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CORNERSTONES OF EFFECTIVE PRACTICE:

A CASE STUDY OF THE

EL PASO COMMUNITY COLLEGE

LEADERSHIP DEVELOPMENT ACADEMY

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by

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DEDICATION

My dissertation is truly, "our dissertation." Without three amazingly supportive, patient and loving people, my doctoral degree would not have been possible. I dedicate this accomplishment to my beautiful wife Michelle, for her never-ending love and support, and to my children, Shania and Teagen, who willingly left behind friends and family and never questioned our move to Texas.

I dedicate my education to my parents Brenda and Ron, who always made certain my higher education goals were possible. Your support for more than two decades has changed my life. To my family far and near, I love you all.

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ABSTRACT

The retirement of community college administrators has led to the creation of leadership development institutes. Yet, few studies exist to understand their comprehensive design, practices, and effectiveness. The purpose of this study was to develop an understanding of, and a framework for, creating and evaluating effective leadership development institutes. The framework was applied to the El Paso Community College's Leadership Development Academy (EPCC-LDA) to examine how its program aligned with the framework; assess the EPCC-LDA's success in meeting its own specified goals of creating more skilled leaders; and understand better how EPCC-LDA

decisions, practices, program components and forms of evaluation have led to successful outcomes.

The research design followed a descriptive, case study format utilizing both qualitative and quantitative data. This study had several major findings. First, El Paso Community College demonstrated how an effective leadership development institute can be created by focusing its design and implementation on processes, core values, and human interaction. Second, the study's analytic framework was validated through a triangulation of data: research recommendations; EPCC-LDA coordinating committee interviews; and program participant evaluations. Third, El Paso Community College was accomplishing and surpassing its mission of improving employee leadership skills.

This study concluded with recommendations for the refinement of its analytic framework, for EPCC-LDA programmatic considerations, and for future studies. By instituting responsive and focused programming that continually meets the needs of the institution, the participants, and leadership in general, leadership development institutes can serve as one effective resource for increasing the flow into the community college leadership pipeline, increasing the skills of those within the pipeline, and improving the pipeline's outflow of diverse leaders.

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CHAPTER 1: INTRODUCTION

Introduction

"The time is drawing near for the most significant transition in leadership in the history of America's community colleges" (Boggs, 2003, p. 21). In fact, that time is now. George Vaughan (2004) summed up the state of affairs writing, "The word "crisis" begs for attention and smacks of a sense of urgency bordering on panic" (p. B15). It is no longer a secret that higher education – as well as many industries – is experiencing a significant amount of employee retirement (Concelman & Burns, 2006). As a result, thoughts of "growing your own" leadership programs have begun to reshape the community college psyche (Boggs, 2006). Yet, few studies exist which delve into the effectiveness of these programs.

Increasingly, community colleges campuses, districts and state systems are developing in-house training programs in order to tap the talent within their own institutions. The goal is to identify individuals who seek leadership opportunities, and provide training and learning experiences with hopes that the college will have more highly qualified prospect pools when leadership positions become available.

Perceptions of a looming leadership shortage have been a growing trend in community colleges. Institutions are beginning to see that replacing their leadership will not be as easy as it has been in the past. They are motivated to make efforts that increase the likelihood employment searches will yield larger, more diverse and more qualified applicant pools. This motivation is evidenced by the fact that in the last eight years, the number of leadership development institutes has grown literally from a few programs to dozens of diverse institutes and academies (AACC, 2007; Jeandron, 2006).

However, an interesting dilemma is developing. The need to train community college leaders is growing, the numbers of leadership development institutes (LDIs) is expanding, and effectiveness studies are rarely being conducted.

The Circular Context of the Study

With most LDIs less than seven years old and related research in its relative adolescence, how are community colleges supposed to know how to create such programs? How will LDI's know if their training methods are effective? How will America know if leadership development institutes are collectively helping to meet our nation's leadership needs? One study alone cannot answer all of these questions, but this one addresses a few.

At the macro level, this study includes a national overview of community college leadership development institutes (sometimes called academies or programs), the sociological factors contributing to their existence, and three significant leadership pipeline needs administrative retirements are creating. The literature review provides an historical look at the growth of programs across the nation, and a summary of program design research. Effective practices and recommendations from the research have been distilled into what this study is calling, the "Analytic Platform," on which the effectiveness and design of leadership development institutes can be studied. Specifically, institutional commitment, campus climate, mentoring, program design, and evaluation serve as the five cornerstones of the Analytic Platform; each dependent on the other, and containing multiple subcomponents that strengthen its respective cornerstone (Appendix A).

At the micro level, the El Paso Community College-Leadership Development Academy (EPCC-LDA) served as the focus of this study and one the nation's outstanding representations of the recommended practices outlined in the Analytic Platform. The platform was applied to the EPCC-LDA to describe how this college addressed each of the Analytic Platform's cornerstone issues in designing an effective program.

First, the five Analytic Platform cornerstones and its twenty subcomponents focused qualitative interviews around specific EPCC decisions about the LDA's conception, design, and implementation. Current college leaders were interviewed to identify the needs they faced, how they created a responsive environment and program, and better understand how different LDA components relate to one another and overall program success.

Second, interview responses were validated by examining EPCC literature and historical records. Determining the leadership's opinion about effective LDI practices was valuable. Moreover, ensuring their recollections were accurate was also important. Reviewing EPCC program literature provided a wealth of descriptive information for this study, and isolated detailed support for interview responses.

Third, items outlined in the Analytic Platform and interviews were examined side-by-side with the formative and summative, qualitative and quantitative data EPCC collected throughout the Leadership Development Academy's three-year existence. This process allowed for a triangulation of data:

- The research literature-based Analytic Platform outlined the considerations and practices that researchers believe are important

- Interviews outlined considerations and practices that EPCC administrators believe are important

- Summative and formative data outlined aspects of the EPCC-LDA that its participants believed were important to leadership development.

The degree of alignment between all three forms of data determined the effectiveness of each design component and practice. Collectively, the considerations and practices were examined to determine overall program effectiveness, in relation to creating more skilled leaders—one of the three national leadership pipeline issues.

National Background

The golden age for community colleges in the 1960's and 1970's saw unprecedented expansion in the number of community college campuses and students. Campuses were created by "baby-boomers" and their higher education administrative careers were launched. They led and operated our institutions for nearly 40 years, and now with their retirements go many years of experience in effectively managing educational institutions.

Just as the expansion four decades ago brought forth new leaders, a new development has recently appeared – community colleges creating their own, homegrown, leadership pipeline. While these succession-planning efforts have been used for years in private industry and government, they are a "relatively new concept in community colleges" (Carroll, 2006, p. 2). Before 2001, less than five of these leadership

development institutes are documented in the literature. Today, the number is growing, and dozens of campuses, districts and state-sponsored programs are training more than 1000 campus leaders each year (Dembicki, 2006a).

Baby-boomers created a majority of the community college workforce when its tremendous growth began in the 1960's and 1970's (Shults, 2001). Since then, these employees have risen through the ranks and into leadership positions within colleges. Now, three decades later, this corp of leaders is retiring at the same time as community college enrollments are soaring and becoming more diverse; over 50 percent of all enrollments in higher education will be at community colleges by 2010 (Roueche and Jones, 2005). In 2001, the average age of a community college president was 56, which now means they are in their 60's (Wiseman & Vaughan, 2002). This has led to a significant number of retirements in a relatively short amount of time.

The often-used solution to administrative vacancies is to move faculty into junior level leadership, and junior level leadership into upper level leadership, as has been seen throughout the history of higher education. However, this may not be as simple as it has been in the past. The problem with this practice is described by Hatch-Berry and Hammons (2001):

Many faculty members who participated in this growth spurt still either remain with their institutions or in the community college system. Like their institutions, these individuals have grown and developed, and they now represent the core faculty members whose skills and dedication are largely responsible for the past successes of community colleges. Unfortunately, however, many of these faculty members are nearing retirement age (p. 123).

According to their 2001 research, Hatch-Berry and Hammons found that 27 percent of full-time community college faculty members will retire by 2011. Similar trends are found throughout the dean and vice-presidential ranks as well. In addition, faculty are rarely trained to be administrators. Administrative duties are typically assigned to faculty due to their exemplary classroom performance. These two skill sets—administration and teaching—are not qualitatively equal, and as a result, faculty are ill-prepared for leadership positions (Miller and Seagren, 1997).

While the existing leadership pipeline looks worrisome, the question is whether there will be more people entering the pipeline with graduate degrees in educational leadership. Shults (2001) found, "The number of advanced degrees conferred in community college administration decreased 78 percent from 1982-83 to 1996-97" (p. 1). Between 2002 to 2004, the number of graduates has increased, but not at a pace equal to retirements (Dembicki, 2006a). Ironically, Shults went on to report that those graduating from educational administration doctoral programs often report not feeling adequately prepared to handle the position of presidency.

Increasing the complexity of the problem is the lack of diversity in American higher education administration. Traditionally, community college administrators have been white males. Prior to 1950, white male administrators demographically resembled their college-going populations, but today they do not. The current demographics of college students are generally representative of the nation's population, but faculty and administrators are not (NCES, 2007; United States Department of Education, 2006; United States Census Bureau, 2004).

El Paso Community College–Leadership Development Academy Background

El Paso Community College (EPCC) is located in the westernmost corner of Texas. It has a rich cultural heritage with 78 percent of El Paso's residents and 85 percent of the college's enrollment classified as Hispanic (EPCC, 2006). This border-college employs more than 1200 full-time employees and enroll 33,000 credit and non-credit students each year.

El Paso Community College began the idea of creating a program for developing its own leaders shortly after Dr. Richard Rhodes became president in 2001. The planning process began when EPCC consulted with the Institute for Community College Development (ICCD). The ICCD formulated a leadership plan by visiting with 50 EPCC staff over a three-day period during which they administered the *21st Century Enterprise Questionnaire*, and the *15 Leadership Competency Survey* (Roberts and Brown, 2007). Survey results assisted the consultants in determining recommended practices that needed to be addressed in the EPCC-LDA design.

Results from the *21ˢᵗ Century Enterprise Questionnaire* found that EPCC employees believed the following competencies were the most important for the organization to address:

- Vision directed

- Flexible & continuously learning

- Customer driven & marketing focused

- Creative use of technology

- Innovative (Rhodes and Gilbert, 2006, p. 15)

Results from the *15 Leadership Competency Survey* found that EPCC employees believed that following items were the most important to leadership:

- Knowledge of the job

- Taking action & making decisions

- Energy, drive & ambition

- Time management

- Communicating information & ideas

- Coping with pressure and adversity (Rhodes and Gilbert, 2006, p.16)

The outcome of the study showed an overwhelming interest for two different leadership tracks; one for entry-level leadership skill development, and one for advanced leadership skill development. The ICCD report stated: "There is strong interest in the concept of a Leadership Academy. They [EPCC employees] would like this initiative to be available and accessible to all staff and faculty. Further, they would like the process to be transparent and inclusive" (Rhodes and Gilbert, 2006, p.12).

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El Paso Community College took the ICCD recommendations and created a committee that would develop the LDA. This committee was—and still is—comprised of representatives from throughout the five campuses, and meets each month to provide ongoing program implementation, participant feedback, and evaluation.

In the spring semester of 2005, EPCC began the LDA with its first cohort. Cohorts include 30 employees in each track, and each cohort completes a one-year scheduled set of activities, including: interacting with guest speakers; reading the latest educational literature; completing student success-focused and leadership skill-building projects; retreats; personal leadership portfolio; and conference participation.

The program's mission is to, "to enhance the leadership qualities, characteristics, and skills of college employees" (Rhodes, 2007, para. 1). December 2007 will mark their third, successful graduating class. From its inception, the EPCC-LDA has admitted and trained more than 180 college personnel.

<center>**Statement of Problem**</center>

With more than three-quarters of community college presidents and senior administrators retiring between 2001 and 2011, colleges need to become part of the solution and begin growing their own. Leadership development institutes are geared towards identifying larger numbers of diverse and talented individuals within an institution and placing them in a coordinated training program centered on the development and enhancement of leadership skills. The hope is to prepare more leaders for known and unknown administrative vacancies, as well as enhance the skills of those in current positions.

As previously mentioned, the need for leadership development programs is based on several sociological factors. Retirement, the reduced numbers of graduates from masters and doctoral programs, and the lack of professional development funds all contribute. Additionally, the appeal for advancement into upper-level administrative positions is diminishing as they are becoming increasingly more complex. Simply stated, the confluence of these and other factors means the flow of quality applicants into the leadership pipeline will create significant problems for community colleges.

The first problem is the overall lack of skilled and experienced leader replacements. A lack of qualified leaders will undermine institutional stability, the quality of leadership, and depth of applicant pools (Walumbwa, Wang, Lawler & Shi, 2004). A central factor to the success of any business is the stability of its leadership; inexperienced leadership leads to higher management stress levels causing higher turnover, and turnover contributes to institutional instability.

This unhealthy cycle must be broken by employing highly trained employees who know the rigors of leadership within their institutions. Also, inexperienced or unskilled leaders may lack the skills to provide the vision and supervision needed to maintain healthy and productive work environments. More importantly, they may lack the understanding about how their actions today will impact their institution in the future, hence the difference between "managers" and "leaders."

The second problem is that very few community colleges have formal leadership development institutes, which could create larger numbers of skilled and experienced leader replacements. In a recent article published by the American Association of

Community Colleges, Dembicki (2006a) found that of the approximately 1200 community colleges in the nation, only 37 campuses and 11 districts or state systems have leadership development institutes. With the dearth of grow-your-own programs, it is imperative that more be created. More importantly, an understanding of what makes a program effective must first be established.

The third problem is that on many campuses, administrators are not demographically representative of the students and community; leadership is overwhelmingly white. George Boggs, President of the American Association of Community Colleges stated the percentage of minority academic CEOs has doubled from 10 percent in 1984 to 20 percent in 2004 (Dembicki, 2006a). But since 2004, the number has dropped to 19 percent. His reasoning is that as white presidents retire, so do minority presidents. When they retire, colleges are replacing some minority presidents with non-minority successors. If traditional graduate training programs are not producing—by themselves—enough minority leaders, then LDIs may provide a supplemental contribution to identifying promising minority employees and nurturing them into leadership roles.

Purpose of the Study

The purpose of this study was to develop a methodology for creating and evaluating effective leadership development institutes, by reviewing existing research and developing a framework of recommended practices. The framework was then be applied to the EPCC-LDA to qualitatively examine how its program aligns with the framework; determine the EPCC-LDA's success in meeting its own specified goals of creating more

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skilled leaders; and understand better how EPCC-LDA decisions, practices, program components and types of evaluation have led to successful outcomes.

Lastly, the study applied the findings to the national level and ascertain if the success of this localized program is having an impact on leadership needs seen throughout the nation. Collectively, the literature review and outcomes of this study add to a growing body of knowledge about this form of in-house, community college leadership training.

Significance of the Study

This study attempted to outline several methods and issues of determining LDI effectiveness. By instituting responsive and focused programming that continually meets the needs of the institution, the participants, and leadership in general, LDIs can serve as one effective resource for increasing the flow into the community college leadership pipeline, increasing the skills of those within the pipeline, and improving the pipeline's outflow of diverse leaders.

Unfortunately, few formal studies exist on LDI effectiveness. While program directors and college administrators perform "in-house" program assessments and know in their hearts their LDI provides a great benefit to their institution, this study can strengthen the research into methods of addressing the national leadership pipeline through effective LDIs.

An objective evaluation of EPCC's LDA may help the college understand if it is meeting its own needs; assist the college in fine-tuning its academy; and help EPCC evaluate the LDA's cost-effectiveness. Using this study's outcomes, EPCC can create or

hone benchmarks against which their assessment data can be compared and aligned, and continue taking the college into a future with stabile and effective leadership.

Determining effectiveness should take a comprehensive focus, and it is not a quick fix (Vaughan & Weisman, 2002). It takes time, energy, commitment, integrity, money and many other resources. Most importantly, it requires continual self-examination.

Research Questions

The following questions will be used to examine how El Paso Community College is utilizing their Leadership Academy to address current and projected leadership needs.

1. How is EPCC addressing the Analytic Platform's cornerstones and subcomponents to create an effective Leadership Development Academy?
2. How is EPCC utilizing its Leadership Development Academy to attract more leaders into the leadership pipeline?
3. How is EPCC utilizing its Leadership Development Academy to create a more diverse leadership structure within the college?
4. How is EPCC utilizing its Leadership Academy to increase leadership skill proficiency within their current leaders?

Definition of Terms

Leadership Development Institute/Academy: Leadership development institutes/academies are training and succession-planning programs created and

implemented by a community college campus, district, or system. The focus is to assess institutional needs, and identify college employees who have the potential, talent and desire to meet these needs with additional skill enhancement. For this study, "Leadership Development Institutes (LDI)" will be used to refer to leadership programs in general. "Leadership Development Academy (LDA)" will be used to refer to the El Paso Community College's leadership program.

Effectiveness: Effectiveness is the circular, evaluative process where a particular effort is assessed and measured to determine if it meets its previously established goal(s).

Leadership pipeline: The leadership pipeline refers to the paths traditionally taken by college employees as they work their way into administrative and leadership positions.

Assumptions

Four assumptions are made in this study. First, most leadership development programs are created around similar leadership needs: retirement of current leaders, diversity and skill enhancement. Second, retirement of community college leaders is being felt throughout the nation, not just in El Paso. Third, effective leadership development institutes produce more leaders, more diverse leaders, and more highly skilled leaders than do ineffective programs or traditional professional development efforts. Fourth, community colleges recognize the need for succession planning and that leadership development institutes are an effective way of accomplishing it.

Limitations

Four limitations are important to remember in conducting and reading this study. First, this was a study of only one leadership development program; therefore, its results

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may not be generalizable to other programs. Second, there are very few studies assessing the effectiveness of leadership development institutes. The design of this study was based on information gathered from a review of literature and created its own framework. Third, this was a focused study. It assumed there are three pipeline issues (quantity, diversity, and quality), and that community colleges can support effective LDI design by addressing each of the five Analytic Platform's cornerstones and subcomponents. Fourth, this study did not have access to all of the past EPCC-LDA participants. Data outlining their responses in formative and summative evaluations was collected by EPCC, not this researcher.

Summary

Clearly, the need for leadership development institutes is real, and the growth of these programs is increasing as more colleges are taking leadership development into their own hands. Today, LDIs are training more than 1000 leaders each year and programs continue to grow in number (Dembicki, 2006a).

Colleges have the power to create the future they desire; LDIs are a manifestation of this growing-your-own philosophy. Fulton-Calkins and Milling (2005) encourage colleges not only to look at today's needs, but plan for leadership needs into the future. Effective colleges are the ones who see a need and create a solution. However, this opportunity can be a slippery slope. With it comes the promise to continue this wonderful work. It will require strong leadership with a different focus – one with effectiveness, quality and accountability in mind. If we do not forecast these needs and begin more training programs like the El Paso Community College-Leadership Development

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Academy, community colleges may struggle with ineffective leadership, and quickly sink back into the ashes as a less-than-desirable educational option.

In an age when colleges value looking outward to serve wider and more diverse populations, it is important to look inward and address some of the leadership needs that will make institutions viable to compete in a global economy with its unforeseen demands. Leaders who cultivate and perpetuate productive core values within an institution will be able to move beyond that position and leave institutions better prepared. With proper understanding of institutional needs and employee motivation, leadership development institutes will be a successful product in the innovative history of American community colleges. There may not be a better way to train locally a group of leaders who understand the institution's values, than to create a training program within the institution built around those values.

CHAPTER 2: REVIEW OF LITERATURE

Introduction

Chapter Two provided a comprehensive review of the literature on leadership development institutes, programs and academies. For this study, these terms are used interchangeably. The issues addressed include: understanding what they are; the sociological conditions causing their development; a historical review of their growth; effective program design considerations; and methods of program evaluation. This collection of research is used to develop and support the analytic framework on which this study is based.

What are Leadership Development Institutes?

Increasingly, community colleges campuses, districts and state systems are creating leadership development institutes (LDIs) in order to tap the talent within their own institutions. The goal is to identify individuals who seek to advance their careers into leadership positions, and provide local training and learning experiences with the hopes that the college's investment will develop successors or prospects, when current leaders vacate their positions. These "grow-your-own" programs have begun to open doors to leadership opportunities for faculty and staff who may not have otherwise had the understanding or confidence to become an effective leader. In addition, these programs can also strengthen the skills of those currently occupying educational leadership positions.

Leadership development institutes can grow, diversify, and strengthen the community college leadership pipeline in preparation for the vacancies created by retiring

faculty, staff and administrators. Houston Community College's, College Without Walls—now, a non-existent program—exemplified this mission in the following description of why they existed:

> The purpose … is twofold: 1) to provide information and training for those individuals who want to grow professionally, and 2) to provide a structured program to help prepare college employees to assume leadership roles in the organization (Stone, 1995, p. 3).

While still small in number, LDIs have seen a significant amount of growth in the last ten years and received a considerable amount of national attention. The structure of these institutes is dependent on their respective institutions needs, varying in design, funding, length, and so forth; all with the common purpose of developing effective leaders (Jeandron, 2006).

Before 2000, many colleges utilized professional development resources as their means for leadership development. These efforts included conference attendance, guest speakers and the occasional seminar; all focused on generic management practices. In contrast, today's LDIs are highly focused and structured training programs designed for leadership creation and enhancement. The length of an LDI varies more than any other characteristic. Week-long seminars intensely focus on building connections between participants and national figures, who discuss the latest trends in administration. Programs such as the Executive Leadership Institute co-sponsored by The League for Innovation in the Community College, and the Community College Leadership Program

at The University of Texas at Austin and the American Association of Community College's President's Academy, promote networking and mentoring.

The scope of programs also varies. Some are statewide initiatives supported through community college system offices, as seen in Florida, Kentucky, California, Louisiana, and Massachusetts. Others focus their training at the campus level, such as programs at Guilford Technical Community College, Tallahassee Community College, the Community College of Philadelphia, and Daytona Beach Community College.

The Interplay of Contingency and Expectancy Theories

A lone theory base may not adequately describe the factors underlying LDI success. On one side of the issue is the institution's motivation to create a program. On the other side is the motivation of the employee to complete the program. Both are needed for the LDI's overall program success; without one, the other is not possible. Therefore, contingency theory will describe the motivation of why a community college would chose to create an LDI, and expectancy theory will describe why an employee would want to complete an LDI.

Contingency Theory

In many businesses, when the availability of external resources (leaders) are scarce, strengthening internal resources is the only way to overcome the hurdle. Leadership development institutes can strengthen an institution's internal resources. A college's motivation to create an LDI for this purpose can be explained using contingency theory.

Contingency theory explains that behavior (organizational or individual) is determined by the importance of a perceived need. The relative importance of that need is based on a number of factors, or contingencies. "Basically, contingency theory asserts that when managers [or governing boards] make a decision, they must take into account all aspects of the current situation and act on those that are keys to the given situation" (Somech & Wenderow, 2006, p. 747). For example, if an organization perceives a shrinking applicant pool is looming, it may act in ways to help prevent or lessen its effects. The greater the needs importance, the more likely the organization will act.

The need for leadership development institutes is determined by whether colleges perceive the retirement of its leaders will cause detrimental organizational change, and whether they are forecasting future applicant pools will provide a candidate who can re-stabilize the institution. "Community colleges, with their diverse missions and constituencies, cannot afford to maintain status-quo assumptions about their prospective leadership pool" (Amey & VanDerLinden, 2002, p.2). The interpretation of this type of event, by the governing boards, employees, community or students, will steer their behaviors and decisions. In essence, their actions in replacing the retiring leadership are contingent upon their interpretation of the perceived unmet need. If they perceive the replacement of their current leaders will be a difficult task, they will begin efforts to resolve the issue.

Contingencies that are critical to the success of an organization create a higher need during times of uncertainty. To counter this concern, organizations are more likely to create systems that ensure their success. Hanson (2003) termed this behavior the

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"contingency plan" (p. 137). In this study, the creation of a leadership development

institute is considered the contingency plan, or organizational behavior.

The need for LDIs focuses back to the three national leadership needs, or

contingencies: quantity of potential applicants, diversity of potential applicants, and

quality (leadership skill proficiency) of potential applicants. Each contingency will be

further discussed later in this chapter.

Expectancy Theory

While contingency theory explains the institutional leaders' behavior, expectancy

theory can explain the behavior of employees who chose to train in the LDI. Expectancy

theory asserts that people are motivated to act, based on a combination of two factors; the

likelihood that they will be rewarded, and the attractiveness of the reward (Hanson,

2003).

The design of a leadership development institute should incorporate elements that

entice or encourage employee participation. Dee (2004) asserts that a community

college's ability to retain and train quality employees is based on the employee's

expectation that their continued professional development is supported by the institution.

Attractive rewards for the employee can range from skill improvement to advancement

into higher levels of leadership. An associated benefit for the institution is that employees

might incorporate the college's values and priorities during the training process.

The key to gaining participation is to make it clear there is a benefit for doing so.

Expectancy theory would predict that as the likelihood of a reward being present and the

attractiveness of the reward both increase, so does the likelihood employees will

participate in leadership development activities. These rewards for participation can be altruistically in-line with the institution's hopes—improve the quality of applicant pools—but more than likely, people would participate for personal gains. Rewards such as pay raises, increased responsibility, possibility of promotion, challenge, respect, and improved self-esteem and performance have been found to motivate employees' training decisions (Wallin, 2006).

Resource development, skill development, and career advancement have been determined to increase the likelihood of participation. Interestingly, these same issues are the included in LDI design considerations. Identifying factors, which increase the likelihood a talented employee will apply to the program, designing a skill-building curriculum, and supporting employee advancement, are all critical elements to an effective LDI. An in-depth analysis of each will be offered later in this chapter.

A Leadership Pipeline at Risk: A Perception of Need

The 1960's and 1970's saw tremendous growth in the number of community college campuses, "sometimes at a rate of one school per month" (Roueche, 2007, personal communication). Faculty and administrative positions were plentiful for those interested in teaching in this relatively new educational scene. Today, higher education is once again experiencing unprecedented career opportunities for would-be faculty, deans, vice-presidents and presidents. However, the reasons for these opportunities are significantly different from those four decades earlier.

The retirement of leaders throughout higher education is creating a personnel shortage. The void is a result of too many administrative vacancies and too few

experienced successors. In reference to this issue, George Vaughan (2004) takes a strong stance stating: "The word "crisis" begs for attention and smacks of a sense of urgency bordering on panic" (p. B15). Historically, colleges promoted faculty into junior-level supervisory roles, and junior-level administrators in to senior-level positions. However, therein lies another challenge, as described by Hatch-Berry and Hammons (2001):

> Many faculty members who participated in this growth spurt [community colleges in the 1960's and 1970's] still either remain with their institutions or in the community college system. Like their institutions, these individuals have grown and developed, and they now represent the core faculty members whose skills and dedication are largely responsible for the past successes of community colleges. Unfortunately, however, many of these faculty members are nearing retirement age (p. 123).

If predicted leadership retirements come to fruition, and those who traditionally replace these administrators retire concurrently, a justifiable concern is that the leadership pipeline flow will slow to a healthy drip.

An organization's production of quality services is contingent upon its ability to create and strengthen its employee base of both followers and leaders (Vroom & Yago, 2007). Therefore, the leadership pipeline must be nurtured so that it flows strong and steady.

Community colleges take pride in their mission to offer a quality education to underserved student populations, valuing access, diversity, and personal and professional

growth. Coincidentally, the leadership pipeline and LDIs rely on these same values. Providing access to leadership training feeds the pipeline; encouraging employees from diverse backgrounds—who would not otherwise consider leadership roles—diversifies the pipeline; and developing the professional skills of current and budding leaders strengthens the pipeline.

Pipeline Quantity

Weisman and Vaughan's research (2002) discover that more than 50 percent of community college presidents would retire by 2012; Shults (2001) predicted an additional 25 percent would soon follow. Levine, Templin, McPhail, Roueche, Shannon, and Omundson (2004), predicted that more than 30,000 faculty positions will need to be replaced over the next 10 years. With 55 percent of current presidents advancing through the instructional ranks, the retirement of faculty could evaporate the largest applicant pool. This issue alone could have negative impacts on institutional stability and organizational efficacy (Walumbwa, Wang, Lawler & Shi, 2004).

By themselves, graduate programs in community college leadership may not be able to fill the void. Studies show inconsistent trends in the number of graduate degrees awarded in educational administration over the last 20 years. "The number of advanced degrees conferred in community college administration decreased 78 percent from 1982–83 to 1996–97," although, the number of degrees awarded rebounded slightly in the late 1990's and early 2000's (Shults, 2001, p.1). Since Shults' study, graduate degrees in community college leadership have once again begun to increase; however, retirements still outpace graduations (Dembicki, 2006a).

Pipeline Diversity

Statistically, the fewer individuals in a group, the less diversity can be typically be found (Ary, Jacobs & Razavieh, 2002). If the pool of potential leadership applicants shrinks, then colleges have fewer hiring choices; hence, there is a potential for less highly experienced applicants, demographic variation, and educational training.

Racially, community college administrators have been historically white males. Before the 1950's, white males were demographically more representative of the college-going population, but today they are not. In 2000, 84 percent of community college presidents were white while only 68 percent of students were white (NCES, 2007). The percentage of minority CEOs has doubled from 10 percent in 1984 to 20 percent in 2004, but the number has dipped to 19 percent since 2004 (Dembicki, 2006a). This imbalance between college presidents and students is not limited to college administration. According to the United States Department of Education (2006), in 2003, 85 percent of faculty in college and universities were white while only 68 percent of the students were white. The United States Census Bureau (2004) reported that in 2000, whites represented 69.4 percent of the nation's population.

These trends are a clear illustration that students in higher education are generally racially representative of the nation's population, but faculty and administrators are not. This is notable because the size of the white population is predicted to remain stable while the Hispanic population is predicted to increase. The United States Census Bureau (2004) predict that by 2010, 65.1 percent of Americans will be white and that this number will decrease to 61.3 percent by 2020. If this holds true – and it has in an increasing

number of states – the gap will continue to widen if hiring and promotion trends do not change.

Pipeline Quality

Due to the increasingly complex and demanding nature of senior-level administration, leadership positions are being viewed as less appealing than in years past (Boggs, 2003; Piland & Wolf, 2003; Amey & VanDerLinden, 2002). Shults' (2001) surveyed community college presidents and found, "The most frequent response [in relation to their preparedness for the position] was that they had not fully understood the overwhelming nature of the job" (p. 8).

A significant contributor to the complexity in community college leadership is the ever-changing community college clientele. Fjeldstad (1990) said our country has created a "human capital crisis," where so many people are coming from different backgrounds and with different needs, that we do not know how to help them (para. 6). Understanding the changing students, their unique generational characteristics, technology, and the increasing demand for developmental education are just a few of the demands making administrative positions more complex.

Federal fiscal management adds another level of complexity to leadership. State funding has been dwindling over the last several decades (Paulson & Smart, 2001). As a result, Robert Toutkoushian states, "institutions find themselves under intense scrutiny and criticism from a variety of stakeholders, including students, parents, legislators, and taxpayers for the level and growth of student charges" (Paulson & Smart, 2001, p. 32). Similarly, a study by Wallin (2002) assessed the skills community college presidents

believed were most needed in order to be an effective leader. A strong knowledge of budget and fiscal management was reported as the single most important skill, closely followed by the ability to create and maintain relationships with political leaders.

If leaders are feeling under-prepared for their work, LDIs present an opportunity to provide information and expectations about the changing world of leadership. Ongoing, in-house training provides opportunity for administrators to continually build skills, immediately apply them in a real-world setting, and receive valuable feedback from seasoned leaders before they retire.

Creating Leadership Development Institutes: A Growing Trend

Numerous universities confer doctoral degrees in community college leadership. However, in the 1990s there appeared a growing need to move beyond these traditional training grounds. Like the community colleges of the early 1900's, LDIs were very sparse before 2000 (Van Dusen, 2005). A review by Anderson (1997) of "organized training initiatives that occur outside the normal purview of a university graduate program," yielded only two community college-based LDIs – Salt Lake Community College's Leadership Academy, and Kentucky's Leadership Academy Model (p. 31). This lack of formalized programs and the growing levels of retirements created a concern about the sustainability of the leadership pipeline.

In 2003, the American Association of Community Colleges (AACC) received a Kellogg Foundation grant to raise national awareness of community college leadership shortages, and encouraged institutions to develop more in-house training programs (Machanic, 2003). Under the direction of George Boggs and with the support of the

Kellogg Foundation, the AACC coordinated several national Leading Forward Summits. This multi-year process was the catalyst for conversations about succession planning with sitting community college leaders. They identified preferred skill sets for future leaders and identified the few initiatives in place to train the incoming class of administrators. Their work was the basis for, *Growing Your Own Leaders: Community Colleges Step Up* (Jeandron, 2006). This report described the history of the Leading Forward Summits*,* and detailed twenty-three community college leadership development institutes. Sixteen campus-based, two district-based, and five state-based programs were studied to determine successful design processes. In a later study, Dembicki (2006b) found that of the approximately 1200 American community colleges, the number of colleges with leadership programs had increased to include 37 campus-based and 11 system- or state-based institutions.

As evidenced by the previous two studies, the growth of LDIs has been slow but steady. So why is the growth so slow amidst an apparent need? Yearly, reports remind our community constituents that colleges are receiving fewer legislative dollars; this may offer one explanation. (Schmidt, 2004; Roueche & Jones, 2005). Montague (2004) found that the administration of Nebraska-based Central Community College, "would find it difficult for Central to do more when it comes to developing leaders simply due to budgetary constraints" (p. 103).

