

LEADERSHIP CHARACTERISTICS OF WORKFORCE DEVELOPMENT  
ADMINISTRATORS IN COMMUNITY COLLEGES

By

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To my husband Mike, and our children, Erin and Justin

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## LIST OF DEFINED TERMS

COMMUNITY COLLEGE	In the context of this study, a community college is a public, not-for-profit institution in which the most common degree awarded to students is an associate degree.
OTHER COMMUNITY COLLEGE ADMINISTRATOR	A community college administrator in this study is defined as any person who has had direct oversight of any division or department within the community college other than workforce development. Examples of position titles included but were not limited to: Vice President of Academic Affairs, Executive Dean of Academic Affairs, Vice President of Instruction, Dean of Arts and Sciences, Chief Financial Officer, Vice President for Institutional Advancement, Director of Human Resources and Vice President for Operations.
PRESIDENT	For the purpose of this study the community college president was defined as any person who has assumed the role and has the responsibilities of Chief Executive Officer (CEO) for the institution.
WORKFORCE DEVELOPMENT ADMINISTRATOR	A community college administrator in this study is defined as any person who has had direct oversight of any division or department within the community college related to workforce development. Examples of position titles would include but are not limited to: Vice President for Workforce Development, Career and Technical Education Dean or Director, Director of Corporate Training, Dean of Continuing Education.

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The community college environment is a complex and ever-changing system that requires effective leadership. The leadership characteristics in community colleges have been investigated substantially with studies primarily focused on the presidency and the pathway of the traditional academic pipeline. But as community colleges have struggled to do more with less, it has become even more imperative that the leadership of the organization approach turbulent times with greater innovation and entrepreneurial spirit, filling upcoming and increasing leadership vacancies with new talent.

This study looked at the leadership characteristics of workforce development administrators. The purpose of this study was to analyze the talent found in the workforce development departments of selected community colleges by examining the management and leadership characteristics of workforce development personnel.

The results of the statistical analysis showed some statistically different leadership characteristics and competencies between workforce administrators and other community college administrators. The workforce administrators were found to have characteristics of significantly higher leadership attributes for drive, which includes attributes of being dynamic, striving, and enterprising. The workforce administrators

were also found to have significantly higher competency potentials for achieving success, which includes such factors as taking action, pursuing goals, and tackling business challenges. This data can serve to inform current presidents and aspiring leaders and educators about the specific areas of strength of workforce administrators, as well as areas to be targeted to better prepare tomorrow's leaders.

## CHAPTER 1 INTRODUCTION

Community colleges have had a rich and vital history of serving the communities of this nation. During the past century, they have responded to the needs of an ever-changing and ever-demanding constituency. Edmund Gleazer (1980) stated that the community college mission can be defined in this manner: “To encourage and facilitate lifelong learning” (p. 16). Gleazer’s early writings on the community college’s mission, vision, and values continue to be supported by researchers who herald the community college as an innovator in leading change. As stated in 2008 by George R. Boggs, former CEO of the American Association of Community Colleges: “Of all of the segments of American higher education, community colleges have been the most flexible, the most responsive to the educational needs of communities, and the most resourceful, taking calculated risks and leveraging scarce resources to accomplish their missions” (Roueche, Richardson, Neal, & Roueche, p. vii). Community colleges have garnered even greater notoriety, as seen in the 2010 U.S. presidential administration conducting a first-ever community college summit at the White House. The summit members called upon these institutions to be a major contributor to the initiative to build American skills by producing an additional 5 million community college graduates (The White House, 2010).

### **Community College History**

The majority of colleges were originally established in the early 1900s as junior colleges providing the first two years of collegial work (Cohen & Brawer, 2008). This type of two-year education quickly changed and expanded as the needs of the nation developed. Greater emphasis was placed on the development of a skilled workforce

with training beyond high school as a result of national policy initiatives such as the GI Bill of Rights (U.S. Department of Education, n.d.).

Though community colleges had more than a century of history, the true growth and development of the community college system began in the 1960s. The 1960s was an era of significant growth as 457 new community colleges opened across the nation, which was more than the total that had been in existence before that time. (American Association of Community Colleges, 2010a). In 2009, the number of community colleges in the nation reached almost 1,200 enrolling more than 11.8 million students, or 43% of all undergraduates in the United States (American Association of Community Colleges, 2010b).

Roueche et al. (2008) described the creative community college as “indispensable educational institutions in our cities and towns” (p. 242). Without community colleges, millions of people—young or old, rich or poor, average or brilliant—would not have been able to access the education they needed to be prepared for the future. Community colleges often have been the only access point for education in a community, and also the real catalyst for personal and economic development (American Association of Community Colleges, 2010c).

### **Workforce Development History**

As community colleges continued to grow, so has the depth and complexity of their mission. The former junior colleges are now full-service comprehensive institutions which have strongly emphasized meeting the workforce needs of the communities they serve. Romero (2004) stated, “The community college of the 21st century, designed to fill workforce needs, brought together within one institution the former missions of junior colleges, technical colleges, and community education programs” (p. 31).

Responding to the workforce needs of our nation was a long-standing emphasis of higher education. Federal policy and funding of workforce education, also known as “industrial education,” “vocational education,” or “career and technical education,” has its roots as far back as 1862 with the passage of the Morrill Act, which shifted the focus from classical studies to more applied studies that would educate people in agriculture, home economics, mechanical arts, and other professions practical at the time (U.S. National Archives & Records Administration, 1995). This shift would only be the beginning of a change in direction of the educational system.

Perhaps one of the best known and most influential federal legislative acts was the passage of the National Vocational Education (Smith-Hughes) Act of 1917. This act, an early form of categorical funding, set the stage for vocational education as a public funded entity, separate from the mainstream. The original focus of the act was that of a defense strategy which allowed students in the secondary system and even adults already in the workforce to receive training (Smith, 1999). But this focus shifted over time, and in the 1930s, vocational courses were also emphasized in the then “junior colleges.” According to Prentice Hall Documents Library, 1998, “Smith Hughes Through the Years”:

Measured in terms of dollars and enrollment, this early form of categorical assistance was deemed successful. In 1917, just before implementation of Smith-Hughes, there were 200,000 vocational students in the United States and something less than \$3 million was spent annually on their training. Forty years later, enrollment had increased to 3.4 million students and expenditures stood at \$176 million. (para. 7)

According to the Association of Career and Technical Education (2002a), in the 1940s, most of the vocational training was supported by the need to train defense production workers to support the war effort. Following the war, it was legislation such

as the GI Bill of Rights which continued to fuel the efforts to sustain vocational education. This action, as well as the National Defense Act of 1958, which was the United States's response to the Soviet launch of Sputnik, increased emphasis for training in scientific and technical fields (U.S. Department of Education, n.d.).

The 1960s saw the passage of several rounds of legislation meant to reinforce job training and vocational education. The acts included: the Manpower Development and Training Act of 1961, which provided the unemployed worker with assistance in attaining training; the Economic Opportunity Act of 1964, which created the Job Corps; and the Work Incentive Program in 1967, which provided training to welfare recipients (Almanac of Policy Issues, 2001).

In addition to these acts, the Vocational Education Act of 1963 was passed, which came to be known as the Perkins Act. Initial funding for this program was \$60 million, and it became a permanent federal program to support vocational education at the secondary and postsecondary level (Association of Career and Technical Education, 2002b). Though it has gone through many amendments, revisions, and reauthorizations, a new form of this legislation was enacted in 2006 (U.S. Department of Education, 2007). The purpose of this act included the following goals, as outlined by the Association of Career and Technical Education (2006):

(1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;

(2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;

(3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;

(4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;

(5) providing technical assistance that promotes leadership, initial preparation, and professional development at the State and local levels; and that improves the quality of career and technical education teachers, faculty, administrators, and counselors;

(6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;

(7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

(Association for Career and Technical Education, 2006)

On August 12, 2006, President George W. Bush signed the Carl D. Perkins Vocational and Technical Improvement Education Act of 2006, authorizing this legislation through 2012 (U.S. Department of Education, 2007). This legislation funneled an estimated allocation of \$1,141,988,150 in the 2010 fiscal year to workforce education (Dann-Messier, 2010).

A look beyond the funding and policy to the individuals and communities served has provided another perspective on the impact of workforce development training. No matter the vantage point, the effect on the communities served has been visible. The statistics have documented this impact: 50% of new nurses and a majority of other allied health workers are educated at community colleges. Almost 80% of front line, public service officers, such as firefighters, law enforcement officers, and emergency medical technicians, attained their job-related knowledge at a community college.

Finally, 95% of businesses and organizations, which employed graduates of community colleges, recommended their training programs (National Commission on Community Colleges, 2008).

This long history, as well as the impact of community colleges and workforce training on our communities, has provided evidence of the strength and viability of these organizations. The call by President Barack Obama that “every American commit to at least one year or more of higher education or career training” (The White House, 2009, “Responsibility as Lawmakers and Educators”, para. 1) has demonstrated an ongoing and continual need and support for workforce development training in the community college system.

### **Community College Leaders**

The history, popularity, and demand for community college training has resulted in a unique organizational environment, one which has presented challenges to manage and lead. These institutions have demanded a unique set of leadership characteristics at the presidential and administrative levels to guide the organization.

This problem has been further compounded by the fact that many of the leaders of community colleges entered the profession during the boon of the 1960s and made plans to end their careers. This pending wave of retirements threatened to wipe out the institutional knowledge and leadership in scores of institutions. Lengthy discussions, research, and publications have occurred about this concern from the perspective of higher education researchers (Boggs, 2003; Berry, Hammons, & Denny, 2001; Campbell & Associates, 2002; Fields, 2004).

As community colleges have continued to be called upon to be the leaders and innovators in higher education, purposeful planning had to target training and increase

the leadership pipeline (Amey, 2006; Amey, Van Der Linden, & Brown, 2002; Boggs, 2003; Fields, 2004; Romero, 2004). According to a 2007 survey, 47% of college presidents are coming from the traditional pipeline of academic administration and only 4% from economic and workforce development positions (Duree, 2007). A leadership gap is forming, as shown by the 2009 American Council on Education Survey of Chief Academic Officers, which indicated that the most common career move for Chief Academic Officers is to retire. A second cautionary concern is seen in Campbell's (2006) findings that identified a pending wave of retirements among the administrative ranks of middle management in community colleges.

These concerns are further substantiated by the data published by the Bureau of Labor Statistics, which projected a slowdown in the growth of the labor force that is expected to continue through the next decade, due substantially to the aging of the workforce (Toossi, 2009). As of January 1, 2011, MetLife (2009) approximated that every day more than 10,000 baby boomers will reach the age of 65, and this trend will continue for the next 18 years as the baby boomer generation born—between 1946 and 1964—reach the stages of retirement. Many of these boomers are the same individuals who now fill the leadership positions that the higher education community is most concerned will drain the leadership resources in the community college system (Amey, 2006; Amey, Van Der Linden, & Brown, 2002; Boggs, 2003; Campbell, 2006; Fields, 2004; Romero, 2004).

### **Purpose of Study**

The purpose of this study was to analyze the talent found in the Workforce Development departments of selected community colleges by examining the

management and leadership characteristics of Workforce Development personnel. It examined the unique character sets found in these positions.

### **Research Question**

The research question guiding this study examined current community college personnel: How do workforce administrators differ from other administrators in terms of leadership characteristics and competency potential?

### **Research Hypotheses**

Hypothesis #1: There are identifiable and significant characteristic differences between workforce administrators and other administrators in community colleges.

Hypothesis #2: There are identifiable and significant competency differences between workforce administrators and other administrators in community colleges.

### **Significance of the Study**

As community colleges have faced some of the most tumultuous times in history and have been struck with the potential for substantial loss of personnel among the administrative and leadership ranks, more information is required about the current and future leaders for these organizations. This study builds upon the previous research of Campbell (2006), Basham (2007), Duree (2007), O'Daniels (2009), and Presswood (2011) in identifying leadership attributes of community college leaders and in determining the strength of leadership development. This study has expanded the focus of research beyond the traditional academic departments to include the workforce development departments of community colleges. This study has provided new knowledge to the literature about the competencies of community college administrators. The findings will be used to inform current presidents and aspiring leaders and educators about the specific areas to be targeted to better prepare

tomorrow's leaders. The findings also serve to lend support to expansion of the pipeline to upper level administrators and the presidency beyond the traditional academic administration to the ranks of the Workforce Development departments.

### **Limitations**

This study was conducted among public community colleges in the United States, therefore the results may not be generalizable to private, for-profit, or community colleges outside of the United States.

The participants of this study included only community college administrators. The results may be generalizable to all community college administrators but not to college, university, or K-12 administrators.

The participant responses were assumed to be honest and representative of their viewpoints. Since the participants are volunteers, it is likely that some bias occurs from self-selection.

The test was administered to respondents in an unsupervised fashion using computer-based testing. No mechanism is in place for ensuring that the respondents stayed on task, other than making inferences from the data after collection.

## CHAPTER 2 LITERATURE REVIEW

The purpose of this chapter was to present a review of the growing scholarly literature on community college leadership in relation to the guiding research questions. An overview of research findings related to this study has been provided in this chapter. This chapter has been organized to first provide the overall identified leadership gap and the resultant leadership opportunity. A leadership framework is presented to guide the examination of literature as it relates to the characteristics and competencies of community college leaders. The second section of this chapter is focused on the literature related to community college workforce development from both a historical perspective and future outlook, as well as an examination of the characteristics and competencies of workforce development leaders.

### **Community College Leadership**

#### **Leadership Gap**

The community college, a unique form of American higher education, in its 100-plus years of existence, has changed the landscape of postsecondary education. The rapid growth experienced in the past four decades in which public institutions have increased 250% and enrollments by 700% has exemplified the learning opportunities that community colleges have provided (Cohen & Braver, 2008). Community colleges with their history of flexibility, adaptation, and innovation have demonstrated that, as organizations, they can lead during changing times. Yet the transformation of the community college has still not been completed. Mellow and Heelan (2008) argued that to truly realize the potential of the institutions and the transformational power that exists

within, community colleges must become full partners in American higher education policies and practice.

To facilitate this transformation in these times of complexities and uncertainty, formidable leadership must be present at the helm. But a growing concern has occurred as to where those leaders might originate. The changing demographics of today's society are taking a significant toll on the leadership workforce available in community colleges. According to the Bureau of Labor Statistics, dynamic changes expected are between 2008 and 2018 with 5.6 million people leaving the labor force as a result of aging and retirement (Toossi, 2009). According to Jackson (2010), these changes have resulted in unprecedented numbers of individuals with skills, knowledge, and experience lost to these institutions and organizations.

