief academic officers occurs, thus paving the way for new blood in the leadership and management positions in the organization (Levin & Kater, 2013).

In addition, the historical practice of selecting leaders by happenstance is not conducive for sustaining the operation of the 21st century community college, especially as leaders respond to the various demands of the community college environment (Levin & Kater, 2013). The vigorous internal and external issues that challenge community

college leaders are many: aging facilities, dated instructional delivery methods, outdated ways of serving learners, and obstinate faculty members unwilling to adapt to technological change. These barriers suggest that institutional leaders must prepare employees for future leadership roles through various forms of leadership development programs (Levin & Kater, 2013).

Similar arguments about secondary teacher preparation in the early years of the progressive movement were evident. Progressives idealized the teaching professional as the knowledgeable scholar, pedantically learned in the field of education, with an intense desire for social improvement (Cremin, 1964). In actuality, the gap between ideal and reality was significant (Cremin, 1964). In order to remedy such a dismal state of affairs, liberal arts colleges and universities inculcated comprehensive professional teacher training courses into their curricula. By 1900, a quarter of higher education institutions offered formal professional training in education (Cremin, 1964).

The communities and constituents that community colleges serve continue to change, making traditional responses inadequate (Levin & Kater, 2013). The 21st century community college leader must be willing to take risks, learn from mistakes, recognize opportunities, and manage internal conflicts. With declining local and state funding, increased competition for service delivery, new and differing calls for accountability, and an endless expansion of constituents, community college leaders must be prepared to address and institute sustainable pedagogical programs and student support services to serve the diverse citizens in the community (Levin & Kater, 2013).

Managing the Growth of Diverse Students Attending Community Colleges

As the U.S. becomes more diverse, so too have college student populations. The percentage of immigrants in the United States population will continue to grow in the coming years, and the proportion of immigrants in the U. S. workforce will also increase (Teranishi, Suarez-Orozco, & Suarez-Orozco, 2011). Immigrants are more likely to begin their college careers at community colleges where English, reading, and writing skills can be learned (Levin & Kater, 2013), and where they can prepare for the labor market (Teranishi et al., 2011). The national social, economic, and higher education policy environments have resulted in the increase of diverse students attending community colleges (Levin & Kater, 2013). Although 4-year institutions continue to be more expensive, competitive, and restrictive, community colleges have persisted as an open door to learners (Levin & Kater, 2013).

Community colleges will continue to provide access to a high number of at-risk students, such as minorities, low-income, and immigrants (Boggs, 2011; Shudde & Goldrick, 2015; Levin & Kater, 2013). These students are considered at-risk because of their economic, academic, and life-circumstances and attend community colleges primarily because of low costs, close proximity to their community, program flexibility, and breadth of course offerings (Levin & Kater, 2013). However, as discussed previously, most at-risk students entering community college (68% nationwide) require some form of remedial secondary education that leads to longer periods of college attendance and sometimes little success (Cohen & Brawer, 2008; Boggs, 2011; Shudde & Goldrick, 2015). Consequently, at-risk students are more likely to drop out of community

colleges than their counterparts who attend senior institutions (Cohen & Brawer, 2008; Shudde & Goldrick, 2015).

Although community colleges offer more students the opportunity to attain post-secondary education opportunities, limited curriculum choices in the career and vocational areas have resulted in little change in economic and social class mobility for minorities (Cohen & Brawer, 2008). Some critics have argued that community colleges are discriminatory, seeing them as an impediment for attaining a baccalaureate because of low achievement rates of minorities (Cohen & Brawer, 2008). Others "blame the college employees' lack of caring, indecorous academic policies, incongruent curriculum, inadequate financial aid, problematic academic principles, or nuances of cultural partiality" (Cohen & Brawer, 2008, p. 423). These criticisms have subsided in recent years since political and educational leaders have come to realize the value of the community colleges' role as an alternative to the universities' failure to increase the size of their freshman classes adequately to accommodate the increases in the number of citizens seeking admission (Levin & Kater, 2013).

The salient difference between diversity in community colleges and in 4-year institutions derives from the student's family background. Undercurrents from secondary school leaders and nuances from community leaders regarding the socioeconomic status of disadvantaged students impose a discernible impediment for pursuing higher education opportunities (Levin & Kater, 2013).

Leadership Development

Offsetting the loss of experienced leaders requires more than a course in leadership development (Oshry, 1996). It requires new leaders to understand the underlying systemic issues of an organization and its culture and to work the system in ways that can produce lasting results (Oshry, 1996). In order for an organization to flourish, Seddon (2010) postulated that management must understand the what and why of performance (i.e., leadership development) as a system. According to Brungardt (2011) over the last 60 years the practice of managing the command and control structure (i.e., managing the organization from the top-down) changed with the advancement of the knowledge economy and the flattening of the organizational structure.

This evolutionary shift from the industrial complex resulted in lessening employee repetitive tasks, increasing worker autonomy, and amplifying the need for the employee to interact with other people throughout the organization (Brungardt, 2011). Brungardt offered that with the growth of higher education leadership education programs, higher education institutions are the catalyst for introducing soft skills training into their respective leadership studies program. However, the traditional higher education disciplines have been slow to integrate soft skills training into the programs (Brungardt, 2011).

Community college leaders must identify promising leaders and provide them leadership development interventions (Reille &Kezar, 2010). Leadership programs improve the individual leader's skills and capacity to run an organization (Ray & Goppelt, 2011). Professional development experiences build self-awareness (Catalfamo,

2010) and emotional intelligence (Krosigk, 2007), and develop the individual as a leader (Jensen, 2011). Possessing such qualities can assist the leader or manager to gain buy-in from the organization by demonstrating genuine effort to create a harmonious and productive work environment (Senge, 2010). By focusing on leadership development activities, colleges can cultivate meaningful pathways for the participants by enriching the professional development experiences of the next generation of educational leaders (Catalfamo, 2010).

Leadership development programs come in various forms.

- Formal baccalaureate, graduate, doctorate, and military academy leadership and management programs (Brungardt, 2011; Catalfamo, 2010; Drew, 2010; Eddy & Rao, 2009; Lester et al., 2011).
- Professional organization leadership institutes, consultants, professional trainers, seminars, and workshops (Brungardt, 2011; Catalfamo, 2010; Cohen & Brawer, 2008; Eddy & Rao, 2009; Lester et al., 2011; Levin & Kater, 2013).
- Nonformal or GYO leadership programs (Catalfamo, 2010; Inman, 2009; Reille & Kezar, 2010; Rowan, 2012; Stone, 1995; Wiessner & Sullivan, 2007).
- Informal or self-development, life experience, and emulating role models (Catalfamo, 2010; Eddy & Rao, 2009; Krosigk, 2007; Lester et al., 2011).

Formal Leadership Development

Formal leadership programs are defined as "institutional learning that takes place from preschool to graduate studies" (Catalfamo, 2010, p. 9). Formal learning brings legitimacy, suggesting that formal leadership programs (i.e., a Ph.D.) are viewed as a necessity for senior level positions in colleges and universities (Catalfamo, 2010).

Drew (2010) argued that one of the strengths of formal programs is the emphasis on personal human interaction through team building whereby the participants learn to apply theory to achieve organizational goals. Moreover, Wilson and Mujtaba (2010) conveyed the need for higher education leaders to include multiple intelligence theory into leadership development programs, focusing on developing the individual's interpersonal, intrapersonal, and communication skills.

Wilson and Mujtaba (2010) posit that "multiple forms of intelligence can be effective in a variety of leadership circumstances, because the leader has the capacity to adjust to a variety of social and interpersonal situations" (p. 107). The authors argued that if formal leadership development programs are to be effective developing leaders with the right skill sets, multiple intelligence theory should be included in the institution's leadership studies program.

Conversely, Inman (2009) argued that although formal academic programs present a host of leadership theories, little has been done to operationalize those theories into practice. Others also agreed, contending that formal leadership training programs provide theory in the classroom but fall short in relating those concepts to the workplace (Brungardt, 2011; Krosigk, 2007).

In their examination of doctoral leadership programs, Eddy and Rao (2009) found leadership training materials were scantly embedded in doctoral programs, suggesting the need to review these leadership programs for relevancy in preparing academic leaders. For example, the authors discussed that although specific skill sets are offered for the leader (i.e., finance, law, and policy), core offerings in thinking about newer paradigms, as well as guiding higher education issues and challenges are missing (Eddy & Rao, 2009).

Academics question the effectiveness of university-based leadership programs in preparing community college employees for leadership positions citing (a) too much theory, (b) lack of community college awareness, and (c) not understanding the unique leadership environment, (e.g., rural vs. urban) at different community colleges throughout the United States (Eddy & Rao, 2009). Furthermore, there has been a disconcerting trend by flagship universities subtlety removing community college leadership doctoral studies from their curriculum (Baker, 2013; Cameron, 2013; Mathis & Roueche, 2013).

Baker (2013) informed that universities, because of reduction in state education budgets, were cutting some of their well-known academic programs, reducing graduate enrollments, and consolidating programs with other education programs at the institution. Cameron (2013) agreed, indicating that some universities dismantled their community college leadership programs opting to replace them with general courses in higher education administration. A review of university doctoral level community college leadership programs currently listed on The Council for the Study of Community Colleges (CSCC) website, revealed that of approximately 2,774 public and private 4-year

colleges (U.S. Census Bureau, 2012), 66 public and private university community college leadership development programs are listed. Perhaps Mathis and Roueche (2013) summed it up best about state universities abandoning their responsibility for leadership education: “a chasm is growing in the preparation of future leaders who are equipped with critical competencies. Go further, and one quickly becomes aware that community college leadership development has all but disappeared from flagship universities” (Mathis & Roueche, 2013, p. 56).

Because the majority of university programs listed on the CSCC website offer doctoral level programs in community college leadership, most university programs provide generic descriptions about program content making it difficult to ascertain the breadth and depth of their programs. However, several university programs like Fielding Graduate University, Mississippi State University, Morgan State University, National American University - Roueche Graduate Center, and Walden University offer in-depth community college leadership doctoral programs.

Higher education leadership programs are critical for preparing organization leaders and managers to be successful in the modern contemporary workforce. However, higher education leaders have been slow to respond to the need for the new workforce to be proficient in communication, teambuilding, and critical thinking skills (Brungardt, 2011). Consequently, there is a knowledge and performance gap in higher education academic leadership development programs (Brungardt, 2011; Catalfamo, 2010; Eddy & Rao, 2009; Inman, 2009; and Krosigk 2007).

Higher education leadership programs are important in serving the needs of the country (Brungardt, 2011). However, these programs need improvements to prepare graduates properly with the essential soft skills to be successful in the contemporary workforce (Brungardt, 2011). Could nonformal or informal leadership programs be more effective?

Nonformal Leadership Development

Formal leadership training programs are uncommon in the community college world unless an aspiring community college faculty or staff member pursues a college or university leadership graduate program (Jensen, 2011; Reille & Kezar, 2010). Indeed, faced with a perpetual inadequate operating budget, the 21st century community college leader must rely on other means of developing future leaders such as nonformal training (Cameron, 2013; Lester et al., 2011).

Nonformal leadership development programs evolved as a result of the limited number of formal graduate and post-graduate leadership development programs specializing in community colleges (Catalfamo, 2010). Reille and Kezar (2011) argued that formal leadership programs could not meet the need to fill qualified community college leadership positions left by retiring community college faculty members and administrators. Therefore, some community college leaders rely on nonformal leadership development programs for training (Hull & Keim, 2007).

Catalfamo (2010) referred to nonformal learning as short-term learning that takes place outside the formal school system using instructional modalities similar to formal programs but without course or program prerequisites. Programs can last from a couple

of days to a week, while others can last a year or longer (Hull & Keim, 2007). The programs vary from regional conference formats with speakers, to well-planned courses, including mentors, individualized learning plans, and research studies (Hull & Keim, 2007). Examples include state system leadership programs, presidents' academies, programs sponsored by national associations and organizations, conferences, seminars, internal GYO leadership development training, workshops, or commercial systems of leadership development (Eddy & Rao, 2010; Hull & Keim, 2007; Ray & Goppelt, 2011; Reille & Kezar, 2010; Wiessner & Sullivan, 2007).

In Chapter 1, I noted several examples of nonformal leadership training programs. A web-search on several nonformal leadership training opportunities revealed program costs, duration, and size vary among programs. The League for Innovation Executive Leadership Institute tuition fee is $2,345 for Alliance members and $2,540 for Non-Alliance members. The Institute is a 4-day program with a limited class size (League for Innovation in the Community College, 2015). The AACC John E. Roueche Future Leaders Institute registration rate is less expensive ($1,500 for AACC members and $1,800 for non-members). The institute is also a 4-day leadership seminar but accommodates a larger class size (AACC, 2015). Conversely, the American Council on Education (ACE) Fellows program is more expensive ($18,000 program fee and $8,000 participant budget). The program is a year-long with a class of approximately 45 faculty and administrators (ACE, 2015).

Informal Leadership Development

Another type of leadership program is the informal process. It is an evolving process of self-development, personal and professional experiences, and mentorship (Catalfamo, 2010; Lester et al., 2011). Krosigk (2007) identified this process as "reciprocal feedback loops" that occur throughout a person's lifetime (p. 3). Other leadership experts (Dragoni, Tesluk, Russell, & Oh, 2009; Hassan et al., 2010; Krosigk, 2007; Wiessner & Sullivan, 2008) appear to agree.

Krosigk (2007) posited that informal leadership development offered different pathways to leadership. Some leaders develop inconspicuously while others are identified at childhood or selected by other leaders and groomed for the task (Krosigk, 2007). The inconspicuous leader is a self-made person emerging from humble roots or from the low or middle rung of the organizational ladder who learns to be self-reliant, confident, flexible, and compassionate (Wiessner & Sullivan, 2007). This self-made person often has the goal to keep moving up in the organization and is motivated to seek professional development activities at every opportunity (Krosigk, 2007). Additionally, this individual might pursue career broadening opportunities elsewhere, learning inter-personal, intra-personal, and communication skills to manage and lead diverse organizations successfully (Hassan et al., 2010; Wilson & Mujtaba, 2010).

Potential leaders identified in early childhood or selected by other leaders must acquire similar leadership traits and attributes as the self-made person. Moreover, their journey could be facilitated by a mentor to enhance their leadership development process (Reille & Kezar, 2010). Mentoring refers to "a developmentally oriented interpersonal

relationship that is typically between a more experienced individual (i.e., the mentor) and a less experienced individual (i.e., the protégé)" (Eby, 2010, p. 505). Mentoring involves advising, counseling, coaching, job shadowing, and networking with the notion of providing structured learning to individuals who may not have received formal or nonformal training (Inman, 2009).

The literature suggests that the bureaucratic structure of colleges limits the opportunity for development and growth through advancement (Brungardt, 2011). However, mentors can encourage protégés to work within or around the peculiarities of organizational politics (Catalfamo, 2010). They can also serve as confidants for building trust, stimulating curiosity, refining communication skills, and building bonds in a diverse organization (Dragoni et al., 2009).

Junior managers recognized for future leadership roles in the organization are often placed into the organization's leadership development program, positioned in quality job assignments, and assigned a mentor (Catalfamo, 2010). Furthermore, junior managers in an organization's leadership program would be expected to continue their exemplary job performance and commitment to leadership development (Inman, 2009).

Likewise, a junior manager with a high level of goal orientation might be positioned to achieve a higher level of managerial competencies so as to move up in the organization (Dragoni et al., 2009). Conversely, in the case of a low goal-oriented junior manager, the assignment of a mentor could be frustrating and short lived (Dragoni et al., 2009).

Every employee, regardless of gender, ethnicity, age, or race, can become a leader but some are content having a job because things like making enough money to meet basic needs, workplace social life, and personal freedom are more important (Catalfamo, 2010; Hassan et al., 2010; Jensen, 2011; Wilson & Mujtaba, 2010). So then, personal ambition and goals can be a factor. Before a college invests in a leadership development program, it is important to understand how leaders are identified, selected, and screened for inclusion in a leader intervention program in terms of leadership potential and readiness to learn (Dragoni et al., 2009; Jensen, 2011).

GYO Leadership Training

Internal leadership development programs, known as GYO leadership training, offer community college leaders the flexibility to tailor leadership training at their respective institutions (Cameron, 2013; Jeandron, 2006; Reille & Kezar, 2007; Rowan, 2012; Stone, 1995; Wiessner & Sullivan, 2007). Previously discussed in Chapter 1, the GYO program is viewed as an economical method of providing in-house leadership training to community college faculty and staff.

The GYO leadership curriculum is designed around the institution's mission, culture, and budget (Cameron; 2013; Jeandron, 2006; Reille & Kezar, 2007; Rowan, 2012; Stone, 1995; Wiessner & Sullivan, 2007). Before the program begins, an internal needs assessment should be performed as part of the institution's succession planning strategy (AACC, 2006; Cameron, 2013; Reille & Kezar, 2010). Afterward, the results are integrated with national community college leadership competencies and best pedagogical practices (Cameron, 2013; Reille & Kezar, 2010). Cameron (2013) posited

that comparing and contrasting the results of the internal needs assessment and national leadership competencies could reduce local bias in the program structure. In addition, Cameron (2013) recommended that organization leaders stress their preferences for specific subject matter and delivery (e.g. introducing leadership practices such as team projects, mentoring, and cross-training). Program length varies but typically runs about 12-months (Cameron; 2013; Jeandron, 2006; Reille & Kezar, 2007; Rowan, 2012; Stone, 1995; Wiessner & Sullivan, 2007).

