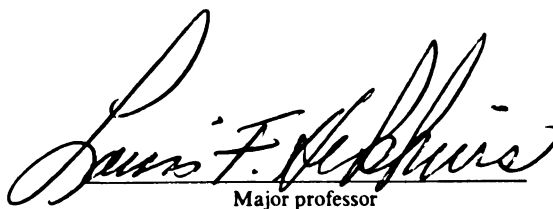This is to certify that the

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THE RELATIONSHIP BETWEEN LEADERSHIP TRAINING AND BEHAVIORAL CHANGE IN COMMUNITY COLLEGE DEPARTMENT CHAIRS

presented by

James M. Still

has been accepted towards fulfillment
of the requirements for

_____Ph.D.____ degree in _Educational_ Administration

Major professor

Date _6 -/- 95_

THE RELATIONSHIP BETWEEN LEADERSHIP TRAINING AND

BEHAVIORAL CHANGE IN COMMUNITY COLLEGE

DEPARTMENT CHAIRS

By

James M. Still

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Educational Administration

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ABSTRACT

THE RELATIONSHIP BETWEEN LEADERSHIP TRAINING AND
BEHAVIORAL CHANGE IN COMMUNITY COLLEGE
DEPARTMENT CHAIRS

By

James M. Still

This study was designed to determine whether selected community college

department chairs perceived any changes in their leadership behaviors as a result

of participating in a leadership training program. The population for the study

consisted of chairs who had completed one year of leadership training provided by

the National Community College Chair Academy, a program initiated specifically for

training community college department chairs in leadership skills. The training

program consisted of an introductory week-long leadership development session,

a two-semester practicum, a mentoring program, the development of a personal

journal, and a concluding week-long leadership development session.

Thirteen participants were selected for the study. An instrument (Leadership

Self-Rating Scale) was designed for the purpose of assessing the participants' level

of understanding and degree of implementation of the eight topical units before and

after the training. The eight units of the training were: The Complex Role of the

Chair, Behavioral Styles, Strategic Planning, Curriculum Development, Classroom

Research, Conflict Management, Performance Standards, and Total Quality Management. Interviews were conducted with each respondent and were guided by their responses to the Self-Rating Scale. Participants described what they understood better in each unit and in what ways they were implementing leadership skills differently in the same units.

An analysis of the data indicated that chairs did perceive that they had changed their leadership behavior as a result of the training. Participants reported that they experienced these changes in a variety of ways and attributed the changes both directly and indirectly to the Institute. Almost all (12) perceived themselves to be more effective leaders as a result of the training. Respondents often mentioned the formal sessions and networking opportunities, both integral parts of the Institute experience, as contributing to an improvement in their understanding of the eight topical units and the success of their efforts to implement what they had learned during the Institute. Many described the Institute experience as the event that significantly improved their self-confidence as academic leaders and as the catalyst that influenced them to study these topics further.

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To my wife, Phyllis Bail Still; my sons, Andrew, Joseph, and Matthew; and my daughter, Ashley, for their understanding of the many hours I spent away from them during this project. Thanks for your unending support. It's finally done, gang!

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ACKNOWLEDGMENTS

Although it is true that only one name appears as the author of such a work, the reality is that the final product reflects the work and the perseverance of many. The individuals mentioned below all played significant roles in assisting me with this project and deserve to share in this accomplishment.

At Michigan State University, Dr. Louis Hekhuis, my major professor and advisor on this study, was a continuous source of encouragement and assistance. Without his availability and advice, this dissertation could not have been completed. Dr. Howard Hickey, a member of my committee, was a source of continual encouragement throughout this whole advanced degree process. His advice to "take one little chunk at a time" helped me endure both the course work and the dissertation. Drs. Eldon Nonnamaker and Jim Bristor were valuable members of my committee who offered good suggestions and were very supportive.

My employer during this eight-year process, Delta College, provided me with a supportive network and environment in which to complete the work. In particular, the late Darrell Berry, my dean, gave me substantial latitude to adjust my work schedule in order to conduct research and to meet with my advisors at Michigan State. He was also a constant source of encouragement until his death in December 1994. Dr. Gene Packwood, Director of Research and Development at Delta, played

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a significant role in my success throughout the program. His willingness to give of his time and expertise in guiding me through the process of logical thinking and writing contributed in a major way to the completion of this project. I am not convinced I could have done this without his help.

The 13 department chairs who were the subjects of this study. I will never forget their willingness to participate and their candid responses to the interview questions. They are true friends and effective leaders.

There are others who helped me and who need to be acknowledged. First, my friend and colleague, Dr. Marilyn Rhinehart, who gave of her time to proofread and make editorial suggestions on my dissertation. I will always be indebted to Marilyn for taking the time to assist me in the final stages of this dissertation. Second, Barbara Hair for transcribing the interviews of the 13 participants of this study. Third, Johanna Frohm for her computer expertise that resulted in the graphs used to indicate change in understanding and implementation. Fourth, the entire HPER staff of Delta College, especially my secretary, Emily Heil, for understanding that toward the end I just needed to be left alone in order to finish. They did understand, and their lack of interruptions helped more than they will ever know. Fifth, Drs. Al Seagren and Dan Wheeler from the University of Nebraska-Lincoln. Their advice and feedback during the early stages of this study were invaluable. And finally, all of my friends and colleagues here at Delta who continually asked me if I had finished yet. That question was an inspiration for me to keep going.

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I cannot comprehend that anyone could complete a dissertation without the encouragement, advice, and assistance of many people. I am deeply appreciative of the friendship and help those mentioned here gave me. They deserve much of the credit for any merit this paper may have. I will always be grateful to them for their many contributions and accept the responsibility for any shortcomings that remain.

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CHAPTER I

INTRODUCTION

Introduction to the Study

Conventional wisdom suggests that the success of an organization may well rest with the quality of its leaders. Over the years, hundreds of writers have attempted to describe and explain the qualities of those individuals who have been perceived as leaders. Researchers have attempted to discover behaviors that characterize effective as opposed to ineffective leaders. What it is that successful leaders do and how they learned such skills are two topics that seem to dominate current research.

According to Bennis (1985), today's leader is an individual who is able to manage change effectively. Successful leaders are visionaries. They are able to create the future through anticipation and innovation. They are risk takers who have little fear of failure, for it is through setbacks that they often perceive opportunities for additional learning. The effective leader of today empowers those within the organization to make decisions and invites all employees to become actively involved in establishing and attaining the organization's mission and goals.

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A number of writers have indicated that effective leaders are lifelong learners. In fact, Bennis (1985) referred to this characteristic as the dominant focus of the leaders he studied. He argued that:

> learning is the essential fuel for the leader, the source of high-octane energy that keeps up the momentum by continually sparking new understanding, new ideas, and new challenges. It is absolutely indispensable under today's conditions of rapid change and complexity. Very simply, those who do not learn do not long survive as leaders. (p. 188)

Not only do leaders learn, but, more important, they are able to learn in an organizational context. They create organizations in which learning becomes part of the environment. All experiences become learning opportunities that are used to search for new ideas or reexamine present methods. Michael (1973) referred to this type of skill as "the new competence." It involves being able to acknowledge and share uncertainty, embrace error, respond to the future, become interpersonally competent, and gain self-knowledge.

External forces in today's world require those in leadership roles to be competent in a wide range of skills. It is no longer sufficient simply to occupy a position of power to be perceived as a leader. Much more is expected of the modern leader. Barker (1992) asserted that, in order to survive, leaders must be able to anticipate the future, be innovative in their planning, and exhibit excellence in their performance. His advice to those who hold leadership positions was "change or die."

Agreeing with both Bennis and Barker, this researcher was interested in examining the effects of leadership training. Specifically, he sought to determine

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whether leadership behaviors can be changed through an organized learning experience. The value of such an inquiry rests in the ability to determine whether a relationship exists between leadership training and behavioral change.

Community college chairs were chosen as the subjects of this study as a result of their participating in a one-year leadership training program that began during the summer of 1992 and concluded in July 1993. The program, referred to as the Institute for Academic Leadership Development, was sponsored by the National Community College Chair Academy. The purpose of the Institute was to provide community college chairs with intensive training in the development of academic and transformational leadership skills. Through the Institute, academic leaders were exposed to the information, skills, and insight they needed to excel in their positions, which entail the dual roles of department manager and academic leader.

The initial group of Institute participants comprised 40 community college chairs from the United States, Canada, and the United States territory of Guam. During the year-long Institute, they were involved in the following activities:

1.   An **introductory week-long leadership development session.** The first week of formal training covered eight leadership topics or units and used a variety of active, collaborative, and learning techniques, including guest speakers, large- and small-group discussions, breakout sessions, role-playing, case studies, and informal discussions and dialogue.

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2.   A two-semester practicum, which included the development and implementation of an **Individualized Professional Development Plan** (IPDP). The IPDP incorporated goals, activities, and assessment processes focused on the leadership units presented during the first week-long session.   Each participant developed a plan that included an action strategy for change in each of the eight topical units presented during the first week of formal training. The plans were to be carried out at their colleges, and progress on the implementation was to be recorded through weekly reflective journal writing. Also included as part of the practicum experience were **two conference calls** with Institute mentors and a written **final report**.

3.   A **mentorship** program. Participants picked a college mentor who was to provide support, encouragement, and feedback during the process. In addition, an Institute mentor was assigned to provide support, guidance, and counsel to both the participant and his or her college mentor.

4.   The development of a personal **journal**.   In this journal, the participants recorded their activities, experiences, and strategies related to their IPDPs. The journal was to serve as a progress report, as well as a basis for discussions with mentors, who reviewed the journal entries, commented on them, and provided feedback on a regular basis.

5.   A **concluding week-long leadership development session**. During this second week of leadership development, participants revisited the concepts and principles from the first week of training while sharing and

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comparing experiences from their practicums. They also were exposed to new topics designed to round out the essential skills for becoming an effective academic leader. Chairs who successfully completed all components of the program received professional certification.

The first week of formal training took place in Prescott, Arizona, in July 1992. The eight leadership units presented in that session were:

1. The Complex Role of the Chair

2. Leadership Styles

3. Strategic Planning

4. Curriculum Development

5. Classroom Research

6. Conflict Management

7. Performance Standards

8. Total Quality Management

Statement of the Problem

In community colleges, division or department chairs fill an important leadership role. In fact, Bennett (1983) suggested that the position of chair is vital to the well being of the institution. Roach (1976) estimated that 80% of institutional decisions are made at the department level. Chairs are regarded as those individuals within the institution who get things done. Bennett (1983) indicated that institutions with weak upper-level administrators but strong chairs

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can survive. However, those institutions with weak department chairs may experience major difficulties.

The role of the department chair is both complex and stressful. Referred to as paradoxical by some and ambiguous by others, the position demands a wide range of leadership skills. It is in regard to these leadership skills that problems often arise. Researchers have claimed that the typical chair rarely is prepared to meet the demands of the position. People normally ascend to the chairmanship from a faculty position; however, there appears to be little correlation between performing well as an instructor and succeeding as a chair. At best, the majority of chairs learn their trade through on-the-job training (Tucker, 1992).

Bennett (1990); Seagren, Creswell, and Wheeler (1993); and Tucker (1992) all indicated that community college chairs are expected to be leaders of their departments. This expectation is held by both the dean and the faculty. Chairs' success may well depend on their ability to acquire and practice effective leadership behavioral skills. Assuming that chairs have a desire to be effective in their role, it may take them a significant amount of time to learn the behavioral skills necessary for success.

To summarize, it may be erroneous to assume that department chairs have a clear understanding of their role as a leader. In fact, many may perceive the chair's role as a facilitator or manager of tasks and people, as opposed to one of real leadership. A number of researchers (Creswell et al., 1980;

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Lombardi, 1983; Seagren, Wheeler, Mitchess, & Creswell, 1986) have addressed many aspects of the position of the department chair, especially at the college and university level. These researchers have suggested that, when appointed, a majority of chairs may fit the following profile. They have little, if any, training, receive little recognition, work long hours, perform many tasks, experience both stress and conflict, may have no job description, are caught in the middle between department members and administration, have major responsibilities, possess little authority, and are expected to lead. Many may argue that no rational person would want a position with the preceding description. Perhaps it is possible, however, to train individuals to be more effective in such a leadership role.

The issue of leadership and leadership training for community college chairs was the focus of this study. Can leadership behaviors be changed as a result of training? What specific leadership behaviors changed as a result of chairs' participation in the training program? Do chairs feel more effective in their role as a result of training? What components of the training program did chairs think had the greatest effect in stimulating behavioral change? In light of what has been written, undertaking a study to address the preceding questions is both appropriate and timely.

Purpose of the Study

The researcher's purpose in this study was to determine whether selected community college department chairs perceived any changes in their leadership

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behaviors as a result of participating in a leadership training program. The population for this study consisted of chairs who had completed one year of leadership training provided by the National Community College Chair Academy, a program initiated specifically for training community college department chairs in leadership skills. A secondary purpose in conducting the study was to determine whether chairs perceived certain components of the training program as being more influential than others in contributing to leadership behavioral change.

Importance of the Study

A basic assumption that the researcher made in undertaking this study was that community college administrators have a strong desire to appoint effective department chairs. Researchers have found that chairs usually rise to their positions from the ranks of the faculty, with little, if any, administrative experience. Further, a majority of institutional decisions are made at the department level. Accordingly, it may be safe to assume that effective department chairs make significant contributions to effective institutions.

The importance of this study lies in determining whether a positive relationship exists between leadership training and behavioral change, as perceived by community college department chairs. If such a relationship does exist, community college administrators may want to invest both revenue and time in leadership training programs such as the one in this study for their department chairs.

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Research Questions

The following research questions were posed to assist in the implementation of this study:

1.   **What specific behaviors did chairs perceive to have been modified as a result of their participation in the leadership training program?** The focus here was to describe and explain what specific behavioral changes chairs thought had occurred as a direct result of their participating in the one-year Institute for Academic Leadership Development training program. The researcher assumed that, if change had occurred, chairs would be able to describe in what manner they were behaving differently. The researcher was looking for specific examples related to the eight topical units presented during the initial week of the program, as reflected in the participants' journals, final reports, and interviews.

2.   **In what ways did chairs perceive themselves to be more effective leaders as a result of training?** An important element of this study was an attempt to ascertain the relationship between training and job performance. The researcher sought to ascertain the perceptions of the participants regarding their understanding of their abilities as leaders following training. Did chairs believe they were more effective as department leaders as a result of the training? If so, in what specific situations did they believe that they were more effective? Both questions seemed appropriate and important for the present study.

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3.   **What individual components of the program did chairs perceive to be most influential in contributing to their behavioral change?** The Institute for Academic Leadership Development training program had seven major components: (a) receiving one week of formal training, (b) choosing and working with a mentor from the participant's institution, (c) formulating an individual professional development plan, (d) keeping a weekly journal, (e) participating in two conference calls, (f) preparing a final report on 15 competencies, and (g) participating in a final week of training and follow-up. This researcher was interested in determining whether chairs perceived some components of the program to be more effective than others in bringing about change in their leadership behavior.

Limitations of the Study

This study was ethnographic in nature. A limitation of field or ethnographic research is the tendency to make generalizations from the results. It should be understood that such studies are not conducted for the purpose of generalization, but rather to record accurately the realities of an event. As Cusick (1983) stated, "It can be legitimately argued that their chief use is not for generalizability, but for refining concepts that may be used by others in the future for more precise forms of research" (p. 134).

This study was limited to a small group of community college department chairs who participated in a year-long leadership training program. Consequently, the results of the study may not be generalized to all community

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college department chairs in the United States. The data reported in the study

represent the perceptions of 13 participants in the training program.

A further limitation of the study lies in the method by which the study group

was selected. The researcher's selection of this group was based on access to

the group, which is appropriate for ethnographic studies that are theoretical in

nature. According to Glaser (1970),

> Theoretical sampling is done in order to discover categories and their
> properties and to suggest their interrelationships into a theory. Random
> sampling is not necessary for theoretical sampling. . . . The researcher
> who generates theory need not combine random sampling when setting
> forth relationships among categories and properties. These relationships
> are suggested as hypotheses pertinent to direction of relationships, not
> tested as description of both direction and magnitude. (p. 106)

A final limitation of the study is the lack of any statistical data to support

the validity and reliability of the findings. In qualitative studies, it is impossible to

supply such data. However, the lack of statistics does not indicate that validity

and reliability cannot be established. The validity and reliability of ethnographic

studies are enhanced through the accurate recording of the event being studied.

Cusick (1973) addressed this concern, stating:

> As one lives close to a situation, his description and explanation of it have
> a first-person quality which other methodologies lack. As he continues to
> live close to and moves deeper into that situation, his perceptions have
> a validity that is simply unapproachable by any so-called standardized
> method. Likewise, as his validity becomes better, so his reliability, which
> is an extension of his validity, becomes better. As the researcher is the
> actual instrument, as he becomes more aware, more valid, so he must of
> necessity become more reliable. (p. 232)

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Definition of Terms

The following terms are used frequently in this dissertation. These definitions reflect the context in which the terms were used in this study.

Behavior change. A self-reported perception of a difference in leadership behavior as a result of the Institute for Academic Leadership Development training program.

Classroom research. One of the eight topical units of the Institute. This unit focused on a variety of informal strategies that instructors can use on a continual basis to solicit feedback from students as to their mastery of concepts and content, in order to modify and improve the teaching-learning process. These methods are used in an attempt to determine what is and is not working in the classroom.

Community college. A publicly funded, two-year, postsecondary institution of higher education. These institutions are accredited and offer both certificate and associate degree programs.

Components of the training program. The individual elements of the one-year training program. These included two weeks of formal training, an individual professional development plan, a weekly reflective journal, a mentorship program, two conference calls, and a final report.

Department or division chair. A person who is either appointed by a dean or elected by fellow faculty members, and is responsible for leading an academic unit within the institution.

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Formal training. A program designed to prepare a designated group of individuals in skills the program directors deem necessary to increase job-performance effectiveness. In this study, formal training refers to the two weeks of training in Prescott, Arizona.

Implementation of leadership behaviors. Participants' self-reported implementation of behavioral skills related to the following six topical units of the Institute for Academic Leadership Development: Strategic Planning, Curriculum Development, Classroom Research, Conflict Management, Performance Standards, and Total Quality Management.

Institute for Academic Leadership Development. A year-long series of activities designed to improve participants' academic leadership skills.

Leadership behavior. Those acts in which leaders engage as they attempt to coordinate or direct a group in achieving commonly accepted goals.

Leadership training. A program designed to help individuals in leadership roles acquire leadership skills or enhance their present skills. In this study, the training was designed specifically for community college department chairs and was provided at the Institute for Academic Leadership Development, which was conducted from July 1992 to July 1993.

National Community College Chair Academy. An organization established under the sponsorship of the Maricopa Community College system in Phoenix, Arizona. The goal of the academy is to provide opportunities for the development of academic leaders in community colleges.

Participants. The community college chairs who participated in the year-long leadership training program sponsored and presented by the National Community College Chair Academy.

Perception. Participants' consciousness or awareness of changes in their leadership behavior as a result of completing the one-year leadership training program sponsored by the National Community College Chair Academy.

Topical units. The units that were included in the formal training portion of the one-year program. Presentations and group discussions were the primary components of the formal training sessions. The topical units were: The Complex Role of the Chair, Leadership Styles, Strategic Planning, Curriculum Development, Classroom Research, Conflict Management, Performance Standards, and Total Quality Management.

Understanding of leadership behaviors. Participants' self-reported understanding of behaviors related to the eight topical units included in the Institute for Academic Leadership Development.

Organization of the Study

Chapter I contained an introduction to the study, a statement of the problem, purpose and importance of the study, the research questions, limitations of the study, and definitions of key terms. Chapter II contains an overview of the administrative structure of community colleges, followed by a review of literature pertaining to the varied roles and responsibilities of community college chairs. Also examined are writings on the leadership skills

needed by community college chairs, as well as leadership training programs designed for these individuals.

