
Electronic Theses and Dissertations, 2004-2019

2008

Leadership Orientations Ofcommunity College Presidents And The Administrators Who Report To Them: A Frame Analysis

Michele McArdle
University of Central Florida



Part of the [Educational Leadership Commons](#)

Find similar works at: <https://stars.library.ucf.edu/etd>

University of Central Florida Libraries <http://library.ucf.edu>

This Doctoral Dissertation (Open Access) is brought to you for free and open access by STARS. It has been accepted for inclusion in Electronic Theses and Dissertations, 2004-2019 by an authorized administrator of STARS. For more information, please contact STARS@ucf.edu.

STARS Citation

McArdle, Michele, "Leadership Orientations Ofcommunity College Presidents And The Administrators Who Report To Them: A Frame Analysis" (2008). *Electronic Theses and Dissertations, 2004-2019*. 3575. <https://stars.library.ucf.edu/etd/3575>



Showcase of Text, Archives, Research & Scholarship

LEADERSHIP ORIENTATIONS OF COMMUNITY COLLEGE PRESIDENTS AND
THE ADMINISTRATORS WHO REPORT TO THEM:
A FRAME ANALYSIS

by

MICHELE K. MCARDLE
M. A. Duquesne University, 1977
B. A. Seton Hill University, 1975

A dissertation completed in partial fulfillment of the requirements
for the degree of Doctor of Education
in the Department of Educational Research, Technology, and Leadership
in the College of Education
at the University of Central Florida
Orlando, Florida

Summer Term
2008

Major Professors: Rosemarye Taylor
Debbie Hahs-Vaughn

© Michele K. McArdle

ABSTRACT

Presidents of Community Colleges and the administrators who reported directly to them were the subjects for this study based on the Four Frame Leadership Theory of Bolman and Deal (1990b). The Leadership Orientation (Self) Survey (LOS) was mailed to 169 community college presidents and administrators in the presidents' direct report teams. The final usable response rate of 69.82% to the survey fell within the acceptable range for education as defined by Boser and Green (1997). In addition, the subjects were asked to write about the most difficult challenge they had faced in their current position and how they handled that challenge.

The purpose of this study was to determine (a) the usage of leadership frames from both groups; presidents and their administrative teams, (b) if gender or years of experience in their current positions were factors in leadership frame usage in each group, and (c) if there was a relationship between a president's frame usage and the frame usage of the members of the direct report team.

The major findings were:

1. The presidents and administrators displayed the highest mean scores for the human resource frame with the mean scores of the three remaining frames (structural, political, and symbolic) clustering as a second unit of responses. In the narrative segment of the survey, the most frequently rated central theme among the presidents and the direct reports was the political frame.
2. The results from statistical analysis of the responses from both groups (presidents and the administrators who directly reported to them) did not show

any statistically significant difference among frame use based on gender or number of years of experience in their positions.

3. The correlation coefficients did not indicate that there was a relationship in either direction regarding leadership style between the two groups (presidents and administrators). A phenomenological analysis of the scenario statements from these two groups indicated that presidents who used the political frame as a central theme tended to have administrators who also used the political frame as one or as a pair of central themes. Presidents who used the symbolic frame as a central theme tended to have administrators who used all four frames as central themes in their narratives.
4. A fourth finding was the discrepancy in the ability of the leaders to use multiple frames as demonstrated in the results from the quantitative and qualitative findings. The quantitative data suggested that these leaders were practicing the techniques of multi-framing more than one-half of the time. Contrary to this finding, the qualitative data showed that 5 of 30 scenario statements showed paired frames being used as central frames.
5. One additional finding based on the qualitative statements by presidents and their administrators revealed much thought and intentional practice in the leaders' ability to build teams.

This work is dedicated to my family. My parents, Edwin and Genevieve Kelley McArdle gave me life and a love of learning. My siblings, Jacquie McArdle Lee and Dennis and Jan McArdle, help me every step of the way no matter what challenge life presents.

ACKNOWLEDGMENTS

My gratitude begins with my siblings: Jan and Dennis McArdle and Jacquie McArdle Lee. They have helped me through this process as well as with any challenge I have faced in life. They believe in me and give me hope, what a wonderful gift. In addition, my sister Jan instilled in me the belief that I could accomplish this goal and then proceeded to help me at every turn. She is a bright light and an inspiration to me.

I have been blessed with an extended family that has also supported me with this adventure. My brother-in-law, Richard Lee, my nephew and niece-in-law, Rich and Jenny Lee, and my god child, John Lee supplied a boost when I needed one. During the three years my family has grown to include a great nephew, Richard Gregory and a great niece, Rebecca. These babies brought me joy and play times that gave me the energy to proceed.

The members of my dissertation committee are a remarkable group of educators. I am grateful to each of them for the strengths they brought to this work. Dr. George Pawlas was a powerful role model and thorough editor. Dr. David Harrison brought the knowledge of many years of experience in the community college system. My co-chairs added balance: Dr. Debbie Hahs-Vaughn shared her statistical and research skills, and Dr. Rose Taylor, who was my advisor from the beginning of my journey, offered her expertise in educational leadership topped with a mound of encouragement. Dr. Taylor is a gifted mentor. I believe they are the best team possible for this work.

I have been blessed with a family at work and with two fellow doctoral students who encouraged me to complete this goal. The president of Valencia, Dr. Sanford

Shugart, and my supervisor, Dr. Ruth Prather were my loyal supporters at work. The staff and faculty of the Winter Park Campus of Valencia Community College including Susan Murray and Carol D'Avella added their special talents to this project. My colleagues, Dr. Peggy Meli and Dr. Chanda Torres have become and will remain my dear friends.

The strong response rate for this research was due to the letter of support authored by Dr. Gary Filan, the executive director of The Chair Academy. I appreciate the ongoing support he has provided to me for the past ten years.

Finally, I send my thanks to the healing team at M. D. Anderson who cared for me when I was ill with cancer. The year of tending to this illness enabled me to understand that life is indeed short and that it was up to me to start living my dreams.

TABLE OF CONTENTS

LIST OF TABLES.....	xi
CHAPTER 1 THE PROBLEM AND ITS CLARIFYING COMPONENTS.....	1
Introduction.....	1
Background of the Study.....	4
Current Leadership Issues in Higher Education.....	4
Role of Community College Leaders.....	4
Participatory Leadership.....	6
Frame Analysis Research.....	8
Summary of Frame Analysis Research.....	13
Purpose of the Study.....	14
Research Questions.....	14
Definition of Terms.....	15
Assumptions.....	18
Limitations.....	18
Significance of the Study.....	19
Summary.....	20
CHAPTER 2 REVIEW OF THE LITERATURE.....	22
Introduction.....	22
Bolman and Deal Four-Frame Theory of Leadership.....	23
The Structural Frame.....	23
The Human Resource Frame.....	25
The Political Frame.....	28
The Symbolic Frame.....	31
Multi-Framing.....	33
Leadership Theories.....	34
Brief History.....	34
Leadership in Education.....	40
Leadership and Teams.....	47
Frame Analysis Research.....	51
Frame Analysis Research and Gender.....	63
Frame Analysis Research and the Developmental Process.....	65
Summary of Literature Review.....	68

CHAPTER 3 METHODOLOGY	71
Introduction.....	71
Statement of the Problem.....	72
Research Questions.....	72
Population and Sample	73
Data Collection	74
Instrumentation.....	76
Reliability	79
Validity	80
Data Analyses	81
Procedures for Analysis of Quantitative Data	81
Procedures for Analysis of Qualitative Data	82
Summary.....	84
CHAPTER 4 RESULTS.....	86
Introduction.....	86
Leadership Orientation Survey Instrument (Self).....	86
Reliability	87
Validity	88
Data Screening.....	93
Response Rate.....	93
Sample	93
Personal Characteristics of Presidents.....	94
Personal Characteristics of Direct Reports to the President.....	95
Professional Characteristics of Presidents.....	97
Professional Characteristics of Direct Reports to Presidents	99
Institutional Characteristics	101
Analysis of the Data by Research Questions.....	103
Research Question 1	103
Research Question 2	104
Research Question 3	105
Research Question 4	111
Research Question 5	114
Additional Analysis.....	116
Analysis of Qualitative Data	118
Summary.....	129

CHAPTER 5 SUMMARY, DISCUSSION, AND RECOMMENDATIONS.....	131
Introduction.....	131
Statement of the Problem.....	131
Purpose of the Study.....	133
Sample and Data Collection	134
Research Limitations	135
Summary and Discussion of the Findings	136
Research Question 1	136
Research Question 2	142
Research Question 3	144
Research Question 4	147
Research Question 5	149
Conclusions.....	155
Recommendations for Future Studies.....	165
Summary.....	167
APPENDIX A INSTITUTIONAL REVIEW BOARD APPROVAL.....	168
APPENDIX B CHAIR ACADEMY DOCUMENTS	170
APPENDIX C COMMUNICATIONS WITH PARTICIPANTS	176
APPENDIX D LEADERSHIP ORIENTATION SURVEYS (LOS).....	182
APPENDIX E PERMISSION TO USE SURVEY.....	193
APPENDIX F LEADERSHIP BEHAVIOR MEAN SCORES BY ITEM	195
APPENDIX G TEXTURAL DESCRIPTIONS.....	198
APPENDIX H COMPOSITE STRUCTURAL DESCRIPTIONS.....	202
LIST OF REFERENCES.....	206

LIST OF TABLES

Table 1	Factor Rotation Matrix.....	89
Table 2	Total Variance Explained	89
Table 3	Rotated Factor Matrix.....	91
Table 5	Personal Characteristics of Presidents (N = 18)	95
Table 6	Personal Characteristics of Direct Reports to Presidents (N = 100).....	97
Table 7	Professional Characteristics of Presidents (n= 18)	99
Table 8	Professional Characteristics of Direct Reports to Presidents (N = 100).....	101
Table 9	Community College Student Enrollment: Presidents and Direct Reports.....	102
Table 10	Presidents' Leadership Behavior Mean Scores by Frame (N = 18)	104
Table 11	Administrators' Leadership Behavior Mean Scores by Frame (N = 98).....	105
Table 12	Presidents: Structural Frame by Gender and Years of Experience (N = 18)..	107
Table 13	Presidents: Human Resource Frame by Gender and Years of Experience (N = 18)	108
Table 14	Presidents: Political Frame by Gender and Years of Experience (N = 18) ...	109
Table 15	Presidents: Symbolic Frame by Gender and Years of Experience (N = 18) ..	110
Table 16	Analysis of Variance: Frames by Gender and Experience of Direct Report Administrators.....	113
Table 17	Pearson Correlations of Presidents' and Direct Reports' Dominant Frame Usage	116
Table 18	Frequency and Percentage of Multi-Frame Use of the Four Frames of Leadership.....	118
Table 19	Central Theme and Frame Usage: Presidents' Scenario Responses.....	122
Table 20	Central Theme and Frame Usage: Direct Reports' Scenario Responses.....	122
Table 21	Central Theme and Frame Usage: Presidents' and Direct Reports' Scenario Responses.....	123

CHAPTER 1 THE PROBLEM AND ITS CLARIFYING COMPONENTS

Introduction

Leaders in higher education have been asked to answer difficult questions regarding the value of a college education from the United States. Hersh and Merrow (2005) reported that the brightest students from other countries were no longer coming to the United States for baccalaureate degrees. They summarized the perception of the quality of higher education in the states when they declared: “What exists is, to be blunt, simply not adequate for twenty-first-century America” (p. 8). Many students born and raised in the United States have arrived at colleges and universities needing remediation. It is clear that addressing the needs of the remedial student has been a growing concern for the United States. If the citizenry does not have the education for the nation’s technology and information focused economy, unemployment will rise as will crime. In the global marketplace of the 21st century, countries that will remain competitive will be those countries that create pathways for education; that maintain high literacy rates; and that produce the highest overall educational levels for its citizens (McCabe, 2001).

Peterson (2006) provided a global perspective regarding the seven revolutions that the world would face in the next twenty years. He termed the third revolution as the need for constant learning and retraining which poses a challenge to institutions of higher education particularly to the community college with its ability to expand its curriculum to answer training and retraining needs of the community. Lorenzo and LeCroy (1994) further the challenge to the community college in stating that these institutions would

need to not only build on their history of responding to community needs, and, would also need to conform to challenges emerging in this “Information Age” (p. 16). Langhort (1997) furthered the advise to community college when he warned that they would need to respond to global challenges or cease to exist.

A question has been posed as to the work needed with remedial students. According to the National Center for Education Statistics (NCES), 41% of first-time community college students took one remedial course (Yamasaki, 2001). According to McCabe (2000), more than one million underprepared students have entered colleges across the country annually and enrolled in developmental courses in reading, English, and/or mathematics.

Hersh and Merrow (2005) stipulated that higher education response to this student need was to lower expectations so that the baccalaureate degree of today is not equal to the degree awarded years ago. America’s civic and economic future will be at risk if this unspoken contract between the student and his/her institution of higher education continues to perpetuate the awarding of a baccalaureate degree of lesser value. (p. xx)

Community colleges have been required to face this challenge and other new challenges that have directly impacted the roles of president and senior administrators.

Bailey (2003) advised:

After several decades of growth, community colleges now face a particularly challenging environment. Changes in pedagogic and production technology, state funding policy, the expectations of students, parents, and policymakers, demographic trends; and growth of new types of educational institutions and providers are potentially altering the role of community colleges within the wider landscape of higher education. (p. 1)

The current crisis in the community college frontier has illustrated two specific leadership issues. The first issue has been the need for expert leadership in the presidency

role. The second issue has been the need to develop promising leaders to fill the vacancies in administrative positions that directly report to the president.

The attributes, competencies, and skills needed by community college leaders were aspects of the four frames of leadership created by Bolman and Deal (1997, 2002). The four frames, which were crafted to view organizations, were: (a) structural; (b) human resource; (c) political; and (d) symbolic. Each frame was derived from an academic discipline. The frames and the originating disciplines are as follows: (a) structural, sociology; (b) human resource, psychology; (c) political, political science; and (d) symbolic, anthropology. Bolman and Deal (1997) contended that effective leadership requires the leader to be able to access all four frames and to decide which frame would be most effective for any given leadership challenge. They originated the term multi-framing to describe the leader's ability to see an event through the lens of more than one of the frames.

This chapter has been organized to include background information for the study regarding leadership issues and frame analysis in education. Also addressed are the purpose, assumptions, limitations and significance of the study. A summary of the study concludes the chapter.

Background of the Study

Current Leadership Issues in Higher Education

In the 1990s, a critical issue for community colleges was the predicted retirements of their presidents (Campbell, 2006). This issue was stabilized due to the development of leadership programs by the American Association of Community Colleges; the Association for Community Colleges Trustees (ACCT); and the Kellogg Foundation (Shultz, 2001, Sullivan, 2001). In 1997 there was a different leadership gap for community colleges and the severity of this gap was described as a head on collision between two trains (Campbell). The retirements were in leadership positions that were identified as highly skilled and specialized. Between 2006 and 2010, community college presidents predicted that 38% of the academic affairs administrators, 31% of student affairs administrators, and 28% of business affairs administrators would retire (Campbell).

Role of Community College Leaders

It has been necessary for leaders and followers to recognize that in the information explosive world of the 21st century, no one is equipped to answer the unanswered questions in the workplace in isolation. Employees must compliment each other's knowledge base and seek to resolve challenges by aligning their talents within a team. Senge (1990) identified the need for mastering team learning as the single most important need for employees including leaders.

The challenge has been for academic leaders to answer questions related to (a) the role of teams in educational institutions, (b) why are teams important in an academic environment, and (c) the leadership orientation that each member of the team uses. A community college president of a large urban institution reported:

In a large college in particular, the president doesn't really lead the college so much as lead the team. The larger the institution, the harder it is for presidents to really understand this--that everybody wants your personal touch but at the end of the day, the president can't run academic affairs, even the Vice President of Academic Affairs can't run Academic Affairs. The primary leadership responsibility for the Chief Executive Officer is really for the senior leadership team or for the board or for the various groups that he/she leads. There is relatively little research work at least in the higher education contents that addresses how these teams grow and develop, what processes work best. (Shugart, 2006)

In a qualitative analysis, Bensimon (1990) included one president's response from the bureaucratic frame that supported the need for leadership among the direct report administrators:

I am not really in charge here. . . I get things done by working through others. I have made it clear to the senior administrators that they each have their own tasks. Even though I may argue with them about the way they are handling something, there is never any doubt that within their areas they are the primary actors...the final decision remains with them. (p. 79)

Bensimon (1989) spoke to the importance of multi-framing in a qualitative study of 32 college and university presidents. This study was conducted to investigate the presidents' interpretations of effective leadership. The institutions were selected because they were the participants in the *Institutional Leadership Project*, a five-year study conducted by the National Center for Postsecondary Governance and Finance.

Overall, the results indicated that multi-framing was unusual in presidents of these 32 institutions. The five community college presidents in the study used single frame

orientations, while the university presidents used paired and multi-frame orientations. The political frame was the only frame that did not appear in the analysis for the community college presidents. A second interesting discovery was that none of the community college presidents who were characterized as having a single frame orientation had a bureaucratic orientation. Bensimon (1989) proposed that the new generation of community college presidents may understand that more participatory styles of leadership will yield greater results for community colleges of today. In 1986, Vaughn indicated that the community college presidents were then seeking to develop leaders who could share in the decision-making process.

Bensimon (1989) stated further that multi-frame orientation was used exclusively by presidents with more years of experience from the current or previous appointments. Finally, she agreed with Sayles (1979) by affirming that if multi-frame leadership was the ideal given the challenging times for educational institutions, community college presidents should attempt to create executive teams whose members represented the four different frames of leadership (Bensimon).

Participatory Leadership

Wheatley (2001) concurred with the implication that presidents may favor participatory leadership styles when she listed seven descriptors of the new breed of leaders in a new generation of community college presidents. One descriptor was the ability of new leaders to continually invite more players to participate in decision-making throughout the institution. Wheatley proposed that 21st century leaders needed to

understand the need to develop other leaders who could assist with the decision making process and who would add to the diversity of the composition of the team.

Of the 22 competencies examined in a qualitative study by Desjardins and Huff (2001), 2 related to this participatory style of leadership. The community college presidents interviewed were intent on building community by creating cohesiveness. One of the six presidents interviewed in the validation study reported that the new culture was one of integration not of hierarchy. Desjardins and Huff described the leading presidents as “champions of campus cooperation and cross-linkages” (p. 40). They further concluded that model presidents sought to create cohesion in their colleges which represented a major culture change (Desjardins & Huff). This would indicate that the model presidents were more in tune with the symbolic frame as opposed to the presidents in the early days that were tied to the bureaucratic frame.

The second of the 22 competencies linked to participatory leadership was the leader’s propensity to empower others. The authors declared that the presidents in their study were determined to develop their staff so they could do their best work. They were just as determined to eliminate the hierarchical orientation of the past and to make their colleges operate more as a democracy (Desjardins, & Huff, 2001).

Gibson-Benninger, Ratcliffe, and Rhoads (1995) presented the argument that the community college president can no longer function under the leadership theory in which the president is declared the leader with vision. Rather, they reported that the “great man as leader” theory needed to be replaced with a democratic leadership model that offered opportunity for collaborative decision making. They proposed five

fundamental aspects of leadership development for community college leaders based on a review of three of the graduate programs in the United States that were defined as exemplary. One of the five elements was a focus on developing teams of leaders who would operate collaboratively and who would be able to share leadership among the members of the team (Gibson-Benninger, Ratcliffe, & Rhoads). The term, exemplary, was defined by the inclusion of collaborative leadership participation in the curriculum of the graduate program.

Frame Analysis Research

Bolman and Deal (1991) conducted two studies to determine frame usage among educational administrators. They collected and analyzed qualitative responses in the first study. Among the three populations in this study (higher education administrators in the United States; principals from Florida and Minnesota; administrators from the Republic of Singapore), the majority claimed to use one or two frames exclusively. Approximately 5% of the respondents admitted to using all four of the frames. When analyzing all three populations, the structural frame was utilized in the majority of cases (60%), and the symbolic frame was utilized the least (20% of the cases). The human resource frame was utilized most by the administrators from the Republic of Singapore; while the political frame was the utilized most by the administrators from the United States (Bolman & Deal, 1991).

The Leadership Orientation (Self) (Bolman & Deal, 1990b) and the Leadership

Orientation (Other) (Bolman & Deal, 1990a) questionnaires were used to gather quantitative data on leadership frame orientation of senior managers from 15 different nations, higher education administrators, principals from Florida and principals and administrators from Oregon, and administrators from the Republic of Singapore (Bolman & Deal, 1991).

The results of the quantitative analysis of the second study produced five conclusions from Bolman and Deal (1991).

1. Frame orientations are associated with success as both manager and leaders
2. Effectiveness as leader and manager are not the same thing.
3. What will work depends on where you work.
4. The optimal pattern of frame orientation is more consistent for leadership than for management effectiveness.
5. Most educational programs focus on management rather than leadership. (pp. 524-525)

The second study by Bolman and Deal (1992) was a qualitative study that sampled principals from Broward County, Florida and principals from the Republic of Singapore. Administrators were asked to summarize a challenging leadership situation they had experienced. The human resource frame was the one used most by administrators from both locations, while the symbolic frame was the least often mentioned in the narratives from both groups. The Florida group of administrators used the frames in the following order: human resource (86%), structural (58%), political (50%), and symbolic (11%); while the group of administrators in the Republic of Singapore reported frame use as: human resource (98%), structural (62%), political (21%), and symbolic (17%). Data were also collected on the number of frames used by

administrators. In both groups over 50% used two frames and less than 10% used four frames. Bolman and Deal (1992) reported on the implications of the study.

1. Leadership and management are harder to distinguish for the school principal than for many other administrative jobs.
2. Preparation programs for school administration are inadequate preparation for either management or leadership.
3. Little attention is given to the political and symbolic dimensions that are critical to success (pp. 324-325).

In their five year study of versatile leadership among Venezuelan managers, Bolman and Granell (1999) investigated the difference in frame use from a cultural perspective. The sample of 788 Venezuelan managers and approximately three to four followers for each manager was compared to samples of other research populations including a sample of North American college and university administrators and a sample of Singapore school administrators. The researchers discovered a contrast between Venezuelan responses and most other samples when comparing self-ratings to ratings by colleagues.

In most populations, individuals tend to rate themselves lower than they were rated by associates. In Venezuela, the reverse was the case--except for the political frame. . . . The results raise the possibility that "social desirability" effects--the tendency to describe oneself in unrealistically positive ways--may be particularly strong in Latin cultures (p. 40).

In a second frame analysis study by Bensimon (1990), the researcher posed the question of perceptual congruence and cognitive frames for presidents of 32 institutions of higher education and for 80 "campus leaders." The campus leaders' positions were defined to be a trustee chair, the president of the faculty senate or union, and the chief academic officer. Qualitative data were gathered from the presidents by asking them to

describe themselves as leaders. The campus leaders were asked to describe their president as a leader.

Results in this study (Bensimon, 1990) indicated that the descriptions by both groups, the presidents and the campus leaders, included an approximately balanced view of the use of the four frames by the presidents. The degree of the balanced view differed between the two groups. Presidents described themselves as using the symbolic and human resource frames more frequently than the campus leaders. In addition, presidents described themselves as having qualities of two or more frames, while campus leaders described them as using a single frame.

Another result in this analysis was the difference in self perception between presidents with high perceived complexity and presidents with low perceived complexity. Presidents with high perceived complexity were not mindful of hierarchy, while presidents of low perceived complexity described themselves as task-oriented and expected others to be concerned with reporting lines (Bensimon, 1990).

In the human resource frame, the differences between the presidents with high perceived and low perceived complexity were reflected in their views of participatory decision making. The presidents in the high perceived complexity group were more comfortable with sharing the decision making function with senior administrators than their colleagues in the low perceived complexity group (Bensimon, 1990).

The two groups saw themselves differently in the political frame as well. Presidents in the high perceived complexity group referred to their institutions more as political bodies than as corporations. They also described themselves as being competent

coalition builders, agents of change, and tough decision makers. Their counterparts in the low perceived complexity group did not make such claims (Bensimon, 1990).

With respect to the symbolic frame, both groups of presidents addressed the importance of visibility and being conscious of campus life. The difference was that the presidents in the high perceived complexity collection used an informal approach of walking about campus, while the presidents in the low perceived complexity group relied on receiving this information from senior administrators at scheduled meetings (Bensimon, 1990).

Finally, Bensimon (1990) analyzed the portraits of the presidents presented by campus leaders. The campus leaders' portrayal of presidents in the high perceived complexity group were consistent with the presidents' self portrayal, while the campus leaders' portrayal of the presidents in the low perceived complexity group were less consistent with the self portrayal by the presidents, especially with respect to the human resource and symbolic frames.

Eddy (2002) conducted a qualitative frame analysis for presidents of two community colleges in Michigan. She conducted 28 interviews in total: 13 at one college and 15 at the second college. Interviewees were faculty members, members of the senior cabinet, and the presidents of the colleges of technology. The interviews were transcribed verbatim and were coded according to themes.

The interviews revealed that the two college presidents operated under different frames: one was visionary and the other was operational. In her discussion of the implications of her work, she advised that:

If college presidents have an awareness of their preferred organizational lenses it would spotlight the leadership blind spots. Reflection allows presidents to think about the interpretation others may have of their actions or lack of actions and make adjustments accordingly if the results were not their intention. (p. 34)

She also advised campus leaders to be aware of their blind spots and to reflect on their frame of leadership orientation and how that affects their followers (Eddy, 2002).

Nixon's (2003) investigation into academic capitalism forces and successful college leadership found eight elements for successful leadership in colleges. Each of the eight (team builder, relevant experience, entrepreneurial spirit, leadership skills, express passion, learner centered, strong communicator and stakeholder engagement) can be related to one or more of Bolman and Deal's (2003) four frames of leadership (structural, human resource, political, and symbolic).

Summary of Frame Analysis Research

In the qualitative and quantitative studies by Bolman and Deal (1991a, 1991b), the symbolic frame was the least utilized of the four frames by the participants. In the quantitative study (1991a) the structural frame was utilized the most. In the qualitative study (1991b), the human resource frame was utilized the most. In the qualitative study by Eddy (2002) which was conducted 10 years after Bolman and Deal's initial work, one college president utilized the symbolic frame as the preferred frame and the second college president utilized the structural frame most frequently.

The social desirability finding from the Bolman and Granell (1999) study presented an interesting contrast to the studies mentioned above. In this research it was discovered that the Venezuelan managers tended to rate themselves higher than the rating

conferred by their associates. This contrasted with the findings from other groups where associates arrived at higher ratings for their colleagues. The researchers suggested that this may be a factor among Latin cultures.

Purpose of the Study

The four frames of leadership developed by Bolman and Deal (2003) were used in this study to: (a) identify the leadership orientations of presidents from community colleges who were represented in the membership of the International Advisory Board and of the Practitioner's Board of the Chair Academy (The Chair Academy Website, n.d.), (b) identify the leadership orientations of administrators who reported directly to these presidents, (c) determine the degree to which the leadership orientations of presidents differed based on selected personal and professional demographic variables, (d) determine the degree to which the leadership orientations of administrators who directly reported to the presidents differed based on selected personal and professional demographic variables, and (e) compare the leadership orientation of the community college presidents to the leadership orientations of their direct report administrators.

Research Questions

1. What is the dominant leadership orientation, if any, used by community college presidents of the International Advisory Board of the Chair Academy and by presidents whose community college is listed among the Practitioner's Board of the Chair Academy?

2. What is the dominant leadership orientation, if any, used by the administrators who directly report to the targeted college presidents?
3. To what extent, if any, are there statistically significant differences in frame usage based on gender and the number of years of experience as a community college president?
4. To what extent, if any, are there statistically significant differences in frame usage based on gender and the number of years of experience as a community college administrator among the staff who directly report to the community college president?
5. To what extent, if any, is there a statistically significant relationship between the dominant leadership style of the president and the dominant leadership styles of his/her direct report staff?

Definition of Terms

The following list of terms provides clarification of concepts, organizations, and instruments used in this study.

(The) Chair Academy: An organization initiated in 1992 via a grassroots movement by department chairs of community colleges. At the time of the study, it was an internationally recognized organization focused on post-secondary leadership training programs and services (Filan, 1999).

Community College: A college which offers the first two years of courses leading to an associate degree in arts, sciences, and applied sciences or selected course work leading to technical certificates.

Direct Report Administrators: Administrators who are supervised by the president of the community college.

Frames: A perspective used by leaders to process and make decisions. According to Bolman and Deal (2003), there are four frames that are available to leaders: structural, human resource, political and symbolic.

The Human Resource Frame: A view of the organization from the lens of its people and their relationship to the organization. Organizational performance is improved via professional development of the workers (Bolman & Deal, 2003).

The Political Frame: A neutral, yet significant entity in this frame as it supports the leader's need to build networks and alliances. Leaders are required to use power and influence with their networks in order to bring an allotment of scarce resources to their units of control (Bolman & Deal, 2003).

The Structural Frame: An emphasis on goals, specialized roles and formal relationships. Organizations divide tasks among the workers and use policies and hierarchies to unify the work in order to support the mission (Bolman & Deal, 2003).

The Symbolic Frame: An emphasis on the culture of the organization, created from stories, rituals, and ceremonies which bind people to the workplace According to the theory behind this frame, what happens in organizations is not important. Rather, it is the meaning that is assigned to the event that is significant (Bolman & Deal, 2003).

High Perceived Complexity: Seen as having many different and connected parts.

Low Perceived Complexity: Seen as having a limited number of different and connected parts.

International Advisory Board of the Chair Academy: Advisory board of the chair academy comprised of a sample of chief executive officers, presidents, and chancellors from community colleges and four-year colleges and universities from a variety of countries (Filan, 1999).

International Practitioner's Board of the Chair Academy: One of the advisory boards of the Chair Academy. It is comprised of vice-presidents, deans, and department chairs from community colleges and four-year colleges and universities from a variety of countries (Filan, 1999).

Leadership Orientations (Self) Survey (LOS) Instrument: A self administered leadership survey instrument designed by Bolman and Deal (1990b). This survey measured two dimensions of leadership for each of the four frames.

Leadership Behaviors: The Leadership Orientation (Self): The first part of the LOS survey instrument. It provides a scale from "1" (never) to "5" (always) for the leaders to use in their self-ratings of leadership behaviors.

Leadership Style - The Leadership Orientations (Self) Survey Instrument: The second part of the LOS survey instrument. Respondents of this part answer a list of questions that describe them as leaders. The scale for the descriptive responses ranges from "best" to "least" (Bolman & Deal, 1990b).

Multi-framing: The ability to see events from more than one of the four frames.

The frames may be described as perspectives (Bolman & Deal, 2003).

President of a Community College: The administrator who is ultimately responsible for the leadership and management of a two year college.

Reframing: The ability to let go of the first frame one uses and reflect on events in order to adopt a perspective of another frame (Bolman & Deal, 2003).

Assumptions

The first assumption was that participants were honest in their responses with respect to all the statements included in the data collection instrument. A second assumption was that the individuals contacted to participate in the survey were actually the individuals who completed the survey.

Limitations

The respondent's self perception of leadership concepts may have had an influence on the validity of the study. All four frames have been viewed by Bolman and Deal (2003) as positive constructs for leaders to use to assess issues and situations. If respondents believed that one of the frames was of greater importance than the others, this perception may have had an impact on their answers to the survey questions. Another limitation of the study was that the sample was not random. The findings from the study are limited to this special sample and may not be able to be generalized to larger populations.

Significance of the Study

Bolman and Deal (1991, 1992) and Bolman and Granell (1999) have conducted large research studies using the frame analysis theory of leadership. These studies have been replicated using different populations by Bensimon (1989, 1990), Borden (2000), and Heimovics, Herman, & Coughlin (1993). Presidents of 32 institutions of higher education and approximately 80 campus leaders were two of the groups studied by Bensimon (1989, 1990). Borden (2000) studied area campus administrators in Florida's state university and community college system. Heimovics, Herman, and Jurkiewicz Coughlin (1993) investigated frame usage among executives in non-profit organizations.

None of the studies used a population of community college leaders that were already focused on leadership through their institutions' involvement with a leadership program that was initially established for leaders of community colleges. In addition, none of the former studies were focused on the frames of leadership for the members of the direct reports to the presidents of community colleges. Some of the leadership challenges throughout higher education have permeated most postsecondary institutions. Community colleges have faced some specific leadership challenges because of their distinct mission which provides for open access. This mission was expected to face continued scrutiny as access to four-year institutions became more limited and as the challenge to prepare the developmental student intensified.

This study was intended to provide results indicating the preferred frame usage among presidents and the members of the senior administrative team. Results were derived from the sample of participants from the community colleges represented in

membership in the Practitioner's and the International Boards of The Chair Academy. Also examined were the selected personal and professional demographics of the participants (the president and the senior administrative team) to determine if either of these characteristics related to the person's preferred frame of analysis. The preferred frame of community college presidents who were engaged in supporting leadership development for future community college leaders was identified. The results of the preferred frames of the presidents enabled comparison with previous frame analysis research that did not target this specialized group. The results of the study provided data to determine if there was a relationship between the presidents' preferred frame and the preferred frames of the senior administrative team members who reported to the presidents. Finally, the results indicated if the president and the members of his/her report staff utilized all of the four frames of leadership. Thus, there was the potential in the present study to add to the body of research on frame analysis in a unique manner. This was believed to have implications for those leaders who were attempting to create teams within their institutions that could respond to the challenges for community colleges in the 21st century.

Summary

The study of leadership has been related to the study of corporations, organizations, and groups. Throughout history, many western and eastern theories of leadership have emerged, evolved, and dissipated. Traces of former theories have been blended by contemporary theorists. One of the current blended theories that has been

popular with researchers is the Bolman and Deal (2003) Four-Frame Model of Leadership Theory. In this theory the four frames used by effective leaders have been explained as being based on the disciplines of sociology, psychology, political science, and anthropology (Bolman & Deal, 2003).

