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**LEADERSHIP DEVELOPMENT PROGRAMS IN TWO-YEAR COLLEGES:
CRITICAL COMPONENTS, DELIVERY METHODS, AND THE ROLE OF
DISTANCE LEARNING TECHNOLOGY**

by

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ABSTRACT

LEADERSHIP DEVELOPMENT PROGRAMS IN TWO-YEAR COLLEGES: CRITICAL COMPONENTS, DELIVERY METHODS, AND THE ROLE OF DISTANCE LEARNING TECHNOLOGY

Mary Clare DiGiacomo
Old Dominion University, 2009
Director: Dr. Edward "Ted" Raspiller

Post-secondary education will face an impending shortage of leaders in the near future. Two-year colleges in particular are facing a dearth of leadership. Many administrators and faculty that were part of the great growth period in community colleges in the 1960's are near retirement. Therefore, developing or sustaining sufficient institutional leadership is a critical and urgent issue that must be addressed. Two-year colleges need to develop and implement leadership development programs in a timely manner to ensure a qualified pool of faculty and staff are ready to ascend to leadership positions.

The purpose of this study was to examine the critical components, delivery methods, and role of distance learning technology in educational leadership development programs in two-year colleges. This non-experimental, mixed methods study investigated the diversity of leadership development programs for current commonalities of program components and delivery methods. Leadership development program directors at two-year colleges accredited through the Commission on Colleges of the Southern Association of Colleges and Schools were surveyed. Follow-up interviews were conducted with participants who responded distance learning technologies were utilized in the delivery of leadership development programs.

Survey responses from 39 program directors were analyzed and subsequent interviews with five program directors were conducted. Through the results of the survey and interviews a program planning model emerged. The Proprietary Leadership Development Program Planning Model offers a solution for two-year college leaders who seek to develop leadership development programs for their institutions. The model presents a two part process, selecting program components and delivery methods, with suggested guidelines based on recommendations from the results of this study. This model will contribute, ideally, to the growth and development of leadership programs at two-year colleges, thus growing the pool of leaders in a timely manner and mitigating one of the significant challenges facing two-year colleges in the 21st century.

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CHAPTER I

INTRODUCTION

Post-secondary education faces many challenges in the 21st century, including recruiting and retaining top quality faculty, staff, and students; meeting increased demands from the public, funding agencies, students, and employees; embracing new learning technologies; and identifying alternate sources of funding (Bisbee & Miller, 2006; Brown, 2001; Ruben, 2005). These challenges require leaders who welcome change; champion innovation; promote trust and learning; and can lead themselves, their constituents, their departments, and their colleges and universities successfully into the future (Brown, 2001). Effective leaders are vital to their respective institutions. Developing or sustaining sufficient institutional leadership is a critical and urgent issue that must be addressed (Amey, 2002).

Background

Leadership Challenges

According to a study conducted by the Center for Policy Analysis of the American Council on Education (ACE), a large turnover of leadership in American post-secondary education is likely in the near future (Is a Presidential Retirement, 2007). This predicted turnover is due in large part to the retirement of baby boomers (Leubsdorf, 2006; Strathe & Wilson, 2006). The pool of potential leaders has declined for a variety of reasons, including lack of administrative preparation and a decline in the number of conferred advanced degrees (Land, 2003; Shults, 2001). Reduced federal and state funding create unprecedented challenges to leaders who must recruit and retain talented faculty and staff, develop new programs, and meet the needs of a diverse student

population despite limited resources (Strathe & Wilson, 2006). Leadership has become increasingly more complex and multidimensional with significant stress and high burnout and turnover rates (Brown, 2002; Filan & Seagren, 2003; Murphy, 2003). Increased market competition including considerable growth in the number of for-profit institutions, increased competition in the rankings of post-secondary education, and corporate competition in the private sector for highly qualified talent add to the leadership challenges facing U.S. post-secondary education (Ward, 2003). As Koerwer (2001) explained, “Market forces have changed the landscape of higher education from an insular industry focused on academic pursuits into a competitive one requiring a market oriented, politically savvy mindset” (p. 1). These challenges contribute to an increased need for developing leaders who have the vision and skills to fill the impending leadership vacancies predicted in the next ten years.

Leadership Development Programs

According to Connaughton, Lawrence, & Ruben (2003) “leadership development is a fundamental responsibility of colleges and universities” (p. 46). A significant increase in the number of leadership development programs in business and educational settings, the expansion of publications focused on leadership, and the growth of leadership associations signal a change in the role of leadership development over the last three decades (Day, 2001). Specifically, the number of leadership development programs offered at post-secondary institutions has increased dramatically to more than 1,000 program offerings (Goethals, Sorenson, & Burns, 2004). Although a recent increased emphasis on leadership development including the increased number of leadership development programs exists, the number of vacancies predicted for the next decade

present a significant void in academic leadership that must be addressed (Land, 2003). To ensure colleges and universities prepare for their future institutional leadership needs, leadership development programs that meet the growing needs of post-secondary education must be developed and implemented.

Program Components and Delivery Methods

Institutions are approaching this need in several ways such as building internal leadership programs at the college or university or seeking leaders from external sources. Hiring leaders from outside the institution is a quicker way to appoint qualified employees with new ideas compared to building an internal leadership development program. However, as Pernick (2001) stated, the “major disadvantages of not developing from within are a likely decrease in morale for those bypassed and temporary dips in productivity while new leaders ‘learn the ropes.’ In addition, unionized organizations may encounter additional resistance” (p. 429).

According to a report published by the American Association of Community Colleges (AACC), a number of colleges are growing their own programs to meet the needs of their institutions (2006). Most leadership development programs are classified as one of the following types: (a) learning about leadership and understanding organizations, (b) self-analysis, team analysis, and exploration of leadership styles, (c) experiential learning and simulation, or (d) top level strategy courses (Storey, 2004). A list and explanation of common components and delivery methods implemented in these leadership programs is discussed in this work, with a specific focus on the role distance learning technologies play in the delivery of leadership development programs. The types of technologies used and the purposes for their implementation are examined.

Statement of the Problem

Post-secondary education is facing an impending shortage of leaders in the near future. Two-year colleges in particular are facing a dearth of leadership. Many administrators and faculty that were part of the great growth period in community colleges in the 1960's are drawing near retirement (Boggs, 2003; Land, 2003). Wallin (2006) stated "leaders who were instrumental in the development of community colleges in the 70s are leaving their colleges at an increasing rate" (p. 513). Two-year colleges need to develop and implement leadership development programs in a timely manner with limited resources. The focus of this study is to add to the body of literature on leadership development programs by identifying program components and delivery methods frequently used by institutions to deliver leadership programs. The study found there was a wide range of components used in leadership development programs to meet the needs of adult learners (Amey, 2006). In addition, the role of distance learning technologies in the delivery of leadership development programs was examined.

Research Questions

This study was guided by the following questions:

1. What do leadership development program directors believe to be the critical components of leadership development programs?
2. What delivery methods are used for leadership development programs delivered at two-year colleges?
3. What role do distance learning technologies have in the delivery of leadership development programs in two-year colleges?

Purpose and Significance

The breadth and depth of leadership development programs in two-year colleges indicate leadership development is emerging as a critical issue. This emergence is evidenced by the number of institutions dedicating resources to fund this growing need (Goethals, et al., 2004). The diversity of programs in many educational institutions fit the unique needs of each institution (Land, 2003). Leadership development programs implemented in isolation from their environment rarely bring about significant changes (Hernez-Broome & Hughes, 2004). Although the content of successful leadership development programs fits the unique needs of institutions, there are prevalent program components and delivery methods found across institutions. Simply put, leadership development programs are not one-size-fits-all. Moreover, limited literature does not wholly provide the scope of leadership development program components and delivery methods (Day, 2000). Therefore, it is essential to add value to the research on this topic by examining the diversity of leadership development programs for current commonalities of program components and delivery methods and to explore the possible emergence of a leadership development program planning model.

Although program offerings are increasing, limited research exists about specific program components and program delivery methods that comprise effective leadership development programs. Program components include approaches such as instructor-led courses, facilitated workshops, coaching, mentoring, reflective writing and journals, 360-degree appraisal, role play and simulations, action learning, psychometric and testing. Delivery of program components include approaches such as face-to-face, real-time (synchronous) instruction; distance learning real-time instruction; and distance learning

self-paced (asynchronous) learning (Bolden, 2005). An understanding of critical components and effective delivery methods may contribute to increasing the number of programs developed by institutions, thus growing the pool of leaders in a timely manner.

A comprehensive literature review, survey of two-year college leadership development program directors, and interviews were conducted to identify the components and methods of program delivery of leadership development programs. The impact and role distance learning technologies bring to bear upon program delivery was explored. Finally, a review of how distance learning technologies are used in program delivery at individual institutions was conducted. Through this research, a proposed program planning model for leadership development programs emerged.

Methodology

The research design was a non-experimental, mixed methods approach. The academic analysis of leadership development programs is fairly recent; however, there were a number of two-year college leadership development programs researched and studied. Examining the role distance learning technologies play in contributing to the delivery of leadership development programs is original research. Therefore, mixed methods were appropriate for this study because the researcher was able to collect both closed-ended quantitative data through survey results and open-ended qualitative data through interviews to best answer the research questions (Creswell, 2003). A sequential and explanatory strategy was used. Collection and analysis of quantitative data were followed by collection and analysis of qualitative data.

A population survey study was conducted. The information gathered was confidential and coded. The survey contained items with a categorical scale in which

participants chose “yes” or “no”, items rated on a five-point Likert scale, and open-ended questions. A pilot test was conducted with a small number of two-year colleges which were not members of the population study to determine the survey’s feasibility, reliability, and validity. The pilot test improved questions, format, and the scales (Creswell, 2003). The survey was conducted online, via a web site constructed for this purpose. Each participant received an e-mail with a link to the web site containing the survey.

Following the completion of the survey, individual survey participants were selected for in-depth interviews. These interviews targeted the population responding distance learning technologies were utilized in the delivery of leadership development programs. The interview questions were both descriptive and evaluative in nature. The interviews were conducted by telephone.

For the purpose of this study, coordinators, directors, or managers of leadership development programs at two-year, public colleges accredited by the Commission on Colleges (COC) of the Southern Association of Colleges and School (SACS) were surveyed. COC is the regional body of accreditation for degree-granting higher education in the Southern states. COC is comprised of institutions in 11 states and Latin America. These states include Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. These institutions were selected because they complied with the policies and procedures of COC, which serves as the common denominator of shared values and practices. Further, it was important to ensure as homogeneous a group as possible relative to the issues of distance learning. COC published *Best Practices for Electronically Offered Degree and Certificate*

Programs which provides a distance learning framework for institutions for context and commitment; curriculum and instruction; faculty support; student support; and evaluation and assessment.

It should be noted the researcher was the primary instrument of this study and has a background in instructional technology, distance learning, and leadership development. Experience over the past fourteen years in secondary and post-secondary education instructional technology and distance learning arenas, and specifically four years in post-secondary education leadership development, brought a degree of interest and experience to the field. The researcher holds a master's degree in instructional technology.

Definition of Terms

For the purposes of this study these terms are defined as follows.

Community college is a regionally accredited institution that awards at least a two-year degree and at most a community college baccalaureate degree.

Community college system is a comprehensive, statewide system of community colleges.

Delivery methods are methods used to provide instruction and leadership experiences for leadership programs.

Distance learning technologies are technologies implemented in the delivery of instruction for leadership programs.

E-learning is education via the Internet, a network, or personal computer.

External sources are businesses, institutions, or enterprises outside of the post-secondary work environment.

Institutions are two-year and four-year colleges and universities.

Institutional leadership is individuals who supervise other individuals in a post-secondary institution.

Internal leadership programs are programs developed within a post-secondary institution, by the institution, for developing leaders within the institution.

Leadership development is increasing the abilities of individuals to contribute effectively in the leadership process.

Leadership development programs are programs that provide information to enable an individual to become a leader.

Learning management systems are a set of software tools designed to manage user learning online.

Listserv is a mailing list server. When an email is addressed to the listserv mailing list, it is automatically broadcast to everyone.

Post-secondary education is two-year and four-year colleges and universities.

Prevalent components are components common in numerous institutions.

Program components are approaches to the type of instructional style implemented in programs.

Program planning model is a framework for program components and content delivery methods.

Short-term leadership programs are programs that have a limited timeframe from as little as three days to as much as eighteen months. They may or may not be associated with academic credit.

Two-year colleges are community colleges and technical colleges that award at least two-year degrees and at most community college baccalaureate degrees.

Limitations and Delimitations

Principal limitations of this study included survey construction, survey administration, and self-reported data. Self-administered questionnaires can be designed with elements that result in misinterpreted questions and items inadvertently or intentionally skipped (Dillman, 2007). The survey was pilot-tested and modified prior to final deployment to mitigate these issues. The administration of the survey was not conducted by the researcher. Although the survey administrator was a member of the University who oversaw all administration of surveys for the education college, missed communication with the survey participants was a potential issue. To diminish the potential impact survey response, the researcher contacted each survey participant to explain the survey process and encourage their participation. Finally, all data included in this study was self-reported.

Delimiters of this study included population surveyed. Only directors of leadership development programs of two-year, public colleges in the SACS-COC region were surveyed and interviewed. Leadership development program directors at two-year and four-year institutions outside the SACS-COC region were not included in this study because they were beyond the scope of the study's purpose.

Summary

The purpose of this study was to examine the critical components, delivery methods, and role of distance learning technology in educational leadership development programs in two-year colleges. The programs studied were provided by two-year colleges accredited by COC. These programs were focused on developing leaders to enable

educational institutions to meet the leadership challenges facing two-year colleges in the 21st century.

Organization of the Dissertation

Chapter 1 provides an introduction to the study. In Chapter 2, a review of the literature relating to the definition of leadership, institutional leadership challenges facing post-secondary education in the 21st century, and the breadth and depth of leadership development programs is provided. Chapter 3 presents the methods and procedures implemented for this study. In Chapter 4, findings and discussion of the data are provided. Chapter 5 presents a summary of the study. In addition, conclusions, implications, and recommendations for leadership development program planning for two-year colleges are proposed.

CHAPTER II

REVIEW OF LITERATURE

This study examined program components and delivery methods of established leadership development programs and the role of distance learning technologies in program delivery. This chapter reviews the following: (1) definitions of leadership, (2) leadership challenges in post-secondary education, (3) an examination of leadership development programs in post-secondary education, and (4) leadership development program designs, including program components and delivery methods with a specific focus on distance learning technologies. The subsequent discussion provides a summary of relevant findings and conclusions provided by these studies.

Leadership Defined

A review of the definitions of leadership provides a foundation for the discussion of leadership challenges and leadership development. McDaniel (2002) noted in her study of senior leadership that “according to Conger and Benjamin (1999), one of the best practices of leadership development is having a clear understanding of what leadership is and what effective leaders do” (p. 82). To date, there is no single, widely accepted definition. Leadership is generally described as a “process (not a position) that involves leaders, followers, and situations” (Day, 2004, p. 840). Northouse’s (2004) definition of leadership captures some of the fundamentals of leadership: interaction, influence, and shared goals. He stated “Leadership is a process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2004, p. 3). Kouzes and Posner (2005) stated “Leadership is a relationship between those who aspire to lead and

those who choose to follow, and any discussion of leadership must attend to the dynamics of this relationship” (p. 358). Leadership is a “highly contextual construct that emerges through a complex interaction of leaders, followers, and situations” (Murphy and Riggio, 2003, p. 12). All of these definitions touch on the idea that without interaction between a leader and followers and the mutual understanding of separate roles, no leadership can take place.

Locke (2003) also emphasized the need for shared understanding by defining leadership as a “process of inducing others to pursue a common goal” (p. 29). Locke went on to describe five implications of this definition. These implications include the following: (a) leadership is a process, it is not simply a matter of holding a position, (b) leaders must use influence to persuade people to follow, (c) leadership is a relationship: if there are no followers, there are no leaders, (d) leaders need to know what they want to accomplish, (e) leaders need to get everyone to work together to reach a common goal (Murphy and Riggio, 2003). In Burns’s classic *Leadership* (1978), he discussed the importance of purpose in leadership and offered his definition of leadership:

I define leadership as leaders inducing followers to act for certain goals that represent the values and the motivations—the wants and needs, the aspirations and expectations—*of both leaders and followers*. And the genius of leadership lies in the manner in which leaders see and act on their own and their followers’ values and motivations (p. 19).

Views vary regarding what makes an individual a leader. One viewpoint considers leadership is a natural gift. In the early 20th century, it was assumed leaders were born with characteristics and traits that enabled them to lead better than others

(Bolden, 2005). Research was conducted to identify traits and unique attributes that identified individuals as leaders. However, it became clear identifying special traits and characteristics common to all successful leaders was nearly impossible (Smith & Hughey, 2006).

Another viewpoint is leadership is the product of a person's environment. According to Stanford-Blair and Dickmann (2005), "scientific discovery is progressively putting such polarized arguments about nature versus nurture to rest...there is a necessary and magical interplay between genetic endowment and the cumulative effect of environmental interactions with people, places, and other experiences over a lifetime" (p. 13). Recent studies agree some skills can be taught, personal characteristics can be enhanced, and meaningful experiences can be provided to help guide a leader's decision-making (Bisbee, 2006). Further, Gardner (1990) noted "most of what leaders have that enables them to lead is learned. Leadership is not a mysterious activity...And the capacity to perform those tasks is widely distributed in the population" (p. xv). Thus, leadership can be both taught and learned.

Leadership development programs provide the necessary training to ensure those in leadership positions are well prepared to effectively execute their job responsibilities. Without these development programs, higher education will experience an increase in unqualified leadership. Day (2001) stated

Developing individual leaders without concern for reciprocal relations among people or their interactions within a broader social context ignores the research demonstrating that leadership is a complex interaction between individuals and their social and organizational environments. Attempting to build shared meaning

systems and mutual commitments among communities of practice without a proper investment in individual preparation runs the risk of placing people in challenging developmental situations that are too far over their heads (p. 605).

Current research on leadership in higher education indicated (a) strong leaders see clearly and act decisively in an environment of change, (b) an institution's progress and leadership depend on the personal interactions and leadership skills throughout the university, (c) leadership is linked with behavior, not just position, (d) leadership has less to do with individualism than with the ability to build and maintain relationships across an institution, (e) a leader enables every member of the team to participate in and understand his or her role in leading others to achieve, (f) leadership is contextual and a strong understanding of the university's strategy, culture, and values is important, (g) effective leadership can be learned and taught, (h) successful leadership is based upon a set of observable behaviors rather than style, and (i) successful universities must develop management and leadership skills within each individual—leadership skills to succeed through changing times and management skills to maintain a university in times of stability (Cohen & Brawer, 2003; Gaither, 2002; Gruber, 2005). In the past twenty years, the way leadership has been conceptualized has changed. It has shifted from being leader-centered and hierarchical, with an emphasis on power over followers, to process-centered and nonhierarchical, with a focus on shared power and influence (Kezar, Carducci, & Contreras-McGavin, 2006).

Post-secondary education must meet the growing need for strong, effective leadership by supporting and teaching leadership development to capable individuals willing to take on the complex role of leader. Investment in the development of leaders is

an investment in the individual and organizational growth and renewal (Brown, 2001). College and university leaders are facing unprecedented challenges. Preparation and development to lead in the 21st century will contribute to successfully mitigating those challenges.

Leadership Challenges

Many leadership challenges face post-secondary education. These include large numbers of retirements of those in leadership roles, limited pools of faculty and staff ready to ascend to leadership positions, reduced state and federal funding, and an increased emphasis on accountability. Further, an increase in market competition, changing demographics that contribute to diverse student populations, and the enormous growth of technology add to the complexity and challenges of post-secondary education leadership (Bolles, 2002; Eddy & VanDerLinden, 2006; Lucas, 2000; Smith & Hughey, 2006; Strathe & Wilson, 2006; Ward, 2003).

Retirements

Senior administrators in community colleges are retiring at a very high rate. Fulton-Calkins and Milling (2005) noted:

According to research, a mass exodus of community-college leadership is expected within the next few years. Many community-college administrators and faculty were employed in the early 1960s through 1970s. ... administrators and faculty employed in the 1960s and 1970s are now reaching retirement age (p. 234).