Although community college GYO leadership programs have only been instituted in the past decade, these leadership programs have been present in business and industry for many years (AACC, 2005; Cameron, 2013; Levin & Kater, 2013; Luna, 2010). Weisman and Vaughan (2006) reported that out of 545 presidents surveyed, 243 (43%) indicated they offered a GYO leadership program at their institutions. Hull and Keim (2007) reported that 64% of the 246 community colleges in their study had initiated in-house leadership development activities. Some examples of GYO leadership training programs are Daytona State College, Guilford Technical Community College and Parkland College (AACC, 2006).

- Daytona State College, located in Florida, created the Leadership Exploration and Development (LEAD) academy. The LEAD academy is designed to develop employee leadership competencies by focusing on the college's operation, how it fits into the larger Florida Community College System, and how decisions are made at the college. The LEAD Academy schedule runs

from September through May and graduates approximately 30 employees each year (Daytona State College, 2015).

- Guilford Technical Community College (GTCC), located in North Carolina, established a similar Leadership Effectiveness and Development program (LEAD) to facilitate the development of leadership competencies and strategies aligned with GTCC's strategic plan. The 10-month GTCC leadership program graduated fifty-seven employees from 2005-2010 (Roueche & Roueche, 2012).
- Parkland College, located in Illinois, is one of the oldest community college GYO leadership programs still in operation. Established in 1994, as "Leadership: A Commitment to Involvement in the Decision-Making Process at Parkland College" (AACC, 2006, p. 53), the Parkland leadership program has evolved into the "Center for Excellence in Teaching and Learning" (Parkland College, 2015).

Value of Leadership Development Programs

Leadership research rarely indicates whether leaders are picked by their followers or selected by their bosses (Krosigk, 2007). Regardless of the method of selection, some form of informal or formal leadership preparation and development occurs over time (Dragoni et al., 2009; Drew, 2010; Eddy & Rao, 2009; Krosigk, 2007; Ray & Goppelt, 2011). The general lack of effective professional development programs for aspiring or incumbent higher education academic leaders is disconcerting (Catalfamo, 2010; Inman, 2009). Higher education institutions, "regarded as seats of learning, appear to lack

commitment to the development of potential leaders within any form of a structured plan" (Inman, 2009, p. 423).

Different methods of formal, nonformal, and informal leadership development activities are employed to develop an individual's leadership skills and abilities to perform (Catalfamo, 2010; Ray & Goppelt, 2011). Earlier several leadership development methods were presented that provide certain skills and preparation for developing potential leaders.

Building a Community College Leader Development Program

Different types of formal, nonformal, and informal leadership development activities can contribute to the development of future academic leaders (Catalfamo, 2010). Formal programs bring legitimacy and access. Usually, a fundamental requisite for middle to senior level positions in higher education is a masters or doctoral degree depending on the level of responsibility for the job (Catalfamo, 2010; Eddy & Rao, 2009). Although expensive and spanning multiple years of academic studies, formal leadership programs offer those who aspire to move into senior level positions the opportunity to attain these credentials (Catalfamo, 2010). Eddy & Rao, (2009) indicated that "professionals see the degree as a way to distinguish themselves and rise above others in competition for top-level leadership positions" (p. 10).

Nonformal leadership programs have their advantages as well. They are usually short in duration, do not require prerequisites, and may occur on or near the campus. They also offer the participants the opportunity to interact and learn from their colleagues (Catalfamo, 2010). However, these types of programs are often developed by

administrative staff personnel who lack training in curricula development (Catalfamo, 2010). Consequently, the lack of depth in program content and delivery makes it difficult to determine what level of leadership learning occurred (Catalfamo, 2010).

Informal learning through mentorship can have a significant influence on the mentees' leadership learning and development (Catalfamo, 2010; Hopkins & Grigoriu, 2005). Mentoring offers multiple benefits to the protégé such as exposure to role models, coaching, challenging job assignments (Hopkins & Grigoriu, 2005), high visibility, and major responsibilities (e.g., developing and managing budgets, and supervising large numbers of diverse employees; Dragoni et al., 2009, p. 732). Although mentorship can build an individual's capacity to move up the organizational ladder, some barriers to this type of nonformal learning exist. Time constraints, because of family and job responsibilities, can be an impediment to learning and development for the mentee (Catalfamo, 2010).

This same barrier can also apply to the organization's leader who is inundated with multiple organizational and personal responsibilities, limiting the level of assistance to the mentee (Catalfamo, 2010). Another barrier is that some organizational leaders will forego mentoring because they fear they will lose these newly trained leaders to other organizations after investing their time and effort mentoring promising protégés (Catalfamo, 2010; Dragoni et al., 2009). Perhaps reflecting on the leadership development modalities (i.e., formal, nonformal, and informal programs) and combining several attributes from each method could result in a practical community college GYO leadership model. The model, as argued by Reille & Kezar (2010), would inform

professional development organizers with a systematic process for developing, facilitating, and evaluating a GYO leadership training program.

Determine the need. Running a GYO leadership program is expensive and sometimes wearisome (Inman, 2009). However, a strategically developed plan can build a trained team of knowledgeable employees prepared to move into key positions when needed (Wiessner & Sullivan, 2007). To implement a succession plan, Senge (2006) suggested leaders: (a) consider the long-term goals of the college and the strategies to achieve those goals, (b) determine the key areas in the college that require continuity and development of people resources, (c) identify those employees with the potential and desire to move up in the organization, and (d) develop a customized career path to fit the abilities and talents of each person.

Similarly, Inman (2009) argued the leader development organizer should focus on realistic practices of professional development, connecting with the participants' background and needs. This becomes the foundation for cultivating participant confidence and competence, and thus, organizational efficacy (Inman, 2009). According to Reille & Kezar (2009) developing the organization's succession plan takes time and thoughtful preparation. Sustaining the plan requires a systematic review of the plan goals and strategies at least annually (Reille & Kezar, 2009).

Design the leadership program model. Constructing the institution's leadership model is akin to crafting the organization's succession plan. However, the process is more challenging and detailed. Determining the appropriate program size, topics, and length is predicated on what was learned from the succession plan (Catalfamo, 2010;

Inman, 2009; Reille & Kezar, 2009). For example, who and how many participants should attend? The answer would depend on the size, culture, diversity, and capacity of the institution, (i.e., an institution with 300 employees might be able to facilitate a cohort of approximately 15 to 20 students).

Before nominees can participate in the leadership development program, Hassan et al., (2010) suggested that training organizers determine the training motivation of candidates so that appropriate intervention strategies can be tailored to individual learning styles. This suggests that program organizers should include learning and training motivation assessment in the initial phase of the application process. This also corresponds with ensuring the persons selected for the program are seen as a good investment for the institution. Because the application process involves assessing each applicant's learning motivation, it is necessary to allow ample time to announce, distribute, and receive nomination packages (at least 2 months) before beginning the leadership classes. Also, it is likely that there will be scheduling conflicts that will require adjustments throughout the program.

Select the learning program subjects. Determining the appropriate topics can be a difficult task for teaching leadership participants the business of education. In today's global economy, training in developing soft-skills, emotional intelligence, and capacity building are essential as leaders and managers of education change (Brungardt, 2011).

Equally important are the varied responsibilities of academic leaders and the amount of information they need to lead (Inman, 2009). This suggests that program facilitators need to consider many different areas as they determine the topics or subjects

for learning. Considerations include, but are not limited to: the mission and vision of the organization, the individual's and organization's needs, the needs of the community, and the needs of local employers. Although each institution's unique culture and mission need to be addressed in any training program, other academic leadership models can be helpful in defining some of the areas for focus (Reille & Kezar, 2010; Wiessner & Sullivan, 2007). This strategy is valuable because it can eliminate guesswork and mistakes when attempting to design a leadership program from the ground up. Because most community college missions are similar, the combination of ideas from several models might enhance and strengthen program development.

As a result of its Leading Forward Initiative, the AACC identified six critical core competencies (knowledge, skills, and values) as learning modules for community college leadership development programs: "organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism" (AACC, 2005, pp. 3-5). Reille and Kezar (2010) reported that in their study of 15 community college leadership doctoral programs, the leadership competencies were included within their courses. As discussed earlier, in 2013 the AACC advanced the six core competency framework by embedding them into a three-stage competency development process to help leaders advance through the leadership field.

Jeandron (2006) reported that the average community college leadership program "holds sessions 5 hours per day, 1 day per month, for 8 months" (p. 13). K. A. Albertson and W. T. Thompson (personal communication, 2007) posited the importance of identifying leadership topics to determine the leadership program content and length (i.e.,

1, 2, or 3 years). They advanced the importance of knowing the history and philosophy of the community college movement and more recently, the learning college movement reshaping student learning (O'Banion, 2007; Senge, 2006). This information is not only important for leader development; it is essential for community college employees to be knowledgeable of the rich culture and history of their organization (Cohen & Brawer, 2008). Another equally important leadership topic is recognizing that community college organization structures, environments, and cultures are different and that each college has its own set of leader challenges (Lester et al., 2011).

Several authors discussed the need for organization leaders to understand the importance of applying multiple intelligence domains (i.e., interpersonal, intrapersonal, and linguistic skills) to be effective leaders (Catalfamo, 2010; Krosigk, 2007; Lester et al., 2011; Wilson & Mujtaba, 2010). This is particularly critical in developing collaborative partnerships with employees, students, boards of trustees, political leaders, and businesses and industries for the long-term health of the college (Eddy & Rao, 2009).

Another key leader attribute is the ability to effectively sustain the operation and mission of the college through evidence based strategic planning, fiscal accountability, and continuous improvement processes (Eddy & Rao, 2009; Seddon, 2010). This suggests that in order for an institution to be sustainable, it is very important for the leader to be knowledgeable and directly involved in the institution's planning and budgeting process. Indeed, no college president wants to experience the inability to pay the employees and lose credibility with the community.

Delivery methods for learning. Leadership activities should be aimed at all participants with the intent of exposing them to emotionally intelligent role models that might lead to successful self-management (Krosigk, 2007). In terms of considering various instructional delivery methods, AACC (2006) offered the following instructional modalities: face-to-face instruction, group projects, job shadowing, mentorship, field-trips, round-table discussions, self-reflection, homework assignments and pre- and post-assessment tools. Also, exposing participants to real-world situations that challenge leaders should be included as part of the curriculum (AACC, 2013). Once this process is done the program length and instructional hours can be planned.

Program length and class hours. The program length depends on the subjects or topics to be learned. K. A. Albertson and W. T. Thompson (personal communication, 2007) planned a 12-month program for 24 participants. However, schedule changes resulted in a 15-month program. This demonstrates that there will be unforeseen circumstances that may require some program schedule modifications similar to the process of adjusting college operation hours due to inclement weather. This can be even more problematic balancing instructional times with students, faculty, and staff members' schedules and could result in extending the leadership program to make-up the academic time lost.

Program operating costs. As discussed earlier, running a leadership development program requires commitments from all the parties – president, senior staff, participants, facilitators, and presenters. Projecting program operating costs is more than merely estimating the funds necessary to operate the program. Program planners must

consider the internal and external instructional resources and their associated costs. For example, program director salary, release time for faculty presenters, commercial assessment instruments, travel expenses for off-campus activities, administrative supplies, meeting schedules, and a dedicated meeting place (AACC, 2006). Otherwise, the program goals could be jeopardized and program participants disillusioned over the lack of proper planning and execution of an exclusive program (K. A. Albertson & W. T. Thompson, personal communication, July 1, 2007).

Plan program conclusion. Organization effectiveness requires systematic planning, design, execution, and evaluation (Bertalanffy, 1996; Seddon, 2010; Senge, 2006). As the leadership training draws to an end, everyone looks forward to completing the program. However, there are several activities that should be considered before successful completion, as well as afterwards.

Leadership participants should receive proper recognition for their accomplishments from family members, peers, and board of trustees through a formal completion ceremony. GYO program completers should receive a plaque or certificate as recognition for participating and completing the program (AACC, 2007). Wayne Community College in NC acknowledged their 23 program completers in a formal ceremony attended by board of trustee members, faculty, and staff members and the participants' families. Afterward, a reception was held in the college atrium (K. A. Albertson & W. T. Thompson, personal communication, July 1, 2007). Similarly, the Community College of Philadelphia (CCP) recognized their 14 leadership training completers during the College Honors Tea in 2014 (CCP, 2015). Indeed, sacrifices by

family members and peers should be recognized and rewarded through a celebratory event.

Prior to completion, each participant should perform an assessment on the value of the program – this should be more than a satisfaction survey (Reille & Kezar, 2010). Usually GYO leadership facilitators have program participants complete an evaluation of their learning experience shortly after completing the program (AACC, 2006; Catalfamo, 2010). In planning and assessment terminology this is referred to as *closing the loop*. After completing the program assessment, the president and respective senior supervisor should conduct a follow-up interview with the graduates to discuss the importance of putting into practice what was learned and to prepare for future leadership opportunities.

Furthermore, after program completion, a follow-up assessment should be administered to the leadership program completers and assessed by the program facilitator to learn how effective the leadership training was in preparing them for leadership opportunities (AACC, 2006; Catalfamo, 2010; Oshry, 1996; Seddon, 2010). Although this is a critical area for program assessment and improvement, most institutions do not follow-up with their graduates to ascertain the value of the leadership program (Inman, 2009). In the learning organization, this would result in a missed opportunity to learn about the strengths and weaknesses of the program for program improvement (Senge, 1990).

Community college leadership opportunities vary by institution. However, most nonformal institutions have room for growth in department or division chair positions, junior and mid-level administrative staff slots, college committees, and college councils,

(AACC, 2006). Department or division chair positions offer faculty members desiring to move into leadership roles the opportunity to develop their supervisory and management skills. Likewise, junior and mid-level administrative employees wanting to develop their leadership and management skills can compete for vacant staff positions (AACC, 2006). Another venue for self-improvement is participating in or leading college committees. Committee assignments expose committee participants and leaders to a variety of diverse opinions and views. Learning to manage the discourse surrounding these opinions and reaching consensus requires attributes of good communication, patience, and command of the issue.

Program effectiveness can also be measured in terms of promotions, self-improvement, board and conference presentations, college special projects or employment in a leadership position at another institution (AACC, 2006). The most common measure of leadership training effectiveness is the promotion of leadership program completers (AACC, 2006, p. 32). W. T. Thompson's (personal communication, August 15, 2015) analysis of the WCC 2009 cohort of leadership institute participants (n=22) revealed that more than one-third have received promotions, while a fewer number have taken higher level positions in other organizations.

In addition to promotions, other forms of measuring program effectiveness can include facilitating college special projects (AACC, 2006). The Community College of Philadelphia's 2014 Leadership Institute special projects list revealed four projects developed by the leadership institute participants:

- Sound Off. The project offers a sound-off booth for students to express their opinions about their experience at the College. Feedback will be directed to the appropriate departments and will be used to raise awareness of student issues.
- Culture of Advocacy. The project aims to determine why certain students are not using the services in place to help them succeed.
- A project called CCP 101. The project is designed to provide information, resources, support, and continuous training to Student Affairs [sic] staff.
- Steps on the Path. The project seeks [sic] to provide resources for students on emotional well-being (Community College of Philadelphia, 2014, "2013-2014 Leadership Institute Graduates Start New Projects").

The list of CCP leadership program participants' special projects offers one example of some tangible outcomes as a result of the institution's GYO leadership program. Other subjective or anecdotal outcomes observed and reported by other GYO leadership program facilitators include "increase in collaboration across disciplines, networking, self-confidence, community involvement, committee preparation, and communication" (AACC, 2006, p. 33).

Exploring Post-Program Professional Development

As discussed previously, several leadership development methods provide skills and preparation for developing potential leaders. Determining the current and future needs of the organization and designing a leadership development plan to connect those needs can enhance the organization's ability to sustain its mission (Hassan et al., 2010). The literature informs that formal university programs, professional leadership institutes,

nonformal programs, and informal leadership training can have a significant effect on developing future education leaders' skills and abilities to perform (Catalfamo, 2010; Ray & Goppelt, 2011). However, the value or effectiveness of community college leader training programs (i.e., GYO) is not well-known (Inman, 2009).

While it is universally acknowledged that leadership development programs offer opportunities for advancing leadership knowledge and influencing change, documenting the effect of such programs on the participant is an effort college and university academics have struggled with for years (Black & Earnest, 2009; Drew, 2010; Coloma et al., 2012; O'Banion, 2007; Rohs, 2002; Watkins, Hybertsen, & deMarrais, 2011). The gap between program design and implementation and the ambivalence of institutional leaders to invest in program evaluation is because it is easier for institutions to focus on program development and execution rather than on program evaluation (Rohs, 2002).

Program Evaluation Studies

Training and program evaluation studies use various methods of introspective self-report practices (Coloma et al., 2012; Rohs, 2002). Davis (2003) reported that most leadership development program facilitators conduct self-reported pre-and post-evaluations from their leadership participants to measure differences in learning between pre and posttest measurements. This process is done within a relatively short time between program start and program completion.

