

BASELINE DEVELOPMENT TO STREAMLINE EXECUTIVE SELECTION

By

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To Dr. Dale Campbell, my mentor; Shannon, my partner, and Parker, my inspiration

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Abstract of Thesis Presented to the Graduate School
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Community college leadership teams are currently in a state of high turnover. Selecting the right people to replace those that helped build the nation's community college systems will be a daunting task. The selection of new leaders in a tight labor market will be a critical test for all community colleges. This study is an exploratory examination of the potential usefulness of utilizing work style profiling to build role specific baselines to be used in strengthening current selection practices.

Results showed that work style profiles can be useful in developing role baselines that could be useful in building job profiles and informing the development of structured interview processes. Two groups of archetypal leaders representing community college business officers and workforce development officers were profiled and baselines developed showing each group had distinct work styles from the general professional public but also from each other. This determination is a first step toward the development of a program to utilize psychometric testing to strengthen leadership selection processes.

CHAPTER 1 INTRODUCTION

This chapter highlights the purpose and provides an overview of this study. The statement of the problem, definitions, study limitations and the significance of this study are also covered in this chapter.

Statement of the Problem

The United States is facing a tight labor market in the coming decades and community colleges are not going to be immune from the effects. According to the Bureau of Labor Statistics, educational jobs are expected to grow at almost double the overall national industrial average through 2016. This growth in needed staffing comes at a time when community colleges are also facing a leadership gap (Campbell & Associates, 2002; Campbell, 2006; Shults, 2001), particularly with specialized senior administrators. With a glut of these core administrators set to retire, community colleges will be forced to compete to hire the best talent into these positions.

The combination of a constricting overall labor market with anticipated increasing demand for educational leaders is compounded by the current retirement cycle of the baby boomer generation. Community colleges will be faced with trying to replace large numbers of senior leaders over the next five to ten years. More than 50% of college presidents in their positions as of 2006 are looking to retire before 2012 (Weisman & Vaughan, 2007). While this issue has received significant attention, the crisis in replacing the next level of senior administrators has just begun to receive interest (Campbell, 2006; Patton, 2004).

If, as author Jim Collins stated in his 2002 bestseller “Good to Great” the key for organizational success is in getting the right people on the bus, how can community colleges get the right people into the ranks of their leadership? A key concern for community colleges is where are the leaders of tomorrow going to come from: internal or external sources? With the

increased pressure on the labor pool, a community college is going to be hard pressed to find qualified people to fill their needs. This could increase the time it might take and the cost incurred to hire someone, particularly for a specialized position. The 28 community colleges in Florida paid over 1.15 billion dollars in personnel cost in 2006 and over 12% of that staff was considered non-instructional professional staff (Florida Community College System 2007 Fact Book). It is currently estimated that for a community college to fill a salaried position at \$75,000 might cost an institution upwards of \$25,000 (Park, 2007). While this cost is significant, the need for making the right choice with senior hires is even more so. The cost of making a wrong choice is, at best, having to redo the search and doubling your cost; at worst, a poor hire could cost a community college millions of dollars (Campbell & Associates, 2002).

Hiring the right people into community colleges' leadership roles is one of the key issues facing community colleges over the next five to ten years. There is no way to guarantee that a selection process is going to identify the best candidate to fit the position and the needs of the particular community college. However, there are things that can be done to increase the likelihood of making an appropriate hire.

Purpose

The purpose of this study was to explore the possibility of utilizing work styles profiling personality tests in building baseline profiles for specific administrator categories. Profiles of this type could be used to inform hiring personnel about the common work styles that successful professionals in specific roles possess. If potential hires take the same instrument, these baselines could be utilized as a comparative data set. Additionally, having access to this type of data set could shorten the job analysis process and help in directing structured interviews and hiring a candidate of best fit.

The theoretical foundation for developing these baselines is based on the person-environment fit paradigm. The validity of personnel measures in predicting overall job performance has shown work samples, personality testing and structured interviews as some of the most valid personnel measures available (Schmidt & Hunter, 1998). A work style profile integrates aspects of what environment a person prefers to work in, what type of work behavior they prefer to focus on with some more general personality trait measures. This information generated by a group of archetypal exemplars representing a particular leadership role category could be used to directly screen participants, or more appropriately, used to direct the development of structured interview questions and follow-ups.

Research Questions

Psychological measures have been utilized in personnel selection going back decades. Two of the most widely used have been cognitive and personality tests. However more recently work style instruments are being used to match individuals with jobs and organizations; yet there is ongoing debate as to their practical utility. Most of the debate has been focused on whether the information gleaned from such tests is broad enough to encompass social and environmental factors that can interact with personality factors or traits in determining an individual's likelihood of success in a particular role (Kwaske, 2004; Schmidt & Hunter, 1998). The first research question is to explore the applicability of these combined factors:

Research Question 1: Will groups of archetypal leaders drawn from community college oversight boards representing two common leadership roles display similar strengths and weaknesses when compared with their peers in the same roles against the general population?

This question will be looked at with from a within group analysis. The literature finds fault with the usage of many personality tests in the hiring process because most positions are not exclusively filled with one personality type or another (Hough & Oswald, 2005; Murphy & Dzieweczynski, 2005). However, if commonalities exist between peers within each role's

archetypal group, how can these be utilized to aid in personnel selection? The second research question will look at whether a work styles profile will be able to discriminate between two archetypal groups to be useful in personnel selection.

Research Question 2: What are the differences between the two archetypal groups that may be a help in the selection process?

This is a between group analysis to help support the development of job type baselines.

Definition of Terms

Several terms are used throughout this study, to aid in the understanding of these terms they will be defined below.

Business officer: senior administrator responsible for the business operations of an institution; duties may include responsibilities for internal and external financial control, as well as other business relationship duties.

Community colleges: institutions of higher learning primarily focused on local or regional needs, often classified as 2 year institutions or junior colleges.

Community College Business Officers (CCBO): the professional organization supporting the professional staff with business operations responsibility for community colleges in the United States and Canada.

National Council for Continuing Education and Training (NCCET): the professional organization representing community college professionals who work in continuing education, workforce development and community services.

WAVE Professional Styles (WAVE): the work styles profile instrument utilized in this study, developed by Saville Consulting.

Work Styles Profile: an assessment tool for identifying behavioral and competency preferences of an individual in an employment environment; these instruments draw heavily on personality factors and are generally based on both trait and state measures.

Workforce director: senior administrator with responsibility for vocational training programs and often continuing education efforts.

Limitations

As an exploratory study, this study is only interested in showing that utilizing a standardized and validated work styles instrument, in this case the WAVE, two groups of

community college leaders would exhibit commonalities within their own group and distinct difference between the groups. This study is limited to creating baselines for Business Officers and Workforce Development Officers positions. This study assumes that the leadership of the national associations representing each type of officer (CCBO and NCCET) is comprised of a range of highly successful practitioners.

Another limitation is that the instrument's developer states that data generated from the instrument is not stable over a person's life. The time frame of the data collection from both groups was well within the stated useful parameters, but future use of this particular data for benchmarking purposes would be discouraged.

Significance of Study

If archetypal baselines can be developed for specific community college leadership positions, these baselines could be used to augment hiring procedures, such as job profiling and developing structured interviews. Many top leadership jobs at community colleges are highly specialized administrative positions and no clear career paths exists for natural succession processes for many of these positions (Campbell, 2006). This means that many of the applicants for these positions will be coming from outside of the position's direct reporting structure. With a wide variety of applicants, selection committees are more often placed in a position of evaluating candidates who come from outside the direct organizational structure. This places a premium of fit to the culture of the organization and style of work for that specific position.

If these leadership positions are truly highly specialized roles within community college administrations, there should be commonalities that define or support that specialty. Sampling a group of highly successful individuals currently in these roles should yield unique profiles for these roles. These unique profiles could then be used as a type of benchmark for highlighting key factors in helping an individual be successful in this specialized role. This type of benchmarking

could assist individual colleges in completing a job analysis in preparing for the opening of a position and help those on the selection committee know what type of person they should be looking for to fill the role. These shortcuts will hopefully save community colleges many thousands of dollars in direct costs and in the end, provide for a more stable predictor of candidates' fit in the role and ultimately performance in the new position.

CHAPTER 2 LITERATURE REVIEW

This chapter reviews literature that supports the foundations of this study. The chapter will be divided into three sections. The first section focuses on the staffing problem facing community colleges known as the leadership gap and the potential related costs to community colleges. The second section outlines the theoretical foundations for this research study by reviewing the literature supporting the importance person-environment fit with respect to personnel selection. In the third section, a brief overview of the general literature on personnel selection methods will be outlined concluding with a review of how specifically the use of work styles/personality testing can be utilized as a tool in the selection process.

Leadership Gap

In 2008, the first wave of the baby boomer generation will be hitting eligibility for social security. While many indications are that not all of these 76 million workers will be leaving the workforce completely, data analyzed by the AARP over the last fifty years actually shows a downward trend of the age of retirement (Korczyk, 2004). This could compound the factors facing a tight labor market over the next twenty years. Even if older workers stay in the job market longer, they most likely will not be looking to work in jobs with defined benefits plans nor working full time. This will impact public sector management jobs the hardest (Hollon, 2007).

This issue compounds on community college leadership positions as higher rates of retirements coincide with increasing demand for skilled workers. Information from the United States Bureau of Labor Statistics (2007) shows that the staffing needs in education will almost double the pace of the rest of the job market over the next ten years. This staffing crunch has been building since the unprecedented growth of community college systems in the late 1960's

and 1970's created a wave of new employment. Those who responded to that staffing growth have for the last decade occupied the leadership positions in our community colleges and as they look to leave, a new wave of leaders must step to the forefront (Campbell & Associates, 2002; Shultz, 2001).

Most of the research pertaining to this retirement boom for community colleges has focused at the chief executive level (Campbell & Associates, 2002; Shultz, 2001; Weisman & Vaughn, 2007). Dr. Dale Campbell in 2006 highlighted that this anticipated turnover is not just an issue with community college presidents but extends down the leadership through highly specialized administrator positions. This work forecasts problems with the turnover of administrative positions in academic affairs, student affairs and business affairs. A survey of community college presidents shows the anticipated turnover of these types of leadership positions with respondents highlighting that in the short time window between 2006 and 2010 half of the presidents surveyed anticipate losing between ten and fifty percent of their senior leadership in these three areas (Campbell, 2006).