As early as the 1980s Vaughn (1986) and 1990s, Vaughn and Weisman (1998), as well as Campbell and Leverty (1997) identified growing concerns about leadership within community colleges. Schults (2001) fashioned these concerns as a pending leadership crisis. The 1996 study, as cited by Weisman and Vaughan (2002), indicated that 68% of community college presidents planned to retire in 10 years (Vaugh and Weisman, 1998). In 2001, the percentage had risen to 79% (Weisman & Vaughn, 2002), and the projection was that more than half of the presidents leading the nearly 1,200 community colleges would retire by 2012 (Weisman & Vaughan, 2007).

This pending leadership predicament may have been subdued by the economic downturn and recession. The American Association of Retired Persons has reported that almost half of the employed population envision working into their 70s and beyond, mostly due to the recent recession and the depletion of retirement savings, as well as

the increased ability to live a healthier life and an ongoing desire to continue contributing to society (Jackson, 2010). The Bureau of Labor Statistics found that the labor force participation by age group 55 and older is projected to increase by 2018. In addition, the economic dependency ratio for various age groups is expected to increase by 2018, particularly for those 65 years of age and older (Appendix A), which indicates a need for older workers to remain in the workforce. Jackson also contended, however, that competitive employers need to embrace ideas of a more flexible workplace to attract the interest of this older workforce interested in phased retirement, flexible scheduling, tele-working, and part-time hours. Another concern is the wealth of knowledge and history that is at risk as these individuals retire or transition from the workforce (Jackson, 2010; Toossi, 2009).

Even as the leadership predicament may have been subdued, some of the trends, which have now been identified, are being seen among the older workers in community college education, not only at the presidential level but further into the administrative ranks. The American Council on Education (ACE) released the results of its first-ever report on Chief Academic Officers (CAOs) in 2009, which indicated that the most common career move for them was to retire (21%) versus to seek a presidency (20%). Closely behind those choosing retirement was to return to faculty (18%), which has provided more flexible employment options. This new report indicates a real concern for the depth of leadership knowledge, which is lost institutionally when CAOs retire. Also, a leadership implication—and a challenge that CAOs identified as one of their top three frustrations—was cultivating leadership in others.

Campbell's (2006) research on administrative positions also identified an increasing wave of retirements among the administrative ranks of middle management at community colleges. These administrative ranks included the following positions: Academic Affairs, such as Director of Learning Resources and Director of Institutional Research; Student Affairs, such as Registrar and Director of Financial Aid; and Business Affairs, such as Director of Accounting and Human Resources. The research indicated that within five years the participating presidents anticipated losing 11% to 25% of their administrative workforce in these areas. The gaps were specifically identified as 38% in Academic Affairs, 31% in Student Affairs, and 28% in Business Affairs. Even larger gaps were identified as well, with an anticipated loss of 26% to 50% of the administrative workforce for some institutions, which was broken down as 13% in Academic Affairs, 9% in Student Affairs, and 10% in Business Affairs.

Another area somewhat distinctive but worthy of consideration was that rural community colleges comprise 60% of all community colleges. A community college within a short commute of 90% of the U.S. population provides access and learning opportunities in hundreds of small rural communities (American Association of Community Colleges, 2010d). Eddy (2009) pointed out that "isolated locations, lower pay and lack of cultural events all make it difficult to attract and retain rural college leaders" (p. 1).

Boggs (2003) argued these leadership issues are both a challenge and opportunity to develop and prepare the next generation of community college leadership. Vaughn (2004) also contended as well that this leadership challenge has not been a crisis but an opportunity to develop stronger leaders—a new generation of

leaders. Sullivan (2001) likened the millennials as the fourth generation of community college leaders. These individuals are technologically savvy, skilled collaborators who have shown promise by bringing education, business and government together to address the workforce needs of the future. This leadership crisis has become the perfect opportunity to forge new pathways. Vaughan (2001) argued for changing the standard pipeline for securing presidential candidates, ensuring institutions do not become stagnated but instead accept fresh ideas and new perspectives needed to meet changing demands. Roueche et al. (2008) also stated that “to align with this century, community colleges must adapt, forecast changes, and be creative with their solutions to higher education in an incongruous world” (p. 246), and they must have the appropriate leadership to accomplish this task.

### **Leadership Opportunity**

Historically, the pathway to the community college presidency has followed the same trend in which candidates rose through the academic pipeline (Amey & Van Der Linden, 2002; King & Gomez, 2008; Weisman & Vaughn, 2002, 2007). Kubala and Bailey (2001), who examined a community college president appointed in the late 1990s, found 56.4% followed a primarily academic pathway to the presidency. As recent as 2006, Weisman and Vaughn (2007) attained similar results in a survey which indicated that 55% of respondents were in an academic position prior to their first community college presidency, and 48% previously held a full-time faculty position at a community college. The results acquired by Duree (2007) in a 2006 survey indicated 47% of community college presidents were coming from the traditional pipeline of academic administration.

The pipeline narrowed even further upon examination of additional data, indicating that many held multiple presidential appointments. Amey and Van Der Linden (2002) discovered that 25% were presidents of other institutions prior to attaining their most recent appointment. Duree's (2007) research also supported this finding in which 36% of the presidents held two or more presidencies. These results are indicative of search committees' tendency to hire presidents with extensive previous academic experience, including other presidencies. This reliance on previous academic experience implied that leadership skills needed for the position may need to be gained from a variety of experiences (Amey et al., 2002).

Though tradition has held fast for the majority of community college presidential and administrative appointees, the pathway has begun to widen, and, as a group, the appointees' backgrounds and demographics have diversified. Demographically, the majorities have been white male but consistent changes have occurred over time.

Diversity of community college presidents and administrators, as defined by race and ethnicity, has been an area that has continued to change—but slowly. The majority of presidents have continued to be white and have comprised approximately 82% of the presidential population. Representation among other groups has been approximately 8% African American, 6% Hispanic/Latino, and 2% each Native American and Asian/Pacific Islander (Weisman & Vaughan, 2007). These percentages were an increase over previous studies in which rates were 6% African American, 5% Hispanic/Latino, and 1% each Native American and Asian/Pacific Islander (Amey & Van Der Linden, 2002). These percentages are also consistent with the demographics of the Chief Academic Officers, which have been identified to be 85% white, 6% African

American, 4% Hispanic, 2% Asian American, and approximately 1% American Indian (American Council on Education, 2009)

Studies have also revealed more diverse professional preparation among community college leaders. There has been a significant increase in the number of presidents coming from other types of administrative positions, such as senior student affairs officers and vice presidents for institutional planning or advancement (Amey et al., 2002). Weisman and Vaughan's (2002) work revealed similar results, suggesting that the most common nonacademic positions held prior to the first presidency were chief student services officer, campus CEO, and chief business officer.

In light of an anticipated large number of retirements in community colleges, "atypical" hires may be needed to ensure a new crop of leaders (Amey et al., 2002, p. 574) The data suggested that the growth in previous administrative experience in positions other than chief academic officer is important. As Vaughn (2001) noted, aspiring candidates must "be willing to assume any administrative position that comes along" (p. 6). Also important is the realization that the role of the community college administration has multiple and conflicting responsibilities for which management, administration, and leadership skills are gained through multiple and extended experiences.

### **Leadership Framework**

Research has been conducted on the skill sets needed to perform competently as a community college president and administrator. Some consistent themes show a starter tool kit with which aspiring leaders can hone their skills and expand their experiences as the job and environment require.

As part of the 2005 Leading Forward initiatives sponsored, by the W. K. Kellogg Foundation, the American Association of Community Colleges (AACC) contacted community college leaders from around the nation to brainstorm a set of recommended competencies to be used as a framework for developing future leaders. These results were subsequently published as the AACC's Competencies for Community College Leaders (Appendix B), and they were recommended for future community college leaders in the new millennium. These competencies have been validated by the research of Vincent (2004) and Hassan, Dellow, and Jackson (2010).

Vincent's (2004) research was a qualitative analysis of the data from across four summits which synthesized the opinions of 154 experts in community college leadership. This resulted in the AACC Competencies for Community College Leaders. In addition, a validation survey was conducted with a 76% response rate in which 100% of the respondents indicated that each of the six competencies was either "very" or "extremely" essential to the function of a community college leader.

Similar results were found in a research study in which presidents and board chairs rated the importance of each competency (Hassan et al., 2010). Again, all six competencies were rated as "very" or "extremely" important. In addition, when comparing agreement between presidents and trustees at the same institution, a high level of agreement occurred on all six levels.

The AACC Competencies for Community College Leaders provided a standard and consist perspective from which to view the leadership characteristics and competencies of community colleges administrators. Using these competencies, which consist of organizational strategy, resource management, communication, collaboration,

community college advocacy, and professionalism as a framework, the data can be examined further to illustrate the underlining themes and characteristics needed by those aspiring to leadership positions.

### **Characteristics and Competencies of the Community College Leader**

Organizational strategies which advance the institution were found to be an essential element among many of the researchers (Amey, 2006; Boggs, 2003; Brown, Martinez, & Daniel, 2002; Hockaday & Puyear, 2000; McFarlin, Crittenden, & Ebbers, 1999; Pope & Miller, 2005; Shults, 2001). The ability to improve educational quality, make data-driven decisions, respond to the needs of the community, create an environment for innovation and teamwork, as well as alignment of mission and outcomes, are all identified elements (American Association of Community Colleges, 2005). Goff (2002) indicated that organizational restructuring was a skill needed to meet the leadership and management requirements of being a community college leader.

The American Association of Community Colleges (2005) also identified resource management as recommended competency for future community college leaders. Essential to this area was the president's ability to manage resources, implement financial strategies, and ensure accountability. Boggs (2003) also advocated this finding, stating that financial planning is an important skill for future leaders.

The role that the community college administrator must play as an advocate for the institution should not be overlooked (Amey, 2006; Goff, 2003; Pope & Miller, 2005). The competencies required for advocacy have included a demonstrated commitment to the mission, promotion, advancement, and representation, as well as support of this unique learning environment (American Association of Community Colleges, 2005).

Some would argue that this value of the community college education has not been a competency which cannot be taught in a classroom but must be experienced (Pope & Miller, 2005).

Another area which has proven difficult to quantify, but a necessary competency nonetheless would be professionalism. Fulton-Calkins and Milling (2005) suggested one of the traits necessary is value-centered leadership. Hockaday and Puyear (2000), who identified traits of effective community college leaders, included qualities such as integrity, confidence, courage, and good judgment. As it relates to the AACCC's Competencies for Community College Leaders (2005), these character elements are all related to professionalism. Goff (2002) acknowledged that many traits are needed by the community college president or leader to be successful, and as such individuals must conduct regular self-assessment of their leadership traits and skills, and then capitalize on them to improve their institution.

Communication has also been identified by the researchers as a consistently important competency (Boggs, 2003; Brown et al., 2002; Goff, 2002, 2003; Pope & Miller, 2005). A 2002 study by Brown et al. revealed that instructional leaders at community colleges perceive communication skills to be the most important category of competencies necessary to perform their job effectively. These skills included multiple areas of communication, such as effective listening and feedback skills, effective writing skills, conveying a vision, conflict resolution, mediation and negotiation, understanding of interpersonal communication, and effective public speaking skills.

Finally, the overwhelming majority of research reviewed identified collaboration abilities as a core function of community college leaders (Amey, 2006; Boggs, 2003;

Hockaday & Puyear, 2000; McFarlin et al., 1999; Shults, 2001). In particular, the establishment of networks and partnerships, as well as the ability to work effectively with legislators, board members, accreditation organizations, and especially business and industry leaders, was of greatest importance.

Indeed, community college leadership involves a wide range of complex competencies for which no one person has total and complete preparation. Boggs (2008) described it as “creative and transformational leadership . . . unique challenges and equally unique responses by community college leaders who build alliances, systems and programs, often facing significant obstacles and even active resistance” (p. vii).

### **Workforce Development in Community Colleges**

One essential function of community colleges, which has consistently proven to carry its own challenges and opportunities, has been Workforce Development. It is no coincidence that vocational education, also known as “career and technical education” in current terms, continues to be at the center of academia, blending academic and technical skills to educate a future workforce. While the diversity of workforce programs has changed considerably throughout the generations, the necessity of these programs has continued to thrive. Many community colleges are involved to some degree in credit or non-credit workforce education, and many have even ventured into the realm of offering baccalaureate degrees in workforce-specific areas. These baccalaureate programs have generally been in high demand workforce fields, such as business, health, and public service (Floyd & Walker, 2009).

## **Historical Point of View**

With a history as rich and deep as the community colleges themselves workforce education has continued to be a driving force within institutions. Leaders have embraced workforce education as a core mission of the establishment, and endeavored to meet the training needs of all their respective constituencies. Workforce education, also known as “industrial education,” “vocational education,” or “career and technical education,” has its roots as far back as 1862 with the passage of the Morrill Act, which shifted the focus from classical studies to more applied studies that would educate people in agriculture, home economics, mechanical arts, and other professions practical in the late 1800s.

Workforce or career and technical education has been viewed as a career pathway blurs the boundaries between secondary and postsecondary education. The tenets of workforce education are engrained in secondary and postsecondary institutions. Through the federal Perkins legislation, these tenets were translated into the following goals of preparing students for high skills, high wage, high demand occupations: integration of rigorous academic and career and technical education; research on career and technical education; professional development that promotes leadership in career and technical education; partnerships at all levels; and lifelong learning opportunities (Association for Career and Technical Education, 2006).

Much of the rapid growth, which has been already identified historically at community colleges, is also a result of the strength and demand for the workforce development programs. A phenomenal growth in this area occurred in the 1960s and 1970s that stabilized in the 1980s at which time vocational programs were identified to make up 40% to 50% of the enrollments at community colleges (Cohen & Brawer,

2008). According to the U.S. Department of Education, National Center for Education Statistics, 2007-2008 National Postsecondary Student Aid Study, 6,383,000 students were seeking career education at the sub-baccalaureate level, which accounted for 64% of the credential-seeking undergraduate population.

The workforce development programs at the community colleges of today are an integral part of the growth of the institutions and serve to meet the needs of the majority of students. The Pathways to Prosperity Project, which is based at the Harvard Graduate School, in a 2011 report, identified high quality career education and community colleges as viable and important routes to high paying jobs. The role that Workforce Educators will play is significant as the report also indicated that of the 47 million jobs created in the next 10-year period, approximately 30% of them will require an associate's degree or some postsecondary education occupational credential.

### **Pathway to the Future**

The new millennium community colleges are anticipated to face the responsibility of educating and re-educating much of America's workforce. Evans (2001) predicted that the greatest challenge facing community college leaders was providing effective means of teaching 85% of our population who need the knowledge and skills for employment in the high-wage/high-skill jobs in an information and global economy.