The methodology used in conducting the study, as well as the procedures used to gather and analyze the data, are explained in Chapter III. The results of the data analysis are presented in Chapter IV. Chapter V includes a summary of the study, a discussion of the findings, conclusions drawn from the findings, and recommendations for further research.

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CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The focus of this study was the issue of leadership and leadership training

for community college department chairs. The researcher's purpose in

conducting the study was to determine whether selected community college

department chairs perceived any changes in their leadership behaviors as a

result of participating in a leadership training program.

Included in this chapter is an overview of the development of the

administrative structure of community colleges and how the academic structure

of these institutions was patterned after the structure of four-year colleges and

universities. An aspect of that structure is the position of the department chair.

There is a wealth of literature on the historical role of the department chair as the

liaison between faculty and administration, and that relationship also is reviewed.

Writings on the role community college chairs are expected to play in

today's environment are discussed. Specifically, the importance of chairs in the

decision-making process and their leadership responsibilities are addressed.

Finally, how chairs normally rise to their positions and how chairs acquire

the skills they need to perform effectively are discussed. Also examined are

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writings on the leadership skills needed to be an effective community college chair. In the final section, leadership training programs are reviewed in an effort to determine whether leadership behavior can be changed as a result of such training.

The Administrative Structure of Community Colleges

The administrative structure of community colleges is patterned on that of colleges and universities (Cohen, 1989). As America's early institutions of higher education grew in both size and diversity of curriculum, it became increasingly difficult to manage them. The solution was to divide these institutions into manageable units. Consequently, the academic units of colleges and universities were divided into departments or divisions. The number of departments often depended on the size of the institution and the number of disciplines being taught within particular departments. For example, in smaller colleges, the range of classes taught may have required a variety of disciplines to be part of one department, therefore limiting the total number of departments. However, in larger universities, a department may have consisted of only one discipline, and, according to Cohen (1989), the number of departments often increased as the number of instructors in each discipline increased.

In community colleges, departments or divisions are the building blocks of the academic structure. These instructional units traditionally are headed by a chairperson. Accordingly, it is the chair who assumes the responsibility for leadership of the division. Tucker (1992) referred to the chair's job as both

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difficult and complex, yet extremely important to the well-being of the institution. He emphasized the importance of chairs, saying that an institution with strong administrators and weak chairs is an institution in trouble. Conversely, according to Tucker, institutions with strong chairs can survive regardless of the strength of the administration.

Little has been written on the topic of community college division chairs. A review of the literature showed that even less has been written on the relationship between leadership skills and effectiveness as a community college chair. In fact, there is a dearth of both literature and research on this topic. A majority of the literature and research on chairs has concerned four-year colleges and universities, and much of what has been written is anecdotal in nature. However, according to Tucker (1992), Seagren (1993), Knight and Holen (1985), Winner (1989), and Bennett (1990), it is the department chairs in both two- and four-year institutions who play a key role in getting things done. "It is at the department level that the real institutional business gets conducted" (Bennett, 1983, p. 1). As early as 1942, the chairmanship was characterized as the "key position" in a department and in the institution (Jennerich, 1981). The position appears to be pivotal to the well-being of the institution. It is so pivotal, in fact, that Roach (1976) estimated that 80% of the decisions made in an institution are made at the department level. "An institution can run for a long time with an inept president but not for long with inept chairpersons," according to Peltason (1984, p. xi).

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Because so little has been written about community college chairs, this review of literature was centered on the position of department chair. Although there are occasional references to community college chairs, a majority of the review refers to chairs in general. As Tucker (1992) pointed out, there are some differences between the perceived roles and responsibilities of community college chairs and their counterparts at four-year institutions. However, when considering leadership and administrative roles and responsibilities, "community college chairpersons will find that their institutions may have more in common with four-year institutions than they realize" (Tucker, 1992, p. 31).

Profile of a Department Chair

The roles and responsibilities chairs must assume are important to the well-being of the department and the institution. Chairs normally rise to the position from faculty status. Usually with little if any formal training, they are expected to administer and lead their departments. Considered "first among equals," these individuals are expected to represent the interests of the faculty and to be the link between the administration and the department (Seagren et al., 1993). The chair's role has been described and characterized in many different ways. According to Jacobs (cited in Seagren et al., 1993):

> The chair's job has been characterized as a "militarist" who uses power, authority, resources, and sanctions to command; a "malcontent" who delegates, defers, decides slowly, and acts defensively; a "masochist" who nags others to get tasks done; a "mediator" who cajoles, pacifies, rewards, and tends to complicate matters; a "messiah" who exhorts, inspires, and shames; and a "mentor" who leads with maturity, wisdom, and skill. (p. 5)

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There is general agreement that department chairs are busy people. Daily, they must make difficult decisions about budget matters, recruiting and evaluating faculty, solving and resolving conflict, establishing and attaining department goals, resolving student complaints, making changes in curriculum, and meeting students' needs (Creswell et al., 1990). In accepting these and many other responsibilities, chairs are expected to be leaders, yet they receive little recognition, are required to work long hours, and often find themselves caught in the middle between the administration and the department. Bennett (1990) summarized the plight of the department chair as follows:

> Until quite recently, chairpersons at many institutions have toiled in relative obscurity and isolation. Without much institutional recognition or support, they have attended to the multiplicity of activities for which they typically have responsibility. Frequently they have labored alone, not realizing that other chairs have many of the same problems, vexations, and uncertainties. Often they have been sustained more by their own convictions about the importance of the position than by the attentions paid to it or to them by key campus administrators. Colleges and universities have been the beneficiaries, for no institution can succeed with poor chairpersons. (p. ix)

The literature contains numerous references to the importance of chairs to the well-being of the departments they serve and the institutions they represent. Also described are the many roles that chairs must assume if they are to be perceived as effective by both the faculty and administration. The Institute for Academic Leadership Development (Seagren & Filan, 1992) identified eight topics related to the issue of leadership for department chairs and included these topics as the emphasis of its training program. These topics are: (a) The Complex Role of the Chair, (b) Leadership Styles, (c) Strategic Planning, (d)

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Curriculum Development, (e) Classroom Research, (f) Conflict Management, (g) Performance Standards, and (h) Total Quality Management. The literature relating to each of the above-mentioned leadership roles of department chairs is reviewed in the following pages.

The Complex Role of the Chair

Researchers have reported that the complexity of the role of department chair may well be attributed to the ambiguous and paradoxical nature of the position (Bennett, 1983; Brann & Emmet, 1972; Gmelch & Burns, 1991; Prucnal, 1982; Tucker, 1992). Assuming the chairmanship involves a major transition for most faculty. Chairs must change from specialists to generalists and attempt to see the big picture. Their loyalty must now center on the institution rather than on the discipline they just left. The chairmanship is an ambiguous role, and this ambiguity has both political and psychological dimensions (Bennett, 1983). As chairs' relationships change because of their new position of leadership, it is common for them to ask who they are and to search for where they fit as a chair (Bennett, 1983). The ambiguous nature of the role is further complicated by the lack of administrative and leadership experience that most chairs bring to the position. According to Tucker (1992), a period of confusion is common as new chairs attempt, to some degree at one time or another, to perform the numerous roles he identified in his study.

Perhaps even more confusing to chairs is the paradoxical nature of the role. Caught between the faculty and the administration, chairs are required to

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meet the demands of both groups. Gmelch (1991) referred to the position as the

"Janus Job." He wrote:

> In Roman mythology, the god Janus was depicted as the god who had two faces. Simultaneously, one face turned to the front and the other to the back. Though department chairs are not in danger of deification, they also have two faces. One is that of an administrator, the other the face of a faculty member. (p. 4)

Further evidence of the paradoxical nature of the role is the fact that the

chair is expected to lead, yet rarely is given the authority to do so (Tucker, 1992).

Although the chair is considered first among equals, his or her ability to bring

about change can be severely restricted by a strong coalition of those equals.

Deans look to the chair as the one who is responsible for shaping the

department's future, yet it is almost impossible to effect change without the

support of the faculty. Tucker wrote, "The chairperson, then, is both a manager

and a faculty colleague, an advisor and an advisee, a soldier and a captain, a

drudge and a boss" (p. 33).

Alexander (1981) analyzed the perceived role, preparation, and needs of

chairs in Massachusetts community colleges. She concluded that the

chairmanship is no longer a faculty position with a few administrative

responsibilities. Rather, Alexander found that chairs perceived their role as a

management position with major leadership expectations. Further, chairs

perceived those leadership tasks to be directed primarily toward the care of the

curriculum and the supervision and evaluation of full- and part-time instructors.

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Burke (1985) also studied the managerial roles and activities of community college chairs. He found that the work of the chair was characterized by fragmentation, variety, discontinuity, and brevity; many activities were performed daily. The majority of the chair's activities were unplanned and involved verbal contact for the purpose of gathering or using information. This information exchange involved interacting directly and frequently with the college faculty, primarily in one-to-one, unscheduled meetings.

Like most educational leaders, chairs face many demands and requests from those who have a stake in the institution. Faculty, administrators, and students almost daily ask chairs to make decisions regarding a wide range of issues (Pappas, 1989). Students may want a voice in establishing curriculum requirements or may lodge a complaint against a faculty member. The faculty also have many needs, ranging from approving travel requests to increasing the course requirements for a curriculum. Deans have policy and procedural requests that range from budget proposals to class schedules. The chair thus becomes a "fulcrum in the balancing act" (Tucker, 1984, p. 6) among all of these rival forces (Seagren et al., 1993). Seagren et al. stated:

> This fulcrum has no clear pivot point, however. Chairs suffer from role ambiguity because they have no clear mandate for their position. They seldom are supplied with clear job descriptions or clear criteria for performing their jobs. They come to the position without training (Waltzer, 1975), though they might have experience in quasi-administrative roles (such as chairing an important departmental committee) before assuming the responsibilities of a chair (Creswell et al., 1990). Unfortunately, a chair's experiences before taking the position seldom include any formal orientation. (p. 11)

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Chairs, then, often find themselves serving dual roles. Due to the nature of the position, chairs must represent the perspectives of both the faculty and administration. They continually are faced with conflicts involving the resolution of issues "both horizontally (for the department) and vertically (for the institution)" (Seagren et al., 1993, p. 11). However, they are the only professionals on campus who must attempt to "interpret the department to the administration and the administration to the faculty" (Booth, 1982, p. 4).

Leadership Styles of Chairs

A review of the literature supported the assumption made in this study that chairs are appointed or elected on the basis of their ability to provide leadership to an academic department (Bennett & Figuli, 1990; Seagren et al., 1993; Tucker, 1992). In fact, Tucker characterized the chairmanship as a key position in college administration. He asserted that the chair "must provide leadership to the faculty and at the same time supervise the translation of institutional goals and policies into academic practice" (p. vi). At the heart of the department is the chair. However, most chairs are drawn from the faculty ranks and assume the position with little, if any, formal administrative or leadership experience. In addition, few opportunities for leadership training or orientation are available to them.

For most people, the move from faculty member to the position of chair is a major transition. It requires a change in perspective from a specialist to a generalist who must now focus on the big institutional picture. The transition

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requires changing from an individual viewpoint to leading a group of colleagues in a direction guided by a clear vision. Further, it requires a change in loyalty from a discipline to the institution. Finally, according to Bennett (1983), chairing a department requires a significant change in behavior. In this new position, chairs need to develop a consistent leadership style that will allow them to interact more effectively with all members of the department.

There is a wealth of literature on leadership. Numerous studies have been conducted and theories developed in an attempt to determine the differences between those who are perceived as leaders and those who are not. Researchers have argued for years about how leaders acquired their leadership skills. Whether leaders are born or whether leadership skills can be developed or learned has been the genesis of the discussions.

Yukl (1989) suggested that leaders learn about leading in several major ways. Experience in a leadership role enables an individual to build a valuable knowledge base and precedent. Through a series of trials and errors, a leader learns to reflect on the effectiveness of particular actions. Also, by observing others perceived as leaders and by working with a mentor or role model, one is provided with a continuous source of new ideas, observations, and examples. Leaders also learn through education and skill building, especially in terms of relationships with people, communication, teamwork, and strategic thinking.

What are the leadership goals and expectations of department chairs? Further, how will those who accept the role of chair learn to lead effectively? And

what leadership style will be most productive to success as a chair? These are appropriate questions, according to Seagren et al. (1993), and some researchers have begun to address them. Today, most people expect educational institutions to be run well in terms of efficiency and accountability, and to be places in which it is safe and stimulating to work and study. Chairs play a major role in ensuring that the above-mentioned conditions exist in their departments.

Seagren et al. (1993) thought that the primary leadership goal of each department chair should be to help both the faculty and students develop their knowledge and skill to the best of their ability. They wrote:

> This concept, the strengthening or empowering of others, is related to the long-standing tradition of individual academic autonomy, requiring the chair to develop a vision beyond immediate tasks and challenges toward longer-term aims and achievements. Such transformational leadership is essential if higher education is to cope with the challenges it currently faces. The leader's responsibility is then to ensure that the work load of each member of the department is designed to strengthen his or her professional status through the achievement of the shared vision. Only through such achievement can the standing of the individual, the department, the chair, and the institution be seen to have grown through leadership. Department chairs, arguably more than any other leader in higher education, are best able to work with individuals toward these shared goals. (pp. 24-25)

Few researchers have examined the leadership styles of effective department chairs. However, Cameron and Ulrich (1986) suggested that those who are perceived as effective in leadership roles develop styles that are transformational in nature. They are able to create a need for change, help their colleagues overcome resistance to change, articulate a clear vision, and stimulate others to commit to and implement that vision.

Strategic Planning

Planning is an activity that all organizations must do. Businesses spend large amounts of time planning in an attempt to meet the needs of consumers. Governments must plan as the social and economic conditions of the population change. Like business and government, educational institutions must take part in the planning process. As the demographic and economic status of their potential student populations change, colleges and universities need to develop strategies to both recruit students and meet students' needs. Further, college and university planning also should address methods to ensure student success, provide necessary services, address student diversity issues, provide quality instruction, and maintain fiscal responsibility (Tucker, 1993).

Planning in colleges and universities, as well as community colleges, involves those at the department level. According to Tucker (1993), the primary planner in each department is the chair. Who else would take the lead in asking where are we, where do we want to be, and how do we get there? These are questions that effective leaders in all organizations must ask. And from questions of this nature emerge mission statements, department goals, and plans.

Although little has been written regarding chairs' specific role as strategic planners, researchers have supported the important part chairs play in a variety of planning processes. Often referred to as academic planners, chairs are perceived as the leaders in developing and achieving a departmental mission

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(Bennett & Figuli, 1990). In a survey of community college chairs in the United States and Canada, 91% of the respondents reported that developing long-range plans and integrating unit plans with institutional plans was either important or very important (Creswell et al., 1993). Jennerich (1981), who queried 300 department chairs, found that these individuals ranked planning skills high on their list of skills/competencies necessary for success. Tucker (1992) described the chair's role in the planning process as follows:

> Many of the chairperson's standard functions automatically make him or her the department's chief planner. This role is an almost imperceptible one, because seldom does any of these standard functions appear to be solely a planning function. The sum of these standard functions, pursued almost on a daily basis, makes the chairperson the chief architect of the department's future. (p. 35)

Curriculum Development

Yet another responsibility of department chairs centers on the curriculum. What classes should be taught, how they should be taught, who might best teach each course, and what courses require modification to better meet student needs are all questions that chairs regularly must consider. Referred to by some as "custodians of academic standards" or "caretakers of the curriculum" (Bennett & Figuli, 1990; Tucker, 1992), department chairs must lead the faculty in answering these questions.

In a 1992 study conducted by Seagren and Filan that focused on educational beliefs and values, roles, skills, tasks, challenges, and strategies that chairs thought were important, the respondents consistently mentioned

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curriculum issues. For example, when asked to rate 32 tasks for which chairs are responsible, 93% of the respondents rated updating the curriculum as important to very important. When rating 34 challenges they might face in the next five years, more than 90% of the responding chairs strongly agreed or agreed that managing program quality, maintaining quality faculty, and strengthening and changing the curriculum represented their major challenges. Finally, when asked to select which strategies might be most useful in addressing these challenges, 90% of the respondents strongly agreed or agreed that conducting curriculum reviews to maintain relevance would assist them in dealing with their roles and responsibilities as chairs.

It is the chair, then, who must monitor the curriculum of the department and, in the process, ensure that the curriculum reflects the mission of both the department and the institution. Who else is in a position to accomplish such tasks? As Bennett (1990) wrote, "no dean, provost, or president can easily speak to this issue. All are dependent upon chairs" (p. xi).

Classroom Research

Just as department chairs have indicated a strong belief in their role as "caretakers of the curriculum," they have expressed as strong a commitment to and responsibility for ensuring quality instruction in the classroom. In analyzing the role of the community college chair, Lombardi (1974) observed that chairs ranked curriculum and instruction among the most frequently performed and most important areas of responsibility. Seagren and Filan (1992) found similar

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results in their study. When asked to what extent they valued each of 17 educational beliefs and value statements, 97% of the respondents strongly agreed or agreed with using a wide variety of teaching methods. In fact, this item received the highest rating in the beliefs and values section of that study.

Department chairs are responsible for encouraging quality instruction within their departments (Tucker, 1992). With today's emphasis on quality, it would be catastrophic for department members to learn that students or the community perceived them as presenting less than quality in the classroom. When addressing this issue, there are a number of strategies that chairs might consider using. Developing mentoring programs, asking the department's best teachers to take a leadership role in changing attitudes, providing professional development funds for teachers to attend teaching workshops and seminars, and holding department retreats focused on identifying and discussing new teaching strategies are some approaches that may be implemented (Tucker, 1992). The problem of how to improve the quality of instruction is not a simple one. However, it is a major responsibility of each chair to attempt to lead the effort to improve the quality of instruction in his or her department.

Conflict Management

Department chairs have been likened to the Roman god Janus, who was depicted as having to faces, because chairs at times also must wear two faces-- one the face of an administrator and the other the face of a faculty member. It

is from this dual role that arises much of the conflict that department chairs experience (Gmelch & Burns, 1991).

Chairs must learn to manage conflict in their positions (Gmelch & Burns, 1991). Conflict is an accepted part of the job and perhaps a result of the demands made by diverse groups. Administrators, faculty, and students all contribute to the dilemma. In their study of more than 800 department chairs from 101 research and doctorate-granting institutions, Gmelch and Burns (1991) identified confrontations with colleagues as a leading cause of conflict for the respondents. This conflict-management role was the most stressful one for chairs and had a major influence on their decision whether to seek another term.

Tucker (1992) wrote that conflict is a subject that many chairs either do not want to talk about or perceive as happening in other departments. He warned, however, that chairs must accept the fact that conflict does occur in almost every department at some time, and it must be addressed. Tucker commented:

> The chairperson ought to be concerned about conflict within the department, because once it occurs, it tends to fester and grow. Conflict is divisive; it pits individual faculty members against each other and wastes time and effort that are best used in more creative endeavors. It often develops a dynamic and logic of its own. A conflict can polarize a department, forcing members into competing groups. In extreme cases, destructive and hostile behavior can destroy a department's effectiveness. Chairpersons who learn to identify and diagnose conflict at an early stage and who help their departments deal with it effectively fulfill one of the most difficult requirements of their role. (p. 397)

In another study, Gmelch and Burns (1991) reported that chairs found themselves pressured to perform effectively as both administrators and faculty

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members. They said, "This paradoxical situation of trying to fill a 'swivel' position causes department chairs to feel double pressure to be an effective manager and productive faculty member. The cost of this paradox appears to be excessive stress" (p. 5).