In the face of fiscal shortfalls, administrators prune line items in order to balance budgets. Cuts happen in a multitude of areas, and while not recommended, one of the first line items administrators target is employee travel and professional development

(Clagett, 1993). The unfortunate result of diminishing professional development programming is the lack of on-the-job training entry- and mid-level administrators have in the complex world of leadership. Without training, employees will be ill-prepared for upper-level management positions; thus, exacerbating the need for experienced leaders.

<div align="center">**Analytic Platform: The Nuts and Bolts of LDIs**</div>

Introduction

Numerous design elements, considerations, and practices are found in the research literature. Depending on the program's focus and the institutions needs, the manner in which the LDI was constructed changed from college to college.

The AACC's *Growing Your Own Leaders* study of LDI design addressed some of these issues, but from a more peripheral review of practices. It documented four common stages in creating a program: planning, developing, delivering and strengthening (Jeandron, 2006). While this is probably one of the comprehensive studies to date, the four stages are not unique to LDI's. The stages are commonly found in nearly every program from Boy Scouts to NASA missions. Jeandron did specify some valuable design considerations within her phases. These considerations will be combined with others borne out of the research to create a new conceptualizing framework.

This study chose to organize the literature review and its results into manageable and logical categories upon which an analytic framework was designed. Termed the "Analytic Platform," this framework utilizes five "cornerstones" (core focus areas) to create its foundation:

- Institutional Commitment

- Campus Climate

- Mentoring

- Program Design

- Effectiveness

Cornerstones are the outer, more general level of categorization. Neither cornerstone is more important than the other; yet, the effectiveness of one depends on the effectiveness of the other. In total, this literature review condensed the many research recommendations and practices into 20 issues or subcomponents, which gravitate to one cornerstone or the other (Appendix A). Subcomponents are the inner, more specific recommendations and practices, each representing key items that need to be addressed in order for an LDI to function effectively. If these items are not carefully considered during the conceptual phases, the LDI will contain significant weaknesses. The assertion is that thoroughly addressing the subcomponents leads to stronger cornerstones. In turn, the overall program becomes more effective.

Similar to building a home deck, the foundation and support structures must be strong. If one is weak, the entire deck is weak and dangerous to its occupants. Simply slapping up posts and beams do not make a solid foundation. Many details must be considered: the manner in which foundation beams will be secured in the ground; the type of materials to use; design, layout and budget; environmental conditions; the types of support structures used, and so on. If the needs of the homeowners are assessed, and each design consideration properly addressed, the deck will be functional, aesthetically

desirable, can serve multiple users, and will be a good return-on-investment. Similarly, many issues need to be addressed when building an effective LDI.

The following sections outline the five Analytic Platform cornerstones (Appendix A). Within each section, detailed subcomponents and their function are discussed.

Institutional Commitment

Administrative Champion

Institutional commitment is key to the success of LDIs and requires support from all levels of the upper administration (Cooper and Pagotto, 2003). Specifically, it is highly recommended—if not essential—that someone "champion" the LDI cause (Jeandron, 2006). Ideally, the president and/or the board of trustees would be this champion (Fulton-Calkings and Milling, 2005). The champion brings to light a passion and vision for the LDI. It demonstrates to employees that the administration is seriously invested in the outcomes of the program. It is the beginning to building institutional "buy-in."

Buy-in is the belief governing boards and administrators must have with the philosophical underpinnings of the program. If they do not buy into the program, no one will become its champion. If the leaders do not buy-in, the employees have no reason to do so. Through dedication to a long-term commitment, the institution is making a statement - it is serious about improving its own leadership potential (Cooper and Pagotto, 2003).

An interesting organizational phenomenon happens when the administrators of a program and its participants reach the same level of commitment. A symbiotic

relationship forms and momentum begins. Collins used the "flywheel" analogy in his

book, *Good to Great* (2001). The flywheel is a heavy disk that represents the momentum

of any organization. According to Collins, the leaders within a company believes in

moving the organization in a particular direction, and this direction is based on several

factors they believe will make the company stronger. At first, the governing structure will

expend more energy pushing the flywheel, while the employees watch. As the employees

observe the leaders' dedication, commitment, and hard work, they anticipate that if they

engage in the effort it will pay dividends for them. So they too begin to push the

flywheel. Eventually, both the leaders and the employees are engaged in the common

effort, even though they both started from different motivational frameworks.

Collins (2001) states that in strong organizations the buy-in (or momentum) from

employees becomes so strong that the governing structure can eventually disengage from

the flywheel, and the employees will continue. Leaders can redirect their own efforts into

supporting the employees through other means, thus strengthening the likelihood of

future success. The governing structure no longer needs to spend time convincing the

organization the effort is worthwhile, because the effort has now become part of the

working environment and embedded into the institutional values.

Assessment of Needs and Talent

Understanding the needs of the institution, as well as the program participants, are

two critical and separate processes (Cameron and Sharples, 2007). Institutionally,

determining the needs is important to many other aspects of the LDI design. Assessing

the number of administrative retirements over a period of time will provide data about

how many leaders will be needed. Assessment will provide demographic data on current

administrators and can spur conversations of how well they represent their student body

or community. Determining whether particular employees will be trained as successors

for a prescribed position changes the focus from a program that trains potential leaders in

order to build a hiring pool of qualified applicants. Understanding the talent pool within

the college can help make these decisions; therefore, an inventory should also be taken of

personnel the administration believes have the potential to lead. Once the program has

been developed, these employees should be encouraged to apply.

The needs of the employees is also important to understand. While this aspect is

normally handled once participants are admitted to the LDI, it is also important to

understand the needs of the employee culture. Administrators' perceptions about campus

needs do not always match that of the faculty and staff. Therefore, understanding whether

universal training needs exist on campus—before the program is designed—can

dramatically effect whether employees apply. For example, if the database used by the

institution is not well understood or used by staff, yet many administrative decisions are

based on its outputs, creating a training module into the LDI may make it more attractive

to a wider range of employees.

Established Mission

Once the institutional needs are understood, a well-design mission can be created.

In relation to LDIs, the mission determines the program's focus, identifies the

stakeholders, and is clear about the needs it serves. Weisman and Vaughan (2002) assert

that senior-level administrators, who are training to become presidents, have needs that

are qualitatively different from those of junior-level administrators; the LDI's focus

should reflect each group's needs. Wallin (2006) found similar support for this assertion,

"those whose next step is a presidency have different developmental needs than those

whose next step is dean or vice-president" (p. 524). Identifying these concerns early in

the process can tighten the mission.

Institutionally Adopted Policy

Policy developed and adopted by the current administration—and potentially the

board of trustees—accomplishes two important tasks. It serves as another example of

institutional commitment. Policies take time to develop, and when they are complete, it is

documented evidence of the college's belief in developing its employees. It also provides

guidance regarding the purpose of the program. Having a clear purpose allows

procedures to be crafted in ways that support the values and goal outlined in the policy.

Procedures, such as those used in the hiring and promotion process, supporting—not

guaranteeing—the advancement of LDI graduates can be one of the most powerful tools

for demonstrating institutional commitment. Robinson (2006) believes that creative and

innovative organizations should look first from within their employee base for hiring.

Doing so helps employees, "find their talent" (p. 3).

Dedicated Budget

Budget support is critical to any program's success, including LDIs. Budgets can

vary greatly depending on the size, length, delivery method and program composition. It

can demonstrate the institution is committed, or not committed to the LDI. However, it is

recommended, that in all types of programs and forms of institutional management,

budget development take place after the program's mission, needs assessment, and priorities are established (Roueche, Ely & Roueche, 2001). The rationale is that priorities may be sacrificed if budgets are discussed too early in the design process. If a limited budget is created first, the program designer may try to squeeze design elements in the budget without giving them proper consideration or attention. On the other hand, if program designers truly believe their program is well-designed, they have a better case for funding it at requested levels, even if it is higher than originally anticipated.

Campus Climate

Intricately tied to the president and board demonstrating institutional commitment, the program's success will depend on employees' attitudes towards its existence. If the institutional leaders support the LDI, the rest of the employees are more likely to do the same.

Resource Sharing

The sharing of resources is one way to reduce budget demands and promote a positive climate within a larger district or region. Its is also one way increase LDI participation. The social nature of community college life is such that if a person, department, or division understands that another is supporting the LDI, they are more likely to join in. Participatory groups within the campus can provide testimony to the valuable nature of the training.

In order to maximize existing resources, some programs share and mutually invest in the program. As seen in the North Texas Community College Consortium, the program travels to different sites each month and utilizes a vast number of shared speakers and

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topics (Cameron, Gay, Jones, & Royal, 2007). Economies of scale can be a factor, and some LDIs are created from a systems-approach or a multi-college, statewide approach (Hull, 2005). The expectation is that the entire system benefits from sharing resources that no one unit could provide individually. Hull (2005) suggested that, "leadership development programs/practices by [sic] made available on a regional bases [sic] to increase access to leadership development to their respective staffs. One might conclude that by increasing the number of opportunities available in more locations, travel costs and time commitments can be reduced for these community colleges, increasing the number of participants" (p. 84).

Creating Buy-in

An interesting organizational phenomenon happens when the creators of a program and the participants within the program reach the same level of commitment. A symbiotic relationship forms and the momentum of the LDI builds. It is much like the flywheel analogy used by Collins in his book, *Good to Great* (2001). The flywheel is a heavy disk that represents the momentum of any organization, or organizational effort. According to Collins, the governing structure believes in moving the organization in one direction. Initially, the governing structure will expend more energy pushing the flywheel—they may be the only ones pushing at this point—because the employees have not bought into the mission, yet. As the leaders' dedication and commitment is observed, the employees anticipate that if they engage in the effort, it will pay dividends for them. So, they too begin to push the flywheel. Eventually, both the leaders and the employees

are engaged in the common effort, even though they both started from different motivational frameworks.

Collins (2001) asserted that in strong organizations the buy-in (or momentum) from employees becomes so strong that the governing structure can redirect their own efforts into supporting employees through other means, thus strengthening the likelihood of momentum continuation. Employees who have bought into the program are now the ones keeping its momentum moving forward. The governing structure no longer needs to spend time convincing the organization the effort is worthwhile, because the effort has now become part of the working environment and embedded into the institutional values. Creating the institutional belief that the LDI is worthwhile is the administrations reason for demonstrating their commitment to the program.

Seeking input from across the college also creates employee buy-in, and with employee buy-in, participation rates are likely to increase (Fulton-Calkins & Milling, 2005). McGregor (2005) found that asking employees about their needs engaged them, as well as gave the program designers valuable information about components to include in their training. For example, in McGregor's survey of division chairs and deans in a state-wide community college system, more than three-quarters of the respondents preferred leadership training in an "on-campus workshop and seminar" format, rather than traveling to distant locations (2005, p. 114). Similarly, community college employees also prefer to spend more time-on-task when learning new leadership strategies, instead of more intensive training sessions where material is presented en-mass, over a

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condensed time frame (Chiriboga, 2003). Knowing this information during the planning

stages can save valuable resources and improve program responsiveness.

Participation Incentives

A disturbing issue has been surfacing in the literature relating to lackluster appeal

of leadership in higher education; an issue that could be addressed through a properly

designed and supported LDI. An under-current of literature maintains that some in the

traditional leadership pipeline are not viewing presidencies, or other senior-level

leadership opportunities, as a desirable goal. Korb (2004) states, there is a "diminishing

appeal for senior leadership positions" (p. 138). "Leaders, in particular, are sometimes

subjected to excessive criticism and, occasionally, harassment" (Boggs, 2003, p. 25).

Carroll and Romero (2003) found that faculty are not as likely to move into leadership

roles as once thought. Cooper and Pagotto (2003) reported faculty experiencing "abject

terror" at the thought of assuming a leadership position (p. 30). If these feeling are

pervasive on a campus, using an LDI to inform and demonstrate the positive attributes of

leadership can help alleviate this problem. The key would be to have LDI participants be

witness to this fact and have them champion the cause through word of mouth.

Interpersonal Benefits

Incentives—not always financial—can be one form of encouragement and

rewarding employees for valuing leadership training. While payroll advancement, release

time, and the ability to be more influential in college decisions have been used as

incentives, Wallin (2006) found that participants enjoyed the interpersonal benefits of a

leadership development program. Benefits included understanding one's own strengths

and becoming a more confident leader. Chen, Gupta and Hoshower (2006) found that if employees anticipate valuable resources—educational and personal—can be obtained through work outside of the classroom or office, they will be motivated to do so. However, in order for them to anticipate these resources, they must believe the program is created in such a way that it can deliver on their expectations. Hansen (2003) also found employees are willing to work, train, and assume additional responsibilities if they expect it will pay off after completion.

Mentoring

Perhaps the most critical role for senior leadership to play, is mentor; thus, making this cornerstone closely tied to institutional commitment. Senior leaders have learned from years of experience: it is this knowledge that should be passed along to junior administrators. Mentors have been found to be a significant component in most LDIs (Amey & VanDerLinden, 2002; Carroll, 2006; Chiriboga, 2003; Fulton-Calkins & Milling, 2005; Dembicki, 2006b; Sherman, 2005). "Sixty-two percent [of community college presidents surveyed] reported that a mentor had been either valuable or very valuable in preparing them for the daily challenges and tasks of the presidency" (Shults, 2001, p. 10). A qualitative study of leadership development needs at Douglas College found overwhelming support for the concept of mentoring, suggesting that every employee should be expected to mentor students, faculty or staff (Christie, 2005).

Mentor Incentives

Veteran employees may have the knowledge and experience to pass along, but community colleges need to assess whether they want to spend extra time establishing a

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mentoring relationship, which is time intensive. Just as in building incentives for employees to complete an LDI was important, program designers should consider creating incentives for mentors. Mentoring involves listening, providing feedback, and guidance. This takes time out of already busy schedules. Providing release time, flex time, or even stipends are used throughout higher education and would be appropriate in LDIs.

Mentor Training

Mentor training should also be considered (Karcher, Kuperminc, Portwood, Sipe, and Taylor, 2006). Simply becoming a seasoned administrator does not necessarily mean they can convey knowledge or impart growth-oriented feedback. Just as many incorrectly assume that successful faculty make great administrators, many incorrectly assume successful administrators make great mentors. Training allows senior administrators to understand better the needs of aspiring leaders, and learn ways to support their growth.

Program Design

Program Admissions Criteria

Designing the program involves deciding on details such as admissions criteria (Jeandron, 2006). In an effort to identify future leaders, the college should be inclusive. Recruiting efforts should include looking in every office, shop and center for employees who have the desire and capability of leading. An often forgotten piece of advice came from Carroll (2006). It is recommended that program administrators consider disregarding educational attainment or experience as a qualifying factor for entry into LDIs, particularly for entry-level tracks (Carroll, 2006). Degrees and experience can be

obtained over time. The LDI can infuse skills immediately making someone—with a less than desirable number of degrees—a valuable contribution to leadership teams on campus. In other words, beware of being caught up in academic snobbery when seeking potential leaders.

Leaders are needed in all areas of campus, not simply in student services and instruction. Leadership voids will be experienced in facilities, business offices and functional areas throughout campuses (Carroll, 2006; Fulton-Calkins & Milling, 2005). Additionally, departmental support should be secure in advance of an employee being accepted into the LDI. Since the program requires time away from the job, supervisors and their support play a pivotal role in an employee's successful LDI completion.

Racial and gender composition of an incoming cohort should also be considered. While there is no standard for formula for cohort composition mentioned in the literature, considering a diverse mixture of employees was frequently cited. With the large number of predicted administrative vacancies, and drastically changing student demographics, LDIs provide a unique and immediate opportunity to bring a more diverse group of people into the leadership pipeline. According to the National Center on Educational Statistics (2007), minorities represented 26 percent of the faculty in 2005 at two-year public institutions, and 35 percent of non-professional staff (NCES, 2007). In comparison, 41 percent of all students enrolled in public two-year institutions in 2004 were minorities (NCES, 2007). As minority students become more prominent on community college campuses, they will be looking for leaders and role models from similar backgrounds (Piland & Wolf, 2003). Because of this, colleges will need to

evaluate their current level of racial and ethnic representation and decide if they should commit to creating a different administrative composition. Starting with LDI admissions criteria, promoting diverse cohort composition can begin this shift.

The use of a cohort design is common and recommended (Duvall, 2003). Almost without exception, cohorts are being used in LDIs because of, "the feeling of connectedness cohorts generate, along with the sharing of current on-the-job issues and experiences, makes this approach especially relevant to practitioners" (Duvall, 2003, p. 67). Caution was found in relation to large cohorts. Too many people in one cohort can detract from forming connections and relationships. Cohorts of 20-30 participants was more common (Cameron and Sharples, 2007; Rhodes and Gilbert, 2006; LCTCS, 2006; and, Cameron, Gay, Jones, & Royal, 2007).

Curriculum Design

Curriculum design is the basis for LDIs content delivery. College personnel poised for advancement are concerned about a number of issues, which responsive programming can address (Christie, 2005). While not exhaustive, the following list contains examples of the types of issues and concerns participants reported:

- Policy/mission/values

- Learning to see the big picture

- Program coordination

- Balancing personal and professional life

- Conflict management

- Working with the media

- Diversity

- Budgeting and resource management

- Team-building

- Working with multiple constituents

- Political nature of leadership

- Building community

- Governance

- Motivating staff and faculty

- Economic development

- Fundraising

- Mentoring

- Legal issues

- Understanding institutional culture

- Understanding and managing growth

- Collaboration

- Growing leaders from the faculty, staff and students

- Ethics

- The appeal of leadership

- Civility

- Evaluation and feedback

- Hiring and promotion practices

- Understanding institutional effectiveness

- Community relations (Carroll & Romero, 2003; Jeandron, 2006; Wallin, 2006; Wild, Ebbers, Shelley, & Gmelch, 2003; Cooper & Pagotto, 2003; McCarthy, 2003; Chiriboga, 2003; Carroll & Romero, 2003).

Just as assessing college students entrance skills is important to academic advising, so too is understanding the needs and skill levels of LDI participants. By designing activities and lessons that deal with the aforementioned issues, skills—and sometimes more importantly, confidence—are built. The focus of learning activities should be on building knowledge, and ones that can be practiced and reinforced immediately (Weisman and Vaughan, 2002). Since participants are also working employees, they are often encouraged to integrate LDI lessons into their department. Lessons and goal setting can be designed in such a way that they allow for "real-world" application while in the program (Duvall, 2003). Teaching new skills, allowing participants to implement them "in context," and receiving feedback from mentors are important, and takes time (Christie, 2005, p. 81).

Learning that is reinforced during the program tend to find greater success because of its immediate application value. This is the justification for recommending lengthier LDIs; programs that are longer in length allow time for employees to practice their newly honed skills. The result is employees who are excited about their future within the college.

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Curriculum should change from year-to-year in order to accommodate changing needs and skills. The type of activities may remain constant, but the content around which the activity is based should reflect each cohort's identified needs or deficiencies. Readings, writing assignments, mentoring, internships, and a vast number of other learning tools can enhance the outcomes; multiple learning platforms reinforce learning.

Nationally-acclaimed speakers are commonly used as content experts, and as Cameron and Sharples (2007) passionately told a gathering of community college trustees, "if you want your employees to be the best, you have to expose them to the best." Chiriboga (2003) found that a speaker's personality has as much to do with their success as does the content of their presentation. Programs will frequently recycle important topics each year, but change the guest speaker who presents it. "Funny and witty" speakers received the highest rating and their material was viewed as more valuable (p.77).

Several types of speakers can be used to accomplish different goals. There is a significant distinction between presenters who speak to the latest theories and practices on any given topic, and presenters who can provide applied guidance and feedback on the internal workings of the participants' college. The first type of speaker provides expert credibility, and the second provides participants with permission to implement the lessons learned – a balance of both are important to program richness.

Program Length

Shorter programs, such as The League for Innovation in the Community College's one-week Executive Leadership Institute, tend to be offered on a shorter basis (League

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for Innovation in the Community College, 2007). The shorter the training seminar, the more frequently it can be offered. This design may be better for creating networks, but may not be as beneficial to long-term skill development. They also seemed to be focused on accomplished mid and upper-level administrators, who may not need as much skill development.

On the other and, lengthier programs are more time intensive, and time translates into money. However, the quality of learning and skill development may be worth the investment. Lengthier programs also require more commitment on the participants' part, as well as the institution. Trautwein, Ludke, Niggli and Schnyder (2006) studied motivation as it relates to spending time on work outside of the traditional work/school environment. Their results showed that if people expect to succeed, they are more willing to put forth extra effort and spend more time on task. This why a clear mission statement should be designed; different programs structures are better at addressing different needs.

Ongoing Feedback

Participants of LDIs report that lengthening the training over a longer period allows them to apply lessons learned in their current position (Chiriboga, 2003). They are able to put their learning into practice, and receive feedback, from supervisors and mentors, during successive sessions. Wallin (2006) elaborated on this issue stating that not only should LDIs have a skill orientation, they should also be focused on relationship building and self-assessment (p. 523). Consequently, some programs require a one-year commitment so that participants have time for synthesis, application and self-reflection. According to Fulton-Calkins and Milling (2005), "the true leader must be willing to

constantly delve deep within the self – not afraid to look at the doubt within . . . " (p.

237). Since leadership has been said to a lonely position, being able to look into one's

soul, value personal strengths, and recognize weaknesses is an indispensable aspect to

many LDIs.

Technology

Technology is used throughout higher education, and LDIs should be no

exception. Technology can serve as a primary delivery tool, as a storage device for files,

or as a mechanism in which participants can chat and share ideas. However, participants

prefer to learn through fact-to-face interaction (McGregor, 2005). Ironically, technology

is not used as much for its distance delivery capabilities as it is to demonstrate the

technological literacy demands leaders must possess to govern future campuses. As

specified in previous sections, the opportunity to learn new technologies not only

increases skills, but it may promote the appeal of an LDI.

<u>**Evaluation**</u>

Effectiveness

LDI effectiveness is about producing effective leaders who, in turn, create

effective educational opportunities for students and communities. Effectiveness is an

ongoing, circular process of utilizing data to shape and reshape future programs. More

importantly, it involves reviewing outcomes in relation to program mission, values, and

goals (Smith, Szelest & Downey, 2004). It can be seductive to look upon positive

outcome data, such as graduation rates, and make the determination that the program was

effective. But, it does not mean the program is effective at meeting the college's needs—

quantity does not necessarily mean quality. In many ways, this parallels the struggle

community colleges face with student graduations and whether conferring a degree

means knowledge attainment. Deeper and more revealing questions must be answered

with data.

      "Whenever an institution makes changes, it needs feedback to see if the changes

have been successful, if they have accomplished their purpose" (Roueche & Baker, 1987,

p. 67). Evaluative measures should determine if the program is producing graduates who

make an effective contributions to the institution during, and after, completion of the

program (Jeandron, 2006; Vaughan & Weisman, 2002). To determine if a program is

achieving the desired outcomes, both qualitative and quantitative tools can be used so that

a singular focus does not limit the data interpreted.

      Continuously evaluating each aspect of the LDI refines and strengthens the

program for successive cohorts. Measurable quantitative outcomes offer tangible

evidence of skill growth and development (Cooper & Pagotto, 2003). Whether the

participant discusses progress with the cohort, mentor or LDI director, it is important to

qualitatively reflect on personal growth so that realizations and refinements are made at

the personal level, as well as the program level.

      Looking into the future and planning for the needs of tomorrow's leaders is vital

to program and institutional effectiveness (Fulton-Calkins & Milling, 2003). To

accomplish these evaluative goals, each program can perform three types of effectiveness

studies:

- *Internal Program Effectiveness* – Determines if the program is designed in such a way that it is meeting the needs of the institution and participants (Cameron, Gay, Jones, and Royal, (2007).

- *Participant Effectiveness* – Determines if participants are showing marked improvements as leaders during and after program completion (Banta, Black, Kahn, and Jackson, (2004).

- *Leadership Development* – Determines if the program is producing larger numbers of qualified applicants who seek and obtain leadership positions (Bumphus and Royal, 2006).

Internal Program Effectiveness

Internal program effectiveness is measured through designing assessment and measurement tools central to the mission of the program. For example, if there is a shortage of leaders who truly understand budget management, supervision, engagement, or any number of other factors, simply surveying the administration as to their own needs might suffice. However, the administrators' staff also need to contribute to the program's focus since they inherit the by-products of leadership development and effectiveness. In other words, staff work with the leaders who seek LDI training, and sometimes the staff understand the skills that need to be enhanced within a particular leader, better than the leader themselves. Combining both of these perspectives can unveil unique insights for the program developers so they can design activities and learning experiences directly and accurately related to the current institutional needs.

Participant Effectiveness

Participant effectiveness can be assessed through a number of measurement tools, and is designed to evaluate personal and professional skill growth. For example, if one of the internal program foci is to improve the understanding of departmental budgeting, pre- and post-tests can be given to a participant. The participant can determine their comfort level and competence with budget management, for example, before they begin the LDI. Once they complete the program, they can complete the tool again. The variance between their pre- and post-test scores is one way to determine if the program was effective for that participant.

External evaluation of participant skills is another method of assessing effectiveness (Banta, Black, Kahn, and Jackson, (2004). Their immediate supervisor can assess skill proficiency before entering the LDI and after graduation. Once again, a discrepancy analysis can highlight skill growth.

Finally, another participant effectiveness can be reviewed using a 360-degree review (Hoerr, 2005). An evaluation by the participant's peers, and their perception of the change within their colleague, can be revealing in ways other tools cannot provide. Providing feedback on the growth of each other's skills such as, assertiveness, relationship building, approachability and communication, can be an extremely valuable exercise, and difficult to objectively measure through tools taken by the participant.

Leadership Effectiveness

Measuring the number of qualified applicants for hiring searches (input), as well as the number of LDI graduates who obtain leadership positions (output), can be one

aspect to determining program effectiveness. In the case of outputs, success may be a long-term realization since career advancement is not always immediate for graduates.

As part of their hiring process, some colleges utilize self-designed screening methods to assist committees sift through employment applications (LCCC, 2006). In an attempt to quantify talent, they create grading scales each committee member uses to evaluate applicants on a number of job related skills – a skill and experience qualification index of sorts. The better the applicant can demonstrate their skill proficiency or experience on a resume or through an interview, the higher their score. The intent is that by combining the committee's scores, the most qualified applicant rises to the top of the list. By tracking this data, colleges can determine:

- If the number of applications for each leadership-level vacancy is increasing, possibly due to LDI graduates

- If the average qualification scores of internal applicants is higher for LDI graduates than non-LDI graduates

- If the number of LDI graduates hired into leadership/supervisory roles is increasing.

Institutions, such as the El Paso Community College tracks its graduates to determine if they are advancing into roles with higher levels of responsibility and leadership. When LDI graduates moves onto leadership roles at other institutions and contribute to the national leadership base, this can be considered success (Bumphus and Royal, 2006).

Summary

Clearly, the need for leadership development institutes exists. Growth of these programs will continue as more community colleges take leadership development into their own hands. Today, LDIs are training more than 1000 leaders each year, and programs continue to grow each year (Dembicki, 2006a).

Diversity will become a more significant issue as the nation and college-bound students become more diverse. Mentoring will be crucial in establishing role models for all employees. This will become poignantly true for less experienced minority employees and students, whose demographic characteristics are rarely reflected in community college leadership (Amey & VanDerLinden, 2002). "Presidents should play a critical role in encouraging minority faculty members and administrators on their own campuses to pursue professional development . . . " (Vaughan, 2004).

Funding will be a perennial problem for all colleges, and cost-benefit mindsets will loom heavy over many programmatic decisions. Fortunately, Carroll (2006) discovered LDIs and succession planning are less expensive than standard practices of filling administrative vacancies. Cameron, Gay, Jones, and Royal (2007) claim the investment colleges are making in LDIs are resulting in highly motivated and better qualified campus leaders. As more LDI effectiveness research surfaces, justification to dedicate institutional resources towards this form of personnel development will increase. Unfortunately, few formal studies currently exist.   Colleges have the power to create the future they desire; LDIs are a manifestation of this philosophy. At a time when community colleges are focusing their telescopes outward—more globally—it is

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important to open both eyes and look inward to address the needs that will allow institutions to compete in a global economy with its unforeseen demands. Leaders who cultivate programs that perpetuate productive core values will leave institutions better prepared.

Armed with an understanding of institutional needs and employee motivation, leadership development institutes will be an effective by-product in the innovative history of American community colleges. There may not be a better way to train locally a group of leaders who understand the institution's values, than to create a training program within the institution built around those values.

CHAPTER 3: METHODOLOGY AND PROCEDURES

Introduction

Chapter One introduced the struggles community colleges are facing when replacing retired veteran leaders. Chapter Two brought forth a growing body of research contending that if designed effectively, grow-your-own leadership programs can assist in creating a healthier leadership pipeline. Together, these chapters set the stage for a case study of the El Paso Community College-Leadership Development Academy (EPCC-LDA).

Chapter Three describes the methodology used in studying "how" EPCC created an effective leadership academy; whether its graduates are becoming more skilled and racially diverse leaders; and/or whether they are entering the community college leadership pipeline at the nation level, as well as the local level. A description of the research design, data collection, and analysis are explained herein.

Research Design

The research design followed a mixed-method, descriptive, case study format, utilizing both qualitative and quantitative data. Three forms of data were analyzed to determine their alignment with one another: a literature review produced research-based qualitative data; interviews produced practice-based qualitative data; and historical formative and summative program evaluations provided qualitative and quantitative data. "In general, qualitative research is an inductive process by which the researcher allows data interpretations to evolve and reveal patterns before, during, and after the data collection process (Maxwell, Hano, and Skivington, 2007, p. 100). It is these patterns and

relationships between research, practice, and evaluation this study unveiled; a relationship called effectiveness.

Descriptive research does not attempt to manipulate the subjects or their environment. Rather, it attempts to study, understand, and richly describe a topic without interference or alteration of the environment by the researcher. "Case study can be seen to satisfy the three tenets of qualitative method: describing, understanding, and explaining" (Tillis, 1997, para. 14).

A case study research method was chosen because it provided a comprehensive yet focused process of examining one program around a particular phenomenon—program effectiveness. The case study method also fit the types of research questions created for this study. Research questions that focus on "how" a program achieves its goals, lend themselves to case study methodologies (Denzin and Lincoln, 2005).

Understanding one program, in and of itself, may not allow results to be generalized to all programs. However, understanding "particulars" of what makes a social program effective creates "tacit knowledge," seldom making predictions but regularly leading to expectation (Denzin and Lincoln, 2001, p. 134). While breadth of understanding LDIs in general, may be a limiting factor in this design, depth of understanding the EPCC-LDA is its strength (Avry, Jacobs and Razavieh, 2002).

Construct validity is often the topic of criticism in case study research. To combat this, a mixed-method design utilized both qualitative and quantitative data, for the goal of strengthening validity (Greene, Caracelli, and Graham, 1989). Yin (2003) also

recommended that multiple data forms be used. To overcome this hurdle, this study includes the following forms:

- Qualitative interviews

- Quantitative formative evaluations from two years of EPCC-LDA participants

- Qualitative and quantitative summative evaluations from two years of EPCC-LDA participants

"Good research obligates the researcher to triangulate, that is, to use multiple methods, data sources, and researchers to enhance the validity of research findings" (Mathison, 1988, p. 13). Due to the nature of dissertation research, only one researcher was used in this study.

Working from a contingency theory perspective, a literature review revealed numerous recommended considerations, and practices, upon which LDI creation and effectiveness are contingent. The list was condensed into a framework and serves as the study's analytic tool, termed the "Analytic Platform." This framework was used to outline interview questions and create a data coding structure.

Interviews of EPCC staff illuminated the considerations and practices—in the Analytic Platform—that were addressed by program design staff, and which ones they believed contributed to the effective accomplishment of programs goals. The response topics were validated with historical EPCC documents, and a description of each provided the researcher with a full understanding of their significance.

Finally, considerations and practices that were recommended in the research, and used by the EPCC were compared to quantitative, evaluative, survey data—collected

throughout the life of the LDA—to determine if the end user of the program (program participants) believed these components were useful. Triangulating the data—research recommendations, interview responses, and evaluation data—provided a means for determining the effectiveness of EPCC-LDA practices.

This study performed an in-depth review of one program, what makes it effective, and how its components are contributing to leadership development; hence, the need for a research design which utilized depth of understanding as its strength. The goal was to understand how historical considerations, practices, and processes used in the EPCC-LDA creation contributed to its effectiveness as a leadership development tool. This chapter also provides: a) a detailed description of the data collection and reduction process; b) the Analytic Platform framework, resulting from research data collection and reduction; c) interviews and the techniques used to validate the qualitative interview data; and d) a description of how qualitative and quantitative data is used to determine effectiveness.

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Population, Selection, and Sampling

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<u>Population</u>

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The focus of this study was on *considerations and practices* used in leadership development programs, not the people who use them. Thus, the EPCC-LDA is a representation of this larger programmatic population. Even though the study was based on one program, the results of this study may be applicable to other programs (Sapsford and Jupp, 1996). The two subject groups—EPCC leaders and LDA participants—assist with identification, validation, and effectiveness, and served as the groups to whom

recommended practices are directed. This distinction is important because the study

generalizes its findings to LDIs that serve community colleges, not the leaders within

them. However, leadership development programs are a result of leaders retiring, are for

the leaders' use, and are directed at producing more leaders. Because of these interrelated

issues, the distinction of the study's population can be confusing.

Purposive Sampling

The purposive sampling of interviewees was made by identifying EPCC

personnel involved in some aspect of their LDA's creation and operation. In order to

create a sense of representation, each of the Analytic Platform's five cornerstones had at

least one administrative interviewee whose EPCC function matches that of a cornerstone.

LDA graduates—a notable group of potential interviewees—were intentionally

excluded from the interview process, as a group. While they can provide some of the

most beneficial information about program effectiveness, their voices were already

recorded in the formative and summative evaluations. Trying to re-collect data from more

than 180 EPCC-LDA graduates, located throughout the United States, would be

prohibitive for this study. Therefore, using the data collected by the EPCC was viewed as

more complete, efficient, and beneficial.

