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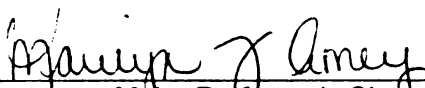
LEADERSHIP DEVELOPMENT PRACTICES IN THE
COMMUNITY COLLEGE
A CASE STUDY

presented by

EVAN L. MONTAGUE

has been accepted towards fulfillment
of the requirements for the

Ph.D. degree in Educational Adminstration


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**LEADERSHIP DEVELOPMENT PRACTICES IN THE COMMUNITY COLLEGE
A CASE STUDY**

By

Evan L. Montague

A DISSERTATION

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

LEADERSHIP DEVELOPMENT PRACTICES IN THE COMMUNITY COLLEGE A CASE STUDY

By

Evan L. Montague

Community colleges are facing a series of critical leadership issues with many current and potential leaders fast approaching retirement (McClenney, 2001). How do community colleges develop leadership to meet the challenges ahead? This study focuses on leadership development and succession planning in a single community college setting as it relates to the following questions:

1. What processes and practices are used to develop future leaders?
2. What are the tensions between the needs of the individual and the needs of the organization?
3. What are the challenges of succession planning?

Examination of these questions helps establish what administrative activities impact leadership development and succession planning. The participant insights illustrate the need and interest in leadership development planning and practices. The study also explores how the needs of the larger organization connect or conflict with those of the individual and reviews the level of formality associated with various approaches. The research findings mirror many core leadership development and succession literature themes. Although the participants struggle with the issues presented in this study, they are able to detail actions with they hope will develop individuals as leaders and contribute to the long-term strength of the organization.

DEDICATION

I would like to dedicate this to my spouse, best friend, and strongest supporter, Jennifer. Her continued support, patience, and love have made all this possible. I would also like to thank my sons, Ean and Grant, who help me keep all this work, and the really important things in perspective.

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I have always been a full-time employee first, and a student second. So while I have been on the scenic route to completing a doctoral program I have been able to work within a supportive professional environment. I would like to thank my friends, employers, and valued colleagues who support the ideals of continuing education.

Lastly, I would like to acknowledge the participants in this study. I can never thank them enough for their time, interest, and insightful responses for this study.

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CHAPTER 1.

Problem Statement

Community colleges are facing a series of critical leadership issues. The estimates are that 45 percent of two-year college presidents will retire in the next six years and that another 34 percent will retire in the next 7 to 10 years (McClenney, 2001). Another key concern is that the prospective leaders, community college administrators one or two levels below the top, are approaching retirement age nearly as fast as the presidents (Evelyn, 2001). "Thirty-three percent of two-year college presidents estimate that one fourth or more of their chief administrators will retire in the next five years: 36 percent anticipate that at least one-fourth of their faculty will retire in the next five years (McClenny, 2001, p. 24)." Amey (1999) indicated that projections for the year 2000 academic workforce present a 40% reduction in senior level faculty due to retirements. How do community colleges develop leadership prepared to meet the challenges ahead?

At the same time that significant turnover is predicted, the demands on leaders are increasing. Shults (2001) includes entrepreneurship, an understanding of technology, and the ability to work with ambiguity as skills needed for new community college leaders. Other studies have concluded with the need for significant community college experiences and having status as an "insider" as important factors for success (Cedja, McKenny, & Burley, 2001). There is concern that all of these issues are coming into conflict with the predicted out migration of staff from community colleges, causing a significant leadership gap (AACC, 2001). Community colleges as organizations will need to insure that work continues to take place. There will also be more pressure to

develop individuals as leaders in order to meet those challenges. The question is whether organizational and individual needs can work in concert given these circumstances.

In order to take a closer look at this question, a single-site case study was proposed. This research focuses on leadership development and succession planning in community colleges as they relate to the following questions:

1. What processes and practices are used to develop future leaders?
2. What are the tensions between the needs of the organization and the needs of the individual?
3. What are the challenges of succession planning?

Examination of these questions helps establish what administrative activities impact leadership development and succession planning. They also explore how the needs of the larger organization connect or conflict with those of the individual. Most community colleges do not have succession and leadership development plans in place but many have an interest in their development based on struggling to fill positions (Filan, 1999).

A review of administrative practices from a human resources framework will be considered to examine leadership development and its relationship to succession within a particular community college setting. This study is a doctoral dissertation and will be discussed in five chapters which will include: Chapter 1, Problem Statement; Chapter 2, Review of the Literature; Chapter 3, Research Methods; Chapter 4, Research Findings; and Chapter 5, Conclusion and Recommendations.

CHAPTER 2.

Review of the Literature

This literature review focuses on the key themes, experiences, and practices used to prepare administrative leadership in an organization. The first section discusses the issues with respect to impending retirements and the demands placed on leaders. The next section discusses leadership development in educational settings. This is followed by a discussion of organizational approaches using a human resource framework. The final section reviews succession planning and practices from the business sector.

Future of Administrative Staffing Needs & Related Leadership Issues

The future of administrative leadership in community colleges is a key concern for many within the sector. Community colleges are relatively young institutions and will be facing increasing pressures over the next few years. The American Association of Community Colleges (2001) recently completed a national leadership survey. The survey asked community college presidents some key issues about their status as well as that of administrative and faculty leadership throughout the organization. One-half of the community college presidents surveyed planned to retire in the next six years. Thirty-three percent estimated that one-quarter of their senior administrators will be leaving in the next five years. Thirty-six percent anticipate that at least one-quarter of their faculty will retire in the next five years (McClenney, 2001). How are organizations preparing for

these leadership challenges based on retirements of both current and potential administrative leaders?

In addition to the increased demand for administrative leadership, there has also been considerable discussion of the changing needs and complexity of leadership within higher education. Bensimon & Neumann (1993, p.1) stated that, “rapid changes in technology, information, the labor force, and the economy will require future managers to exercise leadership in an increasingly turbulent environment.” Altbach (1991) added that increased demands for accountability, fiscal constraints, and increasingly diverse student populations place increasing pressure on leadership. He indicated that increases in enrollment in conjunction with position turnover would turn “surpluses of staff to shortages”. Rothwell (2000) refers to a comparable “chronic crisis of governance” occurring within business settings. The skills needed of new community college leaders include more entrepreneurship, an understanding of technology, and the ability to work with ambiguity (Shults, 2001). During the 1960’s – 1970’s, there was a community college opened every six days (Underwood & Hammons, 1999). Many of those who were there from the foundation are leaving. With projected turnover on this scale, it will take some time to replace the collective knowledge of those exiting (Evelyn, 2001).

Rothwell (2000) refers to loyalty as a “relic of the past” in the business sector. Many individuals were displaced in the 1990’s due to lay-offs and restructuring, leaving corporations with similarly constrained labor pools. Often, those most impacted were the middle level managers who made up traditional pools for executive positions. This change has resulted in more pressure to plan for succession. “In the past managers had the luxury of time, time to groom successors, now the pace of change and complexity of

work does not make this possible (Rothwell, 2000, p.xvii).” The issues of pending retirements and those looking to move and develop with an organization quickly have really changed the dynamic of succession planning. Succession planning is an answer; however, below many a corporation’s top two or three positions, succession planning is often an informal, haphazard exercise where longevity, luck, and being in the proverbial right place at the right time are how the process occurs (Cembrowski, 1998).

The need for a “leadership pipeline” as a mechanism to meet these demands in community colleges is an area that is being discussed (AACC, 2001). Key components of the “leadership pipeline” include:

1. How to identify potential leaders?
2. How to “grow our own” within institutions?

Community colleges do not control the supply and preparation of their own leaders and rely on university-based graduate preparation or leadership development programs. This perhaps may be better stated that community colleges do not adequately plan leadership development for future succession needs. Birnbaum (1992) indicated that higher education, including community colleges, has been reluctant to pay serious attention to developing higher education leaders and that there is little research on the subject. These issues are further explored and developed in the literature review.

Leadership Development in Educational Settings

It is important to note that there is not much literature on succession planning in higher education and even less specifically focused on community colleges. When it is mentioned, it is discussed briefly as a part of, or maybe an overall goal of leadership

development. The existing literature focuses heavily on leadership development as a method of meeting future organizational needs. For this work, I use leadership development and succession planning as mutually inclusive terms. Succession planning is not a frequently used term in higher education. Core themes such as “how to identify potential leaders, or how to grow your own leaders” (AACC, 2001) are commonalities for both leadership development and succession planning, and make this shared meaning appropriate. Of equal import is the notion that leadership development is often left to external activities, or training programs outside of an organization. Other areas of leadership development focus on career paths or lines to certain executive leadership roles, such as president or chief academic officer. Lastly, leadership is an area in which there is a lot written, but the concepts remain abstract (Munitz, 1998). In this section of the literature review, we examine some of the key leadership development practices and research in higher education.

A reality within higher education, and specifically the community college sector, is that many who move into management or administrative positions do so without formal training (Spangler, 1999). Filan (1999) surveyed academic chairs in community colleges and found that 70 percent of them were provided no formal training. At the same time, the literature discusses the need for leaders to foster an organizational culture that focuses on creating opportunities for faculty, staff and students to learn and grow (Bragg, 2000). The academic chair role is seen as a logical training ground for the next generation of college leaders based on playing a crucial role as mid-level administrators as well as faculty-member advocates. Cejda, McKenney, and Burley (2001) point out that community colleges should recognize their faculty as a pool for potential CAOs.

“The importance of training chairs in the skills needed for the position is more crucial now than ever before because of the large scale retirements in the ranks of faculty and chairs that will occur the next decade” (Filan, 1999, p.48).

Leadership development programs.

There are a considerable number of leadership development programs available for higher educational professionals. Lindholm (1999) and McDade (1991) provide an overview of a number of leadership programs presently available for leadership development in higher education and community colleges. McDade (1991) refers to developmental experiences such as learning the job, learning the institution, building a network, and enhancing personal leadership skills as some of the core purposes of leadership development programming. She goes on to state that, “while some institutions have long recognized the benefits of providing their own on-campus development opportunities, the concept is just beginning to spread” (McDade, 1991, p. 50). Most leadership development activities are provided by national institutes, conferences, conventions, or related workshops. Some examples include the American Association of Community Colleges (AACC), the Administrative Leadership Institute (ALS), National Chairs Academy, and Harvard Institute for Educational Management. The Chairs Academy is another program designed to develop succession and leadership skills. The Administrative Leadership Institute embraces approaches similar to those discussed. The American Council on Education sponsors the ACE Fellows program, which is designed to develop leadership skills in mid-career faculty and administrators as well as a Department Chairs program (ACE, 1993). North Carolina State University has a program

designed to develop skills for the community college environment. The program is structured to provide action-learning or reality-based learning. Mentoring is also a strong component as well as individualized plans developed for participants. A key theme of all the programs is collegiality and connecting with peers outside of the organization. Other methods include graduate preparation programs as a development approach. This is often an area of criticism or concern regarding both graduate preparation and leader development programs, in that community colleges rely on institutions or organizations outside of their control to provide future leaders (AACC, 2001).

Career paths.

Career paths are often discussed as another approach to look at leadership development through a progression of positions. The role of faculty chair was discussed throughout the literature as one where little leadership development or training is provided and yet, it is a common stop on the career path to executive leadership positions such as president and chief academic officer. Lindholm (1999) discusses the need for training programs for chairs. Despite their experience in overseeing daily operations and the generally high levels of responsibility they hold for decision-making, more than three fourths do not advance to high level administrative posts. The study did not make mention that many individuals may not want to move in to administrative roles. While much attention has been dedicated to the personal characteristics and professional abilities that are associated with effective department chair leadership, there has been surprisingly little from a training and development perspective. This may be because the training process is largely informal, and therefore, harder to document.

Career lines or paths are another way to review leadership development or succession within the community college setting. Cejda et al. (2001) reference individual and structural approaches as a means to review the career lines in organizations. The individual perspective places the focus on the candidate's characteristics alone. The structural approach attempts to review a series of career paths to the role of the next position within the organizational context. Cejda et al. (2001) used the structural approach, based on a series of career paths, to look at organizational requirements. Career paths were defined as sequences of related positions in preparation for the role of the community college president. The structural framework often uses the concept of internal labor markets (Cejda et al., 2001; Twombly, 1998). Internal labor markets assume that all employees begin at lower-level positions termed "entry ports". These markets then develop as job ladders or career lines and result in minimizing the cost of training employees as they move up or along the job ladders. This is associated with a progressive development of knowledge or skill within the organization.

Cohen and March in Peterson (1991) proposed a normative career ladder for the presidency consisting of the following steps: faculty member, unit chair, dean, provost or vice president of academic affairs, and then president. Cejda et al. (2001) studied the career lines of the chief academic officer (CAO) role within the community college setting. In their study, they defined a career line as a sequence of at least three positions and identified a total of eighteen different three-sequence career lines. The most frequent entry point as a community college faculty member was reported by 51.1% of the respondents; entering in a chair role was next. The chief academic officers studied held an average of three community college positions prior to achieving their role. Prior to

assuming this role, the sample had an average of 11.9 years of experience working within two-year colleges. Although the career paths model showed trends, there was considerable variability with the paths across the sample.

The Cejda et al. (2001) research has a number of implications and ties directly back to the needs of individuals and organizations. Their study made it clear that the best path to the CAO position was to enter the community college labor market in the ranks of faculty. A history of community college experience in multiple roles was noted as valuable. In addition, the amount of administrative experience appeared to influence the movement to the chief academic officer position. Administrative experience is often a requirement for entry to a position, as well as a determinant for further advancement. In order to meet their goals, organizations must ensure that pools of trained individuals are ready to assume leadership roles. Cejda et al.'s (2001) recommendations support this by encouraging community colleges to realize that their faculty is a pool of potential CAOs and that institutional and collaborative approaches to leadership development are important in identifying and training well-qualified individuals to fill CAO vacancies. These findings point out that there is a significant gap in relating leadership development to overall institutional needs. Using internal labor markets is a way to look at positions as a path to succession, but it does not necessarily show the desired competencies and experiences required for leadership positions within community colleges.

Core competencies.

Other researchers (Bragg, 2000; AACC, 2001) have focused on individual competencies or factors that relate to successful leadership. McFarline, Crittenden, and

Ebbers (1999) completed a study reviewing the individual background factors common among outstanding community college presidents. The core question of this research was, “What makes some community college presidents outstanding to their peers and what factors contribute to their development as outstanding leaders (1999, p. 19)?” The following factors were found to relate to outstanding presidents: completion of a terminal degree, study of higher education and community college leadership, scholarly publishing and presentations, preparation as an agent of change, status as a community college insider, following non-traditional paths to the presidency, participating as a protégé in a mentor-protégé relationship, using peer relationships-networks, and knowledge of contemporary technology (McFarline et al., 1999). The core of these factors rests with the individual. How do individuals prepare themselves for, and stay current in their leadership positions? This survey found that many rely on self-study and have had a basis of community college experience to build upon.

Bragg (2000) reviews six core knowledge areas that community college leaders must possess. In this framework she states that community college leaders can create opportunities for faculty, staff, and students to learn and grow. This includes initial preparation and on-going professional development experiences. Leaders must understand the mission, philosophy, and history of the education sector and institution. The leader must have a learner-centered orientation. This places them and those they lead in both the role of teacher and student. The leader must have a strong understanding of instructional leadership and information on educational technologies. The leader must focus on institutional accountability and learner assessment. They must also be prepared as an administrator and understand budget, planning, and staffing needs. Senge (1990)

discusses a more subtle type of leadership for the learning organization where, "leaders are designers, stewards, and teachers (p. 340)." This supports a learner-centered approach to leadership development.

Mentoring.

Mentoring, coaching, and peer networks are often noted as methods of developing leaders in education. Hopkins-Thompson (2000) looked at how new principals and other jobs changers from urban and rural districts in North Carolina and Mississippi used mentoring as a means to develop leaders. Mentoring was defined as an intense personal relationship in which a senior person oversees the career development of a less-experienced person. The key is pairing the individual with the appropriate mentor. Mentoring is best carried out from a learner-centered approach by tailoring the activities to the needs of the individual. The study found that mentoring and coaching were both important components to leadership development and that these efforts can improve both mentor and protégé performance. Participating as a protégé in a mentor-protégé relationship was found to be a common factor of outstanding community college presidents (McFarline, et al., 1999). Valeua (1999) reviewed a mentoring program within the California community college system that linked administrators with those wanting to be leaders in higher education. The mentor was a developer of talent by providing special assignments and opportunities for the protégé over the course of a year.

Summary of leadership development in educational settings.

Community college leadership development opportunities are available and elements of good leadership development programs have existed for quite some time. What is lacking is a comprehensive and meaningful integration of individual and organizational goals. Professional development must be linked to state and national efforts as well as to the local level (Bragg, 2000). While some see the roles of faculty chairs as a logical group for succession (Filan, 1999), others have found that the role has become a holding pattern and not a line for advancement (Gillett-Karam, 1999). Most community colleges do not have succession and leadership development plans in place but many have an interest in their development (Filan, 1999). The size and complexity of community colleges mean that there are usually a number of positions left vacant or filled on an acting or interim basis (Spangler, 1999). This works to undermine organizational stability and effectiveness (Bragg, 2000; Filan, 1999). The problem of finding managers with fresh ideas and the necessary leadership skills remains a key concern (Valeau, 1999).

When reviewing the issues of leadership development in the community college, a certain irony about the educational process comes forward. A student is faced with a formal set of class options to achieve a goal. The course, major, and vocation are formal structures designed to develop the student intellectually and educationally. The student must complete a certain number of credits or course requirements to graduate, succeed, or to meet their respective goal. The process is much less clear when it comes to leadership development. Institutions are creating formal programmatic structures for their students, so why then is it so difficult to do the same type of planning for succession? One answer

is that there are numerous paths to succession, however internal labor markets indicate that there are some related positions, or paths to that end. Leadership development and succession are largely left to informal methods and networks and as such are individually based within the community college setting.