The average age of administrators and faculty continues to increase as baby boomers prepare for retirement (Anderson, 1997; Cooper & Pagotto, 2003; Jeandron, 2006; Land,

2003; Shults, 2001; Sullivan, 2004; Wiessner & Sullivan, 2007). Based on findings from a survey conducted by Weisman and Vaughan (2002), the rate of community college presidential retirement is growing, with 79 percent of presidents planning to retire by 2012. In addition, administrators who report to the presidents, such as chief academic officers and chief student affairs officers, are retiring at an increasing rate. A study conducted by Amey, VanDerLinden, and Brown showed the average age of selected senior administrators in 2000 was 52. Aging faculty are contributing to the higher than normal rate of retirement (Boggs, 2003; Romero, 2004). As Strathe and Wilson (2006) stated,

There are...changes in the context in which academic administration must work.

The faculty of the academy are aging, and it is projected that over the next decade a third or more will retire. Their level of engagement in the institution, in terms of administrative work or institutional service, decreases as they approach retirement (p. 6).

Limited Pools

Recent and impending retirements of senior administrators contribute to the limited pools of faculty ready to ascend to leadership roles. In addition, one of the major resources for preparing future leaders, graduate community college administration programs, is not providing as many graduates as in the past. The number of degrees conferred in community college administration decreased 78% between 1983 and 1997 (Fulton-Calkins and Milling, 2005). This lack of preparation and willingness to take on leadership roles reduces the size and quality of leadership pools (Land, 2003; Piland & Wolf, 2003).

Leadership has become increasingly more complex and multidimensional with significant stress, high burnout, and increased turnover rate (Brown, 2002; Filan and Seagren, 2003; Murphy, 2003). Responses to a faculty survey conducted by the Community College Leadership Development Initiatives (CCLDI) “indicated that faculty members found it increasingly burdensome to assume leadership positions, both because of the lack of training for the positions and because of inadequate support” (Carroll and Romero, 2003, p. 83). Professional organizations are offering formal development programs for aspiring leaders and graduate schools are providing programs to prepare individuals for leadership roles (Boggs, 2003; Duvall, 2003; Shults, 2001; Wiessner and Sullivan, 2007). Although the need for leadership development in post-secondary institutions is acknowledged by higher education administrators, adequate leadership development programs that prepare leaders have not kept pace with the growing need for leaders (Romero, 2004).

Reduced Funding and Increased Accountability

Post-secondary institutions are facing difficult financial times as “state subsidies are declining; tuition is rising; and cost per student is increasing faster than inflation or family income” (U.S. Department of Education, 2006). Budgets are under careful scrutiny as institutions deal with a scarcity of resources (Gaither, 2002; Smith and Hughey, 2006; Sullivan, 2004). In conjunction with dwindling resources, an increase in institutional accountability by the public is evident (Boggs, 2003; Strathe and Wilson, 2006). The increase of performance expectations, coinciding with increases in responsibilities and accountability, has created a complex educational environment. (Bisbee, D. and Miller, M., 2006). The challenges of maintaining day-to-day operations

leave limited funds for what may be perceived as lower priorities such as professional and leadership development. Although investing in development may not appear to be compelling, the ongoing exodus of institutional leaders is and must be addressed.

Today's educational leaders face several other challenges found in uncharted territories. These challenges include an increase in market competition from proprietary schools vying for student enrollment and faculty resources since "The 1990's initiated for-profit providers into the learning community" (Ward, 2003). In addition, the student population community colleges serve is increasingly diverse (Carroll & Romero, 2003; Eddy & VanDerLinden, 2006; Sullivan, 2004). Shifting demographics caused by greater mobility contributes to this challenge (Smith & Hughey, 2006). The student population has more first-generation students, is more racially diverse, older, and has more part-time students (Ward, 2003). Because community colleges provide open access, they enroll the most diverse student population in higher education (Boggs, 2003). As the faces of students and the nation become increasingly diverse, community college leaders need to be cognizant of and possess the ability to meet the needs of a widely diverse college community (Fulton-Calkins & Milling, 2005; McClenney, 2001; Romero, 2004).

Increased use of technology for operational and instructional purposes adds to the complexity of leadership. Technological developments "absorb an increasing proportion of the operating budget, challenge traditional instructional methods and require significant retraining of staff and faculty" (Sullivan, 2004). Distance learning technologies are blurring the geographical boundaries and increasing competition for student enrollment (Boggs, 2003). Technologies are continually changing, expanding, and having a profound impact in higher education.

Breadth of Leadership Development Programs

To meet the growing need for leadership development in two-year colleges, a number of universities, colleges, organizations, and businesses are providing leadership development programs (LDP) for faculty and staff. These programs range from graduate programs in higher education and fellowship opportunities to short-term intensive seminars or institutes. Leadership development opportunities can be found at national, state, regional, and local levels (Amey, 2004). Numerous colleges turn to external providers to facilitate and deliver LDPs. Alternatively, a number of two-year colleges have developed programs internally, seeking expertise within the ranks of their own faculty and administration.

External Leadership Development Programs

Programs funded by the Kellogg Foundation were among the earliest LDPs. In 1959, the W. K. Kellogg Foundation provided an initial four-year grant that enabled the creation of community college leadership programs in 12 major universities (Amey, 2007). The curriculum for these programs focused on comprehensive community college preparation and state and local needs. These programs were degree-granting programs with participants obtaining doctoral degrees. The impact of these programs was significant, contributing to building a foundation of community and technical college leaders that has been sustained for over 30 years. Grant funding eventually ended in the early 1970's and many programs originally funded by Kellogg monies have combined with other leadership programs at their institutions to remain viable (Amey, 2007).

On the national level, professional associations such as the National Association of State Universities and Land Grant Colleges (NASULGC) and the American Council of

Education (ACE) offer leadership development programs. Many of these programs are short-term, intensive leadership experiences requiring time away from campus.

Leadership Development for the 21st Century (LEAD21) is the primary national-level leadership program serving land grant universities. It was implemented in June 2005 and is managed by a board of directors comprised of members from various NASULG committees as well as one member from the Cooperative State Research, Education, and Extension Service (CSREES). LEAD21 is intended to meet the future needs for leadership development at land grant institutions. It is a one-year program consisting of three face-to-face scheduled sessions. Each session lasts four days and is held in three different cities over the course of one-year. Participants attend all three sessions. It is cohort-based with approximately 75 participants in each cohort representing land grant institutions from across the country.

Another leadership program, the ACE Fellows Program, has been established by ACE. This program prepares senior leaders to serve American colleges and universities through a unique approach. It is a one-year program in which participants spend an extended period of time on another campus observing and working directly with presidents. It combines seminars, visiting other campuses, and national meetings to create a hands-on environment in which future leaders experience and learn how to address such issues as strategic planning, resource allocation, development, policy, and other challenges. McDaniel (2002) described the ACE Fellows Program approach to leadership:

Consistent with continuous improvement efforts underway on many campuses, the ACE Fellows Program undertook an outcomes approach to the development

of leadership. While the formal curriculum of the yearlong Fellowship program is delivered over three weeks, the Fellowship year involves ongoing learning experiences, some formal and some informal, guided by a learning plan designed by Fellows in consultation with their mentors and sponsor institution (p. 82).

The American Association of Community Colleges (AACC) sponsors several leadership development opportunities annually. The Presidents Academy is designed for community college presidents who are members of the AACC (Hockaday & Puyear, 2000). It provides professional development experiences for the community college chief executive officer (CEO). In addition, AACC sponsors Future Leaders Institute (FLI) designed for mid-level community college administrators. The AACC also sponsors FLI Advanced, designed for senior level administrators who are interested in moving into a presidency role within the next few years.

Professional associations including the Council of Colleges of Arts and Sciences, the American Associate of Colleges for Teacher Education, the Association of Community College Trustees, the League for Innovation, the National Institute for Leadership Development, the National Council of Instructional Administrators, and the American Association of Colleges and Schools of Business also offer leadership development programs. A number of higher education institutions sponsor leadership programs including Duke Corporate Education; Harvard Business School's Executive Education Programs; Harvard Institutes for Higher Education; Higher Education Resource Services (HERS) Institutes at Bryn Mawr College, Wellesley College, and the University of Denver; Kellogg School of Management (Northwestern University); Penn State Executive Programs; Stanford's Graduate Business School's Executive Education;

UVA's Darden Executive Education; and the University of Pennsylvania's Wharton Executive Education program. Education and corporate leaders are the target population to participate in these programs.

A variety of state associations, regional associations, and universities provide leadership development experiences to bring together two-year college leaders from different campuses and colleges. In 1992, department chairs of the Maricopa Community Colleges, located in Arizona, saw a need for leadership development to ensure faculty receive the requisite training and skills to lead their departments. This grass-roots movement started by the Maricopa department chairs grew to become the internationally acclaimed Chair Academy. The Chair Academy provides leadership development for midlevel post-secondary leaders throughout the world. Other leadership development programs include the Community College League of California, Community College Leadership Development Initiatives at University of San Diego and the North Carolina Community College Leadership Program (Kim, 2003). In addition, Leadership Institute for a New Century (LINC) is a statewide leadership development program. LINC is sponsored by the Community College Leadership Program in the Educational Leadership & Policy Studies Department in the College of Education at Iowa State University, the Iowa Association of Community College Trustees, and the Iowa Association of Community College Presidents. LINC is designed for those interested in moving into leadership positions in the Iowa community colleges (Watts & Hammons, 2002). The North Texas Community College Consortium developed the Consortium Leadership and Renewal Academy (CLARA). This program serves primarily entry-level and mid-level administrators. In 2000, the Community College Leadership Institute established the

Leadership Academy. This program is designed to develop leadership capacity within institutions. It brings together individuals aspiring to improve their leadership capacity (Romero & Purdy, 2004). The Association of California Community College Administrators (ACCCA) began offering a leadership program “Administration 101” in 2001. Participants in this program are drawn from every region of the state, from single to multi-college districts, and from various professional levels including faculty coordinators, directors, deans, vice presidents, and sometimes presidents (Chiriboga, 2003). Similarly, Kentucky, Louisiana, and Missouri have established state-level community college leadership development programs (Boggs, 2003). Further, South Carolina provides leadership development programs at the technical college system level and Virginia provides leadership development programs at the community college system levels.

In addition to professional, educational associations, organizations such as the Center for Creative Leadership (CCL), Center for Leader Development, and The LeaderShape Institute, provide leadership development programs for profit and non-profit organizations. An integral part of leadership development programs is to define the leadership competencies institutions are seeking in their leaders, ensuring the competencies align with organizational goals. Noted experts on leadership competencies Hernez-Broome and Hughes (2004) stated “leadership competencies remain a core dimension of leadership development activities in most organizations... leadership competencies need to correspond to the organization’s particular strategy and business model”(p. 28). If a college turns to an external provider to deliver their leadership

development program, it is important that institutional goals are identified and integrated into the leadership development experience.

Internal Leadership Development Programs

In a tightening economy and increasingly competitive market, some innovative colleges and universities are developing leadership programs to provide their institutions with an internal pool of skilled leaders. Leadership development is a wise investment for several compelling reasons: well-led organizations tend to attract quality applicants, produce satisfied employees, incur less unwanted turnover, and retain loyal customers. The advantages of building internal leadership talent are: (a) an organization gets to groom the next generation in line with its culture and strategic agenda, and (b) an organization has greater control over supply of leaders with requisite skills, making strategic implementation faster (Pernick, 2001). Further, leadership programs developed internally can be custom-made for departments or divisions of any size.

To meet current challenges in post-secondary education, dynamic leadership is needed throughout an institution, not just at the senior levels (Brown, 2001). Warzynski (2005) stated “increasing demands for new knowledge and educated people to maintain our social institutions and solve societal problems require sustained economic performance and increased capacity at all levels of the organization” (p. 338). Establishing leadership development programs to meet these challenges is an underutilized strategy at most institutions. Creating leadership development programs within institutions can enable colleges to develop effective leaders cognizant of the culture and organizational goals of their specific institutions and thus more capable of navigating through the particular changes and challenges they face. Research indicates

organizational commitment to leadership training and development is critical to the success of an institution (Bisbee, 2006).

In 2003, the W. K. Kellogg Foundation sponsored an AACC initiative entitled *Leading Forward*. This initiative brought together representatives from over 50 graduate leadership programs for summits on community college leadership (Amey, 2007). In total, four summits were held over a span of five months in an effort to collect information regarding community college leadership programs and how they are addressing today's leadership challenges (Amey, 2007; Vincent, 2004).

There were several key outcomes of the leadership summits. In April 2005, the AACC Board of Directors approved the document *Competencies for Community College Leaders*. This work identified six core competencies as essential for community college leaders: (a) organizational strategy, (b) resource management, (c) communication, (d) collaboration, (e) community college advocacy, and (f) professionalism (Jeandron, 2006). Further, many colleges, districts, and state systems launched grow-your-own (GYO) leadership programs. Community college leadership expert Wallin (2004) stated "Professional association meetings are replete with examples of short-term leadership development 'grow-your-own' programs at the individual college level" (p. 22).

GYO programs offer a variety of leadership experiences and are based on community college campuses. GYO programs vary from simple programs that only provide internships to more complex and formal experiences. Watts and Hammons (2002) stated "these programs have the benefits of potentially being developed on every community college campus, can include all potential leaders on campus, and usually operate at no cost to participants" (pp. 61-62).

One of the best ways “to affect leadership development may be to encourage individual community colleges to offer leadership development programs for their own faculty and staff” (Boggs, 2003, pp. 21-22). Some colleges have expanded their programs to include community members, which permits increased interaction with individuals and organizations important to the college (Jeandron, 2006). Outreach to the community may produce more opportunities to partner with businesses and organizations which can develop new resources of support for community colleges (McClenney, 2001).

Despite their at-home advantage, there can be a downside to leadership programs held at individual colleges or at the state level. For example, the quality of such programs can be uneven, and the training rarely translates into graduate credit (Watts and Hammons, 2002, pg. 60-61). Currently, no comprehensive list exists for leadership development programs. However, the following is a partial list of college-based leadership development programs: The President’s Leadership Seminar, Guilford Technical College, Greensboro, North Carolina; The Leadership Institute, Central Piedmont Community College, Charlotte, North Carolina; Leadership Institute, Community College of Philadelphia; Owens Leadership Academy, Owens Community College, Toledo, Ohio; Pitt Community College Leadership Institute, Pitt Community College, Greenville, North Carolina; Institute for Today’s Leaders, Southeastern Community College, Whiteville, North Carolina; and Danville Community College Leadership Academy, Danville Community College, Danville, Virginia. Each of these programs is president-sponsored and provides leadership development experiences at the local college level.

Leadership Development Program Designs

Leadership development programs have many different designs. These programs are offered in many formats ranging from short-term, intensive programs to full-time doctoral programs. Full-time doctoral programs provide comprehensive leadership development experiences; however, the demand for new leaders is pressing. The time required to complete a comprehensive doctoral program will delay the creation of a new pool of leaders. Consequently, “short-term leadership development programs may be one answer to preparing tomorrow’s leaders” (Wallin, 2004).

In the past 20 years, the use of a variety of leadership development experiences has increased (Hernez-Broome & Hughes, 2004). Leadership development programs today are comprised of program components that offer different types of leadership experiences. Some program components include formal classroom training, outdoor challenges, 360-degree feedback, mentoring, coaching, action learning, and reflective writing and journaling. The most common approach continues to utilize a formal classroom program; however, there is a trend to embed developmental experiences in the context of the individual’s work (Day, 2004). Literature suggests that although classroom training may be a part of leadership development, it is important to integrate additional developmental experiences into leadership development programs (Bersin, 2008; Day, 2004; Hernez-Broome & Hughes, 2004).

Program Components

360-degree feedback: The use of 360-degree feedback in leadership development programs is on the increase (Hernez-Broome & Hughes, 2004); 360-degree feedback is also known as multi-source feedback and multi-rater feedback. It is a method of

collecting perceptions of an individual's performance. It involves the individual completing a self-assessment of key skills and leadership competencies, other people including direct reports and supervisors also complete an evaluation of the person's skills. These are compiled into a summary report for the person containing a comparison of their self-ratings with the others (Cacioppe, 1998). An assumption with the 360-degree feedback is others' perceptions of an individual are different from one another and depend on the nature of their relationship to the person. This method can help build a more complete picture of an individual's leadership ability (Day, 2004)

The Center for Creative Leadership (CCL) is one of the main proponents of 360-degree feedback. CCL developed guidelines on how to effectively use this component. CCL suggests that (a) the 360-degree appraisal should be integrated with a larger, ongoing development strategy, rather than used as a stand-alone event, (b) support from the participant's supervisor is essential, (c) the 360-degree feedback process works best when it starts at a high-level in the organization and filters downward, (d) the participant must be ready and willing to take part in a 360-degree feedback experience, (e) poor administration of the 360-degree feedback process can have seriously negative results, (f) timing of the 360-degree appraisal should be chosen carefully to minimize potential impact, (g) attention needs to be paid to protect the anonymity of raters and if supervisors' feedback is not anonymous, they must be advised ahead of time (Chappelow, 2004). The 360-degree feedback method is a valuable tool for developing leadership abilities by providing positive and negative feedback to the individual. This tool also enhances an individual's understanding of their impact on others and provides a focus on specific skills that need developing.

Action learning: Action learning is based on the assumption individuals learn most effectively when working on important work-related issues in real time (Day, 2004). Action learning “is best described as a structured, continuous process of learning and reflection with a corresponding emphasis on addressing a problem of strategic importance to an organization” (Day, 2004, p. 843). Some of the objectives sought in action learning are delivering measurable results, communicating learnings within the particular context, and developing leadership skills (Hernez-Broome & Hughes, 2004). The basic action learning process usually involves a team-based approach to a real organizational or institutional issue that has no clear or right answer. Team members meet as peers and are a source of support and inquiry as well as a forum for reporting progress. Participants in action learning are encouraged to experiment, try new ideas and concepts, and learn from their actions (Bolden, 2005). Balancing action and learning is one of the issues action learning teams face. If a project is created and is not very strategic, teams are not as likely to engage at the deep level needed for learning (McCauley & Douglas, 2004). Day (2004) cautioned if too much emphasis is placed on performing well and not enough attention is given to learning, leadership development is limited.

Case studies: Case studies are written summaries of real-life or hypothetical cases developed for the purposes of problem-solving issues provided in the case. In leadership development programs, case studies are generally used as a team-based leadership experience. Participants engage in case analyses with other participants in their program (Pernick, 2001). Including case studies in leadership development programs enriches

participants' leadership experience by exposing them to problem solving in a safe environment (Bersin, 2008; McDaniel, 2002).

Coaching. Coaching has become an important component of leadership development (Bolden, 2005; Cacioppe, 1998; Hernez-Broom & Hughes, 2004). Coaching can take on many forms: a one-on-one learning experience, multiple coaches for one coachee, or one coach for multiple coachees (Ting & Hart, 2004). Coaches are often external to the institution. In many instances a formal agreement, written or verbal, established between the coach and coachee is established. Coaches work with individuals to focus on issues such as interpersonal or leadership skills; improving individual performance; enhancing careers; or working through institutional issues such as mergers or significant change initiatives. Through improved individual job performance and personal satisfaction, subsequent organizational effectiveness is improved (Day, 2000). Coaching is often a short-term activity with specific goals. CCLDI includes an executive coaching component in its leadership development program for community college leaders (Romero & Purdy, 2004). CCLDI trains retired community college executives nominated by CCLDI advisors. These coaches work with new CEOs or current CEOs facing new initiatives or difficult challenges.

Formal training: Formal training is found in nearly all leadership development programs. This type of training may comprise the majority of the program or may be included as an integrated part. Formal training includes classroom-type leadership training and facilitated workshops. The curriculum is generally built around leadership theory, research, and best practices, critical skill sets, abstract and critical thinking, and the institution's policies, procedures, history, mission and vision (Filan & Seagren, 2003;

McClenney, 2001; Pernick, 2001). Integrating an educational component “can clarify and promote understanding of an organization’s vision, culture, roles, and responsibilities” (Bisbee, 2006, p. 29). Those responsible for developing curriculum for short-term programs should choose topics for formal training relevant to their particular institution’s initiatives (Wallin, 2004). An example of one leadership program that uses the formal training approach is the ACCCA’s Administration 101 program. It focuses on identified curriculum content areas including (a) California community college governance, (b) instruction and student services, (c) institutional dynamics, (d) human resources, (e) finance and budget development, and (f) current issues and challenges (Chiriboga, 2003).