Many researchers have used the Four Frame Model of Leadership in studies with institutions of higher education. Most of these studies have focused on four-year colleges and universities. A few of these studies have included a handful of community college presidents. These leaders have been asked to foster the growth of open-door, two-year colleges in times of limited state allocations and competing and diverse resources needs. Many of the challenges to these leaders have been multi-focused and require a team of leaders to address these complex issues. This study was conducted to explore the leadership frame usage of community college presidents and of the administrators who directly reported to the presidents with the hope that an investigation into leaders and their teams would help to prepare these institutions for future challenges.

CHAPTER 2 REVIEW OF THE LITERATURE

Introduction

Leadership behavior and styles have been studied extensively since the early 1900s. One model of leadership, created by Bolman and Deal (1991), focuses on four major ways a leader can frame the environment and its challenges. Although a leader has a preferred frame, the effective leader is one who is able to use all the four frames depending on the nature of the challenge. The Leadership Orientation (Self) Survey created by Bolman and Deal (1990b) was used to examine the frames of leadership used by a select sample of community college presidents and the administrators who directly reported to them. This sample was generated from the list of community colleges that were represented through membership in the International Advisory Board and the Board of Practitioner's from the Chair Academy.

This chapter contains a review of the literature and research related to the four frames of leadership (Bolman & Deal, 1990a, 1990b, 2002, 2003) and the concept of multi-framing in educational institutions. The chapter has been organized into four sections which address (a) the Bolman and Deal Four- Frame Theory of Leadership, (b) leadership theories, (c) frame analysis research, and (d) chapter summary.

Bolman and Deal Four-Frame Theory of Leadership

The Structural Frame

The roots of the structural frame can be traced to the theorists that were influenced by the industrial revolution. From 1900 to 1915, Frederick Taylor, an engineering consultant, developed the principle of scientific management. This theory outlined the differentiated roles of management and workers and the top down flow of power and authority. The goals were to maximize efficiency and to reduce production cost. In the 1950s, this theory was popularized by the book and the movie, *Cheaper by the Dozen* (Owens, 2004). The protagonist conducted time and motion studies at the job site and in the home.

Max Weber, a German economist and sociologist, developed his theory of monocratic bureaucracy around the beginning of the 20th century. He attempted to eliminate the traditions of class privilege by providing a theory that would create impartial and unbiased decisions by management. Weber viewed bureaucracy as a system that would maintain fair and standard practices that are described in the six characteristics of a bureaucracy (Hall, 1963).

The foundation for the structural frame was provided by Taylor and Weber's theories. Bolman and Deal (2003) defined the structural frame as the frame which focused on structures within a particular organization. The organizational chart represents an image of these structures which have been developed in accordance with the organizational environment and its use of technology. Leaders with a structural

orientation create their organizations in a two step process. The first step is to divide the labor by assigning certain tasks to certain groups of workers. The second step is to unify these tasks by creating hierarchies which include rules, policies and procedures.

Basic structural tension in this theory arises from the concepts of differentiation, how work is assigned; and integration or how work and roles of the workers are coordinated. The tension from differentiation and integration is addressed via vertical and lateral coordination. Vertical coordination addresses tension through the chain of command; while lateral coordination uses more informal methods such as meetings and committees (Bolman & Deal, 2003).

According to Bolman and Deal (2003), structural forms can and should vary depending on six dimensions: (a) the size and age of the organization, (b) core processes, (c) environment, (d) strategy and goals, (e) information technology, and (f) nature of the workforce (Bolman & Deal). A generalized way to analyze which type and amount of structure to use with a specific organization has been to determine if the organizational environment is relatively simple and stable or if it is responding to a quick change of pace. Organizations in the former environment have typically coordinated work according to rules, policies, and formal procedures; while those in the more fluctuating environments have been required to have a more complex and flexible framework (Bolman & Deal).

The Human Resource Frame

The origins of the human resource frame can be traced to Greenfield (1974) and his belief in the importance of the human dimension as it interfaced with the organization. It was his view that the core of organizations was composed of human beings. Taking this perspective, organizations do not constitute their own reality. Rather, they exist in the minds of the people who think about them. Leaders oriented toward the human resource perspective support the growth of their workers as they believe the optimal ideas for improvement can be generated from the bottom of the organizational chart by those who were closest to the work (Bolman & Deal, 2003).

Along with this new paradigm for viewing organizations came a belief that quantitative data was insufficient when conducting research in certain fields. Conant (1964) advocated for the use of inductive reasoning when investigating issues in schools, colleges, and universities. Rogers (1963) described the “three ways of knowing” about behavior: subjective knowledge, objective knowledge, and interpersonal or phenomenological knowing. He advocated for the use of all three ways when conducting research in the behavioral sciences.

The human resource frame provided a view of the organization from the lens of its people and their relationship to the organization. According to Bolman and Deal (2003), there were four key assumptions in the human resource frame. The first assumption reversed the previous belief that organizations exist to serve organizational needs by stating the opposite: An organization exists to serve the human need. The second assumption described the mutual need of people and organizations for one

another. The third and fourth assumptions revolved around the fit between the organization and the individual. A good fit was assumed to benefit both, while an inappropriate fit was believed to be harmful to at least one of the two.

In addition to the four assumptions, six principles comprised the human resource frame. These principles revolved around the human investment of the organization. Bolman and Deal (2003) advised organizations to start with a strategic plan for human resources which would encourage the manager to select, keep, invest in, and empower the right person for the job. Finally, the manager needed to be inclusive when selecting new hires so that the workforce would reflect the surrounding community's diversity.

Several contemporary theorists of organizational management and leadership supported these six principles. Collins (2001) upheld the second principle when he addressed the need for all leaders to consider the "who" question prior to the "what" decision. A second imperative for leaders was to get "the right people on the bus (and the wrong people off the bus) and then figure out where to drive it" (p. 63). Clearly Collins advised those interested in leadership to place their priority with the people of the organization prior to the organizational mission.

Block (1996) advised leaders to practice the fifth principle of empowerment. This principle espoused the belief that people closest to the work would have the best ideas for handling any problems that developed regarding organizational procedures, customer relations, and other issues of the workplace. The leader's role in handling conflict was to present the issue to the members of the team and allow them to generate a workable solution to the conflict.

Another example of a theory rooted in the human resource frame was Greenleaf's (1977) theory of servant leadership. Greenleaf identified the leader as the one who was most willing to serve the needs of the followers and who was seen by the followers as a servant. He characterized servant leaders as leaders who cared for both the person and the institution and who respected the need to care no matter the gravity of situation (Greenleaf).

DePree (1989) concurred with the importance of servant leadership and the importance of the human resource frame. He described artful leaders as those who feel responsible for the people in the organization. "People are the heart and spirit of all that counts. Without people, there is no need for leaders" (p. 13).

Quinn (2004) defined one tenet of his theory of the fundamental state of leadership as being "other-focused" (p. 22). When leaders are in sync with being other-focused, they put the welfare of others first and foremost. This state of leadership enables the followers to see the transparency in the leader's style which allows trust to flourish in the leader/follower relationship (Quinn, 2004). This level of leadership espouses the significance of the human resource frame.

In their book on authentic trust and leadership, Solomon and Flores (2001) supported the significance of the human resource frame. "But it is in the end, the relationship that counts, both for trust and for leadership. We do not proceed in the world alone. To survive and to thrive, we must count on each other and find leaders to follow" (p. 151).

The Political Frame

The third of the four frames identified by Bolman and Deal (2003) is the political frame. In this frame, organizations are seen “as living, screaming political arenas that host a complex web of individual and group interests” (Bolman & Deal, 2003, p. 186). There were five assumptions in the political frame. The first assumption highlighted the existence of hidden agendas among individuals and interest groups and the resulting establishment of coalitions with similar agendas. The second assumption stated that coalition members were diverse in their perception of reality and with respect to their belief systems. The remaining four assumptions all dealt with resource allocation. It was assumed that resources would always be scarce in organizations and this fact would impact the power behind decisions that dealt with resources. Conflict is a given in any organization and power has been viewed as an asset in dealing with conflict. Leaders need skills in bargaining, negotiation, and jockeying in order to acquire a portion of the scarce resource (Bolman & Deal, 2003).

The political frame is neutral, but in the hands of the decision maker it can be used positively or negatively. Every organization faces the dilemma of scarcity of resources especially when the organization is interested in a variety of projects. In the political frame, politics is the process of making decisions and allocating resources in a practical manner. Politics is seen in this frame as the heart of decision making (Bolman & Deal, 2003).

Three important aspects of the political frame are decision making, power, and conflict. The effective leader uses these three positively in order to affect change in the organization.

Decision-making by leaders has been described by theories in two models. The first group of theories views decision-making from a rational, structural model. Simon (1960) was one of earliest contributors to this approach in his analysis of three major phases in the decision-making process. They were: intelligence activity, design activity, and choice activity. Another contributing theorist to this model was Drucker (1974) who identified five steps in the decision-making process as: (a) Defining the problem, (b) analyzing the problem, (c) developing options for solutions, (d) deciding on the most appropriate solution, (e) and acting on the decision. Empirical-rational strategies face opposition especially when the front line staff and faculty have not been consulted in the planning stage.

The second model, termed power-coercive decision-making, also faced resistance from educators because they attempted to force change through the use of sanctions. Chin and Benne (1969) provided an example when they described the restructuring of power elites as a strategy to effect change.

Chin (1967) proposed the third major strategy for change, the normative-reeducation strategy. It was believed to offer the most chance for success since it was based on self analysis and diagnosis of organizational problems. The process was one of self renewal for the organization.

Power is a second important aspect of the political frame. Bolman and Deal (1997) categorized eight sources of power identified by social scientists. The eight power sources included: (a) position power, (b) information and expertise, (c) control of rewards, (d) coercive power, (e) alliances and networks, (f) access and control of agendas, (g) framing: control of meaning and symbols, and (h) personal power.

The third important aspect of the political frame was conflict management. Two differing approaches included the win-lose orientation and the contingency approach. The first has significant consequences as it elicits intense emotional reactions that are not easily ignored or reduced by time (Blake, Shephard & Mouton, 1964). The contingency model was focused on cooperativeness or assertiveness. In addition to the two independent variables, there were five perspectives of the contingency model. They included: (a) competitive behavior, (b) avoidant behavior, (c) accommodation, (d) sharing, and (e) collaboration (Blake, Shephard & Mouton).

Leaders need to understand that managing conflict requires a choice to be made by the leader. When faced with this choice, the wise leader learns how to select the approach that avoids destructive behaviors like passive aggression and that embraces opportunities for growth like continuation of trust between leader and followers (Solomon & Flores, 2001).

Bolman and Deal (2003) concluded that the use of power can be constructive or destructive in the political frame. The leader that elects to use power in a destructive fashion builds a legacy of distrust among the followers. Bolman and Deal (2003)

advocated for the constructive use of power as it allowed for the creation and development of organizations that were ethical and productive.

The Symbolic Frame

The symbolic frame has focused on making meaning out of a world of ambiguity. Advocates have recognized the difficulties of the average person in making sense of the world and have encouraged the frame's tenets of belief and faith (Bolman & Deal, 2003)

The five core assumptions include:

1. What is important is not what happens but what it means.
2. Activity and meaning are loosely coupled; events have multiple meanings because people interpret experiences differently.
3. In the face of widespread uncertainty and ambiguity, people create symbols to resolve confusion; increase predictability; find direction; and anchor hope and faith.
4. Many events and processes are more important for what is expressed than what is produced. They form a cultural tapestry of secular myths, heroes and heroines, rituals, ceremonies, and stories that help people find purpose and passion in their personal and work lives.
5. Culture is the glue that holds an organization together and unites people around shared values and beliefs. (Bolman & Deal, 2003, pp. 242-243)

Theory Z and Theory Y created a paradigm shift for viewing organizational culture. In 1981, Ouchi wrote *Theory Z*, a model of organizational culture, that he described after comparing the similarities and differences between the management styles in Japan and America. He defined a Theory Z culture as a culture which includes the values of trust, loyalty to the company, loyalty of the company, and close relationships with the workers. Every aspect of the culture is touched by these values. The pinnacle value in this culture is the commitment of the company to its people. This culture

advocates a humanizing element within the organization which instills a deep sense of trust among the workers.

In 1982, Peters and Waterman wrote their second research report on culture. In their work, they discovered a consistent theme for the 62 corporations that were studied. The consistent theme was the powerful effect of values and culture in these corporations. The influence of values and culture, rather than procedures and control systems, was the glue that held the organizations together.

Organizational culture has impacted the effectiveness of schools. Schools have been linked to their governing boards, the community, accreditation bodies, and state and federal entities. Each of these entities has a culture, and schools have both an organizational culture and a workplace culture. Those managers who model Theory X have viewed culture as emanating from the top down. Theory X was defined by McGregor (1960) as the theory that supported management's beliefs that workers are inherently lazy and need to be monitored constantly. Managers who have followed Theory Y have recognized multiple cultures within their organizations. Managers who have operated under the framework of Theory Y have trusted workers to be fundamentally hardworking and responsible.

Various theorists have recognized that organizational culture has a significant impact on student learning and development (Bolman & Deal, 2002). Moos (1979) conducted large scale research in secondary schools and colleges in the United States on culture. He found that culture, defined by him as the nature and quality of the person-environment interaction, had a strong impact on students' ability to learn.

Bolman and Deal (2003) described how culture as being created through the use of symbols, myths, values, and visions. They described stories that recount tales of the heroes and heroines of the organization which can be used to pass on the traditions of the culture. Rituals and ceremonies were defined as being enacted to celebrate success or to combat a crisis. Finally metaphors, humor, and play were seen as essential elements in the building of organizational culture and the symbolic frame (Bolman & Deal).

The power of story telling, a major tenant of the symbolic frame, was artfully expressed by DePree (1989). He concluded that the organization's story teller was responsible for persevering and revitalizing the values of the organization and they are responsible for the process of renewal for the organization. "Every family, every college, every corporation, every institution needs tribal storytellers. The penalty for failing to listen is to lose one's history, one's historical context, one's binding values" (p. 82).

Multi-Framing

While each one of the frames provides a powerful lens for examining a challenge, the skillful leader is one who can use multiple frames for this examination. One frame has the ability to express the story with that single perspective, while multiple frames aid the leader in seeing the story from multiple perspectives. Reframing allows the leader to identify the challenge clearly; to create different options; and to consider alternative strategies. Bolman and Deal (2003) wrote:

Those who master the ability to reframe report a liberating sense of choice and power. Managers are imprisoned only to the extent that their palette of ideas is impoverished. This lack of imagination is a major cause of the shortfall between

the reach and the grasp of so many organizations – the empty chasm between dreams and reality, between noble aspirations and disappointing results. (p. 17)

Leadership Theories

Brief History

Myths and legends of leaders have been the bases of the development of civilized societies. According to Bass (1995), the study of history is the collection of tales of leaders, who they were and what they did. He further asserted that the study of leadership remains a subject of relevancy for modern psychohistory.

Beginning as early as 5,000 years ago, the Egyptian written language of hieroglyphics contains symbols for the words leader, follower, and leadership. Confucius and other Chinese philosophers and writers included advice for leaders in their manuscripts. The philosophy of Taoism also described the qualities of leadership in the book the Tao Te Ching (Lao-tse, 1993).

The Tao Te Ching describes the Tao (Way) as the unity of nature which makes everything in the universe what it is and allows determinations to be made in regard to behavior. Other important qualities of the Tao are submission, the absence of aggressive action, and a quiet approach to life (Chin, 1989).

Heider (1985) offered a more modern interpretation of the philosophy as it applies to leaders and followers. He proposed that followers model their leaders and that effective action in any circumstance comes from a clear sense of being and the ability to reflect in silence (Heider). He elaborated on his beliefs in his description of three

essential qualities of leaders which were compassion for all living creatures, simplicity and frugality toward the material realm, and a sense of fairness and humility (Heider).

In Greek civilization, Homer's character Ajax in the *Iliad* was the model for inspirational leadership. Additional characteristics of the leader from Greek heroes which have been viewed as relevant in the 21st century are: justice, wisdom, and valor. Plato defined the leader as the single most important aspect of wise government. Finally, Aristotle upheld virtue as the quality of leadership that was lacking in the youth of his times (Bass, 1995).

In 1513, Machiavelli declared his pragmatic views of leadership. In the classic work, *The Prince*, he proposed that power be used to establish and maintain order in a society. The effective leader in his theory used firmness to maintain authority and power. The negative side to Machiavelli's position occurred because of the extreme means he condoned to achieve it. It lacked the counter balance provided by answering the ethical questions associated with the use of power (Machiavelli, 1954).

In 1830, Hegel wrote the *Philosophy of the Mind*, in which he described the need for a leader to be a follower at first. If the leaders act as followers, they are better equipped to understand their future followers (Bass, 1985). This theory was further developed by Greenleaf (1977) in *Servant Leadership*. Greenleaf's idea of the servant leader was encouraged by his reading of the story of Leo in Hesse's *Journey to the East*. In this story, Leo was the servant for a group of people on a spiritual journey. The journey was smooth when Leo was present as the servant. His abrupt departure had serious consequences for the travelers. They learned they could not make the journey

without Leo. The narrator discovered Leo years later and learned that Leo was the leader of the group that organized their journey. Leo was able to relinquish the role of leader in order to become a servant for the group. He had no need for power or praise for his leadership as his mission was to serve.

Another author on the topic of leadership, DePree (1989), regarded the leader as a servant. He asked his readers to think of a leader as one who serves. “The art of leadership requires us to think about the leader-as-steward in terms of relationships: of assets and legacy, of momentum and effectiveness, of civility and values” (pp. 12-13). Clearly the leader as servant has been depicted in the human resource frame.

Bass and Avolio (1993) reiterated the four identifying aspects of a transformational leader as: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These four components described the symbolic and human resource frames of Bolman and Deal (1997) four-frame theory of leadership.

Contemporary authors have also described the symbolic frame in their views of leadership. Perhaps the most compelling definition has been provided by Senge (1990) when he stated, “We will view leadership as the capacity of the human community to shape its future, and specifically to sustain the significant processes of change required to do so” (p. 16). He believed that there are many leaders in an organization who work on developing a culture that is accepting of change. In his previous book, *The Fifth Discipline*, he analyzed five disciplines that leaders at any level in the organization need to embrace as they work to develop a culture devoted to learning. The five disciplines are

defined as personal mastery, mental models, shared vision, team learning, and system thinking. Two of these disciplines, shared vision and team learning, are represented in the tenants of the symbolic frame (Senge).

The structural frame has been addressed by Drucker (1999) with his recognition of the need for “organized improvement” (what the Japanese call Kaizen) (p. 80). This need for organized improvement has led to a transformation of the operation which in turn should lead to new processes. The continuous play between differentiation and integration has continued while organizations seek to achieve continuous improvement in delivery of service or product.

Finally, contemporary authors writing about leadership have included the need for leaders to act from the political frame as well. In a research study by Heimovics, Herman, and Jurkiewicz Coughlin (1995), the authors attested to the significance of the use of the political frame by effective leaders in non-profit organizations. One of the three propositions they created based on the frame analysis they conducted was:

Given the relevance of diverse government agencies and officials to most nonprofit organizations-as regulators, funders, policy setters – especially effective nonprofit chief executives have also learned to think and act politically. They act in relation to external resource dependencies in terms of mobilizing constituencies, forming coalitions, creating obligations, and negotiating and bargaining. (p. 426)

In a study conducted by the same authors two years later, they reported:

Our recent finding that effective executives were much more likely to think and act in accordance with a political frame confirms our earlier finding. We believe that effective chief executives operate from the political frame because it enables them to focus more skillfully on conflicts and tension, on competing interests and agendas, and on disputes over the allocation and acquisition of scarce resources in their funding and political environments. The finding that those executives not deemed effective were significantly less likely to think or act in accordance with

the political frame, establishes the use of the political frame as a criterion of executive effectiveness (Heimovics, Herman, & Jurkiewicz-Coughlin , 1993, p. 244).

Several authors formulated models of power, one of the major tenants of the political frame (French & Raven, 1959; Lukes, 1974). According to the taxonomy of social power created by French and Raven, there were five types of power. The first, expert power is the power one uses based on his/her expertise in an area. A second type of power, referent power, is a function of the relationship between leader and follower. Legitimate power, the third power of the taxonomy, is the power that comes with the role or the position. French and Raven defined the fourth power, reward power, as the ability to provide desired resources or recognition to the followers. The last of the five powers according to French and Raven involves the use of negative sanctions in an attempt to control others through punishment or the loss of valued outcomes.

Lukes (1974) presented another model of power, a three dimensional model. The first dimension, explicit power, included four types of power: force, economic dominance, authority, and persuasion. The mechanisms attached to the second dimension of power in the Luke's model included customs, norms, organizational structures, procedures, rules of the game, social usage, and traditions. This second dimension differed from the first in that power in the second dimension is implicit. The third and final dimension in this model of power is the shaping of consciousness which includes the mechanisms of myths, symbols, and the communication process. The family, the mass media, and schools and religious organizations are some of the institutions that help individuals with their acculturation from childhood to adulthood.

A third model of power by Peck (1978) identified two types of power: political and spiritual. Political power involves using coercion, overtly or covertly, in order to have the follower comply with the leader's goal. This use of power can be traced to position or to money. It is not vested in the person behind the position (Peck). The second type of power, spiritual power, is not related to coercion. Rather, it is defined as the ability to use maximum awareness when making decisions. This capacity for decision-making is centered on consciousness. When leaders actively reflect on their lives, their power base, and their followers, and when they assume a role of expert in these areas, they will exude humility in their persona. They believe they are a conduit for the expression of power, because the true source of the power is coming from a far greater power. Power is flowing through them not from them.

In this model of power, leaders have been faced with two challenges. The first is fear because it is more difficult to make a decision when one has greater awareness of the potential consequences of this decision. School administrators who have developed a personal awareness of the faculty will face more conflict when they must make decisions about faculty lay-offs than the administrator who makes the decision without conscious reflection of the consequences. The second challenge for leaders who are conscious of their power is aloneness. At this stage, there are no mentors available. The leader is alone in the decision-making process (Peck, 1978).

The responsible side of spiritual power employs leaders to make consciousness a condition for themselves and for those who have access to the needed resources. Raising

awareness to those in positions of control becomes a crucial task for any leader including the leaders in educational institutions.

The Community College Caucus represented an example of spiritual power reaching out to the broader arena and promoting appropriate use of power in decision-making. Community college leaders, along with politicians, collaborated to form the Community College Caucus in September, 2005. The Community College Caucus had, as its purpose, the ability to raise awareness within the House of Representatives about the unique role of community colleges within the American higher education body. The mission of the Caucus was to identify and discuss current issues which affected community colleges (Miller, Castle, Wu & Wicker, 2006). According to the president of the American Association of Community Colleges (AACC), the Community College Caucus was expected to further the advocacy mission of the AACC. The advocacy agenda was focused on educating members of Congress and their staffs about the roles of community colleges and the impact of federal policies on institutions and students (Boggs, 2006).

Leadership in Education

In 1999, Drucker warned leaders about the impact of change on their work lives, “One thing is certain for developed countries--and probably for the entire world: We face long years of profound changes” (p. 92). The profound changes to Drucker (1999) were in demographics, in politics, in society, in philosophy, and in one’s world view. He

advised that workers need to learn to manage change in the workplace. His advice also extended to more stable work environments.

Even organizations that normally are long-lived if not expected to live forever--schools and universities, hospitals, government agencies--will see rapid changes in the period of turbulence we have already entered. Even if they survive--and a great many surely will not, at least not in their present form--they will change their structure, the work they are doing, the knowledge they require and the kind of people they employ. (p. 163)

The Office of Educational Research and Improvement (OERI) founded the National Center for Educational Leadership (NCEL), a consortium of Harvard, Vanderbilt, and Chicago Universities to respond to the demands for change in the nation's educational institutions. These demands were spurred by the problems of competition, costs, and quality in our nation's schools. The purpose of the consortium was to improve the quality of leadership in education through the development and dissemination of knowledge (Bolman & Deal, 1994). The consortium's report defined four parameters of leadership: (a) the distinction between management and leadership, (b) the distinction between position and leadership, (c) the significance of the political and symbolic dimensions of leadership, and (d) the human qualities effective leadership requires. The report posited that 21st century leaders in educational institutions would need both management and leadership skills. They would need to be skillful in effecting change while keeping stability within the organization. They would need to obtain the power necessary to set an agenda and to create alliances to accomplish the vision. Finally, they would be required to understand, respect, and develop the organization's culture and mission. The panel of experts identified that the leadership qualities required relied less

on traits and characteristics and more on qualities such as ethics, risk taking, self-knowledge, character, courage, and a long-range view (Bolman & Deal, 1994).

The panel recognized four methods to cultivate leadership among educators. They were: experience, reflection, emulation of exemplary leaders, and teaching via newly designed leadership programs. They also endorsed the practice of preparing leadership groups rather than individual leaders. Bolman and Deal (1994) identified the next steps in stating:

Rather, we need to redefine leadership in the more human, moral, and spiritual terms that the panel suggested. We need to reconsider and redesign leadership development programs. We need to rethink and restructure school systems to encourage the kind of leadership that can transform schools from past practices or patterns to those that will be needed to shape a successful future. (p. 95)

Kerr (1997) in regard to the need to shape a successful future for higher education, offered advice for future leaders who were facing the dilemma of maintaining quality with fewer resources. He suggested that new higher education leaders have the capacity to balance long term orderly planning with short term constant adjustments. In addition, Kerr suggested that the process for maintaining priorities requires centralization of decision-making, a process that would necessitate the development of a team of administrative leaders who could assist the president with strategic long term planning.

Birnbaum (1988) advised that the leaders' behaviors have influenced the environment that permeates the institution. Though presidents and other administrators may not have been able to make dramatic changes in their institutions most of the time, they may still have been able to provide leadership by recognizing the organizational characteristics of their institution. There are typically specific expectations of the leaders

of bureaucratic, collegial, political, and symbolic systems. But each of these types overlaps and influences each other, and administrators play their parts in a complex interaction of other roles and functions. Their responsibility is to keep the institution in proper balance, not to “run” it (p. 204).

Birnbaum (1988) further suggested that presidents recognize the importance of utilizing the lens of various frames, develop the behaviors that accompany the various frames, and the judgment to decide when to use them. Birnbaum instructed presidents to rely more heavily on their powers of intuitions as they matured in their positions via experience and as they developed an understanding of their institution through multiframe perspectives.

In describing the educational leadership needed for learning organizations, Dever (1997) compared Senge’s five disciplines to Bolman, and Deal’s Four Frame Model of Leadership (1991). The political frame was the only frame omitted from Senge’s analysis of leadership. Dever offered, “In effect, another critical metaphor needs to be added to the repertoire of roles a successful leader must be prepared to assume: not only designer, steward, and teacher, but also warrior” (p. 60). The warrior was the political leader who was able to exercise power, to form alliances, and to capture resources for the organization to grow and prosper.

Dever (1997) further supported the need for presidents to develop a team of administrators capable of responding to internal and external challenges. Presidents and senior administrative staff leading educational enterprises, according to Dever, needed to be comfortable with fluid organizational dynamics that promote continuous learning,

rigorous analysis, and creative responses at all levels of the organization. Indeed, much of their work has been in managing, fostering, and interpreting these activities. However, they need to be prepared to intensify their leadership efforts when they must advocate forcefully, maneuver deftly, and, as required, do battle on both internal and external fronts (Dever).

Amey and VanDer Linden (2002) defined the effective community colleges of the future as the colleges that would enthusiastically respond to the need to develop leaders for presidents' and other administrative positions. They concurred with Shulz (2001) that in the early years of the 21st century, these institutions would experience a leadership crisis due to faculty, staff, and administrative turnover. In addition, they agreed with Hockaday and Puyear (2000) that the successful community college administrators at the time of the present study would represent a new generation of leaders who could confront the challenge of complexity that exists in the institutions and in their surrounding environments.

The American Association of Community Colleges (AACC) spoke to the need for leaders at community colleges in the near future in *Leading Forward* (2004), "by 2007, the United States will need 700 new community college presidents and campus heads, 1,800 new leaders in upper administrative positions, and 30,000 new faculty" (Bragg, 2004, p. 1). The purpose of the *Leading Forward* initiative was defined as the search for and development of human resources to continue the mission of the community college education for all who seek it. The work of the initiative was to create a leadership plan for community college leadership (Bragg).

Bragg (2004) reported that the participants (representatives of a leadership development program) at the *Leading Change* symposium developed lists of key leadership knowledge, skills, and values of effective leaders. The three lists contained six common elements: Creating a safe environment for change, helping others grow professionally, using diversity as an asset, developing partnerships, understanding one's personal worldview and how it forms behavior, and innovation and creativity (2004).

DeCan-Dixon (2007) described the need for "grow your own leader" programs at community colleges. Succession planning has become an important component for current presidents and boards of trustees, since promotion from within has continues to be the most common method for filling the vacancies in senior administrator levels (Carrol, 2004).

The work of leadership development on the national level has been complimented by state and individual college initiatives. The state of Iowa created a leadership development program to develop women and minorities for leadership roles in community colleges (Ebbers, Gallisath, Rockel, & Coyan, 2000). The Leadership Institute for a New Century (LINC) program resulted from a partnership of the Iowa Association of Community College Trustees, the Iowa Association of Community College Presidents, and Iowa State University Higher Education Program. Employees of Iowa community colleges were nominated by their institutions to participate in the program. The curriculum for the program included topics that directly related to the four frames of leadership of Bolman and Deal (2003).

An example of a community college leadership program was described by Carrol (2004). Daytona Beach Community College established a set of guiding statements and practical statements to guide the creation of the program. The four leadership tracks generated were: leadership skills, formal education, topic-intensive training, and experiential. The college was able to implement the entire succession plan in four years. The results indicated that in the 2003/2004 academic year there were 97 employees participating in the four tracks (Carrol, 2004).

In summary, the themes that emerged when considering the future challenges to leaders in higher education crystallized around the information explosion that necessitates the need for leaders who are able to effect change while maintaining balance and stability (Birnbaum, 1988; Bolman & Deal, 1994). Given this environment of profound change, leadership qualities were considered to be more important than characteristics (Birnbaum; Bolman & Deal; Dever, 1997). Those qualities included the skills associated with each of the frames as well as qualities of ethics, risk taking, and self-knowledge (Bolman & Deal). Drucker (1999) and Senge (1990) advocated for the need for the development of teams of workers who collectively would devise plans for the challenges in the workplace. Kerr (1997) and Dever (1997) supported this need for teams of leaders in higher education environments. This composite of administrative teams was seen as difficult to accomplish given the leadership crisis predicted by Hockaday and Puyear (2000) and by Bragg (2004).

The leadership crisis in higher education generated a series of initiatives throughout the country designed to cultivate new leaders from the staff and faculty

already employed in higher education. DeCan-Dixon (2007) addressed the need for “grow your own leader” programs in community colleges. Examples of these programs have been seen in the state of Iowa (Ebbers, Gallisath, Rockel & Coyan, 2000) and at Daytona Beach Community College in Florida (Carrol, 2004).

Leadership and Teams

After years of leading the International Telephone and Telegraph (ITT), Geneen (1998) defined leadership in relationship to teams. “Leadership, of course, is the ability to inspire other people to work together as a team, following your lead, in order to attain a common objective, whether in business, in politics, in war, or on the football field” (as cited in Krauss, 1998, p. 4). This statement has provided direction for strategic planning, leadership development from within, and for the day-to-day management within existing community colleges.

It has been imperative for leaders and followers to recognize that in an information-explosive world, no one is equipped to answer the unanswered questions in the workplace in isolation. Employees must compliment each other’s knowledge base and seek to resolve challenges by aligning their talents within a team. Senge (1990) spoke of this need when he wrote, “There has never been a greater need for mastering team learning in organizations than there is today” (p. 236). He further described the three critical elements to team learning when he stated that, “There is a need to think insightfully about complex issues, there is a need for innovative, coordinated action, and there is the role of team members on other teams” (Senge, pp. 236-237). He felt so

committed to the need to educate the entire team that he and his fellow authors included team exercises in addition to the solo exercises in their book. He believed that the team had many leaders and they needed to appreciate that change was not a challenge, but a way of life (Senge).

Drucker (1999) identified the need for employees to learn to work in a variety of organizational structures from the command and control style to the teamwork style. He described the different roles for the same employee as the boss in his or her unit, a partner in an internal or external alliance, a minority participant in a project, to name a few examples. Drucker (1999) expanded the notion of the popular metaphor of the team as a jazz combo by stating that there were different structures of teams with their individual needs for different types of management.

Unless we work out, and fast, what a given team is suited for, and what a given team is not suited for, teams will become discredited as 'just another fad' within a few short years. Yet teams are important. Where they do belong and where they do work, they are the most effective organization. (Drucker, 1999, p. 14)

Academic leaders have also been charged with determining the role of teams in educational institutions. A community college president of a large urban institution reported that the chief executive officer was able to accomplish goals and move the institution into the future by working with teams such as a senior leadership team or the board of directors (Shugart, 2006).

In her qualitative analysis, Bensimon (1990) included one of the president's responses describing the bureaucratic frame as follows:

I am not really in charge here. . . I get things done by working through others. I have made it clear to the senior administrators that they each have their own tasks. Even though I may argue with them about the way they are handling something,

there is never any doubt that within their areas they are the primary actors. . . the final decision remains with them. (p. 79)

Filan (1999) supported the importance of working with others when he wrote,

The leader of the future must be a tireless, inventive, observant, risk-taking, and ever-hopeful builder and enabler of management and leadership teams within the college. If successful, the leader will have constructed teams that carry out the organization's vision, goals, and purpose. By working together these teams will accomplish more than their individual members' ever could. . . . (p. 54)

Riechmann (1992), in her qualitative study, identified seven characteristics of effectiveness for members and five characteristics of effectiveness for leaders of high-involvement high performance (HIHP) teams in higher education. The characteristics of the HIHP teams were: (a) Teams had structure and were results orientated, (b) participation and collaboration were evident, (c) teams afforded the opportunity for individuation and synthesis, (d) members were able to demonstrate competence and received developmental as opposed to punitive evaluations, (e) a flow of communication was present, (f) team members had a positive, respective tone for every member, and (g) leadership was fluid and shared. The leaders of HIHP teams were able to “provide a vision and communicate it, create a favorable climate, foster collaborative practices, enable others, and model excellence (pp. 262-263).

