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SUCCESS FACTORS OF GROW-YOUR-OWN

LEADERSHIP DEVELOPMENT PROGRAMS

IN MIDDLE ATLANTIC AND TEXAS COMMUNITY COLLEGES

A Dissertation in

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by

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Abstract

Current leaders in community colleges are approaching retirement. Senior administrators and faculty members are projected to retire in vast numbers creating a leadership shortage in community colleges. To address the shortage, Grow Your Own (GYO) leadership development programs are supported by literature as a primary solution. The purpose of this research was to describe success factors for implementing GYO leadership development programs in community colleges. This study investigated the behaviors or actions necessary to implement a GYO leadership development program, pros and cons related to implementation, confidence to implement, and the change processes utilized to facilitate implementation. Interviewed were 10 program coordinators who represented 19 community colleges in Texas and states in the Middle Atlantic Region of the United States (Maryland, New Jersey, New York, Pennsylvania, Virginia, and West Virginia).

The success factors that emerged were (a) support, (b) research, (c) development, and (d) appraisal. Support refers to obtaining assistance from within and outside the college. Research involves benchmarking other GYO programs and identifying instructional objectives. Development refers to developing the instructional strategy used to achieve objectives and selecting the instructional material to facilitate GYO learning. Appraisal refers to assessing the effectiveness of the program during application as well as assessing the program effectiveness post program application. The findings in this study offer preliminary evidence of success factors and strategies for implementing a GYO leadership development program in community colleges.

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Chapter 1

Introduction

In the 1960s, state government officials began creating community college systems in response to the demand for higher education post high school. More than 450 community colleges opened their doors during the 1960s (Vaughn, 2006). By the 21st century, community college leaders from that era of substantial growth began to reach the age of retirement.

The average age of a community college president in 1986 was 51 and by 1998, it was 57 (Shults, 2001). Larson (2006) found the average age of a community college CEO was 58. Tekle (2012) reported a median age of 60 and nearly 50% of the participants were between the ages of 55 and 64, 23% were between 65 and 75, 21% were between 45 and 54, and only 6% were between 34 and 44.

Aging and retirements not only affect the presidents' role but also the leadership pipeline. That is, those typically next in line for the presidency – a vice president or higher – are also approaching retirement age, thus creating a leadership vacuum within the ranks of community college administration (Romero, 2004). In 1984, the average age of a senior-level community college administrator was below 50. In 2000, the average age increased to 52. The average age of the most likely candidate for college president, a chief academic officer (CAO), was 54 in 2000 (Campbell, 2006). Weisman and Vaughn (2006) reported that 86% of community college presidents were expected to retire while a more recent survey publicized that 42% plan to retire within the next five years (Teckle, 2012). According to these projections, 500 community colleges will be led by different presidents by 2017.

Earlier research on community college leadership has focused on the competencies expected of community college leaders, characteristics of community college leadership development programs, and the extent to which leadership development programs have lessened the leadership shortage. The present study augments previous studies by exploring the implementation process of Grow Your Own (GYO) leadership development programs.

The Problem

The causes for the looming leadership shortages in community colleges include: probable retirements of presidents, vice presidents, and deans; decline in the number of advanced degrees awarded in community college leadership curricula; increased intricacies of leadership role and challenges of the job; and barriers to advancement, i.e., lack of a doctorate degree, inability to relocate, and limited local opportunities (Eddy, 2010; Leubsdorf, 2006; Shultz, 2001; Weisman & Vaughn, 2007). These causes support the need to promptly prepare future community college leaders to fill vacancies at many administrative levels as well as community college presidents.

Nearly 70% of community leaders consider a need to expand in-house leadership development programs (Hull & Keim, 2007). These are programs designed by the institution aimed at developing leaders from within. Stone (1995) posits that a GYO leadership development program may be more effective than an advanced degree or a national leadership development program because a GYO is tailored to a specific college's characteristics, culture, goals, and specific needs (Stone, 1995). National leadership development programs typically consist of professional development opportunities offered by national advocacy organizations such as the American

Association of Community Colleges (AACC). Nevertheless, few colleges have an active GYO in place even though most colleges are strongly interested in these leadership programs (Cota, 2006; Jeandron, 2006; Bornheimer, 2010).

Purpose Statement

The purpose of this study was to describe success factors for implementing a GYO leadership development program in community colleges. This study was intended to find the behaviors or actions necessary to successfully implement GYO leadership development programs, pros and cons related to the implementation, confidence to implement a GYO, and the processes of change utilized to facilitate the implementation.

Significance of the Study

Community colleges provide a prodigious service to their local communities through a variety of flexible and responsive certificate and degree programs, workforce training, adult literacy classes, and non-credit courses. For these reasons, the public has high expectations of community colleges to be instrumental in meeting the *completion agenda goal* that is doubling the number of students in the next decade who complete a certificate, associate degree, or transfer to the university (McPhail, 2011). O'Banion (2012) challenged, "If we are to achieve even a modicum of success in reaching the goals of the completion agenda, we need leaders who will, in the words of T.S. Eliot, 'disturb the universe.'"(p. 4). Community colleges leaders must be equipped with the necessary skills to implement radical change; the development of such leaders is vital to the success of community colleges and their students.

The current study may enable the application of a GYO leadership development program by providing methods and strategies to proceed to the implementation process (Boswell, 2011; Levesque et al., 2001; Prochaska, 2000; Prochaska et al., 2006; Silver et

al., 2007). Although community college leadership has been extensively researched, studies about implementing GYO leadership development programs are limited (Eddy, 2010). Because GYO programs have been supported by the literature as a primary solution for developing leaders in community colleges (Bornheimer, 2010; Boswell & Imroz, 2013; Boswell, 2013; Day, 2000; Gerald, 2014; Hassan et al, 2010; Jeandron, 2006; McCauley & Van Velsor, 2004; Reille & Kezar, 2010; Robinson, Sugar, & Miller, 2010; Rowan, 2012; Shultz, 2001), this research is invaluable in addressing the need to prepare added community college leaders.

Research Questions

The research questions addressed in this study were:

1. How is the implementation of a Grow Your Own leadership development program conducted by community colleges?

2. What are the pros and cons for implementing a Grow Your Own leadership development program?

3. In what situations are program coordinators confident in implementing a Grow Your Own leadership development program?

4. What processes are community colleges using to facilitate the implementation of a Grow Your Own leadership development program?

Limitations

The population of this study was limited to program coordinators or staff responsible for Grow Your Own leadership development programs at community colleges in Texas and the seven states in the Middle Atlantic Region in the United States. This population is not representative of all community colleges. Results from participants

may not be reflective of non-participants. Participants' perceptions will be established through interviews and documents gathered from participants.

This research investigated only the actions that define implementation of a GYO leadership development program, pros and cons, self-efficacy, and processes of change utilized to facilitate implementation of a Grow Your Own leadership development program. The causes of differences between participants from other colleges and other states are outside the scope of this study. The researcher will provide conclusions from the gathered data and will not generalize the results to other colleges.

Definitions of Terms

Community college - "A regionally accredited institution of higher education that offers associate degrees as its higher degree" (Vaughn, 2006, p. 1).

Decisional balance - A critical construct of the Transtheoretical Model of Change that takes into consideration the potential gains and losses associated with a behavior's consequences (Velicer, DiClemente, Prochaska, & Brandenburg, 1985).

Grow Your Own (GYO) - A leadership development program provided by a college or district to some of its employees as a way of preparing them for future leadership positions within the institution (Reille & Kezar, 2010).

Processes of change - The most complex construct of the Transtheoretical Model which includes 10 fundamental covert and overt processes by which people change (Prochaska & DiClemente, 1984). These 10 processes are divided into two groups: experiential processes and behavioral processes. Experiential processes usually concern the organization's culture and are generally observed in the early stages of change. Behavioral processes are action oriented and usually appear in the later stages of change.

Experiential processes.

1. Consciousness Raising: Increasing awareness and information about the GYO leadership development program and its benefits;

2. Dramatic Relief: Experiencing an emotional arousal associated with the potential outcome of the GYO leadership development program;

3. Environmental Reevaluation: Considering how the GYO leadership development program will have a positive impact on the social and work environment;

4. Self-Reevaluation: Considering how one's identity, happiness, and success can be enhanced by the implementation of the GYO leadership development program;

5. Social Liberation: The community college empowering individuals to participate in implementation of the GYO leadership program;

Behavioral processes.

6. Self-Liberation: A belief in one's ability to implement a GYO leadership development program and maintaining a commitment to that course of action;

7. Stimulus Control: Restructuring the environment by adding cues for implementing the GYO leadership program;

8. Counter Conditioning: Substituting new behaviors and cognitions for the old ways of working by means of the GYO leadership development program;

9. Reinforcement Management: Finding tangible and intangible rewards for implementing a GYO leadership development program; and

10. Helping Relationships: Seeking and using social support for implementing a GYO leadership development program.

Program coordinator - Participants in this study who oversee the GYO leadership development program at a community college that provides the GYO training. Specific job titles may differ from college to college (Bornheimer, 2010).

Self-Efficacy - A construct that reflects the degree of confidence the individual has in making and sustaining a desired change in difficult situations (Bandura, 1977). For implementing a GYO leadership program self-efficacy is having the confidence to take actions necessary for implementation.

Stages of change - Individuals move through five stages when modifying behavior (Prochaska & DiClemente, 1983; Prochaska, Velicer, Fava, Rossi, & Tsoh, 2001):

1. Precontemplation – not intending to take action within the next 6 months;
2. Contemplation – intending to take action within the next 6 months;
3. Preparation – intending to take action in the next 30 days;
4. Action – made overt changes less than 6 months ago; and
5. Maintenance – made overt changes more than 6 months ago.

Assumptions

Participants had a high level of responsibility for the development of leaders at their college, particularly those next in line for the presidency such as vice presidents, deans, and directors. It is assumed that participants understood the questions that were asked and answered honestly. Participant responses offered critical implications for the implementation of a GYO leadership development program. It is assumed the Transtheoretical Model guided the explanation and facilitation of implementing a GYO leadership development program in community colleges.

Theoretical Framework

In this study, the theoretical framework for investigating the implementation of a GYO leadership development program was the Transtheoretical Model of Behavior Change (TTM). The change process has been the central focus of the TTM framework for over 30 years (Prochaska & DiClemente, 1984). The model is an integrative biopsychosocial model that provides a systematic and empirically based approach to conceptualizing and assessing readiness for intentional behavior change (Prochaska, Norcross, & DiClemente, 1994). A primary assertion is that behavior change occurs in stages over time.

TTM research has shown to be strong in its capability to explain and facilitate change in large populations of individuals for a broad range of behavior including smoking cessation (Prochaska et al., 2001; Velicer et al., 1999), dietary change (Greene et al., 1999), exercise adoption (Marcus et al., 1998), mammography screening (Rakowski et al., 1998), stress management (Evers et al., 2006), limited sun exposure (Weinstock et al., 2002), and multiple behaviors (Prochaska et al., 2004; Prochaska et al., 2005; Riebe et al., 2003).

The TTM model has also established empirical support across studies of intentional behavior change in organization change areas including collaborative service delivery (Levesque, Prochaska, & Prochaska, 1999), time limited therapy (Prochaska, 2000), continuous quality improvement (Levesque et al., 2001), reducing the risks of musculoskeletal disorders (Whysall, Haslam, & Haslam, 2007), advancing women scientists (Prochaska et al., 2006; Silver et al., 2007), and implementing electronic health records (Boswell, 2011).

Chapter 2

Review of Related Literature

The purpose of this research was to describe success factors for implementing GYO leadership development programs in community colleges. With impending retirements of current leaders who are of the baby boomer cohort, community colleges are facing a growing need for a new generation of community college leadership. GYO leadership development programs have been supported in literature as a solution to develop future community college leaders (Bornheimer, 2010; Boswell & Imroz, 2013; Boswell, 2013; Day, 2000; Gerald, 2014; Hassan et al, 2010; Jeandron, 2006; McCauley & Van Velsor, 2004; Reille & Kezar, 2010; Robinson, Sugar, & Miller, 2010; Rowan, 2012; Shultz, 2001). Although community college leaders frequently recognize GYO leadership development programs as a potential solution to the looming leadership crisis, studies regarding the implementation of GYO programs are scarce.

This chapter chronicles the history and summarizes literature relating to community colleges and the early development of their leaders. Then, the implications for implementing GYO leadership development programs will be established. Finally, the assumptions behind the theoretical framework and its constructs stages of change, decisional balance inventory, self-efficacy, and processes of change will be introduced along with its potential to explain and facilitate the implementation of a GYO leadership development program.

Background of the Community College Concept

The first public community college established in the United States—Joliet Junior College—opened its doors in 1901 in Joliet, Illinois... By 1910, 25 community colleges were established across the country. Community colleges experienced stable but slow

growth until the need for trained workers to operate the country's burgeoning industries

caused their popularity to increase dramatically post World War II. The (United States

President Harry S.) Truman Commission firmly established the role of community

colleges as educational institutions to serve local communities through open access to

education for a greater portion of the general public (Cohen & Brawer, 2013). In 1947,

the President's Commission (as cited in Ratcliff, 1994) presented the community college

model as a system of public colleges that would charge little to no tuition, be responsive

to the community's workforce needs through a broad set of course offerings, and foster a

deep attachment and anchor to the community where it is situated.

     From 1960 to 1980, the number of community colleges grew from 412 to 1,058

(Cohen & Brawer, 2013). By the late 1990s, the rate of building of new campuses

decreased as states attained a specific ratio of population to colleges M. J. Cohen's (as

cited in Cohen & Brawer, 2013) In 2013, there were 1,132 functioning community

colleges according to the American Association of Community Colleges member

database (AACC, 2013).

     The primary community college mission is to serve the needs of its service area

by providing a variety of flexible and responsive certificate or degree programs,

workforce training, adult literacy classes, and non-credit courses. Vaughn (2006) posits

that the community college is more intensely linked to its community than other

postsecondary institutions. Enrollments in community college continue to increase.

According to the AACC (2013) community colleges enroll close to half of all U.S.

undergraduates.

Supporters of community colleges are often local companies that have a vested interest in the educational outcomes of the learners, as they are likely to employ their graduates (Zeiss, 1994). Students of community colleges are customarily community residents who are stakeholders in the community through family or work ties (Cohen & Brawer, 2013). Students also bring a diverse set of educational goals and objectives including short-term continuing education, retraining, developmental education, certificate and degree attainment, and workforce development credentialing (Pusser & Levin, 2009). On a national average, state and local funding for public community colleges comprises 57% of a college's total budget (Pusser & Levin, 2009).

Many current community college leaders who have experienced the substantial growth of community colleges are reaching retirement age (Campbell, 2006; Fain, 2008; Leubsdorf, 2006; Reille & Kezar, 2010; Scott & Sanders-McBryde, 2012; Tekle, 2012; Weisman & Vaughn, 2007). Leaders customarily next in line for the presidency are also approaching retirement age, that creates a talent shortage throughout the ranks of community college administrations (Romero, 2004).

Community College Leadership

Extensive research indicates that leadership shortages in community colleges are a national concern (Aspen Institute, 2013; Campbell, 2006; Duree, 2007; Fain, 2008; Leubsdorf, 2006; Reille & Kezar, 2010; Scott & Sanders-McBryde, 2012; Shults, 2001; Tekle, 2012; Weisman & Vaughn, 2007). McNair, Duree, & Ebbers (2011) suggest several reasons for leadership shortages: expected retirements of current presidents and vice presidents; a decline in the number of advanced degrees awarded in community

college administration; the increased complexities of community college leadership; and barriers to advancement (inability to relocate).

Effective leadership is absolutely essential to ensure that change becomes a reality on community college campuses (McKinney & Morris, 2010). The success of a community college is based on its capabilities and readiness to undertake significant organizational change as its very mission is to provide programs and services to meet the diverse and changing needs of the communities it serves (Van Wagoner, 2004). Levin's (1998) findings indicated that community college leaders are perceived as having considerable influence on how their college functions and are viewed as the primary agents of organizational change. That is, community colleges recognize the presidents as making substantial changes in organizational culture and function in their colleges (Levin, 1998).

Need for ethical leadership. Based on media disclosures, an increasing number of public officials, business persons, judges, educators, and even religious leaders have lost sight of the values that govern their sense of right and wrong (Hellmich, 2007). Unethical behavior has come to the forefront of many national reports with very negative implications and accusations. More recently, the child sex abuse scandal at Pennsylvania State University in 2011 spawned new ethical awareness on college and university campuses. Cases of unethical leadership are regularly documented. Johnson (2008) recorded more than 300 documented cases of unethical, corrupt or criminal behavior among college leaders.

Community colleges are no exception; Hellmich (2007) suggests that "every community college is cursed with faculty and administrators whose influence is far-

reaching but directed toward the dark side" (p. 26). Jenkins (2012) proffered, "on many two-year campuses, if not most, corruption, cronyism, abuse of power, and fiefdom-building constitute business as usual" (p. 1). He further states that "our failure to embrace true shared governance has, it seems, opened the door to corruption, mismanagement, and abuse of power" (p. 6). Brown (2005) identified several themes that contribute to leadership failure including a lack of integrity, selfishness and a lack of fairness.

The Alabama Community College System, Alamo Community College District, Compton (California) Community College, LaGuardia Community College, Pasco Hernando Community College, Diablo Valley College, Riverside Community College, Community College of Southern Nevada, and Shoreline Community College are among colleges that have suffered from unfavorable publicity due to the actions and misconduct of faculty or staff (Ashburn, 2007; Evelyn, 2005; Fisher, 2006; Fisher, 2004; Foster, 2003; Goldman, 2006; Moorhead, 2009; Padilla, 2007; Walton, 2008). Ethical violations include corruption such as illegal financial practices, allegations of sexual abuse, accusations of nepotism and cronyism, misappropriating monies, grade-changing, cash-for-grades, and other improper student - faculty relationships.