Many of these positions are highly specialized administrative roles, requiring not only general management and leadership skills but highly contextualized knowledge of college systems and state and federal requirements. Some of these positions are not supported by natural career ladders and those currently in the succession line are likely to be retiring soon as well (Campbell & Associates, 2002; Campbell, 2006; Shultz, 2001). The number of those seeking advanced degrees in community college administration has been declining over the past two decades (Patton, 2004) and thus the lower number of internally qualified candidates will ensure that community colleges must open their applicant pools to those from outside the traditional career progression ladders.

This combination of factors of massive retirement, increased demand, specialized roles and shrinking qualified graduates creates a perfect storm of the current and impending leadership gap being faced by community colleges. This situation will make the stakes for hiring community college leaders more important as the gap widens over the next decade. The American Association of Community Colleges (AACC) recognizes "...that choosing the right person for the job is the most important decision a leader or an organization can make." (AACC, 2007: 1)

The importance of making the right hiring decision has significant impact on an organization's success. Replacing staff can be costly in terms of dollars but also in terms of time and expended energy. The AACC, recognizing these issues, offers an executive search service for community colleges. Their literature puts the cost of hiring a private consultant to assist with an executive search at approximately one third of that executive annual salary. Thus, engaging a private firm to help a community college replace one leader making \$75000 a year would on average cost the institution \$25000. (Park, 2007) These costs do not even cover the entire process of hiring an executive.

Even if an executive search firm is engaged, there are still soft costs to be accounted for such as selection committee time and the inefficiencies of running a community college with key leadership positions vacant. Colleges routinely utilize selection committees as part of the hiring process (Murray, 1999). While this structure offers more diverse input into the hiring process, it also increases the staff time consumed by the process. This diversion of staff time from the selection committee members' primary responsibilities might lower productivity and increases pressure on often already overstressed faculty and administrators. Additionally, if the administrator role is of high importance to the operation of the school, the absence of that leader

could have an impact through lost opportunities or even negatively impacting the morale of the team normally reporting to that vacated position.

The cost in making the hire is eclipsed by the potential cost of making a poor hiring choice. At the very least, making a poor choice might necessitate a second hiring process, if the initial hire is let go or leaves after only a short time. A bad hire could be more costly if the new executive stays, as community college executives are often in positions to make financial and relationship decisions that have long reaching effects for a college. Two of these most significant roles are a college's chief financial officer and the chief workforce officer. Each of these leaders can significantly affect the long term performance of a college, through their controls of the institution's financial systems and leadership in developing and maintaining relationships with the local business population. Making a bad hire or "...choosing the wrong person is the most important mistake a leader or an organization can make." (AACC, 2007: 1)

Community colleges are always struggling to make-do with less and are often struggling for funding (Gleazer, 1998). The risks associated with making a poor hire at the executive leadership level of community colleges are exacerbated in this tight financial environment. The combinations of tight labor markets, high numbers of retirees, increasing demands for services and financial constraints ensure that community colleges need to be efficient and effective at finding and hiring the next wave of leaders.

Person Environment Fit

The hiring process is an exercise of selection where both employer and employee are attempting to find the best fit in the other. An employment agreement is a contract between an individual and an organization wherein both parties are creating reciprocal demands of one another. The better aligned those demands with the desires and capabilities of each party the better fit there will be between a hire and their employer.

Person environment (P-E) fit can be defined “...as the compatibility between an individual and a work environment that occurs when their characteristics are well matched.” (Kristof-Brown, Zimmerman, & Johnson, 2005: 281). More explicitly, it often refers to the extent of the match between the needs and capabilities of an individual and the requirements, demands and rewards afforded by an environment. P-E fit is a general term that is used to encompass many different kinds of person environment fit such as: person-vocation (P-V) fit, person-organization (P-O) fit, and person-job (P-J) fit (Kristof-Brown, et al., 2005). However, across all of these levels, there is a central assumption supported by a wealth of empirical evidence that fit is an important predictor of job satisfaction, commitment and tenure; all important measures of work outcomes (Taris & Feij, 2001).

P-E fit theory and research is often traced to roots initiated by Parsons (1909) whose work in vocational decision-making is often quoted:

In the wise choice of a vocation there are three broad factors: (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; (2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts (Parsons, 1909: 5).

These broad factors outline one of the major areas of fit in the arena of matching demands and abilities. This type of work influenced the development of many vocational tests geared to helping identify vocations where an individual may have interest and ability. These types of tests are some of the oldest psychological instruments with the Strong Vocational Interest Bank dating back to 1927 (Gregory, 2007). At a broad level these vocational tests were early attempts at assessing P-V fit. Since then, measuring fit has been an aspiration for many industrial psychologists and organizational scholars.

Kurt Lewin (1935, 1951) took fit theory to the next step with introducing the hypothesis that behavior is a function of person and environment. He developed the formula $B = f(P, E)$ to represent this theoretical relationship. While Lewin did not expressly specify the exact nature of the relationship between person-environment and behavior, this formula has had significance for its wider impact of P-E fit research and theory. Feeding off of this original formula, Benjamin Schneider's attraction-selection-attrition (A-S-A) theory (1987) realigned this formula into $E = f(P, B)$. This is commonly expressed as an environment is a function of the people and their behavior in that environment. One of the key propositions in building the A-S-A theory is that "People are not randomly assigned to real organizations; people select themselves into and out of real organizations" (Schneider, 1987: 440). The A-S-A is a cycle in which fit plays a part in all the stages, from what companies or jobs a person applies for, to whom gets, selected for a position, or to whom leaves one job for another. This model in Figure 2-1 shows how a proper decision on fit can affect not only the applicant pool an organization has to select from, but also how long that new hire will stay before the cycle has to begin again. The A-S-A theory shows this cycle revolving around the goals of the organization. Because the organization is central in this model, Schneider's (1987) theory is that these organizational goals will be a driving force in the give and take of fit relationships.

This concept that people select themselves into and choose to remain in organizations within which they fit can have significant implications for the hiring process. There has been much investigation about how P-E fit relates to performance and turnover at the organizational level. A meta-analysis conducted in 2006 found significant relationships, shown below in Figure 2-2, between person-organization fit and job performance, mediated by job satisfaction,

organizational commitment, and less intention to turnover (Arthur, Bell, Villado, & Doverspike, 2006).

This meta-analysis found stronger relations between P-O fit and turnover than direct job performance, but one has to be on the job to even be able to perform. Combined with the tight labor market discussed earlier, the turnover of one executive could affect the performance of entire teams and those tasked with finding a replacement. The retention of key employees is a key factor in organizational success and the importance of P-E fit plays a factor in a person electing to join or leave an organization (Schneider, 1987, 2001).

Utilized in selection, P-E fit includes but also goes beyond just matching a potential employee's knowledge, skills, and abilities (KSA) with the technical requirements of a job (Werbel & Johnson, 2001). It can be utilized to look at how that person would fit in with the type of work, style of work, and even other employees. Combining P-J fit, the focus on matching KSAs to the demand of the jobs (Edwards, 1991), with the broader P-O fit, similarity of personality, values, processes and culture between the prospective employee and the hiring organization, expands the hiring criteria for both sides of the relationship. There is a two way fit factor at play. The individual, as well as the organization, are looking to match fit criteria. Some of the factors that need to be considered are outlined in Figure 2-3, showing a simplified model originally outlined by Edwards (1991: 285).

The level to which an applicant perceives fit with the organization will affect their choice to accept or reject a job offer (Cable & Judge, 1996). However, falsely presenting a work situation, job demands or organizational life may lead to a poor decision by either party, and in the end potentially expose the misfit of the match affecting the work outcomes. There is consistent evidence that providing prospective employees with realistic job previews during

recruitment reduces the rate of turnover in a wide variety of organizations (Wanous, 1977).

Providing and receiving truthful and adequate information is a key factor in assessing the level of fit between a potential employee and the hiring organization. This is the ultimate goal of the hiring process.

Personnel Selection Methods

Assessing fit in a hiring situation is a two step process and requires evaluating both the applicant and the job/organization. Evaluating a job environment and a job candidate are two distinct processes in assessing fit for personnel selection. Traditionally, job analysis is used for assessing and developing a job profile. A job profile might be built through task analysis or position analysis questionnaires (Morgeson, 2007), or in the case of an existing position utilizing the current job description and verifying its accuracy. The job analysis is useful in providing a fixed starting point for the enumeration of the organization's side of the fit equation (Robertson & Smith, 2001).

However, fit researchers believe that more must be done to evaluate the broader work environment beyond the basics of educational requirements, work task lists and performance goals. In order to properly gage fit, one must also look at broader characteristics of the job and the organization (Werbel & Gilliland, 1999). "Matching persons to work must often take into account more than just the job itself; it may have to consider the group and organizational contexts in which the person needs to function" (Chan, 2005). This is even more important when the demands of the job may be dynamic (Robertson & Smith, 2001), as in the case of most senior executives roles. In looking to expand the organizations capabilities in understanding and communicating their fit requirements, analysis of the broader role and organizational relationships are required.

Particular jobs and roles within an organization may have specific requirements of work and management style for those occupying that job or role to be successful (Robertson & Smith, 2001). Benchmarking against currently successful actors in those roles or similar jobs would be a method of strengthening the predictive validity of any type of selection measure (Nunnally, 1978). By identifying what specific criterion are important for success in a specific position, the selection processes can focus on those criterion as more discriminate in seeking fit (Hough & Oswald, 2005). This type of information can be utilized to focus selection techniques, such as personality tests (Hough & Oswald, 2005; Landy & Shankster, 1994) and structured interviewing (Cable & DeRue, 2002; Hough & Oswald, 2000; Judge, Higgins, & Cable, 2000; Krell, 2005; Murray, 1999).

Schmidt and Hunter (1998) evaluated the validity of 19 different selection procedures for predictive validity. They stated that, "...the most important property of a personality assessment method is predictive validity: the ability to predict future job performance" (Schmidt & Hunter, 1987:262). This meta-meta-analysis showed correlations between cognitive ability tests, work sample tests, cognitive tests and structured interviews as having the highest predictive validity. Excerpts from some of the common personnel selection measure's validities are shown in Table 2-1 (Robertson & Smith, 2001: 443).

With respect to these measures, understanding the specific requirements or characteristics of a job or role may increase the validity of work sample tests, structured interviews, and personality tests (Hough & Oswald, 2005). Knowing what facets of a job are most important and what the characteristics are of successful archetypes already in these roles enhances the focus of any evaluation of fit. Ensuring that the selection process includes examination of fit on the benchmarked data could increase the validity of these selection measures. "In economic terms,

the gains from increasing the validity of hiring methods can amount overtime to literally millions of dollars” (Schmidt & Hunter, 1987: 273).