The dramatically changing landscape had created a paradigm shift in the skills necessary to be successful in the labor market. According to the Bureau of Labor Statistics (2010), more than one-third of the fastest growing occupations requires an associate degree or short to moderate postsecondary training. Thus Workforce Education has responded to these changes by joining the forces of policymakers,

secondary and postsecondary educators, and employers, and endeavored to provide students with the necessary skill sets to be successful in this global economy.

Workforce students have achieved high levels of academic success under the leadership of Workforce administrators. According to a 2003 report by the National Research Center for Career and Technical Education, these students participated in more rigorous coursework and took more higher levels of math and science than general studies students (Stone, 2003). Schools with highly integrated academic, workforce-oriented career and technical education programs have significantly higher achieving students in reading, mathematics, and science (Bottoms & Young, 2009).

In addition to the academic success attained by Workforce students, research also indicated high levels of postsecondary and employment success. The National Center for Educational Statistics (NCES) released a report on Career and Technical Education in the United States in 2008, which found that students who followed a vocational route were more likely than their general studies peers to obtain a degree or certificate within two years. These students were also more likely to be employed while in school. Overall, students who graduate from workforce programs are also more likely to be in the labor force (Levesque, K., Laird, J., Hensley, E., Choy S., Cataldi, E. & Hudson, L., 2008). The 2004 National Association of Vocational Education (NAVE) Final Report found that postsecondary vocational education, even without attaining a credential, provided 5% to 8% more earnings (U.S. Department of Education, 2004).

Given the steeped history of workforce development and the continued success in paving a pathway to the future, career and technical education has remained a core mission of community colleges. To meet this ever-changing responsibility, community

colleges and the leadership of those institutions have evolved and quickly adapted to the demands of the times.

### **Characteristics and Competencies in Workforce Development Leaders**

The responsibility of rapidly adapting to a changing workforce has required community colleges and workforce development departments within those institutions to develop and hire formidable leaders. According to Zirkle, Parker, and McCaslin (2005), career and technical education leaders must “understand changing demographics, indentify the needs of individuals and future employers, understand policy development processes and lead educational reform” (p. 44).

*New Designs for Career and Technical Education*, a 2002 report by the National Research Center for Career and Technical Education, also identified the characteristics and competencies needed in workforce development (Copa & Wolff, 2002). The overarching operational features include the following characteristics: learner-centered connectivity with networks; accountable in meeting internal and external standards; sustainable by being flexible; and innovative and vibrant by remaining responsive to changing needs. These core characteristics are translated into the following capabilities: a demand for competencies in subject matter knowledge and learning expectations; making learning authentic and contextualized; guiding learning; working in teams with the ability to collaborate, foster interpersonal interactions and partnerships; creativity and entrepreneurialism; willingness to engage in ongoing learning and personal development; leadership in a variety of positions and situations; and the ability to train others to lead.

Also at the forefront of leadership and advocacy for career and technical education is the National Association of State Directors of Career Technical Education Consortium

(NASDCTEc). In 2010, the consortium produced a new vision which called for leaders in workforce education to provide bold leadership and action. The characteristics and competencies for which the consortium called upon included: leadership in economic development and global competitiveness; ability to develop partnerships with business and industry; competency in designing high quality, performance-based initiatives; creating environments which supported ongoing faculty development; and the ability to use and make data-driven decisions and fund efforts effectively.

Institutions which function within their own ivory towers are no longer the norm in higher education. The AACC Competencies for Community College Leaders (2005) has set a standard and consistent perspective from which to view the leadership characteristics and competencies of the workforce, This framework can be examined further to illustrate the underlining themes and characteristics found desirable by those in leadership positions as workforce administrators.

Consistent with the organizational strategy competency, community colleges and their workforce development departments must create new leadership characteristics to be market-responsive. Harmon and MacAllum (2003) identified characteristics of the market-responsive college which included: leadership committed to allocating resources to develop training programs and reaching out to local businesses and other organizations as part of the new market-responsive mission of the college; internal response mechanisms designed to quickly develop and deliver curricula to meet the changing demands of the workforce; partnerships with local business and industry that allow for the rapid development of training and academic curriculum; and close relationships with all community stakeholders to better understand and respond to local

workforce needs. Schiefen's (2010) research on the entrepreneurial orientation of community college workforce divisions also discussed the importance of market focus in strategic planning and leadership, particularly in regard to entrepreneurialism.

Resource Management among workforce development administrators has been heralded by researchers as an important leadership characteristic and competency. In their research of the leadership issues facing Pennsylvania career and technical education administrators, Clark, Farmer, and Welch (2010) found data-driven decision-making to be core to the resource management function. VanderMolen and Zinzer (2006) also identified functions of resource management as being essential leadership skills for career preparation administrators. Their findings indicated that managing institutions' personnel resources and the recordkeeping associated with accountability were ranked as the two most important job tasks of these administrators. Of the 12 major leadership issues that Watba and Farmer (2006) identified that community college workforce administrators have continued to face, the majority are resource management issues. These resource demands have included needed competencies to meet the financial, physical and human resource challenges of the future.

The essential function of communication is often identified by the researchers as an important competency for leadership in the community college environment (Boggs, 2003; Brown et al., 2002; Goff, 2002, 2003; Pope & Miller, 2005), and this element is equally important for workforce administrators. Copa, Plihal, Birky, and Upton (1999) described this skill as building a "leadership community" (p. 51) in which ensuring open communications is one of the essential functions that leaders need. In the research conducted by Hopkins, Lambrecht, Moss, and Finch (1998), the leadership

characteristic of communication, which included listening, oral and written aspects showed greater sensitivity to development and improvement over other leadership qualities.

Various studies and articles have postulated the knowledge and skills needed and the importance of being a competent collaborator. Zirkle et al. (2006) identified this skill as responding to community interest and needs, as well as mobilizing community resources. Research also revealed the importance of the ability to collaborate within the organization and with the board (Clark et al., 2010). For workforce development administrators, King (2011) specifically discussed the importance of the ability to collaborate across all sectors of the community, business, and industry, as well as government. Finally, VanderMolen and Zinzer's (2006) research found that the building of school-community relations was one of the top three ranked leadership skills of career and technical education administrators.

Many researchers have found results that support the importance of institutional and community college advocacy. Clark et al. (2010) identified the support and advocacy of the mission as one of the top three leadership issues for leaders. The ability to advocate, nurture, and sustain the mission was also found to be an essential element among other researchers (Copa et al., 1999; Fulton-Calkins & Milling, 2005; Zirkle et al., 2006). In the case of workforce administrators, researchers also indicated the importance of promoting not only the community college mission but also the importance of advocating the career and technical education mission (McCaslin & Parker, 2003; Zirkle et al., 2005).

Boggs (2008) advocated the importance of professionalism as an attribute of a community college leader. He indicated this competency required an individual to set high standards for self and others and to demonstrate accountability to and for the institution. Zirkle et al. (2006) shared similar principles for workforce professionals with the indication that integrity and fairness were imperative aspects of their leadership standards.

A cross-reference of the characteristics and competencies important for workforce development leaders, as well as those identified as the AACC's Competencies for Community College Leaders in the new millennium, which consist of organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism, have identified commonalities in the underlying themes. This literature review lends to the consideration that those who are among the ranks of community college workforce personnel could indeed be viable candidates for future administrative and presidential candidacies.

In summary, a review of the current literature indicates a critical shortage of new leaders to backfill positions left vacant as current community college leaders plan to retire. Because the administrators are viewed as the key to handling the ever-changing environment of the community college, the shortfall of qualified candidates has created a potential crisis for the nation's community colleges. Thus a need has occurred to expand the pipeline to the upper level administration and presidency beyond the traditional academic pathway. Workforce development professionals could well fill this void in the future.

## CHAPTER 3 RESEARCH METHODOLOGY

This chapter explains the research methodology used in this study. In this chapter, the research purpose, problem, design, instrument, population, data collection, and data analysis methods are described and explained.

### **Purpose of the Study**

The purpose of this study was to analyze the characteristics and competencies in the Workforce Development departments of selected community colleges by examining the management and leadership characteristics of Workforce Development personnel. This study examined the character sets found in these positions.

This study sought to add to the literature about the competencies of community college personnel with a specific focus on workforce administrators. Findings should prove useful to current presidents and aspiring leaders and educators about the specific domains that can be targeted to better prepare tomorrow's leaders. The findings can also enhance preparation to expand the pipeline to higher level administration and the presidency beyond the traditional academic administration pathway.

### **Research Problem**

The community college administrator has multiple and conflicting responsibilities for which management, administration, and leadership skills are gained through multiple and extended experiences. Researchers (Amey & Van Der Linden, 2002; Duree, 2007; Weisman & Vaughn, 2007) had established that the most frequent pathway to the presidency is through academic administration. Yet other researchers (Boggs, 2003; & Vaughn, 2004) posited that this pipeline needs to be increased to continue the efforts to remain innovative and fill the anticipated vacancies. In light of anticipated large number

of retirements, particularly at the presidency level in community colleges, atypical hires may be needed to ensure a new crop of leaders (Vaughn, 2004). Experience in Workforce Development may serve as an alternative avenue from which future leaders can reach upper administration and the presidency.

### **Research Question**

The research question guiding this study examined current community college personnel: How do workforce administrators differ from other administrators in terms of leadership characteristics and competency potential? To answer this question, the following research hypotheses were created:

H<sub>0</sub>1: There is not a significant difference between workforce administrators and other administrators in terms of leadership characteristics for community college personnel.

H<sub>A</sub>1: There is a significant difference between workforce administrators and other administrators in terms of leadership characteristics for community college personnel.

H<sub>0</sub>2: There is not a significant difference between workforce administrators and other administrators in terms of leadership competency potential.

H<sub>A</sub>2: There is a significant difference between workforce administrators and other administrators in terms of leadership competency potential.

### **Research Instrument**

The WAVE<sup>®</sup> personality assessment was the instrument used for this research. The instrument developed by Peter Saville of Saville Consulting, Ltd. is proprietary and protected under copyright laws both within the United States and internationally. The assessment cannot be presented in its entirety in this paper. The theoretical constructs and reporting mechanisms, however, can be presented. The WAVE<sup>®</sup> is a modern and innovative assessment tool designed to reflect the demands of today's workforce. The

WAVE<sup>®</sup>, as an integrated and dynamic questionnaire, offers users accurate identification and management of talent (Saville Consulting, 2010a).

The structure of the WAVE<sup>®</sup> uses a 9-point Likert-type normative scale items. The 216 normative items were standardized to measure 108 facets in the areas of personality, motivation, competency, and culture. The WAVE<sup>®</sup> is based upon 4 clusters, 12 sections, and 36 dimensions (Figure 3-1).

On average, the assessment takes about 35 minutes to complete. Throughout the testing, the individual is forced to rank his choices from “very strongly agree” to “very strongly disagree” on six items. If the respondent gives the same rating to two of the six statements, these statements are presented again, and the individual must then rate which is “most” and “least” like them (Saville Consulting, 2010b). Each facet is presented two or three times throughout the assessment to allow for the identification of self-reporting bias and acquiescence bias.

### **The Expert Report**

The expert report provides an in-depth and comprehensive assessment of an individual’s needs and talents in critical work areas, as well as information on an individual’s motives and preferences. The contents include an executive summary, a summary of psychometric profile, competency potential profile, predicted culture/environment fit, as well as a full psychometric profile of the thought, influence, adaptability, and delivery clusters. The results are based upon a comparison with more than 1,000 professionals, and they are presented on a 1 to 10 sten scale (Saville Consulting, 2010c).

First, to further distinguish the assessment results, the response summary included details on ratings acquiescence, which examines how critical respondents

were in their self-ratings. Second, the consistency of rank ordering the characteristics is measured. The degree of alignment between normative and ipsative scores is also identified. If a difference occurs of more than three stens between rating (Normative) and ranking (Ipsative), this difference is indicated on the dimension. Third, a motive-talent split is identified as the degree of alignment between these scores. If differences of more than three stens exist, this difference is also indicated on the dimension.

### **Psychometric Profile**

As displayed by Saville Consulting (2010c), the full psychometric profile provides a breadth of information and focuses on the 36 Professional Styles dimensions. These dimensions are presented within the four main clusters, which break down into three sections, each consisting of three dimensions. The 108 facets in total are what ultimately comprise the 36 dimensions. The four main clusters are next described and in more detail in Appendix C.

The thought cluster included the sections of evaluative, investigative, and imaginative. The thought cluster further is broken down into the dimensions of analytical, factual, rational, learning-oriented, practically minded, insightful, inventive, abstract, and strategic.

The influence cluster included the sections of sociable, impactful, and assertive. The influence cluster is further broken down into the dimensions of interactive, engaging, self-promoting, convincing, articulate, challenging, purposeful, directing, and empowering.

The adaptability cluster included the sections of resilient, flexible, and supportive. The adaptability cluster if further broken down into the dimensions of self-assured,

composed, resolving, positive, change-oriented, receptive, attentive, involving, and accepting.

The delivery cluster included the sections of conscientious, structured, and driven. The delivery cluster is further broken down into the dimensions of reliable, meticulous, conforming, organized, principled, activity-oriented, dynamic, enterprising, and striving.

### **Competency Potential**

The competency potential provides a prediction of an individual's likely strengths and limitations in the areas of evaluating problems, investigating issues, creating innovation, building relationships, communicating information, providing leadership, showing resilience, adjusting to change, giving support, processing details, structuring tasks, and driving success (Appendix D). This data is provided as a developmental tool for management of talent. In addition to presenting the competency results with the 1 to 10 sten scale, a rating is provided identifying the competency potential relative to a comparison group (Figure 3-2).

### **Predicted Culture/Environment Fit**

The predicted culture/environment fit is an additional talent management tool. This tool indicates the aspects of the work culture, job, and environment that are likely to enhance or inhibit an individual's success.

This study focused on the 36 dimensions of the psychometric profile as a measure of leadership characteristics. The competency potential scales were used to measure leadership potential. In addition, descriptive statistics were calculated on ratings acquiescence, consistency of rankings, motive-talent agreement, and normative-ipsative agreement.