Program Selection

The EPCC-LDA was chosen after reviewing more than 15 LDIs around the

nation, representing association-based programs, state-system programs, community

college district programs, and community college campus programs. Once EPCC was

identified, President Richard Rhodes enthusiastically provided both verbal and written support of the project.

Only programs that incorporated components the researcher believed were in alignment with the study's research-based framework were considered. Comparing information about each program to the Analytic Platform's cornerstones narrowed potential participants. Information about each program was gathered through a variety of sources including: discussions with community college leaders and presidents; attendance at national convention workshops; analysis of institutional literature; and a review of institutional websites.

Programs considered for this study possessed: institutional commitment; a supportive campus/institutional climate; a mentoring program or a structured feedback process; a program curriculum design that involved a one-year process; and, a track record of on-going evaluation.

Methods of Data Collection

The purpose of collecting data was to categorize and compare research theory and hypotheses to application, and then triangulate both with qualitative and quantitative evaluative data to determine effectiveness. Research literature outlined numerous considerations and practices in LDI design. Interviews uncovered whether the research-based practices were used in designing the EPCC-LDA. Qualitative and quantitative evaluation data from LDA graduates determined which program components they believed were effective to leadership development. Together, these three forms of data

create a picture of how research, application, and evaluation can combine to produce an effective program.

To collect the data, a combination of methods was used. A literature review, interviews validated by historical institutional documents, and an examination of EPCC-LDA quantitative data provided a three-pronged approach at identifying, describing, and explaining a variety of LDI-related practices.

Research-based Framework

Research literature provided a comprehensive method of reviewing and identifying suggested practices that have been studied and found to be effective in various leadership development programs across the nation. From this collection, the researcher conceptualized a framework that created order and focus out of the many suggestions. The compilation of the considerations and practices resulted in the "Analytic Platform;" a framework based on five cornerstones, or core conditions for leadership development (Appendix A). Within the five cornerstones are twenty subcomponents detailing crucial topics for consideration by those who study, create, implement, and evaluate LDIs. This framework guided the study in its research design, interviews, data collection, and data analysis.

Focused Interviews

Interviews were conducted with six EPCC leaders to determine, in their mind, which of the twenty subcomponents are addressed in the EPCC-LDA. Interviews allowed the researcher to gain a subjective view into the topic studied. Denzin and Lincoln (2005) contend that interviews, "are inextricably and unavoidably historically, politically, and

contextually bound" (p. 695). Since each interview response was subjective, it was important to interview several people in order to gain a more well-rounded and complete picture (Gubrium and Holstein, 2002). Interviews also allow for expansion and clarification of responses; an opportunity not found in some other research designs.

One-hour interviews were conducted in El Paso at the EPCC central offices. Each interview began by reading to the participant: a study overview; confidentiality statement; and a description of how technology was be used to record their comments (Appendix B). The structure of the interviews utilized the Analytic Platform that emerged from the literature review. Interview questions focused on the twenty subcomponents. Each participant was asked to reflect on their understanding of the LDA, and respond by stating if action was taken by the EPCC to address each subcomponent. If so, they were then asked to describe the details as they understood them.

The interview process allowed for an in-depth, open-ended discussion about perceptions of planning decisions, institutional behavior, program design elements, and evaluation methods. At the same time, the interview structure also focused the responses so that irrelevant items did not take the study astray, or for further clarification when needed. For example, the questions assisted the researcher in identifying particular sources of EPCC policy and procedures so that an examination of these materials could included as evidence of institutional behavior and commitment. Without focused questions, all EPCC policies and procedures would need examination in a tireless effort of discovering the one or two that relate to the LDA.

Confidentiality is important to address in studies where interviewees are asked to comment on the effectiveness of their employer's decisions. Each participant's responses were audio-recorded and transcribed by the researcher. Personally identifying information was not kept in transcription records, and once the transcription was complete, the audio files were destroyed. Names of participants were not used in this study. Once the participants agreed to participate, neither titles nor identifying information were recorded in written materials. A master list of names, containing numerical codes corresponding to participant's names, was maintained by the researcher. This list was not included in the study's documentation. The numerical codes were used as audio recording file names, instead of participant names.

The purpose of interviews was to narrow the topics to be researched and described, not attribute information to a particular person; therefore, personally identifying information was not needed. In an effort to focus only on aspects that contribute to program effectiveness, and remove any possibility of negative employment impact on interviewees, all negative and inflammatory comments and opinions, or opinions about poor management decisions, were removed from the interview transcripts.

Quantitative Data

Two forms of historical quantitative data were used in this study: formative and summative data. These data were introduced to the study in an effort to determine whether considerations and practices, that were both outlined in the literature and used by the EPCC, are seen as effective in leadership development. Since the end user of the LDA (program participants) are the recipients of the training, their opinions could

provide significant evidence as to whether the different aspects of the program were effective.

Each year, the EPCC-LDA incorporated formative and summative assessments to allow the program's participants to give administrators ongoing feedback about their own skill development. In turn, the administrators used this data to maintain program responsiveness and improve program quality. The data was compiled by EPCC over the three years prior to this study.

<div align="center">Data Reduction and Analysis</div>

Qualitative data consists of words, themes, and ideas, which makes them difficult to quantify and compare to quantitative data. The purpose of analyzing qualitative data was not to quantify, rather, it was to identify items for analytic purposes. Identifying practices that were present in both the literature and the EPCC-LDA was the goal. However, this process can produce large amounts of information. Therefore, a coding and reduction process grouped and categorized similar information for ease of analysis, display, and interpretation. Coding, "is the central part of qualitative data analysis and involves extracting meaning from collected textual materials" (Nagy Hesse-Biber and Leavy, 2004, pp. 410-411).

<u>Literature Review Data Reduction and Analysis</u>

The review of literature produced numerous items researchers and academicians consider important to leadership development institute effectiveness. These items were documented and distilled into twenty subcomponents. The subcomponents were then analyzed to determine if there were common characteristics or natural congregations. The

analytical question applied to each subcomponent was, "Which organizational function does it support?" Emerging from the analysis were five, qualitative, nominal categories: institutional commitment; campus climate; mentoring; program design; and evaluation.

Each category, or cornerstone, had a central theme, but none had qualities that gave priority over the other or conveyed size or relationship. Because of these characteristics, nominal categorizations were the logical choice. These cornerstones and subcomponents not only serve as a tool for grouping recommended practices, but they also create a coding scheme for organizing qualitative interview data.

Qualitative Data Reduction and Analysis

Interviewees were asked if and how the EPCC addressed each of the twenty subcomponents in its attempt to create an LDI that effectively met the institution's needs. Their responses were recorded, coded, and compiled. Duplicate responses were recorded for accuracy, but did not carry more weight or value than singular responses. Once again, a value judgment was not the goal of this analysis; rather, its purpose was to determine if research-based recommended practices are currently present in the EPCC-LDA, or were present during its creation.

Validating Qualitative Data

Interviews can be problematic when determining reliability and validity. This is particularly important when the sample size is small. In an effort to increase reliability and validity within the interview data analysis, Ary, Jacobs, and Razavieh (2002) recommend two procedures: verifying the accuracy of the interview data; and, assuring confidentiality. If interview data can be verified through an outside source, the data is

more reliable and valid. Also, the more assured interviewees are that their responses are

confidential, the more likely their responses will be reliable and valid (Ary, Jacobs, and

Razavieh, 2002).

In the EPCC-LDA study, if interview responses revealed that EPCC had

addressed a particular Analytic Platform subcomponent, institutional historical records

were researched to assess the accuracy of the response. Once verified, each

subcomponent was be described in more depth. Items, such as polices, budgets, and

meeting minutes served as tangible evidence to support interview responses. For

example, if an interviewee mentioned a policy was developed to support the EPCC-LDA,

a review of the policy would provide evidence to support the administrator's claim, as

well as provided a description of how policy can be created. If no evidence was found to

support an interview response, the response was deemed unreliable and noted

accordingly.

Quantitative Data Reduction and Analysis

Ongoing formative evaluations allow the researcher to uncover—from an LDA

participant's perspective—which components of the LDA were effective during the time

they were completing the program. At the time of graduation, the same LDA participants

were again surveyed, asked to reflect on their experience, and determine the effectiveness

of different aspects of the LDA. This summative data provided a different perspective in

time, from the same source (LDA participants), on the same topic (LDA effectiveness).

Reliability of Quantitative Data

By utilizing two surveys at different points in time, with the same subjects, on relatively similar topics, increases reliability (Ary, Jacobs, and Razavieh, 2002). Since formative and summative surveys were administered to nearly all of the LDA participants, the degree to which they responded similarly to respective topics could determine their reliability. However, a test of reliability was not conducted between these two surveys. Since they were administered at two points in the participants' leadership development, an issue that may have seemed very important to a participant during the LDA, may have diminished in importance later in their career, or vice versa. Regardless of the consistency of their answers, practices deemed to be important at any point during their career would be important to address during an LDI.

Data Display

The data was displayed for analysis in a four-column matrix format (Appendix C). The first column details the Analytic Platform's five cornerstones and its twenty subcomponents. The second column lists the practices EPCC incorporated into its LDA determined through interviews. The third column lists whether LDA participant evaluations offered evidence of effectiveness. The fourth column lists whether low, moderate, or high alignment between the data streams for each subcomponent.

Effectiveness Analysis

After aligning the formative and summative data survey questions with the Analytic Platform's subcomponents, the effectiveness of each subcomponent was determined by using the Effectiveness Matrix (Appendix C). Triangulating the data,

interview responses, and EPCC historical records, creates a strong base for validating the effectiveness of individual aspects of the EPCC-LDA. Each subcomponent was analyzed individually through an "all or nothing" decision process. Effective subcomponents will possess each of the following:

- A corresponding EPCC practice or consideration

- Validation through EPCC historical records

- Support from summative and/or formative evaluation data

If the subcomponent had a corresponding EPCC practice, was validated by historical records, but was not supported by formative or summative evaluation data, the practice would not be considered to be as effective. Practices not having any support were recommended for further institutional and program review.

Overall program effectiveness was subjectively determined by the researcher. The more subcomponents were found to be effective, the more likely the program would be effective. However, if any of the five cornerstones were found not to possess a single effective subcomponent, the program's effectiveness would be significantly questioned.

Longitudinal Tracking Data and Demographics Analysis

A limited amount of longitudinal tracking data and demographic data on LDA graduates was provided by the EPCC for this study. To the degree possible, it allowed the researcher to analyze if EPCC-LDA graduates were moving into leadership positions with more advanced responsibilities than they held prior to entering the program.

These data assisted in determining whether EPCC executive cabinet leaders were becoming more demographically diverse than has been historically experienced in

national leadership ranks. Since tracking and demographic data of LDA graduates is limited, comparisons to national higher education leadership demographics could not provide a contrast in the composition of El Paso's emerging leaders versus the national makeup.

Methodological Limitations

The strengths of descriptive studies are the richness brought about through interview responses and the natural environment in which phenomena are studied. However, these characteristics bring with them potential and inherent limitations. Since the study was conducted in a field setting and not in a controlled laboratory, the following potential methodological limitations were identified as:

- The audio recording of interviews might have led participants to answer each question with guarded answers.

- The experience and exposure to the EPCC-LDA was different with each person interviewed. Their recollection of the program's history might have been limited.

- This researcher may—due to past experiences and background—had certain biases about leadership development programs, which could have manifested themselves in the interpretation and coding process.

Summary

The research methodology was an attempt to collect focused qualitative data, validate it with institutional records, and triangulate it with qualitative and quantitative data. The results can shed light on how an organization can not only design and

implement a leadership program, but also demonstrate its effectiveness through evaluation.

Combining a mixture of qualitative and quantitative approaches provides more control over either method's individual weakness. Qualitative data gives a comprehensive, well-rounded understanding of one leadership development institute. Quantitative data brings forth validity by introducing multiple and repeated surveys on the effectiveness of individual components of the EPCC-LDA. However, since quantitative data is focused on specific items, it does not paint a full picture.

Mixing these two methods compares practical applications to research-based recommendations found in the literature. In doing so, the researcher gathered information addressing the study's four research questions, and presented the results in a meaningful way that may help the reader and researcher understand the composition of an effective LDI. Theory, application, and evaluation make a strong combination of systems for determining effectiveness.

CHAPTER 4: FINDINGS

Introduction

Chapter Four details the collection and organization of data. Multiple methods of data description compare the researched-based Analytic Platform with chosen practices of the EPCC-LDA Committee (coordinating committee). The effectiveness of these practices is determined through the degree of alignment between the aforementioned research and practice with responses completed by EPCC-LDA Fundamental and Advanced Track participants as part of monthly, mid-year, and end-of-year program evaluations. Triangulating the first two forms of data, provides a better understanding of the EPCC-LDA purpose, structure, and design. Reviewing the third form of data brings forth themes that emerged in the self-reported learning, and provides further support for the effectiveness of the program's components.

The goal of Chapter Four describes the alignment between the data and 20 subcomponents outlined in the Analytic Platform. Alignment and support between the data refined this study's framework, provided a foundation for recommendations for future practice, and assisted in answering the following four research questions:

1. How has EPCC addressed the Analytic Platform's cornerstones and subcomponents in creating an effective Leadership Development Academy?

2. How is EPCC utilizing its Leadership Development Academy to attract more leaders into the leadership pipeline?

3. How is EPCC utilizing its Leadership Development Academy to create a more diverse leadership structure within the college?

4. How is EPCC utilizing its Leadership Academy to increase leadership skill proficiency within their current leaders?

Data Display

Various combinations of data were utilized to answer each research question. Data collected from EPCC-LDA Committee interviews supported research question #1, regarding program design. Data collected from EPCC-LDA Committee interviews, and program demographics supported research question #2, regarding quantity. Data collected from EPCC-LDA participant evaluations supported research questions #3 and #4, regarding diversity and quality.

Research-based Framework

More than 100 research studies, scholarly articles, books and publications, conferences and lecture presentations, personal interviews, and campus visits were studied to gather evidence of recommended practices and considerations for leadership development institute design. The data were varied and diverse, and based on research, theory, and application. Compiling the practices into a list, and later grouping similar topics allowed the researcher to reduce the topics into logically congregating groups. From this collection, the researcher conceptualized a framework that created order and focus out of the many suggestions.

The compilation of considerations and practices resulted in the "Analytic Platform;" a framework based on five cornerstones, or core conditions for leadership development (Appendix A). Within the five cornerstones were twenty subcomponents detailing crucial topics for consideration by those who study, create, implement, and

evaluate LDIs. This framework guided the study in its research design, interviews, data

collection, and analysis.

These twenty subcomponents represented the first form of data used in this study.

Also, by using these same 20 subcomponents for interview questions (the second form of

data), and to catalog EPCC-LDA participant evaluation responses (the third form of

data), they served as a logical framework on which multiple forms of data are compared

and contrasted. The 20 subcomponents are:

- Administrative "Champion"
- Assessment of needs and talent
- Established mission
- Institutionally adopted policy
- Dedicated budget
- Resource sharing
- Creating buy-in
- Participation incentives
- Interpersonal Benefits
- Mentor incentives
- Mentor training
- Program admissions criteria
- Curriculum design
- Program length
- Ongoing feedback
- Technology
- Effectiveness
- Participant evaluation
- Program evaluation
- Leadership evaluation

Interviews

In an effort to describe and understand the practitioner-based practices and

considerations used in the development and implementation of the EPCC-LDA, six

individuals were selected for interviews. Each person is/was a member of the El Paso

Community College Leadership Development Academy Committee, which is the body responsible for the ongoing design and implementation of the program. Two were faculty, two were staff and two were administrators. Two of the six interviewees were LDA graduates now serving on the coordinating committee.

College President, Dr. Richard Rhodes, was asked to recommend individuals from this committee to participate. He approached the committee and explained the request to study the EPCC-LDA. Reportedly, all committee members volunteered with enthusiasm. The LDA Program Director selected six members to participate, and interviews were conducted February 26-28, 2008 in El Paso, Texas. Members included persons who were part of the program's original implementation team in 2005, as well as members of the committee who were at one time LDA participants. Interviewees equally represented members of the administration, faculty and staff.

Interviews were scheduled individually and began with an explanation of the intent and process of the study. Of the six persons recommended, all participated willingly. Each participant was told the interviews were to be audio-taped for transcription accuracy, but that all files—electronic and otherwise—would not contain identifying information. Upon completing the study, the recordings would be erased. To further provide confidentiality, varying amounts of information collected from each participant was paraphrased in tables for ease of reporting and readability; however, quotes were used for emphasis.

During each interview, the participants were asked to describe "if and how" EPCC effectively addressed each of the 20 Analytic Platform's subcomponents when

designing, redesigning, refining, or implementing the EPCC-LDA. After the 20 subcomponents were addressed, each participant was asked to recommend other practices and considerations they believed to be important in effectively creating an LDA, but that were not listed in the Analytic Platform.

The following sections and tables detail each subcomponent and the frequency of "yes" and "no" responses in relation to whether EPCC addressed the subcomponent. It also includes a brief synopsis of responses to each question. A more in-depth description of how each subcomponent was addressed is detailed in Chapter Five. The number accompanying each response denotes the participant identification number. Since names and positions were not recorded, the number aides the researcher in maintaining accuracy of responses. Quotes provided emphasis and were not meant to be a complete transcript of the interview. In some cases, responses were not included in the tables because they duplicated an existing response.

Interview Responses

Question #1 asked whether the EPCC-LDA had an "LDA or administrative champion," and whether the committee member felt this was an important ingredient to the effectiveness of the program. The data show all six interviewees reported there has been an EPCC-LDA administrative champion, and that it was important to have a champion (Table 1). The EPCC president, LDA Committee, and program director were most frequently reported as champions. With several administrative champions, it was recommended they possess the same perspective on the program's mission. In other

words, the participants stated the champions needed to be "in-sync" with one another, in

order to present a united, well-organized team to college employees.

Table 1: In an effort to demonstrate institutional commitment, does the EPCC-LDA have an administrative "Champion?"

Response: Yes: 6   No: 0

If yes, how has EPCC addressed this topic?

1. A champion was needed to demonstrate commitment. It was also important for it to be located in the President's Office, in order to demonstrate commitment, from the highest levels of leadership. 1. The 15 member coordinating committee was the champion and provided cross-campus representation; it shows cross-campus commitment to the LDA. 3. The president was the champion and showed the campus that the LDA "is a real deal. It is important to the committee that the president is committed to them and the program." 3. The president gave the committee his vision for the LDA, and let them create the program without boundaries. 5. The president and coordinating committee are very visible throughout the entire year, at each session, retreat, and graduation. These champions reinforce their commitment through their participation and visibility. 6. The second Tuesday of every month is LDA day, and the entire campus plans accordingly. This demonstrates that the LDA is an institutional priority. 6. "The real key is to have the president and LDA director in-sync [with one another]. Without it, the level of trust that exists between them and the program would not be as strong as it is."

Question #2 addressed whether EPCC conducted an ongoing institutional needs

assessment as part of the LDA's efforts to be responsive (Table 2). In addition, they were

asked if the college conducted an inventory of its own talent base in order to determine if

they had individuals with the potential to rise into leadership positions, with the proper

training. The data showed there was not a formalized ongoing assessment of institutional

needs, nor was there an assessment of its talent base. However, in the original design

phase of the program, Cornell University was hired as a consultant to conduct an

institutional needs assessment. This process involved two surveys: the *21st Century*

Enterprise Questionnaire, used to determine which organizational competencies were

important to EPCC; and, the *15 Leadership Competencies Survey*, used to determine

which leadership competencies were most important.

Table 2: Does EPCC assess institutional needs and personnel talent base?

Response: Yes: 0   No: 6

If yes, how has EPCC addressed this topic?

1. EPCC hired Cornell University to conduct an initial assessment using surveys and interviews of EPCC employees, to assess institutional needs. "It was important to have neutral third party."
4. "They [Cornell University] let everyone have a say in the process." It involved employees in the creation process and was not seen as a "top-down" decision.
3. EPCC's institutional talent was not assessed. In an institution as large as EPCC, there was not a concern about enough talent or employees to fill the LDA each year.
4. One form of needs assessment was the ongoing feedback provided from program participants through monthly LDA evaluations.
6. Cornell did not provide valuable information; it was not needed. "EPCC knew their own needs." However, one important aspect of the Cornell University consultation was that they gave the survey to the coordinating committee to determine if there were variances between employees and committee perceptions of institutional needs. EPCC did not implement all of Cornell's recommendations because they were heavily "industry-focused" [focused on business and industry and not on education].

Question #3 inquired about whether the EPCC-LDA established a formalized

mission (Table 3). The responses and institutional records noted that the program does

have a mission: "The goal of the Academy is to develop leadership qualities,

characteristics, and skills for employees currently in positions of leadership and for those

wanting to advance into these positions." However, after some discussion, each

interviewee felt the LDA mission should be broadened to include items beyond "skill

development." There were many ideas shared about how the mission should be crafted,

but due to the variety of ideas, there was not a general consensus. "Communication" was

mentioned by half of the interviewees, and two of those interviewees stated

communication was important to bridge the gap between faculty and staff.

Table 3: Does the EPCC-LDA have an established mission?

Response:	Yes: 6	No: 0

If yes, how has EPCC addressed this topic?

1. "The program came about because people were tapped for leadership when they do not have the skills. The leadership was getting older and there was no effort to train anyone, even though there was talent." The mission should emphasize skill development, diversity, increasing the quantity of leaders, and making the program accessible to all employees.
1. The written mission has evolved. It focuses on skills development, but the committee believes there are other elements that should be included.
2 Access to training for all employees, quantity, quality, diversity, camaraderie, networking, communication, are all issues, which need to be addressed in the mission.
3. The mission should include self-awareness and understanding your potential as a leader.
4. "The larger the college grows, the more important communication is, and that has to be part of the mission; to bridge the student services/instruction fence or gap."
5. "It is not always about skill development. Sometimes it is perspective, attitude, learning about the college, getting more people involved in the college, and working together to understand diversity." Diversity does not always mean racial diversity. It should include understanding how to work with and appreciate people's differences in other departments or campuses.
6. The mission should focus on communication, understanding other's perspectives, networking, and providing opportunities for faculty and staff to come together and bridge the gaps.

Question #4 asked if El Paso Community College had adopted a policy that

solidified the existence of its Leadership Development Academy (Table 4). All

interviewees said a policy had not been created, but that it might be a good method for

ensuring the program would continue long after the current leadership changes.

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Table 4: Has EPCC created an institutionally-adopted policy for supporting the LDA?

Response:	Yes: 0	No: 6

If yes, how has EPCC addressed this topic?

1. "It [policy] would be a good idea for the longevity of the program as leaders come and go."
3. Leaders do change and a policy would solidify the LDA program. "This is also a concern for the budget; will the budget support be present if leadership changes?"
5. Since the board of trustees creates policies and supports this program, it is important they are informed about LDA successes. This would reinforce support for the program, despite changes in college leadership.

Question #5 inquired about the Leadership Development Academy's budget and budgeting process (Table 5). While there was strong agreement that a budget existed, there was—on the part of some interviewees—a lack of understanding about how it was created and maintained.

Table 5: Does the EPCC-LDA have a dedicated budget?

Response:	Yes: 6	No: 0

If yes, how has EPCC addressed this topic?

1. Budget was the first concern of committee, but the president told them not to worry about a budget. He assured them he would support their recommendations.
2. Budget constraints were not given because the president felt it limited creativity. "It [not giving budget constraints] provides a freedom of vision and thought that would have been constrained by a budget."
3. "The EPCC President supported whatever the committee felt they needed. If the project is worth doing, the president supported it."
4. "People get put in boxes if you put too many constraints on them. Flexibility needs to be with the committee. The committee needed to make it the best program they could without worries about money. After 3-4 years, they [coordinating committee] will know what it takes to build a budget." The EPCC-LDA spends approximately $800 per participant, per year.
5. The first year should be very flexible with a budget. "Don't limit yourself due to budget. You never know what you could have done."
6. "There is no budget; what Shirley [Program Director] asks for, she gets."

Question #6 asked if resources were shared between institutional departments in support of the LDA (Table 6). Data revealed that a sharing of resources does exist, and interviewees interpreted "sharing of resources" to mean many different forms of support. Only one interviewee did not recall a sharing of resources. Release time, office coverage, labor, materials, advertising, recording expertise, and many other items were mentioned as ways different departments supported the LDA. In each case, the support was given freely and without a financial charge to the LDA.

Table 6: Does EPCC promote the sharing of resources to support the program?

Response: Yes: 5   No: 1

If yes, how has EPCC addressed this topic?

1. Departmental support was provided in the form of release time to attend the LDA workshops; substitute teacher coverage; providing resources for LDA projects; written commitment from the employee's supervisor; employees were allowed to present as an LDA guest speaker; and donations of gifts were given for use as door prizes at the LDA retreat.
2. The staff development office provided resources, and the EPCC-LDA created a leadership library in the form of a book checkout.
3. EPCC used the iStream resources through its membership in the League for Innovation in the Community College.
4. The college television station videotaped LDA sessions and provided the clips for use in marketing efforts.
5. The physical plant made props for LDA participant presentations.

Question #7 asked interviewees to reflect on ways EPCC created employee buy-in (Table 7). The consensus was that EPCC tried to create a supportive climate through a number of different methods. However, the most reported method related back to having strong administrative champions—the president, program director, and vice presidents— who demonstrate attention through personalized letters, attendance at LDA activities, and

supporting the implementation of group projects. Leading by example was a strong message conveyed.

The word "buy-in" had some objection. One participant believed that buy-in was a process used in trying to coerce others to understand a particular viewpoint. Instead, this participant believed it is better to create a supportive climate, through the use of administrative champions, and have employee's motivation be the result of their desire to participate in leadership development, for personal and professional reasons, not because an administrator coerced them to join.

Table 7: Does EPCC try to create employee buy-in for the LDA?

Response: Yes: 6   No: 0

If yes, how has EPCC addressed this topic?

1. "Having vice-presidents join the participants at the retreat so they can talk as people, not titles."
2. They created employee buy-in by word of mouth. They talked with people about the program and its benefits, both personally and institutionally.
3. The coordinating committee showed an LDA slideshow (pictures of past year's sessions and activities) at college events, such as convocations. This allowed the entire college to see the fun LDA participants are experiencing as they enhanced their leadership skills. Employees want to be a part of the excitement.
4. A personalized letter from the EPCC President was sent to all applicants thanking them for applying. This personal touch makes a difference to people, and makes them understand the level of commitment that flows through the college leadership.
5. "We publicize the program throughout the college, in national journals, and present at conference." This publicity makes everyone aware of the LDA and reinforces its importance to EPCC.
6. EPCC hosted other leadership development institutes and college administrators so that a sharing of idea can take place. The president and college administration followed through on implementing group projects. At the end of the year, the LDA small groups presented their group projects with hopes that the college would provide resources for implementation. Each year, several group projects were funded and implemented, creating services for students and the community. More importantly, it showed continued dedication from the college to the program, and acted as a reinforcement to program participants by allowing them to leave a legacy of their involvement. One example was EPCC information kiosks strategically placed around El Paso.

Question #8 asked whether EPCC offered incentives for employees to participate in the Leadership Development Academy, in the form of pay raises or advancement on the pay scale (Table 8). None of the interviewees reported such incentives existing. Three interviewees stated they did not want financial gains to be the motivation for employees to participate in the LDA. Rather, they wanted employees motivated to participate for reasons that allowed them to grow personally and professionally.

Table 8: Does EPCC have participation incentives for LDA participants?

Response: Yes: 0   No: 6

If yes, how has EPCC addressed this topic?

1. Financial incentives did not exist.
2. The coordinating committee was concerned about employees' motivation if there were monetary incentives. They did not want employees feeling as if they were entitled to promotions just by going through the LDA. Therefore, it is important that neither the college nor the coordinating committee guarantee employment advancement to program participants.
3. There have been employment searches where the hiring decision between two similarly qualified candidates was made based on one person being an LDA graduate.
4. While EPCC did not have financial incentives for program participation, there were other forms of incentives that made significant impacts on employee's lives. "For some employees, the retreat at a resort was the first time they had ever been out of El Paso, let alone to a resort. For others, they have never been to a conference, and the Border Learning Conference was their first experience. For others, it was meeting national figures and spending time with Sandy Shugart [President, Valencia Community College] and Amado Pena [renowned southwestern artist]."

Question #9 asked interviewees to reflect on whether the EPCC-LDA strives to create feelings of self-worth within its participants, as a reinforcing incentive to participate (Table 9). If so, which types of interpersonal benefits do they feel are important to create or reinforce? The responses varied from pride, to courage, to confidence. The overarching theme was increasing an awareness of self and others in the

context of leadership. The perceptual shift that reportedly occurred in participants helped

them understand how they interact and influence others, as well as how others'

differences allow them to bring diverse strengths and resources to a team or organization.

Site visits to multiple EPCC campuses, and conversing with leaders, were two of the

most often reported experiences used to help employees understand other's perspectives.

Table 9: Does EPCC strive to create interpersonal benefits, such as self-worth, for the LDA participants?

Response:	Yes: 6	No: 0

If yes, how has EPCC addressed this topic?

1. Pride in skill growth was an important aspect of leadership training.
2. "Courage to try to new things such as speaking in public or at meetings."
3. Learning about other cultures was important. Due to the site of the LDA retreat—at a resort owned by a native American tribe—it had a heavy native American influence, and serves as an ideal backdrop to reinforce an understanding of others who may look, act, and think differently. This was an important perspective for leaders to develop.
4. "Confidence. One Hispanic woman was very shy . . . and ended up joining Toastmasters after her participation in the Academy."
5. "Networking." Getting to know people from other parts of the college, they would not otherwise meet, was important to develop a "big picture" mindset. It also allowed the LDA participant to understand what it is like to be in a different job-related position, with different demands.
6. "Understanding the college on a broader level through relationships they [LDA participants] formed, builds a higher level of appreciation in their career and workplace."

Question #10 asked whether the EPCC-LDA used a formalized mentoring

program (Table 10). Responses show that no formal program existed. However, ad hoc

mentoring did occur between participants and mentors of their choosing.

Table 10: Does the EPCC provide incentives for seasoned leaders to mentor LDA participants?

Response: Yes: 0   No: 6

If yes, how has EPCC addressed this topic?

1. A formal mentoring program did not exist.
2. The coordinating committee believed mentoring happened as participants create a better understanding of what it takes to be a leader, and through establishing relationships with their peers, the committee, and supervisors.
3. Mentoring should not be a forced or mandatory component. It would be difficult to assume that the coordinating committee would know who to assign as a mentor. The chemistry may not be right between two people, thus destroying any possible relationship that is vital to mentoring.
4. The EPCC-LDA does not have a mentoring program. It has worked out on its own to allow LDA participants to seek a mentor of their choosing.
6. EPCC does not have an LDA mentoring program. However, it does have a strong faculty mentoring program, and creating a similar program for the LDA may be a good idea.

Question #11 is a supplemental question to #10 (Table 11). Since there was not a formalized mentoring program, there was not a need to ask about mentoring training. All interviewees stated there was not a mentor-training program.

Table 11: Does the EPCC-LDA provide mentor training?

Response: Yes: 0   No: 6

Question #12 asked the interviewees whether the EPCC-LDA had an admissions process, and if so, describe the topics they believe are important to address when reviewing applicants. All six interviewees stated that an admissions process existed, and was a very important aspect of the program, as it provided information about potential applicants' commitment level, diversity, EPCC committee involvement, goals, and, supervisor support (Table 12).

Table 12: Does the EPCC-LDA have program admissions criteria?

Response:	Yes: 6	No: 0

If yes, how has EPCC addressed this topic, and what are important topics to consider when reviewing applications?

1. A cohort size of 30 was a good number because they break participants down into smaller groups; it provided enough people to have good representation from all constituent groups.
2. Diversity was focused on constituent groups and campuses, rather than demographics. Diversity was viewed in terms of programs, campuses, and years of experience.
3. "Admissions should be inclusive. Allow everyone to apply and do not handpick people." Participants should self-select and not be told they have to participate. This increases the likelihood of being committed to their leadership development.
4. "Questions should illicit the level of commitment from participant." The quality of answers shows the level of commitment the applicant is willing to put into this program. "Don't be afraid to turn people down because they did not do a good job of filling out the application."
5. EPCC used the application process to determine their goals, involvement in college, why they want to participate.
6. Make the participation commitment requirements clear—"three strikes and you're out. But, realize that not all employees have the same access to professional development and committee work, so their applications may not seem equal to others. Remember that one standard cannot work for everyone, if you are trying to be inclusive."

Question #13 asked if EPCC had created a master curriculum, which topics they chose, and if a different curriculum was used for the Fundamental Track versus the Advanced Track (Table 13). The interviewees all stated that a curriculum had been created, one for each track. A review of the sessions reveals similarity in many of the topics (Appendix D). When asked about the similarities, responses stated that some topics are presented differently to each group, depending on their needs. Other session topics were stated to be good foundation sessions for all who seek leadership training, such as servant leadership.

Table 13: Does the EPCC-LDA have a master curriculum design?

Response: Yes: 6   No: 0

If yes, how has EPCC addressed this topic, and describe which topics are important to build into an LDA?