The five teams in Riechmann's (1992) study tackled the issues that were common among institutions of higher education, for example, issues of resource allocation, strategic direction, and recruitment and staffing. The characteristics and behaviors of the teams in Reichmann's study provided a framework for discussions about teamwork, developing teams, and improving team performance. For the increasing numbers of

academic leaders who urge the use of teams and teamwork in higher education, these findings suggested possibilities for informed action for academic groups (Reichmann).

Geneen's (1998) definition of leadership included the ability of the leader to inspire others, to develop a shared vision, and to model collaboration as an effective strategy for team work. Riechmann (1992) provided findings from qualitative research that supported these three tenets of the definition and elaborated by adding another important condition, the ability to create a positive climate for the team.

Senge (1990) and Drucker (1999) described the importance of team development for any organization including the institutions of higher education. Senge warned of the dangers that could occur if team learning was not developed in the organization, while Drucker addressed the significance of fit for the team in a manner similar that Bolman and Deal (1997) used to describe the importance of fit of the employee to the organization and of the organization to the employee in the human resource frame.

The importance of team development in the arena of higher education was supported by the research of Bensimon (1999) and the works of Filan (1999); and Shugart (2006). These three educators believed that significant change would occur in institutions by engaging a team of leaders to master the challenges and by creating effective processes for handling them.

The authors and researchers referenced above supported the creation of an environment of trust. The presence of trust is observed in the relationships between the leader and the team, and in the relationships among the team members. The significance of trust is that it allows the leader and the team to collaborate on challenges together. The

collaboration builds community and leads to a variety of effective options to use to surmount the challenges.

Frame Analysis Research

Bolman and Deal (1990a & 1990b) created two surveys to assess the four frames of leadership: the Leadership Orientation Self (LOS) and the Leadership Orientation Other. They began using these instruments for research in 1991. Since then, many researchers have used these surveys for quantitative analysis of the four frames (Bolman & Granell 1999; Borden 2000; Bowan 2004; Cantu 1997; Monahan 2004; Thompson 2000; Trees, 2006). Several researchers have used qualitative research strategies to analyze the four frames. This involved interviews or responses to a scenario designed to elicit information regarding the preferred frame of the respondents with leaders in organizations and institutions of higher education (Bensimon 1989; Bolman & Deal 1992; DeFrank-Cole 2003; Eddy 2006; Fillenberg 1995; Harlow 1995). This review of the literature was focused on frame analysis research, its relationship to gender and the developmental process as related to experience as a leader.

Bolman and Deal (1991) conducted two studies to determine frame usage among educational administrators. They collected and analyzed qualitative responses in the first study. Among the three populations in this study (higher education administrators in the United States, principals from Florida and Minnesota, and administrators from the Republic of Singapore), the majority claimed to use one or two frames exclusively. Approximately 5% of the respondents admitted to using all four of the frames. When

analyzing the response of all three populations, the structural frame was utilized in the majority of the cases (60%), and the symbolic frame was utilized the least (20% of the cases). The human resource frame was most utilized by the administrators from the Republic of Singapore, while the political frame was most utilized by the administrators from the United States (Bolman & Deal, 1991).

The Leadership Orientation (Self) (1990b) and the Leadership Orientation (Other) (1990a) questionnaires were used to gather quantitative data on leadership frame orientation of senior managers from 15 different nations, higher education administrators, principals from Florida and principals and administrators from Oregon, and administrators from the Republic of Singapore (Bolman & Deal, 1991).

The results of the quantitative analysis of the second study produced five conclusions from Bolman and Deal (1991).

1. Frame orientations are associated with success as both manager and leader.
2. Effectiveness as leader and manager are not the same thing.
3. What will work depends on where you work.
4. The optimal pattern of frame orientation is more consistent for leadership than for management effectiveness.
5. Most educational programs focus on management rather than leadership. (pp. 524-525)

The second study by Bolman and Deal (1992) was a qualitative one with a sample of principals from Broward County, Florida and a sample of principals from the Republic of Singapore. Administrators were asked to summarize a challenging leadership situation they had experienced. The human resource frame was the one used most by administrators from both locations, while the symbolic frame was the least often mentioned in the narratives from both groups. The Florida group of administrators used

the frames in the following order: human resource (86%), structural (58%), political (50%), and symbolic (11%); while the group of administrators in the Republic of Singapore reported frame use as: human resource (98%), structural (62%), political (21%), and symbolic (17%). It was interesting to note that both groups had the same order with respect to frame usage despite the different cultures represented by the two samples. The order of frame usage by both groups may have been influenced by the position they held as well as by their respective cultures.

Data were also collected on the number of frames used by administrators. In both groups over 50% used two frames and less than 10% used four frames. Bolman and Deal (1992) reported on the implications of the study:

1. Leadership and management are harder to distinguish for the school principal than for many other administrative jobs.
2. Preparation programs for school administration are inadequate preparation for either management or leadership.
3. Little attention is given to the political and symbolic dimensions that are critical to success. (pp. 324-325)

In their five year study of versatile leadership among Venezuelan managers, Bolman and Granell (1999) investigated the difference in frame use from a cultural perspective. The sample of 788 Venezuelan managers and approximately three to four followers for each manager was compared to samples of other research populations including a sample of North American college and university administrators and a sample of Singapore school administrators. The researchers discovered a contrast between Venezuelan responses and most other samples when comparing self-ratings to ratings by colleagues. In the majority of populations, associates rated their colleagues higher on the survey than did the individual managers themselves. The reverse was seen in Venezuela

except for the political frame. The authors believed that there may have been an effect that they referred to as “social desirability” which they defined as the propensity to describe oneself in an idealistically positive way. Bolman and Granell proposed that this tendency may be particularly strong in Latin cultures.

Thompson (2000) conducted a study on educational leaders in lower, middle, and upper management from secondary and postsecondary institutions using the four frames by Bolman and Deal (1991) and Quinn’s (1988) competing values model. This study had two assertions: Men and women were more alike than different on leadership orientation as defined by Bolman and Deal’s (1991) four frames; and stereotypical leadership characteristics, as defined by Quinn’s (1988) eight leadership effectiveness dimensions, were salient among groups.

There were 57 educational leaders (31 males, and 26 females) who were assessed by 535 subordinates (265 males, and 270 females) in this study. Of the leaders, 5 were in lower management positions, 25 in middle management, and 26 in upper management. One leader did not report a level of management. The leaders were from primary, secondary, and postsecondary institutions from a metropolitan area (Thompson, 2000).

Thompson (2000) cited several findings from this study. The findings that were relevant to the current study were:

1. Educational leaders who utilize three of four leadership frames (moderately balanced or fully balanced), regardless of their leadership dimension, are perceived to be more effective in their leadership role.

2. Any differences in the perceived effectiveness of leaders in the three leadership groups (full balanced, moderately balanced, unbalanced) was equally true for male and female leaders.

Thompson (2000) recommended that multi-frame leadership was the model to practice for those who want to deepen their effectiveness as leaders. He advised organizations to expand their definition of effective leadership and to expand the options available in terms of a career ladder to potential leaders.

A frame analysis study on leadership orientation by Borden (2000) included area campus administrators in Florida's state universities and community colleges. Results from this study resulted in the conclusion that area campus administrators used the human resource frame more frequently than any other single frame. In addition, they used the political frame and multiframe more often than did administrators in other studies.

Borden advised that this study had implications for hiring parameters for these positions,

It is recommended that hiring officials use the tenets of this study and Bolman and Deal's (1997) frame orientations to determine whether potential area campus administrators have the unique combination of skills necessary for success in the special conditions that confront area campus administrators. (Borden, p. 140)

A total of 20 public school superintendents from the state of Washington completed a questionnaire and an interview in a study by Harlow (1995). Superintendents were more likely to use the political frame in describing a critical leadership incident and to use the human resource frame when defining leadership. In this study it was rare for any superintendent to use more than two frames. Years of experience on the job had an impact on the type of frame used. The structural frame was more widely used by superintendents with less years of experience, and the political frame was more widely

used by superintendents with more experience when describing a critical leadership incident. The superintendents with less experience used the human resource and structural frames when defining leadership, while those with more experience used the human resource frame solely in their definition.

A frame analysis was conducted by Fillenberg (1994) with twenty Washington state public school superintendents. The superintendents were asked to describe a critical leadership incident and to define leadership. The superintendents were most likely to use the political frame in describing the incident and the human resource frame when defining leadership. They rarely used more than two frames in either exercise. The superintendents with more experience used the political frame to describe the incident, while those with less experience used the structural frame. When defining leadership both groups used the human resource frame; however, those superintendents with less experience also used the structural frame. The results of the analysis also indicated that superintendents rated themselves higher on effectiveness than their colleagues; however, there was no statistical significance perhaps due to the small sample size.

Another study designed to elicit the leadership frames used by mid-level administrators was conducted by Cantu (1997). Public college and university deans participated in this study. One of the results indicated that deans predominantly used the human resource frame of leadership. This finding had also been generated by previous researcher conducted with administrators in higher education in the state of Florida (Bolman & Deal, 1992). A second finding also supportive of prior research identified the importance of the political frame among educational leaders (Cantu).

DeFrank-Cole (2003) examined the differences between male and female presidents' leadership style at institutions of higher learning in West Virginia. The study revealed no statistically significant difference in leadership frames between male and female presidents. Men used the political frame slightly more than females, and females used the human resource frame slightly more than males. Particularly relevant to the present study was that one of the five themes emerging from the interviews of 11 presidents was teamwork. The other four themes were: vision-mission; goals-objectives; people-personnel; and change and economics.

Trees (2006) conducted a frame analysis study on 245 senior administrators from 71 metropolitan universities across the nation. This study defined a metropolitan university as an institution that serves the broad spectrum of needs of the regional population. In addition, metropolitan universities not only provided programs for traditional students but also served non-traditional students by making higher education accessible in a multitude of ways. Finally, the metropolitan university was in proximity to an urban population. This allowed partnerships with the community as an integral part of the university structure. The response rate for this study was 54.1%. The dominant leadership frame used by this sample was the human resource frame with a mean score of 4.30. The structural frame indicated the second highest mean score followed closely by the symbolic frame. The lowest mean score was for the political frame and indicated the least used frame. A second finding in this study was that nearly half of the senior administrators identified themselves as having the ability to frequently use three or four frames of leadership.

A total of 32 college and university presidents participated in a qualitative study conducted by Bensimon (1989). This study used the presidents' interpretations of good leadership which were termed "espoused theories" by Argyris and Schon (1975). These institutions and presidents were selected because they were the participants in a five-year study conducted by the National Center for Postsecondary Governance and Finance entitled the Institutional Leadership Project.

Overall, the results indicated that multi-framing was unusual in presidents of these 32 institutions. The five community college presidents in the study used single frame orientations, while the university presidents used paired and multi-frame orientations. The political frame was the only frame that did not appear in the analysis for the community college presidents. A second interesting discovery was that the majority of the community college presidents had a single frame orientation and this orientation was not the bureaucratic frame. The two presidents who displayed a bureaucratic frame had been presidents for a longer period of time than the other three presidents. Possibly, as George Vaughn (1986) had suggested, the newer generation of community college presidents favored leadership approaches encouraging greater participation and shared decision-making (Bensimon, 1989, p. 120).

Bensimon (1989) stated further that multi-frame orientation was used exclusively by presidents with more years of experience from the current or previous appointments. Finally, she agreed with Sayles (1979) by affirming that if multi-frame leadership was the ideal given the challenging times for educational institutions, then, "we should form

executive teams whose members have complementary frame orientations to attain multi-frame leadership” (Bensimon, p. 121).

In a second analysis by Bensimon (1990), she posed the question of perceptual congruence and cognitive frames for presidents of 32 institutions of higher education and for 80 campus leaders. She defined the campus leaders’ positions to be a trustee chair, the president of the faculty senate or union, and the chief academic officer. Qualitative data were gathered from the presidents by asking them to describe themselves as leaders. The campus leaders were asked to describe their president as a leader.

Results from Bensimon (1990) indicated that the descriptions by both groups, the presidents and the campus leaders, included an approximately balanced view of the use of the four frames by the presidents. The degree of the balanced view differed between the two groups. Presidents described themselves as using the symbolic and human resource frames more frequently than the campus leaders. In addition, presidents described themselves as having qualities of two or more frames, while campus leaders described themselves as using a single frame.

Another result of this analysis (Bensimon, 1990) was the difference in self perception between presidents with high perceived complexity and presidents with low perceived complexity. Presidents with high perceived complexity were not mindful of hierarchy, while president of low perceived complexity described themselves as task-oriented and expected others to be concerned with reporting lines.

In the human resource frame, the differences between the presidents with high perceived and low perceived complexity were reflected in their views of participatory

decision-making. The presidents in the high perceived complexity group were more comfortable with sharing the decision-making function with senior administrators than their colleagues in the low perceived complexity group (Bensimon, 1990).

The two groups in this study (Bensimon, 1990) saw themselves differently in the political frame as well. Presidents in the high perceived complexity group referred to their institutions more as political bodies rather than as corporations. They also described themselves as being competent coalition builders, agents of change, and tough decision-makers. Their counterparts in the low perceived complexity group did not make such claims.

With respect to the symbolic frame in this study (Bensimon, 1990); both groups of presidents addressed the importance of visibility and being conscious of campus life. The difference was the presidents in the high perceived complexity collection used an informal approach of walking about campus, while the presidents in the low perceived complexity group relied on receiving this information from senior administrators at scheduled meetings.

Finally, Bensimon (1990) analyzed the portraits of the presidents presented by campus leaders. The campus leaders' portrayals of their president in the high perceived complexity group were consistent with the presidents' self portrayals, while the campus leaders' portrayal of the presidents in the low perceived complexity group was less consistent with the self portrayal by the presidents. This was especially true with respect to the human resource and symbolic frames.

The frames of presidents at higher education institutions termed master institution were analyzed in a study by Monahan (2004). According to the Carnegie Foundation (2001), master institutions have been positioned between community colleges and research universities. Of the degrees awarded at these institutions, 70% have been bachelor's degrees. To be in this category, these institutions also must have awarded at least 40 master's degrees among at least three disciplines. Approximately 250 presidents (51% of the sample size) responded to the Leadership Orientation Survey (Self) 1990 instrument in this study. Presidents of the master institutions reported employing a multi-frame approach (43.7%), followed by a paired frame approach (22.4%), then a single-style (20.9%), and finally, a no-style (13%) leadership orientation. The frames employed in descending order were human resource (30.7%), structural (22.5%), political (22.5%), symbolic (18.8%), and no-frame (5.5%). These data were deemed to be statistically significant.

In a study of the leadership styles of extension service county program coordinators, Bowen (2004) discovered that the majority of coordinators reported using none of the four frames of leadership. A total of 33% of the coordinators used a single frame style, 15% used a paired frame style, and 12% used a multi-frame style. The committee members from the extension service county program rated the coordinators as well. The perceptions of the committee members did not match the self-perceptions of the coordinators. Only 24% of the coordinator-committee members' matched scores agreed on leadership style. The results of the open-ended questions completed by coordinators

revealed several themes or issues of concern. These included office relationships, supervisory authority, budget issues and lack of funding.

Eddy (2006) conducted a qualitative case study at five community colleges within a single district. She interviewed 3 members of each of the 5 community colleges, and the district superintendent for a total of 16 interviews. The three positions interviewed at each college were the president, a vice president (usually the academic vice president) and a member of the faculty senate (usually the president of the senate). The presidents of the community colleges in this district had less than five years of experience in their positions.

Nested leadership was the term used by Eddy (2006) to describe the close relationship between the leadership decisions of the district superintendent and the leadership decisions of the five new presidents of the community colleges. Eddy defined nested leadership as the propensity of the community college president to replicate the district superintendent's direction when advocating for a change initiative. This finding reinforced the initial descriptions of community colleges as bureaucracies (Birnbaum, 1998; Levin, 1998).

In addition, Eddy (2006) discovered that the message of the district superintendent was communicated to the faculty and staff via two filters: the cultural perspective of the college, and the leadership perspective of the president. Eddy (2006) concluded that given the forecast of retirements and other staff changes facing community colleges, these findings were important considerations for the preparation of presidents as change agents for these institutions.

In a paper presented to the American Educational Research Association (AERA), Eddy (2003) investigated the influence of presidential cognition and power on framing change initiatives at community colleges. In this qualitative study, two different frames (visionary and organizational) were used by site presidents in order to communicate a major change initiative to their staffs and faculty members. The president who used visionary framing used visionary power, while the presidents who used organizational framing used operational power.

Eddy (2003) reported that the presidents' thoughts about change influenced how they framed and communicated change on their campus. A second influence for the presidents was their method of using power. Eddy (2003) offered that these two influences, cognition and power, should have an impact on the leadership development programs focused on preparing future presidents. She advised that these programs should include time and practice for the use of reflection. Reflective techniques would allow the presidents to analyze their understanding of any change initiative and would then offer them the chance to align their strategies including the use of power to match their leadership frame.

Frame Analysis Research and Gender

As noted above, the difference in frame usage from a cultural perspective was investigated in the study by Bolman and Granell (1999). They reported that "social desirability" may have been a factor that influenced the high ratings in the political frame among the Venezuelan educators. If, as in the Venezuelan study, culture was perceived to

have influenced educators' frame usage, one could pose the same question in regard to gender.

In the study by Thompson (2000), men and women educators from lower, middle, and upper management were found to be more alike than different with respect to frame usage. This finding was supported in the study by DeFrank-Cole (2003) which focused on the leadership orientation for educators at institutions of higher learning in West Virginia. Although no statistically significant difference was discovered in frame usage between men and women leaders, female presidents used the human resource frame slightly more than male presidents, and male presidents used the political frame slightly more than their female counterparts. Several additional frame analysis research studies also indicated no statistically significant difference with respect to frame usage between men and women leaders in higher education (Bolman & Deal, 1992, 2000; Borden, 2000)

Trees (2006) supported the finding of no significant difference with respect to the structural and human resource frames using gender as a variable; however, she did find that female administrators at metropolitan universities displayed higher mean scores for the political and symbolic frames than did their male counterparts. Trees suggested that female leaders may be more adept at building alliances and networks and may also be more conscious of the need to respect ceremony and culture than were male educators in the study. These attributes have been aligned with the political and symbolic frames.

Additional studies have indicated gender difference with respect to frame usage. Eagerly and Johnson (1990) reported that gender stereotypes were seen in leadership styles with women aligning with a participatory leadership style and men aligning with a

more autocratic style. Differences in male and female behavioral styles were cited in a study by Kelly, Hale, and Burgess (1991). Several of the traits viewed in the female subjects in this study were (a) interpersonal, (b) affectionate, and (c) trusting. The traits discovered in the male subjects included (a) competitive, (b) assertive, (c) dominant, and (d) manipulative. Finally, in a study involving school principals conducted by Eagly, Karau, and Johnson (1992), gender stereotypes were discovered with male principals rated as autocratic and female principals rated as democratic with respect to leadership styles.

These research findings added credence to the need for community college presidents to be participatory leaders who created cohesion while promoting change initiatives (Desjardins & Huff, 2001). The 'new' community college presidents have been designing new cultures that encourage campus cooperation and multi-college cooperation when facing state and national challenges. This collaboration has provided little to support the tradition of hierarchy (Desjardins & Huff). The general opinion of researchers and theorists has been that the great man theory of leadership was a relic of former models of leadership and needed to be replaced by a democratic vision for colleges (Gibson-Benninger, Ratcliffe, & Rhoads, 1995).

Frame Analysis Research and the Developmental Process

In addition to culture and gender issues, questions have been posed in regard to the impact of years of experience on frame preference. Bolman and Deal (1994) proposed that leadership is learned mainly from direct experience, that leaders learn from both

negative and positive experiences, and that leaders learn from reflection and dialogue about these experiences. A natural conclusion would be that the longer individuals have been in leadership positions, the more skilled they would be in handling the challenges of leadership.

Harlow (1995) identified a potential impact of years of experience in investigating frame usage among 20 public school superintendents. Those superintendents with fewer years of experience relied on the structural frame, while those with more years of experience showed a preference for the political frame. In addition, superintendents infrequently used more than two frames when defining leadership or when describing a critical situation for leaders. The importance of the political frame was documented in a study of chief executive officers in not-for-profit agencies (Heimovics, Herman, & Jurkiewicz, 1995). The authors concluded that effective executives were twice as likely to employ the political frame over their less effective colleagues. It would seem that developing the ability to use this frame comes with experience and knowledge of the position. This finding on the relationship between the use of the political frame and effectiveness as a leader was also documented by Cantu (1997). In this study, academic deans who were defined as effective had a significantly higher preference for the use of the political frame than did their less effective colleagues. Cantu's results supported two research concepts: The political frame may be more important to effective educational leadership than first recognized, and the majority of academic leaders employ the human resource frame.

The ability to multi-frame has also been defined as a developmental process in several studies. Bensimon (1989) compared the length of tenure between experienced presidents (those with five or more years of experience) with that of new presidents (those with one to three years of experience) from colleges and universities. The majority of experienced presidents espoused theories of paired or multi-frames, while the less experienced presidents espoused a single frame perspective. In addition, she discovered that three of the five community college presidents with a single-frame orientation were recent appointees. Finally she discussed that multi-frame orientation was used exclusively by presidents with more years of experience than recent appointees with less experience.

In a subsequent study, Bensimon (1990) determined that presidents of colleges or universities may be type-cast by their staffs based on the president's initial or predominant leadership behavior. Thus, it may be difficult for others to view the president as both bureaucratic and collegial or bureaucratic and symbolic. Bowen (2004) supported the work of Bensimon (1989, 1990) regarding the developmental nature or the ability to multi-frame. In her study of extension service coordinators at West Virginia University, she determined that the single frame style was most commonly used. The paired style was next in order of preference followed by the multiple-frame style.

Not only have leaders experienced a developmental process in terms of their leadership skills and preferences, but institutions have also initiated a developmental process for the leaders they need. Sullivan (2001) explored this process for three generations of community college presidents. She defined the first generation of

presidents as founding fathers who employed a more democratic style of leadership than was seen among university presidents. The second generation of presidents had to excel at management skills as they led the community colleges through years of rapid growth and abundant resources. The third generation, positioned at the beginning of the 21st century, was a group of collaborative leaders who needed to leverage scarce resources and continue the open door mission. Sullivan predicted that this generation of presidents would be skilled at moving among the four frames of leadership because of their exposure to management theory and practical experience. Hence, years of experience as leaders and years of experience in their various roles may enable leaders to view leadership challenges from all four of the frames.

Summary of Literature Review

The leadership gap facing community colleges at the time of the study was the gap created by the anticipated retirements of administrative/professional positions categorized as highly skilled and specialized. Other factors further complicated this personnel shortage in addition to retirements. A community college president of a large urban college stated,

Nevertheless, we are all having difficulty finding people with the full set of experiences, skills, and perspectives you would want them to have in senior executive positions. Part of that is due to the breath of skills we are looking for now and part is due to the competition for people of that caliber and part is the generation of turnover (Shugart, 2006).

The severity of this gap has been documented in the literature as monumental and was anticipated to impact presidents' abilities to create an effective work team of administrators who report to them.

Bolman and Deal (2003), in their theory of frame analysis, clearly indicated the importance of using multiple frames in higher education institutions in creating effective work groups. They have also presented several advantages for the institution whose leaders have developed the capacity to multi-frame. The issues that have faced presidents and administrators in education have required people in these leadership positions to: (a) have management and leadership skills; (b) have the skill to effect change while maintaining the institution's stability; (c) have the ability to obtain power to set an agenda and to create alliances to accomplish the vision; and (d) have the ability to understand, respect, and develop the institution's culture and mission.

The literature review also indicated that in addition to preparing individuals to assume leadership position, it was necessary to prepare leadership groups. The presidents of higher educational institutions must be able to set priorities, to balance long term planning with short term adjustments, and must develop a team of administrators that can assist with these challenges. The literature review indicates that this group of leaders, (the president and senior administrators) must be able to work seamlessly together in order to move the institution through current and future challenges.

Studies have shown that most administrators and presidents of community colleges have yet to obtain the skill of multiple framing, and, yet, those who are able to do so are evaluated as more effective leaders (Bensimon, 1989, 1990; Bowen, 2004). The

human resource frame has been the most used frame by the majority of community college presidents and campus based administrators. It also appears from the research that there has been no difference in the perceived effectiveness of leadership between male and female leaders when frame use was considered.

This study was initiated to investigate the preferred frame used among presidents and the members of the senior administrative team from the sample of participants from the community colleges represented in membership in the Practitioner's and the International Boards of The Chair Academy. The selected institutional, professional, and personnel demographics of the participants (the president and the senior administrative team) were considered to determine if any of these characteristics were related to preferred frame usage. Also considered was the need to develop a leadership team that would work together to produce a multi-frame approach to resolving the issues of the community college. Finally, data were considered to determine if there was a relationship between the presidents' preferred frame and the preferred frames of the senior administrative teams who report to them. Thus, the study had the potential to add to the body of frame analysis research in a unique manner and may have implications for presidents and senior administrators as they work together to answer challenges to leadership at community colleges. The study may also have implication for those involved in the search committees charged with selecting the leaders who will become the senior administrators of these institutions of higher education. Chapter 3 describes the methodology for the study including the procedures used for data collection and analysis.

CHAPTER 3 METHODOLOGY

Introduction

This study was based on the research regarding the four frames of leadership by Bolman and Deal (1990a, 1990b, 1991). These researchers developed the four-frame theory of leadership which proposed that effective leaders were those who were able to access and utilize all of the four frames (structural, human resource, political, and symbolic) and who could determine which frame would be most appropriately used depending on the situation and the people involved. There has been a substantial amount of research on the four frames of leadership beginning in the 1990s directed at leaders in business, industry, and education. This study was focused on a specific sample of community college leaders whose institutions were active at the time of the study in leadership development as defined by their involvement in an international leadership program. The research was initiated only after it had been approved by the Institutional Review Board of the University of Central Florida (Appendix A)

The purpose of the study was to explore the leadership styles and leadership behaviors of the presidents and the members of the administrative team who directly reported to the president from the community colleges represented on the International Advisory Board and the Practitioner's Board of the Chair Academy.

Statement of the Problem

This study used the Leadership Orientation Survey (Self) developed by Bolman and Deal (1997) and a supplemental information section to: (a) identify the leadership orientations of presidents from community colleges who are represented in the membership of the International Advisory Board and of the Practitioner's Board of the Chair Academy ("The Chair Academy Website", n.d.), (b) identify the leadership orientations of administrators who directly report to these presidents, (c) determine the degree to which the leadership orientations of presidents differ based on selected personal and professional demographic variables, (d) determine the degree to which the leadership orientations of administrators who directly report to the presidents differ based on selected personal and professional demographic variables, and (e) compare the leadership orientation of the community college president to the leadership orientation of his/her direct report administrators.

Research Questions

1. What is the dominant leadership orientation, if any, used by community college presidents of the International Advisory Board of the Chair Academy and by presidents whose community college is listed among the Practitioner's Board of the Chair Academy?
2. What is the dominant leadership orientation, if any, used by the administrators who directly report to the targeted college presidents?

3. To what extent, if any, are there statistically significant differences in frame usage based on gender and the number of years of experience as a community college president?
4. To what extent, if any, are there statistically significant differences in frame usage based on gender and the number of years of experience as a community college administrator among the staff who directly report to the community college president?
5. To what extent, if any, is there a statistically significant relationship between the dominant leadership style of the president and the dominant leadership styles of his/her direct report staff?

Population and Sample

The population of this study was comprised of the individuals employed at the colleges represented in the International Advisory Board and the Practitioner's Board of the Chair Academy ("The Chair Academy Website" n.d.). The International Advisory Board and the Practitioner's Board included a variety of institutions of higher learning. Documentation on the mission, vision, values and history of the Chair Academy along with the listing of board members are contained in Appendix B. The sample for this study included community college presidents and the administrators who directly reported to them from the 23 community colleges whose presidents were members of the International Board of the Chair Academy or from community colleges that had an administrator on the Practitioner's Board of this organization. This study focused on the

23 community colleges represented in both of the lists of board members. Phone calls were made to the office of the president. The assistant to the president submitted contact information for the administrators who directly reported to the president. In some cases, this information was obtained by searching the website of the community college. Participants did not receive compensation for completing the survey. All participants were over the age of 18.

Data Collection

The Leadership Orientation Survey (Bolman & Deal, 1990) was implemented with a few modifications according to the tailored design method created by Dillman (2000). Dillman proposed that survey error could be reduced by using the concept of social exchange. The creation of trust with the prospective respondent is believed to lead to greater survey response rate. Trust is created, according to Dillman, through a series of clear, professional, and truthful correspondence with participants. The materials used to communicate with potential participants are included in Appendix C.

The first correspondence in this sequence was mailed on November 1, 2007 to 169 presidents and the administrators who directly reported to them. Included in the packet was an informed consent statement approved by the Institutional Review Board of the University of Central Florida and by the Institutional Review Board of Valencia Community College and a letter of support from the Executive Director of the Chair Academy (Appendix C). The statements of informed consent guaranteed confidentiality for each participant. Results were shared in aggregate for the two groups--presidents and

the administrators reporting directly to the presidents. Coded surveys permitted differentiating the members of the two groups.

Also included in the initial mailing was the Leadership Orientation Survey for Presidents or the Leadership Orientation Survey for Administrators (Appendix D) who directly reported to the president and a self-addressed stamped envelope. A total of 19 surveys were returned from the first mailing.

Approximately two weeks later a second mailing was sent to all potential respondents. The second mailing, a postcard, was used to thank those who had already completed and returned the survey and to ask those who had not completed the survey to do so immediately. This contact yielded 53 additional responses from the sample.

The third mailing included the same items as the original mailing as well as a different letter to encourage participation. It was sent approximately two weeks after the postcard to those who had not yet returned the survey. This mailing yielded 31 additional surveys.

A fourth and final mailing was sent to non-respondents from colleges in the United States. It included another letter and another copy of the survey with the informed consent statement. Eight survey responses were returned from this final mailing to colleges in the United States.

The fourth contact for Canadian colleges was an email that was sent to non-respondents and included the fourth letter that was sent to the prospective participants in the United States. An additional nine survey responses were returned for use from this

mailing. The final contacts for both the United States and Canadian participants were sent approximately two weeks after the third mailing.

The total number of presidents and administrators contacted for participation in this survey was 169. Six potential respondents declined to participate and indicated this refusal in a statement returned to the researcher. Research conducted by Boser and Green (1997) resulted in a recommended standard for survey returns in the educational environment. The acceptable range was established as 50% to 90% for education. The response rate of this survey of 70.65% falls within the acceptable range for education as defined by Boser and Green (1997). Two completed surveys were identified as unusable for the study which produced a 65.86% return rate of usable surveys which still falls within the acceptable range. In total there were 18 completed surveys from the presidents and 102 completed surveys from the administrators who directly report to the presidents.

Instrumentation

Bolman and Deal (1990a, 1990b, 1991) designed a survey, the Leadership Orientation Survey, with two parallel versions: Self and Other. They based the survey on the four frames of leadership theory they developed. The four frames (structural, human resource, political, and symbolic) were four perspectives used by leaders to analyze and determine their behavioral responses to challenges and situations. According to Bolman and Deal (2003), every leader has one or more preferred frames. The effective leader is one who is able to use all four frames and to determine the appropriate frame to use based

on the situation and the people involved. The leaders' ability to reframe situations has been identified in this theory as an asset to their leadership.

Bolman and Deal (2003) granted permission for the use of the Leadership Orientation Survey (LOS) for this study (Appendix E). No modifications were made to the LOS. An additional section on demographics was added as Section IV. A statement to generate a qualitative response was the final section of this instrument.

Respondents were directed to rate themselves on leadership behaviors according to a five-point, Likert-type scale in Section I of the LOS. The responses on the five-point scale included: 1 = never, 2 = occasionally, 3 = sometimes, 4 = often, and 5 = always. The LOS contained eight items associated with each of the four frames for a total number of 32 items on the survey. The structural scale was reflected in items 1, 5, 9, 13, 17, 21, 25, and 29. Examples of the items included were: "Develop and implement clear, logical policies and procedures" and "Strongly believe in clear structure and a chain of command" (Bolman & Deal, 1990b). The human resource frame was assigned to items 2, 6, 10, 14, 18, 22, 26, and 30. Examples of the items for this frame were: "Build trust through open and collaborative relationships" and "Shows high sensitivity and concern for others' needs and feelings" (Bolman & Deal, 1990b). Items 3, 7, 11, 15, 19, 23, 27, and 31 were identified with the political frame. Examples of items from this frame included: "Develop alliances to build a strong base of support" and "Succeed in the face of conflict and opposition" (Bolman & Deal, 1990b). Finally, the symbolic frame was seen in items 4, 8, 12, 16, 20, 24, 28, and 32. Two examples of the items from the symbolic frame are: "Communicate a strong and challenging sense of vision and

mission” and “Inspire others to do their best” (Bolman & Deal, 1990b). Bolman and Deal (1990b) designated subscales for each frame; however, this study concentrated on the eight-item frame measures and did not use the subscales.

In Section II of the LOS, respondents were instructed to perform a forced rank choice for six statements that were ascribed to leadership style. The four frames were represented in four phases attached to the item. A scale of 1 to 4 was used with ‘4’ indicating the phrase that best described the leadership style of the respondents and a ‘1’ indicating the phrase least representative of their leadership styles.

A five-point Likert-type scale was used in the third section of the LOS for two statements. One of the statements was concerned with leadership and the other was focused on management. Respondents were requested to rate their overall effectiveness in each of these two categories using the five point values. A score of ‘5’ was associated with the top 20% of effectiveness declining to a score of ‘1’ which was linked with the bottom 20% of effectiveness.