## **Instrument Validity and Reliability**

The WAVE<sup>®</sup> Professional Styles questionnaire demonstrates a high level of validity and reliability (Saville Consulting, 2010d). The validation-centric development method was selected to establish validity. The average validity of one Professional Styles scale in relationship to its work performance criterion is 0.39, and the composite validity of more than one Professional Styles scale across the criteria is 0.46. This clearly indicates that the Professional Styles scales provide strong validity, ranging across a wide array of externally assessed work variables (Saville Consulting, 2010e). The invited access single dimension validity ranges from .19 to .68. The invited access composite validity ranges from .22 to .78 (Saville Consulting, 2010f). Reliabilities for test-retest and alternate form were the focus of determining instrument reliability. Internal Consistency estimates are designed to be around the 0.60 to 0.80 level to avoid the problem of repetitive item content, The internal consistency reliabilities at standardization have a mean of 0.76 for the 36 dimensions, a maximum of 0.87, and a minimum of 0.58, which indicates variation in breadth of the scales, as predicted (N=1,153). The 36 dimensions of Saville Consulting Wave Professional Styles have alternate form reliabilities with a mean of 0.86 for the combined score (ipsative and normative). The minimum alternate form is 0.78 and the maximum is 0.93 (N=1153). In addition, the test-retest study for the normative (Invited Access) form had a retest period of one month (N=112). The mean reliability is 0.79, the minimum 0.71, and the maximum 0.91 (Saville Consulting, 2010f).

## **Data Collection**

This study utilized pre-collected data by Saville Consulting, Ltd. Respondents self-selected to answer the invited access online WAVE<sup>®</sup> personality assessment between

August and December 2006, and they were provided the results electronically in the WAVE<sup>®</sup> Personal Report. In the interest of social science research, the purpose of the collection was to create a norming database for senior executives and managers.

The final population (N=166) includes data from five community colleges in Arizona, Indiana, Iowa, Ohio, and North Carolina, including Ivy Technical and Central Arizona. Also included in the final population are data from five AACC affiliate councils, including the American Association for Women in Community Colleges (AAWCC), National Council on Black American Affairs (NCBAA), National Community College Hispanic Council (NCCHC), Community College Business Officers (CCBO), National Council for Continuing Education and Training (NCCET), and the American Associate of Collegiate Registrars and Admissions Officers (AACROA). In terms of administrative positions of participants, the final population includes workforce administrators (N=86) and other community college administrators (N=80).

### **Data Analysis**

Analysis of the data began by examining for any anomalies, skewness, or outliers. Once these items were accounted, descriptive statistics and frequencies, including means, standard deviations, and skew were examined for the (N=166) population; the sample of (N=86) workforce administrators, and the sample of (N=80) other community college administrators.

The first hypothesis examined if differences between workforce and other community college administrators exist with respect to their leadership characteristics. The hypothesis was analyzed by grouping those individuals in the samples as community college workforce personnel and comparing them to community college personnel in other areas, that is, student services, academic services, and

administrative affairs. This hypothesis was analyzed by using an independent sample t-test to analyze leadership characteristics.

The second hypothesis examined if differences between workforce administrators exist with respect to their leadership competency potential. This hypothesis was analyzed following the same design as the first hypothesis but focused on the competency potential profile.

Bivariate Pearson correlation coefficients were also calculated. The ordinal data of leadership characteristics or competency potential served as the dependent variable. The nominal data of type of administrator served as an independent variable. The significance level was set at  $\alpha=0.05$ .

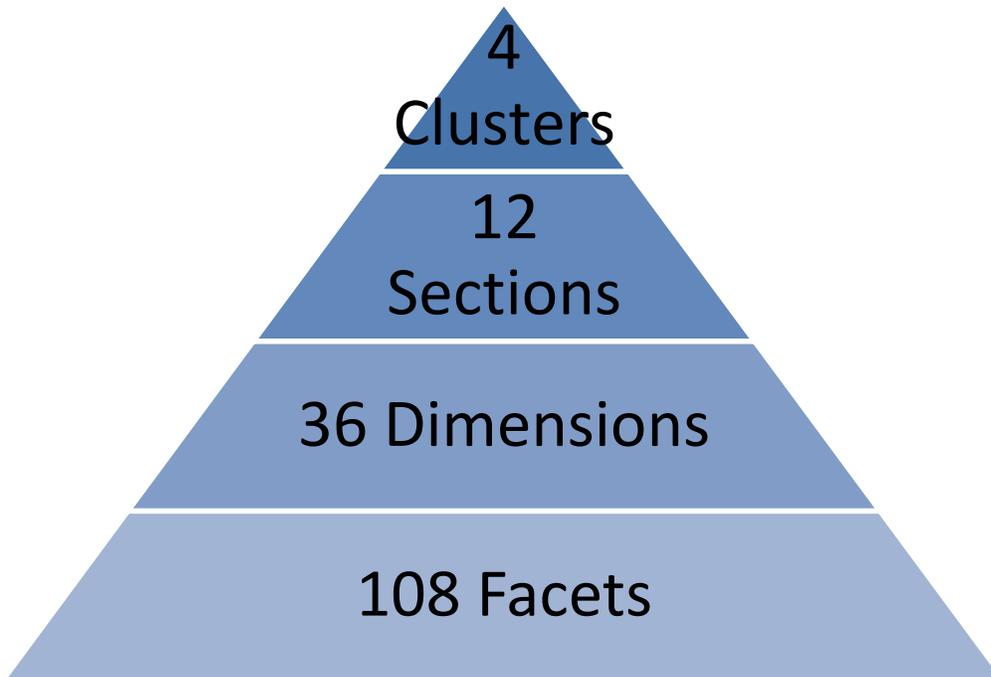


Figure 3-1. Theoretical structure of the WAVE<sup>®</sup>.

Sten Score	Rating
10	Extremely High: higher potential than about 99% of professionals
9	Very High: higher potential than about 95% of professionals
8	High: higher than about 90% of professionals
7	Fairly high: higher potential than about 75% of professionals
6	Average: higher potential than about 60% of professionals
5	Average: higher potential than about 40% of professionals
4	Fairly Low: higher potential than about 25% of professionals
3	Low: higher potential than about 10% of professionals
2	Very Low: higher than about 5% of professionals
1	Extremely Low: higher potential than about 1% of professionals

Figure 3-2. Competency potential profile sten score rating.

## CHAPTER 4 RESULTS

This chapter provides an overview of the findings from the statistical examination of the study, showing the results of the data gathered and the analysis process, as outlined in Chapter 3. The results for each hypothesis are shown in order.

### **Descriptive Statistics**

The aggregate data (N=166) of workforce and community college personnel appear to be distributed normally with no large deviations (Table 4-1). The psychometric profile data, which suggested the overall population on the rating acquiescence, are slightly more positive in self-ratings than many (M=6.7, SD=1.8). This is also the finding for the workforce administrators (M=6.6, SD=1.8), as well as other administrators (M=6.8, SD=1.9).

The overall population is consistent in rank ordering of characteristics (M=5.4, SD=1.9). This is also the consistent result for the workforce (M=5.5, SD=1.9) and other administrators (M=5.3, SD=1.9).

The degree of alignment between motive and talent scores for the overall population is typical of most respondents (M=5.1, SD= 2.0). Similar results were found for workforce administrators (M=5.0, SD=2.1), as well as other administrators (M=5.2, SD=1.8)

The degree of alignment between normative rating and ipsative ranking scores of the overall population (M=5.1, SD=2.0) is typical of most respondents. This result was consistent for the workforce administrators (M=5.3, SD=1.9) and also other administrators (M=4.9, SD=2.0). If the ipsative scores are higher than the normative scores, the respondents may have been overly self-critical in their self descriptions,

whereas if the normative scores were higher than the ipsative scores the respondent may have been less self-critical and exaggerated his descriptions. For the population and the workforce, as well as other community college personnel groups, means, standard deviations and medians are presented (Table 4-1).

### **Research Problem Hypothesis 1**

The research problem guiding this hypothesis examined community college personnel and was intended to determine how workforce administrators differ from other administrators in terms of leadership characteristics. To address this problem, the following research hypothesis was made:

H<sub>0</sub>1: There is not a significant difference between workforce administrators and other administrators in terms of leadership characteristics for community college personnel.

H<sub>A</sub>1: There is a significant difference between workforce administrators and other administrators in terms of leadership characteristics for community college personnel.

The data were divided into two samples. The data for the workforce community college administrators sample (N=86) and the data for the other community college administrators sample (N=80) both appeared to be distributed normally with no large deviations (Table 4-2).

The t-test results (Table 4-2) indicated that significant differences were found among the 12 summary or section characteristics between workforce administrators and other community college administrators. The workforce administrators were higher on drive (M=7.0, SD=1.9,  $p>0.0004$ ). The other community college administrators were significantly higher than workforce administrators on evaluation (M=6.8, SD=1.7,  $p>0.05$ ) and resilience (M=6.1, SD=1.7,  $p>0.02$ ).

Correlation coefficients were calculated for the summary of leadership characteristics for both workforce administrators and for other community college administrators (Tables 4-3 and 4-4). Both positive and negative correlations were identified, which are depicted in a summary that identified the direction and strength of the correlations (Table 4-5).

### **Research Problem Hypothesis 2**

The research problem guiding this hypothesis examined community college personnel; How do workforce administrators differ from other administrators in terms of leadership competencies? To address this problem, the following research hypotheses were created:

H<sub>0</sub>2: There is not a significant difference between workforce administrators and other administrators in terms of leadership competency potential. (null hypothesis)

H<sub>A</sub>2: There is a significant difference between workforce administrators and other administrators in terms of leadership competency potential.

The competency data were divided into two samples. The data for the workforce community college administrators sample (N=86) and the data for the other community college administrators sample (N=80) both appeared to be distributed normally with no large deviations (Table 4-6).

The t-test results (Table 4-6) indicated that workforce administrators on the leadership competencies were significantly higher than other community college administrators on achieving success (M=7.0, SD=1.9, p>0.02). The other community college administrators were significantly higher than workforce administrators on the leadership competencies of evaluating problems (M=7.4, SD=1.9, p>0.03) and projecting confidence (M=6.5, SD= .8, p>0.05).

Correlation coefficients were calculated for the leadership competencies for both workforce administrators and for other community college administrators (Tables 4-7 and 4-8). Both positive and negative correlations were identified, which are depicted in a summary that indicated the strength of the direction and strength of the correlations (Table 4-9).

Table 4-1. Response summary; mean, std. deviation and median for overall, workforce and other administrators

	Overall			Workforce Admin			Other Admin			<i>p</i>
	M	SD	Median	M	SD	Median	M	SD	Median	
Ratings Acquiescence	6.7	1.8	7.0	6.6	1.8	7.0	6.8	1.9	7.0	0.42
Consistency of Rankings	5.4	1.9	5.0	5.5	1.9	5.0	5.3	1.9	5.5	0.52
Motive-Talent Agreement	5.1	2.0	5.0	5.0	2.1	5.0	5.2	1.8	5.0	0.55
Normative-ipsative Agreement	5.1	2.0	5.0	5.3	1.9	5.0	4.9	2.0	5.5	0.21

Table 4-2. Leadership characteristics (executive summary); mean, std. deviation, median for overall, workforce and other administrators

	Overall			Workforce Admin			Other Admin			<i>p</i>
	M	SD	Median	M	SD	Median	M	SD	Median	
Vision (Vis)	6.80	1.90	7.00	6.70	2.00	7.00	6.80	1.70	7.00	0.94
Judgment (Jud)	6.50	1.70	7.00	6.50	1.60	7.00	6.50	1.70	7.00	0.99
Evaluation (Eval)	6.50	1.90	7.00	6.20	2.00	6.00	6.80	1.70	7.00	0.05*
Leadership (Lead)	6.60	1.70	7.00	6.50	1.90	7.00	6.60	1.50	7.00	0.92
Impact	5.50	1.80	6.00	5.30	2.00	5.00	5.70	1.70	6.00	0.32
Communication (Comm)	4.80	1.80	5.00	5.10	1.70	5.00	4.50	1.80	5.00	0.06
Support (Supp)	5.50	2.10	6.00	5.50	1.90	6.00	5.60	2.20	6.00	0.93
Resilience (Resil)	5.80	1.80	6.00	5.50	1.80	6.00	6.10	1.70	6.00	0.02*
Flexibility (Flex)	5.90	1.80	6.00	5.70	2.00	6.00	6.10	1.70	6.00	0.22
Structure (Struct)	6.70	1.80	7.00	6.50	1.70	7.00	6.80	1.80	7.00	0.44
Drive	6.60	1.90	7.00	7.00	1.90	7.00	6.00	1.80	6.00	0.0004*
Implementation (Imp)	5.70	1.90	6.00	5.40	2.00	5.00	5.90	1.80	6.00	0.13

\* Results are significant at.05

Table 4-3. Spearman correlation coefficients leadership characteristics (executive summary) workforce administrators n = 86

	Vis	Jud	Eval	Lead	Impact	Comm	Supp	Resil	Flex	Struct	Drive	Impl
Vis	1.00											
Jud	0.293 <sup>*</sup> 0.006	1.00										
Eval	0.296 <sup>*</sup> 0.006	0.461 <sup>**</sup> <.0001	1.00									
Lead	0.342 <sup>*</sup> 0.001	0.233 <sup>*</sup> 0.031	-0.095 0.383	1.00								
Impact	0.112 0.304	0.157 0.148	0.235 <sup>*</sup> 0.029	0.304 <sup>*</sup> 0.005	1.00							
Comm	-0.148 0.172	-0.193 0.074	-0.310 <sup>*</sup> 0.004	0.306 <sup>*</sup> 0.004	0.467 <sup>**</sup> <.0001	1.00						
Supp	-0.007 0.949	-0.108 0.322	-0.239 <sup>*</sup> 0.027	0.053 0.631	-0.182 0.094	0.040 0.713	1.00					
Resil	0.062 0.573	0.057 0.605	0.067 0.538	0.168 0.122	0.193 0.075	0.091 0.403	0.042 0.699	1.00				
Flex	0.296 <sup>*</sup> 0.006	0.028 0.797	-0.126 0.249	0.225 <sup>*</sup> 0.038	-0.140 0.200	-0.005 0.965	0.100 0.361	0.362 <sup>*</sup> 0.001	1.00			
Struct	-0.102 0.351	-0.007 0.950	0.020 0.857	0.062 0.573	0.033 0.765	0.015 0.888	-0.028 0.797	0.073 0.505	-0.016 0.881	1.00		
Drive	0.327 <sup>*</sup> 0.002	0.257 <sup>*</sup> 0.017	0.040 0.712	0.550 <sup>**</sup> <.0001	0.429 <sup>**</sup> <.0001	0.313 <sup>*</sup> 0.003	-0.294 <sup>*</sup> 0.006	0.104 0.342	0.195 0.072	0.230 <sup>*</sup> 0.033	1.00	
Impl	-0.583 <sup>**</sup> <.0001	-0.102 0.348	0.086 0.431	-0.300 <sup>*</sup> 0.005	-0.044 0.687	0.024 0.827	-0.062 0.572	-0.125 0.253	-0.436 <sup>**</sup> <.0001	0.429 <sup>**</sup> <.0001	-0.170 0.118	1.00

\*\* . Correlation is significant at the <.0001 level (2-tailed). \* Correlation is significant at the .05 level (2 tailed). Vision (Vis); Judgment (Jud); Evaluation (Eval); Leadership (Lead); Impact; Communication (Comm); Support (Supp); Resilience (Resil); Structure (Struct); Drive; Implementation (Impl).