Summary

With the current and ongoing leadership gap with respect to community college executives, any improvement in selection and retention of key employees should show great returns for those organizations taking advantage of them. The literature and government analysis indicate hard times ahead for hiring the next wave of community college leaders. The combination of massive retirements, shrinking labor pool and specialized needs ensure that community colleges must make the most out of every new hiring situation. Utilizing P-E fit to build a better understanding of job requirements and the match between a prospective employee and their new role, should help maximize the outcomes of these hiring decisions. Creating benchmarks for specific roles may help current selection methods be even better predictors of future job performance. If one of the most important decisions a leader can make is who to hire, then making the best choice will be paramount to the success of community colleges through this trying time.

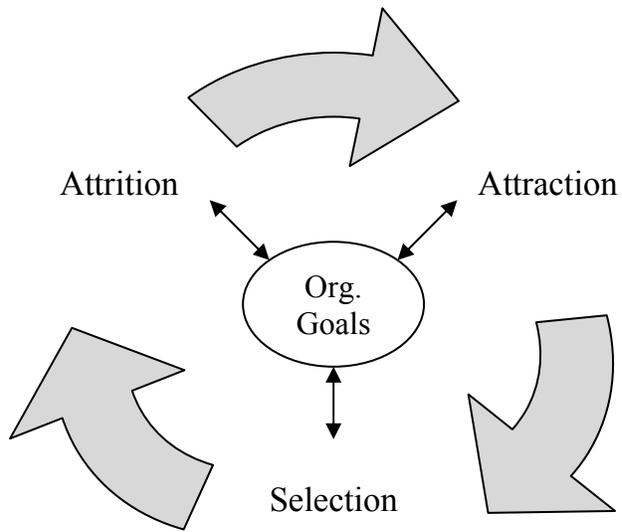


Figure 2-1. Attraction-Selection-Attrition cycle



Figure 2-2. Person-Organization fit relationship to job performance

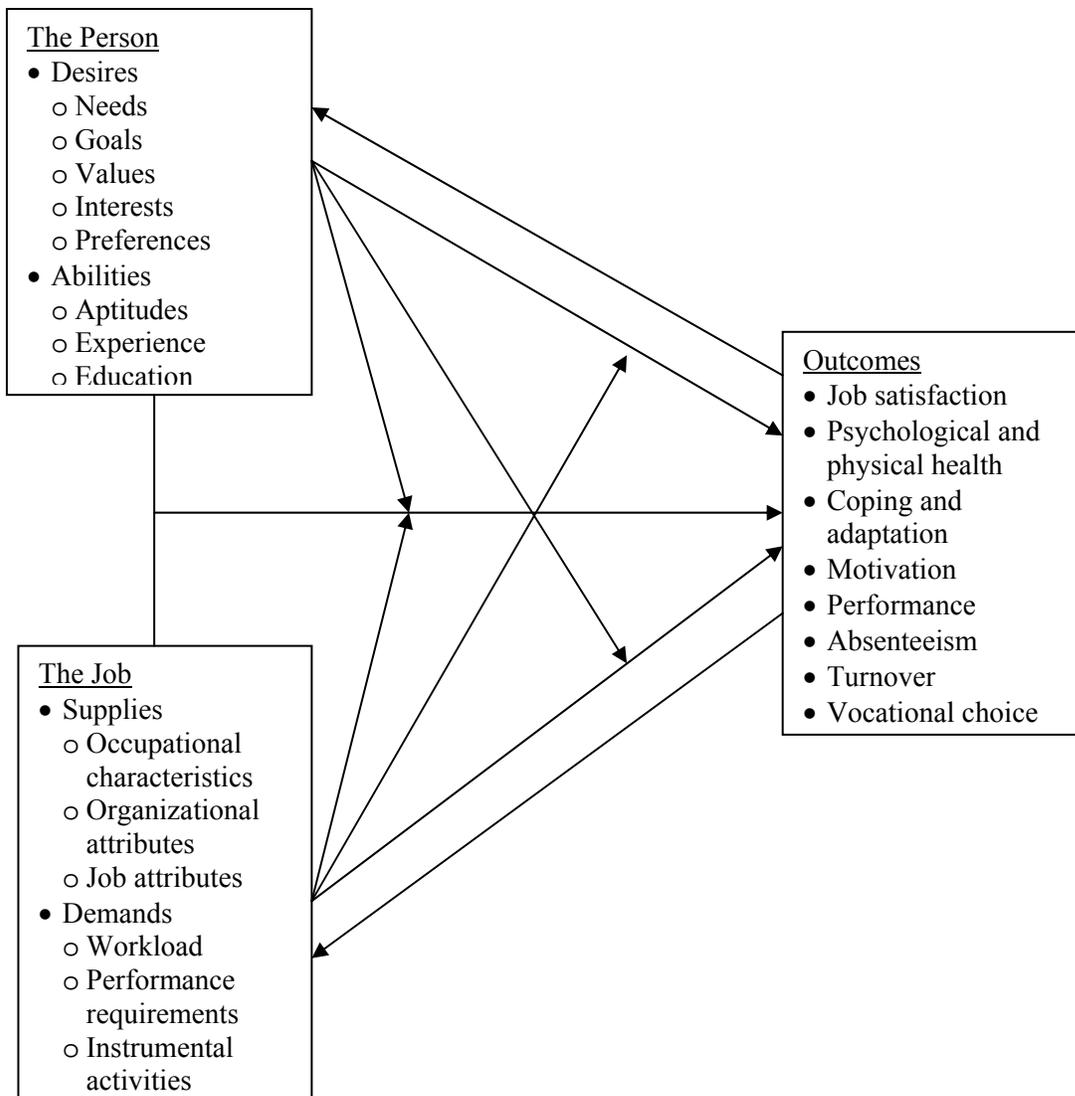


Figure 2-3. Person-Job fit factors and relation to outcome measures

Table 2-1. Validity of common personnel selection measures

Personnel measures	Validity (r)
Cognitive ability tests	.56
Work Sample tests	.54
Cognitive tests	.51
Structured interviews	.51
Personality tests	.40
Interview – Unstructured	.35
Years of job experience	.18

CHAPTER 3 RESEARCH METHODOLOGY

This chapter describes the research methodology used in this study. The purpose for conducting this study is explained and supported by statements of the research problem, questions, and hypothesis. The research design outlines the instrument to be utilized and its relevance and reliability as well as data collection method, population to be examined and concluding with the data analysis description.

Purpose of the Study

The purpose of this study was to examine if work styles profiling instruments can be used to build baselines for specific career track leadership positions in community colleges. This study analyzed the profiles of archetypal leaders within two common leadership positions for which similar educational and work related experiences are often required. This examination could lead toward baseline profiles for use in helping to determine personnel fit for specific leadership positions.

Research Problem

Community college leaderships are facing extremely high rates of turnover in the next five years. These institutions will be engaging in recruiting and hiring new personnel for these leadership positions almost in mass in the next five years. Without necessary preparation and development of internal candidates, community colleges will have to draw from outside the education ranks to fill these vital roles. How are these institutions going to ensure these outside candidates are a good fit for their new role? With the massive rates of turnover expected, colleges would do well to hire the right person the first time and begin to establish a new stability of leadership. (Campbell & Associates, 2002; Evelyn, 2001; Leubsdorf, 2006).

Research Questions

Psychological measures have been utilized in personnel selection going back decades. Two of the most widely used have been cognitive and personality tests. More recently work style instruments are being used to match individuals with jobs and organizations. However, there is ongoing debate as to their validity in predicting workplace success. Most of the debate has been focused on whether the information gleaned from such tests, is broad enough to encompass social and environmental factors that can interact with personality factors or traits in determining an individual's likelihood of success in a particular role (Kwaske, 2004; Schmidt & Hunter 1998). The first research question is to explore the applicability of these combined factors:

Research Question 1: Will groups of archetypal leaders drawn from community college oversight boards representing two common leadership roles display similar strengths and weaknesses when compared with their peers in the same roles against the general population?

This question will be looked at with from a within group analysis. The literature finds fault with the usage of many psychological tests in the hiring process because most positions are not exclusively filled with one personality type or another (Hough & Oswald, 2005; Murphy & Dzieweczynski, 2005). However, if commonalities exist between peers within each roles archetypal group, how can these be utilized to aid in personnel selection?

Research Question 2: What are the differences between the two archetypal groups that may be a help in the selection process?

This is a between group analysis to help support the development of job type baselines.

Research Hypothesis

This study will first look at within group similarities to distinguish from the general population. The first set of hypothesis is:

- **H0:** The two archetypal groups will exhibit no significant similarities.
- **H1:** Archetypal groups of community college leaders representing common leadership positions will share some distinct characteristics on the items of their WAVE profiles.

The study then will look at the between group differences to distinguish between the two roles. The second set of hypothesis is:

- **H0:** The two archetypal groups will exhibit no significant differences.
- **H2:** The archetypal groups will exhibit significant differences in work profile items that can be directly tied back to the types of roles the groups play in community college administrations.

Research Design

This study was based on survey data collected through the administration of an online questionnaire to measure community college leaders' personality characteristics. The results of this questionnaire was statistically analyzed to determine if there was congruency within each archetypal group representing a particular role within community college leadership and if this type of information could be utilized to distinguish between roles.

Research Instrument

The WAVE personality test is the next generation of assessments developed by Saville Consulting, Ltd. This assessment is designed to measure an individual's personality as it relates to the Big Five giving scores at 4 levels of granularity: Cluster (4 scales), Section (12 scales), Dimension(36 scales) and Facet Level (108 items) shown in Figure 3-1. A further break down of the Clusters and Sections is outlined in Figure 3-2.

Not only does this assessment align with the Five Factors Model of personality, it also evaluates an individual's motivation, competency and culture. This type of assessment focuses on not just the variables of personality but how those traits work within the social and environmental factors of the workplace to provide a more comprehensive profile for use in employee selection processes. The developers of the WAVE suggest the instrument takes approximately 35 minutes to complete. The questionnaire is only available through online delivery but can be administered in an invited (unsupervised) mode or supervised mode. A

sample of the normative and ipsative question types included in this instrument can be found in the example below, taken from the WAVE's guide document sent to individuals before they take the instrument.