A fourth section was created for this study to gather demographic information on respondents. Four of the eight questions asked in this section were the same for the presidents and for the members of their direct report teams. Participants were asked for information on gender; racial/ethnic background; number of degrees completed; the field of study in the highest degree completed, and the size of the community college where they currently worked. The presidents were asked to answer the age they were when they first became a president, the number of years they had been employed as a president, and the number of direct reports on their team. The administrators who directly reported to

the president were queried as to age of acceptance of current position, years of community college administrative experience, and years worked with the team of administrators who directly reported to the president.

Presidents were also asked to write a response to the following open ended statement: “Describe the most critical challenge you faced as president of this community college and describe how you met that challenge.” The members of the president’s direct report team were asked to respond to the following open ended statement: “Describe the most critical challenge you faced in your current position at this community college and describe how you met that challenge.”

Reliability

Bolman, Deal (1991), and their colleagues created a large pool of items for potential use in the LOS. The first assessment of the internal reliability for scores produced from the instrument was performed by Bolman and Deal (1991) on four samples: (a) an international corporate sample of 90 senior managers from multinational corporations; (b) a sample of 145 higher education administrators, mostly from the United States; (c) two groups of school administrators including 50 principals from Broward County, Florida, and 90 principals and central office administrators from Beaverton, Oregon; and (d) a sample of 229 school administrators from the Republic of Singapore. Bolman’s website (n.d.) listed the reliability statistics based on a multi-sector sample of 1,300 colleague ratings of managers in business and education. The reported Cronbach’s alpha for the third iteration of scores produced from the LOS for the four

frames were as follows: structural, .920; human resource, .931; political, .913; and symbolic, .931.

Validity

Bolman and Deal (1991, 1992, & 1999) used factor analysis as a measure of internal structural validity with respect to the four frames. Three factor analysis studies were conducted by Bolman and Deal (1991, 1992a, 1999) to determine if response clusters were consistent with the structural, human resource, political, and symbolic frames. Two versions of the LOS, Self and Other, were used in these studies. The populations for these studies have included: North American college and university administrators, Singapore school administrators, North American female corporate managers, and international managers from Europe, Asia and Latin America (1999). In a study with 681 senior administrators in higher education, Bolman and Deal (1990b) conducted a factor analysis on the items in the survey. Four factors (structural, human resource, political, and symbolic) were produced from their principal components analysis followed by varimax rotation of all factors with an eigenvalue greater than 1.0 and item loadings above .50. The present study used factor analysis on the 32 items in Section 1 of the LOS Self to determine if there was consistency regarding the definitions of the four frames. The results of reliability and validity tests for the present study are presented in Chapter 4.

Data Analyses

Procedures for Analysis of Quantitative Data

All analyses of quantitative data were performed using SPSS for Windows version 16.0. Frequencies and percentages were used to analyze the responses to research question one, “What is the dominant leadership orientation, if any, used by community college presidents of the International Advisory Board of the Chair Academy and by presidents whose community college is listed among the Practitioner’s Board of the Chair Academy?” Frequencies and percentages of the responses in Sections I and II were used to analyze research question two, “What is the dominant leadership orientation, if any, used by the administrators who directly report to the targeted college presidents?”

Factorial ANOVAs were used to answer research question three, “To what extent, if any, is there a statistically significant difference in frame usage based on gender and the number of years of experience as a community college president?” and research question four, “To what extent, if any, is there a statistically significant difference based on gender and the number of years of experience as a community college administrator among the staff who directly report to the president?” Four separate factorial ANOVAs were calculated for each research question. Each model included two independent variables (gender and number of years of experience in the position) and one dependent variable (frame usage) to determine if statistically significant mean differences existed between frame usage and that particular personal or professional variable. The dependent

variable, frame usage, was a composite score created by summing individual responses to each item corresponding to that particular frame.

A Pearson correlation was performed to determine the relationship between the dominant leadership style of the president (four categories) and of his/her direct report staff (four categories). This analysis was used in answering research question five, “To what extent, if any, is there a statistically significant relationship between the dominant leadership style of the president and the dominant leadership styles of his/her direct report staff?”

Procedures for Analysis of Qualitative Data

The qualitative analysis was performed according to the phenomenological research methods of Moustakas (1994). The four step method of analysis is described in detail below.

First Step: Epoche

According to Moustakas (1994) the first step in a phenomenological interpretation of an experience is termed an epoche, that is, a process of setting aside preconceived ideas, biases, or judgments in order to be open to the others’ (participants’) experience of the phenomena. In this case, the researcher was required to set aside her ideas, pre-conceptions, knowledge of leadership, specifically that of the Four Frame Theory of Leadership while reading and exploring the phenomena as presented by the participants.

This process permits the researcher to observe the phenomenon as if seeing it for the first time with a naive perspective.

Moustakas (1994) defined phenomenological reduction as the ability to focus on the qualities of the experience from the participant's viewpoint. The process is to repeatedly look and describe in this case the statements until each angle provided meaning to knowing the phenomenon.

Each looking opens new awarenesses that connect with one another, new perspectives that relate to each other, new folds of the manifold features that exist in every phenomenon and that we explicate as we look again and again and again--keeping our eyes turned to the center of the experience and studying what is just before us, exactly as it appears. (p 92)

Second Step: Phenomenological Reduction

The three step process of phenomenological reduction includes: bracketing, horizontalizing, and clustering the horizons into themes and themes into a coherent textural description of the phenomenon (Moustakas, 1994). Bracketing is the ability to focus on the research topic. In this investigation, the topic being bracketed was the challenges leaders experienced and the methods they used to handle these challenges.

In the second step, horizontalizing, the researcher is required to treat every statement as being equally significant. After this process is completed, the researcher then proceeds to delete repetitive, overlapping, or irrelevant statements allowing only the essence of the meaning of the phenomenon.

The final step in this process of phenomenological reduction is to cluster the essence of the textual material from horizontalizing into themes that form a coherent textural description of the phenomenon (Moustakas, 1994).

Third Step: Imaginative Variation

The third step in the process of analyzing qualitative data, imaginative variation, is used to answer the how and the what of the experience. “How did the experience of the phenomenon come to be what it is” (Moustakas, 1994, p. 98)? This process allows the researcher to imagine possible structures that may have related to the experience, such as time, space, and relationship to self and others.

Final Step: Synthesis

“The final step in the phenomenological research process is the intuitive integration of the fundamental textural and structural descriptions into a unified statement of the essences of the experience of the phenomenon as a whole” (Moustakas, 1994, p. 100). The researcher is required to synthesize the textural and structural descriptions using his/her intuition in the process.

Summary

The Leadership Orientation Survey (LOS) of Bolman and Deal (1990b) was used to investigate the leadership styles and behaviors of a select group of community college presidents and the administrators who directly reported to them. In addition to the LOS, the study also gathered data on demographic information from each of the participants. Lastly, the participants were asked to submit a response to an open ended statement that was meant to substantiate findings from the quantitative data. The surveys were mailed to

169 potential respondents. The results of the analyses of the quantitative and qualitative data are presented in chapter four.

CHAPTER 4 RESULTS

Introduction

This chapter includes an analysis of responses to demographic items, an analysis of the data pertaining to the six research questions and a thematic analysis of the scenario statement. This chapter provides (a) a summary of the LOS instrument and a report of the reliability and validity associated with it (Bolman & Deal, 1990); (b) a description of the sample for both subsets of respondents, the presidents and the administrators who directly report to them, (c) the data analysis related to the five research questions, (d) the qualitative analysis of the scenario statement presented to both subsets of respondents, and (e) a chapter summary.

Leadership Orientation Survey Instrument (Self)

Other researchers have used the Leadership Orientation Survey (LOS) instrument to investigate leadership behaviors and styles of presidents and administrators primarily in four-year colleges and universities. These studies have examined the internal consistency of the four frames (structural, human resource, political, and symbolic). The LOS has not been used in a study of community college presidents and the administrators who report directly to them. Since this study used a different population and introduced the concept of the related group of administrators, it required an analysis of the score reliability and validity of responses produced from the instrument.

Reliability

Cronbach's coefficient alpha test was used to determine the internal consistency of responses from the items for Section I and Section II of the LOS as related to the four frames: structural, human resource, political, and symbolic. According to Shavelson (1996), the closer the alpha score is to 1.00, the greater the internal consistency of the items in the instrument.

Section I of the LOS (leadership behavior) includes 32 statements which asked the leaders to rate themselves on behaviors using a five point Likert scale. The descriptive attached to the scale are as follows: 1 = 'never', 2 = 'occasionally', 3 = 'sometimes', 4 = 'often', and 5 = 'always'. The 32 statements in the first section of the LOS were divided equally among the four subscales resulting in eight statements for each. The structural subscale was comprised of items 1, 5, 9, 13, 17, 21, 25, 29. The human resource subscale consisted of items 2, 6, 10, 14, 18, 22, 26, 30. The political subscale included items 3, 7, 11, 15, 19, 23, 27, 31. The symbolic frame was represented by items 4, 8, 12, 16, 20, 24, 28, 32. Cronbach's alpha for the four frames in the first section of the LOS was .834 structural, .803 human resource, .808 political, and .817 symbolic. The respondent ratings of leadership frames obtained from the LOS were judged to be fairly reliable for the presidents and the administrators to whom it was administered. These results were consistent with the results from previous studies with higher education populations (Bolman, 2006; Borden, 2000, Chang, 2004; Trees, 2006; Turley, 2002).

Section II of the LOS (leadership style) required respondents to rank four phrases for each of six statements. The four phrases related to each of the four frames. A response of 4 was used to indicate the phrase that best described the leadership style of the respondent and a response of 1 indicated the phrase that least described the leadership style of the respondent. The Cronbach's alpha for the four frames in Section II were .857 structural, .823 human resource, .751 political, and .824 symbolic. The reliability rating for the political scale was not consistent with the higher reliability ratings of the other three scales. In addition to this inconsistency, six of the returned surveys did not reflect the correct use of the rankings. Although some researchers have used Section II in their studies, others decided to use Section 1 only (Cantu, 2004; Chang, 2004; Trees, 2006; and Turley, 2002). Data from Section II in the analysis were excluded in this study since the score reliability for the political frame was inconsistent with the score reliability of the other three frames and since there were errors in the data from this section.

Validity

Factor analysis is used to select a subset of variables from a larger set based on which original variables have the highest correlations with the principal component factors (Shavelson, 1996). A factor analysis of the 32 items in Section 1 (Leadership Behaviors) of the LOS instrument was performed on the data from all the respondents (presidents and the administrators who directly report to them) in this study to determine the grouping of the four frames as depicted by Bolman and Deal (1991, 1992a, 1992b, 1999) thus providing evidence of construct validity. The method by which factors were

extracted was principal component analysis with Promax rotation. Table 1 displays the factor rotation matrix which indicated that four factors were extracted. Table 2 presents the total variance explained which, for all four factors, was 49.32%.

Table 1
Factor Rotation Matrix

Frame	Factors			
	1	2	3	4
Human Resource (1)	1.000	.331	.281	.273
Symbolic (2)	.331	1.000	.346	.313
Structural (3)	.281	.346	1.000	.150
Political (4)	.273	.313	.150	1.000

Note. 1 = Human Resource, 2 = Symbolic, 3 = Structural, 4 = Political.

Table 2
Total Variance Explained

Frame	Initial Eigenvalues			Sums of Squared Loadings			
	Total	Variance	Cumulative	Extraction			Rotation
				Total	Variance	Cumulative	Total
1	8.070	25.218%	25.218%	8.070	25.218%	25.218%	5.610
2	3.161	9.877%	35.095%	3.161	9.877%	35.095%	5.577
3	2.905	9.077%	44.172%	2.905	9.077%	44.172%	4.960
4	1.649	5.153%	49.326%	1.649	5.153%	49.326%	4.417

Note. 1 = Human Resource, 2 = Symbolic, 3 = Structural, 4 = Political.

All except three items of four frames of leadership loaded into one of the four categories with a loading factor value of greater than four. Rotation converged in six iterations. Table 3 displays the rotated factor matrix. An analysis of the four frames with loading values, variables, and percent of variance explained is included in Table 4. The four frames were responsible for explaining 49.3% of the entire variable variances. Symbolic frame variable 18 (am consistently helpful and responsive to others) and

variable 32 (serve as an influential model of organizational aspirations and values) failed to load sufficiently with any one factor. Political frame variable 15 (anticipate and deal adroitly with organizational conflict) did not load on any one factor given the standard cited above. The symbolic frame variable 28 (generate loyalty and enthusiasm) was the only item that did not load into its primary factor. The remaining 27 variables for the four frames aligned with the Bolman and Deal Four-Frame Model of Leadership theory. All 32 variables, as aligned with theory, were included for purposes of this study.

Table 3
Rotated Factor Matrix

Frames/Item	Factors			
	Human Resource (1)	Symbolic (2)	Structural (3)	Political (4)
Human Resource/10	.835		-.235	
Human Resource/2	.755		-.189	
Human Resource/18	.679	-.214		.220
Human Resource/26	.627	.198		-.270
Human Resource/22	.623		.110	-.150
Human Resource/6	.579		.244	-.157
Symbolic/28	.556			.231
Human Resource/30	.552			.192
Symbolic/4	.539	.343		
Human Resource/14	.416	.187	.306	-.300
Symbolic/24	-.150	.824		.109
Symbolic/20		.801		
Symbolic/16		.738		
Political/31		.537		.197
Political/3		.485		.380
Political/15	.236	.262		.182
Structural/9	-.170	-.189	.852	.176
Structural/17	-.236		.823	
Structural/13			.745	
Structural/5		.305	.639	-.186
Structural/25	.187	-.295	.625	.235
Structural/21		.363	.604	
Structural/1		.190	.577	.115
Structural/29	.279	-.254	.430	.187
Political/19				.726
Political/11	-.251	.324		.676
Political/27	.280		.116	.530
Political/23			.222	.518
Political/7		.358		.508
Symbolic/12	.127	.353		.454
Symbolic/32	.258	.276		.346
Symbolic/8		.341		.345

Table 4
Leadership Orientation Factor Analysis

Frames/Items	Values
Human Resource Frame (Variance explained = 25.22%)	
Shows high sensitivity and concern for other's needs and feelings	.835
Show high levels of support and concern for others	.755
Am consistently helpful and responsive to others	.679
Give personal recognition for work well done	.627
Listen well and am unusually receptive to other people's ideas and input	.623
Builds trust through open and collaborative relationships	.579
Am a high participatory manager	
Symbolic Frame (Variance explained = 9.88%)	
See beyond current realities to generating exciting new opportunities	.824
Communicate a strong and challenging sense of vision and mission	.801
Am highly imaginative and creative	.738
Generate loyalty and enthusiasm	.556
Inspire others to do their best	.539
Am able to be an inspiration to others	.454
Am highly charismatic	.345
Serve as an influential model of organizational aspirations and values	.276
Structural Frame (% Variance explained 9.08%)	
Approach problems through logical thinking and careful analysis	.852
Approach problems with facts and logic	.823
Develop and implement clear logical policies and procedures	.745
Strongly emphasis careful planning and clear time lines	.639
Have extraordinary attention to detail	.625
Set specific measurable goals and hold people accountable for results	.604
Think very clearly and logically	.577
Strongly believe in clear structure and chain of command	.430
Political Frame (% Variance explained = 5.15%)	
Am very effective in getting support from people of influence and power	.726
Am usually persuasive and influential	.676
Develop alliances to build a strong base of support	.530
Am politically very sensitive and skillful	.518
Am very skillful and shrewd negotiator	.508
Have exceptional ability to mobilize people and resources to get things done	.380
Serve as an influential model of organizational aspirations and values	.346
Anticipate and deal adroitly with organizational conflict	.182

Data Screening

An inspection of the data for the research was performed for accuracy of input, missing values, and values which were not possible due to the specific range of the responses. Input errors were corrected and a notation was made for missing values in the appropriate tables. These tasks were conducted since accuracy of data is important for all statistical analyses.

Response Rate

An initial return of 122 surveys (72.18%) was obtained from the 169 surveys that were mailed to potential respondents. Six potential respondents (one president and five direct reports) declined to participate. This resulted in 118 usable surveys and a usable response rate of 69.82%. In comparison, a study by Ezeamil (1997) of educational leaders yielded a response rate of 46% ($n=160$). The response rate in this study with community college leaders surpasses the response rate in the Ezeamil and also surpassed the response rate of (54.1%) in a study by Trees (2006) using senior administrators from urban universities. According to Green and Bower (2001) an acceptable response rate for surveys in education was 50% to 90%.

Sample

The population of this investigation consisted of responses from 118 respondents, 24 presidents and 145 administrators who directly reported to these presidents from 24 community colleges that were represented on the International Advisory Board or on the

Practitioner's Board of The Chair Academy. Surveys were mailed to 169 potential respondents, and 124 surveys were returned, yielding a response rate of 72.2%. A total of six surveys were returned, one from a president and five from direct report administrators, with statements of their decision to decline to participate. The remaining 118 usable surveys (18 presidents, and 100 direct reports) for this investigation represented 69.8% of the potential respondents.

Personal Characteristics of Presidents

Section IV of the LOS for the presidents was composed of eight items requesting demographic information from the respondents. The personal characteristics included gender, race, highest academic degree earned, and area of the degree. Details of the personal characteristics of the respondents are contained in Table 5. The first item in this section asked respondents to indicate their gender. Of the 18 responding presidents, eight (44.44%) were male, and 10 (55.56%) were female.

Fifteen respondents were Caucasian (83.34%), two respondents were Hispanic (11.11%), and one was African American (5.55%). There were no other minorities represented in the sample of presidents.

Respondents were asked to indicate the highest academic degree they completed. A total of ten (55.56%) respondents had completed a Doctorate of Philosophy, five (27.78%) had completed a Doctorate of Education, and three (16.66%) had earned a Master's degree.

The majority of respondents selected education as their field of study ($n = 14$, 77%). Two (11.11%) respondents completed their highest degree in the field of social studies. One (5.56%) respondent selected the combined category of English/Humanities and one (5.56%) indicated other as a major field of study.

Table 5
Personal Characteristics of Presidents (N = 18)

Demographic Descriptors	Frequency	Percent
Gender		
Male	8	44.44
Female	10	55.56
Race		
African America	1	5.55
Caucasian	15	83.34
Hispanic	2	11.11
Highest Academic		
Ph.D.	10	55.56
Ed.D.	5	27.78
Master's Degree	3	16.66
Area of Degree		
Education	14	77.77
English/Humanities	1	5.56
Social Science	2	11.11
Other	1	5.56

Personal Characteristics of Direct Reports to the President

The personal characteristics for the administrators included gender, race, highest academic degree earned, and area of the degree. Details of the personal characteristics of the administrators who reported directly to the presidents are contained in Table 6. A total of 59 (61%) of this group of administrators were male and 39 (39%) were female.

Of the direct reports, 86 (86%) were Caucasian, 9 (9%) were African-American, four (4%) were Hispanic and one (1%) was Native American. There were no other minorities represented in the sample.

Respondents were asked to indicate the highest academic degree they completed. Of the 100 respondents to this item, 30 (30%) indicated having completed a Doctorate of Philosophy, 11 (11%) had completed a Doctorate of Education, two (2%) had completed a Juris Doctorate of Law., 44 (44%) had completed a Master's degree, and 13 (13%) indicated having a highest degree other than those listed.

In the last personal characteristics item, respondents were asked to select the area of study for the highest degree they had completed. Of the direct reports, 40 (40.4%) indicated education as the field of study for their highest academic degree. A total of 36 (36%) responded to the category labeled other; 10 (10.1%) direct reports completed their highest degree in the field of social science, nine (9.1%) in the category labeled English/humanities, and four (4%) in the category of science/math.

Table 6
Personal Characteristics of Direct Reports to Presidents (N = 100)

Demographic Descriptors	Frequency	Percent
Gender		
Male	59	60.00
Female	40	40.00
Race		
African American	9	9.0
Caucasian	86	86.0
Hispanic	4	4.0
Native American	1	1.0
Highest Academic		
Ph. D.	30	30.00
Ed. D.	11	11.00
J. D.	2	2.00
Master's Degree	44	44.00
Other	13	13.00
Area of Degree		
Education	40	40.4
English/Humanities	9	9.1
Math/Science	4	4.0
Social Science	10	10.1
Other	36	36.4

Note: Not all respondents completed every survey item

Professional Characteristics of Presidents

The instrument contained three items relating to the professional characteristics of the presidents. Presidents were asked to identify the age when they initially accepted a position as president of a community college. Of the four categories of age groupings (20-29, 30-39, 40-49, and 50 or older), only two were represented in the presidential respondents. A high majority of the presidents (14 or 77.8%) indicated they were 50 or older, and four (22.2%) responded they had been in the 40 to 49 age category when they initially accepted a position as a community college president.

Presidents were asked to choose from four categories regarding the number of years they have worked as a president of a community college (1-4, 5-9, 10-14, and 15 or more). Of the presidents, seven (38.89%) reported having served from 1-4 years; five (27.78%) chose the 5-9 category; four (22.22%) indicated having worked as a president from 10-14 years. Only two (11.11%) indicated having been a community college president for 15 or more years.

In addition, presidents were invited to select a category that indicated the number of years direct report administrators had been working with the president. The four choices were: less than one year, 1-2 years, 3-5 years, and over five years. The category of less than one year was not used by this sample. Only two presidents (11%) indicated that their direct reports had worked with them from 1-2 years. A total of seven (38.90%) presidents had been working with their teams for 3-5 years, while nine (50%) presidents had the opportunity to work with their direct reports for five years or longer.

Table 7
Professional Characteristics of Presidents (n= 18)

Demographic Descriptors	Frequency	Percent
Age Accepted Presidency		
20-29	0	0.0
30-39	0	0.0
40-49	4	22.22
50+	14	77.78
Years as President		
1-4	7	38.89
5-9	5	27.78
10-14	4	22.22
15+	2	11.11
Years working with Direct Reports		
1-2	2	11.10
3-5	7	38.80
5+	9	50.00

Professional Characteristics of Direct Reports to Presidents

Direct reports were asked to identify the category (20-29, 30-39, 40-49, and 50 and older) that represented the age group when they first accepted their current position. None of the administrators aligned with the 20-29 age group. Of the respondents, 12 (12.24%) identified their age at the time they accepted their position as being in the 30-39 age group. A total of 36 respondents (36.74%) selected the 40-49 age group. The majority of respondents, 50 (51.02%) identified the 50 and older age classification as the one representing their age when they accepted their current position.

Direct report administrators were invited to select the category that was appropriate to the number of years they had worked as a community college administrator (1-4, 5-9, 10-14, 15 or more). A total of 17 (17%) respondents had worked as community college administrators for 1-4 years (17%), and 20 (20%) reported having

worked as a community college administrator for 5-9 years. The next category of 10-14 years held 24 (24%). There were 39 (39%) of the administrators who reported having been administrators for 15 or more years. This represented over twice as many respondents as the category of administrators with the least experience. This fact was consistent with the research indicating that many administrators were reaching retirement age (Campbell, 2006).

The direct report administrators were invited to choose from four categories regarding the number of years they had worked with the team of leaders who directly reported to the president. The categories included: less than one year, 1-3 years, 4-6 years, and seven years or more. Of the direct reports, seven (7%) identified having less than one year of experience with the leadership team. A total of 24 (24%) reported having 1-3 years, and 19 (19%) cited 4-6 years. The majority of respondents, 50 (50%) indicated having had seven or more years of experience in working with a group of administrators who directly reported to the president.

The final professional characteristic item asked respondents to identify their job titles. The choices were: vice-president, provost, executive dean, assistant provost or other. The smallest number (four or 4%) of administrators responded that they were provosts (two) or executive deans (2.02) or a (2.02%) rate for each. A total of 47 (47.47%) respondents identified other as the category for their job title. The majority of respondents (48 or 48.49 %) indicated that their job title was vice president.

Table 8
Professional Characteristics of Direct Reports to Presidents (N = 100)

Demographic Descriptors	Frequency	Percent
Age Accepted Position		
30-39	12	12.24
40-49	36	36.74
50+	50	51.02
Years As Administrator		
1-4	17	17.00
5-9	20	20.00
10-14	24	24.00
15+	39	39.00
Years with the Team		
<1	7	7.00
1-3	24	24.00
4-6	19	19.00
7+	50	50.00
Title		
Vice President	48	48.49
Provost	2	2.02
Executive Dean	2	2.02
Other	47	47.47

Note: Response totals vary.

Institutional Characteristics

Presidents and direct reports selected the student size of the community college where they worked using five categories (1,999 or less, 2,000-4,999, 5,000-9,999, 10,000-14,999 or 15,000 or more). These results are displayed in Table 9.

Table 9

Community College Student Enrollment: Presidents and Direct Reports

Student Enrollment	Presidents		Direct Reports	
	Frequency	Percent	Frequency	Percent
1,999 or less	0	0.00	1	1.00
2,000-4,999	1	5.56	12	12.00
5,000-9,999	4	22.22	28	28.00
10,000-14,999	6	33.33	25	25.00
15,000 +	7	38.89	34	34.00

For the presidents, none indicated their colleges had student enrollments of 1,999 students or less. One president (5%) selected the category of 2,000-4,999 students. Four presidents (22%) chose the third category of 5,000-9,999 students. Six presidents (33%) selected the category of 10,000-14,999 students. The largest number of presidents (seven or 39%) selected the category of 15,000 or more students.

Only one of the direct report administrators (1%) selected the first category of 1,999 or less students as indicative of the college where they worked. A total of 12 (12%) administrators selected the second category of 2,000-4,999, and 28 (28%) administrators indicated that students enrolled ranged from 5,000-9,999. Of those responding, 25 administrators (25%) identified 10,000-14,999 as the student enrollment representing the college where they worked. The largest number of administrators (34 or 34%) indicated that the student enrollment of their community college was 15,000 or more.

Analysis of the Data by Research Questions

Research Question 1

What is the dominant leadership orientation, if any, used by community college presidents of the International Advisory Board of the Chair Academy and by presidents whose community college is listed among the Practitioner's Board of the Chair Academy?

Presidents were asked to rate their leadership behavior in 32 statements according to how often they perceived themselves as engaging in this behavior. Presidents responded using a 5-point Likert-type scale (1 = 'never', 2 = 'occasionally', 3 = 'sometimes', 4 = 'often', and 5 = 'always'). Composite scores were created for each frame by adding the scores for the eight items that corresponded to that particular frame. The mean scores, the ranges, and the standard deviations for the four frames are displayed in Table 10. The detailed item analysis for the presidents' leadership behavior means for each of the frames is contained in Appendix F.

The presidents displayed the highest mean score for the human resources frame (3.83). The political and symbolic frame score means, 3.60 and 3.59 respectively, were next highest in order. The two scores differed only by .01 in their totals. The structural frame yielded the lowest mean score (3.58) indicating that the presidents used this frame less often than the other three frames.

Table 10
Presidents' Leadership Behavior Mean Scores by Frame (N = 18)

Leadership Frame	Mean	SD	Range
Structural	3.58	10.66	1-5
Human Resource	3.83	11.13	3-5
Political	3.60	10.34	3-5
Symbolic	3.59	10.40	2-5

Research Question 2

What is the dominant leadership orientation, if any, used by the administrators who directly report to these college presidents?

Administrators who reported directly to college presidents were asked to rate their leadership behavior in 32 statements according to how often they perceived themselves as engaging in this behavior. Administrators responded using a 5-point Likert-type scale (1 = 'never', 2 = 'occasionally', 3 = 'sometimes', 4 = 'often', and 5 = 'always'). The same method was used to create the composite score which was to add the scores for the eight items that corresponded to that particular frame. The mean scores, the ranges, and the standard deviations for the four frames are displayed in Table 11. The detailed item analysis of Administrators' leadership behavior means for each of the frames is contained in Appendix F.

The ratings of administrators who directly reported to this group of presidents indicated that they used the human resource frame most frequently ($M = 2.95$). The second highest frame of usage by this group of administrators was the structural frame with a mean of 2.82. The administrators perceived using the symbolic frame as their third most preferred frame with a mean score of 2.74. The frame least used by the

administrators was the political frame ($M = 2.68$). The last two means from the symbolic frame and the political frame had a difference of .06.

Table 11
Administrators' Leadership Behavior Mean Scores by Frame (N = 98)

Leadership Frame	Mean	SD	Range
Structural	2.82	14.99	1-5
Human Resource	2.95	15.51	1-5
Political	2.64	14.30	1-5
Symbolic	2.74	14.64	2-5

Note. Not all respondents completed every survey item.

Research Question 3

To what extent, if any, are there statistically significant differences in frame usage based on gender and the number of years of experience as a community college president?

In chapter three of this dissertation it was indicated that a factorial ANOVA test would be calculated to answer this research question. It was decided to use the independent t tests for the gender and experience analysis since the sample size for presidents was small ($n = 18$) (Hair, J. F., Black, W.C., Babin, B.J. Anderson, R.E. & Tatham, R.L., 2006).

Four independent samples t tests were generated using gender as the independent variable and one of the four mean frame usage scores (structural, human resource, political, or symbolic) as the dependent variable. Four additional independent samples t tests were generated using years of experience (two levels, nine years or less and 10 years or more) as the independent variable and one of the four mean frame usage scores (structural, human resource, political, and symbolic) as the dependent variable.

Assumptions for the Independent Samples *t* Tests

One of the assumptions of the independent samples *t* tests is that the subjects were randomly assigned to the groups being compared. In this study, gender and number of years of experience were the independent variables. Because random assignment to groups in these variables was not possible, it is likely that the assumption of independence has been violated. This may create an increased chance of a Type I error.

A second assumption of the independent *t* test is that the data must be normally distributed. According to Shavelson (1996), if the sample size is above 30, there is no problem with respect to normality of the distribution of scores. The 18 presidents who comprised the sample size were less than the standard number cited above. Therefore, the scores for each of the frames were inspected using plots. After comparing the distribution of the plots of the data to the bell shaped curve, it appeared roughly to confirm to the Gaussian distribution (Shavelson, 1996).

Homogeneity of variance is the last assumption for the independent samples *t* test. According to Shavelson (1996) this assumption infers that the variance of scores in the populations underlying all the cells of the design is equal. However, it is noted in Shavelson (1996) that the *t* test is robust and can handle violations of this assumption. Levene's test of homogeneity of variance was calculated to determine if this assumption was met for each of the *t* tests in this study (Shavelson, 1996). If Levene's test is significant ($p < .05$) this may indicate unequal variances. None of the *t* tests reported significant Levene values. Thus, it was assumed that the error variance of the dependent variables was equal across groups.

Structural Frame *t* Tests for Presidents

The results of the independent sample *t* test for structural frame usage with respect to gender are presented in Table 12. The mean score of the male subjects ($M = 4.03$, $SD = .671$) did not differ significantly from the mean score of the female subjects ($M = 3.92$, $SD = .490$) ($t(2) = .375$, $p = .703$). According to eta squared, approximately 50% of the variance can be accounted for by gender. Cohan (1992) regarded any effect size above 5.0 to be large.

Table 12 also displays the results of the independent sample *t* test for structural frame usage with respect to number of years of experience as a president of a community college. The mean score of the presidents with nine years of experience or less ($M = 4.04$, $sd = .572$) did not differ significantly from the mean score of presidents with 10 or more years of experience. ($M = 3.83$, $sd = .562$). ($t(16) = .736$, $p = .478$). Almost 43% of the variance can be accounted for by level of experience. According to Cohen (1992) this effect size is considered a medium effect size.

Table 12
Presidents: Structural Frame by Gender and Years of Experience (N = 18)

Variables	<i>n</i>	Mean	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	Eta Squared
Gender							
Male	8	4.03	.67065	.389	16	.703	.505
Female	10	3.92	.49018				
Years of Experience							
< 9 years	12	4.04	.57241	.732	16	.475	.425
10+ years	6	3.83	.56273				

Human Resource Frame *t* Tests for Presidents

The results of the independent samples *t* test for the human resource frame usage with respect to gender are presented in Tables 13. The mean score of the male subjects ($M = 4.49$, $SD = .494$) did not differ significantly from the mean score of the female subjects ($M = 4.76$, $SD = .558$) ($t(16) = -1.07$, $p = .299$). According to the results of the eta squared analysis, 85% of the variance can be accounted for by gender. This percentage is considered to be a large effect size (Cohen, 1992).

Table 13 also displays the results of the independent sample *t* test for the human resource frame usage with respect to number of years of experience as a president of a community college. The mean of the presidents with nine or less years of experience ($M = 4.64$, $sd = .448$) was not significantly different from the mean of presidents with 10 or more years of experience ($M = 4.56$, $sd = .714$) ($t(16) = .468$, $p = .646$). According to the results of the eta squared analysis, 50% of the variance can be accounted for by level of experience. This percentage is on the border of a medium to a large effect size according to Cohen (1992).

Table 13
Presidents: Human Resource Frame by Gender and Years of Experience (N = 18)

Variables	<i>n</i>	Mean	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	Eta Squared
Gender							
Male	8	4.49	.49361	-1.060	16	.305	.850
Female	10	4.76	.55800				
Years of Experience							
< 9 years	12	4.68	.44832	.732	16	.475	.050
10+ years	6	4.55	.71389				

Political Frame *t* Tests for Presidents

The results of the independent sample *t* test for the political frame usage with respect to gender are presented in Table 14. The mean score of the male subjects ($M = 4.01$, $sd = .435$) did not differ significantly from the mean score of the female subjects ($M = 4.00$, $sd = .408$) ($t(16) = .078$, $p = .938$). According to eta squared, almost 48% of the variance is accounted for by gender. This percentage is defined as a medium effect size by Cohen, 1992).

Table 14 also displays the group statistics and the results of the independent sample *t* test for the political frame usage with respect to number of years of experience as a president of a community college. The mean score of the presidents with nine years of experience or less ($M = 4.01$, $sd = .397$) did not differ significantly from the mean score of president with ten or more years of experience ($M = 4.00$, $sd = .468$) ($t(16) = .050$, $p = .961$). According to the results of eta squared, almost 46% of the variance is accounted for by level of experience. This percentage represents a medium effect size (Cohen, 1992).