Table 4-4. Spearman correlation coefficients leadership characteristics (executive summary) other administrators n = 80

	Vis	Jud	Eval	Lead	Impact	Comm	Supp	Resil	Flex	Struct	Drive	Impl
Vis	1.00											
Jud	0.165	1.00										
	0.143											
Eval	0.178	0.372*	1.00									
	0.114	0.001										
Lead	0.347*	0.100	-0.102	1.00								
	0.002	0.376	0.367									
Impact	0.187	0.023	0.034	0.388*	1.00							
	0.096	0.843	0.763	0.000								
Comm	0.252*	0.138	-0.359*	0.332*	0.427**	1.00						
	0.024	0.223	0.001	0.003	<.0001							
Supp	0.042	-0.165	-0.234*	-0.050	-0.248*	0.101	1.00					
	0.714	0.143	0.037	0.659	0.026	0.371						
Resil	0.096	0.026	-0.154	0.416*	0.280*	0.211	0.047	1.00				
	0.397	0.820	0.172	0.000	0.012	0.060	0.678					
Flex	0.188	0.078	-0.312*	0.279*	0.028	0.358*	0.221*	0.422**	1.00			
	0.094	0.491	0.005	0.012	0.803	0.001	0.049	<.0001				
Struct	0.140	0.311*	0.307*	0.309*	-0.116	-0.141	-0.187	0.157	-0.007	1.00		
	0.216	0.005	0.006	0.005	0.307	0.212	0.096	0.166	0.948			
Drive	0.332*	0.148	0.016	0.582**	0.476**	0.442**	-0.283*	0.139	0.241*	0.264*	1.00	
	0.003	0.191	0.889	<.0001	<.0001	<.0001	0.011	0.220	0.031	0.018		
Impl	-0.233*	0.183	0.263*	-0.117	-0.222*	-0.373*	-0.132	-0.100	-0.340*	0.548**	-0.173	1.00
	0.037	0.105	0.019	0.302	0.048	0.001	0.243	0.379	0.002	<.0001	0.124	

\*\* . Correlation is significant at the <.0001 level (2-tailed). \* Correlation is significant at the .05 level (2 tailed). Vision (Vis); Judgment (Jud); Evaluation (Eval); Leadership (Lead); Impact; Communication (Comm); Support (Supp); Resilience (Resil); Structure (Struct); Drive; Implementation (Impl).

Table 4-5. Leadership characteristics (executive summary) correlated direction and strength; results at the <.0001 level.

Correlated Characteristics	Workforce Administrators	Other Administrators
Vision and Implementation	-/moderate	
Judgment and Evaluation	+/moderate	
Leadership and Drive	+/moderate	+/moderate
Impact and Communication	+/moderate	+/weak
Impact and Drive	+/moderate	+/moderate
Communication and Drive		+/weak
Resilience and Flexible		+/weak
Flexibility and Implementation	-/moderate	
Structure and Implementation	+/weak	+/moderate

Very Strong 0.80-1.00; Strong 0.60-0.79; Moderate 0.40-0.59; Weak 0.20-0.39; Very Weak 0.00-0.19 (Huck 2008).

Table 4-6. Leadership competencies mean and std. deviation for overall, workforce and other administrators

	Overall			Workforce Admin			Other Admin			<i>p</i>
	M	SD	Median	M	SD	Median	M	SD	Median	
Achieve Success	6.8	1.8	7.0	7.0	1.9	7.0	6.5	1.7	7.0	0.02*
Adjust to Change	6.5	1.8	7.0	6.4	1.9	6.0	6.6	1.7	7.0	0.43
Communicate	5.3	1.8	5.0	5.5	1.8	6.0	5.1	1.8	5.0	0.23
Creating Innovation	6.9	1.8	7.0	6.9	2.0	7.0	6.9	1.6	7.0	0.64
Evaluate Problems	7.1	1.8	7.0	6.8	1.9	7.0	7.4	1.5	7.0	0.03*
Executing Assignments	5.7	1.9	6.0	5.5	2.0	5.0	5.9	1.8	6.0	0.20
Make Judgments	6.9	1.7	7.0	6.8	1.8	7.0	6.8	1.8	7.0	0.65
Presenting Information	6.2	1.7	7.0	6.1	1.9	6.0	6.3	1.5	7.0	0.63
Projecting Confidence	6.2	1.8	7.0	5.9	1.8	6.0	6.5	1.8	7.0	0.05*
Providing Leadership	6.7	1.7	7.0	6.6	1.8	7.0	6.8	1.6	7.0	0.73
Providing Support	5.7	2.0	6.0	5.6	1.9	6.0	5.7	2.1	6.0	0.85
Structuring Tasks	6.9	1.8	7.0	6.8	1.8	7.0	6.9	1.9	7.0	0.72

\* Results are significant at.05

Table 4-7. Leadership competencies workforce administrators n = 86

	CI	MJ	EP	PL	AC	ST1	AS	PI	PC	EA	CP	PS
CI	1.00											
MJ	0.535** <.0001	1.00										
EP	0.543** <.000	0.578** <.0001	1.00									
PL	0.391* 0.000	0.482** <.0001	0.063 0.565	1.00								
AC	0.419** <.0001	0.246* 0.022	-0.005 0.966	0.619** <.0001	1.00							
ST1	-0.050 0.648	0.035 0.751	-0.018 0.871	0.250* 0.020	0.125 0.252	1.00						
AS	0.461** <.0001	0.576** <.0001	0.197 0.069	0.704** <.0001	0.436** <.0001	0.141 0.195	1.00					
PI	0.284* 0.008	0.416** <.0001	0.261* 0.015	0.590** <.0001	0.283* 0.008	0.066 0.544	0.598** <.0001	1.00				
PC	0.241* 0.026	0.303* 0.005	0.205 0.060	0.421 <.0001	0.558** <.0001	0.133 0.224	0.387* 0.000	0.430** <.0001	1.00			
EA	-0.490** <.0001	-0.219* 0.043	-0.004 0.972	-0.274* 0.011	-0.432** <.0001	0.535** <.0001	-0.256* 0.017	-0.199 0.067	-0.179 0.102	1.00		
CP	-0.015 0.891	0.078 0.473	-0.196 0.070	0.480** <.0001	0.299* 0.005	0.238* 0.027	0.445** <.0001	0.605** <.0001	0.225* 0.038	-0.073 0.507	1.00	
PS	-0.070 0.523	-0.201 0.064	-0.257* 0.017	0.164 0.131	0.257* 0.017	0.173 0.111	-0.174 0.109	0.062 0.571	0.122 0.267	-0.046 0.675	0.211 0.051	1.00

\*\* . Correlation is significant at the <.0001 level (2-tailed). \* Correlation is significant at the .05 level (2 tailed).

Table 4-8. Leadership competencies other administrators n = 80

	CI	MJ	EP	PL	AC	ST1	AS	PI	PC	EA	CP	PS
CI	1.000											
MJ	0.453** <.0001	1.000										
EP	0.409 0.000*	0.498** <.0001	1.000									
PL	0.441** <.0001	0.457** <.0001	0.106 0.348	1.000								
AC	0.373* 0.001	0.322* 0.004	-0.080 0.481	0.630** <.0001	1.000							
ST1	0.197 0.079	0.365* 0.001	0.326* 0.003	0.379* 0.001	0.283* 0.011	1.000						
AS	0.471** <.0001	0.517** <.0001	0.267* 0.017	0.794** <.0001	0.573** <.0001	0.328* 0.003	1.000					
PI	0.438** <.0001	0.340* 0.002	0.151 0.181	0.599** <.0001	0.481** <.0001	0.030 0.791	0.651** <.0001	1.000				
PC	0.192 0.088	0.222* 0.048	-0.020 0.860	0.635** <.0001	0.681** <.0001	0.288* 0.010	0.477** <.0001	0.475** <.0001	1.000			
EA	-0.183 0.104	0.099 0.384	0.218 0.053	-0.107 0.347	-0.328* 0.003	0.610** <.0001	-0.117 0.303	-0.311* 0.005	-0.174 0.122	1.000		
CP	0.289* 0.009	0.205 0.069	-0.170 0.132	0.515** <.0001	0.617** <.0001	0.064 0.574	0.486** <.0001	0.526** <.0001	0.442** <.0001	-0.386* 0.000	1.000	
PS	0.003 0.977	-0.103 0.364	-0.265* 0.018	0.033 0.769	0.363* 0.001	0.199 0.077	-0.145 0.200	-0.033 0.774	0.258 0.021	-0.171 0.130	0.301* 0.007	1.000

\*\* . Correlation is significant at the <.0001 level (2-tailed). \* Correlation is significant at the .05 level (2 tailed).

Table 4-9. Leadership competencies correlated direction and strength; results at the <.0001 level

Correlated Characteristics	Workforce Administrators	Other Administrators
Creating Innovation and Making Judgments	+/ moderate	+/weak
Creating Innovation and Evaluating Problems	+/moderate	
Creating Innovation and Providing Leadership		+/weak
Creating Innovation and Adjusting to Change	+/weak	
Creating Innovation and Achieving Success	+/weak	+/weak
Creating Innovation and Presenting Information		+/weak
Creating Innovation and Executing Assignments	-/weak	
Making Judgments and Evaluating Problems	+/moderate	+/weak
Making Judgments and Providing Leadership	+/weak	+/weak
Making Judgments and Achieving Success	+/moderate	+/moderate
Making Judgments and Presenting Information	+/weak	
Providing Leadership and Adjusting to Change	+/moderate	+/moderate
Providing Leadership and Achieving Success	+/moderate	+/moderate
Providing Leadership and Presenting Information	+/moderate	+/moderate
Providing Leadership and Projecting Confidence	+/weak	+/moderate
Providing Leadership and Communicating	+/weak	+/moderate
Adjusting to Change and Achieving Success	+/weak	+/moderate
Adjusting to Change and Presenting Information		+/weak
Adjusting to Change and Projecting Confidence	+/moderate	+/moderate
Adjusting to Change and Executing Assignments	-/weak	
Adjusting to Change		+/moderate

Table 4-9. Continued

Correlated Characteristics	Workforce Administrators	Other Administrators
Structuring Task and Executing Assignments	+/moderate	+/moderate
Achieving Success and Presenting Information	+/moderate	+/moderate
Achieving Success and Projecting Confidence		+/weak
Achieving Success and Communicating	+/weak	+/weak
Presenting Information and Projecting Confidence	+/weak	+/weak
Presenting Information and Communicating	+/moderate	+/moderate
Projecting Confidence and Communicating		+/weak

Very Strong 0.80-1.00; Strong 0.60-0.79; Moderate 0.40-0.59; Weak 0.20-0.39; Very Weak 0.00-0.19 (Huck, 2008).

## CHAPTER 5 DISCUSSION

In this study, leadership characteristics and competencies of community college administrators, particularly workforce administrators, have been explored both in literature and empirically. This chapter contains a discussion of the results, suggestions for future research, and implications for higher education.

### **Research Hypothesis 1**

This study identified specific leadership characteristic differences between workforce administrators and other community college administrators. The results indicated that significant differences were found among the 12 summary leadership characteristics between workforce administrators and other community college administrators. The correlation data also identified patterns of strengths and weaknesses.

The workforce development administrators were found to have significant strengths in the drive dimension. This dimension entails the following three characteristics: 1) dynamic, that is, being energetic, initiating, and action-oriented; 2) striving, that is, being ambitious, results-driven, and persevering; and 3) enterprising, that is, being competitive, entrepreneurial, and selling. These factors focused on the aspects of leadership, which encompass a delivery focus necessary to move an institution forward.

The workforce administrators also have other dimensions, and when combined, they serve to positively influence each other. These dimensions include judgment and evaluation, leadership and drive, impact and communication, impact and drive, and structure and implementation. These two factor combinations were found to influence

each other negatively: 1) vision and implementation, and 2) flexibility and implementation. The implementation factor requires an individual to possess characteristics of meticulous and compliance, which may be counterintuitive to the leader who, as a visionary, is required to be inventive, abstract, strategic, and flexible.

The other community college administrators were found to have significant strengths in the leadership characteristics of evaluation and resilience. The evaluation characteristic is found in a thought cluster and centers on analytical, factual, and rational characteristics. The resilience factor identifies the individual as someone who is resolving, self-assured, and composed.

The other community college administrators also have other dimensions, and when combined, serve to positively influence each other. These dimensions include leadership and drive, impact and communication, impact and drive, communication and drive, resilience and flexibility, and structure and implementation.

These findings are further examined against the backdrop of existing literature, and the results have indicated that workforce administrators, as well as other community college administrators, have some of the leadership characteristics to face the challenges of the 21<sup>st</sup> century community college. The findings also suggest that gaps in these leadership characteristics exist. In addition, the American Association for Community College's (AACC's) Competencies for Community College Leaders (2005) can be used to help inform the findings and postulate directions for future research and development.

Workforce administrators and other community college administrators were found to possess essential aspects of Organizational Strategy. This research included the

strengths of drive and evaluation. In particular, for workforce administrators, the enterprising and entrepreneurial aspect of drive is of particular importance. Harmon and MacAllum (2003) and Schiefen (2010) emphasized in their research the importance of an organizational strategy for institutions to be market-responsive and entrepreneurial. Of particular importance to note was that in Duree's (2007) research with community college presidents it "indicated a need for leaders to be well-prepared before assuming their first presidencies in the competencies necessary to strategically engage processes to identify the needs of constituents. Current leaders who responded to the study had rated meeting community workforce and economic development needs as one of the greatest challenges" (p. 118). The strength of drive and the enterprising aspects of this characteristic are leadership assets that workforce administrators bring to community colleges.

The correlations for workforce administrators and community college administrators produced some results which would align with organizational strategy. The results were leadership and drive, as well as impact and drive for both groups. This indicated for those individuals who have leadership and drive that they possess the drive functions of dynamic, striving and enterprising and the leadership functions of purposeful, directing, and empowering. These same drive functions are also coupled with the impact functions of convincing, challenging and articulate.