Researchers emphasized that leaders in higher education were regularly pressured by societal, environmental, political, and financial demands caused by rising enrollments, numerous low-income unprepared students, growing demands for accountability, increased workloads, and severe cuts in state funding across the country (Abelman & Dalessandro, 2008; Boggs, 2003; Scheppach, 2010; Vaughan, 1992). That pressure created many ethical dilemmas for administrators that had to be addressed by leaders who demonstrated strong moral behavior and integrity (Vaughan, 1992; Wallin, 2007). This

challenge was paramount for community college leaders with increased enrollments and advancement of technology coupled with limited available resources. Even as academia continued to call for more research on ethics in higher educational, the scholarly literature is still somewhat lacking, especially for studies focused on the community college (Boggs, 2004; Kelley & Chang, 2007; Northouse, 2007; Oliver & Hioco, 2012). The review of literature consistently reflected the need for further study and empirical inquiry to develop a greater understanding of how to cultivate effective ethical leadership.

Sound ethical behavior is essential to the integrity of community college education. Boggs (2003) stated, "future community college leaders must be models of integrity, honesty, and high ethical standards. They must realize that retaining their popularity is not as important as doing what is right" (p. 20). Effective leaders must be credible role models and be the standard by which the moral and ethical conduct of students, the faculty, and staff are measured. Moreover, community colleges in United States are facing a shortage of leaders as many current leaders will soon retire. Studies indicate that retirements of nearly 84% two-year college presidents will result in a mass turnover in leadership through 2017 (Weisman & Vaughan, 2007). Consequently, institutions will lack strong leaders who are prepared to successfully meet the challenges and responsibilities of providing effective ethical leadership. Therefore, there is a need for increased understanding of the factors involved in developing strong, ethical leadership within America's community colleges.

Ethics for community college leaders. Community college administrators maintain a professional code of ethics. AACC's (2005b) *Recommended Code of Ethics for CEOs of Community Colleges* lists expectations and responsibilities of community

college presidents for setting ethical standards through their own personal conduct and institutional leadership. According to recommended ethics, presidents are expected to adhere to a set of core values and encourage ethical standards for AACC members both on and off the community college campus. The values include: "Trust and respect for all individuals; honesty in all actions; just and fair treatment of all people; integrity in all actions" (AACC, 2005b, Core value section, para.2). In turn, AACC maintains that the president should expect that boards of trustees, administrators, faculty, staff, and students adhere to the same standards.

The AACC also established *Competencies for Community College Leaders* (2005a) which are essential for effective community college leadership. Competencies are illustrated in six ethical principles:

- Organizational strategy - An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students, and sustains the community college mission, based on knowledge of the organization, its environment, and future trends.

- Resource management - An effective community college leader equitably and ethically sustains people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college.

- Communication - An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its surrounding community, to promote the success of all students, and to sustain the community college mission.

- Collaboration - An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission.

- Community college advocacy - An effective community college leader understands, commits to, and advocates for the mission, vision, and goals of the community college.

- Professionalism - An effective community college leader works ethically to set high standards for self and others, continuously improve self and surroundings, demonstrate accountability to and for the institution, and ensure the long-term viability of the college and community.

Each of the six competencies includes specific performance statements. Boswell & Imroz (2013) found high mean scores (on a 5-point Likert scale ranging from "Minimally important" to "Extremely important") relating to ethical leadership in community colleges. That is, it is critical that community college leaders exercise and model ethical decision-making skills on a regular basis. For instance, the pressure to do more with fewer resources may influence community college leaders to excuse decisions that compromise ethics. Abelman and Dalessandro (2008) identified several challenges that complicate decision making in the community colleges: rising enrollments, numerous low-income and unprepared students, changing needs and priorities, declining state budgets, and ever-growing demands for accountability and outcome-based assessment leading to increased workloads and unfunded costs. Oliver and Hioco (2012) indicated that community college leaders can be taught to be ethical in doctoral programs

and professional development training that use a model for making ethical and information-based decisions. However, the starting point is recognizing one's own ethical values, and then understanding the ethical perspectives of stakeholders.

Eddy (2010) further identified cultural competency as an essential competency for ethical leadership. Referring to Rhoads and Tierney (1992), she explained that cultural competence in this context is "the ability to understand an organization's culture – what is valued, how traditions influence operations, and how symbolism is used to reinforce actions" (p. 101- 102). Boswell and Imroz (2013) posited that emotional intelligence could be an additional competency. Salovey and Mayer (1990, p. 189) defined emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions."

Ethics in community college leadership programs. Bolden and Gosling (2006) advocate teaching emerging leaders how to build knowledge for themselves based on environmental scanning, experiential learning, and constant reflection on the richness of leadership.

Table 1

Importance of Ethical Leadership

Performance Statement	Min Value	Max Value	Mean
Value and promote diversity, inclusion, equity, and academic excellence.	2	5	4.46
Promote equity, open access, teaching, learning, and innovation as primary goals for the college seeking to understand how these change over time and facilitating discussion with all stakeholders.	3	5	4.37
Support operational decisions by managing information resources and ensuring the integrity and integration of reporting systems and databases.	3	5	4.18
Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.	2	5	4.23
Manage conflict and change by building and maintaining productive relationships.	3	5	4.46
Facilitate shared problem solving and decision making.	2	5	4.35
Demonstrate transformational leadership through authenticity, creativity, and vision.	2	5	4.39
Self-assess performance regularly using feedback, reflection, goal setting, and evaluation.	2	5	4.19
Demonstrate the courage to take risks, make difficult decisions, and accept responsibility.	2	5	4.51
Understand the impact of perceptions, worldviews, and emotions on self and others.	3	5	4.07
Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.	3	5	4.79

Adapted from "The AACC leadership competencies: Pennsylvania's views and experiences," by R. A. Boswell and S. Imroz, 2013, *Community College Journal of Research and Practice, 37*(11), 892-900.

Including ethics instruction in doctoral programs with an emphasis on community

leadership may also fulfill a university's moral obligation. Universities develop students'

ability to evaluate astutely and "help students understand how to lead ethical, reflective,

and fulfilling lives" (Bok, 1986, p. 50). That is, it is necessary to include ethics

instruction in programs at colleges and universities. Not including ethics instruction may

suggest that ethical leadership is not necessary while the university is a critical source for

developing ethical leaders. Ethics cases previously described in this chapter emphasized

the significance of the issue not only in the corporate world but also in academia and,

more specifically, in the community college.

Research by Green-Ware (2011) indicates that even though the majority of

doctoral studies in community college leadership include ethics in curricula and

instruction, how ethics are incorporated in community college leadership programs varies

from specific discipline or department-based courses, ethics as an elective or general core

course requirement, and ethics instruction as an institution-wide initiative. Ethical

leadership has been incorporated in community college leadership programs Green-Ware

(2011) also found that such as self-analysis, critical thinking, and ethical decision-making

were most often used in describing important facets of community leadership

instructional programs. These findings support the case study methodology which

provides opportunities for students to apply critical thinking for analyzing ethical

dilemmas and making decisions. Certain leadership experiences can aid current and

future community college leaders in acquiring and reinforcing specific behaviors, values,

and attitudes identified as leadership competencies (Hassan et al., 2010; Boswell &

Imroz, 2013).

Boswell (2013) indicated that while leadership competencies may be acquired through graduate study and on-the-job training, it may be more feasible to achieve the competencies through GYO leadership development programs at community colleges. That is due to major challenges that hinder the integration of leadership competences into graduate studies: such as "pressure to include more research courses and fewer core content courses, administrators and colleagues do not value community college leadership development, and difficulty in the university approval process for new courses" (Boswell, 2013).

Leadership Development for Community Colleges

Historically, individuals have gained leadership competence in community colleges through on-the-job experience, doctoral programs, or other leadership development programs. Hassan et al. (2010) reported that progressive job responsibilities, challenging job assignments, networking, graduate programs, and workshops have the most impact for developing community college leadership competency. Boswell and Imroz (2013) reported that progressive job responsibilities, challenging job assignments, feedback, networking, and graduate programs have the most impact on developing leadership competencies.

On-the-job experience. Community college leaders hone leadership skills via on-the-job training (Amey & VanDerLinden, 2002; Boswell & Imroz, 2013; Duree, 2007; Hassan et al., 2010). On-the-job training is advancing through the community college hierarchy while performing as an effective leader at each successive level. Many community college presidents have been provosts (37%), presidents of another community college (25%), and vice president of academic affairs (15%). Only 22% of

presidents had been promoted from within a community college; while 66% have been recruited and selected from other community colleges (Amey & VanDerLinden, 2002).

Torres & Evan (2006) discovered a community college president who ascended the ranks first as a counselor, director, dean, chief academic officer, provost, and then president. Another president began as a high school teacher, then a college administrator, and ultimately president (Bornheimer, 2010). Author Chris McCarthy (2003) escalated to the presidency from faculty member, division chair, dean of academic affairs, executive vice president of instructional services, and to president. Thirty-three percent of presidents held positions at four-year institutions during a time in their careers, while 17% held positions in public schools before entering community college employment (Amey & VanDerLinden, 2002). It is clear that on-the-job experience is a major factor in leadership development.

While on-the-job experience may nurture the development of major leadership competencies, it may also hinder the growth of other competencies such as the level of community college advocacy expected of the president (Hassan et al., 2010). McCarthy (2003) reflected that moving from faculty to administration with little to no leadership training was not something for which he was prepared. Assuming then that if a community college president rises through the ranks from faculty to president with no leadership training, the individual may be inadequately prepared (Duval, 2003; McCarthy, 2003).

Doctoral programs. University doctoral programs specializing in community college leadership have been utilized to develop leadership skills. In the 1950s, doctoral programs specializing in community college leadership were developed in response to the

increasing demand for specialized skills by community college leaders (Young, 1996).

Nationally, university-based doctoral programs were credited with developing

community college leaders between 1950 and 1970 while, advanced degrees awarded in

community college leadership decreased by 78% between 1982 to 1987 (Shultz, 2001).

Likewise, Hammons and Miller (2006) posited that doctoral programs in community

college leadership were designed to meet the demands of the contemporary community

college.

Eddy and Rao (2009) uncovered some doubt among research participants

concerning the capacity of a doctorate to truly prepare community college leaders.

McNair (2010) wrote that community college leaders indicated the leadership

competency--"organizational strategy"-- was best acquired or developed through doctoral

studies, a finding appearing in other studies (Boswell & Imroz, 2013; Hassan et al.,

2010). Competencies such as resource management, communication, collaboration,

community college advocacy, and professionalism were found to be best acquired

through on-the-job training, mentoring, and other professional development activities.

This finding is aligned with previous research that on-the-job experience is one of the

most effective activities for attaining community college leadership competency (Boswell

& Imroz, 2013; Day, 2000; Hassan et al, 2010; McCauley & Van Velsor, 2004).

Research by Li, Friedel, and Rusche (2011) suggests that doctoral programs may be more

appropriate for building a foundation based on critical leadership competencies.

Regardless, many current and future community college leaders have and will

continue to seek doctorate degrees. According to AACC, 85% of community college

chief executive officers hold a doctorate degree (AACC, 2013). Although, Amey and

VanDerLinden (2002) found that less than two percent of presidents with doctorates indicated their field of study was specific to community college leadership or administration. Duree (2007) revealed that more than one-third of research participants completed a doctoral program with an emphasis in community college leadership. The Doctor of Education (Ed.D.) is one of the most pursued doctorates in the community college system and generally considered a more practical degree than the research-focused Doctor of Philosophy (Ph.D.).

Short-term programs. There is a growing need to supplement university-based doctoral programs with an emphasis on community college leadership. Short-term leadership development programs build specific skill sets, address current trends, and provide a platform for professional networking. That is, the growth of more leadership development institutes is a way to complement university programs.

The AACC offers national leadership programs such as Future Leaders, President's Academy, the Washington Institute, and Workforce Development as well as annual conventions for leaders from community colleges. Another community college-based organization, League of Innovation, hosts an annual conference and an annual Executive Leadership Institute for leaders who are qualified to serve a presidency. Short-term programs provide an opportunity for individuals to network and acquire competencies appropriate to community college leadership. However, the literature suggests that short-term leadership development programs bring about the same concerns as doctoral university-based programs by not preparing an adequate supply of new leaders, lacking an experiential component, and/or unresponsive to locale issues (Eddy, 2008; Reille & Kezar, 2010; Shultz, 2001).

Grow Your Own (GYO) programs. In the early 2000s, community colleges began to increase the number of GYO programs in response to the anticipated rise in retirements. The primary purpose of GYO programs was to prepare mid-level employees for increased leadership positions (Benard, 2012). Overall, the literature supports GYO programs as a strategy for leadership development (Bornheimer, 2010; Boswell & Imroz, 2013; Boswell, 2013; Day, 2000; Hassan et al, 2010; Jeandron, 2006; McCauley & Van Velsor, 2004; McNair, 2010; Reille & Kezar, 2010; Robinson, Sugar, & Miller, 2010; Shultz, 2001).

GYO programs were effective in developing management and leadership skills in individuals, preparing individuals for leadership positions within the college, increasing self-confidence levels, increasing community and campus involvement, as well as improving communication and collaboration within the college (Jeandron, 2006; Reille & Kezar; 2010). Program coordinators have the flexibility to customize GYO content to a specific college and the community in which it is located (Jeandron, 2006). The cost of GYO programs can be contained based on the number of participants.

On the contrary, Reille and Kezar (2010) advised program coordinators to be aware of biases in GYO curriculum development by making instructional design decisions based on suitability rather than the application of adult theories. As GYO program planners may not be as acquainted with instructional design systems, decisions may be made based on convenience rather than effectiveness. Furthermore, GYO programs may be too narrowly fixated on a specific college's leadership needs and, in a larger context, may be inadequate. Additional recommendations include customizing GYO curriculum to address specific campus culture and the development of programs

based on the AACC's *Competencies for Community College Leadership* (AACC, 2005, 2013).

Competency Models

In this section, approaches to competency modeling related to the AACC leadership competency framework are reviewed. The widely accepted definition of a competency model is the set of desired competencies – skills, knowledge, attitudes, underlying characteristics, or behavior – that differentiate effective and ineffective performers (Boyatzis 1982; McLagan 1996). Fulmer and Conger (2004) provided a summary of benefits for using competency models: communicate clear expectations for roles and levels of performance, provide more valid planning data, link development activities to goals, provide guidelines for development, protect the morale of people, quantify performance management, streamline HR activities, provide a common framework, and communicate leadership development strategies.

Competency approaches. Briscoe and Hall (1999) argued that competencies maybe classified by three approaches: a research-based approach, a strategy-based approach, and a values-based approach. The research-based approach is grounded in behavioral research. Interviews with high performers nominated by administrators are conducted to identify behavioral examples that demonstrate the key to their success. The aim of behavioral event interviews is to distinguish exemplar performance from good performance. This is considered the most legitimate approach as administrators are involved in the development process which raises acceptance of the competency framework. The strategy-based competency approach places strategic direction of the organization at the center of the process. The advantage of this approach is its relevancy

to organizational business. The values-based approach relates to cultural values of the organization. Briscoe and Hall (1999) emphasize the potential advantage of the value-based approach of having a strong motivating power.

These three major competency approaches are components of another category of competency modeling proposed by Rothwell and Kazanas (1998) and reformulated by Rothwell and Lindholm (1999): the borrowed approach, the borrowed-and-tailored approach, and the tailored approach. The borrowed approach is the borrowing of an existing competency model from another organization. It is easy to conduct as it requires no methodology and is the least expensive. The borrowed-and-tailored approach is the borrowing of an existing competency model from an organization and modifying it to the culture of the new organization. This method requires a simple methodology as the former organization has previously developed the model. The tailored approach is based on rigorous research involving exemplar performers within the organization plus the organization's strategic plan and its cultural values. It is the most expensive approach and the most challenging to conduct as it requires a methodology while the borrowed and the borrowed-and-tailored approaches require little if any methodology. Rothwell and Lindholm (1999) posit a rigorous tailored approach is essential to use when the organization's decision-makers plan to use competency models as a basis for making such important employment decisions as selecting, terminating, or promoting" p. 97). In the development process of the AACC competencies for community college leaders, it could be argued that the three competency approaches (research-based, strategy-based, and values-based) were synthesized to determine how best to develop and sustain leaders reinforcing the tailored approach.

AACC competency framework. Studies have been conducted to determine competencies community college leaders require to be effective. As part of the Leading Forward Initiative funded by the W. K. Kellogg Foundation, the AACC hosted several constituent groups of experts in community college leadership from AACC affiliate councils, college and state GYO programs, colleges in underserved areas, and university programs (AACC, 2003). Qualitative data were refined and contextualized to fit the community college culture. In 2004, AACC designed and distributed a survey to summit participants to validate leadership competencies required by community college professionals. Seeking to address the expected turnover in leadership, the AACC acknowledged six competencies required by community college leaders (AACC, 2005). The second edition of the *AACC Competencies for Community College Leaders* includes five competencies as the AACC attempts to reimage the 21st century community college (AACC, 2013).

In 2012, AACC began revising the original *Competencies for Community College Leaders* which was based on the insights of: AACC Executive Committee of the Board of Directors; AACC Presidents Academy Executive Committee; Association of Community College Trustees; National Council of Instructional Administrators; National Council for Student Development; 21st Century Commission Implementation Team 9; and several focus groups consisting of new and seasoned CEOs (AACC, 2013). However, research regarding the implications for implementing the revised framework was limited during the time of this study.

Research revealed that community college leaders believed the original AACC competencies were essential for effective leadership (Boswell & Imroz, 2013; Hassan et

al. 2010; McNair, 2010). McNair (2010) asked California community college leaders to identify which core competencies were essential for effective leadership and to describe how leaders' best developed those competencies. Overall, respondents consistently agreed or somewhat agreed that the six core competencies were essential to the effective performance of administrators at their college. Hassan et al. (2010) found that the presidents and trustees in New York and Florida rated the AACC competencies as very important or extremely important. In a similar study, Boswell & Imroz (2013) found that presidents, vice presidents, and deans in Pennsylvania rated the AACC competencies as very important or extremely important. These findings suggest a critical need to utilize this framework in designing curricula for community college leadership programs and other professional development activities.

AACC Competencies for Community College Leaders

Organizational Strategy: An effective community college leader promotes the success of all students, strategically improves the quality of the institution, and sustains the community college mission based on knowledge of the organization, its environment, and future needs.

Institutional Finance, Fundraising, and Resource Management: An effective community college leader equitably and ethically sustains people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college.

Communication: An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its surrounding community, promotes the success of all students, ensures the safety and security of students and the surrounding college community; and sustains the community college mission.

Collaboration: An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission.