Finally, in her study of the relationship between training and role strain for community college chairs in Iowa, Wenzel (1987) identified a number of stressors for chairs. She concluded that chairpersons experienced role strain as a result of role ambiguity, work overload, lack of a clear job description, and participation in collective bargaining.

Performance Standards

The quality of a program or programs within a department depends greatly on the quality and performance of the faculty. Performance reviews provide powerful opportunities for chairs to judge and develop quality in their departments (Seagren et al., 1993). Tucker (1992) described performance review as one of the chair's most difficult yet most important responsibilities. He wrote, "Probably no other activity has more potential for strengthening or weakening the department over a period of years" (p. 216).

In their survey of community college chairs, Seagren and Filan (1992) found that 97% of the respondents strongly agreed or agreed that managing program quality was a major challenge of the chairmanship. Further, 95% of the respondents strongly agreed or agreed that it also was a challenge to maintain quality faculty. Although performance reviews do create anxiety for both the

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chair and the faculty member, they do provide "the platform for in-depth communication and the occasion to shape the direction of the department and the priorities of the faculty member" (Seagren et al., 1993, p. 45).

There is general agreement that some form of faculty evaluation is necessary for the development of quality instruction, and that it is the department chair who is responsible for the evaluation process (Bennett & Figuli, 1990; Seagren et al., 1993; Tucker, 1992). Much has been written to assist chairs with this task.

According to Seagren et al. (1993), the literature on performance evaluation centers on the following questions: What is to be measured? How is it to be measured? Who is to measure it? What are the quality indicators or criteria? The answers to these questions depend on "the nature of the institution, the mission of the department, and the interests of the faculty members" (p. 46).

Creswell (1985) wrote that decisions or recommendations that chairs make on promotion, tenure, merit pay, sabbatical leaves, and contract renewals should all be based on some form of evaluation. Because these decisions are important to faculty members, all aspects of departmental and faculty activities should be examined. The evaluation process should also provide valuable feedback to faculty members in terms of their overall professional progress and suggested areas of growth, development, and improvement (Seagren et al., 1993). In conjunction with the faculty, the chair needs to develop a process to effectively measure the quality of instruction in the department. Most such

processes include some form of self-evaluation, student feedback on teaching effectiveness, and peer review.

Tucker (1992) summarized the importance of the chair's role in the evaluation process as follows:

> One of the most important components of faculty evaluation is communication with each faculty member regarding what is expected and what will be evaluated. This communication can be in the form of a contract, a written memorandum of understanding, or an official assignment statement. A verbal understanding not in writing may not be enough. Handled properly, evaluation can improve faculty morale and result in a strong, effective department. Handled improperly evaluation can destroy morale, decrease the chances for the department's success in meeting objectives, and place the chairperson on the receiving end of a long succession of grievances. (p. 216)

Total Quality Management

Little has been written on the chair's role in implementing the concepts of Total Quality Management (TQM). Because this is a relatively new concept in higher education, the lack of literature on this topic is not unexpected. However, as the concepts of TQM are adopted in institutions of higher education, and the move has begun, department chairs will assume important roles in implementing those concepts. If it is true, as Bennett (1990) stated, that "it is at the departmental level that the real business of the institution--teaching, research, and service--is conducted" (p. xi), it is probably safe to assume that chairs will be actively involved in TQM.

When looking at the key themes of TQM, a relationship can be established between the present roles of chairs and the goals of this new initiative. Chairs

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are responsible for the quality of the curriculum and instruction, as well as for meeting the many needs of students. With their responsibility for performance reviews, chairs continually are addressing the issue of improvement. Strategic planning demands vision and a strong commitment to teamwork within the department. Empowerment must be present if faculty are to be trusted to do their best and take pride in their performance. Finally, it is the chair who accepts the task of assisting and encouraging staff members to fulfill their professional development and training needs.

How Chairs Come to Their Roles

Tucker (1992), Seagren et al. (1993), Bennett and Figuli (1990), and Knight and Holen (1985) all characterized department chairs as rising to the position in a similar way. The majority of chairs were faculty members who were either elected by their peers or selected by their dean. Few chairs had any administrative or leadership experience before the appointment; however, most have a strong desire to succeed. Finding themselves in a position representing both faculty and administrative interests, chairs initially spend a significant amount of time attempting to define their role. Knight and Holen referred to the responsibilities of the chairperson as complex. This is probably a fair description of the job when the many roles, duties, and responsibilities described in the literature are considered (Lombardi, 1974; Seagren & Filan, 1992; Tucker, 1992).

Seagren et al. (1986) described the complexity of the chairmanship and the difficulty of the transition from faculty member to administrator. Because

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most chairs assume the position with little, if any, formal leadership or administrative training, how do they learn to be effective in their role?

Traditionally, chairs learn their role by performing in that position (Seagren et al., 1993). Chairs do the management tasks that administrators demand and take care of the concerns and needs of their faculty colleagues. In many respects, they toil in relative obscurity and isolation (Bennett & Figuli, 1990). However, much more is expected of department chairs today than in the past. The chair of today is expected to be the leader of the department. Institution personnel are beginning to realize that success is difficult without strong leadership at the departmental level. According to Bennett and Figuli (1990), some institutions have begun to help chairs by providing access to leadership training in the form of workshops, conferences, and seminars. But more must be done to help chairs develop the skills they need to succeed as leaders. Tucker (1992), Bennett and Figuli (1990), Seagren et al. (1993), and Knight and Holen (1985) cited the general lack of leadership training for department chairs.

A number of writers have addressed the issue of training for university and community college department chairs. Engbretson (1986) concluded that deans should communicate to their division chairs that definitive role expectations, training, and orientation programs should be arranged for all new chairs. Further, Engbretson recommended that mutually planned, ongoing, and evaluated leadership development programs should be initiated at all Wyoming community colleges. He concluded that similar studies were needed on a wider scale to

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determine other factors related to the need for increased leadership training for department chairs.

The findings from McCarthy's (1986) study of staff development needs for community college chairs in Massachusetts confirmed those of Tucker, Bennett, Hammons, and others--that chairpersons generally are drawn from faculty ranks and have little or no administrative experience when they assume the position. McCarthy identified chairs as holding a "key" leadership role affecting the success and growth of the department and the institution, yet she found that few opportunities for training were available to them. She concluded that department chairs need and deserve both preservice and inservice staff development in specific areas.

Can Leadership Skills Be Taught to Community College Chairs?

The focus of this study was the issue of leadership and leadership training for community college chairs. Can individuals in leadership positions acquire the skills they need to be perceived as effective in their role? How might this process occur? Might the education and training method be effective for training community college chairs and others in leadership roles? These questions were central to the present study.

The topic of leadership and the acquisition of leadership skills has been studied extensively. Bennis and Nanus (1985) reviewed a number of theories relating to the way such skills are acquired. According to the authors, leadership

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skills once were thought to be a matter of birth. That is, people thought that effective leaders were born, not made. This notion often was referred to as the "Great Man" theory. "Those of the right breed could lead; all others must be led. Either you had it or you didn't. No amount of learning or yearning could change your fate" (Bennis & Nanus, 1985, p. 5).

Other theories of leadership were developed when theorists generally acknowledged that the Great Man theory failed to define leadership. Many believed that leaders evolved out of great events. For example, George Washington was available when the colonies sought their independence, and Lenin was present at the time of revolution. But this "Big Bang" theory, too, failed to provide a true definition of leadership (Bennis & Nanus, 1985). So, "like love, leadership continued to be something everyone knew existed but nobody could define. Many other theories of leadership have come and gone. Some looked at the leader. Some looked at the situation. None has stood the test of time" (Bennis & Nanus, 1985, pp. 5-6).

Bennis and Nanus (1985) described the present-day leader as one who has the power and skill to transform his or her organization. They modeled their theory on the Iacocca phenomenon; according to their theory, "power is the basic energy needed to initiate and sustain action or, to put it another way, the capacity to translate intention into reality and sustain it. Leadership is the wise use of this power: Transformative leadership" (p. 17). They further described their view of leadership as follows:

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Effective leadership can move organizations from current to future states, create visions of potential opportunities, instill within employees commitment to change and instill new cultures and strategies in organizations that mobilize and focus energy and resources. These leaders are not born. They emerge when organizations face new problems and complexities that cannot be solved by unguided evolution. They assume responsibilities for reshaping organizational practices to adapt to environmental changes. They direct organizational changes that build confidence and empower their employees to seek new ways of doing things. They overcome resistance to change by creating visions of the future that evoke confidence in and mastery of new organizational practices. (pp. 17-18)

How, then, are leadership skills acquired? There is evidence in the literature that leaders learn about leading in several major ways. Yukl (1989) suggested that leaders learn through (a) experiences, allowing individuals to accumulate a knowledge base and precedent; (b) trial and error, enabling leaders to learn appropriate responses based on previous experiences; (c) others who have preceded them in similar roles and are willing to provide ideas, suggestions, and information; (d) the use of mentors or role models; and (e) education and training, especially in skills associated with people, better ways of communicating, and strategic thinking.

Hammons (1984) suggested that if it is desirable to have chairs who are leaders, great care must be exercised in the selection process. Once chairs are in the role, a better job must be done of orienting them to that role; also, they should be provided with continuous opportunities for training and professional development. Bennett (1983) wrote that chairs experience a major transition when assuming the role, and this necessitates significant changes in their behavior. He warned that chairs' leadership styles will play a significant part in

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their success or failure. It is crucial, therefore, that chairs develop leadership abilities, but, unfortunately, most of them learn through trial and error.

A number of writers have presented strong cases supporting department chairs' need for leadership skills. Seagren et al. (1993), Tucker (1992), Bennett and Figuli (1990), Bennett (1983), and Hammons (1984) all portrayed chairs in important leadership roles that require a wide range of specific leadership skills. In addition, these authors stressed the need for leadership training opportunities for department chairs.

Are Leadership Training Programs Effective?

The remainder of this literature review is a discussion of education and training programs available for community college chairs or others in leadership roles. Do leadership development programs exist both in and outside of education? If such programs exist, has leadership behavior changed as a result of participation in those programs? A search of the literature revealed limited research on the actual effectiveness of programs designed to develop leadership skills. No studies were found that focused on the effectiveness of programs designed to improve the leadership skills of community college department chairs.

Gardner (1989) wrote that leadership development is a learning process that lasts a lifetime. The workplace remains the most effective arena for personal leadership growth, despite a growing movement toward and dependence on leadership development programs and centers for advanced training.

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Geiger (1990) studied the effectiveness of the Administrators' Leadership Training Academy, which was designed to provide knowledge and skills in management, instructional leadership, and community resources for more than 800 employees of the District of Columbia Public Schools. The training was conducted in six cycles from 1981 to 1984. Participants indicated that the program significantly improved their knowledge, skills, attitudes, and work performance. Geiger concluded that the program achieved its goals and objectives, as well as having a positive influence on the personal and professional growth of the participants.

Liebman (1990) studied the effects of a "visionary leadership" training course on nine college student leaders at the University of Maryland. Upon completing the course, all of the participants expressed positive feelings about the future and their ability to influence it.

Playko and Daresh (1990) reviewed a study examining the personal and professional transition of four classroom teachers who participated in experiential and reflective leadership programs sponsored by the Danforth Foundation. All four teachers reported that they had a more positive view of administration following the program and referred to themselves as leaders. Those participants who remained as teachers assumed more leadership roles in their schools after completing the program.

Gehrke (1991) investigated methods of improving teachers' leadership skills. She stated that teachers often learn new roles just by doing the tasks

demanded of the role. She used as examples such roles as department chair, team and grade leader, and committee chair. Gehrke suggested that a more systematic approach be followed to help teachers develop the necessary skills to be effective as leaders. She recommended that a more concerted effort be made to develop and evaluate programs designed to improve teachers' leadership skills.

Schmuck (1993) reported on a two-year experimental administrator-preparation program that was implemented with 24 participants in Oregon beginning in 1988. The first summer, the institute focused on the development of administrative skills and concepts of instructional leadership for secondary school principals. The following summer, the focus was on developing management skills through participation in four school-management courses, the National Association of Secondary School Principals Assessment Program, a mentoring experience, and five seminars for mentoring pairs. In four evaluation substudies, it was found that (a) most participants were able to articulate a leadership philosophy and showed evidence of applying skills learned during their mentorship; (b) participants expressed more favorable attitudes toward the training program and a deeper understanding of leadership than did nonparticipants; and (c) experimental participants were more successful in obtaining administrative positions than were their traditional counterparts.

Thirteen of the participants who completed the program became administrators during the school year immediately following their field-based

mentorships. When Schmuck (1993) asked those participants whether they believed the program had helped them learn the skills they needed to be more effective administrators, they responded affirmatively. In particular, they mentioned the skills of problem solving, including strategic planning and conflict management, communication skills, and team building. The group also referred to the contribution the program had made to their ability to facilitate and organize meetings. This included a perception of using more group or consensus techniques in formulating meeting agendas and procedures. Finally, all 13 participants believed that the program had prepared them well for their leadership roles as principals.

Vornberg (1992) studied the components and outcomes of the Meadows Principal Improvement Program, which was designed to improve the leadership skills of secondary school principals in Texas. He found that the program had a major influence on "involving new principals in instructional improvement, coordinating the instructional program, and in providing an orderly school environment" (p. 17). Also, participants evidenced a high degree of peer cohesion and group dynamics, along with an increase in instructional and curriculum leadership and planning. Vornberg concluded that:

> effective inservice programs are necessary to maintain principals' development as instructional leaders. These should focus on a variety of instructional issues and leadership processes which serve to motivate and focus the professional principal on instructional improvement. Inservice principals perceived that such activities are helpful. (p. 19)

Chapter Summary

The literature contains a wealth of information on department chairs. Some research has been undertaken on college and university department chairs, but little has been directed at their community college counterparts. Much of what has been written is anecdotal in nature. There appears, however, to be consensus in the literature that department chairs occupy positions of leadership that are strategic to the well-being of colleges and universities. Many writers have presented strong cases for the need to provide chairs with opportunities for learning to lead, replacing the traditional approach of learning on the job. In reviewing the literature in terms of department chairs and leadership, this researcher noted that there is some interest, on a national level, not only in developing programs to increase chairs' leadership skills, but also in evaluating the success of such programs. A review of this nature may enhance both the programs and the leaders who emerge from them.

As a result of the review of literature on the position of department chair and leadership, the researcher developed a methodology to determine whether leadership behaviors can be modified as a result of participating in training such as that offered by the Institute of Academic Leadership Development. This research methodology is presented in Chapter III.

CHAPTER III

METHODOLOGY

Introduction

The methodology used in conducting this study is explained in this chapter. The population is described, as is the selection of participants for the study. The instrument developed to gather data for the study and the interview process are discussed. The data-collection and data-analysis procedures also are described.

Research Methodology

The research methodology for this study involved participant observation and interviewing. This investigative methodology is acceptable in field or ethnographic research, the purpose of which is to develop theory based on the reality of an event. The researcher's problem is to accurately describe and explain the reality of the event or unit being studied (Cusick, 1983). Because this researcher's primary purpose was to determine whether community college chairs perceived any changes in their leadership behaviors as a result of participating in a leadership training program, the methodology described above was appropriate for the study.

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The researcher decided to use the participant observation/interview method to gather the data for this study because he was a participant in the event and had access to the population. In addition, the logistics and costs of the data gathering appeared to be reasonable. According to Cusick (1983):

> Participant observation is an appropriate way to undertake studies of social subsystems or their components because the subsystem is itself a participative venture created and sustained by the members as they pursue their endeavors. According to the logic of the method, the researcher must not only witness and describe the events under study, but by conducting himself properly come to participate in the creation and sustenance of those events. Ideally he will share the perspective of the participants, and come to understand the events just as they do. The results will be much more than a third-person account of the events; it will be a description and an interpretation of the events from the point of view of those who create and sustain them. (p. 132)

The majority of data for the study were collected through interviews with the participants. Additional data were acquired through an instrument designed for the study and a short informational questionnaire developed to supply data related to behavioral change, or lack thereof, on the part of the participants.

The Population

The population for this study included 40 community college department chairs who had been selected to participate in the first Institute for Academic Leadership Development sponsored by the National Community College Chair Academy. The year-long Institute began in July 1992 and concluded in July 1993. The participants were selected by Gary Filan, Executive Director of the National Community College Chair Academy. Of the 40 chairs who were selected, 36 were employed by community colleges in the United States. Of the

remaining four chairs, three were from Canada and one was from Guam. A number of participants were from the same institution. Eight other instructional leaders also were selected to participate in the initial Institute, but they were not a part of this study. Among them were one vice-president of academic affairs, five deans, one associate dean, and one assistant dean. According to Filan, selection of participants was based on their colleges' understanding of the purpose of the Institute and commitment to host an Institute beginning in summer 1994.

At the conclusion of the Leadership Institute in July 1993, the population of 40 chairs had dwindled to 30. Some of those who did not complete the program had previous commitments for the summer of 1993, others chose to withdraw from the program, and a few were unable to receive funding to finish the program.

Of the 30 participants who completed the year-long Institute, 11 were males and 19 were females. Removing the researcher from the population left 29 chairs who finished the training program and were eligible to be selected as participants for the study. Of those individuals, 8 had been chairs for less than 1 year, 19 had been chairs for fewer than 5 years, and 11 had held the position from 5 to 20 years.

Selection of Participants

The 15 participants for this study were chosen by a panel of experts consisting of the three Institute staff members who were the primary developers

of the year-long training program, as well as the two Institute facilitators. They were:

Gary Filan	Executive Director of the National Community College Chair Academy
Alan Seagren	Professor of Educational Administration, University of Nebraska-Lincoln
Dan Wheeler	Coordinator of Professional and Organizational Development, University of Nebraska-Lincoln
Ruth Guzley	Institute Facilitator
Mike McHargue	Institute Facilitator

During the one-year practicum that followed the initial week of formal training, the above-mentioned panel members served as Institute mentors for all participants. Participants were divided into five groups, each of which was assigned to one of the panel members. The mentors received each participant's Individual Professional Development Plan (IPDP), weekly journal entries, and final report, as described in Chapter I. They were responsible for providing feedback and suggestions on a regular basis to each participant in their group. The feedback and suggestions were supposed to be connected to the progress participants were making on achieving their IPDPs. These five Institute staff members were also available to alleviate any confusion that participants were experiencing with the practicum. Finally, all were present during both weeks of formal training in Prescott, Arizona. During those two weeks of formal training, some were presenters whereas others acted in an advisory capacity.

The researcher asked each member of the panel of experts to select three chairs from his or her group to participate in this study. Selection was to be based on the following criteria:

1. Quality of participant's work.

2. Timeliness of participant's work.

3. Participant's completion of all components of the training program.

4. Evidence of participant's commitment to the mission of the training program.

5. Observation of participant during the two weeks of formal training in Prescott, Arizona.

Instrumentation

The researcher's purpose in this study was to determine whether community college chairs perceived any change in their leadership behaviors as a result of training. To help participants reflect on whether their leadership behavior had changed as a result of the Institute, the researcher developed an advance organizer instrument. This instrument, referred to as the Leadership Self-Rating Scale (Appendix A), also was used to provide structure and guidance during the interview process.

The Leadership Self-Rating Scale was divided into three sections. The first section concerned participants' understanding of the eight units covered during the first week of formal training in Prescott, Arizona. Those eight units were:

1. The Complex Role of the Chair
2. Leadership Styles
3. Strategic Planning
4. Curriculum Development
5. Classroom Research
6. Conflict Management
7. Performance Standards
8. Total Quality Management

Participants were asked the following question:

Reflecting on the eight topical units covered during the first week of formal leadership training in Prescott in July of 1992, how would you rate your understanding of each unit before the Institute as compared to your understanding of each unit after the Institute?