1. "One curriculum will not work for everyone - decide what your mission is."
2. "The curriculum should be driven by the needs of the institution."
3. EPCC chose to focus on leadership issues, rather than management topics. Leadership issues were seen as understanding yourself as a leader, understanding communications styles, perspectives on leadership, and growing others. Management topics were seen as budgeting, hiring practices, and assessment. Management topics can be learned through professional development seminars, and while instrumental to leadership, understanding these issues was not seen as a foundation to leadership.
4. Decide how the session and material will be different for each track. "Do you say the same things to fundamentals as you do to advanced?"
5. Recommended components of an LDA curriculum are:
   - Retreat
   - Personality assessment: allows participants to understand what their personality brings to leadership; "I must first understand myself before I can understand others."
   - Communication dynamics
   - Team-building
   - Conflict resolution
   - Coaching
   - Appreciative inquiry; "focusing on the positive things that are working instead of dwelling on those that are not."
   - Speaking and listening effectively
   - Understanding the difference between leadership and management
   - Diversity and understanding different cultures
   - Group projects: "requires true teamwork, and leaves a legacy of the group while creating real-world change in the college."
   - Graduation
   - Border Learning Conferences: it was important for EPCC to participant in the Border Learning Conference to help its employees better understand the unique issue faced by communities living near the United States/Mexico border
   - Orientation sessions
   - Activities that build continuity between workshops
   - Readings on leadership
   - Expert speakers on leadership issues

The most poignant responses to question #13 were delineations made between leadership and management. According to five of the six interviewees, management-related skills can be obtained through professional development workshops—they are not essential to become an effective leader. Topics such as budget management, hiring practices, and assessment were mentioned as examples of management skills. Leadership, on the other hand, was considered more of an ongoing evaluation of self, personal interaction preferences, and how to serve others towards the betterment of the institution. Reflection on personal strengths, communication preferences, personality styles, and perspectives of self as a leader, were topics mentioned in support of leadership development.

Question #14 addressed the time length of the LDA (Table 14). The question asked whether the coordinating committee chose the one-year time length for a particular reason, and if so, why? The EPCC-LDA conducted sessions on a twelve-month cycle. The sessions included a two-day Border Learning Conference, a two-day summer retreat, a winter graduation ceremony, and nine monthly leadership sessions lasting for four hours each.

All of the participants stated the one-year time length was chosen to provide adequate time for skill development, reflection, work on group projects, and to build bonds between employees. The predominant belief was that short-term development training could provide information about issues, but lacks the ability to make true changes in peoples' understanding of themselves as a leader.

Table 14: Does the EPCC-LDA have a prescribed time/length the program runs?

Response:	Yes: 6	No: 0

If yes, how has EPCC addressed this topic, and describe why the was chosen?

1. EPCC chose to conduct their LDA over twelve months. Twelve months was a good timeframe to allow learning, application, evaluation, and reflection to happen. "It provides interludes between sessions to talk, read, exchange ideas, and personal study." Spontaneous dialogues about leadership, was observed between two LDA participants during normal working hours and settings.
2. One year gives participants time to relax, think about information, and get to know one another.
3. "Provides time to work on the very important group projects."
4. "If too condensed, it does not build the bond. Too long can make people lose focus and interest."
5. An initial concern was about the potential lack of faculty participation during summer months. However, this was not a problem, "they come."
6. "I would like to see full-day workshops for learning," instead of the four-hour sessions.

Question #15 inquired about whether a formalized mechanism or system existed for providing LDA participants with feedback about their progress and skill development (Table 15). Similar to the responses in question #10 on mentoring, there was not a formalized mechanism or system for committee members to provide LDA participants with feedback.

Table 15: Does the EPCC-LDA have a formal ongoing feedback mechanism between the participants and coordinating committee, in order to assess skill development and progress?

Response:	Yes: 0	No: 6

If yes, how has EPCC addressed this topic, and what has been the outcome?

1. "The major project gets constant feedback on it; it is immense." But, individual participants do not receive as much feedback, "not as much as they should."
2. The feedback is informal. The LDA is an "affirming environment where discussions take place and feedback is given by peers. I did not feel the lack of feedback," as a past participant.
3. "Nothing formal. It [feedback] happens informally between people in the cohort."
4. "It is informal interaction between people in the program. I have mixed feelings about its value, having someone else 'grade' them may create nervousness and anxiety about performance."
5. Sometimes the committee will read the monthly evaluations back to the cohort—without names attached—if there is a wide variance in the way the group evaluated the success of that months session

Question #16 asked whether EPCC uses technology in the delivery of the LDA (Table 16). Further discussion ensued as to the value of particular types of technology, such as videoconferencing. There was full agreement that technology was used, however, the types of technology varied depending on the interviewee. The internet was considered the most widely used form of technology. Communication, research, and organization were the most commonly reported uses of the internet. WebCT was introduced to the EPCC-LDA in the summer of 2007 as a means of coordinating the aforementioned internet uses.

Videoconferencing was not used. However, there was mention that EPCC may consider using it to connect with other leadership development institutes in order to share ideas and resources, such as speakers.

Table 16: Does the EPCC-LDA utilize technology to deliver the program?

Response:	Yes: 6	No: 0

If yes, how has EPCC addressed this topic?

1. EPCC used WebCT for online evaluations and communication; publicized the program through the marketing department; used the internet to conduct research; and for readings, assignments and projects. Videoconferencing was not used.
2. "Staff felt intimidated by WebCT because they don't use it, however, the faculty felt more at ease." Using WebCT taught some people a new skill.
3. "I don't like videoconferencing because of the loss of a personal touch." Guest speakers can talk about where technology is going, and how it impacts community colleges in the future. Email was used for communication. The use of WebCT gave people a chance to seriously think about what they learned, and not just rush through filling out a card at the end of a session. They can reflect, and write well-thought responses.
4. "It [technology] should support the program, making evaluations and communication easier . . . to understand what is happening in the program and help those outside see what is happening. Technology is evolving and two way interactions may be coming." EPCC may collaborate with other institutions via distance education in order to more easily share resources, although, bonding would be difficult."
5. EPCC used iStream, through the League for Innovation in the Community College, as a tool for leadership development material.
6. EPCC used WebCT, "but participants have not enjoyed doing evaluations online. The lack of anonymity may inhibit true responses." "I would not recommend distance education technology."

Question #17 was the first of several questions addressing evaluation (Table 17).

At this point in the interview, the questioning focused on beliefs about effectiveness. The

first question asked was, "What do you think of when you reflect on whether the LDA

has been effective?" The second and third questions were, "Does the EPCC-LDA value

effectiveness, and how does it determine its own effectiveness?" There was an

enthusiastic consensus that the EPCC-LDA was both effective, and valued effectiveness.

To understand its effectiveness, they used mid-year and end-of-year evaluations to

determine whether program participants believed they had a good experience, and

whether there was valuable skill growth and learning. Evaluations did not use any form

of measurement scales for growth or skill development. The level of effectiveness was

based on participant self-reflections.

Table 17: Does the EPCC-LDA value effectiveness evaluation?

Response: Yes: 6   No: 0

If yes, how does it determine its own effectiveness?

1. One method of evaluating effectiveness was through viewing organizational change. Group projects were an example of how LDA cohorts created a service, which in turn helped students, the college, and the community. This was reinforced by participants saying, "I see my fingerprint on the organization," through the project they created. Another method of effective change happened when graduates returned to their department with a better appreciation for leadership issues and of the challenges their own supervisors faced.
3. "The feedback from participants is more important than the number of people who graduate." Signs of effectiveness were people keep talking about the LDA long after it was over; when people talk about the possibility that they can be a leader; and, when people talk about how much fun they had at the retreat. "Group projects" are outcomes of effective learning.
4. "Energy, excitement, growing passion among participants" were all signs of effectiveness. "Seeing people who want to come to work because they enjoy it, understanding management and leadership can be enjoyable and fun, learning you can be yourself and learn new skills—you don't have to be like someone else—is effectiveness."
5. Effectiveness was seeing change in the participants; "communication patterns, feelings, the fact that they want to come back after graduation." Monthly evaluations also provide evidence of effectiveness.
6. "They come because they think it is important." "Group projects, excitement to be at each session, the number of people apply each year, the number of people who [graduate from the Fundamentals Track and] apply for the advanced track."

Questions #18 asked if the EPCC-LDA included an evaluation process for

participant skill assessment and evaluation (Table 18). This question was found to be

redundant with question #15, regarding ongoing feedback. Therefore, responses to

question #18 were not pursued by the researcher. It was noted an evaluation process on

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participant skill development does not formally exist, except self-evaluation, as detailed

in question #15.

Table 18: Does the EPCC-LDA include an evaluation process where participant skill development is assessed?

Response: Yes: 0   No: 6

Question #19 addressed methods of determining if the EPCC-LDA curriculum

was responsive to the needs of the participants (Table 19). Interview responses mentioned

several methods the LDA used to remain responsive. The most frequently mentioned

processes were reviewing monthly, mid-year, and end-of-year evaluations. Coordinating

committee members also spent time with the participants in each session, so they could

see first-hand whether learning, presentations, and activities were taking place in the

desired fashion.

Table 19: Does the EPCC-LDA incorporate an evaluation process to determine if the program components are remaining responsive to the institutional and participant needs?

Response: Yes: 6   No: 0

If yes, how has EPCC addressed this topic, and what has been the outcome?

1. Monthly, mid-year, and end-of-the-year participant evaluations were reviewed by the coordinating committee. The result was enhancements to the current and following year's curriculum.
4. The committee was participating within each session, which provides them with observational evaluation opportunities.
6. "It is very important to change speakers and sessions if they are not working. Don't be afraid to do the right thing even if it means it might upset someone, such as not reusing a local speaker because of participant feedback."

Question #20 asked if the college collected LDA graduate tracking data, and

whether they were advancing into leadership positions with higher levels of

responsibility, or at rates higher than employees who were non-LDA graduates (Table

20). The responses showed this data was not collected. However, all interviewees

mentioned this would be valuable data for the EPCC-LDA to collect. Since one

interviewee mentioned they are considering forming an EPCC-LDA alumni group,

knowing where their graduates are located would be helpful.

Table 20: Does the EPCC-LDA conduct evaluations to determine if LDA graduates are entering leadership at higher rates than non-graduates?

Response: Yes: 0   No: 6

If yes, how has EPCC addressed this topic, and what has been the outcome?

1. EPCC did not currently conduct long-term tracking.
2. There was not a formally structured process. "Employees may be in the same roles, but are better able to offer ideas."
3. "We are seeing more people with the LDA on their resume; they are more highly qualified as a result of their LDA experience."
4. EPCC should begin tracking this data, "but the first few years is difficult to see much change."
5. "No, but it could be a good idea. The hard part is figuring out how to do it." EPCC is looking for ways to keep LDA graduates involved, and tracking their careers may be one way of doing this.
6. "No, EPCC does not have this data, but stories from participants are saying they are applying for positions they might not otherwise have done. People are saying they are using their skills back in their departments."

As the interviews were completed, each person was asked to provide reflections

and recommendations on the Analytic Platform framework used for this interview. The

researcher solicited recommendations for improvement, or topics for consideration. All

interviewees stated that the Analytic Platform was comprehensive in nature, and they had

very few changes to recommend. The recommendations listed in Table 21 focus more on

perspectives of approaching components within any framework used to create a

leadership development institute. Commitment, human interaction, and flexibility were a

few of the topics most frequently recommended.

Table 21: Recommended practices and considerations, that were not a part of the Analytic Platform

"The impact the academy has had on people's lives, the organization, projects and pride cannot be measurable in a cost/benefit analysis; you can't quantify leadership development. You can't do this cheaply or it won't be seen as a serious effort. It is an investment in your people."
"If the program is to sustain itself over time, it has to be dynamic. If it doesn't change and evolve, it will die. The minute the research changes or needs change, we move the program. It must be flexible to meet people's needs."
Conduct departmental or campus site visits. "Walk in someone else's shoes. Visit someone else's area to better understand what they do. It increases collegiality and opens peoples' worldview."
"The steering committee must be your "doers," with full commitment and do it for personal growth, not for the money. They must be strong people, particularly the chair. There must be commitment from the president so you know things will get taken care of. Don't be afraid of getting rid of people if they don't pull their weight, whether they are on the steering committee or a participant."
"Drop the titles after you begin so that they [titles] don't get in the way. You are all leaders, period."
"Self-selection is a must." "Hand-picking people is doomed to failure; self selection creates the energy. The length of time is critical for cohort teamwork." The committee must be "strong, passionate pioneers."
"Know what it is you are trying to do and achieve. The program director must be in harmony with the president. The planning team is important—"they work at this every month and put in a lot of hours." "Get away from power positions and titles."
"Everyone—even upper management—should go through training because they are not necessarily a leader by virtue of title. Administrators should participate in sessions so staff and faculty can ask questions and carry on conversations. It reinforces investment and institutional commitment."
"Have a session or activity away from the college to include the informal networking and chance for creative growth."

Validity and Reliability

Reviewing the interviewee "yes/no" responses showed a high degree of response

consistency. Except for question #6, all interviewees responded identically. Additionally,

institutional documents found the yes/no responses to be accurate, when responding about program components. Given that each interviewee was questioned independent of the other, the consistency of their responses supports the assertion that the data are valid and reliable.

Leadership Development Participant Evaluations

The third form of data collected were the evaluation responses that program participants completed each month as a form of feedback regarding their experience, learning, and development. Over the program's three-year existence, 181 EPCC employees completed the program. At the completion of a majority of monthly leadership sessions, retreats, Border Learning Conferences, site visits, and at "mid-year" and "end-of-year," participants were encouraged to complete evaluations of their learning, the session design, recommendations for improvement, and other items related to their experience.

The study compared participant evaluation responses to the Analytic Platform's 20 subcomponents for coding purposes. However, the evaluation responses were found to be focused more on perceptions of personal and skill growth, opinions about the value of respective sessions, and recommendations for future program improvement, and less on items such as policy or budget. While these types of responses did not directly address all of the 20 subcomponents, they did provide valuable information about the types of growth taking place. The decision was made to use this data to determine "themes in learning," and compare the themes to the Analytic Platform. Also, learning themes established patterns of values. Recurring comments and themes in the data represent

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items LDA participants value in terms of their own development. Categorizing data in this way offers evidence of effectiveness by demonstrating positive change has occurred because of their participation in the LDA—change within themselves, their departments, or the institution.

Analysis

Evaluations from 2006 and 2007 Fundamentals and Advanced Track (cohorts) were analyzed independently to ascertain if common or divergent themes were emerging between the groups. Since there were no significant differences between the themes emerging in the 2006 Fundamentals Track and the 2007 Fundamentals Track, their responses were combined in the data display tables. The same process was used for the 2006 and 2007 Advanced Tracks. However, significant differences between the Fundamental and Advanced Track responses were found, necessitating the need to analyze the two tracks separately.

The coordinating team used evaluation tools that changed in structure and content from 2005 to 2006. As a result, evaluation responses from 2005 were not used in this study. In 2006 and 2007, the EPCC-LDA had similar curricula and evaluation tools. Therefore, analyzing responses from these two years made for more systematic data grouping and comparison protocols. The analysis goal was to determine topics that were important to participants' learning as it relates to their own leadership development.

Evaluations from 27 months of activities in 2006 and 2007 were analyzed. This represented 52 percent of the sessions conducted from January 1, 2006 to December 31, 2007. Since completing the evaluations was not mandatory for participants, nor were they

administered after every session, some data were not available. Evaluations were not collected or unavailable for analysis on 48 percent of the monthly sessions in this two-year timeframe. When taking into account the months in which evaluations were not administered, this study examined 82 percent of the evaluations collected in 2006 and 2007.

Evaluation Responses

Each participant's monthly evaluation contained between five and ten questions, depending on the design of the respective month's evaluation tool. Evaluations used for special events, such as the retreat, mid-year review, and end-of-year review contained more questions than did monthly session evaluations. After compiling 27 months of evaluations, the result was 3303 individual responses for analysis, coding, and theme development.

Not all responses provided usable information. For example, responses were excluded if the participant stated they valued the session, but did not state why it was of value, or how it aided in learning or development. Instead, a deeper understanding about learning and values was sought. Understanding "why" a response or lesson learned was important, provided much stronger evidence of learning and development.

Coding

As responses were analyzed and coded into a theme, a tracking system was created, solely for this researchers use. Each evaluation was assigned a session designation, and questions were assigned a number (ie. MAY1, APR2, RTR3). Within each evaluation were numerous responses to different questions on learning, skill

development, and program design. Each response was assigned a letter (ie. MAY1A, APR2B, TRTC3). As each file and response was evaluated, usable responses had their tracking designation recorded under its associated theme. For example, if response "A" in file "MAY" under question #1 referred to communication, "MAY1A" would be coded under the communication theme. Accompanying each code was its corresponding response. Upon completion of the coding process, the responses were condensed into a usable format, tracking codes were removed, and the responses were placed into tables for ease of readability and inclusion in this study. Since the theme tables contain numerous responses, an abbreviated version of each table is used in this chapter, with the complete version located in the appendices. Each abbreviated table contains a sampling of responses, in order to provide a glimpse or tone of responses found within each theme and sub-theme.

Themes and Sub-themes

Initially, nine themes emerged for the Fundamentals Track and eight themes emerged for the Advanced Track. After a second analysis process, some responses and themes were reorganized into six themes and eleven sub-themes for the Fundamentals Track, and six themes and ten sub-themes for the Advanced Track. Table 22 illustrates that the same themes emerged for both tracks, however, the manner in which each track (Fundamental or Advanced) discussed the purpose of theme was not as closely aligned. While themes were consistent between tracks, there was variation in 71 percent of the sub-themes.

Table 22 : Learning Themes and Sub-themes

Fundamental Track Themes	Fundamental Track Sub-themes
Self-awareness	Perspective of myself as a leader
	Perspective of leadership
	General self-reflection
Building a team	Include the entire team
	Growing and empowering others
Understanding others	Understanding others
	Understanding change and its effects
Communication	Information dissemination
	Information solicitation
Relevant to work and/or life	Relevant to work and/or life
Skills and characteristics of leadership	Skills and characteristics of leadership

Advanced Track Themes	Advanced Track Sub-themes
Self-awareness	Self-awareness
Building a team	Building a team
Understanding others	Understanding leaders
	Understanding others
	Interaction with others
Communication	Performance and productivity
	Uses of communication
	Importance of listening
Relevant to work and/or life	Relevant to work and/or life
Skills and characteristics of leadership	Skills and characteristics of leadership

Each theme and sub-theme, as well as contrasts between the Fundamental and Advanced groups, will now be described individually. Accompanying each description will be the abbreviated table listing participant responses, upon which the themes and sub-themes were based.

Self-Awareness

Self-awareness was found to be a particularly important topic on which LDA participants commented. In the Fundamentals Track, three sub-themes emerged: Perspectives of Myself as a Leader; Perspectives about Leadership; and General Self-

reflections about their own strengths, weaknesses, and growth (Table 22). The first sub-theme provided insights about how their belief systems and views of themselves as a leader had changed. The second sub-theme illustrated how participants have a different perspective about being a leader, and the issues leaders face on a daily basis. These changes in self-perception reportedly happened after numerous sessions with EPCC leaders and guest speakers, where participants had valuable time to ignore titles and establish conversations on a more person-to-person level. These interactions were reported to be highly valued by both parties. The third sub-theme contained responses about participants reflecting on their own strengths and weaknesses.

In contrast, the Advanced Track did not have apparent sub-themes emerge. The responses were varied, but resembled the third sub-theme in the Fundamentals Track—Self-reflection. While the Fundamentals Track came to new realizations about their strengths and weaknesses, the Advanced Track commented on the LDA reaffirming that they do have solid leadership skills already in place . . . a form of "leadership gut-check." For some in the Advanced Track, they did realize they needed to continue working on leadership skill development, and that the LDA provided them with an opportunity to do so.

The difference in these two groups is possibly due to the level of leadership training and experience they had as part of their professional careers. The Advanced Track are current EPCC leaders with supervisory responsibilities. The assumption was made that they were more likely to have received training about examining their own strengths and weaknesses. Fundamental Track members were typically not employed by

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EPCC for supervisory responsibilities, therefore, the need to examine their leadership

strengths and weaknesses may not have existed in their past.

Table 23: Self-awareness Theme

Fundamental Track
Sub-theme: Perspective of Myself as a Leader
This workshop does reaffirm that I have leadership skills already. I have always loved to teach others, but, I never really saw it as a leadership skill.
One of the other gems I took away from this workshop may sound trivial but was actually quite profound for me: It is possible to develop the leader within ourselves.
Sub-theme: Perspective of Leadership
Having the opportunity to have Dr. Rhodes, Dr. Roberts, and Dr. Brown present ideas to us and gaining more perspective on their leadership styles.
It got me thinking about leadership from a different perspective, including being other-oriented, the costs of being a leader and gave useful suggestions for developing and cultivating leadership.
There was a presentation by Dr. Rhodes at the retreat about what he believes to be the attributes of a good leader. There were two on that list that surprised me, NICE and OPEN. Before his presentation, I used to think that leaders had to be tough and lead without emotion. I used to think that this might keep me from being a good leader, because I didn't [SIC]
Sub-theme: General Self-reflections
If I choose to grow as a leader we need to start now. Organizing my life setting up my priorities and invest in my future as a leader. Reading, listening, knowing and interacting with other people are some traits that will help me to achieve my goal. It will take time to growth because there are so many things that I need to learn. I need to be more patient, more tolerant.
I feel more confident about myself. I have learned good things that can help me to grow intellectually, emotionally, and spiritually.

Advanced Track
Self-awareness Theme
This workshop served as a refresher course for the principles of communication in leadership. It allowed me the opportunity to self examine how I employ the principles of good communication in the workplace.
I do feel more confident in dealing with people/situations, although I'm not sure why that is. I honestly can't say right now whether the information was new or simply a reminder, but the information was useful in helping me develop and grow.

* A complete listing of responses for the Self Awareness Theme is located in
Appendix F.

Building a Team

"Building a Team" was the second theme common to both Tracks. However, sub-themes regarding the importance of team, team-building, and the role of a team, differed between the two Tracks. "Team" often represented their respective departments, not the LDA team. Two sub-themes existed for the Fundamentals Track, and one main theme emerged for the Advanced Track (Table 24).

Responses between the two tracks showed that the Fundamentals Track was eight times more likely to mention the word "team" than the Advanced Track. The Fundamental Track sub-themes discussed the importance of building a team through inclusion and growth of all members. To do so, there was an underlying message of needing to understand each other's differences in order to support their growth. Doing so was reported to take time and commitment.

The Advanced Track saw the team as a means to an end—performance and productivity. For this Track, building a team focused on doing those things which allow the team to meet objectives, goals, and missions. They saw their role as being a support element to the team in order to maximize performance and productivity.

The Fundamental Track approached this theme from a teammate perspective. They often viewed themselves as a team member and used the word "co-worker." In contrast, the Advanced Track also viewed themselves as a team member, but gave the impression that as a supervisor they were more of a de facto team member, and more often used words such as I, my, and staff. There was a sense of separation between the Advanced Track and their respective departmental team. These differences may reflect

the point at which each is currently progressing through their own leadership

development, or these may be an artifact of the manner in which supervisors focus and

work with their teams at EPCC.

Table 24: Building a Team Theme

Fundamental Track

Sub-theme: Include the Entire Team
This workshop helps remind me to include all staff members, even in the smallest decisions or updates I need to communicate.
Since this workshop, I have assessed the strengths of those around me by identifying three areas they are talented in. I've been trying to incorporate their strengths into our teamwork.   As a team we are stronger so I am focusing on building strengths.
I believe that everyone is a leader. I learned to recognize/acknowledge everyone for what they are doing, no matter what position they hold. Make everyone more aware of what they are contributing to the success of the department and let them know that it is a "team effort" not just a "one leader" effort.
I want to be sure I am leading by example, thinking of others when I lead, possessing a positive attitude, and envisioning the big picture.   Finally, I want to "lead others to develop and lead others". . . I am now thinking of a more other-oriented perspective of leadership that empowers me as an individual but also gives me the responsibility to build that empowerment/leadership in others.

Advanced Track

Building a Team Theme
I want to help and encourage our instructors and coworkers to do their jobs better. Their success will impact my work and our department.
I would like to be useful and a resource for instructors and staff. I would love to be able to help them become what they can be - help them develop all of their potential. Nurture their personal and professional growth. We can all grow together! Their success will be our success.

* A complete listing of responses for the Building a Team Theme is located in
Appendix G.

Understanding Others

The "Understanding Others" theme demonstrated both Tracks' belief in the

importance of social interactions. The Fundamentals Track responded along two sub-

themes: Understanding Others; and, Understanding Change and its Effects (Table 25).

For them, understanding others focused on diversity in the sense of diversity of job responsibilities, and helped them understand the organization from a larger perspective. The second sub-theme discussed change and its effects on people. These responses detailed three learning situations. First, the LDA experience helped them better understand their own philosophy about change. Second, it helped them understand how change impacts other people. Third, it helped them understand why people react to change differently. This last point seemed particularly important as it reached to the core of diverse thinking and behavior, and gave LDA participants an understanding of how they can work better with their colleagues through times of change.

The Advanced Track had three sub-themes: Understanding Leaders; Understanding Others; and, Interaction with Others. The first sub-theme seemed to expand their understanding of why leaders make the types of decisions they do. These insights reportedly could help LDA participants make similar decisions, or at the very least, allow them to accept decisions of others.

The second and third sub-themes are related, yet different enough to require separate recognition. "Understanding Others" showed they found value in learning about diverse ways of thinking and behaving, thus allowing them to understand why people think and act differently. This understanding reportedly leads to more acceptance of other employee's differences.

The last sub-theme, "Interaction with Others," was about appreciation for the opportunities to mingle and form relationships with members of EPCC they would not otherwise have the opportunity to meet. While camaraderie and appreciation were

mentioned by both Tracks as key components of the LDA, it seemed to be particularly

important to the Advanced Track.

Table 25: Understanding Others Theme

Fundamentals Track
Sub-theme: Understanding Others
The opportunity to experience multiple viewpoints and participate in engaging activities [was valuable]. Talking, discussing and exploring with colleagues from all areas of the campus were incredible. As a faculty member, my work is often isolated. Interaction with colleagues can be limited due to time constraints and varying schedules. Opportunities for interacting with the entire college team were a true value of this program. It served as an important reminder that each of us serves only one piece of the puzzle.
Diversity: Appreciating and Celebrating Differences. It gave me a better understanding on why people do things differently. (it's not just because they want to give me a hard time)
Sub-theme: Understanding Change and its Effects
Yes, These techniques have helped me by identifying why people resist to change, their beliefs process, and how people go through the acceptance curve when change takes place.

Advanced Track
Sub-theme: Understanding Leaders
I did learn about what others do or don't do and gained a better understanding of why this happens. I learned about leadership areas that I was not that familiar with and ideas that had not crossed my mind before. I gained information about why decisions may be made in certain ways and overall better understand reasons behind decisions.
Overall, I think I have a better understanding of what "true leaders" face and how difficult it really is to be a great leader.
Sub-theme: Understanding Others
The Academy training allowed us to interact monthly with others from the College while we were learning leadership skills. This was a wonderful opportunity to see the issues faced by others and understand the perspective they have to work with these issues. . . It also showed me how to deal with team members that were not contributing to the work of the project.
I have really learned to see things from a different perspective and learned about how different we really are; how easy it is to look at the same things and find we see it so differently. I have learned to appreciate differences and have a better understanding of others. To be in the same room and work with people you don't know brings so much awareness about yourself and them.
Sub-theme: Interaction with Others
The abilities to come together and work with other employees away from our

environment and comfort zone made me closer to other employees whom I wouldn't normally work or interact with.
The camaraderie that has formed with the group is wonderful – and it is nice to network with EPCC folks outside of our immediate areas.

* A complete listing of responses for the Understanding Others Theme is located in Appendix H.

Communication

Communication was also a theme with differing sub-themes for each Track (Table 26). Differences also appeared in the manner in which each Track saw communication's usefulness and purpose in leadership.

The Fundamentals Track had two sub-themes: information dissemination; and, information solicitation. Both sub-themes focused on the importance of communication in maintaining a functional team. In order to do so, information should be shared with all members of the team to keep them knowledgeable about current issues. Communication also aided in inclusion. Participants believed information should be solicited from all team members. The belief in two-way interaction between the leader and teammates seemed to be valued amongst the Fundamentals Track.

Three sub-themes emerged from the Advanced Track responses: performance and productivity; uses of communication; and, the importance of listening. Similar to the "Building a Team" theme, the Advanced Track felt good communication was a valuable tool for increasing the successful output of their teams. Recognizing employee positive behavior was mentioned as a particularly effective way to use communication to increase performance and productivity.

The second theme illustrated other uses for which the Advanced Track believed communication was valuable. Motivating employees, problem-solving, and providing feedback were among these issues.

"The Importance of Listening" was the third sub-theme, and was considered a valuable technique or skill for enhancing communication. Listening was believed to be a skill that could be honed with practice and guidance. While "The Importance of Listening" sub-theme could fit within the last theme, "Skills and Characteristics of Leadership," its role in facilitating effective communication made it a stand-alone sub-theme.

Table 26: Communication Theme

Fundamental Track

Sub-theme: Information Dissemination
It's much easier to accept something if you know what to expect, rather than the "fear of the unknown."
I also enjoyed the connections we were able to form by networking with departments all across the college. It opened up communication throughout the college as we learned about each other's departments and gained knowledge to make improvements and advancements.
Sub-theme: Information Solicitation (Inclusion)
I cannot stress how important it is to communicate change effectively while at the same time involving everyone in the department as part of the team and implement the good ideas and encourage those that participated to continue to participate.

Advanced Track

Sub-Theme: Performance and Productivity
As a supervisor, I just need to be cognizant of changes in employees and talk to them if their work performance level is affected. Hopefully, I will be able to communicate with an affected employee by listening well, being honest and direct about how their performance has changed; and together develop short and long term ways to cope with this particular situation.
Recognize employees for positive behavior by using the five steps in reinforcing performance through feedback
Sub-Theme: Uses of Communication

I will focus on the performance/objectives when communicating, and (try to) avoid emotion/personal issues.
I have always thought that good communication skills are paramount to solving employee conflict. Two workshops I enjoyed were Communication Insights (Linda Brown) and Conflict Resolution (Ernst Roberts). The Conflict Resolution was especially helpful because it covered very specific steps to follow on how to handle workplace conflict.
Sub-Theme: Importance of Listening
This program will assist me in becoming an effective supervisor. I realize now that in the past I have not taken the time necessary to properly listen to my staff because of various distractions that occur in the lab environment
This will fit into my action plan in being a better leader because I feel that the best leaders are the ones that can communicate and listen to staff members.

* A complete listing of responses for the Communication Theme is located in Appendix I.

Relevant to Work and/or Life

The "Relevant to Life and/or Work" theme did not have sub-themes for either

Track (Table 27). Both the Fundamentals and Advanced Tracks reported developing a

deeper understanding about how leadership lessons and skills are usable in the classroom,

office, and home.

The LDA participants were reportedly appreciative because of two factors. First,

the lessons were not presented as theory in a lecture format. Second, the lessons they

were learning were immediately applicable to life. Being able to learn in a hands-on

format, and immediately apply the lessons to a variety of settings and for a variety of

purposes, changed their perspective on how to better work with others, as well as become

a more effective leader.

Table 27: Relevant to Work and/or Life Theme

Fundamental Track

I am more aware of said characteristics and try to implement them in my every day routine. Since many students come through the lab on a daily basis, I think that not only staff, but also students can benefit by being exposed to these traits.
Not only here at work, but also at home it has even given me tools to use with my kids and my husband.
I can utilize these skills also with my co-workers and in turn we can use them to better serve our Customers, which is the El Paso Community.

Advanced Track

Yes, this workshop was very valuable. In having contact with students, parents and the community on a daily basis, this workshop made me think of things that I might not have thought about in talking and listening to people
One thing I have already tried to do is to give more positive feedback and more often to students. This is something that I have always tried to do, but am trying to do more of it. Another is to identify coaching opportunities in my classroom and at home. This will be hard to do since I have never thought of myself as a "coach
[I have become a] Better listener, learning from mistakes and applying what I am learning to my day-to-day interactions/guidance whether at work or home.

* A complete listing of responses for the Relevant to Life and/or Work Theme is located in Appendix J.

Skills and Characteristics of Leadership

Throughout the evaluations, both Tracks commented about how their

understanding of skills and characteristics of leadership had changed while in the LDA. A

listing of these skills and characteristics shows the breadth of learning (Table 28).

Although, as one LDA participant stated: "It makes you realize that not any individual

knows everything about leadership and we have to be reminded of our skills."

In an effort to analyze these skills and characteristics, Table 28 was created to

compare and contrast the characteristics the Fundamentals Track believed were signs of a

good leader, and those highlighted by the Advanced Track. A complete table of responses

is located in Appendix K. Many similarities did appear between the Tracks' responses.

Data Analysis

Triangulating Data and Data Alignment

With data collected and displayed, the question arises about how well the

individual streams align within the Analytic Platform's subcomponents. Using Appendix

C, the three forms of data were combined along the 20 Analytic Platform's

subcomponents (Table 29). Those items with agreement between three forms of data

demonstrated a "High" degree of alignment. If two forms of data aligned on a single

subcomponent, a "Moderate" degree of alignment was noted. And, if only one form of

data supported a subcomponent, a "Low" degree of alignment is noted.

Table 28: Skills and Characteristics of Leadership

Fundamentals Track	Advanced Track
Integrity	Ethical
	Takes action
Get to know co-workers	Accessible
Nice and kind	Fun
Caring	Nurturing
Good character	Sets clear expectations
Influences others	Assertive
Communicate	Communicate
Belief and faith in co-workers	Coach
Listen	Listen
Lead by example	Leads by example
Empowering	Motivates
Respectful	Optimistic
Visionary	Sets clear direction
Lead with passion	Enthusiastic
Honest	Provides feedback
Transparent	Documents problems
Foresight	Hire the right people
Supportive	Develop others
Attentive	Recognize good effort
Life-long learner	Stay current
Understands change and its effect on staff	Cope with stress

Servant Leader	Servant leadership
Trust	Trust
Open	Collaborative
Focus on the positive, not the negative	Focus on the positive, not the negative
	Problem-solver
Credibility	Accountable
	Decision-maker
Compassionate	Accepting
"Loves" their co-workers	Values employees
Open to new possibilities	
Humility	Evaluate by questioning
Admit mistakes	Let the team make some decisions – let go

Triangulating data streams found a high degree of alignment in 65 percent of the

subcomponents, a moderate degree of alignment in 5 percent of the subcomponents, and

low alignment in 30 percent of the data streams.