Community College Advocacy: An effective community college leader understands, commits to, and advocates for the mission, vision, and goals of the community college on the local, state, and national level.

Figure 1. Adapted from "*AACC competencies for community college leaders,*" by American Association of Community Colleges, 2013, Retrieved from http://www.aacc.nche.edu.

Implications for Implementing a GYO

Within the last five years, an increasing number of GYO leadership development programs have been introduced to tackle the leadership shortages in community colleges (Bornheimer, 2010; Jeandron, 2006; Reille & Kezar, 2010; Scott & Sanders-McBryde, 2012). The GYO approach was found to be promising given there are not enough doctoral programs that specifically train community college leaders (Eddy, 2010; Shultz, 2001). In fact, the literature suggests that current university-based programs or nationwide short-term programs do not prepare an adequate amount of new leaders to swap retirees and fill the leadership gap (Eddy, 2008). Researchers have also examined whether the university-based and the short-term leadership programs are effective in preparing employees for community college leadership positions. These researchers mention several reasons, arguing that university-based and short-term programs emphasize too much on theory, are indifferent to the community college context, or miss important local leadership circumstances that varies (Brown, Martinez, & Danial, 2002; Eddy, 2008; Eddy & Murray, 2007; Manzo, 2003; Piland & Wolf, 2003; Shultz, 2001).

Additionally, the challenges that faculty must overcome in order to train community college leaders makes it even less feasible for administrators or those who aspire to be administrators to gain leadership competency through graduate study. The major challenges that prohibit the integration of community college leadership competency into graduate study include: Curriculum design, program focus, administration, lack of community college experience/knowledge, program emphasis, resistance, recruitment/selection, curriculum approval, and work experience (Boswell, 2013).

A GYO leadership development program may be more effective than a university-based or a nationwide short-term program because it can be customized to the characteristics, culture, goals, and specific needs of the community college (Stone, 1995). Hull and Keim (2007) found that nearly 70% of presidents studied believe there is a need to expand in-house development programs. However, very few community colleges have a GYO in place (Cota, 2006; Jeandron, 2006). There are many explanations for the lack of GYOs: workplace politics (Pfeffer, 1982); strong socialization and cultural norms (Neumann, 1989); insufficient information, poor timing and/or lack of necessary resources (Kotter & Schlesinger, 1979); or poorly planned implementation of the change initiative (Winum, Ryterband, & Stephensen, 1997). The present study intended to investigate the behaviors or actions necessary to implement a GYO leadership development program, readiness of the community college to implement, pros and cons related to the implementation, confidence in the implementation, and the strategies utilized to facilitate the implementation.

Transtheoretical Model Framework

This section presents the assumptions behind transtheoretical model (TTM) constructs as well as the potential for the TTM to explain and facilitate the implementation of the AACC competency framework into community college leadership development programs. The TTM systematically incorporates four theoretical constructs central to change:

1. Stage of Change – intention to take action

2. Decisional Balance – pros and cons associated with a behaviors consequences

3. Self-Efficacy – the degree of confidence for intentional behavior change

4. Processes of Change – ten cognitive, affective, and behavioral activities that facilitate change (Prochaska, et al., 2006).

Stages of change. The first stage of change, the pre-contemplation stage, is the state in which there is little or no consideration of change for the current behavior in the foreseeable future (Prochaska et al., 2006). Organizations could remain in the pre-contemplation stage for a number of reasons including denying there is a problem with the status quo behavior. Consequently, pre-contemplators resist taking action unaware of negative consequences of the current behavior or belief that consequences are insignificant. Also, organizations may be in the pre-contemplation stage due to unsuccessful change attempts and have given up the thought of changing. This stage is typically quantified as "not intending to take action in the next six months."

An organization enters the second stage of change, contemplation, after leaders seriously think about changing a particular behavior usually within the next six months (Prochaska et al. 2006). Organizational leaders are likely to recognize more of the pros or benefits of changing. However, they experience ambivalence towards change by overestimating the cons or drawbacks of change. Resolving this ambivalence in the contemplation stage is one way to help organizations move to take action to change their behaviors.

In the third or preparation stage, organizations make a commitment to take action, usually quantified, within the next 30 days and have already taken small steps toward that goal. The positives of changing to a new behavior outweigh the cons and action-oriented behavior change programs are appropriate for organizations.

In the action stage, organizations implement the plan by taking steps to change current behavior patterns and creating a new behavior pattern (Prochaska et al., 2006). That is, they are overtly engaged in modifying their problem behaviors or acquiring new behaviors which is usually quantified as taking action for less than six months.

Finally, the maintenance stage occurs when the new behavior pattern is sustained for an extended period of time and is consolidated into the norms of the organization (Prochaska et al., 2006). Organizations have persistent action usually quantified as more than six months. The change process is usually spiral --not linear--with several setbacks to earlier stages before permanent behavior change is attained (Prochaska & DiClemente, 1983, 1986).

Decisional balance. The key construct believed to influence movement between the stages is the decisional balance inventory derived from Janis and Mann (1977) and reflects an organization weighing the pros and cons of behavior change. For example, in the pre-contemplation stage, the cons of the new behavior(s) outweigh the pros of the new behavior(s). A crossover occurs in the middle stage as the pros of the new behavior(s) begin to outweigh the con(s) of the new behavior. The crossover effect has been observed in a meta-analysis of 55 studies using TTM (Hall, 2004). The balance of pros and cons was systematically related to stages of change across organizational change studies using TTM (Levesque, Prochaska, & Prochaska, 1999; Levesque et al., 2001; Prochaska, 2000; Prochaska et al., 2006).

Self-Efficacy. The transtheoretical model integrates elements of Bandura's self-efficacy theory (1977). This construct reflects the degree of confidence the individual has in maintaining a desired behavioral change in situations that often trigger setbacks. It is

also measured by the degree to which the individual feels tempted to return to their problem behavior in high-risk situations. In the precontemplation and contemplation stages, individuals' temptation to engage in the problem behavior is far greater than their self-efficacy to abstain. Self-efficacy increased from precontemplation to maintenance (Hall & Rossi, 2004, 2005; Prochaska, et al., 2006).

Processes of change. The processes of change include both covert and overt activities that organizations carry out to progress through the stages of change. Research on a variety of behaviors has identified strategies or processes that function best to facilitate change in each TTM stage (Hall, 2005; Prochaska, 1994; Prochaska, Redding, & Evers, 2002). The 10 processes of change applied to implementing AACC leadership competencies into leadership development programs are: consciousness-raising, dramatic relief, environmental reevaluation, self-reevaluation, social liberation, self-liberation, reinforcement management, helping relationships, counter-conditioning, and stimulus control. Figure 2 summarizes the current understanding of TTM constructs as organizations progress through the stages (Prochaska et al., 2006).

In practice, the TTM approach involves a scientific assessment of an organization's readiness to perform an organizational change and then strategies are matched to the organization's stage of change (Prochaska, 2000). If an organization is found in the pre-contemplation stage, TTM shows that pros must go up. Consciousness-raising workshops using education, information, and feedback can communicate how the change will benefit employees and the organization. Such systematic strategies may be used at each stage as the organization prepares for effective action.
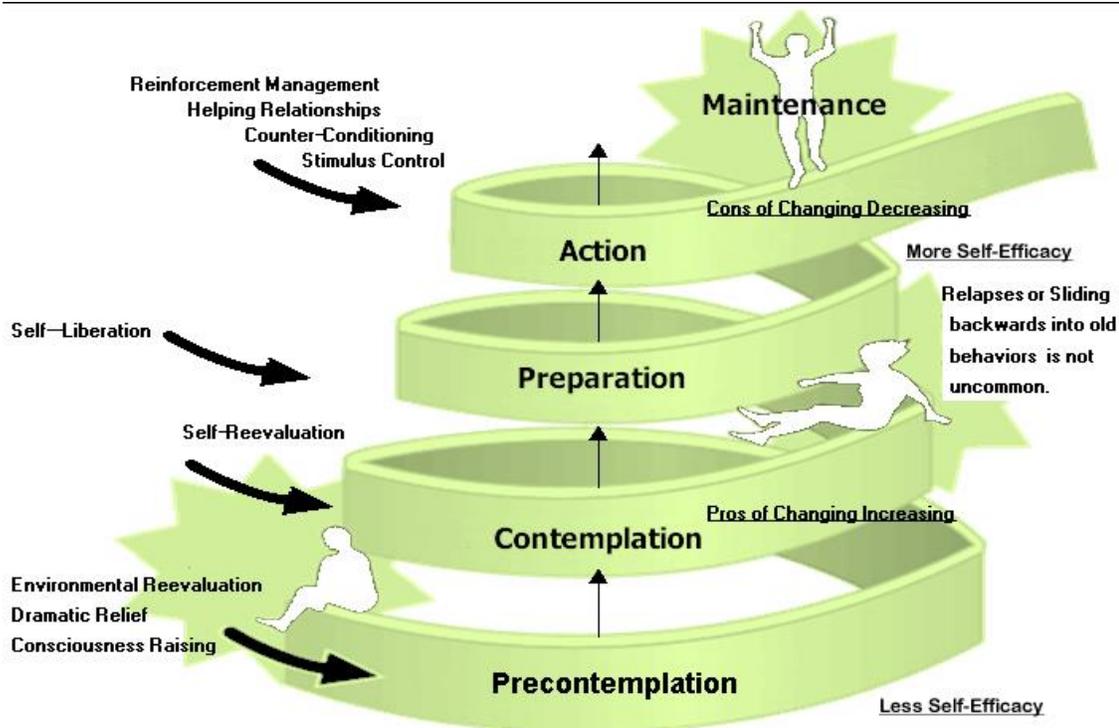
Figure 2. Integration of the TTM constructs and their patterns of emphasis. Adapted from "*Assessing readiness for advancing women scientists using the transtheoretical model*," by J. M. Prochaska, L. Mauriello. K. Sherman, L. Harlow, B. Silver, and J. Trubatch, (2006, p. 6).

Application of TTM to Implement a GYO

The first step in applying TTM to a new area is developing measures of core constructs (Prochaska, et al., 2006) which includes identifying criteria that define action for the target behavior (Boswell, 2011; Prochaska et al., 2006). To implement a GYO leadership development program, the process of defining the criteria includes conducting interviews with program coordinators with great responsibility for implementing GYO programs. Data collected from this process aid in generating codes and themes that define actions for implementing a GYO program, pros and cons of implementation, self-efficacy in the implementation, and processes of change to move community colleges toward implementing a GYO.

Chapter Summary

With the aging and impending retirements of current leaders, community colleges are facing a growing need to develop future community college leaders. Literature supports GYO leadership development programs as a promising solution to develop tomorrow's community college leaders. While most community college leaders recognize GYO leadership development programs as a potential solution to the looming leadership crisis, studies regarding the implementation of these programs are scarce. This present research included a historical background and current literature review of community colleges and the development of their leaders. The implications of implementing GYO leadership development programs were then established. Finally, assumptions behind the theoretical framework and its constructs stages of change, decisional balance inventory, self-efficacy, and processes of change were introduced.

In 1947, the President's Commission (Ratcliff, 1994) launched the community college model as a system of public colleges that would charge little to no tuition, be responsive to the community's needs through a broad set of course offerings, and foster a deep attachment and anchor to its locale. Today, the community college mission continues to focus on and contribute to educational services geared to the needs of its immediate service area. Enrollments continue to increase with nearly half of all undergraduates in the United States enrolled in community colleges. Many of the current community college leaders who have led this growth of community colleges are reaching retirement age.

Effective leadership is absolutely essential in ensuring that change becomes a reality on community college campuses. Moreover, there is a need for ethical leadership

in community colleges due to unfavorable publicity from ethics violations including illegal financial practices, allegations of sexual abuse, accusations of nepotism and cronyism, misappropriating monies, grade-changing, cash-for-grades, and other improper student faculty relationships. Community college administrators are members of a profession that maintains its own code of ethics. It is necessary to include ethics instruction in community college leadership development programs; however the way in which ethics is incorporated into instruction programs varies. Case studies seem to be a promising approach.

Historically, individuals have gained leadership competence in community colleges through on-the-job experience, doctoral programs, or other leadership development programs. Leaders of community colleges appear to obtain leadership skills through on-the-job training. In the 1950s, doctoral programs with a community college leadership specialty were created to serve an increasing demand for the specialized skills of community college leaders. Short-term leadership institutes complemented university programs. In the early 2000s, community colleges increased the number of GYO programs in response to the anticipated rise in retirements.

Studies have been conducted to examine the competencies community college leaders need to be effective with the AACC acknowledging six competencies needed by community college leaders (AACC, 2005). The second edition of the AACC *Competencies for Community College Leaders* includes five competencies as the AACC strives to reimage the 21st century community college (AACC, 2013). It has been recommended that program designers utilize the AACC leadership competencies to

develop curricula for doctoral-based university programs as well as other programs such as GYOs.

GYO programs appear to be most promising to develop community college leaders. Literature also suggests that current university-based programs and nationwide short-term programs do not prepare an adequate number of new leaders to fill the leadership gap. While on-the-job training may be the primary means for leadership development, the literature indicates that if not coupled with specific leadership training, it could lead to inadequacies in leadership roles.

In this present study, the Transtheoretical Model of behavior change (TTM) theoretical framework was identified as a process for implementing GYO leadership development programs. TTM provides a systematic and empirically based approach to conceptualizing and assessing readiness for intentional behavior change. Its primary assertion is that behavior change occurs in stages over time.

Chapter 3

Methodology

Introduction

There is a looming leadership shortage at all levels within community colleges resulting in a critical need to rapidly prepare future community college leaders. The purpose of this present study was to describe success factors for implementing Grow Your Own (GYO) leadership development programs in community colleges. This study investigated the necessary behaviors and actions to implement GYO leadership development programs, pros and cons of implementation, confidence to implement, and strategies to facilitate implementation. To accomplish this research, interviews were conducted with personnel at multiple community colleges in Texas and states in the Middle Atlantic region of the United States to learn how GYO program coordinators experienced the process. An explanation of the methodology used in this study is presented in this chapter.

Research Questions

This study pursued the following research questions:

1. How is the implementation of a Grow Your Own leadership development program conducted by community colleges?

2. What are the pros and cons for implementing a Grow Your Own leadership development program?

3. In what situations are program coordinators confident in implementing a Grow Your Own leadership development program?

4.   What processes are community colleges using to facilitate the implementation of

a Grow Your Own leadership development program?

These four research questions will be answered qualitatively by defining actions, pros

and cons, self-efficacy, and processes of change experienced when implementing a GYO

leadership development program at a community college. Table 2 links the research

questions with the interview questions from this study to related literature.

Research Design

A qualitative methods research design was used in this study. Given the imminent

leadership shortage in community colleges, literature supports that GYO leadership

programs may be the best option to develop community college leaders (Bornheimer,

2010; Boswell & Imroz, 2013; Boswell, 2013; Day, 2000; Gerald, 2014; Hassan et al,

2010; Jeandron, 2006; McCauley & Van Velsor, 2004; Reille & Kezar, 2010; Robinson,

Sugar, & Miller, 2010; Rowan, 2012; Shultz, 2001). Although GYO leadership

development programs in community colleges have been studied thoroughly, limited

research has been conducted on best practices in implementing GYO. Through qualitative

research, the researcher described GYO implementation successes based on the

perceptions of individuals who have experienced the process.

Two definitions of qualitative research suggest that it is:

1. A situated activity that locates the observer in the world. A set of

interpretive, material practices that make the world visible. These

practices transform the world by turning it into representations including

field notes, interviews, conversations, photographs, recordings, and

memos to self. At this level, qualitative research is an interpretive,

naturalistic approach to the world as qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2011, p. 3).

2. Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns and themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, a complex description and interpretation of the problem, and its contribution to the literature or a call for change (Creswell, 2013, p. 44).

Qualitative research is considered appropriate in situations where research data on a particular problem or issue is scarce. Creswell (2013, p. 47-48) conveyed that a qualitative design is applicable when (a) a problem or issue needs to be explored; (b) we need complex, comprehensive understanding of the issue; (c) we want to empower individuals to share their stories; (d) we want to write a literary, flexible style that conveys stories; (e) we want to understand the contexts or settings in which participants in a study address a problem or issue; (f) we want to follow up quantitative research and help explain the mechanisms or linkages in causal theories or models; (g) we want to

develop theories when partial or inadequate theories exist for certain populations; (h) quantitative measures and statistical analyses simply do not fit the problem. Maxwell (2013, p. 30-31) described five goals for which qualitative research is well-suited (a) understanding the meaning for the participants in the study of the events, situations, experiences, and actions that they are engaged in; (b) understanding the particular contexts that participants act, and the affect the context has on their behaviors; (c) understanding the process events and actions take place; (d) identifying unanticipated occurrences and motivations, and generating new theories; (e) developing causal explanations. These collective definitions and goals of qualitative research supported the qualitative methodology selection.

Approaches to Inquiry

As a research methodology, a phenomenological study describes the shared meaning for research participants of their lived experiences of a process whereas grounded theory intends to move beyond description to discover a theory for a process or action (Creswell, 2013). This study applied methodology features of both phenomenological and grounded theory research. That is, the researcher borrowed from grounded theory but adapted to phenomenological. In this section, the researcher describes the meaning of each approach, why they were used, and how they would inform the procedures of the study.

Phenomenological. Phenomenological research draws profoundly on the works of German mathematician Edmund Husserl who developed a philosophy phenomenology and a phenomenological psychology (Giorgi, 1989). There are several types of phenomenology. Embree (1997) recognized seven types: psychological, naturalistic

constitutive, existential, generative historicist, genetic, interpretive, and realistic. Psychological and interpretive phenomenology is the two classic types that guide the majority of phenomenological research (Langdridge, 2007). This study focuses on psychological phenomenological.

Psychological phenomenology focuses on a description of what all research participants have in common as they experience a phenomenon. Moustakas (1994) emphasizes one of Husserl's notions, bracketing, in which researchers set aside their experiences as much as possible to take a renewed perception toward a phenomenon under exploration. The notion of bracketing should be in the researcher's mind throughout the research process (Carpenter, 2007) while Moustakas (1994) acknowledges that this state is rarely achieved. However, "researchers who embrace this idea…begin a project by describing their own experiences with the phenomenon" (Creswell, 2013, p. 80). Hence, it is in the first phases that the researcher ensures the suspension of assumptions or bias toward the phenomena as they scan for key phrases and statements within the participants' responses. In this present study, the role of the researcher is discussed in an effort to bracket researcher bias.