Ratings were based on the following scale:

5	Understand Well	--I could teach others this topic.
4	Understand Adequately	--I am pretty clear on this topic.
3	Understand Somewhat	--I understand enough about this topic to get by.
2	Understand a Little	--I have a very limited grasp of the topic.
1	Understand Nothing	--I have no grasp of this topic.

In the second section of the instrument, participants were asked how differently they perceived they were implementing six of the eight units presented during the first week of formal training in Prescott, Arizona. Only six units were used in this section because two of the units, The Complex Role of the Chair and Leadership Styles, did not lend themselves to implementation.

The six units used in the implementation section of the Self-Rating Scale were:

1.   Strategic Planning Initiatives
2.   Curriculum Development Initiatives
3.   Classroom Research Measures
4.   Conflict Management Methods
5.   Performance Standards for Instruction
6.   Total Quality Management Principles

Participants were asked the following question:

The following six units covered in Prescott during the first week of training (July 1992) all lend themselves to direct implementation. Reflecting on these units, how differently are you implementing these leadership skills today compared to before the Institute?

Ratings were based on the following scale:

5   Dramatically Different
4   Considerably Different
3   Somewhat Different
2   Very Little Difference
1   No Difference
N/A Not Implementing

In the third section of the Self-Rating Scale, participants were given an opportunity to explain other events and/or experiences, besides the Institute, that they thought may have influenced their level of understanding or degree of implementation of the units covered in the Institute. The question read as follows:

There may be events or experiences other than the Institute that have played a role or been a factor in your understanding and implementing the above eight topics. Therefore, in order to further clarify your responses, would you please indicate below any factors that you think have had an effect on either your level of understanding or degree of implementation.

Before the Leadership Self-Rating Scale was sent to the participants, it was pilot tested and retested with three randomly selected participants who agreed to help in testing and retesting the instrument. The scales were sent to

the three participants, who completed both the understanding and implementa-tion sections and returned them to the researcher within one week. Two weeks later, identical instruments were sent to the participants; again they completed the instruments and returned them within one week.

When comparing the results from both test administrations, the researcher noted that in no case did a participant change a rating in either section by more than one number from the first to the second iteration. Results of this pilot test were accepted as a measure of the test-retest reliability of the instrument and indicated its readiness for use in the study.

Collection of Data

The plan for conducting this study was submitted to the Michigan State University Committee on Research Involving Human Subjects (UCRIHS) for their review. The study was deemed to conform to proper legal and ethical standards and was approved by the committee (see Appendix B).

In July 1994, the researcher sent a letter to the 15 chairs whom the panel of experts had selected, asking them to participate in this study (see Appendix C). They were informed that participating in the study would involve completing a short informational questionnaire (Appendix D); sending the researcher their Institute journals, IPDPs, and final reports; and completing the Leadership Self-Rating Scale. In addition, potential participants were asked to sign the enclosed consent form (Appendix E) and to agree to a later interview with the researcher. They were assured that the information they provided would remain strictly

confidential and that neither their name nor the location of their institution would be used in the study.

Fourteen of the 15 participants completed and returned the Self-Rating Scale along with the other requested materials. One of those participants was dropped from the study because of failure to complete a journal and a final report. Thus, the study group included 13 participants.

The Interviews

In November 1994, the researcher sent a letter to the participants, thanking them for returning the requested materials and explaining the interview process that would follow (Appendix F). The researcher enclosed a copy of respondents' completed Leadership Self-Rating Scales with the letter to assist them in preparing their responses to the interview questions. Participants were told that, based on their responses to the Self-Rating Scale and their general perceptions of the training program and the effect it had on their leadership behavior, they would be asked to respond to the following questions:

Understanding

1.   What is it you understand better in each of the units?

2.   To what do you attribute this increased understanding?

Implementing

3.   What is it that you are doing differently in these six areas?

4.   To what do you attribute this change of behavior?

General Questions

5.   Do you perceive yourself to be a more effective leader as a result of the training? Why or why not?

6.   What component or components of the program do you perceive was most influential in contributing to your behavior change?

A few weeks after sending participants the above-mentioned letter, the researcher called each one to schedule a telephone interview. Participants were informed that the interview would last no more than an hour and would be recorded and transcribed.

The same format was followed for each of the 13 interviews. As noted, each participant had a copy of his or her responses to the Leadership Self-Rating Scale. Using these responses as a guide, the researcher asked the respondents to explain what they understood better in each of the categories if, in fact, they had indicated an increase in their level of understanding. Interviewees were then asked to what they attributed this change in their level of understanding. In cases in which participants reported no increase in level of understanding, they were asked to explain why they indicated that their level of understanding in that particular unit had not increased.

The researcher used the same method for questioning in the six implementation categories. When respondents indicated that they were implementing their leadership skills differently, the researcher asked them to describe what they were doing differently. As was the case in the understanding section, interviewees were asked to what they attributed this change of behavior.

In instances in which they reported no difference in their degree of implementation, the participants were asked why they had not changed.

Each interview was concluded by asking respondents to answer the two general research questions cited above. All participants were encouraged to use as much detail as necessary to answer the questions adequately.

During the interviews, the writer occasionally asked participants to say more about a particular topic--for example, "Can you tell me a little more about some of the methods you have implemented in your department to address conflict management?" He was careful not to ask leading questions of the participants. Most of the interviews lasted from 40 to 50 minutes; no interview lasted more than an hour.

Analysis of the Data

The researcher read the participants' IPDPs, journals, and final reports. Responses to the Leadership Self-Rating Scale were analyzed, and graphs were designed in both the understanding and implementation sections. The graphs were used to compare the differences in levels of understanding from before to after the Institute and to indicate how differently respondents perceived that they were implementing leadership skills today as compared to before the training. Individual responses from the Self-Rating Scales were further used to develop lead-ins to the questioning during the interviews. Responses to the short informational questionnaire also were compiled.

After completing the interviews, the researcher transcribed all of the tapes and read the responses. He reviewed the interview transcripts to identify common responses and trends; these were highlighted for identification purposes. Of special interest were responses that indicated changes in leadership behaviors that, according to the respondents, were a result of their participation in the Institute. The researcher also noted responses that seemed to be related to the literature reviewed in Chapter II.

Results of the data analysis are reported in Chapter IV.

CHAPTER IV

RESULTS OF THE DATA ANALYSIS

<u>Introduction</u>

The researcher's purpose in this study was to determine whether selected community college department chairs perceived any changes in their leadership behavior as a result of participating in a leadership training program. The following three research questions were posed:

1.   What specific behaviors did chairs perceive to have been modified as a result of their participation in the leadership training program?

2.   In what ways did chairs perceive themselves to be more effective leaders as a result of training?

3.   What individual components of the program did chairs perceive to be most influential in contributing to their behavioral change?

The results of the study are organized around each of the three research questions.

<u>Research Question 1</u>

What specific behaviors did chairs perceive to have been modified as a result of their participation in the leadership training program?

At the outset, it should be noted that the leadership behaviors that were investigated in this study were limited to behaviors related to the following eight topical units of the leadership training program, as defined in Chapter I:

1. The Complex Role of the Chair
2. Leadership Styles
3. Strategic Planning
4. Curriculum Development
5. Classroom Research
6. Conflict Management
7. Performance Standards
8. Total Quality Management

As noted in Chapter III, the researcher developed an advance organizer instrument for use in this study. The purpose of the instrument, the Leadership Self-Rating Scale, was twofold. First, the researcher used the chairs' responses to the scale to help structure and guide the interviews. Second, the results were used to indicate where change in participants' levels of understanding and degrees of implementation of each of the eight topical units had or had not occurred. Graphs are included as part of the summary of each of the units, to depict the reported changes.

The Leadership Self-Rating Scale was divided into categories of understanding and implementation. In the understanding category, participants rated their level of understanding of each topical unit, both before and after the Institute, using the following five-point scale:

5 = Understand Well
4 = Understand Adequately
3 = Understand Somewhat
2 = Understand a Little
1 = Understand Nothing

The data presented in the graphs indicate how participants perceived their level of understanding of each of the eight units, before and after the Institute.

In the implementation category, participants rated how differently they perceived they were implementing leadership skills in six of the eight units at that time, as compared to before the Institute. The six units were: Strategic Planning Initiatives, Curriculum Development Initiatives, Classroom Research Measures, Conflict Management Methods, Performance Standards for Instruction, and Total Quality Management Principles. The researcher determined that the other two units of study (The Complex Role of the Chair and Leadership Styles) did not lend themselves to implementation, and therefore he did not include them in this section of the Rating Scale. Participants rated the six units using the following five-point scale:

5 = Dramatically Different
4 = Considerably Different
3 = Somewhat Different
2 = Very Little Difference
1 = No difference

Again, the data in the graphs indicate the degree to which participants perceived they were implementing the six leadership skills at that time as compared to before the Institute.

Results of the Interviews

Results of the interviews regarding understanding of each of the eight behavioral categories are reported in the following order:

- Summary of change in understanding
- Trends in understanding
- Factors contributing to changes in understanding
- Other factors related to changes in understanding

For six of the eight behavioral categories, the following information regarding implementation is reported:

- Summary of change in implementation
- Trends in implementation
- Factors contributing to changes in implementation
- Other factors related to changes in implementation

The following pages contain an analysis of the respondents' self-reported changes in their level of understanding and degree of implementation of the units of study. Each section begins with a graph showing the changes that occurred.

The Complex Role of the Chair

Summary of change in understanding the complex role of the chair. The changes respondents' reported in their level of understanding in the behavioral category of the complex role of the chair are shown in Figure 1. As shown in the graph, a majority of participants (eight) indicated that they understood the complex role of the chair at least somewhat before the Institute. However, all participants reported that upon completion of the Institute, they understood the unit adequately to well. The large increase in understanding for some individuals may have been due, in part, to the fact that they were in their first year as a department chair. In contrast, those participants who indicated a greater level of understanding before the Institute were all experienced chairs.
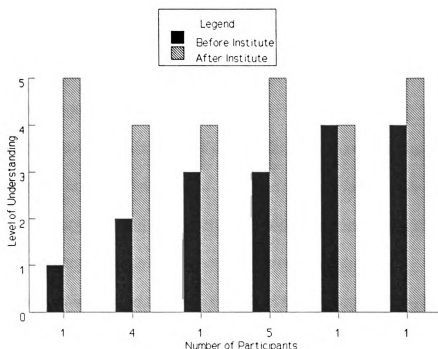
Figure 1. Change in understanding of the complex role of the chair.

Key: 5 = Understand Well
       4 = Understand Adequately
       3 = Understand Somewhat
       2 = Understand a Little
       1 = Understand Nothing

Trends in understanding the complex role of the chair.   Many of the

participants reported that the role of the chair is partially self-imposed but is also

imposed by others within the institution. This resulted in different groups having

entirely different expectations of the chair. Faculty have one set of expectations,

whereas administrators often have another. Students have yet another concept of

what the role of the chair should be, and support staff may have still another. Thus,

many chairs felt caught in the middle.

Writing a job description and communicating it to others helped with the push-pull situations in which many chairs found themselves at times. Development of a job description opened lines of communication with faculty and others with whom the chairs interacted regularly.

It appeared that understanding the complexities inherent in the role helped build confidence in the participants' abilities to perform their leadership responsibilities. Many realized that all chairs faced the complexities of the job and that it was not a failing on their part to view the role as complex.

Another theme or trend that was evident in the participants' responses was a realization that there are some commonalities in the role of chair from institution to institution. However, there are also some major differences. Therefore, it is important for chairs to understand the environment in which they are working and leading because it may place restrictions on leadership methods they can use.

An analysis of participants' responses yielded additional findings. Many chairs understood the need to maintain an institutional focus while dealing on a daily basis with individuals motivated primarily by a self-centered focus. One participant expressed her thoughts on self-centered faculty and institutional focus by stating:

> I guess probably I understand that a lot of the faculty are very self-centered and they are not very interested in the division as a whole as they are in protecting or advancing their own turf. I almost feel that there should be a state for chairs to be in which is not administration and not faculty. They don't have a lot of alliance with either side and they are just kind of sitting on the fence. I have always felt strongly that whatever your role is, you should be looking at the good of the institution as number one, and then to the division, and then down to your own personal area. I found that most of the people in the division are working in the opposite direction.

A final trend that emerged reflected the participants' recognition of the need to balance the leadership and management roles. A sense of confidence was evident as participants realized the differences between the two roles and the importance each played in the context of performing successfully as a chair. Participants also developed a clearer understanding of the importance of serving as a liaison between administrators, faculty, and students, as well as community groups such as advisory committees.

Factors contributing to changes in understanding of the complex role of the chair. Length of tenure as a chair and the networking that occurred as part of the training were the two factors that participants mentioned most often when asked to describe the most significant reasons for the change in understanding they had experienced. Much of the networking took place at the Institute. Many respondents described the Institute as the catalyst that started them thinking more about the role of the chair. They described the activities of the program as "sparking" their interest in the topic.

Other factors related to changes in understanding the complex role of the chair. Participants identified no other factors related to changes in understanding the complex role of the chair.

Leadership Styles

Summary of change in understanding leadership styles. The changes participants reported in their levels of understanding in the behavioral category of leadership styles are shown in Figure 2. As shown in the graph, a majority of

participants (nine) reported understanding leadership styles at least somewhat before the Institute. Almost all of the chairs (12) reported understanding the unit adequately to well following the Institute. Those participants who reported having little to no understanding of leadership styles before the Institute had less than one year of experience as department chairs.
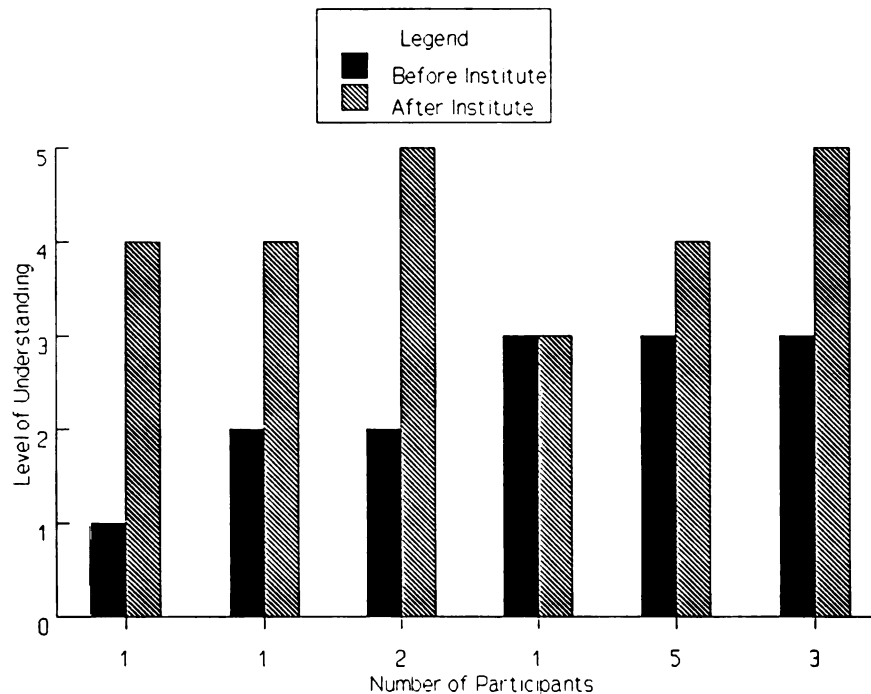
Key: 5 = Understand Well
      4 = Understand Adequately
      3 = Understand Somewhat
      2 = Understand a Little
      1 = Understand Nothing

Figure 2. Change in understanding of leadership styles.

<u>Trends in understanding of leadership styles</u>. A number of trends emerged as a result of the data analysis. Participants reported gaining confidence in their leadership styles, along with an increased understanding of the differences in behaviors and how those differences affected communications within their departments and the college in general. Other themes that emerged in their responses demonstrated respondents' recognition of the need to be tolerant of others and to develop patience when leading, as well as the importance of continuously attempting to improve communications.

In terms of confidence, many chairs reported discovering that their leadership behavior or style was all right. Many reported that it was important for them to realize that there was no one best leadership style. Rather, they learned that different environments and/or situations required different leadership behaviors. One chair commented that the unit:

> . . . helped me to see that my particular leadership style is okay, and that servant leadership, which I apparently discovered that I'm a believer in, is just as valid as other forms of leadership. So, the DiSC[1] was the vehicle that made me see that there are all different types of leadership styles and there isn't one that is right. Different situations may require different styles.

Another participant reported increased self-confidence in her leadership behavior by stating:

> I guess most of all I understood my leadership style and I probably have always had the same style. No matter how I try to change and do something differently, I always come back to the same style. I think I understood myself better, and I knew exactly where I was coming from.

The increase in self-confidence and understanding of behavioral differences enabled chairs to interact more effectively with those they supervised and to whom

they reported. Many participants indicated that they were no longer surprised when faculty and staff acted differently than they, themselves, did. They tolerated these behavioral differences more easily and thus saw themselves as developing better communication skills as a result.

Some respondents also remarked that as a result of an increased understanding of leadership styles, they displayed greater patience. One chair said, "I'm more accepting of behaviors that may have annoyed me before. I can accept now that this is a person and because they are that way, I don't expect to change their behavior." A number of the participants made a similar discovery. They spoke of their realization of the need to adapt to varying behavioral styles in order to lead effectively rather than attempting to change those around them. It follows that this required great patience on their part.

Finally, as a result of their training in this area, participants recognized that leadership behavior is often situational. In general, they developed an appreciation of the need to adjust their leadership behaviors to the situation in which they found themselves. As an example, the degree of security of one's position may affect how one might attempt to lead. Those whose colleagues elected them to the position of chair may lead differently from those whom a dean appointed to the position.

The one participant who indicated he had not changed as a result of this unit stated that he had not yet developed the confidence to lead.

<u>Factors contributing to changes in understanding of leadership styles</u>. For most of the participants, the Institute provided the impetus or motivation to learn
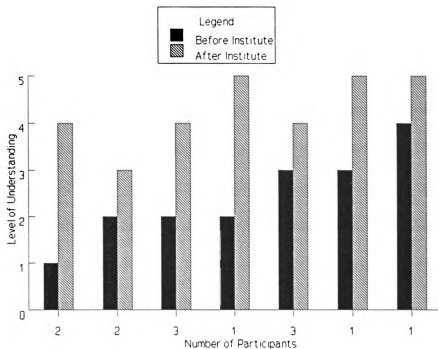
more about differences in behavioral styles. Some reported spending significant amounts of time reflecting on the different behaviors of their colleagues and how they might apply what they had learned to communicate better. Other chairs reported attending conferences or doing additional reading in the area of behavioral differences. A few mentioned that experience had also helped them learn how to communicate more effectively and to work with different behavioral styles.

Other factors related to changes in understanding of leadership styles. Four participants indicated having previous experience with this and other behavioral-style instruments. For this reason, they reported less change in understanding as compared to the other chairs who participated in the study.

Strategic Planning

Summary of change in understanding of strategic planning. The changes that participants reported in their levels of understanding in the behavioral category of strategic planning are shown in Figure 3. The majority of participants (eight) reported that they understood strategic planning only "a little" before attending the Institute, but almost all (11) understood it adequately to well after the training experience. This was one of the units in which the participants reported the highest level of understanding after the Institute.

Trends in understanding of strategic planning. Many participants indicated that they had broadened their definition of planning to include not only an examination of conditions within their institutions, but also a study of conditions in the external environment. Correspondingly, they had incorporated into their planning

Figure 3. Change in understanding of strategic planning.

Key: 5 = Understand Well
       4 = Understand Adequately
       3 = Understand Somewhat
       2 = Understand a Little
       1 = Understand Nothing

processes an evaluation of their strengths and weaknesses within the context of

both the internal and external environments. They also stated that they better

understood the differences between daily operational planning and strategic

planning. One participant summed it up by stating, "I have been able to separate

what is called strategic from tactical and daily operational stuff."