Leadership Development from a Human Resource Frame

The human resource frame gives us a way of placing leadership development and succession planning in an organizational perspective. Bolman and Deal (1991) present human resource frame assumptions that: organizations exist to serve human needs rather than the reverse, and that people and organizations need each other; organizations need ideas, energy, and talent; people need careers, salaries, and opportunities. These constructs are directly related to the themes of leadership development and succession planning. The comprehensive nature of the ideal, integrated succession plan presented in the corporate sector literature meets both organizational and individual needs. This is at the core of the human resource frame, emphasizing the fit between the individual and the organization. From a human resource management perspective, "strong companies are clear about the kinds of people they want and hire only those who fit" (Bolman and Deal, 1991, p.123). In addition, Bolman and Deal (1991) found that highly successful corporations almost never hired a chief executive from outside. This framework treats the workforce as an investment rather than a cost.

The human resource frame looks at work from a more participative organizational perspective. Examples include organizational theories Y and Z that incorporate job or task enrichment as a method of increasing employee satisfaction and production (Bolman

& Deal, 1991). Morgan (1997) indicates that organizational structures, leadership styles, and the structure of work can be modified to create "enriched" jobs that motivate and foster creativity and employee capacity. This can be compared to the flexible or stretch assignments discussed in the business literature. The human resource frame also reviews the advantages to promoting from within the organization. These include: encouraging both organizations and employees to invest time and resources in upgrading skills, providing a powerful performance incentive, increasing trust and loyalty, capitalizing on the knowledge and skills of veteran employees, and reducing serious errors (Bolman & Deal, 1991). The human resource frame embraces a type of leadership that fosters empowerment of employees. Is this model appropriate for higher education as it pertains to leadership development and succession practice?

There are some distinguishing characteristics of academic organizations that make them stand apart somewhat from their business counterparts. Baldrige, Curtis, Ekcer, and Riley in Peterson (1991) discuss these characteristics of academic organizations. Colleges often have vague and ambiguous goals that lead to uncertainty and conflict. Colleges are people-processing institutions with less tangible results. They also deal with problematic technology working with clients of disparate needs and cannot employ a one-size fits all approach. Finally, they are often characterized by formal and informal practices and have a strong focus on interpersonal relationships. Multiple frameworks could be used to explain certain constructs of an institution; however, leadership development places the individual and their role within an organization as central, making the human resource framework a useful methodology. The human resource

frame provides a unifying theme for looking at leadership development in the community college setting.

Succession Planning in Business Settings

The term succession planning is used and receives more attention as a business construct. The ways in which succession planning is employed varies throughout the corporate sector. It may be something as informal as a back up plan, to something as comprehensive as an organization-wide human resources approach. One of Fayol's (Rothwell, 2000) fourteen points of management is "the stability of tenure of personnel." The goals of succession planning are to maintain stability and flexibility within an organization. Rothwell (2000) surveyed a number of billion dollar companies and "management succession" was rated as the third most important issue. The companies felt that they needed to have the right people in the right places of the organization for success. There was also a concern over the number of available candidates due to retirements and the backlash from the 1990's restructuring period. Lastly, there was a concern that succession planning was often haphazard and unplanned. Managers tended to reproduce themselves, selecting individuals with similar character traits, what has been referred to as homosocial reproduction (Rothwell, 2000).

Common practices.

Succession planning is the method in which an organization prepares both individuals and structures for short and long term human resource needs. Eastman (1995) completed an extensive review of succession planning literature and identified common

business applications. A review of these common business practices finds that they focus on a more integrated, organizational approach with shared accountability for both leaders and individuals. One of the central themes to overall succession planning includes the visible support from the CEO and management by creating a plan that is shared or “owned” by line management and supported by the staff. There must be shared accountability for a plan, and clearly defined roles for both management and employee. The succession plan must also be simple and tailored to meet specific organizational needs. The plan should be needs driven by both internal and external benchmarks. The succession plan must be flexible and linked to the strategic business plan or mission of the organization (Eastman, 1995).

A human resource approach looks at integrating organizational and individual needs to meet, develop, and plan for staffing requirements. The succession plan evolves from a thorough human resources review of processes, incorporating significant professional development opportunities. The succession plan is based upon well-developed competencies and objective assessments of candidates. The plan identifies key positions and job requirements and matches those to possible candidates. Specific information about the general managerial relationships and information about the specific job criteria for a position are essential for successful plans (Eastman, 1995). The succession plan encourages employee input and should be connected to individual development plans. One of these approaches may include developmental or flexible job assignments. These are two- to three-year assignments in different areas of an organization to both prepare and challenge individuals to develop as leaders. The

succession plan is part of a broader management development effort and a human resources connection is essential.

Curtis and Russel (1993) found that 70 percent of Fortune 500 firms considered succession planning a priority. Developmental strategies for succession planning activities exist throughout both the corporate and public sectors. For example, Citicorp generally tries to put high potential workers into jobs they are no more than 68-70 percent qualified for (Clark & Lyness, 1991). These are called "stretch assignments". The assumption is that those selected already have the core skills that are essential to their success. Citicorp also continues to reexamine their approaches to make sure that coaching and feedback are regularly given to high potential staff. Oklahoma's department of corrections tries to promote from within whenever possible and encourages movement across divisional lines (Friedman, 1990). New executives embark on a "learning journey" for their first two or three weeks to participate in extensive interviews with key people throughout the organization to create a series of networks. In General Electric, corporate executives are held accountable for the development of managerial talent by employing a comprehensive system of organization, staffing, and accomplishment reviews (Friedman & LeVino, 1984). One of the keys is to design opportunities to work on real business problems (Rhodes, 1984). With the pace of change and changing needs of managers, it is important to keep their focus on current business issues. A plan that incorporates developmental work assignments gives high potential workers the opportunity to grow within an organization. Hall (1986) discusses eliminating "fast tracks" to create developmental opportunities for a larger group of staff.

He recommends developing employees first, and then selecting high potential candidates post development activities to experience success (Hall, 1986).

Challenges.

Hall (1986) refers to a number of challenges or dilemmas facing succession planning. One of the first is lifting the shroud of secrecy. Since succession plans are often informal, they operate in an air of secrecy. The process should be open and encourage a bottom up strategy. Often succession plans are divorced from business strategy so they do little to advance the organization's goals and are often not broad enough to meet organizational needs. Another weakness is that leaders often choose individuals who are most like themselves to participate in succession planning programs. This may keep the leadership focus narrow and reproduce the organizational social structures. Top executives also spend much of their time identifying high performing staff, but do not emphasize professional development. A related area of concern is that there is insufficient follow-up on developmental activities. There is often more attention paid to assessing potential successors than to the development and outcomes of these candidates. Succession plans can also result in negative consequences. Managers realizing they are on the fast track may decide to play it safe. The plan may also result in "executive immaturity" since the executive feels that everything is done for them. The Achilles heel of many succession plans is that they lack purpose and philosophy (Mahler & Drotter, 1986).

Human resource integration.

An integrated human resource approach to succession planning is the key to organizational success. The literature discussed the importance of this integration and this section will review a number of approaches. The level of human resource integration depends on the level of formalization in the organization. It is important to realize that succession planning must be linked to overall professional development activities and policies (Eastman, 1995). These policies must be linked in order to meet organizational and individual employee needs. Rhodes (1984) refers to four approaches to succession planning related to human resource integration. The first is informal and carried out on a case-by-case basis. The second is decentralized. Certain areas of the organization, based on market issues such as demand for a given skill set, may have plans in place. The next is centralized where there may be leadership or executive support of the plan. Finally a fully integrated, formalized approach works to connect the succession plan with overall organizational policies and practices. Sahl (1987) uses a scale to look at the level of formalization to a plan. Level one is the most informal process and level five is totally integrated. For example, level one may include having a series of back-up charts, which tell you who in the organization can fill in for a given function or role. By comparison, level five includes a totally integrated personnel approach that looks at all aspects of succession planning linking developmental assignments, promotions, and compensation. Succession planning cannot stand alone. Human resource planning and integration is essential to assess a mix of internal development and external postings. Individual development plans or strategies must also be in place to assess staff.

The level of human resource integration presents a number of positive outcomes for the organization. Hirsh (2000) indicates that succession planning provides for a number of organizational benefits. The first is improved job filling. There is a readily available and identified pool of qualified candidates for positions. The succession plan incorporates the active development of long-term successors and should help insure organizational stability. The succession planning process allows an organization to audit itself, assess where there are critical needs and where there are areas that may be cut. Lastly, succession planning fosters a corporate culture by relating actual work back to organizational goals and individual desire for advancement.

Career paths.

Some have looked at succession planning differently through a series of career paths. "Career paths need not be only upward and linear, but can involve eight directions, including lateral moves and temporarily moving down to a job with less responsibility in order to learn new skills" (Stevens, 1996, p.2). This better prepares the individual candidate for multiple roles and allows the organization a more flexible or adaptable staff member for succession. There is still a belief of being in the right place at the right time within succession planning. The key theme to success is being in an environment that is fulfilling and offers learning. "Managers perceived their success of their careers in having diverse experiences, personal attributes, and being in the right place at the right time" (Cembrowski, 1998, p.1). The literature discussed being open to opportunities in order to gain skills within the organization. There is not always a logical path to career advancement. This is similar to the variations in career paths and

experiences in the higher education literature. Harrison (1989) discusses the shared responsibility of both the employer and employee with respect to succession planning and individual development. This emphasis is crucial given the changing nature of work and types of jobs. This is especially relevant given the demands placed on higher education in response to doing more with less. Individuals may be asked to work on areas across the organization to meet critical needs which in turn may lead to further leadership and career advancement.

Summary of business practices.

In summary, filling corporate leadership vacancies comes down to two basic options: hire from outside or promote from within. The literature suggests that succession plans should consider the areas of staffing, orientation, evaluation, and development. The guidelines for succession planning should be based on the organizational needs and should be stated specifically. The plan should be linked or tied directly to other human resource development activities and tailored to meet the culture of the organization. The plan should be structured with long-term approaches and have short-term pay-offs. An organization should design multiple approaches to leadership development and succession planning and should ensure top management support (Eastman, 1995; Rothwell, 2000).

Literature Summary

The business literature presented a more formalized model of succession planning within organizational structures than that found in the postsecondary literature. Ideally,

the development of high potential staff is done as part of a comprehensive plan to meet corporate business strategy and long-term organizational strength. The use of temporary or stretch assignments is a key way to develop leaders with flexible skills in real-world, business situations. The educational sector places more emphasis on external professional development and training opportunities. The focus is more on developing individual leadership skills as opposed to the needs of the larger organization. Mentoring is a method used to develop those interested in leadership opportunities in both business and education. Educational leadership development emphasizes collegial and collaborative approaches. Education and business are common with respect to taking an individual, learner-centered approach to leadership development paying attention to the construct of career paths, which is in line with the tenets underlying a human resource perspective of organizational functioning. When reviewing leadership development in community colleges, there is an apparent lack of a comprehensive or integrated approach balancing individual and organizational needs, leaving considerable gaps in the literature. The human resource frame gives us a lens for viewing leadership development within the organizational setting.

CHAPTER 3.

Research Methods

This qualitative study focuses on the process and phenomenon of leadership development practices in the community college setting. The core research questions are:

1. What processes and practices are used to develop future leaders?
2. What are the tensions between the needs of the organization and the needs of the individual?
3. What are the challenges of succession planning?

A single site case study of a community college in Michigan was used to fully explore and understand leadership development processes within the organizational context. I decided to use an exemplar (Denzin & Lincoln, 1994) in hopes that it would increase the likelihood of collecting data to inform the research base. Prior survey research looking at leadership development left considerable gaps and the case study approach affords a more comprehensive look at leadership development. The extant literature focuses on leadership development programming as primarily external to an organization; or on career paths or lines which center more on structural or individual approaches. The case study approach allowed an in-depth analysis of both the individual and organizational factors of leadership development processes and perspectives within the community college setting. Marshall and Rossman (1999) refer to qualitative methods as having strength when looking at complex processes, real organizational constructs, and when all the variables are yet to be defined. The case study method recognizes the need to explore the phenomenon of leadership development within the institutional context (Denzin &

Lincoln, 1994). Thus it seemed most appropriate to capture both individual and organizational issues of succession planning.

Central Community College was selected using an expert nomination process when looking for community colleges that met certain criteria in consultation with the Director of Postsecondary Services for the Michigan Department of Career Development. The criteria focused on three key elements. The site is an active participant in the “League for the Innovation in the Community College” organization. Because of the agenda of the League, it is possible that colleges participating in the League use more innovative leadership development approaches. The second criterion centered on the tenure and composition of key administrative staff. According to the Director, there was considerable stability in the organization, although there had also been some recent changes that would make it a good site. The President of Central Community College was promoted from within and was hired as a vice president with the understanding that if he did well, he would become the president. The campus has a new Senior Vice President and has had some trouble maintaining some dean’s positions. The goal in selecting a study site was to look at a diverse leadership base including a variety of factors such as professional age and gender. Prior research on career paths and lines has focused on individuals having considerable tenure within the community college system, “the founding fathers”. This research attempted to identify a site known to have a more diverse cadre of professionals in the field to understand the ways in which various administrators understand and employ leadership development processes. The final criterion was selecting a site known for participating in significant leadership development activities.

A purposeful sampling approach as noted in Creswell (1998) was utilized to work with an institution known for their participation in leadership development activities within the community college sector. The literature indicates that leadership development and succession planning in community colleges is of considerable concern throughout the country. This research focused on a Michigan institution to provide a geographic lens on the issue for the region. A site was selected to provide the greatest potential for access to gain insight into current practices. The selected institution is also a single campus college rather than part of a branch or multi-campus system. This kept the focus contained within the core campus environment. Employing an institution that is known to have innovative approaches was most revealing for this research. A case analysis within the state helps bridge current literature and research gaps.

The focus of the actual case study data collection was semi-structured interviews with six key administrators throughout the institution. The positions in this study included three executive level positions which reported directly to the president. These positions included the Senior Vice President, Vice President of Business and Finance, and the Executive Director of Administrative Services. The research then focused on three administrative staff within the next layer of the organization, which included the Dean of Teaching and Learning, the Dean of Student and Educational Services, and the Director of Admissions and Records. Leaders in these roles were chosen based on the assumption that they would have an understanding of institutional factors relative to leadership development. The goal was to focus on key academic, student affairs, and business roles to determine the process of leadership development throughout the organization. I consulted the Michigan Community College Directory for 2002 to look

for positions and contact information beginning with the Vice President, Chief Academic Officer, and Chief Student Affairs Officer positions. I was granted access to these individuals given their roles within the organization. This cross-section of administrative units provided a good overview of leadership development practices and needs.

The participants in the study were representative of three major units of the College and selected based on their role within the organization. The participants included three senior level positions that report directly to the president and three functional positions that work more directly with daily operations from each of these areas. When discussing the participants, I used pseudonyms in order to protect participant confidentiality. The job titles, areas of responsibilities, and reporting structure for the participants are as follows:

Ms. Sarah Simpson, Dean of Student & Educational Services – Provides leadership for the core student service functions including: Admissions & Records, Assessment & Testing, Career and Employment Services, Counseling, Financial Aid and Registration, Multicultural Services, and Disability Services. This position reports to the Vice President for Student and Educational Services.

Mr. Dave Douglas, Director of Admissions & Records- Coordinates all college recruiting, admissions, records, and veteran services functions. This position reports to the Dean of Student and Educational Resources.

Dr. Wilma White, Senior Vice President – Provides leadership for all the academic units of the College and serves as second in command of the institution.

This position was hired to bring academic and student affairs functions together, and reports directly to the President.

Mr. John Gade, Dean of Teaching & Learning- Coordinates all the work of the academic divisions and the functions of the chairs. This position reports to the Senior Vice President.

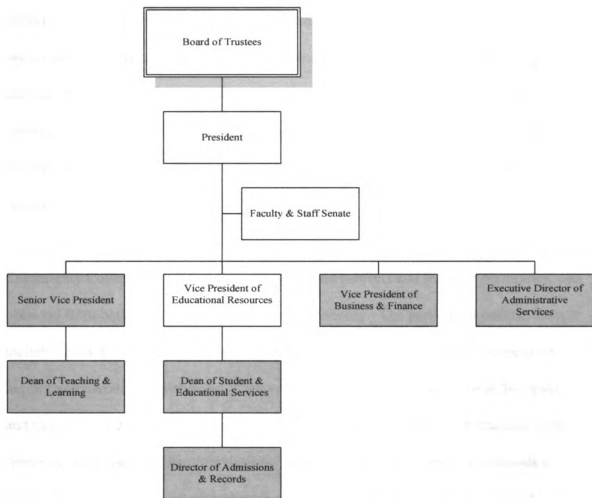
Ms. Beth Beal, Vice President for Finance – Leads the controller, physical plant, and business services functions. This position reports directly to the president.

Dr. George Jones, Executive Director of Administrative Services - Leads the human resources, planning, general counsel, institutional research, and information technology contract administration units. This position reports directly to the President.

Organization Structure

The following section provides an abbreviated overview of the Central Community College organizational structure. The reporting relationships are noted in Figure 1. The shaded boxes represent those individuals interviewed for the study. The dean's positions at Central are more functional roles that work on operational issues with their departments. It is also important to mention the role and position of the "faculty and staff senate" on the chart and reinforce the role this structure plays in college decision making processes. This will be elaborated on in the research findings. The Vice President of Educational Resources has been slated to retire for each of the past two years and attempts to schedule and interview for this study were not successful.

Figure 1



Organization Structure - Abbreviated

The primary data collection method consisted of two-hour, semi-structured interviews. The design of the interview came from the literature and an understanding of community colleges in order to assess the current processes being used by individuals and the organization. The questions were framed more from a community college context and designed to gain insight into the background of the individual participant. The questions get at the core activities, perceptions, and requirements of leadership development. A pilot study was conducted in order to test the research questions as well

as the content of the protocol. The research questions and the interview protocol are referenced as Appendix A. The researcher also consulted documents such as organizational charts and other institutional profile information prior to conducting campus interviews. This involved extensive use of the World Wide Web, college catalogs, and related human resource documents. Conducting this document review assisted the researcher in placing units and individuals in the larger organizational context.