Rohs (2002) argued that self-reported measures in the form of pre- and post-tests frequently result in a lack of findings because participants' perceptions about good leadership skills may have changed. For example, at the beginning of a leadership

program an individual might consider himself or herself to possess average leadership skills. Following program completion, the participant's perception of what comprises average leadership skills has changed, and the participant may realize that his or her *pretest* leadership level was, in reality, below average. If the participant progressed from below average to average, then the pretest and posttest results would be average (Rohs, 2002). Thus, if researchers do not consider that individuals have different views on leadership beliefs, an erroneous conclusion might be reached suggesting that the leadership program participant(s) did or did not benefit from the training (Davis, 2003).

Participants' satisfaction surveys are another method to measure the effectiveness of leadership development training (Black & Earnest, 2009; Wiessner & Sullivan, 2007). Satisfaction surveys administered to participants immediately after program completion offer facilitators basic information on each participant's level of satisfaction with the training program. However, Arnold (2002) reasoned this survey type does not offer any participant learning outcome(s) as a result of their leadership program experience. Consequently, participant satisfaction surveys lack definitive results regarding the impact of the leadership training on the participant (Black & Earnest, 2009).

In order to discover the impact of leadership training on the participant a follow-up survey might be conducted to ascertain the participants' level of progress after the training by asking if there was a promotion or if what was learned was useful (Coloma et al., 2012; Eddy & Rao, 2009). Still, these assessment instruments do not get to the heart of the effectiveness of the training or ask about the reasons for attending such programs. For example, the participants' pre-training motivation level is ignored (Hassan et al.,

2010), the participants' level of leadership learning is not known (Catalfamo, 2010), and the participants' suggestions for improving the program are not solicited (AACC, 2006).

Hassan et al., (2010) described training motivation as the person's desire to learn and the choices used to meet those desires (p. 2). If organizational leaders are to invest in an employee leadership training program, it is critical to evaluate the motivation to learn and progress in the organization (Jensen, 2011). Jensen argued that understanding the participant's enthusiasm to learn can help the program director tailor program content for each individual. The author recommended using nationally normed self-assessment inventories like the Myers-Briggs Type Indicator or Leadership Skills Assessment to measure the level of participant motivation (Jensen, 2011, p. 32).

Catalfamo (2010) posited that to learn how effectively leadership training prepared completers for leadership opportunities, a post-program assessment should be administered to leadership program graduates and evaluated by the program facilitator. Post-program research that examines the cause and effect of cultivating future community college leaders offers some unique opportunities in leadership program assessment that can result in illuminating employees' post-program professional development (Catalfamo, 2010; Hopkins, & Grigoriu, 2005; Reille & Kezar, 2010). Some of these prospects could reveal what the leadership institute participants learned in the program, how they perceived their development during and after the institute, how others (supervisors) see their development, and the value of their training in pursuing added responsibilities or attaining a promotion.

Qualitative Assessments of Leadership Development

As discussed earlier, the literature on leadership development programs in education, industry, and government is abundant. However, thorough assessment and evaluation of leadership programs (i.e., participant outcomes and organization impacts) is limited (Collins & Holton, 2004; Coloma et al., 2012).

Various research methods have been used to assess or evaluate leadership training. To aid in the examination of program effectiveness for nonprofit organizations, the W. K. Kellogg Foundation (2004) developed a program logic model to assess an organizations' short-term and long-term accomplishments. Similarly, in the government and nonprofit sectors, Grove et al., (2005) advanced a comprehensive assessment of leadership programs by developing the EvaluLEAD model. The EvaluLEAD model examines the participants' leadership training experiences and performance (Grove et al., 2005, p. 1). In the human services area, Coloma et al., (2012) developed a six-year longitudinal study of human services leadership graduates post-program leadership and management performance in terms of program satisfaction, acquired knowledge and skills, and improved performance. Black and Earnest (2009), offered a post-program evaluation model measuring the participants' level of change as a result of participating in a leadership training program and the degree that change occurred in the job or in the community. Because these studies focused on specific goals or objectives, they did not allow the researcher broader latitude probing into the why and how of leadership training outcomes (Edwards & Turnbull, 2013). Consequently, using these models unabridged would not be helpful in this qualitative case study.

Another method used to evaluate leadership training programs is the exploratory case study. According to Yin (2014), the explanatory case study is designed to examine the link between program interventions and program effects. Examining the effectiveness of a university leadership intervention program that moved from developing mid-level faculty and staff as leaders to developing them to become interdependent leaders is an example of an explanatory case study (McCauley-Smith, Williams, Gillon, Braganza, & Ward, 2013). The study by McCauley-Smith et al. (2013) examined the benefits of the new leadership program to the organization that provided the training, to the organization that received the training, and to the participants in the organization who received the training. The team of researchers conducted 20 reflexive semi-structured interviews with two separate cohorts of leadership participants after program completion. Interview transcripts were reviewed by each interview participant for accuracy. In addition, the researchers obtained previous assessment data used before the leadership intervention. Program evaluation reports rendered by the institutions' leadership team provided information on the status of the intervention program. The results of the study suggested that the leadership intervention was successful in terms of informing leadership participants' views regarding their own leader behaviors as well as respecting the views of others. In addition, participants advanced from an individual leadership style to an integrated leadership attitude (McCauley-Smith et al., 2013).

The intrinsic case study method, used with the goal of learning more about an issue instead of a theoretical concept or abstract paradigm, can also be utilized for program evaluation (Stake, 1995). For example, more community colleges leaders are

employing campus GYO leadership programs as part of their succession planning strategies. Because of the absence of a model for developing a customized GYO program, Reille & Kezar (2010), interested in learning how community college campus leaders developed and facilitated their respective GYO leadership programs, published a case study that provided a report on the advantages and disadvantages of establishing a campus GYO leadership program. The researchers interviewed 15 college GYO directors and examined information the participating colleges provided on program content, format, and delivery. In addition, they interviewed 30 individuals at a single GYO site that was not considered unique to other community colleges for further detailed analysis of their entire GYO program. Overall, GYO programs were perceived as effective in preparing employees for leadership positions.

Summary

A review of the research has shown a dearth of studies concerning community college GYO leadership development program participants' outcomes several years after completing the program (Black & Earnest, 2009; Collins & Holton, 2004; Eddy, 2012; Groves, 2007). A gap in the literature exits. The process of effectively evaluating community college GYO leadership program outcomes has not been sufficiently examined, analyzed, and reported. Consequently, the availability of scientifically-based leadership program evaluation models from colleges and universities is limited (Black & Earnest, 2009; Drew, 2010).

Eddy (2013) posited that to realize the benefits from investing in GYO leadership development programs, institutional leaders should develop a systematic evaluation

strategy that measures the leadership training program's return-on-investment to the institution and to the participants. The investment in community college GYO leadership programs can be expensive, and community college presidents and professional development practitioners need evidence that the investment is worth the cost (Eddy, 2012; Levin & Kater, 2012; Northouse, 2013; Reille & Kezar, 2010; Rohs, 2002). Case study research offers the opportunity to explore and learn about GYO leadership participants' post- program development after completing the program (Catalfamo, 2010; Hopkins, & Grigoriu, 2005; Reille & Kezar, 2010).

In Chapter 3, I explain the methodology for this single case study and why it was chosen instead of other approaches. Information includes: a discussion on the research design, the role of the researcher, the context for the study, participant selection strategies, steps for ethical protection of study participants, and how data was collected, analyzed, and synthesized.

Chapter 3: Research Method

The purpose of this qualitative case study was to explore the recalled experiences of a group of leadership program participants working in a rural southeastern U.S. community college 2 years after completing the program. Although some research studies exist on the evaluation of GYO leadership programs through pre-and post surveys and participant satisfaction, there is little published research on the continuing impact of a GYO program from the completers' perspectives. The results of this study contribute to the knowledge base of post-program growth of completers of rural community college GYO leadership development program over time. In Chapter 3 I describe the qualitative research design, the data collection process, the role of the researcher, and the methods I used to analyze the data, including participant logic, procedures, data collection, trustworthiness issues, and ethical procedures.

Research Design

This study used a qualitative case study research design. Qualitative research is appropriate when the intention is to explore a topic rather than test an existing theory (Creswell, 2013). Since there has been limited research conducted on GYO leadership programs, no current theory exists on the influence of the program on the participants' learning and subsequent professional development. Results from interviews conducted for this study were analyzed in an effort to better comprehend the completers' perceptions of the program's impact on preparing them for an increased leadership role and motivating them to seek such roles within their organization.

Research Questions

Based on the conceptual framework to explore and learn about GYO leadership institute participants' post-program development after completing the program and the information obtained from the literature review, the following primary research question and three supporting related research questions were developed.

Primary Research Question: What are the long-term outcomes of a rural community college "grow-your-own" leadership program on the professional development of participants 2 years following program completion?

Research Question 1: How did program completion impact the perception of institutional knowledge, skills, and behaviors of the participants?

Research Question 2: According to participants, how did the program affect their attitudes about their careers and their behaviors regarding professional development?

Research Question 3: How have program participants used these knowledge, skills, and behaviors since completing the training?

Context of the Study

PCC is a rural community college located in the southeastern part of the United States. The college offers over 60 degree programs in arts and sciences, business technology, construction and industrial technology, health sciences, public service and fine arts. PCC is a publicly supported institution that employs over 440 full time faculty and administrators (231 faculty and 216 administrators) who teach and serve over 12,371 curriculum students and 12,000 continuing education students. On average, PCC graduates over 2,000 curriculum students each year.

The PCC leadership institute evolved as a result of the institution's 2003 employee campus climate study indicating the need to address the projected employee turnover at PCC and the need to create an employee leadership program to develop their leadership competencies and skills to address emerging issues facing the institution. Consequently, a faculty and staff planning committee, supported by the PCC president, established the first PCC leadership institute in 2004. The committee develops the institute's syllabus and learning experiences, coordinates venue selection, advertises the program, reviews the applications, and recommends participants to the president. The goals of the leadership program are aligned with the AACC competencies (AACC, 2006, p. 41) and are designed to "identify and develop individual leadership competencies, promote interaction and networking across college divisions, build problem solving skills, and analyze [PCC] in the context of state and national models" (PCC, 2013).

All full-time PCC employees (administrative, administrative support, faculty, and campus operations) are eligible to participate in the leadership institute. Employees interested in participating in the program are selected through a competitive application process. From 2004 to 2008, each leadership institute cohort consisted of approximately 50 participants. In 2009, the leadership institute planning committee reduced the cohort size to approximately 30 participants citing the need to provide more depth to the program syllabus. Since 2004, over 300 employees have participated in the program.

The PCC leadership institute consists of a 3-day program held off campus. A typical agenda includes sessions on ethics, leadership, and decision making. These sessions are led by internal and external higher education professionals who provide

instruction on leadership and moral development. Follow-up sessions, designed to build on the material presented at the institute, are held for participants in November and February of each year. In April, a formal ceremony recognizes the participants' completion of the program with the award of certificates of completion. PCC leadership institute participants consistently rate the institute highly as indicated by comments posted on the college's website.

Rationale for the Chosen Tradition

I chose a case study methodology for this study because of the focus on one small group of GYO leadership development program completers at a single rural community college. Yin (2014) stated that the case study method permits researchers to concentrate on an event and preserve a comprehensive and practical viewpoint, as in studying a person's lifespan or small group activities. According to Stake (1995) a case study is a distinct phenomenon to be explored, and may be an individual, a program, or an institution. The distinct phenomenon I was interested in learning more about was the post-professional development of 10 rural community college GYO leadership development participants 2 years after completing the program.

This case study offers the opportunity to learn about the impact of the leadership institute on participants' post-program career advancement (Stake, 1995). Creswell (2013) referred to special interest or a one-of-a-kind study as an intrinsic case study. Creswell additionally stated that intrinsic case study research concerns studying a topic within a bounded structure or small group in which the focus is on the case itself. Likewise, Stake (1995) defined intrinsic case study to mean that the investigator has an

interest in a particular phenomenon. The intrinsic case study method was the preferred approach to explore GYO leadership participants' post-program professional development after completing the program.

Other qualitative traditions, including narrative, phenomenology, and grounded theory, were considered, but they were not suitable for this study. The case study approach is similar to narrative analysis because the inquiry focuses on what was discovered about the individual or group as a result of the study (Patton, 2002). Although Creswell (2013) tended to agree, he argued that the case study method will yield much more detailed information within the context of the study than what would be discovered in narrative analysis. This is because the information gathered by the researcher comes from the participants' perspectives. The case study method allows the exploration of the emerging themes that develop during the data collection (Creswell, 2013). Phenomenology involves understanding individuals' lived experiences of a phenomenon and does not explore the perceptions of the participants (Creswell, 2013). Also, because this study was not intended to develop a new theory, the grounded theory approach was not germane (Creswell, 2013; Stake, 1995; Yin, 2014).

A quantitative research method was also considered for this study, but was rejected. Although the overriding questions could have been addressed through surveying, rather than interviewing, the leadership program participants, the purpose of this study was to explore the participants' perceptions more deeply than a survey could accomplish. The difference between qualitative and quantitative methods rests on the type of knowledge desired by the researcher (Stake, 1995). Quantitative studies are often

designed to explain a phenomenon or to focus the research on a single aspect or subject, while qualitative studies are conducted to understand all aspects of an issue and their relationships (Stake, 1995). Consequently, the analysis of quantitative data would not inform the reader as to “why” or “how” things happen the way they do to as a means to understand the participants’ perceptions and experiences.

Role of the Researcher

In a qualitative case study, the researcher plays a critical role in collecting the data (Creswell, 2013). The researcher may use certain instruments to collect the data, and because each case study is different, the researcher cannot depend on using previously developed data collection instruments because they may not collect the necessary data to address the research questions (Creswell, 2013, p. 42). It is important for the researcher to be objective during data collection in qualitative research (Janesick, 2011; Maxwell, 2013; Stake, 1995; Yin, 2014). Because I was the research instrument, I had to remain as objective as possible during field interviews and document reviews while continuously interpreting the meaning of what occurred with the information gleaned from the study participants.]

Also, the qualitative researcher has to be aware of how the participants may view and react to the interviewer before, during, and after the interview process (Creswell, 2013; Maxwell, 2013; Yin, 2014). Therefore, I needed to anticipate participant concerns before and during the interviews and plan to address these concerns. For example, at the beginning of the interview I set the interviewee at ease in a quiet location and informed the participant about myself and the purpose of the interview. Next, I reassured the

interviewee that the information collected from the interview was confidential and would not be disclosed to anyone. I also informed the interviewee that he or she could terminate the interview at any time. The interviewee was requested to sign a consent form to participate in the interview. I was respectful and courteous, and offered few questions and advice. After the interview, I thanked the participants and informed them of the use of the data and their access to the study. Finally, I showed appreciation by providing an acknowledgement card of thanks with a $10 gift card to each participant.

It was also necessary to disclose the potential for inserting personal bias into this qualitative case study. The main emphasis of a qualitative proposal should initially address how the researcher plans to discuss possible threats to the interpretation and explanation of the research conclusions (Maxwell, 2013). Otherwise, readers may discard information that suggests research subjectivity or bias (Miles, Huberman, & Saldana, 2014). With over 40 years of acquired leadership knowledge and experience, I could have skewed the reporting of fieldwork and data analysis by inserting subjective and personal bias into the study. I offer this disclosure because I co-developed and facilitated a 13-month GYO Leadership Development Institute at another rural community college where I was formerly employed in the southeastern part of the United States.

Methodology

The discussion of methodology includes the participant selection process, instrumentation, procedures for recruitment, study participation, and data collection. I will first identify the study population and the strategy for selecting study participants, including the selection criteria. I will then describe the specific procedures for contacting

and recruiting the selected participants. The primary data collection instrument was a set of interview questions, and I will discuss the development and validity of these questions. Finally, the procedure for data collection will be explained along with the methods for data analysis.

Participant Selection

In qualitative research an adequate number of participants are needed in order to establish common themes and patterns (Creswell, 2013; Maxwell, 2013; Miles et al., 2014; Stake, 1995; Yin, 2014). Also, the number of participants needs to be manageable so that the researcher can study each participant's perceptions in rich, thick detail (Creswell, 2013; Maxwell, 2013; Miles et al., 2013; Stake, 1995; Yin, 2014). I first identified the GYO leadership institute at PCC, a rural community college, for this case study. I considered the leadership institute participants to be an information-rich participant pool from which I could obtain an extensive amount of data for the purpose of the study. The leadership institute 2012-2013 cohort consisted of approximately 30 participants.

The list of PCC leadership participants was provided by the PCC director of planning and research. According to the director, 27 of the 30 leadership institute completers were still employed at the institution. Because it was not feasible to interview all of the completers, I selected 15 candidates for the study and invited 10 to participate. In order to have a sufficient number of participants I chose to select 15 individuals, since some of the potential interview candidates might have elected not to participate in the study.

Sampling Strategy

In order to learn about the professional development of the leadership institute completers experiences I used purposeful sampling to select a group of 15 participants from a cohort of approximately 30 participants who were enrolled in PCC's leadership training in the 2012-2013 class. Because I was the single research instrument it was not practical or realistic for me to collect, code, analyze, and learn from the information gathered from the entire cohort of leadership institute participants. Thus, I used the institute's roster of personnel to purposefully select and invite at least five administrators and five faculty members to participate in the study.