Interviewees articulated most often the importance of "buy-in" by the faculty and others connected to the department. The participants viewed this "buy-in" as a necessity if the plan was to have any chance of successful implementation. They also expressed a general understanding that such "buy-in" occurred when chairs involved faculty and staff in developing the plan. One participant said, "The training taught me to get a lot more grass-roots faculty involved with the plan and to keep them involved after the plan has been in place." Another stated, "Definitely the more people involved, the better it is . . . but definitely representatives from groups of people. It does need to involve as many people as possible." Many of the other chairs made similar comments. They frequently used the term "team-building" in describing those things that they understood better about the process of strategic planning.

Another important finding or trend that was evident in the participants' responses was the critical need for vision and development of a mission statement for the department. Almost every interviewee emphasized the importance of developing a mission statement that could both guide the planning process and communicate the department's purpose and direction to others. A majority of the chairs referred to the need within their own departments or divisions either to produce a mission statement or to revise the one they had. One participant responded:

> I have a better idea of the process; establishing and developing a mission statement and from that a goal and an action plan. I understand about looking at where we are going and what things we want to try to accomplish

to get there and how we go about doing this. That represents a level of more precise understanding than I had prior to the Institute.

Another chair described the importance of a mission statement with the comment: "What we do is this: We start with a mission statement. We are totally revising our mission statement because we've got to know where we are going." Other participants responded in a similar manner.

Factors contributing to changes in understanding of strategic planning. Most of the participants attributed their change in understanding either directly or indirectly to the Institute. For some, the Institute provided the tools to undertake strategic planning. One chair commented that the Institute provided the tools to do what the institutional environment required.

For others, the Institute became a stimulus to learn more about strategic planning. They viewed the training as a catalyst that sparked their interest in increasing their knowledge of the topic. And they did this through a variety of means. They attended other conferences, read additional material on the subject, networked with others involved in such planning, and learned from others' experiences in developing strategic plans. For these participants, the Institute motivated them to learn more.

Other factors related to changes in understanding of strategic planning. Respondents identified no other factors related to changes in understanding of strategic planning.

Summary of change in implementation of strategic planning. The degree to

which participants reported they were using their leadership skills in relation to

strategic planning differently today as compared to before participating in the

Institute is shown in Figure 4. Almost all of the participants (11) reported that they

were implementing strategic planning at least somewhat differently, and almost half

indicated that they were implementing strategic planning principles considerably to

dramatically differently. This was one of the units in which participants perceived

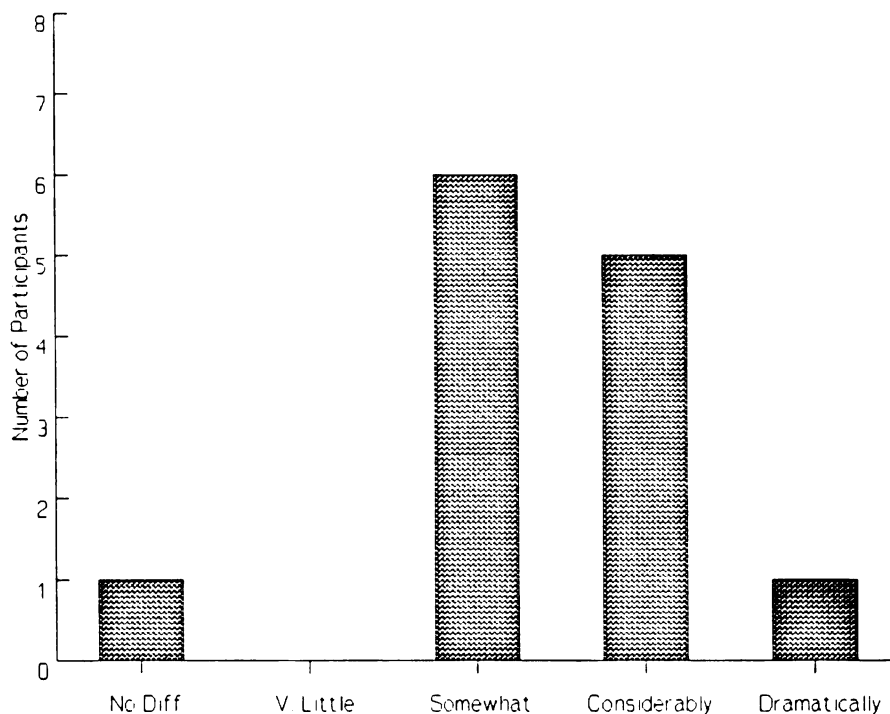they had experienced substantial change in terms of implementation.

Figure 4. Change in implementation of strategic planning.

Trends in implementation of strategic planning. Most participants reported forming a team to develop a mission statement and implement a strategic plan for their department. These teams often consisted of faculty, other staff members working directly with the department, and, for some, advisory committee members. A common theme in their comments was that, as a result of faculty involvement and "buy-in," the plan was actually being implemented rather than sitting on a shelf in the chair's office. One chair best summarized the teamwork approach by stating, "We actually get together as a group, and we talk individually and we brainstorm ideas, and we really ask ourselves what do we want to be doing. . . . And we throw out what we did last year, with some exceptions." He went on to say, "I think it was the Institute activity that really taught me that it was important to get feedback from everybody and get ownership from everybody for the plan to have any value."

Other important trends also were identified in this unit. Almost all of the participants reported developing a mission statement to guide their department in the planning process. Some participants reported that they used strategic planning as a tool for effectively communicating what was happening in their departments. One chair commented that she had been able to move faculty in her department from contributors to participants in the process.

Other participants indicated using outside forces such as governing boards, state departments of education, or advisory committees to lay the groundwork for a recognition of the necessity for planning to meet change. This helped establish an environment in which planning was perceived as necessary and valuable.

Interviewees also articulated several times the concept of moving their departments from reactive to proactive.

Finally, several participants related that now the budgeting process was tied to strategic planning. This allowed resources to be applied according to established priorities.

Factors contributing to changes in implementing strategic planning. Participants attributed the changes in implementing strategic planning primarily to changes in their method of leading the process. These changes included increasing involvement of faculty and others in the process, applying what they had learned at the Institute through networking with others since the Institute, and creating an environment in their departments for strategic planning to be successful. Respondents cited the Institute experience as being a stimulus to develop their leadership behaviors.

Other factors related to changes in implementing strategic planning. Two participants reported that little change had occurred. One said the faculty were not ready for strategic planning (so implementation was not successful), and the other reported that his department already had an effective planning process before the Institute.

Curriculum Development

Summary of change in understanding curriculum development. The changes the participants reported in their level of understanding in the behavioral category of curriculum development are shown in Figure 5. As shown in the graph, most of the

participants (11) understood curriculum development somewhat to well before the *Institute.* Following the Institute, all 13 respondents reported understanding the unit adequately to well. The chairs rated their understanding of this unit the highest of all units before the Institute as well as at the conclusion of training. Three participants did not perceive their level of understanding to have changed as a result of the Institute experience.
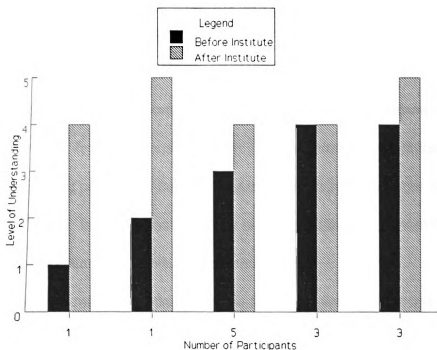
Key: 5 = Understand Well
         4 = Understand Adequately
         3 = Understand Somewhat
         2 = Understand a Little
         1 = Understand Nothing

Figure 5: Change in understanding of curriculum development.

Trends in understanding curriculum development. A majority of the chairs reported a high level of confidence in their knowledge and understanding of curriculum development. Many of them had been actively involved in the development of curricula at their institutions before attending the Institute. Before assuming the role of chair, all participants had taught. As faculty members, they had been actively involved in curriculum matters. Regardless of such previous experience, however, a few trends emerged from their responses.

Perhaps the key trend identified through an analysis of participants' comments was the chairs' understanding that curriculum does not exist in isolation but rather operates as an important part of the college and community. It is important, therefore, for institutions to design a curriculum that meets the needs of the community, using processes that continuously obtain input from the community as well as the faculty. Interviewees generally understood that valid input from these two groups lent additional credibility to the curriculum.

Respondents also identified the need to connect the curriculum to the strategic plan of the department. This connection, they noted, made curriculum more meaningful. Respondents agreed that, in general, the development of new courses or programs of study helped the department accomplish its mission. The need for continual review and updating, as well as a need for faculty and staff to work together more effectively on curriculum matters, also emerged as common themes in the interviewees' comments.

<u>Factors contributing to changes in understanding of curriculum development</u>.

For many chairs, the Institute played a small role in changing their level of understanding of curriculum development. The information broadened many participants' view of this topic, but they apparently acquired little new information. Respondents explained this by pointing out that the chairmanship required continual involvement in curriculum matters. Thus, many had learned simply by doing. Experience rather than training was the real teacher for these participants.

<u>Other factors related to changes in understanding curriculum development</u>. Some interviewees said that state mandates and transferability problems with new courses limited, to some degree, their ability to implement significant curriculum changes.

<u>Summary of change in implementation of curriculum development</u>. The degree to which participants reported they were using their leadership skills in curriculum development differently today as compared to before their participation in the Institute is shown in Figure 6. Almost all of the participants (12) reported some degree of change in implementing curriculum development. Only two indicated they had modified their implementation skills considerably to dramatically. Compared to the other topical units, curriculum development had the least amount of reported change in implementation by the study participants.

<u>Trends in implementation of curriculum development</u>. Overall, participants noted little change in their implementation of curriculum development skills. However, two trends did become evident upon analyzing the responses. First,

chairs began to tie curriculum changes to the strategic plans of both their

departments and their colleges. This connection process required input from a

number of sources, including faculty throughout the college, key administrators, and

appropriate community leaders. For some, the most significant change occurred in

soliciting input from the community. As one chair stated:

> The difference that I'm doing is assessing the need of the community and
> building our classes and programs on what the community is telling us they
> need. Or not building one. For example, I have one right now that I may not
> do because the community says, "I'm not sure we need that now." So, I'm
> getting feedback from the community because that's who we serve, and I
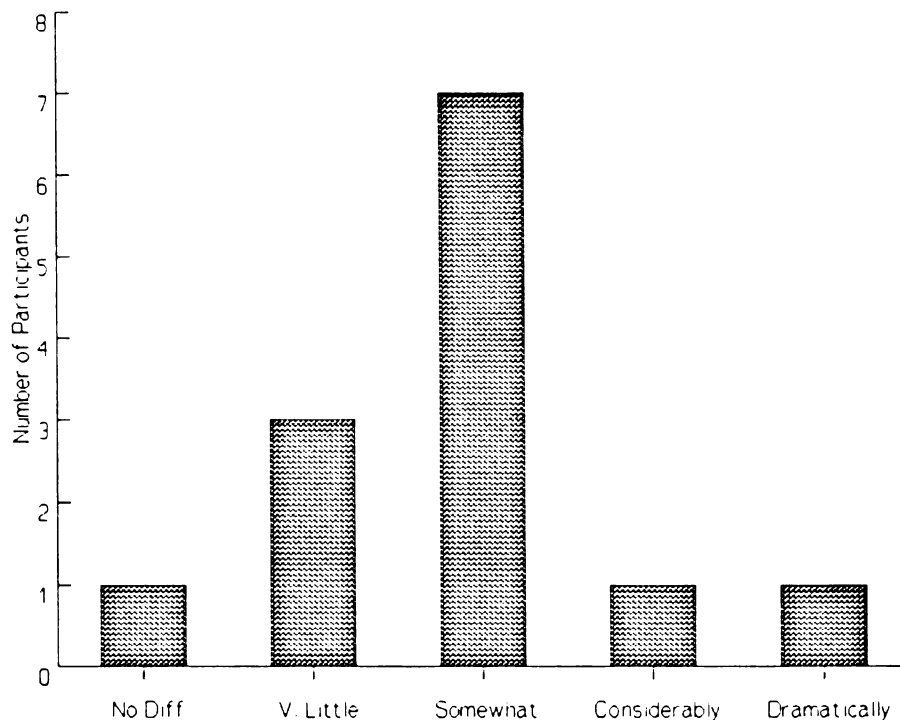> may not go forward with that one.

Figure 6: Change in implementation of curriculum development.

The second trend identified from respondents' comments was an attempt to involve full-time faculty more in the process of curriculum development. A few chairs accomplished this by selling the faculty on the necessary link between strategic planning and curriculum development. Some used team-building techniques or established committee structures to create processes that would encourage faculty to work together. Many participants reported that change was more likely to occur if the faculty were involved and "bought into" the process. Some viewed faculty ownership of the curriculum as one of the most significant results of faculty involvement in the process.

Factors contributing to changes in implementing curriculum development. Participants attributed the changes they made in implementing curriculum development skills to a number of factors. Primarily, they referred to experience and, as some said, the need to "just do it" as the primary reasons for any change in implementation patterns. Some respondents identified networking during the formal session of the Institute as a factor that encouraged a deviation from previous practice. Few cited the Institute as playing a significant role in any change that occurred. However, a few did refer again to the Institute as "sparking their interest" in the topic.

Other factors related to changes in implementing curriculum development. Some interviewees said that state mandates and transferability problems with new courses limited their ability to implement significant changes in curriculum development.

Classroom Research

Summary of change in understanding classroom research. The change that participants reported in their level of understanding in the behavioral category of classroom research is shown in Figure 7. Nine participants reported understanding classroom research a little or not at all before the Institute. However, almost all of the chairs (12) indicated that they understood the unit adequately to well following the Institute training. Respondents showed one of the highest increases in their level of understanding from before to after the Institute in this topical unit.
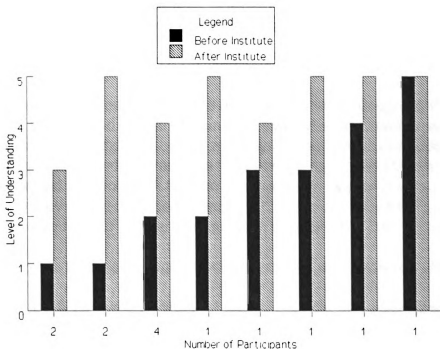
Key: 5 = Understand Well
       4 = Understand Adequately
       3 = Understand Somewhat
       2 = Understand a Little
       1 = Understand Nothing

Figure 7: Change in understanding of classroom research.

<u>Trends in understanding of classroom research</u>. Many of the participants

revealed that they had a very limited knowledge of classroom research before the

Institute experience. This topical unit, therefore, provided most of the chairs with a

number of new concepts and methods for improving the learning process. These

included an emphasis on the importance of continuous feedback from students and

the acquisition of some new teaching tools to accomplish this goal. The idea of

involving students in the continuous assessment process required a major paradigm

shift for many of the chairs. However, most of them said they appreciated the

importance of tying this concept to the learning process to improve student learning.

One chair summarized this idea by stating:

> I understand the need for mini and many evaluations throughout the course.
> Always before, I did an end-of-semester evaluation and tried to make all my
> changes for the next year based on the end-of-semester evaluations. From
> the Institute, we had different little tools that we could use at the end of each
> class period that only took like two minutes to do. Based on that, you could
> come back the next class period and say, "Okay, someone didn't understand.
> . . ." and you would answer that question instantly and then take off again.

A few other themes emerged from an analysis of responses. First, some

chairs expressed a renewed excitement about teaching and assessment. They

discovered the usefulness of such new methods or tools and expressed enthusiasm

at the prospect of taking new ideas back to their colleges to share with faculty.

Second, respondents recognized a clear difference between formative and

summative student evaluation processes. This realization changed, in a dramatic

fashion, the attitude that some chairs had previously held toward the idea of using student input to direct learning. Finally, many of the participants could see the connection between the concepts in this unit and the total quality management and strategic planning units covered in the Institute.

Factors contributing to changes in understanding classroom research. Most of the participants attributed their increased understanding of classroom research to Institute training. As noted before, their level of understanding in this unit increased substantially between the beginning and end of the Institute experience. Many responded that the training was the major catalyst that prompted them to read further on the topic, as well as to develop action plans for implementation of classroom research activities on their campuses.

Other factors related to changes in understanding classroom research. The chairs identified no other factors related to changes in understanding classroom research.

Summary of change in implementation of classroom research. The degree to which participants reported they were using their leadership skills in relation to classroom research differently today as compared to before their participation in the Institute is shown in Figure 8.

As shown in the graph, most of the participants (10) disclosed that they were implementing classroom research skills somewhat to dramatically differently today, as compared to before the Institute. A majority (seven) responded that they were

implementing these skills considerably to dramatically differently. It follows, then, that the participants believed they had changed more in terms of their degree of implementation of the principles learned in this unit than in most of the other ones covered in the Institute.
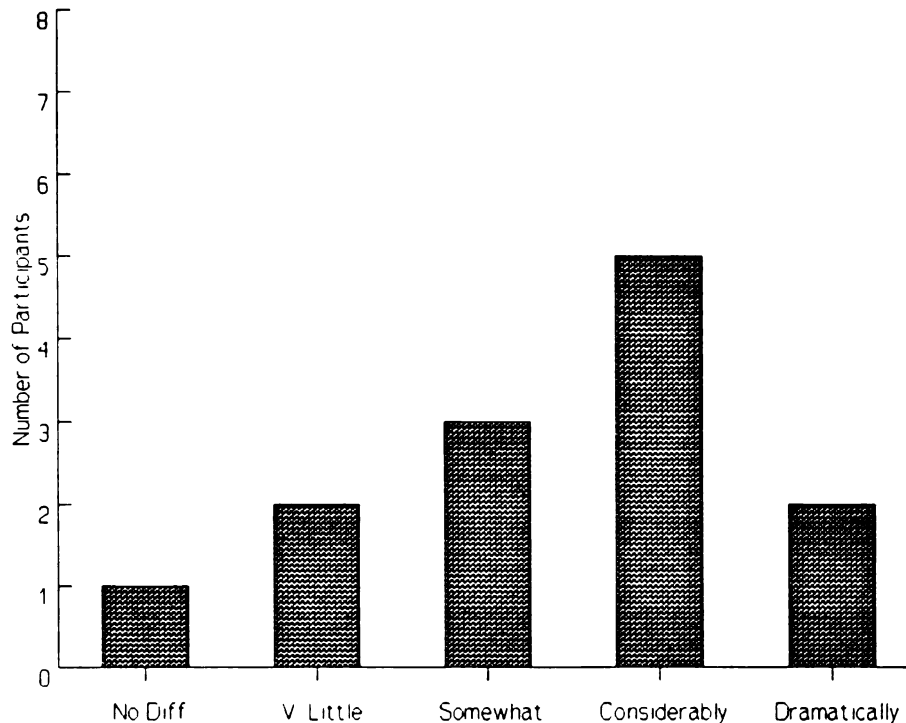
Figure 8. Change in implementation of classroom research.

Trends in implementing classroom research. Most of the interviewees implemented some form of classroom research after the Institute. The most common response they gave to the question concerning degree of change in implementation indicated that they shared a great deal of information on the subject with faculty and chair colleagues when they returned to their colleges. In fact, these

participants advocated using these techniques continually, and a number of them strongly encouraged faculty to use some of the techniques to enhance the learning process. One chair stated:

> I think when the Institute presented the information on classroom research it really clicked with me, and gave me a lot of different kinds of ideas about how to take and incorporate classroom research into the classroom. I have shared that with faculty, and I've continued to use some of those strategies with students all along, ever since being in this role.

Another respondent explained how she applied classroom research techniques during an orientation session. She asked for and received student feedback on learning expectations and used that feedback to modify her class presentations. She commented, "It works. It's just plain and simple. It works to involve the learners in the design of your classes and looking for some measurement in what they are learning, their input of what they would like to learn, [and] how they learned this."