Table 29: Evaluation Matrix

Research Data: Analytic Platform Subcomponents	**Interview Data:** LDA Committee Interviews	**Evaluation Data:** Participant Evaluations	**Alignment:** Degree of Alignment
Champion	X	X	High
Assessment of Needs	X	X	High
Established Mission	X	X	High
Institutional Policy			Low
Dedicated Budget	X	X	High
Sharing of Resources	X	X	High
Creating Buy-in	X	X	High
Participation Incentives			Low
Interpersonal Benefits	X	X	High
Mentor Incentives			Low
Mentor Training			Low
Admissions Criteria	X	X	High
Curriculum Design	X	X	High
Time Length	X	X	High
Ongoing Feedback			Low
Technology	X	X	High
Determining Effectiveness	X	X	High
Participant Evaluation		X	Moderate
Program Evaluation	X	X	High
Leadership Evaluation			Low

Determining Effectiveness

After reviewing the data, the determination was made that EPCC has created an effective program. This study sought to make the assertion that items with high degrees of alignment between three data streams would be considered effective practice. Conversely, subcomponents with low degrees of alignment would represent areas of concern. Since nearly one-third of the subcomponents were not formally addressed by EPCC, an assumption might be made that their program needs revision. On the contrary, after analyzing the outcomes, several limitations within the study's design became apparent, and should be addressed if it is replicated.

First, looking at Table 29 shows the EPCC-LDA did not formally address several subcomponents, such as mentoring. However, interview and evaluation responses suggested that effective mentoring was taking place in an informal manner; participants were seeking their own self-selected mentors who may or may not have been associated with the EPCC-LDA. This same situation happened when discussing "Ongoing Feedback" and "Leadership Evaluation." Self-evaluation happened very frequently, but feedback from coordinating committee members to participants happened less often, and in an informal manner.

Second, there was a clear distinction between the items important to a program administrator versus those important to a program participant. For example, budget and policy issues were mentioned as items of concern for EPCC-LDA Committee members. But, when the coordinating committee designed participant evaluations, they did not include questions about budget or policy. Although LDA participants referenced budget

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issues in their evaluations, this topic was not directly presented to all participants and did not seem to influence their learning.

Since this subcomponent was not directly addressed in the collection of all three forms of data, including it in a calculation of effectiveness that is based on these three forms of data streams was an incorrect use of the evaluation process. Therefore, it should be considered in program design, but researchers should only rely on the EPCC-LDA Committee interview responses for these subcomponents, and not on participant evaluation responses.

Triangulating data between the research-based recommended practices and considerations, the coordinating committee interviews, and, the program participant evaluations was possible on nearly all 20 subcomponents, albeit indirectly so on several subcomponents. Questions in the participant evaluations were directed more towards skills development, motivation, evaluation of personal growth, the individual learning plan, and several other areas found within three of the Analytic Platform's cornerstones. The cornerstones were campus climate, program design, and evaluation. Relatively few questions sought participant's views of institutional commitment, and mentoring—the remaining two cornerstones.

Therefore, caution should be taken when interpreting the charts on subcomponents that do not show moderate or high alignment with participant evaluations. Conclusions should not be hastily made about the lack of importance for these topics. Concluding that subcomponents hold less importance simply because they

only showed agreement between two forms of data (research and administrators), and not three, may be incorrect.

Analysis and discussion should focus on comparing the Analytic Platform's 20 subcomponents to the administrator evaluations. Then, triangulate those results with the participant evaluations as evidence of learning and skill development. The lack of alignment between program design and effective learning may not mean the LDA needs to be re-designed. Rather, it could mean that effective learning did take place; although, formal structures were not in place to directly measure the link between each of its design components and learning outcomes. The relative importance of these structures or linkages, and whether the committee wants to address them, could serve as discussion topics during program evaluation meetings.

Applications of Learning

In an effort to control for the aforementioned limitations, data was collected from EPCC-LDA end-of-year evaluations. This tool elicited responses detailing whether learning had taken place in the previous year and was being applied. As is the goal of many educational programs, the coordinating committee's hopes were to create positive change in its participants. This data is a collection of anecdotal reports of behavioral, cognitive, intellectual, and in some cases, emotional change, which resulted from EPCC-LDA-influenced skill and knowledge development (Table 30). These changes show participants either applied their learning and enhanced leadership skills, or intend to do so in the near future.

Table 30: Applications of Leadership Development

The Secret (Video) - I have shared with co-workers the power of positive thinking and there has been a noticeable change in the work environment. This workshop truly changed my life.
Part of my ILAP is to continue growing spiritually, to check out and listen to CDs on leadership, and to read more, so that I do not become stagnant. I am doing this and I am also sharing some of this wonderful wealth of knowledge and inspiration with my coworkers. I can see that they are also growing.
I try to apply what I learned from each workshop by experimenting and or sharing (teaching) what I learned with staff and students. Some of the workshops brought out the best in me and made me recognize where I am and what I'm about, offered self awareness; strengths/weaknesses.
It made me understand why people do things the way they do and how they do things. I used to see them as different and weird and I didn't like to deal with people who do things differently. But now it fascinates me and I'm able to relate to them more effectively.
I've already used reflective listening and questioning with my co-workers and think they appreciate the time I have taken to 'really' listen and try to understand them.
I plan on doing more mini workshops or team building assignments with my team to remind them of these valuable points. But, that will have to be sometime in the fall, summer is extremely busy for us.

* A complete listing of responses for the Application of Leadership Development is located in Appendix L.

Summary

When viewed in its totality, this collection and combination of data point towards a leadership development program that is effective in its mission—to develop the leadership skills of EPCC employees. However, it also points to a much broader outcome, much more than skill development is happening at El Paso Community College. A culture of leadership is being created.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

A Culture of Leadership

El Paso Community College has created a strong team of dedicated leaders, who have taken the institution to heights it has never before seen. They value the college's mission, students, and each other. Even though EPCC is demographically different from most colleges and communities, some issues remain the same. As seen in many colleges across the nation, retirement of these leaders will soon become a looming issue. The administration, faculty and staff are aging, and the need for well-trained staff exists. Fortunately, they have created a seemingly successful and effective leadership development academy.

As this study's data collection progressed, the issue of defining leadership training continued to emerge. What exactly is leadership? Is it a set of skills normally associated with upper level management positions? Or, is it a philosophy about how effective teams function towards a common goal? Both explanations were explored in this study.

The design of the EPCC-LDA was based on the college's definition of leadership, which was as much about a culture and belief system towards "how" people work together and support one another, as it was about the amount of knowledge a leader learned about topics, such as budget, hiring, evaluation, or strategic planning. In many thriving cultures, values play a key role. Leadership at El Paso Community seemed to function on a set of values supporting a growing number of employees who view themselves as leaders in a culture of leadership.

This researcher found that in order to understand why the EPCC-LDA is effective, it was crucial to first, understand its culture. A better understanding of self and others; the way they interact and influence one another; and the connections they make in pursuit of the work they do, are themes permeating the El Paso Community College Leadership Development Academy. A culture of leadership has created the realization that leading is everyone's business, is achievable, and has motivated nearly 200 employees to continue their own leadership development. Understanding that leadership development is a process has played a critical role in both the design and implementation of the EPCC-LDA. The hope is that the motivation created in this process, later fuels LDA graduates' desire to pursue skill development in issues such as budget, hiring, evaluation, and strategic planning. At EPCC, there is a clear distinction between these management related topics, and the culture of leadership, or what was termed by one interviewee as "management skills versus leadership abilities."

This amazing atmosphere provided a rich learning ground for this study. The following sections paint a picture and try to convey the magic experienced at EPCC. While a study can create research questions, explain phenomena with data, and make conclusions about program improvement, describing the basis of this truly human and social condition can only be captured through experience—the experience of studying an LDA and working with EPCC's passionate visionaries.

Study Overview

Chapter Five details the study's findings by richly describing the EPCC-LDA components. Conclusions were drawn about research questions, and recommendations

were made for Analytic Platform modifications, and future studies. The goal of this study was to understand the EPCC-LDA through interviews and evaluation responses, as they relate to the research-based Analytic Platform. The following descriptions of the program practices and considerations detail the inner workings of the program, and provide future researchers with a snapshot of how an effective LDI can be created. Finally, conclusions are made about how the EPCC-LDA is addressing quantity, diversity, and quality—the three leadership pipeline issues.

Through this descriptive process, the researcher attempted to answer four research questions. First, a detailed description provides an understanding of how the LDA relates to the five Analytic Platform cornerstones and twenty subcomponents. Each subcomponent's description contains two sections. First, a discussion section describes how EPCC effectively addressed the subcomponent. Second, an alignment section describes the level of agreement between the three forms of data along that subcomponent. For this study, the more forms of data that aligned along a subcomponent, the more effective that practice or consideration would seem to be (Table 29).

- One note of caution must be presented before any discussion ensues about program design and effective practice. El Paso Community College did not have a stated mission/goal of increasing the quantity or diversity of leaders, nor is this study designed to assign a passing or failing grade on their program. The LDA's stated mission/goal was to increase the skill proficiency of those employees who seek leadership training. Assessment of the EPCC-LDA's effectiveness at increasing the quantity or diversity of leaders is strictly a by-product of the program, not part of its mission. Notwithstanding, the national leadership pipeline concerns are so dramatic, they necessitate a review of these issues regardless of whether they are stated goals.

Second, third, and fourth, discussions are presented about how EPCC is utilizing their LDA to attract more leaders into the leadership pipeline, diversify their leadership, and strengthen leadership skills. Fifth, recommendations regarding three study-related topics are made. Through this study, the Analytic Platform was scrutinized for its research-based applicableness to the El Paso Leadership Development Institute. Feedback from the EPCC-LDA Committee's recommendations for refining the Analytic Platform and their own program are detailed. Finally, recommendations for future studies encourage other researchers to continue this relatively new field of study in higher education.

In the conclusion section, the author reflects on the overall thematic takeaways on this journey. A review of the culture of leadership and its relationship to the LDA will complete the study.

<div align="center">

Research Question #1

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How is EPCC addressing the Analytic Platform's cornerstones and subcomponents

to create an effective Leadership Development Academy?

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<u>Five Cornerstones</u>

The study's design used the Analytic Platform's five cornerstone focus areas and its twenty subcomponents to understand how the EPCC-LDA was created. The underlying belief was that if the twenty subcomponents were properly addressed, the five cornerstone conditions would exist and support effective leadership development. The five cornerstone conditions were:

- Institutional Commitment

- Campus Climate

- Mentoring

- Program Design

- Effectiveness

However, other unexpected issues emerged, which guided the EPCC-LDA design and implementation. It was not the five cornerstones EPCC employees mentioned most, it was values. While many of their responses focused on the session they were reviewing, a deeper analysis of their feedback revealed recurring themes in their learning. The themes were about values, or beliefs they valued. These values and beliefs are described in detail in the following sections, accompanied by their respective descriptors. The values and beliefs are:

- Perspective - a belief that everyone can be a leader

- Culture - a collective belief in the institution's mission, and the motivation towards positive outcomes

- Relationships - connecting with colleagues to foster personal and professional growth and productivity

- Diversity - understanding others unique gifts, talents, and experiences

- Communication - appreciating the ability two people have to share information

One conclusion from this research finding stood out more than any other. These five values and beliefs seem to be the underlying foundation to the five Analytic Platform Cornerstones—this was neither by design nor an anticipated outcome of the study. In order to foster *institutional commitment*—cornerstone #1—there has to be a perceptual shift within the organization. The perspective of believing everyone is a leader—value #1—must be upheld in order to perpetuate an atmosphere of institutional commitment to leadership development. The remaining four value-cornerstone linkages are: Valuing *culture* is the basis of creating a *campus climate* conducive to leadership development; Valuing the power of *relationships* is the basis for *mentoring*; Valuing *diversity* in views, backgrounds, experiences, and thinking supports a *program design* that offers multiple opportunities to understand others—each EPCC-LDA monthly session, retreat, and project was designed around interacting with others and understanding how they view the world; Valuing *communication* allows for the sharing of information so that people can *evaluate* effectiveness.

While each of the five cornerstones were present in the EPCC-LDA, it was the five values that were strongly reinforced through the data, both through interview responses and participant evaluations. Establishing values seems to be essential in order to create the proper learning conditions, or cornerstones. This finding led the researcher to conclude that the most important foundation of this study—cornerstones—was validated and strengthened.

The following sections describe how each of the cornerstones' twenty subcomponents were addressed at EPCC. Also, by reading these descriptions, an understanding unfolds of how each value emerged.

Overall, the three strongest cornerstone conditions were institutional commitment, campus climate, and program design. Evaluation and mentoring both existed with strong beliefs in their potential, but a realization became apparent that too much control and prescribed operations of these areas could destroy the essence around which they were created. Therefore, each was handled with varying degrees of formality and structure. It was the level of formality determining whether evidence supported a strong alignment with each subcomponent, thus its effectiveness (Table 29).

Subcomponent #1: Administrative Champion

Discussion

El Paso Community College embarked on an ambitious journey five years ago. The intent was to work towards a development opportunity that would yield employees who were better able to assume leadership responsibilities. President Richard Rhodes championed the idea for the Academy, and he was met with open arms by his executive team. They too realized the college needed a program that addressed leadership training, particularly in light of the aging baby-boomer population and pending retirements.

It was important to Dr. Rhodes that the program had someone who supported it as much as he did. He knew that in order for employees to believe in the program and participate with enthusiasm, the administration had to do the same. A program director

was hired and a coordinating committee was created. Together, Dr. Rhodes and the Leadership Academy Committee became the program's champions.

In the research literature, subcomponent #1 was seen as the top priority in order to demonstrate institutional commitment. Interviews with coordinating committee members and responses from LDA participant evaluations reinforced this same belief.

Data Alignment - High Degree of Alignment

Responses from participant evaluations repeatedly remarked about how important and impressive it was that Dr. Rhodes, the LDA Program Director, coordinating committee members, and the EPCC administration support the program through their personal and professional involvement. One employee wrote:

> Keep doing what you're doing!!! I think this is a fantastic opportunity we have as employees and really appreciate the president's commitment, Shirley's [LDA Coordinator] commitment, and that of the committee to offer this level of food for thought and activities, and invest in us to further our ability to help each other help students. Thank you!!!

This quote was one of many, which allowed all three forms of data to align along this subcomponent, creating a high degree of alignment.

Subcomponent #2: Assessment of Needs and Talent

Discussion

To create the EPCC-LDA, the administration hired Cornell University's Institute for Community College Development (ICCD) to conduct a needs assessment in 2003. According to interview responses, Cornell's study was too heavily "industry-based" and

did not completely fit the climate of EPCC, therefore, the college was selective about the ICCD recommendations they implemented. However, this process did allow employees to provide feedback on what they perceived the leadership needs were at EPCC.

A valuable and recommended practice occurred when ICCD gave the EPCC-LDA Committee the same assessment tools, in order to gauge whether the designers of the program believed the same issues existed. Aligning the designers and employees' perceived needs was paramount to creating a responsive program.

Currently, EPCC does not have a formalized set of assessment tools strictly used to determine the institution's leadership skill needs; rather, the coordinating committee uses monthly LDA participant evaluations and committee meetings, on-site observations, mid-year feedback reports, and end-of-year learning evaluations to stay abreast of needs. They believe these processes provide them with a wealth of ongoing formative and summative data. Although the evaluations were designed mainly for participant learning, the committee can customize them at-will, and they believe they are gleaning information they need to remain responsive. Maintaining responsiveness seems to be as important to EPCC as collecting large amounts of data on an unchanging list of factors.

One area not assessed at EPCC is the talent base. Interviews with coordinating committee members revealed that this may be more of a need at smaller colleges, but EPCC is a large, multi-campus district with a large numbers of talented employees. Also, the need to assess an institution's talent base was believed by one interviewee to be more in-line with succession planning—training a particular individual for a prescribed position—than it is for leadership development, in which employees are trained to be

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leaders regardless of their position. Samples of the EPCC-LDA monthly and end-of-year evaluation tools are located in Appendix M and N, respectively.

Data Alignment: High Degree of Alignment

There was a high degree of alignment on this subcomponent because an assessment of needs (of sorts) is happening at EPCC on a regular basis. While it was not considered a formal "needs assessment," the information gleaned from the formative and summative data provides the coordinating committee with feedback. The key to gaining this feedback is to know what the committee is looking for, and to ask appropriate questions.

<u>**Subcomponent #3: Established Mission**</u>

Discussion

The EPCC-LDA's mission/goal is stated as, "The goal of the Academy is to develop leadership qualities, characteristics, and skills for employees currently in positions of leadership and for those wanting to advance into these positions" (EPCC, 2008, para. 1). To do this, they developed a program with two tracks: a Fundamentals of Leadership Track for employees seeking entry-level leadership and supervisory training; and an Advanced Leadership Track for employees who currently hold a leadership or supervisory position. Each track contains sessions providing experiences, training, reflection, opportunities for learning application, and a host of other events to facilitate leadership development.

When the researcher reminded each coordinating committee member of the mission, they all mentioned that the EPCC-LDA does much more than build skills.

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Attitude, beliefs, perceptions, diversity, and many other topics were mentioned. As a result, the coordinating committee revisited their mission during their normally scheduled committee meeting at the completion of this study's interview process. They plan to continue addressing whether the stated mission accurately reflects the program.

Data Alignment - High Degree of Alignment

A high degree of alignment was seen in this subcomponent. Research stated this to be an important aspect of an effective program. Aligning with the research were interviews and institutional documentation reflecting EPCC's creation of an LDA and a program mission. The participant evaluations noted the program content was designed to complete the mission.

Interestingly, the program has grown beyond its mission. It could be prudent for EPCC to reevaluate this program's mission and decide if the program should be restructured to meet a focused mission, or if the mission should be recreated to reflect the broader outcomes the program is achieving.

Subcomponent #4: Institutionally Adopted Policy

Discussion

The study revealed that while the EPCC Board of Trustees supports the Leadership Development Academy, it has not adopted a policy supporting the program. Interview responses focused on how a policy could provide longevity to the program, particularly when current leaders retire or move on to other employment. As one committee member remarked: "It [policy] would be a good idea for the longevity of the program, as leaders come and go." While none of the interviewees felt the current

leadership is in danger of changing immediately, several mentioned that people do leave or retire, and the LDA should continue into the future.

A related issue mentioned by one interviewee was that as leaders change, so does budgetary support for programs. According to this interviewee, it would be difficult to maintain a high-quality program without budget support, hence, another reason to establish a policy.

Data Alignment - Low Degree of Alignment

A low degree of alignment resulted from a lack of evidence illustrating the existence of an institutionally adopted policy. Several coordinating committee members mentioned this might be a topic needing further discussion, and possibly board of trustee action.

Subcomponent #5: Dedicated Budget

Discussion

The first few years of the EPCC-LDA, a budget stream did exist. Funding came from President Rhodes' office, and supported the coordinating committee's recommendations. It was mentioned in several interviews that having funding from the President's office was an important aspect in demonstrating institutional commitment to the program.

All of the coordinating committee interviewees stated that the program was designed first, and then the president would make the money available to support the LDA committee's recommendations. It was also noted that starting with a budget placed "constraints" on "creativity." Therefore, it was recommended that coordinating

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committees begin planning the program without a budget in mind. The presiding philosophy was best stated in the following quote. "People get put in boxes if you put too many constraints on them; flexibility needs to be with the committee. The committee needed to make it the best program they could without worries about money."

In the case of EPCC, they planned the program and refined their recommendations so that the focus was on quality, yet mindful of budget. Once the recommendations were created, the program director presented them to the EPCC President, who in turn trusted his committee and funded the recommendations.

Now that the coordinating committee has completed its third year and have experience with the LDA, they will build a working budget for future years. It was recommended that programs be allowed to refine their program for several years before implementing a standing budget.

Another interesting note was the amount of money they spend per employee, per year. It was reported that the EPCC-LDA spends an average of $800 per participant, per year, which is on the low end of the range of financial support for LDIs. This demonstrates that EPCC is very efficient with their spending, while still achieving a high quality experience.

Data Alignment – High Degree of Alignment

A high degree of alignment was seen in this subcomponent. Three forms of data supported the existence of a budget.

Subcomponent #6: Resource Sharing

Discussion

At EPCC, across-department support came in many forms. One interesting note was that these forms of departmental support were not seen as essential to the success of the program. Rather, the budget handled the essential components, and voluntary departmental support demonstrated that there was an across-campus belief in the LDA's mission.

This support allowed more people to be indirectly involved in the LDA, and helped reduce demands on the budget. It also served as informal evidence that departments across campus believe the LDA is an important institutional component. The message being conveyed by the interviewees was that, as the LDA became well known on the campus and as employees saw the enthusiasm for the program, they wanted to participate in supporting it even if they were not a part of that year's Fundamental or Advanced cohorts.

Typically, the sharing of resources was free to the LDA. For example, the campus television station videotaped various LDA activities and shared the video with the coordinating committee for marketing purposes. The coordinating committee, in turn, used the videos to kick-off the college's convocation ceremonies, thus, showing the entire college employee base the fun happening within the LDA. Other examples of department-shared resources were when the physical plant helped create props for the LDA groups to use in their end of the year projects. In addition, the Instructional Technology Department built an LDA website to support the program.

One critical method of departments sharing resources was for supervisors to recommend and provide written support for their employee to participate in the LDA. This support was required for LDA admission because participation required a minimum of four hours per month away from their respective jobs. If the supervisor did not support this time away from the office, the employee could not participate. Supervisor support included providing office coverage when their employee was in a session, and in some cases allowed even more time off for the employee to complete group projects. EPCC had not created a policy or procedure to standardize this time away from the office. Rather, each supervisor was given the freedom to offer the level of support they felt was needed in order to promote their employee's growth, and keep their office functioning. When asked, neither supervisors nor employees had abused this privilege. On a related note, college committee meetings are not scheduled on the first Tuesday of each month because the college knows it is LDA day, and they plan accordingly.

Alignment– High Degree of Alignment

Research showed that institutional commitment could be increased by having different departments within an institution share resources to support the overall success of the LDI. Data revealed that both interviewees and participant evaluations supported the fact that different departments offered various resources in support of the EPCC-LDA, giving this subcomponent a high degree of alignment.

Subcomponent #7: Creating Buy-in

Discussion

Employee buy-in, or creating a belief in the mission of the program, was seen in the research literature as a way of increasing program support across campus. With employees who support the program, resources are more likely to be dedicated, and a pool of potential applicants will always be available ensuring the long-term survival of the EPCC-LDA.

However, an interviewee mentioned one note of discomfort with the term "buy-in." This person said that they do not want to create buy-in amongst their employees. To them, buy-in was a term referencing coercion or persuasion. Instead, this interviewee wanted employees to see the value in the program and be motivated to participate without someone convincing them to do so. The coordinating committee wanted participation to be intrinsically motivated, not extrinsically.

Overall, the responses showed that the best way EPCC could motivate its employees to believe in the program and commit to participation is to have strong champions. A particularly effective method of doing this was to move away from titles and let people meet each other as humans, not someone with differing levels of authority. This happened through several conventional and unconventional means. Allowing employees to see videos of President Rhodes in funny skits brought out his human-side. Also, having Dr. Rhodes provide a personalized letter to everyone who applied to the program—regardless of whether they were accepted—offering his thanks, made a great impact. Many participants found the two-day summer retreat to be the best way to spend

time discussing leadership with administrators. These side-by-side conversations changed their perspective of administrators from one of differing power levels, to one of peers, colleagues, and fellow humans.

Data Alignment - High Degree of Alignment

A high degree of alignment was seen on this subcomponent. Numerous ideas were shared in the interviews of how coordinating committee members and college administrators tried to create an atmosphere of support across campus. Participant evaluations supported this perspective shift.

<u>**Subcomponent #8: Participation Incentives**</u>

Discussion

Interviewees were asked if incentives were given to employees in order to increase the likelihood that they would apply to the program. Specifically, the researcher inquired about financial incentives. Unanimously, the coordinating committee members said no. The reason was that they wanted employees to apply to the program for a desire to grow personally and professionally, not because they were paid to participate.

Data Alignment - Low Degree of Alignment

Although there are many incentives to participate in the EPCC-LDA, this subcomponent focused strictly on financial incentives, such as pay raises or advancement on the pay scale. Because interviewees stated financial incentives were not present in the EPCC-LDA, and that there was not evidence in the participant evaluations of pay raises, a low degree of alignment was found on this subcomponent.

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While this study originally was viewing a low degree of alignment as a negative outcome, in this case, not offering financial incentives to employees is considered a positive outcome.

Subcomponent #9: Interpersonal Benefits

Discussion

While subcomponent #8 illustrated that financial incentives did not exist, subcomponent #9 highlighted the importance of incentives in the form of interpersonal benefits. Mentioned earlier in this chapter, intrinsic motivation was regarded as a vital aspect of participation. It was also intrinsic rewards that the coordinating committee believed to be valuable in changing people's perspectives of themselves as leaders. Additionally, developing an appreciation of the differences in personalities, thinking, and experiences were all reported by interviewees to be critical to leadership development.

In support of this subcomponent, interpersonal incentives frequently mentioned by participants were feelings of self-worth, and the thrill of spending time with local and nationally recognized figures, such as Dr. Richard Rhodes, Dr. Ernie Roberts, Shirley Gilbert, Amado Pena and Dr. Sandy Shugart.

The interpersonal benefits the EPCC-LDA tried to reinforce are part of the reason coordinating committee members believed the mission could be broadened. Whether intentional or not, an outcome of the EPCC-LDA is that participants have grown in ways that transcend skill development.

In analyzing more than 3300 LDA participant evaluation responses, there was not a single comment stating the program was not worthwhile. While there were

recommendations for improvement, all participants believed in the program, and

consistently mentioned growth and interpersonal rewards.

Data Alignment - High Degree of Alignment

Of all the sub-components in the Analytic Platform, this one had some of the

strongest support and evidence of effectiveness. While listening to the coordinating

committee members state the importance of reinforcing interpersonal benefits was

astounding, simply picking up any participant evaluation provided this researcher with a

sense of importance this kind of growth means to EPCC employees. More importantly, it

provided evidence that growth is happening well beyond skill development, and was

having a positive impact on many employee's lives, in the office, home, and in

relationships with their loved ones.

Subcomponent #10: Mentor Incentives

Discussion

Mentoring has been researched in nearly every aspect of higher education, and the

benefits are clear. Having someone to provide guidance, reflection, feedback, and support

in personal, as well as educational and professional matters, aids in success. The

development of leaders has been shown in the research literature to have the same

outcome (Karcher, Kuperminc, Portwood, Sipe, and Taylor, 2006). In a time when our

seasoned mentors are beginning their retirement years, it is important that we tap their

expertise before they leave our institutions. With so much research pointing to the fact

that mentoring aids in retention, success, and long-term institutional viability, it was

puzzling to find that the EPCC-LDA does not have a formalized mentoring program. As such, they had not created incentives to encourage employees to become mentors.

During the interview process, several coordinating team members believed that mentoring should be a self-selected priority in people's lives. "Playing matchmaker" between mentors and program participants, was seen as an artificial way of creating relationships. Clearly, relationships are the basis for mentoring, but for EPCC to force "chemistry" between two people was not their place, nor did they pretend to think they could be effective at this endeavor.

Interestingly, while mentoring was requested by some participants, "I would like to create a mentorship program where the old employees can be the mentors of the new employees and prepared them to succeed in the department," recommendations and requests like this one were rare. Regardless, mentoring was happening inside and outside of the LDA, "The Academy has offered me excellent mentors." Participants reported using their supervisors and coordinating committee members for advice and support. Whether this was formally labeled as mentoring or not, is not the point. It was happening when and where it was needed.

Data Alignment – Low Degree of Alignment

Since a mentoring program did not exist, neither did incentives to become a program mentor. Therefore, the degree of alignment was low. Although, as mentioned in subcomponent #8, low alignment may have reasons that are positive in nature.

Subcomponent #11: Mentor Training

Discussion

Even though there was not a formalized mentor-training program, one aspect is worth mentioning for future consideration. LDA participants occasionally mentioned they were serving as mentors to employees in their office. "I'm practicing listening better. I'm practicing being a person of influence by mentoring and motivating my employees to do better, to reach higher." If participants are learning to be leaders and are acting as mentors, maybe LDIs should have a session on becoming a mentor. The EPCC-LDA already has a session for their Advanced Track on "Coaching." The fact remains, that when someone completes leadership training, others will seek these graduate's counsel by virtue of this newly created level of leadership expertise, regardless of whether it is real or perceived. Is there a responsibility on the part of the program's administrators to train their graduates how to wield this power? It is this researcher's opinion that leadership training does not necessarily make a leader a trained mentor. This is the same issue faced by faculty who were placed into administrative service because they excelled in the classroom. The administration believed the faculty member's expertise in one area would translate into expertise in another. This was not always the case, as mentioned by one EPCC coordinating committee member, and was one of the reasons the LDA was created.

Data Alignment - Low Degree of Alignment

Again, since there was not a formalized mentoring program, there was no data to support this subcomponent. Therefore, this subcomponent received a low degree of alignment.

<u>Subcomponent #12: Program Admissions Criteria</u>

Discussion

The admissions application serves several purposes for the EPCC-LDA. The application for admission allows the coordinating committee to convey their own expectations in relation to time and effort participants need to put forth.

One topic repeatedly mentioned in the interviews was ascertaining the employee's commitment level for participating in the LDA. While many other topics were discussed, commitment and inclusiveness—as they relate to diversity—were reported to be a few determinants of program success. Other topics the admission application assisted with were determining cohort size, personal goal assessment, gaining representation from all college campuses and constituent groups, and past involvement in the college (ie. committees, volunteerism, etc.).

A high degree of commitment was seen as essential for the program participants to possess. Commitment from the participant was reported as a significant reason the application process was created. The coordinating committee was emphatic about only admitting employees who were serious about their own development and committed to participating in fulfilling the mission of the college. By using open-ended questions in the application (Appendix E), coordinating committee members could ascertain the

applicant's goals, effort put forth in completing the form, and belief systems. All of these were translated into an assessment of commitment.

An important aspect to upholding institutional commitment was to maintain high admission standards. It was emphasized by three interviewees that the coordinating committee not be afraid to turn applicants away due to lack of effort or commitment in completing the application. Doing so provides the applicant with valuable feedback about their lack of investment in the process. In turn, it tells the applicant that the committee will not invest in this person's development. It reinforces the message that the LDA is seriously committed to its participants.

From the coordinating committee's perspective, it was important they use the application process as one more means of advertising the program, reminding everyone that they have the opportunity to apply regardless of their position. When participants were asked how they became aware of the LDA, the predominant source was through emails from the President's Office and the EPCC-LDA Program Director (Table 31).

Table 31: How did you become aware of the EPCC-LDA?

	Email	Word of Mouth	Supervisor	Attended a Presentation
2007	44%	24%	27%	5%
2006	63%	25%	6%	6%

Inclusion was a value that each interviewee reinforced. Allowing every EPCC employee the opportunity to apply for admission, reinforced an underlying program value that everyone at the college is a leader. The coordinating committee also recommended remembering that not all applicants come from the same backgrounds with the same

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levels of experience and training. Therefore, the admission team should review each application independent from the next while still maintaining the integrity of the admissions process. For instance, some applicants were very committed to the program, but did not have a vast number of opportunities to participate in college committees. If committee involvement was an admission criteria, some applicants might have seemed less appealing to a committee. However, it did not mean they were not a valuable addition to that year's cohort.

When asked about diversity, each interviewee stated they had not been concerned with diversity in the gender, racial, or ethnic sense. Rather, they consider the application process a tool for allowing everyone at the college a chance to apply to the LDA. During the review process, they make sure there is good representation across disciplines, campuses, and employee groups. According to all interviewees, the racial and ethnic diversity had "taken care of itself" due to El Paso's diverse demographics, and the diverse makeup of EPCC employees.

Cohort size has been averaging 30 participants in the Fundamentals Track and 30 participants in the Advanced Track since the programs inception in 2005. When asked about cohort size, all interviewees believed 30 to be an appropriate size. It provided enough people in each cohort to bring diverse experiences to the group. The key aspect to making the EPCC-LDA cohorts functional was to create small groups within the larger group. Each small group contained five-to-six participants from different departments, employee groups, campuses, and backgrounds. Structurally, this format allowed for large and small group dynamics and activities to flourish.

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Data Alignment - High Degree of Alignment

While applications can sometimes be regarded as recordkeeping tools, the EPCC-LDA maximizes their process for many other purposes. Participant evaluations often mentioned the value of meeting someone from a department they may not have otherwise met, or that everyone in the program seems very committed to accomplishing the tasks. These are outcomes of a carefully planned admissions process, and are a few of the reasons why this sub-component was shown to have a high degree of alignment.

Subcomponent #13: Curriculum Design

Discussion

Curricular designs can take many forms and should reflect the values and needs of the institution. While values typically do not change, needs do. Therefore, coordinating committees should be flexible. Chapter Two outlined many topics of concern for today's leaders, some of which were incorporated into EPCC-LDA's curriculum (Appendix D). It was the curriculum and participant evaluations that made a significant impact on this study. The combination of both led the researcher to understand better the values mentioned at the beginning of Chapter Five. In addition to those topics in Chapter Two, this section highlights important considerations when designing an LDA curriculum.

An important aspect of curriculum design is to maintain flexibility. The EPCC-LDA Committee tried to review the participant evaluations each month in order to fine-tune successive workshops, as well as plan the following year's program. Speakers and activities that made a positive impact on participants were retained; those that did not were refined or eliminated. It was recommended that coordinating committee members

not be shy about eliminating an ineffective local speaker simply because they are local. If the quality of their presentation is not up to the program's standards, the quality of learning will suffer.