The American Association of Community Colleges (2005) also identified resource management as recommended competency for future community college leaders. Essential to this area is the president's ability to manage resources, implement financial strategies, and ensure accountability. Boggs (2003) also advocated this finding, which

indicated that financial planning is an important skill for future leaders. The workforce administrator's enterprising strength is again identified as an important contributor in the ability to be an effective resource manager. The American Association of Community Colleges (2005) identified an entrepreneurial stance as an important means for a leader to identify alternative funding sources. The community college administrator's strength of evaluation is also an important factor in resource management. This factor is tied to problem-solving and fact-finding all important aspects of data-driven decision-making as Clark et al. (2010) indicated is core to the resource management function.

Communication has also been identified by the researchers as a consistently important competency. Brown et al. (2002) revealed that instructional leaders at community colleges perceive communication skills to be the most important category of competencies necessary to perform their job effectively. This included multiple areas of communication, such as effective listening and feedback skills, effective writing skills, conveying a vision, conflict resolution, mediation as well as negotiation, understanding of interpersonal communication, and effective public speaking skills. These findings showed that none of the administrative groups were found to have statistically significant levels of leadership characteristics in the communications factors. This finding is a skill gap that needs further consideration. But it is important to note that in Hopkins et al. (1998) the leadership characteristic of communication, which included listening and oral and written aspects, showed greater sensitivity to development and improvement over other leadership qualities.

This study revealed correlated results related to communication for workforce administrators, as well as other community college administrators who exhibit

correlations in the area of impact and communication. In this situation, individuals, who possess the impact factor of convincing, challenging, and articulating, also are positively associated with communication factors of self-promoting, interacting, and engaging. The other community college administrators were also found to have a correlation between drive and communication.

Another area in which the overwhelming majority of research reviewed identified collaboration abilities as a core leadership skill (Amey, 2006; Boggs, 2003; Clark et al., 2010; Hockaday & Puyear, 2000; King, 2011; McFarlin et al., 1999; Shults, 2001; VanderMolin & Zinzer, 2006; Zirlke et al., 2006). In particular, the establishment of networks and partnerships is essential. The enterprising workforce administrators have established this ability. Their activity-oriented and inventive strengths, which were identified in this study as aspects of the drive factor, serve to support this competency.

Since collaboration was also not found to be an identified strength for other administrators, this should be considered another skill gap for further development. Many researchers have established collaboration skills an essential function in our 21<sup>st</sup> century community colleges. Zirlke et al. (2006) described collaboration as a needed skill set important in mobilizing community resources, Clark et al. (2010) postulated the importance of board collaboration, and King (2011) discussed the importance of business and industry, as well as governmental relationships. All these collaborative efforts are essential functions in community colleges today.

The role the community college president and administrators must play as advocates for the institution must not be overlooked (Amey, 2006; Goff, 2003; and Pope & Miller, 2005). McCaslin and Parker (2003) and Zirkle et al. (2005) also discussed the

importance of advocating for the workforce-related career and technical education aspects of the community college organization. The workforce administrators and other community college administrators, who possess the correlated characteristics of leadership and impact and drive, have attributes which will assist them in this advocacy role. This indicates for those individuals that they possess the drive functions of being dynamic, striving, and enterprising, and they are also coupled with the impact functions of convincing, challenging, and articulating they can serve the advocacy role well.

The final area which has proven difficult to quantify, but a necessary competency nonetheless, would be professionalism. Fulton-Calkins and Milling (2005) suggested one of the traits necessary is value-centered leadership. Hockaday and Puyear (2000), who identified traits of effective community college leaders, included qualities such as integrity, confidence, courage, and good judgment. As they correspond to the American Association for Community College's Competencies (2005), these character elements are all related to professionalism. The findings indicate that the other community college administrators identified strength of resiliency as an important factor in maintaining professionalism.

## **Research Hypothesis 2**

This study identified specific leadership competency potential differences between workforce administrators and other community college administrators. The correlation data also identified patterns of strengths and weaknesses.

The workforce administrators were significantly higher than the other community college administrators on achieving success. This competency includes the factors of taking action, pursuing goals, and tackling business challenges. Their average rating

was at a fairly high level, showing that workforce administrators have greater potential than about 75% of professionals on this particular competency (Saville, 2010c).

The other community college administrators were significantly higher than workforce administrators on the leadership competencies of evaluating problems and projecting confidence. The competency of evaluating problems includes the factors of analyzing situations, documenting facts, and interpreting data. The competency of projecting confidence includes factors of resolving conflict, conveying self-confidence, and coping with pressure. Their average rating was at a fairly high level for evaluating problems, showing that the other community college administrators have greater potential than about 75% of professionals on this particular competency (Saville, 2010c). For the competency of projecting confidence, the rating was at an above average level, which is higher than about 60% of other professionals on this competency (Saville, 2010c).

If the correlations are noted, a number of correlated strengths for the workforce and other administrators can be identified. The correlated strengths are clustered most positively with creating innovation, making judgments, providing leadership, adjusting to change, achieving success, presenting information, and projecting confidence.

As these findings are further examined against the backdrop of existing literature, the workforce administrators, as well as the other community college administrators, possess leadership competency potential, which is important in the leadership of community colleges. These findings also suggest competency areas, which require further enhancement to fulfill the goal of AACC and developing leaders, recognizing that

the development of a leader is a lifelong process (American Association of Community Colleges, 2005).

The workforce development administrators, who have the leadership competency to achieve success, have already demonstrated potential for strategically improving an organization. This factor involves taking action, seizing opportunities, and pursuing goals. Providing leadership and creating innovation would also be important competencies to support the AACCC competency of organizational strategy. But neither workforce administrators nor other community college administrators scored significantly high on these areas. The fairly high averages on these competencies for both groups, as well as the positive correlations for these factors, indicate these are areas in which participants possessed competencies for future development.

The other community college administrators, who have the leadership competency of evaluating problems, have already demonstrated potential for resource management. This factor involves analyzing situations, documenting facts, and interpreting data, which, again, as Clark et al. (2010) indicated, are important characteristics for making data-driven decisions. Executing assignments and structuring tasks are two other competency areas studied that related to resource management skills. The results indicated that the participants, though achieving high averages on these competencies, none were significant. This too, could be addressed in skill development activities.

Many have posited the importance of communication as an essential characteristic for community college leaders (Boggs, 2003; Brown et al., 2002; Goff, 2002, 2003; Pope & Miller, 2005), yet communication continues to be a factor in which the results indicate a lack of competence. The factor of communicating with people has the lowest

mean of all the competency factors. This mean rating was an average level which is higher than about 40% of other professionals on this competency (Saville, 2010c). Another competency of presenting information, which rated a slightly above average level that is higher than about 60% of other professionals on this competency (Saville, 2010c), is relevant communication factors. These findings, along with the leadership characteristic findings, have signified a gap of skills on the communication factors.

Three other competencies in the study were providing support, adjusting to change, and making judgments, all of which would be important competencies in the leader who is working to build collaborations. These factors were all rated at average to slightly above average for both the workforce and the other community college administrators, which suggests a potential for development between both administrative groups.

The other community college administrators, who have the competency potential for projecting confidence, have already demonstrated an important aspect of professionalism and community college advocacy. The projecting confidence competency includes resolving conflict, conveying self-confidence, and coping with pressure. This confidence is important for administrators to promote the community college mission, resist the pressures, and maintain the courage that comes with the challenges of working in this highly dynamic environment.

### **Implications for Higher Education**

As community colleges continue to be called upon to be the leaders and innovators in higher education, purposeful planning to target training and increasing the leadership pipeline have increased in importance. The findings of this study will support the critical selection and development efforts of these future leaders. This study has

provided information for institutions, associations, leadership development programs, and doctoral programs to consider when designing curricula for leadership development programs.

This study can serve to inform association leadership, higher education administrators, and professors and advisors in community college leadership programs who influence program and curricula design to place greater emphasis on identified gaps and areas of need in the development of leadership skills, characteristics, and competencies. In his doctoral program research on succession planning and developing community college leaders, Luna (2010) emphasized the importance of doctoral programs and curriculum, and listening to the “voices.” This research provides data to support the voices, indicating strengths and gaps that exist among community college administrators.

Presidents, administrators, and human resource personnel, who are involved with developing their own individuals at community colleges in formal and informal programs, can use this information to advance their existing plans or to assist in the development of the “grow your own leadership” (GYOL) concept, succession planning, and mentoring programs. Weisman and Vaughan’s study (2007) indicated that though 43% of current presidents sponsored GYOL programs, a significant gap still occurs in leadership development or succession planning programs.

This study also provided new knowledge about the competencies of community college administrators, particularly workforce development administrators. Findings may be used to inform current presidents and aspiring leaders and educators about ways to expand the pipeline to upper level administration and the presidency beyond

traditional academic administration to the ranks of the workforce development departments. This study has provided viable information about the characteristics and competencies which exist within these workforce development departments.

### **Suggestions for Future Research**

This study focused only on the differences between workforce development and other community college administrators. A more expansive research study of additional administrative groups, such as Student Affairs, Business Services, and Administrative Services, would provide a more extensive analysis of leadership characteristics among other administrative groups. In addition, the respondent's demographic data could be expanded to include age, gender, ethnicity, years of service, educational attainment, as well providing additional information for consideration in career development.

A pre-existing dataset was used that provided information on the leadership characteristics and competencies of workforce and other administrators in the community college system. To further the research on the ever-expanding field of workforce development and its impact on the community college system, additional research designed to collect career pathway and career trajectory information of workforce administrators, particularly in those who have reached upper administration including the presidency, would serve to better inform. This additional research, in particular, could serve to provide a body of knowledge that would assist in preparing future leaders to develop appropriate skill sets, identify mentoring opportunities, and assist in effective pathway preparation.

In addition, to truly gain the presidential perspective, future research could focus on those presidents who have come from the workforce development ranks. This research would not only address the pathways and preparations of these presidents,

but would also focus on the perceived success of these presidents, as well as the importance of their experience in their workforce development positions to that perceived success.

Finally, the majority of the research literature on workforce development leadership is focused on the K-12 concerns and issues. Workforce development, as discussed, has a large function in today's community colleges. This research added to a smaller but growing body of knowledge, which concentrates specifically on researching the unique issues associated with workforce development in the community college setting. Further research on workforce development, which is beyond simply the leadership needs to fulfill those vital community college functions, is warranted. This may include such topics as design and function of workforce development departments, impact of workforce development programs on colleges and communities, and the value or return on investment of workforce development programs.

### **Conclusion**

Studies have revealed a need for more diverse professional preparation among community college leaders. Amey et al. (2002) reported an increase in the number of presidents coming from other types of administrative positions, such as workforce administrators. In light of an anticipated large number of retirements in community colleges, "atypical" hires may be needed to ensure a new crop of leaders (Amey et al., 2002, p. 574) The data suggested the importance of the growth in previous administrative experience in positions other than chief academic officer. Also significant is the realization that the role of the community college president has multiple and conflicting responsibilities for which management, administration, and leadership skills

are gained through multiple and extended experiences, including those that are experienced in workforce development.

In summary, a review of current literature indicates a critical shortage of new leaders to backfill positions left vacant as current community college presidents and other top administrators plan to retire. Because the president is viewed as the key to handling the ever-changing environment of the community college, the shortfall of qualified candidates has created a potential crisis for the nation's community colleges. Thus an indicated need is apparent to expand the pipeline to the presidency beyond the traditional academic pathway. Workforce professionals, with their current leadership characteristics and competencies, could well fill this void.

The history, development, and future of workforce development in community colleges has been an interesting, exciting, and challenging relationship. Those who have chosen to pursue this particular sector of higher education have found many opportunities for growth and development. The savvy workforce professional will be well served to attain a strong foundation in his educational training and ongoing professional development. Given the history and growth of community colleges, opportunities abound for the workforce professional who chooses to serve the students at these institutions, including reaching the highest levels of leadership at the community college.

APPENDIX A  
BUREAU OF LABOR STATISTICS

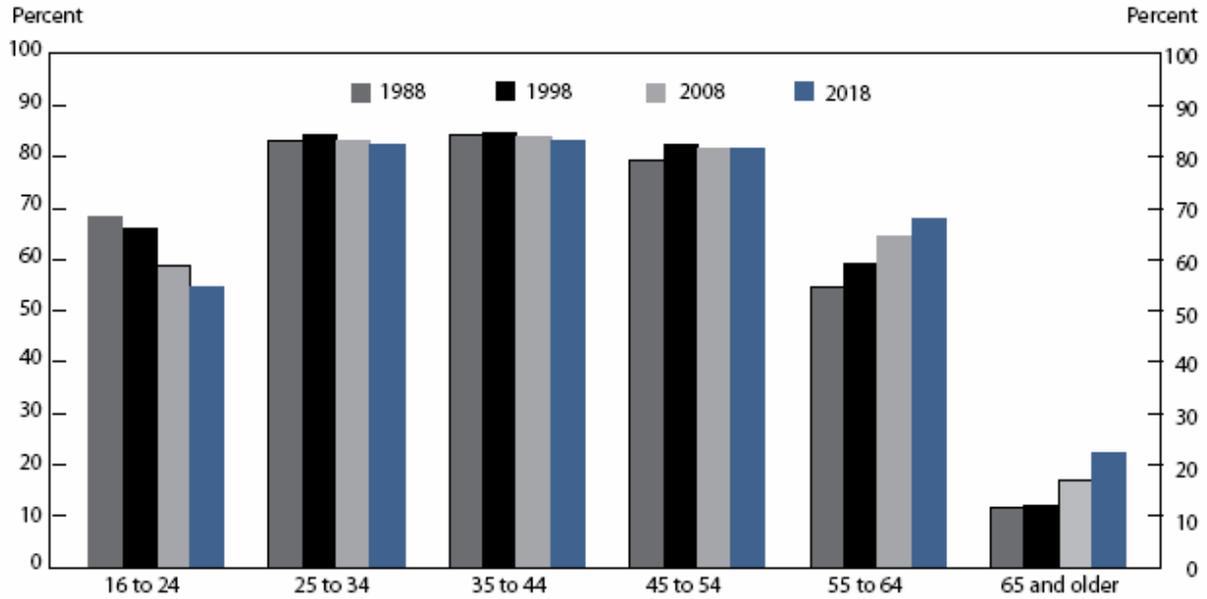


Figure A-1. Labor force participation rates by age, 1988, 1998, 2008, and projected 2018.

Group	1975	1988	1998	2008	2018
Total population.....	126.3	99.1	96.3	96.4	103.3
Under 16 years.....	61.4	45.2	43.3	43.1	43.5
16 to 64 years.....	44.2	31.8	30.8	31.0	34.7
65 years and older.....	20.7	22.1	22.2	22.3	25.1

Figure A-2. Economic dependency ratio, by age 1975-2008, and projected 2018.