Finally, a number of chairs mentioned their effort to empower their faculty to use classroom research techniques. These participants explained that once they shared the concepts with the faculty, they then encouraged the interested ones to move forward with the development of ideas for implementation. One respondent noted: "Fine, go ahead and do it; not only for yourself, but to share what you've learned with other people."

Factors contributing to changes in implementing classroom research. As noted regarding other topical units, the Institute presentation on classroom research appeared to have sparked the interest of most of the participants. As a result, they

expanded their discussions during the formal sessions. Many of the chairs added

that their exposure to the subject during the Institute spurred them to read numerous

books on classroom research and thus to extend their knowledge about it even

further.

Other factors related to changes in implementing classroom research.

Interviewees identified no other factors that brought about changes in the

implementation of classroom research.

Conflict Management

Summary of change in understanding of conflict management. The changes

that participants reported in their levels of understanding in the behavioral category

of conflict management are shown in Figure 9. As shown in the graph, a majority of

the participants (eight) said they understood little to nothing about conflict

management before the Institute. However, most of them (11) stated that, following

the training, they understood the unit adequately to well. The respondents reported

substantial increases in their levels of understanding in this behavioral category.

Trends in understanding of conflict management. An analysis of responses

in this unit yielded a larger number of common themes than in other units of this

study. All of the participants admitted that conflict existed in their positions as chairs.

Whereas some reported experiencing more conflict than others, the consensus of

the group was that conflict is part of the job and that it does not go away. Therefore,

respondents recognized a need to address the issue.
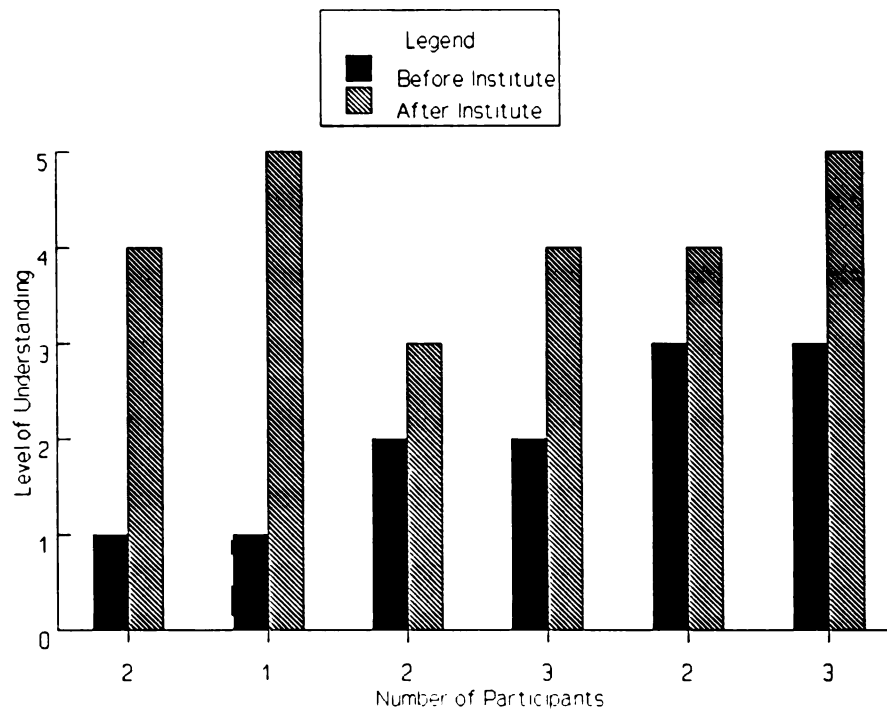
Key: 5 = Understand Well
      4 = Understand Adequately
      3 = Understand Somewhat
      2 = Understand a Little
      1 = Understand Nothing

Figure 9. Change in understanding of conflict management.

In general, participants conceded that as a result of the training they understood better the need to become better listeners, more patient, flexible, and tolerant, as well as the importance of reflecting more on conflict situations. As they attempted to address the necessity of improving these skills, many also became more aware of their nonverbal behavior and its importance while attempting to handle conflict. One chair summed up the sentiments of a number of respondents

in stating, "I think I'm a lot more aware of the need to listen and to not be insensitive, and to use body language that indicates that I'm willing to listen to you, rather than body language that indicates I don't believe a word you're saying."

An analysis of the responses produced other common themes. Most interviewees realized that others often can solve their own problems. Chairs, therefore, no longer perceived themselves as the person who had to solve everyone's problems. Rather, they developed an understanding that, in most cases, those complaining already knew the solutions to their problems; they just needed help in uncovering the solution. One participant stated:

> I think I had, before I went to the Institute, the idea that I had to settle all of their problems. I had to come up with all the solutions. If I could come up with solutions, maybe the problem would go away. I found out again through the Institute that I don't have to do that. They have their own solutions, so let them find them. I just help them discover their own solutions.

Other chairs considered conflict a positive experience because the end result was often change. Thus, some even created conflict to force change. For most respondents this was a very different approach, but it was viewed as effective in many instances. Other participants noted that the Institute had not improved their "comfort level" with conflict but that they did understand the necessity of developing new methods of addressing these situations as a result of the training. One participant said:

> Nobody likes to deal with conflict, and they run away from it. I don't like to deal with conflict, and so I have made some decisions on how to deal with it, and maybe some of my decisions are good and maybe some of them are bad. But I've definitely made some decisions on how I'm going to deal with it as a result of the Institute.

There is some controversy with respect to how females respond to conflict. In this study, female respondents expressed more discomfort at managing conflict than did males. However, the researcher was unable to determine whether the gender differences were real or the result of females being more willing to admit the discomforts. Most agreed that the training, at the least, had motivated them to seek better ways of handling such situations.

Finally, by the end of the Institute experience, many of the interviewees were able to tie conflict management to other units of the training. For example, a majority of chairs developed a better understanding of the connection between conflict management, behavioral styles, and total quality management. The recognition of such a link among the topical units made the conflict management unit more meaningful for them.

Factors contributing to changes in understanding conflict management. Participants identified a number of factors that they viewed as contributing to changes in understanding. Almost all mentioned that the journal writing required in the practicum experience changed their level of awareness relating to conflict and improved their ability to address the problem of discord more effectively. Some chairs kept a conflict log during their practicum and said this activity had helped significantly in changing their approach to handling conflict.

In addition, many respondents suggested that the opportunity to work with a local mentor contributed in a major way to helping them better understand and address antagonistic behavior. In many cases, these mentors acted as sounding boards for participants. Chairs regarded as invaluable the mentors' willingness to

listen and offer advice in situations in which some form of hostility had surfaced. Only in the conflict management unit did participants include the mentor relationship in the group of factors that had played a role in changing their level of understanding.

Other factors related to changes in understanding conflict management. Participants identified no other factors that contributed to changes in their understanding of conflict management.

Summary of change in implementation of conflict management. The degree to which participants indicated they were using their leadership skills in relation to conflict management differently today as compared to before their participation in the Institute is shown in Figure 10. Almost all of the respondents (12) perceived that they were using these skills in conflict management differently today. A majority of them (nine) stated that they were implementing these skills considerably to dramatically differently. This represents one of the largest reported changes in degree of implementation of all the topical units examined in this study.

Trends in implementing conflict management. Almost all of the participants reported some change in how they addressed conflict after the Institute experience. An analysis of their responses revealed a number of trends regarding the manner of change that occurred. Most interviewees commented that they had assumed a more proactive approach to dealing with difficulties in personnel matters. They recognized, for example, that effective conflict management required facing problems immediately. When asked to explain what they were doing differently to prevent problems from escalating, participants responded similarly, with comments such as "facing [them] and not avoiding [them]" and "dealing with problems quicker."

Many respondents also consciously employed better listening skills as a result

of the training. One participant expressed the group's sentiments with the

statement, "I'm being a better listener, and I think I'm a lot more aware of the need

to listen." On the whole, the interviewees indicated that by listening carefully, they

often made it possible for their colleagues to resolve their own difficulties by talking

them through. A chair demonstrated this general idea by stating, "I thought I had to

go take care of everybody. What I've learned is that I don't have to do that. I can

let them take care of it for themselves. I will just be here for them if they need me."
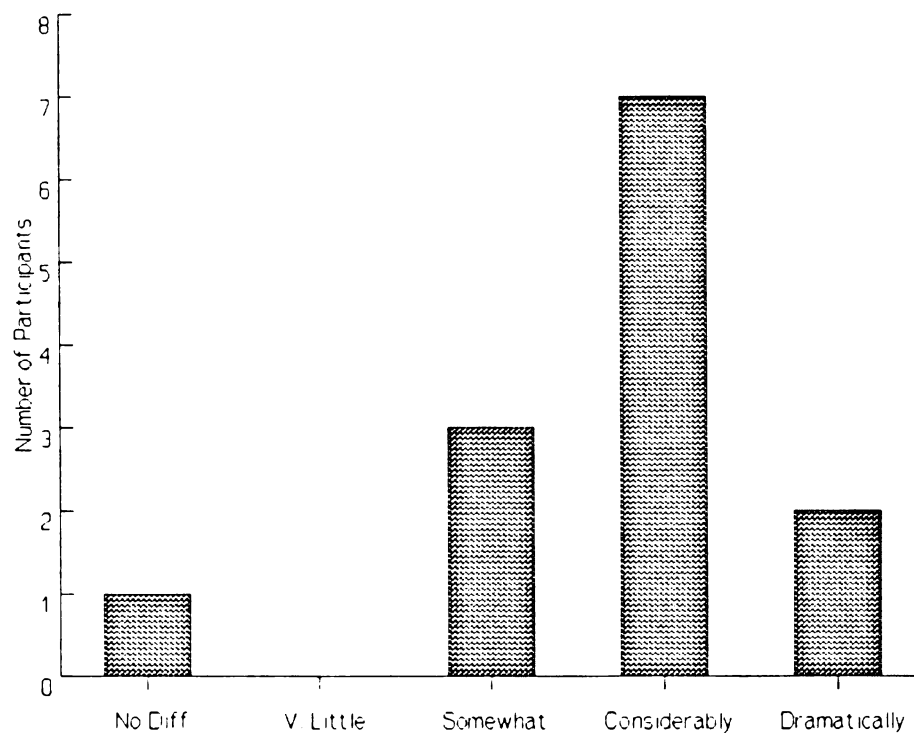

Figure 10. Change in implementation of conflict management.

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Many participants believed that as a result of employing better listening skills, they had also become more patient, flexible, and tolerant when involved in conflict situations. "More reflective" was another descriptor that some used to describe how they had changed their approach to dealing with conflict.

A final theme that emerged from the responses centered on the idea of using conflict to create change. Many chairs found that they could take a potentially negative situation and transform it into a positive argument for change. In a real sense, they periodically were using the continuous-improvement principle of total quality management to turn these negatives into positives. Taking this approach to addressing conflict demanded a major paradigm shift for most respondents.

Factors contributing to changes in implementing conflict management. Most of the respondents attributed their change of behavior to the same factors noted in the understanding section of this unit. These included reflective journal writing, the use of conflict logs,and mentor relationships. As was the case in some of the other units, the information presented at the formal session of the Institute appeared to have been the catalyst that propelled many chairs to reflect seriously on the subject of conflict. These participants reported that their reflecting resulted in significant changes in terms of how they approached conflict situations. Some of the interviewees also mentioned experience as a factor that helped them learn to use more effective management skills.

Other factors related to changes in implementing conflict management. Respondents included additional reading on the subject and attendance at sessions

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on conflict management at professional conferences and workshops among the motivating factors that led to changes in how they implemented conflict management.

Performance Standards

Summary of change in understanding performance standards. The changes that participants reported in their levels of understanding in the category of performance standards are shown in Figure 11. Almost all of the participants (11) said that, before the Institute, they understood performance standards somewhat to a little. Eleven chairs again reported that, following the Institute, they understood the unit adequately to somewhat. The increase in levels of understanding was not as dramatic here, when compared to the other topical units of this study.

Trends in understanding performance standards. Although fewer trends were identified in this unit than in some of the other topical units of this study, several response patterns did emerge. Most participants understood more clearly the importance of communicating learning expectations to students through such means as written learning outcomes. In addition, most respondents agreed that the evaluation of learning should be tied directly to these expectations.

Another trend in participants' responses pertained to learning assessment. The process of evaluating learning, the participants contended, should reflect a commitment to use the results for improvement. Furthermore, they pointed out, the means of collecting the information should be as objective as possible. These chairs recognized that effective evaluation systems required the use of valid, reliable, and objective tools to analyze a student's progress in the learning process. Many

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participants appreciated the opportunity to examine a variety of these evaluation tools during the Institute training, and a number described in detail how they used them in a classroom setting. Not only that, many respondents had shared these assessment tools with their faculty.
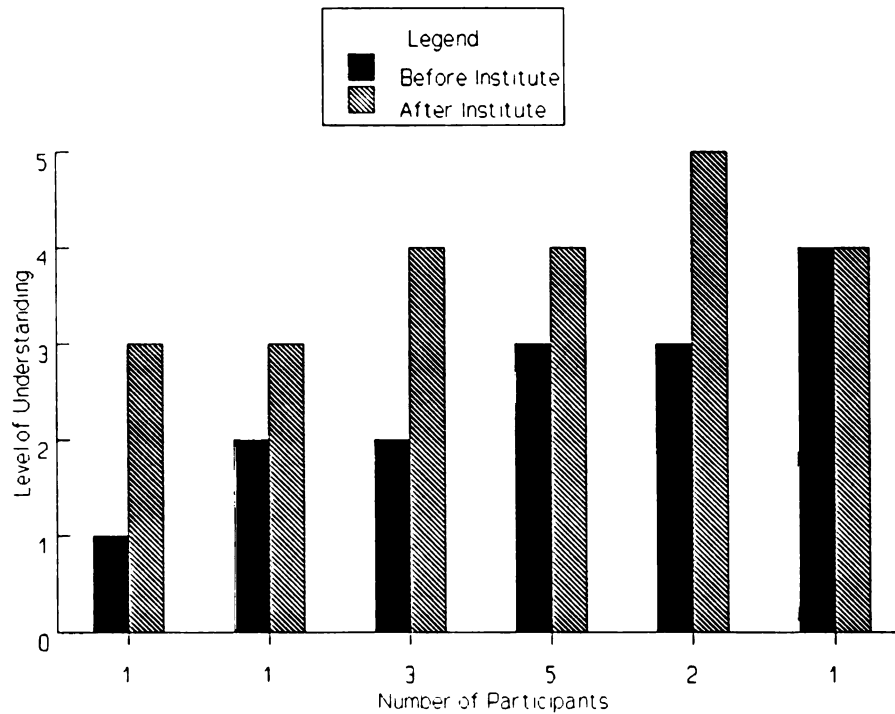
Key: 5 = Understand Well
4 = Understand Adequately
3 = Understand Somewhat
2 = Understand a Little
1 = Understand Nothing

Figure 11. Change in understanding of performance standards.

Finally, the value of some form of self-evaluation in the assessment process appeared often in participants' comments about performance standards. The formative possibilities of using a self-evaluation instrument as well as its

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nonthreatening nature tied in well with the respondents' exposure to total quality management principles in another unit.

Factors contributing to changes in understanding performance management. As was the case in a number of other topical units, the Institute sparked the interest of many of the respondents. This new-found interest contributed to an increase in networking and collaboration among the chairs during the formal session of the Institute, as well as the motivation to read additional literature on the topic later. Some participants even attended other conferences and workshops specifically dealing with assessment.

Other factors related to changes in understanding performance standards. Respondents identified no other factors that contributed to a change in their understanding of performance standards.

Summary of change in implementation of performance standards. The degree to which participants reported that they were using their leadership skills in relation to conflict management differently today as compared to before their participation in the Institute is shown in Figure 12. All 13 participants reported that they were implementing performance standards at least somewhat differently, and a majority of them (seven) indicated that they were implementing performance-standards skills considerably to dramatically differently. Chairs rated the degree of change in application of the skills acquired in this training unit greater than in any of the other units of this study.
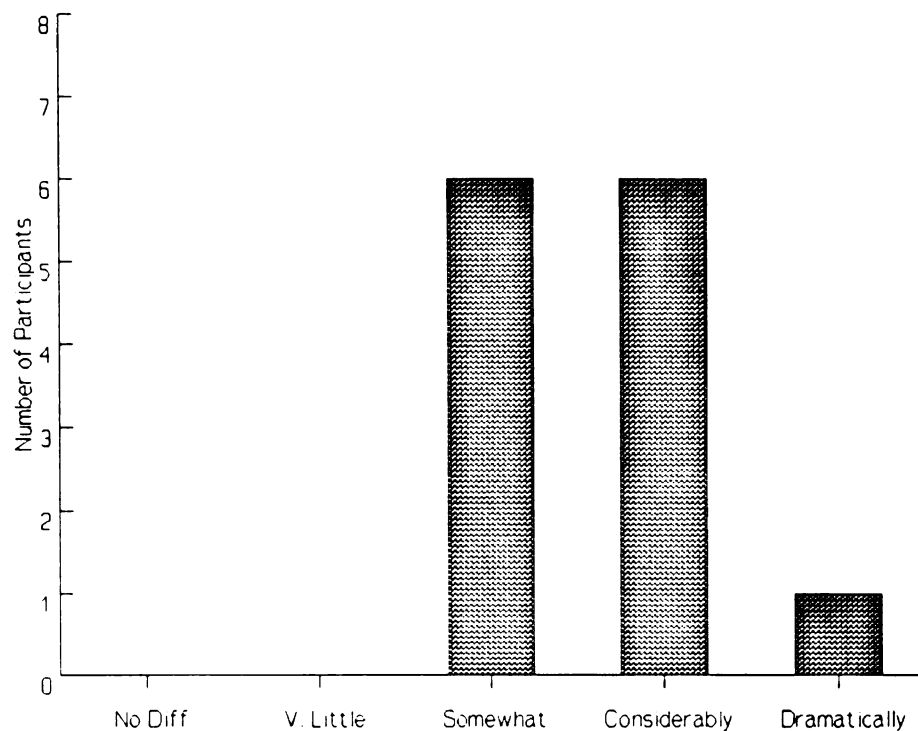
Figure 12. Change in implementation of performance standards.

Trends in implementing performance standards. Even though all respondents reported that they were implementing skills in this unit differently as a result of the Institute, the actual activities they pursued varied widely. As a result, the analysis of interview comments showed few common themes. However, participants on the whole did connect performance standards with other topical units covered in the Institute. For example, many interviewees recognized the link between material covered in the performance standards unit and the assessment component described in the strategic planning section. Others indicated that they saw an opportunity to use the principles in the section on performance standards to develop evaluation tools they could use when implementing the continuous-improvement

concept that is central to application of the total quality management theory. Virtually all of the respondents reported that, as a result of establishing these connections, they had reconsidered their philosophical position on the assessment process in general and were attempting to use more formative methods of evaluation. To enhance this process so that improvement became a major goal, participants noted that they had initiated the use of a greater variety of assessment instruments, including student and self-evaluations, peer mentoring systems, and teaching portfolios.

Factors contributing to change in performance standards. As noted regarding other units of this study, chairs reported that the Institute experience had exposed them to new information on the topic and had given them an opportunity to share with each other some of the methods they had found to be successful in evaluating both student and faculty performance. Again, the Institute served as the catalyst for additional study of the topic and promoted information sharing between chairs and their teaching staffs. Exposure to this unit, therefore, assisted the participants in viewing the individual topical units as part of a whole training experience, rather than as a series of isolated pieces of information.

Other factors related to changes in performance standards. Respondents identified no other factors that were related to changes in their implementation of performance standards.