Giorgi (1989) acknowledged four core characteristics of psychological phenomenological studies. The first two characteristics are the rigorous description of subject experiences and the practice of reduction in order to analyze the descriptions. The other two characteristics relate to the intentional relationship between persons and situations which discloses the essences or structures of meaning inherent in human experiences through the use of imaginative variation. Together, these four themes constitute a core component of psychological phenomenology (Giorgi, 1989).

A psychological phenomenology approach was considered appropriate for this study because it offered insights into understanding human experiences by producing accurate descriptions. The phenomenological method described the experiences shared by program coordinators of GYO leadership development programs in community colleges. By seeking first-hand perceptions and descriptions of participants' experiences, in-depth information regarding the implementation of GYOs was obtained and explored. The researcher determined that phenomenological was the appropriate research methodology to elicit relevant information. This study was adapted to phenomenological while inclined towards grounded theory.

Grounded theory. Grounded theory originated in sociology by researchers who thought research theories were often unfitting and incompatible for study participants (Glaser & Strauss, 1967). As a qualitative research approach, the intent of grounded theory is to move beyond descriptions and discover a theory for a process or action (Creswell, 2013). A critical notion is that theory is grounded in data from participants who have experienced the process or action (Corbin & Strauss, 2007).

For this study, grounded theory was utilized as the researcher generated a general explanation of the actions or behaviors for implementing GYO leadership programs as shaped by participants' experiences. The rationale for applying grounded theory design is to discover a "unified theoretical explanation" (Corbin & Strauss, 2007, p. 107). Grounded theory permitted development of action criteria regarding implementing a GYO program by participants who have experienced the process. Furthermore, the development of the theory may help explain practice and/or provide a framework for

further research (Creswell, 2013). This explanation consisted of actions or behaviors necessary when implementing GYO.

The interpretive framework of the present qualitative study is social constructivism. The researcher sought to understand and rely on participants' experiences in implementing a GYO leadership development program at community colleges. The researcher realized that his personal background influenced the interpretation of the results. The researcher's intent was to interpret participants' experiences in implementing GYO programs. This framework is manifested in grounded theory approaches whereas theoretical orientation is grounded in the perspectives of individuals (Charmaz, 2006).

This study departs from the social constructivism interpretive framework with a behavioral change theory, the Transtheoretical Model (TTM). The TTM provides a basis for explaining change in large populations for a broad range of behaviors. An initial challenge of applying the TTM in a new venue is to develop criteria for how taking effective action is defined (Prochaska, et al., 2006). This challenge calls for a grounded theory approach to explain action criteria for the target behaviors relating to implementing GYO programs. Interviews and field notes were synthesized to interpret data. The common language, themes, and perspectives discovered may be useful in developing quantitative measures for TTM constructs decisional balance, self-efficacy, and processes of change in future studies.

Sampling

Purposeful sampling techniques were used to gather rich data, mainly criterion sampling (Patton, 1990). Criterion sampling is selecting participates who meet predetermined criteria. Inclusion criteria for this present research were active

coordinators of GYO programs employed by community colleges. The principal investigator selected sites and participants based on the ability to purposely convey an understanding of the research questions. The AACC website was used to identify AACC member institutions from Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Texas, Virginia, and West Virginia.

After IRB approval was granted, the principal investigator and academic advisor recruited volunteers for the study. A letter requesting participation was sent to 16 selected community college presidents or chancellors by the principal investigator's academic advisor. The following week, the principal investigator contacted each president or chancellor to make an appointment with one of their staff to discuss the GYO program at their respective college. The researcher on a specified day and time by telephone or at the community college interviewed the college representative. Ten participants were interviewed. The interview participants varied in ethnicity, age, gender, educational levels, and years of experience at their respective community college (See Table 3).

By virtue of education and experience, the sample in this study appears to be experts as community college administrators. All but one of the participants had a master's degree while one had a bachelor's degree. The participant with a bachelor's degree had over 25 years of experience at the college. The total of participants' years at their respective colleges was 148. The mean was 14.8 years, median was 15.5 years, and mode was 16 years with a range of 27 years at the participants' respective college.

Each college varied in their development and implementation of the GYO leadership development program at their college. From this sample, the longest implementation of a GYO was 15 years and the shortest was four years with the usual

GYO leadership program in this sample about a year long. Some GYOs were implemented annually and bi-annually. One college in this sample has not implemented a GYO since 2011. To enroll in the GYO, college employees had to submit an application within a specific time period. All GYOs in this study had an enrollment capacity of 20 individuals.

Procedures

Internal Review Board (IRB) approval was secured from The Pennsylvania State University prior to contact with any participants. Prior to their interview appointment date, each participant was given a consent form with written assurance of strict confidentiality between the researcher and the participant. Participants were assured that interviews would not be shared and that their names were known only by the researcher. Their responses and demographic data would be identifiable only by participant codes and names were not associated with responses.

Participation was voluntary, and participants understood that they could refuse to answer any questions and/or terminate the interview at any time. They were informed that the purpose of the research was to describe how GYO leadership development programs were implemented at community colleges. The principal investigator asked permission of each participant to digitally record the session for accuracy during transcription.

Data Collection

According to Creswell (2013, p. 146), data collection is a series of interrelated activities that are targeted at gathering information to answer research questions. Activities include (a) locating a site/individual, (b) gaining access and making rapport, (c)

purposefully sampling, (d) collecting data, (e) recording information, (f) resolving field issues, (g) storing data. Investigators may begin at differing entry points.

For this study, data were collected through in-depth individual interviews with participants and respective college websites. One participant was interviewed face-to-face while the rest of the participants interviewed by phone. All participants were asked identical questions regarding implementing GYO at their college. Interviews were guided by a set of semi-structured questions that allowed for discovery of new ideas and themes. At the conclusion of interviews, several participants provided documents pertaining to their respective GYO programs.

Data collection, review, and synthesis were conducted by using NVivo 10 for Windows. Recorded interviews and written transcripts from all interviews were stored in Dropbox, a file hosting service that provides cloud storage and file synchronization. A new project was created in the NVivo 10 software entitled "Implementation of a Grow Your Own." Digitally recorded interviews, transcribed interviews, and other documents were imported for analysis into the qualitative data analysis software (Yin, 2009). When all data were in NVivo 10, the researcher created four broad codes that corresponded to the study's research questions.

Sample size. Theoretical saturation is the critical criterion for finalizing sample size in grounded theory (Strauss & Corbin, 1998). The general rule of theoretical saturation is that data should be gathered until each category is saturated. A sample size of 10 was a starting point and theoretical saturation was applied to determine final sample size (Lincoln & Guba, 1985; Strauss & Corbin, 1998).

Sixteen participants were sought for the study with 10 finally participating. The sampling in this research for the interviews was completed with 10 participants, which was grounded on the depth of information provided. This was due to lack of new information emerging from the last three interviews. According to Tesch (1984), the proper number of participants in a phenomenological study is contingent upon the nature of the phenomenon to be researched. While Tesch indicated that 10 to 15 participants are common, she also mentioned as few as six and as many as 25 participants have been successfully used in phenomenological studies. Polkinghorne (1989) recommends that researchers interview from 5 to 25 individuals who have all experienced the phenomenon.

Semi-Structured Interviews

Semi-structured interviews were the primary data collection method. Patton (2002) states the purpose of interviewing is to enable entry into another person's perspective. An interview is a directed conversation while intensive interviewing allows for an in-depth exploration of an experience (Charmaz, 2006). Interviewing allows for the perspective of others to be significant, recognizable, and explicit. Of the six common forms of data collection provided by Yin (2009)—archival records, direct observations, documentation, interviews, participant-observation, and physical artifacts (p. 102)—Merriam (1998) indicated that interviews were the most common form of data collection used in numerous types of qualitative studies. Merriam (1998) described four categories in which interview questions should be framed (a) hypothetical, (b) devil's advocate, (c) ideal position, (d) interpretive.

Hypothetical questions ask what the respondent 'might do' or 'what it might be like' in a particular situation, and questions usually begin with 'What if' or 'Suppose.' Devil's advocate questions challenge the respondent to consider an opposing view. Ideal position questions ask the respondent to describe an ideal situation. Interpretive questions advance tentative interpretation of what the respondent has been saying and ask for a reaction (p. 77).

For the purpose of this study, interpretive questions were used. Charmaz (2006) states, "the structure of an interview may range from loosely guided exploration of topics to semi-structured focused questions" (p. 26). In semi-structured interviews, a list of objectives with corresponding questions initially guides the interview and the interviewer instinctively asks probing questions to further explore areas of interest (Gupta, Sleezer, & Russ-Eft, 2007).

Individual interviews were conducted for 35 to 75 minutes. A four-page interview guide included open-ended questions and ample space to record field notes (Kvale & Brinkmann, 2009). Before beginning the interviews, the researcher reviewed the consent form and gathered basic demographic data from each participant. At the conclusion of the interview, the researcher reminded the participants of transcript review and that the data generated from the interviews would provide the source for the researcher's interpretation. Additional information from the literature review added insight into implementing GYO programs in community colleges.

Data Analysis

The analysis synthesized collected data to provide a basis to answer this study's four research questions. Listening to interview recordings prior to transcription was the

initial step in the analysis. Next, the researcher transcribed the interviews. After transcribing the interviews, member checks were conducted by soliciting feedback from the research participants relating to their transcribed interviews. Additionally, member checks were conducted to solicit feedback from participants pertaining to the data analyzed by the researcher (Maxwell, 2013). The member checks of analyzed data were necessary as there was no second coder. Some participants modified the transcript and the data analyzed.

The researcher initially emailed transcribed interview documents to the participants for review to eliminate possible misinterpretation of participants' meanings. The participants were asked to review the transcribed document for accuracy and to make appropriate changes. The participants made modifications using Microsoft Word Track Changes and returned their revisions to the researcher via email attachment. Participants' feedback involved changing the language or wording used in the original transcript. When member checks were completed, recorded and transcribed interviews, and other documents were imported into a qualitative data analysis software program (Yin, 2009).

NVivo 10 software guided the researcher in reviewing the transcripts and creating open codes and themes as data were organized into the initial codebook. Charmaz (2006) posits that "grounded theory coding consists of at least two phases: initial and focused coding" (p. 42). The initial codebook for this study consisted of four broad codes corresponding to each research question:

- actions for implementing a GYO

- pros and cons of implementing a GYO

- confidence in implementing a GYO

- processes utilized to implement a GYO.

These codes enabled the researcher to focus on sorting, synthesizing, integrating, and organizing the data. Using focused coding, the researcher moved across interviews and compared participants' experiences in implementing a GYO program; commonalities and differences were noted. Each code was reduced to themes thus expanding the categories as the database was reviewed and reviewed again. By using this process, answers to this study's research questions were gleaned.

After the researcher completed coding and analyzing the data, a second round of member checks was conducted. This was completed by sending an email to the participant with an attached document containing five tables. Each table represented themes discovered after analyzing the gathered data from this study. Research participants were asked to review the tables and provide feedback. Again, participants who made modifications used the Track Changes feature and returned their feedback to the researcher via email. The feedback received involved expanding some of the subthemes within the established themes. A participate suggested that the researcher should clearly define which college committees will be actively engaged in the development, approval, and implementation of a GYO leadership development program. While that may have been practical at their particular college, it was not the shared experience of all participants in this study. Feedback from member checks did aid in expanding themes and subthemes.

Limitations to the Methodology

Limitations to the methodology used in this study included:

1. As the sample was chosen from program coordinators of GYO programs
    at community colleges in the states of Texas and the Middle Atlantic
    region of the United States, outcomes from this study may not be
    generalizable to other populations or non-participants.

2. Participant responses in the semi-structured interviews may be influenced
    by positive or negative feelings unrelated to the present study. Assuming a
    participant received an outstanding evaluation during a job performance
    review, the participant may have expressed glowing views about their
    college's GYO program.

3. As codes and themes were developed by the researcher, unintended
    researcher bias may have affected outcomes.

Role of the Researcher

As the researcher is an advocate of the community college concept and believes
that some of his richest learning experiences occurred at the community college level, his
perception is that leadership development is a critical need to realize the mission of
community colleges in the United States. That includes providing access to education and
training programs and, in turn, a means for success for all.

The author of the present research was the sole data collector and analyst;
therefore, unintentional researcher bias may exist. That the author was a community
college student may have amplified a positive view of community colleges. Further, the
author's current work as an instructional designer at a community college may have
increased empathy for participants and encouraged genuineness in their responses. His
experience with designing training and development programs as well as individual

perceptions may have impacted the interpretation of implementing GYO in community colleges. The author believes that true change does not occur rapidly; rather it is a process that occurs over time. This belief may have influenced the conduct and conclusions of this study. While no bias can be absolutely eliminated from a study, the researcher did his best to remain accurate in reporting the realities of the study as provided by the data. The researcher made every effort during the interviews to listen and interpret all discourse in a fair way.

Trustworthiness and Credibility

Lincoln and Guba (2000) described trustworthiness as a foundational aspect to rigor in qualitative studies. One criterion for trustworthiness in qualitative research is clarifying researcher bias (Creswell, 2013; Hunt, 2011; Morrow, 2005). Trustworthiness is established by "reflexivity, or self-reflection, on part of the researcher' (Hunt, 2011, p. 298). According to Hunt (2011), the "researcher-as-instrument" concept embraces the inherent bias and subjectivity of the researcher with the goal of unavoidable bias and subjectivity being as "transparent as possible" (p. 297). Clarifying the researcher's biases consist of comments about "past experiences, biases, prejudices, and orientations that have likely shape the interpretation and approach to the study" (Creswell, 2013, p. 251). In this study, the role of the researcher section clarified the researcher's bias.

The trustworthiness of the research is also made transparent by using rich data from direct quotes to illustrate themes extracted from participants' comments (Creswell, 2013; Geertz, 1973; Maxwell 2013).

Table 2

Research-based Questionnaire

Research Questions	Interviews Questions	References
How is the implementation of a Grow Your Own leadership development program conducted by community colleges?	• What are your responsibilities for leadership development at your college? • What does it mean to implement a leadership development program at your college? How do you do it? • What actions are the most significant in order for the implementation of the leadership development program to be successful at your college?	• Levesque, Prochaska, & Prochaska (1999) • Levesque et al. (2001) • Prochaska et al. (2006)
What are the pros and cons for implementing a Grow Your Own leadership development program?	• What is the desired outcome of the leadership development program at your college? • What are the major challenges for implementing a leadership development program at your college? • What barriers may hinder the implementation of a leadership development program?	• Levesque, Prochaska, & Prochaska (1999) • Prochaska et al. (2006)
In what situations are program coordinators' confident in implementing a Grow Your Own leadership development program?	• In what situations are you the most confident to implement leadership development programs? • In what situations are you the least confident to implement leadership development programs?	• DiClemente, et al. (1994) • Prochaska et al. (2006)
What processes are community colleges using to facilitate the implementation of a Grow Your Own leadership development program?	• How could or do you help others realize the positive impact of implementing the leadership development program at your college? • How could or do you empower individuals to participate the leadership development program at your college? • What cues or reminders have been added by your college for the implementation the leadership development program?	• Levesque et al. (2001) • VonSternberg (2005)

That is, "such data generally require verbatim transcripts of the interviews, not just notes on what you felt was significant" (Maxwell, 2013, p. 126). In this way, the voices of the participants become the focal point. The researcher allows the reader to make decisions regarding the credibility and transferability of information to other settings with the use of rich, thick data. For this study, rich data was used exclusively in supporting discovered themes.

Member checking provides another means for members (participants) to check (review and approve) the interpretation of the data they provided (Merriam, 1998). This technique is considered "the most critical technique for establishing credibility" (Lincoln & Guba, 1985, p. 314). In this study, participants were given their personal transcript from the interview and asked to verify the accuracy. The participant was encouraged to edit, clarify, and elaborate in their own words. Member checking assisted the assembly of the outcomes to be trustworthy and credible. During an interview, the researcher reiterated or summarized information and then probed participants to determine accuracy. According to Lincoln and Guba (1985), ensuring trustworthiness and the credibility of the interview data are critical areas of concern. Nevertheless, "participants' feedback is no more inherently valid than their interview responses; both should be taken as evidence regarding the validity of your account" (Maxwell, 2013, p. 127).

Chapter Summary

This chapter described the qualitative research methodology utilized in this study which was based on data gathered from participants in semi-structured interviews. The qualitative research design consisted of a psychological phenomenology methodology that utilized grounded theory approaches as well while a social constructivist interpretive

framework guided the data collection. Initial and focused coding guided the coding and themes developed based on collected data.

Clarifying the role of the researcher, rich data, and member checking were techniques to enhance trustworthiness and credibility. Findings resulting from this study were used to discover a unified explanation of a process for implementing GYO leadership development programs in community colleges. Chapter 4 presents the results of this grounded theory study.

Table 3

Participant Characteristics

State	Title	Ethnicity/ Race	Age	Gender	Education	Years at College	Medium	Length of Interview
MD	Interim Associate VP of HR	Caucasian	54	Female	Masters	3	Telephone	53 minutes
NJ	Associate Director of HR	Caucasian	40s	Female	MBA	12	Telephone	73 minutes
NY	Executive Director of HR	Caucasian	61	Female	Bachelors	25	Telephone	52 minutes
NY	Deputy Director of HR	Asian	48	Female	Masters	18	Telephone	52 minutes
NY	HR Specialist	African American	49	Female	Masters	15	Telephone	52 minutes
PA	Assistant VP of Academic Affairs	Caucasian	Private	Female	PhD	30	Face-to-face	70 minutes
TX	Associate Director of Organization Development	African American	62	Female	Masters	16	Telephone	52 minutes
TX	Training Specialist	African American	61	Female	Masters	16	Telephone	65 minutes
VA	Associate Director of HR	Caucasian	59	Female	PhD	6	Telephone	67 minutes
WV	Director of Campus Operations	Caucasian	53	Male	Masters	7	Telephone	36 minutes

Chapter 4

Study Results

The increase of leadership shortages in community colleges has been a far-reaching national concern (Campbell, 2006; Fain, 2008; Leubsdorf, 2006; Reille & Kezar, 2010; Scott & Sanders-McBryde, 2012; Tekle, 2012; Weisman & Vaughn, 2007). The purpose of this study was to describe success factors for implementing Grow Your Own (GYO) leadership development program within community colleges. To accomplish this, semi-structured interviews relating to participating college's program was completed. This involved researching perceptions of survey participants regarding implementing GYO.