The WAVE also differentiates itself from other personality tests in its use of both Normative and Ipsative questions. The WAVE uses normative scales to assess the 108 facets using 9-point Likert scale items (very strongly disagree, strongly disagree, disagree, slightly disagree, unsure, slightly agree, agree, strongly agree, very strongly agree). This type of rating has its advantages in data interpretation but it also allows significant bias into the questionnaire. The WAVE attempts to control for this bias by supporting the Normative questions with Ipsative Forced Choice questions to minimize any normative response distortions. The WAVE questionnaire benefits from the use of technology, by allowing for a real-time adjustment and application of Ipsative choices to clarify an individual's normative responses, due to the online nature of the test administration (Saville, 2006).

Once a questionnaire is complete, several reports can be generated, depending on the levels of detail needed. The most concise report is the personal report. The personal report outlines a profile chart graphically outlining the individual's scores on the 4 clusters and 12 sections. Narrative statements outline the related dimensions and facets. This report is a high level summary of results based on the individual's responses and is intended for non-expert users.

The expert report is designed for trained users and provides much more detailed information. The expert report is broken down into four main sections: executive summary profile; psychometric profile overview; predicted culture/ environment fit; and competency potential profile. The executive summary profile is a single page graphical outline of the twelve

sections (vision, judgment, evaluation, leadership, impact, communication, support, resilience, flexibility, structure, drive and implementation) of the profile within their four cluster groupings. The psychometric profile overview breaks down these section scores into their component dimensions, each section having three dimensions, as listed in Table 3-1.

The predicted culture/environment fit report outlines those aspects of a culture or work environment that may positively or negatively affect an individual's ability to be successful. This report is developed utilizing the 108 facets but also the individual's scores on motivation and talent criteria. This two to three page report lists factors that may be performance enhancers or performance inhibitors in the individual being successful. This relationship is shown in the Figure 3-3 and Figure 3-4 (Saville, 2006).

The competency potential profile is a one page report outlining how the individual's 108 facets relate to an independent data set of 1154 professionals. This report shows how individuals rank against a predefined baseline.

Instrument Reliability

The WAVE has a Test-Retest mean reliability of 0.79, the minimum 0.71 and maximum of 0.91 as shown in Table 3-2. These results were based on a sample size of 112 with a retest period of one month. The Alternative Form Normative, Ipsative and Combined were based on a sample size of 1153 (Saville, 2006).

The validity of the WAVE instrument and dimensions is based on validation centric development, where items are selected for inclusion in the instrument based on their validity in predicting external job performance criteria (Saville, 2006). The WAVE instrument has also been correlated against the 16PF, the Myers Briggs Type Indicator, the Gordon Personal Profile, and the DISC. Results of construct validation studies suggest the WAVE is valid and measures what it is intending to measure (Saville, 2006).

Data Collection

As part of an ongoing national initiative to demonstrate the applicability of utilizing the WAVE in personnel selection and development for community college leaders, several national organizations were invited to participate in taking the WAVE. The leadership teams of both Community College Business Officers (CCBO) and the National Council for Continuing Education and Training (NCCET) were asked to take the WAVE between June and December of 2006. Each participant received a personal report and the organizations received an initial breakdown of the group's data (Campbell, 2006). Individuals were assured anonymity for the purposes of this research and their data was communicated only as members of a larger group or board.

Population

The Community College Business Officers is an organization representing personnel from community college business operations offices. Its members include chief executive officers, chief business officers, controllers/accountants, administrative services officers, purchasing personnel, information technology personnel, and auxiliary services officers. The majority of their leadership was represented by senior community college officers, a group identified as future critical leadership gap for community colleges (Campbell, 2006). This group consists of thirty-five total members completing WAVE profiles. This includes fifteen active board members and twenty CCBO Academy members identified for their leadership potential within the organization.

The National Council for Continuing Education and Training (NCCET) group consisted of nineteen current and former board members and directors. This organization provides leadership in the areas of continuing education, community services, workforce development, and distance learning. Workforce development and continuing education are both core aspects in

the missions of most community colleges. The individuals selected to run these programs are often part of a college's leadership team at the highest levels. Directors of these programs were also identified as key positions to fill in the coming leadership gap (Campbell, 2006).

Data Analysis

The first hypothesis was analyzed within each organization's group, one sample being the CCBO group and the other being the NCCET group. The WAVE data from the psychometric profile was analyzed for each group in all 12 sections and 36 dimensions as well as the 12 categories from the competency potential profile. Descriptive data analysis was generated and means will be compared via a t-test with the WAVE standardized mean. Categories showing significant difference from the standardized mean would be considered as important criteria pertaining to this leadership group.

The second hypothesis was tested by comparing the two sample groups utilizing a two-way analysis of variance (ANOVA). Scores compared were the 12 sections and 36 dimensions from the psychometric profile as well as the 12 categories of the competency potential profile. This data helped to differentiate the psychometric and competency strengths of the two analyzed leadership positions.

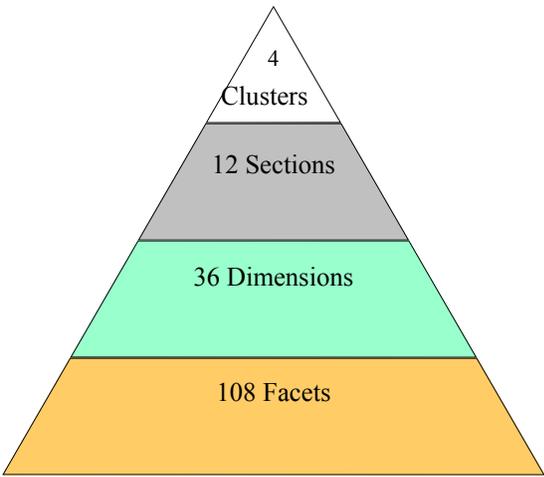


Figure 3-1. The theoretical model of the WAVE

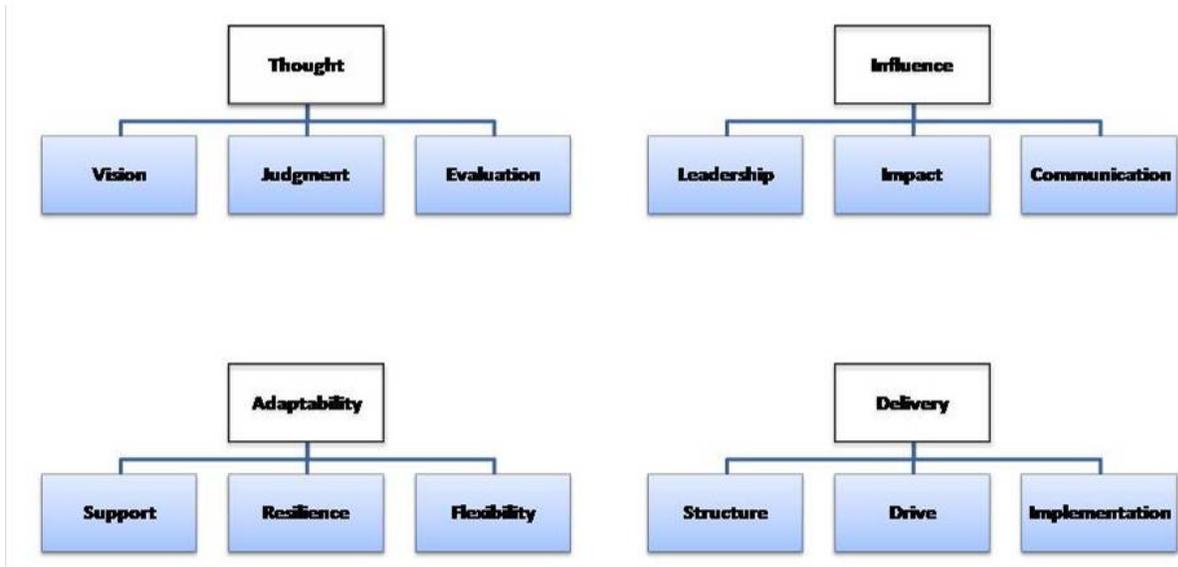


Figure 3-2. Clusters and aligned sections of WAVE model

Table 3-1. Cluster, section, and dimension categories

Cluster	Section	Dimension
Thought	Vision	Inventive Abstract Strategic
	Judgment	Insightful Practically Minded Learning Oriented
	Evaluation	Analytical Factual Rational
Influence	Leadership	Purposeful Directing Empowering
	Directing	Convincing Challenging Articulate
	Empowering	Self-Promoting Interactive Engaging
Adaptability	Support	Involving Attentive Accepting
	Resilience	Resolving Self-Assured Composed
	Flexibility	Receptive Positive Change Oriented
Delivery	Structure	Organized Principled Activity Oriented
	Drive	Dynamic Striving Enterprising
	Implementation	Meticulous Reliable Compliant

Example

	Very Strongly Disagree	Strongly Disagree	Disagree	Slightly Disagree	Unsure	Slightly Agree	Agree	Strongly Agree	Very Strongly Agree
It is important to me to know how well I have done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I am an optimist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I am good at generating ideas	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology is one of my strong points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at understanding how others feel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I am someone who is confident when meeting new people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

In the example, the respondent has indicated that they:

- *very strongly agree* that it is important to know how well they have done
- *very strongly agree* that they are an optimist
- *disagree* that they are good at generating ideas
- are *unsure* whether or not technology is one of their strong points
- *strongly agree* that they are good at understanding how others feel
- *strongly agree* that they are someone who is confident when meeting new people

	Most	Least
It is important to me to know how well I have done	<input checked="" type="radio"/>	<input type="radio"/>
I am an optimist	<input checked="" type="radio"/>	<input type="radio"/>
I am good at understanding how others feel	<input checked="" type="radio"/>	<input type="radio"/>
I am someone who is confident when meeting new people	<input checked="" type="radio"/>	<input type="radio"/>

Because the respondent has given the same rating to two pairs of statements, these are presented again, and the respondent is asked to indicate which statement is most like them and which statement is least like them.