The primary data collection (in-depth interviews) occurred on-site at Central Community College (CCC) and appropriate human subjects and research permission was obtained from both CCC and Michigan State University. The participant consent form is included as Appendix B. The method followed the protocol for qualitative case study inquiry and narrative construction (Creswell, 1998). The interviews were audio taped and field notes were taken. The interview was transcribed verbatim and practices were clustered along the core literature themes. Stake (in Creswell, 1998) recommends a triangulation process for member checking which includes sharing rough drafts of writing with individuals as well as utilizing a “critique checklist” (p. 213) for evaluating the case study. The transcriptions were used to create written drafts and were shared with individual participants for their comments and reviewed as a member check in this study. All data were held as confidential and were shared only with the individual participant and the researcher's faculty advisor. The data were stored in a locked location only accessible to the researcher.

The data were used to create a profile of each leader, and then to form a case study of leadership development and succession planning factors for the larger setting. A

substantive case report was constructed to fully describe the process and the core themes. As noted, pseudonyms were used to keep the identities of the participants and the participant institution confidential. The core goal was to look at the factors that influenced leadership development and succession planning within the community college setting. This was done to determine if these factors were similar across individuals and throughout the various administrative units within the institution. This analysis provided a unique opportunity to explore the constructs of leadership development practices beyond individual and traditional administrative units and across institutional segments.

This study does present some limitations. Leadership development and succession practices are of interest to all the participants; however, it was difficult for some to articulate extensive responses based on their experiences and/or activities. The participant responses and therefore, the data are somewhat limited in these cases. The small, non-random sample size and the process of selecting a school through an expert nomination process may have resulted in an institutional choice based on factors other than leadership development. For example, some institutions are better known than others on the basis of reputation unrelated to leadership development or other mitigating factors. In addition, a nomination process may present schools that have significant differences in settings, constraints, or core institutional criteria. The research is based on individual interviews and as such, differences in demographic or background characteristics could be a shortcoming. Working with specific position holders is also a limitation because it limits institutional data to a limited number of perspectives. As such, the findings cannot be generalized to the larger community college population.

Chapter 4.

Research Findings

This qualitative study looks at the phenomenon of leadership development practices within the Central Community College setting. The in-depth interviews and review of institutional documentation have provided insights into the overall processes employed by the institution. It is a subject that many participants of the study were interested in and yet, it was sometimes difficult for them to articulate individual and institutional practices. The practices discussed within the case germinated from the largely informal actions described by the participants. The core research questions for the study were as follows:

1. What processes and practices are used to develop future leaders?
2. What are the tensions between the needs of the organization and the needs of the individual?
3. What are the challenges of succession planning?

These questions will be explored in this chapter around core leadership development themes taken from the data and summaries of the research findings.

Case Introduction

The Dean of Student and Educational Services, Sarah Simpson was reflecting on how she would handle the loss of a key staff member within one of her units. Dean Simpson walked me through a process she would use to evaluate the position. “The director is leaving in May, so should we link Career Services with another area of student services?” A vacancy such as this triggers a critical review of the role the person played in the unit, which is supported by a review of their position information questionnaire, or

job description. The position information questionnaire (PIQ) is a different framework for a job description that details criteria such as communication, innovation, creativity, problem solving, and the core functions of the position. A sample of the PIQ form is included as Appendix C. This is the more formal requirement of the process. In addition to the PIQ Dean Simpson then said she would ask herself questions such as, “Is there another office, or more specifically another person in student services who may be able to provide leadership for this area?” “Do we need to rehire for that position?” The leaders interviewed for this study took into account organizational needs as well as individuals with potential to fill those needs at Central Community College. The identification of potential leaders was often left to more informal methods. Many of the participants discussed a sense of creativity and opportunity in reviewing vacancies in relationship to the needs of the organization. Yet, in many cases, the results of this creativity, seemed to focus on or result in keeping the work or vacancy internal to the organization.

There was also the theme of how people pull together to get work done when a vacancy is created and that presenting the status quo by asking to rehire for the same position is almost suspect. One participant referred to this as the “Central [College] way”. The process leads to a very internally focused approach on how individuals are selected and recognized as having leadership potential. Dean Simpson did not have answers to all of the questions she was asking yet, but she was clearly looking at ways to address this upcoming vacancy. These approaches and tensions will be fully explored as it relates to the data and human resources theory.

This vignette provides an introduction to the data found at Central Community College. I will review the perceptions and practices regarding leadership development

from the individual and organizational perspectives beginning with an overview of the Central Community College setting. The research findings will begin with a discussion of each participant's professional journey, or career path followed by their own personal approach to leadership development. Next I will discuss how individuals are selected for leadership opportunities based on the core competencies or qualities that participants seek out in future leaders. The findings will also be related to the themes found in the literature review such as leadership development, human resources, and organizational approaches. There are a number of tensions that will be explored throughout the case. These include formal and informal approaches, individual and organizational practices and the internal focus of Central in selecting and developing future leaders. The chapter will close by describing these tensions and relate the findings to the larger issues of succession.

Central Community College

The site selected for this study is Central Community College. Central Community College enrollment in the Fall Semester of 2002 was just under 10,000 students. The campus is located in a county with a population of 110,000. The workforce of the college has been fairly stable and most employee groups are non-unionized. The faculty are currently working without a contract. Central hired a total of sixteen positions; in 2001, seven male and nine female. Three of the hires were Black, one Hispanic, and twelve were White. The College's total full-time and part-time employment in 2001 was 966 employees with 444 men and 522 women. It should be noted that Central Community College is in the process of implementing 105 cost saving

measures, including the elimination of 23 positions and a pay freeze in order to offset a \$1.5 million reduction in state funding for next year, according to a recent newspaper article. Budget reduction discussions and planning were underway during the time of the participant interviews in anticipation of state cuts. This included the elimination of associate dean positions, which were seen as a development track to upper administration. Most of the approximately 28 retirements in recent history have been in the ranks of faculty.

Central Community College structure.

Central Community College is a state chartered institution and is governed by an elected board of trustees. It functions under a shared governance model whereby a large component of the responsibilities and decision making rest with the faculty senate. Although shared governance is not unique to higher education, it is not found as frequently in the community college environment. This structure at Central Community College is guided by a quote noted within their senate constitution by Joseph Joubert that states, “It is better to debate a question without settling it, than to settle a question without debating it.” Shared governance is noted in the college values document with the following statement, “Our trust in shared governance compels us and our students to contribute to the evolution of College policies and operating procedures.” The faculty senate, as well as the underlying committee structure, are elected bodies consisting of a faculty core, administrators, and student membership. Presently the support staff are not included in the shared governance system and they are requesting to join. Some of the research participants, as well as their staff members have been elected senator, senate

president, committee member, or chair of a committee. The core committee structure includes the following elected groups to provide input back to the senate and executive council.

Administrative & Professional Staff Committee (APSC) - The function of this group is to provide communication and a forum for issues directly affecting administrative and professional staff.

Faculty Executive Committee (FEC) - The function of this committee is to represent and pursue any faculty interest that may be relevant. The group also chairs faculty meetings and acts as a liaison between the faculty and other functional bodies of the college.

College Calendar Committee (CCC) – The committee develops the College calendar for future years and publishes a desk calendar annually. The group also coordinates the academic calendar for the senate for three years in advance that is presented to the Board of Trustees for approval.

Human Resources Committee (HRC) – This group assesses the human relations climate at the College and provides knowledge and education on issues of racial, ethnic, gender and other inter-group relations with a goal of being proactive.

Library Information Center Committee (LICC) - This committee is responsible for recommending Senate policies to ensure that the resources and services provided by the Center meet the learning needs of the students, faculty, and staff.

Senate Publications Committee (SPC) - This committee provides continuity in the process of updating all Senate/College policies, procedures, and guidelines contained in the Senate Handbook or Procedures Manual by reviewing all written drafts of proposed policies, procedures, and guidelines to ensure consistency of style.

College Projects Committee (CPC) – This committee encourages and assists members of the College community in seeking resources, designing projects, and formulating proposals for special programs contributing to the objectives of the College. The Committee considers innovative projects for support on an annual basis.

Student/Senate Relations Committee (SSRC) – This committee identifies areas of concern to faculty, staff and students, and initiates action for investigation and recommendation.

This overview of the shared governance and committee structure is important given that this was often noted as a way for developing faculty and staff as leaders in the Central

Community College structure. The committees most referenced for staff engagement were election to the senate itself as well as the Administrative and Professional Staff Committee (APSC). The APSC was cited as a way for administrative staff to get their issues voiced at Central. Some participants referred to the “power” committees on campus such as APSC, SPC, the CCC, as well as being elected a senator, and actively sought out those roles for either themselves, or encouraged their staff to participate.

Career Path

The participants were all asked to discuss their professional journey and relate how they arrived at their current position. The literature discussed the construct of career paths or lines to specific positions. These were defined as a set of positions that lead to a future position. The literature also discussed the nature of internal and external labor markets. It is clear from the participant responses that the institution has had a largely internal focus in filling positions. The stability and tenure of staff within the organization was noted by their length of service in higher education and more specifically at Central. The tenure of those who participated in this study ranged from as little as 22 months to a maximum of 33 years. A brief overview of the tenure, career path, and educational background of the participants is included in Table 1. The years participants spent in higher education varied from 6.5 years to 40 years including both administrative and non-administrative time. The path to Central Community College was fairly similar for many of the participants. They had heard about the community college movement, or of an opportunity within a community college, and came to check it out, then never left.

The biographic sketch or leadership profile for each participant notes their career lines or journey to their current position as well as related educational experiences. The participants spent a fair amount of time discussing their educational credentials or background. In fact, two of the participants are Central College graduates. In this section I will review the career path for each of the participants. Most of the participants spent time discussing this as a key part of their professional journey.

Table 1 – Participant Overview

Years at Central	Career Path	Education
33	Teacher, Math & Science at High School & Junior High levels Internship in Counseling Department – Central Counselor - Central Chair of Counseling Department –Central Dean of Enrollment Management – Central Dean of Student & Educational Services – Central Teaches Psychology Course - Central	B.S. M.A. M.S. L.P.C.
22 months	Data Entry & Data Processing – County Public School Research assistant/analyst, then coordinator – County Public School Director of Planning & Institutional Effectiveness & Grants – County Public School Associate VP of Academic Affairs - Private College Senior Vice President – Central	B.A. M.S. Ph.D. (Certificate in Office Technology)
26 years	Staff Position in the Scheduling Office- Central Coordinator of Scheduling Office - Central Director of Instructional Support Services –Central Assistant Registrar –Central Director of Registration & Records – Central Director of Admissions & Records –Central	A.A. (from Central) B.A. M.S.A.
33 years	Teaching Position - Small community college English Instructor - Large University. English faculty member - Small women's liberal arts college English Instructor - Central Division Chair of English – Central Interim Dean of the Faculty – Central Dean of Teaching & Learning –Central	B.S. M.A.
6.5 years	Big eight account firm - public accounting and industry accounting Controller – K-12 School System Director of Finance – K-12 School System Vice President for Finance & Management- Central	A.A. (from Central) B.A., M.A. C.P.A.
30 years	Research associate- Central Interim Director of Research & Development – Central Director of Institutional Research - Central Executive Director of Administrative Services – Central	B.S. M.S. Ph.D.

Ms. Sarah Simpson, the Dean of Student and Educational Services has been at Central Community College for approximately 33 years. She began at the institution

with an internship in the counseling department in 1970. She became chair of that department in 1974 and was the youngest member on staff. This leadership role was pivotal in her leadership development. Ms. Simpson was counseling chair until 1988 when she became the Dean for Enrollment Services. According to Sarah, this role was a good fit given her background in student services and her interest in data. Four years later, this position became the Dean of Enrollment Management to work more with data. She was not required to apply for this new position. In 1997, the College reorganized and consolidated down from three deans to one. From this, Sarah became the Dean of Student and Educational Services, her present position.

Dean Simpson's early work experiences included teaching at both the high school and middle school levels. It was during this period that she gained some valuable experiences in teaching and coaching girls. She really enjoyed connecting with students on a personal basis. This helped her focus her interest in working with students and education. It also led her to think about counseling as an area of interest for her career. She had begun a master's degree in chemistry when she decided that connecting with students on a more individual basis was of interest. She shifted her focus to gaining a master's degree in counseling and later supplemented this with a master's degree in psychology to fill in some inadequacies in her counseling studies.

Dr. Wilma White, the Senior Vice President, has been at Central Community College for 22 months. The Senior Vice President role includes academic affairs and may later incorporate student affairs. This is an open question for Dr. White as she continues to evaluate the condition of the campus. She indicated that it is also an open question for the institution because there are strong feelings about academic and student

affairs merging. She felt that the merger was not something supported by most of the faculty. In addition, the Vice President of Educational Resources, who currently leads student affairs, was expected to retire the previous year and he still has not left. This idea will be more fully developed in a later section. Dr. White came from a private institution where she served as the Associate Vice President of Academic Affairs. In her role at the private college she managed everything from traditional student service units, to study abroad programs, and libraries.

Other work experience included 15 years in a county public school system, which involved community college programming. Dr. White continued to progress through roles at the county public schools starting in data entry support, moving to computer technician, research assistant, research analyst, and then a coordinator. After this progression she became the Director of Planning, Institutional Effectiveness, and Grants. Dr. White then went on to share that she feels that once you get to the director level, it is hard to stay at an institution because of limited mobility. In fact, she left the county public schools system to move out of state to pursue other opportunities and further her education and career. She also has experience teaching graduate students in management courses. Dr. White's educational background includes an undergraduate degree in dance and art history. Upon graduation, she pursued a certificate in office technology and started working for a firm making computer chips. The firm went out of business and she started working in education. She has completed both a master's and doctoral degrees.

Mr. Dave Douglas, the Director of Admissions and Records, has worked at Central Community College for 26 years and has experienced considerable growth through a number of positions. He started with the college under a federal grant program

in a staff position working in the scheduling office. He has had experience in and held the following positions: Director of Instructional Support Services, Assistant Registrar, Director of Records and Registrar, and Director of Admissions. His current role is Director of Admissions, Records, and Veterans. Mr. Douglas pointed out that he did not have to interview for any of these position changes. He was willing to attempt to take on further responsibility when it seemed to have a fit. Mr. Douglas has a bachelor's degree in political science and completed this prior to starting at Central Community College. Before beginning a graduate degree, he took some courses at Central in accounting and business, and received an associate's degree. He later went on to complete a master's degree.

Mr. John Gade, the Dean of Teaching and Learning has been with Central Community College for 33 years and has worked in higher education for 40 years. He came to Central Community College in 1970 after extensive teaching experiences in the community college, selective liberal arts college, and university settings. Dean Gade arrived at Central and started teaching with the rank of Assistant Professor. He taught as a full-time English instructor until 1977. He then became the faculty chair of the English department. Dean Gade felt this role would be fascinating since his 14 years of teaching experience gave him a lot to say about university policy. This is a role he held from 1977 until 1995. In the history of Central Community College, only one person has served longer as a department chair. In 1995, Mr. Gade's boss came to him and said, "It is over, you can no longer serve as faculty chair." Dean Gade had planned to serve out two more terms and retire. He has never quite understood this decision, so he went back to teaching for five years.

Mr. Gade applied for dean and vice president positions at Central during this five year period. Each of these attempts failed and external candidates were hired. It is Dean Gade's opinion that these were short term candidates who were not too successful. In 2000, late in the academic year, he was a candidate for and became the interim Dean of Faculty. He felt that he was highly supported by his peers and his core responsibilities were to act as a transition between the retiring vice president and her successor (Dr. White). He got the job on a permanent basis, which is now titled the Dean of Teaching and Learning. Dean Gade has both a master's and bachelor's degree in English. He also did doctoral study prior to coming to Central Community College.

Ms. Beth Beal, the Vice President for Business & Finance is a relative newcomer to Central Community College, with six and a half years of tenure. She supervises all of the business, finance, and facilities units. Prior to joining Central Community College, Ms. Beal worked within the local school district system in financial management roles such as controller and director of finance. She has experience working as a certified public accountant (CPA) in one of the big eight accounting firms. Her focus was on public accounting. She also has management experience in industry. Ms. Beal is a Central Community College graduate. She then transferred to complete her bachelor's degree and holds a CPA.

Dr. Jones, the Executive Director of Administrative Services has been with Central Community College for 30 years. In his current role he supervises legal, human resources, secretary to the board of trustees, and strategic planning. Dr. Jones started at the College in 1973 as a research associate. He came to check out what community colleges were all about, after accompanying his faculty chair to Central for a campus

visit. In 1980, he became the Interim Director of Research and Development and when his predecessor did not return, he became the director. Over the years, he continued to pick up functions. His current position was created over time based on his skill sets and the needs of the organization. According to Dr. Jones, his present title, Executive Director of Administrative Services, “means nothing to those outside of the college because it does not give a clue to what I do at the College.” Dr. Jones discussed that Central Community College has a pretty good way of recognizing people beyond the confines of their current position. This is how he prefaced the fact that he has had so many functions added to his role based on his individual skill-sets and in large part, why his position is so unique as compared to other institutions. Dr. Jones completed a doctoral degree prior to coming to Central Community College. His only previous position in higher education before coming to Central was as a graduate assistant. He has also done some teaching at Central Community College but stopped about ten years ago based on the time constraints and demands of his role.

Career path summary.

The path to Central Community College varied for these administrators, but there were some recurrent issues discussed within the data. For example, the role that education played for many of the participants seems central. Each of the participants talked very readily about where they went to school as part of their professional journey. In fact, this was often the first area they discussed prior to their professional paths. Education is something they know, so it is easy to discuss. In some ways, it almost comes to a means and ends question, in that additional education is a precursor to their

next role. The other common factor of the participants was their willingness to try new functions, or roles. Each of the individuals appears to have gone through a series of roles, or positions prior to their current position. Some of these occurred external to the organization, but for many, the roles were presented within the Central College environment. Often, the internal roles were assumed without a formal interview process. Examples of position and responsibility growth will be further discussed in this chapter. Lastly, comments made by Dr. White and Dean Gade refer to the limits placed within a given position or role. This issue of positional limits will be explored later in the chapter.