The outcomes of the GYO leadership development programs explored in this study were limited as many of the participants did not track the results of their respective programs. One participant posited "the true impact of skills developed…will be realized as the institution faces challenges and opportunities in the coming years." The same participant noted that nearly 40% of the first 10 cohorts of GYO graduates have earned promotions or placement in leadership positions. The remaining participants who were not tracking the outcomes of their leadership programs indicated that they were planning to track the impacts in the near future.

This chapter is divided into four sections. The first section presents the results that define actions for implementing a GYO program. In the second section, pros and cons related to the implementation were recognized. The third section identifies situations in which participants were confident to implement a GYO program. Section four

categorizes the processes of change utilized to implement a GYO leadership development program.

The increase of leadership shortages in community colleges has been a broad national concern (Campbell, 2006; Fain, 2008; Leubsdorf, 2006; Reille & Kezar, 2010; Scott & Sanders-McBryde, 2012; Tekle, 2012; Weisman & Vaughn, 2007). The purpose of this study was to discover best practices for implementing grow your own (GYO) leadership development program within community colleges. To accomplish this, semi-structured interviews relating to each participating college's program was completed. This involved researching perceptions of survey participants regarding implementing GYO.

This chapter is divided into four sections. The first section presents the results that define actions for implementing a GYO program. In the second section, pros and cons related to the implementation were recognized. The third section identifies situations in which participants were confident to implement a GYO program. Section four categorizes the processes of change utilized to implement a GYO leadership development program.

Research Question 1: How is the implementation of a Grow Your Own leadership development program conducted by community colleges?

The Transtheoretical Model (TTM) framework provided the foundation for explaining the process of implementing GYO leadership program. One of the initial challenges of applying the TTM to a new area is to develop criteria for taking effective action (Prochaska, et al., 2006). The participants in this study provided rich and illustrative descriptions of action criteria that define what it means to implement a GYO

in community colleges. Four key behaviors were determined by these descriptions (which involved identifying codes and themes). The actions that emerged were (a) support, (b) research, (c) development, (d) appraisal.

Support. Comments about support were grouped into two themes. Support as it relates to implementing GYO refers to obtaining support from within and outside the community college. Direct quotes from survey participants follow.

Support from within college. These comments focus on the support from college leadership and those enrolled in GYO programs. The following are the most similar comments in this subtheme.

Participant 1: That is another thing that is critical; having the buy-in and support of your leader to run a leadership institute. Obviously we did because the president is the one who said I want you to do this. He was always supportive of it as well as the vice president for academic affairs throughout the years.

Participant 2: We need to have participation and we need to have support. We need support from the administration to run the program and to make sure we have the resources to run the program. We need to have participation and support from whomever is leading the people in these roles that are attending the leadership programs. We need the people who are registered to come in participate and come with an open mind and be willing to take on some new ideas.

Participant 5: We at our college are very much into shared government so we work in an inter-committee setting. The committe decides on the curriculum...we have an academic deans council and we asked a representive from the academic

deans council to work in a smaller group to really get a basis together then come

up with a proposal to bring back to the larger group…At our college we are truly

commited to share governance that involves collaboration, decision-making, and

consensus building.

Participant 8: We need top-down support…That's the main thing! We need our

president and our vice president to be onboard for our leadership development

program. Also, we need budgetary support…we also established a network of

trainers and facilitators.

Support from outside college. The next group of participants' comments focuses

on support from people outside the college including individuals and/or organizations

that represent local, state, and national levels. The following are the most similar

comments in this subtheme.

Participant 1: We also focus on the state context and what we do there is bring in

a panel of community college presidents. So our president would usually get his

colleagues. We have actually used Pennsylvania presidents and New Jersey

presidents so far. The participants get to have a discussion and talk to them about

their leadership and how they made decisions to become a leader. It is a very

personal, informal session where amazingly the presidents share their challenges,

fears, and successes.

Participant 4: We aligned the college leadership program with the AACC

competencies…so the AACC competencies are the ones that we speak to the

most.

Participant 5: <u>Basically, we have guest speakers and each month there is a</u>

<u>topic… For instance the very first session is developing a strategic leadership</u>

<u>perspective. At that point, a list of valuable resources are provided having to do</u>

<u>with community colleges and where are they going.</u>

Research. Comments about research were grouped into two themes that emerged

as benchmarking and identifying instructional objectives. Research involves

benchmarking other GYO programs and identifying instructional objectives.

Benchmarking. These comments focus on considering existing GYO programs to

standardize a new program which may also include a review of best practices in program

assessment and on the job application assessment tools. Below are the most similar

comments in this subtheme.

Participant 1: <u>We started doing some research like you're doing and there</u>

<u>weren't too many leadership programs back in 2002 when we started.</u>

Participant 3: <u>I and another colleague attended a leadership program that was</u>

<u>offered by our state community college system…we thought it would be a great</u>

<u>idea to offer a similar program at our college…so we used that program as a</u>

<u>shining example.</u>

Participant 7: <u>We developed the leadership program through a committee…the</u>

<u>committee was composed of various constituents throughout the college who</u>

<u>would be able to develop a program and develop guidelines to go forth and</u>

<u>conduct the first program.</u>

Identifying instructional objectives. These comments focus on the skills,

knowledge, and other attributes that individuals should attain and apply after completing

the GYO program. Descriptions of the leadership competencies viewed by participants as

the most essential are provided with the most similar comments in this subtheme.

Participant 1: We decided that we needed to focus on certain skills such as

building effective teams and to examine the local impact, state impact, and

national issues related to our work. We wanted to look at legal issues, grant

writing, conflict resolution, diversity, public speaking, and decision making. So

we decided on those topics that we wanted to include.

Participant 3: You have to be innovative and you have to be able to look into

the future and be able to adapt quickly to what the community needs…Another

example, yesterday our biggest employer here in the county is a 300 person

mine and they just gave 60 day notice that the mine is going to close…so now

we have to come up with ways and training programs for these 300 miners to

hopefully train them for another field.

Participant 5: The objective of the program is to create the most strategic way

of thinking and issues and opportunities facing our community college and

community colleges in general. And that for many is a big eye opener because

if you are a faculty member who may be in the role of program head you are

just getting your first taste of what it means to be in an administrator role. So, it

is an eye opener to widen your perspective and say I need to look beyond my

division and look at my interest way out here in the community.

Development. Comments about this action were grouped into the theme

instructional strategy. Development relating to implementing GYO is developing an

instructional strategy to achieve objectives and selecting the instructional materials used to facilitate learning.

      Instructional strategy. These comments focus on the instructional strategy utilized in GYO leaderships programs to achieve instructional objectives. This includes characteristics of the methods utilized to deliver the instruction, context, and the characteristics of the leaners who participate in GYOs. Following are the most similar comments in this subtheme.

      Participant 1: We decided that we wanted it to be not just a couple weeks - a short intense period - but rather over time. So our Leadership Institute classes spend a whole year together or academic year. We meet for about 45 hours or basically 10 sessions throughout the year… We also have readings connected to every session. Although not too much because we realize people are working and the leadership institute is extra. We also don't want it to be too light either because it is important and serious. The participants from the class will prepare questions for the readings. We have a message board and use Canvas, which is a learning management system. So they go on Canvas to post their questions and people post their responses. The questions are vetted by the facilitators. Then, we have a discussion. We start every session with lunch and a discussion.

      Participant 2: We have a multi-tier leadership program...a three year program. And what we call leadership development tier one, which is the first year. We use a curriculum that has been used for about 14 - 15 years. It had some slight updates. For year two, I created the curriculum. And for year three, I am in the process of creating the curriculum. Leadership tier one meets once a month for

10 months. They are full days. There is a variety of topics that relate to leadership and also some practical management goes along with that program...like meeting management for an example. In leadership tier two we use the book "Good to Great" as the framework for the course. That course meets once a month for nine months and again for full days. The first few sessions...chapters are delivered by outside speakers and for the remaining months the class is broken up into groups. The groups' deliver information about the chapters and they have a variety of tasks they have to accomplish during the presentation. Those things are done in the morning. In the afternoon, we work on some other type of skill development. And for leadrship tier three, which is currently in development now will be a project based program that will include some mentoring of new employees as well.

Participant 5: The program participants include a good blend of faculty, non-faculty, mid-managers, and sometimes directors. It really helps us as a community remove some of the silos. Each campus has a provost and each of the provosts need to look at who at their campus has provided an application, then all of the provosts meet to discuss the validty and value of each of the applicants so that's how they get selected. We try to have a representation of each of the campuses.

Appraisal. Comments about appraisal were grouped into two themes during program appraisal and end of program appraisal. Appraisal as it relates to implementing GYO refers to assessing the effectiveness of the program during application and assessing the effectiveness of program after application of the program.

Appraisal during application. These comments focus on assessing the effectiveness of GYOs during the application of the program. The most similar comments in this subtheme are:

> *Participant 1:* <u>We do evaluations after every session. We do a mid-term evaluation and a final evaluation. So, we are always getting feedback from the participants and we'll tweak the next institute based on that. We always try to improve.</u>
>
> *Participant 2:* <u>There is an electronic evaluation that is sent to each participate at the end of each session so we get in the moment feedback from the participants.</u>
>
> *Participant 4:* <u>The person who is participating in the leadership program; his or her supervisor is responsible for assisting that person and coaching them because at the beginning of the program they develop an individual learning plan…so they and their supervisor sit down together as they go through the program to determine growth.</u>

Appraisal after application. These comments focus on assessing the effectiveness of GYOs after application of the program. Below are the most similar comments in this subtheme.

> *Participant 1:* <u>We do a meeting with each participant at the end. So, we have a one-on-one with each of them.</u>
>
> *Participant 2:* <u>At the end of the sessions we ask for information about the overall program as well.</u>
>
> *Participant 5:* <u>Somebody needs to be willing to take a look at the evaluations and assess the feedback and provide feedback. So, it is more than record</u>

keeping...it has to be an analysis component and an evaluative component so that you can make changes for the next year.

Research Question 2: What are the pros and cons for implementing a Grow Your Own leadership development program?

Survey participants were asked questions to identify pros and cons of implementing GYO leadership development program. Replies to these questions were classified as either pro or con. The themes that reappeared for each category are presented.

Pros. Comments about the pros of implementing GYO were grouped into five themes: improved collaboration, increased awareness, increased commitment, professional development, and succession planning. Pros relate to implementing GYO refers to benefits of the program.

Improved collaboration. These comments focus on working together in a more influential way that benefits the college. Below are the most similar comments in this subtheme.

Participant 1: We wanted to build leaders within our own institution so that they can step up and work together and more powerfully… I don't think everybody needs to be a leader. However, people could be situational leaders where they may not be the president or department head, but they may have expertise in certain areas where they take the lead in their departments or units. Everybody brings some strength with them and being able to tap into those to see where your strength can play a role in furthering the goals of the college is really what our leadership institute is all about.

Participant 2: <u>The biggest accomplishment of the program is that it allows people from all areas of the college to have some time together and to get to know each other. The relationships that are developed as a result of attending is one of the most valuable things that come out of the program. It increases peoples ability to work together. We have three campuses and if I am in the program I know some folks on the other campuses. So, if I had a question or problem I am much more likely to pick up the phone and call them.</u>

Participant 7: <u>We saw silos of knowledge when we looked at developing this program…where this division or this area of the house doesn't really communicate or understand what other areas of the house are doing or keeping to themselves...the program helps overcome those barriers.</u>

Increased awareness. These comments focus on enhanced consciousness of not only self but also the different areas of the college. Below are the most similar comments in this subtheme.

Participant 1: <u>This also involves increasing self-awareness, understanding of finance, and how that affects goals at the college…The college benefits because they can take advantage of these skills that participants learned and their greater awareness.</u>

Participant 2: <u>Any time you invest in your employees I think an organization benefits. The organization benefits from people who are more knowledgeable, more aware, that learned about and put into practice the leadership theories and models.</u>

Participant 5: <u>Decision-making and careful judgment making is very important. When it comes to handling student complaints...its just understanding much better that your one action here may impact 3 or 4 other people in different divisions that you otherwise may not have been aware of also helps you change how you are being perceived.</u>

Increased commitment. These comments focus on the stronger commitment that the GYO generates among those who complete the program. Below are the most similar comments in this subtheme.

Participant 1: <u>I always get calls from people in the college asking me to recommend someone from the Leadership Institute to participate in activities such as committees or college initiatives…And no one ever says no. Once they went through the Institute, a stronger commitment to the college was developed and it feels like a responsibility to step up.</u>

Participant 2: <u>The people who put the most into the course get the most out of the course. Those people who attend all the sessions and who participated enthusiatically, and willing to put there selves out there.</u>

Participant 7: <u>The College is reinforcing a commitment to their employees and also the college can see that some people are developing and there is opportunity to move around or take on different initiatives...as a result of having a better understanding of how things work here the employee is more engaged.</u>

Professional development. These comments refer to the acquisition of skills and knowledge for both personal development and career advancement. Below are the most similar comments in this subtheme.

Participant 1: A lot of people have gone back to school or taken on more levels of responsibility or some have even left the college for a higher level of responsibility. More than half of the first two classes and a third of all classes have taken on greater levels of responsibility or have been promoted.

Participant 3: The individuals and the employees stand to benefit the most from the program because the institution will have strong leaders that we can call on for different projects and the other thing is the employees can also possibly be promoted within the institution.

Participant 6: Once they get these skills we hope they will use them in this environment but they don't have to…it's an opportunity for growth for them so they benefit by gaining the knowledge in this opportunity of growth…there's no way you can go through this and not enhance your leadership skills.

Succession planning. These comments focus on the potential for the GYO to address anticipated retirements at the college. Below are the most similar comments in this subtheme.

Participant 1: It was a need because people are retiring and especially in community colleges as many started in the 60s. Now, people are at the retirement age and there is a drop off in leadership.

Participant 3: Since we are located in a very rural type area…we came up with a reasoning that we have to promote from within because it is going to be hard to get leaders from other institutions willing to relocate to this area…so our goal was to develop leaders from within and to come up with a succession plan for the institution.

Participant 8: <u>The purpose is basically to develop a leadership pipeline and to create strong leaders at the college…we follow succession planning to make sure that at critical times anyone would have the ability to step into a position because of being well trained as a leader.</u>

Cons. Comments about the cons of implementing GYO were grouped into four themes: funding, instructional strategy, recruiting, and time consumption. Cons as it relates to implementing GYO refers to drawbacks of the program.

Funding. These comments focus on challenges of financing a GYO program. Below are the most similar comments in this subtheme.

Participant 1: <u>We didn't even run the Leadership Institute last year. It was decided during the academic year 2011-12 to do the program every other year for funding reasons. If we follow that same decision, we wouldn't run it next year.</u>

Participant 5: <u>Financial resources may be the most significant drawback.</u>

Participant 7: <u>Funding is a challenge…let's put it this way the funding for this program is the same since its inception and that was 10 years ago. Money is always tight but when isn't it tight, right?</u>

Instructional strategy. These comments focus on challenges that involve finalizing the instructional strategy used to achieve GYO program objectives. Below are the most similar comments in this subtheme.

Participant 1: <u>Some of the challenges included the readings because we learned that people weren't really doing that. Also, in the very beginning people could</u>

do their project by themselves, but we learned that is not really going to help them build teams.

Participant 2: You can't be all things to all people so you develop a curriculum and you choose a course and there will always be things that you wish you did or wish you could do.

Participant 6: Finalizing the curriculum is a challenge because you have a lot of input from people and everybody likes to see their little thumb or finger print on it…so getting it to a place where it's accepted and supported fully.

Recruiting. These comments focus on the challenge of enrolling individuals to participate in a GYO program. Below are the most similar comments in this subtheme.

Participant 1: Recruiting people for the program has been a bit of a challenge. We don't want more than 20 people in the program and there haven't been 20 people in the program since the first offering. We had 15, 13, 14 this year, and we even had a class as small as eight.

Participant 4: Getting people to enroll is quite a challenge as well as retaining them…for instance before the instructional leaders institute a person could be a department chair this year and the following year not be the department chair so even if they began taking college leadership courses they didn't finish because their thinking I'm not the department chair anymore so I don't have to finish that…or a person who is completely new to the district may say, "I got to learn my job first."

Participant 9: <u>I think some of the biggest problems we sometimes face is when we try to recruit faculty…I remember one year it was on the strategic plan that we had to get a certain number of faculty in the leadership program.</u>

   Time consumption. These comments focus on the amount of time spent participating in a GYO leadership development program. Below are the most similar comments in this subtheme.

Participant 2: <u>For the participants, the challenge for them is time away from their regular responsibilites. When they are not there no one is stepping up to do their job. In leadership develop tier two there's some work that needs to be done outside of the designated meeting time. And some of them find it challenging to work that into their schedule and their supervisors aren't always understanding as I hope about the need to do that.</u>

Participant 3: <u>Time commitment was a concern…this is something we did as a voluntary project so there was no additional compensation for employees and they were expected to do a lot of this work on their own time…we work a 40 hour work week here…so all the classes we had were held on Fridays and they did not actually get paid to be here at the institution.</u>

Participant 4: <u>If you might imagine someone coming into the college or even receiving a promotion kind of feels like…you want me to go to school to…I have to go to all these classes…I can't afford that time away from the office.</u>

Participant 9: <u>And also I think the fact that they have to do a project apart from the presentations they have to meet or go off on their own or work with a partner on a project…that is time consuming as well.</u>

Research Question 3: In what situations are Program Coordinators or staff confident in implementing a Grow Your Own leadership development program?

Survey participants were asked questions to identify self-efficacy or confidence to implement a GYO program in a variety of situations: having an established program, leadership support, program participant, and subject matter experts. The themes that reappeared for each situation are presented.

Established program. These comments refer to situations where the program is well established or well planned. Below are the most similar comments in this subtheme.

Participant 1: I'm very confident because we have a really good product that we built over the years. We strengthened the program.

Participant 2: I wouldn't necessarily feel comfortable using instruments or content were I haven't had any training or experience.