Table 14
Presidents: Political Frame by Gender and Years of Experience (N = 18)

Variables	<i>n</i>	Mean	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	Eta Squared
Gender							
Male	8	4.0156	.43526	-.078	16	.938	.475
Female	10	4.0000	.40825				
Years of Experience							
< 9 years	12	4.0104	.39693	.050	16	.961	.458
10+ years	6	4.0000	.46771				

Symbolic Frame *t* Tests for Presidents

The results of the independent sample *t* test for the symbolic frame usage with respect to gender are presented in Table 15. The mean score of the male subjects ($M = 3.81, sd = .366$) did not differ significantly from the mean score of the female subjects ($M = 4.18, sd = .120$) ($t(16) = -1.64, p = .120$). According to the eta squared, approximately 10% of the variance is accounted for by gender. Cohen (1992) defined this percentage as a small effect size.

Table 15 also displays the results of the independent sample *t* test for the symbolic frame usage with respect to number of years of experience as a president of a community college. The mean score of the presidents with nine years of experience or less ($M = 4.01, sd = .457$) did not differ significantly from the mean score of president with ten or more years of experience ($M = 3.95, sd = .472$) ($t(16) = .223, p = .828$). Almost 83% of the variance is accounted for by level of experience. This percentage is defined as a large effect size by Cohen (1992).

Table 15
Presidents: Symbolic Frame by Gender and Years of Experience (N = 18)

Variables	<i>n</i>	Mean	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	Eta Squared
Gender							
Male	8	3.8125	.36596	-1.595	16	.130	.104
Female	10	4.1375	.47306				
Years of Experience							
< 9 years	12	4.0104	.45682	.226	16	.05208	.833
10+ years	6	3.9583	.47214				

Research Question 4

To what extent, if any, are there statistically significant differences in frame usage based on gender and the number of years of experience as a community college administrator among the staff who directly report to the community college president?

Four factorial ANOVAs were calculated. Both of the independent variables (gender and years of experience) had two levels. A separate factorial ANOVA was generated for the scores associated with each of the four frames.

Assumptions for Factorial ANOVAs

Shavelson (1996) listed three assumptions that need to be addressed when conducting factorial ANOVAs. The first assumption of independence refers to the scores of the subjects. It states that the scores of one subject are independent of the scores of the remaining subjects. An examination of the residual plots by groups is one method for assessing independence (Lomax, 2000). An investigation of the plots of the four dependent variables (the four frames of leadership) with each of the six independent variables selected from the personal and professional variables are believed to be random for each of the groups. For the purpose of this study, the residual errors are assumed to be random errors.

Normality, the second assumption, supposes that the scores in the population are normally distributed (Shavelson, 1997). After comparing the distribution of the plots of the frame usage scores to the bell shaped curve, it appeared roughly to confirm to the normal distribution (Shavelson, 1997).

The third assumption, homogeneity of variances, is recognized when the variance of scores in each treatment population are equal. Levene's test of homogeneity of variance was calculated to determine if this assumption was met for each of the four factorial ANOVA tests in this study. If the Levene's test is significant ($p < .05$) this may indicate unequal variances. None of the four ANOVAs reported significant Levene values. Thus, it was assumed that the error variance of the dependent variables was equal across groups.

Results for the Factorial ANOVAs

The results of the four factorial ANOVAs calculated in this study are displayed in Table 16. Factorial ANOVAs were calculated to determine if there was a statistically significant mean difference in the use of each of the four frames (structural frame, human resource, political and symbolic) with respect to gender and years of experience as a direct report to the president.

Table 16

Analysis of Variance: Frames by Gender and Experience of Direct Report Administrators (N = 99)

Frame	Sum of Squares	df	Mean Squared	F	p	Partial Eta Squared
Structural						
Gender	1.104	1	1.104	.041	.839	.000
Experience	81.425	3	27.142	1.015	.390	.032
Gender * Experience	15.083	3	5.028	.188	.904	.006
Error	2433.226	91	26.739			
Total	102087.000	99				
^a R Squared = .049						
^b Adj R Squared = .024						
Human Resource						
Gender	64.802	1	64.802	2.950	.089	.031
Experience	29.260	1	9.753	.444	.722	.014
Gender * Experience	57.577	3	19.192	.874	.458	.028
Error	1999.241	91	21.970			
Total	110387.000	99				
^a R Squared = .083						
^b Adj R Squared = .012						
Political						
Gender	12.591	1	12.591	.367	.546	.004
Experience	42.110	3	14.037	.409	.747	.013
Gender * Experience	103.173	3	34.391	1.002	.396	.032
Error	3123.331	91	34.322			
Total	90954.000	99				
^a R Squared = .050						
^b Adj R Squared = .023						
Symbolic						
Gender	9.572	1	9.572	.255	.614	.003
Experience	50.926	3	16.975	.453	.716	.015
Gender * Experience	70.330	3	23.443			
Error	3409.913	91	37.472			
Total	95168.000	99				
^a R Squared = .034						
^b Adj R Squared = .040						

No statistically significant difference existed in any of the frames between males and females or between the four levels of experience (1-4years, 5-9 years, 10–14 years, or 15 plus years) with α at the .05 level. In addition, none of the interaction effects of gender by years of experience were statistically significant for any of the four frames. The effect size for gender, experience, and for the interaction of gender and experience for each of the four frames accounted for less than 10% of the variance.

Research Question 5

To what extent, if any, is there a statistically significant relationship between the dominant leadership style of the president and the dominant leadership styles of his/her direct report staff?

A Pearson correlation coefficient was used to determine if a relationship existed between the dominant leadership frame used by presidents and the dominant leadership frame used by the administrators who directly reported to these presidents.

Assumptions for the Pearson Correlation Coefficient

An assumption for the Pearson Correlation Coefficient test states that the relationship between the two variables should be linear. The test for linearity was performed on the four frames by examining the scatter plots. The scatter plots demonstrated linearity in each one of the four frames.

Results of the Pearson Correlation Coefficient

A Pearson correlation was computed to determine the relationship between the president's structural frame score and the mean structural frame score of their direct reports. A weak correlation that was not statistically significant was found ($r(16) = .063$, $p = .805$). According to Cohen (1988) a trivial effect size was produced ($R^2 = .017$). The Pearson correlation coefficient examining the relationship between the use of the human resource frame by presidents as their dominant frame of leadership compared to the dominant frame used by the administrators who directly reported to them. A weak correlation that was not significant ($r(16) = .114$, $p = .653$) was found. According to Cohen (1988) a trivial effect size was produced ($R^2 = .047$).

A Pearson correlation was calculated examining the relationship between the use of the political frame by presidents as their dominant frame of leadership compared to the dominant frame used by the administrators who directly reported to them. A weak correlation that was not significant was found ($r(16) = -.019$, $p = .939$). According to Cohen (1988) a trivial effect size was produced ($R^2 = .031$).

A Pearson correlation coefficient was calculated examining the relationship between the uses of the symbolic frame by presidents as their dominant frame of leadership compared to the dominant frame used by the administrators who directly reported to them. A weak positive correlation ($r(16) = -.047$, $p = .854$) was found. Table 17 depicts the correlation matrix for these four frames between the presidents and the administrators who directly report to them. According to Cohen (1988) a trivial effect size was produced ($R^2 = .026$).

Table 17

Pearson Correlations of Presidents' and Direct Reports' Dominant Frame Usage

Frame Usage	STR (P)	STR (DR)	HR (P)	HR (DR)	POL (P)	POL (DR)	SYM (P)	SYM (DR)
STR(P)								
STR(DR)	.063							
HR(P)	.853	.239						
HR(DR)	.361	.098	.114					
POL(P)	.933	.216	.945	.106				
POL(DR)	.133	.566	.004	.209	-.019			
SYM(P)	.914	.261	.906	.209	.958	.120		
SYM(DR)	.038	.531	-.024	.352	.045	.785	-.047	

Note. No correlations were significant at the 0.01 level.

P = President, DR = Direct Reports, STR = Structural, HR = Human Resource, POL = Political, SYM = Symbolic.

Additional Analysis

One variable that may have affected these results related to the participants' ability to use multi-framing, the ability to see events from more than one of the four frames. According to Bolman and Deal (1991, 1992a, 1992b, 2003) a leader's ability to multi-frame is a necessary and useful skill for leaders. Effective leadership requires the leader to be able to access all four frames and to decide which frame or frames would be most effective for any given leadership challenge. This skill of multi-framing is viewed as a benefit given the challenges facing higher education leaders.

In this study, multi-framing was defined as having a mean scale score of 4 or higher on at least three frames. A frequency analysis was calculated to determine the number of presidents and the number of administrators who were able to multi-frame. The results of the frequency analysis of frame usage by presidents and direct reports are displayed in Table 18. The presidents whose dominant frame was the human resource

frame indicated the highest frequency of multi-framing with 83.3% indicating mean scale scores of 4+ or more. Their responses in the other three frames in descending order were: Symbolic ($n = 10$); (60%), Structural ($n = 9$); (50%), and Political ($n = 8$); (40%).

The administrators who directly reported to the presidents followed a similar pattern of preference of multi-frame usage: Human Resource ($n = 76$; 77%), Symbolic ($n = 51$; 51%), Structural ($n = 49$; 49%), and Political ($n = 47$; 47%). The same pattern for highest percent of multi-frame usage is presented in combined totals from both groups (human resource, 77%, symbolic, 51%, structural, 49%, and political, 48%). The scores from presidents and administrators whose dominant frame was the human resource frame demonstrated they could multi-frame over three fourths of the time; while the presidents and the administrators whose dominant frame was one of the remaining three frames (structural, political, or symbolic) were able to multi-frame approximately one-half the time.

Table 18

Frequency and Percentage of Multi-Frame Use of the Four Frames of Leadership

	Frame Usage			
	Mean Scores Less than 4	Percent	Mean Scores 4 or above	Percent
Presidents				
Structural (n = 18)	9	50.00	9	50.00
Human Resource (n = 18)	3	16.66	15	83.33
Political (n = 18)	10	60.00	8	40.00
Symbolic (n = 18)	8	40.00	10	60.00
Direct Reports				
Structural (n = 100)	51	51.00	49	49.00
Human Resource (n = 100)	24	24.00	76	76.00
Political (n = 99)	52	52.52	47	47.47
Symbolic (n = 99)	49	49.49	51	51.51
Totals for both groups				
Structural (n = 118)	60	50.84	58	49.15
Human Resource (n = 118)	27	22.88	91	77.11
Political (n = 117)	60	51.28	57	48.71
Symbolic (n = 117)	57	48.71	60	51.28

Analysis of Qualitative Data

The foundation for the analysis of qualitative data associated with the present study was originated by the philosopher, Wilhelm Dilthey, who believed that research into human behavior could be “rigorous and systematic, but in a way that was different from the natural sciences” (Giorgi, 1970, p. 21). Dilthey further believed that there were two flaws when scientists attempted to conduct research on human behavior using the traditional scientific methods. First, traditional methods were not able to investigate the higher functions of human thought and behavior with any sense of justice. Secondly, investigators had a feeling of uncertainty concerning their results when they limited their analysis to traditional methods (Giorgi, 1970). The answer for Dilthey was a descriptive

approach to the study of human behavior that is actually experience. To him the real unit for analysis is a total reaction of the whole self to the situation confronting it (Giorgi, 1970).

The ability to lead others may be determined to be a higher function of thought and behavior so this investigation warranted the use of a phenomenological interpretation of its contents (Bloom, 1956). In addition, it was believed that a phenomenological interpretation would benefit by reducing any sense of uncertainty that may have arisen regarding the quantitative analysis of the LOS survey. The phenomenologist's viewpoint is that by adopting the natural sciences as the method for investigation, the phenomenon that man experienced was reduced to an elemental process and isolated stimuli (Giorgi, 1970). The concept of leadership as it happens in the daily life is not an isolated stimulus. Therefore, the quantitative method for analysis may not be the method that best fits the experience and it was determined that an additional qualitative section be included in the survey in order for a qualitative analysis to be performed.

Participants were therefore asked to respond to one of two scenario statements. The presidents were requested to respond to the statement, "Describe the most critical challenge you faced as president of this community college and describe how you met that challenge." The statement for the administrators who directly reported to the presidents read "Describe the most critical challenge you have faced as an administrator who directly reports to the president and how did you meet that challenge."

Of the 18 presidents who completed the LOS survey, 12 (66%) wrote a narrative answering the scenario statement. A total of 64 (62%) of the 102 administrators

completed the scenario statement. The statements were selected for phenomenological interpretation based on the number of direct reports who were supervised by a president who responded. Six (33%) of the responding presidents had three or more administrators who directly reported to them who also responded to the statement. One president had three direct reports who responded, one president had five direct reports who responded, and four presidents had four direct reports who responded for a total of 24 responses of administrators who reported directly to their presidents. These six presidents and the administrators who report to them were the only statements analyzed in this section. These were selected as they represented a team of higher education leaders at one particular community college. The remaining scenarios from presidents and administrators were set aside and not used for this investigation given its theme of the significance of the development of a team of leaders.

Moustakas' (1994) phenomenological research methods were followed to analyze the responses to the scenarios statements of the presidents and of the administrators who report to the presidents. The four steps in the process were followed in order: (a) epoche, (b) phenomenological reduction, (c) imaginative variation, and (d) synthesis.

The first step in analyzing the narratives (epoche or data reduction) was to read each statement carefully in order to determine if there was a central theme that aligned with one of the four frames (structural, human resource, political, and symbolic). In five (16.66%) of the 30 responses the researcher indicated that two frames (human resources & political) were used as the central frames for the statements. In these cases, an outside reader was used to analyze the statements independently. Both the researcher and the

outside reader had 100% agreement on the two frames used as central frames in these cases. After this identification of the central themes was completed, the researcher read the narratives several times to determine if the individual sentences referred to one of the four frames. Tables 19, 20 and 21 display examples of the core themes which were derived from the narratives as they related to the four frames of leadership: structural, human resource, political, and symbolic (Bolman, & Deal, 1997) and to the references made to the frames throughout the narratives. Table 19 presents the results of the analysis for the presidents' responses. Table 20 presents the results of the analysis for the direct report administrators.

Table 21 displays the results of the analysis of the combined narrative responses of presidents and administrators who reported directly to them regarding central themes and number of frames contained in the narratives. These tables were combined in order to analyze the president and his/her administrators as a team. This analysis is presented so as to add depth to the quantitative analysis of research question five as to the relationship between the dominant leadership style of the president and the dominant leadership styles of his/her direct report staff.

Table 19

Central Theme and Frame Usage: Presidents' Scenario Responses

President	Central Theme	Frame	Frames Used
A	Creation of collected vision	Symbolic	4
B	Planning based on financial cutbacks	Political	3
C	Dealing with funding shortfall	Political	1
D	Creating a community	Symbolic	4
E	Adjusting to financial challenges	Political	3
F	Positioning the college	Political	1

Table 20

Central Theme and Frame Usage: Direct Reports' Scenario Responses

President	Central Theme	Frame	Frames Used
A1	Developing Partnerships within/outside the college	Political	3
A2	Creation of new college	Structural	3
A3	Creation of new culture	Symbolic	4
A4	Support for faculty and students	Human Resource	3
B1	Creating new culture	Symbolic	4
B2	Supporting team during political crisis	Human Resource & Political	4
B3	Building a case for termination	Human Resource & Political	3
B4	Building a case for additional staff	Human Resource & Political	2
C1	Conflict involving power	Political	2
C2	Support for new president	Human Resource & Political	2
C3	Increase calls for accountability	Political	2
C4	Creating new culture	Symbolic	2
D1	Reorganizing assessment of learning	Structural	1
D2	Conflict in hiring	Political	2
D3	Implementation of SIS system	Structural	4
D4	Conflict in Governance	Political	3
D5	Growing your own leaders	Human Resource	2
E1	Adjusting to financial challenge	Political	1
E2	Dealing with dysfunctional manager	Human Resource & Political	3
E3	Growing your own leaders	Human Resource	1
E4	Building coalition for new process	Political	3
F1	Positioning college for accreditation	Political	3
F2	Professional development	Human Resource	3
F3	Growing your own leaders	Human Resource	2

Table 21

Central Theme and Frame Usage: Presidents' and Direct Reports' Scenario Responses

Presidents/ and Direct Reports	Central Themes	Frames	Frames Used
A	Creation of collected vision	Symbolic	4
A1	Developing Partnerships within/outside the college	Political	3
A2	Creation of new college	Structural	3
A3	Creation of new culture	Symbolic	4
A4	Support for faculty and students	Human Resource	3
B	Planning based on financial cutbacks	Political	3
B1	Creating new culture	Symbolic	4
B2	Supporting team during political crisis	Human Resource & Political	4
B3	Building a case for termination	Human Resource & Political	3
B4	Building a case for additional staff	Human Resource & Political	2
C	Dealing with funding shortfall	Political	1
C1	Conflict involving power	Political	2
C2	Support for new president	Human Resource & Political	2
C3	Increase calls for accountability	Political	2
C4	Creating new culture	Symbolic	2
D	Creating a community	Symbolic	4
D1	Reorganizing assessment of learning	Structural	1
D2	Conflict in hiring	Political	2
D3	Implementation of SIS system	Structural	4
D4	Conflict in Governance	Political	3
D5	Growing your own leaders	Human Resource	2
E	Adjusting to financial challenges	Political	3
E1	Adjusting to financial challenge	Political	1
E2	Dealing with dysfunctional manager	Human Resource & Political	3
E3	Growing your own leaders	Human Resource	1
E4	Building coalition for new process	Political	3
F	Positioning the college	Political	1
F1	Positioning college for accreditation	Political	3
F2	Professional development	Human Resource	3
F3	Growing your own leaders	Human Resource	2

The second step in the process, phenomenological reduction, is used to complete the reduction of the data. It was in this step that textural descriptions linking the significant meaning units into a description of the leader's challenge were developed. Two samples of this work for two presidents using the symbolic frame and four samples for four of the direct report administrators using the human resource frame are provided in Appendix G. These textural descriptions were then used to identify "invariant horizons" from the statements of the presidents and the administrators who directly reported to them. For this study, invariant horizons were identified from presidents' and direct reports' responses to perceptions of a challenging leadership situation.

For the presidents, the following six invariant horizons were extracted from their responses to the scenario statement. These quotations represent the presidents' perceptions of a challenging leadership situation:

The most critical challenge has been creating a college vision, organizational structure and learning signature that would improve student outcomes and fully meet community needs.

One of the significant challenges in the past year has been a decrease in the funding level for recurring budget dollars when the governor decided to veto a proposed tuition increase.

As a new president, my most critical challenge to date has to do with a funding shortfall from our state for both operating and capital budgets.

My most critical challenge was to reinvent our college because of program and financial challenges.

The most critical challenge for me was dealing with retirements en masse of my executive team in the first three years of my presidency.

Declining enrollments. Increase awareness and marketing of programs, successes, and awareness of the college.

For the administrators who reported directly to presidents, the following 12 invariant horizons were extracted from their responses to the scenario statement. These quotations represent the direct report administrators' perceptions of a challenging leadership situation.

The most critical challenge faced has been the creation, from scratch, a comprehensive, totally new community college.

The most critical challenge I have faced in this position is related to change in leadership.

The most critical challenge I faced centered on the transition of leadership.

My most critical challenge stemmed from the untimely passing of the campus president.

One major challenge I'll talk about - "Increasing calls for public accountability."

Challenge: Integrating a corporate culture into an academic environment.

Am currently reorganizing the structure and processes we use for assessment of student learning.

I joined the college as they were beginning the implementation of a new student information system and it was my job to fix all the problems.

I co-chaired the VP for Academic Affairs search committee and there was an internal candidate with widespread support who was not selected as a finalist.

Inadequate resources to maintain balance between teaching and facilities needs.

The most significant challenge that I faced was dealing with an employee who was accused of harassment.

As an administrator, my most critical challenge is to communicate to faculty the values and worth of diversity among their students and their curriculum.

The third step in the process, imaginative variation, called for further examination of the textural descriptions and the invariant horizons in order to create composite structural descriptions. These descriptions are contained in Appendix H.

The fourth and final step in the process, synthesis, requires the researcher to develop a synthesis of the analysis contained in the textural and structural descriptions. The composite synthesis of the textural and structural descriptions as related to the symbolic frame for two presidents is provided as one example of the final product in using phenomenological research methods. A second example contains the composite synthesis of the textural and structural descriptions related to the human resource frame for four direct reports to the presidents. A total of six of the 12 scenario responses from presidents and 24 of the 64 scenario responses from the administrators who directly reported to these six presidents were analyzed using the phenomenological methods. The remaining six scenarios from presidents and 40 scenarios from administrators were set aside and not used for purposive of this investigation.

Composite Synthesis of Textural and Structural Descriptions Related to the Symbolic Frame for Two Presidents

The presidents expressed genuine concern and passion for the creation of a positive and caring culture that could accommodate current and future challenges. “Most importantly was the creation of a collected vision that focused on the skills necessary for a student or citizen of the 21st century.”

They believed that the critically important work of culture creation could only be done by focusing on their relationships with individuals and by leading the collective

efforts of their teams. “Believing in my bones that relationships are fundamental and needed (more than ever in this time of transition) to be nurture, I tried to support, encourage, and model the building of community.”

They referred to their work in creating a leadership team that would embrace innovation in order to prepare the students to our world of change. They acknowledged the importance of fit when they described moving people into new roles via reassignment and reorganization. This work also spoke of their willingness to view their leadership through human resource and structural frames in order to establish this caring culture. They included the need to respond to external demands on accountability with their references to community needs and expectations and to the accreditation processes which related to the political frame of leadership.

The presidents were willing to describe their challenges from a personal perspective by including statements of their feelings. “. . . I lost colleagues who had become my friends; I worried about not just feeling, but being bereft.” They were optimistic, enthusiastic, and grateful as they spoke of accepting and meeting the challenges of their work for the present and the future of their college. It was clear in their statements that the presidents’ employed all four frames of leadership in their work to establish a caring and responsive culture for the college.

Composite Synthesis of Textural and Structural Descriptions Related to the Human Resource Frame for Four Direct Reports.

Several themes emerged from the four statements from the direct reports with respect to their most critical challenge using the human resource lens. One theme was the

need to support their staff/faculty and others throughout the college including the president. They believed that by establishing an environment of trust they were able to strengthen their team even in times of crisis. “I had to coach them how to rise above what was happening so they could stay motivated. . . We became a stronger team for it.” They believed in the use of praise and encouragement in order to establish a “collaborative and family type of bond” among their team members. They also reported supporting their staff by building a case for hiring additional staff members in order to meet the needs of students. This work spoke to the use of the political frame. “In order to continue to support student success and student learning it is imperative that the campus has the resources to deal with the demands outside of the classroom.”

A second theme was the need to confront dysfunctional members of the team. The direct reports spoke of building a case for termination via documentation of the issues and behaviors. They also addressed the need to maintain confidentiality with these sensitive situations and at the same time, to be visible and supportive of the other members of the team during this challenging time. “We also gave closer attention to the staff. . . as they were aware that ‘something’ was going on but we were obviously unable to be forthright about the circumstances.” The theme of support to the functional members of the staff was present even in dysfunctional situations. This second theme also had elements of political frame of leadership by addressing conflicts within units of the college.

A third theme within the human resource frame was the need to grow their own leaders by hiring existing staff into positions where they had no prior experience and by

creating or expanding professional development programs at the colleges. The employee who was promoted from within generated enthusiasm and innovation to the new position and the team's morale remained high, because this opportunity was extended to one of their own. The direct report who was hired to create a professional development program gained support for the program via individual and group meetings, focus groups, an advisory board, and word of mouth once workshops were implemented.

The direct reports' statement under the human resource lens had varied expressions of use of the remaining three frames. The direct reports who identified the need for additional staff and the need for growing their own leaders used one or two frames in their descriptions, while the direct report who spoke of the need to support staff/faculty used three frames in the description.

Summary

Chapter four provided the quantitative analysis of the data from the Leadership Orientation Self Survey (LOS) designed by Bolman and Deal (1990, 1991a, 1991b, 2003) with respect to the five research questions and a phenomenological analysis of the qualitative data gathered via the scenario statements for the presidents and the administrators who directly reported to them. The leadership orientations of these two groups as defined by the Four Frames of Leadership Theory of Bolman and Deal (1990, 1991a, 1991b, 2003) were investigated in this study.

Chapter five will provide a discussion of the findings from the quantitative and qualitative data gathered from this study along with conclusions and implications for

practice. Recommendations will be made regarding future investigations of the leadership frame orientations for community college presidents and the administrators who directly report to them.

CHAPTER 5 SUMMARY, DISCUSSION, AND RECOMMENDATIONS

Introduction

The focus of Chapter 5 is to offer discussion and interpretation of the analysis of the quantitative and qualitative data presented in Chapter 4. Chapter 5 includes: the statement of the problem, the purpose for this research, a discussion of the data analysis of the five research questions and of the additional analysis regarding multi-framing. Additionally, conclusions, implications regarding leadership orientations for community college leaders, and recommendation are presented.

Statement of the Problem

The quality of higher education in the United States has been questioned by authorities such as Hersh and Merrow (2005) who have indicated that the brightest students from other countries are no longer coming to the United States for baccalaureate degrees. These authors have stated their belief that higher education in the United States is "not adequate for twenty-first century America" (p. 8).

A second major issue for institutions of higher education has revolved around the number of students born and raised in the United States who arrive at colleges and universities needing remediation. It is clear that addressing the needs of the remedial student has been a growing concern for the United States. If the citizenry does not have the education for the nation's technology and information focused economy, unemployment will rise as will crime. In the global marketplace of the 21st century,

countries that have been projected to remain competitive have been those countries that create pathways for education; that maintain high literacy rates; and that produce the highest overall educational levels for their citizens (McCabe, 2001). According to the National Center for Education Statistics (NCES), 41% of first-time community college students took one remedial course (Yamasaki, 2001). According to McCabe (2001), more than one million underprepared students have entered colleges across the country annually and enrolled in developmental courses in reading, English, and/or mathematics.

Community colleges have been required to face these challenges and other new challenges that have directly impacted the roles of president and senior administrators. According to Bailey (2003) community colleges have been facing changes in pedagogic and production technology, state funding policy issues, rising expectations from students, parents, and policy makers as well as a host of other issues that the leadership team must address.

Another significant challenge for community college presidents has centered on the massive retirements in key leadership positions that have been identified as highly skilled and specialized (Campbell, 2006). Community college presidents have predicted that 38% of the academic affairs administrators, 31% of student affairs administrators, and 28% of business affairs administrators would retire between 2006 and 2010 (Campbell).

The crisis in the community college frontier has illustrated two specific leadership issues. The first issue has been the need for expert leadership in the presidency role. The

second issue has been the need to develop promising leaders to fill the vacancies in administrative positions that directly report to the president.

The attributes, competencies, and skills needed by community college leaders were aspects of the four frames of leadership created by Bolman and Deal (2003). The four frames, which were crafted to view organizations, were: (a) structural; (b) human resource; (c) political; and (d) symbolic. Bolman and Deal (2003) have contended that effective leadership requires the leader to be able to access all four frames and to decide which frame would be most effective for any given leadership challenge. They originated the term, multi-framing, to describe the leader's ability to see an event through the lens of more than one of the frames.

Purpose of the Study

The four frames of leadership developed by Bolman and Deal (2003) were used in this study to: (a) identify the leadership orientations of presidents from community colleges who were represented in the membership of the International Advisory Board and of the Practitioner's Board of the Chair Academy ("The Chair Academy Website", n.d.), (b) identify the leadership orientations of administrators who directly reported to these presidents, (c) determine the degree to which the leadership orientations of presidents differed based on selected personal and professional demographic variables, (d) determine the degree to which the leadership orientations of administrators who directly reported to the presidents differed based on selected personal and professional

demographic variables, and (e) compare the leadership orientation of the community college presidents to the leadership orientation of their direct report administrators.

Sample and Data Collection

A total of 18 community college presidents and 102 administrators who directly reported to their presidents participated in this study. The colleges were represented in the International Advisory Board and the Practitioner's Board of the Chair Academy. The Chair Academy is an organization initiated in 1992 via a grassroots movement by department chairs of community colleges. At the time of the study, it was an internationally recognized organization focused on post-secondary leadership training programs and services (Filan, 1999). This involvement by the presidents or administrators in the Chair Academy may have some influenced on the findings from this dissertation.

The Leadership Orientation (Self) Survey was mailed to 169 community college presidents and administrators on the presidents' direct report teams. This survey was used to gather data on the preferred frame of leadership from among the four frames: structural, human resource, political, and symbolic. In addition, the subjects were asked to respond to an open ended statement which required them to write about the most difficult challenge they have faced in their current position and how they handled that challenge. The response rate of this survey of 69.82% of usable surveys fell within the 50% to 90% acceptable range for education as defined by Boser and Green (1997).

The Leadership Orientation Survey (Bolman & Deal, 1990) was implemented with a few modifications according to the Tailored design method created by Dillman (2000). There were four mailings sent to potential participants from the colleges in the United States, and there were three mailings and one contact by email sent to potential participants in Canada. All quantitative data analyses were performed using SPSS for Windows version 16.

The qualitative analysis of the scenario statements was performed according to the phenomenological research methods of Moustakas (1994). While reading and exploring the phenomena as presented by the participants, the researcher was required to set aside her ideas, pre-conceptions, knowledge of leadership theory, specifically that of the four frame theory of leadership. This process permits the researcher to observe the phenomenon as if seeing it for the first time with a naive perspective. In addition, a second evaluator rated the written responses to the scenario statements that produced a paired central frame focus in order to ensure accuracy and an elimination of bias.

Research Limitations

This study had two significant limitations in design. Participants were presidents and administrators who were working at colleges that were members of an international leadership development organization, thus this was a purposive sample from a homogenous group of higher education leaders. The assumption of independence may have been violated since this was not a random sample. Further, analysis and interpretation of the qualitative data were completed primarily by the researcher. The one

exception was an outside reader who was engaged to provide a second opinion in each of the narratives that were determined to have a paired central frame. The outside reader who was an educational consultant and the researcher had 100% agreement in their analysis of the narratives with respect to central frames.

Summary and Discussion of the Findings

Research Question 1

What is the dominant leadership orientation, if any, used by community college presidents of the International Advisory Board of the Chair Academy and by presidents whose community college is listed among the Practitioner's Board of the Chair Academy?

The presidents displayed the highest mean score (3.83) for the human resource frame. This score indicated that the 18 presidents who responded perceived that they used this frame most 'often' when analyzing and dealing with leadership issues. The remaining three frames (political, symbolic, and structural) were used less frequently by the presidents; however, the presidents used these three frames almost equally. The mean scale scores for the political, symbolic, and structural frames were 3.60, 3.59, and 3.58, respectively, with only .02 separating all three frames. The mean frame scores indicated that these presidents' leadership behaviors were most 'often' related to the human resource frame and that they used the other three frames as secondary perspectives. These presidents may be leaders who are comfortable with multi-framing, the ability to see things from more than one of the four leadership frames. The scores also indicated that the presidents were using all of the remaining three frames interchangeably. A recent

study by Trees (2006) supported these findings. Senior administrators at metropolitan universities had the highest response scores for the human resource frame. In addition, the response scores for the other three frames clustered around a range of variation. Trees suggested:

This may indicate that respondents navigate from a human resource perspective as a base style of leadership. They can listen, gather ideas and alternatives and then, in turn, use the other frames as secondary and in almost equal proportion for solutions and directions. With this pattern of frame distribution, it would appear that these administrators use the structural, political and symbolic frames in a consistent and supportive mode with the human resource frame (Trees, 2006, p. 129).

The additional analysis relating to the use of multiple frames also supported these findings with 80% of presidents reporting scores for the human resource lens that fell within the 'often' or 'always' range.

The scores of 'often' and 'always' for the symbolic frame showed 60% frequency, the scores of 'often' and 'always' for the structural frame indicated a 50%, and the scores for the political frame reported a 40 % frequency in the 'often' or 'always' responses ($n = 18$). The number of responses was separated by three points; however, the percentages were affected due to the small overall number in the sample.

A number of the frame analysis studies have yielded results indicating the use of the human resource frame as the dominant frame (Bolman & Deal, 1992; Bolman & Granell, 1999; Borden, 2000; Harlow, 1994; Trees, 2006; Turley, 2002). These results lend support to the findings in this investigation of the dominance of the human resource frame. Bolman and Deal's (1992) qualitative study analyzed the contextual differences between principles in Singapore and principals in Broward County, Florida. The

administrators were asked to write a narrative regarding the challenging leadership incidents in which they had been involved. The human resource frame was dominant in both populations, appearing in 86% of the Florida narratives and 98% of the narratives from Singapore. The international element did not seem to have an impact on the use of the human resource frame as the dominant frame, just as the international element from this dissertation did not have an impact on the identified dominant frame.

Interview and questionnaire data were used to investigate frame usage of superintendents at 20 state public schools in the state of Washington (Harlow, 1994). Harlow discovered that the human resource frame was used by these superintendents when they were asked to define leadership; however, the political frame was used predominantly when this group was asked to describe a critical leadership incident. The first finding of the dominance of the human resource frame aligns with the finding from this dissertation. The second finding of the use of the political frame when describing a critical leadership incident supports the analysis in this dissertation where 17 of the 30 narratives used the political frame as the central frame or as one of the two frames identified as a paired central frame.

In an investigation by Bolman and Granell (1999), Venezuelan managers were personally interviewed and asked to describe how they approached real organizational critical incidents. Results from the 37 managers indicated that there was a significant tendency for managers to use one or two perspectives. These results also indicated that the managers preferred the structural and human resource frames. This finding aligns with Sullivan's (2001) description of the first two generations of community college

presidents using the structural frame and the third generation using the human resource frame as dominant frames. Bolman and Granell's research lends support to the dominance of the human resource frames by presidents in this dissertation.