According to Creswell (2013), it is important for the researcher to attain maximum variation sampling and to attain diverse views from the participants in a qualitative study. Therefore, I selected individuals using the following criteria: (a) position (faculty or administrator), (b) gender, and (c) experience. All of the case study participants ($n=15$) identified for this study met the following criteria: (a) academic or administrative PCC employees; (b) participants in all facets of the college's GYO leadership program activities; (c) completers of the GYO program; and (d) current employees at the institution. Thus, I was confident I could select 15 candidates for the study with the goal of interviewing 10 participants.

Procedures for Recruitment and Participation

The procedures for notifying and recruiting participants selected for the study initially consisted of a letter from me informing the selected candidates that I had permission from the PCC Institutional Review Board to conduct this research on the PCC

campus, the purpose of the research, and that they were invited to participate in the study. Next, I sent an email formally inviting the selected candidates to participate in the study requesting their acceptance or declination by email or phone. This email contained informed consent information for the participant to read, sign, and return to me. I then telephoned those candidates willing to participate to schedule a time and place for the interview. I apprised participants that I would present them with a copy of the draft narrative for their review and confirmation of its accuracy. Finally, I offered appreciation to the study participants for their willingness to take part in the study by providing each with a card of thanks containing a $10 cash gift card. This last step served as a form of closure for the interview participant as suggested by Creswell (2013).

Instrumentation

I collected data from multiple sources using the following data collection instruments: information collected from leadership participants' interviews through a researcher-designed interview protocol (Appendix A), leadership institute applications (Appendix B), leadership institute artifacts (i.e., goals and conceptual framework of the institute, institute training topics. and training schedule) (Appendix C), and PCC employee promotion or reassignment actions. The leadership institute documents were created by the PCC leadership planning committee and housed in the office of the director of planning and research and leadership institute facilitator.

The interview questions were developed to align the leadership program objectives with the leadership program curriculum. An expert panel was used to review the participant interview questions and to provide feedback to ensure the questions were

free of bias and were clear and helpful in answering the research questions as suggested by Creswell (2013) and Merriam (2009). The panel consisted of experienced qualitative case study research practitioners. Their feedback was incorporated into the proposal. Because content validity was established using peer review, a formal pilot study was not needed (C. M. Dawson, personal communication, March 23, 2015).

I used the leadership institute artifacts to learn about the goals and procedures of the program and to gain a better understanding of the context of each participant's point of view during and after the interviews. The goals of the institute were to: "(a) help participants to identify and to develop individual leadership competencies, (b) promote cross-divisional interaction and college coherence, (c) build problem solving skills, and (d) to analyze the college in the context of state and national models" (PCC, 2013). The procedures consisted of "(a) immersing and exposing participants to expert presenters in a 2-day off-campus training venue, (b) followed by two reflective on-campus sessions several months apart, and (c) culminating in a graduation reception hosted by the president of the college" (PCC, 2013).

I used the PCC employee promotion and reassignment actions to verify claims by interview participants as to whether they had applied and been promoted or reassigned to another position at PCC.

Data Collection

According to Creswell (2013), interview participants should be in an interview setting that is comfortable and non-threatening. Therefore, I offered each participant the opportunity to be interviewed in a place of their choice such as their office, a quiet

restaurant, or the local library. Each participant elected to be interviewed in his or her respective office. The primary data source for addressing the three research questions came from the interview transcripts transcribed from a digital recorder. I used a transcriber to transcribe the information from each recorded interview. I analyzed and coded common themes from the interviews, similar experiences, and anomalies among the faculty members and administrative staff. For the purpose of member checking, participants were provided a copy of the draft narrative for their review and confirmation of its accuracy.

Although roundtrip travel to the college was approximately 100 miles, I did not experience any issues with conducting face-to-face interviews onsite at PCC. Therefore, there was no instance or instances where using alternate modes of gathering interview data occurred. Thus, the need to recruit additional volunteer participants for the study to protect the quality of the research was not necessary.

Data Analysis Plan

Analysis of the qualitative data was conducted using each of the 10 participant interview transcripts and information collected from the leadership institute applications, leadership institute artifacts, and PCC promotion and reassignment documents. Data were compiled, assimilated, and analyzed manually with word-processing and spreadsheet software to discover themes relevant to the interview and research question. I used Patton's (2002) constant comparative method of qualitative data analysis for this study. The data analysis process began with the collection of data.

The primary data source for the research questions was the interview transcript data. I reviewed the interview transcripts, highlighting information relevant to the research questions in Chapter 4. It is important that the information obtained from the interview transcripts is accurate (Stake, 1995). Therefore, the participants were provided a copy of a draft narrative of the data from the transcripts to review and comment on for accuracy. Subsequent to assessing the draft narratives for accuracy, transcripts were coded one at a time into the categories created from the interview transcripts. Next, I grouped similar information into separate categories, looking for emerging themes or patterns. The themes were organic and were adjusted as I continued to review the transcript data. The participants' coded responses from the interview questions were recorded in spreadsheet data tables. These data tables were designed to connect the leadership institute program skills and knowledge taught to the program participants' post-program professional development over time obtained from the interview transcripts (i.e., what they are doing now) in order to compare those responses to the research questions.

Once all of the themes had been identified from the interview transcripts, I then examined leadership institute artifacts to determine what knowledge, skills, and behaviors the institute completers were expected to gain. This allowed me to better ascertain to what extent the participants' perceived changes were tied to the instruction provided through the leadership institute.

After comparing the goals of the leadership institute to the participants' perceived changes in knowledge, skills, and behaviors, I examined the participants' goals and

expectations listed on their respective PCC institute applications. Using this information, I investigated to learn to what extent the participants gained the knowledge, skills, and behaviors they originally expected from the training program.

For example, in this case study, I linked the leadership institute program *processes* to the leadership institute artifacts (i.e., lectures, projects, and literature reviews) to the program participants' *outcomes* obtained from the interview transcripts (i.e., what they are doing now) and to their leadership institute application containing goals statements (i.e., why I want to participate in leadership training) in order to compare those responses to the three research questions. Finally, I developed convergent evidence using triangulation of the data from different sources of data: participant interview transcripts, participant leadership institute applications, leadership institute artifacts, and PCC promotion or reassignment information.

I used word-processing and spreadsheet software to compile and assimilate the collected data. To ensure the protection and the confidentiality of the research participants, all research material was stored on a password protected home personal computer hard drive, flash drive, and external hard drive. After the draft narratives were reviewed by the participants I erased the interviews from the digital recorder. I used a three-ring binder to maintain control and protection of the interview documents, transcripts, and other artifacts. The three-ring binder containing paper documents was stored and locked in my home safe for 5 years.

The participants' coded responses from the interview questions were recorded in spreadsheet data tables. These data tables were designed to connect the leadership

institute program *skills and knowledge taught* to the program participants' post-program *professional development over time* obtained from the interview transcripts (i.e., what they are doing now) in order to compare those responses to the research questions.

Issues of Trustworthiness

Strengthening the reliability and validity of a case study requires qualitative researchers to develop strategies for checking the accuracy and credibility of their findings throughout their study (Creswell, 2013). For example, threats to trustworthiness can consist of researcher bias and instances of interviews and observations that are atypical of the interviewees' work environment. To protect against these threats, I used purposeful sampling to ensure the appropriate interview candidates were selected and that the interviews of each participant was accomplished during the regular work day. In addition, I continued to use triangulation and member checks throughout the study. A description of how I operationalized these terms into validation strategies follows.

Credibility (Internal Validity)

To strengthen the internal validity of this case study, I developed convergent evidence using triangulation of the data from different sources of data: participant interview transcripts, leadership institute training documents, human resources documents, participant leadership institute applications, and researcher-generated documents, as suggested by Yin (2014). Also, I am the sole researcher who collected and analyzed the data and produced the final report.

Transferability

To ensure transferability could be applied I chose to select a purposeful sample of 15 candidates for the study and invited 10 to participate (i.e., five faculty and five administrators still working at the college). I selected 15 individuals in order to have an adequate pool of participants, because some of the candidates might have elected not to participate in the study. I identified study participants from the 2012-2013 leadership institute applications based on their respective job positions at the time of their applications. The institute application contained participant information by years of service at PCC and years of service in higher education, as well as position and department at the college. Thus, others interested in leadership training can make a connection between the components of this study and their respective experiences. For example, presidents or CEOs of an organization interested in developing a succession plan might consider using the results of this study in deciding whether to develop an internal leadership program tailored to their respective organization's mission.

Dependability

Dependability in qualitative research means that the case study protocol and data collection are systematically documented so that if the same case is done over again by another researcher, the same findings should emerge (Yin, 2014). In this context, I have documented, through a panel of peer reviewers, the relevancy of the interview questions which were used consistently with each interviewee. In addition, the interviewees' responses were recorded and transcribed. Finally, all interviews conducted and documents reviewed were recorded in the document catalog file.

Confirmability

I addressed personal bias in this study by recording and analyzing field interviews and documents using memos to describe the reactions that I had with the participants' responses to the interview questions. In addition, I included member checking of each participant's interview transcript summary to verify that the data recorded and transcribed were accurate.

Ethical Procedures

The use of participants in research studies is basically an intrusion into their lives (Maxwell, 2013). It is very important that the participants are informed of the research project on these bases: (a) their contribution to the process, (b) the type of questions being asked, (c) assurances that their responses are confidential, and (d) use of data. After receiving approval from PCC to conduct this research I contacted each interview candidate by letter, inviting them to participate in this case study, providing them the details of the research project.

Also, I needed to be aware of how the participants viewed me as the interviewer and the manner in which I acted before, during, and after the interview. I reassured each participant that I would protect the confidential nature of their responses. Furthermore, I needed to anticipate participant concerns before and during the interviews and ways I planned to address these. For example, recording the interview may not feel comfortable for some interviewees for fear of being recognized. Although not faced with this situation I was prepared to listen and take notes.

In order to ensure the ethical integrity of all aspects of this research, I employed strategies to protect the rights and confidentiality of the study participants. I completed the Walden University National Institutes of Health web-based human research protection training course "Protecting Human Research Participant." I also completed the Walden University "Case Study Research" self-paced tutorial.

I then obtained consent from the PCC Institutional Review Board (IRB), in order to protect the rights of the participants. I also obtained consent from Walden's IRB. The Walden University's IRB approval number for this study is 02-23-16- 0282076 and it expires on February 22, 2017. In addition, I obtained a letter of cooperation from PCC in order to allow me to contact the GYO leadership program participants to participate in the study.

A signed consent form was obtained from each of the participants. The consent form included the purpose of the study, procedures to be followed, potential benefits of the study, and assurances of confidentiality. Participants were informed that their consent was ongoing and that they had the right to withdraw from participation at any point. To lessen the risk of coercion and abuse of power during the interview and to help the participants feel comfortable with the process, I provided advance copies of the interview questions to the participants for their review before the interview.

During the interview I reiterated my commitment for protecting the confidentiality of participant information by assuring them that no information obtained in the study would be linked to them individually. For the purpose of description, pseudonyms were assigned to participants to protect their identities. Transcripts from the interviews and the narrative responses were stored in a locked file cabinet throughout the

course of the study. I am the only one who will ever have access to this information. The transcripts and narratives from this study will be stored in my home safe for at least five years and then destroyed as indicated by the IRB requirements.

Summary

In Chapter 3, I discussed the research proposal, a qualitative case study. Included in this chapter is the description for the proposal with an explanation of the context of the study, my role as the researcher, participant recruitment and selection, instrumentation, data collection and analysis, evidence of quality, and procedures to ensure ethical protection for the participants. In Chapter 4, I document the findings from this single case study.

Chapter 4: Results

The purpose of this qualitative case study was to explore the recalled experiences of a group of leadership program participants working in a rural southeastern U.S. community college after completing the program. Descriptive information gleaned from the experiences of the participants in the rural community college GYO leadership institute can inform community college leaders and the research community about the program participants' post-program professional development after completing the program. This study addressed the apparent absence of published research and studies of community college GYO leadership participants' post-program professional development over time.

I addressed the following primary research question and the three related research questions in this study.

Primary Research Question: What are the long-term outcomes of a rural community college "grow-your-own" leadership program on the professional development of participants 2 years following program completion?

Research Question 1: How did program completion impact the perception of institutional knowledge, skills, and behaviors of the participants?

Research Question 2: According to participants, how did the program affect their attitudes about their careers and their behaviors regarding professional development?

Research Question 3: How have program participants used this knowledge, skills, and behaviors since completing the training?

Chapter 4 presents the data collected in the study by describing the setting of the research, the demographics of participants, what data were collected, how the data were collected, how the data were further analyzed to ensure trustworthiness, and the results found for each research question.

Setting

This study was conducted through interviews with 10 participants from a single rural southeastern U.S. community college GYO leadership institute. PCC has been in operation for over 50 years. The college employs over 200 full-time faculty members and over 200 full-time staff members. The main campus consists of 400 acres and 25 buildings. PCC serves more than 20,000 credit and non-credit students annually,

As discussed in Chapter 3, this study's design incorporated a 2-year period between completion of the leadership institute and participation in the study. The purpose of the gap was to allow for changes in career attitude, job behavior, or professional development while being recent enough for participants to recall if components of the leadership institute influenced these changes. The setting effect in this circumstance was that the time gap may have influenced participants' ability to recall their experiences.

Participant Demographics

The size and scope of the research population consists of a purposefully selected group of 10 leadership institute participants from a cohort of 30 participants who were enrolled in PCC's leadership training program in 2012-2013. The 10 participants were employed as deans, directors, coordinators, and instructors; five were full-time instructors and five were in full-time administrative positions (Table 1).

Table 1

PCC Leadership Institute Participant Demographics

Name	Position	Time in PCC Position	Years in Higher Ed
Michelle	Dean	6 Years	25
Jenna	Faculty Chair	2 Months	15
Ellen	Instructor	1 Year	7
Tina	Instructor	2 Years	4
Kathy	Instructor	10 Years	10
Sheila	Coordinator	2 Years	2
Terry	Director	19 Months	9
Jim	Director	6 Months	1
Sarah	Counselor	11 Months	3
Brian	Coordinator	6 Months	2

The 10 participants in this study represented a range of positions and averaged 2.5 years of PCC job experience and 7.8 years of higher education experience. The following is a synopsis of the goal statements of each PCC interview participant (identified here by pseudonyms) from his or her leadership institute application:

- Michelle was an academic dean at the time of the study and held the same position as she had when she attended the leadership institute. When she began the program, Michelle had already been at the college for over 5 years and was managing and growing her academic division. She had over 25 years of higher education experience. Her goals for attending the institute were growing academic programs, improving learning assessment, and improving cross-college collaboration.

- Jenna was the director of an academic program, the same positon she held when she attended the leadership institute. Jenna had over 15 years of higher education experience, but when she began the leadership program she had only been at the college for about 3 months. Her goals for attending the leadership institute were to improve her program management skills, improve her employee management skills, develop campus-wide and community-wide partnerships, and to become an effective leader.
- Ellen was employed as a full-time instructor when she attended the leadership institute and still held the same position at the time of this study. Ellen had over 7 years of higher education experience, and when she began the leadership program she had been at the college for less than 2 years. Ellen's goals for attending the leadership institute consisted of improving and enhancing her classroom and campus leadership skills and becoming more active on various campus committees and organizations.
- Tina was a full-time instructor, the same position she held when she attended the leadership institute. Tina was employed at the college for 3 years before she attended the leadership program and had 4 years of higher education experience. Tina's goals for attending the leadership institute centered on integrating best practices in her academic program promoting student success and promoting cross-cultural studies by developing and leading an annual international trip for her students.

- Kathy transitioned from private industry to teach full-time as an academic instructor at PCC. Kathy was employed at the college for almost 12 years. Her professional development goals were to be more engaged and involved in the college.
- Sheila began her higher education career almost 5 years previously as a part-time administrative program coordinator. When she attended the leadership program in 2013 she was the director of the program and still served in that position at the time of the study. Her professional development goals included acquiring skills in resource development, stress management, collaboration, and networking.
- Terry was the director of an academic division, which was the same position she held when she attended the leadership institute. She had over 10 years of higher education experience and had been at PCC for 23 months when she enrolled in the leadership program. Her professional development goals were to build her effectiveness as a manager and a leader in her division and to obtain a doctorate degree.
- Jim had only been employed at the college and in higher education for 3 months when he participated in the leadership institute. As an administrative director his professional goals were to learn about higher education and to get to know the college employees.
- Sarah was working in student services at the time she attended the leadership institute. Her professional goals included meeting other college employees as

a networking strategy and improving her communication skills. At the time of the leadership institute Sarah had been in higher education and in her current job for a short period of time.

- Brian's goal for attending the leadership institute was to improve his leadership skills in order to advance his academic program initiatives. When he attended the leadership institute, Brian had been in his current job for 3 months. He had less than 3 years of experience in higher education.

No other demographic data relating to participants were collected, nor was it relevant for the purpose of this study.