The formal training component may also include self-awareness and self-understanding activities (Day, 2004). AACC’s FLI includes a component on assessing your leadership style. LEAD21 uses self-assessments to increase awareness of leadership strengths, weaknesses, and styles. One of the core competencies in the LEAD21 program is developing self and others. The Chair Academy uses several assessments including DiSC Classic, a personality and behavioral assessment tool and Clifton StrengthsFinder. In addition, other assessments used by programs include Meyers-Briggs Type Indicator, the Life Styles Inventory, the Self Development Guide, and the Campbell Leadership Descriptor. Participants of programs generally complete the assessment provided by the program and participate in discussions or activities related to the results of their assessment. These assessments can guide participants to obtain a deeper understanding of themselves, and therefore, to become a better leader.

Health appraisals: Another program component discussed briefly in the literature is the health appraisal. This often includes fitness level testing, cholesterol checks, and

other health-related checks. Health appraisals can provide participants with a “wake-up call” regarding their health and work-life balance (Cacioppe, 1998).

Internships: Internships offer hands-on experience and a comprehensive view of what an administrator’s position entails and potentially provide a gateway to administrative positions (Raines & Alberg, 2003). An internship exposes the participant to a leader, allowing for observation and real-time learning experiences (Gaither, 1998). Internships vary in length depending upon the individual leadership development program.

Job assignments: Experiences through new and challenging job assignments are a compelling component of a leadership development program. Diverse experiences help participants master team-building, strategic thinking, and developing persuasion and influence skills (Day, 2004). Leaders are given “the opportunity to learn by doing—by working on real problems and dilemmas” (Ohlott, 2004, p. 152). Some of the important aspects of job assignments are to ensure the individual is challenged, stretched beyond his or her comfort zone, and that he or she is made to think and act differently, not maintaining the status quo (Ohlott, 2004). Institutional involvement in making job assignments a part of leadership development range from providing information about developmental opportunities associated with participants’ current position to a systematic program of job rotation (Hernez-Broome & Hughes, 2004). It is important to note the emphasis in job assignments must be on the individual’s development rather than only on how well the individual performed (Day, 2004).

Job Shadowing: Job shadowing allows participants to shadow an individual who already has achieved the position they want. Participants are able to observe day-to-day

job duties and gain first-hand knowledge of what the job entails. In some cases, participants may realize a leadership position is not what they want to do (Jeandron, 2006).

Leadership Exchange: Leadership exchanges are experiential learning opportunities that enable students to observe leadership in practice (Bolden, 2005). A unique quality of leadership exchange is that it allows participants to act both as observer and host. The process entails pairing participants and assigning a coach to each pair. There are two scheduled visits that vary in length, usually between three and five days. At the first visit, one member of the pair acts as the host and the other visits the hosting leader's institution as the observer. During the second visit, the roles are switched: the previous host becomes the observer and travels to the new host's institution. The previous observer becomes the host. The second visit usually occurs within a few weeks of the first visit. After each exchange, both participants provide each other with feedback about each other's leadership styles. After both exchanges, a debriefing is facilitated by their coach. Reflective writing completes the process since an important part of the exchange process is the ability to observe and to reflect the experience (Bolden, 2005). Leadership exchange provides an opportunity for individuals to receive feedback on leadership styles, to see other leaders in action, and to extend networks.

Mentoring: Mentoring is typically defined as a committed, long-term relationship in which a senior person (mentor) supports the personal and professional development of a junior person (protégé) (Hernez-Broome & Hughes, 2004; McCauley & Douglas, 2004). There are formal mentoring programs and informal mentoring processes. Formal mentoring programs are arranged, maintained, and monitored by the institutions.

Informal mentoring is typically encouraged by the institution, but not administered by it. A noted strength of mentoring as part of a leadership development program is it allows for opportunities to observe and engage with individuals who have greater experience, such as members of senior administration (Day, 2004). Mentoring may facilitate and enhance career development as well as support social development. Research indicates receiving support from a mentor is associated with higher performance ratings, more career opportunities, and more promotions (McCauley & Douglas, 2004).

Although mentoring is typically thought of as supporting inexperienced individuals, it is becoming more common for senior level administrators to have their own mentors. A trusted mentor can be a great support in problem solving difficult issues. (Bolden, 2005). Mentoring has long been recognized as invaluable to the development of successful administrators (Boggs, 2003; Land, 2003; Strathe & Wilson, 2006). For example, in a study conducted by AACCC, fifty-seven percent of respondents indicated a mentor had been valuable in helping them obtain their presidency. The Chair Academy is one leadership development program that incorporates mentoring as a primary component of its program. The structure of the program consists of two weeks of residential training, bridged by a year-long practicum with support from coaches and mentors. Participants work with mentors on their own campuses and with colleagues from their leadership class (Filan & Seagren, 2003).

Networking: Networking entails reaching beyond single mentors or supervisors in an effort to broaden leadership development experiences. An important goal of networking initiatives is to develop leaders beyond knowing *how* or knowing *what*, and teach the value of knowing *who* when it comes to problem-solving resources (Day,

2000). These relationships can be lateral or hierarchical, within an organization or external to it, job-related or career-related, and ongoing or specific to a particular issue. Networks can be valuable sources of information, expertise, resources, and cooperative action (McCauley & Douglas, 2004). Networks also encourage individuals to form commitments with others outside of their immediate work group.

Reflection: Integrating reflection into a leadership development program provides participants with the ability to see their learning in progress. Reflective writing through the use of a personal journal or personal development portfolio can be very helpful in turning work experiences into data participants can learn from (Bolden, 2005). Blank learning journals or structured lists of questions can be implemented as reflective tools (Hernez-Broome & Hughes, 2004; Van Velsor, Moxley & Bunker, 2004). Learning journals are typically personal to the participant, not necessarily shared with anyone else. Reflection may include thoughts following a particular presentation or workshop; observations and evaluations of the learning experience; exploration of work-related issues, or returning to a previous entry for further reflection (Bolden, 2005; Cacioppe, 1998). Reflective learning journals can provide a personal summary of the participant's leadership development experiences.

Role play/simulations: Simulations foster the development of new ways of understanding self and others. Role play, which is a type of simulation, can provide a way for two people to interact to try out or rehearse new ideas or skills. Typical situations such as dealing with a difficult staff member or conducting performance reviews can be used in role plays to demonstrate, elicit, or practice specific skills (Cacioppe, 1998). Simulations can replicate competing priorities and demands of different divisions within

the organization or an institutional merger, where participants must bring together different systems or practices. Typically for larger groups, they may present participants with decisions to be made with misinformation or present participants with unexpected change and ask them to make decisions at a more senior level than they are within their organization (Bolden, 2005). A well-facilitated debriefing of simulation experiences should include both supporting the individual's participation in the simulation and pointing the way toward more complex ways of solving the issue (Van Velsor & Drath, 2004).

Team building: Team building is an important part of leadership development and has gained in popularity over the past 20 years (Hernez-Broome & Hughes, 2004). Different methods of implementing team building into leadership development programs include outdoor challenges, team projects, and team problem-solving exercises. Outdoor challenges contribute to the development of teamwork and team-based leadership skills. In addition, outdoor challenges encourage participants to take risks. Some activities include ropes courses, rock climbing, and whitewater rafting. Team projects, as previously described in the action learning section of this study, are another method used to foster team-building. Jeandron (2006) noted the majority of colleges that had grow-your-own leadership development programs included the use of team-based or individual projects. Problem-solving team exercises involve situations sometimes found in an outdoor environment. Finally, problem-solving team exercises may include simulations of real institutional problems (Cacioppe, 1998).

Blending Components

According to McDaniel (2002, pg. 81), “the best leadership development blends job experience, educational initiatives, guided practical experience, and targeted performance feedback into a systemic process for ongoing leadership development.” In addition, great leadership development provides a mix of learning experiences, including lectures, case studies, experiential exercise, simulations, and other experiences (McDaniel, 2002). A variety of leadership development programs include multiple leadership experiences such as mentoring, projects, individual career plan, peer support, and conclude with a capstone event (Wallin, 2004). An evident trend in the last 20 years is increasing the use and recognition of the effectiveness of a variety of developmental experiences. (Hernez-Broome & Hughes, 2004).

The Community College Leadership Development Institute developed a leadership development program consisting of four major components (a) a leadership academy, (b) policy seminars, (c) executive coaching, and (d) research dissemination. Thus, the Leadership Academy is an example of several program components being blended into a single curriculum. It begins with a series of self-assessment activities and reflections. Participants then engage in a series of activities, which are conducted in small groups, targeting organizational assessment and learning along with a set of strategies necessary to understand organizational dynamics. Support is provided to participants as groups meet with their equivalents from other colleges to discuss similar leadership dilemmas (Romero & Purdy, 2004). Policy seminars are one-day seminars conducted throughout the academic year at CCLDI partner institutions in California. Executive

coaching and research dissemination round out the CCLDI overall program that offers rich learning experiences for participants.

Other leadership development programs that provide examples of blending components include the Chair Academy and the Women's Leadership Program. The Chair Academy provides a blend of leadership learning experiences including mentoring; reflective practice and journaling; individualized professional development plan; and electronic connection. The Women's Leadership Program includes two basic components: leadership workshops and administrative internships (Berryman-Fink, Lemaster & Nelson, (2003).

Program Delivery Methods

Leadership development programs use different program delivery methods to provide participants with leadership experiences. Programs may include one or more program components. These programs may be short in duration, consisting of several days, or a longer timeframe of one-year or more. Some leadership development programs may incorporate the use of distance learning technologies to deliver program content or activities. Having discussed the potential content of leadership development programs, this section describes a review of the literature pertaining to the delivery of these programs.

Timeframe: Timeframes for leadership development programs vary, depending upon the institution's program design. Most timeframes tend to be relatively short, lasting from a few days to one-year (Vaughan & Weisman, 2003). Wallin (2004) stated

Most short-term leadership development programs are characterized by an intensive 3-5 day didactic experience variously known as an academy, institute,

seminar, experience, or program. Some leadership development programs extend over a longer period of time, most often an academic year (p. 22).

Jeandron (2006) noted leadership development program structures vary in the community colleges, districts, and state systems included in the Leading Forward report.

At the community college level programs ranged from 18 to 63 hours.

Participants may take part in program events for 3 to 14 days over 1 to 9 months... The average program holds sessions 5 hours per day, 1 day per month, for 8 months. At the state level, half of GYO programs consist of yearlong events, and the other half offer an intense 3- or 4-day program. Most have a retreat component (p. 13).

Jeandron (2006) further noted the majority of leadership development programs are offered once per year.

CCLDI has developed a variety of program formats ranging from one-day workshops to weeklong academies to monthly seminars to ongoing coaching relationships (Carroll & Romero, 2003). For example, The Leadership Academy, one of CCLDI's programs, is a one-week, residential program. Another example of CCLDI program offerings is their one-day policy seminars.

Other leadership development programs provide additional program timeframes. The Chair Academy consists of ten full-day leadership sessions scheduled over one-year. The Academy's timeframe consists of an initial five-day session followed one year later by a concluding five-day session. In addition, the Women's Leadership Program consists of thirty hours with networking dinners included after each workshop (Berryman et al, 2003). The Los Angeles Community College District offers an eighteen-month set of

development activities with an optional semester-long internship. Parkland Community College in Champaign, Illinois offers a three-day leadership institute (Watts & Hammons, 2002). ACCA's Administration 101 leadership development program is delivered in an intensive five-day format (Chiriboga, 2003).

Distance learning technologies: The increasing availability and sophistication of distance learning technology is impacting the delivery of leadership development programs. Hernez-Broome & Hughes (2004) stated

The pressure on costs, increased reality of virtual teams, and availability of technology in leadership development has reduced the need for people to travel to training programs, will make learning opportunities available to geographically dispersed leaders, and will allow individuals access to learning opportunities when it best suits their schedules (p. 30).

An additional benefit to technology is that it can extend learning over time and enhance the sharing of knowledge among participants through the use of tools such as chat-rooms. Hernez-Broome & Hughes (2004) further stated "Maximizing the effectiveness of leadership development offers the best of both worlds: integrating face-to-face classroom and coaching experiences with technology-based tools and processes" (p. 30). Distance education provides one more access route to leadership development opportunities for potential leaders (Watts & Hammons, 2002).

The use of learning management systems (LMS) to communicate among participants and instructional teams is beginning to grow. The Massachusetts GYO program uses Blackboard, a well-established LMS to foster communication. LEAD21 uses WebCT, another LMS, to share program content, including an asynchronous

learning module on land-grant universities to be completed by participants prior to one of their face-to-face sessions. Jeandron (2006) stated, "Several programs have plans to incorporate an online strategy in upcoming leadership programs" (p. 25). Wallin (2004) noted some leadership development programs include online instruction.

Use of online communities to facilitate e-learning and communication is emerging in leadership development programs (Bolden, 2005). The Wo Learning Champions, a leadership development initiative, was instituted in December 2000 through the University of Hawaii Community Colleges. The second generation of Wo Learning Champions' focus was on virtual communities of practice. The development of online resources and a system-wide online mentoring program expands professional development opportunities for faculty to develop their leadership potential through electronic channels (Cooper & Pagotto, 2003). The Chair Academy provides a listserv for their participants to use for on-going dialogues with fellow participants. In addition, monthly newsletters and additional leadership content are provided electronically. Further, participants' mentors and their immediate supervisors are linked electronically and the Academy provides them with support and program information.

Resources necessary to provide leadership development programs may be prohibitive for individual institutions. Cooper & Pagotto (2003) stated, "Technology allows any number of institutions to share Web-based training materials and to create virtual learning communities, avenues that could enhance leadership development opportunities in community colleges that otherwise do not have the resources to provide such training" (p. 35). Regional or statewide systems may have the resources necessary to deliver leadership development opportunities.

Summary

This chapter presented a review of literature examining post-secondary leadership challenges and leadership development programs, and post-secondary leadership development program designs including program components and delivery methods with a specific focus on distance learning technologies. The approaching loss of leadership, together with the challenges of leading in today's post-secondary institutions, contribute to an increased need for developing leaders who have the vision and skills to fill the impending leadership vacancies predicted in the next ten years. Although there is an evident increased emphasis on leadership development, "the demand for new leaders will far outstrip the supply of those who have had the opportunity to participate in comprehensive doctoral programs" (Wallin, 2004, p. 22). It is imperative for leaders to continually analyze what leadership must be to meet today's challenges and to continually grow leaders within their institutions to expand the leadership pool (Fulton-Calkins & Milling, 2005).

The literature provided descriptions and examples of leadership development programs implemented in post-secondary institutions. Limited literature provides a scope of leadership development program components and delivery methods in post-secondary education and, more specifically, leadership development programs for two-year college leaders. Community college leaders, in particular, are leaving their colleges at a significant rate (Wallin, 2006). New leaders must be prepared quickly through short-term leadership initiatives to fill the imminent leadership void.

Developing leadership programs to meet the leadership needs of post-secondary institutions such as two-year colleges is critically important. To increase the efficiency of

leadership training, it is essential to look across the diversity of leadership development programs for current commonalities of program components and delivery methods and to explore the possible emergence of a leadership development program planning model. An understanding of program components and delivery methods may contribute to increasing the number of programs developed by institutions, thus growing the pool of leaders in a timely manner.

CHAPTER III

RESEARCH METHODS

The purpose of this study was to examine critical program components and delivery methods of leadership development programs designed for faculty, staff, and administrators in two-year colleges. The role distance learning technologies have in program delivery was specifically explored. The programs studied were provided by two-year colleges accredited by COC. These programs focused on developing leaders to enable educational institutions to meet the leadership challenges facing two-year colleges in the 21st century.

Research Design

A non-experimental, mixed methods sequential explanatory design was used for this study. The study consisted of two phases: quantitative followed by qualitative. A mixed methods approach was used because the combination of quantitative and qualitative data in this study provided a better understanding of the research questions (Creswell, 2007). In this design, the researcher first gathered and analyzed quantitative data. Second, the researcher gathered and analyzed qualitative data that provided in-depth information based on quantitative results found in the first phase. The qualitative phase built on the information gathered from the quantitative phase resulting in a connection between the two phases.

The precedent of academic analysis of leadership development programs is fairly recent; however, there were a number of established two-year college programs that were studied through the quantitative analysis of survey questionnaire data. Examining the role distance learning technologies played in contributing to the delivery of leadership

development programs is new. Limited literature was found regarding leadership development programs that implemented distance learning technologies as a delivery method. There was evidence in the literature that indicated distance learning technologies should be explored as a delivery method in leadership programs. Telephone interviews were conducted with selected survey participants followed by a qualitative content analysis.

The information found through the study was interpreted for the emergence of a program planning model for leadership development programs. The leadership development program planning model's development process was based on quantitative data, qualitative data, the literature review, and practitioner experience. A two-part program planning model was developed to assist leadership development program directors or developers to develop programs which meet the needs of their institutions.

Research Questions

This study was guided by the following questions:

1. What do leadership development program directors believe to be the critical components of leadership development programs?
2. What delivery methods are used for leadership development programs delivered at two-year colleges?
3. What role do distance learning technologies have in the delivery of leadership development programs in two-year colleges?

Population and Sample

The selected participants for this study consisted of coordinators, directors, or managers of leadership development programs at two-year, public colleges accredited by

the Commission on Colleges (COC) of the Southern Association of Colleges and School (SACS). COC is the regional body of accreditation for degree-granting higher education in the Southern states. COC is comprised of institutions in 11 states and Latin America. These states include Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. These institutions were selected because they complied with the policies and procedures of COC, which serves as the common denominator of shared values and practices. Further, it was important to ensure as homogeneous a group as possible relative to the issues of distance learning. COC published *Best Practices for Electronically Offered Degree and Certificate Programs*, which provides a distance learning framework for institutions for context and commitment; curriculum and instruction; faculty support; student support; and evaluation and assessment.

Instrumentation

Two instruments were used to gather data for this study: survey questionnaires and telephone interviews. Survey questionnaires were used to gather data to help understand Research Questions 1 and 2. Telephone interviews were conducted to gather information to answer Research Question 3.

Survey Questionnaire

A survey questionnaire was designed by the researcher to collect the quantitative data for the study. The Leadership Development Programs Survey Questionnaire (Appendix A) contained four parts. The first part collected demographic information. The second part collected information on program components included in each participant's leadership development program. Items included a categorical scale in which participants

chose “yes” or “no”, items rated on a five-point Likert scale, and open-ended questions. The third part collected information on program design and the fourth part asked participants who had identified distance learning technologies as a program delivery method used in their programs to participate in a follow-up telephone interview. Participants were invited to provide contact information if they were interested in receiving a copy of the results of this study. Survey questionnaires were pilot-tested and revised prior to their actual use in this study. A Survey Evaluation Tool (Appendix B) was administered during the pilot study to test the reliability and validity of the survey instrument.

Telephone Interviews

The second phase of this study provided qualitative data to respond to Research Question 3 and to further respond to survey questionnaire data collected on Research Questions 1 and 2. These qualitative data were collected through one-on-one telephone interviews of participants who indicated they used distance learning technologies as a program delivery method.

The researcher designed the Leadership Development Programs Interview Protocol (Appendix C). The researcher used this protocol to conduct guided interviews with specific questions. Each participant was asked if it was alright to record the conversation so that the interviewer was able to recall the information accurately. All interviewees agreed to be recorded. The interview protocol was pilot tested and revised prior to the actual use in this study.

Data Collection

The data collection was administered in three stages. The first stage involved collecting the quantitative data by conducting the survey. The second stage included selecting the respondents who would participate in the follow-up telephone interviews. The third stage comprised gathering the qualitative data by completing the telephone interviews.

The population surveyed consisted of coordinators, directors, or managers of leadership development programs at two-year, public colleges accredited by the COC. The most recent COC Member, Candidate and Applicant List, dated January 2009, listed 286 two-year, public colleges. Leadership programs at individual colleges or at the state level are often difficult to locate because they are available only to the college's or state's faculty and staff, and are often not marketed beyond this audience. Currently, no comprehensive list exists for leadership development programs. To locate leadership development programs and subsequent program directors' contact information, the president at each institution was contacted through email (Appendix D). Leadership development programs may be supervised by an institution's human resource department, academic affairs division, or the president's office. Literature indicates that the majority of leadership development programs are supported by the institution's president. Since institutions have varying models of where they house the leadership development program, if they have one, the most reliable source of information was the president's office.