Area campus administrators in Florida's state university system and in the community colleges across the state were studied by Borden (2000). The primary frame used by this group was the human resource frame (89.6%) which again supported the findings of this dissertation. The second frame used was the symbolic frame followed by the structural and political frames. Similar results were documented in a quantitative and qualitative study by Turley (2002). The directors of radiation therapy programs at institutions of higher education indicated that they used the human resource frame and structural frames most frequently and in that order.

A couple of other studies, however, have reported another frame as the dominant leadership orientation from their samples (Eddy, 2002; Heimovics, Herman, & Jurkiewicz-Coughlin, 1993). In an investigation by Heimovics, Herman, and Jurkiewicz-Coughlin, the researchers conducted critical incident interviews with 52 executives of not-for-profit organizations. The executives who were determined to be effective in their roles showed evidence of the structural, human resource, and political frames in the 51 transcripts of the interviews. (Structural, $n = 49$; human resource, $n = 43$; political: $n = 43$). The symbolic frame was present in eight and absent in 43 transcripts. In the comparison group of executives, the presence of frame usage was as follows: structural, $n = 45$; human resource, $n = 33$; political, $n = 26$; symbolic, $n = 4$. Both groups showed the same pattern of use of the frames with the human resource frame being used with the

second most frequency in their narratives. Although this investigation used not-for-profit organizations in the sample, the organizations may have a different culture than the culture that develops in institutions of higher education; therefore, the frame usage may have been impacted.

Eddy (2002) reported on an investigation focusing on how community college presidents framed issues and events of change on campus. She conducted semi-structured interviews with two presidents who were recently hired at technology-focused community colleges. The presidents were from outside the state's postsecondary system. Also interviewed were members of the senior cabinet and faculty from the colleges ($n = 15$ at one community college and $n = 13$ at the second community college). The findings indicated that two forms of presidential framing emerged, visionary (symbolic) and operational or structural.

The last two studies conducted by Eddy (2002) and Heimovics, Herman, and Jurkiewicz-Coughlin (1993) uncovered different results. Some factors may have contributed to these different findings. The executives of the not-for-profit organizations used in the Heimovics, Herman, and Jurkiewicz-Coughlin study may have had different leadership challenges given the difference of focus in their organizations as compared with institutions of higher education. Findings from this investigation were limited due to the small sample size. Also, this study was conducted in the early 1990s when external environmental factors were likely to have been different from the factors that existed in 2008.

Eddy (2002) used a similar sample of community college presidents. However, the sample size of two was a limitation and may have contributed to the difference in results regarding the human resource frame. In addition, the community colleges that participated in the study were technical in focus and did not include the ability of students to transfer to four year universities that was present in samples used in other studies including this dissertation.

Sullivan presented a historical overview of the leadership orientations of community college presidents in which she described the four generations of presidents as the founding fathers, the good managers, the collaborators, and the millennium generation (2001). She compared these descriptions to the four frames of leadership by Bolman and Deal (2003). She concluded that the first two generations of community college presidents managed the colleges using the structural frame. These presidents were analysts and planners who led with strict regard to established rules and policies. The third generation, to whom she referred as collaborators, preferred the human resource frame. She argued that the collaborators may have believed that structure and authority were oppressive to institutional growth and development.

Given the observed activities and accomplishments of the generation currently in power, it appears that this is the preferred mode of operation (human resource), particularly for women and people of color, whose leadership styles emphasizes participation, win-win negotiation, consensus building, caring and nurturing (Sullivan, 2001, p. 563).

She elaborated on the ability of these presidents to use multi-frame thinking.

It is probable that in a society as complex and sophisticated as ours has become, the third generation of community college leaders have shown considerable skill in moving among frames. They certainly have their preferences, but through both the study of management theory and practical experience, they appear to move

with more ease among the frames than their predecessors did after substantial on-the-job training" (2001, p. 565).

Her conclusions supported the findings regarding the presidents' dominant frame usage and their use of multiple frames of leadership in the present study.

Research Question 2

What is the dominant leadership orientation, if any, used by the administrators who directly report to these college presidents?

The human resource frame was selected by the administrators who directly reported to the president as their dominant frame for leadership ($M = 2.95$, $n = 98$). The second highest frame of usage by this group of administrators was the structural frame with a mean of 2.82 ($n = 98$). The administrators perceived using the symbolic frame as their third most preferred frame with a mean score of 2.74 ($n = 97$) and the frame least used by the administrators was the political frame ($M = 2.68$, $n = 97$). The remaining three frames were separated in scores by .18. The general pattern was equivalent to the pattern seen in the presidents' dominant frame usage with human resource scoring higher than the other three frames, which clustered together as a secondary unit. The presidents' scores displayed a difference in the order of the remaining three frames which were: political, symbolic, and structural frames. The mean frame scores indicated that these administrators' leadership behaviors were most often related to the human resource frame and that they used the other three frames as secondary perspectives. The administrators, like the presidents, may be leaders who are comfortable with multi-framing, the ability to

see things from more than one of the four leadership frames. The scores also indicated that the administrators were using all of the remaining three frames interchangeably.

The additional analysis relating to the use of multiple frames also supported these findings: 76% of the respondents selected 'often' or 'always' for the human resource frame items, 51% of the respondents selected 'often' or 'always' for the symbolic frame items, 49% of the respondents selected 'often' or 'always' for the items aligned with the structural frame, and 47% of the respondents selected 'often' or 'always' for the items aligned with the political frame ($n = 99-100$). The percentages were separated by 4%, a pattern that was similar with respect to order of the frames in the results of the presidents' analysis for multi-framing.

It is of interest to note that the combined percentages of usage of the four frames by both groups (presidents and administrators) resulted in the same ordered pattern with the human resource frame leading the others with 83.1%. The remaining three frames showed the following results for symbolic (67.9%), structural (62.2%), and political (62.2%). Once again, the three frames were consistent with respect to percentage of scores of 'always' and 'often' in the Likert-type scale.

The human resource frame was the dominant frame used in a number of studies cited above (Bolman & Deal, 1992; Bolman & Granell, 1999; Bordon, 2000; Harlow, 1994; Trees, 2006; & Turley, 2002). In addition, Cantu (1997) reported on an investigation of frame usage among academic deans from 426 public master's degree level colleges and universities and doctorate-granting institutions across the United States. The results indicated that academic deans preferred to use the human resource

frame as their leadership orientation. The results also indicated that the academic deans tended to use the structural, political, and symbolic frames in that order. Cantu (1997) and the other studies cited above lend further support to the research finding of this investigation that the human resource frame was the dominant frame used by administrators who reported directly to the president.

Research Question 3

To what extent, if any, are there statistically significant differences in frame usage based on gender and the number of years of experience as a community college president?

The results of the independent samples *t* test that examined mean human resource frame usage based on gender indicated no significant difference in the mean scores between female ($n = 10$) or male ($n = 8$) presidents, however there was a large effect size. It was interesting to note that there were two more female presidents than male presidents in this investigation. This was an unusual finding which may be related to the leadership training and development work that was available to this group via The Chair Academy.

This investigation also reported no statistically significant differences in mean frame scores with respect to gender or number of years of experience as presidents for any of the remaining three frames (structural, political, and symbolic). The effect size was large for all frames with the exception of the symbolic frame with respect to gender. The large effect sizes in the majority of the frames with respect to gender and years of experience may indicate a potential systemic effect in spite of the lack of statistical

significance. A larger sample size may have produced different results in terms of statistical significance.

Several earlier studies supported the lack of statistical significance of frame usage with respect to gender (Bolman & Deal 1991, 1992a; DeFrank-Cole, 2003; Monahan 2004). In the early investigations of a group of American and international school administrators by Bolman and Deal (1991, 1992a), frame usage was not influenced by gender. The American respondents in the earlier study indicated that women rated themselves significantly higher than did men on all of the frames except the human resource frame. The implication in this result may be that the women who were able to secure these positions were also skilled in multi-framing.

DeFrank-Cole (2003) reported on an exploration of the differences in female and male self-perceptions of presidential leadership frames at colleges and universities in West Virginia. There was no statistically significant difference in the use of the leadership frames between the male and female presidents which supports the findings of this research. However, the political frame was used slightly more 'often' by men than women. Female presidents were identified as using the human resource frame more 'often' than men in the interview component of this investigation. Monahan (2004) conducted a frame analysis study on presidents of Master 1 institutions in West Virginia in order to determine if leadership styles were influenced by demographic characteristics. The Leadership Orientation Survey was sent to 494 presidents with a 51.4% return rate. The respondents were predominantly Caucasian (86.6%), male (76.8%), married (79.4%), had been in the position less than 10 years (60.1%), and were over the age of 60

(47.2%). The findings offered no statistically significant differences when comparing leadership frame use and demographic variables such as gender or length of time as a president. This study lends support to the finding in this dissertation that neither gender nor years of experience at the position had an impact on frame usage.

Though the findings of other researchers have supported the findings of the present study, care must be taken in making any statements regarding the findings for this small and selected group of presidents. The entire sample size of 18 had 10 females and eight males. Of the 18 presidents, 12 had less than nine years of experience as president and six had 10 or more years of experience as president. This group of presidents had also demonstrated a strong commitment to leadership development for the staff and faculty at their colleges as evidenced in their membership in the Chair Academy. The Chair Academy's mission is "to design and promote world-class training programs and services to advance academic and administrative leadership for post-secondary institutions world-wide in an era of change" (The Chair Academy website, n.d.). Presidents associated with this organization have had access to the latest writings on leadership via the leadership journal, presentations from leadership experts at the annual international conference, and to the beliefs, thoughts, and practices of professional educators who represent an international community. Although this has proven to be a diverse group of educators with respect to country of origin, it may also be seen as a homogenous group given the shared commitment to and experience with leadership.

Research Question 4

To what extent, if any, are there statistically significant differences in frame usage based on gender and the number of years of experience as a community college administrator among the staff who directly report to the community college president?

None of the four factorial *ANOVAs* showed any statistically significant difference among frame use based on gender and the number of years of experience as an administrator who directly reports to the president. The research studies previously cited regarding the presidents' use of frames lend some support for these findings. In addition, Bolman and Deal (1992) reported that though women did tend to have slightly higher ratings on the four frames, male and female administrators in comparable jobs were not very different from each other. They further concluded that in the United States, female administrators were rated more on their ability to be organized and rational (structural frame) and male administrators were judged more on their ability to be warm and participative (human resource frame) (Bolman, & Deal, 1992).

Two additional investigations also showed no statistically significant difference in frame usage based on gender. In her study of area campus administrators in Florida, Borden (2000) found no statistically significant difference in frame usage based on gender. In a study by Trees (2006), there was no statistically significant difference in use of the structural and human resource frame between male and female senior administrators of American metropolitan universities in Florida. Trees concluded that this finding supported the dominance of the human resource frame as the preferred frame for this group of administrators. This finding from Tree's study may be applicable to this dissertation's findings. Trees did find a statistically significant difference in the use of the

political and symbolic frames, with females showing a higher mean score than males for both of these frames. Trees offered that this finding may be an indication that females are more likely to form alliances (political frame) and to have an increased appreciation for culture and ceremonial traditions (symbolic frame) than their male counterparts. Females may need these attributes "to balance and overcome impediments for job success still evident in our society due to gender bias" (Trees, p. 140).

Some of the professional characteristics of the direct reports and the size of the institutions may have had an impact on the findings in this dissertation. A total of 83% of the administrators had five or more years of experience as administrators. Almost two-thirds (69%) had been working with the same team of colleagues for four or more years. These data may indicate that this group of administrators had significant experience in their roles at their college and had significant experience in working with the members of the team who directly reported to the president. This group may have also had many more opportunities for professional development given their presidents' involvement in the Chair Academy. Their longevity at the college may have been influenced by the "grow your own leader" philosophy. A third factor that may have influenced the findings may have to do with the size of the institutions they represented. More than one-half (60%) of the direct reports characterized their college as having 10,000 or more students. In colleges of this size, search committees may be hesitant to hire a candidate without an equivalent level of experience given the complexity of issues that arise with larger study body enrollments and larger numbers of employees. Many of these institutions have

multiple campus locations which can add to the level of complexity given the communication challenges that can be created in these types of environments.

Research Question 5

To what extent, if any, is there a statistically significant relationship between the dominant leadership style of the president and the dominant leadership style of his/her direct report staff?

The Pearson correlation coefficient calculated for each of the four frames showed a weak correlation that was not statistically significant. The correlation coefficients did not indicate that there was a relationship in either direction regarding leadership style between the two groups (presidents and administrators).

The weakest relationship in mean scores was for the structural frames with presidents having a lower mean than their direct reports. This finding coincides with Bensimon's (1989) characterization of the generation of community college presidents serving institutions in the 1990s and beyond. She related that the first two earlier generations selected the structural frame for their work in building these institutions. The generation in office beginning with the 1990s was characterized as using the human resource frame as the dominant frame.

The second weakest relationship in mean scores was seen in the symbolic frame with direct reports having the higher mean scores. Bolman and Deal's 1992 study supported this finding. The researchers reported that the symbolic frame was the frame least used by Florida school administrators (11%). The other three frames in this study had percentages of use as follows: structural, 58%; human resource, 86%; and political,

50%. It is of interest that in self-reports, the direct reports, reported their use of the symbolic frame as being higher than did the presidents. Dill, in his 1982 research, offered a consideration for this difference. He discovered that administrators who were faced with challenges to their survival responded by focusing on strategic planning, marketing, and management control and, therefore, tended to neglect the management of the academic culture (Dill). There has been a significant economic downturn for community colleges within the United States, and they represented the majority of the colleges in this study. A second consideration for this finding may be the size of these institutions. A majority of direct reports were from colleges of over 10,000 students. If these administrators were responsible for large campuses or for larger units within the campus, they may have understood the importance of the symbolic frame with respect to culture building activities. This finding may have been impacted if the definition applied to the symbolic frame was different for presidents and direct reports. Presidents may well use a different, and perhaps higher, standard for interpreting this frame. They may, therefore, have rated themselves lower in its use.

Multi-Framing and the Two Groups

Additional quantitative analysis using the LOS was conducted on the two groups, the presidents and the administrators who were direct reports, with regard to their ability to use more than one frame. In this study, multi-framing was defined as having a mean scale score of four or higher on at least three frames. A frequency analysis was calculated to determine the number of presidents and the number of administrators who were able to

multi-frame. The presidents whose dominant frame was the human resource frame indicated the highest frequency of multi-framing with 83.3% indicating mean scale scores of 4+ or more. Their responses in the other three frames in descending order were: symbolic ($n = 10$ or 60%), structural ($n = 9$ or 50%), and political ($n = 8$ or 40%).

The administrators who directly reported to the presidents followed this pattern of preference of multi-frame usage established by the presidents: human resource ($n = 76$ or 76%), symbolic ($n = 51$ or 51%), structural ($n = 49$ or 49%), and political ($n = 47$ or 47%). The majority of the administrators were able to multi-frame most frequently in the human resource frame, and they were able to multi-frame nearly half the time with respect to the other three frames.

The same pattern for highest percent of multi-frame usage is presented in combined totals from both groups (human resource, 83%; symbolic, 64%; structural and political were tied, 62%). The total sum showed that approximately 68% of the time these two groups were able to use the skill of multi-framing in their work as leaders.

A review of the qualitative analysis used in the study revealed that two of the six presidents were able to use four frames and two of the presidents were able to use three frames when describing a critical leadership challenge they had faced as president. The remaining two presidents who were studied used a single frame orientation (political). It is worthy of note that the statements of these two presidents were considerably shorter in length than the statements of the other four presidents. The length may be a factor in the analysis relative to the use of only one frame.

Of the 25 responses that were analyzed qualitatively, five administrators used four frames in their statements which constituted multi-framing in this study. Ten administrators used three frames, and seven used paired frames. The remaining three administrators used a single frame orientation in their descriptions. In summary, the qualitative analysis showed that a total of seven presidents and direct reports used all four frames in their descriptions. The majority of the participants did not show evidence of multi-framing in their responses to the statement of their most critical leadership challenge. This finding differed from the totals in the quantitative analysis which showed that combined; the presidents and direct reports used multi-framing 68% of the time. The difference seems to be rather large in scope and may point to the argument that qualitative data may be more useful with respect to accuracy of reporting for the skill of multi-framing.

Bolman and Deal (1992) reported on the need for leaders in education to acquire the skill of multi-framing. "Both qualitative and quantitative results suggest that the ability to use multiple frames is critical to principal's effectiveness as both manager and leader" (p. 328). Harlow (1995) supported the need for leaders to use multiple frames when presented with complexity of issues and systems that face educators. In her study, superintendents from 20 of the state public schools in Washington rarely used more than two frames when defining leadership or when describing a critical leadership incident. Their tendency was to use the human resource frame with the former, and the political frame with the latter situation.

Nearly one-half (47.3%) of the area campus administrators in Florida state universities and community colleges reported a multi-frame orientation in Borden's (2000) investigation. In this study, multi-framing was defined as utilizing three or four frames. The same definition of multi-framing was used in this dissertation. In the quantitative analysis, the presidents and direct reports used multi-framing extensively. The qualitative analysis showed less use of multi-framing by both groups. Borden's study supported the quantitative findings of this dissertation.

The quantitative data in Turley's (2002) investigation uncovered multi-frame use by 44.1% of the respondents. Respondents were also asked to write a critical incident narrative for the qualitative portion of the research. Using the narratives, Turley discovered that 60% of the respondents used multi-framing in their leadership orientation. This finding was contrary to the finding in the present study where the qualitative narratives showed a smaller percentage of multi-frame use as compared to the quantitative data. This may be explained in part due to the different samples studied. Radiation therapy directors at universities may feel more at ease answering a survey than writing a narrative on a challenging situation, since professionals in the medical arena have become more accustomed to using quantitative data in their work. On the other hand, the unique group of community college presidents and the administrators who reported to them that were used in this study may be more accustomed to writing and reflecting on leadership challenges since they were involved with a leadership development entity, The Chair Academy.

In his study of presidents from Master 1 institutions, Monahan (2004) discovered that 43% of the presidents employed a multi-style approach followed by a paired style (22.4%) and a single style (20.9%). He summarized that these presidents would be asked to lead many controversial efforts in order to sustain these ‘often’ neglected institutions in the future. He furthered reported that these presidents would benefit from learning the skill of multi-framing as they face these demanding challenges.

Trees (2006) reported on multi-frame use by 220 senior administrators at American metropolitan universities. Almost half (49.5%) of these administrators indicated that they applied multi-frame analysis ‘‘often’ or ‘always’’.

Bensimon (1989, 1990) also offered support for the quantitative findings of the present study. Her interviews of college presidents where they provided their definition of good leadership showed that only eight presidents (25%) used multiple frames. The remaining 75% of the presidents used paired frames (34%) or single frames (41%).

The respondents demonstrated their ability to use multiple frames more frequently in the quantitative section of this study than in the narratives from the qualitative section. The majority of the quantitative research results, as captured by the LOS, indicated that the respondents were able to use multiple frames nearly half the time. There was, however, disagreement in the ability to multi-frame when using qualitative data. Radiation therapy directors in Turley's (2002) study showed more of the ability to multi-frame in their narratives (60%) than in their responses to the LOS (44.1%). In the qualitative studies conducted by Bensimon (1989, 1990) respondents demonstrated the

ability to multi-frame 25% of the time which was similar to the percentage (22.5%) in this study for presidents and the administrators who directly reported to them.

Conclusions

The purpose of this research was to investigate the leadership orientations of community college presidents and administrators who directly reported to them using the Bolman and Deal's Four Frame Model of Leadership (1991). After a review of the literature and the analysis of the quantitative and qualitative data in this study, the researcher has proposed several conclusions given this specialized sample.

It was concluded that the human resource frame was the dominant frame used by groups, presidents and administrators. The remaining three frames for the presidents and administrators showed little difference in mean scores. The small range of mean scores for both groups indicated that the respondents used these three frames almost equally, especially among presidents. It is understandable that the human resource frame emerged as the dominant frame for both groups especially given the detailed characterization provided by Sullivan (2001) regarding the four generations of community college presidents. Presidents of the third generation were regarded as collaborators with an emphasis on participation, consensus building, caring and nurturing for students, faculty and staff.

Statements that were contained in the presidents' narratives regarding their most critical leadership challenge also pointed to the use of the human resource frame. This is demonstrated by one president's statement: "Believing in my bones that relationships are

fundamental and needed (more than ever in the time of great transition) to be nurtured, I tried to support, encourage, and model the building of community." Though this president's central theme of building community is an example of symbolic frame usage, the reflection on the process relates to the human resource frame. The human resource frame was present in the majority of the descriptions. One of the direct report administrators at one community college wrote: "Relationships are the most important treasures that we have on this earth. I am glad that I was blessed to find a way to grow as a professional and help my colleagues do the same."

It was concluded that there were no statistically significant differences with respect to frame usage for presidents or direct report administrators with respect to frame usage based on gender or years of experience in the position. The review of the literature of frame analysis with respect to gender and longevity supported this finding (Bolman & Deal, 1991, 1992a; Borden, 2000; DeFrank-Cole, 2003; & Monahan, 2004). Some of the professional characteristics of the respondents, as well as the large size of the majority of the community colleges, may have had an impact on these results. Over 80% of the administrators had accumulated five or more years of experience as administrators. They also had many years of experience working as a team with other colleagues who directly reported to the president. Their community colleges were large. In many situations, the leader of the campus at larger community colleges must be experienced in order to attain the job, as many search committees would hesitate to select a candidate who lacked leadership experience given the volume and complicated nature of the work at a larger campus. Finally, the participants in this study had active involvement with the Chair

Academy, an organization committed to leadership development for managers in educational institutions. This group of leaders had access to many more opportunities for growth in leadership skills especially given the emphasis on the leader's practice of reflection that remains a focus in the philosophy of the Chair Academy.

A third conclusion is related to the lack of a significant relationship between the frame usage of the presidents and the frame usage of their administrators in the analysis of the quantitative data and the similarities identified in the qualitative analysis. In analyzing the qualitative data, similarities were identified in the responses of presidents and direct report administrators to differing scenarios. The two presidents who used the symbolic frame as the central frame in their narrative had administrators on their team of direct reports who showed a varied frame usage in their narratives. The four presidents whose central theme was political had administrators who also framed their critical leadership challenge as political.

One explanation may be that leaders in educational environments may be more "at home" in the environment of qualitative data for this study given that they were asked to write about an experience. This group of educational leaders may have developed greater skills in written communication due to the amount of practice they received while completing their master and doctoral programs. Perhaps their responses to the scenarios led to a deeper level of reflection than a one word letter on a Likert scale.

A fourth conclusion was in the ability of the leaders to use multiple frames as demonstrated in the results from the quantitative and qualitative findings. The quantitative data suggested that these leaders were practicing the techniques of multi-

framing more than one-half of the time. Contrary to this finding, the qualitative data showed that five of 30 scenario statements showed paired frames being used as central frames. A review of the literature that used quantitative data for the analysis is consistent with the finding from the quantitative analysis in this study. Bensimon (1989, 1990) offered support for the qualitative findings of this study. Her interviews of college presidents, in which they provided their definition of good leadership, showed that only eight presidents (25%) used multiple frames. The remaining 75% of the presidents used paired frames (34%) or single frames (41%).

One additional conclusion based on the qualitative statements by presidents and their administrators revealed much thought and intentional practice in the leaders' ability to build teams. Sullivan (2001) commented on the idea of teams as leaders among the third generation of community college presidents. Many leadership experts have stressed the ability of the team to lead as a critical factor in addressing the need to accommodate the changing environment of the world (Drucker, 1990; Senge, 1999). Gardner (National Association of Community Leadership Organizations, 1984) wrote:

The most effective leadership in the future will be provided by an individual, or better yet a loosely linked group of individuals, who have: 1) the patience to work in the context of complexity and pluralism; 2) the intellectual clarity to conceptualize a workable consensus; 3) the flexibility to revise their conceptions; 4) the integrity to win the trust of contending forces; and, 5) the persuasiveness to mobilize a constituency of willing allies in pursuit to goals that are tolerable to all. All of these qualities need not reside in one person; they may be shared in differing degrees by the members of the group. (p. 24)

Teamwork emerged as one of the five central themes in the qualitative investigation into frame usage among presidents at colleges and universities in West Virginia (DeFrank-

Cole, 2003). The other four themes were: (a) vision, mission, goals; (b) objectives; (c) people-personnel, change; and (d) economics.

The research and scholarship on the Four Frame Model of Leadership by Bolman and Deal (2003) has been reviewed in this chapter. Although studies using this model have been conducted to examine presidents and senior administrators in institutions of higher learning, the potential for a relationship between the president and the administrators who directly report to the president has not been investigated. As such, this literature review provided some additional insight into the Four Frame Model of Leadership as it relates to this team of community college leaders in this study. In addition, although numerous researchers of community college leadership have identified the use of the human resource frame as the dominant frame among leaders, little analytic attention has been paid to how or if the central leadership frame of the president impacts the central leadership frame of the direct reports. A strong correlation between the frame orientations of presidents and their direct reports was not found. However, presidents who used the symbolic frame as the central theme in their narratives tended to have direct reports who used a variety of themes to describe their most significant leadership challenge. Presidents who used the political frame as the central theme for their narratives tended to have direct reports who also used the political frame as a single or paired frame as the central theme for their descriptions.

As stated earlier, Sullivan (2001) reported that the fourth generation of community college presidents may need to return to the structural frame. The findings from this dissertation may be useful in supporting the idea that the next generation may

use a paired frame of structural and political to answer challenges such as a lack of resources, the call for increased accountability, or the redesign of organizational structures for greater efficiency. A second interpretation might be that presidents would need to use the political frame as their dominant frame as seen in the qualitative analysis from the presidents narrative responses that showed four presidents in the present study using the political frame as their central theme.

In the qualitative analysis, five of the direct reports displayed the use of the paired frames of human resource and political in their narratives. This frequency was also shown among direct reports who used the human resource frame alone ($n=5$) and with direct reports who used the political frame alone ($n=5$). The number of direct reports who used structural and the number of reports who used symbolic alone for the central themes each equaled two. The human resource and political frames were undoubtedly the favorites among this particular group of direct reports.

Bolman and Deal (2003) have argued that multi-framing is seen in exemplary leaders. Clearly, this skill of multi-framing will be needed for the presidents and their administrative leaders to meet these future challenges.

Nixon's (2003) investigation offered eight elements for successful leadership in colleges. Each of the eight (team builder, relevant experience, entrepreneurial spirit, leadership skills, express passion, learner centered, strong communicator and stakeholder engagement) can be related to one or more of Bolman and Deal's (2003) four frames of leadership (structural, human resource, political, and symbolic).

Peterson (2006) provided a global perspective on challenges that would face the world in the next 20 years. They termed these seven challenges as revolutions. These challenges revolved around population growth in underdeveloped countries, lack of resources to meet the population explosion in these underdeveloped countries, the need for constant learning and retraining due to the perishable nature of information, the march of globalization via integration, the alarming destruction that can result from conflict, and the role of government in creating a civil society.

The third revolution, the need for constant learning and retraining, addresses the challenge for community college leaders to incorporate the four frames of leadership as measures of their professional development and as tools for furthering the role of the community colleges. Lorenzo and LeCoy (1994) supported the transformation that has been projected to occur in community colleges, and they claimed that: “the central theme should be the molding of a fundamentally different institution--a college that builds on its history of community-based responsiveness, yet conforms more precisely to the emerging expectation, attitudes, behaviors, and conditions of the Information Age” (p. 16).

Langhorst (1997) further advised that community colleges that are able to survive the information revolution must be ever-changing institutions that respond to the global challenges or cease to exist. The community college that does survive must stand fast to the promise to “make winners out of ordinary people in an information age” (p. 8).

The leaders of these institutions must be extraordinary leaders who are comfortable with multi-framing. This study offers some promise in this area. Although the quantitative analysis indicated the dominance of the human resource frame for

presidents and administrators who report to them, all three of the remaining frames (structural, political, and symbolic) were present and were rated as nearly equal in their use.

In the qualitative analysis, two of the presidents displayed the symbolic frame as their central frame in their descriptions, while four of the presidents showed the political frame as their central frame. None of the presidents displayed a paired frame as the central theme for their descriptions. However, five of the direct reports' narratives showed the paired theme of the human resource frame and the political frame as their central themes. Perhaps the presidents have been focused on the external needs of resource development, while the direct reports have been asked to focus on the day-to-day needs of the institution and, therefore, have a more varied list of agenda topics than the presidents.

The qualitative analysis provided hope for the next generation of presidents and direct reports in that there was evidence of some positive momentum in terms of multi-framing. All four frames were present in the combined analysis of the description, and the administrators who reported directly to the presidents actually showed use of a paired frame in their leadership orientations.

Implications for Practice

Presidents in this study used the political and symbolic frames as the central frames in their narrative statements. According to Bolman and Deal (2003), the symbolic frame housed the concept of the development and growth of teams. The political frame

contains the elements of building alliances and developing networks in order to secure scarce resources for the team. It would seem that there is room for continued development of the use of these two frames among community college leaders given the predictions of the continued lack of financial support from state and the federal government. Heimovics, Herman, and Jurkiewicz (1993) advised: "It is time to bring the use of the political frame out of the closet in our teaching and discussion of the leadership effectiveness of chief executives" (p. 246).

A second implication for practice was the need for effective leaders to develop a skill and ease in using all four frames of leadership. The presidents and the administrators who directly report to them seemed most at ease in the human resource frame according to the quantitative data in this study. These two groups need to develop ease in using the remaining three frames. Thompson (2000) suggested that educational leaders who practice three or four frames of leadership orientation are perceived to be more effective in their roles as leaders irrespective of their dominant leadership orientation. Birnbaum (1988) declared that if educational administrators are to be effective leaders, they must perceive the usefulness of all four frames of leadership. Leaders in this study seemed to over report their use of all four frames in the quantitative analysis based on the analysis of frame usage from their narratives. If this is an overstatement, leaders need to recognize the gap in their orientations and to work toward closing the gap so they establish a more global appreciation of the leadership challenges at their community colleges.

Leadership development programs are needed to deal with the massive retirements of staff in specialized areas. The demographic and professional characteristics

from the direct report staff in this study reflected this need. Many of these leaders had many years of experience in their current positions which means that they may be nearing retirement age. The narratives of the direct reports included "grow your own leaders" as a central theme. If the goal is to replace these experienced professionals with professionals who have the skills needed to become effective leaders, effective leadership programs must be developed to fill this gap. The leadership programs would be well advised to help new community college administrators develop a multi-frame orientation and an appreciation of the establishment of trust in which these orientations are rooted.

The members of search committees at community colleges may benefit from an introduction to the potential of the Four Frame Model of Leadership and to the enhanced effectiveness of the leader who is able to multi-frame. A written narrative to a scenario's questions may reveal a candidate's dominant leadership orientation and may also reveal the candidate's ability to use all four frames. The members of the Board of Directors may also benefit from this theory, as they are the body ultimately responsible for selection of a new president and for the annual evaluation of the current president. A further implication concerns the issue of gender and years of experience. It seems that a leader's effectiveness is not impacted by these two variables. Thus, it is more appropriate to ascertain potential leaders' ability to lead regardless of their gender and number of years at a particular position.

According to Sullivan (2001), the fourth generation of community college leaders may need to return to a more structural orientation in order to reduce ambiguities in authority and decision making and to redefine the roles of majority stakeholders. It seems

that the third generation, labeled as collaborators, relied too heavily on participatory leadership styles. She advised: "Whatever the frame or combination of frames, however, the leaders in the 21st century will have to inspire trust in their followers to move forward during a period in which higher education is recreating itself" (p. 571). In their book on authentic trust and leadership, Solomon and Flores (2001) supported the significance of trust for the development of relationships and ultimately for effective leadership. The role of trust is the first stage in Erikson's (1963) theory of human development and it remains the foundation for leadership development for community college leaders. The narratives by the community college presidents described various challenges and used different frames in the description. Central to all of the challenges was the need for the president to be trusted by the various stakeholders that were working on the challenge. The same theme was seen in the narratives written by the administrators who reported directly to the presidents. Their work would not be successful without the time devoted to ensuring a certain level of trust was present among their colleagues and staff.

Recommendations for Future Studies

Much research has been published on the Four Frame Model of Leadership by Bolman and Deal (1990a, 1990b, 1991, 1992, & 2003). Many of these investigations have focused on presidents, chief executive officers, senior administrators and other senior staff in business and in educational institutions. However, none of the studies identified in the literature review were focused on presidents and their team of leaders, the administrators who directly report to the president. In addition, none of them have

used a sample of leaders who were actively involved in a leadership development organization. The following research is therefore, recommended:

1. Conduct a quantitative study using the LOS to investigate the presidents and the administrators who directly report to these presidents using a random sample of community colleges throughout the United States and Canada.
2. Conduct a qualitative study to investigate the presidents and the administrators who directly report to these presidents using a purposive sample of community colleges leaders throughout the United States and Canada.
3. Conduct a quantitative study using both sections of the LOS to investigate the extent to which community college presidents are perceived to be more or less effective as leaders when their direct reports share similar and differing leadership orientations.
4. Conduct a qualitative study to investigate the extent to which community college presidents are perceived to be more or less effective as leaders when their direct reports share similar and differing leadership orientations.
5. Conduct a follow up study to Campbell (2006) to investigate the leadership gap regarding the number of retirement in senior level administrative positions at community colleges.
6. Conduct a follow up study using community colleges outside of North America.
7. Conduct a longitudinal study that would help to define the leadership orientations of the fourth generation of presidents.

8. Conduct a qualitative study using a case study format so respondents are required to write their narratives from a consistent framework.

Summary

Chapter five offered discussion and interpretation of the analysis of the quantitative and qualitative data presented in chapter four. Chapter five included: the statement of the problem, the purpose for this research, a discussion of the data analysis of the five research questions and of the additional analysis regarding multi-framing. Additionally, conclusions, implications regarding leadership orientations for community college leaders, and recommendation were presented.