Leadership Development – Individual Practices

The terms leadership development and professional development are used as mutually inclusive terms in this study. This was voiced in the participant responses and echoed in the literature review. This section will review approaches participants described as individually-based. Although practices are identified within this category, there may be overlap with larger organizational processes discussed later in this chapter. The classification reflects the predominate focus emphasized by the participants in discussing each approach. The individual focus will be used when the practice is largely centered on the individual and their development. This section begins with a review of the personal leadership development approaches employed by the participants. There will then be a discussion of the core competencies and characteristics of individuals and how they are identified for opportunities. The various leadership development approaches employed in working with those individuals will also be discussed. Other areas that will be reviewed include: mentoring, faculty leadership development, and

continuing education and community involvement. It is important to note that, throughout the discussion, the degree of formality in any given approach varied widely throughout the case.

Personal leadership development.

How individuals choose to foster leadership development in others may be related to practices in which they are or have been personally involved. By way of introducing individual approaches to leadership development, therefore, this section discusses how the participants view their own leadership development. The participants were asked to reflect on how they continue to develop as leaders in their profession and within the College. All of the participants were quick to point out that Central Community College does not have a formal leadership development plan. Many had an interest in seeing one developed; however, they said I would be hard pressed to find anything in writing at Central regarding a formal plan. There was a sense that leadership development varied by the situation and need of the individual and organization. There was also the sense that some leaders are better at this development than others. It would be difficult to create a formal, written plan given the information presented by the participants.

In asking the participants about their own leadership development and future professional plans, all participants voiced approaches that supported their desire to stay current and develop in their respective fields. Mr. Gade, Dean of Teaching and Learning, wants to have a solid understanding of all teaching and learning theory and practice. Ms. Beal, the Vice President for Business and Finance, has a desire to stay on top of all accounting and business practices and trends and goes on to state, “that I always want to

keep myself marketable”. Dr. White, the Senior Vice President, is very engaged in accreditation training and seeks out training which supports this continued growth. Dr. White and Dean Gade discussed the need to understand the Worldwide Instructional Delivery System (WIDS), a state supported technology program designed to assist in teaching. They were interested in how WIDS would impact and assist their faculty and actively worked with the state association to stay informed on the program and the applications within Central. Mr. Douglas, the Director of Admissions and Records, discussed his leadership development in the context of state and national professional associations that assist him in staying current in his field. Primarily, this was in the form of attending a national or state conference. He indicated that he has been active with a group of community college admission directors throughout the state.

Although I pressed the participants regarding leadership, or professional development activities, they turned the question more to a focus on the areas they have an interest in and need to know for their current roles. My general sense from many of the respondents is that they read journals and attend workshops to stay abreast of the critical issues in their field. This is what they equated to their own leadership development. When asked further about their activities, the comments turned to a focus on professional organizations or seminars.

When it came to looking at leadership development the participants made virtually no reference to activities that were focused on their individual career development. In fact, none of the participants voiced pressing career aspirations beyond their current role. The only two that discussed possible career or position changes were Dr. White, the Senior Vice President and Mr. Douglas, the Director of Admissions and

Records. Dr. White indicated that she might be interested in becoming a college president in the next five years, and Mr. Douglas said that if Central Community College continued associate dean positions, he might have an interest in one of those roles. Dean Simpson and Dean Gade both said they would not actively look for something, but if a position or request came along, they might consider it. Their responses suggested that if there was an institutional need that they could fill, they would step forward. For the most tenured in the group, leadership development often became a discussion about how they did not have any plans to further their professional career. Dean Gade said, "It is almost impractical to think about leadership development. As a dean, I have gone as far as I can go." Many of the participants wanted to move beyond this question and talk about how they can prepare others within Central to develop as leaders.

Core competencies and selection.

One of the aspects common in leadership development circles is the idea of identifying and cultivating prospective leaders, yet how this occurs is often ambiguous. As part of this study, it was important to try and ascertain how senior leaders at Central Community College went about identifying those individuals they would choose to groom as future leaders of the college. The participants struggled with describing the attributes or competencies that they recognize from individuals who are ready to advance, and rarely spoke about the identification process itself. It was hard to sometimes get past basic platitudes in order to get to concrete examples of what they looked for in future leaders. The lack of established criteria may in itself be part of the issue in developing future leaders. The participant comments were more focused on highly visible and

possibly less tangible characteristics and actions of potential leaders rather than focused outcomes or tasks. Dean Simpson summarized the basic approach to recognizing those with the required skills as, “some of it is just gut, and given the right set of circumstances somebody shines.” The core competencies as discussed in this section will reference the areas noted as important predictors by the participants.

The most cited quality was having a positive attitude. Many participants stated that they would hire someone with the attitude and aptitude over someone with a vast amount of experience. The issue of attitude also came up in discussions regarding individuals on staff who are constant complainers. In one instance, Mr. Douglas referred to a staff member who constantly complains about her tasks and functions. She wonders why she is not provided opportunities for growth, or new functions. Once someone is labeled as a complainer, they continue to be passed over for other opportunities. As a point of comparison, he also mentioned other staff members who go above and beyond their duties and have very positive attitudes. Mr. Douglas stated that “my does get a lot more opportunities.” Dr. Jones, who coordinates human resources, discussed selecting individuals in two ways which were in contrast. He looks at past behavior and performance as well as attitude. Dr. Jones said he looks at an individual’s past behavior (actual work performed, not what they say they did) because “past behavior is the best predictor of future performance.” Dr. Jones also recommends hiring for attitude over extensive experience and stated that, “I never hire for experience; I always hire for potential.”

Ms. Simpson, the Dean of Educational Resources, uses questions like, “Does the person complete things on deadline? Do they do what they say they are going to do, and

follow through on projects and tasks?” There is also a general sense of “trusting your gut” or just knowing when you have someone who is good. This was described by a number of the participants. Dean Gade talked about looking for someone who has a good sense of the whole and understands how things fit together at the College. He went on to state that he looks for individuals who “do not talk from, or act from a narrow view and can see how their academic position fits in to the larger whole. “ Dean Simpson watches how individuals in her organization interact with others. “Do they have good communication skills, and do others respond to them?” She looks for informal leadership, or leadership that rests with the individual within respective settings. Dr. Jones allows and encourages individuals to grow as fast as they can grow. An example is a new staff member who was hired to work with grants. The person came in with little grant experience. Dr. Jones worked with the individual on a couple of initial programs and the new staff member was a quick study. Based on the staff member’s initiative and ability to understand the programmatic and institutional requirements, the individual was soon coordinating all grants, new and continuing.

Dr. Jones reflected on his experiences in leading human resources, feeling that he has made very few hiring mistakes throughout his career by trusting his instincts and looking at the “fit” of an individual for a position. One example where he admitted to being wrong was when it came to Ms. Beal, the Vice President for Business and Finance. He said that Ms. Beal “is one I had my eyes closed on.” He thought that her K-12 experience would not apply to the needs of Central. Dr. Jones’ spouse encouraged him to talk to her and he said, “Boy was I wrong. She has been a great fit.” In another example, he discussed how a staff member in their institutional technology department seemed to

struggle and was not performing well. The staff member left the College and years later, she now manages Central's IT support contract for an external vendor. Dr. Jones said that she was given the right environment and experiences beyond the College that allowed her to "shine". This points out the fact that recognizing potential is not always based on all the elements that could lead to success. How individuals within the Central organization learn the requirements for being selected as a leader is also a question. Dean Simpson talked about how this can be a struggle. She described one of her staff members who often gets discounted because they are curt, or seen as prickly. Dean Simpson feels that sometimes these individuals are discounted too quickly rather than taking the time to work and develop them. Individuals are sometimes selected, or overlooked based on factors other than leadership qualities, such as how well they are liked or known. The informality of the selection process leaves those looking for leadership development opportunities at a potential disadvantage.

Mentoring.

Mentoring was discussed as a leadership development approach employed by a number of the participants in growing future leaders. The individual approaches to mentoring varied from having someone working on a project as a formal assignment, to being available for questions and feedback. The participants that discussed mentoring considered it from a perspective of an open dialogue with staff, almost as a coach or guide. Dean Simpson, the Dean of Educational Resources, reflected on the fact that she would not have been a good mentor ten years ago. She was too driven and focused on her daily tasks. She felt that sometimes people (including herself) in their forties view

people in their twenties as threats, and work more to protect their area of responsibility rather than to train or mentor other staff . Given the reorganization of roles and the collapsing of three deans positions to one, there may have been a feeling that sharing work and tasks might somehow diminish the importance of her role. Dean Simpson now feels that she is a very good mentor. She shared the fact that she is now busier than ever and that change is constant. She discussed how mentoring is important for the development of others, but at the same time also referred to this as an approach to meeting key college needs. At the time of the interviews, Dean Simpson was working to prepare a few individuals within the division for future leadership roles. One of the key examples of her efforts included taking staff from within organizational units to work on a key College project such as redesigning orientation. Placing staff in a role to work on a high profile project allows her to see how they work, think, and act. She said, “it is important to see how others react to individuals.” For example, when they talk in a group do others take note of their ideas, or are they receptive to others?

Dr. White, the Senior Vice President, indicated that she is mentoring four or five individuals at the College to develop their leadership and organizational abilities. She discussed an example of working closely with a new chair of a department who had little budget experience, but outstanding knowledge of his discipline. When the candidate came in to the program, everything was in disarray. She worked with the individual and hired a temporary accountant to support his budget work. She also discussed different budget models and approaches and met with him on a regular basis. In addition, Dr. White supported this individual in going to technology training on spreadsheets. She spoke proudly of how this individual is now doing outstanding work with his budget and

is running a comprehensive cost recovery model and has “turned it (the program) all around.” It was clear from her comments that she provided both guidance and financial support in order to assist this individual. The results helped the individual develop as a leader on the campus, and helped the organization by invigorating the program.

There was a lot of silence when Dean Gade, the Dean of Teaching and Learning was asked how he develops future leaders. He then stated that, “I make visible what I do and how I do certain things so as to provide or act as a model for others.” Dean Gade uses an approach where he models behavior as a method of teaching and mentoring other faculty and staff. He feels that his role and his actions are very visible to others so he is very conscious in his thoughts and actions in the hopes that others will pick up on, and learn from his approach. For example, he has been very active with the academic senate and governance structures. “Someone might say, ‘I noticed you did something that way,’ and I will respond, ‘good, I am glad that you did.’” He also indicated that he will often follow with questions to see what others are thinking on an issue. Dean Gade feels that his behavior, actions, and integrity present a great opportunity for communication and learning. His words and actions are followed closely, which provides him an opportunity to teach and mentor others.

Faculty leadership development.

The area of faculty leadership development was mentioned by a number of the participants, as was the fact that faculty play a key leadership role in the college’s shared governance system. According to Dr. White, Dean Gade, and Dean Simpson, there are more formal and structured professional development approaches for faculty than for the

administrators on campus. This reaction seemed tied more to the fact that the college has established approaches including resources and a well-defined tenure and promotion track. In addition, the faculty have a professional development account (PDA) that they can use for their own needs. This is a pool of money allocated to each individual faculty member each year by the Central administration. It is not a large sum and ranges from \$400 - \$600. The PDA funds were cited by many of the participants as a key institutional development practice. The money can be used for professional development or to purchase their own materials such as books or software. This was something concrete that many participants pointed to as an institutional commitment to professional development. Dean Gade stated that, “a lot of money is thrown at faculty for developing courses and programs.” He also went on to add that approaches are really targeted at developing individuals as teachers and not necessarily for future leadership roles. The faculty development process is well defined, but also clearly different than that described for other staff.

According to Dr. White, the college does a good job developing faculty largely because the tenure process is so clearly defined. When an individual faculty member comes to the college, there is a clear tenure process. The tenure procedures provide a promotional track for faculty that works to retain, as well as develop individuals. Dr. White was also pleased to point out that Central has a tenure process for adjunct faculty to achieve faculty rank. The faculty promotional process takes into account a number of issues. The first is of course teaching, but there is also a focus on involvement or community connections. The dean discussed the role that many faculty play in the community as part of their professional role. For example, a faculty member may sit on a

credit union board, and although this may not be part of the teaching function per se, it is still getting the Central Community College name out in the community. Another example included a faculty member who became an expert on Middle Eastern issues during the Gulf War. He became a resource and worked with the local media to discuss the issues surrounding the war. So the community experiences are also a means of professionally developing the individual and the college.

Dr. White discussed the fact that the department chair is another key leadership role and opportunity for faculty. The chair position helps facilitate the relationship between the faculty and the administration, and is a key development opportunity. The chair position can be drawn upon as administrative talent pool. In fact, Dr. White selected the chair of the Social Science department as her new Dean of Learning Support Services. The chair role presents an opportunity, but can equally pose organizational challenges when it comes to filling these positions. Dean Gade discussed a pending crisis coming up in one of his units related to having one of the eight division chairs wanting to leave before the end of her three year term. Dean Gade indicated that the current chair no longer plans to serve after this academic year. The chair was doing an effective job and was the choice of the department to continue. Dean Gade did a straw poll of the department to see who might be interested in succeeding as chair and received mixed results. There was no clear winner, and furthermore, of those with a number of votes, none appeared ready to step into the role based on Dean Gade's assessment.

The good news, according to Gade, was that there was interest by some faculty in becoming the new division chair and that probably in a year or so, the candidates might be ready. Usually the new chair is selected an entire year in advance and they spend that

year shadowing the current chair. Gade thinks this is a great training and mentoring opportunity. Due to the current crisis, the dean convinced the current chair to serve three additional years, the core term for a chair. Dean Gade stated that, “I will work with the individuals what are interested and they may be ready in a year.” During that year, he will work with those who expressed an interest in the position to have someone ready for the role. This time will be used to review the roles and responsibilities of the chair role with those individuals. Training will include work on developing budgets and other administrative functions. The dean discussed his frustration in filling the chair role, and the larger question of faculty moving to administrative roles. He said, “If I ran an interest session with faculty about how they can move to administrative roles, I would be surprised if many would attend.” At least some of the participants felt there is considerable reluctance to move from the faculty role to chair, let alone moving on to larger leadership and administrative positions across the College. This is clearly a concern of Dean Gade and Dr. White, given that faculty chairs are key leaders on campus and a potential pool for future administrative roles.

The faculty chair role also presented some areas of concern regarding the overall selection and tenure of individuals in these roles. As previously noted, there can be some unique challenges when it comes to filling the faculty chair roles. According to Dean Gade, the approaches utilized throughout the faculty units varied when selecting a chair. Some departments had much more formal approaches with a clear path to succession and others seemed to have very little structure. There are also mixed feelings among the participants about the length of a chair’s tenure. Dean Gade, Dean of Teaching and Learning, served as chair for 18 years and does not support the three-year limit. His

philosophy is that a chair should be able to remain chair for as long as they are effective in that role. But for most, including Dr. White, the Senior Vice President, there was a feeling that a chair could only serve three years. This was supported in comments made by both Dean Simpson, who coordinates student services, and Dr. Jones, who coordinates human resources. If someone is chair in an applied area for too long, they felt it is possible to lose touch with the most recent technology or manufacturing method in one's discipline. This is why the three-year term is the norm.

There were also differences in the chair role across the disciplines in how individuals ascend, or are selected for the roles. Gade discussed that the Math department almost has a royalty type approach. They know who is going to "succeed to the throne". Sometimes there is a hint of favoritism from cliques within units. In other areas, there is a critical need for individuals to serve as chair and it is hard to identify individuals willing to serve. In these units, the chair role is sometimes seen as a necessary evil. Dean Gade feels that there is a common understanding that, "faculty do not want to be supervised by administrators, so chairs are like super charged faculty."

The chair role is seen by many participants as a key leadership development opportunity and is valued by the organization. At the same time, it does not always appear to be a role desired by faculty. There are a number of tensions inherent in the selection process within a unit that may make it hard for individuals to navigate the process so they may opt out. These include the duration of the appointment, the insular nature of selecting future chairs, and encountering a strong culture or clique within their discipline.

Continuing education and community involvement.

A number of the participants encouraged individuals to pursue continuing education and community leadership experiences as a means of professional and leadership development. Continuing education was seen as a means to develop individually and as a way to be viewed as a potential leader in the organization. For example, Dean Simpson works with a number of staff on their master's thesis projects. In fact, she was working with a staff member in counseling on their master's thesis at the time of the study. Many participants also support continuing education as a form of individual leadership development for their staff. Mr. Douglas allows his staff flexible schedules and time off in order to pursue continuing education. Again, I think education is something that the participants know from their career paths and backgrounds and so it is valued in developing leaders.

Central also encourages participation in professional associations and community projects. Mr. Douglas, for example, is a member of the Elks Lodge, an activity supported by the College. It allows him to connect with other members of the community. While I was on campus, Mr. Douglas introduced me to some of his staff and reminded two of them about their upcoming lunch meeting at the Lodge. It did not appear that the College was advocating for specific agencies or groups, however, staff were encouraged to get involved within the community in some way. Mr. Douglas as a leader encourages his staff to participate in activities as a development experience. Faculty are also encouraged to serve in the community. Dean Gade discussed how one faculty member serves on a credit union board. Dean Simpson also discussed her role as the director of the local planetarium as a community and college connection. This is a means to get the College

name out in the community, but also to provide leadership and enrichment experiences for the individual staff member.

Summary of leadership development - individual practices.

This section reviewed the individual leadership development approaches employed by each of the participants in their respective roles. Individual participants voiced personal approaches that kept them current within their respective field that were, for the most part, tied to external agencies or sources. When it came to looking at how individuals were selected for leadership opportunities, there was a reliance on factors that may be more subjective in nature. The most cited factor was having a positive attitude. Mentoring was also expressed as a way to develop individuals within the organization. The approaches varied widely from a comprehensive approach to that of a modeling approach. Faculty leadership development was also discussed by a number of the participants as an individual practice. The faculty participate actively as leaders in the College governance systems and lead as divisional chairs. As such, they are often seen as a potential pool of administrative leaders. This presents a challenge given that many have no interest in moving in to administrative roles. The focus on education and community involvement was also noted by participants as means of developing leadership. This was an approach to developing leadership related to their own personal experiences so it was perhaps easier for the participants to discuss. The overall process of selecting and developing leaders was largely “ad hoc” and informal. Perhaps as a result, it was often difficult for leaders to discuss their approaches and practices concretely.