Upon receipt of information from institutions' presidents, program directors were contacted via email (Appendix E) and requested to participate in the survey. An

explanation of why a response was important, offer to share the results of the study and link to the survey questionnaire were included in the email. The survey was conducted online via a web site constructed for this purpose. The survey was also confidential. A second email (Appendix F) was sent two weeks after completion of the questionnaire, expressing appreciation to those who responded, and requesting if the questionnaire had not been completed yet the researcher hoped it would be completed soon (Dillman, 2007). A third email (Appendix G) was sent to program directors two weeks after the previous email. It thanked those who participated in the study as well as urged individuals who had not completed the questionnaire to complete it.

Stage two described how the results of the survey would lay the foundation for stage three. Questionnaire data were reviewed for respondents who indicated they used distance learning technologies and were willing to participate in a one-on-one telephone interview. Contact information was gathered to be used in stage three of data collection.

In stage three, participants were contacted to schedule interview dates and times. The interview protocol (Appendix C) was used. Telephone interviews were conducted. All interviews were recorded and transcribed.

Data Analysis

Quantitative data were collected to find out what types of program components and delivery methods were used in leadership development programs at two-year, public colleges accredited by COC. The Statistical Package for the Social Sciences (SPSS) was used for data analysis. Questionnaire data were analyzed at the item level. Data were organized, analyzed, and summarized using descriptive statistics including, frequencies, means, and percentages.

Qualitative data were collected to learn more about the use of distance learning technologies in leadership development programs. Interview data collected were transcribed for content analysis. Transcriptions were treated confidentially and identifying information was coded. Each transcript was examined by the researcher to ensure clarity. In addition, member checks were used to validate the interpretation and content of transcripts. Each interviewee received a copy of their transcribed interview for confirmation of content. To triangulate data collected from interviews, responses from interviewees were compared to their survey responses regarding the use of distance learning technology. Content analysis of the interviews was used to determine emerging themes. NVivo 8, a qualitative research software program, was used to code and analyze content.

Summary

The purpose of this study was to examine critical program components and delivery methods of leadership development programs designed for mid-level or senior-level administrators in two-year colleges. The proposed research design was a non-experimental, explanatory mixed methods approach. The study was conducted in two sequential phases. The first phase gathered statistical information from an identified population. This was done through the use of survey questionnaires. The second phase followed up with survey participants who indicated distance learning technologies were integrated with program delivery. This phase was conducted through telephone interviews.

Data gathered from the questionnaires were analyzed using SPSS to answer Research Questions 1 and 2. In addition, content analysis of open-ended questions on the

questionnaire was conducted. Data obtained from the telephone interviews were analyzed through content analysis. The data were transcribed, coded, and analyzed for emerging themes to provide answers to Research Question 3. NVivo 8, qualitative research software, was used for data analysis. The information found through the study was interpreted for the emergence of a program planning model for leadership development programs.

CHAPTER IV

FINDINGS

The purpose of this study was to examine the critical components, delivery methods, and role of distance learning technology in educational leadership development programs in two-year colleges and to explore the possible emergence of a leadership development program planning model. These programs focused on developing leaders to enable educational institutions to meet the leadership challenges facing two-year colleges in the 21st century. This chapter summarizes the demographic characteristics of the study participants and presents research findings from data analysis to answer the following research questions:

1. What do leadership development program directors believe to be the critical components of leadership development programs?
2. What delivery methods are used for leadership development programs delivered at two-year colleges?
3. What role do distance learning technologies have in the delivery of leadership development programs in two-year colleges?

Overview of Data Collection

A total of 272 presidents of two-year, public colleges accredited by Commission on College (COC) were contacted through email (Appendix D) to request the following information: (a) if they offered a leadership development program at their institution, and (b) if they do offer a leadership development program, contact information for the program director; 41% ($N=112$) of the presidents responded to the email request. More

than half of the responding presidents, 52% ($N=58$), indicated they had leadership development programs. The presidents included contact information for their leadership program directors.

Two instruments were used to gather data from program directors for this study. Survey questionnaires (Appendix A) were used to collect demographic and quantitative data. Telephone interviews (Appendix C) were used to collect qualitative data. Quantitative survey data ($N = 39$) were collected to answer Research Questions 1 and 2. Qualitative interview data ($N = 5$) were collected to answer Research Question 3.

Population

Demographic data were collected and entered into SPSS 17. Using descriptive statistics, frequency tables were created to summarize the demographic information of participants. Data collected included: (a) name of institution, (b) number of full-time student enrollment, (c) number of full-time faculty, and (d) population of leadership development program participants.

Participants represented 30 individual colleges and nine system level leadership development programs. Nine states out of the eleven states accredited by COC were represented in the data. Table 1 presents numbers of leadership development programs surveyed represented by each state.

Table 1

Leadership Development Programs Surveyed in COC States

	AL	FL	GA	KY	LA	MS	NC	SC	TN	TX	VA
Individual Colleges	1	2	0	3	0	1	13	2	1	6	1
System-level	0	0	0	0	0	1	1	1	0	5	1

Full-time student enrollment as reported by 30 individual colleges, ranged from 248 students to 35,000 students with an average enrollment of 9,474 students. Full-time student enrollment as reported by eight system-level institutions ranged from 30,000 to 175,000 students with an average of 70,788 students. Full-time faculty employment as reported by 30 individual colleges ranged from 21 to 650 with an average of 212 full-time faculty. Full-time faculty employment as reported by 8 system-level institutions ranged from 150 to 3,500 faculty with an average of 1,316 faculty. One system-level institution did not report student or faculty enrollment.

Leadership development program participants were represented by faculty, staff, and administrators. All three groups were represented in 87% ($N=34$) of the programs surveyed. Three programs consisted of administrators only, one program consisted of faculty and administrators only, and one program consisted of staff and administrators only.

Results

Quantitative Data Analysis

Quantitative data were collected and entered into SPSS 17. Descriptive statistics using frequency tables and percentages were used to summarize data. The survey

questionnaire investigated (a) program components including modes of delivery and levels of satisfaction, (b) program design including time commitment, size of program enrollment, program location, program format, program give-aways, meal provisions, program assessment, and if distance learning technology was used as a program delivery method, (c) contact information if participant used distance learning technology and was willing to take part in a telephone interview, and (d) contact information if participant wanted to receive a copy of the results of the study.

Research Question 1: What do leadership development program directors believe to be the critical components of leadership development programs?

The first research question examined what leadership development program directors believed to be critical components in a leadership development program. A total of 18 program components were listed in the questionnaire and program directors were asked to identify the program components they utilized in their leadership programs and rate their level of satisfaction with each component they used. In addition, program directors were provided an opportunity to list a program component they used which was not listed and were prompted to rate their level of satisfaction with that particular component.

Figure 1 presents the frequencies of component usage and used as a proxy to understand the value of each component. Eleven of the eighteen components were used by 50% or more of the leadership development programs. Workshops were the only component utilized by every program. Five program components were used by fewer than 25% of the leadership development programs. Leadership exchange was the only component utilized by one program.

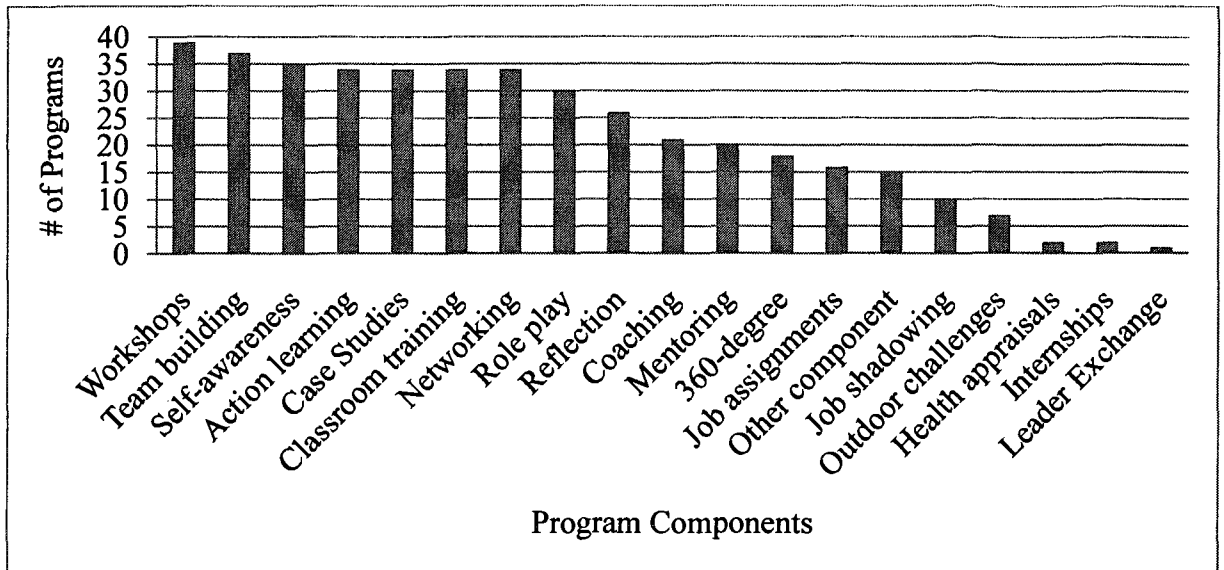


Figure 1. Program Components Used by Leadership Programs

Satisfaction ratings of program components were examined to explore which components had the highest satisfaction rating. Table 2 presents satisfaction ratings for each component. Leadership exchange had the highest satisfaction rating with a 100% “Very Satisfied” rating although only one program utilized this component. Classroom training had the second highest satisfaction rating with 74% of program directors stating they were “Very Satisfied” with this component. Workshops, self-awareness, and team building received over 60% “Very Satisfied” ratings.

Table 2

Program Components Satisfaction Rating

Component	Very satisfied	Somewhat satisfied	Satisfied	Slightly dissatisfied	Very dissatisfied
Job shadowing	40%	50%	10%		
Mentoring	40%	35%	20%	5%	
360-degree	45%	33%	22%		
Reflection	46%	31%	19%		4%
Coaching	48%	52%			
Health appraisals	50%	50%			
Internships	50%	50%			
Networking	50%	29%	21%		
Role play	54%	13%	33%		
Case Studies	54%	26%	14%	6%	
Job assignments	56%	19%	19%	6%	
Action learning	56%	21%	18%	3%	3%
Outdoor challenge	57%	29%	14%		
Team building	62%	24%	8%	3%	3%
Self-awareness	63%	23%	11%		3%
Workshops	64%	20%	13%		3%
Classroom training	74%	12%	15%		
Leader Exchange	100%				

Program directors listed additional components used in their programs with their level of satisfaction rating. These components included expert panels, entrepreneurial learning, and reading specific leadership books as a foundation for discussion. Additional components are presented in Appendix H with satisfaction ratings. All received very satisfied ratings with the exception of three components. Three of the components were similar in nature by including books as a foundation for discussion or the leadership program itself.

Research Question 2: What delivery methods are used for leadership development programs delivered at two-year colleges?

The second research question examined the breadth and variety of delivery methods and program designs of leadership development programs. Program directors were asked to identify if they used face-to-face, real-time delivery for each program component and/or distance learning technologies. Directors were also asked a series of 17 questions to further describe the delivery of their programs.

Nearly half of the program directors surveyed, 49% ($N=19$), reported using distance learning technology to deliver at least one program component. All program components utilized face-to-face, real time delivery methods. Distance learning technologies were used in the delivery of 15 of the 18 program components surveyed. However, distance learning technologies were not used in the delivery of outdoor challenges, health appraisals, or leadership exchange. Figure 2 presents the breakdown of delivery methods utilized in the leadership development programs surveyed for this study.

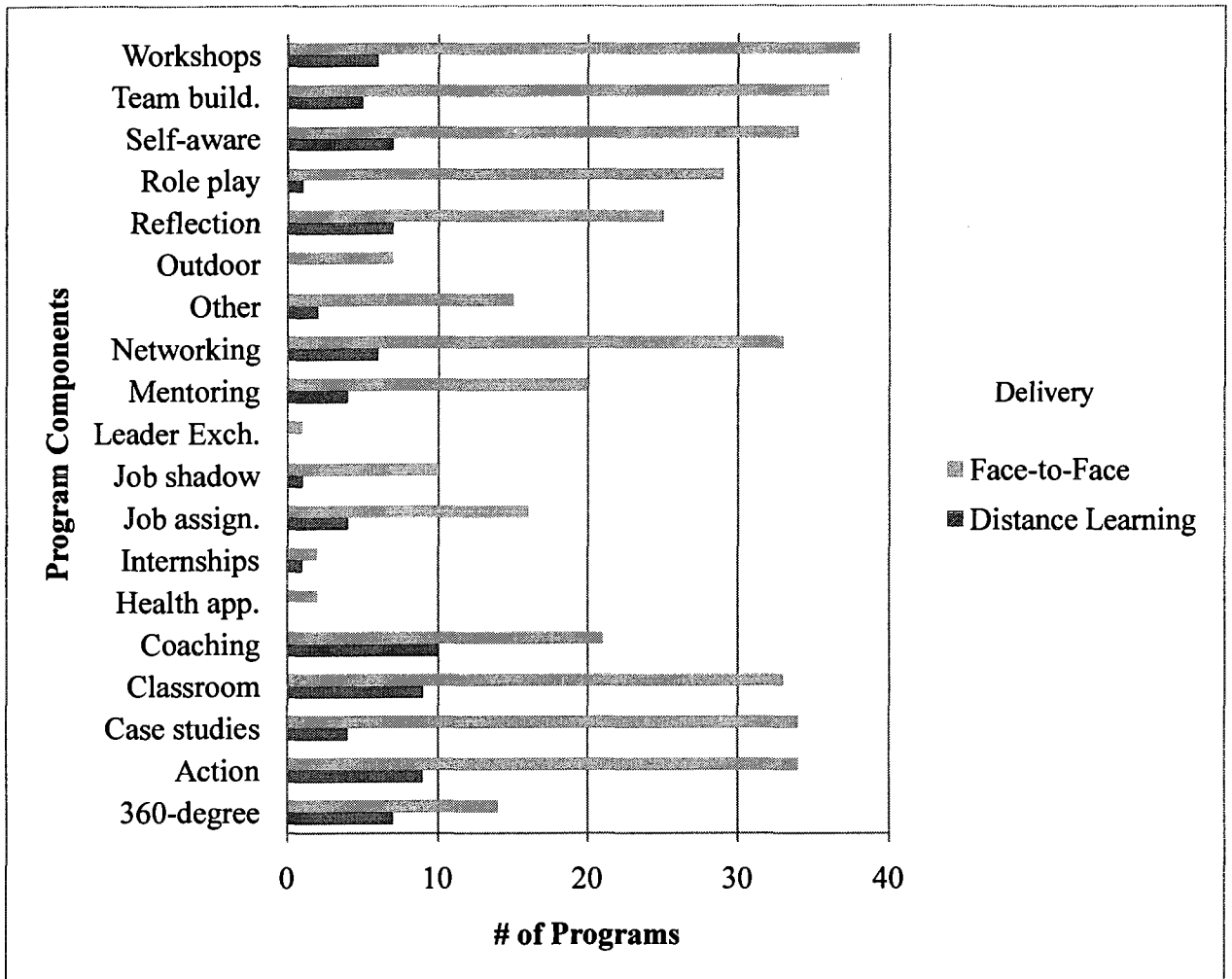


Figure 2. Comparison of Components' Delivery Methods

The overall length of time it took to complete the leadership development programs ranged from programs completed in less than one month to programs taking more than 18 months to complete. In 70% of the programs, between seven and 12 months were required for participants to complete the program. Figure 3 presents frequencies of overall program length.

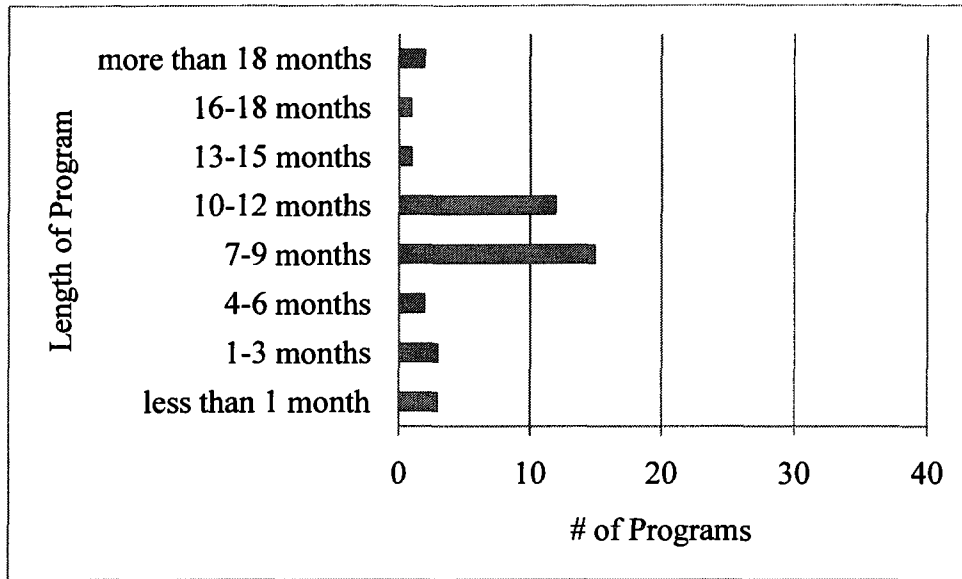


Figure 3. Overall Length of Time for Program Completion

The total number of in-person (face-to-face) scheduled days reported by program directors ranged from 2.5 days to 48 days. In 59% of the programs there were between seven and 12 scheduled days. Data from two responses were inconsistent and not included in analysis of scheduled days. Figure 4 presents frequencies of total number of scheduled days for leadership programs.

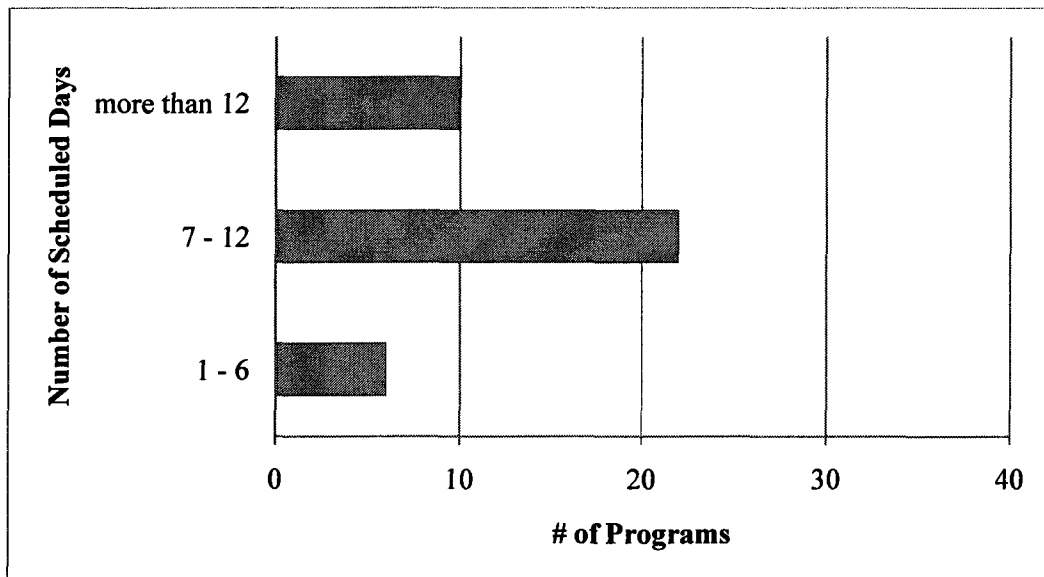


Figure 4. Number of Scheduled Days by Programs

Program directors were asked the total number of hours for the scheduled days in their programs. Total number of hours in leadership development programs ranged from 12 to over 75 hours. In 72% of the programs there were between 30 and 72 total hours. Five directors reported total hours per day rather than the total number of hours for all scheduled days. These data were corrected by multiplying the total hours per day by the number of scheduled days. Three directors did not include total number of hours in their programs.