APPENDIX A
INSTITUTIONAL REVIEW BOARD APPROVAL



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901, 407-882-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Notice of Expedited Initial Review and Approval

From : UCF Institutional Review Board
FWA00000351, Exp. 5/07/10, IRB00001138

To : Michele McArdle

Date : September 14, 2007

IRB Number: SBE-07-05164

Study Title: **LEADERSHIP ORIENTATIONS OF COMMUNITY COLLEGE PRESIDENTS AND THE ADMINISTRATORS WHO REPORT TO THEM: A FRAME ANALYSIS**

Dear Researcher:

Your research protocol noted above was approved by **expedited** review by the UCF IRB Chair on 09/12/2007. The expiration date is 09/11/2008. Your study was determined to be minimal risk for human subjects and expeditable per federal regulations, 45 CFR 46.110. The category for which this study qualifies as expeditable research is as follows:

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

The IRB has approved a **consent procedure which requires participants to sign consent forms. Use of the approved, stamped consent document(s) is required.** Only approved investigators (or other approved key study personnel) may solicit consent for research participation. Subjects or their representatives must receive a copy of the consent form(s).

All data, which may include signed consent form documents, must be retained in a locked file cabinet for a minimum of three years (six if HIPAA applies) past the completion of this research. Any links to the identification of participants should be maintained on a password-protected computer if electronic information is used. Additional requirements may be imposed by your funding agency, your department, or other entities. Access to data is limited to authorized individuals listed as key study personnel.

To continue this research beyond the expiration date, a Continuing Review Form must be submitted 2 - 4 weeks prior to the expiration date. Advise the IRB if you receive a subpoena for the release of this information, or if a breach of confidentiality occurs. Also report any unanticipated problems or serious adverse events (within 5 working days). Do not make changes to the protocol methodology or consent form before obtaining IRB approval. Changes can be submitted for IRB review using the Addendum/Modification Request Form. An Addendum/Modification Request Form **cannot** be used to extend the approval period of a study. All forms may be completed and submitted online at <http://iris.research.ucf.edu>.

Failure to provide a continuing review report could lead to study suspension, a loss of funding and/or publication possibilities, or reporting of noncompliance to sponsors or funding agencies. The IRB maintains the authority under 45 CFR 46.110(e) to observe or have a third party observe the consent process and the research.

On behalf of Tracy Dietz, Ph.D., UCF IRB Chair, this letter is signed by:

Signature applied by Janice Turchin on 09/14/2007 09:52:43 AM EDT

APPENDIX B
CHAIR ACADEMY DOCUMENTS

The Evolution of the Chair Academy

Historically, leadership training has been designed primarily for post-secondary presidents or vice presidents/deans who are preparing for presidency. Few, if any, opportunities have been available to chairs or midlevel managers, who outnumber all other types of administrators combined. Unlike the private sector, which devotes a considerable percentage of its training dollars to midlevel managers, post-secondary institutions provide minimal funds for the leadership development of midlevel leaders. Although the midlevel manager/chair position is widely regarded as key to the effective functioning of a college or university's major academic and career programs, those filling the positions generally receive little or no formal training for the job. In 1992, the department chairs of the Maricopa Community Colleges, located in the Phoenix metropolitan area of Arizona, recognized this need for training and were determined to identify and support the resources needed to obtain the necessary skills to lead their departments effectively.

This grassroots movement, initiated by these department chairs, has evolved into an internationally recognized organization focused on post-secondary leadership training programs and services. These chairs recognized the need for skills-based training that would assist them and other organizational leaders with their complex roles and responsibilities in serving as the academic and administrative leaders in their respective departments.

The Chair Academy began in 1992 with the International Conference for Chairs, Deans, and Other Organizational Leaders. The first annual Academy conference focused on providing leadership development for midlevel managers. In addition to designing the conference, the department chairs of the Maricopa Community Colleges also began to research and design a more extensive training program for academic and administrative leadership to meet the needs of midlevel organizational leaders. These efforts eventually developed into an internationally recognized Academy for Leadership and Development, which now offers leadership training programs throughout the United States, Canada, Australia, Europe, and the Middle East. The Chair Academy, whose main office is located in Mesa, Arizona, has now branched out internationally and has offices in Melbourne, Australia and Abu Dhabi, United Arab Emirates.

The Academy leadership program has stayed true to its origins. While there are programs intended to provide leadership training for the executive levels of post-secondary education, the Academy is not one of them. The Academy is not designed for college presidents, rather for all those leadership positions from the midlevel and above. During the early 1990's, academic chairs and deans were the primary participants of the Academy. However, since 1995, program offerings have been expanded to include all midlevel organizational leaders from post-secondary institutions ("The Chair Academy Website", n.d.).

Chair Academy: Mission, Vision, Value Statements

Our Mission is...

to design and promote world-class training programs and services to advance academic and administrative leadership for post-secondary institutions world-wide in an era of change.

Our Vision is...

to advance academic and administrative leadership for post-secondary institutions globally

Our Value Statement

We are committed to excellence and continuous improvement in providing training to organizational leaders while recognizing the needs and respecting the diversity of our clients (“The Chair Academy Website”, n.d.).

International Advisory Board List of Members (“The Chair Academy Website”, n.d.).

****President***

Salt Lake Community College, Salt Lake City, USA

****President***

Brookhaven College, Dallas, USA

President/CEO

American Association of Community Colleges, Washington, DC, USA

President/CEO

Grant MacEwan College, Edmonton, Canada

****President***

Lansing Community College, Lansing, USA

****President***

Lethbridge Community College, Lethbridge, Canada

Chancellor Emeritus

Mesa Community College, Mesa, USA

Executive Director

The Chair Academy, Mesa, USA

Provost & Vice President

Mt. Royal College, Calgary, Canada

President

Koning Willem I College, Hertogenbosch, Netherlands

****President***

GateWay Community College, Phoenix, USA

Chancellor

Maricopa Community College District, Tempe, USA

****President***

SUNY-Tompkins Cortland Community College, Dryden, USA

****President***

Chippewa Valley Tech College, Eau Claire, USA

CEO

Centre for Excellence for Applied Research & Training, Abu Dhabi, UAE

****President***

Gateway Community College, New Haven, USA

****President***

Oakton Community College, Des Plaines, USA

****President***

Cuyahoga Community College-Eastern, Highland Hills, USA

****Wolfson Campus President***

Miami Dade College, Miami, USA

Chief Executive

Centre for Excellence in Leadership, London, UK

Vice Chancellor

Tennessee Board of Regents, Nashville, USA

***President**

Cy-Fair College, Cypress, USA

Director

Belfast Institute of FHE, Belfast, Northern Ireland

Assoc. Director, BSI

Victoria University, Melbourne, Australia

Practitioners Board List of Members (“The Chair Academy Website”, n.d.).

***Vice President**

Hawkeye Community College, Waterloo, IA, USA

Supervisor

Abu Dhabi Mens College, Abu Dhabi, United Arab Emirates

***Associate Vice Chancellor, Workforce Development**

North Harris Montgomery Community College District, The Woodlands, TX

***Chair**

Southeast Community College, Beatrice, NE, USA

***Provost/Asst. Vice President**

Union County College, Elizabeth, NJ, USA

Manager

Humber College, Toronto, ON, Canada

Vice President

Mt. Hood Community College, Gresham, OR, USA

Associate Professor

St. Cloud State University, St. Cloud, MN, USA

***Manager**

Mid-State Technical College, Wisconsin Rapids, WI, USA

Program Manager

Victoria University-Sunshine, Melbourne, Australia

***Asst. Vice President/Int. CIO**

Lincoln Land Community College, Springfield, IL, USA

***Vice President**

Truckee Meadows Community College, Reno, NV, USA

Vice President

Olympic College, Bremerton, WA, USA

Chair

East Tennessee State University, Johnson City, TN, USA

***Dean**

Nova Scotia Community College, Halifax, NS, Canada

Dean

Valencia Community College-Winter Park, Winter Park, FL, USA

Staff Development

Belfast Institute of FHE, Belfast, Ireland

****Vice President***

SAIT Polytechnic, Calgary, Canada

**** Vice President***

Johnson County Community College, Overland Park, KS, USA

****Faculty Professional Dev. Animateur***

Red Deer College, Red Deer, AB, Canada

****Director of ESL***

Howard Community College, Columbia, MD, USA

Director

Koning Willem's I College, Hertogenbosch, Netherlands

Dean

Montgomery College, Rockville, MD, USA,

APPENDIX C
COMMUNICATIONS WITH PARTICIPANTS

INFORMED CONSENT STATEMENT

You have been selected as a possible respondent for this research study that is focused on the frames of leadership developed by Bolman and Deal (1997). The purpose of this study is to analyze the leadership perspective of community college presidents and of the team of administrators who directly report to them. It is hoped that the data collected from this research may be used to assist current community college leaders as they work to establish teams of administrators who can adequately assess and respond to the variety of challenges facing leaders of these institutions of higher learning.

The survey, created by Bolman and Deal (1990), should take less than **15 minutes** to complete. Any information you provide will be kept confidential. There will be no way to identify individual respondents in the final manuscript. The president will not have access to the responses from the administrators that directly report to him/her. The administrators will not have access to his/her president's responses. Any contact information on the survey will not be accessed once the codes have been assigned. The codes will be used to match the president the direct report team of administrators from one community college. A small group of participants' responses to the single open ended question will be analyzed as a phenomenological approach. This group will also be guaranteed the same rights provided to the participants in the quantitative segment of the data collection.

There are no anticipated risks or direct benefits to anyone agreeing to participate in this research. You are free to withdraw your consent to participate at any time without consequence for this decision.

This research is being conducted as my dissertation for a doctoral degree in education from the University of Central Florida. If you have any questions concerning this research project, please contact me at (407) 582-6801 or at mmmcardle@valenciac.edu. You may also contact my advisor, Dr. Rose Taylor at rtaylor@mail.ucf.edu. The Institutional Review Board of the University of Central Florida provides oversight for any research involving human participants. Any inquiries regarding the rights of participants in research may be directed to the Institutional Review Board Office, University of Central Florida, Office of Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246. The office may be contacted by phone at: (407) 823-2901 and (407) 882-2276.

Sincerely,

Michele McArdle

LETTER FOR FIRST MAILING

The Four Frames of Leadership

You have been selected as a possible respondent for this research study that is focused on the frames of leadership developed by Bolman and Deal (1997). This research is endorsed by the Executive Director of the Chair Academy. The purpose of this study is to analyze the leadership perspective of community college presidents and of the team of administrators who directly report to them. It is hoped that the data collected from this research may be used to assist current community college leaders as they work to establish teams of administrators who can adequately assess and respond to the variety of challenges facing leaders of these institutions of higher learning.

The survey, created by Bolman and Deal (1990), should take less than **15 minutes** to complete. Any information you provide will be kept confidential. There will be no way to identify individual respondents in the final manuscript. The president will not have access to the responses from the administrators that directly report to him/her. The administrators will not have access to his/her president's responses. Any contact information on the survey will not be accessed once the codes have been assigned. The codes will be used to match the president and the direct report team of administrators for each one of the community colleges.

A small group of participants' responses to the single open ended question will be analyzed using a phenomenological approach. This group will also be guaranteed the same rights provided to the participants in the quantitative segment of the data collection.

There are no anticipated risks or direct benefits to anyone agreeing to participate in this research. You are free to withdraw your consent to participate at any time without consequence for this decision.

This research is being conducted as my dissertation for a doctoral degree in education from the University of Central Florida. If you have any questions concerning this research project, please contact me at (407) 582-6801 or at mmcardle@calenciacc.edu. You may also contact my advisor, Dr. Rose Taylor at rtaylor@mail.ucf.edu. The Institutional Review Board of the University of Central Florida provides oversight for any research involving human participants. Any inquiries regarding the rights of participants in research may be directed to the Institutional Review Board Office, University of Central Florida, Office of Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246. The office may be contacted by phone at: (407) 823-2901 and (407) 882-2276.

Sincerely,

Michele McArdle
Dean, Valencia Community College
Candidate for Doctorate in Educational Leadership, University of Central Florida

POSTCARD FOR SECOND MAILING

The Four Frames of Leadership

November 10, 2007

Last week you received a survey seeking your responses to questions regarding the four frames of leadership. Your name was drawn to be included in the representative sample of community college presidents and senior leaders who report to the president from a group of leaders represented in the advisory boards of the Chair Academy.

If you have already completed and returned the survey, please accept my thanks. If not, please do so today. I am grateful for your assistance because it is only through asking you to share your thoughts that we may gain insight into the leadership frames used by this generation of community college leaders.

If you did not receive a survey, or if it was misplaced, please call me at (407) 582-6801 or email me at: mmcardle@valenciacc.edu. I will send a survey to you today.

Michele McArdle
Dean, Valencia Community College
Candidate for Doctorate in Educational Leadership, University of Central Florida

LETTER FOR THIRD MAILING

The Four Frames of Leadership

December 3, 2007

Do you remember the survey, endorsed by the Chair Academy, that was sent to you about three weeks ago asking for your responses to questions regarding the four frames of leadership? To the best of my knowledge, it has not yet been returned.

Last year a study was conducted that focused on university presidents from urban institutions. I believe the information from this study will be useful to present and future leaders of community colleges like you.

I am writing again because your response is important for you as well as for the accuracy of the study. Your completed survey is vital to further the knowledge base of the leadership styles used by community college presidents and the members of their senior leadership team.

If there are circumstances that preclude you from participation in this study, please indicate this on the cover of the survey and return it to me so I can delete your name from the mailing list.

Protecting your confidentiality is important to me and to the university I attend. Once the president and his/her team of senior leaders are identified as a team, the code attached to the survey will be used for the analysis.

I hope you will be able to complete and return the survey soon, but if for any reason that is not possible, please let me know by returning a note or a blank questionnaire in the enclosed stamped envelope. A replacement survey is enclosed, if needed.

Sincerely,

Michele McArdle
Dean, Valencia Community College
Doctoral Candidate in Educational Leadership, University of Central Florida

P. S. If you have any questions, please contact me by phone at: (407) 582-6801 or by email at: mmcardle@valenciacc.edu.

LETTER FOR FINAL CONTACT

The Four Frames of Leadership

January 8, 2008

During the last two months I have sent you several mailings regarding an important study on Bolman and Deals' four frames of leadership as applied to Community College presidents and the members of their senior leadership team associated with the Chair Academy.

The purpose is to determine if there is one or more than one frame that is used consistently by community college presidents and by the members of their senior leadership team. This information may be useful to community college leaders as they attempt to plan for current and future challenges to these institutions of higher learning.

The study is almost complete and this is the last contact you will receive from me. It is extremely important that I make every attempt to solicit your responses since you were part of the sample of community colleges that are represented in the advisory board and the practitioner's board of the Chair Academy. If I miss your feedback; the results of the study will not be as accurate as they would be with your participation. I have sent you this last request by priority mail as your data is vital to the study.

I want to assure you that your participation is voluntary. If you do choose to respond, your answers will be kept in strict confidence.

If you have retired or changed positions, and you believe you were contacted in error, please let me know by returning the blank questionnaire with a note indicating this situation. This is very useful information for the study and for me.

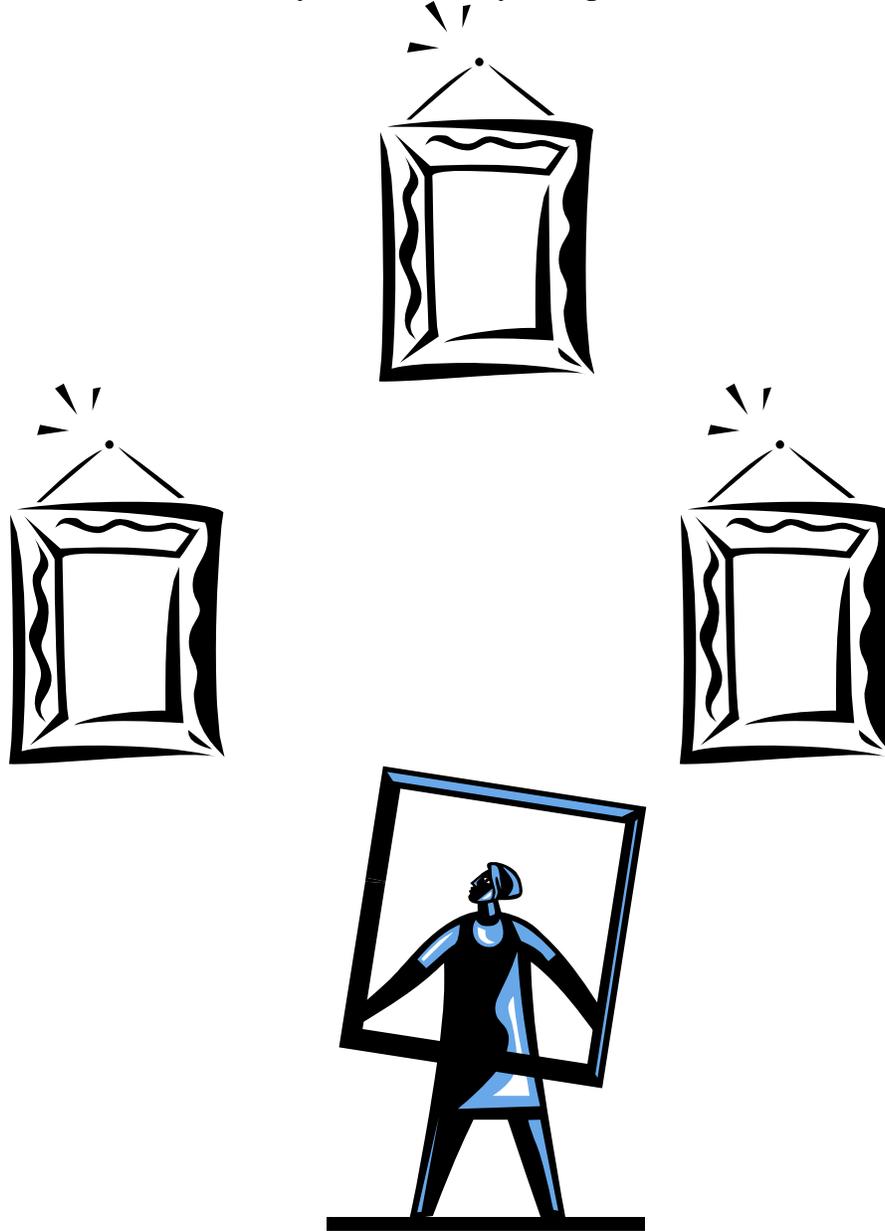
Finally, I want to thank you for your consideration of this request as I conclude this effort to add to the body of knowledge on leadership among community college presidents and the members of the senior leadership teams. Thank you.

Sincerely,

Michele McArdle
Dean, Valencia Community College
Graduate Student in Educational Leadership, University of Central Florida

APPENDIX D
LEADERSHIP ORIENTATION SURVEYS (LOS)

**The Four Frames of Leadership
Survey for Community College Presidents**



Your name: _____ Code: _____

Community College Name: _____

LEADERSHIP ORIENTATIONS (SELF)

© 1990, Lee G. Bolman and Terrence E. Deal, all rights reserved. Permission granted August, 2007.

This questionnaire asks you to describe your leadership and management style.

I. Behaviors

You are asked to indicate *how often* each of the items below is true of you. Please use the following scale in answering each item.

1	2	3	4	5
Never	Occasionally	Sometimes	Often	Always

So, you would answer '1' for an item that is never true of you, '2' for one that is occasionally true, '3' for one that is sometimes true of you, and so on.

Be discriminating! Your results will be more helpful if you think about each item and distinguish the things that you really do all the time from the things that you do seldom or never.

1. _____ *Think very clearly and logically.*
2. _____ *Show high levels of support and concern for others.*
3. _____ *Have exceptional ability to mobilize people and resources to get things done.*
4. _____ *Inspire others to do their best.*
5. _____ *Strongly emphasize careful planning and clear time lines.*
6. _____ *Build trust through open and collaborative relationships.*
7. _____ *Am a very skillful and shrewd negotiator.*
8. _____ *Am highly charismatic.*
9. _____ *Approach problems through logical analysis and careful thinking.*
10. _____ *Show high sensitivity and concern for others' needs and feelings.*
11. _____ *Am unusually persuasive and influential.*
12. _____ *Am able to be an inspiration to others.*
13. _____ *Develop and implement clear, logical policies and procedures.*
14. _____ *Foster high levels of participation and involvement in decisions.*
15. _____ *Anticipate and deal adroitly with organizational conflict.*
16. _____ *Am highly imaginative and creative.*
17. _____ *Approach problems with facts and logic.*
18. _____ *Am consistently helpful and responsive to others.*
19. _____ *Am very effective in getting support from people with influence and power.*
20. _____ *Communicate a strong and challenging sense of vision and mission.*
21. _____ *Set specific, measurable goals and hold people accountable for results.*
22. _____ *Listen well and am unusually receptive to other people's ideas and input.*
23. _____ *Am politically very sensitive and skillful.*
24. _____ *See beyond current realities to generate exciting new opportunities.*
25. _____ *Have extraordinary attention to detail.*
26. _____ *Give personal recognition for work well done.*
27. _____ *Develop alliances to build a strong base of support.*
28. _____ *Generate loyalty and enthusiasm.*
29. _____ *Strongly believe in clear structure and a chain of command.*
30. _____ *Am a highly participative manager.*
31. _____ *Succeed in the face of conflict and opposition.*
32. _____ *Serve as an influential model of organizational aspirations and values.*

II. Leadership Style

This section asks you to describe your leadership style. For **each item**, give the number "4" to the phrase that best describes you, "3" to the item that is next best, and on down to "1" for the item that is least like you.

1. My strongest skills are:
 a. *Analytic skills*
 b. *Interpersonal skills*
 c. *Political skills*
 d. *Ability to excite and motivate*
2. The best way to describe me is:
 a. *Technical expert*
 b. *Good listener*
 c. *Skilled negotiator*
 d. *Inspirational leader*
3. What has helped me the most to be successful is my ability to:
 a. *Make good decisions*
 b. *Coach and develop people*
 c. *Build strong alliances and a power base*
 d. *Energize and inspire others*
4. What people are most likely to notice about me is my:
 a. *Attention to detail*
 b. *Concern for people*
 c. *Ability to succeed, in the face of conflict and opposition*
 d. *Charisma.*
5. My most important leadership trait is:
 a. *Clear, logical thinking*
 b. *Caring and support for others*
 c. *Toughness and aggressiveness*
 d. *Imagination and creativity*
6. I am best described as:
 a. *An analyst*
 b. *A humanist*
 c. *A politician*
 d. *A visionary*

III. Overall rating

Compared to other individuals that you have known with comparable levels of experience and responsibility, how would you rate yourself on:

1. Overall effectiveness as a **manager**.

1	2	3	4	5
Bottom 20%		Middle 20%		Top 20%

2. Overall effectiveness as a **leader**.

1	2	3	4	5
Bottom 20%		Middle 20%		Top

Indicate answers for items 1 through 8
By marking the appropriate box with an x

- 1 What is your gender?**
 - Female
 - Male
- 2. How old were you when you accepted your first position as president?**
 - 29-29
 - 30-39
 - 40-49
 - 50-older
- 3. What is your racial/ethnic background?**
 - African American
 - Asian or Pacific Islander
 - Caucasian
 - Hispanic
 - Native American
 - Other
- 4. How many years have you worked as a president of a community college?**
 - 1-4
 - 5-9
 - 10-14
 - 15 or more
- 5. How many years have your direct reports had their positions with you?**
 - Less than 1 year
 - 1 to 3 years
 - 4 to 6 years
 - 7 years or more
- 6. Please check the degrees you have completed.**
 - Doctor of Philosophy
 - Doctor of Education
 - Juris Doctor of Law
 - Master's Degree
 - Other (Please write in the degree) _____
- 7. What was your major field of study in the highest academic degree completed?**
 - Education
 - English or Humanities
 - Physical Science or Mathematics
 - Social Science
 - Other (Please write in the major) _____
- 8. What is the student size of the community college where you currently work?**
 - 1,999 or less
 - 2,000 – 4,999
 - 5,000-9,999
 - 10,000-14,999
 - 15,000 or more

Please reflect on the following question and answer it as completely and as descriptively as possible

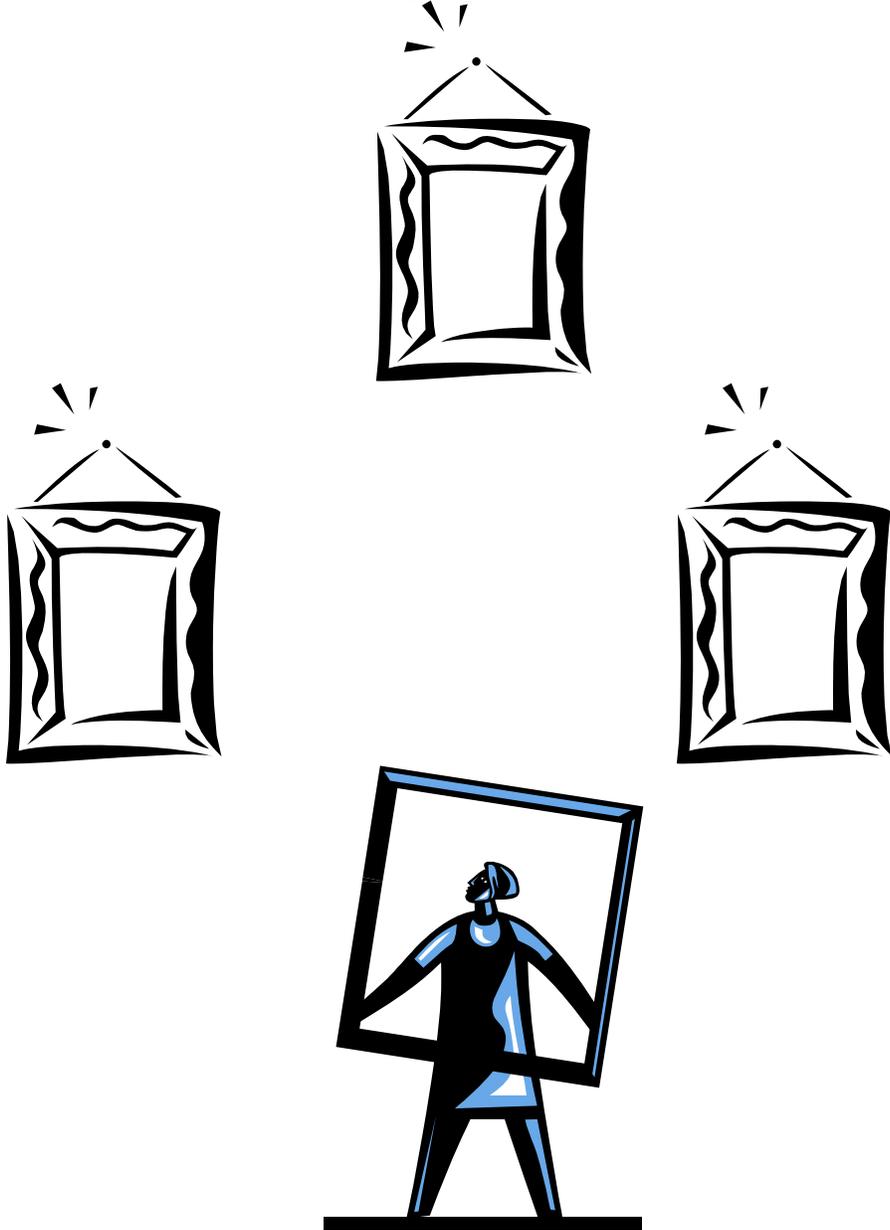
Describe the most critical challenge you faced as president of this community college and describe how you met that challenge.

Note. Respondents were provided with additional space in which to respond.

Thank you for your participation in this research study. Your response will contribute to the knowledge of application of leadership frames in community colleges affiliated with the Chair Academy. If you have comments you would like to share, please do so in the space provided below. If you would like a copy of the results of this segment of the study, please email your request to me at: mmcardle@valenciacc.edu.

Please return your answers to this survey in the stamped envelope provided.

**The Four Frames of Leadership
Survey for Community College Leaders
Who Directly Report to the President**



Your name: _____

Code: _____

Community College Name: _____

LEADERSHIP ORIENTATIONS (SELF)

© 1990, Lee G. Bolman and Terrence E. Deal, all rights reserved. Permission granted August, 2007.

This questionnaire asks you to describe your leadership and management style.

I. Behaviors

You are asked to indicate *how often* each of the items below is true of you.

Please use the following scale in answering each item.

1	2	3	4	5
Never	Occasionally	Sometimes	Often	Always

So, you would answer '1' for an item that is never true of you, '2' for one that is occasionally true, '3' for one that is sometimes true of you, and so on.

Be discriminating! Your results will be more helpful if you think about each item and distinguish the things that you really do all the time from the things that you do seldom or never.

1. _____ *Think very clearly and logically.*
2. _____ *Show high levels of support and concern for others.*
3. _____ *Have exceptional ability to mobilize people and resources to get things done.*
4. _____ *Inspire others to do their best.*
5. _____ *Strongly emphasize careful planning and clear time lines.*
6. _____ *Build trust through open and collaborative relationships.*
7. _____ *Am a very skillful and shrewd negotiator.*
8. _____ *Am highly charismatic.*
9. _____ *Approach problems through logical analysis and careful thinking.*
10. _____ *Show high sensitivity and concern for others' needs and feelings.*
11. _____ *Am unusually persuasive and influential.*
12. _____ *Am able to be an inspiration to others.*
13. _____ *Develop and implement clear, logical policies and procedures.*
14. _____ *Foster high levels of participation and involvement in decisions.*
15. _____ *Anticipate and deal adroitly with organizational conflict.*
16. _____ *Am highly imaginative and creative.*
17. _____ *Approach problems with facts and logic.*
18. _____ *Am consistently helpful and responsive to others.*
19. _____ *Am very effective in getting support from people with influence and power.*
20. _____ *Communicate a strong and challenging sense of vision and mission.*
21. _____ *Set specific, measurable goals and hold people accountable for results.*
22. _____ *Listen well and am unusually receptive to other people's ideas and input.*
23. _____ *Am politically very sensitive and skillful.*
24. _____ *See beyond current realities to generate exciting new opportunities.*
25. _____ *Have extraordinary attention to detail.*
26. _____ *Give personal recognition for work well done.*
27. _____ *Develop alliances to build a strong base of support.*
28. _____ *Generate loyalty and enthusiasm.*
29. _____ *Strongly believe in clear structure and a chain of command.*
30. _____ *Am a highly participative manager.*
31. _____ *Succeed in the face of conflict and opposition.*
32. _____ *Serve as an influential model of organizational aspirations and values.*

II. Leadership Style

This section asks you to describe your leadership style. For **each item**, give the number "4" to the phrase that best describes you, "3" to the item that is next best, and on down to "1" for the item that is least like you.

1. My strongest skills are:
 a. *Analytic skills*
 b. *Interpersonal skills*
 c. *Political skills*
 d. *Ability to excite and motivate*
2. The best way to describe me is:
 a. *Technical expert*
 b. *Good listener*
 c. *Skilled negotiator*
 d. *Inspirational leader*
3. What has helped me the most to be successful is my ability to:
 a. *Make good decisions*
 b. *Coach and develop people*
 c. *Build strong alliances and a power base*
 d. *Energize and inspire others*
4. What people are most likely to notice about me is my:
 a. *Attention to detail*
 b. *Concern for people*
 c. *Ability to succeed, in the face of conflict and opposition*
 d. *Charisma.*
5. My most important leadership trait is:
 a. *Clear, logical thinking*
 b. *Caring and support for others*
 c. *Toughness and aggressiveness*
 d. *Imagination and creativity*
6. I am best described as:
 a. *An analyst*
 b. *A humanist*
 c. *A politician*
 d. *A visionary*

III. Overall rating

Compared to other individuals that you have known with comparable levels of experience and responsibility, how would you rate yourself on:

1. Overall effectiveness as a **manager**.

1	2	3	4	5
Bottom 20%		Middle 20%		Top 20%

2. Overall effectiveness as a **leader**.

1	2	3	4	5
Bottom 20%		Middle 20%		Top

Indicate answers for items 1 through 8
By marking the appropriate box with an x

- 2. What is your gender?**
- Female
 - Male
- 2. How old were you when you accepted your current position?**
- 29-29
 - 30-39
 - 40-49
 - 50-older
- 4. What is your racial/ethnic background?**
- African American
 - Asian or Pacific Islander
 - Caucasian
 - Hispanic
 - Native American
 - Other
- 4. How many years have you worked as an administrator in a community college?**
- 1-4
 - 5-9
 - 10-14
 - 15 or more
- 5. How many years have you worked with the team of leaders who directly report to the President?**
- Less than 1 year
 - 1 to 3 years
 - 4 to 6 years
 - 7 years or more
- 6. Please check the degrees you have completed.**
- Doctor of Philosophy
 - Doctor of Education
 - Juris Doctor of Law
 - Master's Degree
 - Other (Please write in the degree) _____
- 7. What was your major field of study in the highest academic degree completed?**
- Education
 - English or Humanities
 - Physical Science or Mathematics
 - Social Science
 - Other (Please write in the major) _____
- 8. What is your job title?**
- Vice-President
 - Provost
 - Executive Dean
 - Assistant Provost
 - Other _____
- 9. What is the student size of the community college where you currently work?**
- 1,999 or less
 - 2,000 – 4,999
 - 5,000-9,999
 - 10,000-14,999
 - 15,000 or more

Please reflect on the following question and answer it as completely and as descriptively as possible

Describe the most critical challenge you faced as and administrator of this community college and describe how you met that challenge.

Note. Respondents were provided with additional space in which to respond.

Thank you for your participation in this research study. Your response will contribute to the knowledge of application of leadership frames in community colleges affiliated with the Chair Academy. If you have comments you would like to share, please do so in the space provided below. If you would like a copy of the results of this segment of the study, please email your request to me at: mmcardle@valenciacc.edu.

Please return your answers to this survey in the stamped envelope provided.