Leadership Development - Organizational Practices

The individual leadership development practices employed by the participants in this study were detailed previously. This section discusses practices and processes employed by Central that are more organizationally based. The practices come from the human resources department or other more formal college structures and take into account processes such as evaluation systems, the review of job descriptions, and training provided by the organization.

The organization makes a number of leadership development activities available for staff. These activities center on issues that would benefit the organization, but may also help individuals develop. For example, Dean Simpson stated that the college recently had 197 staff go through the FISH customer service training and that she had gone through Covey training herself. Dr. White reiterated the stated purpose of the Covey and FISH philosophies as ways to help people understand their role within the institution and to build commitment to the College's mission principles inherent in the human resources perspective (Kouzes & Posner, 1995). This FISH philosophy embraces a strong customer service orientation based on the Seattle Fish Market model. The Covey training was tied to the "Seven Habits of High Effective People." She felt that these were well received by attendees. So, although there is personal benefit to staff from these activities, their orientation is to promote member commitment to the College so have been categorized as "organizational approaches" to professional development.

Dr. White said that she is "really into" training and professional development, especially opportunities focused on "what does it mean to be a learning centered

institution?" Dr. White feels the organization "makes an effort" to have leadership development programming available to the campus through the human resources department. . This may include anything from a series of video tapes (Appendix D) ranging from "How to Supervise People" to "Planning and Prioritizing for High Performance" to working closely with the college's corporate services center to develop customized training. Dr. White may have used the phrase "making an effort" because she did not indicate that Central, as an organization, takes a very active approach to leadership development, and that items were simply made available in a very passive fashion. Dr. White offered that there are not as many formal leadership development activities for professional staff as for faculty. She felt that more could be done to strengthen supervisory training, including giving people a "tool box" of things that they could use as a leader.

Many of the participants discussed looking externally at professional associations for activities and for leadership development content providers. Dr. Jones, who coordinates human resources, stated that there are staff workshops on "how to be a good supervisor" and that the institution sends staff to the state Community College Association's leadership development program. Dean Simpson felt that Central does a good job of encouraging staff to network with other colleges in order to develop knowledge within their field and to bring information back to the campus. At the same time, she felt that the college should be doing more on the principles of leadership such as working on teams, or how to run a meeting. "We haven't done too much (training on leadership) and we do more lip-service to it than true development."

Growth assignments and projects.

This section reviews some of the ways the participants discussed developing other staff as future leaders. Most frequently, these approaches included providing staff the opportunity and encouragement to work within the college governance structure or on specific projects as required by the organization. These practices were predicated by a specific organizational need, or sometimes, even a crisis. Other approaches included formal leadership opportunities such as serving as an interim director. The participants discussed how there are both formal and informal leadership development opportunities available throughout the organization, but acknowledged there were limits to what the organization can do, given available resources and positions. Most of the participants said it was beneficial to find individuals who are interested in growing within the organization. Ms. Beal shared that it is often a relief to find people with leadership attributes, and it is not hard to find experiences for staff because there is always work to be done.

Participants discussed looking at developmental assignments or projects as a method for developing leadership. Dean Simpson spoke about a recent example in which she chaired a college-wide group to work on Central's orientation program. The group had a number of discussions but made little progress towards improving orientation. They had some interest in retooling their programs, but Dean Simpson felt it was really just a regeneration of old ideas. The Dean disbanded the group and thanked them for all their hard work. She then took a different tact and selected two individuals at levels below the director to look at orientation. Dean Simpson selected a counselor and an academic advisor whom she felt had the perspective to really impact orientation. Their

directors were immediately concerned because they were not involved in the process, but the Dean felt that these two individuals had the passion and drive to create some new ideas for the program. She has been spending some time with them and steered them towards some best practices and is hoping for an entirely new process. These two individuals have now taken the lead on developing new approaches to orientation and have been researching models on the World Wide Web. Dean Simpson meets with them on a regular basis and said they will be responsible for developing models and approaches to bring back to the larger campus. This is an example of looking deeper within the organization for leaders, and matching them with opportunities for growth.

The College governance structure was mentioned as another key staff leadership development opportunity. Most of the participants discussed encouraging staff to become involved with committees or groups. Dean Simpson discussed the importance of being known on the campus as well as the individual benefits of gaining exposure to the issues facing the entire College. Mr. Douglas, the Director of Admissions and Records also felt that the College governance structure is a great way to become connected within the campus. Participating in governance broadens the individual's perspective beyond their department or unit. More importantly, it helps individuals become known at the College, which was noted as highly important within the culture. In addition, a number of the participants discussed how important it is to see individuals work and interact with others, and the shared governance structure provides a venue for this. Dean Simpson said, "I watch how they work in a group. When they talk, do others listen? Are their ideas embraced?"

Mr. Douglas discussed his approach of supporting staff to run for positions on the “power” committees such as the College Calendar Committee and the Senate Publications Committee within the shared governance system. These groups guide the creation of the academic calendar as well as direct the information flow to campus. These committees are key to service areas that Mr. Douglas supervises [admissions and enrollment] so his staff participation meets both his departmental needs and as well as the goal of individual employee development. He encourages this participation for two reasons: roles on these committees help individuals develop as leaders within the college decision making structures, and supporting this participation helps individuals connect to the larger campus, or to be “known” outside of their immediate role or department. Participating also helps individuals understand the institution including its culture, which will be discussed in greater detail later in this chapter. Mr. Douglas said that he personally served in a number of different capacities on these groups as well as ad hoc committees, which he feels gave him great exposure and opportunities within the campus. So one’s perspective on how to promote professional development of others seems shaped at least in part by one’s own experiences

Interim appointments.

The use of interim appointments as professional development strategies was discussed at length by many participants as ways to both meet organizational needs and to develop individual leaders. Ms. Beal stated that, “interim appointments are an opportunity to promote an individual’s leadership skills.” Interim or acting appointments are often used when the College has to address the sudden loss of a key leader or if any

vacancy occurs in an area in critical need of leadership. When these situations occur, a formal review of the organization needs takes place followed by a determination of whether any College employees meet the core job functions. If so, then an interim appointment will be made. Dr. White, the Senior Vice President, stated that she even used the interim appointment to offset her lack of teaching experience. She worked to appoint faculty to interim roles in her key dean positions in order to bridge this need when she first arrived at Central; one of these positions was held by Dean Gade. The roles later became a permanent part of the organization. In another case, Dr. Jones, the Executive Director of Administration, was the Interim Director of Institutional Research early in his Central career and later became the permanent director. Interim positions can provide a valuable leadership development experience and can lead to permanent roles.

The interim appointment is used at Central Community College to meet a short-term leadership situation of usually a year or less. For example, Dean Simpson reviewed a case where they had an individual who went out on a medical leave. The departmental function and leadership role needed to continue, so a candidate was appointed as interim to serve in this role. There was general concern noted by some that a candidate may perceive that a job is theirs permanently when appointed as an interim, especially because this has occurred at the College as noted in examples already given. This may be a false expectation and can lead to issues like lost productivity or individuals leaving the College should they not get the role. Dr. Jones reiterated that Central College could have some legal exposure if someone performing an interim role does not get the position on a permanent basis. They may feel that there was an implied promise of a role, and that the institution failed them by not granting them the role on a permanent status. Ms. Beal, the

Vice President for Business and Finance, raised the question of, “how do you migrate them back in the organization” if they do not get a role on a permanent basis. In the end, clear expectations about the appointment were important to participants.

Dr. White mentioned that interim appointments are often used to buy the organization time. For example, it may be necessary to complete an assessment of a given area prior to solidifying any position. Assessment may lead to reorganization or realignment of functions, which can lead to a totally new position. Mr. Douglas served as the Interim Director of Admissions, Records, and Registration for approximately a year. This was done because the individual leading registration functions left the institution. During that period Mr. Douglas found that the role was too broad to manage all of those functions, so the records area remained with him, and the registration functions were moved to the Director of Financial Aid. His role and title then became permanent. This example shows how interim appointments may be conducive to retaining flexibility as the organization evaluates new structures and functions, even as they provide leadership development opportunities for individuals holding them.

Finally, the institution may use the interim role to see if an individual truly has the skill set to take on a new role or to determine if there is a fit between person and position. There was also some discussion about how the interim role can sometimes set someone up to fail. Dr. White indicated that individuals in interim roles are often perceived as being there to maintain the status quo, so it is hard to impact significant change and the interim may therefore, not be seen as a competent leader. Dean Simpson talked about how, in her mind, “the jury is still out” on interim appointments. Although interim appointments were a frequent strategy at Central, the majority of the participants had

mixed feelings about them. At the same time, it is interesting to note that three of the participants in the study had served as interim leaders and then were appointed the positions permanently.

Vacancies and roles.

Apart from interim positions, the participants discussed a number of other ways to look at filling roles. These approaches allowed them to get a better perspective of the organizational needs as well as an opportunity to interact closely with and assess the potential of the staff in various units. Dean Simpson and Dr. White discussed filling in themselves in a vacancy in order to better assess the leadership needs, rather than using an interim appointment. This was done to get a first-hand assessment of the needs and functions of the role as well as to understand the needs of the staff. Dean Simpson spent time as the Director of Financial Aid and Dr. Jones has done this both as a grant writer and in human resources department positions. Dr. Jones related an experience when there was considerable discord in human resources, and he told his staff that they needed to work it out or he was going to “move in to the department.” They continued to struggle, so he moved in. This allowed him to get a good, first-hand perspective of the needs of the role, as well as the individuals within the unit. Dr. White spoke of using an evaluative process when someone leaves the institution. She begins by interviewing the person who is leaving, as well as those who work with them. This gives her a good understanding of their role and the needs of the unit. Mr. Douglas stated that, “as a manager, it (a vacancy) is a great opportunity to do some restructuring.” He indicated that leaders at Central have more flexibility to be creative and discuss job restructuring

since they do not have unions. Mr. Douglas, the Director of Admissions and Records, said that he usually works to reassign functions internally when someone leaves.

Central Community College uses a formal process to determine the steps taken for addressing vacancies. This begins with a review of the position information questionnaire (PIQ), a detailed job description noted as Appendix C. This director or leader of an area would evaluate the PIQ to see if the requirements meet the current needs of the organization or if it should be changed. The director or executive makes a recommendation that is taken to the executive leadership council, consisting of the deans and vice presidents. For the most part, the requests are approved. Internal candidates can be moved into a role as long as they do not go up more than two levels. This can happen without a formal search or interview process. This provides a promotional track within the College and presents a way to develop and maintain leadership within the institution.

Mr. Douglas, the Director of Admissions and Records, discussed how he had restructured some roles within his unit in order to have better coordination of functions. This happened when one of his support staff left the college for an extended medical leave and did not return to the College. The Admissions and Records areas have so many functional units, he felt there was a need to have an individual role to support and lead each of those functions. Mr. Douglas proposed creating a manager role to his superior, Dean Simpson. Mr. Douglas seems to take this approach in part due to his expanded role and responsibilities. The new administrative professional position was approved, and now coordinates one of the core functions of the unit. Mr. Douglas was able to promote Trevor, one of his high performing admission representatives into this position. Trevor leads the veteran student service functions at Central. Mr. Douglas hopes that the

coordinator position will be a logical leadership development opportunity for staff in preparation for taking over his position when he retires. Throughout the interviews, there was a lot of discussion about reorganizing roles and functions, and the importance of “growing” individuals to develop leadership skills through position growth in covering organizational needs.

Dr. White talked about the need to take some people outside of their comfort zone to stretch, or expand their capabilities. Central Community College seems to have an internally focused practice or philosophy which requires leaders to critically review roles and functions internally when vacancies or organizational needs arise. This supports the development of individuals within the organization. The PIQ is the formal component of this process, however, a number of the participants talked about having considerable flexibility in addressing organizational needs. Two of the participants who have taken more creative approaches in developing staff roles were Mr. Douglas and Dr. Jones. It is interesting to note that they have jobs that have evolved with the needs of the organization and their given skill sets. They continued to have functions added to their positions over time, which has expanded their leadership opportunities. They were not required to interview, nor did the College post for any of these changes.

The reassignment of functions was discussed as a leadership development strategy by most of the participants and seemed to be a common approach at Central. The commonality is based on need for the work or function to continue. There was a propensity to look within in order to meet key needs. Breaking down a vacancy or position into a series of component parts is another approach employed by some of the participants. This example was discussed by Ms. Beal. When one of her key leaders

leaves, she may take on parts of their role, and then determine if others in her units can take on additional functions. She would then assign the various responsibilities to others within her departments. This decomposition and redistribution of functions was expressed by Ms. Beal as, “we have a way of pulling together to get things done; it is just expected.” There was some discussion about the ripple effect of these changes. As some leaders or staff members take on more functions, so do their subordinates, and so on with a goal of keeping the work or the organization going.

The institution at certain times may make a quick decision of whether to post externally for a new hire or not. There may be a critical leadership need, or lack of a representative pool within the campus, so a decision is made to do an external posting. For example, Mr. Douglas expressed a need to go outside of the institution to hire a minority recruiter. He felt that the organization needed the representation and diversity of someone from outside of the institution. He also discussed the fact that this position would work directly with high school students so professional age and rapport with high school students was important. For these reasons he felt that he needed a broader pool, which required posting outside of the institution. This need was supported by the administration and he was allowed to post and fill the position. This was the only discussion of an external posting by any of the participants.

Although there are divergent paths taken when it comes to filling vacancies, everyone discussed assessing the need for the position, assessing the skill set of those already within the organization, and determining how the rest of the unit may be impacted. Ms. Beal perhaps characterized this process the best in saying that, “maintaining the status quo [with a position] is almost suspect” when it comes to looking

at vacancies and organizational needs. She balanced this comment by stating that the College is sometimes too internally focused and could use some experience from outside the institution; at some point there becomes a limit to what can be done using only those already within the institution and external hires become necessary. On the other hand, most participants often discussed going outside of the institution only as a last resort. They were seemingly content with the flexibility and creativity in being able to restructure and fill roles internally.

Positional limits and challenges.

Although vacancies and roles present opportunities for individuals, there are also a number of challenges facing the organization when it comes to providing leadership opportunities. The stability and tenure of leadership in the organization was mentioned related to the limited mobility within the college. Dean Simpson who has been with Central for more than thirty years stated that, “we have not had a lot of turn-over.” This is a key issue within the study given the retirements projected within the community college sector. Dr. White, the Senior Vice President, talked about the fact that there is only one director in an area, which means that upward mobility may be limited unless individuals choose to leave the institution. Dr. White gave the following example. A staff member is hired as a financial aid advisor, which is an administrative professional position. They express an interest in leadership development activities at the College and an action plan is worked out with the staff member to provide those opportunities. The financial aid advisor excels in those activities and feels ready to advance with the organization, but there is nowhere to move up unless the director leaves. At the same

time, Ms. Beal, the Vice President for Business and Finance thought it would be hard for the College to do much more organizationally in terms of professional development of future leaders, given the current composition of the administration as well as overall financial constraints.

Dr. Jones, who coordinates human resources, said that Central Community College has never come up with a way of having career paths, or lines of advancement for staff. It is something that was discussed when he started at the institution and he stated that, “it will probably still be discussed when I leave.” Dr. Jones discussed his support of a model that has one band of staff. Then within the staff grouping there would be varying levels depending on skills of the individuals and the needs of the organization. Jones’ model does not have support and administrative professional distinctions, and allows growth in levels as the needs of individuals and the organization change. It was not clear whether this would address the long-term needs of individual career growth, which Dr. Jones so frequently tied to a titled position.

Summary of leadership development - organizational practices.

There are a number of approaches employed by the Central Community College designed to develop future leaders of the organization. In many cases, participants described the organizational approaches to leadership development and succession as reactive or “ad hoc”. The work is intended to address a specific organizational need or gap, focusing first on the need, then moving to an assessment of individuals. Organizational practices described by the participants included the formal training programs available through the College’s Human Resources Department, including the

bank of videos available to staff. Other strategies included getting individuals engaged in the College governance structures. This was seen as a good way for individuals to get a better understanding of the campus as well as their own roles. There were also extensive discussions about the use of interim appointments as well as how the College approaches vacancies as related to leadership development. There is definitely an internally focused perspective, which encourages looking at the needs of the organization, the role, and then working to find someone from within the College's labor market to meet these needs. Formal organizational approaches such as the position information questionnaire and the performance management system were reviewed as ways of supporting Central's commitment to individuals and their leadership development. The general response from the participants was that Central could be doing a lot more when it comes to developing leaders. Many felt that organizational structures were simply made available, and that more could be done to promote participation and individual development.

Human Resources Framework

The human resources framework provides a theoretical framework to look at some of the issues taking place at Central Community College. The primary focus of the theory is the dependency of the organization on individuals. Specifically, the human resources framework helps us look at the interaction of individuals and the larger organization. The human resources framework supports the stance that organizations exist to serve individuals (Bolman and Deal, 1991). There are a number of tensions, however, that arise between individuals and the organization when it comes to leadership development at Central College. This is especially clear when looking at the ways in

which the Central Community College interacts with those new to the campus. There is clearly an internal focus within the setting when it comes to meeting organizational needs. In this section we will begin with a review of the Central Community College culture. This will help place the interpersonal dynamics in perspective. There will then be a discussion of empowerment of staff. There has been discussion throughout this case of the “Central Way” of restructuring or morphing roles, which is often cited as a way of enriching jobs and investing in individuals within the organization (Morgan, 1997). This section will help further illustrate the interaction of individuals and the organization.

Central culture.

The organizational culture was not a focus of this study, however, it was an area noted by a number of the participants, and fits within the individual and organizational interaction of the human resources framework. There was a lot of discussion regarding the internal focus at Central when it came to looking at vacancies, needs, and roles. The issues were presented as a matter of culture by the participants. It was apparent that a number of participants felt that the institution and organization has a very internally focused approach in reacting to employees and work. This was seen both positively and negatively. Vice President Beal referred to the “Central family” when she talked about the institution. She shared that, “we have a culture where we are all in this together, which makes this a great place to work.” This comment captured the small and connected nature of the College.