Programs sessions were scheduled in a variety of formats. Monthly sessions were held in 59% of the programs. Several programs held sessions on consecutive days until program completion, and several held sessions on a bi-monthly basis. Figure 5 presents frequencies of programs' scheduled sessions.

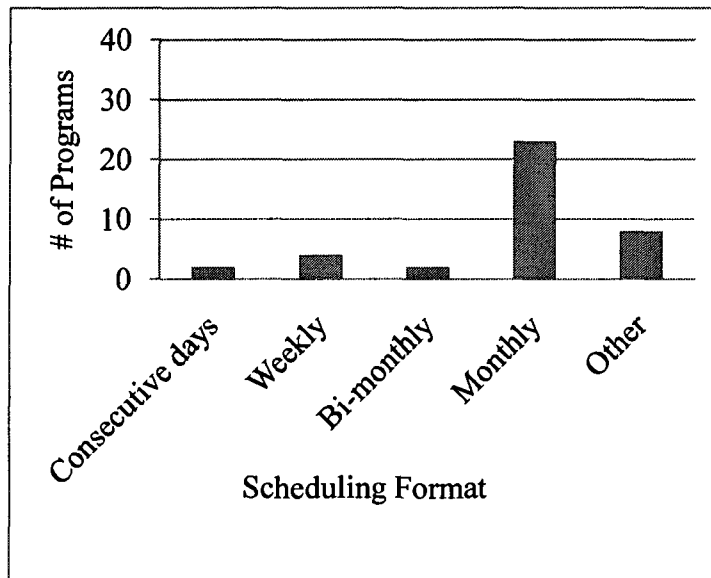


Figure 5. Program Sessions Scheduling Format

Eight program directors selected other to respond to the way they scheduled program sessions. Each response was unique to each program. Table 3 presents directors' descriptions for these eight programs.

Table 3

Program Sessions Scheduling Descriptions - Other

Scheduling-Other	Frequency
3-1-1-1-3	1
4 per semester	1
Leadership Institute is a 2.5 day program. Conference format with learning exercise. Purpose is to develop skills & abilities to confront and solve current and future issues. We stay away from asking each cohort to "solve" a problem.	1
Monthly + kickoff & graduation	1
Multiple days every two months	1
One 4 day session and then 6 two day sessions at 2-3 month intervals	1
Program has scheduled sessions on consecutive days AND program has monthly scheduled sessions.	1
Program has three 2 day retreat and 2 full day drive-in sessions	1

Directors were asked if the scheduled face-to-face sessions were held on-campus, off-campus, or both on- and -off campus. The results in Figure 6 indicated 44% of the directors reported scheduling on-campus sessions and 44% scheduled sessions both on- and off-campus.

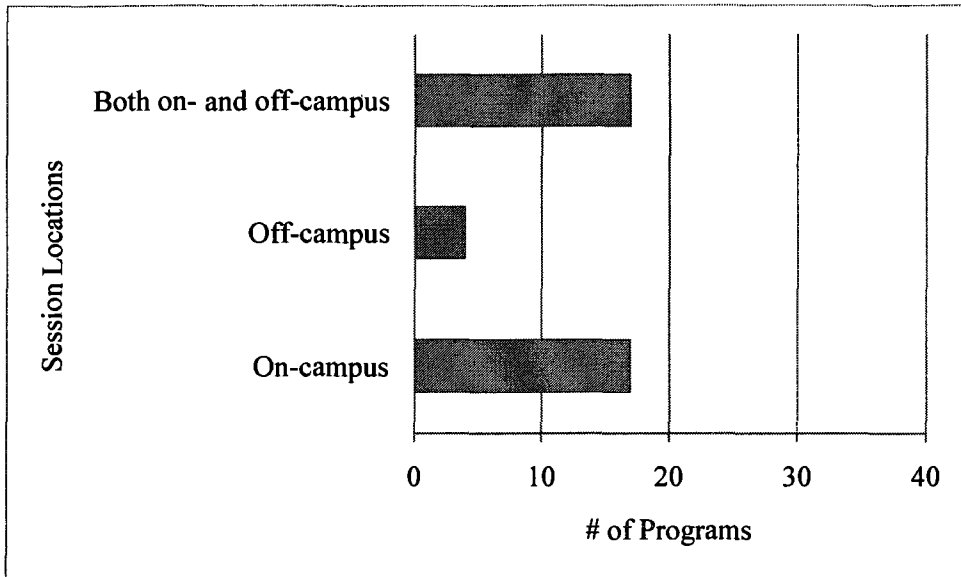


Figure 6. Sessions Locations

The participant selection process was analyzed to further understand how participants are selected in most leadership programs. Figure 7 presents the frequencies of how of participants are selected for leadership development programs. The results indicated 53% of program participants take part in an application process.

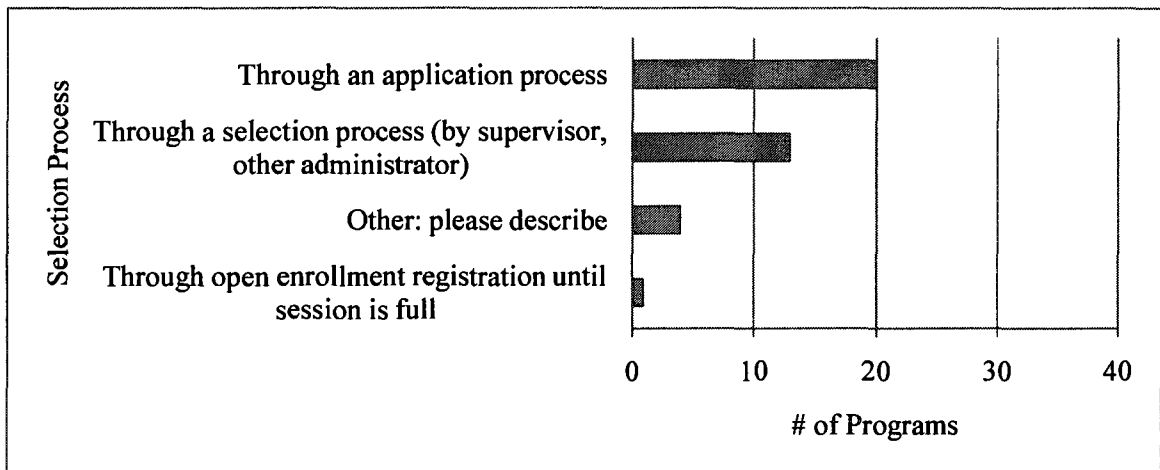


Figure 7. Participant Selection Process

Four directors indicated other as their response to how participants are selected for their program (see Table 4).

Table 4

Participant Selection Process: Other

	# of Programs
By their position and promise	1
College president nominations	1
Combination of application and selection process	2

The majority (95%) of programs surveyed were cohort-based. The maximum number of participants allowed in each program cohort ranged from three to 60 participants with 43% of the cohorts having a maximum of 21-40 participants. Figure 8 presents the results of the maximum number of participants enrolled in program cohorts.

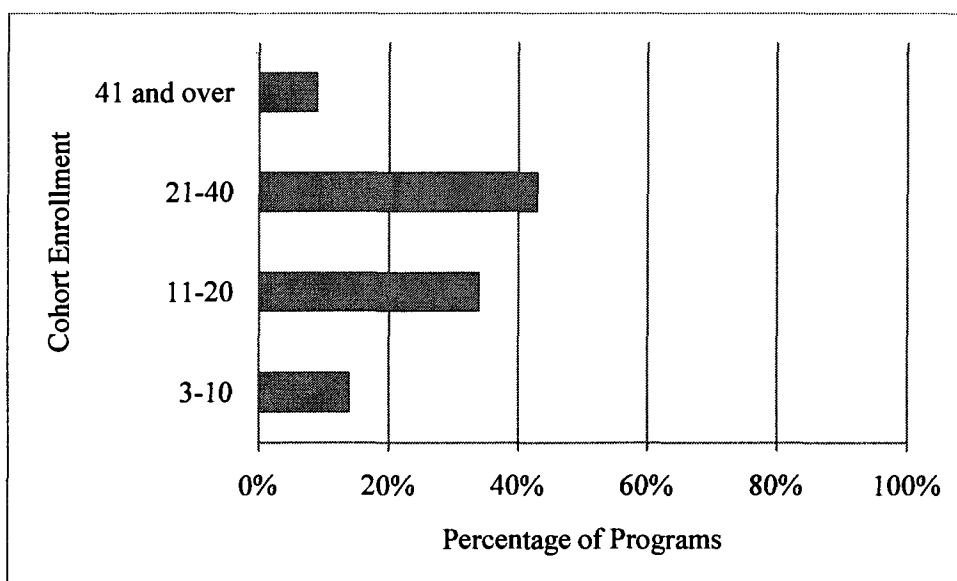


Figure 8. Maximum Cohort Enrollment by Percentage of Programs

The total number of participants completing leadership development programs annually ranged from two to three in one program to over 60 graduates in three programs. Between

2-20 participants graduated in 49% of the programs. Figure 9 presents annual graduation rates.

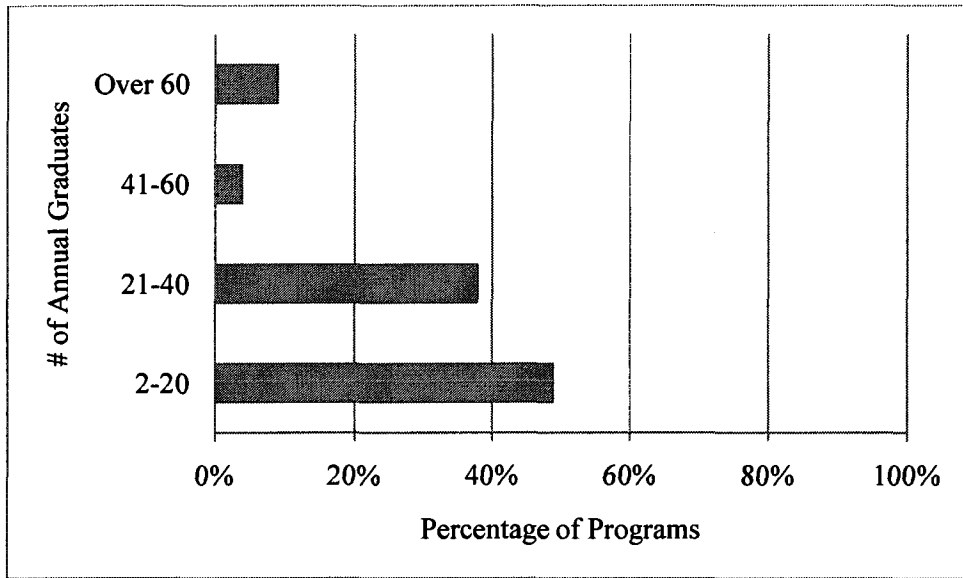


Figure 9. Number of Annual Graduates by Programs

Informal, social time was included in 84% of the programs. Take-aways such as portfolios, books, how-to-guides, totes, knapsacks, gifts, or raffle items were provided by 87% of the programs. Additionally, 95% of the programs provide meals or snacks during their scheduled sessions.

Formal assessments were conducted in 87% of the programs. Each scheduled session was assessed in 57% of the programs. End of program assessments were conducted in 23% of the programs. Program assessment details are presented in Appendix I.

Program directors were invited to provide additional information regarding their program. Eleven directors reported additional information regarding their programs. Two directors indicated their programs were new, one director observed relationship-building

in their cohorts, and one director reported they were adding more online components to their program. Appendix J presents additional program information.

Qualitative Data Analysis

Qualitative research data were collected by conducting telephone interviews following the interview protocol (Appendix C). Program directors who indicated they used distance learning technologies in their leadership development programs were asked if they would participate in a telephone interview to discuss their utilization of technology. Nine directors indicated they were willing to be interviewed and provided their contact information. All nine directors were contacted through email to schedule a telephone interview. Seven directors responded and six telephone interviews were scheduled and conducted. One director withdrew from the interview process stating the leadership group had decided against using distance learning technologies at this point in time.

Five of the six interviews provided information regarding the role distance learning technologies played in the delivery of leadership development programs at each institution. One program director who was interviewed provided information about the institution's leadership development program, but distance learning was not utilized to deliver the program. Since the interview protocol (Appendix C) pertained only to distance learning, data from this interview were not included in the study. There were, as a result, five interviews.

The telephone interviews were transcribed by the researcher. The transcriptions were sent to the appropriate interviewee to confirm the validity of the content. Member checking, when the researcher presents the content back to the participant to make sure

the findings are an accurate account of what transpired, is frequently used by researchers (Creswell & Clark, 2007). Additionally, the researcher triangulated data from the interview transcripts and survey responses submitted by the participants to validate survey responses regarding use of distance learning technologies in the delivery of leadership development programs. NVivo 8 was used to code and analyze data for content analysis to discover emerging themes.

Research Question 3. What role do distance learning technologies have in the delivery of leadership development programs in two-year colleges?

The third research question examined the role distance learning technologies have in the delivery of leadership development programs. Two emerging themes were discovered—collaboration and communication. Programs varied in the amount of distance learning technologies implemented in their delivery, however, all of the directors are considering expanding their usage of distance learning technologies.

Collaboration was identified as an important theme. Distance learning technologies were used to collaborate by conducting virtual meetings, sharing information for group projects, completing program tasks, coaching, and making presentations. Interviewee A reported using Microsoft Sharepoint, a software program which provides space for content sharing, collaboration, and communication online. Articles were posted in Sharepoint for easy sharing. Interviewee A used MediaSite, a video capturing technology, to record presentations. The presentations were posted online at the institution's professional development website for participants who missed sessions.

Interviewee A and Interviewee B conducted the 360-degree feedback component online. Interviewee B stated “people seemed to trust that a little more and be a little bit more forthcoming in making some of those comments than they did with the paper-based.” Interviewee B conducted coaching online by utilizing email to continue coaching at a distance. Case studies were also conducted by Interviewee B in a similar manner to coaching by integrating online activities and email to continue the discussion of the case studies.

Interviewee C reported using Blackboard, a learning management system which provides space for resource sharing, collaboration, and communication. Interviewee C used Blackboard to provide resources such as articles, podcasts, listserv information, video clips, and website links directly related to the topics covered in their leadership program. In addition, Internet chats were created in Blackboard for teams to use as they worked on problems or assignments. Interviewee C stated “We thought the distance learning component was a good way for teams to network with each other.” Interviewee C also provided coaching by setting up individual chat rooms in Blackboard.

Interviewee E used My Teamwork, a multiparty, conferencing technology which provides a collaborative environment, to facilitate group projects and teamwork. Interviewee E reported participants call in with their telephone at the same time they are logged into the My Teamwork space online. Participants were able to present PowerPoint presentations, shared and edited documents, and have conversations. Interviewee E further described teams’ utilization of My Teamwork:

The cohort is broken into five different teams for group projects. Sometimes they have time during that one day, once a month, but a lot of times they have to do work outside of class. That's when they utilize My Teamwork. Mostly for the group project, or if there is something else they want to get a group together to discuss.

Interviewee E also provided FranklinCovey *Insights* for alumni of their leadership development program. *Insights* is an online series of videos focused on topics such as time management or organizational skills. All of the program graduates have access to *Insights* and groups meet once a month to discuss the videos.

Communication was another prominent, emerging theme. Email, discussion boards, blogs, and Internet chats were identified by interviewees as communication tools utilized in their programs. Email was used by all five directors as a means for contacting participants, facilitators, and presenters about program logistics. In addition, email contributed to keeping participants connected between face-to-face sessions.

Two interviewees reported using discussion boards as a way for participants to post their thoughts and responses to articles, books, or general topics. In addition, one program provided teams with their own discussion boards in which only team members had access. This provided team members a space for team projects. Blogs were used in two programs for information and resource sharing purposes. Interviewee C reported using the Internet chat feature in Blackboard. Program participants chatted in real time about group projects, other issues, or program topics. Interviewee C stated "People who are shy in the sessions – sometimes in the chat rooms and in the chat discussions they

come out a lot more because they don't feel as threatened as being in a group looking at 38 people.”

Interviewees were asked if they considered using other technologies in addition to what they were currently using. Interviewee B discussed possibly using audio conferencing—a function integrated in Moodle—their learning management system. This utilization would enable the program to offer virtual meetings. Interviewee C discussed integrating video conferencing into the program. Video conferencing would use two-way audio video in which participants and presenters can see and hear each other in real-time. This type of technology has the potential to save travel time and costs for participants and presenters. In addition, Interviewee C discussed using Second Life, an online virtual world, “for certain aspects of resource development within the program.” Interviewee D discussed using Blackboard and chat rooms, particularly for small group work. Integrating Blackboard would facilitate communication and team work “spanning the months in between their meetings.” Interviewee D has developed and will be deploying a program website to provide program information for participants and others that may be interested in their leadership program.

Interviewees reported many reasons why they used distance learning technologies in their programs. Cost savings and time savings were the two top reasons for implementing technology into leadership programs reported by 60% of the interviewees. Figure 10 presents the reasons distance learning technologies were used in leadership programs and their frequencies as reported by the interviewees.

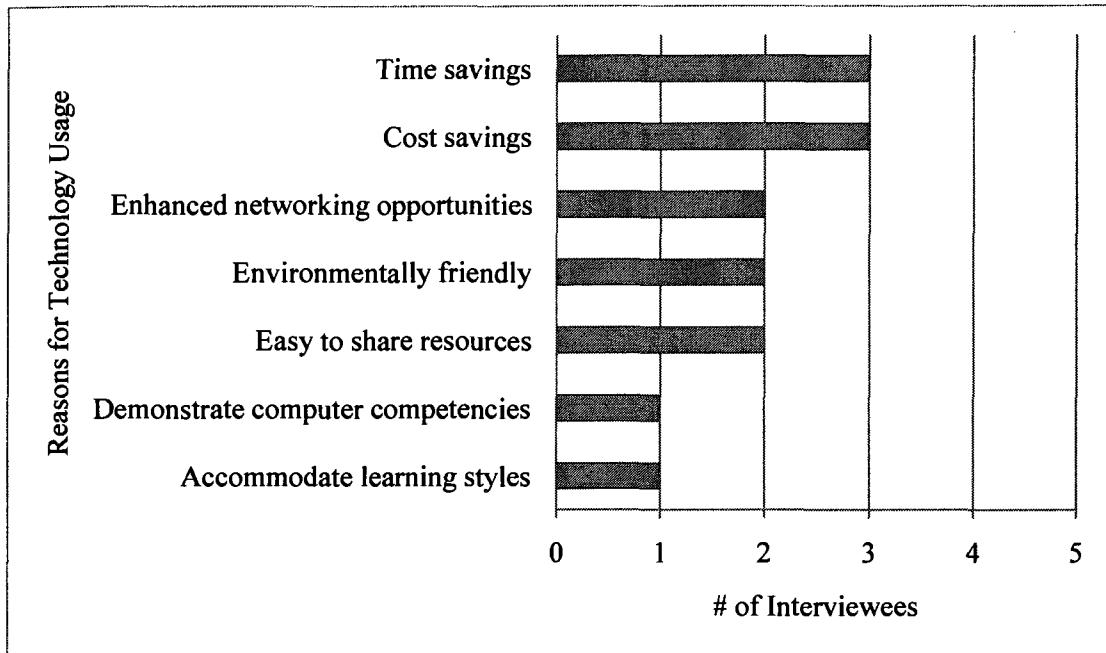


Figure 10. Directors' Reasons for Use of Distance Learning Technologies

Interviewees were asked how they managed user training in the distance learning modality they used to make sure participants, presenters, and facilitators knew how to utilize the technology deployed in the program. Four of the five interviewees provided some type of training or support. Three interviewees provided face-to-face training sessions. In addition to the training sessions, two interviewees provided detailed instructions via email on how to use the technology. One interviewee used co-directors of the program who acted as mentors to participants who needed assistance with using technology.

Interviewees were asked who is responsible to ensure the technologies are operational so program participants, presenters, or facilitators can fully utilize the available technologies. Four of the five interviewees responded the IT departments at their respective institutions were responsible for operations. In addition to the IT

department, one interviewee had an instructional developer on staff who also provided support to the program.