APPENDIX E
PERMISSION TO USE SURVEY



HENRY W. BLOCH SCHOOL
OF BUSINESS AND
PUBLIC ADMINISTRATION

Lee G. Bolman
Myron H. Bloch Missouri
Chair in Leadership

September 10, 2007

Ms. Michele McArdle
3468 Woodley Park Place
Oviedo, FL 32765

Dear Ms. McArdle:

Thanks for your interest in the Leadership Orientations instrument. I am pleased to offer you permission to use the instrument in your doctoral research, in return for your agreements as outlined in your letter of August 4, 2007.

Best wishes in your research.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lee G. Bolman', is written over a printed name.

Lee G. Bolman

UNIVERSITY OF MISSOURI-KANSAS CITY

5100 Rockhill Road • Kansas City, Missouri 64110-2499 • 816 235-5407 • Fax: 816 235-6529

Locations: 5110 Cherry Street • www.bsba.umkc.edu • bolman@umkc.edu

an equal opportunity institution

APPENDIX F
LEADERSHIP BEHAVIOR MEAN SCORES BY ITEM

Analysis of Presidents' Responses of LOS Section 1 by Item ($N = 18$)

Frames	Range	Mode	SD
<u>Structural Frame</u> ($n = 18$)			
1. Think very clearly and logically	2	4	.608
5. Strongly emphasize careful planning and clear time lines	3	4	.900
9. Approach problems through logical analysis/careful thinking	2	5	.698
13. Develop and implement clear, logical policies and procedures	2	4	.539
17. Approach problems with facts and logic	2	3	.647
21. Set specific measurable goals/hold people accountable	2	4	.725
25. Have extraordinary attention to detail	3	4	.984
29. Strongly believe in clear structure/a chain of command	4	3	1.08
<u>Human Resource Frame</u> ($n = 18$)			
2. Show high levels of support/concern for others	2	5	.618
6. Build trust through open and collaborative relationships	1	5	.511
10. Show high sensitivity/concern for other's needs and feelings	3	4	.873
14. Foster high levels of participation/involvement	2	4	.647
18. Am consistently helpful/responsive to others	2	4	.676
22. Listen well/receptive to others ideas/ input	2	4	.707
26. Give personal recognition for work well done	2	4	.428
30. Am a highly participative manager	2	4	.548
<u>Political Frame</u> ($n = 18$)			
3. Have exceptional ability to mobilize people/ resources	2	4	.583
7. Am a very skillful and shrewd negotiator	2	3	.686
10. Show high sensitivity and concern for other's needs	2	4	.676
15. Anticipate and deal adroitly with organizational conflict	2	4	.707
19. Effective in getting support from people with influence/power	2	4	.707
23. Am politically very sensitive and skillful	2	4	.767
27. Develop alliances to build a strong base of support	1	4	.428
31. Succeed in the face of conflict and opposition	2	4	.514
<u>Symbolic Frame</u> ($n = 18$)			
4. Inspire others to do their best	2	4	.639
8. Am highly charismatic	3	3	.707
12. Am able to be an inspiration to others	2	4	.618
16. Am highly imaginative and creative	2	4	.618
20. Communicate a strong/challenging sense of vision/mission	2	4	.758
24. See beyond current realities/generate new opportunities	2	4	.647
28. Generate loyalty and enthusiasm	2	4	.583
32. Serve as model of organizational aspirations and values	2	4	.575

Note. Not all respondents completed every survey item. Response scale utilized: 1=never, 2=occasionally, 3=sometimes, 4=often, 5=always.

Analysis of Direct Reports' Responses of LOS Section 1 by Item ($N = 98$)

Frames	Range	Mode	SD
<u>Structural Frame</u> ($n = 100$)			
1. Think very clearly and logically	2	4	.608
5. Strongly emphasize careful planning and clear time lines	3	4	.900
9. Approach problems through logical analysis/careful thinking	2	4	.698
13. Develop and implement clear, logical policies/procedures	2	4	.539
17. Approach problems with facts and logic	2	4	.647
21. Set specific measurable goals/hold people accountable	2	4	.725
25. Have extraordinary attention to detail	3	4	.984
29. Strongly believe in clear structure/a chain of command	4	4	1.08
<u>Human Resource Frame</u> ($n = 100$)			
2. Show high levels of support/concern for others	2	4	.618
6. Build trust through open and collaborative relationships	1	4	.511
10. Show high sensitivity/concern for other's needs and feelings	3	4	.873
14. Foster high levels of participation/involvement	2	4	.647
18. Am consistently helpful and responsive to others	2	4	.676
22. Listen well/ receptive to others ideas/ input	2	4	.707
26. Give personal recognition for work well done	2	4	.428
30. Am a highly participative manager	2	4	.548
<u>Political Frame</u> ($n = 99$)			
3. Have exceptional ability to mobilize people/resources	2	4	.583
7. Am a very skillful and shrewd negotiator	2	3	.686
11. Am unusually persuasive and influential	4	4	.921
15. Anticipate and deal adroitly with organizational conflict	2	4	.707
19. Effective in getting support from people with power	2	4	.707
23. Am politically very sensitive and skillful	2	4	.767
27. Develop alliances to build a strong base of support	1	4	.428
31. Succeed in the face of conflict and opposition	2	4	.514
<u>Symbolic Frame</u> ($n = 99$)			
4. Inspire others to do their best	2	4	.639
8. Am highly charismatic	3	3	.707
12. Am able to be an inspiration to others	2	4	.618
16. Am highly imaginative and creative	2	3	.618
20. Communicate a strong/challenging sense of vision/mission	2	4	.758
24. See beyond current realities/generate new opportunities	2	4	.647
28. Generate loyalty and enthusiasm	2	4	.583
32. Serve as model of organizational aspirations and values	2	4	.575

Note. Not all respondents completed every survey item. Response scale utilized: 1=never, 2=occasionally, 3=sometimes, 4=often, 5=always.

APPENDIX G
TEXTURAL DESCRIPTIONS

Presidents' Textural Description Using the Symbolic Frame

President A

The most critical challenge has been creating a college vision, organizational structure and learning signature that would improve student outcomes and fully meet community needs. The planning for the college began in 2000 and the college opened in 2003 with nearly 7,000 students. The institution has since grown to 12,000. Starting from scratch, I was able to bring together a very talented team willing to move significantly beyond normal expectations in commitment and in innovation. With a community and workforce needs process involving all segments of the community, the college identified the services and program that would best respond to the service expectations of the region. The demographics of the area were carefully studied as well to assure that the full range of needs was addressed. Most importantly was the creation of a collective vision that focused on the skills necessary for a student or citizen of the 21st century. That vision focused on being an institution that was responsive, innovative and collaborative and focused on preparing students for a lifetime of learning and change. The most difficult challenge facing the leadership team was to put aside traditional expectations and assumptions and rethink how students access services so that those services and the college environment more closely addressed their busy, complicated lives. From the vision, the leadership team developed the goal to prepare students as independent life-long learners. The Learning Signature was defined as one with a high level of student engagement and active learning to produce the outcomes expected. The steps taken to do that were to study the research on organization and effective instructional models. It was critical that the decisions made on how the institution would be organized and function not be based on anecdote but solid research. Sources such as the Community College Research Center and those doing breaking work in organizational development such as Richard Alfred and Patricia Carter at the University of Michigan were consulted. In addition, the leadership team visited colleges around the county to examine their innovation for applicability. The architectural team was critical to the project so that the spaces being designed flowed directly from the conceptual framework of collaboration and responsiveness. That required redesign of the flow of students within the registration process as well as ways that the classrooms could fully function to support engagement in student learning. From the vision arose the development of a number of innovations and ground breaking ideas: a point of service student services model ("true one-stop"), merged library and learning resources, integration of continuing education into academic divisions, interdisciplinary faculty offices suites, classrooms designed for active learning engagement, the integration of a county library into the college learning center, and hiring of faculty and staff who share the vision and commitment to student success. The challenges were overcome with the formation of a clear vision that was used as the basis for college planning, design and decision-making. That vision was created as a shared focus by the leadership team. Added to the strong shared vision was a high tolerance for risk and expectation that student needs would trump tradition as a basis for

decision-making.

President B

The most critical challenge for me was dealing with the retirements en masse of my executive team, together with more than half of the 30 members of the administrative team and 40% of the full-time faculty, in the first three years of my presidency.

There were multiple dimensions of the challenge, among the most important: identifying individuals who could do the work of the College and move all of us together into the future while preserving the core of the organizational culture. Those who retired did so after 30 or more years of employment at the College. They literally built the College and in doing so build deep rooted relationships with each other. Having served as academic vice president for ten years before being named president, I lost colleagues who had become my friends. I worried about not just feeling, but being bereft. Believing in my bones that relationships are fundamental and needed (more than ever in the time of great transition) to be nurtured, I tried to support, encourage, and model the building of community. In addition to bringing new people to the College, I also moved people into new roles at the College through reassignment and reorganization. I used varying lengths of overlapping time – bringing in new people before the retiring vp's left office – in order to support acculturation and provide smooth transition. I also made every effort to get to know each new person and to communicate regularly, in person and electronically, with individuals and with the College community. The work continues. Our recent period of self-study for regional reaccreditation revealed progress made and goals yet to be reached. I am indeed privileged to have served twenty-two years at a wonderful college that learns and changes together.

Direct Reports' Textural Description Using the Human Resource Frame

Direct Report A

There have been many challenges I have faced in this position. I don't know if this one I am about to describe was the most critical or not, but it certainly was challenging and emotional and had great impact. During the past year, I had two faculty members in my department who were seriously ill and both ended up losing their lives. This situation meant supporting the two faculty members through their illnesses, helping them cope with their teaching obligations through the period of their treatments, helping the faculty member's students deal not only with the loss of their teachers but the transition to new ones, and finally, helping the other faculty members deal with the loss of their colleagues. It would take too long to go through all of the actions I took to deal with this situation, but some of them included, with regards to the two faculty members, always being available to them to talk to, being a good listener, alleviating any stress they felt about their job, coming up with creative ways for them to fulfill their teaching obligations as long as possible. With regards to the students, I made sure that the consistency of their instruction was maintained as much as possible. Finally, with regards to the other faculty members, I tried to make myself as visible and available as possible to them, continually provided them words of praise and encouragement and emphasizing the collaborative and family-type bond we have with one another.

Direct Report B

Within the past year, one of my managers suddenly announced her retirement and left the organization within a month. She had served in her position for 20 years. Replacing her posed a huge challenge, since she played a key role in fundraising for the College, including overseeing all special events and the scholarship program. (The College operates with a very lean staff, leaving no opportunity for succession planning.) When a young staff member without any fundraising experience announced her interest in the position, I decided to offer her the job. Although this decision resulted in countless hours of extra work for me training and mentoring, I believe this was a positive move not only for my department but also for the College. Morale remained high because we had promoted from within, and best of all, the young woman has brought wonderful enthusiasm and outstanding ideas to the table. The Educational Foundation has surpassed its fundraising goals for the year, and there is a renewed energy and excitement about the work we do on behalf of our students.

Direct Report C

Getting Leadership Team and faculty to recognize Leadership Development and practice of leadership as a legitimate body of knowledge. Developed a leadership development program and let word of mouth success speak for itself.

Direct Report D

My most critical challenge was developing a professional development department in a college where there had not been one previously. The position was a newly created position at a college where formally the training that went on (mostly computer-oriented training) was handled by a classified employee part-time out of the Human Resources Department. My position was created to report directly to the president and to address the needs of all employee groups. To define this new position and gain support I met individually with many individual and groups and held focus groups. I am very good at one-on-one interactions and since I had been at the college for 8 years as a faculty member and trainer I already had a number of good relationships which I built on. I also developed a professional development advisory group. In addition, I became involved in NCSPD, the National Council for Staff, Organization and Program Development. I went through their certificate and mentoring program which helped me immensely with big picture and “this is how it is done at other colleges” perspective. Since I am located in a state where there aren’t many other community colleges I knew that I needed a network, so I developed one through NCSPD.

APPENDIX H
COMPOSITE STRUCTURAL DESCRIPTIONS

Composite Structural Description from Two Presidents Using the Symbolic Frame

The presidents expressed interest for the creation of a positive and caring culture that could accommodate current and future challenges. “There were multiple dimensions of the challenge, among the most important: identifying individuals who could do the work of the College and move all of us together into the future while preserving the core of the organizational culture. The most critical challenge has been creating a college vision, organizational structure and learning signature that would improve student outcomes and fully meet community needs.” “From the vision arose the development of a number of innovations and ground breaking ideas...sharing the vision and commitment to student success. The presidents believed that this work could only be done by leading the collaborative efforts of their teams. “Starting from scratch, I was able to bring together a very talented team willing to move significantly beyond normal expectations in commitment and in innovation. Most difficult challenge has been dealing with the retirements en masse of my executive team... I am privileged to have served many years at a wonderful college that learns and changes together. The presidents affirmed the need to do structural frame work in order to build or rebuild a culture. “...the demographics were studied carefully...steps were taken to study the research on organization and effective instructional models...the architectural team designed spaces that would flow directly from the conceptual framework of collaboration and responsiveness” “In addition to bringing new people into the College, I also moved people into new roles at the College through reassignment and reorganization. Presidents experienced emotions from the human resource frame in their work. “Having served as academic vice president for ten years before becoming president, I lost colleagues who had become my friends. I worried about not just feeling, but being bereft...Believing in my bones that relationships are fundamental and needed to be nurtured, I tried to support, encourage, and model ... I also made every effort to get to know each new person, and to communicate regularly...” “From the vision, the leadership team developed... the leadership team visited colleges from around the country ...The political frame was mentioned by the presidents in their work to create a collected vision. “With a community and workforce needs process involving all segments of the community, the college identified the services and programs that would best respond to the service expectations of the region...the learning signature was defined as one with a high level of student engagement and active learning to produce the outcomes expected... Our recent period of self-study for regional accreditation revealed progress made and goals yet to be reached...”

Composite Structural Descriptions from Four Direct Reports Using the Human Resource Frame

The participants expressed a strong need to support their staff in times of crisis. “I had a lot of open dialogue with my staff as often as needed, so that they could see that the dynamics of what we had to accomplish and the vision had not changed. I had to coach them how to rise above what was happening so they could stay motivated. I let them vent, say whatever they wanted without fear. It was a test of trust, confidentiality, and honor. We became a stronger team for it.” “...always being available to talk to them, being a good listener, alleviating any stress they felt about their job... I tried to make myself as visible and available as possible to them (faculty), continually provided them words of praise and encouragement and emphasizing the collaborative and family-type bond we have with one another.” Another participant addressed the need to support another employee of the college, the president. “My challenges include helping support the president as she establishes her working relationships with the board.” A couple of the participants referred to working with dysfunctional staff members and that warranted the need to build a case for termination. “The most critical challenge that I have faced in my current position was firing a tenured, Afro-American, Female, Attorney for non-performance.... If you look at most litigation in our field it comes in the form of personnel supervision and the lack of proper documentation of someone’s action.” “The most significant challenge that I faced was dealing with a senior level Manager who headed a business unit in my division, being accused of harassment. In the intervening period, any and all staff members in the unit were offered counseling resources, overall support and encouragement and a heightened level of day to day attention by me. We also gave closer attention to the staff of the other business units in the division, as they were aware that “something” was going on but we were obviously unable to be forthright about the circumstances.” For one participant the need to build a case was for the purpose of hiring additional staff members. “One of the most critical challenges that I have faced at my institution is the lack of human resources in the student’s services division. Our enrollment has grown tremendously in the past few years; however the level of staffing has remained the same. While the student services staff has remained the same, faculty slots have increase to meet the demand of the student population. I have worked with the president to build a case for additional staffing for our system office. In order to continue to support student success and student learning it is imperative that the campus has the resources to deal with the demands outside of the classroom. In order for the community college students to be successful we must provide services to support them outside the classroom. A proposal has been submitted to the system office outlining the needs and the justification for the additional staff in the student services area. A commitment has been made by the system office to allocate additional funding for staff position for the 08-09 academic year. In the meantime, the student services staff has been collaborating and supporting each other to support student learning and student success.” The administrators felt a

significant need to grow their own leaders from within their colleges. “When a young staff member without any fundraising experience announced her interest in the position, I decided to offer her the job. Although this decision resulted in countless hours of extra work for me training and mentoring, I believe this was a positive move not only for my department but also for the College. Morale remained high because we had promoted from within, and best of all, the young woman has brought wonderful enthusiasm and outstanding ideas to the table.” “Getting Leadership Team and faculty to recognize Leadership Development and practice of leadership as a legitimate body of knowledge. Developed a leadership development program and let word of mouth success speak for itself.” “My most critical challenge was developing a professional development department in a college where there had not been one previously. The position was a newly created position at a college where formally the training that went on (mostly computer-oriented training) was handled by a classified employee part-time out of the Human Resources Department. My position was created to report directly to the president and to address the needs of all employee groups. To define this new position and gain support I met individually with many individual and groups and held focus groups. I am very good at one-on-one interactions and since I had been at the college for 8 years as a faculty member and trainer I already had a number of good relationships which I built on. I also developed a professional development advisory group.”

LIST OF REFERENCES

- American Association of Community Colleges. (2004). *Leading forward: Growing your own leadership development programs*. Retrieved September 3, 2006, from http://www.ccleadership.org/leading_forward/summits.htm, 1-6
- Amey, M. J., & VanDer Linden, K. E. (2002). Career paths for community college leaders. *American Association of Community Colleges (AACC) Research Brief*, 2, 1-16.
- Argyris, C., & Schon, D. A. (1975), *Theory and practice: Increasing professional effectiveness*. San Francisco, CA: Jossey-Bass.
- Bailey, T. R. (2003, January). Community colleges in the 21st century: Challenges and opportunities. *Community College Research Journal*, 15, 1-4.
- Bass, B. M. (1995). Concepts of leadership: The beginnings. In Wren, J. T. (Ed.), *The leader's companion* (pp. 49-52). NY: The Freedom Press.
- Bass, B. M., & Avolio, B. J. (1993). Transformational leadership and organizational culture. *Public Administration Quarterly*, Spring, 1993, 112-122.
- Bensimon, E. M. (1989). The meaning of good presidential leadership: A frame analysis. *The Review of Higher Education*, 12(2), 107-123.
- Bensimon, E. M. (1990). Viewing the presidency: Perceptual congruence between presidents and leaders on their campuses. *The Leadership Quarterly*, 1(2), 71-90.
- Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organizations*. San Francisco, CA: Jossey-Bass.
- Blake, R. R., Shepard, H. A., & Mouton, J. S. (1964). *Managing intergroup conflict in industry*. Houston, TX: Gulf Publishing.
- Block, P. (1996). *Stewardship*. San Francisco: Berrett-Koehler.
- Bloom, B., & Krathwohl, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners. Handbook 1: Cognitive domain. New York, Longmans.
- Blumberg, A. (1988). *School administration as a craft: Foundations of practice*. Boston, MA: Allyn and Bacon.

- Boggs, G. R. (2006). Community college caucus presents opportunities for The American Association of Community Colleges (AACCC). *Community College Journal*, 76(5). p. 23.
- Bolman, L. G. website. (n.d.) Retrieved June 25, 2007, from <http://bolman.com/>
- Bolman, L. G., & Deal, T. E. (1990a). *Leadership orientation (other)*. Brookline: MA: Leadership Frameworks.
- Bolman, L. G., & Deal, T. E. (1990b). *Leadership orientation (self)*. Brookline: MA: Leadership Frameworks.
- Bolman, L. G., & Deal, T. E. (1991). Leadership and management effectiveness: A multi-frame, multi-sector analysis. *Human Resource Management*, 30, 509-534.
- Bolman, L. G. & Deal, T. E. (1992). Leading and managing: Effects of context, culture, and gender. *Educational Administration Quarterly*, 28(3), 314-329.
- Bolman, L. G., & Deal, T. E. (1994). Looking for leadership: Another search party's Report. *Educational Administration Quarterly*, 30(1), 77-96.
- Bolman, L. G. & Deal, T. E. (2002). *Reframing the path to school leadership: A guide for teachers and principals*. Thousand Oaks, CA: Corwin Press.
- Bolman, L.G., & Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership (3rd Ed.)*. San Francisco, CA: Jossey-Bass.
- Bolman, L. G., & Granell, E. (1999). Versatile leadership: A comparative analysis of reframing in Venezuelan managers. Paper presented at the World Wide Bilingual Conference, (pp. 1-44). Madrid, Spain: Ibero American Academy of Management.
- Borden, M. P., (2000). Leadership orientations of area campus administrators in Florida's State university and community college systems: A frame analysis. (Doctoral Dissertation, University of Central Florida, 2000). *Dissertation Abstracts International*. (UMI No. 9990629).
- Boser, J. A., & Green, K. (1997). *Research on mail surveys: Response rates and methods in relation to population group and time*. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997). (ERIC Document Reproduction Service No. ED415268)

- Bowen, E. (2004). Perceptions on leadership styles of West Virginia University Extension Service County Program Coordinators. (Doctoral Dissertation, West Virginia University, 2004). (UMI No. 3152251).
- Bragg, D. D. (2004). Leading forward: An interview with Nan Ottenrittere. *Office of Community College Research and Leadership*, 16(1), 1-4.
- Campbell, D. F. (2006). The new leadership gap: Shortages in administrative positions. *Community College Journal*, 76(4), 10-14.
- Campbell, D. F., & Leverty, L. H. (1997). Developing and selecting leaders for the 21st century. *Community College Journal*, 67(4), 1-4.
- Cantu, D. A. (1997). The leadership frames of academic deans randomly selected and nominated as exceptionally effective at public colleges and universities. (Doctoral Dissertation, Arkansas State University, 1997). (UMI No. 9724134).
- Carneige Foundation (2001). *Carneige classification of institutions of higher education, 2000 edition*. Menlo Park, CA.
- Carrol, C. (2004). Succession planning: Developing leaders for the future of the organization. *Leadership Abstracts*, 17(2). Retrieved September 3, 2007 from <http://www.monroecc.edu/ArchAnnou.nsf>
- (The) Chair Academy website. (n.d.). Retrieved June 18, 2007, from <http://www.mc.maricopa.edu/community/chair/>
- Chang, T. (2004). Leadership styles of department chairs and faculty utilization of instructional technology. *Dissertation Abstracts International*, 65(11), 4054A.
- Chin, A. P. (1989). Tao Te Ching. *The New Republic*, 200(1), 38.
- Chin, R. (1967). Basic strategies and procedures to effect change. In E. L. Morphet (Ed.) *Educational Organization and Administration Concepts, Practice and Issues*, Englewood Cliffs, NJ: Prentice Hall.
- Chin, R., & Benne, K. D. (1969). General strategies for effecting change in human systems. In W. G. Bennis, K. D. Benne, & R. Chin (Eds.), *The Planning of Change*, 2nd ed. NY: Holt, Rinehart, & Winston.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). New Jersey: Lawrence Erlbaum.
- Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112, 155-159.

- Collins, J. (2001). *Good to great*. NY: HarperCollins.
- Conant, J. B. (1964). *Two worlds of thought: My encounters with science and education*. NY: Trident Press.
- DeCan-Dixon, D. (2007). The leadership gap amongst community colleges. *The Chair Academy International Conference of Leaders*.
- DeFrank-Cole, L. M. (2003). An exploration of the differences in female and male self-perceptions of presidential leadership styles at colleges and universities in West Virginia. (Doctoral Dissertation, University of Pittsburgh. 2003). (UMI No. 3117728).
- DePree, M. (1989). *Leadership is an art*. NY: Dell.
- Desjardins, C., & Huff, S. (2001). *The leading edge: Competencies for the community college leadership in the new millennium*. Mission Viejo, CA: League for Innovation in the Community College.
- Dever, J. T. (1997). Reconciling educational leadership and the learning organization. *Community College Review*, 25(2), 57-64.
- Dill, D. D. (1982). The management of academic culture: Notes on the management of meaning and social integration. *Higher Education*, 11, 303-320.
- Dillman, D. A. (2000). *Mail and internet surveys: The tailored design method (2nd Ed.)*. NY: John Wiley & Sons.
- Drucker, P. F. (1974). *Management: Tasks, responsibilities, and practices*. NY: Harper & Row.
- Drucker, P. F. (1999). *Management challenges for the 21st century*. NY: Harper-Collins.
- Eagerly, A. H., & Johnson, B. T. (1990). Gender and leadership style: A meta-analysis. *Psychological Bulletin*, 108, 233-256.
- Eagly, A. H., Karau, S. J., & Johnson, B. T. (1992). Gender and leadership style among school principals: A meta-analysis. *Educational Administration Quarterly*, 28, 76-102.

- Ebbers, L. H., Gallisath, G., Rockel, V., & Coyan, M. N. (2000). The leadership institute for a new century: LINCing women and minorities into tomorrow's community college leadership roles, *Community College Journal of Research and Practices*, 24, 375-382.
- Eddy, P. L. (2002). There is more than one way to skin a cat: How community college presidents frame change. *Educational Administration Quarterly*, Retrieved November 26, 20-07, from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1a/8c/f3.pdf
- Eddy, P. L. (2003). The influence of presidential cognition and power on framing change at community colleges. *American Educational Research Association*.
- Eddy, P. L. (2006). Nested leadership: The interpretation of organizational change in a multicollge system. *Community College Journal of Research and Practice*, 30, 41-51.
- Erikson, E. (1963). *Childhood and Society*. NY: W. R. Norton and Co.
- Ezeamil, H. C. (1997). Regional accreditation for access and success of minorities in American colleges and universities. Paper presented at the Association for Institutional Research Performance Indicators Annual Forum, Orlando: FL. Retrieve on May 20, 2008 from <http://web.ebscohost.com.ucfproxy.fcla.edu>
- Filan, G. (1999). The need for leadership training: The evolution of the chair academy. *New Directions for Community Colleges*. 105, 47-55.
- Fillenberg, C. (1994). Educational leadership: A frame analysis. (Doctoral Dissertation, Seattle University. 1994). *Dissertation International Abstract*, 55 (08), p. 2227.(UMI No. 740929651.
- French, J., & Raven, B. H. (1959). The bases of social power. In D. Cartwright (Ed.), *In studies of social power*. Ann Arbor, MI: Institute for Social Research.
- Geneen, H. S. (1998). Leadership. In P. Krauss (Ed.), *The book of leadership wisdom: Classic writings by legendary business leaders*. (pp. 3-21). NY: John Wiley & Sons.
- George, D., & Mallory, P. (2005). *SPSS for windows: Step by step (5th ed.)*. Boston, MA: Pearson Education, Inc.
- Giorgi, A. (1970). *Psychology as a human science: A phenomenological based approach*. NY: Harper and Row.

- Gison-Benninger, B., Ratcliffe, J. L., & Rhoads, R. A. (1995). *The implications of democratic vision of a community college leadership*. Paper presented at the annual meeting of the Council of Universities and Colleges, Minneapolis, MN.
- Greenleaf R. K. (1977). *Servant leadership*. Mahwah, NJ: Paulist Press.
- Hair, J. F., Black, W.C., Babin, B.J. Anderson, R.E., & Tatham, R.L. (2006). *Multivariate Data Analysis (6th Ed.)*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Hall, R. H. (1963). The concepts of bureaucracy: An empirical assessment. *The American Journal of Sociology*, 69(1). p. 33.
- Harlow, J. H. (1995). Educational leadership: A frame analysis. (Doctoral Dissertation, Seattle University).
- Heider, J. (1985). *The tao of leadership*. Atlanta, GA: Humanics New Age.
- Heimovics, R. D., Herman, R. D., & Jurkiewicz Coughlin, C. L. (1993). Executive leadership and resource development in nonprofit organizations: A frame analysis. *Public Administration Review*. 53(5), 419-427.
- Heimovics, R. D., Herman, R. D., & Jurkiewicz, C. L. (1995). The political dimension of nonprofit executive leadership. *Nonprofit management and leadership* 5(3), 233-244.
- Hersh, R. H., & Merrow, J. (Eds.). (2005). *Declining by degrees: Higher education at risk*. NY: Palgrave MacMillan.
- Hesse, H. (1972). *The journey to the east*. New York, NY: Bantom Books.
- Hockaday, J., & Puyear, D. (2000). *Community college leadership in the next millennium*. New Expeditions Paper No. 8. Washington, DC: Community College Press, American Association of Community Colleges.
- Kelly, R. M., Hale, M. M., & Burgess, J. (1991). Gender and managerial/leadership styles: A comparison of Arizona public administrators. *Women and Politics*, 11, 19-39.
- Kerr, C. (1997). Speculation about the increasing indeterminate future of higher education in the United States. *Review of Higher Education*, 20(4), 345-356.
- Langhorst, S. A. (1997). Changing the channel: Community colleges in the information age. *Community College Review*, 25, 55-72.

- Levin, J. S. (1998). Presidential influence, leadership succession, and the multiple interpretations of organizational change. *The Review of Higher Education*, 21(4), 405-425.
- Lomax, R.G. (2000). *An introduction to statistical concepts for education & behavioral science*. Mahaw, NJ: Lawrence Erlbaum Associates, Inc.
- Lorenzo, A. L., & LeCroy, N. A. (1994). A framework for fundamental change in community college. *Community College Journal*, 64(4), 14-19.
- Lukes, S. (1974). *Power*. Houndsmill, United Kingdom: MacMillan.
- MacGregor, D. (1960). *The human side of enterprise*. NY: McGraw-Hill.
- Machiavelli, N. (1954). *The prince*. NY: Heritage Press.
- McCabe, R. H. (2001). Developmental education: A policy primer. *Leadership Abstract*, 14,(1). Retrieved January 19, 2003, from <http://www.league.org/publication/abstract/leadership/labs0102.htm>.
- Miller, B., Castle, M., Wu, D., & Wicker, R. (2006). Why we formed the community college caucus. *Community College Journal* 76(5), pp. 22-24.
- Monahan, M. L., (2004). Leadership frames of presidents of master 1higher education institutions. (Doctoral Dissertation, West Virginia University. (2004). (UMI No. 3152275).
- Moos, R. H. (1979). *Evaluating educational environments*. Palo Alto, CA: Consulting Psychological Press.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: SAGE Publications.
- Nixon, G. (2003). Academic capitalism forces and successful college leadership. (Doctoral Dissertation, Univeristy of Calgary (Canada. 2003). (DAI No. AAT NQ86992).
- Peterson, E. (2006). *Scanning the future*. Webinar sponsored by: American Association of State Colleges and Univeristies, Society of College and University Planning, and The New York Times. Viewed on October 13, 2006.
- Obanion, T., & Rousche, J. (1998, Jan). Revitalizing leadership for community colleges. *Leadership Abstracts* 1(1).

- Ottenritter, N. (2006). Competencies for community college leaders: The next step. *Community College Journal*, 76(4), 15-18.
- Ouchi, W. G. (1981). *Theory Z*. NY: Addison-Wesley.
- Owens, R. G. (2004). *Organizational behavior in education*. NY: Pearson Education.
- Paneitz, B. (2005). Observations from a new president: Year two. *Leadership Abstracts*, 18(8). Retrieved on 3/13/06 at www.league.org/publications/abstracts/leadership/tab0/2005.09.html.
- Peck, M. S., M. D. (1978). *The road less traveled*. NY: Simon and Schuster.
- Peters, T. J., & Waterman, Jr, R.H. (1982). *In search of excellence: Lessons from America's best-run companies*. NY: Harper & Row.
- Quinn, R. E., (1988). *Beyond rational management*. San Francisco, CA: Jossey-Bass.
- Quinn, R. E., (2004). *Building the bridge as you walk on it*. San Francisco: Jossey-Bass.
- Riechmann, D. (1992). High-involvement, high-performance teams in higher education: In K. Clark, M. Clark, & D. Campbell (Eds.), *Impact of leadership*, (pp. 257-267). Greensboro, NC: Center for Creative Leadership.
- Rogers, C. (1963). Toward a science of the person. *Journal of Humanistic Psychology*, 17-31.
- Sayles, L. R. (1979). *Leadership: What effective managers really do ... And how they do it?* NY: McGraw-Hill.
- Senge, P. M. (1990). Team learning. In *The fifth discipline: The art and practice of the learning organization* (pp. 231-269). NY: Doubleday.
- Senge, P. M., Kleiner, A., Roberts, C., Ross, R., Roth, G., & Smith, B. (1999). *The dance of change*. NY: Doubleday.
- Shavelson, R. J. (1996). *Statistical reasoning for the behavioral sciences*. (3rd). Needham Heights, MA: Allyn & Bacon. A Simon & Shuster Company.
- Shugart, S (transcript from an interview, July 6, 2006).

- Shulz, C. (2001). *The critical impact of impending retirements on community college leadership*. (American Association of Community Colleges, Research Brief, No. 1).
- Simon, H. A. (1960). *The new science of management decisions*. NY: Harper & Row.
- Solomon, R. C., & Flores, F. (2001). *Building trust in business, politics, relationships, and life*. NY: Oxford University Press.
- SPSS, Incorporated. (1997). *Statistical package for social sciences for windows, Version 16.0* [Computer Software Package]. Microsoft Corporation.
- Sullivan, L. G. (2001). Four generations of community college leadership. *Community College Journal of Research and Practice*, 25, 559-571.
- Tse L. (1993). *Tao te ching*. (M. Kwok, M. Palmer, & J. Ramsay, Trans.). Rockport, MA: Element, Inc. (Original work published).
- Thompson, M. D. (2000). Gender, leadership orientation, and effectiveness: Testing the theoretical models of Bolman & Deal and Quinn. *Sex Roles*, 42, (11-12), 969-992).
- Trees, D. H. (2006). Leadership orientation of senior administrators at American metropolitan universities. (Doctoral Dissertation, University of Central Florida.2006). (DAI No. AAT 3233893).
- Turley, C. L. (2002). Radiation therapy program directors: A frame analysis of leadership in higher education. *Dissertation Abstracts International*, 63(03), 1246A. (UMI No. 3045492)
- Vaughn, G. B. (1986). *The community college presidency*. NY: ACE/MacMillan.
- Wheatley, M. (2001). Forward. In C. Desjardins, & S. Huff. *The leading edge: Competencies for the community college leadership in the new millennium*. Mission Viejo, CA: League for Innovation in the Community College.