Dean Gade mentioned that many people coming from outside the institution have “trouble fitting into the culture.... [There is an] unintentional consequence that people

have this feeling that they are not part of the group.” Dean Gade mentioned how his predecessor was known as “Dr. Grievance” because he had so much difficulty working with the faculty during his three-year tenure. His comments characterized “Dr. Grievance” as an outsider. Dean Gade referred to this individual, as well Dr. White, his new supervisor who also came from outside Central College, as resume builders. This is in contrast to his own long tenure within the College. Dean Gade reported having shared this concern with the president during the hiring process for Dr. White, and the president replied, “We can’t stop this [using positions as stepping stones]. There are so many jobs and so few well qualified candidates.” Dr. Gade’s words suggest that he is perhaps a harsher judge of external candidates, and perhaps not welcoming of new candidates. This may be a symptom of how the larger culture treats newcomers. The fact that “resume builder” was conveyed with a negative meaning is informative. From other perspectives, a set of strong experiences could also be viewed as an asset to the organization and a way to help strengthen the College.

It is apparent that Dr. White has experienced the difficulty of being accepted into the culture or the organization as she reflected on her position as Senior Vice President. She felt that ideally, the organization should have been able to fill her position internally. Dr. White said, “To me, it is almost like two strikes against you to bring somebody from outside because Central has such a strong culture.” Throughout her interview, Dr. White seemed to imply that her experiences have been less than ideal, in part because of being perceived as an outsider to a strong internal culture. She indicated that, “I am not sure I was the best candidate for the position.” These feelings also provided a strong impetus to fill her key dean positions with internal candidates to help her bridge the college

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environment. Dr. White summarized her thoughts by stating that, “I would say that I understand Central Community College. I wouldn’t say that my philosophy fits altogether (with Central), but I am learning to adapt.”

Dr. White’s comments were revealing and again point to a largely internally focused labor market or culture. This was confirmed by Vice President Beal who stated that, “I feel sometimes we find leaders from within to our own detriment.” Ms. Beal discussed how people with good skills and leadership qualities can move from organization to organization. This fits with her background of coming out of business and K-12 educational settings to her current role. Next to Dr. White, she was the participant with the least amount of tenure with Central.

The culture plays a key factor within leadership development of the overall organization at Central College. Participants present this almost as a “Catch 22”. In order to be a key member of the “Central” family, it takes time, actions, and being known. This is especially difficult if a new leader comes in to the campus to effect change and is met with resistance from the existing staff and the shared governance system. The culture can be supportive of developing leaders within the setting, but gaining access may prove challenging for newer staff. This is a major tension within the case and the insider versus outsider situation may only loom larger with retirements in absence of pools of ready talent within the organization.

Empowerment of staff.

The human resources perspective values people and works to empower staff by enlarging and enriching jobs and roles (Bensimon, Neumann, & Birnbaum, 1989;

Morgan, 1997). In addition, morphing and expanding responsibilities provides individuals the experiences to develop their leadership by taking more active roles in resolving issues. A number of the participants talked about employing learning approaches that would empower individuals within their roles, such as providing feedback to staff and asking probing questions of individuals in order to work out their own solutions. Ms. Beal, the Vice President of Business and Finance, talked about encouraging and pushing her staff to be independent thinkers. For example, she may assign a project with a clear outcome, but provide little direction in order to leave the process for getting there up to the individual. She feels that this method provides a good learning experience for the staff and develops their abilities.

Dr. White also talked about leadership development approaches focused on empowering the staff because she feels that all staff within the organization can be leaders if they are exposed to the right experiences. She discussed her first career experiences coming out of completing her undergraduate degree as an example. Dr. White majored in dance and art history and felt that it might be good to get a certificate in office technology. After completing this, she started working in a data processing support role. Experiences throughout her career moving up from support staff to her current position helped formalize her belief that all staff have the ability to be leaders. Dr. White feels that it is her role to encourage individuals to develop as leaders. Her message seems to focus on assisting those that are interested in such experiences. She mentioned how she has discussions with her staff regarding their future goals and, where they want to be. If someone is interested, she will work to find opportunities to fit with their needs.

Dr. White said that she allows people the opportunity to make their own mistakes and utilizes a probing, or questioning approach to teach and empower staff. For example, Dr. White has the staff who report directly to her set the agenda for their weekly meetings. This way, they take ownership and lead the discussion on issues. She feels that this develops their leadership by facilitating planning, direction, and understanding of the needs of the College. Dr. White also feels that people need a place where they feel free to communicate and are supported in a “safe environment”. To this end, she has an “open door” policy and discussed the importance of giving feedback, “lots and lots of feedback.” Ms. Beal takes a similar approach by encouraging her staff to solve their own problems. Ms. Beal discussed her approach of staying hands off, but without letting people flounder. Dean Gade utilizes a questioning approach while working with faculty on teaching issues, saying that, “I always ask, ‘what do you do for the students?’” Gade believes this keeps individuals reflecting on their teaching, relative to student experiences. These methods were shared as means of developing staff and helping them become more able to make leadership decisions.

The value of empowerment, encouragement, and providing feedback were seen as key to some participants given that they felt this was lacking in their own development. They were also areas in which a number of the participants felt that the College could improve. Dean Simpson, Dr. White, and Ms. Beal felt that the College needs to do more with informal feedback and support. Dr. White talked about giving people a “safe haven” where they can communicate on issues.

Leadership Succession and the Future

The core research focus of this study has been on how individuals develop themselves and others in their organization. In this section, I relate some of the leadership perspectives of the participants in looking at succession and the future needs of Central Community College. All the participants are interested in this issue and struggled at times to articulate their approaches. The commitment to the long-term strength and leadership of the College came forward when I asked each to think about their own leadership development; and has been demonstrated throughout the approaches described in the research findings. The group of participants with twenty or more years with the organization seemed to be thinking about ways to position individuals to move into their roles. All the participants were quick to point out that Central Community College does not have a formal leadership development program, but that they wanted to help the institution be prepared once they actually left or retired. Dr. White, the newest member of the group, also talked about approaches that would try to leave the college at least “two deep in any position” in order to provide coverage for the organization. This seemed to be more of an ideal target than a supported approach. The theme of organizational strength and leaving a legacy emerged when the participants were asked about their own leadership development and future professional plans. The individuals in the group with twenty plus years of tenure indicated that they plan to retire from Central Community College; and that they do not expect to have employment at other colleges before they retire. A couple said they would consider different leadership roles if asked, but that they love what they do and are dedicated to Central. This question really turned

into a focus on the future in preparing staff to meet leadership and organizational demands.

Dean Gade stated that he has a number of plans that he would like to move forward at the institution, since he has the overwhelming support of the faculty. These include issues like retooling courses and establishing a program review process. Dr. Jones echoed these sentiments, indicating that his plans were focused on preparing his staff to take on new functions. This type of planning discussion happened in the interviews with Dean Gade, Dr. Jones, and Dean Simpson. All three of these individuals have thirty or greater years at the institution. Mr. Douglas, with twenty-two years of tenure, also discussed approaches that would position staff to assume his responsibilities upon his retirement. These Central College senior administrators are looking for and employing leadership development approaches or training that will better assist them in preparing others to lead the institution into the future. Without question there was a concern about the long-term strength of the organization and the leadership therein. This paralleled the concern about leadership development approaches and succession.

The way in which positions have transitioned over time based on the needs of the organization and individual skill sets makes a strategy to filling a need difficult. Dr. Jones describes his role as a very interesting example of the phenomenon of morphing positions at the College. It is one that has been built around his skill sets and the organizational needs created over time. Dr. Jones has been eligible to retire for the past five years. When asked if he thought Central could or should post for a position like his, he felt they could not and he would never recommend it. Dr. Jones indicated that so many of his responsibilities centered on his skill sets that it would be difficult to post for

such a role given the diversity of these requirements. In addition, he felt that most of his job functions could be absorbed throughout the College with the appropriate development of staff. He also said that he was not sure how this would work because the president likes having him as a buffer on issues. Mr. Douglas, the Director of Admissions and Records, and Dean Simpson also have roles that were expanded over time through the collapsing of positions to meet organizational needs. These cases point out the importance of having individuals prepared to meet leadership roles across the organization. It also points out the need for a careful organizational review of positions which have evolved over time prior to re-filling them.

Many participants expressed a general desire to keep the organization going by positioning others for leadership roles. Will Central Community College have internal staff prepared for the leadership roles of the future? Dean Gade feels that there are staff within the organization that are ready to fill his role and that a number of the division chairs have the skills to step forward as deans. This statement is somewhat contradictory, given his earlier concern about a limited desire on the part of faculty to move into administrative ranks

Dr. White's experiences present a different perspective on leader succession. She was hired as the Senior Vice President with the understanding that student and academic affairs would ultimately be merging upon the retirement of the Vice President for Student Services. This retirement has been expected for each of the past two academic years. The merger remains an open question for the College and the Senior Vice President. Participants had different opinions as to whether or not there are staff from both the academic and student services divisions prepared, or in preparation to succeed to

leadership roles if the merger goes forward. The recent selection of internal candidates to fill key leadership roles in academic affairs [the Dean of Teaching and Learning and the Dean of Technology] leads to the perception that certain individuals within the academic units are prepared for leadership roles. Succession was something many of the participants discussed due to the informal nature of leadership development practices coupled with potential change of organizational structures.

Summary

The findings indicate that there are a number of approaches used at Central to develop future leaders. The most commonly stated leadership development activity was getting individuals more exposure within the campus community. In the case of Central, this means working with the shared governance structure of faculty and staff Senate. This body plays a key role in decision making within the campus and provided many opportunities for campus visibility, understandings, and networking. Participants discussed leadership development approaches they used such as mentoring, as well as assigning individuals to various projects or tasks in order to provide a framework for growth. The philosophical approach of empowering staff was also mentioned. This included use of a probing or questioning style of interacting with subordinates, which related directly to teaching and learning constructs. Finally, staff are sometimes assigned to leadership roles or positions created by vacancies as a method of developing their skills.

Restructuring roles works to connect both individual and organizational needs and seems to be the norm within Central College. This fits directly within the human

resources framework, which embraces job and task restructuring to enrich the work environment for the individual, but also support the needs of the organization (Bolman and Deal, 1997). Central has developed formal processes such as the review cycles for positions (performance information questionnaires) as well as the performance-based management system for all administrative and professional staff at the College. At the same time, the tension for many of the leaders appears to be a result of the lack of formality with the most of the leadership development methods and the absence of any formal plan. Mr. Douglas captured the spirit of leadership development at Central Community College by saying it is “ad hoc and we do it as we go along. Central has never had a formal grow your own program.” Dr. White stated that, “you will not find anything in writing when it comes to leadership development at Central Community College.”

One of the struggles noted on the academic side of the institution was in finding those with an interest in moving into administrative roles. This struggle may explain the participant interest in more formal approaches to leadership development. Dr. Jones who coordinate human resources summed this desire up by stating that, “I wish we had some kind of career path for everyone. They were talking about this when I came here, I am still talking about this, and people will probably still be doing this ten years from now.” There were many practices described by the participants to meet leadership development goals that came out of both individual and organizational concerns. Although the participants struggled to talk deeply about some of the questions posed in this study, they were able to detail some actions that they hope will develop individuals as leaders and contribute to the long-term strength of the organization.

Chapter 5.

Discussion and Recommendations

Community colleges are facing a series of critical leadership issues. How do community colleges develop leadership to meet the challenges ahead? This study focuses on leadership development and succession planning in a single community college setting as it relates to the following questions:

1. What processes and practices are used to develop future leaders?
2. What are the tensions between the needs of the individual and the needs of the organization?
3. What are the challenges of succession planning?

The responses and insight gained from the participants in this study show that there is a need and interest in leadership development planning and practices. When reviewing the literature on leadership development in community colleges, there seemed to be a lack of a comprehensive or integrated approach to balance individual and organizational needs (McDade, 1991). The participants in this study discussed ways in which they work to meet this balance, however, when it comes to leadership development, there were no easy answers. Many current and potential community college leaders are fast approaching retirement (McClenny, 2001). Central Community College is struggling with these same issues, so many of the findings of this study mirror themes found within the literature review and support this concern. This chapter reviews the overall research findings relative to the core themes and practices carried out at Central Community College, and relates them to the information from the literature review to answer the core research questions. I begin with an overview of the Central Community College context relevant

to my research questions. I then describe the primary leadership development practices including job and task redesign, culture, mentoring, education, core competencies, career paths, faculty development, and growth assignments. The role of organizational culture in leadership development, known as the “Central Way”, is discussed. The chapter ends with recommendations for future research.

Discussion of Key Findings

This section discusses key research findings of the study as they relate back to the literature. As was suggested in the literature, leadership development and succession practices focused both on individual and organizational needs, and were a combination of formal and informal processes, with a heavier reliance on the latter. Some general observations from the data provide a context for the rest of this discussion.

One of the issues noted in the business literature review was the use of more formal approaches to succession planning and leadership development (Eastman, 1995; Rothwell, 2000)). A central driver for this concern was the thought that loyalty was a relic of the past due to lay-offs and reductions in the 1990’s (Rothwell, 2000), and that therefore, there was no longer a ready-made pool of candidates for leadership opportunities. Loyalty was not so much the issue within this case study, although there was concern expressed about a pool of potential leader candidates and will be discussed later in this chapter. The participants all talked about Central as being a great place to work; four of the six have made Central the focus of their career. Unlike trends in the business sector, there has typically been significant loyalty and associated tenure within the community college sector. Many individuals arrived at an institution and stayed for

the majority of their career. Whereas Amey (2002) found an average tenure of 11.9 years in the community college sector for individuals prior to their becoming chief academic officers, the participants in this study had an average of 22 years of tenure within Central Community College. This stability has perhaps insulated the organization from having to make critical decisions about the long-term leadership of the organization or even cultivating a “next generation” of leaders.

This lack of intentional leadership development is evidenced in that only one of the participants used the word succession planning when it came to looking at future leaders and any kind of formal structure was not something really within the experience of the participants or the history of Central as an organization. This may be why many of the participants gave brief responses to the interview questions, especially when asked about specific approaches to developing individual leaders. There were good intentions and work being done by both the individual participants and the larger organization, but no sense of a clear plan and so, perhaps less directly to talk about.

At the same time, by their own admission, the career stage or tenure of many of the participants has now made this an area of concern for them, as well as for the College. For example, three of the six participants readily discussed their own retirements. Their limited time to retirement and the desire to have work continue beyond their tenure with Central was a pressure felt by a number of the participants. So the issue really boiled down to “how are we going to continue to get work done?” In addition to any retirements, the pressures of shrinking budgets, staff reductions, and the increasing demands on the remaining staff may lead to an increased need for the focus on developing future leaders, which is supported by the literature discussion of the pending

leadership challenges facing community colleges (McClenny, 2001). The focus by many of the participants was on the larger organization, however, and not so much on developing individual leaders.

At Central Community College, there were leadership development opportunities available both internally and externally similar to those presented in the literature (McDade, 1991). Some of the participants indicated that Central does a good job of making opportunities available to those who have an interest. The higher education leadership development literature discussed that often, the goals of the individual and the organization are not linked (Bragg 2000). At Central, many of the participants discussed approaches that addressed both the organizational needs and the individual fit; which is in contrast to the literature. Even so, the organizational need seemed to be the trigger event leading to an evaluation of individuals who might possess the skills for the function. For example, participants described the process when a vacancy or need is created and how that need is addressed, including identifying whether there was someone within the organization who might be able to meet that need.

There was a lot of interest in having a group of leaders ready to step in, but there was frustration expressed by participants given that the organization does not have formal approaches to developing leaders. Filan (1999) indicated that most community colleges do not have succession and leadership development plans in place, but many have an interest in their development based on struggling to fill positions. This was true for the leaders at Central involved in this study. The participants seemed to be very adept at meeting organizational needs but developing individuals in advanced of presenting needs appeared to be a more challenging for them. Although they often discussed and hoped

for a more structured or formal approach to leadership development, they focused on the needs of an immediate job or function rather than looking at ways of actively developing individuals as leaders. Participants had concern for the future strength of the organization, but the path to getting there was less clear.

In spite of the lack of clear leadership development and succession plans, several themes emerged from the study that are discussed below. The first are oriented towards the organization, and include job and task redesign, growth assignments, and the impact of the campus culture.

Job and task redesign.

Many of the participants discussed the restructuring of roles or tasks through the assessment of functions and placement of tasks as a fairly common practice at Central. Job and task redesign are important areas connected to employee promotion and development from a human resources framework (Bolman & Deal, 1997). In this study, individuals like Mr. Douglas and Dr. Jones have had significant growth within their positions, which was often something the men attributed to their being willing to take on new functions. Dr. Jones emphasized that he had a philosophy that “you can take on here what you can handle.” Others like Dean Simpson experienced growth across various leadership roles, including taking on additional functions when three dean positions were collapsed to two. There seemed to be an unwritten rule at Central requiring leaders to look within the organization when a vacancy or need arises whenever possible. Some, like Mr. Douglas, said that this provided a great opportunity to get creative and reorganize roles or functions.

In the human resource framework, stability and tenure of staff are noted as a way to stay flexible (Bolman & Deal, 1997). Participants demonstrated this definition of flexibility throughout the case study. There is a question regarding whether this is intentional leadership development or simply a reaction to the budgetary and related staffing pressures faced by the institution. Many of the examples given referenced actions taken prior to the recent budgetary pressures and challenges, so seem the norm for Central rather than a reaction to external constraints. At the same time, forced staff reductions and operating from a basis of doing more with less have left many to take on additional roles. So, finite and dwindling resources may require creative ways of looking at combining functions or roles, but is asking someone to “do more with less” truly a leadership development approach? The responses from both Vice President Beal, who coordinates finances, and Dr. Jones, who coordinates human resources, indicate that these organizational pressures have led them to be more efficient, as well as helped motivate their staff. Mr. Douglas added that his staff are looking for security in their roles, and as such, they may be willing to take on additional functions. The extent to which staff feel they are preparing to be leaders by assuming these new duties remains unknown.