Interviewees were asked what type of feedback they received from participants and presenters regarding the use of distance learning technologies in their programs. This information provided insight regarding the positive and negative experiences participants and presenters had using distance learning technology. Interviewee C was the only director who provided presenters access to the distance learning technology. Interviewee C reported presenters

They like it because they can go in and look at the general discussion board and see the interaction among the participants in the group. A lot of them do that before they come to present. They also like it because they can see the topics and outcomes that have come before them.

Interviewees reported participants' feedback was mostly positive regarding the use of distance learning technologies. Participants in two programs responded positively to 24/7 access to program content, additional resources, and ability to get group projects done through Internet chat or discussion boards. Participants reported missing networking opportunities because they found it difficult to network online compared to face-to-face interaction. Figure 11 provides participants' feedback and their frequencies as reported by the interviewees.

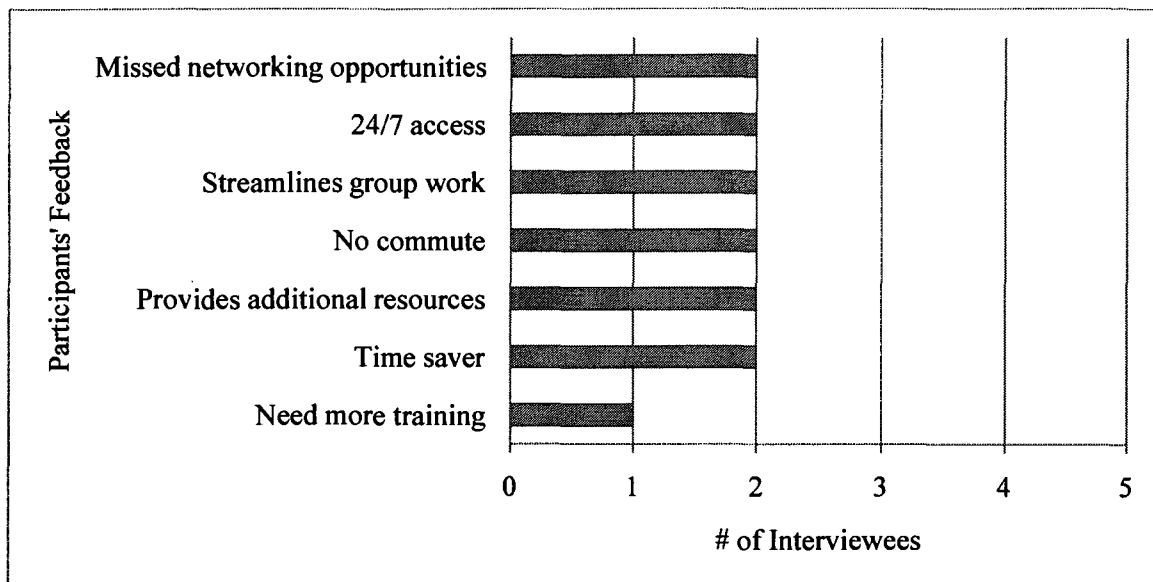


Figure 11. Participants' Feedback on the Use of Distance Learning Technology

Interviewees were asked if they are considering expanding the use of distance learning technologies in their program. All five responded they were considering expansion of technology use. Potential additional technology included audio conferencing, video conferencing, increased usage of learning management systems for resource sharing, research, collaboration, and communication, Facebook, and finally, Twitter. Interviewee C indicated they were creating an alumni team of program graduates to come up with new ideas for the distance learning aspect of their program.

Interviewees were asked if they used distance learning technologies which did not meet their expectations to better understand appropriate technologies for program delivery. Most technologies met their expectations. Interviewee B reported face-to-face sessions allowed for more spontaneous conversations and spontaneity is difficult to achieve in an online environment. Interviewee C reported sometimes participants did not like using the team pages that were set up for them. They preferred to use their own

email. Interviewee E discussed how the usage of their blog started off slowly but later increased in participant usage.

Finally, interviewees were asked how distance learning technologies contributed to their programs. Three of the five interviewees reported efficiency as an important contribution. Figure 12 presents contributions and their frequencies as reported by the interviewees.

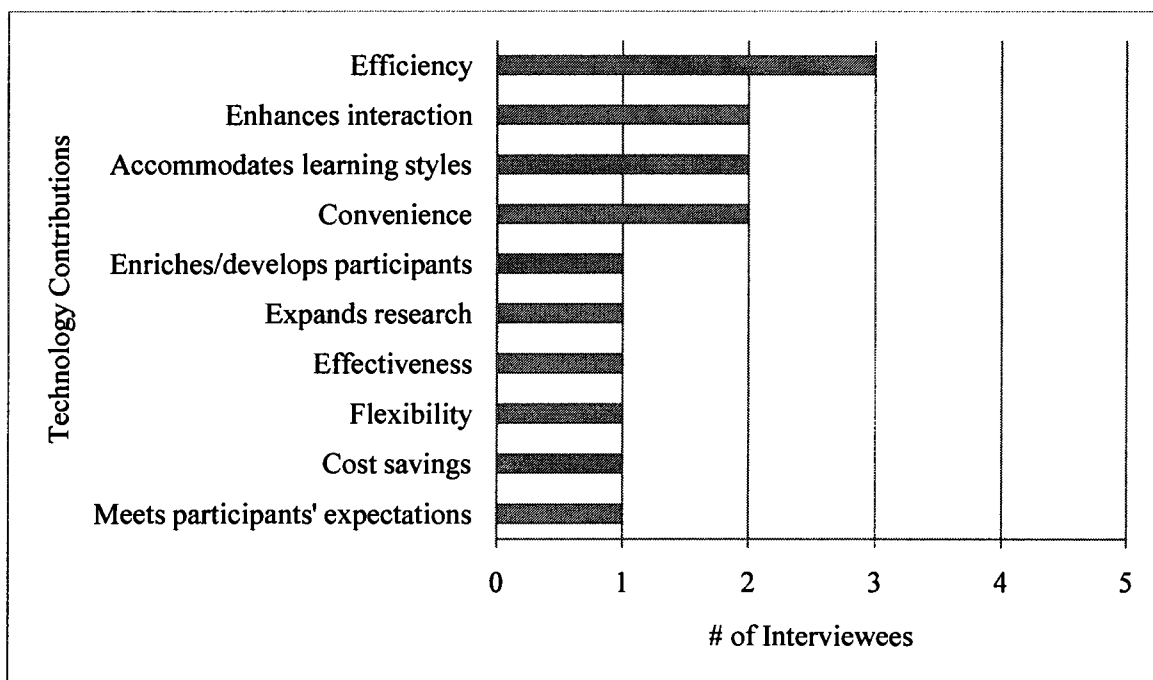


Figure 12. Distance Learning Technology Contributions to Leadership Programs

Summary

This chapter has provided a description of the demographic data pertaining to the population surveyed and interviewed. The data collected has been presented as it pertains to the study's three research questions. A discussion of the findings of the study and recommendations for further research are presented in Chapter 5.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Overview of the Study

This study examined critical components, delivery methods, and the role of distance learning technology applied to educational leadership development programs in two-year colleges. The programs studied were provided by two-year colleges accredited by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS). These programs focused on developing leaders who could tackle the challenges facing two-year colleges in the 21st century.

This study was guided by the following questions:

1. What do leadership development program directors believe to be the critical components of leadership development programs?
2. What delivery methods are used for leadership development programs delivered at two-year colleges?
3. What role do distance learning technologies have in the delivery of leadership development programs in two-year colleges?

A comprehensive literature review, survey of two-year college leadership development program directors, and interviews were conducted to identify critical components, as perceived by program directors, and methods of program delivery of leadership development programs. A review of how distance learning technologies were used in program delivery at individual institutions was conducted. A summary of findings, implications, and recommendations for further study are presented in this chapter.

Summary of Findings

Quantitative Data Summary

Through a literature review, eighteen program components emerged that were utilized by leadership development programs. Program directors, identified by college presidents of two-year colleges accredited by COC, were then surveyed to identify which of the eighteen components they used in their programs and to rate their satisfaction level with each component they utilized. All eighteen components listed were used by at least one leadership program, which served as a proxy for determining component eligibility. Workshops were the only component utilized by every program, whereas leadership exchange was the only component utilized by just one program. Eleven of the eighteen components were used by 50% or more of the leadership development programs. Eight of the top 11 program components received a 50% or more “Very Satisfied” rating from program directors. These included (a) classroom training, (b) workshops, (c) self-awareness, (d) team building, (e) action learning, (f) case studies, (g) role play, and (h) networking.

Program directors were provided an opportunity to identify a component they used, which was not listed in the questionnaire, and were then prompted to rate their level of satisfaction with that particular component. Fourteen directors added components including, but not limited to, expert panels, entrepreneurial learning, and service projects. Three of the components were similar in nature by including books which served as either a foundation for the leadership program or simply for discussion purposes. All additional components received very satisfied ratings with the exception of three components. Researching literature and articles received a satisfied rating from one

program director; a program which included mentoring with presentations, field trips, hands-on participation and group project at end of year received a somewhat satisfied rating from one program director; and, appreciative inquiry received a very dissatisfied rating from one program director (see Appendix H).

All surveyed leadership program directors utilized face-to-face, scheduled sessions for program delivery. Nearly half of the program directors, 49% ($N=19$), integrated distance learning technologies into program delivery. In addition, research results found the majority of components, 83% ($N=15$), were delivered through distance learning technologies (see Figure 13). Distance learning technologies were used in addition to, or in place of, face-to-face scheduled sessions. Distance learning technologies were not used in the delivery of outdoor challenges, health appraisals, or leadership exchange.

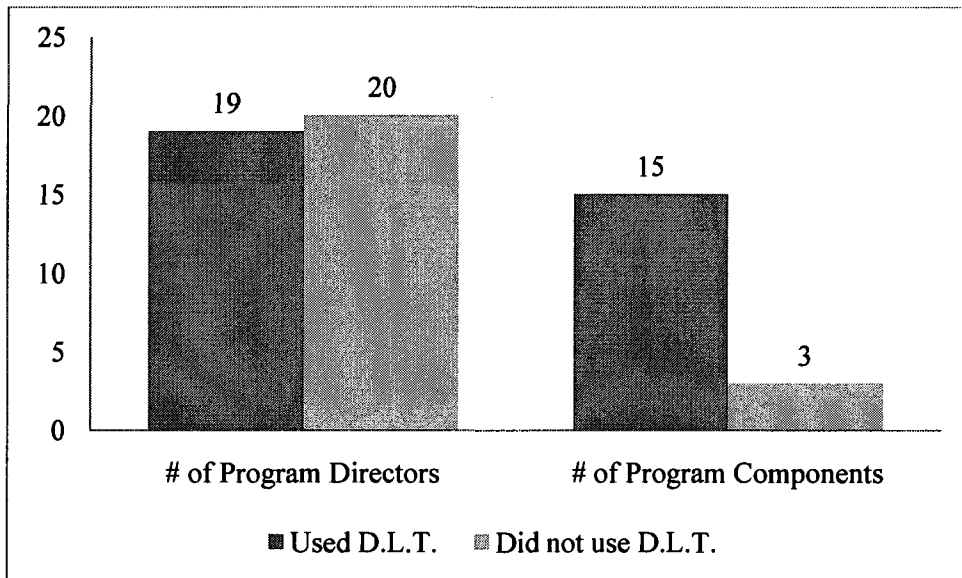


Figure 13. Distance Learning Technologies Utilization

The following contains a summary of program delivery methods pertaining to timeframe, location, cohort enrollment, application process, provisions, and program assessment processes most used by program directors. In 70% of the programs, time for program completion ranged between seven and 12 months; 59% of the programs scheduled seven to 12 days with 72% of the programs scheduling between 30 and 72 total program hours. Monthly scheduled sessions were held in 59% of the programs with 45% scheduled on-campus, 45% scheduled both on- and off-campus, and 10% scheduled off-campus only. Participants were selected through an application process in 53% of the leadership programs. The majority (95%) of programs were cohort-based with 43% of the cohorts having a maximum of 21-40 participants. Between 2-20 participants graduated annually in 49% of the programs. Informal time was included in 84% of programs. Take-aways were provided by 87% of the programs and 95% of the programs provided meals or snacks during the scheduled sessions. Formal assessments were conducted by 87% of the programs. With these described delivery methods, the researcher is able to derive salient conclusions to put forward in a suggested program planning model.

Qualitative Data Summary

The role of distance learning technology in the delivery of leadership development programs was examined to determine its impact on the delivery of leadership development programs. Two emerging themes were discovered—collaboration and communication. Distance learning technologies provided collaborative learning environments and effective communication tools in the delivery of leadership development programs.

Virtual meetings and Internet chats allowed groups or teams to collaborate on projects in-between face-to-face sessions effectively and efficiently. Participants at colleges which had multiple campuses and were geographically spread out benefited from these technologies by saving travel expenses. Program directors reported reimbursement for travel was limited due to their college's budget reductions. Utilizing technology for virtual meetings or presentations provided a means for greater interaction and involvement with program participants while also staying within budget constraints. Further, attending a virtual meeting or taking part in an Internet chat meant no travel time – participants were virtually connected conveniently at an Internet connection of their choice. This provided greater flexibility for scheduling meetings and presentations, and therefore, greater involvement from program participants.

Distance learning technologies provided effective communication tools enhancing leadership development programs participants' experiences. Discussion boards, integrated within learning management systems, allowed participants to discuss assigned topics, group work, or ask program or other questions in an asynchronous format, accessible to participants at any time. The flexibility and accessibility of discussion boards allowed for discussions to occur without the limitations of scheduling a specific time to talk. Email was used extensively by program directors and participants to share and exchange information with each other in a timely and efficient manner. Posting and uploading resources to learning management systems provided a cost effective solution for program directors. Several program directors reported they no longer needed to budget the costs of printing and postage for program materials because they uploaded

program documentation for participants. Participants' feedback was positive, citing 24/7 access to resources was beneficial.

Participants experienced enhanced networking opportunities through the collaborative learning environments and effective communication tools provided by distance learning technologies. These opportunities strengthened participants' engagement with each other and their commitment to the program. Further, distance learning technologies were cited as environmentally-friendly due to the program director's ability to limit travel and limit printing program information and resources, where appropriate.

All five directors responded they were considering expanding the use of distance learning technologies. Potential additional technology included audio and video conferencing as well as an increase in the usage of learning management systems for resource sharing, collaboration, and communication. For example, Interviewee E stated "As people become more comfortable with distance learning we will be able to incorporate it more and more and it will become standard practice instead of best practice." Directors found distance learning technologies contributed to accommodating different learning styles, the efficiency of their programs, enhanced interaction, and provided convenience for participants, presenters, and facilitators.

Implications of Study

Leadership development programs today are comprised of program components that offer a variety of leadership experiences. The diversity of programs in many educational institutions fits the unique needs of each institution (Land, 2003). Although the content of successful leadership development programs is individualized for the

institutions, there are prevalent program components and delivery methods found across institutions. Limited literature does not wholly provide the scope of leadership development program components and delivery methods (Day, 2000). Therefore, it was essential to add value to the research on this topic by examining the diversity of leadership development programs for current commonalities of program components and delivery methods and to explore the possible emergence of a leadership development program planning model.

The most common approach continues to be a formal classroom program; however, embedded developmental experiences in the context of the individual's work is emerging as a trend (Day, 2004). The literature supports the findings of this study because the most common approach to leadership development, discovered in the research, was through classroom training and workshops. In addition, literature suggests that although classroom training may be a part of leadership development, it is important to integrate additional developmental experiences into leadership development programs (Bersin, 2008; Day, 2004; Hernez-Broome & Hughes, 2004). Research results indicated developmental experiences were essential components in the leadership development programs surveyed. The majority of program directors integrated a variety of program components in their leadership programs.

The following discussion suggests a program planning model for leadership development programs. The proposed model may be utilized by two-year college leaders and leadership development program directors or developers for the purposes of program development. The planning model addresses program components selection,

recommended program delivery methods, and ways to integrate distance learning technology in the delivery of leadership programs.

Proprietary Leadership Development Program Planning Model

The model for developing leadership programs is comprised of two parts including (a) program components selection, and (b) delivery methods selection, including identifying distance learning technology implementation, if appropriate. The proposed model lays the foundation for developing a leadership program, which fits the unique needs of institutions seeking to develop their own leadership programs. The program planning model guides program developers through a process which assists them in identifying program components and delivery methods based on recommendations from the results of this study (see Figure 14).

Proprietary Leadership Development Program Planning Model

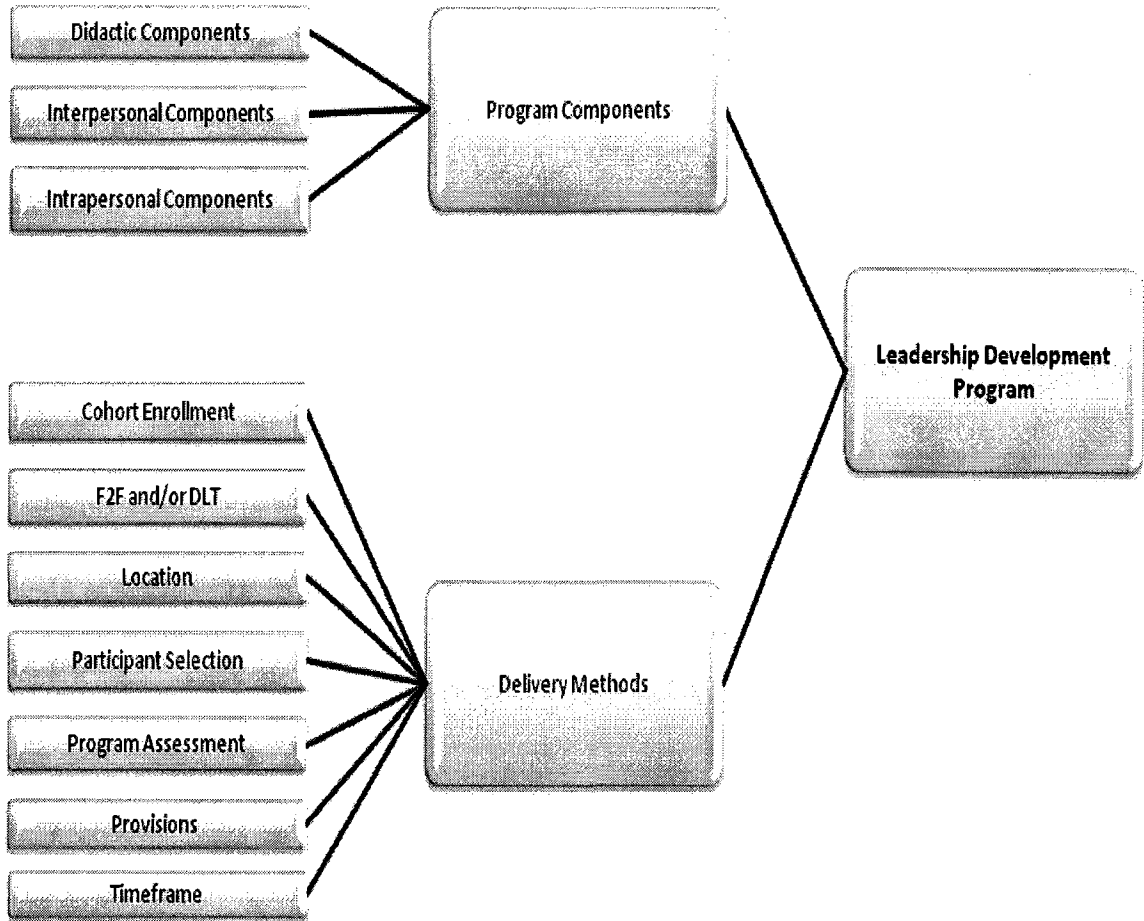


Figure 14. Proprietary Leadership Development Program Planning Model

The Proprietary Leadership Development Program Planning Model is a culmination of this study and an axis upon which further research can be based.

Program Components Selection

Program component selection is one part of the program planning model. The researcher suggests the program components identified by the literature and the leadership development program directors naturally fall into three distinct categories: didactic, interpersonal, and intrapersonal. The didactic category consists of components

whose primary focus is intended to be instructional in nature. The interpersonal category consists of components that require interaction with program participants, facilitators, directors, or others that are included in the leadership program. The intrapersonal category consists of components that require participants to reflect on various aspects of themselves.