Data Collection

The first step in the data collection involved examining leadership institute documents provided by the PCC director of planning and research. The documents consisted of each participant's leadership institute application along with leadership institute artifacts. The leadership institute artifacts consisted of a blank copy of the invitation to participate in the leadership institute (Appendix B) and the leadership institute application (Appendix C), the goals and conceptual framework of the institute, institute training topics, institute program schedule, and PCC employee promotion and reassignment actions. Also, the PCC director of planning and research provided the names and contact information for the 27 of 30 members of 2012-13 leadership institute cohort who were employed at the college at the time of the study

Each participant's leadership institute application included reasons for attending the institute, professional goal information, number of years in higher education, number

of years employed at PCC, and position of employment (faculty or administrator). These data were used to select the pool of 15 candidates for the study with the goal of attaining at least 10 participants for the study. The 10 participants (five faculty members and five staff members) provided data from my interview protocol to answer the research questions.

After selecting the 10 interview candidates, I mailed letters of invitation to each candidate. Because two of the invited candidates declined to participate in the study I selected two more candidates from the remaining pool of five candidates and sent letters of invitation to each person. I then followed-up with the candidates by email with the details of the study, including instructions for completing and returning the confidentiality statement. Subsequent telephone calls and emails were used to confirm participant understanding and agreement to participate in the study. After I received signed confidentiality statements from each participant, I scheduled the interview date, time, and location. Because the college was on mid-semester break, interviews were scheduled over a 2-week period. The travel time to the PCC campus was 2 hours for a roundtrip. I made a total of five trips to the campus (by car) and conducted between one and three participant interviews each day.

Interviews occurred in each participant’s office using my interview protocol (Appendix A). I posed nine questions to participants in order to learn if there were changes in the professional development of individuals who completed the PCC leadership institute. Using the interview protocol, I explored in detail the knowledge, skills, and behaviors practiced as a result of the participants’ post leadership institute

professional development experience. The interview questions were organized in a manner that reflected the participants' professional development goals before attending the leadership institute and the post program professional development activities subsequent to the leadership institute experience. The first question I asked participants was about their pre-institute and post-institute job positions, and the following questions addressed how the leadership program affected their attitudes about their career and their professional development. Each interview participant answered all nine questions that were in the interview protocol, and none of the participants had reservations about providing his or her responses to the questions. Each interview lasted about 1 hour.

Interview data were recorded using a digital recorder and notes from the interview protocol. I used a professional transcription service to transcribe the interview data from the digital recorder. I then reviewed the transcripts for accuracy by listening to each interview recording as I read the transcribed information. For the purpose of member checking, participants were provided a summary of their interview responses for their review and confirmation of its accuracy. Each participant was requested to review and confirm the accuracy of the responses and to reply within 10 days after receipt of the mailed request. Two individuals requested changes and I accommodated both requests. All but two of the individuals confirmed the accuracy of their respective interview summaries and after no responses from either person after a second email request, I elected not to impose further on their time.

Data Analysis

To begin analyzing the data I applied open coding to identify and highlight emerging categories from each interview transcript. I accomplished this by recording participants' verbatim responses from the interview questions into three spreadsheets. I used the participants' pseudonym and coded job position (F01… F05, for faculty and A01…A05, for administrator) to label and organize the data under each research question. Each spreadsheet contained one of the three research questions followed by subcategories of the interview questions. For example, each participant's answers to interview questions 2, 3, 4, and 5 were recorded under research question 1, interview questions 1, 6, 7, and 8, were recorded under research question 2, and interview question 9 recorded under research question 3.

I then developed a coding table ranking the identified categories based on the number of occurrences of a particular word or phrase from each participant's transcript. Using the recorded responses, I identified and highlighted emerging themes and categories on each spreadsheet. I also identified an initial list of 35 codes—14 from faculty and 21 from administrators.

The next step in the data analysis consisted of reducing the coded units to a smaller number of categories. Through this process I reduced the initial list of 35 codes to 19 major categories. Finally, I combined similar categories into major themes (Table 2). Some of the coded units did not fit into any of the final categories or themes. That information will be addressed under the appropriate research question in the Results section below.

Table 2

Emerging Themes and Categories

Theme	Category
Leadership styles	
	Leadership styles in general
	Personal leadership styles
	Working with different leadership styles
Communication	
	Networking
	Communication
	Collaboration and partnerships
	Teambuilding and teamwork
Institutional knowledge	
	Student success
	Learning about PCC and connecting with the college
	Giving back to the college and making a difference
	A college perspective and seeing the whole picture
Personal characteristics	
	Confidence
	Motivation
	Responsibility
	Increased professional development activities
	Increased community activities

Evidence of Trustworthiness

In order to help ensure the trustworthiness of this study, I utilized several methods including data triangulation, member checking, and purposeful sampling. I also methodically documented the process and the results.

Credibility

To strengthen the credibility (internal validity) of the study, triangulation of the data was achieved by using data from participant interviews, interview summaries

affirmed by participants through member checking, participant leadership institute applications, leadership institute artifacts, and promotion and reassignment documents.

Transferability

Transferability was accomplished by selecting a purposeful sample of participants that represented an equal number of faculty and administrators at the college. Study participants were identified using the 2013 leadership institute cohort and job positions held at the time of applying for the leadership institute. The leadership institute application contained participant information by years of service at PCC, years of service in higher education, and positions held at the college. Because of data triangulation and the variation in selecting participants, the data can be confirmed as being reliable.

Dependability

In qualitative research dependability is achieved when the case study protocol and data collection process are methodically documented so that if another researcher performs the same case study, similar findings should arise (Yin, 2014). First, my interview questions were approved by a panel of peer reviewers to ensure their relevance to addressing the research questions. Second, the interview process, member checking process, and document review process were recorded in the document catalog file.

Confirmability

I managed personal bias in this study by recording and analyzing participant field interviews and documents using memos to describe reactions to participants' responses to the interview questions. In addition, I included member checking of each participant's

interview transcript summary to verify the data recorded and transcribed were accurate. Finally, adjustment to the data collection strategies was not needed.

Results

The data collected for this research included PCC leadership institute artifacts, along with the institute applications, and interviews of the study participants. The leadership institute artifacts consisted of the leadership institute invitation, goals and conceptual framework of the institute, institute training topics, institute schedule, and PCC employee promotion or reassignment actions.

Leadership Institute Artifacts

As discussed in Chapter 3, I used the leadership institute artifacts to familiarize myself with the goals and conceptual framework of the training program so that I would better understand the purpose, context, and setting of the PCC leadership institute. The leadership institute was facilitated by the PCC director of planning and research, hosted by the PCC president, and led by four expert presenters—all part of the PCC planning group. The goals and procedures of the institute were listed on the leadership institute invitation (Appendix B).

Review of the institute course outline revealed institute activities that consisted of an ice-breaker exercise designed to introduce participants to each other and to learn to work in teams on various leadership issues. Participants also completed a leadership assessment survey to learn about their respective leadership and management styles. The issue of handling stress as a leader was also presented and discussed by the group. Another topic, leadership essentials, focused on decision making, ethics, and service.

Throughout the institute the participants were grouped into teams and participated in examining and discussing various case study exercises regarding ethical, moral, and legal dilemmas leaders potentially could face in the workplace. Each group assigned a spokesperson who presented the group's perspectives to the other participants. The final day of the institute covered a recap of the previous program activities, informing participants how to connect what they learned to their respective jobs at the college, followed by concluding remarks from the PCC planning group.

The PCC employee promotion and reassignment actions document listed employees at the college who were promoted, reassigned, or left the college during the academic year. Review of the 2013 promotion and reassignment files confirmed that two of the 10 graduates had job title changes within 2 years of completing the leadership training.

Participants' Goals

To be considered for participation in the leadership institute each individual had to complete a leadership institute application. The application process was competitive and first time applicants had priority over those who had completed an earlier program. The application required the person's name, job title (faculty or staff), length of time in current position at the college, the length of time working in higher education, professional goals, and what he or she hoped to gain from the leadership institute experience. Because there was considerable overlap between the participants' professional goals and what they hoped to gain from their participation in the institute, I elected to treat this area as the participants' professional goals. For example, almost all of

the applicants listed improving their leadership skills as a goal to improve student success. Jenna, an academic program director, indicated she wanted "to become an effective leader…hopefully making our program an example of best practices for community colleges." Brian's goal for attending the leadership institute was "to improve his leadership skills in order to advance his academic program initiatives." Terry, the director of an academic division, noted that her professional development goals were "to build her effectiveness as a manager and a leader in her division and to obtain a doctorate degree." Kathy indicated she wanted "to grow and learn new ways to reach and empower my students."

Improving networking and collaboration skills was another area that most of the participants listed as a goal. Ellen, a faculty member, wanted to "become a more active and instrumental member of various committees and organizations on campus." Michelle indicated that she "would like to interact with other faculty and staff outside of my division in an effort to seek more opportunities for campus collaboration in international education." Jenna listed that she hoped to "develop networking opportunities and increase professional interactions with colleagues." Terry, a program administrator, listed "to develop a rapport with individual[s] across campus to strengthen the understanding of what each department does, as well as being a marketing tool for campus programs." Sarah also indicated that she wanted "to build more rapport with others around campus making sure I always strive to create an environment of empowerment and teamwork."

There were also more individualized goals expressed by some of the participants. Jim, who came to higher education from industry, had a goal of "learning about higher

education and getting to know other people on campus." Tina's professional goals as a faculty member consisted of academic program improvement by developing "cross-cultural studies" involving international travel for her students.

Interview Data

Through the data analysis of the PCC leadership institute artifacts, the institute applications, and interviews of the study participants, I identified four major themes aligned with the research questions. The themes presented in this section are: (a) leadership styles, (b) communication, (c) institutional knowledge, and (d) personal characteristics. Following a discussion about each of the themes I explored how the themes relate to answering the research questions. I chose this thematic approach rather than simply addressing each research question because the participant interview responses overlapped the research questions, making it difficult to classify the information into one specific question.

Theme 1: Leadership Styles

All 10 study participants indicated that attending the PCC leadership institute increased their knowledge of leadership styles. They learned about leadership styles in general, along with their own leadership style, and how to work effectively with people who have styles different from their own. The new knowledge about their leadership styles influenced some participants to interact differently with others. Terry commented: "I learned from the different individuals how to be tactful when dealing with employee issues and not seem so overbearing." Ellen also learned about her leadership style: "I identified that I should be more direct at times, which I actually have strived to do – with

my students, with my co-workers, and with administration." While attending the institute, Tina "thought about what kind of leader I was – how I really needed to be a more balanced leader and make sure I was using all the leadership styles as I taught and led in the college system." This knowledge of leadership styles influenced the participants' interactions with students, colleagues, and the community, as well as improving their own leadership skills.

Leadership styles in general. The PCC institute helped increase the overall leadership knowledge of the participants, including the characteristics of specific leadership styles. Some participants also talked about the importance of leadership and what leadership is. Brian, an administrator, commented that "leaders can occur at any level of the institution – position, titles don't matter, contributions are important." Jenna, a faculty member, found it valuable to put "leadership style into context" depending on the situation.

Those individuals who came into the community college system from industry or who had been in higher education for a long time indicated that the leadership information presented was not new to them, but reinforced what they already knew. For example, after working for many years in industry, Jim, an administrator, attended the leadership institute after being at the college for 6 months. He indicated that although none of the information on leadership was new, "it was interesting from an academic perspective." Similarly, Jenna, with 15 years of higher education experience and working at the college for about 2 months offered: "I had lots of background in leadership instruction and courses in leadership, so it wasn't new-there wasn't a lot of new

information for me." Conversely, for Sheila, who had only worked in the higher education field for 2 years considered the institute to be "the beginning of a real leadership journey," the information on leadership styles presented at the institute was new.

Personal leadership styles. Eight of the 10 participants reported that they used this general knowledge to learn about their personal leadership style as well as a reminder of the different leadership components. Most of the interviewees described their leadership styles as situational leaders who strive to achieve consensus to arrive at a decision based on the context of the situation at the time. In other words, the leader applies a democratic approach taking into consideration others' points of views on the issue at hand. Sarah viewed her situational leadership style as seeking others' opinions in order to achieve buy-in from her constituents. Likewise, Jim said "I'm a big fan of adjusting your leadership style to fit the situation." Ellen offered a unique perspective to her situational leadership style. She indicated that she may not "take a leadership role unless it will have an impact." Terry summed up her new leadership knowledge by stating that "No leadership style is the best style - style matches individual's personality. Sometimes you have to put your foot down in a tactful way." In addition to learning their individual leadership types, Tina and Terry both also expressed an appreciation for understanding how to describe their specific styles to others.

Another area of leadership knowledge gained discussed by the participants was learning how to navigate the political environment at the college. Most of the participants indicated that politics was an area in which they needed to improve if they were to be

successful leaders. Kathy, who attended the institute for a second time, indicated that after completing the institute she "became more engaged with campus life and politics." She stated that "to work long term at a place, [a person] needs to become involved in politics." Tina worked overseas before coming to PCC as an instructor. She shared that in her last job "you had to follow the rules and make other people look good." She added:

> Through leadership institute – realized political leadership isn't necessarily bad. Leadership is about making the whole look good and working together as a team for a more utopian society. Political leadership needed at times in order to get things done and move things along.

Jenna, portrayed her leadership style as "more situational and participatory" and advocated the "importance of understanding situations, like the political environment, when making decisions." Participants' knowledge of their personal leadership styles centered on using situational leadership when and where it was appropriate and engaging in politics in order to accomplish the college's mission of promoting student success.

Working with different leadership styles. Understanding the different styles of leadership also helped nine of the 10 institute participants improve their interactions with others. Sheila indicated that the most useful knowledge she carried back from the training program was: "Understanding how to work with people with different leadership styles." According to Terry, "Everyone had different leadership styles that participated in the institute, and to see the individual's personality to their style was very unique – it kind of matched." The most useful knowledge that Michelle received from the institute was:

> A willingness to try new approaches…you might be thinking and talking in one way and the other person is thinking and talking in another way and you may not meet at the middle, and I would definitely say that's what it helped me with.

When asked about what information was valuable to her, Sarah responded: "Knowing that we have different leadership [styles], and how we can still get the mission and vision of PCC out to all our students." Recognizing and interacting effectively with people with different leadership styles allowed the study participants to improve communication and the capacity to pursue program goals and to accomplish the PCC mission.

Theme 2: Communication

The general theme of communication was discussed by all participants in response to all of the research questions. In addition to communication specifically, other aspects of the theme mentioned during the interviews included networking, collaboration and partnerships, and teamwork.

Networking. Networking was the most prevalent topic in communication during the participants' interviews. They unanimously talked about having the opportunity to meet other people across campus that they would not meet in the ordinary course of their job duties. Terry commented: "I've been able to put LI [Leadership Institute] participants' names to faces – counselor, financial aid specialist, academic advisors – otherwise I would have never met them." Tina added that "it was beneficial just to get to know some of the other faculty and the deans." Brian found it beneficial "being able to communicate and connect with different faculty and staff across the college." Some participants were new to the college at the time they attended the institute, and they found

it helpful to get to know their colleagues better. When asked about the most useful knowledge she took from the institute, Jenna responded: “The opportunity to network with my peers. I was a newer employee so it gave me the chance to meet a lot of people that I wouldn’t have had the opportunity to meet had I not participated.” Jim, also a new employee when he attended the PCC leadership institute, commented: “Here I didn’t know a lot of people… [the institute] gave me a good base of people to know right away.” The leadership institute served as an orientation for some, furnishing them an avenue for getting to know people who work in an area of the campus geographically unfamiliar to them.

Communication. After completing the PCC leadership institute, participants continued to utilize their improved communication skills. Several participants reported an increase in their committee participation. Sheila serves on the faculty senate and shares information with the college counsel. She stated that the institute helped her in communicating with employees and supervisors. Conversely, Terry’s improved communication skills were being used to articulate acceptable performance standards for one of her employees who had been placed on an employee improvement plan. Terry reported the following:

> I have an employee that is right now on an employee improvement plan, which took a lot for me to do, but I think those skills I’m learning that the job has to get done…So, I think the leadership institute helped me with that piece.

Sarah, who had been at the college for less than a year when she attended the institute, mentioned that one of her goals was to communicate effectively with students and

employees. Another relatively new PCC employee, Jim commented about the institute: "I don't know that it helped me be a better leader; I think it helped me be a better communicator." Knowing how to relate to coworkers was an important ability for the institute participants, especially for those with little experience at the college.

Collaboration and partnerships. Several participants went further than just getting to know and communicating with other people on campus and talked about why networking was useful. Brian referred to networking with the purpose of "making connections for future partnerships," while Terry explained that her area is physically separated from the main campus, "so meeting people who can be resources for students" was helpful. Jenna summed it up by saying that networking "established relationships that promote the best ways to serve students."

For some participants, the connections made during the leadership institute resulted in collaborations and partnerships that would not have happened had they not attended the training. For example, Sheila stated the effect of the institute on her career attitudes:

> We will partner with just about anybody if I think it will be effective. We partnered with our developmental instructors this year; I partnered with one of our high schools that is teaching a…class on their high school campus and my students are in that class; and I partnered with the developmental instructors to come into that class.

Michelle saw "more opportunities for campus collaboration on international education," including starting a global scholars program and a degree partnership with a school in Asia. She added:

> You can't do any of those kinds of projects if you don't have your campus partners…I feel that the leadership institute helped me to identify people across campus who saw that and continue to see that our students have to have that knowledge of the global economy, different cultures.