Growth assignments

The participants all stated that Central did a good job at making opportunities available for those who were interested. These opportunities ranged from encouraging individuals to participate in the college governance structures to working on specific projects. Participants often stated that it was a relief to find individuals interested in actually participating in available opportunities at the College. Senior level leaders felt

there were always new things to work on around the College. They spoke of ways of involving staff through re-engineering specific programs, positioning select staff for key “power committees”, and serving in interim leadership capacities. These strategies were particularly important in light of institutional financial circumstances that would make it difficult for the College to provide more opportunities.

The business literature made reference to “stretch assignments” as roles in which high potential candidates develop their skills (Clark & Lyness, 1991). Only one participant directly referenced similar sorts of assignments. Participants more frequently talked about how they helped others grow and empowered them to make decisions. Empowering staff and providing the necessary feedback were seen as essential to leadership development.

Central culture.

The Central Community College culture was referenced by a number of the participants as having an impact on leadership opportunities and was the word they used to describe how the campus works with, and treats individuals. One aspect of culture that impacted leadership development activities at Central was related to the shared governance system and the shared decision making processes at the college. Participants discussed the importance of getting involved in the governance system for both themselves and for their staff. The governance system provides a way of becoming known within the campus system, and a majority of the participants discussed the tie between institutional recognition and leadership development opportunities. McDade (1991) refers to the fact that leaders need to learn the institution in order to be effective.

Since the governance system is so crucial to the College decision making processes, it is something that individuals must understand in order to advance; it also provides a means of learning about the broader college and its issues. This appeared to be a mechanism to develop leadership skills, and also a required activity to gain access to a key campus decision making entity.

Apart from governance processes, institutional culture was a frequent theme in the research in another way. The “Central Way” was referenced throughout the study by the participants as the means through which administrators met organizational leadership and staffing needs, including personnel vacancies or crises. At times, the “Central Way” referred to how members pull together to make sure that work continues to get done in the event of an emergency or staff vacancy. It has also come to mean the way in which leaders within the organization are informally required to look within when it comes to filling roles and vacancies.

The findings of this study show some disagreement or concerns and tensions for both individuals and the larger organization when it comes to leadership development practices in accordance with the “Central Way.” Some, like Mr. Douglass, see this cultural norm as providing the opportunity to get quite creative when filling departmental staffing needs because there is an assumed level of flexibility given to unit directors to figure out what is really needed and not to be tied directly to past job descriptions. As Ms. Beal, the Vice President for Finance, stated, asking for the “status quo” when filling a position is almost suspect. Ms. Beal also shared her concern that the organization is sometimes too internally focused when looking to promote leadership development; in this respect, creativity seems to be limited by the boundary of the organization. So, while

there may be a great deal of flexibility in looking within the organization or even the direct unit when it comes to filling openings, is this really innovative, or does it just reproduce, or redistribute the work that is already being done? Although keeping a job description the same in a new hire may be negatively seen as maintaining the status quo, is keeping all the roles internal to the organization not simply reproducing the “status quo” in a different way? It seems that there should be some balance between meeting organizational needs and maintaining a strong campus culture. Having the ability to select individuals, based on appropriate skills sets from both internal and external arenas would help to meet this concern. Only one of the participants discussed going outside of the organization to hire for a position and this was because of a very specific demographic profile needed in the position that was unavailable among those already employed at Central. Furthermore, having status as a community college insider was also noted as an important characteristic of exceptional community college presidents (McFarline et. al, 1999). The experience referenced in this study was having worked in the community college environment. The need for significant community college leadership experiences becomes a prerequisite for growth in the profession, so aligning activities with individuals within the sector has significant value. At Central, the need to be an “insider” was taken one step farther since it was noted as important to be known within the organization for individual success by all of the participants

In addition to organizationally-oriented leadership development and succession practices, participants described several processes through which individuals could affect their own leadership development at Central. These included mentoring, education and training, developing core competencies, creating a career path, and faculty leadership

development. That there were more individually-oriented approaches to leadership development identified by participants perhaps is a reflection of the lack of formal strategies employed by the institution and the stability of staff that has not sparked a significant need for more structured interventions.

Mentoring.

Mentoring and its variations were often cited as ways to develop individuals within the Central organization. One definition of mentoring found in the literature is an intense personal relationship focused on career development (Hopkins-Thomson, 2000). The meaning of mentoring described by the participants at Central varied considerably but the approach most similar to the Hopkins-Thomson definition was exemplified by Dr. White's discussion of working with a new chair on developing budget skills. She worked with someone with a solid foundation of disciplinary knowledge, but who needed growth in budget leadership in order to professionally advance and succeed. At the same time, many other participants referred to mentoring or coaching as a leadership development approach, but their descriptions of activities were described in superficial ways. Dean Gade made reference to the fact that he is very conscious in how he works and acts in almost a modeling behavior approach. Dean Simpson talked about mentoring staff on school thesis projects; but did not talk about mentoring in a very comprehensive way. It seems as though the participants at Central were more apt to create a developmental project or assignment as opposed to developing a formal mentoring process.

The follow-through with potential leaders, beyond isolated projects, is a key to the developmental approach and often what is lacking in succession planning (Hall, 1986).

In this study, significant energy was expended by the participants in selecting individuals with talents or abilities and yet it was difficult to see the extent of the follow-through they were able to make with prospective leaders they were developing.

Formal and informal education.

Education was a more formal construct identified by all of the participants as a core part of their professional journeys. When discussing the approaches to individual leadership development and how participants got to their current role, some went right to their formal education. It was almost a means to an ends question. “I am working with and encourage my staff to work on their graduate degrees” could be heard from most of the participants. This included anything from offering staff a flexible schedule to assisting them with their graduate thesis and course projects. Education is something that is valued by the participants. It is also often a “gatekeeper” or precursor to advancement.

External professional development opportunities, considered informal education, are also attractive in part because they typically have an established agenda, content, and approach. Leadership concepts are abstract and continuing education or external professional development are often seen as the next logical step to progressing along a career path. The concern for participants with relying heavily on these activities for leadership development is in the connection to the real issues and needs of the organization. The content and outcomes of structured external programs, for example, are not directly linked to the needs of the individual and the larger organization (McDade, 1991). And community colleges are often criticized for being too dependent on

institutions or organizations outside of their control to provide future leaders (AACC, 2001).

Leadership development training was discussed as something made available by the College, apart from strategies employed by individual senior administrators to develop their staff. These institutional approaches, however, seemed fairly passive. For example, participants mentioned video-tapes available from human resources on an array of subjects. In addition, there was a discussion of recent FISH and Stephen Covey training, that were also considered relatively passive approaches to leadership development.

Core competencies.

An important component of leadership development is to determine the core requirements that are necessary for successful leaders at a particular institution. The literature provides general lists of necessary skills for leadership in the community college setting. Bragg (2000) presents a number of core knowledge areas with a primary focus being that the leaders have a learner-centered orientation. Other studies looked at the individual characteristics of successful community college presidents (McFarline et al., 1999), including the importance of being an insider. These studies give us insight into what successful leaders have experienced to prepare them for their roles.

The literature presents little information on how individuals with potential were identified to advance within the community college setting. Similarly, it was hard to discern a preferred set of competencies or qualities participants used in selecting future leaders within their units. The participants in this study were asked how they recognized

individuals with the potential to advance beyond their current position. The responses centered more on individual characteristics rather than concrete leadership skills. The number one characteristic noted by the group was “positive attitude”. Individuals with positive attitudes or “my doers” are the ones that get more opportunities. The second area noted was “follow through”. Relationships, communication, and interaction with colleagues across campus were also discussed as important factors. Lastly, some participants commented that, often, recognizing individuals with advancement potential just comes down to “trusting your gut”.

Overall, the criteria for selection seemed primarily characteristics rather than a set of formal experiences or demonstrated competencies. Many participant responses focused on more subjective criteria that could lead to individual biases or leadership gaps similar to issues Rothwell (2000) discusses. Not being clear about core competencies can possibly hurt the organization by reproducing the current leadership rather than looking at actual gaps and organizational needs. It can allow some to be included or excluded from leadership opportunities based on factors other than core competencies. The selection process for leadership development opportunities and its ambiguity was an area of tension for some participants. Dean Simpson made mention of the fact that the organization sometimes excludes those who may be more curt or prickly even though they have good skills

If the criteria noted by the participants are really more subjective than objective measures, do faculty and staff understand them? Are members with potential excluded based on those criteria? Careful attention to how individuals are identified for

opportunities is an important aspect of leadership development and was not clearly articulated by participants in this study.

Career paths.

The literature presented normative career paths and structures for progressing to various leadership roles (Cedja, et. al, 2001; Twombly, 1998). The participants at Central Community College confirmed a normative career path for certain participants. In other cases they embraced approaches noted in the business literature such as lateral moves to learn new skills (Stevens, 1992). Leadership development especially with respect to career paths does not always mean moving up a set career ladder. In asking the participants about their own professional journey, a number talked about entering their roles with little or no training. Many individuals in community colleges who move into management and administrative positions do so without formal training (Spangler, 1999). This lack of an overall institutional approach means that leadership development is often more of an individually focused activity and there is not always a close relationship between the activities in which one participates and their next position or role.

Career paths were also constructed through a willingness on the part of many of the participants to take on new functions or additional duties. Participants noted that because there was so much to do and a limited number of staff, it was a “relief” to find individuals who are willing to try new functions. The expansion or morphing of functions did not always result in career advancement as traditionally defined, but it did impact their development as leaders. These job expansion approaches did not always work but they gave individuals a sense of career breadth and a set of experiences across

the organization. There was never a need to interview for these additional functions and again, this was an institutional strategy to keep the function within the College.

This internal orientation to building career paths, however, also raises several organizational questions some of which were addressed earlier in this discussion. One is how do you create an internal labor market with positional and career growth given the long-term stability of senior leadership, which would be a natural outgrowth of regular internal promotions in a typical hierarchy? Those with the most leadership potential may have to leave an institution for the next logical “rung” in the career ladder if they want the senior administrative title. Another is the question of how one introduces innovation. How do you bring in individuals and new ideas from outside without having them characterized as “resume builders”? How do those from outside break through the strong organizational culture that is reinforced by the “Central Way” of leadership development?

The leadership development approaches at Central as they relate to succession are “ad hoc” and done as the organization moves along. Some managers and supervisors are better at developing staff than others. In addition, the stability and tenure of many of those in senior administrative roles has limited the mobility of those who may be ready. Understanding career paths as they are connected to leadership development and succession planning is a critical issue nationally (AACC, 2001; McClenny, 2001) as it was at Central College. The time is pressing for many of the participants as they discussed their career stages and think about leaving the institution in retirement. Nationally, leaders are asking how institutions will work to meet the leader succession challenges, and at Central Community College, they are struggling with these same

issues. Although the data from this study were inconclusive about the future of Central's leadership development, it seems clear that a variety of approaches are needed to fill the leadership needs of the college as seems true across the country.

Faculty leadership development.

The development of faculty as instructors was not seen as a major issue at Central Community College, which is important to this study since faculty are often viewed as a key source of prospective leaders (Filan, 1999). Several participants felt that Central does a good job developing faculty as teachers and that they play a core role in leadership within the College governance structures. For example, participants discussed the fact that each faculty member receives a personal development account that may be used at their discretion to support their needs. The fact that the tenure process is so clearly laid out for both full and part-time faculty also helps with developing and retaining faculty.

The area that was most noted as a concern, however, was developing faculty in leader roles, such as chairs or other future administrative positions. In terms of the "leader-pipeline", the faculty chair role was discussed as a great position in which to develop leadership experience relevant to more advanced administrative roles. Yet, Filan (1999) suggests that faculty often move into the chair's role with little formal training. At Central, when possible, new department chairs are mentored for a year before they take over the actual duties, which seems like a good approach to leadership development. However, it does not work as well in situations where, as noted in this study, a unit is having difficulty identifying people to fill a chair role.

The final question emerging from this study is: do faculty chairs, or faculty in general even want to go into administrative positions? Filan (1999) suggests that because faculty chairs are already a trained pool of potentials, it is logical for them to stay with leadership roles (Filan, 1999). Gillett-Karam (1999) believes, conversely, that a chair's role really has become a holding pattern before returning to full-time faculty life rather than a promotional track into senior leadership (Gillett-Karam, 1999). At Central, it seems that chair roles and the administrative functions therein were seen as necessary evils rather than intentional career paths. This raises the long-term question, then, of from where senior leaders will come at Central if not from the faculty chair position and not easily from outside the organization.

Leadership and learning.

Leadership is often a misunderstood concept. A lot is written about leadership but the concepts still remain largely abstract (Munitz, 1998). The critical leadership concerns such as retirements are even more magnified given the challenges facing current and future leaders. This presents a need for leadership development and succession planning. I think that many of the participants are looking for approaches that are comprehensive and work for all staff, however, the real focus rests with the individual. Participants in this study talked about being "learner-centered" as an institution, and certainly there is a lot of rhetoric about the learning college in community college circles today. A number of community college texts focus on the needs of individual learners and what they bring to the college setting (O'Banion, 1997; Rhodes & Valadez, 1996). These authors focus on the learner perspective and the needs of the individual learner. Central is a member of

the League for the Innovation in the Community College, which values this orientation among its membership and the learning college constructs are being embraced by Central for its students.

It seems like this learner-centered philosophy could easily apply to leadership development, as well. A number of the approaches and activities discussed by participants at Central College were focused on individual employee needs, and reflect some of the learning college principles. This was discussed with respect to the attitude of the individual participant as well as in relating opportunities directly to an individual's needs. In the case of Central College, there were a lot of activities underway, but at the same time however, the organization was often reactive in developing approaches.

Challenges and Pressures

Central Community College is facing pressures beyond those of individuals planning to leave or retire from the institution. In order to truly assess the practices employed at Central, it is helpful to gain insight into the college's other institutional challenges. Central Community College, along with the rest of higher education is facing diminished resources. Given the reductions made at Central, which involved 105 cost savings measures, including a pay freeze, and the elimination of 23 positions, I asked the following questions as part of the member checks with the original data transcripts:

1. Describe how the recent staff reductions have impacted you and your unit(s)?
2. How have you gone about reassigning work and responsibilities?
3. Do you have any further thoughts about leadership development practices post this process?

I received responses back from half of the participants. One participant described reassigning work created by the vacancies based on the interest of the remaining staff members, a perceived fit by himself and the president, and the ability to identify current duties that could be scaled back. Dr. Jones, the Executive Director of Administrative Services said that, "although the process has been painful it reinforces my thoughts and theories on leadership development." In the original interview, Dr. Jones shared that leadership development included allowing people to gain new experiences so they can grow as quickly as they are able. Ms. Beal, the Vice President for Business and Finance discussed losing three positions within her unit. She said her unit director was great at working to update, change, and streamline procedures to reduce their workload in light of having three fewer staff. In addition, she mentioned that everyone pulled together as a team in order to take on new roles and responsibilities. Ms. Beal really felt that the process of coming together to address the reductions has invigorated staff.

Mr. Douglas, the Director of Admissions and Records, responded a little differently to the follow-up probes. First, he stated that the college had eliminated all of the associate dean positions. Mr. Douglas saw the associate dean role as a possible career development position for himself in the future, so he saw this decision as negative. He was thankful that no reductions had been made in his area; however, some processes had been changed or streamlined to save money. Mr. Douglas felt that the executive staff made most of the decisions about the reductions and thought they had done a good job. He concluded by saying that the big impact to his unit is that "my staff seem to be more concerned about their jobs at Central and whether or not their positions might go in another round." This fear may be a motivation on the part of staff to expand their

functions. This is not just a matter of how roles may be filled; it also points to the creativity in getting work done.

The implications or challenges for succession planning at Central Community College appear considerable. All of the members were interested in having a more formal leadership development approach, so the interest was strong. To establish more formal leadership development may require first, to really determine what are the goals of any succession plan (Eastman, 1995). Interest at Central, as noted, was strong among the participants but the specific or even strategic point of establishing more formal leadership development and succession plans was not consistently understood. Second, a clearly defined pool of potential leaders needs to be established based on an identified set of criteria and employee interest. This would assist individuals in understanding the requirements for leadership opportunities and assist the organization by having a group or pool of individuals ready for leadership roles. The primary factor cited for selecting individuals with leadership potential was "attitude". In addition, some participants discussed trusting their gut. This may work to include individuals that are most like the current leadership and exclude those that could perhaps bring forward more innovative leadership perspectives. This may prevent individuals from seeking leadership opportunities given that there is not a more formal path.

The culture as described by the participants is a key factor in developing leaders within the organization, and possibly even a deterrent. The "Central Way" of focusing within the organization has proven difficult for those coming from outside of the College. Many of the participants talked about having flexibility, or being creative when it comes to filling key needs, however these strategies all resulted in keeping the work within the

organization. Does maintaining the Central culture impede the development of future leaders? Put differently, does the Central culture permit development of only a certain kind of future leader? The least-tenured participants felt that Central was sometimes too internally focused when it came to filling leadership roles. This issue will continue to be a challenge for the Central campus as leadership gaps develop.

The final issue comes down to the impending, and existing, budget and resource challenges. Vice President Beal indicated that it would be difficult for Central to do more when it comes to developing leaders simply due to budgetary constraints. The fiscal challenges may cause even more retrenchment by looking within the organization to fill key needs rather than committing resources for additional hiring. On the one hand, this fits with the “Central Way” but on the other hand, as noted by some participants, there is only so much that can be done with the existing personnel in times of resource constraints. Many of the participants discussed the hope of having individuals ready to take over in their function or role upon exiting the organization. These pending retirements add to an internal labor market that may already be taxed, and that is not uniformly prepared to assume more senior leadership roles. Succession planning and leadership development will be on-going challenges for both individuals and the organization.

Recommendations for Further Research

As a result of conducting this single site case study, several areas of future research emerged worth noting. It would be interesting to follow-up with this site within the next three to five years in order to see what has happened with the participants that

have been preparing for retirement. Did all the individuals planning to leave actually do so? **If** some stayed on, why did they make this decision? Does the organization have **leaders** in the pipeline ready to fill those roles and how did they select those individuals? **Were the** positions filled internally? Was the same position that was vacated filled, or **was it** collapsed and the functions repurposed? How did the organization respond to any **positions** that were externally filled? What kinds of professional development activities **flourished** in difficult economic times – those that were characterized as individual and/or **those** characterized as organizational? These are key questions and would further **develop** our understanding of how organizations address future staff and leadership **challenges**.