It was also recommended—and requested by some participants—that some interaction takes place between the Fundamental and Advanced Tracks, when appropriate. While their learning needs may be different on some topics, others are similar. Mingling the two tracks allows for more interaction between leaders at different stages of their development, enhancing diversity of perspective and thought. In addition, some topics, such as servant leadership, are applicable to all stages of leadership development.

Participants mentioned numerous highlights of the curriculum, such as coaching, communication, and servant leadership. Other highlights related to interaction with speakers, or the demeanor of speakers, such as Dr. Rhodes, Dr. Linda Brown, and Dr. Sandy Shugart. Finally, other highlights related to the experience at an event, which combined both topic and speaker. Events receiving a high level of praise were the Border Learning Conference and the summer retreat at Riudoso, New Mexico. These events were more than trips away from campus. For many participants, it was a way to learn new information, but more importantly, it was noted as a way for participants to interact with college administrators and national figures in ways that were more relaxed and fun-filled. An atmosphere of bonding, rejuvenation, and appreciation seemed to abound at these events.

Two particularly important aspects to the Border Learning Conference and the summer retreat related to diversity and institutional commitment. Not only were employees exposed to different environments, some of which took them into diverse cultural experiences, but going to another city for a conference or to a resort for a retreat was foreign to a handful of employees. The appreciation of an employer investing in their employees to this degree will be forever imprinted in LDA participants' minds: "Loved my first vacation this year and glad that I was able to share not only with my co-workers, but with my sister."

Curricula needs to have more than just speakers and trips. It needs activities to reinforce learning. As the participant evaluations found, one of the most highly recommended items was to include more "hands-on activities." The EPCC-LDA utilized numerous activities from personality assessments, to role-playing, to videos.

The activity that made the most lasting impact on EPCC and the community of El Paso were group projects. Each year, the cohorts were broken into small groups of five or six people. These teams worked together to create a project around a central theme that President Rhodes established. For example, the 2007 theme was community service. Small group teams used their learning to create a project and presented it at the end of the year to EPCC administrators. If the administrators believed the project had the potential to make a significant difference in the lives of EPCC students, staff, or El Paso community members, they would fund the project. Successfully funded small groups implemented their plans as fulfillment of an idea, a service to a constituent group, and as a legacy of their participation in the EPCC-LDA.

An innovative activity the coordinating committee members created was the Individual Learning Action Plan (ILAP). This document was completed throughout the year by each participant as a means of self-assessment regarding leadership experiences, beliefs, and biases. It allows them to set development goals and track their progress. While this activity was innovative, one coordinating committee member mentioned that they were considering not using the ILAP in the future due to negative participant feedback. This same type of feedback was found in the participant evaluation responses. Responses generally mentioned either not having enough time to keep the ILAP up-to-date, or not understanding its purpose.

Data Alignment - High Degree of Alignment

The degree of alignment was high for this subcomponent. Curriculum design elements seem to be vastly effective, based on both coordinating committee member interviews and participant evaluation responses. They also align themselves with findings in research literature.

Subcomponent #14: Program Length

Discussion

Each year, the EPCC-LDA takes their two cohorts through a 12-month program. Beginning in January, participants meet in four-hour sessions aimed at developing their skills and knowledge. Over the course of one year, they meet for nine monthly sessions. During the remaining months, cohorts participate in the winter Border Learning Conference, a two-day summer retreat, and a graduation ceremony in December. When asked about the length of time the program meets, coordinating committee members

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stated it was appropriate for reflection, and any less time would not allow for application, and bonding. One member stated they would like to have full-day workshops. This too was supported in the participant evaluations. Table 33 lists recommendations for program improvement, as found in the participant evaluation responses. The recommendations most often cited were "more time on task," followed by "not enough time to implement skills." When asked about lengthening the program, coordinating committee members stated doing so might cause participants to loose interest and commitment. It would also make it more demanding on the coordinating committee to conduct more than one set of cohorts in a two-year period.

Alignment - High Degree of Alignment

The program's time length was effective. All three forms of data aligned on this subcomponent giving it a high degree of alignment.

Subcomponent #15: Ongoing Feedback

Discussion

Subcomponent #15 addresses processes through which participants receive feedback on their leadership skill development. EPCC-LDA does not have such a system, rather, each monthly and event evaluation, Individual Learning Action Plan, and end-of-the-year evaluation contains opportunities for self-reflection. One coordinating committee member cautioned against putting the program participants in a position where someone was "issuing a grade" on their progress. This interviewee stated it might cause problems with the manner in which participants view their growth as a "performance;"

thus, hindering motivation and participation, particularly amongst Fundamental Track participants who may be nervous about leadership training from the beginning.

Several interviewees said they believe feedback was happening through participant-to-participant, and participant-to-supervisor discussions. One aspect, in which LDA participants did receive ongoing feedback, although in an informal and unstructured way, was on their group projects. At the end of each year, each small group presents its project to the EPCC President and Cabinet, who in turn provide an evaluation of the group's collective accomplishment. Also, each month leading up to this presentation, the LDA coordinating committee provides ongoing feedback about the group's progress.

Another method of providing feedback to participants happens when the coordinating committee finds a vast amount of disagreement between cohort members in their evaluations of a monthly session. The coordinating committee reads the evaluations aloud to the participants, and discusses why the discrepancy might have occurred.

Data Alignment - Low Degree of Alignment

Since the EPCC-LDA does not have a formalized structure in place to provide ongoing feedback to the participants, data had a low degree of alignment. The coordinating committee members did feel this is an issue that should be addressed. The creation of a mentoring program could solve this dilemma.

Subcomponent #16: Technology

Discussion

Subcomponent #16 inquired about the types of technology used in the EPCC-LDA. Depending on the interviewee, the answers varied. All agreed that the internet was used as a support tool, mainly for communication, research, and organization.

Beginning in Summer 2007, WebCT was introduced as a means to coordinate the aforementioned uses, as well as provide an electronic method for conducting monthly session evaluations. According to two interviewees, LDA participants do not seem to be submitting evaluations as regularly as they were prior to WebCT. When asked why, one interviewee believed that the lack of anonymity in WebCT hindered participants' willingness to submit evaluations. Before they began using WebCT, evaluations were completed on paper and were anonymous. Another interviewee believed WebCT might be used more by the Advanced Track than by the Fundamentals Track. "Staff felt intimidated by WebCT because they don't use it; however, the faculty felt more at ease." The explanation offered by this person was that the Fundamental Track cohorts were more likely to contain classified staff, who have less access to using WebCT than do faculty, department directors, and academic administrators. It was suggested that the latter group used WebCT more for teaching courses, which led to more familiarity with the online platform.

However, data does not support either statement. When both the 2007 Fundamentals and Advanced track were asked about their opinion of the WebCT system, 79 percent stated they were happy with this method of submitting evaluations. In

addition, an unexplainable difference was noted between the two tracks: 65 percent of the Advanced Track approved of WebCT while 93 percent of the Fundamental Track approved of WebCT. This evidence refutes the coordinating committee member's assertion.

Videoconferencing was one form of technology not used by EPCC. Since EPCC has five campuses, the researcher asked if videoconferencing had been considered as a means of linking campuses. The coordinating committee had considered it, but abandoned the idea because of the belief it would inhibit a personal touch and prevent bonding. So far, participants have been willing to travel to the campus where each session was located. One video-conferencing use being considered is for connecting the EPCC-LDA to other leadership programs around the United States in order to share programmatic ideas and resources, such as speakers.

Data Alignment - High Degree of Alignment

Due to an extensive use of technology by the coordinating committee and the LDA participants, there was a high degree of alignment on this subcomponent. The key factor in this topic was to use technology to enhance participants' experience, not simply for the sake of utilizing a new piece of equipment. If it takes away from the human contact, it is not worth the loss.

Subcomponent #17: Effectiveness

Discussion

Effective practice is the focus of this study. Therefore, it was particularly important to discover how the EPCC-LDA evaluates its own effectiveness. Coordinating

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committee members were asked three questions: whether the program is effective; how they measure program effectiveness; and what they think of when they reflect on its effectiveness.

This series of questions revealed a number of diverse, yet, related answers. Institutional change through personal growth seemed to be the overarching theme. While EPCC does not have a formal system for quantifying effectiveness, the interviewees believed the program was effective. They provided anecdotes of effectiveness, such as participants being better prepared for current and future roles; participants seeing their group projects having an impact on the institution and community; participant's seeing themselves as leaders; and the energy, excitement, and passion for working at EPCC increasing—"people like to come to work." When asked about whether the coordinating committee had correlated the existence of the LDA with the college's morale survey or other forms of institutional assessment, the answer was no.

To further document this anecdotal data, end-of-year participant evaluations were analyzed. Table 30 lists statements of how participants have implemented their learning. Each one shows a different level and type of positive impact on one of EPCC's constituent groups.

Data Alignment- High Degree of Alignment

Because of the extensive amount of evaluation processes the coordinating committee and participants engaged in, this subcomponent received a high degree of alignment.

Subcomponent #18: Participant Evaluation

Discussion

Subcomponent #15 determined that formal structures did not exist for ongoing committee-to-participant evaluation, although informal feedback does happen. As mentioned in Chapter Four, "This question was found to be redundant with question #15, regarding ongoing feedback; therefore, responses to question #18 were not pursued by the researcher."

Data Alignment - Moderate Degree of Alignment

Since participants did complete ongoing self-evaluations, this subcomponent aligned between the research and participant evaluation data, giving it a moderate degree of alignment.

Subcomponent #19: Program Evaluation

Discussion

As previously mentioned, at then end of each monthly session, participants completed evaluations. Also, at the LDA's midpoint and again at the end of the program, participants completed program evaluations. In each of these three formalized evaluation tools, participants were asked about what they liked and disliked about that particular session (or the program in general), for recommendations for improvement, and for reflections on their learning.

The coordinating committee also used an informal, observational technique. Committee members alternated attending workshops. This on-site observation technique provided them with first-hand experience to supplement the participants' evaluation

recommendations. Three of the interviewees noted that after monthly evaluations were completed, the evaluations were reviewed at monthly committee meetings. This practice allowed them to maintain responsiveness by making changes to the program before the next session began. In addition, coordinating committee members used the evaluation feedback to plan for the following year's curriculum.

Data Alignment - High Degree of Alignment

Because the LDA evaluation tools are focused on participant learning, as a result of session and program activities, this subcomponent had a high degree of alignment.

Subcomponent #20: Leadership Evaluation

Discussion

Subcomponent #20 addressed whether the LDA tracked its graduates in their career advancement. If the program was designed to increase skill development in its employees, the researcher sought to determine if these employees were advancing into positions with higher levels of responsibility. In addition, the researcher wanted to understand if the racial demographics of the EPCC administration were changing due to this opportunity for their highly diverse employee base to seek leadership training.

These types of evaluation data were not collected, although, all coordinating committee members believed this was a good recommendation for future practice. Three interviewees did mention that they knew of, or participated in hiring decisions in which two candidates with similar backgrounds and experiences were finalists for a position that included a promotion and higher levels of supervisory responsibilities. In each case, the

candidate, who was an EPCC-LDA graduate, was believed to have better leadership training and was subsequently hired.

Data Alignment - Low Degree of Alignment

Since this type of tracking data was not collected, subcomponent #20 had a low degree of alignment.

<center>**Research Question #2**</center>

<center>*How is EPCC utilizing their Leadership Development Academy to*</center>

<center>*attract more leaders into the leadership pipeline?*</center>

El Paso Community College is using their Leadership Development Academy to usher more employees into the leadership pipeline. In 2005, 2006, and 2007, a total of 181 employees completed the program, and the 2008 cohorts began one month prior to this study. EPCC did this by creating a culture of leadership. It was a culture in which more and more employees were espousing the values brought forth in their 12 month LDA training, and then applied their lessons learned in every corner of campus. This spread the message to other employees, and the result was waiting lists each year to attend the Academy.

Since EPCC did not have a leadership program prior to the LDA, the question remains whether these employees would have sought leadership training on their own. Building a culture of leadership increased the use of lessons learned and skills honed in the program. Table 30 demonstrates the types of changes being made in graduates' lives; influencing students, staff, faculty, administrators, and community members.

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The efficacy of EPCC addressing this local or national pipeline issue cannot currently be determined, except through a few anecdotal examples. Will this leadership development program produce employees who move into leadership positions, or will LDA graduates already in leadership positions, move into positions with higher levels of responsibility for leading the institution? Two examples were mentioned during the interviews, in which coordinating committee members were involved in cases of employment searches with two seemingly qualified individuals. The applicant with the EPCC-LDA certification was hired—in both situations—because it was believed their leadership abilities were more developed because of their program participation.

This researcher concluded that the importance of this pipeline issue depends on one's perspective, or the mission at hand. If an institution is in need of more leaders within the institution, then this issue begs for attention. In today's world, it would be hard to argue there are not institutions needing more leaders. A more poignant examination of predicted vacancies in traditional leadership roles places more emphasis on this issue. After conversing with President Rhodes and three members of his executive cabinet, EPCC will likely face several retirements in the next few years, including positions in the executive cabinet. As a result, the future will bring some interesting leadership opportunities for EPCC employees.

Regardless of future vacancies, this issue may not matter as much to EPCC as it might to other institutions. If the types of changes outlined in Table 30 are happening in every office and department across campus, the institution's effectiveness will continue to soar, and the culture of leadership will spread like wildfire. In this researcher's mind,

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this study uncovered enough evidence to make the conclusion that EPCC is strengthening their own leadership pipeline, and they are doing so through a self-perpetuating culture of leadership.

Research Question #3

How is EPCC utilizing their Leadership Development Academy to

create a more diverse leadership structure within the college?

The third research question addresses how EPCC is using their Leadership Development Academy to increase the diversity within their leadership structure. Since much of the research on community college leadership is focused on president and vice presidential positions, this question also focused primarily on executive leadership positions at EPCC. This study also sought to uncover a related question regarding how the EPCC-LDA is addressing creating a diverse cohort each year. It must be repeated that the EPCC-LDA does not have a stated goal to increase diversity within leadership.

When confronted with these questions, all six coordinating committee members stated that diversity in the traditional racial and ethnic sense, has not been an issue at EPCC. Given the fact that approximately 80% of the community and student populations are Hispanic, diversity in the LDA cohorts has taken care of itself. It has not been an issue they had to address. Unfortunately, demographic data was not available on cohort membership since race and gender are not questions included on the programs admission application. The interviewees all believe there has been a good mixture and balance of gender and racial groups in each year's cohort groups.

A review of 2006 and 2007 cohort participant names showed 34 percent of the participants were men, and 66 percent were women. This demonstrates that the EPCC-LDA has been effective in encouraging gender diversity in leadership. Also, while this same review shows a diverse concentration of names from Hispanic heritages, this was not documented and could be incorrect for a variety of reasons. Therefore, conclusions about ethnic variation within cohorts were not made.

Diversity in the EPCC-LDA takes on a different meaning, and one that both coordinating committee members and participant evaluations strongly supported. Diversity, while not mentioned in their mission, is a strong component of the EPCC-LDA. It was viewed as understanding people from departments or campuses with which an employee may not have an opportunity to interact. Understanding the issues they face, the services they offer, and their impact on students and the institution seem to be more important. Finally, diversity was understanding self, personality types, and how the aforementioned factors influence the way EPCC employees interact, form relationships, and respond to change.

Leadership Development Academy participants repeatedly commented on how appreciative they were for the opportunity to work with someone from another department. This was particularly true when discussing issues the upper administration face on a daily basis. These conversations and interactions between faculty, staff, and administrators gave many participants a new perspective on leadership, as detailed in Table 23.

Nonetheless, diversity in community college leadership has not been traditionally diverse. Research in Chapter Two documents a community college history dominated by Caucasian, male leaders. A review of the EPCC executive cabinet members shows five men and two woman. One female serves as an assistant to the president, and while she leads in an executive capacity, she is a part-time employee and not listed on the EPCC website as a cabinet member. Including the president's assistant in the group, Table 32 illustrates the current EPCC executive cabinet gender and racial composition.

Table 32: EPCC Executive Cabinet Gender and Racial Demographics

Female	Male	Caucasian	Black	Hispanic
29%	71%	57%	14%	29%

* Demographic data were determined through meetings with several of the cabinet members. This information has not been verified with institutional records.

It is apparent that EPCC has a more racially diverse executive leadership team than has been traditionally seen in higher education. The gender composition, however, is in line with many research studies on diversity in community college leadership, as referenced in Chapter Two.

Answering research question #3 is difficult until vacancies in the current "leadership structure" become available. There does seem to be a great deal of diversity within the LDA's cohorts. With an LDA that is entering its fourth year, and without turnover in the executive cabinet during that time, there have not been opportunities to promote an LDA graduate into these positions. Expanding the view of the "leadership structure," to include associate vice-presidents, deans, and directors, may reveal a

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different picture. According to coordinating committee members, there simply has not been enough time elapsed since the first cohort's graduation, to determine if the LDA has made a difference on this topic.

Research Question #4

How is EPCC utilizing their Leadership Academy to

increase leadership skill proficiency within their current leaders?

The fourth research question addressed how EPCC is using their Leadership Development Academy to improve the leadership skills within their leaders. The conclusion is that there has been a tremendous amount of skill growth, as evidenced by the application of leadership development in Table 30. However, other perspectives on skill proficiency emerged during the data analysis process.

First, this researcher began the study focused on trying to understand a microscopic view of an effective LDI. Specific activities, assignments, and detailed processes dominated the study's original layout. As the study progressed, broader concepts regarding a culture of leadership were uncovered. For this study, a culture was defined as a collection of individuals who engage in social experiences, creating shared beliefs about themselves, their place in the world, and ways of interacting, which perpetuates their culture towards a better tomorrow—this was happening at EPCC. It also became apparent to this researcher that many of the activities could be substituted with any number of other related activities; there were a plethora of great speakers EPCC could invite; and, there were a number of places the LDA could hold a retreat. These too,

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are micro issues that are important to program success, but not essential to creating the culture.

The genius behind creating skill proficiency is to create experiences allowing for the values of the program to come forth, provide enthusiasm and minimal direction, and let the participants create. If the correct experiences and values are present, participants will become thirsty for more. It harkens back to the adage that if you give a man a fish, you feed him for a day, but if you teach him to fish, you feed him for a lifetime. Thirsty and appreciative employees began applying lessons learned whenever, and wherever they could, thus beginning the perpetuation of cultural values and the onset of positive institutional change. One important takeaway to remember was to be careful that values are filled with integrity. If your values are misplaced, so will your institution's future.

The values discussed at the beginning of this chapter—Perspective, Diversity, Communication, Relationships, and Culture—seemed to be the key components to LDA success. Creating learning environments that promote group cooperation and interaction where they can experience and learn about the importance of these five values, brought about an amazing degree of creativity, perspective analysis, and seminal thought.

The second standout topic related to this question, was that perspectives about self, others, and leadership, changed in the leadership development process. This change was considered evidence of leadership development. Themes and sub-themes, within participant evaluation responses, documented countless incidences of participants' understanding more about themselves and their own leadership potential. Similarly, as perspectives changed, their understanding and appreciation of how they can interact with

others changed for the benefit of their students, department, and institution. Participant evaluations documented numerous instances where insight, belief alteration, and understanding happened in ways they did not imagine before they began the program. The level of detail among their responses about characteristics of leadership was simply astounding. Table 28 shows a side-by-side comparison of characteristics each Track believed leaders possess. As much as possible, similarities in responses were matched to illustrate a degree of alignment in thinking about leadership. Some responses illustrated how participants now—often for the first time—see these characteristics in themselves.

Finally, learning is valued for its application towards healthy growth and positive change. The culture of leadership is demonstrated in Table 30 through the application of beliefs, values, and lessons learned about leadership. It would be nearly impossible to measure skill growth, or its impact on the institution's constituents, if there was not evidence of change happening. Change in thought, as well as behavior, are happening in every corner of EPCC.

Recommendations

As the interviews were conducted, conversations about subcomponents, and participant feedback sparked new ways of addressing issues within the EPCC-LDA. Many of the recommendations listed in this section were actually recommendations that interviewees stated they should address as a coordinating committee (Table 21). Also, listed in Table 33 are the top five program improvements as recommended in the participant evaluations.

Three forms of recommendations came out of this study. The first form of recommendations was applied to the Analytic Platform framework. The second form of recommendations was a description of items for consideration by the EPCC-LDA Committee, as they continue improving their program. The third form was a list of recommendations for future studies.

Table 33: Top 5 Recommended Program Changes – Participant Evaluations

Need more time on task
Need more time to implement skills
Require all employees and/or supervisors to attend EPCC-LDA
Increase time length of monthly sessions
Need more EPCC leaders presenting

Analytic Platform Revision and Future Studies

Interviewing coordinating committee members provided feedback about the Analytic Platform's structure. Overall, very few changes were recommended; they believed it was a good framework for analyzing LDI design considerations. The following recommendations illustrate the manner in which the Analytic Platform subcomponents could be revised. Moreover, recommendations for revision focused more on perspectives and analytical approaches, rather than structural modifications.

Analytic Approach

For future studies, it is recommended that the researcher keep a balance between reviewing the program components and understanding how the program impacts the larger institutional culture. Focusing on one without the other would grossly underestimate the power of a leadership development institute. In addition to the program being a tool for individual change, it can be a tool for institutional change.

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Methodology

In an age of accountability, it can be easy to slip into the mindset that we have to measure, quantify, and explain success. This is particularly true when institutional funds are involved. It is recommended that future researchers remember not all experiences in the human condition can, or should be understood at a scientific level. One EPCC leader mentioned that attempting to do so might destroy the "magic" that makes it so. Another stated:

> The impact the academy has had on people's lives, the organization, projects, and pride cannot be measurable in a cost/benefit analysis. You can't quantify leadership development. You can't do this cheaply or it won't be seen as a serious effort. It is an investment in your people.

The balance between remaining accountable for learning, without measuring it so much that the measurement process hinders learning, will be a challenge for program designers.

Data Collection

In order to better align data, it is recommended that future users of the Analytic Platform structure the data collection in a different manner. It was challenging to assess alignment of three forms of data on the topic of policy, when only two forms of data directly addressed policy. A study might be more methodologically sound if all three forms of data addressed the exact same issues.

One alternate method could be to conduct interviews of both program administrators and program participants. Both program administrators and participants should be interviewed, and should address the same issues in the Analytic Platform. Or second, restructure the analysis so that only certain subcomponents are triangulated on three forms of data, while other subcomponents—that are of specific importance to administrators/designers—compare two forms of data.

An alternate method could be for the EPCC-LDA Leadership Committee to re-evaluate their evaluation forms and processes. They would need to determine if feedback from the program participants was valuable in relation to all 20 Analytic Platform subcomponents. For example, does the EPCC administration desire to know whether it matters to the LDA participants if there is an established policy? Does EPCC want to know if their participants believe that having a "champion," from a senior administrative position, leads to higher degrees of institutional commitment, and if that leads to higher degrees of program effectiveness?

Creating Buy-in

Change the wording from "buy-in" to motivation for participation. As one of the interviewees in this study mentioned, they want people to participate in the LDA for their own reasons, not because someone convinced them to participate. While on the surface this may be semantics, there is a deeper purpose of intrinsic versus extrinsic motivation that EPCC is seeking in its participants.

Participation Incentives

When addressing participation incentives, this study was focused on financial incentives for employees to participate. Interviewees saw the lack of financial incentives as a positive, yet, when the three forms of data were combined in Chapter Four, the design of the Evaluation Matrix (Table 29) determined the lack of alignment between the data to be a negative. The study's conclusion was that the lack of financial incentives was indeed a positive attribute of the EPCC-LDA because it urged employees to develop their leadership skills for more intrinsic reasons. The Evaluation Matrix (Table 29), which was used for triangulating three forms of data, should be re-designed so that low alignment can be considered a positive. Or at the very least, ensure that researchers who interpret the data understand that "High" does not necessarily mean effective, and that "Low" does not necessarily mean ineffective.

Curriculum Design

When designing the curriculum, maintaining both a process and content focus is recommended; without one focus, the other has less effectiveness. For example, EPCC-LDA participants benefitted from going through a process of self-discovery as much as they did in learning about the specifics of personality styles. Another example would be the retreat. As one of the most highly regarded activities reported in the participant evaluations, the retreat was successful because the processes of sharing and bonding opened minds to alternate perspectives on leadership. The process opened the minds so the content could be absorbed. Keeping this in mind for all activities, speakers, and projects might increase the effectiveness of each.

Ongoing Feedback and Participant Evaluation

Each of these items addressed systems that provided feedback from mentors or

coordinating committee members to participants about their skill growth. "Ongoing

Feedback" more directly looked at feedback during the program (formative), and

"Participant Evaluation" looked at feedback during and at the end of the program

(formative and summative). In both cases, feedback mechanisms did exist, but the

feedback was self-evaluation. Neither format contained feedback from mentors or

coordinating committee members. It is recommended that each of these subcomponents

address self-feedback, as well as mentor and/or coordinating committee feedback. This

would allow for a program like the EPCC-LDA to more accurately display its extensive

self-feedback/evaluation tools.

Items of Consideration for the EPCC-LDA Committee

Vision and Mission

This study has documented a leadership development program accomplishing

much more than their mission statement details. It is recommended that the EPCC-LDA

Committee address its vision and mission. Dealing with employee's leadership skill

development is one aspect of the overall outcomes this program is achieving. Conveying

a vision, similar to the "culture of leadership" may more accurately depict their vision.

Institutionally Adopted Policy

The EPCC-LDA is highly regarded by coordinating committee members,

participants, and reportedly the EPCC Board of Trustees. Given the fact that retirements

in executive leadership ranks may be happening over the next five to ten years, it is

recommended that President Rhodes and the EPCC Board of Trustees create a policy that

solidifies the Leadership Development Academy existence and funding stream. Such a

successful program would stand a better chance of survival after the current

administration pursues other life options. The key factor in this scenario is that the new

administration would also need to be the program's champion. Without the champion, the

program may struggle. Hopefully by this point, the culture of leadership will have

permeated the college to the degree that employees will be its primary champion.

Mentoring

While mentoring seems to happen in an informal manner, it is recommended that

the EPCC-LDA Committee discuss ways to encourage seasoned leaders to offer their

support as mentors, and encourage participants to seek mentors. Since this coordinating

committee does not believe it is their place to match mentor to mentee, they could discuss

ways of assisting participants to find mentors, and understand how to be a mentor to

others.

Program Length

Three of the top five most mentioned participant evaluation recommendations

related to the LDA not providing participants enough time (Table 33). Participants

wanted more time on individual tasks and group projects. A second participant-based

recommendation was to provide more time to implement skills. Unfortunately, further

clarification of how this could be accomplished was not offered in the evaluation

responses. Finally, additional time was requested for each session. Two suggestions were

to lengthen each session to an eight-hour session, or to hold two, four-hour sessions per month.

Future Studies

This study validated a framework to assist this researcher and others in creating effective leadership development institutes. Since this is only one study, future replication studies could further enhance or modify the Analytic Platform's design and effectiveness. In addition, studies of multiple LDIs could offer a way to compare and contrast different programs and designs. Different methods of accomplishing each subcomponent would provide valuable examples to program designers. A comparison of campus-based, district or system-based, state-based, and association-based programs could offer different insights and needs unique to their circumstances. A comparison of rural versus urban, large campus versus small campus, historically Black-serving institutions versus predominantly White institutions, or even regional comparison studies could all offer insight into issues being faced across the United States.

Regardless, the value in this study is to illuminate issues to consider in designing an LDI. While the subcomponents and cornerstones may change or be altered, this researcher recommends that the perspective and values on human growth discussed in this study, should not be changed or altered. Humans are social creatures, by nature. Nothing we can do should or will change that fact. Holding the aforementioned values close to the design and focus of an LDI will strengthen every level of planning and operation.

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Conclusion

This study of the El Paso Community College's Leadership Development Academy accomplished its purpose. Descriptive results to the four research questions were provided. Effective LDI practice and considerations were uncovered in both expected and unexpected ways. A deeper understanding of issues, practices, considerations, perspectives of leadership, program design and implementation, and human learning was created. A framework addressing these components was created, tested against practitioner-based decisions and participant-based experiences, and validated through findings. As in lifelong education, learning never stops and neither should the refinement of the Analytic Platform.

The Analytic Platform detailed twenty items that created five core focus areas, or cornerstones:

- Institutional Commitment

- Campus Climate

- Mentoring

- Program Design

- Evaluation

These focus areas were believed to be essential conditions to an effective LDI. After reviewing more than 3300 participant responses and ten hours of interviews, listening to people speak and write about experiences most important to their leadership development also brought out five focus areas, or values:

- Perspective

- Culture

- Relationships

- Diversity

- Communication

The greatest learning that took place for this researcher, occurred when the study's foundation—the five Analytic Platform cornerstones—were supported by finding that the effectiveness of the EPCC-LDA was based on five key values. Unbeknownst to this researcher, they were the same underlying values that make the five cornerstones possible. Combining these values and cornerstones have redefined the definition of leadership, and created the deeper understanding of how to build a culture of leadership.

As this conclusion brings this study back to its original purpose, the outcomes somehow seem more fulfilling than was originally anticipated. The amazing program at El Paso Community College continues to sculpt an institutional culture of valuing each other and the constituents they serve. Leaders are discovered in every office . . . and they understand themselves to be leaders. EPCC did not create a program focused on lofting mounds of leadership jargon and theory onto unsuspecting employees. Rather, they engaged the human spirit through fellowship, enthusiasm, music, art, study, and self-reflection as tools and processes for leadership development. Beginning the trek with self-awareness brought out an appreciation for self and others. This inward-outward perspective launched a journey of serving others first—servant leadership. The beliefs in

improving the college from the inside out is best described by one of the 2007

Fundamental Track participants:

> I believe that the Academy is here to help EPCC. Now is the time to work from
>
> inside out. This is what the Academy is all about. To better EPCC we need to
>
> better ourselves first and we need to find any training available to accomplish it.
>
> Let's change the attitude that we have and let's work together!
>
> One can only wonder about the amazing future that lay ahead for this college and

community.

APPENDIX A

ANALYTIC PLATFORM

Analytic Platform:
Cornerstones and Subcomponents
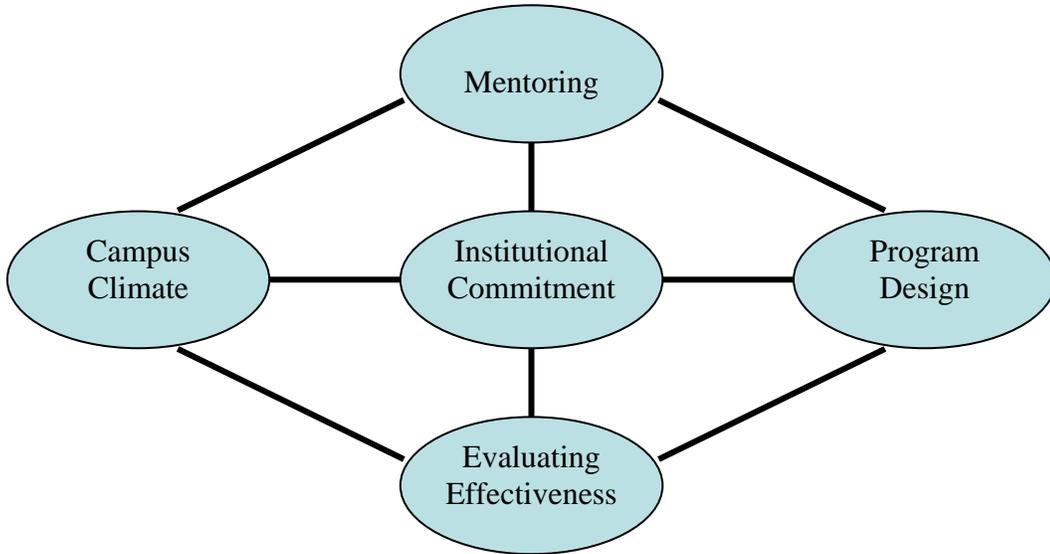
Cornerstone	Subcomponent
Institutional Commitment	1. Administrative Champion 2. Assessment of needs and talent 3. Established mission 4. Institutionally adopted policy 5. Dedicated budget
Campus Climate	6. Resource sharing 7. Creating buy-in 8. Participation incentives 9. Interpersonal Benefits
Mentoring	10. Mentor incentives 11. Mentor training
Program Design	12. Program admissions criteria 13. Curriculum design 14. Program Length 15. Ongoing feedback 16. Technology
Evaluation	17. Effectiveness 18. Participant evaluation 19. Program evaluation 20. Leadership evaluation

APPENDIX B

INTERVIEW QUESTIONS

Interview Questions

Thank you for participating in this interview. You have been selected because of your current or past participation with the El Paso Community College-Leadership Development Academy. The questions you will be asked are part of a doctoral study I am conducting through The University of Texas at Austin. The goal is to understand the components used in designing an effective leadership program. Your responses will assist me in studying how El Paso Community College created their Leadership Development Academy. The chart below contains twenty (20) topics that have been recommended in the research as effective practices or considerations for leadership development program design. I will ask you to comment on each.

Your participation is completely voluntary, and no personally identifying information will be collected from you or recorded about you. Responses to the interview questions will be audio-recorded and later transcribed. Neither your name nor position will be kept in electronic or paper formats. The electronic file containing your responses, will have a randomly assigned number as its file name.

1. Please explain if and how El Paso Community College addressed each of the twenty (20) subcomponents, listed below, in creating its Leadership Development Academy?
2. Where can institutional literature on each item be located?
3. Did El Paso Community College address issues not listed in section below, that you believe contributed to the effectiveness of the Leadership Development Academy? If so, please explain.