APPENDIX B

## AMERICAN ASSOCIATION OF COMMUNITY COLLEGES (AACC)

### *Competencies for Community College Leaders (2005)*

#### **Organizational Strategy**

- Assess, develop, implement, and evaluate strategies regularly to monitor and improve the quality of education and the long-term health of the organization.
- Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically.
- Use a systems perspective to assess and respond to the culture of the organization, to changing the demographics, and to the economical, political, and public health needs of students and the community.
- Develop a positive environment that supports innovation, teamwork, and successful outcomes.
- Maintain and grow college personnel and fiscal resources and assets.
- Align organizational mission, structures, and resources with the college master plan.

#### **Resource Management**

- Ensure accountability in reporting.
- Support operational decisions by managing information resources and ensuring the integrity and integration of reporting systems and databases.
- Develop and manage resource assessment, planning, budgeting, acquisitions, and allocation processes consistent with the the college master plan and local, state, and national policies.
- Take an entrepreneurial stance in seeking ethical alternative funding sources.
- Implement financial strategies to support programs, services staff, and facilities.
- Implement a human resources system that includes recruitment, hiring, and reward and performance management systems, and that fosters the professional development and advancement of all staff.
- Employ organizational, time management, planning, and delegation skills.
- Manage conflict and change in ways that contribute to the long-term viability of the organization.

## **Communication**

- Articulate and champion shared mission, vision, and values to internal and external audiences, appropriately matching message to audience.
- Disseminate and support policies and strategies.
- Create and maintain open communications regarding resources, priorities, and expectations.
- Convey ideas and information succinctly, frequently, and inclusively through media and verbal and nonverbal means to the board and other constituencies and stakeholders.
- Listen actively to understand, comprehend, analyze, engage, and act.
- Project confidence and respond responsibly and tactfully.

## **Collaboration**

- Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.
- Demonstrate cultural competence relative to a global society.
- Catalyze involvement and commitment of students, faculty, staff, and community members to work for the common good.
- Build and leverage networks and partnerships to advance the mission, vision, and goals of the community college.
- Work effectively and diplomatically with unique constituent groups, such as legislators, board members, business leaders, accreditation organizations, and other such relevant groups.
- Manage conflict and change by building and maintaining productive relationships.
- Develop, enhance, and sustain teamwork and cooperation.
- Facilitate shared problem-solving and decision-making.

## **Community College Advocacy**

- Value and promote diversity, inclusion, equity, and academic excellence.
- Demonstrate a passion for commitment to the mission of community colleges and student success through the scholarship of teaching and learning.

- 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.
- Advocate the community college mission to all constituents and empower them to do the same.
- Advance lifelong learning and support a learner-centered and learning-oriented environment.
- Represent the community college in the local community, in the broader educational community, at various levels of government, and as a model of higher education that can be replicated in international settings.

### **Professionalism**

- Demonstrate transformational leadership through authenticity, creativity, and vision.
- Understand and endorse the history, philosophy, and culture of the community college.
- Self-assess performance regularly using feedback, reflection, goal-setting, and evaluation.
- Support lifelong learning for self and others.
- Manage stress through self-care, balance, adaptability, flexibility, and humor.
- Demonstrate the courage to take risks, make difficult decisions, and accept responsibility.
- Understand the impact of perceptions, world views, and emotions on self and others.
- Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.
- Use influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.
- Weigh short-term and long-term goals in decision-making.
- Contribute to the profession through the professional development programs, professional organizational leadership, and research/publications.

## APPENDIX C THE WAVE SCALE DESCRIPTIONS

Recall from Figure 3-1 that the WAVE is composed of four clusters: thought, influence, adaptability, and delivery. Each of these clusters is divided into three sections, three dimensions per section, and three facets per dimension, yielding a total of 12 sections, 36 dimensions, and 108 facets.

### **The “Thought” Cluster**

The thought cluster (Figure B-1) is composed of vision, judgment, and evaluation sections and inventive, abstract, strategic, insightful, practically minded, learning-oriented, analytical, factual, and rational dimensions.

### **The “Influence” Cluster**

The influence cluster (Figure B-2) is composed of leadership, impact, and communication sections, and purposeful, directing, empowering, convincing, challenging, articulate, self-promoting, interactive, and engaging dimensions.

### **The “Adaptability” Cluster**

The adaptability cluster (Figure B-3) is composed of support, resilience, and flexibility sections, and involving, attentive, accepting, resolving, self-assured, composed, receptive, positive and change-oriented dimensions.

### **The “Delivery” Cluster**

The delivery cluster (Figure B-4) is composed of structure and drive implementations sections, and organized, principled, activity-oriented, dynamic, striving, enterprising, meticulous, reliable, and compliant dimensions.

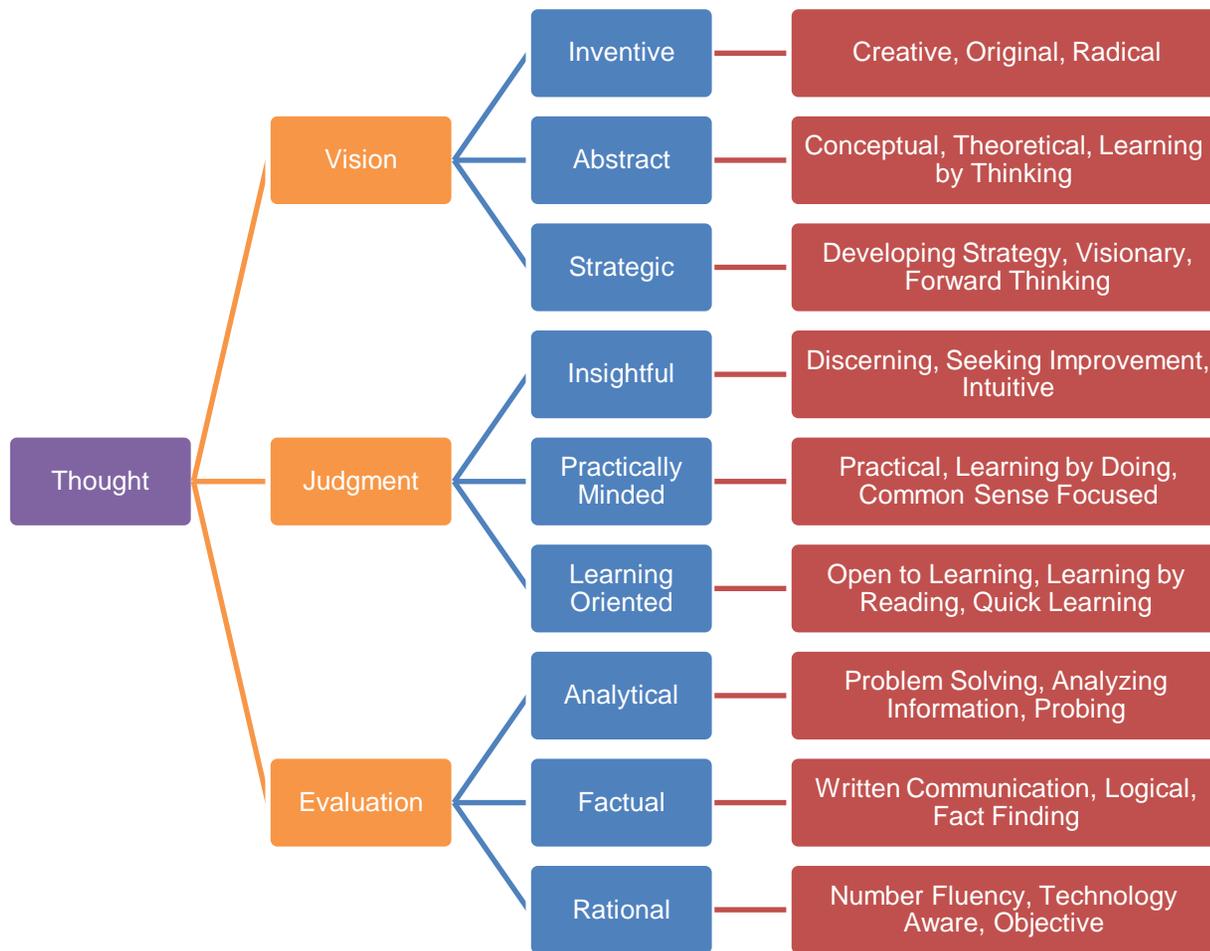


Figure C-1. The thought cluster, sections, and dimensions.

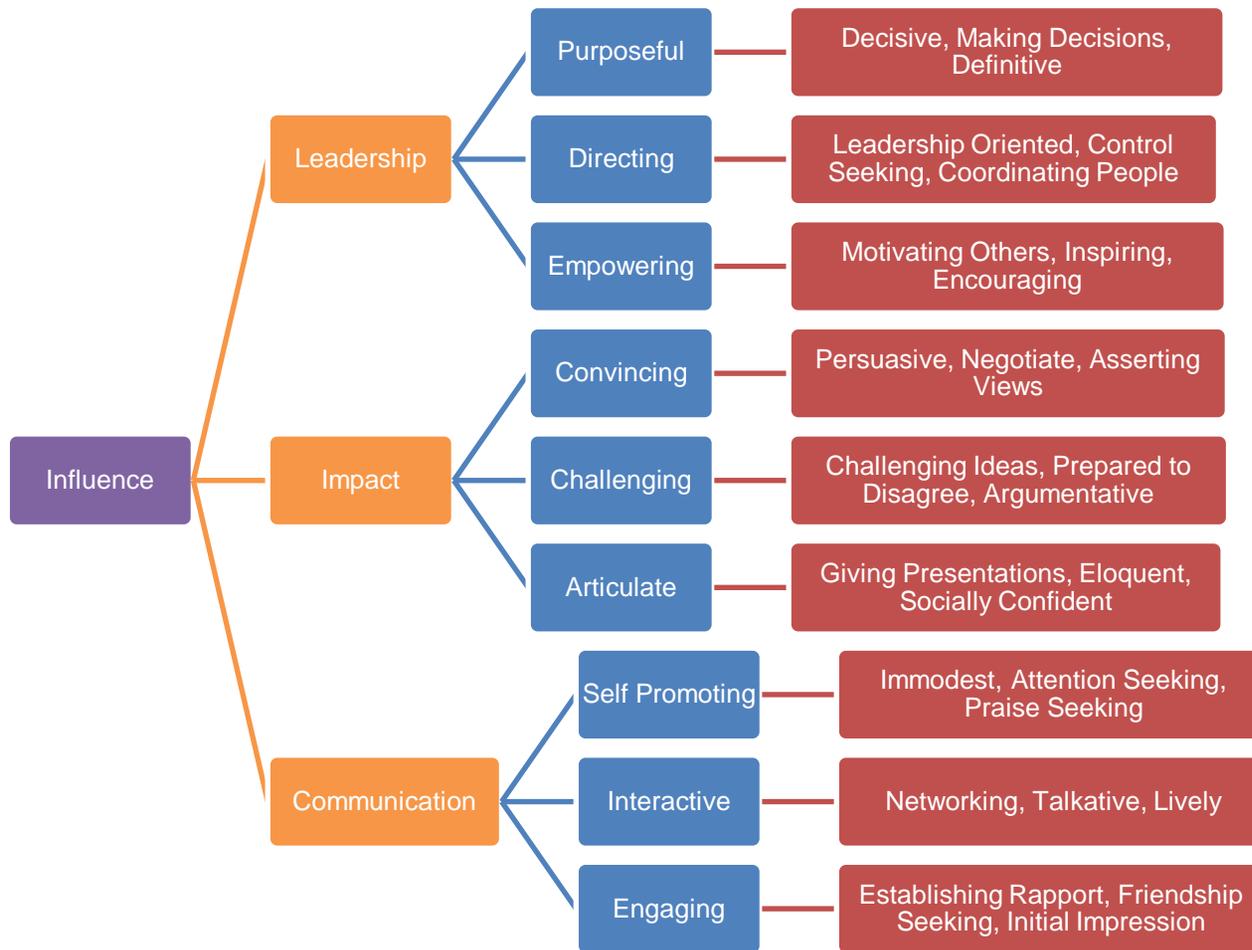


Figure C-2. The influence cluster, sections, and dimensions.

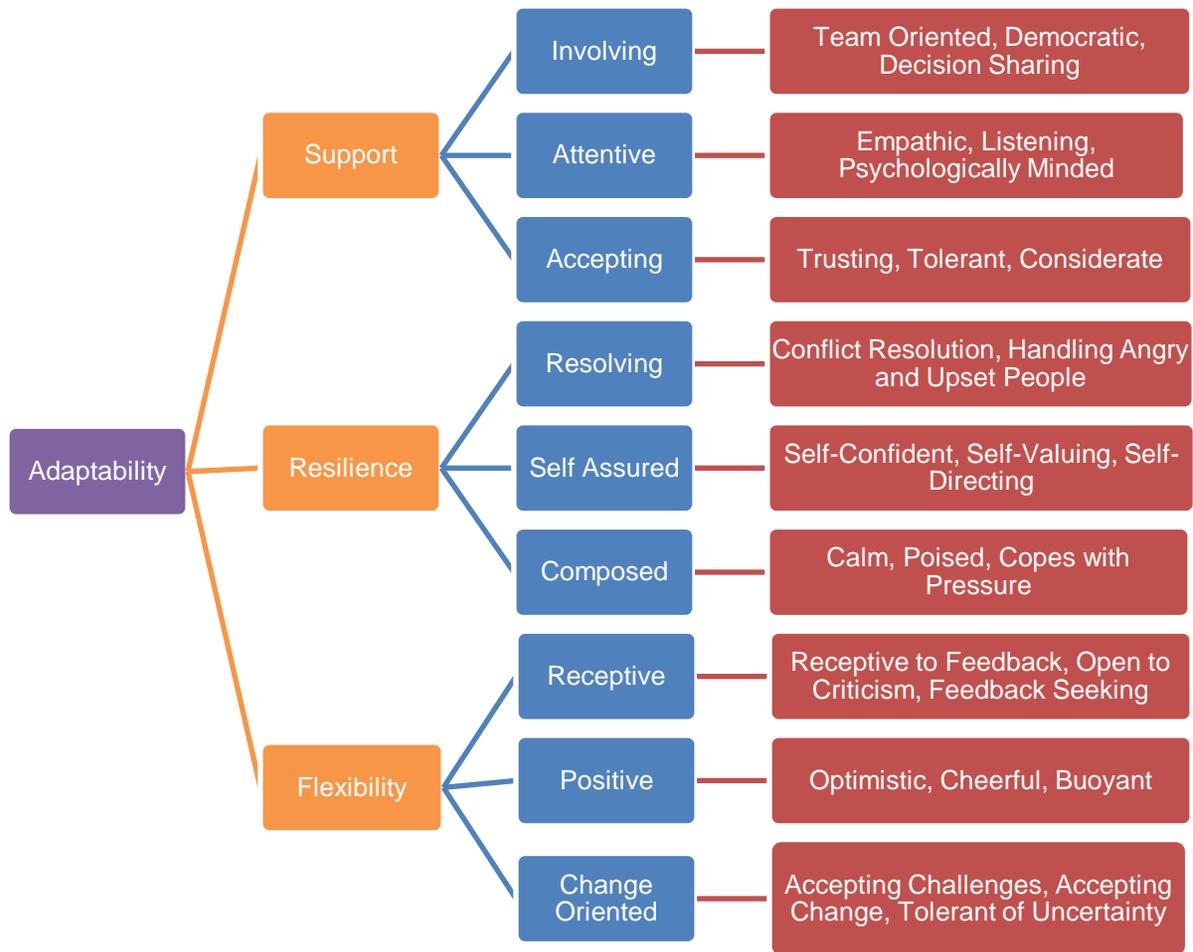


Figure C-3. The adaptability cluster, sections, and dimensions.