For multiple attendees, learning to understand how people can work together was an important outcome of the training. Jim commented: "I kind of learned through the leadership institute talking about how you get things done with people." For Sarah, the most useful knowledge she carried with her from the institute was the "knowledge of seeing and working with different individuals." Successful partnerships required the ability to work together.

Teambuilding and teamwork. As part of the leadership institute, participants were asked to engage in team building exercises, including the use of index cards to create buildings. Terry stated that these activities were helpful because "you got to see people's different strengths," and "sometimes other people can do things better." In addition, Brian believed that the institute was effective at "building a sense of togetherness, teamwork, and unity." Likewise, Michelle felt that the leadership institute curriculum offered her the opportunity to improve her teamwork skills through "more interaction with people having different perspectives" citing successful international partnerships that required inter-campus collaboration between the U.S. and another Asian

country. Sarah, indicated that by "working with different individuals with different leadership skills working together to accomplish the mission of the college" she gained a greater appreciation of the knowledge and opinions of others. All of the study participants discussed the benefits of attending the leadership institute on their communication and networking skills, which subsequently led to many successful collaborations.

Theme 3: Institutional Knowledge

The participants' replies to the interview questions revealed a thematic pattern of learning how to connect with the college, seeing the whole picture, and making a difference endeavoring to help their students succeed. These categories reflect the leadership institute's impact on the participants' engagement with the college.

Student success. The ultimate purpose of any community college is to promote student success. Although the study participants had already been employed at the college long enough to recognize this before attending the training, the PCC leadership institute further solidified their desire to help their students.

Three of the faculty study participants used the leadership skills they gained from the institute to help them as advisors to student groups. Ellen stated: "I started a student organization for … students here… [the institute] inspired me more, and it actually helped me articulate to students the importance of leadership." She added:

> I have gotten more proactive in providing my students with opportunities to learn…as a person in my position, you can kind of let your group just drag along or you can actually find more and better and challenging things for them to do, so I think that has helped me in that area, definitely.

Tina and Kathy also served as faculty advisors for student organizations. Tina said she sat in on the student meetings, “just kind of guiding the student” on correct leadership. Kathy took a more active role with her group: “I try to get them really involved. One thing we’ve noticed with retaining students is the students feeling like they’re part of the group.” She worked to “get them involved socially, then they do feel more comfortable engaging with you outside of the classroom.” These faculty members passed their leadership knowledge on to their students.

The theme of student success was also prevalent in the comments from PCC administrators. Sarah and Terry worked directly with students. Sarah stated: “What I’ve done is partner with our … groups on campus…retention is key…so that was my goal – to really connect with our students.” Terry commented: “I love what I do. I love seeing students succeed.” Sheila clearly expressed her thoughts:

> My ultimate career goals is to help students realize and act upon their potential to educate themselves in order to acquire a life and career that are enjoyable, sustainable, successful. I want to make a difference in the lives of our students.

The study participants indicated that they were better able to help students succeed because of the knowledge they gained from attending the institute.

Learning about PCC and connecting with the college. One of the areas of knowledge gained from the institute that benefited the participants was learning more about their college. For example, most of the participants commented that knowing and understanding how to get things done (to help students succeed) required knowing the college’s operation, its culture, and its leadership. Jim, who was a new employee at the

time he attended the institute, responded when asked about the most useful knowledge he took away from the training: "The beginning of the leadership institute when I started learning more of the [PCC] culture." Having come to the college from a job in the private sector, he also observed that:

> It was interesting to hear from the academia from inside the organization how they couched leadership versus how private sector did. But hearing it from their point of view I think was the first inclination I had that things were not done as quickly or as efficiently maybe as private sector.

Among the most valuable skills Sarah gained from the training: "I have [a] working knowledge of how PCC runs now."

A majority of the study participants mentioned that knowing who to contact at the college to facilitate a project or answer a question was probably the most valuable institutional resource an individual could acquire. For example, Terry served as a success coach for students with academic challenges and her knowledge of institutional resources helped her to connect her students to the resources (financial aid, student counselors, and tutors) they needed in order to keep them in school. Terry discussed her work as a success coach.

> I decided that was an opportunity to give back to the college, to be a supporter of students that are having some academic challenges, helping them with resources and again, giving them that push and that hope to stay – the whole thing is about retention and retaining them. So, keeping an eye on them, making sure they're going to class – just checking on their well-being.

Kathy believed the most beneficial aspect of the institute was "the engagement between other departments and other places all around campus." Sheila added:

> I just shared with the student I was with my job is to help you find all the resources and that's not going to come just from me…before I did not know all of those resources, and so things like the leadership institute helped me begin the network process of learning that.

Brian stated "Because it's a large institution [it is] beneficial to meet with other people, talk about jobs, and explore opportunities to improve student success by working together." Similarly, Kathy indicated that because curriculum programs were spread out across the campus and that "interaction with peers from different areas of the campus was segmented," she "wanted to get more involved and interact with other people on campus," and by doing so she removed the silo she had been working in and made her department more visible to the college and to the president. Terry also discussed feeling separated from the rest of the college because of her faculty position. So, she volunteered to serve on several college committees in order to meet and connect with other colleagues on campus. Understanding the operations and culture of the college is important to being able to get things done.

Giving back to the college and making a difference. Several of the study participants talked about their contributions to the college and its mission of student success. Sheila remarked:

> I really was kind of a silo when I look back…because I did my job and I did it with 150% and that's how I measured it by student success, and now I measure by

> a whole lot of other things. I measure it by not the number of committees that I'm on, but the movement forward in the committees that I'm on and how that's affecting student success. Like because of the position that I'm in now, I have the opportunity to make a difference on a grander scale that trickles down to student success.

Sarah stated that the most useful knowledge she gained from attending the institute was "just an invigorating sense that I can make a difference." Terry was appreciative of the college's leadership, noting that PCC "gave me the opportunity to have this job at such a young age, that I feel like I have to give back to them, to do what I'm supposed to do while I'm here." Attending the institute strengthened the participants' connection to the college.

A college perspective and seeing the whole picture. Some of the study participants remarked that their involvement in the leadership institute broadened their perspective from their own areas to seeing the entire picture. One of the activities during the institute was to discuss specific case studies. Tina stated:

> I did enjoy the case study time at the leadership institute. I thought it was time well spent. They were especially good for me because these are not things that I usually deal with. They were bigger – I'm usually departmental issues, so these were bigger overarching campus-wide things, so that was a stretch for me, but it was good for me.

Sheila also noted: "I have a really neat vantage point that a lot of people on our campus don't…I see it all. I work with the whole student. And I see the whole picture." PCC

leadership institute participants were exposed to areas outside of their normal working environments and so, were able to see the operation of the college as a whole.

Theme 4: Personal Characteristics

Participants revealed a diversity of personal leadership skills that they had developed or enhanced as a result of the leadership training they received 2 years earlier. Comments regarding enhanced confidence, motivation, and sense of responsibility along with increased professional development and community activities were prevalent throughout the interviews.

Confidence. Several study participants took away from the leadership training increased confidence in their ability to get things done within the college and the community. Sarah indicated that the leadership institute boosted her "confidence in [her] leadership skills and abilities" in "critical thinking and problem solving" leading to the overhaul and renewal of the college's student federal financial aid program. Ellen gained practice and experience in public speaking through the institute, and she used these skills along with an increased passion for her discipline to become a stronger advocate for her program. Michelle worked on "galvanizing community support" for a bond referendum. She stated that she "definitely had to rely on some of that leadership training because I normally…have not been that person who would get up in front of a group and talk about things. I went on the radio…taking a more public role." Attending the institute helped participants gain the confidence and leadership skills they needed to help them improve the college.

Motivation. Going through the leadership training also gave participants the motivation to enhance their activities and take on new challenges. Jenna believed that her restructuring of her program can be linked back to the leadership institute: "I think in some ways…having the opportunity to participate in that institute kind of gave me that motivation and also gave me a better connection to the college." She added: "I was very motivated as a result of attending [the institute]. I was excited, and just had a very positive outlook." Ellen was impacted in a similar way by the institute: "It kind of did motivate me to want to be more active in a leadership way." Brian's motivation was more in the direction of adding leadership training for students within his program. He commented: "Just being involved in the leadership institute really motivated me to kind of continue this leadership development on our campus, kind of as an extension of what we're doing [in the program]." The leadership training inspired the participants to stay engaged with the college and active in achieving their goals.

Responsibility. In addition to strengthening their engagement with the college, going through the PCC leadership institute made some participants more mindful of their responsibilities to their students, their program, and the college. Terry's focus was on the students: "It [the institute] just makes me know that I'm more responsible. I have responsibilities to help anyone that comes through this door. Again, to give them hope, to give them a certification, to get them back to work." She continued: "Knowing that at the end of the day, the responsibility for this department falls on me." Terry, an administrator, was relatively new at the college, but a 9-year veteran of higher education. Ellen, a faculty member, was also new to PCC and experienced in higher education, had a

similar view: “I think part of leadership would be for me to get more positive attention to our program on campus.” She believed that it was her job as chair of the department, but also stated: “I really think it’s a job for all of us in the department.” The study participants felt that they took more ownership of their jobs in the years since they attended the leadership institute.

Increased professional development activities. Participants in the leadership institute who were interviewed expressed a continuing interest and involvement in professional development activities at least in part because of the institute. Several of the participants in this study also subsequently became involved in the North Carolina Community College System (NCCCS) leadership academy, an annual, state-wide leadership program. Sheila stated:

> I was blessed to be able to be a part of the North Carolina Community College leadership program last year, and I’d say that was a fantastic follow-up…I went from the silo to learning about PCC, to learning about community colleges in North Carolina.

Jenna also participated in the NCCCS leadership academy following her graduation from the PCC leadership institute. She has since presented at state and national conferences. In addition to attending the NCCCS leadership training, Brian has also been pursuing a terminal degree.

Most of the study participants also discussed an increase in their professional development activities. Sarah indicated that she was motivated to seek more professional development opportunities citing completion of two additional training certifications she

had earned since the institute. Sarah added: “It spurred a lot. I have a passion for learning, and so, after this I decided, you know what, I want to take every opportunity there is to do professional development for me.”

Jenna tied her professional development to leadership. “I believe that’s a crucial part of my role as a leader. If I don’t know what’s going on, I don’t think I’m going to be very effective.” In addition to taking advantage of opportunities for herself, she also “pushed training and professional development for staff, teachers, and self.” As a result of improving her leadership skills, she was able to restructure her academic program which has become a model program for the state. Tina was also inspired and motivated to improve her leadership skills by setting goals “to be a more well-rounded educator and also to teach. I do most of the teaching for test preparation…and so I have started developing some of my own materials more and more.” She continued to take advantage of professional development opportunities and eventually plans to receive certification in her profession.

Increased community activities. Many of the study participants expressed that their community activity also increased in the 2 years since they attended the PCC leadership institute. Jenna commented:

> I serve on committees in the community…I was encouraged, I guess as part of the institute to get involved in the community activities. I serve on the literacy volunteers board of directors, because [that’s] one of the things that I think is so important and I kind of got spurred on as part of the institute, to be part of the community.

Sarah made some similar statements: “I’ve networked with local community agencies, and so I’ve kind of branched out and done some events with them. I’m getting individuals in the community ready for jobs.” Two of the faculty members interviewed have become involved in international programs and have brought their experiences back to the classroom. Kathy participated in an international exchange program and Michelle was a Fulbright scholar, as well as being involved in a collaboration with overseas universities.

These four major themes were integrated throughout the interviews and appeared in the participants’ responses. Having developed the four major themes, I then used this information to address the three research questions upon which this study was based.

Research Question 1

How did program completion impact the perception of institutional knowledge, skills, and behaviors of the participants? Analysis of participant interview transcripts revealed that the PCC leadership institute impacted the program completers’ perceived knowledge, skills, and behaviors in a number of ways and degrees. Although all of the study participants discussed an increased knowledge of leadership styles, they also received other information and gained other skills through the activities they experienced during the training sessions. The participants then applied the increased knowledge and skills in their jobs which influenced their behaviors.

Although the perceived benefits of attending the leadership institute for faculty and administrators included the same themes and many of the same categories, the number of participants who mentioned each one varied slightly by employee class. For example, both groups frequently discussed increased knowledge of leadership styles and

specifically knowledge of their own leadership style. However, administrators more often spoke about the benefits of learning how to interact with individuals with styles different from their own than did faculty.

Because the roles and responsibilities of community college faculty and administrators are different from each other, the knowledge and skills that they need to be effective will not be the same. When asked what knowledge, skills, and behaviors that they took away from the PCC leadership institute were most beneficial to them participants in faculty and administrative positions had slightly different responses. Table 3 shows the number of times members of each employee group, five faculty and five administrators, indicated that they learned each listed knowledge, skill, and behavior.

The biggest inconsistency in the perceived benefits of faculty and administrative participants was in the major theme of communication. Study participants who were in administrative roles discussed collaboration and general communication skills more often than did faculty, although everyone in both groups indicated that increased networking was a beneficial outcome from attending the leadership institute.

Understanding that people have different ways of leading, and even different definitions of leadership, was a valuable insight for some of the participants. Several indicated that knowing the leadership styles of their coworkers made them more appreciative of others' opinions and was helpful in getting things done. Sarah said that the institute "gave me a sense of knowing how everyone works and their strengths and what's unique to them." Some of the study participants also found it valuable to understand that no one style of leadership is best and that different situations call for

different ways of leading. Jim, who previously worked for a private sector company, was familiar with leadership development, but learned how to be more effective in the academic environment.

Ellen also stated that the institute helped her evaluate her strengths and weaknesses and gave her a "chance to think about leadership and leadership styles and what kind of leader I want to be and where I wanted to increase my leadership." Others also discussed having to work on improving aspects of their leadership style that might be weaker than others. For example, two of the study participants expressed a need to be more direct in their interactions with employees. Sarah found the knowledge "invigorating," and Brian added, "Leaders can occur at any level of the institution, like your position does not matter, but your contributions – that's what's really important – it's more about what you do and not the title that you have."

In addition to the leadership knowledge, all of the program completers also reported that the training enhanced their communication skills, such as networking and teamwork. The administrators and faculty interviewed both unanimously mentioned networking as a beneficial skill they took away from the institute. Because the PCC campus is large and spread out, it was important for the participants to meet people they would not see during the normal course of their work; for example, Terry indicated that networking was one of the most valuable skills she got from the institute because she worked in an area of the college that was physically separated from the main campus. Learning about her coworkers allowed her to overcome the "silos" and made it easier to help her students find the resources they needed. Getting to know the other people in their

Table 3

Perceived benefits by employee class

Themes/Categories	Administrators	Faculty
Leadership styles		
Leadership styles in general	4	5
Personal leadership styles	4	4
Working with different leadership styles	5	1
Communication		
Networking	5	5
Communication	5	0
Collaboration and partnerships	5	1
Team building and teamwork	3	1
Institutional knowledge		
Student success	4	3
Learn about PCC and connect with the college	3	3
Give back to college and make a difference	3	0
College perspective and seeing whole picture	2	2
Personal characteristics		
Confidence	4	4
Motivation	3	3
Responsibility	1	0
Increased professional development activities	3	3
Increased community activities	2	1

cohort also facilitated collaboration between departments. Brian indicated that the institute gave him the “opportunity to make those connections” with different faculty and staff and to “build that sense of togetherness and teamwork and unity.” Michelle discussed the benefit of the institute to her: “Anybody volunteering or applying to the LI [leadership institute], is certainly trying to advance in leadership here, and it’s important that I know who they are so that I can reach out and work on projects together with them.”

Several of the participants talked about the value of the team building exercises in which they took part during the leadership institute. Jim found the activity to be beneficial because "it kind of tested how well you worked together and communicated with each other." However, Tina thought the team building exercises were less than helpful: "I don't know that I necessarily learned anything from it – other than…it was a good icebreaker."

Some of the participants also mentioned other skills, unique to their positions and interests, that were enhanced by attending the leadership institute. Sarah felt that her time management skills were improved. Sheila considered the information on managing stress in leadership to be valuable, and Jenna learned "some good organizational skills." Brian also developed his organizational skills and has since used these skills to keep track of his department's accomplishments. Kathy was attempting to improve a different skill:

> I was getting disengaged with the campus politics. It's irritating, and I had to make a decision that if I was going to stay here and continue to teach, that I had to be a little more engaged, so that would be the skill – just try to become reengaged with the campus politics and goings on.

Increasing her political awareness allowed Kathy to alter her behavior and become more involved in campus life. For example, following the institute, Kathy stated: "we wanted to get more art visible on campus, and that has definitely happened…the college has actually purchased sculptures. We have a gallery space that students, faculty and outside art community now actually has a place where we trade shows out." The study participants took away from the institute the skills they needed to improve to be more

proficient in their positions; however most of these individual skills were reported by administrators rather than faculty members.

The knowledge and skills gained from the leadership institute also impacted the subsequent professional behavior of other participants. They applied what they learned to improve their effectiveness or to enhance and expand their responsibilities. Several study participants strengthened their programs by joining associations, writing grants, and collaborating with the community. Brian was motivated to "explore opportunities to maybe improve student success by working together," which he did by collaborating with instructors and embedding tutors in the classroom. Ellen also applied her learning to help students. She stated that her experience with the institute inspired her to use her new knowledge and skills to educate students on the importance of leadership.