Figure 3-3. Example of the types of questions asked on the WAVE

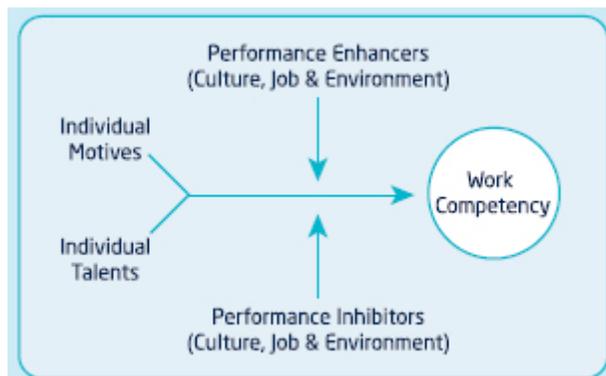


Figure 3-4. Predicted culture/environment fit factor relationships

Table 3-2. Reliability summary for Saville Consulting WAVE. Alternate form normative, ipsative, and combined (N = 153). Normative test-retest reliability on invited access (N = 112)

Profession Styles Dimension	Alternate Form Normative	Alternate Form Ipsative	Alternate Form Combined	Test-Rest Normative
Inventive	0.91	0.87	0.91	0.88
Abstract	0.85	0.77	0.83	0.76
Strategic	0.84	0.79	0.84	0.73
Insightful	0.82	0.72	0.79	0.76
Pragmatic	0.85	0.83	0.86	0.81
Learning Oriented	0.86	0.84	0.87	0.78
Analytical	0.85	0.79	0.84	0.73
Factual	0.79	0.79	0.81	0.77
Rational	0.91	0.88	0.92	0.82
Purposeful	0.87	0.80	0.87	0.71
Directing	0.89	0.84	0.89	0.83
Empowering	0.90	0.85	0.89	0.80
Convincing	0.85	0.78	0.84	0.74
Challenging	0.86	0.81	0.86	0.86
Articulate	0.91	0.86	0.91	0.86
Self-promoting	0.89	0.84	0.89	0.80
Interactive	0.90	0.85	0.90	0.89
Engaging	0.87	0.83	0.87	0.79
Involving	0.79	0.81	0.81	0.74
Attentive	0.83	0.85	0.86	0.71
Accepting	0.78	0.82	0.81	0.75
Resolving	0.88	0.84	0.88	0.80
Self-assured	0.86	0.78	0.85	0.76
Composed	0.90	0.84	0.89	0.72
Receptive	0.81	0.73	0.78	0.80
Positive	0.85	0.81	0.85	0.82
Change Oriented	0.85	0.82	0.86	0.76
Organized	0.86	0.88	0.88	0.77
Principled	0.81	0.77	0.81	0.80
Activity Oriented	0.90	0.86	0.89	0.78
Dynamic	0.87	0.81	0.87	0.78
Striving	0.86	0.79	0.85	0.80
Enterprising	0.93	0.89	0.93	0.91
Meticulous	0.87	0.87	0.89	0.80
Reliable	0.89	0.89	0.91	0.83
Compliant	0.89	0.90	0.91	0.83

Table 3-3. Single dimension and composite validities

Criterion	Single	Single	Cross	Cross
	Dimension	Dimension	Validated	Validated
	Validity	Validity	Composite	Composite
	IA	SA	Validity IA	Validity SA
Generating Ideas	0.42	0.44	0.44	0.41
Exploring Possibilities	0.21	0.36	0.44	0.47
Developing Strategies	0.54	0.56	0.68	0.68
Providing Insights	NS	0.20	0.42	0.38
Implementing Practical Solutions	NS	NS	0.09	0.29
Developing Expertise	0.19	0.19	0.35	0.38
Analyzing Situations	0.26	0.34	0.30	0.36
Documenting Facts	0.29	0.27	0.29	0.27
Interpreting Data	0.46	0.42	0.44	0.62
Making Decisions	0.48	0.50	0.64	0.64
Leading People	0.68	0.66	0.77	0.70
Providing Inspiration	0.62	0.64	0.64	0.64
Convincing People	0.26	0.26	0.56	0.60
Challenging Ideas	0.47	0.49	0.45	0.47
Articulating Information	0.66	0.60	0.68	0.68
Impressing People	0.32	0.30	0.56	0.45
Developing Relationships	0.42	0.50	0.64	0.66
Establishing Rapport	0.63	0.57	0.71	0.67
Team Working	0.32	0.32	0.46	0.40
Understanding People	0.35	0.31	0.47	0.40
Valuing Individuals	0.34	0.28	0.46	0.44
Resolving Conflict	0.38	0.38	0.48	0.40
Conveying Self-Confidence	0.40	0.34	0.66	0.78
Coping with Pressure	0.36	0.34	0.32	0.30
Inviting Feedback	0.26	0.22	0.40	0.32
Thinking Positively	0.40	0.38	0.42	0.48
Embracing Change	0.42	0.48	0.42	0.34
Organizing Resources	0.32	0.38	0.22	0.42
Upholding Standards	0.21	0.21	0.20	0.16
Completing Tasks	0.26	0.31	0.34	0.41
Taking Action	0.54	0.56	0.56	0.54
Pursuing Goals	0.28	0.42	0.44	0.46
Tackling Business Challenges	0.42	0.38	0.48	0.45
Checking Details	0.39	0.31	0.24	0.23
Meeting Timescales	0.45	0.43	0.41	0.43
Following Procedures	0.26	0.24	0.44	0.14

NS-not scored. Dimension validity is the correlation between a single Professional Styles scale dimension (weighted combination of ipsative and normative scores) with the matched work performance criterion. Total sample matched is N = 556-658 (sample size varied due to no evidence option on criterion ratings). Cross validated is the correlation of the composite regression equation from initial sample on hold out sample based on a hold out sample of N = 252-316. All validities correlated for attenuation based on the reliability of the criteria (based on 236 pairs of criterion ratings). No further correlations were applied (e. g., restriction of range, predictor unreliability). The composite validity of each of the two Professional Styles forms in relation to overall job proficiency is 0.34 and 0.42 (N = 325). The composite validity of each of the two Professional Styles forms in establishing external ratings of potential for promotion is 0.54 and 0.64 (N = 324) (Saville, 2006).

CHAPTER 4 RESULTS

In this chapter, the results of the collected data and the subsequent analysis are reviewed. We examined results of the analysis of both hypotheses. Each hypothesis was analyzed using two sets of data: the psychometric profile and the competency profile. A discussion of the results and their potential implications will be the focus of chapter 5.

Data was collected from thirty five members of the Community College Business Officers (CCBO) leadership team, consisting of board members and academy members, as well as, nineteen current and former board members and directors of the National Council for Continuing Education and Training (NCCET). The work styles profile was completed by all participants. Data was analyzed from the WAVE's psychometric profile's 12 sections and 36 dimensions as well as the competency potential profile's 12 categories for each group. These scores are reported on a sten-scale ($M=5.5$, $SD =2$) with values from one to ten and are based on a norm sample ($N=1153$).

Research Hypothesis 1

This hypothesis forms the basis of whether the WAVE work styles instrument can be utilized to identify a particular group of professionals from the general population of professionals. Research Question 1 explores the applicability of these combined factors.

Research Question 1: Will groups of archetypal leaders drawn from community college oversight boards representing two common leadership roles display similar strengths and weaknesses when compared with their peers in the same roles against the general population?

This question will be looked at with from a within group analysis and is formally hypothesized in hypothesis 1.

- **H0:** They will exhibit no significant similarities.
- **H1:** Archetypal groups of community college leaders representing common leadership positions will share some distinct characteristics on the items of their WAVE profiles.

Each sample was compared against the standardized norms of the sten scale. Analysis was conducted at two levels of granularity on the psychometric profile and one level on the competency potential profile. Data from both groups appear to be normally distributed within acceptable levels of skewness and kurtosis. All data analysis was conducted with SPSS version 15.0 and all significance testing was conducted with a two-tailed alpha of 0.01 to partially compensate for the large number of items being analyzed and the small sample size.

Using one-sample t-tests, each groups' responses were compared to the standardized norms. At the most macro level, comparing each group's means on each of the three scales against the population mean of the instrument showed that both groups were significantly different from the norm sample ($M=5.5$, $SD=2$). Table 4-1 shows these results and the robustness of the findings with all but one of the six being significant below the 0.01 level. These results support hypothesis 1.

Looking into the differences at lower levels of granularity, the archetypal group from the CCBO ($N=35$) was significantly different from the normed population in seven of the twelve sections as shown in Table 4-2 and on eighteen of the thirty-six dimensions from the psychometric profile as shown in Table 4-3. Table 4-4 shows that the CCBO archetypal group significantly differed from the normed populations on eight of the twelve categories on the competency potential profile. These results support hypothesis 1.

Table 4-5 shows that the archetypal group from NCCET was significantly different from the normed population in three of the twelve sections; while Table 4-6 shows that the NCCET group had significant differences on thirteen of the thirty-six dimensions of the psychometric profile. Table 4-7 shows that the NCCET archetypal group differed significantly from the

normed population on six of the twelve categories on the competency potential profile. These results, while not as numerous as for the CCBO group, support our hypothesis 1.

Research Hypothesis 2

This hypothesis centers on the issue of whether a work styles profile like the WAVE can distinguish significant differences between archetypal groups from two closely related community college leadership roles. Research question 2 is useful to explore if the WAVE could be useful in building baselines for specific role positions for use in personnel selection.

Research Question 2: What are the differences between the two archetypal groups that may be a help in the selection process?

This question will be looked at from a between group analysis and yields hypothesis 2.

- **H0:** The two archetypal groups will exhibit no significant differences.
- **H2:** The archetypal groups will exhibit significant differences in work profile items that can be directly tied back to the types of roles the groups play in community college administrations.

Using one-way analysis of variance (ANOVA), the CCBO (N=35) and NCCET (N=19) WAVE results were compared to the others to find on what, if any items, the two groups could be differentiated. Because the groups are comprised of different numbers of study participants, particular attention was paid to Levene's Test of Homogeneity of Variance. Four out of the sixty WAVE items were found to have significant Levene statistics. To ensure that these potential threats to homogeneity did not skew any analysis, all significant results were compared to the results of a Mann-Whitney U test with a Monte Carlo Simulation on ten thousand replications and all significant ANOVA findings were supported beyond the 0.01 level of significance.

At the most macro level shown in Table 4-8, the one-way ANOVA does not show any significant differences between the groups. Moving into more granularity of scale level, differences begin to emerge between the two archetypal groups which support our hypothesis 2.

Table 4-9 shows that three of the twelve psychometric sections were significant with Figure 4-1 showing a line graph of the section means. Significant differences between the CCBO and NCCET groups are seen on eight of the thirty-six psychometric dimensions in Table 4-10, with Figure 4-2 showing a line graph of the dimension means. Finally, Table 4-11 shows two of twelve categories of the competency potential profile indicating significant differences between the two groups, with Figure 4-3 showing a line graph of the category means. Analysis of this data indicates that the groups differ significantly on over twenty percent of the analyzed items from the WAVE, supporting hypothesis 2.