Participant 4: When I began to manage the program and all that goes into putting the program on…you could say I was least confident…the program was not as high profiled and there were fewer procedures and processes documented in place to actually manage the program. I was least confident in the beginning, eight years ago, because I was trying to wrap my head around managing a program that I never done before.

Participant 5: I am the most confident to implement the leadership program when it is rolled out well because if you cannot verbalize what it is you are trying to seek as far as an outcome its going to be very hard for you to have a tangible result oriented program.

Leadership support. These comments refer to situations where the GYO is supported by executive leadership of the college. Below are the most similar comments in this subtheme.

Participant 6: I would be more confident with leadership support because as the leader goes so does the rest… And I know that if we are allowed the flexibility to adjust or revamp and we're encouraged to do that…then I would be confident in the program.

Participant 7: I follow well established guidelines but I tweaked it over the years because I talk to my boss and I say, "Here, this is what I want to do this year." I am very fortunate to have his support.

Participant 8: When the need is on the strategic plan…we are much more confident in implementing our leadership program because it is formally top-down and we are getting that on the strategic plan that we need to develop our leaders.

Program participant. These comments refer to situations where the program coordinator actually participated and completed a GYO program. Below are the most similar comments in this subtheme.

Participant 3: I gained my confidence from going through the chancellor's leadership institution…I was a participant in that…so I wanted to bring what I learned as a participant back to my college so hopefully they can learn the same thing.

Participant 4: One of the things I can speak to is when I came to the program to be the program manager…it was very helpful to me that I was a program

graduate…so I went through the program and I understood it from the participant side.

Participant 8: Well…I am a good example. I did the leadership program back in 2007 and then the advanced leadership program in 2008.

Subject matter experts. Comments about having domain experts as presenters refer to those individuals who have expertise in a specific area and have been selected to present a topic in the GYO program. Below are the most similar comments in this subtheme.

Participant 1: We have great people to present and help people develop their leadership. I really feel confident in the people we selected to go with us on this journey.

Participant 2: Depending on the subject I would want to bring in a subject matter experts.

Participant 3: Between the two of us that actually facilitated this stuff we worked well together, but also the president and her cabinet also participated in the teaching of these classes so when we split up the work load…if I spoke on this topic that was great because I was able to research that topic more and be more of an expert.

Research Question 4: What processes are community colleges using to facilitate the implementation of a Grow Your Own leadership development program?

Ten questions were asked each participant intended to solicit answers to this research question. Replies to the questions are presented in categories with themes in

each category. Each category represents one of the 10 processes of change from the TTM which served as the category with themes organized for each.

Consciousness-raising. This category focuses on increasing awareness and information about the GYO leadership development program and its benefits. The themes that emerged from this category included word-of-mouth and advertisement.

Word-of-mouth. These comments refer to informal conversations about GYO in an effort to encourage participation. Below are the most similar comments in this theme.

Participant 1: Mostly people hear about it by word of mouth and word of mouth is the best way, or even reaching out to an individual who you think may be a good candidate… but really since we had people participate in it from just about every area in the college they go back and tell their colleagues about it.

Participant 4: A lot of the communication is done word-of-mouth because of approximately 350 supervisors we have throughout the college about 220 of them are graduates of the program their self (sic) so what happens is when they have someone they know is eligible or someone they want to go through the program they will tell them…so its word-of-mouth and graduates talking about it.

Participant 9: Over the years we built a good reputation and people have come to us and said, 'When are you running the next class' 'I would like to be in that class' So, I think a lot of word-of-mouth and just having a good reputation.

Advertisement. The following comments refer to more formal methods utilized to increase awareness about the GYO program. This may involve an application process, emails, meetings, newsletters, social media, workshops, and other methods.

Participant 1: We do advertise and we have an application process that usually goes out in March and people have until May to respond. We have done workshops about the institute; we have had alumni talk about it.

Participant 2: We have a weekly Friday Report, which is like a weekly newsletter that goes to all employees via email. We'll have a marketing campaign and they'll get an email blast about it when its ready to launch…Its shared up and down the chain of command sort of (sic) speak.

Participant 5: We really need to be on as many social media right now as we possibly can…We use twitter, facebook, web, Blackboard, etc.

Dramatic relief. This category focuses on the methods used to generate a significant emotional arousal about GYO. Individuals often become motivated to participate in change efforts when their emotions are stirred. The themes that emerged from this category included enthusiasm.

Enthusiasm. These comments refer to the facilitator presenting GYO program information in an enthusiastic way. Below are the most similar comments in this theme.

Participant 1: My passion is helping people grow so this is an area where I have an influence on people on many different levels of the college.

Participant 2: I communicate feelings about leadership development by my enthusiastic participation in the program and I tell folks what I believe while they're in classes with me.

Participant 4: One of the presidents at a college in our district is a huge advocate for community colleges and he teaches a key course in the community college leadership program and it is through that authentic leadership course as

well as another course that focuses exclusively on leadership called the

leadership journey where we talk about the community college and how leaders

in community colleges have to advocate for the community college.

Environmental Reevaluation. This category focuses on the methods used to highlight the positive impact GYO has not only on the college but also the community it serves. The themes that emerged from this category included alumni and reporting.

Alumni. The comments below refer to past GYO graduates who highlighted the positive impact of the program.

> *Participant 1:* Alumni may have invited someone from their area to participate.
> Even now, supervisors will encourage people to do it because they feel it is a
> good opportunity to build leadership skills. They see it as professional
> development for their area.
>
> *Participant 7:* On the back cover the application for the upcoming year the
> program will run I have last year's class…all the names and contact
> information…I say please feel free to reach out to these individuals and get their
> insight to what they valued about the program, what they liked best, and where
> it took them.
>
> *Participant 10*: One of the things we did find out that we thought would be a
> good thing was to bring some of the past participants back to the opening of the
> leadership program so they can speak about their experiences and what they
> gained so far after taking the leadership development program.

Reporting. These comments refer the opportunity to report on the positive results of GYO.

Participant 2: If they are in adminstration I could show them retention benefits, progression through the organization, and we take a look at return on investment.

Participant 4: I just talk about it wherever I am and every opportunity I get…make sure the program is out there and that people understand what it is and what it is about.

Participant 6: We do have the opportunity to toot our own horn…It is always good to let the leadership know the results and I have even gone and given a report to the top board of trustees on our program.

Self-Reevaluation. This category focuses on reappraising the implementation of GYO and the outcomes of both the participant and the college following implementation. The emerging themes from this category included professional development, prestige, and realization of goals.

Professional development. These comments refer to the acquisition of skills and knowledge for both personal development and career advancement. Below are the most similar comments in this theme.

Participant 1: The leadership institute is professional development so each individual feels like they are improving themselves and are more committed to take on more responsibilities.

Participant 2: They need to identify their own personal values, recognize that leadership is a life long learning process, exhibit knowledge and awareness of diversity around identities, cultures, and societies. Demonstrate communication skills and the ability to inter-relate with others.

*Participant 5***:** It is really meant to meet objectives and the mission is to develop individuals for leadership capacity for the benefit of their subgroup as well as for the college.

Prestigious. These comments refer to the positive recognition of GYO. These are the most similar comments in this theme.

Participant 3: The other president or the other community colleges in the state see us as an innovative community college within the state. They copied some of our programs…so I think we are seen as leader within the community college system…I think it's a development because of the president and the leadership development program.

Participant 6: I constantly get calls about our program asking for information how we structure our program; how we manage our program, and so forth…I think that enhances the image of our district.

Participant 8: Our College is highlighted as being the college with the most robust training programs in our community college system…so we are given some kudos for our training programs over the years.

Realization of goals. These comments refer to GYO as a means to achieve the college's goals. Below are the most similar comments in this theme.

Participant 1: The program helps the college respond to changes and move forward. We have a strategic plan, a mission, and a vision. We need people to step up and carry out our priorities… All that together could build the college.

Participant 2: We talk about mission, vision, values, standards of customer care, and how we demonstrate those guiding principals. For example, our

mission is 'Transforming lives through life long learning in service.' If we come to work everyday with that attitude then I think we can't help but be successful in the way we do our job and serve our students. The leadership development program is linked to our guiding principals and supports the organization goals.

Participant 5: It provides an individual who is in a mid-managment position whether they are program head or dean to kind of say what are my strengths and also gives them a different perspective on what they have already been doing. In turn, because you have a better understanding of where you fit in and you also become more pointed on which committees you can add value and that also benefits the college.

Social liberation. This category focuses on methods used to empower individuals to participate and complete a GYO. The themes from this category included encouragement and open participation.

Encouragement. The following comments refer to methods used to motivate others to take part in and complete the GYO leadership program.

Participant 3: We let them choose their own projects of interest, their own areas they wanted to develop leadership for, and their own succession plans, etc.

Participant 4: I send what you might think of as a progress report quarterly to everyone who is enrolled in the program…I look at their training records and training history…I send them an email with an excel file that shows them courses they already taken, courses they still need to take, and when those course will be offered…I do that quarterly for all my active participants…It

keeps them on track and it lets them know that I am concerned and hopeful that they graduate…I can't tell you since I started that how many participants at graduation who have said, if it wasn't for you sending me those progress reports I don't know if I would have made it…that could be very labor intensive but it's the one thing that I do that helps people stay focused on graduating because they are working at the same time they are going to these classes.

Participant 6: We empower them by giving them the information and making suggestions to them on how they can get their leader to consider them.

   Open participation. These comments refer to making the program available to everyone across the campus. Below are the most similar comments in this theme.

Participant 1: We offer our leadership development program to individuals across the college, which includes administrators, faculty, and classified staff. We decided that we wanted to have the institute open for anybody across the institution. We thought it was important to not have it just for faculty or just for administrators. We wanted to have a cross-section of people that could work together because there was the belief that this is one college and we are all working towards the same goal.

Participant 2: The program is offered to every employee so anyone is welcomed to attend. All they have to do is register and they have to go through the progression. They can't come to leadership 3 before going through leadership 1, but everyone is welcomed no matter where you are in the organization.

Participant 6: <u>The leadership program is open to full time and limited full time</u> <u>employees. It is designed for employees who have no or limited supervisory</u> <u>experience, current supervisors who want or need skill enhancement, and other</u> <u>employees who are interested in participating in the program depending on</u> <u>space availability.</u>

Self-liberation. This category represents a belief in the ability to implement and maintain a commitment to GYO. The theme that emerged from this category was high commitment.

High commitment. These comments refer to committing to take the steps to implement a GYO program.

Participant 1: <u>I am very committed. I haven't missed a session in ten years.</u>

Participant 3: <u>I took my own time Fridays to co-coordinate this for four years</u> <u>where I didn't get paid anything extra to do it either…so I think that right there</u> <u>is some commitment to do it.</u>

Participant 6: <u>I think the commitment is very strong because it is supported in</u> <u>the budget…and that's always a dead giveaway for you. If you have something</u> <u>that is supported in the budget</u> that means you have the resources it needs run well.

Stimulus control. This category focuses on restructuring the environment by adding cues to implement GYO. The themes that emerged from this category included emails, formal meetings, literature, and websites.

Emails. These comments refer to emails sent to supervisors and/or managers reminding them to enroll in a GYO. Below are the most similar comments in this theme.

Participant 3: We use email as our primary communication method between our campuses…so everyone has a computer on their desk…everyone is trained with email from custodians on up to the president. We are given time to check our email and to be on the computers…so I think we will do emails again to everyone.

Participant 4: My manager at the beginning of each semester would send out an email reminder to all college presidents, deans, executive deans, and department heads letting them know we are getting ready to enroll in the community leadership program…please be sure that people at your college know about…And she would send that same email to the Senior HR Generalist who work for HR but are out at the colleges…so that would garner a lot of attention to the program.

Participant 8: We are going to be sending out an email of all the projects that people have done highlighting the current ones and also past projects that the graduates have done.

Formal meetings. These comments refer to formal meetings, committees, workshops, and other venues where GYO information is shared.

Participant 1: We have professional development week at the beginning of every semester. We might do a workshop at that time for people who may have interest. We have alumni sessions where they invite people who they think will be good candidates.

Participant 2: <u>We talk about it in our Administrative Council and I am a</u>
<u>committee member so I share that information in all the various committees that</u>
<u>I participate…And it's talked about in the Presidents Council.</u>

Participant 5: <u>It simply involves reaching out to my subcommittee members</u>
<u>and reminding them that they're a 12 month faculty and not 9 month and that</u>
<u>the summer is the best time to put our heads together flush out the program.</u>

Literature. The following comments refer to written works such as brochures, posters, newsletters, and/or signs that have been added to the workplace to show information about GYO.

Participant 2: <u>There's signage all over the college. The mission, vision, values</u>
<u>are posted. They are hanging in individual offices…So there are supports and</u>
<u>reminders all over campus.</u>

Participant 4: <u>I get with HR News You Can Use newsletter. For instance, we</u>
<u>have our graduation every April so I write an article and list the names of the</u>
<u>graduates and say where we had lunch and talk a little bit about the program. If</u>
<u>every month I wanted to put an article in there about the program…I can do</u>
<u>that.</u>

Participant 7: <u>I haven't yet going down the road of developing pins…or</u>
<u>something that makes them more visible, but everyone does get a clock. The</u>
<u>clock does say leadership academy with the year so hopefully they have it</u>
<u>positioned in their work areas so people can see. I also have a couple</u>
<u>testimonials from prior classes that appear actually on the back of the brochure</u>
<u>as well.</u>

Websites. The following comments refer to websites that provide GYO information.

> *Participant 1*: <u>We have a webpage with information about the Leadership Institute. We actually have a video on there that has people talking about their experiences and what their projects have been.</u>
>
> *Participant 7:* <u>I also have it posted on our intranet site…We have a little blurb on the site that we run this program every two years, what it does, and when is the next one scheduled to run.</u>
>
> *Participant 9:* <u>On our website if you open our human resources page you can actually see pictures of the graduating class…you will see pictures of someone who maybe a dean now or a director.</u>

Counter conditioning. This category describes substituting new ways of working for former ways of working using the GYO program. The themes that emerged from this category included new project initiatives, new ways to manage, and program revisions.

New project initiatives. These comments refer to new projects being implemented as a result of GYO programs.

> *Participant 3*: <u>We engaged participants in the leadership classes to take on leadership roles…We would also do these projects and present back to the cabinet and in the second year we would implement these projects…We actually gave them a budget and said here go for it.</u>
>
> *Participant 5*: <u>As part of the leadership program all are involved in a small group capstone project that directly relates to some of those outcomes that we value here at our college. So, that could include looking at a current program</u>

and how it could be improved. For example, how could we improve are on-boarding process with faculty and/or staff. It could be an element of improving or strengthening our student retention. So, it could really be the gamot (sic), but it always addressing some of those very immediate needs.

Participant 8: Our leadership program is project driven so many of the participants create projects that they implement in their departments and divisions.

New ways to manage. These comments support new processes, resource allocation, facilities and procurement strategies, financial management, and staffing strategies as a result of GYO programs. Below are the most similar comments in this theme.

Participant 1: Edward De Bono's the 'Six Thinking Hats' is a way to organize meetings. You know how sometimes meetings can get off the topic. Sometimes in a meeting people want to do everything at once because they have a reaction to something so they want to talk about it and that will lead you down another lane. With the six hats, everybody gets to wear different hats. The facilitator may say, 'We are going to do some yellow thinking now, everybody put their yellow hats on…What is good about this idea?' Or with the blue hat thinking, 'We are going to analyze what information we need.' So the red hat is more about how you feel about it and everyone eventually gets to say how they feel about it. It is done in a more orderly fashion.

Participant 4: I happen to be a baby boomer but I'm not looking for retirement in the traditional sense right now. We just had a new chancellor who started on

the job today and it looks like he may be a baby boomer…There are those of us that are leaving the workforce and there are those of us that are choosing to work differently…I think that people who are in positions are looking toward the future knowing that they're not going to be around always and they're making adjustments and plans to fill that gap.

Participant 6: We have a new chancellor and one of his emphasis is compression planning…it involves getting everyone in the same direction…It decreases the planning time so you get to an outcome faster…The golden circle is another emphasis and the basis of that is instead of you asking the what or the how you have to be sure you understand the why…If you do not understand the why you will have difficulty managing the what and the how.

Revisions to program. These following comments refer to revisions made to GYO programs.

Participant 1: We started with the Myers-Briggs and then about 5 or 6 years ago one of the leadership groups said they wanted to learn more about their leadership styles. They researched another instrument called the Herrmann Brain Dominance Inventory. We have used that ever since; although it is a little more expensive, it is well worth it because it is easier to grasp in terms of your results. You get a handy card summarizing your style and a whole booklet of explanation. The card reminds you of what your leadership style is, and the results are based totally on what you say. It also shows you what your leadership style is under pressure. So somebody who may be a little more

creative normally may get more organized under pressure. So after people get

their styles, we will spend half the day discussing those.

Participant 2: We replaced some of the activities with newer ones and we

replaced some of the material for more current publications or more current

versions. We will be tweaking the registration process...part of the process has

been to get supervisor sign off on the participation. However, I want to make

sure to include a stronger statement about the time necessary outside the formal

class time so that supervisors have an understanding and provide the support

and commitment to allow staff to take them time to do those things.

Participant 9: We use a lot of assessments in our program. We done personality

styles…we started with the Myers-Briggs and moved to the DISC. The DISC is

a great beginner for the initial sessions because it really gets people out of their

comfort zones and really starts figuring out who they are and people similar to

them…it's a real icebreaker.

Reinforcement management. This category focuses on finding tangible and

intangible rewards for implementing a GYO program. The themes that emerged from this

category included both tangible and intangible rewards.

Tangible rewards. These comments refer to rewards that are easily seen or

recognized such as ceremonies, certificates of completion, medallions, and other tokens.

Below are the most similar comments in this theme.

Participant 1: At the end of the institute in April, we have an honors tea where

we give awards for different things; those who complete the leadership institute

get a trophy and a certificate of completion…People use it in their portfolios and I have seen it on resumes.

Participant 2: There is a formal graduation from the program. There is some small recognition gifts. This year for example, everyone got a brief case, a class picture, a Jim Collins publication that applies to what we were studying, and their training record indicates they attended leadership development.

Participant 3: They got a certificate. We had a dinner for them. We did have an award ceremony so there was recognition of those people.