Some of the participants indicated that attending the leadership institute also provided them with confidence and motivation. Sarah stated that she "carried that back – feeling more confident in my leadership skills and abilities." Ellen added: "I just felt really inspired afterwards to go on campus and make something happen." When asked about the impact the institute had on her attitude about her career, Ellen responded: "I think in a way it strengthened it. I think it made me more of an advocate." The confidence gained by the study participants and the motivation they took from their institute experience led them to take action to improve student success and their institution.

An analysis of the study participants' interview data indicates that attending the institute did impact their subsequent skills, behavior, and attitudes through an increased

knowledge of leadership styles, increased opportunities for networking with their co-workers, and a stronger connection with their institution. Through the application of these new skills and behaviors to their jobs, participants reported that the institute had positive effects on their relations with their co-workers, community, and students.

Research Question 2

According to participants, how did the program affect their attitudes about their careers and their behaviors regarding professional development? All of the participants in this study indicated that attending the PCC leadership institute had a positive effect on their subsequent careers and professional development. Although only two of the 10 individuals interviewed saw a change in their job titles, the study participants consistently stated that they achieved part, if not all, of the professional goals they had set when they started the training. The leadership program generally increased motivation and connections with the college and their chosen field.

In the 2 years subsequent to the leadership training, two of the 10 graduates interviewed had a change in their job titles. Sheila went from program coordinator to program director, and Sarah became a full-time program manager. Although the other eight participants were in the same positions as they had been 2 years earlier, many still reported changes in job responsibilities.

As part of the PCC leadership institute application process, program participants were required to describe their professional goals. When interviewed, the study participants were asked if they had achieved the goals they had set 2 years earlier. All of

them responded that they had partially, to different degrees, or completely achieved those goals.

According to Tina, her goals included “getting to know more people on campus and working better with people throughout campus,” and Kathy wanted “to interact with more people throughout the campus.” Sarah had a similar goal of “networking with other faculty and staff” and “communicating effectively with our students and employers.” All three reported achieving those goals.

Multiple participants also had goals of becoming better leaders. Ellen wanted to become more of a campus leader. Two years later she stated: “I have partially accomplished that. I’ve become a better leader.” Sheila also reported that she wanted be become a better leader: “My goals transitioned because of my position, my professional goals to be a good leader not just for students but for my team. And from there it expanded to being a good leader for our campus.” Brian’s goals were more ambitious. He expressed a desire to not only bring leadership initiatives back to his department and the campus, but his career goal was to become a college president. Responding to an interview question about the effect of the program on her career attitude, Sheila again referenced her leadership role: “I saw myself as a leader on our college. I think that was probably the biggest shift there.”

Many other study participants also reported that the leadership program had an overall positive effect on their attitudes about their careers and professional development. They talked about motivation, commitment, and engagement. Brian stated that “It gave me more motivation to study leadership, to be involved with it, to create our own

leadership development here…and motivation also to pursue my career goals." Jenna added:

> I was very motivated as a result of attending. I was excited, and just had a really positive outlook – that's my nature, but it just kind of promoted that feeling of being a part of this organization and being successful in it and establishing those kinds of relationships that promote the best way to serve our students.

She summed it up by saying: "I think having the opportunity to participate in that institute kind of gave me that motivation and also gave me a better connection to the college." Kathy commented that the institute "also makes you commit to be more engaged and involved." None of the study participants believed that the institute had no effect on their careers, although Jim was the least enthusiastic about the impact of attending the training, stating that his previous employers were more "proactive in terms of leadership and understanding what true leadership is." Jim had worked for many years in an industrial environment.

Attending the institute also motivated six of the participants to become more involved with their professional development. One point of view was that professional development was already seen as important; attending the institute had little influence on this attitude. A typical comment came from Sarah: "It spurred a lot. I have a passion for learning, and so, after this I decided, you know what, I want to take every opportunity there is to do professional development for me." After the leadership training, six of the study participants reported that they increased attendance in seminars and involvement in

professional associations. Two of them subsequently enrolled in and completed a year-long state-level leadership training program.

However, two of the study participants had different views on the impact of the leadership institute on their attitude toward their professional development. Jenna commented that "It's hard to say that it affected me because I'm one who has always believed that professional development is crucial." Ellen also appreciated the importance of professional development but added: "the only drawback is as with any kind of training. It's so stressful to leave and leave your classes and find appropriate alternatives for class meetings." Because of their heavy class schedules and desire to be available to students, faculty reported that it was difficult to justify taking time away from their teaching responsibilities to take part in professional development activities.

As indicated by the interview data, attending the leadership institute positively affected the participants' attitudes about their careers and their behaviors regarding their professional development. Although the majority of the employees participating in this study did not obtain new leadership positions, they experienced an expansion of their roles. The study participants reported a general increase in motivation to continue their leadership studies and to increase their participation in professional development activities.

Research Question 3

How have program participants used these knowledge, skills, and behaviors since completing the training? The graduates of the PCC leadership program have used the knowledge, skills, and behaviors they gained from the program in various ways,

depending on the participants' interests and role at the college. In the 2 years since graduating from the institute only two of the 10 study participants indicated that they had applied for leadership positions, but neither of them obtained new jobs. Nearly all of the participants increased their work on committees. Three of the study participants took on more active and visible roles on campus committees and on committees in the community. Michelle stated that she "continues to serve on cross-functional committees that involve more than just our division, mainly focusing on either curriculum development or...retention." Jenna believed requests for her to join committees "resulted from having participated in the leadership institute because people know who I was and could call me up and say would you mind serving." For Tina, serving on committees was a way to get to know people.

Involvement in student success initiatives has also resulted from participation in the leadership institute for some of its graduates. Terry worked with students as a success coach, which she saw as "an opportunity to give back to the college, to be a supporter of students that are having some challenges, helping them with resources," while Jenna had "revamped and revised" a federal program for students. Tina served as a faculty advisor for a student academic association, and Ellen had applied her training to advocate for her program: "I think part of leadership would be for me to get more positive attention to our program on campus, and that's something that I feel is really needed."

Attending the leadership institute also motivated some participants to become more involved outside of the college, both professionally and personally. Some, including Jim, Brian, and Jenna, became more active in their positions' professional associations,

attending conferences, and presenting. Others reported becoming more involved in activities in their local community. For example, Jenna stated: I serve on the literacy volunteers board of directors, because [it's] one of the things that I think is so important, and I kind of got spurred on as part of the institute, is to be part of the community." Kathy went even further off-campus by becoming involved in a group that does exchanges with other countries, and she spent 10 days in Costa Rica and Nicaragua. She then "brought what I had learned back to the classroom and applied it in the classroom, and tried to get that inter-cultural exchange and make them think internationally." Michelle used her leadership training to advocate for the college, commenting: "so taking a more public role has been, I would say, a way I have applied that leadership knowledge and skills from LI [leadership institute]." As a faculty advisor, Tina worked with her student organization to participate in many community charity events. Through these activities, all of the study participants brought recognition and credibility to their institution.

Based on an analysis of the interview data, study participants have applied their learned leadership knowledge and skills in their subsequent job activities. In the 2 years since attending the leadership institute, the participants have used their new knowledge and skills to increase their roles in the college and in the success of their students through committee work and institutional programs. They have also connected more with the community and collaborated with other organizations, as well as strengthened their engagement to the college.

Summary

The purpose of this qualitative case study was to explore the post-program professional development of a group of participants 2 years after completing a rural community college GYO leadership program. A purposeful sample of 10 PCC leadership institute graduates from the 2013 class of 30 individuals participated in the research study.

As a result of the collection, coding, and analysis of interview data and relevant documents, I identified four major themes: (a) leadership styles, (b) communication, (c) institutional knowledge, and (d) personal characteristics that established the foundation for answering the three research questions. No unusual circumstances or discrepant issues emerged or were noted from the study.

The PCC leadership institute positively impacted the program completers' perceived knowledge, skills, and behaviors. All graduates of the PCC leadership institute participating in this study indicated that attaining knowledge of different leadership styles, learning about their leadership strengths and weaknesses, and understanding how to relate to people possessing different leadership styles was a result of attending the training. The knowledge and skills gained from the leadership institute also impacted the subsequent behavior of the participants, leading them to progress toward their goals of improving student success by networking with other colleagues, articulating to students the importance of leadership in an organization, and getting involved with the college and the community to advance the mission of the institution.

Chapter 5 includes an interpretation of these findings, along with an identification of limitations of the study, recommendations for further research, and implications for positive social change.

Chapter 5: Discussion, Conclusions, and Recommendations

In this qualitative case study, I addressed the absence of published research and studies concerning community college GYO leadership participants' post-program professional development over time (Black & Earnest, 2009; Eddy, 2012). The primary conceptual framework for this study was the AACC competencies for community college leaders (2005, 2013) and also Lave and Wenger's (1991) situated learning experience model. Conducting this type of research on GYO leadership participants' post-program professional development helps to inform institutional leaders whether their investment in the GYO leadership program was worth the cost. With this type of research institutional leaders may be able to determine if the leadership program cost yielded any kind of benefit to the institution or the participant.

Primary Research Question

In this study, data collection took place through in-depth interviews with 10 community college academic and administrative employees who participated in the GYO leadership training program. Document reviews included PCC leadership institute artifacts, leadership institute participant applications, and PCC employee promotion or reassignment actions. Analysis of the qualitative data was conducted using the constant comparative method of qualitative data analysis, which resulted in four key themes that were prevalent in the interview responses: (a) leadership styles, (b) communication, (c) institutional knowledge, and (d) personal characteristics. The impact of the PCC leadership institute on the participants' knowledge, skills, attitudes, and behaviors in these areas addressed the main research question of this study: What are the long-term

outcomes of a rural community college "grow-your-own" leadership program on the professional development of participants 2 years following program completion? The overall effects of these themes on the participants' subsequent professional development can be seen through examinations of the three research questions.

Research Question 1

How did program completion impact the perception of institutional knowledge, skills, and behaviors of the participants? The research study participants believed the PCC institute helped increase their overall leadership knowledge, including the characteristics of specific leadership styles. They also reported an enhancement in their communication skills, which was discussed by all participants in their interviews. In addition to communication specifically, other aspects of the theme in which the participants noted that they had improved included networking, collaboration and partnerships, and teamwork. The participants' responses to the interview questions also revealed a thematic pattern of learning how to connect with the college, seeing the whole picture, and making a difference in their students' lives. The study participants felt that knowing how to accomplish their objective to help students succeed required knowing the college's operation, its culture, and its leadership.

The knowledge and skills gained from the leadership institute also impacted the subsequent behavior of the participants in advancing their goals of improving student success by networking with other colleagues, articulating to students the importance of leadership in an organization, and getting involved with the college and the community to advance the mission of the institution. Participants revealed a diversity of personal

leadership skills that they had developed or enhanced as a result of the training they received 2 years earlier.

Research Question 2

According to participants, how did the program affect their attitudes about their careers and their behaviors regarding professional development? The four identified themes also contributed to the participants' subsequent perceptions regarding their careers and professional development. Enhanced leadership knowledge and greater networking skills enabled study participants to effectively expand their roles within the institution, which they indicated positively impacted their career satisfaction. The participants also reported a greater knowledge about the operations of the college, which gave them more confidence in their abilities to perform their jobs. In addition, attending the institute increased the motivation of the participants to get involved in more professional development activities, both within the community college system and in the community.

Research Question 3

How have program participants used the knowledge, skills, and behaviors since completing the training? The study participants indicated that they had applied the skills and knowledge from the training in their classrooms and in their professional activities 2 years after completing the PCC leadership institute. They had used their leadership knowledge and communication skills to relate better to their students and coworkers. At the same time, their knowledge about the operations of the institutions facilitated the partial or complete achievement of their professional goals. Through the application of

improved personal skills, the study participants were able to advance their roles and interests.

Interpretation of the Findings

The findings of this case study of PCC leadership institute participants 2 years after completing the program are generally in line with the previous literature on the topic presented in Chapter 2. As expected, study participants continued to use the knowledge and skills they obtained through the institute in ways particular to their positions and interests. Most of this learned behavior corresponded to the goals established for the leadership institute as well as the applicants' stated goals, but participants also stated that they benefitted personally through increased confidence and motivation. Participants applied these new skills, knowledge, and behaviors in pursuit of their professional goals and in the context of their position within the institution, whether as faculty or administrators.

In their interviews, study participants reported using what they learned at the institute, and who they met, to improve their performance in their current positions as well as to expand their activities within the college or community. Levin and Kater (2013) predicted that community colleges would continue to expand services in response to the demands of their communities despite the lack of increased funding. All but two of the study participants were in the same positions as they had been 2 years ago, but most found ways to do more for students and the institution. For example, Michelle took advantage of her increased network to expose her student to more global thinking, and

Brian used his new connections to create opportunities for collaboration between classes and academic services.

Levin and Kater (2013) also advocated for increasing responsibilities and leadership opportunities of mid-level personnel in order to better manage the college through the current turbulent environment. Participants in the PCC leadership institute indicated that they felt more responsibility for their departments and their college. For Terry, the institute instilled a sense of responsibility for her students and the institution, while Ellen became more of an advocate for her discipline. Brian and another colleague took it upon themselves to continue leadership development on campus by facilitating a monthly leadership speaker series inviting faculty and staff to participate. Prior to attending the leadership institute, Kathy felt her department was disengaged from the campus and not receiving sufficient support and program recognition from the campus leaders. She indicated that up until attending the leadership institute she had relied on her supervisor to navigate the political environment at the college and realized while attending the institute that her supervisor could not do everything that needed to be done by herself. Consequently, Kathy's decision to become more engaged with the campus politics improved her academic program's visibility with campus leaders, students, faculty, and staff.

In addition to experiencing increased leadership responsibilities, many of the study participants also reported that they learned about the organization and its culture through the leadership institute. According to Oshry (1996), understanding the organizational culture and how to work the system are necessary for new leaders to be

effective. For example, because Jim came to the college from a job in industry, he wanted to know more about the academic environment with which he was less familiar. Michelle indicated that she believed the leadership institute was more valuable than most professional development programs that she had attended because it was focused on their own institution. Usually employees traveled to another location to learn what other colleges were doing. The leadership institute allowed the participants to learn about their own college.

When asked about the most beneficial skills gained from attending the leadership institute, nearly all of the study participants talked about communication, especially meeting and interacting with people across campus, and networking. These skills are consistent with Brungardt's (2011) argument that the evolution of organizations is increasing the need for employees to interact with other people throughout the organization. Brian used his new connections to collaborate with other college employees and work together to improve student success. Ellen discovered that networking not only made more information available to her, but also that she could serve as a resource for others.

Such self-awareness and emotional intelligence are results of professional development experiences, according to Catalfamo (2010) and Krosigk (2007). Study participants indicated that going through the leadership institute made them aware of the need for and importance of continuing professional development and motivated them to take part in additional activities. For example, Sarah was inspired to take advantage of

more opportunities, while Brian was offering more professional development activities to employees in his department.

Most of the interview participants gained confidence as a result of attending the leadership institute. They felt more of a connection with the institution through knowledge and networking. This connection and confidence motivated them to understand their roles better and to increase their activities within the college and the community. They felt more responsibility for themselves and for their roles. This result is in accord with Inman's (2009) argument that connecting leadership training with participants' backgrounds and needs promotes confidence and competence, and ultimately organizational effectiveness.

Overall, the results of this study coincided with the research on a community college GYO program conducted by Bernard and Piland (2014) in that the PCC leadership institute served more as an orientation or introduction to the AACC competencies than it did to provide any mastery of the skills. The duration of the training was only 2 days—not enough time to delve deeply into any of the aspects of community college leadership. As such, the participants used the experience as a general introduction to leadership. In addition, attending the PCC institute did not result in a new leadership position for any of the study participants. However, several of the participants were motivated enough by the experience to enroll in further professional development and most of the participants expressed interest in expanding their leadership roles in the future.

Participant Goals

AACC (2013) recommended that the framework of the GYO leadership training curriculum should be developed in the context of the institution's mission and goals, the training participants' work environment, and the participants' professional goals so that the leadership skills learned by the participants are used to advance the mission of the college. As discussed previously, applicants to the PCC leadership institute were required to provide information on their goals and expectations for the training. Most of the goals listed by the participants were consistent with the stated goals of the institute, including developing individual leadership competencies, building inter-divisional networks, and gaining an understanding of college operations throughout the campus. This correspondence was as anticipated because the institute goals were provided on the application, and the participants knew, before they listed their own goals, what knowledge and skills the training was intended to impart.

However, the professional goals provided on the applications also reflected the participants' desires to enhance their performance within their positions and to expand their contributions to their students and the college, which is also consistent with the recommended competencies by AACC (2013). For example, Jenna's goal was to become a better leader so that she could restructure her program to make it more useful to students. Kathy, also a faculty member, wanted to find new ways to help her students be more successful. Sheila's experience further demonstrated the connection between the participants' professional goals and their positions. Her goals changed as her job

responsibilities expanded, from being a good leader for students to being a good leader for the college.