Analytic Platform Subcomponents

1. Administrative champion
2. Assessment of and talent
3. Established mission
4. Institutionally adopted policy
5. Dedicated budget
6. Resource sharing
7. Creating buy-in
8. Participation incentives
9. Interpersonal Benefits
10. Mentor incentives
11. Mentor training
12. Program admissions criteria
13. Curriculum design
14. Program length
15. Ongoing feedback
16. Technology
17. Effectiveness
18. Participant evaluation
19. Program evaluation
20. Leadership evaluation

APPENDIX C

EVALUATION MATRIX

Evaluation Matrix

Research Data: Analytic Platform Subcomponents	Interview Data: EPCC-LDA Coordinating Committee Interviews	Evaluation Data: EPCC-LDA Participant Evaluations	Alignment: Degree of Alignment
Administrative Champion			
Assessment of Needs and Talent			
Established Mission			
Institutionally Adopted Policy			
Dedicated Budget			
Resource Sharing			
Creating Buy-in			
Participation Incentives			
Interpersonal Benefits			
Mentor Incentives			
Mentor Training			
Program Admissions Criteria			
Curriculum Design			
Program Length			
Ongoing Feedback			
Technology			
Determining Effectiveness			
Participant Evaluation			
Program Evaluation			
Leadership Evaluation			

APPENDIX D

MONTHLY CURRICULUM TOPICS

Curriculum Topics, Month by Month

Fundamentals Track

	2006	2007
January	Gaming Tech and the Opportunities it offers to Education	Diversity: Appreciating and Celebrating Differences
February	Border Learning Conference: Non-violent Communication	Border Learning Conference: Non-violent Communication
March	Leadership Styles	Developing the Leader within You
April	Appreciative Inquiry	Successful Elements of Change
May	Successful Elements of Change	Creating Positive Change
June	Balancing Ethical Challenges in the Workplace	Ethical Challenges in the Workplace
July	Retreat; Creativity in the Workplace	Retreat; Creativity in the Workplace
August	Achieving the Dream	Achieving the Dream
September	Effective Communication	Servant Leadership
October	Good to Great Leadership	Conflict Resolution
November	Site Visit: Walking in another's shoes; orienting yourself with other EPPC Departments	Site Visit: Walking in another's shoes; orienting yourself with other EPPC Departments
December	Graduation; Recognizing and Appreciating Others	Graduation; Recognizing and Appreciating Others

Advanced Track

	2006	2007
January	Gaming Tech and the Opportunities it offers to Education	Diversity: Appreciating and Celebrating Differences
February	Border Learning Conference: Non-violent Communication	Border Learning Conference: Non-violent Communication
March	Personal Responsibility	Developing the Leader within You
April	Appreciative Inquiry	Successful Elements of Change
May	Developing others through Coaching	Creating Positive Change
June	Communicating for Results	Communicating for Results
July	Retreat; Creativity in the Workplace	Retreat; Creativity in the Workplace
August	Achieving the Dream	Achieving the Dream
September	Diversity: Equal Opportunity, Equal Access	Servant Leadership
October	Leadership by Example	Engaging the Community
November	Site Visit: Walking in another's shoes; orienting yourself with other EPPC Departments	Site Visit: Walking in another's shoes; orienting yourself with other EPPC Departments
December	Graduation; Recognizing and Appreciating Others	Graduation; Recognizing and Appreciating Others

APPENDIX E

EL PASO COMMUNITY COLLEGE

LEADERSHIP DEVELOPMENT ACADEMY ADMISSION PACKET

El Paso Community College

Leadership Development Academy

Training Today for Tomorrow's Leaders
Application Packet
2008

August 13, 2007

Dear EPCC Full-time Faculty and Staff:

I am proud to announce that El Paso Community College is now accepting applications for the Leadership Development Academy Class of 2008, which will run from January through December, 2008. Previous Academy classes have had very successful years and have celebrated their accomplishments during a graduation ceremony at the end of the year. They have certainly set the standards high for future Academy graduates. I am looking forward to the graduation celebration of the 2007 Academy participants who just passed the half-way point in their training. I congratulate them and encourage them to continue their commitment to the College.

The goal of the Academy is to develop leadership qualities, characteristics, and skills for employees currently in positions of leadership <u>and</u> for those wanting to advance into these positions. The Academy offers two tracks of training. Track I, Fundamentals of Leadership, is open to all full-time EPCC employees. Track II, Advanced Leadership, is open to all full-time EPCC employees who currently hold positions of leadership. Each track consists of ten instructional modules presented in four-hour increments each month, which includes a two-day participation in the Border Learning Conference, and a two-day summer retreat.

I congratulate the Leadership Development Committee for their dedication in structuring the Academy and their continued commitment to this effort. I strongly support the Academy and I am committed to making it a training opportunity of which we can all be proud.

In order to be considered for the Academy you must submit an Application for Admission and a Supervisor's Statement of Support. I encourage all full-time employees to consider applying for the Leadership Development Academy. The full description of the tracks and copies of the required forms are attached. Application packets will also be available at each campus library and on the College website.

Be sure to submit your application no later than 5:00 p.m. on Friday, September 28, 2007

Richard M. Rhodes, Ph.D.
President

EPCC Leadership Development Academy
Track 1 - Fundamentals of Leadership
(Open to all full-time EPCC employees)

Fundamentals of Leadership is a one-year program consisting of monthly training modules. Upon completion of each module, it is expected that participants will begin to exhibit the leadership traits covered in that module. The following are typical of the topics that will be covered in the Fundamentals of Leadership workshops.

> Personal Responsibility
> Leadership Styles, Self-assessment, Characteristics, and Challenges
> Equal Opportunity, Equal Success
> Successful Elements of Change
> Balancing Ethical Challenges in the Workplace
> Creativity in the Workplace
> Effective Communication
> Dynamic Team Building
> Mentoring and Coaching
> Recognizing and Appreciating Others

Four-hour instructional modules for the Fundamentals of Leadership Track are conducted in the ASC Boardroom from 1:00 p.m. to 5:00 p.m. on the third Tuesday of each month, with the following exceptions: In January and August participants will attend the EPCC General Sessions and a four-hour workshop on the same day; in February participants will attend the two-day Border Learning Conference; in July participants will gather for a two-day retreat, off-campus.

Each participant will develop and implement an Individual Learning Action Plan (ILAP.) The ILAP will provide the instrument to assess their need for improvement in specific leadership skills and to set goals for obtaining that improvement, in addition to the training modules provided by the Academy.

Participants will also work on a team project, which will have practical and realistic solutions tied to the College goals for the current year.

Continuation in the program will be determined by the participant's adherence to the following requirements:

1. Attendance at all workshops.
2. Completion of all pre and post-workshop assignments.
3. Participation in all prescribed activities.
4. Completion of individual development activities as indicated in their ILAP.
5. Working on a team project that benefits EPCC.

The Fundamentals of Leadership Track is limited to thirty participants. The Leadership Development Committee will review the application packets and will make their recommendations to the President, who will make the final selections.

Upon successful completion of the Fundamentals of Leadership Track, participants will receive a certificate of completion, and will be awarded special consideration for continuation into the Advanced Leadership Track, if space is available.

Track 2 - Advanced Leadership

The Advanced Leadership Track is open to all full-time EPCC employees who currently hold positions of leadership, or who have held positions of leadership in the past. **Position of Leadership is defined as having the official responsibility for staffing, workload assignment, and performance evaluation of at least five (5) employees, or serving as an officer in an EPCC employee association.**

The Advanced Leadership Track is a one-year program consisting of monthly training modules. Upon completion of each module, it is expected that participants will begin to exhibit the leadership traits covered in that module. The following are typical of the topics that will be covered in the Advanced Leadership workshops:

> Personal Responsibility
> Interpersonal Communication
> Strategic Budgeting
> Symbolic Leadership: Leading by Example
> Developing Others through Coaching
> Communicating for Results
> Creativity in the Workplace
> Effective Communication
> Improving Results by Managing Time
> Conflict Resolution
> Engaging with the Community
> Motivating People to Achieve Results
> Recognizing and Appreciating Others

Four-hour instructional modules for the Advanced Leadership Track are conducted, in the ASC Boardroom, from 8:00 a.m. to 12:00 p.m. on the third Tuesday of each month, with the following exceptions: In January and August participants will attend the EPCC General Sessions and a four-hour workshop on the same day; in February participants will attend the two-day Border Learning Conference; in July participants will gather for a two-day retreat, off-campus.

Each participant will develop and implement an Individual Learning Action Plan (ILAP.) The ILAP will provide the instrument to assess their need for improvement in specific leadership skills and to set goals for obtaining that improvement, in addition to the training modules provided by the Academy.

Participants will also work on a team project, which will have practical and realistic solutions tied to the College goals for the current year.

Continuation in the program will be determined by the participant's adherence to the following requirements:

1. Attendance at all workshops.
2. Completion of all pre and post-workshop assignments.
3. Participation in all prescribed activities.
4. Completion of individual development activities as indicated in their ILAP.
5. Working on a team project that benefits EPCC.

The Advanced Leadership Track is limited to thirty participants. The Leadership Development Committee will review the application packets and will make their recommendations to the President, who will make the final selections.

Upon successful completion of the Advanced Leadership Development Track, participants will receive a certificate of completion.

EPCC Leadership Development Academy
Application for Admission

I am applying for (*please check one box*):

☐   **Fundamentals of Leadership – Open to all full-time EPCC employees.**

☐   **Advanced Leadership – Open to full-time EPCC employees who currently hold positions of leadership. Position of Leadership is defined as having the official responsibility for staffing, workload assignment, and performance evaluation for at least five (5) employees, or serving as an officer in an EPCC employee association.**

The signed application, including the Supervisor's Statement of Support form, should be received at the President's office, C/O Shirley Gilbert, Leadership Development Coordinator, by *5:00 p.m. on Friday, September 28, 2007* . <u>The completed application should not exceed 5 pages</u>. Please staple pages together with your name on each page.

Please <u>TYPE</u> or <u>PRINT</u> (No handwritten applications will be considered):

Name:	Classification (*please check one*):
Title:	☐Administrator ☐Classified Staff
Department:	☐Faculty ☐ **Professional Support**
Campus:	EPCC E-mail Address:
EPCC Phone Number:	
Home Address:	Home Phone Number:
City State, Zip Code:	Home E-mail Address:

Number of Years with the College:	
Education: (Identify highest degree completed or courses taken)	

Name:

1. **EMPLOYMENT HISTORY**
   (Provide a brief summary of your employment within the past five years, including
    dates, and a brief description of your job responsibilities)

2. **SERVICE TO THE COLLEGE**
   (List dates and types of service to EPCC in the past five years, for example: service
   in/on committees, task forces, college associations (FA, CSA, PSA), organization
   fairs, recruitment activities)

3. **PERSONAL & PROFESSIONAL DEVELOPMENT ACTIVITIES**
   (List dates, organizations, activities, and a brief description of your role in the past five
   years. For example: workshops   attended in addition to the required Faculty
   Development workshops, workshops presented, conferences attended, membership in
   professional organizations, independent study.)

4. **HONORS AND AWARDS**
   (List dates, names and organizations of honors and awards received in the past five
    years. For example: Employee of the Month/Year, Certificate of
    Recognition/Appreciation, from EPCC or a community/professional organization.)

5. **CIVIC AND COMMUNITY ACTIVITIES**
   (List dates, organizations, activities and a brief description of your role in the past five
   years. For example: participation in activities sponsored by school, church or local
   community organizations.)

6. **STATEMENT OF INTEREST**
   - Why are you applying for the EPCC Leadership Development Academy?
   - What do you expect to gain from the experience?
   - How will you use what you learn to benefit yourself and the College?
   - What kind of activities, projects, or studies would you like to take a leadership role
     in initiating at EPCC?

7. **PERSONAL STATEMENT**

   (Use this section to tell the selection committee something about yourself that might help them distinguish you from other equally qualified candidates)

I understand that if I am accepted as a participant in the EPCC Leadership Development Academy I am expected to attend and participate in all sessions and will use my acquired knowledge and leadership skills to enhance the future of El Paso Community College.	
Signature _____ Date	

Supervisor's Statement of Support

Name of Candidate:_____ How long has the candidate
    worked for

                                            you?

                                         _____

Name of Supervisor:_____ **Title:**
_____

Department:_____ **EPCC Phone**
Number:_____

Please complete the following sections for this candidate

1. Describe the responsibilities of the candidate in his or her current job.

2. Please rate the candidate with respect to each characteristic listed below using a scale from 1 to 5 with 1 being lowest and 5 being highest:

Characteristic	Rating
Leadership abilities or potential	
Interpersonal skills	
Dependability	
Motivation to learn	

3. Describe the candidate's strengths and weaknesses as they relate to their abilities or potential for leadership?

4. Why do you think the candidate should participate in the EPCC Leadership Development Academy?

5. What position(s) of leadership do you envision the candidate assuming in the foreseeable future?

I agree to support this candidate, if selected, by providing the time and resources necessary to complete the requirements of the EPCC Leadership Academy.

Signature of Supervisor _____ Date _____

APPENDIX F

PARTICIPANT EVALUATION RESPONSE THEME

SELF-AWARENESS

Participant Evaluation Response Theme – Self-awareness

Fundamental Track

Sub-theme: Perspective of Myself as a Leader
I am also learning that if teams argue and discuss, I can see this is a good thing. Lastly, if I can grow and improve, my team grows and improves when I share with them.
It's helped me look at myself to see how the way I see myself and how others might see me differ. It's also helped me examine strengths and weaknesses and triggered ideas about developing attitudes and habits to foster and nurture the leader I want to be.
This workshop does reaffirm that I have leadership skills already.   I have always loved to teach others, but, I never really saw it as a leadership skill.
One of the other gems I took away from this workshop may sound trivial but was actually quite profound for me: It is possible to develop the leader within ourselves.
I think I have some work to do, to be a better leader.
I have found that the 5 essentials keys to empowerment will allow me to let go whenever I assign a project to someone.
I will invest more time on tasks such as research and reading in order to become an expert in leadership.
Yes, this workshop activity provided me with various perspectives on dealing with change within myself and the organization for which I work. I learned that by being proactive, my resistance to change may not be as overwhelming.
I plan to integrate this knowledge in order to become more sensitive and aware of others who may experience change differently than me. I hope that by being more sensitive to their needs, proactive in dealing with change-related challenges that I can become a stronger leader.
This workshop made me realize that if I want to become a good leader I have to learn to like the people that I work with and I have to set a goal so I can try to accomplish this very difficult task.
One goal I have set for myself is to have more faith in people. I often have the mentality "if I want something done right, I need to do it myself".   It occurred to me during this workshop that maybe people sense that I don't have the faith in them that I should— maybe people are letting me down because I have not provided good leadership, training and have not had enough faith in them. I want to try to learn to identify people's strengths, build on those strengths so I can expect the right things from the right people. And, ultimately, create the strongest team possible.
There were several workshops that I liked very much. Two of them were the "Developing the Leather Within You", and the "Servant Leader". They influenced me because they showed me that there is no such thing as a "genetic" Leader. Leaders do not have to follow a precise list of characteristics. They showed me how I can be a good leader with my own skills, and how I can enhance my attributes.
The Academy has also met my expectations by allowing me to evaluate myself as a leader. It has given me topics to think about and has given me the opportunity to think

about my leadership style and how I can become a stronger leader.
It was very motivating, I learn more about becoming a leader every day. Sometimes I don't know what I am made of until I experience it with my co-workers.
Sub-theme: Perspective of Leadership
Having the opportunity to have Dr. Rhodes, Dr. Roberts, and Dr. Brown present ideas to us and gaining more perspective on their leadership styles.
I liked that I found a lot of good characteristics in my supervisors. We are always trying to see them like the bad one of the movie that we did not pay attention to their good things. My overall impression of the workshop is that it was very interesting and informative.
The Academy facilitated many discussions that were beneficial to my understanding of the leadership environment at EPCC. I was able to network with many interesting and engaged individuals who genuinely care for this institution.
Hearing first-hand from leaders and administrators concerning what it is really like to be in a leadership role [was valuable].
I did learn about various theories on leadership, and it was great to hear first-hand from leaders at the College and in the community about what it is like to be in a leadership or administrative role. I especially liked the information on servant leadership.
This leadership workshop taught me that the word "leader" can define a person who is an equipper when developing self and others, one who has a good attitude, who is a dreamer and has a vision, who excels in all they do, who creates relationships with his/her people and who is able to influence them.
The insight that leadership is other-oriented and less about goals and initiatives. Essentially the goals and initiatives become achieved by motivating, being other oriented, etc.   One of the concepts that stood out to me the most is the importance of having faith in others.
It got me thinking about leadership from a different perspective, including being other-oriented, the costs of being a leader and gave useful suggestions for developing and cultivating leadership.
Yes, it really changed the way I thought about what being a leader is. I always considered a leader someone who is outspoken and took charge of the situation. After watching Maxwell's presentation, I learned that a leader is a person who has a vision and who works to implement it. Also, I learned that leadership is influence. So, a person does not have to be in a position of leadership to have influence, all they need to do is be able to influence the people around them.
I like to have change, but this workshop made me realize that a lot of individuals do not like it at all or are a lot more resistant than I am.
It provided me with the knowledge that a leader does not have to be good in all areas and a good leader realizes that and is able to trust someone else who is good in that area to do the job.
I learned from the experiences and expertise of both professionals and amateurs and learned success is possible for everyone. . . It was a growth experience, both personal and professional.

There was a presentation by Dr. Rhodes at the retreat about what he believes to be the attributes of a good leader. There were two on that list that surprised me, NICE and OPEN. Before his presentation, I used to think that leaders had to be tough and lead without emotion. I used to think that this might keep me from being a good leader, because I didn't [SIC]
It has given me the confidence to feel that no matter what position you hold we are all leaders and this has given me more freedom to be open with others, to speak up about your own ideas to recognize others for what they do.
The majority of the workshops influenced me in some way. Overall themes, that influenced me was the reminder that leadership can exist on all levels and is not necessarily only determined by title. . . Painting with Amado Pena took me to a realm of consciousness that allowed me to contemplate leadership on different plane, listening to the leadership experiences of Dr. Rhodes, Dr. Brown and the other administrators gave me insight to leadership from a new perspective.
Sub-theme: General Self-reflections
If I choose to grow as a leaders we need to start now. Organizing my life setting up my priorities and invest in my future as a leader. Reading, listening, knowing and interacting with other people are some traits that will help me to achieve my goal. It will take time to growth because there are so many things that I need to learn. I need to be more patient, more tolerant.
I feel more confident about myself. I have learned good things that can help me to grow intellectually, emotionally, and spiritually.
I also realized that leadership is an area I need to improve on. I am still a work in progress but am trying to apply the knowledge and experience to everything I do.
It [video- The Secret] really does work and it has literally changed my life and how I look at the future.
This workshop energizes me to continue giving more than 100% on what I do.
This workshop gave me a push to keep doing what I am doing, to not get discouraged, to do more. I really liked the Paradoxical Commandments of Leadership by John C Maxwell:
It was very informative and reinforced a lot of what I thought were weaknesses. I learned a lot and I also realize that I need to continue growing. It was nice to have several coworkers at the academy also because we push each other to continue growing.
This workshop helped me put this quest and transition into perspective. As I looked at myself in this context, I realized that I myself don't make change very suddenly.
I just come to realized that change is inevitable and I am only hurting my self by resisting. I didn't see the big picture, I was not thinking about the College, my comfort zone was invaded and that is all I saw. This workshop came at the perfect time for me.
I do know that I need to improve in several areas to include communication, self-discipline, adding value to others, listening skills and growth for me as a person.
I have discovered that we are all "leaders" you do not have to have a title to be a leader of course when you are in a leadership position you have to make room for improvements and it's all about patience.

This workshop [Successful Elements of Change] helped me to identify my own attitudes towards change and how to deal with it, as well as how to help others in my area.
I feel that in learning how to not only deal with change myself but assist others in dealing with it I am assisting those in leadership over me by making their jobs easier.
The topic [Balancing Ethical Challenges] made me reflect on my true values. It also made me realize how we are all so different when it comes to ethics. This knowledge can help each of us better understand decisions other make. It still doesn't answer which is right or wrong. It does force you to thing about your own decisions.
The information in the workshop [Balancing Ethical Challenges] was very helpful trying to understand the consequences of your ethical behavior.
Previous sessions taught me that it matters what we say to everyone and to think about how the words we use sound to others. This session [Balancing Ethical Challenges] taught me that my actions also have a bearing on others beyond the immediate effect. Demonstrating good ethics will lead to others emulating that behavior.
It reminded me how important a positive attitude is and helped me to focus on it again.
I've noticed myself considering some points about attitude that were made when dealing with my family—and of course, I'm a very important leader there.
"The first duty of love is to listen." I realize that I need to be a better listener. In order to do this more effectively, I need to work on not interrupting, not changing the subject and not giving unsolicited advice.

Advanced Track

This workshop served as a refresher course for the principles of communication in leadership. It allowed me the opportunity to self examine how I employ the principles of good communication in the workplace.
The information shared helps keep me in check. It is a reminder of what I can do and or may want to consider doing/changing if necessary.
I have met and worked with many, many people with similar leadership interests through the Academy. These relationships inspire me to be a better person and a more confident leader.
Ethical and caring behavior and enhancing the personal growth of the employees are very important to me.
Gives me confidence and self awareness of my full potential.
I hope I will continue to learn to be a better leader and to work towards improving EPCC. This workshop [Appreciative inquiry] enabled me to work on my attitude with others in a positive manner.
As a supervisor of a staff of 40 different unique individuals, it is very important to try to communicate effectively all the time. . . Therefore, it is incumbent on me to make sure that my message is clear, non-offensive and concise enough to avoid confusion.
Yes, I am more cognizant of my listening skills after learning that we retain only 50% of what we hear.
I have to confess I am a "multi-tasker" but I've made a conscious effort to give my undivided attention to the person or task in front of me. I have also caught myself using

"you" communication and have tried to rephrase my statements. I need to work on providing specific positive feedback.
The Coaching Strategies Job Relations Inventory gave me an opportunity to assess my current coaching skills.   The results of the survey indicate that I am a good coach.
As participant in this workshop, .I had the opportunity to self-assess my coaching strategies . I have to work on how to give positive and developmental feedback.
Although I have been told I have leadership qualities, I've never really been in a supervisory position. Participating in the Leadership Academy is affording me the opportunity to learn more about myself and know what actions to take to accomplish my goals.
One thing I have already tried to do is to give more positive feedback and more often to students. This is something that I have always tried to do, but am trying to do more of it. Another is to identify coaching opportunities in my classroom and at home. This will be hard to do since I have never thought of myself as a "coach
This information is useful in identifying stress reactions in myself and in those with whom I work, and in offering solutions to effectively cope with stress.
In myself, I am aware of my own stress reactions and try to address the reactions immediately by coping in ways that work for me. In others, I give them information about how and why stress hurts us physically and mentally, and suggest ways that individuals may cope with stress.
I do feel more confident in dealing with people/situations, although I'm not sure why that is. I honestly can't say right now whether the information was new or simply a reminder, but the information was useful in helping me develop and grow.
I learned that I need to check my perceptions by paraphrasing what I think I heard. I need to consider personality colors when I listen or communicate with coworkers and instructors.
The workshop reminded me of the individual nature of communication and how important perception is. What we say (or not say) may be perceived in a way we did not intend. The information provided in this workshop is extremely valuable in a position like mine.
I am trying to improve the perception of others that I value their experience in the workplace. By being more direct in communicating my ideas and employing active listening techniques I will be able to engage the staff to work with me on the issues at hand.
The task that I am going to work on will be to be more aware of my surrounding, improve on my coaching skills and be more in tune with people that need coach.
I am going to dedicate time form my weekly schedule to observe and recognize positive behaviors from Instructors, Staff members and students.
Working in groups helped me to understand that most problems are generic, and with a few people skills and organization skills, most problems will begin to solve themselves.
With Kenneth Ivory I came to a greater understanding of my personality type and also that of others. This helps in the everyday getting along with others and with me. Dr. Rhodes continuing involvement keeps reawaking hope in me.

The workshops by Dr. Roberts were of special interest to me because they assisted me to increase my self-awareness of myself and others around me, and gave me a better understanding of personality types.
I do not remember the name but the one that had the different colored cards to identify you personality. As I now try to look at myself on a more consistent basis I find that the initial assessment of me is very much true. That is not a bad thing, but some attributes of some of the other personalities I would like to have in my profile, so that means I need to work on me.
While I still have a long way to go, I feel I am a bit more confident taking charge of difficult situations/assignments and I am improving my ability, willingness to delegate important tasks to other people.
I think I would like to adopt foresight over control. Reason being is that I tend to somehow take over things that I know someone else can do. I feel like I have to have a hand in it to make sure that it is done correctly.
It is important to try and to be healthy. Stress can have an adverse affect on health. If one is sick it is clear that their productivity goes down. So remaining healthy and productive is a key component of any plan.
Managing and reducing stress will improve my productivity and health.
It was a welcome wakeup call for me to re-evaluate my own attitude. In trying to get students to be critical in the sense of analysis, I have to be careful that I don't foment an attitude of criticism in which cynicism stifles actual learning.
Yes, it [Developing others through coaching] made me focus on my weak areas. It clarified minimizing problems and also using the but word when telling someone they have done a good job.
When a student or a faculty comes to my office, I had a habit of interrupting him/her while he/she is talking. To me it was normal, and now I know it is not.
I have learned about myself regarding my personality and why people under me can take advantage of me.
Now I am aware why others might do not listen to me. Now I have a plan for improvement. I need to use The I vs You Language.
In every staff retreat I have attended, communication was the number one concern staff listed as the most problem EPCC faced. We all have contributed to the problem either by not listening, had limited listening, or biased. This workshop pointed out our weaknesses and how to prevent bad communication. My trust factor has been an obstacle. After this workshop I now know how to overcome these feelings.
VISION I think this summer, since I will not be teaching classes though I will be doing workshops, I want to look at my visions re-evaluate them, run them through the "I see…grid" and Ethical Problem Solving grid that Linda spoke about.
I definitely need to be more assertive in my communications with others and in my demeanor. At times I have a problem with expressing negative feelings for fear of the reaction on the part of the listener. More often than not, I will be misinterpreted and viewed as a negative person. And, I have always been a positive person who can

sometimes relay negative feelings. So, I've been trying to express only the positive feelings. Probably need to practice it in a non-threatening manner – some accuse me of being threatening and I feel I'm being direct, open, honest and respectful. I try to handle myself in a professional manner, not in a lovey-dovey, mushy manner. There's a time and place for everything and I understood we were here to <u>work</u>. I can be friendly and helpful, but still businesslike.
This program will assist me in become an effective supervisor. I realize now that in the past I have not taken the time necessary to properly listen to my staff because of various distractions that occur in the lab environment
I am going to reflect the facts and reflect the emotions shared or perceived. I need to avoid my typical response: premature reassurance and advice. I need to mirror their feelings and ask.
Yes, It helped me identify areas that I need to work on and great information (which I have shared with others in my department).

APPENDIX G

PARTICIPANT EVALUATION RESPONSE THEME

BUILDING A TEAM

Fundamental Track

Sub-theme: Include the Entire Team
This workshop helps remind me to include all staff members, even in the smallest decisions or updates I need to communicate.
I learned that when we work as a team we get better results for the department than when we work by ourselves.
The handouts he gave us provided helpful ideas, several in fact, on how to introduce change to them effectively without leaving anyone out.
Make everyone part of the "team" Define how each person deals with changes in the work environment.
An action goal I have is to be more aware of others and become more other-oriented.
If I want to be a good leader I need to plan and be aware of the time, and communication needed and the involvement of each individual affected to transition the change smoothly.
Allow others to give their input in the decision making. Implement changes gradually rather than all at once.
Since this workshop, I have assessed the strengths of those around me by identifying three areas they are talented in. I've been trying to incorporate their strengths into our teamwork.   As a team we are stronger so I am focusing on building strengths.
By utilizing every individual's thoughts into a team role it will eventually have its positive role.
It [Successful Elements of Change] will be useful when I see the lack of motivation in my team, I'll remember that different people need to motivated differently.
Sub-theme: Growing and Empowering Others
This workshop/activity provided me with knowledge that will be applied in my current position. . . I learned new strategies such as leading and developing the best on others.
I would like to continue encouraging others to succeed in whatever they like the best.
I believe that everyone is a leader. I learned to recognize/acknowledge everyone for what they are doing, no matter what position they hold. Make everyone more aware of what they are contributing to the success of the department and let them know that it is a "team effort" not just a "one leader" effort.
I want to be sure I am leading by example, thinking of others when I lead, possessing a positive attitude and envisioning the big picture.   Finally, I want to "lead other to develop and lead others". . . I am now thinking of a more other-oriented perspective of leadership that empowers me as an individual but also gives me the responsibility to build that empowerment/leadership in others.
I have always invested my time to train our staff to become familiar with all aspects of my job and have encouraged them to continually learn all they can.
I believe the five strategies (communicate, counsel, demonstrate, educate, support) a leader can use to move employees toward the acceptance of change in the Change Acceptance Curve will be very useful for me to help co-workers adjust to change within

our department. It is important to provide on-going support to employees during a transitional change or reorganization in the department and not assume that the change has been fully accepted.
It is my goal to be more aware and sensitive to how others will perceive these changes and try to assess why they may be resistant.
I learn how to better listen, how to enlarge people, how to nurture them.
I particularly liked what Mr. John Maxwell said about giving others the opportunity/credit to take the lead when necessary.
In this workshop I have learned that by influencing people at work or in your life will allow them to grow and develop into leaders if you as a leader have integrity with people, nurture people, faith in people, listen to people, understand people, enlarge people, navigate for people, connect with people, empower people, and reproduce other people.
The workshop also talked about empowering people and that is something I can do at work with other employees. I have been fortunate enough to have people empower me and so now I am reminded that I must pass that on
The gem that came out of this workshop for me was the instruction to "Give your key leaders a reputation to uphold." After only a few moments of reflection, I realized that some of my most influential mentors had masterfully done this with me. I worked much harder to meet the standards of mentors who had publicly backed me.
I learned how I can empower my co-workers and grow along with them.
I have found that by teaching, training and allowing a new employee to grow benefits me as well as the department. I believe in training an employee in all areas of my job so that if I am away from the office, that employee will be able to perform in my absence. This benefits my boss so that the work gets done when I am not in the office and the employee because it empowers them to be able to take care of the office responsibilities.
I want to empower my co-workers by sharing my knowledge in accounting and my job duties.
I plan to continue to offer this praise, but additionally to ensure that the praise for this person is also witnessed by others, thereby "giving a reputation to uphold."
I've learned how to communicate better with my team and how to delegate better.

Advanced Track
I am trying to improve the trust staff has in me to do what's best for them.   I am merging two departments that have always been on opposite ends of a workflow. One department has already learned to trust that change in the department leads to improvement. The other department is having difficulty in accepting guidance for improved services. This workshop served as a refresher on the principles in coaching for performance.
I want to help and encourage our instructors and coworkers to do their jobs better. Their success will impact my work and our department.
Consistently look for ways to develop employees by coaching and lead by example.
My position at the college does not lend itself do dealing with faculty, the workshops

have helped me create "bridges" to faculty members I normally would have been building.
I would like to be useful and a resource for instructors and staff. I would love to be able to help them become what they can be - help them develop all of their potential. Nurture their personal and professional growth. We can all grow together! Their success will be our success.
The speaker did a good job in going over some excellent techniques to use in developing your staff by coaching when it is needed. It also reminded me of the importance of staying tuned into what really motivated a person working for/with you. There are many opportunities daily to take advantage of a coaching moment.
Yes, one of the most sought after leadership qualities in a coach is to be able to transform their players into strong independent individuals who can work well together with other team members.
The message was very clear to me about nurturing others around you. Many self proclaimed leaders forget the building up of their players (staff).
As a team member, I can help my fellow team members cope with stressful situations and setbacks by listening to them and enabling them to find the most effective ways to get through the muddle be asking reflective questions.
Yes, my job is to do a most effective performance into guide and help my subordinates to do their jobs. This workshop [Developing others through coaching] help me find out that I was doing fine by treating my workers as team members by being aware of their overall needs. The workshop also provided me with tools like an organizational alignment that I found very helpful, a logic order in how to develop objectives.

APPENDIX H

PARTICIPANT EVALUATION RESPONSE THEME

UNDERSTANDING OTHERS

Participant Evaluation Response Theme – Understanding Others

Fundamental Track

Sub-theme: Understanding Others
The opportunity to experience multiple viewpoints and participate in engaging activities [was valuable]. Talking, discussing and exploring with colleagues from all areas of the campus were incredible. As a faculty member, my work is often isolated. Interaction with colleagues can be limited due to time constraints and varying schedules. Opportunities for interacting with the entire college team were a true value of this program. It served as an important reminder that each of us serves only one piece of the puzzle.
It has helped me appreciate that there are differences in management style that are not better or worse than another. Just different.
I think it is important for any employee to know how other departments work in order to help our students better. We know about other departments which we work with all the time and we can refer those services to our students. But when we don't know about available services, we can't refer our students to those departments.
It think it [Balancing Ethical Challenges] is great, this will surely help me see how others think and do.
One important thing that has meant a lot to me is getting to socialize and meet fellow members of the LDA whom this year have gotten to know me by name (without my name tag) that is, and continue to "Inspire" me to become a more effective leader for EPCC. I cannot emphasize enough how much honored I am to be a part of the Leadership Development Academy. And quite honestly, my goal and my prayer is that I will be promoted to become a professional staff member soon, hopefully this year, for my leadership qualities and the contributions I have made and will continue to make for this great Institution. I am looking forward to another year at the LDA where I can continue to develop my leadership qualities.
Diversity: Appreciating and Celebrating Differences. It gave me a better understanding on why people do things differently. (it's not just because they want to give me a hard time)
Sub-theme: Understanding Change and its Effects
Yes-It [Appreciative Inquiry] reminds me again that there are different ways people look at the same situation and respond to what is going on.
It provided me with the knowledge to be able to accept change and the skills to make the transition as smooth as possible.
When you understand the impact changes have on some people, you are able to help them on accepting changes
I have learned to embrace the changes as a learning experience to enhance my professional development and growth as a better employee. But at the same time, I have seen many people who became concerned and alarmed because of the unknown. This workshop helped me to understand and has educated me on why the five strategies are important for leadership to spend time with employees and communicate to them the

positive benefits that change will bring to the organization or department.
I'm a firm believer that change happens every day, and I try to always keep an open mind.
I learned that I like change and that not everybody embraces change.
It [Successful Elements of Change] allowed for an in-depth look into why people resist change and help me to develop tactics to help those individuals
Yes, These techniques have helped me by identifying why people resist to change, their beliefs process, and how people go through the acceptance curve when change takes place.
Yes, It [Successful Elements of Change] gave me a clearer understanding why some people at times resist change.
This workshop [Successful Elements of Change] will enhance one's understanding of how change affects people and why it affects them.