Total Quality Management

Summary of change in understanding total quality management. The changes that participants reported in their levels of understanding in the behavioral

category of total quality management (TQM) are shown in Figure 13. Most of the respondents (11) reported understanding little to nothing about TQM before the Institute. However, five respondents noted that, following the Institute training, they understood the topic somewhat; the remaining eight chairs placed their new level of understanding of the concept in the adequately to well range. Among the greatest increases in level of comprehension between the period before and that after the Institute occurred in this topical unit.
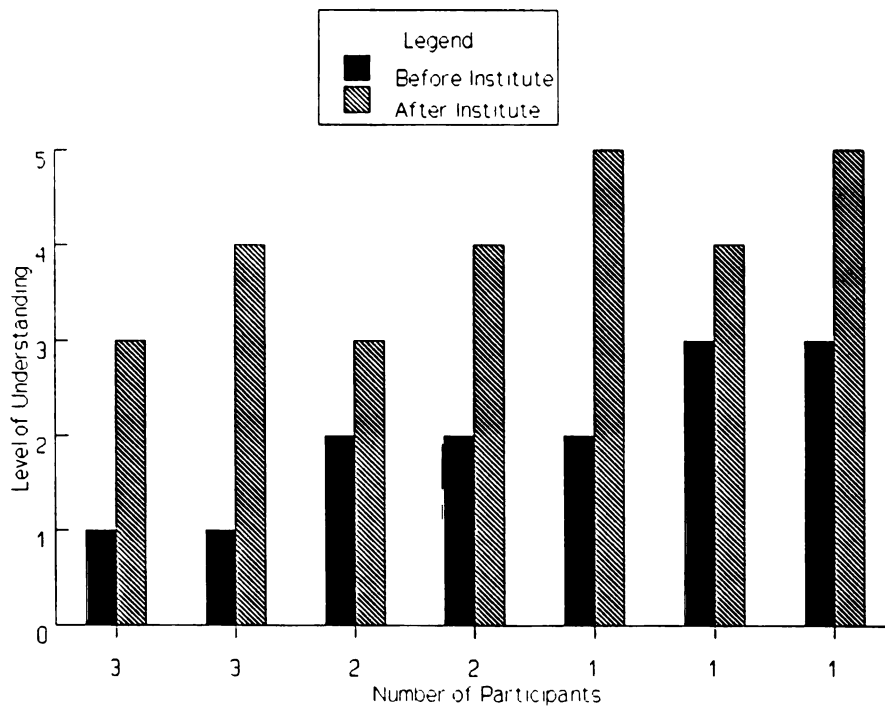
Key: 5 = Understand Well
      4 = Understand Adequately
      3 = Understand Somewhat
      2 = Understand a Little
      1 = Understand Nothing

Figure 13. Change in understanding of total quality management.

Trends in understanding TQM. Although chairs did report a substantial increase in their degree of understanding of TQM, their responses indicated that this change occurred more in terms of their exposure to the general theory of TQM rather in the actual principles of TQM implementation. One respondent's comment, "I find the concept of total quality management a bit overwhelming," reflected the group consensus on that point. Thus, the training did not produce a comprehensive cognizance of TQM on the part of study participants.

Two themes emerged from the analysis of responses. First, most chairs expressed some skepticism about applying the principles of TQM to instruction. Many thought that the concepts were more appropriately related to the business sector. For example, a number of respondents had difficulty thinking of students as customers. Second, as a result of their introduction to TQM theory, many participants realized that delegating responsibility to faculty and staff could benefit not only the chair but the department as well. As a result, values like individual empowerment and trust assumed greater importance in the chairs' view of requirements for the most efficient operation of the department.

Factors contributing to changes in understanding TQM. A majority of the respondents attributed their increased level of understanding of TQM at least partially to the instruction they received at the Institute. They admitted that the training had helped them develop a better understanding of the concepts of TQM, but most of the interviewees thought the complexity of TQM limited the possibility of covering the topic adequately in the time allotted for the presentation.

Some participants characterized the Institute as a catalyst for additional study in this topic area, as well. Some pursued additional reading, whereas others participated in conferences that focused on TQM. Both follow-up activities, they agreed, developed out of the better (although not full) grasp of the subject that Institution training had given them.

Other factors related to changes in understanding TQM. Five participants reported that they had received additional training in TQM since the Institute. All of them indicated that this experience had further enhanced their understanding of the concept.

Summary of change in implementation of TQM. The degree to which participants reported they were using their leadership skills in relation to TQM differently today as compared to before their participation in the Institute is shown in Figure 14. All of the participants disclosed that they were implementing TQM differently in the aftermath of the Institute experience. A majority of them (eight) reported that they were using these skills somewhat to considerably differently as a result of the Institute. The modification in implementation of TQM skills did not occur as dramatically as it did in most of the other topical units.

Trends in implementing TQM. All of the respondents revealed that they were implementing parts of the TQM concept. However, as noted in the understanding portion of this analysis, the complexity of the TQM unit overwhelmed most of the participants. As a result, they implemented TQM skills in limited but useful ways. For example, some of the interviewees used TQM methods successfully to conduct more efficient and effective meetings. Others introduced team-building techniques

with positive results. Still others concentrated on applying the continuous-improvement principle to everyday operations and gaining feedback from students (customers) on an on-going basis. None of the interviewees reported any major effort to implement TQM principles in their departments.
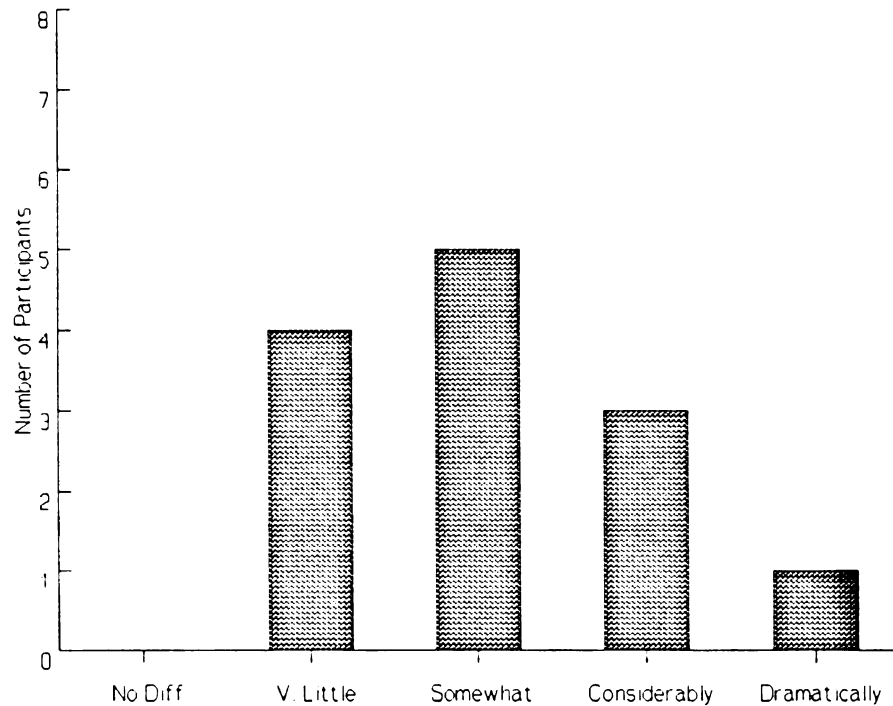
Figure 14. Change in implementation of total quality management.

Factors contributing to changes in implementing TQM. Like other topical units of this study, the presentation on TQM sparked the interest of many of the participants. As a result, some did incorporate TQM techniques into the classroom and department functions. However, the difficulty of the subject and lack of sufficient time to cover it reduced the likelihood that significant changes in implementation would occur. Some participants took advantage of the opportunity to network at the

formal Institute sessions, which enabled them to discover how others had applied

TQM concepts at their institutions with some success. They also attended other

workshops related to TQM and read further on the subject. These activities

contributed to some of the change that participants reported in the incorporation of

TQM principles within their departments.

Other factors related to changes in implementing TQM. As noted in the

understanding section of this unit, five participants indicated that they had received

additional training in TQM since the Institute experience. They all stated that such

activities resulted in a number of alterations in the way they conducted business in

their departments.

Research Question 2

In what ways did chairs perceive themselves to be more effective leaders as a result of training?

During the interviews, the researcher asked all of the participants whether

they perceived themselves to be more effective leaders as a result of the Institute

training. As a follow-up to this initial question, the interviewer asked participants to

state why they did or did not view themselves as more effective leaders in the

aftermath of the Institute experience.

Twelve of the 13 participants replied "yes" when asked the preceding

question. The one participant who did not respond affirmatively nevertheless

described the experience as being the motivator that provided her with the desire to

change.

A number of common responses emerged as participants described why they perceived themselves to be more effective in their leadership roles. These responses pertained to (a) increased knowledge and understanding of leadership, (b) growth in self-confidence as a leader, and (c) the value of networking. Other individual responses also are included in this narrative summary.

Knowledge and Understanding of Leadership

Five participants talked at length about the Institute's role in increasing both their knowledge and understanding of leadership. It is noteworthy that three of these individuals had held the position of chair for five or more years, whereas the other two had served as chairs for less than one year. However, regardless of years of leadership experience, all five chairs indicated that they perceived rather significant changes in their levels of knowledge and understanding of leadership. One participant explained:

> I got a better understanding about my own style. I think we all recognize what our own style is, but it's not as clear cut as it is now. I got an understanding about, and an acceptance of, the differences of others. Everyone doesn't march to the same drummer, so you have to learn this in order to get along with other people. I think I definitely have learned that you have to recognize that everyone is different.

Another respondent stated that she had never been exposed to any form of leadership training, even though she had worked as a chair for more than five years. She described her experience in the following way:

> It has been an incredibly broadening experience for me because I was introduced to things that I simply did not have any theoretical exposure to because my degrees are all in an academic area—history. I haven't had an education class since I was an undergraduate. So I think, in terms of leadership development, things that have been going on in the field of academic leadership and postsecondary education, I hate to admit, I probably

just wasn't aware of or didn't have as good an understanding of as I have in this position. So the Institute provided that function for me.

Another participant, who had been a department chair for eight years before the Institute experience, recognized that she had gained much knowledge from participating in the Institute's training program. She stated:

> I think it broadened my knowledge base in many, many areas, and, not only people in my department, but also people in other departments would come to me for information. I just have the knowledge to give them now. It wasn't like I was just giving it to them before. I just didn't have it; I just didn't know.

The other two participants who referred specifically to the broadening of their knowledge and understanding of leadership made similar comments. One thought he had expanded his understanding of the importance of trying to be a transformational leader; the other referred to learning about all of the different components required for successful leadership.

Increased Self-Confidence

Seven of the participants contended that the Institute experience raised their level of confidence in their ability to lead. They reported that the training helped them see that they had performed well as leaders, and that they would be even more effective leaders as a result of the training. One chair described this transformation by stating:

> I simply have a lot more confidence in myself. I know that I am able to do things that make me an effective leader, although I think I was a good leader before the Institute. I'm a heck of a lot better as a leader than I was then. I think I'm also able to model that for others. People here have told me that I have changed, and I think I've received some rewards from that.

Another chair commented that the Institute "helped to build my self-esteem just working with people." Another indicated that the networking that occurred during

the Institute improved his sense of confidence. Learning that others had tried an idea, process, or technique, he felt more self-assured trying new strategies at his own institution. When the researcher asked this respondent why he believed he had more faith in himself, he responded, "Knowing that other people have done something and it worked. It gives you confidence to say, 'I'm in a similar situation, maybe it will work here.' So you go at it with confidence, rather than going at it kind of holding back a little bit."

Yet another participant considered the Institute's practicum experience a major factor in encouraging greater self-confidence. She said, "I think my self-confidence increased because I worked on the journal and I really had to think about all of these things." A fifth respondent, when asked whether she had become a more effective leader as a result of the training, commented:

> Yes, and probably mostly because of the self-confidence that the Institute gave me. I have never had any administrative experience. I had come out of a bad situation into the job, and so my self-confidence and the renewed faith that others around the country have similar philosophies to mine. I can't say enough about how much the Institute has renewed my faith that things can change, that change isn't bad, that life doesn't have to go on as it has before.

Finally, one chair noted, when the researcher asked whether the Institute had increased his self-confidence as a leader and as a chair: "I am an incredibly self-confident person to begin with. However, the Institute is the single greatest professional impactor that I have had in my 23 years of education."

Networking

A number of interviewees mentioned the importance of networking when they were questioned about how the Institute experience had helped them develop into

more effective leaders. Participants established a number of professional contacts with whom they shared experiences and ideas during the week-long formal Institute sessions, at the National Chairs and Deans Conference, and during the two conference calls initiated by their Institute staff mentors. This networking experience was a valuable component of the learning experience, according to some respondents. One described it in the following way:

> I just believe the formal sessions we had at the Institute were great. I learned a lot from that. I think an even greater value was the networking with colleagues from around the country to learn about issues that they have, as well as ways in which they were solving them. There was a real benefit to me to find out that you're not the only person in the pond. You're not the only duck out there. Networking--that it is an ambiguous role being a chair and a leader in an institution. It's learning from others. That was a real growing experience for me.

Others expressed similar feelings about the value of the networking opportunities. Their sentiments were best described by one chair, who stated:

> I thought I was doing a good job, but I began to realize as I had an opportunity to network and talk with other chairs that I really did have a high level of skills in different areas. But there were other areas that I needed to work on more also. It's nice to bump up with some of the others and find out that you really are doing a nice job.

Interviewees expressed other reasons for their evolution as leaders. One chair actually discovered his leadership abilities through the Institute experience. He commented:

> I think through the experience of the Institute I had an opportunity to see and discover some things about myself that I didn't know were there. Perhaps with the attention and focus that was given to the fact that part of the role of being a division chair is to be a leader heightened that role in my own mind. It put me in a situation of saying to myself, "Okay, if you're in a leadership role, what are you going to do to lead?" So I think the Institute did play a significant role in heightening awareness and providing me with some tools to do these things.

Another participant identified the Institute experience as an instrument of change for her. She attributed her improved capability as a leader to a willingness to change and described the Institute as the motivating event that led her to begin to do things differently.

Research Question 3

What individual components of the program did chairs perceive to be most influential in contributing to their behavioral change?

As noted in Chapter I, the year-long Institute for Academic Leadership Development on which this study focused included a number of components: two week-long **formal training sessions** in Prescott, Arizona; a year-long practicum that included the development of an **individualized professional development plan (IPDP)**, weekly **reflective journal writing**, a **mentorship program**, two **conference calls** between participants and their Institute staff mentors, and a **final report**. The researcher asked all of the interviewees to pinpoint the component or components of the Institute that had contributed most to their behavioral change. Their responses are discussed in the following pages.

Two Formal Training Sessions

The respondents all agreed that the formal sessions influenced their behavior the most, resulting in notable change. All but one chair identified these formal sessions as the most important and influential component of the Institute, largely because of the networking that participants did during the sessions. This networking was important, according to many respondents, because it gave them an opportunity to meet and to exchange ideas with other academic leaders from all over the United

States and Canada. One participant described the networking experience as "incredibly important to me. I would rate that very, very high." A number of chairs also connected their increased self-confidence to the networking. Learning that other chairs had successfully used leadership techniques similar to their own reinforced the participants' sense that what they were doing was acceptable and right.

Individual Professional Development Plan

Only three of the participants regarded the IPDP as a component that exerted a major influence on their behavioral change. All three described how developing and implementing the plan forced them to focus on goals they had established. The IPDP thus provided participants with the means to stay on track and complete the Institute's practicum requirement and gave them a model they could use to assist in developing and fulfilling their professional goals as chairs.

Reflective Journal Writing

A majority of the participants stated that the periodic practice of reflective journal writing contributed significantly to their behavioral change. They agreed that keeping a journal had value because it made them think as well as write about what was and was not working. Furthermore, it forced the interviewees to consider why some actions had not proven effective and to devise new behaviors that might succeed. Although most chairs commented that they had difficulty finding the time to write in their journals, they did, nevertheless, recognize the benefits of the

practice. One chair admitted, "The journal, while it was a pain, was probably one of those things that was the best." Another said:

> I have to admit that the [journal writing] for me was very important because it was a very personal kind of dialogue. . . . It really was a good opportunity for me to analyze what I was doing and why I was doing it, and where I needed to make some changes, and where I was doing good things.

In reading the journals, the researcher noticed that the respondents tended to report weekly activities instead of how they perceived they were changing their leadership behaviors. Participants found the journal-writing activity to be valuable. However, the researcher determined that the contents of the journals did not add any further insights into answering the research questions.

Mentorship Program

Fewer than half of the respondents identified the mentoring process as having influenced their behavior. Almost all mentioned that they had received little or no feedback from their Institute mentors. A number expressed great frustration with this lack of feedback and direction. Others, however, had experienced a successful relationship with their college mentors. It appears that participants who were fortunate enough to pick a mentor who had the time and interest to actively participate tended to have a good experience. As one participant stated, "I was very lucky in that my local mentor was wonderful and supportive and gave me some great feedback." However, this type of relationship appeared to have been rare. A majority of chairs thought they did not benefit much from the mentoring program, primarily because they lacked the time to meet with their college mentors.

Interviewees also shared a general misunderstanding of the role the mentors were supposed to play in the practicum experience, which limited its usefulness.

Two Conference Calls

Only one respondent mentioned the conference calls with other chairs and his Institute staff mentor and characterized them as a waste of time. Therefore, the conference calls played very little, if any, role in participants' behavioral changes.

Final Reports

No interviewee referred to the final report when asked what components of the program had influenced behavioral change.

ENDNOTE

[1]The DiSC is an instrument designed and distributed by the Carlson Learning Company for the purpose of helping adults identify different behavioral styles. The instrument is self-contained and separates individuals into four classic behavioral styles. This Personal Profile System (DiSC) was used as the focal point of this unit as a means of helping participants understand their work style. The instrument was administered, scored, and interpreted as a part of this unit. The emphasis of the exercise was to better understand differences in behavioral styles, thereby resulting in more productive working environments.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

The researcher's purpose in this study was to determine whether selected community college department chairs perceived any changes in their leadership behavior as a result of participating in a leadership training program. The Institute for Academic Leadership Development, sponsored by the National Community College Chair Academy, developed and implemented the training program on which this study was focused. The year-long training program included the following components: an introductory week-long leadership development session, a two-semester practicum that required the development and implementation of an Individualized Professional Development Plan, a mentoring program complemented by participants' personal journals, and a concluding one-week leadership development session. Successful completion of the Institute program resulted in professional certification by the National Community College Chair Academy.

Believing that the future of community and technical colleges depends on the quality of leadership of chairs, deans, and other instructional leaders, Institute planners established the program specifically to advance academic leadership.

From this mission emerged the Institute's primary goal—to train academic leaders in transformational leadership skills, enabling them to return to their colleges and become change agents. Academy members believe that the development of more effective academic leaders will result in students' exposure to improved educational programs, which will help them achieve academic excellence at the community and technical college level.

The Institute experience begins with a week of structured as well as unstructured leadership development activities designed to build a wide variety of leadership skills. Many active and collaborative teaching and learning techniques are used in the program, including guest speakers, large-group discussions, small-group breakout discussions and activities, role playing, case studies, and informal discussions and dialogue.

In addition to these activities, Institute participants develop their own Individualized Professional Development Plans (IPDP) to implement during the two-semester practicum. Key elements of the IPDP include reflective practice through weekly journal writing and occasional interaction with both college and Institute mentors. Participants periodically share their journal entries with mentors for feedback, encouragement, and advice. The Institute also encourages participants to network, attend conferences and workshops, and do additional reading to enhance the leadership skills they are developing during the course of the training period.