Table 4-1. Overall scale means and one sample t-test results for research hypothesis 1 for each group

Group	Scale	N	Mean	SD	t	P
CCBO	Psychometric Sections	35	6.129	0.753	4.938	0.000**
CCBO	Psychometric Dimensions	35	6.051	0.570	5.718	0.000**
CCBO	Competency Categories	35	6.362	0.989	5.157	0.000**
NCCET	Psychometric Sections	19	6.061	0.901	2.715	0.014
NCCET	Psychometric Dimensions	19	5.988	0.675	3.155	0.005*
NCCET	Competency Categories	19	6.443	1.293	3.180	0.005*

(*p < 0.01, **p < 0.001)

Table 4-2. CCBO on sections of the psychometric profile, one sample t-test results for research hypothesis 1

Section	Mean	SD	t	P
Vision	6.63	1.664	4.012	0.000**
Judgment	6.91	1.541	5.429	0.000**
Evaluation	7.66	1.211	10.536	0.000**
Leadership	6.34	1.571	3.175	0.003*
Impact	5.63	2.016	0.377	0.708
Communication	4.11	1.795	-4.567	0.000**
Support	5.06	1.984	-1.320	0.196
Resilience	5.69	1.891	0.581	0.565
Flexibility	5.94	1.846	1.419	0.165
Structure	7.00	1.815	4.889	0.000**
Drive	6.06	1.552	2.124	0.041
Implementation	6.51	1.669	3.595	0.001*

(*p < 0.01, **p < 0.001)

Table 4-3. CCBO on dimensions of the psychometric profile, one sample t-test results for research hypothesis 1

Section	Dimension	Mean	SD	t	P
Vision	Inventive	5.80	1.795	0.989	0.330
	Abstract	6.91	1.560	5.363	0.000**
	Strategic	6.83	1.723	4.561	0.000**
Judgment	Insightful	7.03	1.424	6.349	0.000**
	Pragmatic	6.40	1.735	3.068	0.004*
	Learning Oriented	6.26	1.559	2.872	0.007*
Evaluation	Analytical	7.69	1.762	7.339	0.000**
	Factual	6.86	1.683	4.771	0.000**
	Rational	7.34	1.187	9.187	0.000**
Leadership	Purposeful	6.29	1.637	2.839	0.008*
	Directing	6.69	1.530	4.586	0.000**
	Empowering	5.63	1.555	0.489	0.628
Impact	Convincing	5.54	1.788	0.142	0.888
	Challenging	5.54	1.990	0.127	0.899
	Articulate	5.77	1.926	0.834	0.410
Communication	Self-promoting	4.23	1.942	-3.874	0.000**
	Interactive	4.83	1.902	-2.089	0.044
	Engaging	4.20	1.812	-4.245	0.000**
Support	Involving	5.46	1.961	-0.129	0.898
	Attentive	4.86	1.881	-2.022	0.051
	Accepting	5.40	1.866	-0.317	0.753
Resilience	Resolving	5.23	1.497	-1.073	0.291
	Self-assured	6.23	1.610	2.677	0.011
	Composed	5.54	1.788	0.142	0.888
Flexibility	Receptive	5.94	1.970	1.330	0.192
	Positive	5.34	2.086	-0.446	0.659
	Change Oriented	6.40	1.499	3.552	0.001*
Structure	Organized	6.37	1.848	2.789	0.009*
	Principled	7.17	1.485	6.659	0.000**
	Activity Oriented	6.29	1.840	2.526	0.016
Drive	Dynamic	6.60	2.032	3.202	0.003*
	Striving	6.86	1.574	5.099	0.000**
	Enterprising	5.03	1.505	-1.854	0.072
Implementation	Meticulous	6.83	1.524	5.157	0.000**
	Reliable	6.09	1.869	1.854	0.072
	Compliant	6.37	1.880	2.742	0.010

(*p < 0.01, **p < 0.001)

Table 4-4. CCBO on categories of the competency potential profile, one sample t-test results for research hypothesis 1

Category	Mean	SD	t	P
Achieving Success	6.46	1.521	3.722	0.001*
Adjusting to Change	6.26	1.651	2.713	0.010
Communicating with People	4.31	1.811	-3.873	0.000**
Creating Innovation	6.71	1.742	4.125	0.000**
Evaluating Problems	8.11	1.183	13.079	0.000**
Executing Assignments	6.49	1.772	3.291	0.002*
Making Judgments	7.34	1.371	7.954	0.000**
Presenting Information	6.11	1.728	2.103	0.043
Projecting Confidence	6.11	1.982	1.834	0.075
Providing Leadership	6.43	1.539	3.569	0.001*
Providing Support	5.14	2.017	-1.048	0.302
Structuring Tasks	6.86	1.942	4.133	0.000**

(*p < 0.01, **p < 0.001)

Table 4-5. NCCET on sections of the psychometric profile, one sample t-test results for research hypothesis 1

Section	Mean	SD	t	P
Vision	7.16	1.642	4.401	0.000**
Judgment	6.26	1.628	2.044	0.056
Evaluation	5.42	2.116	-0.163	0.873
Leadership	6.79	2.097	2.680	0.015
Impact	5.16	1.573	-0.948	0.356
Communication	5.32	2.056	-0.390	0.701
Support	4.74	2.156	-1.543	0.140
Resilience	5.58	2.434	0.141	0.889
Flexibility	6.47	2.342	1.812	0.087
Structure	6.95	1.715	3.678	0.002*
Drive	7.89	1.823	5.727	0.000**
Implementation	5.00	1.764	-1.236	0.232

(*p < 0.01, **p < 0.001)

Table 4-6. NCCET on dimensions of the psychometric profile, one sample t-test results for research hypothesis 1

Section	Dimension	Mean	SD	t	P
Vision	Inventive	7.00	1.826	3.581	0.002*
	Abstract	5.84	1.259	1.185	0.252
	Strategic	7.53	2.318	3.810	0.001*
Judgment	Insightful	7.11	1.524	4.592	0.000**
	Pragmatic	5.53	2.010	0.057	0.955
	Learning Oriented	5.89	1.761	0.977	0.341
Evaluation	Analytical	6.11	1.912	1.380	0.184
	Factual	5.42	2.009	-0.171	0.866
	Rational	5.05	2.094	-0.931	0.364
Leadership	Purposeful	6.63	1.461	3.376	0.003*
	Directing	7.11	2.307	3.033	0.007*
	Empowering	6.16	2.007	1.429	0.170
Impact	Convincing	5.11	1.997	-0.862	0.400
	Challenging	3.84	1.167	-6.191	0.000**
	Articulate	6.63	1.606	3.071	0.007*
Communication	Self-promoting	5.47	2.091	-0.055	0.957
	Interactive	5.63	1.978	0.290	0.775
	Engaging	4.84	2.292	-1.251	0.227
Support	Involving	4.89	2.105	-1.253	0.226
	Attentive	4.26	2.130	-2.531	0.021
	Accepting	6.00	1.599	1.363	0.190
Resilience	Resolving	4.11	1.629	-3.731	0.002*
	Self-assured	7.16	1.463	4.940	0.000**
	Composed	5.58	2.194	0.157	0.877
Flexibility	Receptive	5.58	2.143	0.161	0.874
	Positive	6.37	2.266	1.671	0.112
	Change Oriented	6.58	2.009	2.341	0.031
Structure	Organized	6.53	1.679	2.665	0.016
	Principled	7.26	1.408	5.458	0.000**
	Activity Oriented	6.16	1.803	1.590	0.129
Drive	Dynamic	7.68	1.668	5.706	0.000**
	Striving	8.05	1.268	8.774	0.000**
	Enterprising	7.11	1.997	3.504	0.003*
Implementation	Meticulous	5.05	2.121	-0.920	0.370
	Reliable	5.79	1.619	0.780	0.446
	Compliant	4.53	2.038	-2.083	0.052

(*p < 0.01, **p < 0.001)

Table 4-7. NCCET on categories of the competency potential profile, one sample t-test results for research hypothesis 1

Category	Mean	SD	t	ρ
Achieving success	8.00	1.886	5.779	0.000**
Adjusting to change	7.11	2.355	2.972	0.008*
Communicating with people	5.68	2.187	0.367	0.718
Creating innovation	7.16	1.642	4.401	0.000**
Evaluating problems	5.95	1.649	1.183	0.252
Executing assignments	5.16	1.803	-0.827	0.419
Making judgments	7.00	1.563	4.182	0.001*
Presenting information	6.05	1.747	1.379	0.185
Projecting confidence	6.16	2.267	1.265	0.222
Providing leadership	7.11	2.208	3.168	0.005*
Providing support	4.95	2.121	-1.136	0.271
Structuring tasks	7.00	1.764	3.707	0.002*

(*p < 0.01, **p < 0.001)

Table 4-8. CCBO and NCCET overall scale means contrasted, one-way ANOVA results for research hypothesis 2

Scale	CCBO Mean	CCBO SD	NCCET Mean	NCCET SD	F(1, 52)	ρ
Psychometric Sections	6.129	0.753	6.061	0.901	0.085	0.772
Psychometric Dimensions	6.051	0.570	5.988	0.675	0.130	0.720
Competency Categories	6.362	0.989	6.443	1.293	0.066	0.798

(*p < 0.01, **p < 0.001)

Table 4-9. CCBO and NCCET contrasted on sections of the psychometric profile, one-way ANOVA results for research hypothesis 2

Section	CCBO Mean	CCBO SD	NCCET Mean	NCCET SD	Mean Diff	F (1, 52)	ρ
Vision	6.63	1.664	7.16	1.642	-0.53	1.257	0.267
Judgment	6.91	1.541	6.26	1.628	0.65	2.114	0.152
Evaluation	7.66	1.211	5.42	2.116	2.24	24.533	0.000**
Leadership	6.34	1.571	6.79	2.097	-0.45	0.783	0.380
Impact	5.63	2.016	5.16	1.573	0.47	0.777	0.382
Communication	4.11	1.795	5.32	2.056	-1.21	4.980	0.030
Support	5.06	1.984	4.74	2.156	0.32	0.302	0.585
Resilience	5.69	1.891	5.58	2.434	0.11	0.032	0.859
Flexibility	5.94	1.846	6.47	2.342	-0.53	0.841	0.363
Structure	7.00	1.815	6.95	1.715	0.05	0.011	0.918
Drive	6.06	1.552	7.89	1.823	-1.83	15.263	0.000**
Implementation	6.51	1.669	5.00	1.764	1.51	9.741	0.003*