   Intangible rewards. These comments refer to rewards such as positive attitude or feelings, enhanced perspective, improved cognitive strategies and not made from material. Below are the most similar comments in this theme.

Participant 1: Some of the internal rewards that I have heard most often include the understanding of the college from a larger perspective, meeting people, and forming relationships with others across the college. Those are the internal rewards that participants receive that I hear the most.

Participant 2: If people apply for open positions and you're evaluating candidates with all other things being equal and you have a candidate that attended your internal leadership development program and you have a candidate that hasn't...the employee with the leadrship training would have the advantage.

Participant 5: It's not like it translates into a bonus or something tangible…As the cohort goes through the program and people becoming familiar with each other doing activities together being commited in small groups working on their

respective projects that require time outside the formal meeting time is very
valuable.

Helping relationships. This category focuses on seeking and using social support
for implementing a GYO program. The themes that emerged from this category included
administrative support and facilitation support.

Administrative support. These comments refer to the support and assistance the
college provides for implementing a GYO program.

Participant 5: We cannot continue the programs unless there is a financial
commitment or support by executive leadership.

Participant 6: We do have the support from leadership and the support is
obviously in the budget because we have the resources that are provided to us
support it. We have a training room that we can use that is well equipped.

Participant 7: We have support from the supervisors who enable their
employees to take time away from work whether it's a full or half day session
or whether it's working on their individual projects at different times.

Facilitation support. These comments refer to the support and assistance that is
provided in facilitating GYO.

Participant 1: We have shadowing opportunities although no one took us up on
it this year, but in the past people have shadowed the president or vice president
for a day. One individual was in the budget and finance department and she was
able to attend all the meetings of the VP for finance and planning for a
semester. So she got to sit at the table and listen to get that level of the picture.
The vice president for marketing and government relations is a person who has

been shadowed which involved walking in someone else's shoes to see what she

did for a day.

Participant 2: I had a lot of community members come in serve as speakers and

sit on the leadership panel, which is part of our program.

Participant 5: The facilitator of the leadership program brings in other speakers

who all are connected to the state community college system.

Participant 6: We have staff that is willing to add to their normal duties the

facilitation of the program sessions.

Table 4

Actions for Implementing GYO Programs

Theme	Subtheme
1. Support – refers to obtaining assistance from within and outside the community college to implement a GYO.	1.1 Support from within the college – a focus on the assistance from college leadership and those enrolled in GYO programs. 1.2 Support from outside college – this includes assistance from individuals and/or organizations that represent the local, the state, and the national levels.
2. Research – involves benchmarking other GYO programs and identifying instructional objectives.	2.1 Benchmarking – considering existing GYO programs in order to standardize a new program. 2.2 Identifying instructional objectives – a focus on the skills, knowledge, and other attributes that individuals should obtain after completing the GYO program.
3. Development – refers to developing the instructional strategy used to achieve objectives and selecting the instructional materials used to facilitate learning.	3.1 Instructional strategy – this includes characteristics of the methods utilized to deliver the instruction, context, and the characteristics of the leaners who participate in GYOs.
4. Appraisal – refers to assessing the effectiveness of the program during application and assessing the effectiveness of program after application of the program.	4.1 Appraisal during application – a focus on assessing the effectiveness of GYOs during the application of the program. 4.2 Appraisal after application – a focus on assessing the effectiveness of GYOs after application of the program.

Table 5

Pros and Cons of Implementing GYO Programs

Pros	Cons
<u>Improved collaboration</u> – a focus on working together in a more influential way that benefits the college.	<u>Funding</u> – challenges of financing a GYO leadership development program.
<u>Increased awareness</u> – enhanced consciousness of not only self, but the different areas of the college.	<u>Instructional strategy</u> – challenges that involve finalizing the instructional strategy used to achieve GYO program objectives.
<u>Increase commitment</u> – a stronger commitment that the GYO generates among those who complete the program.	<u>Recruiting</u> – the challenge of enrolling individuals to participate in the GYO leadership development program.
<u>Professional development</u> – the acquisition of skills and knowledge for both personal development and for career advancement.	<u>Time consumption</u> – refers to the immense amount of time spent participating in a GYO leadership development program.
<u>Succession planning</u> – the potential for the GYO to address anticipated retirements at the college.	

Table 6

Self-efficacy in Implementing GYO Programs

Theme
<u>Established program</u> – refers to situations where the program is well established or well planned. This may include a program that has been continuously revised over time and now structurally sound.
<u>Leadership support</u> – refers to situations where the GYO leadership development program is supported by executive leadership of the college.
<u>Program participant</u> – refers to situations where the program coordinator actually participated and completed a GYO leadership development program.
<u>Subject matter experts</u> – the situation of having domain experts as presenters refer to those individuals who have expertise in a specific area and who have been selected to present a topic as part of the GYO program.

Table 7

Experiential Processes Used to Implement GYOs

Processes of Change	Methods
1. <u>Consciousness raising</u> – focuses on increasing awareness and information about the GYO leadership development program and its benefits.	<u>1.1 Word of mouth</u> – refers to informal conversations about the GYO leadership program in an effort to encourage participation. <u>1.2 Advertisement</u> – refers to more formal methods colleges have utilized to increase awareness about the GYO leadership program. This may involve an application process, emails, meetings, newsletters, social media, workshops, etc.
2. <u>Dramatic relief</u> – focuses on the methods utilized to generate a significant emotional arousal about the GYO leadership development program.	<u>2.1 Enthusiasm</u> – refers to the facilitator presenting information regarding the GYO program in a passionate way.
3. <u>Environmental reevaluation</u> – focuses on the methods used to highlight the positive impact the GYO leadership development program has on not only the college, but the community it serves.	<u>3.1 Alumni</u> – refers to past graduates of the GYO highlighting the positive impact of the program. <u>3.2 Reporting</u> – refers to the opportunity to report on the positive results of the GYO leadership development program.
4. <u>Self-reevaluation</u> – focuses on reconsidering the implementation of the GYO leadership development program and how the participant as well as the college might be after implementation.	<u>4.1 Professional development</u> – refers to the acquisition of skills and knowledge for both personal development and for career advancement. <u>4.2 Prestigious</u> – refers to the positive recognition of the GYO leadership development program. <u>4.3 Realization of goals</u> – refers to the GYO leadership program as a means to achieve the college's strategic goals.
5. <u>Social liberation</u> – focuses on methods used to empower individuals to participate and complete in the GYO leadership development program.	<u>5.1 Encouragement</u> – refer to the methods used to motivate others to take part in and complete the GYO leadership program. <u>5.2 Open participation</u> – refers to making the GYO program available to everyone across the college to participate. This may also include transparency in the selection process that stems from establishing specific selection criteria.

Table 8

Behavioral Processes Used to Implement GYOs

Processes of Change	Methods
1. Self-liberation – a belief in the ability to implement a GYO leadership development program and maintaining a commitment to that course of action.	1.1 High commitment – refers to the commitment to taking the steps to implement a GYO leadership development program.
2. Stimulus control – refers to restructuring the environment by adding cues for implementing the GYO leadership program.	2.1 Emails – refer to emails sent to supervisors and/or managers reminding them about enrollment in the GYO leadership development program.
	2.2 Formal meetings – refers to formal meetings, committees, workshops, etc. where information about the GYO leadership development program is shared.
	2.3 Literature – written works such as decorations, newsletters, and/or signs that have been added to the workplace to show information about the GYO leadership development program.
	2.4 Website – refers to websites that are designed to provide information about the GYO leadership development program.
3. Counterconditioning – focuses on substituting new ways of working for old ways of working using the GYO leadership development program.	3.1 New project initiatives – refers to new projects that are being implemented as a result of the GYO leadership development program.
	3.2 New ways to manage – new techniques for organizing as a result of the GYO leadership development program.
	3.3 Revisions to program – refer to revisions made to the GYO leadership development program.
4. Reinforcement management – category focuses on finding tangible and intangible rewards for implementing a GYO leadership development program.	4.1 Tangible – refer to rewards that are easily seen or recognized such as ceremonies, certificates of completion, medallions, etc.
	4.2 Intangible rewards – rewards such as positive attitude or feelings, enhanced perspective, improved cognitive strategies, etc.
5. Helping relationships – focuses on seeking and using social support for implementing a GYO leadership development program.	5.1 Administrative support – refer to the support and assistance that leadership of the college provides for implementing a GYO program.
	5.2 Facilitation support – refer to the support and assistance that is provided in facilitating the GYO program.

Chapter Summary

This chapter presented the results of this research study. The interview findings from program coordinators of leadership development programs in community colleges in Texas and the Middle Atlantic states were documented. Responses to the four research questions were presented. The four research questions provided the framework for collecting and organizing the data. The research questions also provided the framework for noting participants' experiences within their respective colleges. Excerpts from the interviews highlighted the participants' perceptions of implementing GYO leadership development programs in community colleges.

The first section described how a GYO program is conducted by community colleges. In the second section, pros and cons for implementing a GYO were identified. The third section documented situations in which program coordinators we confident in implementing a GYO. Finally, section four categorized the processes community colleges use to facilitate a GYO. Chapter five presents a summary of the study, conclusions from the results, and recommendations based on the results.

Chapter 5

Summary, Discussion, and Recommendations

The focus of this chapter is to summarize the study, offer discussion topics, and present the researcher's recommendations. This chapter is divided into three sections. The first section summarizes the purpose of the research, literature review, research methods, and results of the study. The second section discusses the implications of findings for the four research questions presented by this study. The third section provides recommendations for practical application and future research.

Study Summary

The purpose of this study was to discover a process for implementing a Grow You Grown (GYO) leadership development program at community colleges in the state of Texas and states in the Middle Atlantic region of the United States. According to the literature, there is a need to develop community college leaders due to a high percentage of expected retirements of current leaders. Historically, community college leaders have been developed via on-the-job training (OJT), university-based doctoral programs, short-term national programs, and, more recently, GYO programs. Although the literature indicates that all of these developmental methods have their pros and cons, GYOs appear to be more promising. However, few community colleges have GYOs in place to develop their leaders (Cota, 2006; Jeandron, 2006; Reille & Kezar, 2010).

Literature addressing competency modeling and its developmental approaches in community college leadership was also reviewed. The American Association of Community Colleges (AACC) competencies for community college leaders have been found to be essential for effective leadership. Therefore, it is has been highly encouraged

to include this framework in the curricula of community college leadership development

programs (AACC, 2005; Boswell & Imroz, 2013; Hassan et al. 2010; McNair, 2010).

      The research framework for this study was the Transtheoretical Model (TTM) of

behavioral change. TTM is an integrated model that provides a systematic and

empirically based approach to discover and explain a process for intentional behavior

change. Its primary assertion is that behavior change occurs in stages over time. The four

constructs in the TTM framework and short descriptions are:

1. Stage of Change – intention to take action

2. Decisional Balance – pros and cons associated with a behaviors consequences

3. Self-efficacy – the degree of confidence for intentional behavior change

4. Processes of Change – ten cognitive, affective, and behavioral activities that
   facilitate change

Decisional balance, self-efficacy, and processes of change constructs were chosen

by the researcher as the areas of interest to be studied. Although all four constructs are

important for successful behavioral change, the stage of change construct was not

considered an area of interest as the focus in this study was specifically to discover the

process for implementing a GYO.

      The decisional balance inventory derived from the work of Janis and Mann (1977)

reflects a weighing of the pros and cons of behavior change. Self-efficacy is a construct

that reflects the degree of confidence in maintaining desired behavioral change in specific

situations (Bandura, 1977). Processes of change include 10 fundamental covert and overt

processes by which people change (Prochaska & DiClemente, 1984). These 10 processes

are divided into two groups: experiential processes and behavioral processes.

A qualitative research design was implemented using a grounded theory approach guided by the TTM theoretical framework. The grounded theory approach permitted the development of action criteria regarding the implementation of a GYO program by participants who have experienced the process. The primary source of data collection was by personal and telephonic interviews conducted by the researcher. Documents, literature, brochures, websites, and personal observations by the researcher were secondary data. Inclusion criteria for this study were employed coordinators of GYO leadership development programs at community colleges.

The AACC website was used to identify member institutions in Maryland, New Jersey, New York, Commonwealth of Pennsylvania, Texas, Commonwealth of Virginia, and West Virginia with 10 participants interviewed. To preserve confidentiality, the colleges were identified in this study by the state in which they are located. The identities of the colleges were known to only the researcher's dissertation committee. Data were collected for this study from April to July 2014.

In analyzing data, the researcher listened to interview recordings prior to transcription. To enhance the study's validity, member checks were conducted by sending the transcribed interview to the participant. Comments and corrections from key informants were incorporated into the revised transcripts. Recorded interviews, transcribed interviews, and other documents were imported into a qualitative data analysis software program. Common themes were presented for each research question.

Implications of the Findings

According to the theoretical framework that guided this study, the first step in changing an organization's culture consists of identifying criteria that define action for

the target behavior (Prochaska et al., 2006). Once established, an assessment may be

conducted to determine an organization's readiness to perform the actions of the target

behavior. The pros and cons of the actions for the target behavior may be assessed and

may include self-efficacy to determine confidence in performing the change actions.

Based on each organization's stage of change, specific processes of change would be

applied to facilitate the change.
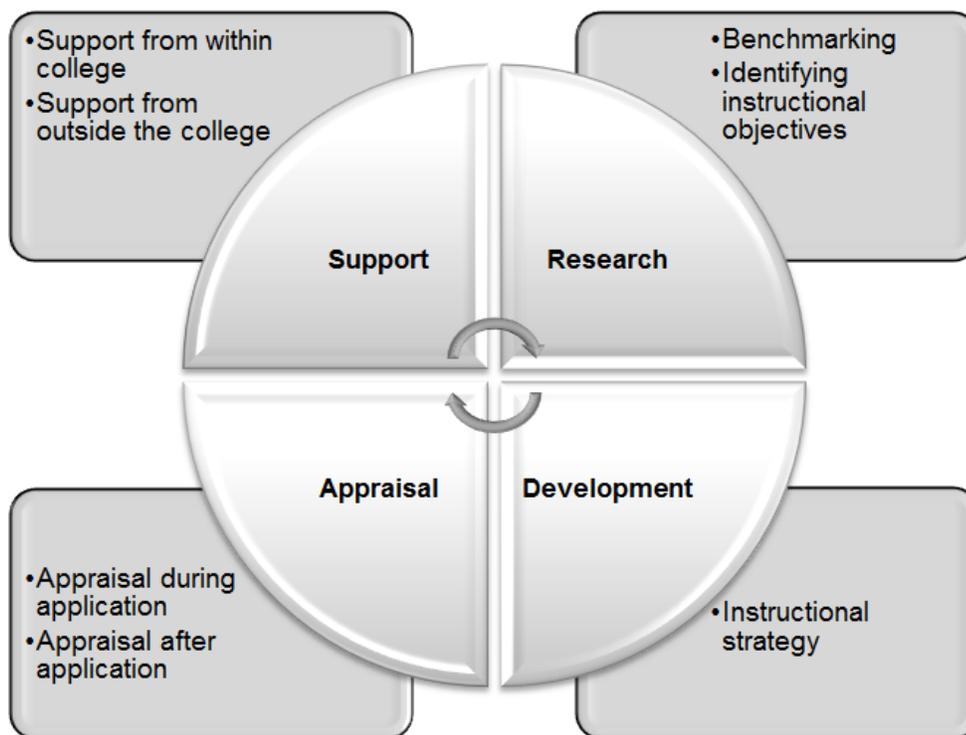
Figure 3. Action criteria for implementing a GYO

Research question one: Actions. The GYO programs in this study were in

various stages of implementation. However, four actions emerged that define criteria for

implementing GYO: support, research, development, and appraisal.

Support refers to assistance from within and outside the community college to

implement a GYO. Support from within the college means assistance from college

leadership. This may be a clear statement of which college committees will be actively

engaged in the development, approval, and implementation of the GYO leadership program. The participants in this study indicated that acquiring buy-in and support from current college leadership is absolutely necessary. Budgetary support, for one, is essential for the success of GYO programs while it is critical that GYO program participants be present with open minds. Support from outside the college includes assistance from individuals and/or organizations that represent local, state, and national entities. This may involve establishing a network of trainers and facilitators.

Research involves benchmarking and identifying instructional objectives. Benchmarking is observing existing GYO programs in order to standardize a new program as well as a review of best practices in program assessment and on-the- job application assessment tools. Identifying instructional objectives is assigning the skills, knowledge, and other attributes individuals should attain and apply after completing the GYO program.

Development refers to advancing the instructional strategy used to achieve objectives and selecting the instructional materials used to facilitate learning. Instructional strategy includes the delivery, instruction, context, and the characteristics of GYO participants. Appraisal is assessing the effectiveness of the on-going program and assessing its effectiveness at its conclusion. Appraisal during application may involve evaluations after each session to obtain immediate feedback. Appraisal after application may involve meeting with each participant at the conclusion of program to determine its effectiveness. This should include an assessment tool for both the participant's supervisor as well as the participant.

Research question two: Pros and cons. The pros found in this study included improved collaboration, increased awareness, increased commitment, professional development, and succession planning. Improved collaboration is working together in a more influential way to benefit the college. Increased awareness is an enhanced consciousness of not only self (program participant) but also different operations throughout the college. This should include a better understanding of the mission, strategic goals, and institution wide priorities and how a participant's role and job function contributes to the "big picture." Increased commitment is a stronger obligation that the GYO generates among those who complete the program which may be augmented commitment to student success, collaboration, and continuous learning as an institutional responsibility and service. Professional development is the acquisition of skills and knowledge for both personal development as well as career advancement. Succession planning is the process used to replace retirees at the college.

Cons found in this study included funding, instructional strategy, recruiting, and time consumption. Funding is the challenge of financing a GYO leadership development program. Instructional strategy is the challenge of actualizing the instructional strategy used to achieve GYO program objectives. Recruiting is enrolling qualified individuals— those with high leadership potential—to participate in the GYO leadership development program. Time consumption is the amount of time invested by all parties in a GYO leadership development program.

Research question three: Self-efficacy. The participants in this study reported being most confident to implement GYO leadership development programs in these scenarios: established program, leadership support, program participant, and subject

matter experts. Established program refers to an already existing or well-planned program which may include a GYO program that is continuously revised and is structurally sound. Leadership support is a GYO leadership development program supported by a college's executive leadership. Program participant refers to a program coordinator who participated in and completed a GYO program. Subject matter experts are presenters with domain expertise selected to present a topic as part of the GYO program.