Advanced Track

Sub-theme: Understanding Leaders
I did learn about what others do or don't do and gained a better understanding of why this happens. I learned about leadership areas that I was not that familiar with and ideas that had not crossed my mind before. I gained information about why decisions may be made in certain ways and overall better understand reasons behind decisions.
Mr. Chacon gave us the tour and explained the different areas within informational technology. What was interesting was how large and encompassing the area is. I had no idea how involved they were within the College.
This helped me understand the challenges our College leaders face when confronted with employees who also do not contribute. On the positive side, it helped me understand some of the logic leaders have to use while making decisions.
Overall, I think I have a better understanding of what "true leaders" face and how difficult it really is to be a great leader.
[I enjoyed] The Inn of the Mountain Gods lunch where Vice Presidents commented on activities they are confronted with. The remarks they made provided insight that they are just as affected by decisions they make; that they opened themselves as "human beings" not just administrators.
Sub-theme: Understanding Others
The Academy training allowed us to interact monthly with others from the College while we were learning leadership skills. This was a wonderful opportunity to see the issues faced by others and understand the perspective they have to work with these issues. . . It also showed me how to deal with team members that were not contributing to the work of the project.
During the two years I attended the academy, I met with several college employee, got to interact with them and gain some insight as to how different departments ran.
Listening to new concepts, learning new ways to do/not do something like dealing with people with different ideas than yours and be able to express your differences and discuss your point of view. Working in groups and listening to others not in your group

come up with the same/sometimes different viewpoints. Observing others in your group and in other groups and how they interact with each other and oftentimes seeing a different side of them. Observing myself interact with others and seeing the wide spectrum of How different we are and how much we have in common, too.
I learned from Dr. Roberts that there is much I do not know about what really causes stress. To help me as a supervisor, I heard that stress many times does not have obvious symptoms and that even minor symptoms of stress need to be addressed early. Some individuals are affected by life's little problems and that I need to be aware that these can cause work problems, so I just need to be aware of changes in individuals work performance. I do not want to over react either, and begin labeling everyone, "stressed out".
I don't know if it was considered a workshop, but the times when we went to go visit a worksite. You can get a lot of insight by actually seeing people at work.
I have really learned to see things from a different perspective and learned about how different we really are; how easy it is to look at the same things and find we see it so differently. I have learned to appreciate differences and have a better understanding of others. To be in the same room and work with people you don't know brings so much awareness about yourself and them.
Just like in the exercise "Human Knot", everyone sees things from their viewpoint and, therefore each person has input that should be taken into account in order to see the whole picture. Only until that happened, were we able to undo the knot.
Sub-theme: Interaction with Others
I think the best thing about the workshops was the interaction between all employees. It did not matter what level they were in the hierarchy structure.
The retreat activities were a refreshing escape from El Paso and some of the best and most informative gems came from informal conversations with the leaders who attended. My colleagues in the entire class were exceptional individuals. All had a positive learning personality. Even though we were from very different backgrounds, we meshed.
I have liked the opportunity to interact with people from all over the EPCC district. Depending upon what your daily job is, you may not get to interact with a variety of people who can broaden your perspectives or help you see situations in a new light.
The abilities to come together and work with other employees away from our environment and comfort zone made me closer to other employees whom I wouldn't normally work or interact with.
I've enjoyed meeting co-workers from other departments and not in a rushed, work atmosphere.
I have enjoyed the camaraderie and the chance to interact with people I talk to on a near daily basis, but whom I may have otherwise met.
The interaction with other members of the college is the most crucial aspect to the LDA experience.
The camaraderie that has formed with the group is wonderful – and it is nice to network with EPCC folks outside of our immediate areas.

APPENDIX I

PARTICIPANT EVALUATION RESPONSE THEME

COMMUNICATION

Participant Evaluation Response Theme – Communication

Fundamental Track

Sub-theme: Information Dissemination
This is definitely one of the workshops [Successful Elements of Change] that has empowered me personally. I want to enhance my leadership skills and in turn teach my co-workers/ subordinates what I have learned. "People don't mind change they do mind being changed." I learned that it is our responsibility to assist people in moving beyond their comfort zone and to accept change.
Yes, what it did was reinforce my belief that it is better to emphasize the positive, appreciate "what is" and work from that point. Since my co-workers are also at this workshop [Appreciative Inquiry], there will be communication and discussion of these activities among us which, hopefully will allow us to learn and grow.
My action plan includes communicating relative information I receive, particularly through email, and immediate department updates I receive to every member of our staff.
I like to share what I learn with my colleagues. Specifically, I have shared motivational quotes from the workshops regarding growth.
Communication is the best tool for success. It is important to keep staff informed of the why and how. Others need to participate in the decision making. Training is very essential for all employees to feel up to date with "technology."
It's much easier to accept something if you know what to expect, rather than the "fear of the unknown."
I now know that there are many reasons why an individual will resist change but if I communicate to them the why, the how and if I give them the big picture of the outcome, the change will be a success.
We have a weekly staff meeting and I feel I have the knowledge to ask intelligent questions to make sure my co-workers and myself understand any changes that may be taking place now or in the future.
As we move to the new facility, I'm working closely with different vendors to coordinate the furniture needs for all departments. I'll continue sharing the information with everyone affected in the process.
It [Successful Elements of Change] helped me realize the importance of sharing 100% with team members change integration in the work place. My are always is applying multiple changes.
I also enjoyed the connections we were able to form by networking with departments all across the college. It opened up communication throughout the college as we learned about each other's departments and gained knowledge to make improvements and advancements.
Sub-theme: Information Solicitation (Inclusion)
By identifying how an employee is feeling, the manager can communicate more effectively by addressing the root cause and thus helping the employee manage his or

her feelings and thus their attitude will be more positive
Before trying to implement any major changes in an organization it is important to 1) have substantive input from the people who will be affected by the change
I cannot stress how important it is to communicate change effectively while at the same time involving everyone in the department as part of the team and implement the good ideas and encourage those that participated to continue to participate.
If I want to be a good leader I need to plan and be aware of the time, and communication needed and the involvement of each individual affected to transition the change smoothly.
First, it would have to be that I am a better listener and that I am able to connect, communicate and assist my co-worker to a better working environment.
Definitely, you have to be able to communicate, understand that not everyone is willing to accept change as they might feel threatened, and the role as a leader to ensure that everyone understands that their role is very important to the change and how they can help make the change become reality and successful.

Advanced Track

Sub-Theme: Performance and Productivity
As a supervisor, I just not need to be cognizant of changes in employees and talk to them if their work performance level is affected.   Hopefully, I will be able to communicate with an affected employee by listening well, being honest and direct about how their performance has changed; and together develop short and long term ways to cope with this particular situation.
People skills, communication and listening skills are instrumental to productivity and interactivity in the place of work. The workshop emphasized what I always believed-communicating in a nice and professional way is much better and more productive to the sender and recipient than uttering negative comments that diffuse the moral of the employees….
The workshop provides very important techniques on how do we become more skilled in coaching and giving performance feedback to others. Some of the main objectives that were discussed are: Defining the characteristics of a successful coach, identifying coaching opportunities, setting clear objectives and expectations, reinforcing positive behaviors through recognition, recognizing the steps for giving feedback, and dealing effectively with performance issues.
Communication has been a challenge here at EPCC. We do not realize how we contribute to the problem until it is presented to us in this manner. The process covered in the workshop I will implement especially the listen more talk less.
Recognize employees for positive behavior by using the five steps in reinforcing performance through feedback
This was the best session so far. It addressed the role of the leader in addressing performance. Keeping in mind the goal of coaching for peak performance, the leader has to be specific in identifying to the employee what the objectives are following the principles of "what", "how well" and "how will we know". Leaders can positively

affect the performance by being specific in stating or task, defining a measurable outcome, making sure that the goal is attainable, being reasonable in the expectations and finally by setting a time limit on completion. By always following these principles leaders establish in their employees that they will be supported and can be successful.
I have started by meeting more frequently with staff that I supervise and try to get feedback from them on issues that they might have, areas that need improvement, and what can we, as a team, do to improve our services and work performance.
There are so many good ideas from this workshop. Let me mention one, reinforce positive behaviors through recognition. I wanted to reward my Design II students in a special way for their hard work this semester. The solution was wonderful, I think. Amado Pena had lunch with these students. I had some posters with his Ladders to Success image. I gave them to my students in a ceremonial setting to remind them of the experience of learning from Amado Pena and of how what he said/taught related to the lessons of the semester.
Sub-Theme: Uses of Communication
I like motivating personnel by talking on their strengths and how much better they can become. I hate talking about the weak things in people.
In every staff retreat I have attended, communication was the number one concern staff listed as the most problem EPCC faced. We all have contributed to the problem either by not listening, had limited listening, or biased. This workshop pointed out our weaknesses and how to prevent bad communication. My trust factor has been an obstacle. After this workshop I now know how to overcome these feelings.
It gave me some insights if I have to provide feedback, particularly if it is negative. This workshop reminded me that it is important to have clear expectation and a motivating atmosphere.
Yes – I learned valuable information about setting clear objectives which I will apply to our objectives in our office. Sometimes in our haste due to our workload, we tend to make statements with words such as "appropriately, accurately, efficiently," that employees will need clarification on.
Reminding me of effective communication practices, which will make me a more effective coach and leader personally and professionally.
I am going to reinforce positive behaviors through recognition = .Positive Feedback .
I will focus on the performance/objectives when communicating, and (try to) avoid emotion/personal issues.
I am trying to apply the positive reinforcement in my workplace.
Change is something I've never feared, but rather been optimistic about, but I know many co-workers who do. This workshop will assist me in communicating better with co-workers regarding changes in our workplace.
I have always thought that good communication skills are paramount to solving employee conflict. Two workshops I enjoyed were Communication Insights (Linda Brown) and Conflict Resolution (Ernst Roberts). The Conflict Resolution was especially helpful because it covered very specific steps to follow on how to handle workplace conflict.

The first workshop helped me on how to better communicate with a co-worker that I had been having problems with. It gave me new ideas on how to approach my co-worker.
Yes, it [Developing others through coaching] was a very valuable workshop. One feature that really fortified the message I received was being careful on the choice of words and how it can affect people.
My individual ILAP deals with trust. This workshop helps me understand that trust not only matters to me but also to those who I supervise. Therefore, I am committed to try to never give my staff any reason to distrust me. I can accomplish this through honest and open communication with my staff and also through my actions that are observed by my staff. I can also try to encourage my supervisor to be honest and open with me.
Sub-Theme: Importance of Listening
Yes, the workshop made me aware of all the distractions we have in order to listen effectively and how quickly distortion sets in.
Reflective listening seemed to me to be a very important skill for a leader to develop. The only way that a leader/manager can resolve issues is by listening carefully and checking his/her perceptions and being specific with feedback. I tend to be a good listener, but can use improvement in this area, especially when I think I know what's going to be said. I need to learn to wait and hear everything before arriving at any conclusions. The lesson on "I vs. You language" is one most of us need to learn. Along with the aforementioned, more assertive communication is my goal for interactions in our office.
Communication is essential for any leader to be successful. The listing techniques discussed during the workshop are a valuable skill that I will try to apply on a daily basis
It helped me improve my Listening and that is important in a leadership position.
I learned the difference in listening and hearing.
This program will assist me in become an effective supervisor. I realize now that in the past I have not taken the time necessary to properly listen to my staff because of various distractions that occur in the lab environment
I now think more about what people are saying and what they mean
I loved what Linda said about the listener never having the "full" information. A reminder for all to be better listeners and take into consideration the fact we may not have or know the whole story…be more considerate…listen for what is not said etc…
I believe if a leader has good listening abilities, he or she will be able to communication efficiently and effectively at every levels of the organization; this is an area that I hear of people wanting to excel and improve on including myself.
Many of the concepts covered in the workshop were not really principles or characteristics of the leader or leadership, but rather management techniques for communicating , soliciting advice and team building
This will fit into my action plan in being a better leader because I feel that the best leaders are the ones that can communicate and listen to staff members.
The areas that this workshop has helped in my individual leaning & action plan is in setting goals/objectives, improve in my coaching skills, and listening skills.

Listening is an important leadership skill. We communicate not only with words, but with our body language and facial expressions. We are communicating even though we may not be saying anything. However, we should not make assumptions about people based upon their body or facial expressions, because we could be wrong. By the same token, we as leaders should be aware of the silent messages that we are sending even when we are not saying anything.

I have learned new supervising skills like listening and paraphrasing what has been said and not to assume the meaning of what someone is saying. Make sure we have the same meaning and understand what is said and what needs to be done.

APPENDIX J

PARTICIPANT EVALUATION RESPONSE THEME

RELEVANT TO WORK AND/OR LIFE

Participant Evaluation Response Theme – Relevant to Work and/or Life

Fundamental Track

Yes, this workshop provided me with leadership skills I can use at work.
I am more aware of said characteristics and try to implement them in my every day routine. Since many students come through the lab on a daily basis, I think that not only staff, but also students can benefit by being exposed to these traits.
Working with students and work-studies, I have a better understanding of how I can not only lead in this environment but motivate them.
So I worked on developing the tutors that fall under me to take charge and see my vision. With their help, we are almost done completing the project.
Leaderships skills are needed on a daily basis, specially if a specific situation arises and /or decisions have to be made.
Yes, it provided valuable knowledge that could be applied to my leadership role at the college.
Yes, it gave me valuable skills that I can put in practice at my work area. I can help my co-workers to overcome their resistance to change
Yes, it gave me valuable skills that I can put in practice at my work area. I can influence my co-workers to do their best in what ever they do.
Not only here at work, but also at home it has even given me tools to use with my kids and my husband.
I can improve my listening skills not only at work, but also at home. I need to be more nurturing by encouraging others around me, even if they are not in my department.
The Academy training provides a new framework for applying leadership skills. For example, rather than returning to the workplace and keeping knowledge to myself, I began to practice as well as share knowledge with my students in the classroom. I am more observant of the behaviors of leaders in the workplace as well. The knowledge gained at the Academy, re-sensitized me to my environment.
I enjoyed the practical hands-on activities and the ability to use what I learned in my work place.
I can utilize these skills also with my co-workers and in turn we can use them to better serve our Customers, which is the El Paso Community.
It [Appreciative Inquiry] helps me to become more aware of different approaches, styles and perceptions. It was a learning experience that can be utilized in our daily work and personal enrichment.
The workshop [Appreciative Inquiry] fits into my daily activities such as to think before implementing any decision with the EPCC-PD.
Yes- It [Appreciative Inquiry] will help me as I continue my education and in my personal relationships as well.

Advanced Track

The Communication Insights lecture gave me some insight as well as techniques to actively communicate with others effectively. I use the objectives to facilitate in my day

in day out use personally and professionally.
Yes, this workshop was very valuable. In having contact with students, parents and the community on a daily basis, this workshop made me think of things that I might not have thought about in talking and listening to people
Reminding me of effective communication practices, which will make me a more effective coach and leader personally and professionally.
Listening and communication is very important in everyday living; therefore, I will be practicing the reflective listening and utilize the tips mentioned in this workshop.
As I mentioned, I deal with a lot of students every semester and improving communication skills is one of the important tools that we use every day to serve our students.
The techniques are used daily in my life.
Yes, it provided me with the following with realizing that we are all coaches in one way or another. As people who interact with others at work and at home, we can use these coaching skills in our classroom, in our workplace with other colleagues and also at home.
The information provided will be useful in the workplace especially when asking for feedback from the Deans and Directors in special projects or assignments.
This workshop made me realize I needed to look more closely in student work, and every time I see something well done, or a concept used correctly, I will try to reinforce that.
One thing I have already tried to do is to give more positive feedback and more often to students. This is something that I have always tried to do, but am trying to do more of it. Another is to identify coaching opportunities in my classroom and at home. This will be hard to do since I have never thought of myself as a "coach
Although I had heard about 8 to 1 (eight good remarks for each 1) I feel that the "4 to 1" proposal is workable at the office, home and community.
I use it every day
This workshop allowed me to identify stress at work and home. One technique which I implemented was to write down things to accomplish for the day. This technique allow me to manage stress based on managing time and tack better. This also allowed me to accomplish some of my goals.
I plan to incorporate the "Personal Health Habits into my life.
I do use my knowledge of stress and coping in everyday interactions with my students and colleagues, as well as with those I supervise.
[I have become a] Better listener, learning from mistakes and applying what I am learning to my day-to-day interactions/guidance whether at work or home.
The idea that we need to be focusing on the positive in addition to personal accountability is very applicable in my daily professional decision making and problem solving process.
The workshop [Developing others through coaching] brought many ideas on HOW to develop not only others but I can use it to improve and enhance my life-long learning.

APPENDIX K

PARTICIPANT EVALUATION RESPONSE THEME

SKILLS AND CHARACTERISTICS OF LEADERSHIP

**Participant Evaluation Response Theme –
Skills and Characteristics of Leadership**

Fundamental Track

In order to grow and improve, we have to embrace change and have a positive attitude about it.
Without accepting the fact that everything changes, we can not accomplish any task. It is just the attitude that we take that will make the difference
This was a very interesting workshop, because it provided the different qualities and attitudes a leader should possess.
You must have a vision credibility and trust in order for others to see you a true trusting leader.
I was able to identify the qualities of a Leader.
One of my most important goals is to become a better leader, and this workshop gave me the foundation to reach that goal. Being able to identify the necessary qualities that a leader should possess will make my job easier.
I learned that people support what they create.
Though it seems obvious that we are living in a constantly changing world, the dynamics of change and their effects are somewhat less obvious. Recognizing that we are all exposed to change and yet we all deal with it differently.
If I want to be a good leader I need to plan and be aware of the time, and communication needed and the involvement of each individual affected to transition the change smoothly.
I used to believe that communication and training were important to explain change to someone but I learned that all five strategies in the Change Acceptance Curve are important.
I also think that the workshop made integrity more tangible. It is now something that is not as abstract but can be more readily identified.
I as a leader need to have integrity, love the people that I work with and listen to them 100%.
I personally feel that it was very interesting to learn about the 10 ways that an influencer gains influence. My favorite ones were integrity and empowerment.
I learned that by getting to know the person, who they are, what they are good at, will show I care and open possibilities for new training/working relationship.
One very important point- must have integrity. I would like to help my co-workers understand that a leader is not someone that tries only to influence people in the wrong way but a leader is someone that will demonstrates Love, belief, trust, encouragement, compassion and honesty.
I learned that I need to let go when I assign a project to someone and trust that they will fulfill their responsibilities.
I have learned that you cannot loose faith in people.
The Academy training me in different ways, such as: How to lead with passion, and integrity. How to serve with humility How to accept the changes in my environment.

How to empower those that surrounds me Recognizing everybody's talents, and accepting them for what they are.
It showed me different leadership styles. It also met my expectations by me being able to understand, be aware, learn and be more attentive to those everyday things that make an effective leader.
There was a presentation by Dr. Rhodes at the retreat about what he believes to be the attributes of a good leader. There were two on that list that surprised me, NICE and OPEN.
The servant leadership workshop was very interesting and was the most powerful idea that I was exposed to - that leaders are here to serve rather than to just kind of be in charge.
One of the things that it is going to be stuck to me is the statement: "Leadership is influence, not a position".
The most significant [servant leadership principles] for me are to work on your interior first and know your heart's desire. You must work on yourself first before you can lead others and if you are doing what makes you happy, then you will treat your employees with trust and respect. This happiness will spill over into family life as well.
Having Integrity Being Humble Being persistent Being Kind [are the most important servant leadership principles]
Some of the principles are to lead with your strengths; character is more important than competency; servant leaders use persuasion over coercion. Also, listening over directing, acceptance and healing over blame, and foresight over control. The principle that leadership is character was significant.
How to Grow as a Leader was very informative in that it reinforces that one must continually read and learn new things in order to grow. If leaders do not grow, then the organization does not grow.
This workshop [Appreciative Inquiry] did provide me knowledge, skills, and techniques that will help me to be a great leader. The most important thing that this workshop helped me see is that we shouldn't always concentrate on the problems and rather focus on the positive and try to see the best in the people that are part of our team.
AI [Appreciative Inquiry] is an important skill for all people in leadership, in my opinion, to be able to see beyond the current problems/weaknesses and instead see what is working/strong and how to supplement that to the point that the weaknesses become negligible or void. Failure to do this results in finger-pointing and blame shifting which results in the problems not being resolved.
Yes. If a leader leads by example, what better example to introduce a different way of looking at things positively regardless of what he/she may be facing in his/her area.
Yes, looking situations positively is helpful in being a good visionary.
I've learned that you should persuade and influence towards change, not just do it. Anticipate potential resistance and be informed.
I learned the techniques of how to be a true leader like: be knowledgeable, responsible, transparent, encourageable, etc. I leaned the importance of admitting mistakes.

It was an inspiring workshop. It kept me awake and interested. Some of the things I want to keep in my mind as I work each day are: I see, I feel, I want, I need; Evaluate by asking a series of questions; we remember only 20% of what we hear; Try to let others solve their own problems instead of being over-nurturing; Ask for what you want.
Learned about a 4-Step process for addressing issues or communication problem at work: **I See**: State the facts, Be specific and concrete; **I Feel**: Describe how you feel: lonely, left out, angry, frustrated, etc.; **I Want**: State what you want: a new laptop, to stop, etc.; **I Need**: You to assure me, You to know, You to agree, etc.
The ethical problem-solving section of this workshop will play an important part in my position.
As a supervisor, I am faced with issues that require some type of action on my part to correct a problem. This simple, yet functional 4-step process may help me address potentially serious problems from escalating into more serious problems.
-Open door access to my staff -Creation of a very comfortable environment to work in -Fun and nurturing atmosphere while imposing professionalism -Expectations are clear and set by deadlines -Disallowance of gossip…
I will be more assertive and apply I see, I feel, I want and I need to more work situations for a more positive and effective response.
I tend to react to situation as they come up. I need to take a moment to regroup an remind myself that I need to express what I see, feel, want and need.
I will find every opportunity to give my staff the chance to communicate with me and make sure that I understand their needs. I am going to apply the 10 steps to success method to help me communicate better.
When giving information and direction, have the person repeat it back to you to sure they were listening
And that if I strive to be a good coach I need to demonstrate a number of traits to my subordinates, such as: explain the whys, be a decision-maker, try to motivate, set examples, be a good listener (as well as a good questioner), be enthusiastic, be optimistic and set a clear direction for the work environment. Also useful was learning how to develop a performance objective.
I learned the steps for giving feedback and I also learned how to document a performance problem. I needed guidelines on how to deal with performance issues.
Yes, I think that the four characteristics of coaching leadership were very informative. The hiring the right people (which I know that they must be qualified, however must possess other characteristics that will "mesh" in the office environment would be very beneficial on the next hiring selection process); setting clear expectations may need to be re-emphasis more; developing other people – this is a constant need however at this presentation Mr. Comer identified that it is up to individual's motivational levels; Creating the motivational atmosphere- the college has been very supportive of

educational opportunities for employees. The only difficulty is there are individuals who prefer for those workshops to be within the "8 to 5 "work schedule. Workshop times and dates may work for certain areas and individuals however that may not be the case in other areas.
As a manager, I could use different ideas in getting my employees motivated and appreciated such as identifying coaching opportunities, setting clear goals and recognizing employee for job well done or deadlines met.
Coaching will help me develop as a supervisor by apply the techniques used in the workshop.
Stay current and ensure that everyone knows exactly what is expected of them by being specific, collaborate with other and when I see, what I might perceive as a problem, not only address the problem but possible solutions.
I will develop a "smart" performance objective that is specific, measureable, attainable, reasonable, and time bound.
If I can apply the coping strategies learned at this workshop, I'll be less stressed and more capable of handling work assignments efficiently.
He [Dr. Sandy Shugart] gave us a very compelling account of his road to become president of a college and how that was facilitated by others. His message seemed very genuine: Help others while you lead them and they will in turn help you lead them.
Trust and collaboration [are the most significant servant leadership principles], I have to gain trust as well as trust other in our approach to the common goal. The other is that we are in the same mix and what we do cause and effect is a collaborative effort.
Concentration on the good instead of stressing improvement of the bad, provided me with a different approach to solving problems.
For me, the most important and defining aspect of leadership is that of a positive attitude. The only leaders that I have ever respected and have been willing to give 100% to were those who actually lead with a great attitude rather than dominating with fear and intimidation.
I found that several leadership skills would be applicable to my work environment. Visionary, positive outlook, trust and decision making skills are and can be implemented at work.
Yes, this workshop/activity [Appreciative inquiry] is pertinent to developing/enhancing leadership skills because one cannot lead if they are not open-minded and as Dr. Roberts stated- a visionary.
Yes, It [Appreciative inquiry] gives me a way to tell people what we are aiming for rather than what we are trying to eliminate o get rid of. It is a great way to look at the world.
None if us can be successful without the help of others because we do not function alone.
Yes!! I learned some of the characteristics needed to be an effective Coach and how to effectively implement them into the work areas!!
Yes, because now I know the difference between a coach and leader. Coach sets foals for his team and whereas leader allows his team to set its goals.

Yes, this workshop was pertinent toward enhancing leadership skills such as problem solving, decision making, accountability, positive reinforcement, communication and mentoring. Most traits discussed are traits that are critical in developing effective leadership skills.
Yes, it reminded me to accept people as they are, work with them in a way they can understand, develop their talent and their conception of their worth. Let them know they and their work have value, and encourage their desire to grow.
It makes you realize that not any individual knows everything about leadership and we have to be reminded of our skills.

APPENDIX L

PARTICIPANT EVALUATION RESPONSES

APPLICATIONS OF LEADERSHIP DEVELOPMENT

Participant Evaluation Responses – Applications of Leadership Development

Fundamental Track 2007

I have always considered myself to be a positive person, but I have greatly increased my efforts at putting my positive thoughts out to the universe since I watched the video. It really does work and it has literally changed my life and how I look at the future. Also, I have passed on this information to others and have seen it work for them.
I embraced the change in a positive way and it helped to make the process a lot smoother. One thing that helped was that I was able to see the positive outcomes of this process very quickly.
I've learned to listen more carefully and not interrupt when people are talking to me. I also learned to value people (other staff within my area) more by not being judgmental and instead offering to help them do better (by supporting them).
The Secret (Video) - I have shared with co-workers the power of positive thinking and there has been a noticeable change in the work environment. This workshop truly changed my life.
I'm practicing listening better. I'm practicing being a person of influence by mentoring and motivating my employees to do better, to reach higher
The Servant Leader. I like to serve my coworkers. I want to be an example for them. So I am working very hard in order to achieve this. I like the workshop of the empowerment. I am working on that. I want to empower my coworkers trusting them some of my job duties because I want that they learn something different from what they are doing.
I was able to apply all of the workshops because they helped to offer ideas in problem solving and helped me gain a better understanding of work styles and how to best work with them.
"The Servant Leader" made me aware of little things that sometimes are over looked and not recognized. Above all [I] am more aware of people's skills and leadership skills that they possess.
I am working on trying to develop others. I try to encourage behavior/activities/access to resources that are moving the person(s) in the desired direction. I want to help people improve themselves and reach their goals. I look for ways to encourage/support/equip/empower/praise.
I think I have applied workshop topics to my daily job, I have tried to become more aware of the contributions of others, to help others become leaders and to be more compassionate towards those around me.
There were several of them that I was able to apply in my department. - The Colors Workshop helped me to understand the different personalities; why people act is such different ways. I know how to approach people to avoid conflicts. -Successful Elements of Change - Help others to adapt to change by motivating them, explaining the benefits, and providing them with the necessary training.
"Developing the Leader Within You" was applicable. By developing myself as a leader in the workplace, I am also helping the staff I work with to develop their skills.

I am applying the concept of servant leader to my role as faculty coordinator at my campus. Besides just being supervisor to a few part-time instructors, I am here to provide guidance, assistance, advice, and resources
I learned from the panel discussion that the YWCA needs volunteers. I shared this information with students who may be interested to getting Service Learning credit for volunteering.
Part of my ILAP is to continue growing spiritually, to check out and listen to CDs on leadership, and to read more, so that I do not become stagnant. I am doing this and I am also sharing some of this wonderful wealth of knowledge and inspiration with my coworkers. I can see that they are also growing.
I was able to apply the concepts of servant leadership in my daily interactions with my colleagues and students. I became more aware of how I treat people directly effects how those people will respond to me as a leader and their value to the mission of this institution.
I became a better listener.
I was really influenced by the Law of Attraction workshop in which we watched the video "The Secret" at the mid-year retreat in Ruidoso. I have always considered myself to be a positive person, but I have greatly increased my efforts at putting my positive thoughts out to the universe since I watched the video.
And the workshop that influenced me the most was the one on April (Successful Elements of Change). It just came at the right time to help me cope with the situation that I was in. I was moving from one department to another. From a job that I love to do to another one I dislike. I was resisting the change. It was a very difficult time I was going through. This workshop opened my horizon and made me realize that it is all in us. It is the attitude that we opt to have; I am going to be me any where I go. I went to the transition with motivation and here I, love what I do again. I will walk the extra mile to do a better job.

Advanced Track 2007

My favorite thing about the workshops is that someone seems to be in charge of making sure we all having fun and enjoy being there. It is something that I am trying to capture and infuse in my classes. Practically speaking, what I liked most was the regular schedule. We had a schedule given to us at the beginning which helped me plan my teaching schedule for the semester.
The one workshop that influenced me the most was the "secret" workshop that was given at the retreat. I felt that it has given me a more positive outlook on life.
I try to apply what I learned from each workshop by experimenting and or sharing (teaching) what I learned with staff and students. Some of the workshops brought out the best in me and made me recognize where I am and what I'm about, offered self awareness; strengths/weaknesses.

The insight personality. It made me understand why people do things the way they do and how they do things. I used to see them as different and weird and I didn't like to deal with people who do things differently. But now it fascinates me and I'm able to relate to them more effectively.
Coaching Through Positive Expectation and Recognition allowed me to identify poor performance and create an evolution process through feedback of the individual. For example, Asking for their perception of the problem.
Developing Others Through Coaching was a great workshop and I have used the ideas I learned there to influence the people I work with to take a more pro-active approach to dealing with situations here in the Service Desk Area.
The "Developing Others Through Coaching" workshop was the one I thought was most pertinent to my workplace and very helpful. This workshop gave me some tools to help me motivate some of my subordinates.
The two communication workshops mentioned in #6 have been helpful almost daily because I have been more comfortable speaking to workers concerning work related issues. More specifically, I was confidently able to address a communication issue with a co-worker.

Fundamentals Track 2006

I plan on doing more mini workshops or team building assignments with my team to remind them of these valuable points. But, that will have to be sometime in the fall, summer is extremely busy for us.

Advanced 2006

Personally, I and my teammates have been building on the great pieces of technology but also providing a personal touch to the experiences by involving the student in the learning process of the new technology. By building on those facets of the CSF labs the numbers have increased every semester. And the students feel more comfortable to ask questions regarding technology than they ever had before.
I've already used reflective listening and questioning with my co-workers and think they appreciate the time I have taken to 'really' listen and try to understand them.

APPENDIX M

MONTHLY SESSION EVALUATION WORKSHEET

EPCC LEADERSHIP DEVELOPMENT ACADEMY

Reflection Evaluation

EPCC-LDA Reflection Evaluation Form <u>Fundamentals</u>

Name of Workshop:

Date of Workshop:

1. Did this workshop/activity provide you with leadership knowledge, skills or techniques which will be valuable in <u>your work</u>? If yes, how? If not, why not?

2. How does this workshop fit into your Individual Learning & Action Plan (ILAP)?

3. Give a specific example of a task or activity that you would do to implement what you learned in this session?

4. What would you recommend to improve the Leadership Development Academy workshops/events? Any other overall recommendations?

5. Have you had an opportunity to use what you have learned in the workshop? If you have, would you please share your story with us? If not, do you see opportunities for using it in the future? How?

Thank You!

APPENDIX N

END-OF-YEAR EVALUATION WORKSHEET

End-of-Year Evaluation Worksheet

* Note: Questions were copied from the 2007 El Paso Community College
Leadership Development Academy WebCT site, End-of-Year Evaluation.

1. Your feedback is very valuable to us. Please take a few minutes to reflect on the
    effectiveness and usefulness of the EPCC Leadership Development Academy.
    Your input will guide us in developing future Academy activities. Thank you!
    What did you expect to get out of the LDA experience?

2. Describe the ways in which the Academy training met your expectations?

3. Describe the ways (if any) in which the Academy training did not meet your
    expectations?

4. What did you like most about the workshops?

5. What did you like least about the workshops?

6. Which workshop(s) influenced you the most? Describe how and why.

7. Which workshop topic(s) were you able to apply in your workplace? Describe
    how and why.

8. Which workshop topic(s) were you not able to apply in your workplace? Describe
    why.

9. Describe what you liked/disliked about the use of WebCT for submitting your
    evaluations.

10. What recommendations do you have for future EPCC Leadership Development
    Academies?

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VITA

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