(*p < 0.01, **p < 0.001)

Table 4-10. CCBO and NCCET contrasted on dimensions of the psychometric profile, one-way ANOVA results for research hypothesis 2

Section	Dimension	Mean Diff (CCBO-NCCET)	F (1, 52)	P
Vision	Inventive	-1.20	5.437	0.024
	Abstract	1.07	6.616	0.013
	Strategic	-0.70	1.577	0.215
Judgment	Insightful	-0.08	0.034	0.854
	Pragmatic	0.87	2.791	0.101
	Learning Oriented	0.37	0.607	0.439
Evaluation	Analytical	1.58	9.336	0.004*
	Factual	1.44	7.818	0.007*
	Rational	2.34	26.482	0.000**
Leadership	Purposeful	-0.34	0.591	0.445
	Directing	-0.42	0.643	0.426
	Empowering	-0.53	1.160	0.286
Impact	Convincing	0.43	0.679	0.414
	Challenging	1.70	11.634	0.001*
	Articulate	-0.86	2.745	0.104
Communication	Self-promoting	-1.24	4.798	0.033
	Interactive	-0.80	2.135	0.150
	Engaging	-0.64	1.281	0.263
Support	Involving	0.57	0.962	0.331
	Attentive	0.60	1.119	0.295
	Accepting	-0.60	1.402	0.242
Resilience	Resolving	1.12	6.518	0.014
	Self-assured	-0.93	4.365	0.042
	Composed	-0.04	0.004	0.948
Flexibility	Receptive	0.36	0.395	0.532
	Positive	-1.03	2.803	0.100
	Change Oriented	-0.18	0.138	0.712
Structure	Organized	-0.16	0.092	0.763
	Principled	-0.09	0.049	0.826
	Activity Oriented	0.13	0.060	0.807
Drive	Dynamic	-1.08	3.951	0.052
	Striving	-1.19	8.083	0.006*
	Enterprising	-2.08	18.565	0.000**
Implementation	Meticulous	1.78	12.630	0.001*
	Reliable	0.30	0.339	0.563
	Compliant	1.84	11.185	0.002*

(*p < 0.01, **p < 0.001)

Table 4-11. CCBO and NCCET contrasted on categories of the competency potential profile, one-way ANOVA results for research hypothesis 2

Category	Mean Diff (CCBO-NCCET)	F (1, 52)	P
Achieving success	-1.54	10.683	0.002*
Adjusting to change	-0.85	2.393	0.128
Communicating with people	-1.37	6.080	0.017
Creating innovation	-0.45	0.831	0.366
Evaluating problems	2.16	31.163	0.000**
Executing assignments	1.33	6.832	0.012
Making judgments	0.34	0.698	0.407
Presenting information	0.06	0.016	0.901
Projecting confidence	-0.05	0.005	0.942
Providing leadership	-0.68	1.742	0.193
Providing support	0.19	0.112	0.740
Structuring tasks	-0.14	0.071	0.791

(*p < 0.01, **p < 0.001)

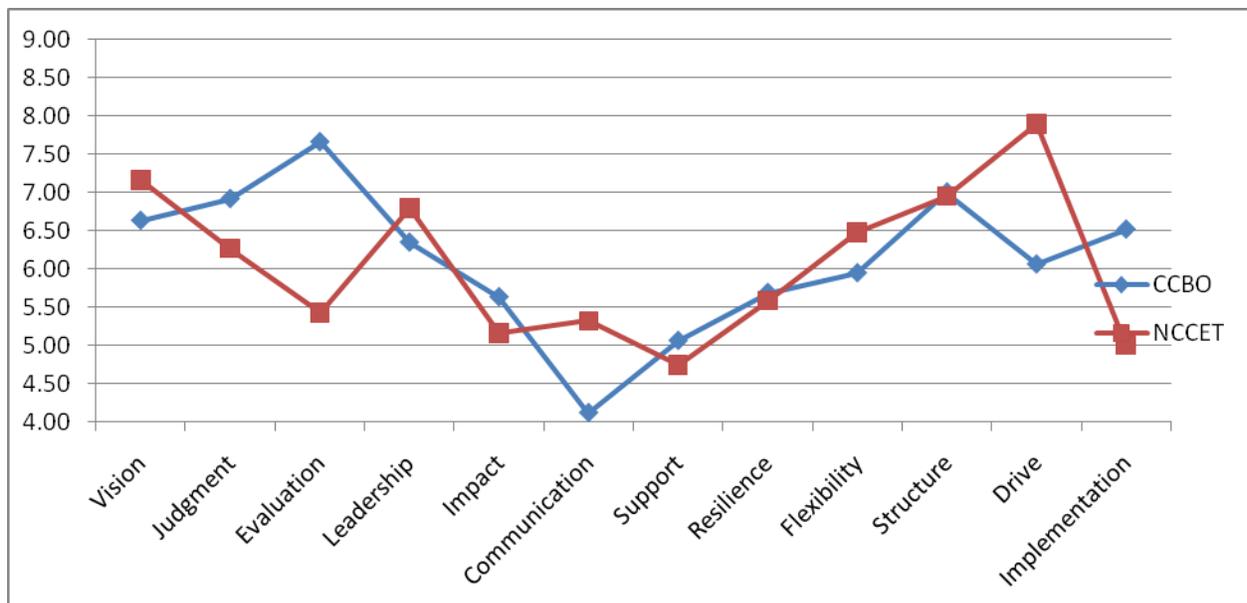


Figure 4-1. Psychometric profile's section means for both CCBO and NCCET, line graph

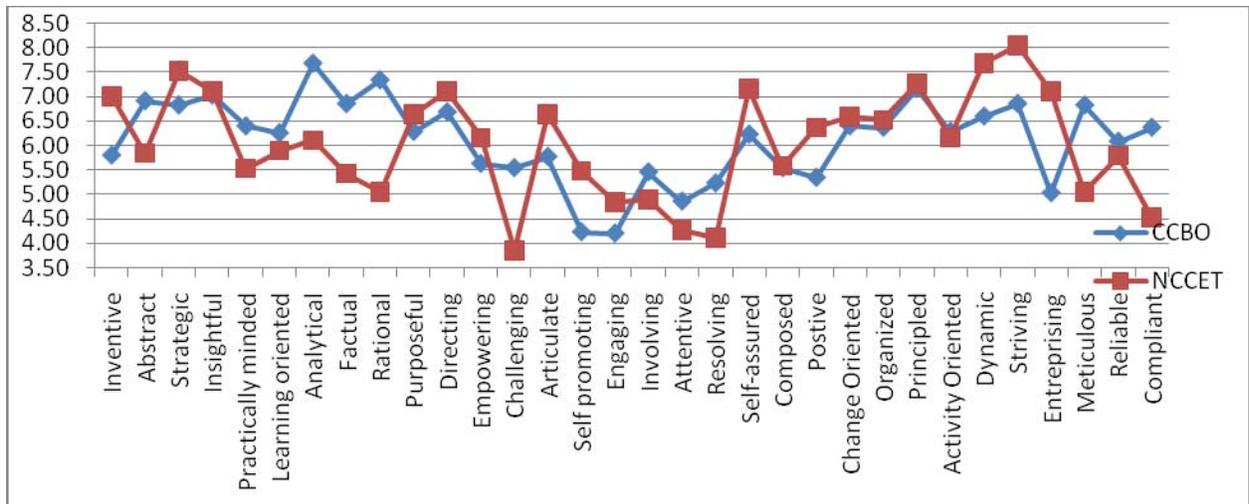


Figure 4-2. Psychometric profile's dimension means for both CCBO and NCCET, line graph

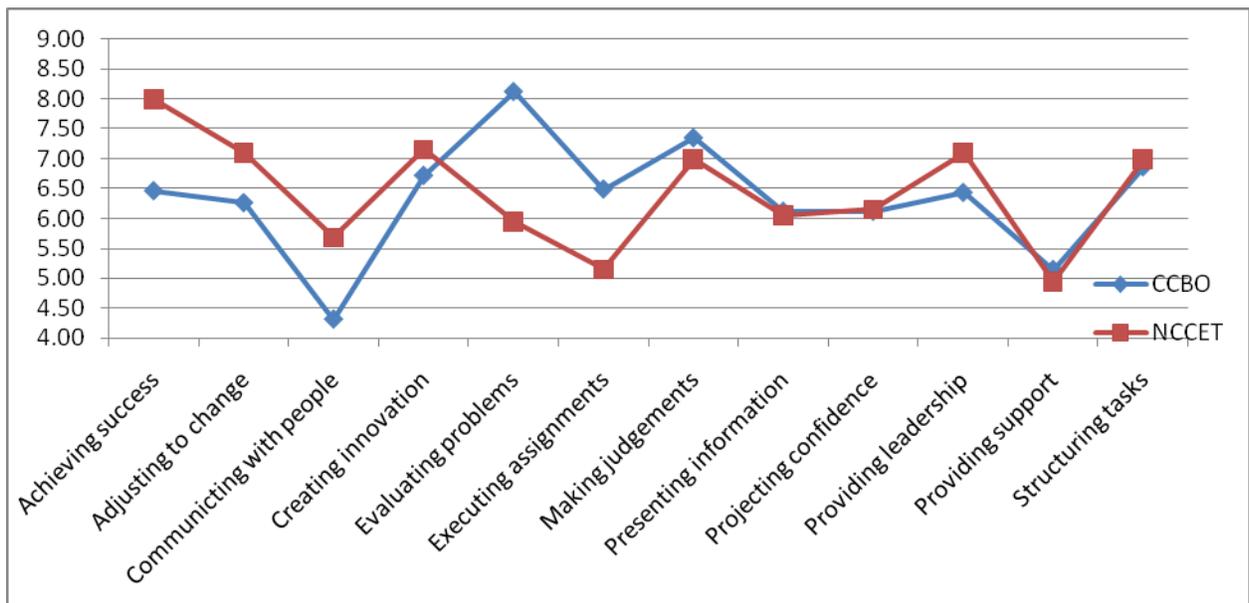


Figure 4-3. Competency potential profile's category means for both CCBO and NCCET, line graph

CHAPTER 5 DISCUSSION

In this study, the use of work styles profiling in employee selection has been explored from a foundation in the academic literature and in an empirical study. This chapter will cover a discussion of this study's results, suggestions for future research and will conclude with a discussion on the implications this may have on community college leader selection processes.