This research also suggests the need to look more strategically at what leadership **development** means to individuals and the organization. There is a propensity for some to **jump** right to external training or professional development activities as a key method for **leadership** development. At Central, I think the use of the “FISH” or “Covey” **training** seemed ways to latch on to ready-made training approaches rather than to **structure** their own. The question is whether or not that training meets the needs of the **organization**. The literature suggests that many leadership development activities are **externally** provided and are often not connected back to the larger needs of the **organization** (McDade, 1991). This may not always be the best strategy for an institution **with a** strong internal labor market. Therefore, there is also a need to look at institutions **that are** doing a good job in connecting leadership development, be it internally or **externally** provided, to the organization and how they measure the effectiveness of those **programs**.

Another area of future research interest would be to look at new leaders with three to five years of tenure in their current position. Did they have similar experiences in getting to their roles? What type of training and leadership development experiences did they encounter? What type of experience did they have as a newcomer to the organization? One strategy for such a study would be to find a sample of individuals in leadership roles at no higher than the dean's level who were defined by their peers to be exemplary leaders. This would replicate some of the research done by Cedja, et. al. (2001) and Twombly (1998) in looking at the career paths of exceptional administrative leaders. It would be informative to ask this key group questions about their leadership development experiences and how they connect these to their needs or their current organizational role. Those at the dean's level also probably represent a segment of leaders beyond the "founding" members of the community colleges and may help determine the path of experiences for both individuals and organizations in developing leadership right now and for the future.

Summary

Community colleges are facing a series of leadership challenges over the next few years (AACC, 2001; McClenny, 2001). Many of the findings of this case illustrate that the issues facing Central Community College are reflective of those presented within the literature. There is an aging group of leaders in the organization who are preparing to exit within the near future. The participants in the study were all concerned about the long-term strength of the organization and discussed ways in which they are preparing the leaders of the future. There was also a unifying theme that they thought the

organization could be doing more to develop this leadership. At the same time, there **were a** number of tensions inherent within the case. The construct of succession planning **and promoting** individuals from within did not appear to be the core concern of **participants**. The real focus was on keeping the organization going. The participants **agreed** that the College did not have a formal leadership development plan; however, they **quickly** pointed out that they actively make opportunities available for individuals and **had an** interest in the development of their staff.

The role of the institution in providing leadership development is going to be **more** crucial than ever before. McDade (1991) talked about the need for approaches that **connect** leadership development to the individual and their institution. Amey and VanDerLinden (2002) found significant participation rates in professional development **were** in activities offered by or on the individual's own campus. With budget pressures **and the** increased demand for outcomes, the pressures placed on community college **leaders** will be considerable. The core competencies of leaders are evolving, including **the need** to deal effectively with change, and therefore, leadership development strategies **have to** stay current. Bensimon and Neumann (1993, p.1) stated that "rapid changes in **technology**, information, the labor force, and the economy will require future managers to **exercise** leadership in an increasingly turbulent environment." This prediction has held **true**. "Leadership development is now an essential focus for community colleges. **Successful** colleges of the future will be the ones that today are cultivating new **generations** of leaders at all administrative levels (Amey & VanDerLinden, 2002, p.1)."

Central Community College is working to address its leadership development **needs** through the practices and approaches described in this study. Leadership

development was not an easy topic for the participants to discuss because they felt that the College could and should be doing more. I think this is due to the inherent tension surrounding leadership development in an institution that has been largely insulated from these pressures due to the stability and tenure of staff. The “Central Way” has also institutionalized practices of keeping work and roles within the organization. The approaches and attention paid to leadership development varied among the individual participants. Some Central leaders are better at developing individuals than others. Some individuals are granted opportunities and others are not. This study points out the need to look at the requisite roles and responsibilities of leaders, individuals, and the organization when it comes to leadership development. These are not always in concert at Central, as they may not be at other community colleges, and yet they need to be for an effective leadership development planning and succession to work.

The participants in this study described leadership development as an on-going practice. It is “something that we always need to keep in mind.” In light of this, there was a conscious effort made by many of the participants to look for individuals with leadership qualities and in turn, align them with appropriate experiences. The case presents positive news when it comes to leadership development practices in the community college setting given that considerable effort is being directed towards these needs. There were many approaches described by the participants to meet leadership development goals and address both individual and organizational concerns. I also think the fact that many of the participants are struggling with these issues is positive. Leadership development, however, is not a “one-size fits all” process and as such it is difficult to develop approaches that apply to all individuals and organizations.

Leadership development is a complex construct and takes time and dedication. Although **the participants** struggle with the issues presented in this study, they are able to describe **actions** which they hope will develop individuals as leaders and contribute to the long-term strength of Central Community College.

Appendices

Appendix A – Research Questions & Interview Protocol

The method will be two-hour, semi-structured interviews. The design of the interview came from **the literature** (Rothwell, 2000) and understanding of community colleges in order to assess the **current** processes being used by individuals and the organization. The questions will be framed **more** from a community college context and designed to gain the insight in to the background of **the individual** participant. The questions get at the core activities, perceptions, and requirements of leadership development.

Central research questions:

1. What processes are used to develop future leaders?
2. How is leadership development connected to individual and organizational needs?

Interview Questions:

I will begin the interview by disclosing information about my work and the intent and purpose of **the research**. I will also discuss what participation in this research entails and will review the **safeguards** for their confidentiality and answer any questions. The interview questions are as follows:

1. Describe for me your professional journey.
*Prompt: How did you get where you are?
2. Tell me about your future professional plans?
*Prompt: How are you preparing to pursue those plans?
3. Tell me about ways you develop future leaders.
*Prompt: What systematic efforts are made to train, educate, or develop them for future positions?
4. Tell me about the ways your organization develops future leaders.
*Prompt: In your opinion what should the organization be doing?
5. How have you, or would you handle the sudden loss of a key leader in your unit?
*Prompt: Are you preparing for pending retirements?
6. How do you recognize individuals with the potential to advance beyond their current positions?
*Prompt: Do you follow the same process when thinking about replacements for key positions?
7. Is there anything else you would like to tell me?

*Prompt as necessary as follow-up.

Appendix B – Consent Form

LEADERSHIP DEVELOPMENT IN COMMUNITY COLLEGES Consent form for Administrator Participation

The following consent form reviews participant agreement in the research study, **LEADERSHIP DEVELOPMENT PRACTICES IN COMMUNITY COLLEGES**, which is being conducted **during** the 2002-2003 academic year. This qualitative study will focus on the process and **phenomenon** of leadership development practices in the community college setting. The study is **being** conducted as dissertation research for Evan L. Montague's doctoral studies at Michigan State University. Participation in this study is voluntary and individuals may chose not to **participate**, or discontinue participation at any time.

The purposes of, and procedures entailed in this research have been fully explained by the **researcher**. Participation in this research involves the following:

- The researcher will interview the participant regarding their perspective on leadership development practices within their organizational context within the college. This will entail two hours of the participant's time.
- The researcher will audiotape record the interview and the cassettes will be kept in a secure, locked cabinet, thus insuring that no other person could take and/or listen to them. Participant privacy will be protected to the maximum extent allowable by law.
- The researcher will ask for any institutional or individual documents that relate to leadership development practices.
- The researcher will not use the participant's name, college's name or location, and every effort will be made to keep participant identity and institutional setting confidential.
- The data collected through the interviews, observations, and college materials will be used in the dissertation, as well as possible articles, presentations, or instruction.
- The participant may refuse to answer any question and may discontinue participation at any point in time without any penalty.

Your signature below indicates your voluntary agreement to participate in this study.

Signature: _____ **Date:** _____

If you have further questions or concerns at any time during the study, please contact the **researcher**, Evan L. Montague at 517.339.3418, e-mail: montagu2@msu.edu , or the researcher's faculty advisor, Dr. Marilyn Amey at 517.432.1056, e-mail: amey@msu.edu.

If you have any questions regarding the rights of subjects and the duties of the researcher you may contact:

Ashir Kumar, Chair
University Committee on Research Involving Human Subjects
Michigan State University
202 Olds Hall, East Lansing, MI 48824-1046
517.355.2180 fax: 517.432.4503 e-mail: ucrihs@msu.edu

Appendix C – Position Information Questionnaire

POSITION INFORMATION QUESTIONNAIRE (PIQ) REVIEW FORM

Position: _____ Department: _____

Please indicate the following information for any of the Factor ratings that have significantly changed. Supervisors and Executive Staff should be in agreement before the PIQ is forwarded for review.

	Job Factors	Current Factor Rating	Proposed Factor Rating	Indicate change & provide documentation
1	Knowledge & Skills			☐ New Duties ☐ Expanded Duties ☐ Deleted Duties ☐ Duties added from the following position:
2	Related Prior Work Experience			☐ New Duties ☐ Expanded Duties ☐ Deleted Duties ☐ Duties added from the following position:
3	Impact of Actions			☐ New Duties ☐ Expanded Duties ☐ Deleted Duties ☐ Duties added from the following position:
4a	Work Environment Control Over Tasks			☐ New Duties ☐ Expanded Duties ☐ Deleted Duties ☐ Duties added from the following position:
4b	Pressure and Intensity of Duties			☐ New Duties ☐ Expanded Duties ☐ Deleted Duties ☐ Duties added from the following position:
4c	Position Currency Requirements			☐ New Duties ☐ Expanded Duties ☐ Deleted Duties ☐ Duties added from the following position:
5	Innovation/Creativity/ Problem Solving			☐ New Duties ☐ Expanded Duties ☐ Deleted Duties ☐ Duties added from the following position:

6	Communication			☐ New Duties ☐ Expanded Duties ☐ Deleted Duties ☐ Duties added from the following position:
7a	Teamwork Participation			☐ New Duties ☐ Expanded Duties ☐ Deleted Duties ☐ Duties added from the following position:
7b	Team Leadership			☐ New Duties ☐ Expanded Duties ☐ Deleted Duties ☐ Duties added from the following position:
8	Leadership/Vision			☐ New Duties ☐ Expanded Duties ☐ Deleted Duties ☐ Duties added from the following position:

Position: _____ Department: _____

There **have not been** significant changes to the Position Information Questionnaire (PIQ) for this position.

Supervisor Signature _____ Date _____

Second-Level Supervisor Signature (optional) _____

Executive Staff Signature _____ Date _____

Employee ☐ Agrees ☐ Disagrees

Employee Signature _____ Date _____

There **have been** significant changes to the Position Information Questionnaire (PIQ) for this position. This form indicates the areas of significant change and a **revised PIQ highlighting significant changes** is attached.

Supervisor Signature _____ Date _____

Second Level Supervisor Signature (optional) _____ Date _____

Executive Staff Signature _____ Date _____

Employee ☐ Agrees ☐ Disagrees

Employee Signature _____ Date _____

Appendix D – Leadership Development Videos

TITLE

How to Supervise People
Fair Way to Manage Diversity, The
Valuing Diversity at the Interpersonal Level
Avoiding Common Discipline Mistakes
Preventing Liability: The Leader's Role
Interviewing Job Applicants With Disabilities
Family & Medical Leave Act
Sexual Harassment in the Workplace: Supervisory
Conduct
Sexual Harassment in the Classroom and
Beyond: Faculty Conduct
Planning & Prioritizing for High Performance Tape 1
Handling Unexpected, Difficult Situations- Tape 2
Managing Pressure and Stress Tape 3
How to Deal with Difficult People (Vol. 1)
How to Deal with Difficult People (Vol. 2)
How to Deal with Difficult People (Vol. 3)
How to Deal with Negativity in the Workplace (Vol. 1)
How to Deal with Negativity in the Workplace (Vol. 2)
How to Deal with Negativity in the Workplace (Vol. 3)
How to Manage Conflict, Anger, & Emotion (Vol. 1)
How to Manage Conflict, Anger, & Emotion (Vol. 2)
How to Manage Conflict, Anger, & Emotion (Vol. 3)
How to Make Presentations with Confidence and Power
(3 tape set)
More than a Gut Feeling III
More than a Gut Feeling III
Interviewing: Situations for Discussion
You be the Judge II
Harassment in the Workplace: Employee Awareness
Telephone Skills at Work

Appendix E – Performance Management System

PERFORMANCE APPRAISAL FORM

Employee Name _____

Employee Title: _____

Department: _____

Primary Reviewer: _____

**Second Level
Reviewer:** _____

Directions for reviewer:

Please complete this form, taking the time to consider the employee's performance on each factor during the entire course of the past performance period. Review your appraisal of the employee with your supervisor. After the form is returned to you, schedule a meeting with the employee and discuss each aspect of the document, using the guidelines outlined within your Performance Management System Supervisor's Manual.

Remember:

- The descriptions provided for each factor and level should be considered to identify the "best fit" description.
- Express positive feedback and appreciation for an employee's efforts in those areas in which they are performing well.
- Provide counsel and constructive suggestions and examples for areas in need of improvement.
- Solicit the employee's thoughts, ideas and input regarding ways they can be more effective and productive.
- Request that the employee sign the appraisal and add comments in the spaces provided.

EFFECTIVENESS OF COMMUNICATION

Uses tact and diplomacy when dealing with others; provides and receives information in an effective and timely manner; evaluates information received in order to transmit it in a meaningful way; is receptive to other viewpoints; demonstrates respect for others; provides assistance as appropriate. (Communication includes such elements as speaking, listening, reading, writing, and negotiations)

Write examples and then check rating that best fits with examples:

1	2	3	4	5
<u> </u> Frequently responds in discourteous manner; often provides inaccurate, incomplete or inappropriate information; content of communication often difficult to understand; fails to communicate information when appropriate; fails to request help as needed; frequently misunderstands communications; unwilling to share knowledge and experience; shows lack of respect for others	<u> </u> Occasionally responds in discourteous/indifferent manner; occasionally displays poor judgment in dealing with confidential information; communications tend to lack clarity, may be incomplete or inaccurate; tone, manner and choice of language may worsen situations; ability to share knowledge may be impeded by communication skills and manner of responses to others	Consistently acts in courteous and respectful manner; communicates effectively with people at all levels; gives concise, complete, accurate and timely information; willingly shares knowledge and experience when necessary; displays sound judgment in dealing with confidential information; considers other view points	<u> </u> Responds appropriately even under difficult circumstances; stays focused and diffuses situations through communication style; recognizes and deals appropriately with non-verbal communications; clarifies and effectively communicates ideas for self and others	<u> </u> Responds appropriately especially under extremely difficult circumstances; structures communications so that persons at all levels understand content of communication based upon same presentation; recognized by co-workers as having exceptional skills in phrasing thoughts and ideas; presents ideas in a way that is so compelling others virtually always "buy-in"

PROFESSIONAL DEVELOPMENT				
Develops new/expanded professional skills and abilities that are then demonstrated by enhanced effectiveness and/or productivity through application of new techniques on the job				
Write examples and then check rating that <u>best</u> fits with examples:				
1	2	3	4	5
___ Resists development and acquisition of additional skills	___ Attempts to develop new skills as identified by College and/or supervisor but occasionally fails to appropriately implement the skills in daily activities	___ Upgrades skills that are currently required by College and/or supervisor; applies those skills as appropriate in current daily activities	___ Incumbent identifies skills needed to enhance effectiveness and/or productivity; acquires and applies skills necessary to enhance job performance	Anticipates, identifies, acquires, utilizes and shares needed future skills and abilities

PROBLEM SOLVING

Obtains and evaluates information; demonstrates ability to arrive at workable solutions; understands how the problem and solution fit into the big picture; acts accordingly

Write examples and then check rating that best fits with examples:

1	2	3	4	5
___ Often fails to recognize problems; makes decisions without seeking sufficient information; fails to seek alternative solutions; depends on others to solve problems	___ Often arrives at solutions that are inconsistent with College policies and procedures; occasionally fails to use sound judgment when evaluating alternative solutions; tends to arrive at solutions that create additional problems; often fails to see the big picture	___ Applies sound judgment; consistently demonstrates ability to arrive at workable solutions utilizing available information; solutions adhere to existing policies and procedures; weighs impact of solutions on other areas of the College	___ Searches for and finds creative/innovative solutions; anticipates potential issues and makes informed decisions in a timely manner; periodically sought after for consultation on problem situations	___ Shows keen insight; arrives at creative, innovative and workable solutions; solutions are often new to the College; consistently sought after for consultation on problem situations

FLEXIBILITY / ADAPTABILITY

Accepts change and adjusts work methods, approaches and goals to conform to College priorities

Write examples and then check rating that best fits with examples:

1	2	3	4	5
___ Consistently resists change; normally resists modifications to work methods; resistance often causes disruption in the work environment	___ Occasionally resists cooperating when goals or schedules change; may cause disruption in the work environment while making those adjustments	___ Accepts change; effectively modifies work methods; adapts to new situations when necessary	___ Willingly accepts change; easily modifies work methods; promotes acceptance of change among co-workers	___ Assists and encourages others in making necessary changes; recommends / initiates changes or change processes; guides others through the change process

Performance Management Summary Sheet

Employee:

Review Date:

Performance Factor	Rating
Application of Knowledge	
Effectiveness of Communication	
Responsibility and Dependability	
Quality and Productivity	
Problem Solving	
Flexibility / Adaptability	
Professional Development	
Supervision	
Budget Management	

The employee's signature on this form indicates that they have reviewed the completed document with their supervisor and have been given the opportunity to make written comments – it does not indicate that the employee agrees or disagrees with the results shown on this document.

Signatures:	
_____ Primary Reviewer	_____ Date
_____ Second Level Reviewer	_____ Date
_____ Employee	_____ Date

Professional Development Objectives

Please identify and establish at least one and up to three professional development objectives to be accomplished during the current performance year. It is also important to determine who will have responsibility for initiating which actions under these plans.

1	Objective: _____ _____ Employee's Responsibilities: _____ Supervisor's Responsibilities: _____
2	Objective: _____ _____ Employee's Responsibilities: _____ Supervisor's Responsibilities: _____
3	Objective: _____ _____ Employee's Responsibilities: _____ Supervisor's Responsibilities: _____

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