Leadership development programs should provide a variety of leadership development experiences. According to McDaniel (2002, pg. 81), “the best leadership development blends job experience, educational initiatives, guided practical experience, and targeted performance feedback into a systemic process for ongoing leadership development.” In addition, great leadership development provides a mix of learning experiences, including lectures, case studies, experiential exercise, simulations, and other experiences (McDaniel, 2002). An evident trend in the last 20 years is increasing the use and recognition of the effectiveness of a variety of developmental experiences. (Hernez-Broome & Hughes, 2004). The researcher suggests selecting at least one component from the didactic, interpersonal, and intrapersonal categories will provide program participants with a variety of leadership experiences for effective leadership development.

To determine program components, the researcher offers the following selection parameters. The results of the research indicated leadership development program directors believed eight program components to be critically important, as signified by their high rate of usage and satisfaction ratings. These eight program components were categorized by the researcher as follows: (a) didactic components include classroom training, role play, and workshops, (b) interpersonal components include action learning, case studies, networking, and team building, and (c) intrapersonal component included

self-awareness (see Figure 15). Ultimately, leadership program developers are encouraged to select at least one program component from each category to be included in their leadership development programs.

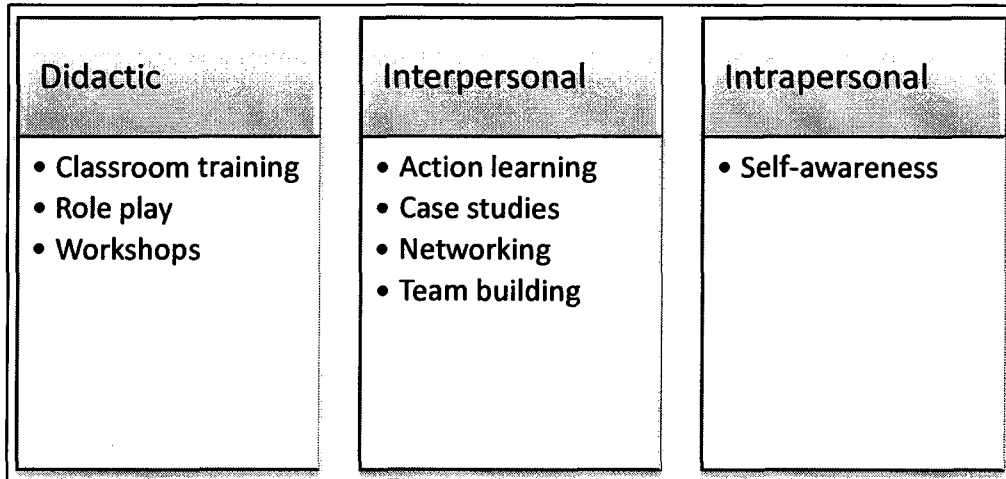


Figure 15. Program Components Categorized for Selection Process

Program Delivery Methods

Identifying program delivery methods is the second part of the program planning model. Program developers need to determine if they will use face-to-face sessions and/or distance learning technology to deliver content in their programs. In addition, program developers need to select assessment methods, the program's schedule and timeframe, participant selection process, and additional items necessary for the delivery of the program.

The research indicated all program directors surveyed utilized face-to-face, scheduled sessions to deliver leadership development programs. It is therefore suggested that face-to-face, scheduled sessions are included in all leadership development programs. This recommendation is based on the research results that all program directors surveyed, recognized by the researcher as knowledgeable in their field of leadership development, utilized this method of delivery.

Although less than half of the program directors surveyed, 49% ($N=19$), reported using distance learning technology, the researcher suggests leadership program directors consider implementing distance learning technology as part of their program delivery methods. This recommendation is based on the research which found the majority of components, 83% ($N=15$), were delivered through distance learning technologies. Distance learning technologies were used in addition to, or in place of, face-to-face scheduled sessions. This indicates distance learning technologies have broad application in the delivery of leadership development programs.

The role distance learning technologies play in contributing to the delivery of leadership development programs is new, evolving with the development of innovative technologies and their implementations. This development is evidenced by the responses of all five directors who indicated they were considering expanding the use of distance learning technologies in their programs. Directors found distance learning technologies contributed to the efficiency of their programs, enhanced interaction, accommodated different learning styles, and provided convenience for participants, presenters, and facilitators. Moreover, the challenges of maintaining day-to-day operations leave limited funds for what may be perceived as lower priorities such as professional and leadership development. Integrating distance learning technology into the delivery of leadership development programs may contribute to creating a more efficient program model. Table 5 provides a list of suggested ways to implement distance learning technology in leadership development programs to enhance communication and collaboration as presented by the results of this study.

Table 5
Suggested Distance Learning Implementations

Implementation	Distance Learning Technology
Audio-video in real time	Audio-video conference equipment and connection
Discussion Board	Learning management system (LMS)
Email	Email program or LMS
Group projects	LMS, email
Internet Chats	LMS
Research	Internet, LMS
Resource sharing	LMS
Video capture	Audio video equipment
Virtual meetings	LMS, web conference equipment and connection

This study identifies delivery methods frequently used by institutions to deliver leadership programs. As program directors or developers select delivery methods for their leadership programs, it is essential to examine the most frequently used delivery methods as a source for delivery method selection. The Proprietary Leadership Development Program Planning Model includes seven delivery methods categories program directors or developers should consider while developing a leadership development program. The categories include (a) cohort enrollment, (b) face-to-face and/or distance learning technology, (c) location, (d) participant selection, (e) program assessment, (f) provisions, and (g) timeframe. Suggestions for delivery methods selections for each category can be found in Table 6. Leadership program directors or developers are encouraged to select

delivery methods using the program planning model and suggested delivery methods as they develop their leadership program.

Table 6
Suggested Program Delivery Methods

Delivery Method Category	Suggested Delivery Method
Cohort Enrollment	21-40 maximum participants
Face-to-Face and/or D.L.T.	Face-to-face delivery integrating D.L.T. if appropriate
Location	On-campus, however, some off-campus sessions if possible
Participant Selection	Application process
Program Assessment	Assess each session, evaluate end of program
Provisions	Provide meals or snacks; provide take-aways such as portfolios, books, how-to-guides, totes, knapsacks, gifts, or raffle items
Timeframe	Program length: 7–12 months Monthly, scheduled sessions: 7–12 days Total number scheduled hours: 30-72

One of the challenges facing two-year college leaders today is developing or sustaining sufficient institutional leadership. Developing and implementing leadership development programs to meet institutional leadership needs with timely and effective outcomes is essential. Research indicates leadership development programs implemented in isolation from their environment rarely bring about significant changes (Hernandez-Broome & Hughes, 2004). Therefore, two-year college leaders may consider developing and implementing leadership development programs at their own institution to ensure a qualified pool of faculty and staff ready to ascend to leadership positions.

The Proprietary Leadership Development Program Planning Model offers a solution for two-year college leaders and leadership program directors or developers who seek to develop leadership development programs for their institutions. The model presents a two part process, selecting program components and delivery methods, with suggested guidelines based on recommendations from the results of this study. This model will contribute, ideally, to the growth and development of leadership programs at two-year colleges, thus growing the pool of leaders in a timely manner and mitigating one of the significant challenges facing two-year colleges in the 21st century.

Recommendations for Future Research

Based on the results of this study, several recommendations for future research emerged. To further explore the role of distance learning technology in leadership development programs in two-year colleges, the researcher suggests this study be conducted again with a larger sample. A larger sample will mitigate the challenging limitation of this study—the low response rate of program directors—who utilize distance learning technologies and were willing to be interviewed. The survey was

administered to two-year, public colleges accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, which is recognized by the Council for Higher Education (CHEA). Administering the survey to additional accrediting organizations recognized by CHEA would increase the participation rate. With an increased participation rate, a greater number of interviews would be conducted, providing ample data to understand the scope of the role of distance learning technology in leadership development programs.

Second, testing the proposed Proprietary Leadership Development Program Planning Model for program and participant outcomes may validate the usefulness of the proposed model. Testing the model may also provide additional information that can be used to refine or strengthen the model. Collecting more data regarding why program directors utilized the program components they selected may provide a stronger foundation for suggested critical components included in the model. As the findings of this study suggested, eight program components were used by more than 50% of the program directors and received more than 50% “Very Satisfied” ratings. Several components had more than 50% usage but slightly lower satisfaction ratings, or less usage and received more than 50% “Very Satisfied” ratings. As an example, the program component “reflection” was used by more than 50% of the directors; however, some of the directors rated the component with “Very Dissatisfied,” “Somewhat Satisfied,” “Satisfied,” or “Very Satisfied.” Additional information from program directors may provide a greater understanding for which program components are critical to leadership development programs and potentially, how to best implement these components.

Third, evaluating the effectiveness of leadership development programs may contribute to strengthening programs. Data may provide additional and valuable information for which program components and delivery methods contribute significantly to program participants' leadership experiences. Do some components provide leadership experiences that enable participants to progress in their careers? Do some components provide leadership experiences that facilitate individual growth or the ability to contribute to the organization in a leadership capacity? The answers to these questions may provide further insight into what comprises the best selection of components and delivery methods for leadership development programs.

Finally, an investigation of the use of distance learning technology in comparison to face-to-face, scheduled sessions is recommended. Each of the program directors interviewed for this study made comments indicating distance learning technology was not an adequate replacement for in-person meetings. Several directors stated distance learning technology does not accommodate informal networking because participants are not able to socialize in a distance learning environment as readily as in a face-to-face environment. What is the best use of distance learning technology in the delivery of leadership development programs? How can distance learning technology contribute to the efficiency of program delivery without compromising the effectiveness of leadership development experiences? Further exploration of aligning distance learning technologies with leadership program delivery may contribute to ensuring and promoting the best use of distance learning technologies for leadership development.

Conclusion

Post-secondary education is facing an impending shortage in the quality and quantity of leaders in the near future. Two-year colleges in particular are facing a dearth of leadership. Two-year colleges need to develop and implement leadership development programs in a timely manner despite limited resources to meet the imminent demand for leaders.

The focus of this study was to add to the body of literature on leadership development programs by identifying program components and delivery methods frequently used by institutions to deliver leadership programs. Further, this study examined the role of distance learning technology in educational leadership development programs. The Proprietary Leadership Development Program Planning Model emerged as a result of this study.

Developing and sustaining sufficient institutional leadership is a critical and urgent issue that must be addressed (Amey, 2002). Effective leaders are vital to their respective institutions, and to the field of education. The results of this study offer a program planning model to be utilized by two-year colleges, and potentially other post secondary institutions, to develop leadership development programs. This model may contribute to the numerical growth and programmatic development of leadership programs in a timely manner because it provides the basic components and delivery methods for program development within an efficient framework. The Proprietary Leadership Development Program Planning Model includes utilizing distance learning technologies in new and emerging ways to communicate and collaborate in leadership development programs. Program directors or developers can utilize the program planning

model to develop programs which meet the needs of their institutions. These leadership programs are focused on developing leaders to enable educational institutions to meet the leadership challenges facing two-year colleges in the 21st century.

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APPENDICES

Appendix A

Leadership Development Programs Survey Questionnaire

This survey is designed to collect information about program components and delivery methods used in leadership development programs designed for faculty, staff, and administrators in two-year institutions. Your responses will provide information that may contribute to developing a program planning model for leadership development programs to be used in post-secondary education. Questions or comments may be sent to Mary Clare DiGiacomo at mdigi002@odu.edu. Your responses are completely confidential.

Instructions: The survey should take approximately 15 minutes to complete. Select *Next* to begin taking survey.

Part I: Demographics

Please answer the following questions.

1. What is the name of your institution?	Institution's Name: _____
2. What is your institution's full-time student enrollment?	Student Enrollment _____ (Insert number)
3. How many full-time faculty are employed at your institution?	Full-time Faculty _____ (Insert number)
4. Who participates in your leadership development programs? <i>Select all that apply.</i>	Faculty _____ Staff _____ Administrators _____

Part II: Program Components

Select all of the program components used in your leadership development program. Complete the associated questions for each component. For the purposes of this survey, when identifying program component delivery methods, please use the following definitions to guide your responses:

Distance learning technologies include: interactive audio/video conferencing (two-way video with two-way audio); one-way video with two-way audio; interactive audio (telephone); interactive audio (via computer and Internet); one-way audio transmission (e.g. podcasting, pre-recorded audiotapes); computer-based content delivery via the internet (i.e. learning management system such as Blackboard or ANGEL); computer-based content delivery via DVD or CD

Face-to-Face includes: in-person, real-time

Program Components	Responses
5a. Is 360-degree feedback used in your leadership development program? <i>(Employee development feedback that comes from managers, peers, direct reports and self assessment)</i>	<input type="checkbox"/> Yes <i>(Continue with question 5b.)</i> <input type="checkbox"/> No ____ ♦ SKIP to 6a
5b. How satisfied are you with the 360-degree feedback component as used in your program?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied
5c. Check each of the following program component delivery methods used with 360-degree feedback (as many as apply)	<input type="checkbox"/> Distance learning technologies <input type="checkbox"/> In-person, face-to-face
6a. Is action learning used in your leadership development program? <i>(Work on important job-related issues in real time, usually involves team-based projects. An organized process of learning and reflection matched with the importance of addressing a problem of strategic importance to an institution)</i>	<input type="checkbox"/> Yes <i>(Continue with question 6b.)</i> <input type="checkbox"/> No ____ ♦ SKIP to 7a
6b. How satisfied are you with the action learning component as used in your program?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied
6c. Check each of the following program component delivery methods used with action learning (as many as apply)	<input type="checkbox"/> Distance learning technologies <input type="checkbox"/> In-person, face-to-face
7a. Are case studies used in your leadership development program? <i>(Written summaries of real-life or hypothetical cases developed for the purposes of problem-solving issues provided in the case)</i>	<input type="checkbox"/> Yes <i>(Continue with question 7b.)</i> <input type="checkbox"/> No ____ ♦ SKIP to 8a
7b. How satisfied are you with the case studies component as used in your	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied

program?	<input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied
7c. Check each of the following program component delivery methods used with case studies (as many as apply)	<input type="checkbox"/> Distance learning technologies <input type="checkbox"/> In-person, face-to-face
8a. Do you use coaching in your leadership development program? <i>(Coaches work with individuals and focus on issues such as interpersonal or leadership skills; improving individual performance; enhancing careers; or working through institutional issues such as mergers or significant change initiatives.)</i>	<input type="checkbox"/> Yes <i>(Continue with question 8b.)</i> <input type="checkbox"/> No ____ ♦ SKIP to 9a
8b. How satisfied are you with the coaching component as used in your program?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied
8c. Check each of the following program component delivery methods used with coaching (as many as apply)	<input type="checkbox"/> Distance learning technologies <input type="checkbox"/> In-person, face-to-face
9a. Do you use health appraisals in your leadership development program? <i>(Often includes fitness level testing, cholesterol checks, and weight.)</i>	<input type="checkbox"/> Yes <i>(Continue with question 9b.)</i> <input type="checkbox"/> No ____ ♦ SKIP to 10a
9b. How satisfied are you with the health appraisals component as used in your program?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied
9c. Check each of the following program component delivery methods used with health appraisals (as many as apply)	<input type="checkbox"/> Distance learning technologies <input type="checkbox"/> In-person, face-to-face
10a. Do you use internships in your leadership development program? <i>(Offer hands-on experience and a comprehensive view of what an administrator's position entails.)</i>	<input type="checkbox"/> Yes <i>(Continue with question 10b.)</i> <input type="checkbox"/> No ____ ♦ SKIP to 11a
10b. How satisfied are you with the internship component as used in your program?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied
10c. Check each of the following program	<input type="checkbox"/> Distance learning technologies

component delivery methods used with internships (as many as apply)	<input type="checkbox"/> In-person, face-to-face
11a. Do you use job assignments in your leadership development program? <i>(Experiences through new and challenging job assignments to master team-building, strategic thinking, and developing persuasion and influence skills.)</i>	<input type="checkbox"/> Yes <i>(Continue with question 11b.)</i> <input type="checkbox"/> No ____ ♦ SKIP to 12a
11b. How satisfied are you with the job assignments component as used in your program?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied
11c. Check each of the following program component delivery methods used with job assignments (as many as apply)	<input type="checkbox"/> Distance learning technologies <input type="checkbox"/> In-person, face-to-face
12a. Do you use job shadowing in your leadership development program? <i>(Allows participants to shadow an individual who already has achieved the position they want.)</i>	<input type="checkbox"/> Yes <i>(Continue with question 12b.)</i> <input type="checkbox"/> No ____ ♦ SKIP to 13a
12b. How satisfied are you with the job shadowing component as used in your program?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied
12c. Check each of the following program component delivery methods used with job shadowing (as many as apply)	<input type="checkbox"/> Distance learning technologies <input type="checkbox"/> In-person, face-to-face
13a. Do you use leadership exchange in your leadership development program? <i>(An experiential learning opportunity that pairs up leaders to be able to observe leadership in practice. Two leaders are paired up and each act as host at their respective institutions. Each visits the other leader's campus as observers. After each exchange, both participants provide each other with feedback about each other's leadership styles. After both exchanges a debriefing is facilitated by their coach.)</i>	<input type="checkbox"/> Yes <i>(Continue with question 13b.)</i> <input type="checkbox"/> No ____ ♦ SKIP to 14a
13b. How satisfied are you with the leadership exchange component as used in your program?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied

13c. Check each of the following program component delivery methods used with leadership exchange (as many as apply)	<input type="checkbox"/> Distance learning technologies <input type="checkbox"/> In-person, face-to-face
14a. Do you use mentoring in your leadership development program? <i>(A committed, long-term relationship in which a senior person (mentor) supports the personal and professional development of a junior person.)</i>	<input type="checkbox"/> Yes <i>(Continue with question 14b.)</i> <input type="checkbox"/> No ____ ♦ SKIP to 15a
14b. How satisfied are you with the mentoring component as used in your program?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied
14c. Check each of the following program component delivery methods used mentoring (as many as apply)	<input type="checkbox"/> Distance learning technologies <input type="checkbox"/> In-person, face-to-face
15a. Do you use networking in your leadership development program? <i>(Reaching beyond single mentors or supervisors in an effort to broaden leadership development experiences. These relationships can be lateral or hierarchical, within an organization or external to it, job-related or career-related, and ongoing or specific to a particular issue.)</i>	<input type="checkbox"/> Yes <i>(Continue with question 15b.)</i> <input type="checkbox"/> No ____ ♦ SKIP to 16a
15b. How satisfied are you with the networking component as used in your program?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied
15c. Check each of the following program component delivery methods used with networking (as many as apply)	<input type="checkbox"/> Distance learning technologies <input type="checkbox"/> In-person, face-to-face
16a. Do you use reflection activities in your leadership development program? <i>(Reflective writing through the use of a personal journal or personal development portfolio.)</i>	<input type="checkbox"/> Yes <i>(Continue with question 16b.)</i> <input type="checkbox"/> No ____ ♦ SKIP to 17a
16b. How satisfied are you with the reflection component as used in your program?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied
16c. Check each of the following program component delivery methods used with	<input type="checkbox"/> Distance learning technologies <input type="checkbox"/> In-person, face-to-face

reflection (as many as apply)	
17a. Do you use role play or simulations in your leadership development program? <i>(Provides opportunities for people to interact to try out new ideas or skills.)</i>	<input type="checkbox"/> Yes <i>(Continue with question 17b.)</i> <input type="checkbox"/> No ___ ♦ SKIP to 18a
17b. How satisfied are you with the role play or simulations component as used in your program?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied
17c. Check each of the following program component delivery methods used with role play or simulations (as many as apply)	<input type="checkbox"/> Distance learning technologies <input type="checkbox"/> In-person, face-to-face
18a. Do you include classroom training in your leadership development program? <i>(Curriculum is generally built around leadership theory, research, and best practices, critical skill sets, abstract and critical thinking, and the institution's policies, procedures, history, mission and vision.)</i>	<input type="checkbox"/> Yes <i>(Continue with question 18b.)</i> <input type="checkbox"/> No ___ ♦ SKIP to 19a
18b. How satisfied are you with the classroom training component as used in your program?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied
18c. Check each of the following program component delivery methods used with classroom training (as many as apply)	<input type="checkbox"/> Distance learning technologies <input type="checkbox"/> In-person, face-to-face
19a. Do you include facilitated workshops in your leadership development program? <i>(Workshops led by external consultants or internal personnel focusing on specific topics such as team-building or conflict resolution.)</i>	<input type="checkbox"/> Yes <i>(Continue with question 19b.)</i> <input type="checkbox"/> No ___ ♦ SKIP to 20a
19b. How satisfied are you with the facilitated workshop component as used in your program?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied
19c. Check each of the following program component delivery methods used with facilitated workshops (as many as apply)	<input type="checkbox"/> Distance learning technologies <input type="checkbox"/> In-person, face-to-face
20a. Do you include self-awareness and/or self-understanding activities in your leadership development program?	<input type="checkbox"/> Yes <i>(Continue with question 20b.)</i> <input type="checkbox"/> No ___ ♦ SKIP to 21a