Thirteen individuals, eight females and five males, all members of the first Institute "class," participated in this study. Seven of them had held department chair positions for five years or fewer; the remaining six had been chairs from 6 to 14 years. All of the study participants had risen to the position of department chair from the faculty ranks. Most of them (10) served on a full-time basis; the other three had some teaching responsibilities along with their duties as department chairs. Nine respondents supervised teaching staffs of 11 to 20 full-time faculty, whereas three had 21 to 30 full-time faculty. Only one participant indicated that she had 10 or fewer full-time faculty members.

In an attempt to determine whether participants perceived any changes in their leadership behavior as a result of the Institute training, the researcher posed the following research questions:

1.   What specific behaviors did chairs perceive to have been modified as a result of their participation in the leadership training program?

2.   In what ways did chairs perceive themselves to be more effective leaders as a result of the training?

3.   What individual components of the program did chairs perceive to be most influential in contributing to their behavior change?

The researcher constructed the Leadership Self-Rating Scale to determine whether study participants believed that they had changed their leadership behavior in the interval between the beginning of the Institute and the period after its conclusion. On this rating scale, respondents designated their degree of

perceived change in terms of both level of understanding and extent of implementation of the eight units covered during the first session of formal training. The researcher also conducted one-hour interviews with each respondent, which he guided according to each participant's responses to the Leadership Self-Rating Scale. The researcher then analyzed the interview transcripts and noted any trends of behavior change that were evident in the responses. To supplement the Rating Scale and interview data, he also read each respondent's journal and IPDP.

An analysis of the preceding data indicated that chairs did perceive that they had changed their leadership behavior as a result of the training they received in the Institute. In fact, participants reported that they experienced these changes in a variety of ways. Specifically, almost all of the respondents stated that they had increased both their level of understanding and degree of implementation of all eight behavioral units of the study. Chairs described in detail how their leadership skills had been altered. They attributed these changes both directly and indirectly to the Institute. Participants often mentioned the formal sessions and networking opportunities, both integral parts of the Institute experience, as contributing to an improvement in their understanding of the eight topical units and the success of their efforts to implement what they had learned during the Institute. Many also termed the Institute experience a catalyst that influenced them to study these topics further.

Some respondents modified their leadership skills as a result of the training more than others did. Such factors as amount of previous administrative or leadership experience, breadth of additional reading on a topic, degree of individual effort to network with other participants, and the extent of attendance at other conferences and workshops on particular subjects explained these differences in behavioral change. College or state mandates actually limited some participants' implementation of suggested strategies, even though the individuals had expanded their understanding of a unit. This, then, also would account for some variety in the extent of change experienced.

In general, study participants reacted positively to the Institute training experience in terms of how they felt about their own leadership abilities after the program's conclusion. Geiger (1990) and Liebman (1990) reported similar findings in their research on the effects of leadership training. In the case of Institute participants, the formal sessions for the topical units and the opportunities for networking constituted the most influential elements in the leadership skill development program.

Conclusions

The researcher initiated this study to determine whether community college department chairs became more effective leaders as a result of training. The study was based on the perceptions of participants in the Institute for Academic Leadership Development training program. Based on an analysis of the study findings, the researcher drew the following conclusions.

1.   Training can modify the leadership behavior of community college chairs. The findings from this study indicated that participants often changed their leadership behavior in specific ways. In virtually all cases, they were able to describe in detail the type of behavior modification that resulted from the increase in knowledge. This in itself indicated the degree to which they had incorporated the new skills into their leadership roles. If this training model is effective for community college chairs, it is likely that the model could enhance the skills of those in other leadership roles both within and outside the field of education.

2.   An increase in understanding does not always translate into a change in behavior. In a number of instances in this study, significant increases in a participant's understanding of a unit of study did not result in major changes in implementation. One might attribute this lack of change in part to restrictive state mandates or the failure of administrative or faculty leaders to "buy in" to a particular strategy for change. Strategic planning and total quality management may be examples of areas in which faculty and administrative leaders fail to buy in to a particular strategy for change.

3.   The Institute for Academic Leadership Development did not have an equal influence on all participants. However, all chairs did report some modification in their leadership behavior. As noted previously, respondents reported a variety of factors that influenced the Institute's effect on the way they fulfilled their leadership responsibilities.

4.   The extent of participants' leadership experience was related to their degree of growth as a result of the Institute training. Inexperienced chairs increased their understanding and implementation of leadership behaviors more than did those chairs with greater experience. This is not to say that chairs who had served in leadership roles for some time did not enhance their leadership skills as a result of the training experience. However, they did not report the same rates of increase in either the level of understanding or the degree of implementation as did those participants with less experience.

5.   Training of this nature can result in participants perceiving themselves to be more effective leaders. This was true of almost all of the chairs in this study. Throughout the study, participants expressed increased confidence in their ability to lead as a result of the training. It is possible that this training model could produce similar increases in self-confidence among others in leadership positions.

6.   The Institute provided a stimulus for most participants to do further study on many of the topical units presented during the Institute. Chairs accomplished this study primarily through networking, pursuing additional reading, and attending other conferences and workshops related to the training topics. Again, this training model, used in other leadership settings, might spark participants' interest in expanding their leadership skills.

Implications for Practice

1.   It has been estimated that department chairs make 80% of the decisions at educational institutions. Correspondingly, as indicated in the review of literature, colleges with weak department chairs face the potential for major problems. It is logical, then, that strong leadership at the department level can translate into academic success throughout the institution. If, as indicated in this study, an individual can learn leadership skills, colleges should offer opportunities for such training to those who fill leadership roles.

2.   Those who assume the position of department chair often have had little, if any, administrative or leadership training. Yet they are expected to perform a wide variety of management and leadership duties. Training may shorten significantly the learning curve in developing transformational leadership skills.

3.   Community colleges have faced considerable difficulty in filling department chair positions. Traditionally, the job has not appealed to many faculty members for a variety of reasons. Perceptions of working longer hours for the same pay, being caught between faculty and administrators, getting little recognition, spending much of the day attending meetings, and generally being the department's caretaker contribute to the position's holding little attraction for most faculty members. If institutions offer to provide leadership training for new chairs, however, faculty members' interest in serving might increase.

Implications for Further Research

As is the case in most research projects, the findings from this study raised a number of questions that other researchers could pursue.

1.   The participants, all of whom completed the Institute training, reported much of the information in this study, including the specific changes in their leadership behaviors. An examination of the perceptions of those who have interacted with department chairs both before and after such leadership training, especially faculty and administrators to whom the chairs report, could enhance the findings from this research. Do these groups perceive the same degree of behavioral change reported by the study participants? If such data were available, perhaps training programs could be refined even further to meet the demands of the chairmanship.

2.   If this model of training is effective for community college chairs, could the same format be used with similar success with leaders at other levels of education? Specifically, further research could be undertaken to determine the applicability of this type of leadership training in K-12 systems, in four-year colleges and universities, and among instructional leaders in other settings.

3.   What are the long-term effects of this form of training? Further research could be conducted to determine whether the perceptions of the participants in this study were short lived or long term. Did the training simply create a short-term halo effect for participants, or did they continue to perform more effectively? Data from research of this nature might be helpful in refining

the model used in this study. Such analyses could indicate whether periodic training increases the effectiveness of leadership behavior over an extended period.

4.   There were two possible methods to approach this study in terms of determining how well participants understood topics before the Institute. Each method had drawbacks. By doing a pretest, the researcher would have had to assume that participants knew enough about each topical unit to accurately assess their level of understanding. By waiting until after participants completed the Institute to ask the same question, the researcher was relying on the accuracy of their memory. The methodology the researcher selected was to ask these questions following the total Institute experience. Further research could be conducted using a pre-post methodology to further validate the results of this study.

5.   The mentoring experience had ambiguous results in this study. The experience seemed to be valuable for some participants but not for others. This practice or concept deserves further study.

Reflections

As noted in this study, I was a participant in the Institute for Academic Leadership Development, the training that was the subject of this dissertation. As an addendum to this study, I felt a need to share some of my reflections directed to the Institute experience, as well as remarks of each participant when I asked them at the end of the interview to generally rate the experience.   I also

encouraged each participant to make general comments directed to the effect the Institute experience had on them both personally and professionally. I believe that portions of these responses need to be shared with the readers in order to understand fully the effect the Institute had on the 13 subjects of this study.

The Institute was a powerful learning experience for me. In fact, the experience changed my professional and personal lives in a number of ways. First, I met and conversed with chairs and other instructional leaders from the United States, Canada, and Guam. As a result, many close friendships were developed and continue today. Second, I believe that I am a more effective department chair as a result of the training. My leadership skills are different today, and I attribute a great deal of that change to the Institute experience. Third, I have had various opportunities professionally as a result of my associations with the other participants. These include consulting, being asked to present on various leadership topics at conferences and workshops, and mentoring other department chairs. Fourth, I was selected to facilitate an Institute for Academic Leadership Development at Guam Community College in 1994-95. Finally, the Institute experience was the subject for my dissertation.

In summary, a feeling was developed among the participants of that first Institute that is difficult to describe. I suppose the best description may be to say that a sense of closeness was developed and that this sense remains today. They were all good people, and perhaps what occurred was what normally happens when good people gather for a common experience.

The 13 participants expressed similar thoughts when I asked them to rate the Institute on a scale from 1 to 10 and then to make some general comments about the overall experience. They generally rated the Institute very high. Many also conveyed the effect the experience had on them. The following are responses from each of the 13 participants to the preceding requests.

A 10—I would, truthfully. I think that it was an excellent experience for me. And I truly believe that the three of us have had an impact on _____ College.

It would go pretty high. If 10 is perfect, it came pretty close. For a new chair, the opportunity to go and meet people from across the country and share different ideas. . . . I sound like I'm writing a commercial.

I don't like to use numbers. I would rate it as a turning point in my career. . . . It's been an extraordinary experience, and I think that it demonstrated to me how much need there is for this kind of training.

I'm going to say a 10 because it was a very valuable learning experience— not just only professionally, but personally as well.

I would give it an 8. I thought it was very good.

A 10; one of the best experiences of my life. I met some fantastic people. . . . I feel a bond there that I don't think could ever be broken.

I would rate it at least an 8 or 9. Obviously, for me, the Institute was really an important thing. It was probably a life-changing experience.

I would give it a 10 plus. I cannot say enough about the positive feelings I have about the Institute.

For me, it was very positive and very good. From 1 to 10, the general experience was a 10.

On a scale from 1 to 10, I would give it about a 45. Really, though, I would give it a 10. As I have said before, it's just the richest, most impacting experience that I have ever had professionally in my 23 years. . . . It was just an invaluable experience for me as an educator.

I would probably say an 8 or 9. . . . I thought that it was a very positive experience. . . . To see the people again and to talk with them to see what had happened over the year.

I would say at least a 9. I think that it was a tremendously valuable experience. . . . It certainly helped me in my own professional growth and self-confidence in being a chair. . . . To be with a group of people who were all pretty much in the same boat, to learn together, and to watch all of us grow was a tremendous experience that I will never forget or regret.

I would give it a 7 as far as the experience. But keep in mind that I have a tendency of being a very rigid type evaluator. . . . I feel very grateful that I was able to participate.

From these responses, it is evident that the Institute had many of the same effects on the participants of this study as it did on me. I believe these responses are important to note.

In conclusion, I have been fortunate to have friends like this. They cooperated to the fullest during this study, and for that I will always be deeply grateful. They are truly special people and effective leaders.

APPENDICES

APPENDIX A

THE LEADERSHIP SELF-RATING SCALE

Leadership Self-Rating Scale
(Understanding)

Reflecting on the eight topical units covered during the first week of formal leadership training in Prescott in July of 1992, how would you rate your understanding of each unit before the Institute as compared to your understanding of each unit after the Institute?

Rate each unit using a rating of 1 to 5, with 5 being high and 1 being low.

5	Understand Well	--I could teach others this topic.
4	Understand Adequately	--I am pretty clear on this topic.
3	Understand Somewhat	--I understand enough about this topic to get by.
2	Understand a Little	--I have a very limited grasp of the topic.
1	Understand Nothing	--I have no grasp of this topic.

Before the Institute		After the Institute
( )	Understanding the Complex Role of the Chair	( )
( )	Understanding Leadership Styles	( )
( )	Understanding Strategic Planning	( )
( )	Understanding Curriculum Development	( )
( )	Understanding Classroom Research	( )
( )	Understanding Conflict Management	( )
( )	Understanding Performance Standards	( )
( )	Understanding Total Quality Management	( )

Leadership Self-Rating Scale
(Implementation)

The following six units covered in Prescott during the first week of training (July 1992) all lend themselves to direct implementation. Reflecting on these units, how differently are you implementing these leadership skills today compared to before the Institute?

Rate each unit using a rating of 1 to 5, with 5 being high and 1 being low.

5	Dramatically Different
4	Considerably Different
3	Somewhat Different
2	Very Little Difference
1	No Difference
N/A	Not Implementing

How differently are you implementing each of the following?

	(Rating 1-5)
Strategic Planning Initiatives	( )
Curriculum Development Initiatives	( )
Classroom Research Measures	( )
Conflict Management Methods	( )
Performance Standards for Instruction	( )
Total Quality Management Principles	( )

Other Events and/or Experiences

There may be events or experiences other than the Institute that have played a role or been a factor in your understanding and implementing the above eight topics. Therefore, in order to further clarify your responses, would you please indicate below any factors that you think have had an effect on either your level of understanding or degree of implementation. (Please use additional space if necessary.)

Your Name _____

APPENDIX B

LETTER OF APPROVAL FROM THE UNIVERSITY COMMITTEE ON

RESEARCH INVOLVING HUMAN SUBJECTS

MICHIGAN STATE
U N I V E R S I T Y

August 19, 1993

TO: James M. Still
Delta College
University Center, MI 48710

RE: IRB #: 93-356
TITLE: A STUDY OF THE RELATIONSHIP BETWEEN LEADERSHIP TRAINING
AND BEHAVIORAL CHANGE IN COMMUNITY COLLEGE DEPARTMENT
CHAIRS
REVISION REQUESTED: N/A
CATEGORY: 1-C,D
APPROVAL DATE: August 19, 1993

The University Committee on Research Involving Human Subjects' (UCRIHS) review of this project
is complete. I am pleased to advise that the rights and welfare of the human subjects appear to be
adequately protected and methods to obtain informed consent are appropriate. Therefore, the
UCRIHS approved this project including any revision listed above.

Renewal: UCRIHS approval is valid for one calendar year, beginning with the approval
date shown above. Investigators planning to continue a project beyond one year
must use the enclosed form to seek updated certification. There is a maximum of
four such expedited renewals possible. Investigators wishing to continue a project
beyond that time need to submit it again for complete review.

Revisions: UCRIHS must review any changes in procedures involving human subjects, prior
to initiation of the change. If this is done at the time of renewal, please use the
enclosed form. To revise an approved protocol at any other time during the year,
send your written request to the UCRIHS Chair, requesting revised approval and
referencing the project's IRB # and title. Include in your request a description of
the change and any revised instruments, consent forms or advertisements that are
applicable. the year, please outline the proposed revisions in a letter to the
Committee.

OFFICE OF
**RESEARCH
AND
GRADUATE
STUDIES**

University Committee on
Research Involving
Human Subjects
(UCRIHS)

Michigan State University
225 Administration Building
East Lansing, Michigan
48824-1046
517/355-2180
FAX 517/336-1171

Problems/
Changes: Should either of the following arise during the course of the work, investigators
must notify UCRIHS promptly: (1) problems (unexpected side effects, complaints,
etc) involving human subjects or (2) changes in the research environment or new
information indicating greater risk to the human subjects than existed when the
protocol was previously reviewed and approved.

If we can be of any future help, please do not hesitate to contact us at (517) 355-2180 or FAX (517)
336-1171.

Sincerely,

David E. Wright, Ph.D.
UCRIHS Chair

DEW:pjm

cc: Dr. Lou Hekhuis

APPENDIX C

INITIAL LETTER TO STUDY PARTICIPANTS

July 27, 1994

Dear _____:

You have been selected by a panel of experts to be a participant in my dissertation study. The panel of experts was comprised of the Institute staff and included Gary Filan, Ruth Guzley, Al Seagren, Dan Wheeler, and Mike McHargue. Your selection was based on five criteria all concerned with the quality of your work and thinking, and evidence of your commitment to changing your leadership behaviors as department chairs. The purpose of this letter is to request your participation in my study and to ask you to complete the enclosed materials and return them to me.

The purpose of the study is to determine whether selected community college department chairs perceived any changes in their leadership behaviors as a result of participating in a training program. The training program is the Institute for Academic Leadership Development that you completed in July of 1993. The study is an attempt to determine, based on your perceptions, whether you are behaving differently today as a leader in the eight topical units covered, as compared to before the training program. And, if you perceive your leadership behaviors to be different today, what caused you to change?

I will be using interviews to collect the data for this study. However, before I interview you, I request that you fill out and return to me the enclosed **Leadership Self-Rating Scale**. This scale is being used as an advance organizer for the interview process. I will be asking you what you are doing differently and why, based on your responses to the above scale.

I also would ask that you fill out the short demographic questionnaire, sign the letter of consent, and send me a copy of your IPDP, Journal, and Final Report. All of this information will assist me in explaining and interpreting the data from the interviews. Please send the Rating Scale, Questionnaire, and Consent Form in the envelope provided.

Please be assured that all information provided will remain in strict confidence. I thank you for your willingness to participate in this study.

Sincerely,

Jim Still
Delta College

APPENDIX D

INFORMATIONAL QUESTIONNAIRE

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Informational Questionnaire

1. Number of years you have been a department chair: _____

2. Before assuming the role of department chair, your experiences were primarily:

    _____ Faculty experiences
    _____ Administrative experiences
    _____ Combination of the two

3. How many full-time and adjunct faculty members do you have in your department?

    Full-Time   **Adjunct**

    10 or fewer   _____   10 or fewer   _____
    11-20   _____   11-20   _____
    21-30   _____   21-30   _____
    More than 30   _____   More than 30   _____

4. Is your role as a department chair:

    _____ Full time?
    _____ Approximately three-quarter time?
    _____ Approximately half-time?
    _____ Other

APPENDIX E

PARTICIPANT CONSENT FORM

Letter of Consent

I, _____, hereby agree to be a participant in the dissertation study by James M. Still. I understand that this study is being conducted through Michigan State University as partial fulfillment of a doctorate degree in College and University Administration. I also understand that my participation will require me to be interviewed by Mr. Still and to submit other written materials pertaining to the leadership training in which I participated from July 1992 to July 1993.

I further understand that all data provided by me for the study will be held in strict confidence by Mr. Still. In addition, I understand that neither my name nor the location of my institution will in any way be used in the study. Finally, I understand that I can withdraw from participation in the study at any time without any harmful consequences.

_____
Participant's signature

_____
Researcher's signature

_____
Date

_____
Date

APPENDIX F

PREINTERVIEW LETTER TO STUDY PARTICIPANTS

November 28, 1994

Dear _____:

Thank you for returning all of the materials requested last August. I have completed reading your IPDP, journal, and final report. I have also reviewed the rating scale you completed, and I am now ready to proceed with the interview process. I anticipate that I will be calling you within the next few weeks to arrange a time with you for this purpose.

As a reminder, the purpose of my study is to determine whether community college department chairs perceived any changes in their leadership behavior as a result of participating in a leadership training program. Therefore, based on your responses to the **Leadership Self-Rating Scale** and your perceptions of the training program in general, I will be asking you to respond to the following questions:

Understanding

1.   What is it you understand better in each of the units?

2.   To what do you attribute this increased understanding?

Implementing

3.   What is it that you are doing differently in these six areas?

4.   To what do you attribute this change of behavior?

General Questions

5.   Do you perceive yourself to be a more effective leader as a result of the training? Why or why not?

6.   What component or components of the program do you perceive was most influential in contributing to your behavior change?

I have included a copy of your **Leadership Self-Rating Scale** to assist you in preparing responses for the interview. Thank you for your willingness to be a participant in this study.

Sincerely,

Jim Still

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