The professional goals that the participants included on their applications were consistent with the benefits they perceived receiving from the institute. As indicated in the interviews, 2 years after the training, the participants reported that they had partially or completely achieved their stated goals. These goals reflected both the intended outcomes from the PCC leadership institute and the participants' specific roles and interests at the college.

AACC Competencies

As discussed previously, this study was situated within two conceptual frameworks. The first was the competencies recommended by AACC for emerging community college leaders, and specifically focusing on five of those competencies: "(a) organizational strategy, (b) institutional finance, research, fundraising, and resource management, (c) communication, (d) collaboration, and (e) community college advocacy" (AACC, 2013, pp. 6-11). The results of this study indicate that the skills gained by participants of the PCC leadership institute touched on all of these competencies to differing degrees.

The goals of the PCC leadership institute were, for the most part, consistent with the AACC competencies for emerging community college leaders. One of the goals of the institute was to promote cross-divisional interaction and college coherence which corresponds with the two AACC competencies of communication and collaboration. For example, the AACC competencies for communication addressed the need for emerging

leaders to “be willing to participate in an environment that allows for shared responsibility in problem solving” and to “learn the nuances of communications with various internal and external stakeholders” (AACC, 2013, p. 9). The AACC competencies for collaboration focused on the need for emerging leaders to “Understand that there are no lone rangers. All employees must collaborate to ensure that there is a focus on student access and success” (AACC, 2013, p. 10). Emerging leaders also need to “Know the key stakeholders that are advocates for the institution, and the roles that they play in the community” (AACC, 2013, p. 10).

Another PCC institute goal, to analyze the college in the context of state and national models, crosses three of the AACC competencies: organizational strategy, community college advocacy, and institutional finance, research, fundraising, and resource management. Organizational strategies for emerging leaders addressed the need for participants to “Have a forward looking philosophy and be prepared for change. Understand the institutional process for taking risks to improve the student experience; be willing to take risks based on research and data” (AACC, 2013, p. 7). Similarly, the AACC competency for community college advocacy posits that emerging leaders need to “Recognize there is an interplay of public perception and policymaking that can impact college operations” (AACC, 2013, p. 11). Likewise, the institutional finance, research, fundraising, and resource management competencies for emerging leaders advanced that participants needed to “Understand the importance of time management and planning in your position” and to “Understand the organizational protocol: if you are unable to resolve a conflict, understand how to have it addressed” (AACC, 2013, p. 8). Finally, the

PCC institute goal of identifying and developing individual leadership competencies is a foundation for all of the AACC competencies.

As discussed in Chapter 4, communication was one of the major themes resulting from the analysis of the interview data. The leadership institute participants included in this study indicated that a major benefit of the training was meeting people across campus that they would not have met outside of the institute. This opened dialogs between faculty and administrators from different areas of the college and resulted in more collaboration between departments, such as that between academic tutors and classroom faculty, in promoting student success, the mission of the college.

Many of the activities in which the study participants engaged also involved advocating for the college, another of the AACC competencies. Successfully placing students in positions with local businesses and serving on community non-profit boards brings interest and recognition to the institution. Tina worked with her students to serve many local agencies, and Jenna gave presentations about her work at conferences across the nation, also advocating for the institution and its students.

The responses from the study participants about the knowledge and skills they gained from the leadership institute and applied in their professional positions are consistent with the literature. Like the participants in this study, Eddy (2013) found that mid-level faculty and administrators who participated in a rural community college leadership training program utilized their skills predominately in the AACC competency areas of advocacy, collaboration, and communication. Similarly, Duree's (2007) research of community college presidents' leadership training experiences and their beliefs

regarding the importance of each of the AACC competency areas noted that communication, professionalism, collaboration, and community college advocacy were important attributes for developing community college leaders. However, Duree (2007) also discovered that emphasis on organizational strategy, and resource management competencies were lacking primarily because leaders indicated they had not received any formal training in these areas. Consequently, they had to learn the competencies as new presidents through personal development and on-the-job experiences (Duree, 2007).

The institutional finance, research, fundraising, and resource management competency was not specifically covered during the PCC leadership institute, although some of the study participants referred briefly to fundraising and resource management. For example, Michelle discussed her role in advocating for the passage of a county bond referendum which provided construction funds to the college. Similarly, the organizational strategy competency was not addressed specifically during the institute; however, the principle of continuous improvement was already part of the culture of the institution, and so woven into the interview responses of the participants. The college's mission of student success was prominent in many of the participants' actions subsequent to completing the leadership institute. Sheila talked about her ultimate career goal of helping students realize their potential, and Ellen taught leadership skills to her students.

Overall, the results from the analysis of the PCC leadership institute documents and participant interviews are consistent with the AACC competencies and the limited published studies about the competencies. As expected, the professional goals listed by the applicants reflected the goals set by the institute, which were based on the AACC

competencies. In addition, the knowledge and skills the study participants indicated they obtained from the leadership institute 2 years later corresponded closely with three of the five competencies focused on in this study: communication, collaboration, and advocacy. These are the same skills that other studies found were used most frequently by community college leaders. The other two leadership competencies, institutional finance, research, fundraising, and resource management and organizational strategy, were less evident in the interview data.

Situated Learning

The other concept which served as a framework for this study was situated learning theory. As previously described, situated learning theory proposes that learning is more effective when classroom instruction is paired with real world practices in the culture and context in which the knowledge will be applied (Brown et al., 1989). Therefore, leadership skills and behaviors will best be learned if the participants apply the knowledge they gained through the institute within their individual jobs and activities.

An analysis of the data showed that the leadership institute participants who were interviewed connected what they learned through the training to their jobs and interests. They took the information they could use and applied the knowledge and skills to enhance their work performance and activities. For example, Terry credited the leadership institute with helping her work through a new employee improvement plan. As a faculty member, Tina used her new leadership skills to improve her teaching and to guide students.

Black and Earnest (2009) argued that leadership training was more effective if the learners valued the skills acquired and believed the knowledge was important to them. Communication and collaboration skills may be perceived as being more important by administrators since working with and managing other employees is a larger part of their roles in the institution, whereas faculty are more focused on teaching students. Research suggests that adults learn primarily through social interactions (Bandura, 1986; Black & Earnest, 2009). In the community college environment, that means colleagues, supervisors, and other external stakeholders.

The PCC leadership institute offered activities designed to be hands-on and interactive. Some participants indicated 2 years later that these exercises were beneficial and others found them less useful. The participants took what they needed from the experience and applied it to their individual positions. Sarah appreciated the interactive teamwork building assignment because it demonstrated the leadership styles she had learned. Similarly, Sheila found the case study activities to be useful for her because of her learning style. On the other hand, Brian did not find these activities to be of any help to him.

Consistent with situated learning theory, study participants formed professional goals that were specific to their jobs and interests, rather than based on general leadership principles. They benefited from the activities included in the training that they felt were relevant to their places in the institution, and took away the knowledge and skills that were important to them in their work and that corresponded to their future ambitions. In the 2 years since they completed the PCC leadership institute, the study participants

applied the learned knowledge, skills, and behaviors in ways that were specific to their individual positions.

Two years after completing the PCC leadership institute, the study participants believed they had gained knowledge and skills from the training that helped them to increase their job effectiveness, to expand their roles at their institution, and to become better leaders on campus and in the community. The major themes that emerged from the data analysis, leadership knowledge, communication, institutional knowledge, and personal characteristics, were mostly consistent with the increased skills expected by the participants as indicated in the professional goals included on their institute applications as well as the goals of the institute. The study participants applied these skills and knowledge in ways that were specific to their jobs and interests, developing the personal characteristics that they needed to further their professional development.

Limitations of the Study

Each community college has a unique mission and organizational structure that is influenced by the local culture, the geographical location, and the economic conditions in the service area. Community college presidents invoke their respective leadership strategies in order to accomplish and sustain the mission of the institution. One leadership strategy used to sustain the mission and operation of the institution is to develop an internal employee leadership development plan. Although it is assumed that community college missions are somewhat similar, their size, location, and service populations vary significantly across the United States, setting them apart as unique institutions.

The study limitations I discussed in Chapter 1 focused on the inappropriate application of the findings from this study to what occurs at other community colleges because a single case study, as indicated by Creswell (2013), is not considered generalizable. However, after exploring the research participants' post-training activities, I was able to present a broad pattern of the perceived outcomes of the leadership institute on the participants' professional development after completing the program.

Another limitation I identified was that the participants' reflections would be subjective and their views would probably have changed over time. So, during the interviews, I iterated to each study participant that it was important to articulate what they thought now as opposed to what they remembered experiencing 2 years ago.

Other limitations to this study were sample size and my role as the researcher. The 10 study participants were selected from a pool of 30 PCC candidates who met the criteria of completing the 2012- 2013 PCC leadership institute. It was important to consider all of the participants because of the small cohort from a single leadership class. Finally, I am confident that I addressed any potential personal bias in this study by systematically recording and analyzing field interviews and documents through memos in describing reactions to participants' responses to the interview questions.

Recommendations for Further Research

The results of this case study research suggested additional approaches for researchers and practitioners to conduct further studies on this subject. Because of the absence of published research and studies of community college GYO leadership participants' post-program professional development over time, more research needs to

be done. This study explored a group of faculty and administrative participants in a single Southeastern rural community college.

The study could be repeated in other locations (rural, urban, and suburban), with similar size community colleges or different size colleges, universities or other organizations that have a GYO leadership training program. Another important study that could offer some rich information might be to compare the participants' post-training outcomes by faculty, administrators, or both from multiple rural community college GYO leadership programs. Also, it would be informative to compare faculty and administrator participants' professional development outcomes who had participated in a national, state, and college level leadership training program to learn how these programs contributed to their professional development overtime. Finally, using a quantitative method to study GYO leadership training programs by length and by content of the program could help to illuminate if differences in program length and program content had any impact on participants' post program professional development. Any of these recommended studies could add to the literature and build on the foundation of this initial study.

Implications for Social Change

This study contributes to the Walden University mission to promote positive social change. The research results revealed that rural community college faculty and administrators who participated in a GYO leadership training program clearly advanced their professional development over time in supporting and sustaining the mission of the college. The primary reason for developing an internal leadership training program is to

ensure that new leaders are available to fill the positions by turnover of organization leaders.

The study results can potentially impact social change in several ways. The findings show that the leadership institute can serve as a conduit for faculty and administrators to interact. Because of the nature of their respective professions, (housed in separate facilities or various locations off-campus), faculty and administrative staff typically perform their jobs separate from each other, both in geography and purpose. In order for a community college to be effective in its mission of improving lives, employees must be able to communicate and work together across the traditional silos.

Community colleges that are operating effectively and being lead responsibly can improve the health of their community. They can become a center of learning and culture for all citizens in the area. In addition to promoting the understanding of all cultures through lectures, films, and classes, these institutions typically trains the community's safety and health workers, such as police, firefighters, and nurses.

Healthy community colleges can also increase the quality of life for individuals within their service areas. Increased education levels correspond to increased wages and decreased social problems. These institutions, when properly led, provide opportunities within the reach of individual citizens to improve their lives and the lives of their families.

Conclusion

The overarching question this study sought to answer was: What are the long-term outcomes of a rural community college "grow-your-own" leadership program on the

professional development of participants 2 years following program completion? The results from analyzing interviews of PCC leadership institute participants and inspecting institute documentation indicated that long-term outcomes from the training did exist. All of the participants perceived that they benefited from attending the PCC leadership institute, although to varying degrees.

None of the 10 study participants obtained a different position than the one they held while attending the institute, but two of them indicated a change in job titles and an expansion of responsibilities. According to the interview transcripts, the outcomes of the PCC institute on the class of 2012-13 fell mostly under the themes of communication, leadership knowledge, institutional knowledge, and personal characteristics. All of the participants indicated that the networking aspect of the training was beneficial, and most of them were still using the connections they formed 2 years ago.

A comparison of the goals of the PCC leadership institute with the professional goals of the participants indicated that the participants did take away from the training what they expected. Most believed that their goals were at least partially achieved 2 years after they completed the institute. An analysis of their stated goals showed that the participants hoped to gain the skills, knowledge, and behavior necessary to enhance their performance within their positions and to expand their roles and responsibilities at the college. The perception of the study participants was that attending the institute led to their expected results.

The nature of the PCC leadership institute and its short duration did not allow for an in-depth exploration of leadership knowledge and skills, but it served more as an

orientation to the institution for many of the participants. As an added benefit, outside of knowledge and skills, the participants experienced greater motivation and confidence from attending the leadership institute. Participants felt motivated to continue their professional development with subsequent leadership training programs, as well as to become more involved in professional associations and community agencies. Several participants brought leadership training back to their departments or their students. All of those who attended the training also gained confidence in their ability to be a leader and to make a difference to their students and institution.

This study has shown that institutional leaders who implement an internal GYO leadership development program on their respective campuses can realize a substantial return on their investment in terms of the professional development and the contributions of program participants to the institution over time. Examining the post-program professional development practices of the program participants has also revealed that GYO leadership training programs can create a pool of competent leaders which, in turn, can help close the faculty and administrator experience gap on the leadership shortage, help to sustain the mission of the college, and continue to serve their respective communities.

As discussed earlier, community colleges that are operating effectively and being led responsibly can improve the health of their communities and improve the quality of life for citizens within their service areas. Better education equates to higher incomes and a reduction in social problems. These institutions, when properly led, provide

opportunities within the reach of individual citizens to improve their lives and the lives of their families.

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Appendix A: Participant Interview Protocol

Participant code: _____
Date and time of interview: ______________________
Interview Location: ____________________________

Thank you for participating in this interview. You have been selected because of your participation in the PCC leadership institute.

As you reflect on your participation in the PCC leadership institute please answer the following questions honestly. Your answers will remain confidential and your identity will not be attached to the report. You have the option to skip any questions or discontinue this interview at any time. Do you have any questions before we start?

Interview questions (Only main questions are included here. Follow-up and probe questions will vary with each interview, depending upon interviewee individual responses to the main questions).

Q1. What position did you hold while you attended the PCC leadership institute? What position do you hold now?

Q2. Reflecting back on the leadership institute, what is the most useful knowledge you carried with you from the program?

Q3. Reflecting back on the leadership institute, what are the most valuable skills you carried with you from the program

Q4. Reflecting back on the PCC leadership institute, what, in the program, stood out as most beneficial to you?

Q5. Reflecting back on the PCC leadership Institute, what, in the program, was least beneficial or no benefit to you?

Q6. On your PCC leadership institute application (copy provided to interviewee), you described your professional goals. Since completing the leadership institute in 2013, please describe what, if anything you have done in terms of achieving your goals.

Q7. How did the leadership program affect your attitude about your career?

Q8. How did the leadership program affect your attitude regarding your professional development?

Q9. How have you applied the learned leadership knowledge and skills from the leadership institute in your job? For example, committees you serve on, have led or are leading, institutional projects you volunteered for, are currently working, or have completed, vacant internal leadership positions you have applied for?

This concludes the questions I have for you. Is there anything else you would like to add? Thank you for your participation.

Appendix B: PCC Leadership Institute Invitation

Dear Colleagues:

We invite you to share in a unique professional development opportunity and to join in fun with your PCC colleagues from all areas of the College. To help develop leadership potential in each of us, [Pleasant Community College] is hosting the ninth [Pleasant Community College] Leadership Institute this fall. The [2012-2013] Leadership Institute will take place on October 2-4 at the …. The institute will feature individual professional development and team building activities. The College will provide lodging and food costs at the site as well as conference materials.

Institute Goals & Conceptual Framework

The following four goals have been consistent since we began the program in 2004.

1. Identify and develop individual leadership competencies
2. Promote cross division interaction and college coherence
3. Build problem solving skills
4. Analyze the College in the context of state and national models

Conceptual Framework

A. Immersion (Oct 2-4, …)
Reflection (2 Sessions). Exact Dates/Times/Locations will be announced for the reflection and completion phases of the program.
November [2012]-Ethics & Leadership
February [2012]- Alumni perspectives: Decision Making
Completion (April [2013] Certificates distribution and light reception

Join us for a series of professional talks and interactive sessions presented by local and state leaders in higher education. The conference will include working sessions that will require some advance preparation and important follow-up discussions. Past participants have rated the Institute highly.

You must apply to participate.
Applications will be accepted from …. The [2012] Institute will accommodate a 40 person cohort. Participation is, therefore, a competitive process. The first review of applications will begin ….

The **application** is available [on the PCC website].
The Leadership Institute Planning Committee will then recommend the [2012] Institute class to me. On behalf of the Planning Committee, I look forward to an Institute that is empowering and renewing. If you have any questions or suggestions as we coordinate events, please contact me or ….
Sincerely,

[PCC President]

Appendix C: PCC Leadership Institute Application

PCC Leadership Institute Application

Leadership is measured by your contribution. The PCC Leadership Institute will take place ________. Applications are being accepted now through ________. The Institute will accommodate a 35 person cohort. Participation is therefore a competitive process. The first review will begin ________. (As is the norm, preference is given to applicants who have not participated before.)

Required Application Info

Name

Your Current Position

Faculty/Staff

Length in your current position

Length of time working in higher education

Please list your professional goals

What do you hope to gain from your participation?

As noted above, you will be asked to participate in the reflection and completion phases of the program (appx 1.5 hours per session). If accepted to the PCC Leadership Institute, will you continue with this commitment?

Please add additional comments