Discussion of the Results

Research Hypothesis 1

The usefulness in psychological profiling for job selection has often been debated (Schmidt & Hunter, 1998) as the literature often does not find most positions to be filled with exclusively one personality type or another (Hough & Oswald, 2005; Murphy & Dzieweczynski, 2005). With hypothesis one, the goal was to empirically show that the WAVE instrument could be used to identify two archetypal groups of community college leaders from the general professional population. At all levels of granularity both of the archetypal groups have been distinguished from the general professional population. These distinctions show similar strengths and weaknesses for members of the leadership of both the CCBO and NCCET.

At the most macro total scale level, the CCBO scored significantly higher than the WAVE normed scores on all three scales and the NCCET scored significantly higher on two of the three scales. While the WAVE was designed for professionals and administrators, the archetypal groups selected represent senior leadership members who may be more successful and experienced than the average professional and this may account for the overall higher average scores. This might be troubling if the lower level data analysis supported a solely positive bias in findings, but it does not, as both groups show some factors with mean scores below the WAVE

normed means. Overall the CCBO group's scores showed more significant differences than the NCCET group, but analytically with more participants they had greater statistical power.

Both groups were found to be significantly higher than the average professional on psychometric sections of Vision and Structure. CCBO also showed significantly higher scores on Judgment, Evaluation, Leadership, and Implementation and significantly lower scores on Communication. While the NCCET results indicated a higher level of Drive. The highest and lowest means were found on the psychometric dimensions for the NCCET group with Challenging ($M = 3.84$, $SD = 1.17$) being the lowest score and the only mean below 4 and Striving ($M = 8.05$, $SD = 1.27$) being over 8. As the psychometric dimensions are more granular components of psychometric sections scores, it was good to see that both groups differed from the normed population on more than 35% of the items.

Both groups were found to be significantly higher than the average professional on the WAVE competency potential profile categories of Achieving Success, Creating Innovation, Making Judgments, Providing Leadership, and Structuring Tasks. The CCBO group also showed significantly higher scores on Evaluating Problems, and Executing Assignments but significantly lower scores on Communicating with People. The NCCET group showed additional higher scores on Adjusting to Change.

In all of the scales, both groups displayed a number of significant similarities to others in their leadership group that are significantly different than the general professional population. All of these strong scores, support the earlier contention that as senior leaders these archetypal groups would probably tend to have more significant strengths than the average professional. Even the consistent significant low scores for the CCBO group on communication support that the archetypal groups are more similar in work styles than chance would suggest. This would

suggest that while not all business officers and workforce development officers in community college are exactly the same, there are significant similarities as shown by the archetypal groups to suggest common profiles for successful members of these groups.

These significant similarities are important to developing working profiles that can serve as baselines that can help focus the use of these types of instruments as a valid selection tool (Hough & Oswald, 2005; Landy & Shankster, 1994) and as a way to target structured interviews (Cable & DeRue, 2002; Hough & Oswald, 2000; Judge, Higgins, & Cable, 2000; Krell, 2005; Murray, 1999). Additionally, these knowing that these baselines can be developed utilizing work styles instruments may allow researchers and practitioners to short-cut the normally lengthy job analysis process (Morgeson, 2007).

Research Hypothesis 2

Now that we have shown that profiles can be used to distinguish two senior community college leadership groups from the general professional population, can these profiles be utilized to distinguish between the two more similar groups for use in personnel selection? As Schmidt & Hunter (1998) have shown that structured interviews and personality tests are some of the more reliable tools for personnel selection and utilizing benchmarking can help to increase the predictive validity of these psychological profiles (Nunnally, 1978). Exploring hypothesis two is useful in discovering if work style profiling can be discriminate enough to be used to provide role benchmarks and thereby potentially improve the validity of personnel selection within the scope of community college leadership roles.

Focusing on community college business officers and workforce development officers was done on purpose to rigorously test the potential of work style profiling. These two roles are closely related in that leaders are often required to have similar educational background, with a business focus and both are more likely than their executive team counterparts to have

experience outside of academia. Contrasting a group of academic officers with either of the selected groups, one could assume some major significant differences. That is why contrasting two groups representing roles that often have overlapping hiring requirements was seen as a more stringent test of work style profiling.

The non-significant findings at the most macro scale level, in comparing the two archetypal groups on scale means, suggests that while both groups may be more senior and experienced than the average professional, both groups are overall not significantly different from each other with respect to these issues. This allows for an examination of the more granular level items to determine what area of the work styles profile could be useful in distinguishing between these two roles. In reviewing the results of the one-way ANOVAs for each scale's items will be found to be significant but even more, items found significant will indicate one group is higher than the other in a statistically significant amount.

There were three significant differences on the psychometric profile sections, with the CCBO groups scoring higher on Evaluation and Implementation and the NCCET group scoring higher on Drive. These areas fit with our common perceptions of a business officer needed strong evaluation and implementation skills to handle the budgetary duties of a community college. Likewise, a community college leader often tasked with the duties of maintaining relationship with local business leaders and establishing new contacts for the college would be expected to have a strong drive.

At the dimension level of the psychometric profile there were thirteen items found to contrast significantly between the two groups. The CCBO group scored significantly higher on dimensions of Abstract, Analytical, Factual, Rational, Meticulous, and Compliant. While the NCCET group scored significantly higher on dimensions of Striving and Enterprising, even at

this level, the differences align with the CCBO group representing leaders responsible for handling numbers and justifying budgets; where the NCCET group represents leaders tasked with taking a lead role in establishing relationships and cooperative ventures with business leaders.

The competency potential profile ANOVA results showed two significantly different items. The CCBO group scored significantly higher on Evaluating Problems and the NCCET group scored significantly higher on Achieving Success. These results are in line with those from the psychometric profile and potentially highlight the discrete nature of many tasks often undertaken by business officers and the sales type tasks often required of workforce development officers. Additionally, though not significant across the board another note was that on both the psychometric and competency profile business officers were heavily skewed toward the lower end of the scale.

Combining the results of the within group and between group analysis, benchmarks for areas key to identifying potentially successful business officers would be in the areas of Evaluation including Analytical, Factual, and Rational Dimensions, as well as Implementation with attention on Meticulous and Compliant dimensions. Benchmarks key for a workforce development officer would highlight the area of Drive, including dimensions of Striving and Enterprising, as well as the competency for Achieving Success.

Both community college business officers and workforce development officers in leadership roles for community colleges work in an academic environment and are more often than many other educational leaders to be business focused, and even still the WAVE work styles profiles identified common profiles and discriminate areas of strength for both roles. This type of information could be very useful in benchmarking these types of roles and distinguishing

specific skills and abilities that are common in leaders in these areas. The benchmarks could be used to directly compare potential applicant's results on similar instruments or even to focus the questions asked during structure interviews.

Support for hypothesis 2 has significant implications for personnel selection as a whole and higher education specifically. Personnel selection is essentially about the fit between an employee and their work environment. The ability of the WAVE and other work style profiles to be able to discern differences between two closely related groups indicates a tool of high precision. As discussed in the literature review, higher education executive teams and senior administration positions are an area most likely to be under the dual stresses of increased turnover, through retirement, and increasing demand through job growth. This puts higher education at a critical threshold of needing to improve selection techniques.

Suggestions for Future Research

Now that it has been shown that benchmarks can be developed from work style profiles, there are several suggestion for further research that could extend this exploratory work. As the work by Schmidt & Hunter (1998) showed, the current levels of predictive validity for many common selection processes with respect to job performance, many of these processes can still be improved upon. The first hypothesis showed the potential that work styles profiles can be used to build distinct profiles of how personnel in one role differ from the general professional population and the second hypothesis more specifically highlighted the discrimination potential in closely related fields.

The first suggestion for extending this line of research is to move from exploratory investigation to empirically testing the results in the selection process. This would entail building robust profiles for specific roles and testing position applicants empirically test the predictive capability of these profiles. Measuring the effectiveness of those selected into the roles will

necessitate evaluation of selected employees' performance over time. This type of empirical testing should be undertaken in a wide variety of industries and roles to most broadly test the potential benefits of these profiles. Additional research should be done with groups of community college leaders to develop additional baseline profiles for archetypes in other specific leadership roles.

From a fit perspective, balancing the additional research on baseline development research should be focused into utilizing work style profiling to enhance the development of job profiles. Much criticism of psychometric tools in the selection process is that they don't capture the complexities and intricacies of a role. Work in utilizing work study profiles and baselines could offer a tool to enhance the ability of employers to build realistic job profiles and improve person-job fit.

If work styles can be used to build baseline baselines for archetypal leaders, can these same baselines be used for employee development? Can these benchmarks and work style profiles be effectively utilized in career development strategies? If so, potentially these tools could help develop as well as find new successful leaders (Campbell, 2006). Now that it has been shown that baselines can be built, it remains to be seen how and if they can be utilized effectively.

Conclusion

If having the best leaders is so critically important to the future of community colleges, then we need the best tools to ensure that we can hire and retain the best employees. With the impending leadership gap occurring at the same time that the broader labor pool is shrinking, it should be readily apparent that community colleges can ill afford to lose out on hiring the best leaders available and even more so need to work to avoid the potential disastrous consequences of hiring the wrong person. This is why this line of research is so critically important to

community colleges and the overall development of effective selection processes. As the AACCC states, "...choosing the right person for the job is the most important decision a leader or organization can make" (AACCC, 2007: 1). Having shown the potential for utilizing work style profiles for building baseline benchmarks for specific roles, the task is left to confirm the usefulness of these baselines in predicting job performance and thus validating their use in personnel selection.

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BIOGRAPHICAL SKETCH

James William Berry received his bachelor's degree in philosophy from the College of William and Mary in Virginia in 1993. He came to the University of Florida in 1996 to coach swimming and study sport psychology. Jim returned to the University as part of a leadership development cohort from St. Petersburg College. Working as a project manager the National Terrorism Preparedness Institute at St. Petersburg College, Jim wrote and produced educational materials for first responders and military to respond to new threats. During his time studying at the University of Florida, Jim also was one of the founding managers in starting the Collaborative Labs, a facility dedicated to helping business, industry, public, and private groups solve complex problems through facilitation. Jim is now looking to complete a PhD at the University of North Carolina in organizational behavior.