<i>(Assessments including but not limited to Meyers-Briggs Type Indicator, the Life Styles Inventory, the Self Development Guide, the Campbell Leadership Descriptor, DiSC)</i>	
20b. How satisfied are you with the self-awareness and/or self-understanding activities component as used in your program?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied
20c. Check each of the following program component delivery methods used with self-awareness and/or self-understanding (as many as apply)	<input type="checkbox"/> Distance learning technologies <input type="checkbox"/> In-person, face-to-face
21a. Do you include outdoor challenges in your leadership development program? <i>(Including, but not limited to, activities such as rope courses, whitewater rafting, rock climbing)</i>	<input type="checkbox"/> Yes <i>(Continue with question 21b.)</i> <input type="checkbox"/> No ____ ♦ SKIP to 22a
21b. How satisfied are you with the outdoor challenges component as used in your program?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied
20c. Check each of the following program component delivery methods used with outdoor challenges (as many as apply)	<input type="checkbox"/> Distance learning technologies <input type="checkbox"/> In-person, face-to-face
22a. Do you include team building in your leadership development program? <i>(Team projects or team problem-solving exercises)</i>	<input type="checkbox"/> Yes <i>(Continue with question 22b.)</i> <input type="checkbox"/> No ____ ♦ SKIP to 23a
22b. How satisfied are you with the team building component as used in your program?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied
22c. Check each of the following program component delivery methods used with team building (as many as apply)	<input type="checkbox"/> Distance learning technologies <input type="checkbox"/> In-person, face-to-face
23a. Do you use a program component not listed in this survey?	<input type="checkbox"/> Yes <i>(Continue with question 23b.)</i> <input type="checkbox"/> No ____ ♦ SKIP to 24
23b. Please provide the name and a brief description of the program component.	
23c. How satisfied are you with this program component as used in your	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied

program?	<input type="checkbox"/> Satisfied <input type="checkbox"/> Slightly dissatisfied <input type="checkbox"/> Very dissatisfied
23d. Check each of the following program component delivery methods used with this component (as many as apply)	<input type="checkbox"/> Distance learning technologies <input type="checkbox"/> In-person, face-to-face

Part III: Program Design

24. What is the overall length of time it takes to complete your program?	<input type="checkbox"/> less than 1 month <input type="checkbox"/> 1-3 months <input type="checkbox"/> 4-6 months <input type="checkbox"/> 7-9 months <input type="checkbox"/> 10-12 months <input type="checkbox"/> 13-15 months <input type="checkbox"/> 16-18 months <input type="checkbox"/> more than 18 months
25. What is the total number of in-person (face-to-face) scheduled days in your program?	Insert number: _____
26. What is the total number of hours of scheduled days? For instance, if participants meet 5 days over the duration of your program and each day is 8 hours, the total number of hours of scheduled days is 40 hours.	Insert number: _____
27. Choose one from the following list that best describes your program:	<input type="checkbox"/> Program has scheduled sessions on consecutive days until program completion <input type="checkbox"/> Program has scheduled sessions every week until program completion <input type="checkbox"/> Program has scheduled sessions every two weeks until program completion <input type="checkbox"/> Program has scheduled sessions bi-monthly until program completion <input type="checkbox"/> Program has scheduled sessions monthly until program completion <input type="checkbox"/> Other – describe the scheduled sessions
28. Are scheduled, face-to-face sessions held on-campus or off campus?	<input type="checkbox"/> on-campus <input type="checkbox"/> off-campus <input type="checkbox"/> both on- and off-campus
29. How are participants selected for your program?	<input type="checkbox"/> Through an application process <input type="checkbox"/> Through a selection process (by supervisor,

	other administrator, colleagues, etc.) <input type="checkbox"/> Through open enrollment registration until session is full <input type="checkbox"/> Other: please describe
30. Is your program a cohort-based program? <i>A cohort is a group of individuals who begin and end the leadership program together.</i>	<input type="checkbox"/> Yes (<i>Continue with question 31.</i>) <input type="checkbox"/> No ____ ♦ SKIP to 32
31. What is the maximum number of participants allowed in each program cohort?	Insert number: _____
32. How many participants complete your program annually?	Insert number: _____
33. Do you include informal, social time during your scheduled sessions?	<input type="checkbox"/> Yes <input type="checkbox"/> No
34. Do you provide take-aways including, but not limited to, portfolios, books, how-to-guides, totes, knapsacks, gifts, or raffle items?	<input type="checkbox"/> Yes <input type="checkbox"/> No
35. Do you provide any meals or snacks at your scheduled sessions?	<input type="checkbox"/> Yes <input type="checkbox"/> No
36. Do you conduct a formal assessment of your program?	<input type="checkbox"/> Yes (<i>Continue with question 37.</i>) <input type="checkbox"/> No ____ ♦ SKIP to 38
37. Describe your program assessment process.	Please describe
38. If you have additional information regarding your program design, please add it here.	

Part IV: Distance Learning

39. If you currently use distance learning technologies as a program delivery method, would you be willing to provide your contact information for a follow-up telephone interview to discuss your use of distance learning technologies?	<input type="checkbox"/> Yes. Please provide contact information below. <input type="checkbox"/> No
---	--

Name: _____
Institution: _____
Address: _____

Telephone number: _____
Email address: _____

40. Would you like to receive a copy of the results of this study?	<input type="checkbox"/> Yes. Please provide contact information below. <input type="checkbox"/> No
--	--

Name: _____
Institution: _____
Email address: _____

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY!
PLEASE SELECT 'FINISH' TO COMPLETE THE SURVEY.

Appendix B

Survey Evaluation Tool ^a

Please answer the following questions for each Leadership Development Program Survey Item: Write recommended changes to question number:	Clear & Unambiguous (Yes or No)	Relevant to this Study (Yes or No)
1.		
2.		
3.		
4.		
5a—22a.		
5b—22b.		
5c—22c.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		
31.		
32.		
33.		
34.		

35.		
36.		
What questions or issues should be added to this survey?		
How many minutes did it take you to complete this survey?		

^a Source: *Ferguson, K. Dissertation, 2005.*

Appendix C
Interview Protocol

1. Schedule a telephone interview with each participant who indicated their willingness to discuss the use of distance learning technologies in their leadership development programs. Call the participant one week before the scheduled interview to confirm the interview time. Conduct the participant on the scheduled day to conduct telephone interview.

2. I will begin each interview with the following:

“I am calling to follow-up with the Leadership Development Programs

Questionnaire you recently completed. I would like to know more about the

distance learning technologies that you use at _____ (name of institution).”

Our conversation will be confidential. I will not use your name in any discussions or in any writings related to the research. Only group data will be reported. Is that okay?

Do you have any questions about this project? Shall we begin?”

3. The following questions will guide the interview process:

a. What types of distance learning technologies do you use in your program?

b. How do you use these technologies?

c. Why do you use these technologies?

d. Do you receive positive or negative feedback from participants in your program regarding the use of distance learning technologies?

e. Are you considering expanding the use of distance learning technologies in your program?

4. I will close each interview with the following:

“Thank you for taking the time out of your busy schedule to speak with me today. Is there anything else you feel would be helpful for me to know? Again, thank you very much. I really appreciate your time and input.”

Appendix D

Email to Institution President

Subject: Leadership Development Programs

Dear Dr.

I am writing to ask your help in the study of leadership development programs that I am conducting as part of my doctoral dissertation research. My study is designed to investigate leadership development programs as they are designed and delivered in two-year colleges.

Specifically, I am contacting presidents of two-year colleges that are accredited by the Southern Association of Colleges and Schools (SACS) to determine if a) they have an internal leadership development programs, and b) who I should contact to complete my survey. If your college offers a leadership development program, would you please consider providing the program director's or manager's contact information by replying to this email? I will follow up with the program director by requesting the completion of a questionnaire and possibly a telephone interview.

All responses will be confidential and completing the questionnaire is of course voluntary. At the end of the questionnaire, your program director may opt for my offer to receive a copy of the results of this study.

If you have any questions or comments, please contact me at the email address below, or by telephone at 706-296-2330.

Thank you very much your time and consideration.

Sincerely,

Mary Clare DiGiacomo
mdigi002@odu.edu

Appendix E

First Email to Leadership Development Program Directors

To:
From:
Subject:

Dear Dr.

I am writing to ask your help in a study of leadership development programs that I am conducting as part of my doctoral dissertation research. This study may contribute to developing a program planning model for leadership development programs to be used in post-secondary education, specifically community colleges.

I am surveying two-year colleges that are accredited by the Southern Association of Colleges and Schools (SACS) and that provide leadership development programs for mid-level or senior-level administrators. I received your name and contact information from [College President's Name]. I am requesting that you complete a questionnaire and participate in a telephone interview, if appropriate. The questionnaire's link is listed below. It should take approximately 15 minutes to complete. At the end of the questionnaire, if you indicate that you use distance learning technologies to deliver parts of your program, I am requesting your contact information for a follow-up telephone interview. The interview is voluntary.

All responses will be confidential. All reporting will be done in aggregates with no mention of specific institutions. The questionnaire is voluntary. However, if your institution does provide a leadership development program, your contribution may benefit other institutions seeking to develop leadership programs. At the end of the questionnaire, you may opt for my offer to receive a copy of the results of this study.

If you have any questions or comments, please contact me at the email address below, or by telephone at 706-296-2330.

Thank you very much your time and consideration.

Sincerely,

Mary Clare DiGiacomo
mdigi002@odu.edu

Appendix F

Second Email to Leadership Development Program Directors

To:
From:
Subject:

Dear Dr.

Last week you should have received an email inviting you to participate in my dissertation study on leadership development programs by completing an online questionnaire. Your name was provided by [College President's Name].

If you have already completed and submitted the questionnaire, please accept my sincere thanks. If not, please do so today. The questionnaire will only take 15 minutes and can be done by simply clicking on the questionnaire web link at the end of this email.

All responses will be confidential. All reporting will be done in aggregates with no mention of specific institutions. The questionnaire is voluntary. I hope you can find a few minutes to complete the questionnaire.

If you have any questions or comments, please contact me at the email address below, or by telephone at 706-296-2330. Thank you very much your time and consideration.

Sincerely,

Mary Clare DiGiacomo
mdigi002@odu.edu

Appendix G

Third Email to Leadership Development Program Directors

To:
From:
Subject:

Dear Dr.

I want to thank you for participating in my dissertation study by completing and submitting the online questionnaire regarding leadership development programs. If you have not had the opportunity to complete the survey, you can click on the questionnaire web link below. This activity should only take 15 minutes. I plan to close the data collection part of my research by [insert date].

This is the last reminder that you will receive, so I would like to express my appreciation for your time, consideration, and hopefully, participation regarding my study.

Very truly,

Mary Clare DiGiacomo
mdigi002@odu.edu
706-296-2330

Appendix H

Additional Program Components

Program Components	Satisfaction Rating
Appreciative Inquiry	Very dissatisfied
Research literature/articles	Satisfied
Leadership program whereas employees from across campus apply each fall and are mentored through the year with presentations, field trips, hands-on participation and a group project at end of year.	Somewhat satisfied
"Expert panels" of leaders within the system and specific system-level info such as the VCCS strategic plan.	Very satisfied
4 Leadership Imperatives to include LQ1 and LQ2 before and after assessment. Model of Learn it, Look for It, and Lead It	Very satisfied
Entrepreneurial learning	Very satisfied
Faculty and staff come into classes and share their strategies, philosophies, and experiences, simply for new people to get a "flavor" of who we are.	Very satisfied
Focus on a book	Very satisfied

Our program (in its infancy) uses Jim Collins book "Good To Great" as a foundation for facilitated group discussions, planning recommendations for taking our college from good to great and as a launching pad to develop leaders internally.	Very satisfied
Read and discuss leadership books	Very satisfied
Service project to support students and/or community	Very satisfied
The Herrmann Brain Dominance Inventory	Very satisfied
Video clips and PowerPoint presentations	Very satisfied
We put folks through the County's Leadership program which involves site visits for 10 months.	Very satisfied

Appendix I

Program Assessment Processes

Assessment Process	Frequency
Each day of the consecutive sessions assessing speakers, activities, usefulness of program, practical application, etc. Also evaluate monthly sessions.	1
Each individual and the group as a whole assess and evaluate the program annually.	1
Each participant assesses each session	1
Each session was evaluated at the end of the session	1
End of program survey	1
End of session evaluations; End of year evaluations; End of year focus groups	1
Evaluation of every session in writing.	1
Evaluations after each session	1
Feedback/survey response questions following each meeting and at end of year by participants, mentors, and leadership team	1
Formal course assessment based on NPS and PDCA committee afterwards.	1
I have addressed our leadership and faculty development and staff development for you. EACH is part of leadership development in my mind. We use performance based evaluations for faculty regarding change in student performances. We use supervisory and self assessment for others.	1
I. A team based evaluation at the final session. II. Individual survey online	1
Level I evaluations at the end of each session	1

Likert scale at the end of each session of each phase.	1
On-line assessment of each presenter and at end of each component - through Samford University, Birmingham, AL	1
On-line surveys to participants and their supervisors; assessment of promotions	1
Online webSurveyor and anecdotal evidence - lots of thank you emails after the event	1
Participant survey after each session	1
Participant written feedback on each session	1
Participants do an immediate evaluation following each activity and also later with a reflective evaluation	1
Plus/Delta exercise at program conclusion and then formal online evaluation	1
Pre-test/Post-test of curriculum competencies and evaluations of each session.	1
Session evaluations and end of program evaluation	1
Survey conducted by participants	1
Survey of participants, Individual interviews with participants - standard set of questions	1
Survey program participants twice/year; committee self-evaluates twice per year.	1
Survey, capstone project	1
Surveys	1
Use Class Climate software to solicit input	1
Written evals after each session	1

Appendix J

Additional Program Information

Program Information	Frequency
Additional components require attending one Board of Directors meeting and attending two Leadership Team meetings; will be adding more online components this year, e.g., guest speaker from FLA via video conference	1
As mentioned earlier our program is in the early stages of development.	1
Curriculum and Schedule for the 2008-9 A-B Leadership Institute	1
<p>October 15-17 Leadership Institute Advance Gathering: Overview of Competencies, Self-assessment, Team formation and Project Development</p> <p>November 14, 2008 Leading with Openness and Integrity in a Changing World: Managing Change using Communication and Collaboration Core Competencies December 18, 2008. Leading a Successful Learning College: Organizational Strategy Core Competency.</p> <p>January 16, 2009. Leading an Abundant and Responsible College: Resource Stewardship and Cultivation Core Competencies. February 13, 2009 – Leading an Influential College: Community College Advocacy Core Competencies March 13, 2008. Leading with Courage and Integrity: Professionalism Core Competency Note: The opening three day session involves three days and two nights off-campus at a comfortable retreat center with intense sessions as well as time for socializing.</p> <p>Each of the day long 8:30 - 4:30 programs November-March at a</p>	

conference site 15 minutes from the main campus and includes the following: Morning session with speakers and experiential exercises. Lunch as a group with speakers. Afternoon session with speakers and experiential exercises with time for project teams to report and receive peer feedback and coaching ending with closure/evaluative feedback on the day.

Each institute includes all levels of employees 1

Effort is made to ensure diversity of participants (age, area represented, ethnicity, gender, etc.). When committee members cycle off, they are replaced by program graduates, thereby creating an organic process. 1

Sessions are held at least once at each of our 5 colleges, as well as other sites. This provides an opportunity to showcase each college.

I will separately send Mary Clare DiGiacomo two documents regarding our Consortium Leadership and Renewal Academy (CLARA): "Program Description" and "Key Features." 1

It is very hard to find "outside" superstars to run a college. There are not many in the marketplace. We believe the best practice is to "grow your own" and have developed a system to accomplish that. Our approach is not perfect but we are getting there in terms of rock solid leaders, at faculty, staff, and administrative level. 1

Program is new (first year) - will include more on-line activities in future – currently includes keynote speakers, workshop presenters, panel discussions, team building exercises, fun activities for networking. All meals & lodging included for participants. 1

The job mentoring and shadowing was the next level we intend to add to our current leadership program 1

We allow 2 to 3 participants from the College to join the leadership class of 25 every year. 1

We have noticed relationship building with the co-horts. We have already had some promotions among the people that have participated. 1

VITA

Mary Clare DiGiacomo

Old Dominion University
 Darden College of Education, Room 120
 Department of Educational Foundations and Leadership
 Norfolk, VA 23529

EDUCATION

Ph.D., Community College Leadership, Old Dominion University, Norfolk, VA,
 pending December 2009

M.Ed., Technology in Education, Lesley University, Cambridge, MA, 2004

B.A., Child Development, Stonehill College, North Easton, MA, 1976

EXPERIENCE

- 2008–Present Director of Online Learning, Athens Technical College, Athens, GA
- 2006 - 2008 Manager of Leadership and Management Development, University of Georgia,
 Athens, GA
- 2002 - 2006 Coordinator of Distance Learning and Instructional Technology Design (2003 -
 2006)
Interim Blackboard System Administrator and Instructional Designer (2002)
 Piedmont Virginia Community College, Charlottesville, VA
- 1996-2001 Instructional Technology Coordinator, Thornton Academy, Saco, ME
- 1995-1996 Teacher, St. James School, Biddeford, ME
- 1990-1995 Law Firm Administrator, Hopkinson & Abbondanza, P.A., Portland, ME
- 1984-1989 Owner/Operator, Computype, Saco, ME/Fairfield, CT
- 1982-1984 Owner/Operator, Como Wood, Dallas, TX
- 1979-1981 Homemaker
- 1978-1979 Teacher, St. Mary's School, Longmeadow, MA
- 1976-1978 Teacher, Sacred Heart Junior High School, Kingston, MA

MEMBERSHIPS AND ASSOCIATIONS

International Leadership Association
 Georgia Association of Women in Higher Education

PRESENTATIONS AND CONFERENCES

- Presented at Leadership and Landscape Change Symposium, May 2008, Charleston, S.C.

- International Leadership Association, Annual Conference, November 2007, Vancouver, B.C.
- Presented at New Horizons, Roanoke, VA, April 2006 (New Horizons is Virginia Community College System's annual technology conference)
- Southeast Universities Leadership and Organizational Development Consortium Annual Conference, Columbus, GA, August 2007
- Selected to participate in VaCIE-VCCS International Faculty Exchange, May 2006, Glasgow, Scotland
- e-Learning 2006 Conference, Savannah, GA, February 2006
- Presented at League for Innovation 2005 Conference on Information Technology, Dallas, Texas, October, 2005
- Virginia Community College System Leadership Conference, September 2005
- 2004-2005, Leadership Seminar, Office of Women in Higher Education, The Virginia Network
- Presented at New Horizons, Roanoke, VA, April 2005
- Presented at League for Innovation 2004 Conference on Information Technology, Tampa, FL, November 2004
- May Symposium, Richmond, VA, May 2004 – VCCS sponsored symposium for online learning
- Presented at New Horizons, Roanoke, VA, April 2004
- Educause National Conference, Anaheim, CA, October 2003
- Blackboard Conference, Baltimore, MD, February 2003
- NECC (National Education Computer Conference) Chicago, IL (June 2001)
- Macworld Conference and Expo, New York City, NY (July 2000, July 2001)
- Classroom Connect Conference, Boston, MA (March 2001)
- Chancery User's Conference, Philadelphia, PA (October 2000)