Research question four: Processes of change. The change processes in this study included consciousness raising, dramatic relief, environmental reevaluation, self-reevaluation, social liberation, self-liberation, stimulus control, counterconditioning, reinforcement management, and helping relationships. Prochaska, Norcross, and DiClemente (1994) posited "any activity that you initiate to help modify your thinking, feeling, or behavior is a change process" (p. 25). There is a noteworthy distinction between the processes of change and the actualization of those processes. For each process, there are many methods by which they may be applied.

As an example, consciousness-raising is a change process using word-of-mouth or informal conversations with prospects to encourage participation as well as advertising via emails, social media, newsletters, workshops and other media to raise awareness.

Dramatic relief generates a significant emotional response urging individuals to join a GYO leadership program. However, individuals often become motivated when their emotions are aroused by either internal or external stimuli (Hall, 2005; Prochaska, 1994; Prochaska, Redding, & Evers, 2002). Enthusiasm was used in this current study when the facilitator presented information about GYO in a fervent way.

Environmental reevaluation highlights the positive impact the GYO leadership program has on not only the college but also the community it serves. The methods used to actualize this process include asking past GYO graduates for positive references and reports on positive program results or areas for improvement.

Self-reevaluation is reconsidering the implementation of the GYO program and how the participant as well as the college may be after the implementation. The methods used to actualize this process include professional development, prestige, and realization of strategic goals. Professional development is the acquisition of skills and knowledge for both personal development and career advancement. Prestige is the positive recognition of the GYO leadership development program. Realization of goals is the GYO program as a means to achieve the college's strategic goals.

Social liberation focuses on methods to empower individuals to participate and complete a GYO program. Methods to actualize this process include encouragement and open participation. Encouragement is used to motivate others to take part in and complete the GYO leadership program. Open participation is making GYO participation available to all college employees.

Self-liberation is a belief in the ability to implement a GYO leadership development program and maintaining a commitment to that course of action. High commitment refers to the commitment to take steps to implement a GYO leadership program. All the participants in this study reported a high commitment towards implementation of the program. High commitment was used to actualize this process in the current study.

Stimulus control is restructuring the environment by adding cues for implementing GYO. The methods to actualize this process include emails, formal meetings, literature, and websites. Emails are sent to supervisors and/or managers reminding them about enrollment in the leadership development program. Formal meetings are meetings, committees, workshops, etc. where GYO information is shared. Literature includes written works such as brochures, decorations, newsletters, and signs in the workplace with information about GYO. Websites refer to web pages designed to provide information about the GYO leadership development program.

Counterconditioning is substituting new ways for old ways of working using GYO. Methods used in this study to actualize this process include new project initiatives, new ways to manage, and revisions to a program. New project initiatives refer to projects implemented as a result of the GYO leadership program. New ways to manage are new processes, resource allocation, facilities and procurement strategies, financial management, and staffing strategies as a result of GYO. Revisions of the program refer to revisions made to a GYO.

Reinforcement management is finding tangible and intangible rewards for implementing GYO. Methods used in this study to actualize this process include tangible rewards such as a bonus or recognition bonus and intangible rewards like a positive attitude or feeling, enhanced perspective, or improved cognitive strategies. Helping relationships is seeking and using social support for implementing a GYO. Methods used in this study to actualize this process include administrative support and facilitation support. Administrative support refers to the support and assistance that a college's

leadership provides for implementing a GYO program. Facilitation support is the support and assistance provided in facilitating the GYO program.

Recommendations to Practitioners and Future Research

Results of leadership development studies in community colleges provided several insights for community college leaders as well as other researchers. In this section, the researcher discussed GYO leadership program implications and provided recommendations for community college leaders and future researchers.

Implications of the study. The researcher concluded that some community colleges in in Texas and Middle Atlantic states did, in fact, apply a process to develop GYO leadership development programs. Based on the study's findings, the researcher's perception is that community colleges will benefit by using a framework that is modeled after the process discovered in this study. The framework may help community colleges initiate more systematic, in-depth, and continuous efforts to develop, evaluate, and improve the implementation of GYO leadership development programs.

Recommendations for practitioners. Although success factors for implementing a GYO program has been described in this study, it may not be an appropriate fit for all community colleges. The success factors described may aid other community colleges in understanding the strengths or limitations of their GYO leadership program. These findings may also be useful to practitioners to determine alternative implementation methods or to stimulate new ideas. The participants presented in this study represent 19 community colleges. Several colleges are among the biggest and the smallest community colleges in the nation and, when studied together, serve as benchmarks for excellence in implementing GYO leadership development programs.

The researcher recommended that community college leaders increase their explicit knowledge of GYO leadership development programs. Although leaders of community colleges focus on many operational responsibilities, an effective GYO program will ultimately produce student access and success among other strategic goals of the college. Effective leadership is absolutely essential in ensuring that change becomes a reality on community college campuses (McKinney & Morris, 2010). As more of the current community college leaders retire and more leadership positions in community colleges become available, executive leadership should encourage leaders at all levels throughout the college to adopt the attitude of a life-long learner and work as partners as each administrative level plays a critical role in meeting strategic goals.

Recommendations for future research. This study is a source of ideas for future investigation. As phenomenological studies may be valuable in generating a universal explanation of a phenomenon shaped by the views of the participants, qualitative research often obscures the researcher's substantial activity in data construction and interpretation (Bryant & Charmaz, 2007). However, qualitative research is well suited for investigating social process where previous research is lacking in breadth and/or depth (Milliken, 2010). The imminent shortage of community college leadership across the nation demands new thinking and new approaches to the way colleges develop their leaders (The Aspen Institute, 2013). Designing, evaluating, and improving effective GYO programs will be critical to addressing the need for ethical leadership in community colleges.

This study analyzed the process for implementing a GYO leadership development program using *decisional balance, self-efficacy,* and *processes of change*, three of the

four constructs in the transtheoretical model (TTM) framework for behavior change. Future research into GYO leadership development programs in community colleges should consider observing stages of change or the readiness of community colleges to implement a GYO leadership program. Studying this construct will complete the four constructs in the TTM framework. Furthermore, the TTM framework could be expanded to include another construct that outlines *action criteria* for the desired behavior change making the TTM framework a five construct model rather than four.

One of the limitations of this study created an opportunity for future research: geography. The community colleges presented in this study were located in Texas and several states in the Middle Atlantic region of the United States that previously implement a GYO program. Future research should include observations of GYOs in community colleges in other geographic areas that represent more diverse workforce cultures and philosophies such as California, Florida, and North Carolina. This study should also be replicated outside the United States in order to gain a more global perspective on GYOs in community colleges (Redden, 2010).

Based on the foundation of this qualitative study, actual assessment tools should be devised for community colleges to determine a college's readiness, pros and cons, self-efficacy, and processes of change for implementing GYO. A quantitative research approach would be beneficial to measure the relationships between stages of change and decisional balance, self-efficacy, and processes of change. Future leaders should regularly monitor the AACC website to determine the currency of the AACC Competencies for Community College Leaders post 2005.

Chapter Summary

An overview of the study was provided in this chapter. The findings from Chapter 4 were presented and discussed in relation to the study's four research questions; study conclusions were also offered. The implications of the study as well as recommendations for current community college leaders, academicians, and future researchers were presented.

Study Summary

The purpose of this study was to describe success factors for implementing GYO leadership development programs as perceived by community colleges in the state of Texas and states in the Middle Atlantic region of the United States using a qualitative grounded theory methodology. Ten employees participated in 35 to 75 minute interviews. Responses to semi-structured questions were digitally recorded, and the data were transcribed, analyzed, and reported.

The significant results of the research suggested success factors for implementing a GYO leadership development program. Based on the findings, the researcher's perception is that community colleges will benefit by using a framework modeled after the success factors found in this study. The framework may help community colleges initiate a more systematic, in-depth, and continuous efforts to develop, evaluate, and improve their implementation of GYO leadership development programs.

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APPENDIX A

Approval Letter

PENNSTATE

Vice President for Research
Office for Research Protections

The Pennsylvania State University
The 330 Building, Suite 205
University Park, PA 16802-3301

(814) 865-1775
Fax: (814) 863-8699
www.research.psu.edu/orp/

Date: February 13, 2014

From: Courtney A. Whetzel, Compliance Coordinator

To: Robert A. Boswell, Jr.

Subject: Research Proposal - Modification (**IRB #41075**)

Approval Expiration Date: September 13, 2017

(Note: This date reflects the anniversary date of the actual submission approval date.)

"ASSESSING READINESS FOR IMPLEMENTING COMPETENCY-BASED HUMAN RESOURCE MANAGEMENT FOR COMMUNITY COLLEGE LEADERS"

The revision(s) to the above-referenced study has been reviewed and approved by the Institutional Review Board (IRB). You may proceed with your study. Please continue to notify the IRB of any further changes to your study.

Thank you for your modification to add a sponsor for your study.

On behalf of the IRB and the University, thank you for your efforts to conduct research in compliance with the federal regulations that have been established for the protection of human participants.

Please Note: The ORP encourages you to subscribe to the ORP listserv for protocol and research-related information. Send a blank email to: L-ORP-Research-L-subscribe-request@lists.psu.edu

cc: David L. Passmore

APPENDIX B

Recruitment Letter

PENNSTATE
1855

**Implementation of a Grow-Your-Own Leadership Development Program
in the Middle Atlantic and Texas Community Colleges**

Workforce Education and Development
The Pennsylvania State University
301 Keller Building
University Park, PA 16802
(814) 863-2596

‹‹AddressBlock››

Dear ‹‹GreetingLine››

The purpose of this letter is to request your assistance in having someone from your administrative staff to meet with one of my doctoral students to learn more about Grow-Your-Own (GYO) Leadership Development Programs at Community Colleges. Robert Boswell, an emerging leader, practitioner, and advocate for the process of leadership development in community colleges. The results of Mr. Boswell's inquiry may be of interest to your faculty/staff and other professionals interested in careers at a community college.

The primary purpose of his research initiative is to acquire a better understanding of GYO leadership development programs in community colleges. I wholeheartedly support Mr. Boswell's research initiative and trust that we can count on your support as well.

Please be assured that information by the participants will be held in the strictest of confidence. All data will be analyzed and reported as group data only, and in accordance with Penn State University policy for research initiatives.

Soon, Mr. Boswell will contact your office to make an appointment to meet with one of your staff personnel to discuss the GYO leadership development program at your community college. However, if you have any questions or need additional information about this study, you may contact Robert A. Boswell at rab383@psu.edu or (717) 443-5416. A copy of the questions for the meeting is attached for your perusal.

I really appreciate your assistance and look forward to enhancing the relationship with your institution and Penn State University. Thank you very much.

Sincerely,

David L. Passmore, Ph.D.
Professor of Education and Program Coordinator for Workforce Education and Development

Enclosure(s)

APPENDIX C

Informed Consent Form

PENNSTATE

Informed Consent Form for Social Science Research
The Pennsylvania State University

Title of Project:	Implementation of a Grow-Your-Own Leadership Development Program in the Middle Atlantic and Texas Community Colleges
Principal Investigator:	Robert A. Boswell, Graduate Student 230 Muench Street Harrisburg, PA 17102 (717) 443-5416; rab383@psu.edu
Advisor:	Dr. David L. Passmore 301 Keller Building University Park, PA 16802 (814) 863-2596; dlp@psu.edu

1. **Purpose of the Study:** The primary purpose of this research initiative is to acquire a better understanding of leadership development programs at community colleges. The Transtheoretical Model framework will be used to guide the explanation and facilitation of implementing leadership development programs at community colleges. More specifically, this study is intended to identify readiness to implement leadership development programs, potential pros and cons related to the implementation, confidence to implement, and the strategies utilized to facilitate the implementation.

2. **Procedures to be followed:** In an interview setting with only the principal investigator, you will be asked a series of questions about leadership development at your college. The interview will be taped recorded (for transcription purposes only). Your name will not be used in the report but will be linked to a code, i.e. a Human Resource Director will be coded HRD1.

3. **Duration/Time:** The interview will be no longer than 60 minutes.

4. **Statement of Confidentiality:** Your participation in this research is confidential. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared. In order to help offset the likelihood that it would be possible to deductively determine who provided specific responses; alpha/numeric codes will be used instead of position titles to help protect the identities of participants. Your responses will remain confidential. That is, names or other identifiable information will not be linked to your responses. Data will be reported in summary form only, or if individual quotes are used, a masked name, pseudonym, or number code will replace your given name. Information gathered from the interview will be stored and secured in the principal investigator's secure home office and be accessible by only the principal investigator to be destroyed on January 03, 2017.

5. **Right to Ask Questions:** Please contact *Robert A. Boswell at (717) 443-5416* with questions or concerns about this study.

6. **Voluntary participation:** Your decision to be in this research is voluntary. You may stop at any time. You do not have to answer any questions you do not want to answer. Refusal to take part in or withdrawing from this study will involve no penalty or loss of benefits you would receive otherwise.

7. **Permission to use tape recording device**: Please indicate below your willingness to have this interview tape recorded. All audio recordings will be stored in a locked cabinet until destroyed after transcription by January 03, 2017. Unless you give the researcher permission to archive recordings for uses in future reports and publications. Only approved researchers will have access to these tapes. You may decline to have this interview tape recorded at any time before or during the interview. After the interview, you have the right to ask that the tape recording or your interview not be used in this research study.

_____   I permit this interview to be tape recorded.

_____   I do not permit this interview to be tape recorded.

May the researcher use your voice records for future research? Initial two options:

_____   I do not give permission for my recordings to be archived for *future research projects*. The recordings will be destroyed by January 03, 2017.

_____   I do not give permission for my *recordings to be archived* for *educational and training purposes*. The tapes will be destroyed by January 03, 2017.

_____   I give permission for my recordings to be archived for use in future research reports and publications.

_____   I give permission for my recordings to be archived for educational and training purposes.

If you agree to take part in this research study and the information outlined above, please sign your name and indicate the date below. You will be given a copy of this form for your records.

_____   _____
Participant Signature   Date

_____   _____
Person Obtaining Consent   Date

APPENDIX D

Interview Guide for Participants

Participant Information
Community College_____ Title_____ Date_____
Ethnicity_____ Age_____ Gender _____ Educational Level _____
Years at College _____Start Time_____ End Time_____

CONSTRUCTS	KEY QUESTIONS
Actions for Implementing a Leadership Development Program	1. What are your responsibilities for leadership development at your college?
	2. What leadership competencies are the most essential at your college?
	3. What leadership development activities could be applied at your college?
	4. What does it mean to implement a leadership development program at your college? How do you do it?
	5. What actions are the most significant in order for the implementation of the leadership development program to be successful at your college?
Stage of Implementing a Leadership Development Program	1. Has your college been implementing a leadership development program?
	A) Yes, our college(s) has been implementing a leadership development program or more than 6 months.
	B) Yes, our college(s) has been implementing a leadership development program for less than 6 months.
	C) No, our college(s) has not been implementing a leadership development program.
	2. Are you seriously thinking about implementing a leadership development program?
	A) Yes, within the next 30 days
	B) Yes, within the next 6 months.
	C) No, not thinking implementing a leadership development program.
Pros and Cons of Implementing a Leadership Development Program	**Pros:**
	1. Why did your college decide to implement a leadership development program?
	2. What does the leadership development program accomplish at your college?
	3. What is the desired outcome of the leadership development program at your college?
	4. Who stands to benefit the most from the leadership development program? Who else benefits?
	5. Please discuss how the implementation of a leadership development program may address the anticipated retirements of current community college leaders?

	Cons:
	1. What are the major challenges for implementing a leadership development program at your college?
	2. Please identify any problems with implementing a leadership development program at your college?
	3. What are some potential weaknesses with implementing a leadership development program?
	4. What barriers may hinder the implementation of a leadership development program?
	5. Please discuss any drawbacks related to the implementation of the leadership development program at your college?
Self-Efficacy to Implement a Leadership Development Program	1. In what situations are you the most confident to implement leadership development programs? 2. In what situations are you the least confident to implement leadership development programs?
Processes Utilized to Implement a Leadership Development Program	1. Is the implementation of the leadership development program being communicated at your college? If so, how? 2. How do you feel about the potential deficiencies in community college leadership and how do you communicate those feelings at your college? 3. How could or do you help others realize the positive impact of implementing the leadership development program at your college? 4. How could or do you consider college's identity, desires, and success can be enhanced by the implementation of the leadership development program at your college? 5. How could or do you empower individuals to participate the leadership development program at your college? 6. Explain your level of commitment to implementing the leadership development program at your college? 7. What cues or reminders have been added by your college for the implementation the leadership development program? 8. What new activities or thought processes been substituted for old activities and thought processes concerning leadership development? 9. Does your college reward individuals for completing the leadership development program? If so, how? 10. What social support or help is available with taking the steps for implementing the leadership development program at your college?

This concludes my questions. Do you have any comments, follow-up issues, or questions for me?

Field Observations

VITA

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Doctoral in Workforce Education and Development May 2015
Pennsylvania State University, University Park, PA
Master of Education in Training and Development May 2010
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PUBLICATIONS:
Boswell, R. A. (2011). A physician group's movement toward electronic health records: A case study using the transtheoretical model for organizational change. *Consulting Psychology Journal: Practice and Research*, *63*(2), 138-148.

Boswell, R. A. and Passmore, D. L. (2013). Role of early family configuration and hours worked on student success in two-year colleges. *Community College Enterprise, 19*(1), 9-18.

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Boswell, R. A. and Imroz, S. I. (2013). The AACC leadership competencies: Pennsylvania's views and experiences. *Community College Journal of Research and Practice, 37*(11), 892-900.

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Boswell, R. A. (2012, December). *Implementing a competency framework for community college leaders*. Poster session presented at the LPS-GSA and IESA Fall 2012 poster session in University Park, PA.

Boswell, R. A. (2013, February). *Implementing a competency framework for community college leaders into graduate study.* Paper presented at the Annual Graduate Student Professional Development and Research Symposium in Philadelphia, PA.

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Boswell, R. A. (2013, April). *Measuring readiness and self-efficacy for integrating competencies for community college leaders.* Poster session presented at the Council for the Study of Community Colleges Conference in San Francisco, CA.

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