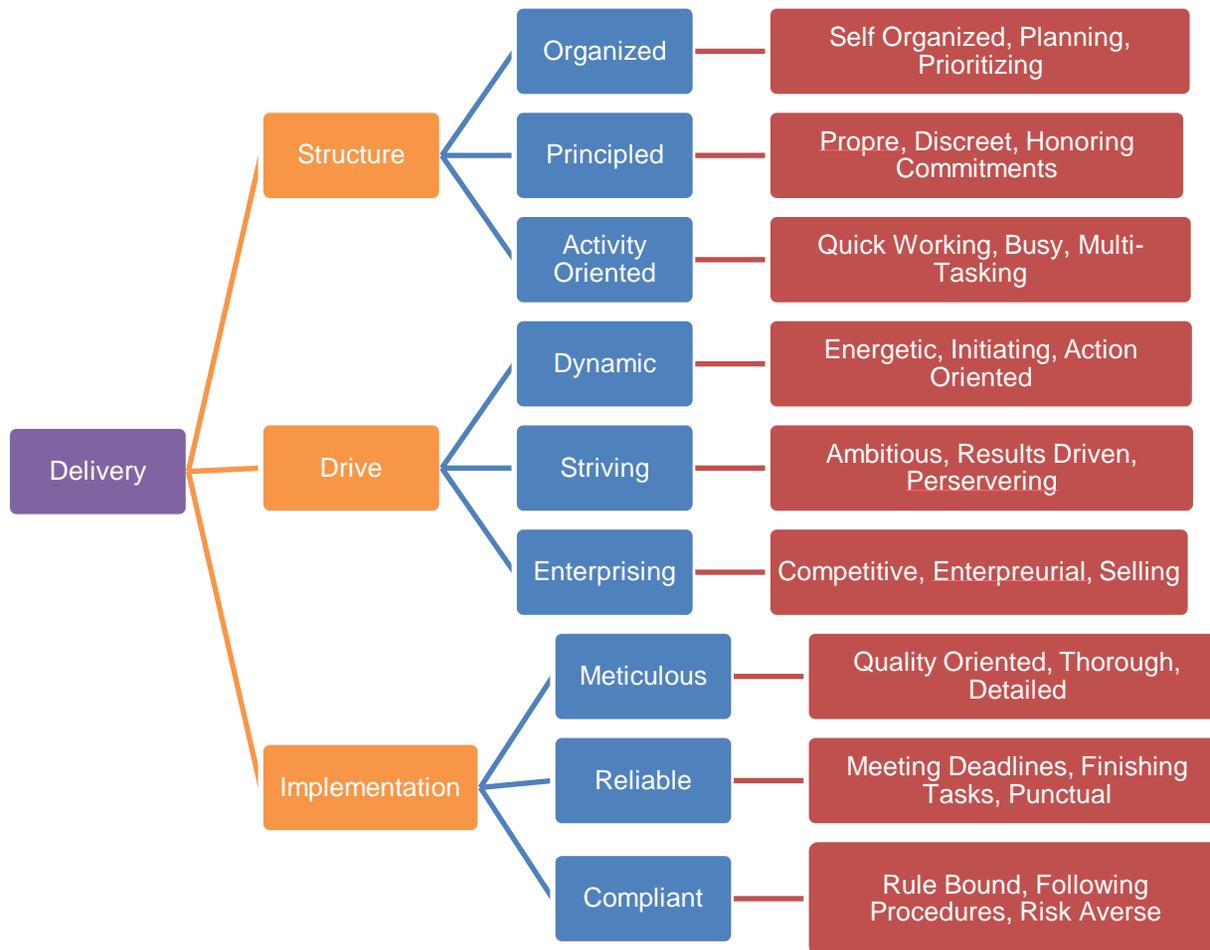


Figure C-4. The delivery cluster, sections, and dimensions.

## APPENDIX D THE COMPETENCY SCALE DESCRIPTIONS

Recall from Figure 3-1 that the WAVE is composed of four clusters. Each of these clusters is divided into three sections, three dimensions per section, and three facets per dimension, yielding a total of 12 sections, 36 dimensions, and 108 facets. The competencies are based on links established between the 108 facets and links to work performance of more than 1,000 professionals in 12 key performance areas, clustered in four headings.

### **The “Solving Problems” Cluster**

The solving problems cluster (Figure C-1) is composed of analyzing situations, making judgments, and creating innovations.

### **The “Influencing People” Cluster**

The influencing people cluster (Figure C-2) is composed of communicating with people, presenting information, and providing leadership.

### **The “Adapting Approaches” Cluster**

The adapting approaches cluster (Figure C-3) is composed of projecting confidence, adjusting to change, and giving support.

### **The “Delivering Results” Cluster**

The delivering results cluster (Figure C-4) is composed of executing assignments, structuring tasks, and achieving success.

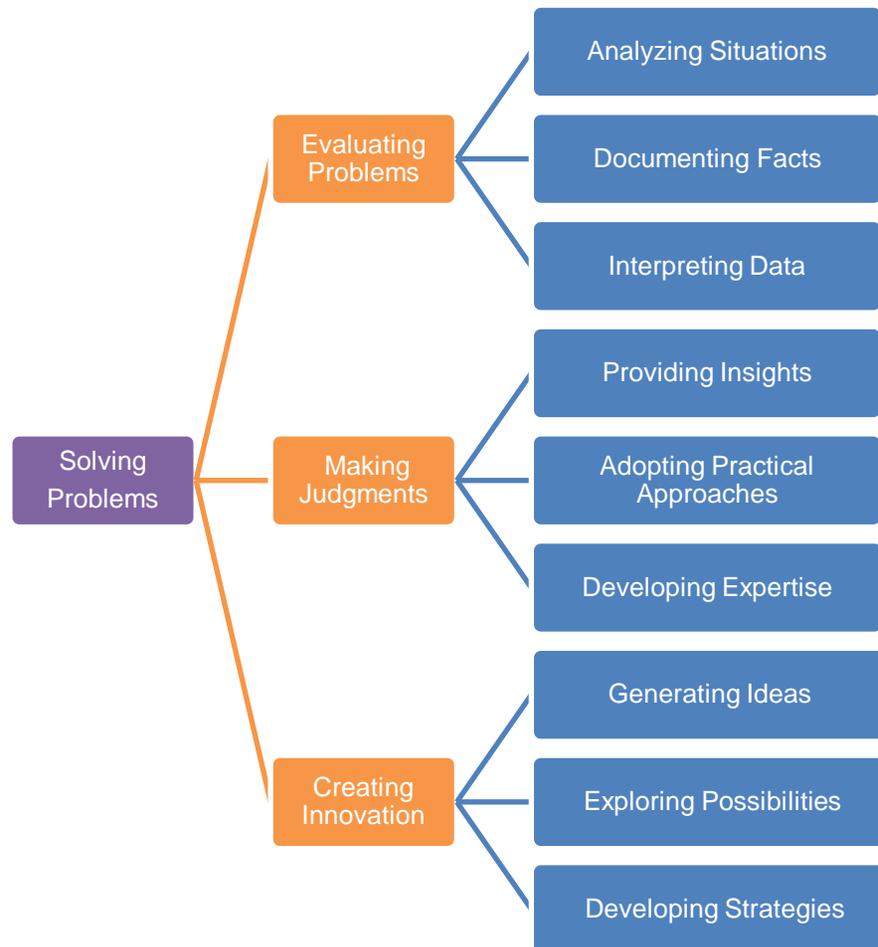


Figure D-1. The solving problems cluster.

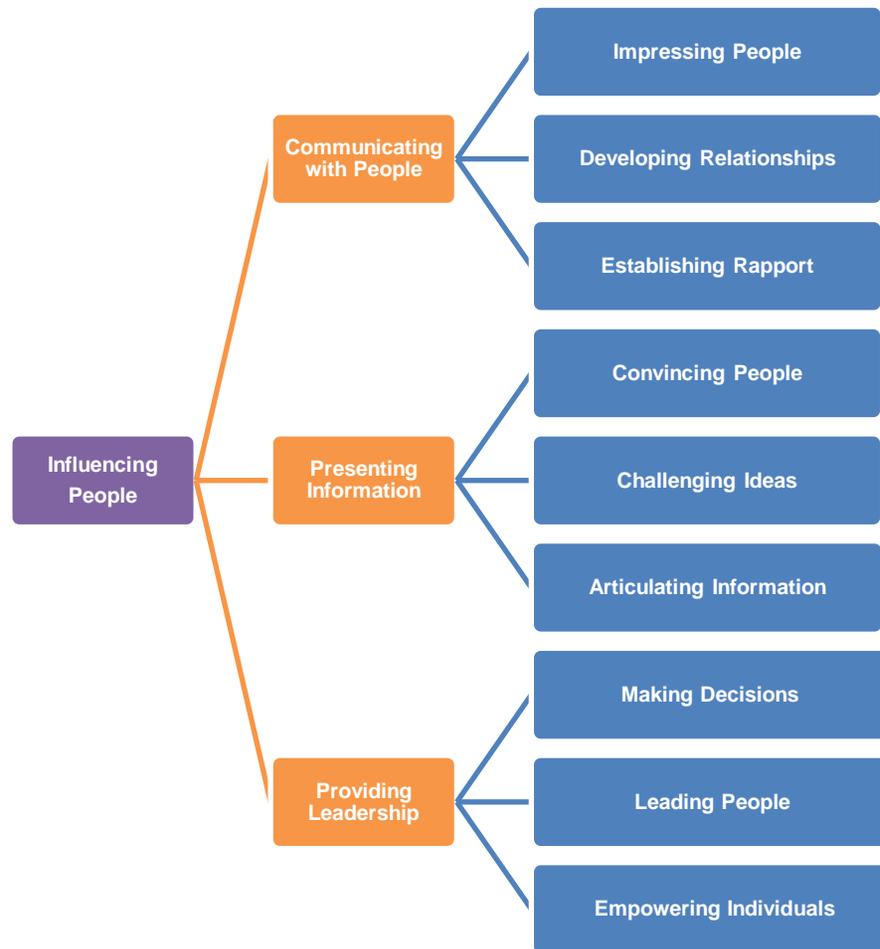


Figure D-2. The influencing people cluster.

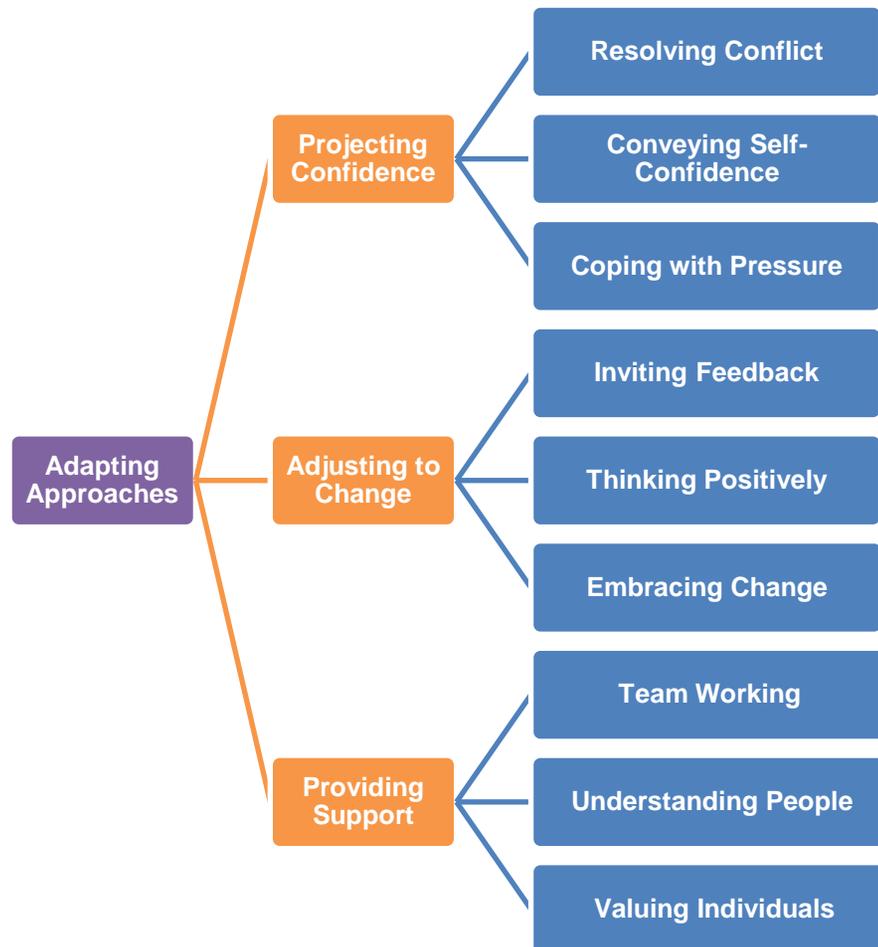


Figure D-3. The adapting approaches cluster.



Figure D-4. The delivering results cluster.

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Anna M. Lebesch received her baccalaureate degree from the University of Missouri in Columbia in 1992. She received her Master of Education in Educational and Counseling Psychology degree also from the University of Missouri in 1994. She attained her Ed.D. from the University of Florida in summer of 2011.

During her tenure at the University of Missouri, Ms. Lebesch began her career in higher education by working at the University of Missouri's Career Counseling Center as a paraprofessional, and she remained at a professional level position as a Work Study Director and Career Advisor.

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During the past 10 years, Ms. Lebesch has held various administrative positions at St. Johns River State College, currently holding the appointment of Vice President of Workforce Development. She is responsible for the college's academic division of career and technical education, which includes competencies in budgeting, finance, program development, grant management, community affairs, economic development, faculty development, as well as professional training and institutional effectiveness.